

Year 10

Autumn Term

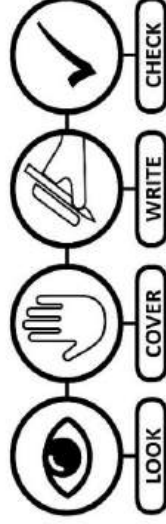


Knowledge Expert Booklet



Knowledge Organisers

- You should always have this booklet with you **every day**.
- The knowledge organisers contain the key facts, dates, events, characters, concepts and vocabulary you must memorise to succeed this year and in your future studies.
- Use your green exercise book for **self-quizzing**. It may be set for extended learning or during a form period.
- Use the following method for self-quizzing:



Read a section of your knowledge organiser and try to memorise it	Repeat it to yourself from memory until you think you have got it right.
Cover it up	Put your Knowledge Organiser sheet away so that you cannot copy it. This will mean that your brain will have to work harder, meaning it is more likely to stay in your long-term memory.
Write it out	Put the date and title in your self-quizzing book. Write out what you can remember. Even if you are finding it difficult, do not look back at your KO, but think hard and challenge yourself to find that answer. Always take pride in your work, so write neatly, taking good care of spelling, capital letters and punctuation.
Check it	Refer to your KO sheet and check your work against it.
Correct it	Make corrections using a green pen and continue this process until you can recall the information.

<h2 style="text-align: center;">How should you use your knowledge organisers? – 20-minute plan</h2>	
<p>20 minutes Quizzing</p>	<p>Select the relevant parts of the knowledge organiser to quiz from – this could be key terms from English, or key formulae from Maths. It should only be small chunks of information. Spend 3 minutes reading and re-reading the section of the knowledge organiser.</p> <p>Spend 2 minutes trying to recall the information in your head or say it out loud. You could ask yourself ‘how’ and ‘why’ questions. This is called ‘Elaboration’.</p> <p>Put your KO away and write out the topic and answers relevant to the information – use your self-quizzing book for this. Spend about 10 minutes on your Qs and As.</p> <p>In your self-quizzing book, spend the last 5 minutes checking your answers by looking again at the knowledge organiser and writing any corrections in a green pen. Remember to correct any spelling errors by writing them out again.</p>
<p>Flash Cards</p>	<p>Another way to revise from your knowledge organiser is to put the information onto flashcards. Put key terms / key questions on one side of the card, then the definition / answer on the other side. Either test yourself or ask somebody else to test you.</p>
<p>Online learning</p>	<p>Quizlet, Memrise, and Brainscape are examples of free learning platforms which will help you learn in a fun way. You could use the information on your knowledge organisers to create your own quizzes. You would then be able to use these regularly.</p>





Art

USEFUL WEBSITES & ART NEWS

- Tate gallery – www.tate.org.uk
- Google Arts & Culture – www.artsandculture.google
- Big Issue: www.bigissue.com/category/culture/art/
- The Guardian: www.theguardian.com/theguardian/g2/arts
- Artnet: www.artnet.com/artists/
- Bored Panda: www.boredpanda.com/art/

Deadline for your completed coursework is the end of this term.
of this term.
Coursework = 60% of your grade

- Department Pinterest page: Art Hillcrest @user_atafneo
- Tate Shot videos: Search 'Tate Shots' on Youtube

A03: RECORD

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

- Use a range of materials. Choose at least 4 from this list: pencil, pen, pencil crayons, charcoal, oil pastels, chalk pastels, inks, water colours, acrylic paint, oil paint, collage, printing techniques, photography, clay, textiles, other 3d processes
- Experiment with methods and techniques; mark making, colours, textures, mixing materials etc...
- Demonstrate how you're refining your work through annotation or practice until you achieve the desired results.
- Watch online tutorials to develop your knowledge and skills

A01: DEVELOP

Develop ideas through investigations, demonstrating critical understanding of sources

- Research images and information about artists work
- Gallery visit to view artwork
- Written analysis and evaluation of artists work
- Investigate the artists work practising their style, use of materials and techniques
- Develop your own work in the artists style
- Experiment with more than one artists style and combine ideas together

A02: REFINE

Record ideas, observations and insights relevant to intentions as work progresses

- In depth written mind map of research and ideas
 - Visual pages of images, ideas and drawings relating to theme
 - Use primary and secondary sources to record and create work
- Primary = Own photographs, draw from imagination, direct observations, personal experiences, poetry, or feelings
- Secondary = Collect images from the internet, books, magazines, poetry, song lyrics, newspaper articles, leaflets, historic events
- Draw and annotate work to explain your ideas

A04: PRESENT

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Create a personal and meaningful final piece that:

- Relates to your theme
- Uses materials and techniques explored in your sketchbook
- Makes strong links to the style of other artists, designers or cultures
- Uses a range of sources. Primary are more valuable because they are personal

Written analysis and evaluation of the final piece explaining your intentions and making connections to A01, 2 & 3



Computer Science

1.1 SYSTEMS ARCHITECTURE

KEY CONCEPTS

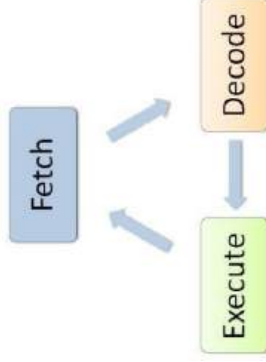
- Computer systems take data (input), process it and then output it.
- **Embedded systems** are computers built in to other devices like washing machines. They are dedicated to a single task so they are efficient.
- **Clock speed:** the number of instructions a processor can carry out per/second. Higher clock speed = faster CPU.
- Number of **Cores:** The more cores a CPU has the more instructions it can carry out at once (multitasking). More cores = faster processing.
- **Cache size:** A larger cache gives the CPU faster access to more data

FETCH – DECODE – EXECUTE CYCLE

CPU **fetches** instruction from the RAM (Copies memory address to MAR, copies instruction to MDR & adds 1 to PC.

CU **decodes** the instruction from the MDR Instruction is **executed** by the CU

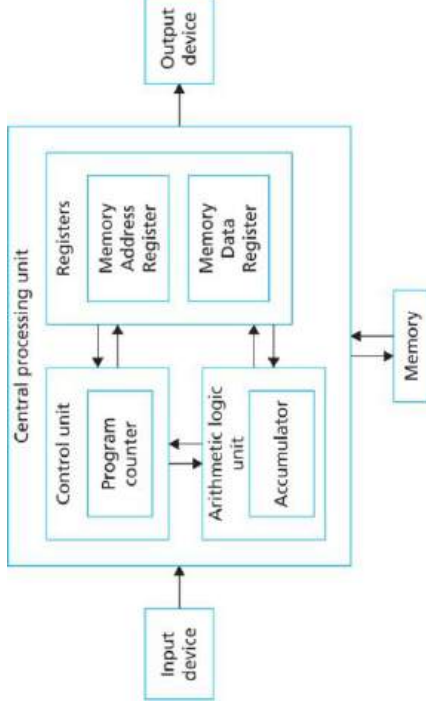
The next instructions is fetched and The cycle repeats.



EXAM QUESTIONS

1. Explain how cache size, cores and clock speed affect the performance of the CPU.
2. Define what is meant by an embedded system
3. What is the purpose of the ALU?
4. Explain the role of the CPU registers (MAR and MDR)
5. Explain how the fetch decode execute cycle works

THE CENTRAL PROCESSING UNIT (CPU)



Control Unit (CU): executes instructions and controls the flow of data in the CPU.

Program counter: holds the memory address for the instruction of each cycle.

Arithmetic Logic Unit (ALU): does all of the calculations and logic operations.

Accumulator: holds the result of any calculations in the ALU.

Cache: very fast memory that stores regularly used data so that the CPU can access it quickly.

MAR (Memory Address Register): holds the address about to be used by the CPU.

MDR (Memory Data Register): holds the actual data or instruction being processed by the CPU.

1.2 MEMORY and 1.3 STORAGE

RANDOM ACCESS MEMORY (RAM)

- RAM is the computer's main memory that holds the data, programs and files while they are being used.
- RAM is volatile (power off = the data is lost)
- The CPU will fetch instructions from the RAM in the fetch – decode – execute cycle.
- When the RAM is full the computer uses **VIRTUAL MEMORY**. It uses the secondary storage as temporary RAM so that the computer can continue running (but slowly).

READ ONLY MEMORY (ROM)

- The ROM is on a chip build into the motherboard
- It contains the BIOS (boot up sequence for the computer)
- ROM is non-volatile (data still stored after power is off)

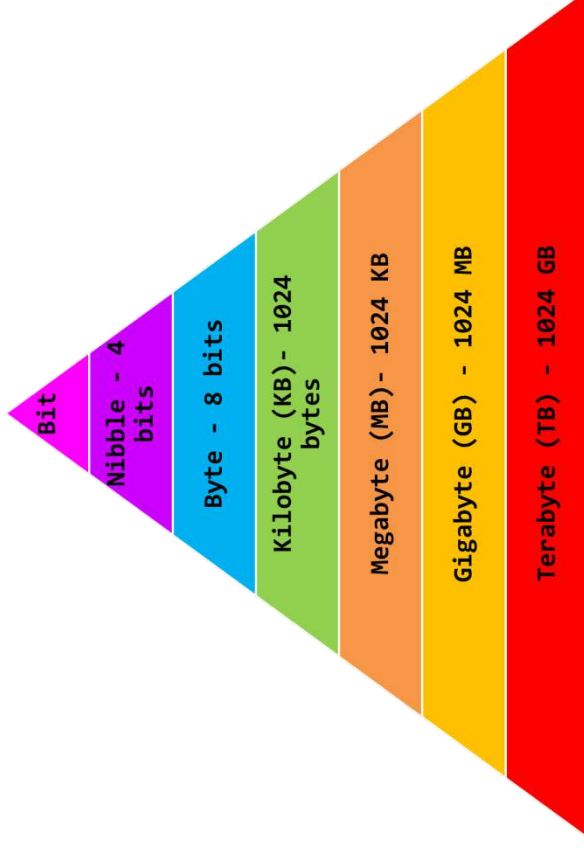
TYPES OF STORAGE

- Secondary Storage: where all data including the programs are stored when they are not being used.

Storage	Key Information
Hard Disk Drive (HDD)	Magnetic, has moving parts, large capacity, lower cost than SSD
Solid State Drive (SSD)	Flash memory, no moving parts, more robust than HDD, faster and more expensive than HDD
Flash memory	e.g. USB memory sticks, memory cards.
Optical Storage	e.g. CDs, DVDs. Cheap, portable and fairly robust.
Magnetic tape	Used for archive storage (backups). Very large capacity, low cost, slow.

STORAGE CAPACITY

Some storage methods such as a HDD or SSD have a large capacity (they can store lots of data). Other devices such as CDs and SD cards have smaller capacity. Measurements of capacity are shown below:



Storage device comparison factors: speed, cost, durability, robustness, capacity and portability

EXAM QUESTIONS

1. Explain how the RAM works with the CPU in the fetch – decode – execute cycle
2. Explain the difference between volatile and non-volatile memory giving an example of each
3. Tom is buying a new laptop, he is not sure whether to

1.2 DATA REPRESENTATION

DENARY

Denary is the decimal number system that we are used to. It uses the numbers 0-9 and the column headings go up in powers of 10.

100 (Hundreds)	10 (Tens)	1 (Units)
2	3	8
2 lots of 100	3 lots of 10	8 lots of 1

BINARY

Binary uses the numbers 0 and 2. The column headings go up in power of 2:

128	64	32	16	8	4	2	1
0	1	0	0	0	1	1	1

$$64 + 4 + 2 + 1 = 71$$

HEXADECIMAL

Hexadecimal uses 0- F (A=10, B=11, C=12, D=13, E=14, F=15).

The headings go up in powers of 16.

16	1
3	D
3 lots of 16	D (13) lots of 1

$$3 * 16 = 48$$

$$D (13) * 1 = 13$$

$$48 + 13 = 61$$

To convert a binary number to Hexadecimal, split into 2:

8	4	2	1	8	4	2	1
0	0	1	1	1	1	0	1

$$= 3$$

$$= D$$

BINARY ADDITION

$$\begin{array}{r}
 1\ 0\ 0\ 1\ 0\ 1\ 0\ 1 \\
 +\ 1\ 1\ 0\ 1\ 1\ 0\ 1\ 1 \\
 \hline
 1\ 1\ 1\ 1\ 1\ 0\ 0\ 0 \\
 1\ 1\ 1\ 1\ 1\ 1
 \end{array}$$

This binary addition gives an overflow error as the total does not fit in 8 bits (a byte).

BINARY SHIFT

A binary shift to the left multiplies the number by 2. A binary shift to the right divides it by 2. Below is an 8 bit binary number which has been shifted 2 places to the right.

Original number	1	1	0	0	1	1	0	1
Shifted number	0	0	1	1	0	1	0	1

CHARACTERS

Character sets = the characters that are recognised or represented by a computer system

ASCII = Each character is represented by a 7 bit number with a 0 in front to make it up to a byte.

Extended ASCII = Each character is represented by an 8 bit binary number. This gives 256 different possibilities.

Unicode = Each letter is represented by a 16-bit or 32-bit binary number. This gives at least twice as many character options as ASCII and allows the character set to represent characters and symbols from all languages.

1.2 DATA REPRESENTATION CONTINUED

IMAGES

Images are made up of pixels

The colour of each pixel is represented by a binary number. If an image uses 1 bit to represent each colour then it will only have 2 colours:

0	0	1	0	0
0	0	0	1	0
1	1	1	1	1
0	0	0	1	0
0	0	1	0	0

0	0	1	0	0
0	0	0	1	0
1	1	1	1	1
0	0	0	1	0
0	0	1	0	0

This is a 1-bit image so it uses 2 colours.
0=white and 1=black

Using more bits allows for more colour options:

10	11	00	11	10
11	11	00	11	11
00	00	01	00	00
11	11	00	11	11
10	11	00	11	10

This is a 2-bit image so it uses 4 colours.
00=white, 01=blue,
10=red, 11=black

10	11	00	11	10
11	11	00	11	11
00	00	01	00	00
11	11	00	11	11
10	11	00	11	10

Colour depth = the number of bits used for each pixel

Resolution = how many pixels are in a certain space – this is measured in “dots per inch”. If there are more dots per inch then there are more pixels in the image so it will have a higher resolution and a better picture quality.

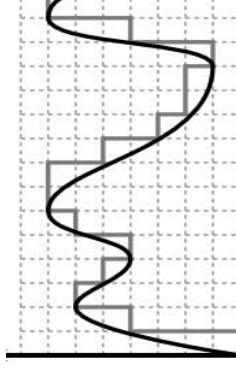
The higher the resolution or the colour depth, the more bits used, so the bigger the file size.

Metadata = the information about the image file that is stored within it. This makes sure the file is displayed correctly. It can include: the height, width, colour depth, resolution and file format as well as the time and date that the image was created.

SOUND

When sound is recorded it is an analogue signal (waves). It has to be converted to a digital signal so that it can be stored by a computer. This is done by sampling

Sampling: The amplitude of the wave is measured at regular intervals which creates a digital representation of the wave. If samples are taken more frequently then you will end up with a more accurate sound file but it will be a larger file size.



The analogue wave is smoother and shows continuous data. The digital sampling shows the amplitude of the wave at different points.

COMPRESSION

Compression is used to make file sizes smaller. Smaller file sizes means that data will be faster to send, quicker to download (so webpages will load faster) and it will take up less storage space.

Lossy Compression: permanently removes some of the data from a file to make the file size smaller. The file – eg: an image or sound track – will be a lower quality than the original.

Lossless Compression: data is temporarily removed from the file and then put back together when it is opened. This is good for program files or documents where you do not want to lose any content but the files can only be made a little bit smaller.



Dance

COMPONENT 1: Exploring the Performing Arts (30%)

In this component of work you will develop your understanding of the performing arts by watching and learning professional dance works, and look into the processes used to create each dance.



Research Journal Checklist

- Title** of piece.
- Name of **choreographer**.
- When** it was created and first performed.
- Purpose** of piece (to entertain, inform etc).
- Style** of the piece (contemporary, ballet, jazz etc) and what makes it this style (key features like pointed or flexed toes etc).
- What components such as costume, lighting, sounds, props etc helped to portray the style and meaning of each piece.
- Research about the piece. How it was made, the **collaborations between performers and non-performers**. Why did they have to collaborate with those people?
- Research about the choreographer. Where they are from, awards received, the style of the work they have created etc.
- Information about **how you have explored the piece** in lessons (describe exercises and tasks and reflect on how you found these. Easy. Challenging. Different and the skills you needed).

A1 – Professional practitioners performance material, influences, creative outcomes and purpose.

Style
Themes
Contextual influences
Collaboration with other practitioners
Purpose of the piece – entertain, educate etc

A2 – Practitioners roles, responsibilities and skills

Performance roles – dancer, actor etc
Non-performance roles – choreographer, director etc
Responsibilities – rehearsing, performing, creating, refining
Skills – organisational skills, performance skills, managing and directing skills, communication skills when liaising with others, creative skills

Learning Aims:

- A** Examine professional practitioner's performance work.
B Explore the interrelationships between constituent features of existing performance material.

B1 – Processes used in performance

Responding to a stimulus to generate ideas
Exploring and developing material
Discussions and setting tasks for the performers
Teaching material
Developing material
Providing notes/feedback to performers

B2 – Techniques and approaches used in performance

Rehearsal
Production
Tech rehearsal, dress rehearsal
Performance
Post-performance evaluation/review

Tips for describing workshops:

1. Describing what you did in each workshop and provide examples of sequences and actions.

2. Reflect on how easy or difficult the workshops were and identify the skills needed.

3. Provide information about your personal research, discussing the roles and responsibilities and stylistic qualities of the choreographer.



DO'S AND DON'T'S WHEN WRITING ABOUT DANCE



DO	DON'T say
Read the assignment brief!	"We learnt a bit from the dance". "I done some research"
Read the '5 Soldiers' student resource pack.	"It showed emotions". "We learnt some moves."
Read the student example. They were awarded a distinction!	"The piece shared a message". "I liked the costumes".
Give me lots and lots of detail and examples.	5 soldiers, counting stars, singing in the rain
Tell me what each piece is about and the stylistic qualities.	Use words that you don't know the meaning of.
Describe workshops and relate them to the piece/style/choreographer. Why was each piece choreographed in a certain style? How did that style help the choreographer portray the meaning and theme?	Don't abbreviate – don't = do not
Describe costumes, props, lighting, sound – provide examples and justify.	"How the war was back then".
Talk about the style, purpose of each piece and skills needed to perform the repertoire.	"We done a workshop".
Tell me who each choreographer collaborated with and why – how did it inform their work? Why so many or so little collaborations?	Don't use the wrong decade for each piece.
Tell me how effective the piece was in communicating the theme and its purpose.	Don't leave any room for assumptions.

Dance Vocabulary/Dictionary.

The following are words you should be able to understand and use when describing dance work, both vocally and in your written work.

- **Perform** – To share a dance to another person(s).
- **Canon** – Where a group of people perform a phrase of movement but at different times. Like a Mexican wave which starts at different times.
- **Choreograph** – To compose a sequence of steps and moves for a performance of dance.
- **Climax** – The high point of your dance.
- **Duo/Duet** – Two dancers performing together.
- **Dynamics** – Different ways of performing the movement. For example: jagged, jerky, smooth, heavy, light, sharp, and soft.
- ***Extension** –
- **Focus** – Where you project your eye line.
- **Gesture** – This can be a hand signal, such as a ‘stop’, wave or any other gesture that can be made with the arms.
- **Isolation** – Where one body part is the only part of the body that is moving and the rest of the body remains still.
- **Jump** – Any style of jump or leap at any level and in any direction is classed as a jump.
- **Levels** – Performing a routine or motif at a high, medium or low level/height.
- **Motif** – A short series of actions to make up a section of dance that clearly communicates your idea and can be developed and adapted to show variations of these movements.
- **Motif Development** – Adapting your original ideas to vary the levels, directions, speed, order, repeat, add dynamics, and change the focus.
- **Musicality** – Timing, phrasing and sensitivity to other musical elements such as rhythm and texture.

- **Relationship** ~ Body part to body part, movement to movement, dancer to dancer.
- **Retrograde** ~ Performing a motif backwards.
- **Solo** ~ A single dancer performing alone.
- **Space** ~ Variation in shape, size, level, direction, pathway, design and orientation.
- **Stillness** ~ Where the body remains still for more than 3 seconds within the routine or motif. Stillness also signifies the beginning or ending of a dance routine.
- **Structure** ~ The order of your dance. It should have a clear beginning, middle and end.
- **Travel** ~ This can be in any direction and in any form at any level. Examples could include forwards, sideways, backwards, crawling, rolling and leaping.
- **Trigger** ~ Where another person, part of the music or a cue is used to trigger a dance move.
- **Trio** ~ Three performers
- **Turn** ~ Turning the body round, to face another direction, and can be done at different levels.
- **Unison** ~ Dancing at the same time.
- **Portray** ~ To show the meaning/emotions within a dance.
- **Projection** ~ To send your energy out to the audience.
- **Movement Memory** ~ Remembering the dance actions so that you can perform them with accuracy.
- **Spatial Awareness** ~ Being aware of where you are in the space. For example, not dancing too close or far away from another performer.



Drama

Practice

For component 3 you are required to perform two extracts from a scripted play. As a performer, you are assessed on your ability to use a wide range of characterisation skills, appropriate for the style and context of the play/scenes.



TOP TIPS

Learning Lines

- **Annotate thoughts on why or how your character says the line.** What are they trying to get from the other characters? What is their objective? How are they feeling? This information will help you learn the lines and the character's emotions.
- **Write your lines out, one at a time.** Read line 1 – cover it – write it – check it. Read lines 1 and 2 – cover it – write it – check it. Read lines 1, 2 and 3 – repeat. If you get something wrong, go back over and repeat from the beginning.
- **Run your lines with another person.** Give them the script and ask them to test you. This could be a friend or a sibling or anyone else at home. Ask them to *not* correct every tiny mistake but to note areas that need re-learning once you get through it. Again, repeat this as much as you can.
- **Memorise one line at a time.** Similar to writing your lines out but this is in your head. Try practicing this on the bus to school. You cannot learn everything at once! Break it down to small manageable 'bits'.
- **Record** yourself on your phone
- **Read lines before going to sleep**
- **Practise with someone** at home or your friends

Band	Mark	Descriptors
4	16–20	Excellent contribution to performance: <ul style="list-style-type: none"> • An extensive range of skills are demonstrated. • Skills are deployed precisely and in a highly effective way. • Personal interpretation is entirely appropriate to the play as a whole. • Personal interpretation is highly sensitive to context. • Artistic intentions are entirely achieved.
3	11–15	Good contribution to performance: <ul style="list-style-type: none"> • Wide range of skills are demonstrated. • Skills are deployed confidently and in a mostly effective way. • Personal interpretation exhibits a good degree of appropriateness to the play as a whole. • Personal interpretation exhibits a good degree of sensitivity to context. • Artistic intentions are mostly achieved.
2	6–10	Reasonable contribution to performance: <ul style="list-style-type: none"> • Fair range of skills are demonstrated. • Skills are deployed with care and with effectiveness in places. • Personal interpretation has some relevance to the play as a whole. • Personal interpretation is sensitive to context in places. • Artistic intentions are partly achieved.
1	1–5	Limited contribution to performance: <ul style="list-style-type: none"> • Narrow range of skills are demonstrated. • Skills are deployed uncertainly with little effectiveness. • Personal interpretation lacks appropriateness for the play as a whole. • Personal interpretation lacks sensitivity to context. • Artistic intentions are achieved to a minimal extent.
0	0	Nothing worthy of credit.

Component 3 is worth 20% of the overall GCSE grade.

40 marks are available in total for this component.

Each extract is given a mark out of 20

Your interpretation of character(s) must be appropriate in terms of the play as a whole.

DIG DEEPER QUESTIONS

How could you communicate subtle changes in a character?

Why is blocking an important part of the 'page to stage' process?

How might environmental given circumstances influence your use of space?

Why are proxemics so important when creating meaning?



How might you as an actor use given circumstances to craft your character?

What do you think is the most important part of the 'page to stage' process?

What makes a successful, scripted performance?

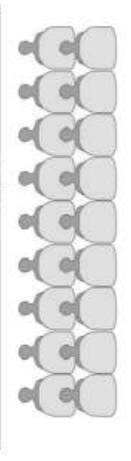
Why is it important to research the historical, political and social context of the play?

Why is it important to skim read the whole play, even though you are only performing two extracts?

Local Skill	Definition	Physical Skill	Definition
 Tone of voice	This suggests your mood, emotion and intention towards the listener	 Gesture	A movement of part of the body, especially a hand or the head, to express an idea or meaning
Pitch	Speaking in a high, low or natural voice	Gait	The way in which a character travels on stage
Pace	The speed in which you speak	Facial Expressions	The emotion displayed through facial features
Diction	How clearly and precisely words are spoken	Mannerism	A habitual gesture or way of speaking or behaving
Accent	A way of pronouncing words that	Posture	The way in which you hold your

Volume	How loud or quiet you speak	Body language	The conscious and unconscious movements and postures by which attitudes and feelings are communicated.
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Stage Directions			
Elongate	To make a word longer to create dramatic effect		
Emphasis	the pressure on individual words that makes them stand out		
Pause	the Dramatic Pause is a beat or two of silence		



KEY VOCABULARY

Script: The entire play written down. Scripts include all the dialogue that the characters speak, stage directions and a brief overview of the setting.



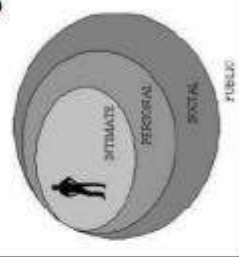
Blocking: Planning your positioning and movement around the stage, including entrances and exits.



Spatial Awareness: The ability to see yourself (in relation to other actors/set) in the stage space to create a specific effect.



Proxemics: The use of space/distance to communicate relationship.



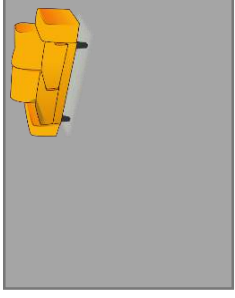


End-on Stage ↑

Disadvantages:
 Audience members in the back rows may feel distant from the stage.
 It doesn't have the frame of a proscenium arch which can enhance some stages.

End on staging is similar to proscenium stage, as the audience is seated along one end of the stage, directly facing it. However, it doesn't have the large frame/arch.

Advantages:
 The audience have a similar view.
 Stage pictures are easy to create.
 Large backdrops and projections can be used.



Where is the sofa placed?
Upstage left

Proscenium arch is a common form of theatre, popular for large theatres. The proscenium refers to the frame around the stage, which emphasises that the whole audience is seeing the same picture. The area in front of the arch is called an apron.

Advantages: Same as end on.

Disadvantages:
 Audience members in the back rows may feel distant from the stage.
 The auditorium could seem very formal and rigid.
 Audience interaction may be difficult.

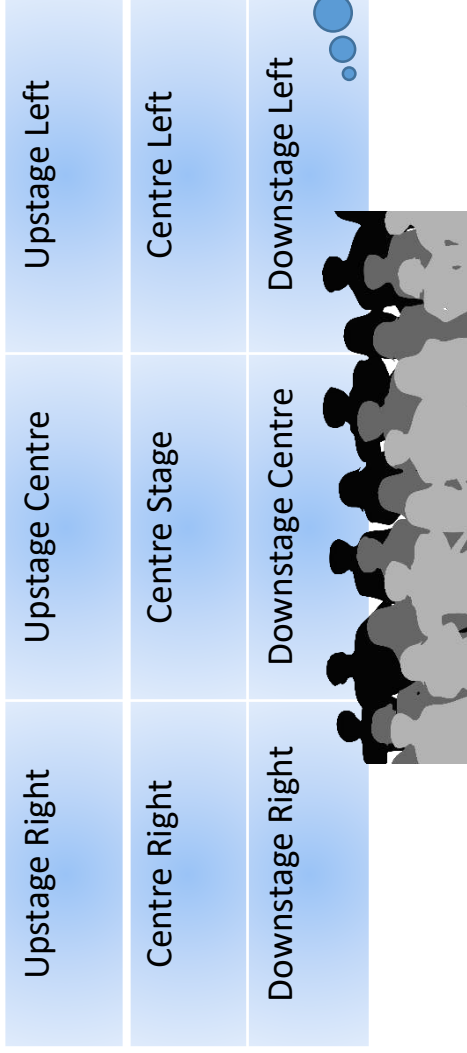
Proscenium Arch ↑

Stage Directions and Stage Types

To promenade means 'to walk' and promenade theatre is when the audience stand or follow the actors through their performance.



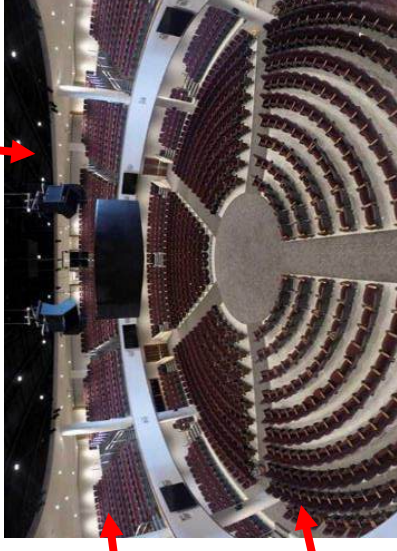
Promenade



Advantages:
 The audience is close to the stage and there is an extended first row.
 The actors enter and exit through the audience, which can make the audience feel more engaged.

Disadvantages:
 Designers cannot use backdrops as it would obscure the view of the audience.
 Stage furniture has to be chosen carefully so that sightlines are not blocked.
 Actors have to keep moving around so the audience do not miss important pieces of action.

Theatre in the round is a staging configuration when the audience are seated around all sides of the stage.



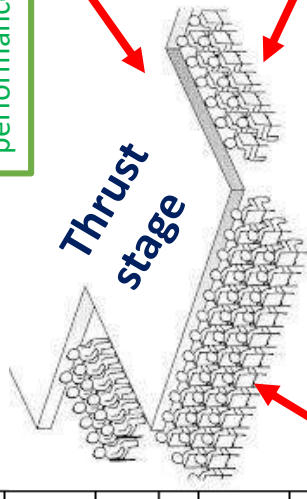
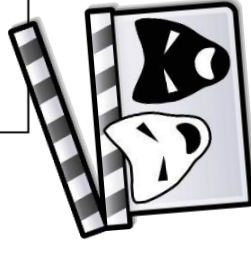
Theatre in the round

Theatre Maker	Role and responsibilities
Playwright	This is the name given to the person who writes the play.
Performer	A performer is an actor or entertainer who realises a role or performance in front of an audience.
Understudy	An actor who studies another's role so that they can take over when needed.
Lighting designer	The lighting designer is responsible for designing the lighting states and, if required, special lighting effects for a performance. The final design will result in a lighting plot which is a list of the lighting states and their cues.
Sound designer	The sound designer is responsible for designing the sound required for a performance. This may include underscoring, intro and outro music as well as specific effects. The final design will result in a sound plot which is a list of the sounds required and their cues.
Set designer	The set designer is responsible for the design of the set for a performance. They will work closely with the director and other designers so that there is unity between all the designs and the needs of the performance.
Costume designer	The person who designs the costumes for a performance. The costume department of a theatre is often called the wardrobe.
Puppet designer	The person who designs the puppets for a performance.
Technician	A person who works backstage either setting up technical equipment such as microphones or rigging lights before a production or operating technical equipment during a performance.
Director	A director is in charge of the artistic elements of a production. A director will often have the initial creative idea ('concept') for a production, will work with the actors in rehearsal, and will collaborate with designers and the technical team to realise this idea in performance.
Stage manager	The Stage Manager is in charge of all aspects of backstage, including the backstage crew. They will oversee everything that happens backstage before, during and after a performance. During the rehearsal period, the Stage Manager and their team will make sure that all props are found or made, scene changes are rehearsed and smooth, and all other aspects of backstage are prepared. They are also in charge of the rehearsal schedule.
Theatre manager	This is the person who is responsible for and manages the front-of-house team who deal with the audience during the production (for example, the box office manager, ushers and similar staff).

Example question:

In the professional theatre, if a performer is unable to perform, who should go in their place to play the role instead?

1. The Stage Manager
2. The Theatre Manager
3. The Understudy



Thrust stage

On a traverse stage the acting area is a long, central space with the audience on either side facing each other.

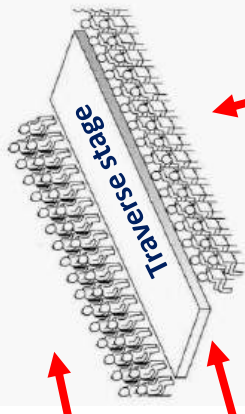
Advantages: The audience may feel close to the stage as there are two extended front rows. They can see the reactions of the other side, who are facing them. This would work well for audience interaction. Sometimes, extreme ends of the stage can be used for extra performance space.

A thrust stage protrudes into the audience with the audience on three sides. This is one of the oldest stage types.

Disadvantages: Sightlines for those on extreme ends may be limited or obstructed. The audience on the right and left of the stage have each other in their view. Box sets (where three sides of a room is constructed) will block sightlines.

Advantages: Can use large back drop, there are three front rows, audience interaction may be easier.

Disadvantages: Big pieces of scenery, backdrops or set can block sightlines. The acting area is long and thin so can limit travel and actions. Actors must keep turning so both sides can see the performance. Lighting can be difficult, it needs careful consideration so it is not directed into the audiences eyes.



Stage Types and Theatre Roles

Key information about Section A of the written paper:

- Multiple Choice
- 4 questions – 4 marks



Vocal skill	Definition	Example
Tone	This suggests your mood and your intention towards the listener	Happy, sad, nervous, excited, scared, proud, angry
Pitch	Speaking in a high, low or natural voice	High, low, squeaky, whiny, deep, husky
Pace	The speed in which you speak	Fast, slow, halting, stuttering, stilted, hesitant, whiny
Volume	How loud or quiet you speak	Soft, quiet, loud, whisper, shout
Projection	To project your voice so every member of the audience can hear you	
Diction/ Clarity	How clearly you speak and pronounce words.	Character X used very good diction when saying "I cannot hear you!"
Accent	Identifies location and status of a character	Liverpudlian, Northern, West country, Cockney, Upper Class, Scottish, Irish, Australian, American.
Elongate	To make a word longer to create dramatic effect	Noooooooooooooooo
Emphasis	This is the pressure on individual words that makes them stand out	"I am so annoyed with <u>YOU</u> "
Pause	To stop for a moment to create dramatic effect	



Vocal and Physical Skills



Physical Skill	Definition	Example
Gait	The way in which a character travels on stage	Rapid, sluggish, gentle, smooth, stomps, direct, rushed, purposeful, hasty
Facial Expressions	The emotion displayed through facial features	Wide eyes, raised eyebrows, opened mouth to show a shocked emotion
Gestures	A movement of part of the body, especially a hand or the head, to express an idea or meaning	Clenched fist, pointing, open handed, closed hands, folded arms
Posture	The way in which you hold your upper body	Upright, slouched, relaxed
Mannerism	A habitual gesture or way of speaking or behaving	Twitchy, decisive, indecisive, formal, jerky, secretive, controlled, aggressive, informal
Body Language	The conscious and unconscious movements and postures by which attitudes and feelings are communicated.	Annoyed – arms crossed over the chest



English

A CHRISTMAS CAROL KO

Vocabulary	Definition	Terminology	Definition
Parsimonious	Someone who is greedy with their money	Motif	a theme, subject or idea that runs throughout the novel
Capitalism	When you believe the society and particularly the economy should be privately owned to work to the benefit of the individual	Foil	When one character is the complete opposite to another to highlight certain characteristics.
Sabbatarianism	The widespread practice of spending Sunday going to church and resting.	Pathetic fallacy	Linking of nature and weather to human emotions and moods
Philanthropy	A desire to promote the welfare of others, especially by generous donations to good causes	Allegory	A story that holds a deeper, moral or political meaning
Misanthropy	An active dislike of humankind	Symbolism	the use of symbols to represent ideas or qualities
Altruism	The act of being kind and giving to others	Foreshadowing	a hint or suggestion of what might happen later in the story
Ephemeral	Something which is temporary such as the ghosts	Juxtaposition	placing contrasting ideas close together in a text
Penitence	The action of feeling or showing sorrow and regret for having done wrong	Lists	When many things are listed for emphasis
Ominous	The worried feeling that something bad is about to happen	Metaphor	When something is compared to something else
Parable	A simple story used to illustrate a moral or spiritual lesson	Adjectives	A word which describes a noun
		Simile	A comparison of two things using 'like' or 'as'
		Third person narrator	The person telling the story.

SKILLS (AO1, AO2 & AO3)

Analysis using PEAZ:

Point: A clear analytical point which shows insight and clearly answers the question

Evidence: Support with a short quote(s) or example from the text.

Analysis: Make explicit where the quote is from then explain the meaning and effect of the quote(s) you use – both explicit and implicit. Aim for two interpretations per quote.

Zoom in on Language: Zoom in on a specific language choice (use subject terminology) and explore its connotations and effect on the audience. Consider whether a Victorian reader would react differently to a contemporary audience.

Refer to the writer: Evaluate Dickens's motive and how it supports his intended purpose for the play

EXAM REQUIREMENTS - English Literature - Component 2, section B

ESSAY on A Christmas Carol- 40 minutes

**** You must mention context and how it influences the novella****

WHOLE PLAY ESSAY on MUCH ADO –40 mins - 40 marks

Prioritise your ideas in chronological order.

Intro – using words of the question give an overview that shows insight.

PEAZ 1 - choose a moment from the play to explore with quotes & context

PEAZ 2- choose a 2nd moment from the play to explore with quotes & context

PEAZ 3 - choose a moment from the play to explore with quotes & context

PEAZ 4 – choose a moment to explore with quotes and context

Conclude – Short summary of key insights linked to the question and writer. 2-3 sentences max.

Themes

Redemption	Themes
All events in this novella are following the transformation of Scrooge's miserable character at the start to his kind and generous character at the end. In order to escape the horrible fate of Marley, Scrooge must change and atone for his sins against mankind and redeem himself. Scrooge's redemption is foreshadowed by Dickens throughout the novella through small hints such as Scrooge's father's redemption and the transformation of Scrooge's room in Stave three.	
Greed	The theme of greed is shown through a few characters in the novella - predominantly we see Scrooge's greed regarding money and wealth as he refuses to part with a single penny for any cause. We also see it through Scrooge's past that greed corrupted Scrooge and led to the end of his relationship with Belle, leaving him to lead an isolated life. We also see the consequences of greed personified in Marley and his heavy chain. Moreover, the poor people who rob Scrooge's house after his death in Stave Four shows how greed leads to immoral and corrupt behaviour across all classes.
Family	The importance of family is central to the story. Dickens shows many examples of loving and supportive families through the Cratchits, Fred, Fan and even Belle's family when she is older. Scrooge must look upon all of these characters and recognise that true happiness does not stem from love of money, but rather love of your fellow man. The Cratchits, in particular, show that they are supportive in spite of serious adversity such as a lack of money or the loss of a child.
Social Responsibility	Dickens wanted his readers to recognise that their actions have consequences on others - particularly the poor. Jacob Marley serves as a symbol for what happens when social responsibility is ignored and even abused. Scrooge soon learns that he has a responsibility to be kind to others as a friend, uncle, employer and as a member of society. As an employer, Scrooge must learn to treat his employees with kindness and dignity, just as Fizzwigg treated him. He learns he needs to accept Fred's invitations and be a loving and generous uncle to the family he has left. Through Tiny Tim, we see how Scrooge's actions could mean the difference between life and death for those who are in desperate need.

Key Moments

Stave	Key Moments
1	Scrooge sits in his counting house on a cold Christmas Eve, miserable and cursing everything to do with Christmas; we see he is cruel to his employee Bob Cratchit, his nephew Fred and the charity workers too. At home, he is visited by Jacob Marley who warns him of the need to change his ways otherwise he will endure the same punishment and Marley warns Scrooge about the 3 ghosts coming.
2	Scrooge is taken by the Ghost of Christmas Past, a childlike ghost with a brightly glowing head, back in time to revisit his sad, lonely boarding school days left on his own at Christmas, then a time when his sister Fan came to collect him and he was overjoyed. He is also shown a Christmas Eve when he was the apprentice of Fezziwig, a happy, caring boss. He is also shown the scene where his fiancée, Belle left him, and Belle has a new husband and daughter of her own.
3	Scrooge is next taken by the Ghost of Christmas Present, a majestic giant wearing a green fur robe, through London to see Christmas as it will happen that year. He watches the Cratchit family prepare a miniature feast in their meagre home. He sees Tiny Tim, Bob Cratchit's crippled son, and wants to help. He sees Fred's Christmas party, and also countless people around the globe all celebrating Christmas with families. The Ghost ages towards the end of the day, and reveals two starved children, Ignorance and Want, a warning to mankind of not caring for others in society.
4	The Ghost of Christmas Yet to Come leads Scrooge through a series of mysterious scenes relating to an unnamed man's recent death. Scrooge sees businessmen discussing the food at the funeral, some uncaring, poor characters trading his belongings, and a poor couple expressing relief because their debt may be transferred to someone more merciful. Finally, the Ghost guides Scrooge to an abandoned old gravestone bearing the name of Ebenezer Scrooge. He begs and pleads with the silent spirit to change his fate, promising to change his ways.
5	Overwhelmed with the chance to redeem himself, Scrooge rushes out on to the street to share his newfound Christmas spirit with everyone he sees. He sends a giant Christmas turkey to the Cratchits, and raises Bob's salary. He attends Fred's Christmas party, and gives a generous sum to the charity collectors. He holds true to his promise and honours Christmas with all his heart, treating Tiny Tim as if he were his own child, providing for the poor, and treating fellow human beings with kindness, generosity and warmth.

Characters	Characteristics	Quotes	Context 19th Century London:
Scrooge	Protagonist –An old parsimonious man who discovers the message of Christmas. Before: <i>miserly, malevolent, misanthropist</i> After: <i>philanthropist, penitent, benevolent and redeemed.</i>	Before: ‘ Hard and sharp as flint [...] as solitary as an oyster ’ (Stave 1) Scrooge is a cold-hearted and mean man who isolates himself from others. However, oyster simile also foreshadows the ending as the pearl inside the oyster shows that there is something pure and good left deep inside of him. ‘ Are there no prisons? Are there no workhouses? ’ (Stave 1) Scrooge uses these horrible institutions as a reason not to donate to the charity workers, and they echo what many Victorian readers would have thought; he is ignorant or worse, does not care that they are vile places. ‘if they would rather die, they had better do it, and decrease the surplus population’ (Stave 1) Scrooge’s words here exemplify his heartless attitude towards helping the poor- these words are also repeated to Scrooge when he sees Tiny Tim and Scrooge learns the poor are not a ‘mass’ problem, but they are individuals in need of help. After: ‘ I will honour Christmas in my heart. I will live in the Past, the Present and the Future. I will not shut out the lessons that they teach ’ (Stave 4) Scrooge shows he has truly changed at this point by accepting the lessons of the spirits and learning the true morals and values of Christmas which he will use to redeem himself if given a second chance. ‘ He did it all and became as good a friend, as good a master, and as good a man, as the good old city knew. ’ (Stave 5) Scrooge succeeds in changing his ways and transforms into a generous philanthropist who embodies all the values and morals he was taught by the spirits to the benefit of mankind.	Industrial Revolution lead to a huge population increase in London in Victorian Britain. Overcrowding. Large supply of labour meant employers could pay low wages. ¼ of population living in poverty. No welfare state to provide benefits for poor. Charity was vital. There was a huge divide between the rich and the poor. The Poor Law 1834- it reduced financial help available to the poor. All unemployed people had to enter a workhouse Workhouses were horrible places where the work was physically demanding, long hours and families split up.
Bob Cratchit & Cratchit family	Scrooge’s long suffering clerk. His family survive on very little but are close, supportive and happy: <i>emblematic, impoverished and debilitated & vulnerable</i>	‘The clerk’s fire was so very much smaller that it looked like only one coal!’ (Stave 1) Bob suffers under Scrooge and is not even allowed a decent fire to keep warm, but he continues to work diligently. ‘Tiny Tim hoped the people saw him in the church because he was a cripple, and remember upon Christmas day, who made lame beggars walk and blind men see’ (Stave 3) Tiny Tim shows he is quite thoughtful and serves as a symbol to being giving towards those who are less fortunate. His sweet and vulnerable character help Scrooge to see that he has a duty and moral responsibility to help the poor. ‘Mrs Cratchit made the gravy hissing hot....Miss Belinda sweetened up the apple sauce.’ (Stave 3) We see that the Cratchits each have a job to do when getting the house ready for Christmas dinner; they work together and support each other. ‘Mr Scrooge. I’d give him a piece of my mind. An odious, stingy, hard , unfeeling man!’ (Stave 3) Mrs Cratchit expresses her anger at how Scrooge treats Bob and how Bob’s poor salary means that they are more impoverished than they might otherwise be.	
Jacob Marley	Scrooge’s former business partner, now deceased. He appears as a ghost: <i>remorseful, repentant and tortured</i>	The same face; the very same!’ (Stave 1) Marley had to be recognisable to Scrooge to make Scrooge listen to the warning he foretold and to make Scrooge take this chance at redemption seriously. ‘I wear the chain I forged in life...The chain was made up of cash boxes...ledgers...heavy purses’ (Stave 1) The chain is a symbol of Marley’s sin of greed. ‘I cannot rest, I cannot stay, I cannot linger.’ (Stave 1) Marley is in eternal purgatory and is forced to always keep moving. ‘Mankind was my business’ (Stave 1) Marley realises what he should have focused on was people and not monetary gain.	Context Dickens life and influences Dickens used conventions from the Gothic genre – death, spirits, supernatural, ghost stories were popular at Christmas time. Dickens used conventions from the Gothic genre – death, spirits, supernatural, ghost stories were popular at Christmas time. Dickens’ father ran up huge debts, and got sent to a debtors’ prison. Dickens then taken out of school and sent to a Blacking factory at age 12.Terrible conditions. Cruel employers. Low pay. Dickens was against Sabbatarianism as it deprived the poor of enjoyment on their one day of rest. Everywhere was closed too so they could not get a warm meal.
The Ghost of Christmas Past	The ghost that arrives first and symbolises the truth in Scrooge’s memories: <i>ephemeral, contradictory,</i>	‘It was a strange figure- like a child; yet not so like a child as like an old man.’ (Stave 2) The spirit is very contradictory and symbolises how our past informs our future. ‘Would you so soon put out the light I give?’ (Stave 2) Scrooge shies away from the bright light coming from the ghost showing how he is not ready to look upon the lessons of the past yet. ‘A solitary child, neglected by his friends is left there still – Scrooge sobbed’ (Stave 2) The first time we see real emotion from Scrooge and we feel sorry for the abandoned and unloved child he once was. ‘I should like to be able to say a word or two to my clerk just now. That’s all.’ (Stave 2) We see that Scrooge is starting to change as he wishes to acknowledge and even praise Bob for his hard work.	
The Ghost of Christmas Present	The ghost that resembles a jolly giant and teaches Scrooge about generosity and the Christmas Spirit: <i>joyful, prophetic, sincere</i>	‘A jolly giant who bore a glowing torch with a cheery voice and a joyful air’ (Stave 3) This ghost is the Christmas spirit personified; he is happy and infects those around him with warmth and generosity. ‘It was clothed in one simple green robe, or mantle bordered with white fur.’ (Stave 3) This ghost is reminiscent of Father Christmas to show he symbolises the Christmas spirit in giving to others. ‘I see a vacant seat. The child will die’ (Stave 3) The spirit is prophetic and shows Scrooge that without intervention, Tiny Tim will die. ‘Will you decide what men shall live, what men shall die? It may be the sight of heaven, you are more worthless and less fit to live than millions like this poor man’s child.’ (Stave 3) The ghost shows Scrooge how he is not deserving of the life he leads when others like Tony Tim suffer. ‘They are Man’s. This boy is ignorance. This girl is Want. Beware for I see that written which is Doom.’ (Stave 3) The two impoverished children which cling to this ghost represent society’s problems and how if they continue to go ignored by mankind, they will lead to the downfall of society.	
The Ghost of Christmas Yet to Come	The ghost who resembles the grim reaper: <i>ominous, portentous, disquieting</i>	‘It was shrouded in a deep black garment...left nothing visible except one outstretched hand.’ (Stave 4) This ghost is mysterious and ominous in its presence and resembles the grim reaper - a figure which Victorian readers would associate with death. ‘Ghost of the Future. As I know your purpose it to do me good, I am prepared to bear you company with a thankful heart.’ (Stave 4) Scrooge is ready for his final lesson. ‘I am sure we shall none of us forget Tiny Tim.’ (Stave 4) In contrast to Scrooge, we see how hard the death of Tiny Tim hits the Cratchit family. ‘He read upon the stone of the neglected grave his own name, Ebenezer Scrooge.’ (Stave 4) Scrooge finally realises the horrifying consequences of his actions.	
Belle	Scrooge’s one time fiancée who left him due to his obsession with money: <i>dignified, matron</i>	‘Another idol has displaced me...a golden one’ (Stave 1) Belle recognizes that Scrooge’s affections for her have changed as he has become more obsessed with money. ‘I have seen your nobler aspirations fall off, until the master passion, Gain, engrosses you.’ (Stave 1) Greed has corrupted Scrooge over the years. ‘Our contract is an old one.’ (Stave 1) Belle speaks in monetary terms about their relationship because that is how Scrooge views it now. ‘May you be happy in the life you have chosen’ (Stave 1) Belle shows she is kind and dignified in her actions ‘Now a comely matron sitting opposite her daughter.’ (Stave 1) We see Belle happy in her later years and she represents the loving family Scrooge might have had.	
Fred	Scrooge’s nephew. Fan’s son: <i>genial, affable, beneficent and antithesis</i>	What reason have you to be morose? You’re rich enough.’ (Stave 1) Fred argues with Scrooge about the value of Christmas and questions how much happiness money brings. ‘I have always thought of Christmas as a good time, a kind, forgiving, charitable, pleasant time.’ (Stave 1) Fred echoes Dickens’s voice here about the importance of the Christmas spirit as a time for being generous and kind to others. ‘Scrooge’s offences carry their own punishment. Who suffers? Himself!’ (Stave 1) Fred recognises that Scrooge will pay a high price for isolating himself from everyone.	Dickens believed lack of education was the route of poverty and so to help tackle this issue in society he later worked in Ragged schools.
Minor Characters	Fezziwig –Scrooge’s old boss: <i>altruistic</i> Fan – Scrooge’s sister: <i>spirited</i> Mrs Dilber, The Landress and Joe: <i>savage</i>	FEZZIWIG –‘He has the power to render us happy or unhappy; to make our service light or burdensome. The happiness he gives is...as if it cost a fortune.’ (Stave 1) Fezziwig represents what a good employer should be and shows Scrooge how he should give back to his employees. FAN – ‘I have come to bring you home dear brother, home, home, home!’ (Stave 1) Through Fan, we learn that Scrooge was once dearly loved and it must have been extremely painful for him when she died. We also learn that Scrooge’s father kept Scrooge away from the family and this helps to partially explain why Scrooge behaves the way he does. LAUNDRESS- ‘He’d have had somebody to look after him when he was struck by death, instead of lying gasping out his last there, alone by himself’ (Stave 4) We see that Scrooge died alone with no one to comfort him- a horrible death which anyone would wish to avoid.	Many of our Xmas traditions come from Dickens’s descriptions in the novella e.g. turkey at Christmas, celebrating with family and most of all being generous at Christmas.

AN INSPECTOR CALLS KO		SKILLS (AO1, AO2 & AO4)		Themes		Key Moments	
Vocabulary	Definition	Terminology	Definition	Social responsibility	Class	Family	Gender
Omniscient	When something is always present	Motif	a theme, subject or idea that runs throughout the play	The inspector's powerful final speech is about how we are all responsible for each other; he stresses that the upper classes need to recognise that their actions impede others. The inspector highlights to every character that they have a duty of care and moral obligation to look after others such as Eva Smith. This often echoes Priestley's own socialist views for a society which works to the benefit of the collective.	The inspector wishes for the Birlings and Gerald to admit their mistakes and acknowledge their part in Eva's death. Characters like Sheila and Eric admit their guilt and learn from it to become better people whilst the Birlings and Gerald refuse to accept responsibility and revert back to their original positions by the end of the play.	The Birlings by all accounts are a very well-to-do family at the start of the play. However, it becomes clear this is yet another façade as Sheila and Eric bicker, and Mrs Birling tries to control everyone's behaviour. It becomes clear that the family do not support each other: Mrs Birling infantilises both of her children, Mr Birling is condescending and it becomes clear that Eric resents his father. The theme of family also explores the generational differences between Eric and Sheila and their more traditional parents who refuse to adapt or change.	In a heavily patriarchal world, power often lies with the men. Eva is often exploited by the men who are in power over her such as Mr Birling and his position as her employer. Eva also suffers at the hands of rich, upper class men when it states she was assaulted by the notorious Meggarty, and she is exploited by both Gerald and Eric. Sheila too is subject to marrying a man who her parents approve of however she soon regains power and asserts her own will. Mrs Birling, although she remains quiet initially, clearly has more social power than her husband and could be called the matriarch of the family, yet she showed no female solidarity towards Eva Smith due to her strict classist views.
Didactic	When something is intended to teach	Dramatic Irony	where the audience are more aware of the action happening than the characters				
Condescending	When you treat someone as though they are inferior or less intelligent than yourself	Foreshadowing	When the ending is hinted at through something or by someone	Guilt	Class and hierarchy propel most of the events in the play. Eva Smith is symbolic of the oppressed working class who are exploited by those in higher classes such as Mr Birling and his low wages and Gerald and his affairs. Gerald represents the aristocracy and it is clear that the importance of his reputation is his motivation for his actions throughout the play. Mr Birling is also very keen to protect his public image and avoid a public scandal. Mrs Birling also believes in social hierarchy and shows herself to be extremely prejudiced against Eva purely because Eva is from a lower class. Priestley highlights and criticises these damaging classist views through the inspector's interrogations.	Eric returns guiltily to the stage and confesses to drunkenly raping Eva Smith and getting her pregnant. He tried to do the honourable thing and offered to marry her but Eva rejected him, knowing he was too young and irresponsible. Eric also resorted to stealing money from his father's company to pay for Eva. Mr Birling is outraged at this and it is clear his main worry is the public scandal rather than his own family. Mrs Birling admits to Eric what she did and Eric loses his temper. The family begin to break down. The inspector delivers a powerful speech about the importance of social responsibility and morality before leaving. The family then ponder over the inspector's strange behaviour. Gerald triumphantly returns to say that he has found out that Inspector Goole is not a real police officer. Mr Birling calls the police and the infirmary to be sure and the family, apart from Sheila and Eric, begin to return to their old ways. The play ends with a phone call stating that a girl has died that evening from drinking disinfectant and that a police inspector is on his way to question the family.	
Imperious	When you are arrogant and domineering	Protagonists	the main character who propels the action forward	Act One	Gerald admits that he had an affair with Daisy Renton last summer after saving her from a drunk man at the Palace bar. Gerald gave her a place to stay but ended the relationship when the summer had ended. Daisy went to the seaside to get over her feelings for Gerald. Sheila breaks off the engagement with Gerald and returns the ring to him. Gerald leaves in shame. Mrs Birling come to try and regain control over the inspector. The inspector reveals that Mrs Birling is head of the women's charity and she made sure that a now pregnant Eva Smith is refused help only two weeks ago. Sheila is aghast at her mother, however, Mrs Birling maintains she did the right thing. She then says the inspector ought to punish the father, not realising that it's her own son Eric who has been absent all this time.		Act Three
Prejudiced	When you judge someone based on preconceived ideas	Props	Items used in the play with significance and purpose	Act Two	Gerald admits that he had an affair with Daisy Renton last summer after saving her from a drunk man at the Palace bar. Gerald gave her a place to stay but ended the relationship when the summer had ended. Daisy went to the seaside to get over her feelings for Gerald. Sheila breaks off the engagement with Gerald and returns the ring to him. Gerald leaves in shame. Mrs Birling come to try and regain control over the inspector. The inspector reveals that Mrs Birling is head of the women's charity and she made sure that a now pregnant Eva Smith is refused help only two weeks ago. Sheila is aghast at her mother, however, Mrs Birling maintains she did the right thing. She then says the inspector ought to punish the father, not realising that it's her own son Eric who has been absent all this time.		
Petulant	When you are childish and moody over something	Stage directions	The actions which show us how the characters deliver their lines or accompanying actions.				
Narcissistic	When you love and are obsessed with yourself	Entrance & Exits	The timing of characters entrances and exits can have a purpose.				
Aristocrat	The highest class of society	Aside	an individual character sharing their thoughts out loud to the audience and some characters on the stage, but not all of them				
Capitalism	When you believe the society and the economy should be privately owned to work to the benefit of the individual	Imperative verbs	When you state a command word e.g. 'stop!'				
Socialism	When you believe everyone should be equal in society and provide should be shared for a collective benefit.	Atmosphere	The feeling created in that scene for the audience				
Morality	The knowledge of what is right and wrong.	Mood	He feelings of the characters and how they are interacting with each other.				
Culpable	When you deserve blame for something						
Patriarchal	A society when it is ruled by men						
Hierarchy	A system or society in which members are ranked according to their status						

Analysis using PEAZ:

Point: A clear analytical point which shows insight and clearly answers the question
Evidence: Support with a short quote(s) or example from the text.

Analysis: Make explicit where the quote is from then explain the meaning and effect of the quote(s) you use – both explicit and implicit. Aim for two interpretations per quote.

Zoom in on Language: Zoom in on a specific language choice (use subject terminology) and explore its connotations and effect on the audience. Consider whether Edwardian audiences would react differently to a contemporary audience.
Refer to the writer: Evaluate Priestley's motive and how it supports his intended purpose for the play

EXAM REQUIREMENTS - English Literature – Component 2, Section A

WHOLE PLAY ESSAY on An Inspector Calls – 40 mins – 40 marks (5 for SPaG)

Prioritise your ideas in chronological order.

Intro – using words of the question give an overview that shows insight.

- PEAZ.1 - choose a moment from the play to explore with quotes & context
- PEAZ.2 - choose a 2nd moment from the play to explore with quotes & context
- PEAZ.3 - choose a moment from the play to explore with quotes & context
- PEAZ.4 – choose a moment to explore with quotes and context

Conclude – Short summary of key insights linked to the question and writer. 2-3 sentences max.

Props

- The dinner table – look at where the Birlings are sat and what it indicates at the start of the play.
- The telephone – how is it used to create suspense?
- The engagement ring – When does Gerald show Sheila the ring? How does she reclaim her identity by giving it back?
- The picture of Eva – how does Priestley use this prop to create mystery?

Characters	Characteristics	Quotes	Context
Inspector Goole	A mysterious inspector who interrogates the Birlings and Gerald for their involvement in Eva's death. He makes sure they are held morally accountable for their actions: <i>omniscent, didactic, impressive, authoritative, cryptic.</i>	“The inspector need not be a big man but he creates at once an impression of massiveness, solidity and purposefulness.” (Act 1) Straight away the inspector has an effect on the atmosphere and is imposing on the previously happy atmosphere of the Birling’s celebration; the audience instantly know he’s there for a reason. “A Chain of events” (Act 1) The inspector highlights straight away that people in society are connected and therefore we are equally responsible for what happens to each other. “It’s my duty to ask questions” (Act 1) The inspector repeats the word ‘duty’ throughout the play to emphasise how he has a moral and professional obligation to find out the truth. “Well?” (Act 1) This represents the inspector’s omniscience showing he already knows what has been discussed between Gerald and Sheila despite not being on stage. “Each of you helped to kill her. Remember that. Never forget it” (Act 3) As part of his final speech, the inspector reminds them all that they are all responsible for the death of Eva Smith and they should learn from this mistake by considering the culpability of their actions in the future.. “There are millions and millions and millions of Eva Smiths and John Smiths still left […]. We don’t live alone.” (Act 3) In his final words, the inspector acts as Priestley’s mouthpiece voicing his socialist beliefs that we should strive for equality and recognise our collective social responsibility to each other.	<ul style="list-style-type: none">The play was written after the Second World War so the audience would recognise Mr Birling’s arrogance and naivety as something very familiar.Titanic (a symbol of progress and luxury for the rich) sank which was the first disaster for the upper class in 1912. Before this, they believed they were untouchable.Priestley fought in the First World War and was wounded. He was a staunch socialist and he wanted to challenge his audiences and their beliefs.There were many strikes between 1912-1945 including the General Strike of 1926.Despite the rising middle class, the class system was still quite rigid- especially if you were part of the lower class.Gender and marriage - although women were achieving more equality and power, it was expected that they follow the wishes of their fathers/husbands. It is clear that Sheila’s marriage is one of social gain not love and this was common place amongst the upper classes.
Mr Birling	As head of the household, Mr Birling loves to patronise those around him and lecture them on life and business: <i>naive, capitalist, egotist, traditionalist</i>	“Heavy looking, rather portentous man” (Act 1) The opening stage directions show that he’s a greedy, pompous man. “I’m talking as a hard headed, practical man of business.” (Act 1) Mr Birling repeats this statement as he prides himself on being shrewd in business but it is clear that he does not know what he is talking about. “a man has to make his own way – has to look after himself” (Act 1) Mr Birling is a staunch capitalist and believes in looking after himself above others. “if you don’t come down hard on these people they’d soon be asking for the earth” (Act 1) As a capitalist, Mr Birling believes in maintaining the hierarchy and ensuring that labour forces remain powerless. “There’ll be a public scandal!” (Act 3) Mr Birling cannot stand the fact that his reputation will suffer as a result of this investigation- it becomes apparent he cares more about his public image than the crimes he and his family have committed. “We’ve been had, that’s all.” (Act 3) Mr Birling is relieved at the idea of the inspector being a hoax and instantly reverts back to the way he was when the play began showing he has not changed or learned his lesson.	
Mrs Birling	As head of the household, Mr Birling loves to patronise those around him and lecture them on life and business: <i>imperious, obstinate, superior.</i>	“Be careful with that ring” (Act 1) We know Mrs Birling is socially superior to the rest of her family and as a consequence she often tries to control how they behave in accordance with her expectations. “You’re quite wrong to suppose I shall regret what I did” (Act 2) Mrs Birling shows she is obstinate and refuses to cower down to the inspector and admit her mistakes. “No, of course not. He’s only a boy” (Act 2) Mrs Birling infantilises her children and refuses to see acknowledge their immoral behaviour as culpability as adults. “oh- she had some fancy reason. As if a girl of that sort would ever refuse money!” (Act 2) Mrs Birling shows her prejudice against Eva here by stereotyping Eva because of her class and so she refuses to help her. “[agitated] I don’t believe it. I won’t believe it.” (Act 2) When she finally realises what she has done, Mrs Birling reacts almost childishly having finally lost her power to the inspector.	
Sheila	The spoiled daughter of Mr and Mrs Birling who is engaged to Gerald Croft. Sheila soon matures and learns from her mistakes under the inspector’s influence: <i>petulant, snailow, envious, suspicious, shrewd.</i>	“Yes – except for all last summer, when you never came near me, and I wondered what had happened to you.” (Act 1) Sheila’s comments here show that she does have doubt about her relationship with Gerald and the extent of his feelings towards her- this also foreshadows his confession later in the play. “But these girls aren’t cheap labour – they’re people” (Act 1) Unlike her father, Sheila shows more humility and recognises that the lower class are people with the same rights as her and not labour to be exploited for profit. “[laughs rather hysterically] Why – you fool – he knows. Of course he knows. And I hate to think how much he knows that we don’t know yet.” (Act 1) Sheila attempts to get Gerald to confess, almost taking on the inspector’s role and shows that she already recognises what the inspector is doing. “you and I aren’t the same people who sat down to dinner” (Act 2) Sheila shows her independence here by handing Gerald the ring back and earning the audience’s respect. “You mustn’t try to build up a kind of wall between us and that girl. if you do, then the inspector will just break it down.” (Act 2) Sheila desperately tries to get her mother to confess as Sheila has seen that the Birlings are not protected or entitled to anything more than anyone else. “No, because I remember what he said, How he looked, and what he made me feel. Fire and blood and anguish. And it frightens me the way you talk” (Act 3) Sheila has changed and will not follow her parents in pretending to be ignorant of her role in society and she makes her disapproval of their behaviour clear.	
Eric	The son of Mr and Mrs Birling who is drunk and socially awkward. He steals from his family and rapes Eva, but he admits his mistakes: <i>juvenile, aggressive, culpable, repentant.</i>	“not quite at ease, half shy, half assertive” From the opening stage directions we can see that Eric is isolated from the rest of the family and that his behaviour is odd and erratic. This foreshadows his uncomfortable familial relationships which will rise to the surface later on in the play. I was in that state when a chap easily turns nasty” (Act 3) Eric admits his crime and reveals that he is a drunk who raped Eva Smith and did not even remember that he had done it. “Because you’re not the kind of father a chap could go to when he’s in trouble – that’s why” (Act 3) As the family relationships fully break down, we see how little Eric and Mr Birling know and understand each other. “and the child she’d had too – my child – your own grandchild – you killed them both – damn you-” (Act 3) Upon learning about what Mrs Birling had done two weeks earlier, Eric turns on his own mother revealing his rage and aggressive behaviour- it is clear that he has lost all control at this point in the play. “The money’s not the important thing. It’s what happened to the girl and what we all did to her that matters.” (Act 3) Despite his horrifying behaviour. Eric shows that he, like Sheila, has changed his ways and focuses on the lessons he has been taught by the inspector behaving morally in the end of the play and refuses to revert to his former behaviour.	Inspector Goole- sounds like ‘ghoul’ hinting that the inspector’s identity is ambiguous and he could have been supernatural. Eric & Sheila – More modern names which reflect how the children are more likely to change for the future than their traditionalist parents. Mr Birling – rhymes with sterling showing that his priority as a capitalist is financial gain. Gerald Croft- a typically traditional family name highlighting his aristocratic status. Edna – she is only given a first name to show her lowly status compared to the family she works for.
Gerald	A young aristocrat, Gerald Croft holds the highest social status in the play. He has a good reputation and although he is morally corrupt - <i>hypocrite, patronising, aristocratic.</i>	“An attractive chap” & “rather too manly to be a dandy but very much the easy well-bred young man-about-town.” (Act 1) These opening stage directions show that Gerald is a handsome and well-bred aristocrat; hence Priestley is already setting up the importance of his reputation. “it was all over and done with, last summer. I hadn’t set eyes on the girl for at least six months. I don’t come into this suicide business.” (Act 2) Gerald immediately denies all culpability in Eva’s death, showing that he too will refuse to acknowledge his sins. “you’ve been through it- and now you want to see somebody else put through it.” (Act 2) As they are interrogated, Gerald and Sheila turn on each other rather than supporting each other revealing a lack of trust and understanding between them showing the audience that their relationship was indeed a farce. “There isn’t any such inspector. We’ve been had.” (Act 3) Gerald returns to the stage triumphant having saved their reputations by revealing the inspector is a fake demonstrating that his priority all along has been to protect his reputation. “Everything’s all right now Sheila [holds up the ring] what about this ring?” (Act 3) Gerald loses all respect for the audience as he too attempts to erase the events of the evening and believes that he can resume his relationship with Sheila as before showing that he can resume his relationship with the inspector.	Edna – she is only given a first name to show her lowly status compared to the family she works for.
Eva Smith	Never on stage but she represents the oppressed and marginalised working class: <i>victim, dignified, silent</i>	“She was in great agony” (Act 1) The inspector makes a point of repeatedly stating how painful and agonising Eva Smith’s death was to make sure the Birlings and Gerald acknowledge their guilt and understand the horrific consequences of their actions. “a good worker” (Act 1) Mr Birling acknowledges she was a good worker and was considering promoting her, this shows Eva had a good work ethic and so it was unjustified to reject the worker’s pleas for a more decent salary and fire Eva Smith to make an example of her. Here she represents how the working class were exploited by their employers for maximum profit. “She wasn’t pretty when I saw her today, but she had been pretty” (Act 1) Often throughout the play, Eva is described as pretty, this draws parallels between Eva and Sheila and how they could have led similar lives if it were not for class prejudice. “She looked young and fresh and charming and altogether out of place down there” (Act 2) We have sympathy for Daisy Renton as she is vulnerable in the Palace bar and her beauty means that the entitled upper class men such as old Meggarty attempt to sexually exploit her “She wouldn’t take anymore, and she didn’t want to see me again” (Act 3) Eva Smith behaves maturely with Eric and shows she has moral character by refusing to take stolen money, despite her increasingly desperate situation.	Eva Smith- a generic name to show she was one of the many oppressed working class. As Smith is also a very common name, it also plays into the theory that Eva was potentially more than one person. Daisy Renton – as she needed a new identity, ‘Daisy’ could reflect how Eva is starting afresh in life whilst ‘Renton’ reflects how she has now resorted to prostitution as a means of getting by.
Edna	Household maid to the Birlings:	“Yes Ma’am” and “Inspector Goole” Edna also represents the silent and oppressed working class ignored by the Birlings. She is only given one name and is physically marginalised in the play. Her responses are limited to her job. <i>oppressed, marginalised, working class.</i>	



Food Preparation and Nutrition

AQA Food Preparation & Nutrition Knowledge Organiser: Food, Nutrition & Health

You must be able to demonstrate knowledge and understanding of the functions, structures and main sources of protein, carbohydrates and fat. Know the biological value of protein, understand an individual's need for carbohydrate, understand the consequences of excess and deficiencies of protein, carbohydrate and fat.

Demonstrate the knowledge and understanding of the sources and functions of vitamins and minerals. Understand the consequences and deficiencies of vitamins and minerals. Understand the retention of water soluble vitamins during cooking.

Demonstrate the knowledge of the Eatwell Guide and health eating guidelines. Understand diet requirements throughout life and diet related illnesses



Consuming more energy than is needed by the body will lead to weight gain and obesity.



Diabetes type 2 can occur in later life; it is often associated with obesity and can cause serious long term health problems.

Keywords

1. Eatwell Guide
2. Reference Intake (RI)
3. Body Mass Index
4. Iron Deficiency anaemia
5. Osteoporosis
6. Foetus
7. Basal Metabolic Rate (BMR)
8. Physical Activity Level (PAL)
9. Estimated Average Requirement (EARs)

KS4

Key Points

1. Protein is required by the body for growth, maintenance and repair.
2. Proteins are built up of units of amino acids.
3. Fats can be classified as either saturated and unsaturated.
4. Saturated fats are considered to be more harmful to health because they raise levels of cholesterol.
5. Carbohydrate provides the body with energy.
6. Most of our energy should come from complex starchy foods.
7. Vitamins are micronutrients, required in small amounts to do essential jobs in the body.
8. Water soluble vitamins are easily destroyed during preparation and cooking.
9. Water makes up two thirds of the body so it is vital to drink regularly to stay hydrated.
10. Nutritional needs change throughout life, but everyone needs to consider the current healthy eating guidelines when planning meals.
11. Energy balance is the balance of energy consumed through eating and drinking compared to energy burned through physical activity.



Keywords

1. Fortified
2. Rickets
3. Osteomalacia
4. Antioxidant
5. Thiamin
6. Riboflavin
7. Spina bifida
8. Ascorbic acid
9. Peak Bone Mass
10. Haemoglobin
11. Anaemia
12. Thyroid
13. Dehydration
14. Lactating

Key words

1. Amino Acids
2. High Biological Value (HBV)
3. Low Biological Value (LBV)
4. Protein Complementation
5. Kwashiorkor
6. Fatty Acids
7. Glycerol
8. Saturated Fats
9. Unsaturated Fats
10. Fat Soluble vitamins
11. Water Soluble Vitamins
12. Cholesterol
13. Hydrogenation
14. Trans fats
15. Dietary Fibre
16. Photosynthesis
17. Monosaccharides
18. Disaccharides
19. Polysaccharides
20. Non starch Polysaccharide (NSP)
21. Constipation
22. Diverticular Disease

Assessment - NTI

1. What are the functions of fat in the diet?
2. Give an example of protein complementation.
3. What does NSP stand for?
4. What are the fat soluble vitamins
5. What is peak bone mass?
6. Why is a good supply of folic acid needed in early pregnancy?
7. What is Osteoporosis?

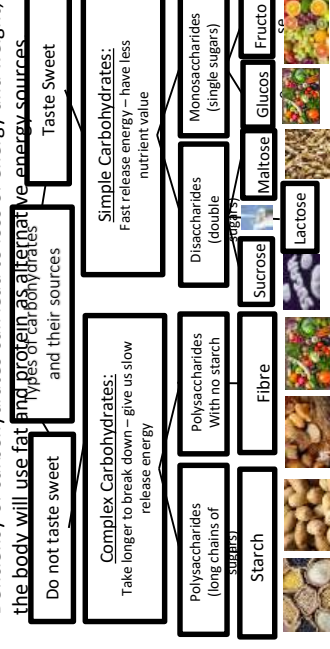
AQA Food Preparation & Nutrition Knowledge

Keywords and definitions:

- Amino acids:** small molecules that form long chains in proteins
- Cholesterol:** A type of fat found in the blood. It is made in the liver and obtained from saturated fatty foods.
- Constipation:** when faeces becomes difficult to expel from the body.
- Disaccharide:** when two monosaccharides join together to form a double sugar
- Diverticular Disease:** When pouches form in the intestines and become infected with bacteria.
- Essential amino acids:** x8 amino acids that can only be obtained through the diet
- Fat-soluble vitamins:** Vitamins A, D, E, K – are stored in the body longer than water-soluble vitamins
- Fatty Acids:** Fat is made up of fatty acids and glycerol
- Glycerol:** Part of a fat molecule
- High Biological Value (HBV):** Food sources such as animal proteins, that contain all essential amino acids.
- Hydrogenation:** Making a solid fat from a liquid fat
- Kwashiorkor:** A severe form of protein malnutrition.
- Low Biological Value (LBV):** Protein from plant sources, does *not* contain all essential amino acids (the exception is soya)
- Monosaccharide:** the simplest form of carbohydrates – single sugars.
- Non-starch Polysaccharide (NSP):** the scientific name for dietary fibre
- Polysaccharide:** - Long chains of monosaccharides
- Protein Complementation:** when LBV food are eaten together to provide all essential amino acids e.g. beans on toast
- Saturated Fats:** A fat that comes predominantly from animal sources
- Texturised vegetable protein (TVP):** A types of protein obtained from soya beans and made to resemble minced meat
- Trans fats:** When oil goes through the hydrogenation process
- Unsaturated Fats:** A fat that comes predominantly from plant sources

Carbohydrates:

- Carbohydrates predominantly provide the body with energy.
- Carbohydrates are mainly produced by plants during photosynthesis
- Sugars and Starches are types of carbohydrates (see below chart)
- Complex carbohydrates are healthier than simple carbohydrates
- Excess carbohydrates are stored as fat which can lead to obesity
- Excess sugar can lead to dental decay and Type 2 Diabetes
- Deficiency of carbohydrates can lead to loss of energy and weight, the body will use fat and protein as alternative energy sources



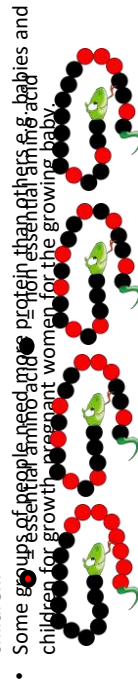
Fat:

- In the body, fat provides concentrated energy, fat-soluble vitamins, protects major organs and is a component of hormones.
- Fat can be a solid or liquid.
- Fat is made up of fatty acids and glycerol
- Different fats have different melting temperatures, this is plasticity.
- Saturated fat usually comes from animal sources and is solid at room temperature e.g. butter – these are more unhealthy
- Unsaturated fat usually comes from plant sources and is liquid at room temperature e.g. olive oil – these are considered the "healthier" fats
- Saturated fats can increase the cholesterol level in the blood
- Unsaturated fats can reduce cholesterol in the blood
- Making a solid fat from a liquid oil is called hydrogenation. Trans fats are produced during hydrogenation.
- Trans Fats have been linked to health problems including heart disease and some cancers
- Excess fat can lead to weight gain and higher blood cholesterol levels, this can lead to obesity and coronary heart disease (CHD)
- Fat deficiency in babies and children can affect normal growth
- Fat deficiency in adults can result in deficiencies of fat-soluble vitamins.
- Cholesterol in the blood stream blocking arteries – directly leading to high blood pressure and CHD



Protein:

- Protein is required by the body for growth, maintenance and repair.
- Proteins are made up of amino acids.
- There are 8 essential amino acids, we have to get them from foods
- Proteins with all 8 essential amino acids - High Biological Value (HBV)
- Proteins without all 8 essential amino acids - Low Biological Value (LBV)
- Animal sources (chicken, eggs, beef etc.), Quorn and TVP are HBV.
- Vegetable sources (seeds, beans, nuts, lentils etc.) are LBV
- Different LBV proteins can be eaten together to get all amino acids – this is called protein complementation
- Excess protein is converted to energy. Also it can raise the levels of nitrogen in your body. Making your kidneys and liver work harder.
- Deficiency of protein is rare, but Kwashiorkor can be seen in developing countries. This is severe malnutrition, often in young children.



Water:

- The body needs water for
 - Normal brain function
 - Decrease the risk of kidney problems
 - Normal blood pressure
 - Help with bowel movements
 - Regulate body temperature
 - Maintain hydration
 - Making body fluids e.g. blood, saliva, mucus
- Main sources of water include water, milk, tea, coffee and fruit juices
- Some water comes from foods such as soup, yoghurt and fruit.
- 6-8 glasses of water should be drunk every day
- Some people will need to drink more water e.g. active people, people who are ill.

Dietary Fibre:

- The body needs fibre to help keep the digestive system moving.
- Adults should eat 18g a day.
- The scientific name for fibre is Non-Starch Polysaccharide (NSP)
- Soluble NSP absorbs water forming a gel-like substance, this can help prevent the absorption of cholesterol.
- Insoluble NSP is not absorbed by the body. It passes through the body as waste which helps prevent bowel disease.
- Dietary Fibre makes food matter soft and bulky.
- You can get fibre from wholemeal and wholegrain carbohydrates and vegetables
- Fibre deficiency can lead to constipation and diverticular disease and sometimes cancer.

Keywords and definitions:

Antioxidant: these help protect cell membrane and to maintain healthy skin and eyes.

Deficiency: Having too little of something, that may cause a health problem

Excess: Having too much of something, that may cause a health problem

Fortified: strengthening the nutritional content of a food by adding vitamins and minerals during production.

Haemoglobin: a red protein that gives blood its colour. It transports oxygen around the body using the red blood cells.

Mineral: an inorganic substance needed by the human body for good health

Night Blindness: a condition where you are unable to see in dim light or at night, typically caused by vitamin A deficiency

Osteomalacia: a medical condition where the bones become soft and weak due to the lack of Vitamin D and Calcium.

Osteoporosis: a medical condition where bones become weak, brittle and break easily.

Peak Bone Mass: When bones reach their maximum strength

Rickets: a childhood disease caused by lack of vitamin D; it causes the bones to soften, resulting in bow legs

Spina bifida: a defect of the lower spine that can result in paralysis in the legs and feet and is sometimes accompanied by learning difficulties

Thyroid: a gland at the front of your neck. It produces hormones that control the bodies metabolism

Vitamin: A group of organic compounds which are essential for normal growth and nutrition. They are required in small quantities in the diet because they cannot be synthesized by the body. If you are deficient in vitamins, you may need to take a vitamin supplement in the form of powder or tablet.

Vitamins:

- Vitamin A, C and E contain antioxidants that work together to protect cells.
- Vitamins B and C are water-soluble so will dissolve into water during cooking.
- Vitamins B1 and C are destroyed by heat and Vitamin C is destroyed by exposure to oxygen.
- To maximise vitamin retention:
 - prepare foods quickly just before serving
 - use small amounts of boiling water to cook
 - use excess boiled water to make sauces as the vitamins will be in the water
 - Avoid cutting lots of nutrients
 - Cook foods with water soluble vitamins by steaming, grilling or roasting instead of boiling
 - Cook foods with fat soluble vitamins by boiling, steaming or grilling instead of roasting

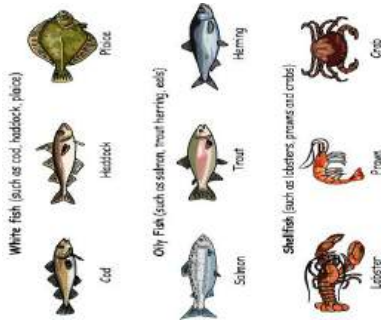
Mineral	Function	Source	Deficiency / Excess
Calcium	Strong bones and teeth – growth of children – blood clots – nerves and muscles	Milk – dairy – green leafy veg – fortified white bread – soya – fish eaten with bones (sardines)	Deficiency: bones don't reach peak bone mass – osteoporosis – poor clotting
Iron	Production of haemoglobin to transport oxygen	Red meat – liver – lentils spices – chocolate – green leafy veg – fortified cereals	Deficiency: anaemia
Fluoride	Strengthen enamel on teeth	Saltwater fish – tea – fortified water	Deficiency: Dental cavities
Magnesium	Healthy immune system – bone and teeth growth	Spinach – brown rice – pumpkin seeds – mackerel	Deficiency: cramps and muscle spasms and weakness- migraines
Sodium	Regulate water in body – use of energy – control muscles and nerves	Processed foods – salt	Deficiency: Rare – cramps after exercise Excess: high blood pressure – heart disease - stroke
Iodine	Regulates hormones in the thyroid	Seafood – foods grown in iodine rich soil	Deficiency: tired – lethargic – swollen thyroid

AQA Food Preparation & Nutrition Knowledge Organiser - Micro-Nutrients

Vitamin	Function	Source	Deficiency / Excess
A Retinol Fat-Soluble	Iron metabolism Vision – skin- mucus immune system	Liver – whole milk – green leafy veg - carrots – fortified marg	Excess – liver & bone damage / birth defects Deficiency – Night blindness
D Cholecalciferol Fat-Soluble	Absorption and use of calcium Bone and teeth strength	Oily fish – meat – eggs – fortified cereals - sunlight	Deficiencies – weak bones & teeth – Rickets in Children – Osteomalacia in adults
E Tocopherol Fat-Soluble	Skin eyes - Antioxidant protects cell membrane	Polyunsaturated fats e.g. sunflower oil – nuts - seeds	Very rare
K Phytomenadione Fat-Soluble	Normal clotting of blood	Green leafy veg – cheese – bacon - liver	Rare Newborn babies given a dose of Vitamin K
B1 Thiamin Water-Soluble	Release energy – nervous system – growth of children	Wholegrains – meat – dairy – nuts – fortified flour and cereals	Deficiency – Beriberi, a disease that affects the nervous system
B2 Riboflavin Water-Soluble	Release energy – nervous system	Same as Vitamin B1	Deficiency – cracking skin around mouth – swollen tongue – growth issues
B3 Niacin Water-Soluble	Release energy from carbohydrates foods – nervous system	Dairy – meat – poultry – cereals – wholegrains	Deficiency – Rare but Pellagra could develop (diarrhoea, dermatitis, dementia)
B9 Folate / Folic Acid Water-Soluble	Neural tube development in unborn babies	Green leafy veg – potatoes- beans, nuts, seeds, - cereal – wholegrains	Deficiency – Spina bifida in unborn babies. Pre conception and pregnant women need a good supply
B12 Cobalamin Water-Soluble	Energy production – protective coating around nerve cells	Meat – fish – cheese – eggs – milk – marmite – fortified cereals	Deficiency – Pernicious anaemia
C Ascorbic acid Water-Soluble	Iron absorption – collagen production - antioxidant	Citrus fruits – blackcurrant – potato – green veg	Deficiency – weak connective tissue and blood vessels – bleeding gums - anaemia

AQA Food Preparation & Nutrition Knowledge Organiser: Food Preparation Skills

You must be able to understand two different methods of using knives to prepare food safely. Explain the techniques used when preparing different foods that require knife skills. Know how to classify different types of fish. Explain how to choose, handle and prepare different types of fish. Understand the structure of meat and how this affects the cooking methods used. Understand that a recipe consists of specific quantities of ingredients that are prepared, using a variety of skills, to produce the required outcome. Know that making and shaping dough is a precursor to making a variety of flour-based mixtures. Understand the function of ingredients in dough.



Keywords

1. Gliadin
2. Glutenin
3. Gluten
4. Carbon Dioxide
5. Shortcrust
6. Choux

Keywords

1. Collagen
2. Elastin
3. Myoglobin
4. Muscle Fibre
5. Maillard Reaction
6. Non enzymic browning
7. Gelatine
8. Cross Contamination

Keywords

1. Ingredients
2. Precise
3. Combined
4. Rubbing-in
5. Binding
6. Coating
7. Enriched dough
8. Glazing



KS4

Key words

1. Bridge hold
2. Claw grip
3. Jardinière
4. Julienne
5. Macedooinne
6. Chiffonade
7. Batonnet
8. Dicing
9. Chopping
10. Paring
11. Flexible
12. Filleting
13. Serrated
14. Cooking

Keywords

1. White fish
2. Salting
3. Connective tissue
4. Coagulate
5. Crustacean
6. Mollusc
7. Flat fish
8. Omega 3 fatty acid
9. Oil fish
10. Shellfish
11. Classification

Key Points

1. Specific types of knives are designed for different cutting and shaping tasks.
2. Knives are dangerous if not handled correctly and care should be taken at all times.
3. A flat and stable cutting surface is essential to avoid injury when cutting food.
4. There are specific terms used for vegetable cuts relating to the size and shape of the outcome.
5. White fish carry oil in the liver; oil fish carry oil throughout the flesh.
6. Its important to wash your hands after handling fish to prevent cross contamination.
7. The length and type of cooking method depends on the type of muscle fibre.
8. Enzymic activity occurs when cut fruit and vegetables react with oxygen to turn them brown.
9. Various foods can be coated with ingredients to create a new layer to protect, add texture and flavour – this is called coating or enrobing.
10. Dough is made by mixing flour with liquid, and sometimes includes leavening (raising) agents as well as other ingredients and flavourings.

Assessment - NTT

1. Name the two methods of holding food when cutting it.
2. Which type of fish contains the most Omega 3 fatty acids?
3. Describe two quality checks for fresh fish.
4. Tough meat has what length of fibres?
5. Where would you store meat when not preparing it?
6. What glaze would you use on enriched dough?
7. What type of flour is used to make bread dough?
8. What gas does yeast produce?

Keywords and definitions:

Aerate: a food preparation process that adds air into a mixture

Allergy: When the bodies immune system is triggered by a substance (in this case food) – this can be fatal in some cases, particularly nuts.

Collagen: the main structural protein in connective tissue

Cross-contamination: transferring bacteria from one place to another

Gelatine: a water-soluble protein that comes from collagen and is used in food preparation; it is colourless and tasteless.

Imported: bought in from a different country

Intolerance: when the body is unable to digest certain foods, this can cause abdominal cramps, diarrhoea and vomiting. It is less severe than an allergy.

Micro-organism: another name for bacteria

Maillard Reaction: the browning of meat, caused by a reaction with natural sugars and proteins, which produce a dark colour; also known as non-enzymic browning

Muscle Fibre: cells that give structure to muscles; different structures of muscle fibre indicate different types of muscle

Non-starch Polysaccharide (NSP): dietary fibre – please see Macro-Nutrient Knowledge Organiser

Offal: the internal organs / leftover cuts of meat, used as food e.g. kidney

Salting: the process of adding salt to a foodstuff to remove its moisture; bacteria that could cause food poisoning cannot survive without moisture

Seasonal: The time of year when fruits and vegetables are naturally at their best or at their peak for harvest time

Smoking: the process of smoking a foodstuff to a temperature of 76 C or above; this removes the moisture, extends their life and

AQA Food Preparation & Nutrition Knowledge Organiser - Food Commodities

Cereals, Flour, Oats etc.:

- Bread:** is a popular staple food - there are many different types - made with strong flour -
- Cereals:** Wheat, oats, rye and barley are grown in the UK. A cereal is a starchy edible grain. Used as a raw ingredient.
- Flour:** Wheat is the main cereal processed for flour. Can be white, self-raising, brown, wholemeal.
- Oats:** are grains from a cereal plant - has a protective husk that is removed during processing - can be used to make flour
- Rice:** grains that are harvested - can be short or long - white, brown or red - staple food
- Potato:** staple food - grown in the UK - skin on outside
- Pasta:** made from flour and eggs - can be fresh or dried - can be coloured and flavoured.
- MOST** are a source of LBV protein, fibre, carbohydrates, b vitamins, iron and calcium

Eggs and Poultry:

Poultry:

- Poultry is chicken, turkey, duck and goose.
- Muscle fibres in poultry are shorter than other meats, making it more tender.
- Breast meat is always more tender than leg meat
- Provides HBV protein, saturated fat some B vitamins, magnesium and phosphorus.

Eggs:

- Regarded as one of the most versatile foods
- Many functional and chemical properties: e.g. setting quiches, enriching dough, glazing pastry, binding ingredients, used as a raising agent.
- Eggs can be; Factory Farmed, Barn Eggs, Free Range Eggs depending on the condition of the hen.
- Provides HBV protein, fat, vitamins and Water.

Fruit and Vegetables:

Fruit:

- Four main groups of fruit, Hard, Soft, Citrus, Stone. Some fruits are also classed as exotic.
- Many fruits are grown in the UK, those that aren't are imported.
- Many fruits are seasonal
- Can be fresh, canned, dried, frozen - store as per instructions
- Can provide various vitamins, carbohydrates, fibre (NSP)

Vegetables:

- Grown above and below ground
- Eight main groups; seeds, flowers, leaves, stems, shoots, tubers, root, bulb.
- Can be cooked and preserved using a variety of methods
- Provides various vitamins, calcium, iron, carbohydrates, fibre and protein.

Meat:

- Meat is the muscle tissue of dead animals
- Fibres are held together with connective tissue. Long fibres = tough meat. Older animals = tough meat.
- Slow cooking methods (stewing, braising, roasting) help tenderise meat
- Marinades help with flavour and breaking down proteins
- Maillard reaction helps brown the meat
- As meat cooks, proteins coagulate. Collagen breaks down into gelatine.
- Meat provides vitamin B6 and B12, iron, calcium, phosphorus, HBV protein, saturated fat, Cholesterol.
- Care should be taken to avoid cross-contamination between raw meat and other foods.

Fish:

- There are 3 main classifications of fish; White, Flat, Oily.
- There are 2 main classification of shellfish; Crustaceans, Molluscs.
- High quality fish will have; bright eyes, salty smell, bright red gills, thin layer of slime, firm flesh.
- Can be preserved by canning, freezing, Smoking and Salting.
- Fish cooks quickly as the muscle is short and connective tissue is thin.
- Fish can be grilled, baked, fried, steamed, poached.
- Provides; HBV protein, iron, iodine, vitamin A & D.
- Oily fish contains Omega 3 fatty acids for brain development and healthy bones and joints - our bodies cannot produce Omega 3 so it needs to be eaten.

Milk, Cheese and Yoghurt:

Milk:

- Comes from a variety of animals.
 - Contains the sugar lactose so people with an intolerance must substitute.
 - Heat treated to kill harmful bacteria
 - Provides; HBV protein, fat, carbohydrates (lactose), Some vitamins, and calcium
- ### Cheese:
- Cheese is milk in solid form
 - There are regional and international varieties of cheese
 - Can be used for sweet or savoury dishes. Adds colour, flavour and texture.
 - Provides; HBV protein, fat, calcium, various vitamins.
- ### Yoghurt:
- Made from milk that has friendly bacteria culture added to it.
 - Types include Greek, set and live.
 - Same nutrients as milk

Soya, Tofu, Beans, Seeds:

Soya and Tofu:

- Soya grows in pods, can be fresh, dried or canned.
- Used in processing for foods
- Tofu is made curdling soya milk (known as bean curd)
- Provide HBV Protein, B vitamins, calcium, iron, fibre.

Beans:

- Beans, peas and lentils are known as legumes or pulses.
- Excellent source of protein and fibre. Also provide B group vitamins, calcium and iron.
- Staple food, can be canned, fresh, dried or frozen.

Nuts and Seeds:

- Many different varieties
- Some people have severe nut allergies
- Lots of plants have edible seeds e.g. pumpkin, sunflower.
- Provides fibre, B vitamins, fat, iron, zinc, calcium and protein.

AQA Food Preparation & Nutrition Knowledge Organiser: Food Science

You must be able to know and understand the reasons why food is cooked and how heat is transferred to food. Know the reasons for selecting different cooking methods. Understand protein denaturation and coagulation. Know about the properties of protein in gluten formation. Understand enzymic browning and oxidation in fruit and vegetables. Understand the functional and chemical properties of carbohydrates, which are gelatinisation, dextrinization and caramelisation. Understand the processes of raising or aerating using physical and mechanical methods. Know and understand the working properties of chemical and biological raising agents.



Key words

1. Palatability
2. Microwave
3. Radiation
4. Conduction
5. Convection

Keywords

1. Denaturation
2. pH level
3. Marinade
4. Enzymic Browning
5. Oxidation

Keywords

1. Gelatinisation
2. Viscosity
3. Consistency
4. Dextrinisation
5. Caramelisation

Keywords

1. Shortening
2. Plasticity
3. Aeration
4. Creaming
5. Foam
6. Emulsification.

Keywords

1. Physical raising agents
2. Chemical raising agents
3. Yeast
4. Bicarbonate of soda
5. Baking Powder
6. Fermentation
7. Carbon Dioxide



KS4

Key Revision Points

1. Cooking food makes it safe, allows it to keep for longer and makes it more palatable.
2. Cooking methods can achieve specific characteristics in food.
3. Heat is transferred by conduction, convection and radiation. Cooking commonly uses a combination of heat transfer methods.
4. Proteins are denatured during cooking. Egg proteins coagulate or set when they are heated.
5. Wheat flour contains the protein gluten. Gluten forms the structure of pastries, breads and cakes.
6. Enzymes can cause the browning of fruit and vegetables. Fruit and vegetables need careful handling during preparation to prevent enzymic browning.
7. Gelatinisation is the function of starches as thickening agents.
8. Sauces can be different thicknesses when the proportion of ingredients is altered.
9. Dextrinisation is the term used to describe browning of starch caused by heat.
10. Caramelisation is the browning of sugars caused by heat.
11. Fat makes pastry short and crumbly.
12. Fats give colour and flavour to pastry. The plasticity of fat allows it to be used for rubbing in, spreading and creaming.
13. Fats can help aeration in baking.
14. Emulsions are mixtures of liquids that do not normally mix. E.g oil and water. Egg yolks contain lecithin, a natural emulsifier. Eggs help stabilise mayonnaise.

Assessment - NTI

1. Name three types of heat transfer.
2. Why is food cooked?
3. What is the term used to explain the way heat changes the texture of egg proteins?
4. What causes the browning of cut fruit and vegetables?
5. What is the main heat transfer method when boiling food?
6. What sort of heat transfer commonly causes dextrinization?
7. What term describes thickening a sauce using starch?
8. What term describes how fat makes a short texture product?
9. Which basic cake making process traps air into the cake?
10. How does egg white trap air?

AQA Food Preparation & Nutrition Knowledge Organiser - Food Science Terms

Keywords and definitions:

Amino Acids: small molecules that form long chains in proteins

Blanching: briefly immerse (an item of food) in boiling water, especially as a technique for removing the skin from nuts or fruit or for preparing vegetables for further cooking

Denaturation: changing protein function by heat, acid, pH or mechanical action.

Foam Formation: the creation of a foam by whisking eggs and sugar together. E.g. when making meringues.

Gluten: a protein found in wheat flour

Hydrophobic: one end of an emulsifier - hates water - forms chemical bonds with oils

Hydrophilic: one end of an emulsifier - loves water and forms chemical bonds with it

Irreversible: the changes are permanent and cannot be changed back

Kneading: working a bread dough to develop the gluten and smooth out lumps

Melting Temperature: The temperature that something melts at. Relevant to fats as different fats have different melting temperatures.

Modified Starch: Starches that have been modified to perform additional functions

pH: The scale used to determine how acid / alkaline something is. 0 is neutral, 1 is the most acidic and 14 is the most alkaline

Pre-Gelatinised: a starch that is used to thicken instant desserts without heat e.g. angel delight

Short: the term used to describe a crumbly texture in food. E.g. shortbread biscuits or shortcrust pastry. Fat is used to coat flour particles during the rubbing in method. This keeps gluten strands short and creates the crumbly texture

Viscosity: how thick or thin a liquid is.

Food Science and Carbohydrates:

Gelatinisation

- Occurs when starches (wheat flour, cornflour or arrowroot) thicken liquids. It also occurs during cooking with starchy foods such as rice, potatoes and pasta.
- Starch particles absorb liquid, swelling up. As the temperature rises, the starch particles burst (80°C), thickening the liquid e.g. in a roux sauce.
- The process needs heat and stirring, especially in sauce making to prevent lumps forming.
- More starch gives a thicker sauce, ratios can be changed to change the viscosity of the sauce
- Modified starches are used in convenience foods such as gravy granules, quick cook pasta and pot noodles. Pre-gelatinised starch is an example.

Dextrinisation

- Occurs when starch is toasted or cooked by dry heat e.g. bread / cake and starch breaks down to dextrins. Dextrins taste sweeter than starch and add flavour to bread / baked goods
- Dextrinisation changes the colour (longer it is heated the darker it gets) and texture (becomes more crispy) – e.g. toast getting darker

Caramellisation

- Causes sugar to change colour and texture due to dry or moist heat.
- Causes baked goods such as cakes to go golden brown.
- Changes properties of sugar, it turns to syrup and tastes sweet and is glossy

Food Science and Fats / Oils:

Shortening

- Is the process that creates a “short” crumbly texture e.g. pastry
- The rubbing in method is used to coat flour particles in fat. This prevents long gluten strands from forming.
- The shorter the gluten strands are, the more crumbly a pastry is.

Pasticity:

- Means the ability of a fat to change properties over a range of temperatures. This is due to the combinations of chemicals called triglycerides.
- Different fats have different melting temperatures. Some products are created with lower melting e.g. Flora so it can be used straight from the fridge. Other fats such as lard will be solid in the fridge, but will soften as it gets warmer.

Aeration

- Helps a product have a light and open texture.
- Aeration increases the volume of a product by incorporating air through beating, whipping, creaming, and whisking.
- Fat and sugar beaten together trap air, this is called the creaming in method and often used in cake making.

Emulsification:

- Emulsions are mixtures of liquids that do not normally mix e.g. water and oil e.g. mayonnaise
- Emulsifiers have a hydrophobic and a hydrophilic end, meaning the water and oil can be combined together.
- Stabilisers keep emulsions mixed preventing them from spreading.
- Emulsification is the process of creating an emulsion.
- Egg yolks are a natural emulsifier as they contain lecithin.

Food Science and Proteins:

Protein Denaturation

- Denaturation occurs when the structure of amino acids is altered. They change shape or unfold because chemical bonds are broken.
- Protein can be denatured by:

Heat	Proteins uncoil when cooked
pH	Reducing the pH (adding more acid such as vinegar / lemon juice in a marinade)
Enzymes	Helps tenderise meat causing denaturation
Mechanical Actions	Whisking e.g. foam formation with eggs

Protein Coagulation:

- Is a type of Denaturation
 - It causes a change in texture for example, runny eggs become solid. Examples are quiche and egg custard.
 - It starts at 60°C and is completed by 70°C – it is an irreversible process
- Gluten Formation:**
- When water is added to wheat to form a dough. Strong bread flour is used for bread as it contains more gluten.
 - Gluten makes bread dough stretchy and elastic. Salt and kneading help strengthen the gluten. Gluten forms the structure of baked bread.
 - Gluten in pasta helps it hold its shape as well as making the dough flexible.

Oxidation:

- Oxidation causes discolouration e.g. cut lettuce leaves turn pink / brown
- Oxidation causes vitamins to be lost, especially Vitamin C
- It enables enzyme activity
- Oxidation can be reduced during preparation and cooking of food by:
 - Use small amounts of water to boil vegetables
 - Use a quicker method of cooking e.g. steaming / stir fry
 - Serve vegetables immediately after cooking
 - Keep the lid on when boiling vegetables
 - Use the cooking water (this will contain lost water-soluble vitamins) to create other sauces e.g. gravy

Enzymic Browning:

- This occurs on the surface of cut fruits such as apples and on the surface of cut vegetables such as potatoes.
- It happens due to cell enzymes reacting with the air.
- Enzymic browning can be prevented by:
 - Blanching cut fruits or vegetables
 - Blanching vegetables before freezing
 - Dipping fruit or vegetables in acid (e.g. lemon juice)
 - Remove contact with air by submerging under water
 - Cooking as soon as vegetables are cut.



QAQ Food Preparation & Nutrition Knowledge Organiser - Cooking Food

Keywords and definitions:

Aerate: to incorporate air into a mixture – also aeration.

Conductor: a material or device that conducts or transmits heat or electricity

Foam: When bubbles form on the surface of a liquid as a result of a chemical reaction. Or the creation of a foam substance by whisking eggs and sugar together.

Methods of Cooking: The ways in which different foods can be cooked e.g. baking, steaming etc.

Micro-organisms: a microscopic organism, especially a bacterium, virus, or fungus

Palatable: (describing food or drink) has a pleasant taste, is pleasant to eat

Raising Agents: a substance added to a food product that makes it rise when cooked

Raw: food that has not been cooked

Shelf life: the length of time that a food / drink may be stored without becoming unfit for use, consumption or sale.

Unleavened: refers to bread, cakes and biscuits that are made without a raising agent.

Why do we cook food?:

- Make it safe to eat – cooking destroys micro-organisms, reducing the chances of food poisoning
- To change it from raw to cooked – many foods cannot be eaten in their raw form
- To make it more palatable, improving texture, developing flavours and improving colour
- To extend the shelf life of a product
- To make it easier for us to digest
- To give variety to the diet – e.g. eggs can be cooked many different ways for different tastes and textures

Heat Transfer:

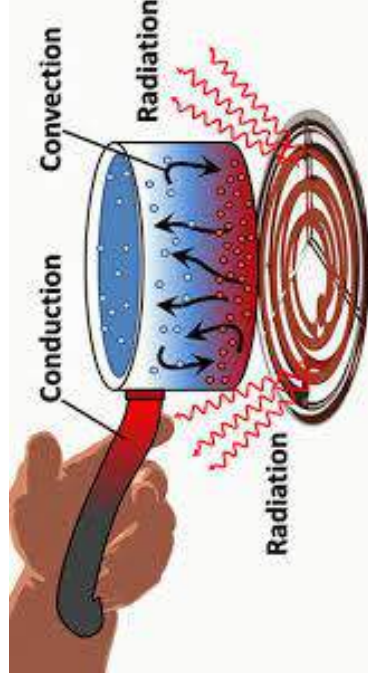
Heat transfer is the way heat is transferred into foods in order to cook them. Many methods of cooking combine two methods of heat transfer, e.g. roasting vegetables uses both conduction and convection.

Conduction: The transfer of heat by direct contact from a hot surface. This is a relatively slow method of heat transfer because there must be physical contact. Surfaces must be a good conductor of heat, which is why saucepans are made of metal, but the handles are plastic.

Convection: The transfer of heat through movement in a gas or liquid. Warm air or liquid current rise up (e.g. in a saucepan or oven) pushing the cooler air / liquid down, which is in turn heated. This creates a cycle of currents which can heat the food.

Radiation (Microwave): A microwave converts electricity to radio wave (called microwaves) which penetrate the food.

Radiation (infra-red radiant heat): The heat is transferred using electromagnetic radiation: waves of heat or light strike the food. There is no physical contact between the heat source and the food being cooked.



Raising Agents:

Raising agents are added to most baked products during the making process using gas, air or steam which, when heated, expands causing the food to swell and rise up. Raising agents produce a risen, light and airy texture in the food.

Mechanical Raising Agents Create air through an action

Sieving will trap air. Used in pastry, cakes or batters

Whisking eggs. Eggs and caster sugar, when whisked will trap a large volume of air creating a foam.

Rubbing fat into flour will incorporate a little air

Creaming fat and sugar together traps minute bubbles. The fat becomes paler in colour and the mixture looks creamy

Lamination air is trapped each time flaky and rough puff pastry dough is rolled and folded to create layers

Chemical Raising Agents Create Carbon Dioxide

Self raising flour is plain flour with baking powder added in the correct quantity needed to suit most cakes

Baking Powder – is a commercially made mixture of bicarbonate of soda and cream of tartar. Baking powder works the same as Bicarbonate of soda, but adding cream of tartar helps stop the soapy flavour

Bicarbonate of soda + moisture + heat will create bubbles of carbon dioxide to raise the food. It can leave behind a “soapy” flavour

Physical Raising Agents

Steam is created in products such as Yorkshire puddings and choux pastry which contain large quantities of water. Ovens are set to high temperatures to turn water to steam and forces it through the mixture,

Biological Raising Agents

Yeast is a living organism grown commercially for bread making and alcohol production.
Yeast + moisture + oxygen + food + time will produce masses of carbon dioxide gas bubbles

Accurate heat control:

Oven: always use the oven temperature stated in the recipe. If the food browns too quickly, turn the oven down by 10° or move food to a lower shelf.

Hob: Water boils at 100°C. If boiling water is left on a high heat, it will evaporate, causing the contents of the pan to burn. Take care when using oil/fat as it can spontaneously ignite at temperatures between 180°C and 250°C.

Grill: the heating element should be glowing red before placing food under the grill. Food must be checked regularly and turned over to prevent burning.

AQA Food Preparation & Nutrition Knowledge Organiser - Methods of preservation

Methods of cooking:

Dry Heat Methods of cooking	Examples	Advantages	Disadvantages
Baking – food is cooked in the dry heat of the oven	<ul style="list-style-type: none"> Cakes Pastry Bread 	<ul style="list-style-type: none"> Good colour Good texture Several items can be baked together 	<ul style="list-style-type: none"> Needs specific times and temperatures
Roasting – food is cooked using dry heat of the oven but basted with fat	<ul style="list-style-type: none"> Meat Vegetables 	<ul style="list-style-type: none"> Good flavour Crisp texture Items can be roasted together 	<ul style="list-style-type: none"> Takes a long time to cook Additional fat content
Toasting – Dry heat is applied to food	<ul style="list-style-type: none"> Bread Nuts Seeds 	<ul style="list-style-type: none"> Lowers the Glycaemic Index Adds Flavour 	<ul style="list-style-type: none"> Food can burn quickly
Grilling – Dry heat is applied by a hot grill either above or below	<ul style="list-style-type: none"> Sausage Bacon 	<ul style="list-style-type: none"> Healthier as fat drains from meat Quick 	<ul style="list-style-type: none"> Food can burn quickly
Dry Heat Methods of cooking	Examples	Advantages	Disadvantages
Shallow Frying – small pieces of food are cooked in hot shallow oil	<ul style="list-style-type: none"> Meat Vegetables 	<ul style="list-style-type: none"> Quick method of cooking 	<ul style="list-style-type: none"> Additional fat content Health and Safety issues
Deep Frying – Foods are submerged in hot fat / oil	<ul style="list-style-type: none"> Chips Chicken Fish 	<ul style="list-style-type: none"> Quick Golden, crunchy texture 	<ul style="list-style-type: none"> Additional fat content Health and Safety issues
Moist Heat Methods of cooking	Examples	Advantages	Disadvantages
Boiling – starchy food is cooked in boiling water	<ul style="list-style-type: none"> Potatoes Pasta Rice 	<ul style="list-style-type: none"> Quick No added fat Softens food 	<ul style="list-style-type: none"> Water soluble vitamin loss
Steaming – food is cooked in the steam of boiling water	<ul style="list-style-type: none"> Fish Vegetables 	<ul style="list-style-type: none"> Water soluble vitamins are not lost Healthier Food is easy to digest 	<ul style="list-style-type: none"> Can take a long time Causes condensation
Poaching – Food is cooked in a small amount of simmering liquid	<ul style="list-style-type: none"> Meat Fish Eggs 	<ul style="list-style-type: none"> Healthy Quick 	<ul style="list-style-type: none"> Loss of water soluble vitamins Food can break apart Bland taste
Stewing – Food is submerged in liquid and cooked slowly to develop flavours and	<ul style="list-style-type: none"> Meat Fish Beans 	<ul style="list-style-type: none"> Meat is tenderised Good developed flavour Water soluble vitamins 	<ul style="list-style-type: none"> Need to plan ahead as takes a long time (2-3

Methods of Preservation:

Methods of Preservation	Examples	Advantages	Disadvantages
Heat – Heat kills most micro-organisms and it stops any enzyme activity	<ul style="list-style-type: none"> Pasteurisation of milk All cooked food Canned foods 	<ul style="list-style-type: none"> Makes the food safe to eat Can speed up cooking time for the consumer 	<ul style="list-style-type: none"> Doesn't kill heat resistant bacteria
Freezing – The microorganisms become inactive at very cold temperatures but will start reproducing during defrosting.	<ul style="list-style-type: none"> Frozen meat / fish Ready-made meals Desserts 	<ul style="list-style-type: none"> Food can stay fresh when travelling over long distances Increased shelf life 	<ul style="list-style-type: none"> More expensive due to transport and equipment to keep food frozen
Drying – Microorganisms need moisture to reproduce	<ul style="list-style-type: none"> Pot noodles Coffee Milk Soups Gravy granules 	<ul style="list-style-type: none"> Cheap to do Food takes up less space Increased shelf life 	<ul style="list-style-type: none"> Can take away from flavour and texture of foods
Removing Air (Oxygen) – Most microorganisms need oxygen to reproduce. Food items are sealed in cans, jars, MAP, vacuum packaging	<ul style="list-style-type: none"> Canned food Food in jars Meat and fish Sandwiches Crisps 	<ul style="list-style-type: none"> Longer shelf life Preserves the taste and texture MAP (modified atmosphere packaging) is designed to let oxygen in and carbon dioxide out to maintain the environment 	<ul style="list-style-type: none"> MAP – bad for the environment Jars and cans are heavy (increased transport cost)
Chemicals: salt, sugar, vinegar, smoke – The pH levels needed for bacterial growth and enzymic action are changed	<ul style="list-style-type: none"> Salted meat and fish Pickles Chutneys Jams 	<ul style="list-style-type: none"> Changes the flavour (e.g. pickled onions) Extended shelf life 	<ul style="list-style-type: none"> If extra salt is added can be less healthy Takes a long time for the process
Irradiation – Food is exposed to low doses of radiation which kills all micro-organisms	<ul style="list-style-type: none"> Herbs Spices Some vegetables and fruit 	<ul style="list-style-type: none"> Delays food from ripening (allowing it to be sold for a longer period) Can help prevent vegetables from sprouting roots 	<ul style="list-style-type: none"> Loss of nutrients Consumer concern, leading to avoidance

AQA Food Preparation & Nutrition Knowledge Organiser: Food Choices

KS4

You must be able to understand that religions, customs and beliefs influence food choice. Know about conditions that may be caused by intolerance or allergy to food. Understand the meaning of 'cuisine' in terms of the food related to the traditional eating habits of certain countries. Learn about the cuisine of two other countries as well as British traditional cuisine. Understand how to taste food products using your senses accurately. Know about a range of sensory testing methods. Know which information is legally required for a food label. Explain how this information will help the consumer. Understand the ways in which nutritional labelling can be presented. Provide reasoned suggestions for food choice based on a range of factors.



Keywords

1. Cardiovascular
2. Eatwell Guide
3. Healthy eating
4. Physical Activity Levels (PAL)
5. Availability
6. Seasonality, Lifestyle



Keywords

1. Regional
2. Multicultural
3. Cuisine

Keywords

1. Senses
2. Taste
3. Aroma
4. Texture
5. Olfactory
6. Sensory analysis
7. Palate
8. Sensory characteristics
9. Rating Tests
10. Ranking tests
11. Star profile
12. Triangle testing
13. Paired preference tests

Key words

1. Kosher
2. Halal
3. Vegetarian
4. Ovo-lacto vegetarian
5. Vegan
6. Lacto vegetarian
7. Ethical
8. Diabetes
9. Coeliac
10. Gluten
11. Protein
12. Malnutrition
13. Lactose intolerance
14. Allergy
15. Anaphylaxis
16. Epi pen

Key Points

1. If you can't tolerate certain foods you have to change your diet.
2. Some religions have their own dietary laws and rules.
3. Diabetes is a condition caused because the pancreas doesn't produce any or enough insulin.
4. Coeliac disease is a condition where people have an adverse reaction to gluten.
5. Lactose intolerance is caused when the body is unable to digest lactose (a sugar found in milk and dairy products).
6. An allergy to nuts can cause anaphylaxis.
7. The reasons why people become vegetarian include religion, dietary laws, ethical reasons, health or family.
8. Cuisine relates to the established range of dishes and foods of a particular country or religion.
9. Cuisine is also concerned with the use of distinctive ingredients and specific cooking and serving techniques.
10. Accurate sensory testing of foods helps manufacturers and cooks develop food products and improve recipes.
11. The human olfactory system (smell) and taste sensors are important when tasting food.
12. EU= European Union
13. FSA=Food Standards Agency
14. People need to make informed choices about the food they buy based on their income, lifestyle and preferences from the food available to them.
15. Many factors affect the food choices that people make.

Assessment - NTT

1. What religions traditionally do not eat pork?
2. Which foods can people with coeliac disease not include in their diets?
3. Name two traditionally British dishes.
4. Why is it important to use codes when tasting foods?
5. List the stages used to carry out a controlled sensory analysis
6. What is triangular testing?
7. What information must be included on food labels by law?
8. What does PAL mean?
9. Explain the different factors that affect people's food choice.

AQA Food Preparation & Nutrition Knowledge Organiser - Diet and Good Health

Keywords and definitions:

- Anorexia:** an emotional and mental health disorder characterized by an obsessive desire to lose weight by refusing to eat.
- Basal Metabolic Rate (BMR):** the energy needed by the body to power your internal organs when completely at rest
- Body Mass Index (BMI):** a measure that adults can use to see if they are healthy weight. The ideal BMI is between 18.5 and 25
- Bulimia:** an emotional and mental health disorder characterized by a distorted body image and an obsessive desire to lose weight, in which bouts of extreme overeating are followed by fasting or self-induced vomiting or purging.
- Colostrum:** the first milk produced by a breastfeeding mother
- Energy Density:** the amount of energy, calories (Kcal) or kilojoules (KJ) a food contains per gram. Fat = 9 Kcal per g, Protein = 4 Kcal per g, Carbohydrate = 4 Kcal per g.
- Estimated Average Requirements (EARs):** tables used by nutritionists that provide guidelines to the energy needs of individuals at various stages of life.
- Ethical:** decisions or actions taken on the basis of strongly held moral beliefs or intellectual principles
- Foetus:** a baby still in the womb
- Halal:** meat that can be eaten by Muslims because it has been killed in accordance with Islamic law
- Haram:** forbidden or proscribed by Islamic law
- Kosher:** food that conforms to Jewish dietary law
- Lethargy:** a lack of energy and enthusiasm
- Malnutrition:** is a result of under-consumption of nutrients. Anorexia and bulimia can lead to malnutrition symptoms.
- Menstruation:** the monthly process the female body goes through to discharge the lining of the uterus; takes place from puberty to menopause.
- Osteoporosis:** a disease common in old age. Bones become weak and brittle. A calcium and vitamin rich diet is needed for bone strength.
- Physical Activity Level (PAL):** the energy needed by the body for movement of all types
- Puberty:** the stage of life when adolescents become mature and become capable of sexual reproduction.
- Reference Intake (RI):** the approximate amount of a nutrient provided by a portion of food.
- Weaning:** to introduce a baby to solid food.

Eat Well Guide and Government Guidelines:



The Eatwell Guide shows the proportions of food groups that should be eaten daily in a well-balanced diet. There are 8 main government guidelines for a healthy diet

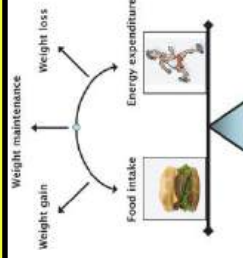
- Base your meals on starchy carbohydrates
- Eat lots of fruit and veg (5-7 portion a day)
- Eat plenty of fish, including oily fish
- Cut down on saturated fat and sugars
- Eat less salt – no more than 6g a day
- Get active and maintain a healthy weight
- Drink 6-8 glasses of water a day

Always eat a healthy breakfast

Nutritional Age Needs:

- **Babies:** Newborn babies only drink milk for the first 4-6 months before being weaned. First milk is called colostrum. Human milk provides all nutrients except iron, babies are born with an iron store in their liver.
- **Children:** 1-3 yrs grow quickly so needs a well balanced diet for development. Toddlers are very active and need a good supply of fat for energy, this also helps with brain and nervous system development. New foods should be introduced in an attractive and appealing way. They should avoid sweets, fizzy drinks, sugary foods.
- **Teenagers:** Rapid growth and puberty occurs. They need a higher amount of nutrients and energy. Boys need protein for muscle growth. Girls need more iron to replace blood loss during menstruation, they are prone to iron-deficiency anaemia.
- **Adults and Older People:** Adults need to maintain a healthy balanced diet to keep the body working properly and prevent diet-related problems. In older people, energy requirements decrease so they need smaller portions and less calories. They must keep hydrated and drink plenty of fluids. Osteoporosis may occur and so a diet high in calcium and vitamin D is needed to strengthen bones.

Energy Balance:



- Energy balance is when you use the same amount of energy that you intake through food. This results in weight maintenance.
- Too much energy intake can result in weight gain.
- Too little energy intake can result in weight loss and lethargy.
- You can work out how much you should be eating: $BMR \times PAL = EAR$
- Guidelines suggest at least 60 minutes of activity a day.

Life Choice Nutritional Needs:

- **Pregnancy:** A healthy diet to ensure the baby receives the essential nutrients required for development. Folate (folic acid) is needed for the development of the neural tube of the foetus. The baby's bones need a good supply of calcium. An iron rich diet is needed to create a supply of iron for the baby. Constipation is common so a high fibre diet is needed.
- **Vegetarian:** Do not eat meat, fish, poultry or gelatin.
- **Ovo-Lacto Vegetarians:** eat eggs and dairy (but only cheese made with vegetable rennet)
- **Lacto Vegetarian:** eat dairy and honey but do not eat eggs
- **Vegan:** Do not eat any food with an animal origin, this includes things like honey and avocado.

People are often Vegetarian / Vegan due to ethical reasons. They must get their iron, Vitamins D and B12 from other sources to prevent malnutrition.


Religious Needs:

Judaism	<ul style="list-style-type: none"> • Shellfish or pork • No dairy food eaten in the same meal as meat • Only Kosher meat can be eaten
Hinduism	<ul style="list-style-type: none"> • No beef or beef products & will avoid pork • Some Hindus Practice Fasting • Foods such as onion, garlic and alcohol, thought to "excite" the body are forbidden • Many Hindus are Vegetarian
Islam	<ul style="list-style-type: none"> • No pork • Only Halal meat can be eaten • Haram foods cannot be eaten • Ramadan is a fasting month, at the end of Ramadan Eid-ul-Fitr takes place
Sikhism	<ul style="list-style-type: none"> • No beef • Many Sikhs are vegetarian or Ovo-lacto vegetarian
Christianity	<ul style="list-style-type: none"> • No particular dietary requirements, though some foods are associated with celebrations e.g. pancakes on shrove Tuesday and hot cross buns at Easter
Buddism	<ul style="list-style-type: none"> • Vegetarian
Rastafarianism	<ul style="list-style-type: none"> • Vegetarian or Vegan • White fish are sometimes eaten (but no shellfish)

AQA Food Preparation & Nutrition Knowledge Organiser - Diet related medical

Keywords and definitions:	<p>Anaphylaxis: an acute allergic reaction to a food e.g. nuts, that in extreme cases can lead to death. This is due to the swelling of the throat, meaning air is cut off and people cannot breathe</p> <p>Allergen: A substance that causes an allergic reaction. There are currently 14 allergens that must be identified on food packaging and menus by law in the UK.</p> <p>Allergy: When the bodies immune system is triggered by an allergen (in this case food) – this can be fatal in some cases, particularly nuts.</p> <p>Diarrhoea: When faeces is liquid in form and is removed from the body on a regular basis</p> <p>Diverticular Disease: when pouches form in the intestines that then become infected with bacteria</p> <p>Epipen: A device containing medicine that treats an extreme allergic reaction. It must be injected. People suffering anaphylaxis must still go to the hospital, even if an epipen has been used.</p> <p>Faeces: Waste matter that is removed from the body through the bowel – excrement (poo)</p> <p>Intolerance: when the body is unable to digest certain foods, this can cause abdominal cramps, diarrhoea and vomiting. It is less severe than an allergy.</p> <p>Malnutrition: is a result of under-consumption of nutrients. Anorexia and bulimia can lead to malnutrition symptoms.</p> <p>Nausea: A feeling of sickness / feeling like you will throw up.</p> <p>Osteoporosis: a disease common in old age. Bones become weak and brittle. A calcium and vitamin rich diet is needed for bone strength.</p>
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Obesity:	<ul style="list-style-type: none"> An abnormal accumulation of body fat. Anyone with a BMI of over 30 is considered obese Will lead to an increased risk of CHD, diabetes, cancer and high blood pressure. Causes joint and mobility issues as well as shortness of breath. People who are obese should reduce their intake of foods high in salt, sugar and saturated fats.
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Cardiovascular Disease (CVD)	<p>conditions affecting the heart or blood vessels, there are many different types.</p> <ul style="list-style-type: none"> Coronary Heart Disease (CHD) is a common type where fatty substances (cholesterol) builds up in the arteries that run to the heart. People suffering from CVD should reduce their intake of salt and saturated. 
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High Blood Pressure:	<ul style="list-style-type: none"> High blood pressure can lead to an increased chance of stroke and heart attacks. Eating too much salt can increase your blood pressure. Recommendations are that you should only eat up to 6g a day, but many people eat more due to salt being hidden in many pre-packaged foods.  <p>Pressure restricting blood flow</p>
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Bowel Cancer:	<ul style="list-style-type: none"> Is the second biggest cause of death and illness in the UK. The risk of bowel cancer and diverticular disease can be greatly reduced by increasing fibre / NSP (non-starch polysaccharide) intake. Vegetables, wholegrains, beans and pulses are all good sources of fibre.
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Type 2 Diabetes:	<ul style="list-style-type: none"> Too little or no insulin is produced in the pancreas, resulting in high levels of blood sugar. Controlled by insulin or by a change in diet. Typically people develop this later in life, but due to sugar-rich diets, it can develop in teenagers and children. Linked to Obesity. Can restrict blood flow to your hands, feet and toes, resulting in infection and in some cases amputation. Can also cause kidney damage and blindness.
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Liver Disease:	<ul style="list-style-type: none"> There are many different types A common type is non-alcoholic fatty liver disease (NAFLD) – this is usually seen in obese people. It is caused by a build up of fat in the liver To help prevent this, you should choose unsaturated fat food options over saturated fat and reduce intake.
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Dental Health:	<ul style="list-style-type: none"> Sugar causes tooth decay, especially in young children. Sugar increases acids on the teeth, causing irreparable damage. Acids erode the protective enamel surface of the teeth. This is a big problem in the UK with nearly 50% of 8-year-old children and 33% of 5-year-old children showing signs of tooth decay. To prevent this, you should eat fewer biscuits, cakes and sugary snacks Avoid giving children fizzy drinks and high sugar juices
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Iron Deficiency Anaemia:	<ul style="list-style-type: none"> Symptoms include: tiredness and lack of energy, shortness of breath, a pale complexion, headache and hair loss It is common in teenage girls due to menstruation, pregnant women, vegans and vegetarians. People suffering from this should increase their intake of iron rich foods such as; dark leafy green vegetables, fortified foods, pulses, nuts and seeds and wholegrains. It is also important to make sure you have enough Vitamin C as this helps absorb iron
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Allergies and Intolerances:	<p>Celiac – is a condition where people cannot eat gluten. Eating Gluten damages the lining of the small intestine, making it more difficult to absorb other nutrients. Symptoms include, weight loss, lack of energy and tiredness, diarrhoea, poor growth in children and anaemia. It cannot be cured but can be managed by switching to a gluten free diet.</p> <p>Lactose intolerance – is where the body is unable to digest lactose (A sugar in milk). The small intestine does not do the correct enzyme to digest lactose, this means the sugar will pass into the large intestine causing bloating, wind, diarrhoea and nausea. It cannot be cured but can be managed by switching to a lactose free diet.</p> <p>Nut Allergy – When you are not able to eat nuts as they will trigger an immune response in the body. Minor symptoms include rash, itchy eyes, swelling, wheezing and coughing. An extreme reaction is anaphylactic shock, where the throat starts to swell and you are unable to breathe. People with nut allergies must carry an epipen. Nut allergies are life-threatening, so products must carry a warning. Dishes / foods with nuts must be prepared separately to avoid cross-contamination.</p>
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Allergies and Intolerances:	
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There are 14 allergens that must be identified in food products to warn and protect consumers.

AQA Food Preparation & Nutrition Knowledge Organiser: Food Safety

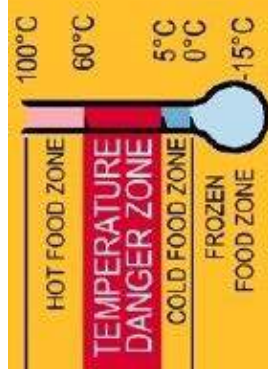
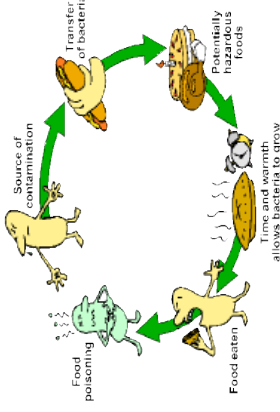
You must be able to know the growth conditions for microorganisms and enzymes and the control of food spoilage. Know and understand that bacteria, yeasts and moulds are microorganisms. Explain that enzymes are biological catalysts usually made from proteins. Demonstrate the knowledge and understanding of the use of microorganisms in food production, including moulds in the production of blue cheese, yeast as a raising agent in bread. Know and understand the different sources of bacterial contamination. Know and understand the main types of bacteria that cause food poisoning. Demonstrate knowledge and understanding of the main sources and methods of control of different food poisoning bacteria types. Recognise the symptoms of food poisoning. Know and understand the food safety principles when buying and storing food. Know and understand temperature control and the danger zone temperatures.

Key Points

1. Bacteria are found everywhere and need the right temperature, warmth, time, nutrients, pH level and oxygen to grow and multiply.
2. Microorganisms (bacteria) are used to make a wide range of food products.
3. Bacteria are used to make cheese, yogurt and bread.
4. The most important bacteria in food manufacturing are Lactobacillus species.
5. Bacterial contamination is the presence of harmful bacteria in our food, which can lead to food poisoning and illness.
6. As a food handler you must do everything possible to prevent this contamination.
7. What are the main symptoms of food poisoning?
8. Name three bacteria responsible for food poisoning?
9. Which groups of people are more at risk of food poisoning?
10. When handling food at any stage care must be taken to prevent contamination.
11. Everything possible must be done to control the conditions that allow bacteria to multiply causing food poisoning.

Keywords

1. Starter culture
2. Probiotic
3. Pathogens
4. Food Poisoning
5. Contamination
6. Salmonella
7. Staphylococcus Aureus
8. Clostridium Perfringens
9. Clostridium Botulinum
10. Bacillus Cereus
11. Food Borne disease
12. E Coli
13. Listeria
14. Campylobacter
15. Norovirus



Keywords

1. Use by date
2. Best before date
3. Frozen Food
4. Chilled Food
5. High risk foods
6. Low risk foods
7. Danger zone
8. Hygiene

KS4

Assessment - NTI

1. What are microorganisms?
2. What is the ideal temperature for bacterial growth?
3. What is the most important bacteria used in food manufacturing?
4. What are the two date marks you need to check when buying food?
5. What is the recommended temperature for chilled food?
6. What is the temperature range of the danger zone?
7. Explain the term cross contamination.
8. List four occasions during food preparation when you must wash your hands.

Keywords

1. Bacteria
2. Microorganisms
3. Moulds
4. Enzymes
5. Temperature
6. Moisture
7. Time
8. Nutrients
9. pH level
10. Oxidation

AQA Food Preparation & Nutrition Knowledge Organiser - Food Spoilage

Keywords and definitions:

Artificial additive: produced chemically and not copies of natural substances

Blanching: peeled and sliced fruits / vegetables are plunged into boiling water. The intense temperature will prevent enzyme action

Curds: a soft white substance when milk sours – used for cheese making

Enzymic browning: A chemical process where oxygen and enzymes react, causing food to go brown. It cannot be reversed

Micro-Organisms: The ones most commonly used / found in food are Yeast, Mould, Bacteria

Natural additive: obtained from natural sources such as extracts

Rennet: is an enzyme produced from vegetarian sources

Spores: a bacterium that has produced a string, protective outer coating.

Starter Culture: a bacteria mix used to ripen milk and help start the cheese making process

Synthetic additive: man-made copies of natural substances

Toxins: poisons that can cause illness

Whey: The watery part of milk that is left after curds are formed.

Signs of Food Spoilage:

Food Spoilage is a natural process caused by bacteria, moulds, enzymes and yeast. Food spoilage happens more quickly in warm, moist conditions. The signs of food spoilage are:

- Discolouration
- Changes in texture – wrinkly, slimy, lumpy, hard, sloppy
- Visible mould
- Unpleasant odour
- Changes in flavour – e.g. sour milk
- Can and jar lids have been “blown” out due to microorganisms producing gases in the jar / can.

Enzymes:

Enzymes are protein molecules that control chemical reactions in food. They are found in plants and animals and are inactive until food is either harvested or slaughtered. Once enzymes are activated, they can cause unwanted or undesirable changes in food such as colour, an example of this is enzymic browning.

Enzymes also turn starch into sugars in fruits, helping them ripen.

Enzyme action can be prevented and controlled by:

- A heat treatment such as blanching
- Coating the sliced fruit / vegetables in an acid such as lemon juice



Bacteria:

Bacteria are small single-celled organisms. They can only be seen under a microscope. They reproduce very quickly by splitting in 2 every 20 minutes (approximately). Best growth conditions are:

- Moisture – Warmth (37°C is best) – A food Supply – Oxygen (for some bacteria)

Bacteria produce toxins which can be harmful to humans causing food poisoning. To prevent and control bacteria production:

- Store food in the fridge between 0°C and 5°C
- Cooked foods (that are not going to be eaten) should be cooled and stored at the above temperature within 90 minutes
- Leftover food should only be reheated once – more than once and the bacteria will multiply into dangerous levels.

Bacteria in cheese and yoghurt production:

- Milk is heat treated and cooled
- Specific bacteria called a starter culture is added to the milk
- The culture “ripens”, fermenting the lactose into lactic acid
- FOR MILK: Rennet is added once enough lactic acid has formed, helping coagulate the mixture into curds and whey. They whey is drained and the curds are “scalded”. Cheese is pressed to remove any whey and set its final shape. It is then left to mature.
- FOR YOGHURT: the fermentation process allows the milk to coagulate. Sugar, sweetener, or fruit are added. It is chilled and packaged.

Additives:

Additives are added to foods to perform a specific function. They can be Natural, Synthetic or Artificial. There are lots of different types of additives, depending on their function:

- **Preservatives** prevent microbial growth which causes food spoilage. This can extend shelf life, examples are nitrite (E249) and nitrate (E252) added to ham and bacon.
- **Colours** restore the original colour of food that has been lost through processing or storage. Some colour additives have been linked to hyperactivity in children.
- **Flavour enhancers** bring out the natural flavour in some processed foods
- **Sweeteners** are used to make a product sweeter, especially in drinks and diet foods.
- **Anti-caking agents** are used to prevent dry food e.g. flour from sticking together
- **Emulsifiers** help mix ingredients together that normally would not stay together like in mayonnaise
- **Stabilisers** prevent ingredients from separating
- **Gelling agents** are used to change the consistency of a food product. An example is Pectin (E440) which is used in jam.

Yeast:

Yeast is widely used in the production of bread and some alcoholic drinks such as beer. Yeast is anaerobic, meaning it does no need oxygen to reproduce.

Yeast cells will reproduce with the following conditions:

- Water / liquid
- A food supply (e.g. a little sugar)
- time
- A warm environment

To prevent and control yeast production:

- Keep yeast cold so that they are inactive or dormant
- Keep dried / fresh yeast away from moisture
- Yeast is killed at high temperatures (100°C and above)

Mould:

Moulds are small plants that can grow on many types of foods. They have threads that grow up and roots that grow down to absorb the nutrients in the food.

They have a fuzzy appearance and are a type of fungi. They will often be blue/green, white or black in colour.

- They reproduce by producing spores which travel in the air, and will grow on other things if the conditions are correct.
- Some moulds are considered harmless and used in the production of cheese e.g. Danish Blue.
- To prevent mould growth; store suitable foods in the fridge or in a cool dry place, managing the temperature.
- Cook to a high temperature to destroy heat resistant spores.

You must be able to demonstrate knowledge and understanding of the environment issues associated with food and its production. Demonstrate knowledge and understanding of where ingredients are grown, reared and caught. Have a clear understanding of different farming methods and their effect on the environment. Demonstrate knowledge and understanding of the impact that food has on local and global markets. Demonstrate a knowledge of primary and secondary processing. Know and understand how processing affects the sensory and nutritional properties of ingredients.

Keywords

1. Homogenised
2. Primary and Secondary processing
3. Pasteurised
4. Skimmed
5. Semi skimmed
6. Ultra heat treated (UHT)
7. Sterilised
8. Evaporated, Condensed

Keywords

1. Green house gases (GHG's)
2. Crop rotation
3. Fairtrade
4. Red Tractor
5. Climate change
6. CFC's
7. Sustainability of food
8. Deforestation

Food Miles
How well travelled is your dinner?



Keywords

1. Preservation
2. Temperature
3. Drying
4. Chemical Preservation
5. Modified Atmospheric Packaging
6. Vacuum packaging, Irradiation

Key Points

1. Food and packaging waste contributes to greenhouse gases (GHG's)
2. Seasonal and sustainable foods address many environmental issues.
3. MSC – Marine Stewardship Council = Seafood can be traced back to a certified sustainable fishery.
4. Food miles are the distance food travels from its point of origin to your table. Recycling and producing less waste can help reduce carbon emissions.
5. Nearly a third of all food produced ends up in landfill sites where it gives off methane gas as it decomposes.
6. Cheaper foods are ones that are GM/intensively farmed
7. Best quality protein foods are ones where the welfare of the animals has been considered.
8. Hydroponic farming is the production of food using specially developed nutrient rich liquids rather than soil.
9. Free range farming allows animals to access outdoor areas as part of their life. Increased demand for fish stocks has seen stocks diminishing in the wild due to over fishing.
10. Barn reared animals live in an environment similar to intensive farming
11. Under EU law, all foods need to be traceable from field to fork.
12. Carbon emissions and global climate change affect food and water supplies. Sustainable food production ensures less negative impact on the environment and the farmers.

Keywords

1. Traceability
2. Field to fork
3. Barn reared animals
4. Organic
5. Genetically Modified (GM)
6. Free range
7. Hydroponics
8. Fish Farms
9. Intensive farming

Key words

1. Transportation
2. Food Miles
3. Food Origin
4. Climate Change
5. Carbon Footprint
6. Recycling
7. Packaging
8. Landfill
9. Food Waste
10. Sustainability

Assessment - NTT

1. Explain what food miles are.
2. Give two ways that fish stocks can be made more sustainable than intensive farming.
3. What are the benefits are free range farming?
4. Why is it important that the origins of food can be traced?
5. What does the flag on the Red Tractor logo mean?
6. How does Fairtrade support farmers in developing countries?
7. Which two gases contribute to global warming?
8. What is the outer skin on the wheat grain called?
9. What is homogenised milk?
10. What type of flour is used to make pasta?
11. Which vitamins may be lost during irradiation?
12. How does vacuum packaging differ to MAP?

Keywords and definitions:

Carbon Footprint: Carbon footprint is the total amount of Carbon Dioxide and other greenhouse gases that is produced during the entire production process of a product

Factory Farming: See Intensive Farming

Fairtrade: Fairtrade works to ensure better prices, decent working conditions and a fairer deal for farmers in lower economic and developing countries. The Fairtrade logo is put on the packaging of Fairtrade products

Farm assured: Means that farms have met high standards of food safety, hygiene, animal welfare and environmental protection. The Red Tractor logo (Assured Food Standards) is used in the UK to show that farms have met these standards. It also means that the product can be traced back to the farm where it was produced.

Free Range: associated with the production of meat and eggs. Means animals are not confined to small spaces all day and do have some time to roam free.

Food Bank: some families do not have access to healthy nutritious foods on a regular basis, a food bank is a service that provides these families with food if they are not able to afford it themselves. It is however only a short term solution.

Food Provenance: The place where food originates i.e. where it is grown, raised, reared or caught

Food Security: When all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active lifestyle

GM Foods: Genetically Modified or GM foods pinpoint the gene that has a desired outcome, extracting it and copying it into another organism. It is currently used in crops such as tomatoes and maize, and may be used in animals in the future.

Intensive Farming: Producing as much food as possible over a small amount of space to yield high profits. Sometimes called Factory Farming.

Malnutrition: not getting enough of the needed nutrients due to poor diet.

Organic Farming: produces food without the use of herbicides, fertilisers, pesticides. Also means foods are free from GM foods and most additives.

Yield: How much meat / eggs / crops are produced

Intensive Farming:

- Animals and crops are packed closely together
- Lots of pesticides are used to prevent crops from becoming unhealthy – this can have a negative effect on the soil
- Many animals become sick due to being cramped together, especially battery hens in cages.
- Product quality is often lower
- Many concerns over the welfare of animals.
- Produces a higher quantity of crops or meat / eggs in a shorter amount of time. Meaning it is more efficient for companies to produce different products.

Organic Farming:

- Generally higher quality food – some believe this results in greater nutritional benefits
- Many people believe it tastes better
- Better welfare for animals
- More expensive as yield is smaller and takes longer to produce
- Less ethical concerns
- Relies on crop rotation to preserve the soil



Seasonal Foods:

We often take for granted the range of foods available in the supermarket. However lots of foods are often not in season in the UK, meaning they do not grow at that time of year, and are instead imported so that we can buy them.

Seasonal foods are foods that are available at specific times of year e.g. cucumber, strawberries and plums in the summer. Buying seasonal foods reduces food miles, supports the local economy, tends to be fresher and taste better. People often think of fruit and vegetables, but seasonal can also refer to meat and fish.

GM Foods:

Advantages:

- Can increase yield
- Crops are resistant to diseases
- Plants can grow in harsher environments
- Cheaper
- Longer shelf life

Disadvantages:

- Altering DNA is controversial – some people feel it is tampering with nature
- GM food and labelling is not always clear, so you cannot always tell if you are eating GM foods
- May lead to new allergy outbreaks
- Cross-pollination, leading to a mix of GM and non GM crops

Sustainability of food :

Food sustainability looks at the impact of producing and consuming food worldwide. Food being sustainable means that the resources we use, should always be replaceable. Sustainable food should follow the following principles:

1. Aim to be waste free – by reducing food waste and packaging. Food should have minimum packaging and where possible be produced from recyclable / recycled material.
2. Buy local and seasonal foods – this minimises the energy used in food production, transport, and storage. It also helps the local economy
3. Eating a healthy diet – reducing foods with animal origins. Meat and dairy products are the largest producers of greenhouse gases in production
4. Choosing Fairtrade certified products – this scheme ensures workers are paid fairly
5. Only eating fish from sustainable sources – fish certified by the Marine Stewardship Council (MSC) has been caught sustainably. Overfishing is the biggest threat to marine wildlife and their habitats.
6. Getting the balance right – cut down on sugar, salt and fat and increase consumption of vegetables. In the UK poor diet is one of the leading health issues, whilst 15% of the world goes hungry.
7. Grow your own food – and buy the rest from small local businesses rather than relying on one large supermarket or corporation

Food Miles:

Food miles is a way of calculating how far food has travelled to get to the consumer. Food miles include everything from farm, to factory, to processing, to supermarket, to consumer.

The higher the food miles of a product, the more carbon emissions and the more harmful to the environment it is.

You can reduce the food miles of products by:

- Growing your own food
- Buying from local stores and farms
- Walk / bike / bus to the store rather than use a car
- Compost / recycle waste (reducing food miles to landfill)

Food Poverty:

Food Poverty is when people do not have access to affordable, nutritious, healthy food on a regular basis.

Effects of food poverty include:

- Restricted food choice resulting in poor diet
- Diet related disease e.g. diabetes, obesity and CHD
- Malnutrition
- Poor concentration and more health issues in young children especially.

In the UK there has been a rise in food poverty and a rise in the amount of people who are relying on food banks.

People can make their money and food go further by; bulk buying, meal planning, using leftovers, comparing prices, batch cooking, checking best before date, etc

AQA Food Preparation & Nutrition Knowledge Organiser-Where food comes from



Geography

Urban issues and challenges

1. World's urban population

Urbanisation is an increase in the proportion of people living in urban areas. It is caused by **natural increase** and **migration**. Urbanisation is happening fastest in **Asia** and **Africa**, HICs have mostly already urbanised.

3. Mumbai: Importance

Location: Mumbai is a city in state of Maharashtra on the west coast of India (an NEE).
Growth: Rapid growth over last 50 years, driven by rural-urban migration.
Importance: Wealthiest city in India,
 - It is the commercial capital
 - It handles 60% of India's sea trade.
 - Home to many TNCs, e.g. Disney
 - Home to Bollywood
 - It has India's busiest ports and airports.

5. Urban planning in Mumbai

Several strategies are being used to improve conditions for the urban poor.
Vision Mumbai: Improving **Dharavi** with new high-rise blocks of flats. This means:
 + Better security, CCTV
 + Electricity from solar panels
 + Better sanitation and sewage treatment
 + More schools, shops and health centres.
 - Risk of communities being broken up.
 - Estimated cost of £2 billion.
 - Lack of space and small rooms.

2. Causes of urbanisation

Natural increase: When the **birth rate** is higher than the **death rate**.
Migration: People moving from rural areas to urban areas. This can be due to **push** and **pull** factors.
 Urbanisation means more **megacities**.

4. Mumbai opportunities and challenges from urban growth

Opportunities:
 - More employment opportunities as the manufacturing industries grow.
 - More reliable income
 - Better education and services
 - Stronger community spirit
Challenges:
 - 40% of population live in poor quality housing.
 - Rapid growth means it is hard to provide services.
 - 90% of people in Mumbai's squatter settlements don't have enough clean water
 - Poor sanitation linked to more diseases.
 - High crime rates due to low wages.

5. Urban planning: other strategies

Incremental housing: Making gradual improvements to squatter settlements, working with the communities there.
Golibar: Another squatter settlement. Here, free housing is being built, but only for those that have lived there since 1995.

	Key Term	Definition
1	Urban	Built up areas (towns and cities).
2	HIC	High Income Country
3	NEE	Newly Emerging Economy (a country that is undergoing rapid economic development).
4	LIC	Low Income Country
5	Megacity	A city with a population of at least 10 million people.
6	Squatter settlement	Area of (often illegal) poor-quality housing, lacking in services.
7	Deprivation	People or areas that do not have enough of something, e.g. income.
8	Dereliction	Abandoned buildings that have become run down.
9	Regeneration	Improving and rebuilding areas that have become run down.
10	Sustainable	Meeting the needs of the present, without compromising the needs of the future.

Exam style questions

- Suggest 2 pull factors that can attract people to urban areas. **(2 marks)**
- Explain how natural increase and migration can cause urbanisation. **(4 marks)**
- With reference to an example that you have studied, explain how regeneration can solve urban problems. **(6 marks)**
- To what extent due the opportunities outweigh the challenges from urban change in a city in an NEE that you have studied. **(9 marks + 3SPaG)**

Urban issues and challenges

6. Urban change in the UK

Population: 66.65 million in 2019.

Distribution: Uneven. 89% live in urban areas. Sparse population in highland areas, e.g. northern Scotland.

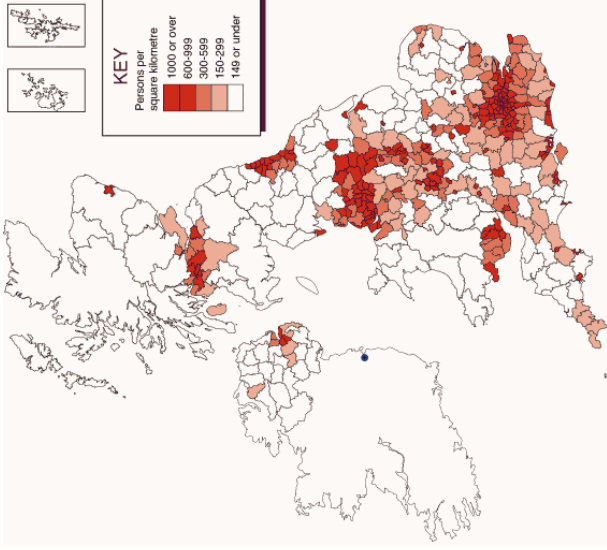
UK city distribution: Many are coastal, e.g. Liverpool, for trade. Others grew by raw materials like coal.

Future population distribution:

People are likely to continue moving to London and SE England.

Cities are growing due to greater inward migration. Migrants tend to move to larger cities.

Some movement from urban to rural areas, particularly the elderly.



7. Birmingham's importance

Location: Central England, part of the West Midlands conurbation.

National and international links: - UK's second largest city - Five major universities, 60,000 students from across the world. - Home to 31,000 companies, including BBC, Muller and Fujitsu.

Transport links: New Street Station was the busiest outside of London in 2019-2020. Birmingham Airport had 9.7 million passengers in 2019, 150 different destinations.

Impacts of national migration: 2018-19, 52,000 national migrants came to Birmingham, many are university students. 63,000 moved elsewhere. Early growth of the city was due to rural-urban migration.

Impacts of international migration: From 2018 to 2019, 4,400 international migrants arrived in Birmingham. Historical migrants included Jewish people escaping persecution in the 19th Century, and again in the 1930s. Many Polish refugees arrived during WW2. More recent migrants are from places like Romania, Pakistan and Italy.

8. Birmingham's opportunities and challenges from urban change

Opportunities:

- Ethnic and cultural diversity, can experience different religions, foods and fashion.
- Rich culture, e.g. Birmingham Hippodrome.
- Economic opportunities, developments such as the Bullring and Brindley place create many jobs in leisure and retail.
- One of the greenest cities in Europe.

Challenges:

- High deprivation, particularly in city centre.
- Pressure on housing, around 10,000 homeless
- Education and health inequality, up to 5 years difference in life expectancy between areas.
- Derelict shops and factories in inner city.
- Urban sprawl, loss of countryside.
- Lots of waste, fly-tipping is a problem.

9. Urban regeneration in Birmingham

Why is it needed? Derelict areas following loss of manufacturing industries. Unemployment.

How? 20-year Big City Plan includes 5 regeneration projects, costing around £10 billion. New Street has already been regenerated with the new Grand Central shopping centre.

Jewellery Quarter (JQ) regeneration:

Low employment rates and many derelict buildings mean the JQ is in need of regeneration. Redevelopment includes:

- £1.5 million Golden Square for retail and tourism.
- Hockley Mills mixed-use development, due for completion in 2025.
- Button Factory is now a restaurant and bar.

Problems: housing is more expensive and new apartments are too small for many people.

10. Sustainability and transport

How can cities be sustainable:

Recycling water, building on brownfield sites, more green spaces and conservation of cultural and historical buildings are important strategies.

Sustainability in Freiburg:

- Local people can invest in **renewable** energy.
- Financial rewards to encourage composting.
- 10,000 employed in environmental businesses.
- 88% of packaging waste is recycled.
- Annual waste disposal reduced from 140,000 tonnes to 50,000 tonnes in 12 years.

Urban transport strategies:

- Birmingham Clean Air Zone to encourage less people to drive into the centre.
- Money for taxi drivers to get cleaner vehicles.
- New 4km cycle route from Selly Oak to University of Birmingham.



History

Knowledge organisers: Germany 1890-1945 – knowledge organisers are the bare bones – to move beyond the lowest grades, you need to learn more detail than this


Germany under the Kaiser

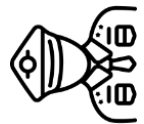
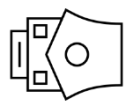


1	The Kaiser had a lot of influence over his government up to 1918. This period of German history was defined by militarism, nationalism and industrial growth.
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Key events

2	1871	Unification of Germany
3	1888	Kaiser Wilhelm became Emperor of Germany
4	1898	Navy Laws
5	1900	Germany's economy was the largest industrial economy in Europe
6	1903	Health insurance introduced; restrictions on child labour
7	1910	60% of Germans lived in towns and cities (a big increase) 10.86 million industrial workers in Germany
8	1912	SPD became the largest party in the Reichstag
9	1914	Start of WWI
10	1918	Kaiser Wilhelm abdication

Key ideas and developments

11	The Kaiser's government	 <p>Kaiser Wilhelm was the grandson of Queen Victoria I of England and was a strong personality. He spent his youth in the army and had a disability he tried to conceal. He was keen to maintain a powerful army and build a large navy as he wanted Germany to be strong. The Kaiser was a nationalist. The Kaiser had the power to make decisions about foreign (relationships with other countries) and could declare war. The Chancellor was chosen by the Kaiser and could also dismiss him if he wasn't acting in the Kaiser's interests.</p>
12	Chancellor and Reichstag	<p>Similar to a Prime Minister, the Chancellor made decisions about domestic policy (what happens within the country). He wrote laws and decided what the Reichstag would debate. The Reichstag could vote on laws and approve them, but did not have very much say over what was in the laws. The Reichstag became a bit more powerful when it had more SPD members. The upper classes had a lot of influence. Before unification, the states controlled themselves, but after 1871, government had more control nationally and the states only had control at a local level.</p>

13	Prussian influence	 <p>After unification 1871, the collection of smaller states of Germany came together. Prussia, the largest of the states, had a lot of influence in the new country of Germany. The Kaiser was a Prussian, and Prussian representatives at the Reichstag had the power to veto laws. Militarism and serving in the military was very important in Prussia, and therefore in Germany. The army was visible everywhere in Germany and schools promoted military values. German men were expected to complete military service and were respected for their service.</p>
14	Navy laws	 <p>Navy laws expanded the size and power of the navy dramatically; they were brought in for many reasons. Partly to protect the new empire, partly to be a rival to Britain's navy and partly to unite Germany behind a common cause, intended as a 'distraction' from socialism. A lot of money was borrowed for this – debts were high.</p>
15	Weltpolitik	 <p>Weltpolitik is the German for 'world politics' – their foreign policy. Many large European countries (e.g. France, Britain) had large empires. The Kaiser wanted Germany to have an empire. He gained colonies such as Togoland and German East Africa.</p>
16	Industrial changes	<p>German industry grew significantly in the decades before WWI. It had a strong railway system and good programmes to study engineering and science at university. Germany had lots of natural resources (coal in the Ruhr and Saarland), and was a world leader in industries such as steel and chemicals.</p>
17	Growth of socialism	 <p>With more working class people in towns and cities (those who work in manual jobs such as in factories), and poor working conditions, the socialists got more support. Socialists promised more power and rights to the working classes. Although there were some changes to workers' rights (e.g. health insurance and sick pay 1903), there were no major improvements. Trade unions grew and organised strikes. The Social Democratic Party (SPD) grew in popularity during this time, gaining more seats in the Reichstag until they were the largest party in 1912.</p>

Knowledge organisers: Germany 1890-1945 – knowledge organisers are the bare bones – to move beyond the lowest grades, you need to learn more detail than this

Word	Definition and characteristics	Related words	Examples in a sentence
Kaiser	The emperor of German speaking countries, ruler of German empire.		1. Kaiser Wilhelm was the grandson of Victoria I.
Unification	The process when the smaller states in Germany (such as Prussia) became one single country in 1871.	1. <i>Unity</i> : being united or as a whole	1. After <i>unification</i> , the states of Germany became one.
Militarism	The desire to focus on military policies and on expanding the army and navy to rival those of others.		1. The focus on <i>militarism</i> meant that lots of money was spent on the army.
Nationalism	Supporting the interests of your country and believing it is the best. A right wing view point.		1. The idea of <i>nationalism</i> led to the desire to compete with other countries.
Socialism	The belief that society and government should be controlled by workers and there should be equality for all.	1. <i>Society</i> : people in association with others.	1. They were protesting because they wanted more aspects of <i>socialism</i> .
Trade union	Organisations that protect the rights and welfare of workers in certain professions.	1. <i>Unity</i> : being united or as a whole	1. The <i>trade union</i> organised a strike due to poor working conditions.
Reichstag	A house of parliament during the Second Reich and Weimar Republic.		1. The Kaiser was worried about increasing support for socialism in the <i>Reichstag</i> .
Abdicate	To give up the throne. To stop being monarch or emperor.		1. In 1918, the Kaiser was forced to <i>abdicate</i> his throne.
Armistice	The agreement to end the war	1. <i>Arms</i> : weapons or items used in conflict	1. An <i>armistice</i> was signed between the different alliances to end the war.
Revolution	A big change or an attempt to overthrow something (a government)		1. The country experienced a <i>revolution</i> and attempts to overthrow government.
Mutiny	A rebellion against authority, not following orders.	1. <i>Mutineer</i> : someone involved in a mutiny	1. The <i>Kiel mutiny</i> was a revolt of sailors that triggered the revolution.

Knowledge organisers: Germany 1890-1945 – knowledge organisers are the bare bones – to move beyond the lowest grades, you need to learn more detail than this

Weimar Germany




1	The Weimar Republic had a very difficult first few years, with economic and political disasters. There was an improvement between 1924 and 1929.
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Key events

2	1918 Nov	Kiel Mutiny; German Revolution; Kaiser abdicates; WWI ends
3	1919 Jan	Spartacist Rising, a Communist uprising in Berlin
4	1919	Treaty of Versailles signed, Weimar Constitution established
6	1920	Nazi party founded; Kapp Putsch
7	1923 Jan	French troops occupy the Ruhr; hyperinflation starts
8	1923 Nov	Munich Putsch
9	1924	Dawes Plan
10	1926	Germany joins League of Nations
11	1929 Feb	Young Plan, Wall Street Crash, leading to Great Depression

Key ideas and developments

13	Economic & social impact of WWI	A British naval blockade led to food shortages: in 1918, 293,000 Germans died from starvation. Trade had been restricted during the war, damaging industry. Germany's debts increased.
14	Political impact of the war	The Kiel Mutiny (sailors not following orders) led to rebellions all over Germany, eventually leading to a revolution. Following pressure from the SPD (democratic socialist political party), the Kaiser abdicated; the armistice was signed on 11 th November.
15	The Treaty of Versailles	In Paris, a treaty was signed to decide peace terms. It was harsh on Germany and was influenced by the 'big three' (Clemenceau, Wilson and Lloyd George). Germany had to accept <u>blame</u> , pay £6.6 billion <u>reparations</u> , restrict their army to 100,000 soldiers and demilitarise the Rhineland, and they lost some of their territory such as Alsace Lorraine ('BRAT'). The German people saw the treaty as a diktat .
16	Weimar Constitution	After the war there was a new constitution and Germany became a republic . Everyone was given the right to vote and the democratically elected Reichstag had more power. However, Proportional representation made it difficult for parties to get things done due to coalitions . Article 48 let the President to rule by himself in an emergency.

17	Spartacist Rising 	In January 1919, the Spartacists (Communists) tried to take power. The government, unable to deal with it, asked the Freikorps, a right wing paramilitary group, to help. They had a violent approach and murdered two Spartacist leaders. The Government moved from Berlin to Weimar to avoid the violence spreading in the city.
18	Kapp Putsch	The Freikorps, led by Kapp, tried to take power in Berlin in 1920 to create a right wing government. The government could only successfully deal with this by asking the workers to go on strike and halt communications.
19	Munich Putsch	The Nazi Party tried to take power in Munich in 1923, but failed. 16 Nazis were killed and 4 police officers. Hitler used his trial to condemn the government (through media coverage) and his time in prison to write Mein Kampf .
20	Occupation of the Ruhr 	When Germany got behind with reparations, French and Belgian soldiers occupied the industrial region of the Ruhr, to take what was owed to them in coal. Instead of giving coal, the government ordered passive resistance and printed money for workers. This led to hyperinflation.
21	Hyper-inflation 	The German currency became worthless. A loaf of bread cost 250 marks in January 1923 and 200,000 million marks in November 1923. People on fixed incomes (e.g. pensioners) and people with savings were badly hit. However, those who had borrowed money and landowners did well.
22	Economic recovery	From 1924, the economy recovered. Stresemann, the new Chancellor, created a new currency (Rentenmark) which restored the economy. He negotiated loans from America (e.g. the Dawes Plan) and reduced the total reparations (Young Plan). Germany's economy improved in the 1920s.
23	International Relations	As Foreign Minister (in charge of relationships with other countries), Stresemann improved relations with the Locarno Treaty in 1925. Germany joined the League of Nations (an organisation set up after WWI to keep peace between countries in the world) in 1926. Relations improved greatly.
24	Culture and the 'Golden Age'	The Weimar Republic had a very vibrant cultural scene, with new artistic and cultural movements (e.g. German Expressionist cinema, Bauhaus design and some acceptance of homosexuality). Berlin was a city of culture.

Knowledge organisers: Germany 1890-1945 – knowledge organisers are the bare bones – to move beyond the lowest grades, you need to learn more detail than this

Word	Definition and characteristics	Related words	Examples in a sentence
Treaty	An official, formal international agreement		The leaders made a <i>treaty</i> at the end of the war.
Reparations	Money that needs to be paid in return for damage caused.	1. <i>Repair</i> : to restore or put something back in a good condition.	Germany was instructed to pay £6.6 billion in reparations.
Diktat	An order placed on someone without consent. Being forced to do something without being asked.	1. <i>Dictator</i> : a ruler with total power over a country.	The German people saw the treaty as a diktat
Passive resistance	Going on strike, not cooperating with instructions as a way of protesting		The workers chose <i>passive resistance</i> to show their views.
Constitution	A set of laws, rules and principles which sets out how a country is run.	1. <i>Constitute</i> : to be made up of.	A whole new <i>constitution</i> was set up in the country.
Republic	When power is held by the people and their elected representatives, led by a president rather than a monarch.	2. <i>Republican</i> : supporting the idea of a republic.	After the monarch abdicated, the country became a <i>republic</i> .
Proportional representation	An electoral system in which parties gain seats in proportion to the number of votes cast for them. % votes = % seats		The voting system of <i>proportional representation</i> meant that smaller parties had a seat in the Reichstag.
Coalition	A combined action, particularly political parties forming a government.	3. <i>Codlesce</i> : to come together to form a whole. <i>Commune</i> : where people live together, share tasks and possessions.	The political parties in the <i>coalition</i> had to agree with each other to make decisions.
Communist	A political view that all property and wealth should be owned collectively with no personal property. Left wing view point.	1.	The <i>Communists</i> wanted to overthrow the government.
Paramilitary	Unofficial military. Organised like an army, but not run by the government.	1.	The <i>paramilitary</i> group was used to help restore control.
Putsch	A coup or violent attempt to overthrow the government.		In 1923, Hitler led a <i>putsch</i> in Munich against the government.
Hyperinflation	Inflation at a very high rate. An increase in prices, but a decrease in monetary value		The German people were hit hard by <i>hyperinflation</i> .
Expressionism	A style of painting, music, or drama in which the artist or writer shows emotion rather than external or physical reality.	2. <i>Express</i> : making feelings or thoughts known to other people.	The painting in the art gallery was an example of <i>expressionism</i> .

Knowledge organisers: Germany 1890-1945 – knowledge organisers are the bare bones – to move beyond the lowest grades, you need to learn more detail than this

Germany and the Great Depression

1	The Nazis benefitted greatly from the Great Depression and they appealed to the people of Germany. Hitler was appointed Chancellor in January 1933 and removed all obstacles to his power. By August 1934, he was a dictator .
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Key events

2	1929 Oct	Wall Street Crash , leading to the Great Depression
3	1930 June	Chancellor Brüning cuts government spending
4	1932 May	Brüning resigned; von Papen appointed as Chancellor
5	1932 July	Nazis get 230 seats in the Reichstag – largest party
6	1932 Dec	Von Papen resigned; von Schleicher appointed Chancellor
7	1933 Jan	Von Papen & Hindenburg 'plot' – Hitler made Chancellor
8	1933 Feb	27 th : Reichstag Fire
9	1933 Mar	5 th : Election – Nazis get 44%; 23 rd : Enabling Act
10	1933 July	Political parties banned
11	1934 June	Night of the Long Knives
12	1934 Aug	Death of Hindenburg; Hitler becomes Führer; army oath

Key ideas and developments

13	The Great Depression	A financial crisis which started in America. The Wall Street Crash was when the New York Stock Exchange crashed and banks failed, causing businesses to close. American companies recalled money they had loaned to Germany (Dawes Plan). Germany was devastated – by 1932, 6 million were unemployed and thousands of businesses had closed.
14	The appeal of the Nazis	Support for extremist groups grew. The Nazis' ideology appealed many Germans, who saw democracy as weak. The SA (the paramilitary wing of the Nazis) broke up Communist meetings, making it harder for the Communists to gain support. Goebbels was in charge of propaganda – lots of powerful posters were made. Hitler, a charismatic speaker, gave speeches at rallies around the country.
15	Lots of Chancellors	President Hindenburg did not trust Hitler. Even though it was normal to appoint the leader of the largest party in the Reichstag as Chancellor, Hindenburg avoided this, going through Brüning, Papen and Schleicher attempting to avoid giving the job to Hitler.

16	Political intrigue	Von Papen and Hindenburg came up with a plan that they thought meant Hitler could be controlled. Hitler would be appointed Chancellor with Papen as Vice Chancellor.
7	Elections	Extreme parties did very well in the elections and moderate parties lost support. The moderates had failed to deal with the problems, e.g. Brüning increased taxes and cut spending, which made people even poorer.
18	Hitler becomes Chancellor	This was a triumph for Hitler in January 1933, but it did not mean he had total control. He did not have a majority to pass laws in the Reichstag, and his power was limited by the President, political parties and some of the Nazi Party.
19	Reichstag Fire	In 1933, the Nazis blamed a Dutch communist, van der Lubbe, for starting the fire in the parliament building and said it was part of a communist plot to take over Germany. They used it as an excuse to execute 40 communist leaders and imprison thousands more. Historians question who started the fire.
20	Enabling Act	Meetings had to be moved to the Kroll Opera House which was smaller and the SA had a strong presence. The Enabling Act was a new law which meant that Hitler could make laws by himself without going to the Reichstag. There were SA intimidation tactics during the vote; many communist Reichstag members were in prison following the Reichstag Fire; only the SPD voted against it. The law was passed.
21	Ban on political parties	Hitler removed non-Nazi's from the Civil Service and those who did not support Nazi's lost their jobs. Other political parties were banned. The SPD's offices were stormed by the SA and many socialists and communists put in concentration camps. Trade unions were also targeted. The cabinet was made up of loyal members of the Nazi party.
22	Night of the Long Knives	Hitler ordered the murder of many members of the party, including Ernst Rohm, leader of the SA. With the SA out of the way, the German Army (who hated the SA) were more likely to be on Hitler's side.
23	Führer	German for 'leader', the absolute leader of Germany. Hindenburg had died, and Hitler combined the Chancellor and President roles. The army swore an oath of personal loyalty to Hitler rather than to the Nazi party. Hitler had now neutralised any sources of opposition to him. Germany became a dictatorship and developed into a police state .

Knowledge organisers: Germany 1890-1945 – knowledge organisers are the bare bones – to move beyond the lowest grades, you need to learn more detail than this

Word	Definition and characteristics	Related words	Examples in a sentence
Loan	Something that is borrowed, usually money, sometimes paid back with interest.		The Dawes Plan secured <i>loan</i> payments from the USA.
Ideology	A system of ideas or beliefs of a group, such as a political party.	3. <i>Idea</i> : a thought or suggestion about something.	The leaders made speeches declaring their party <i>ideology</i> .
Political intrigue	Secret plotting rather than doing things the way they're meant to be done.		Through <i>political intrigue</i> they planned to make Hitler Chancellor.
Cabinet	All the most powerful people in the government, including the Chancellor; they meet often to make decisions about how the country is run.		A <i>cabinet</i> meeting was held in order to come to a decision.
Dictatorship	When political power is all in the hands of one person or a small group, and the population cannot vote them out of power; people's individual rights are not respected	4. <i>Dictator</i> : a ruler with total power over a country.	Germany changed from a republic to a dictators
Extremist	Someone who holds extreme or different political or religious views, especially supporting violent or aggressive actions.	1. <i>Extremity</i> : the furthest point or limit of something.	The political party were considered to have <i>extremist</i> views.
Intimidation	To frighten someone in order to get them to do what you want.		The SA used <i>intimidation</i> to ensure support for the Nazi party.
Fuhrer	Someone who holds supreme power. The title of Adolf Hitler.		He took the title of <i>Fuhrer</i> rather than President and Chancellor.
Oath	To make a promise to do something.		The army swore an <i>oath</i> of loyalty to Hitler.
Propaganda	Using the media to spread a political message, sometimes false, exaggerated, or one sided.	1. <i>Propagate</i> : to grow, spread or promote widely.	The Nazi party used <i>propaganda</i> to portray their message to the public.
Police state	When every part of citizens' lives are watched and controlled and a secret police force is also in action.		Germany became a <i>police state</i> and its citizens experienced a period of terror.

Knowledge organisers: Germany 1890-1945 – knowledge organisers are the bare bones – to move beyond the lowest grades, you need to learn more detail than this




Germany under the Nazis



1	The Nazi state was highly controlled. Hitler was obsessed with being ready for war. Minorities, particularly Jews, were persecuted. WWII had a huge impact.
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Key events

2	1935	Rearmament (going against the Treaty of Versailles) announced
3	1935	Nuremberg race laws and the 'Reich Citizen Act'
4	1936	Membership of Nazi youth organisations became compulsory
6	1936	Aug: Berlin Olympics
6	1937	Volkswagen car company formed
7	1938	Nov: Kristallnacht
8	1939	The Nazis declared that they had achieved full employment
9	1939	Germany invaded Poland; outbreak of WWII
10	1941	Wannsee Conference; first Death Camps set up; final solution
11	1945	Hitler's suicide; Germany surrendered & WWII ended

Key ideas and developments

12	The Nazi Economy 	A public works programme started (such as the RAD), building schools, hospitals and autobahns (roads). This helped to tackle unemployment. After rearmament , many men had jobs in the army. By 1939, full employment had been declared (these figures did not include women, people in concentration camps or Jews). They attempted to achieve autarky , but by 1939 33% of raw materials were still imported.
13	German workers 	Trade unions were banned. Workers had to join the Labour Front – this protected employers rather than workers. Workers joined <i>Strength Through Joy</i> , which gave rewards (e.g. cheap holidays or a car savings scheme) to workers. Wages and working conditions deteriorated.
14	Women 	Women were expected to raise children and be housewives. The 'Three Ks' (<i>Kinder, Küche, Kirche</i>) were emphasised. Women could get marriage loans of 1000 marks and received the Motherhood Cross for having 4 or more children.
15	Young people	The Nazis aspired for Volksgemeinschaft and Nazi ideology was everywhere. School teachers had to join the Nazi Teachers' Association; subjects were used to push Nazi ideas, e.g. German greatness in history and racial theory in biology

		(pseudoscience). Nazi youth organisations (e.g. Hitler Youth, League of German Maidens) were encouraged and then made compulsory in 1939. By 1939, 90% of boys aged 14 and over were in the Hitler Youth. Girls were taught about motherhood and domestic duties. Boys were prepared to become soldiers.
16	Propaganda	The press was censored and radio broadcasts controlled. Mass rallies showed public support for Nazis. Through Goebbels, the Nazis controlled art and culture, encouraging ' Aryan art ' which showed them as powerful.
17	Control	Germany was a police state and people lived in fear. The Gestapo wore ordinary clothes but could search people's houses and arrest them, putting them into camps without trials. The Nazis controlled the legal system. Comments against them were illegal and people were told to inform on others.
18	Religion 	The Nazis distrusted religion, encouraging people to join their own religious organisations (eg Reich Church). Half the Protestant church agreed with Nazis; leaders of the other half (eg Neimoller) sent to concentration camps . Catholic leaders like Cardinal Galen protested against the ' euthanasia ' programme (murder of disabled babies), leading the Nazis to suspend this policy.
19	Opposition	The Edelweiss Pirates painted anti-Nazi slogans on walls and fought with members of the Hitler Youth. The White Rose Group, students at Munich university, distributed anti-Nazi leaflets. Members of both of these were caught and executed.
20	Persecution	Groups seen as racially inferior, eg Jews and Roma, were persecuted , alongside homosexuals and other groups. Many were forced into ghettos , sterilised (made infertile), sent to concentration camps or were victims of euthanasia.
21	Anti-Semitism and the Holocaust	The Nazis particularly hated Jews. They lost their citizenship in the Nuremberg Laws. Kristallnacht was a violent attack on Jewish property. Jews were made to wear yellow stars. After 1941, they were sent to Death Camps such as Auschwitz and murdered in their millions by death squads (Einsatzgruppen).
22	Impact of WWII Remember 'RARE'	There was a state of total war. Rationing of food and clothes was strict: Jews' rations stricter. Aerial bombing after 1942 focused on industrial areas; 400,000 Germans were killed. Refugees: bombs caused homelessness and many had to move. Employment: 13.7 million served in the army, creating labour shortages, filled by women or by forced labour.

Knowledge organisers: Germany 1890-1945 – knowledge organisers are the bare bones – to move beyond the lowest grades, you need to learn more detail than this

Word	Definition and characteristics	Related words	Examples in a sentence
Autarky	Self-sufficiency –not relying on other countries. For example, not importing food and growing it at home.	1. <i>Autonomous</i> : having the freedom to govern and control yourself.	2. The Nazi party pursued a nationalistic policy of <i>autarky</i> .
Rearmament	Building up weapons and the army	1. <i>Arms</i> : weapons or objects used in war.	2. The policy of <i>rearmament</i> meant that lots of money was spent on the army.
Pseudoscience	Something that pretends to be science but is not backed up by any scientific research – untrue.	1. <i>Pseudonym</i> (Tier3): a false name, used by an author.	1. Young people were taught <i>pseudoscience</i> about racial differences.
Aryan	Used originally by Indo-Iranians. According to the Nazis, 'pure' Germans: the superior race.		1. In Nazi Germany, individuals of non-Aryan descent were persecuted.
Volkgemeinschaft	German for 'people's community'. The Nazi aim of an ideal German society of united German speakers.		2. Hitler wanted an ideal <i>Volkgemeinschaft</i> made up of the racially pure.
Censorship	When the content of items that can be published or shown are strictly controlled.	1. <i>Censor</i> : to examine material for unacceptable parts.	2. The newspaper was a victim of censorship, its content was limited.
Rally	when lots of people get together to support a person, group or idea		1. There was a mass <i>rally</i> in Nuremberg where Hitler made a speech.
Concentration camp	Camps with terrible conditions where people that the Nazis didn't like were sent to do slave labour.		2. The Jews were separated from their families and moved from the ghetto to the <i>concentration camp</i> .
Gestapo	Created by Goering. Nazi plain-clothes secret police who arrested people for anti-Nazi activities.		3. People lived in fear of the <i>Gestapo</i> in case they were listening to them.
Persecution	Bad treatment of individuals because of their beliefs or identity.		1. The individuals were victims of <i>persecution</i> because of their ethnicity.
Ghetto	Areas of cities occupied by segregated minority groups. Conditions are terrible.		1. The Warsaw <i>ghetto</i> became overcrowded and conditions deteriorated.
Euthanasia	The killing of patients suffering from incurable disease. Nazis murdered the physically and mentally disabled.		1. The aim of the Nazi <i>euthanasia</i> programme was to achieve racial purity.



Maths

Year 10 Maths

Autumn Term Knowledge Organiser

Keywords:

Place holder: We use 0 as a place holder to show that there aren't any of a particular place in a number

Place value: The value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right

Subtract: Taking away one number from another.

Negative: A value less than zero.

Positive: A value greater than zero

Commutative: Changing the order of the operations does not change the result

Product: Multiply terms

Inverse: The opposite function

Square root: A square root of a number is a number when multiplied by itself gives the value (symbol)

Square: A term multiplied by itself

ORDER OF OPERATIONS

B BRACKETS

I INDICES

D DIVISION

M MULTIPLICATION

A ADDITION

S SUBTRACTION

Keywords:

Scale: The comparison of something drawn to its actual size.

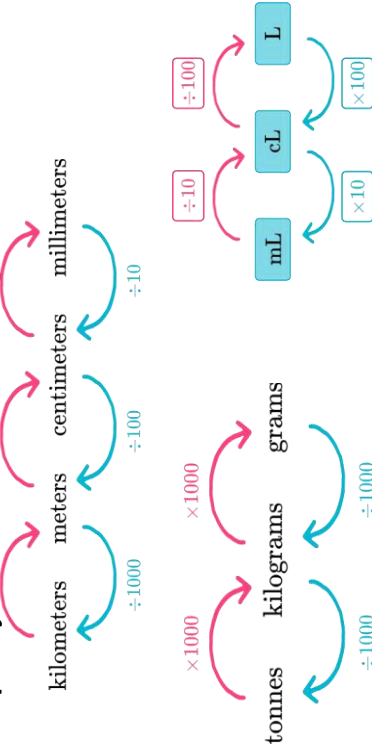
3D: 3 Dimensional, usually referring to a shape.

Net: A pattern that you can cut and fold to make a model of a shape.

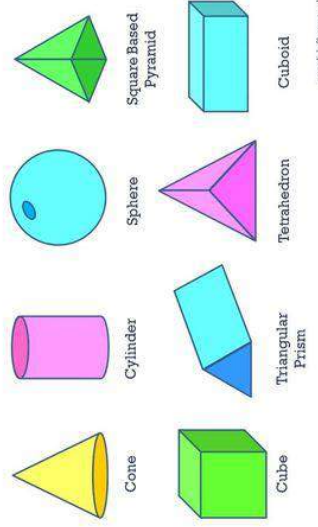
Length: Distance, how far something measures from end to end.

Mass: How much something weighs.

Capacity: The amount something can hold.



3D shapes



Keywords:

Frequency: How often something happens.

Mean: Average that shows how much everyone would get if everything was shared equally.

Median: Average that shows the middle value

Mode: Average that shows the most common value

Range: Shows how spread out the data is by doing *Biggest - Smallest*

Bar Chart: A chart to display data using images

Pictogram: A way of showing data using images

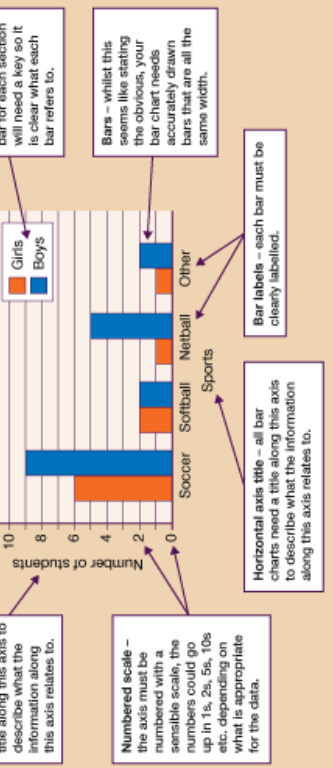
Flavor	Number of children
Cheese	
Pepperoni	
Margherita	
BBQ Chicken	

Key: Represents 4 children

Title - all bar charts need a title to explain what data is being shown.

Vertical axis title - all bar charts need a title along this axis to describe what the information along this axis relates to.

Horizontal axis title - all bar charts need a title along this axis to describe what the information along this axis relates to.



Numbered scale - the axis must be numbered with the numbers you are using. For example, if you are using 100s up to 1000, the scale should be marked at 100, 200, 500, 1000.

Bar labels - each bar must be clearly labelled.

Key - bar charts with more than one bar for each section will need a key so it is clear what each bar refers to.

Bars - whilst this seems obvious, your bar chart needs accurately drawn bars that are all the same width.

Year 10 Maths

Autumn Term Knowledge Organiser

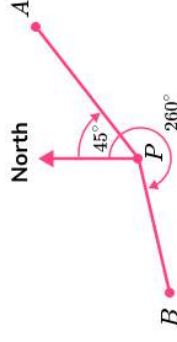
Keywords:

- Angle:** The amount of turn between two lines.
- Acute:** Angle less than 90 degrees.
- Obtuse:** Angle between 90 and 180 degrees.
- Reflex:** Angles more than 270 degrees
- Polygon:** A 2D shape with straight sides.
- Quadrilateral:** 4 sided shape.
- Parallel:** Lines that never meet, always the same distance apart.
- Interior:** Inside (usually of a shape).
- Exterior:** Outside (usually of a shape).

Bearings maths

Bearings are angles, measured clockwise from north. Bearings are given in three figures and are used by sailors and pilots to describe the direction they are travelling.

E.g. The diagram shows three points A, B and P.



The angles are measured clockwise from the north line.

The bearing of A from P is 45° .

The bearing of B from P is 260° .

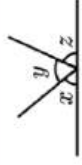
THIRD SPACE LEARNING

Keywords:

- Integers:** A number with no fractions or decimal part.
- Multiples:** The result of multiplying a number by an integer.
- Factors:** Numbers we can multiply together to get another.
- Prime:** Number that has exactly 2 factors.
- LCM:** Lowest common multiple.
- HCF:** Highest common factor.

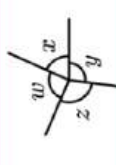
Angles on a straight line

The sum of angles on a straight line is 180° .
 $x + y + z = 180$



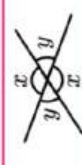
Angles at a point

The sum of angles at a point is 360° .
 $w + x + y + z = 360$



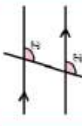
Vertically opposite angles

Vertically opposite angles are equal in size.



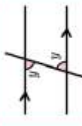
Corresponding angles

Corresponding angles are equal in size.



Alternate angles

Alternate angles are equal in size.



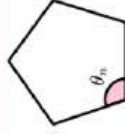
Co-interior angles

The sum of co-interior angles is 180° .
 $x + y = 180$



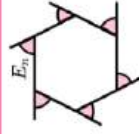
Interior angles of polygons

The sum of interior angles of any polygon is equal to $180(n - 2)$ for an n -sided shape.



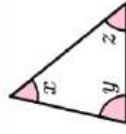
Exterior angles of polygons

The sum of exterior angles of any polygon is 360° .



Angles in a triangle

The sum of angles in a triangle is 180° .
 $x + y + z = 180$



Angles in a quadrilateral

The sum of angles in a quadrilateral is 360° .
 $w + x + y + z = 360$



Prime numbers:

- 2
- 3
- 5
- 7
- 11
- 13
- 17
- 19
- 23
- 29
- 31
- 37
- 41
- 43
- 47

SQUARES

- $1^2 = 1$
- $2^2 = 4$
- $3^2 = 9$
- $4^2 = 16$
- $5^2 = 25$
- $6^2 = 36$
- $7^2 = 49$
- $8^2 = 64$
- $9^2 = 81$
- $10^2 = 100$

SQUARE ROOTS

- $\sqrt{1} = 1$
- $\sqrt{4} = 2$
- $\sqrt{9} = 3$
- $\sqrt{16} = 4$
- $\sqrt{25} = 5$
- $\sqrt{36} = 6$
- $\sqrt{49} = 7$
- $\sqrt{64} = 8$
- $\sqrt{81} = 9$
- $\sqrt{100} = 10$

Surds

Keywords:

Recurring decimal: A decimal that has a figure or group of figures that repeat indefinitely

Terminating decimal: A decimal that has a finite number of decimal places

Irrational number: A number with a decimal that does not terminate or recur

Surd: used to express irrational numbers, an expression that includes a square root, cube root or other root

Law of Surds

$$1. \sqrt{a} \times \sqrt{b} = \sqrt{ab}$$

$$2. \sqrt{a} \times \sqrt{a} = \sqrt{a^2} = a$$

$$3. a\sqrt{b} \times c\sqrt{d} = ac\sqrt{bd}$$

$$4. \frac{\sqrt{a}}{\sqrt{b}} = \sqrt{\frac{a}{b}}$$

$$5. \frac{\sqrt{a}}{\sqrt{b}} \times \frac{\sqrt{c}}{\sqrt{d}} = \frac{\sqrt{ac}}{\sqrt{bd}}$$

$$6. \frac{a}{\sqrt{b}} = \frac{a\sqrt{b}}{\sqrt{b}\sqrt{b}} = \frac{a\sqrt{b}}{b}$$

Year 10 Higher Maths

Autumn Term 1 Knowledge Organiser

Error Intervals

Keywords:

Upper bound: maximum value it could be before it was rounded.

Lower bound: minimum value it could be before it was rounded.

Error Interval: write using upper and lower bound and inequality signs.

4.3 cm rounded to 1 decimal place.

Lower bound = 4.25

Upper bound = 4.35

The **upper and lower bounds** of a rounded number are the biggest and smallest values that the number could have been before it was rounded.

Example A number is given as 30 to the nearest 10.

The numbers between 25 and 35 round to 30 to the nearest 10.

25 is included, because 25 rounds up to 30

35 is not included, because 35 does not round to 30



All of the decimal numbers up to 35 are included - so 34.5, 34.9, 34.999 would all round to 30



25 is the lower bound.

35 is the upper bound.

The error interval is $25 \leq x < 35$

Solving Quadratics

Keywords:

Quadratic: An algebraic expression where the highest power is 2 (e.g. $5x^2 + 4x + 3$)

Expand: The process of simplifying an expression by multiplying out brackets and collecting any like terms

Factorise: The inverse process of expanding, where an algebraic expression is divided by a common factor and brackets are used.

Solve: Finding possible value(s) for x that satisfy an equation(s) or inequality.

Quadratic Formula:

For $ax^2 + bx + c = 0$,

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

MathBits.com

Factoring:

Solve $x^2 - 2x - 24 = 0$ by factoring.

$$(x - 6)(x + 4) = 0$$

$$x - 6 = 0 \quad x + 4 = 0$$

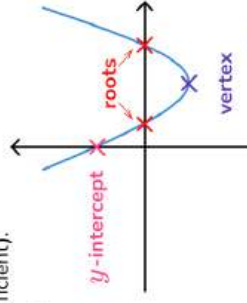
$$x = 6 \quad x = -4$$

Quadratic graphs are graphs of quadratic functions and are u-shaped (positive x^2 coefficient) or n-shaped (negative x^2 coefficient).

The shape of the graph is called a parabola.

The key points are:

- The roots (where the graph touches or crosses the x-axis)
- The y-intercept
- The vertex (also called the turning point)



Recurring Decimals to Fractions

- Let x = recurring decimal.
- Let n = the number of recurring digits.
- Multiply the recurring decimal by 10^n .
- Subtract (1) from (3) to eliminate the recurring part.
- Solve for x, expressing your answer as a fraction in its simplest form.

Examples:

0.7 (one recurring digit)

$$x = 0.7777 \dots$$

$$10x = 7.777 \dots$$

$$10x - x = 7$$

$$9x = 7$$

$$x = \frac{7}{9}$$

1.256 (two recurring digits)

$$x = 1.25656 \dots$$

$$100x = 125.6565 \dots$$

$$100x - x = 125.6565 \dots - 1.256565 \dots$$

$$99x = 124.4$$

$$x = \frac{124.4}{99} = \frac{1244}{990} = \frac{622}{495}$$

Year 10 Higher Maths

Autumn Term 2 Knowledge Organiser

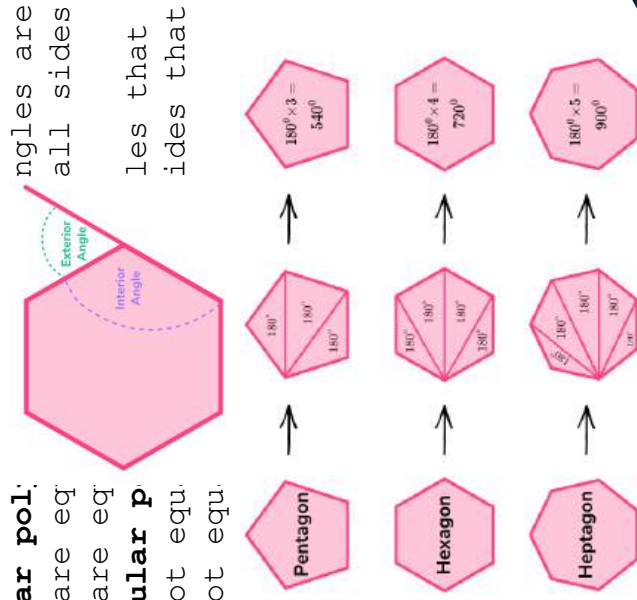
Angles in

Keywords: polygons

Interior angles: The angles within a polygon formed by two adjacent sides. We can calculate the sum of the interior angles of a polygon by subtracting 2 from the number of sides and then multiplying by 180° .

Exterior angles: Are the angles between a polygon and the extended line from the next side. The sum of the exterior angles of a polygon is always equal to 360° .

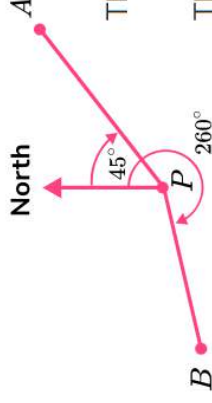
Regular pol: Angles are equal, all sides are equal.
Irregular p: Angles are not equal, sides are not equal.



Bearings

Keywords:

Bearings: Are angles, measured clockwise from north. All bearings need to be given in three figures, so if the angle measured is less than 100 degrees, we must start the three-figure bearing with a zero.



The bearing of A from P is 045° .

The bearing of B from P is 260° .

Transformations

Keywords:

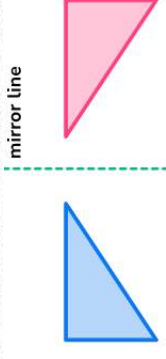
Congruent shapes: Shapes that are exactly the same, but may have been rotated, reflected or translated.

Similar shapes: Two or more shapes which are the same type of shape, with the same angles but different sizes. One shape is an enlargement of the other.

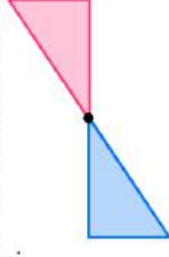
Scale factor: A multiplier that represents how many times a shape has been enlarged by.

Invariant points: Points which have stayed in the same place after a transformation.

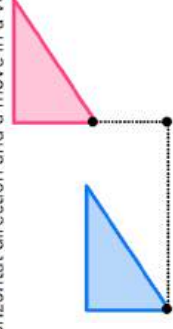
Reflections involve a mirror line, also known as a line of reflection.



Rotations involve a centre of rotation, an angle of rotation and a direction of rotation (clockwise or anticlockwise).

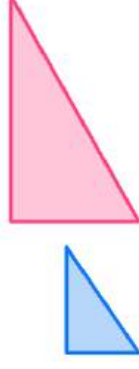


Translations involve a move in a horizontal direction and a move in a vertical direction.



We use vectors $\begin{pmatrix} x \\ y \end{pmatrix}$ to describe the movement in the x (horizontal) and y (vertical) direction.

Enlargements make a shape bigger or smaller. They must have a scale factor and they may involve a centre of enlargement.





MFL
(French)

Module 1 French GCSE Foundation

Tu as du temps à perdre?



1.1F Qu'est-ce que tu fais en ligne? Est-ce que tu...?

Sentence Opener	Activity (Verb)	Adverbs of Frequency
<p>Sur internet On the internet</p> <p>Sur mon portable On my mobile phone</p> <p>Sur les reseaux sociaux On social media</p> <p>Pendant mon temps libre</p> <p>During my freetime</p>	<p>je télécharge des applis sur ma tablette I download Apps on my tablet</p> <p>j'écoute des chansons sur spotify / de la musique sur mon portable I listen to songs on spotify/ music on my mobile phone</p> <p>je parle avec ma famille en *Tunisie I speak with my family is Tunisia</p> <p>je partage des photos sur Instagram I share photos on Instagram</p> <p>je cherche des idées pour des activités I look for ideas for activities</p> <p>j'achète des vêtements I buy clothes</p> <p>je joue à des jeux contre ma meilleure amie / mon ami I play games with my best friend</p> <p>je regarde des vidéos amusantes / clips sur TikTok I watch funny videos/ clips on TikTok</p> <p>j'envoie des messages I send messages</p>	<p>souvent often</p> <p>tout le temps all the time</p> <p>tous les jours everyday</p> <p>tous les soirs every evening</p> <p>tous les week-ends every weekend</p> <p>de temps en temps from time to time</p> <p>quelquefois sometimes</p>
<p>Si je n'ai pas de devoirs If I don't have any homework</p> <p>Quand j'ai le temps When I have the time</p>		
<p>Cependant however</p> <p>Mais but</p> <p>malgré cela Despite this</p> <p>même si even if</p>	<p>à mon avis in my opinion</p> <p>je pense que I think that</p> <p>je crois que I believe that</p> <p>je dirais que I would say that</p> <p>d'autres disent que other say that</p> <p>mes parents pensent que My parents think that</p>	<p>il y a there</p> <p>parce que because</p> <p>Puisque since</p> <p>vu que seeing that</p> <p>étant donné que given that</p> <p>des applis pour tout apps for everyone</p> <p>des dangers dangers</p> <p>des problèmes de sécurité security risks</p> <p>les mauvaises images bad images</p>

1.2F Est-ce que tu as une vie active?

Sentence Opener	Activity (Verb)	Activity (Noun)	Extend your answer		
Souvent often	je fais I do (go with sports)	une promenade a walk	À mon avis	Je suis I am	sportif(s)/ sportive(s)
Normalement usually	nous faisons	de la natation swimming	In my opinion	Je ne suis pas I am not	sporty
Le soir In the evening	We do (go with sports)	de la cuisine cooking	Je pense que	Nous sommes We are	actif(s)/ active(s)
Le samedi (On) Saturday(s)		de la danse dance	I think that		active
Le dimanche (On) Sunday(s)		du vélo cycling	Je crois que		
S'il pleut If it rains		du sport sport	I believe that		
Après After	je joue I play	au basket basketball	Je dirais que		
Tous les week-ends	nous jouons we play	au rugby* rugby	I would say that		
Every weekend		dans un groupe de musique			
Avec ma famille	je vais I go	au centre sportif			
With my family	nous allons	to the sports centre			
Avec mon ami	we go	au théâtre to the theatre			
With my friend		à la piscine to the swimming pool			
Avec ma amie		à la plage to the beach			
Avec mes amis		à un concert to a concert			
With my friends	je suis membre de l'équipe de handball				
	I am a member of the handball team				
	j'ai un cours de musique I have a music lesson				
	je lis un (bon) livre I read a good book				
	Je participe au club de lecture I take part in a book club				

Link your sentences:
Mais but
Et and
Aussi also
Cependant however



1.3F Qu'est-ce que tu aimes regarder?

Sentence Opener	Activity (Verb)	Activity (Noun)	Extend your answer		
Avant le collège <i>before school</i> Le matin (in) the morning Le soir In the evening Après les cours <i>after lessons</i> Quand j'ai du temps libre <i>When I have some freetime</i> Le week-end <i>(At) the weekend</i>	j'aime regarder <i>I like to watch</i> Je n'aime pas regarder <i>I don't like to watch</i>	des séries des comédies <i>comedies</i> des émissions de sport <i>Sport programmes</i> un peu de tout <i>a bit of everything</i> des films <i>films</i>	chez moi <i>at home</i> à la télé <i>on the TV</i> en streaming au cinéma sur mon portable	avec ma famille <i>with my family</i> avec mes amis <i>with my friends</i> toute seule <i>alone</i> je vais au cinéma <i>I go to the cinema</i> je ne vais pas au cinéma <i>I do not go to the cinema</i> Je ne vais jamais au cinéma <i>I never go to the cinema</i>	une ou deux fois par mois <i>Once or twice per month</i> souvent <i>often</i> de temps en temps <i>From time to time</i>
je regarde des ... <i>I watch</i> je ne regarde jamais de <i>I never watch</i>	<ul style="list-style-type: none"> clips de musique ou de danse clips sur une chaîne de musique <i>clips of a music channel</i> émissions de télé-réalité <i>reality TV programmes</i> vidéos de cuisine sur YouTube <i>cooking videos on Youtube</i> vidéos amusantes d'animaux 	à mon avis <i>in my opinion</i> je pense que <i>I think that</i> je crois que <i>I believe that</i> je dirais que <i>I would say that</i>	c'est it is ce n'est pas <i>It isn't</i>	très <i>very</i> vraiment <i>really</i> trop <i>too</i>	passionnant <i>exciting</i> tranquille <i>calm</i> nul <i>rubbish</i> super génial <i>great</i>
Role Play Practice: 1. Vous voulez voir <u>quel</u> type de film? 2. C'est pour <u>quelle</u> séance ? 3. Vous désirez <u>combien de</u> billets? <i>How many?</i> 4. Pour des adultes ou des enfants? 5. Le film finit à <u>quelle</u> heure? <i>At what time?</i> 6. C'est <u>combien</u> ? <i>How much?</i>			1. Je veux voir <u>un film d'action</u> . 2. La séance de <u>huit</u> heures. 3. <u>Trois</u> billets, s'il vous plaît. 4. Un adulte(s) et deux enfants. 5. À <u>dix/huit</u> heures. 6. <u>Vingt</u> euros, s'il vous plaît.		

1.4F Qu'est-ce qu'on va faire?

1A. Time Phrases	2. Aller	3. Infinitive	4. Noun phrase	5. Who with
Aujourd'hui today Ce matin this morning Cet après-midi this afternoon Ce soir this evening Demain tomorrow Demain matin tomorrow morning Demain après-midi Tomorrow afternoon Demain soir tomorrow evening	je vais I am going tu vas you (s.) going on va we are going	aller to go aller + à + place	à la piscine to the swimming pool au parc to the park au musée to the museum au marché to the market au café to the cafe au centre comercial to the shopping centre en ville to town au stade to the stadium	avec la famille with family avec des amis with friends avec mon frère / ma soeur with my brother/ sister
1b. Sequencers		visiter to visit visiter + place voir to see	le château the castle le musée the museum le parc d'attractions the theme park un spectacle a show un film a film le match the match	à mon avis in my opinion je pense que I think that je crois que I believe that je dirais que I would say that
D'abord firstly Après after Ensuite next À huit heures – At 8 o'clock Plus tard – later		acheter to buy prendre to take faire les magasins to go shopping manger quelque chose* to eat something jouer au foot(ball) to play football	un tee-shirt a t-shirt un cadeau a present le bus the bus des selfies* selfies	ça va être it is going to be ce sera it will be ce ne sera pas it will not be
				génial great sympa nice super-intéressant super interesting

1.5F Qu'est-ce que tu as fait?

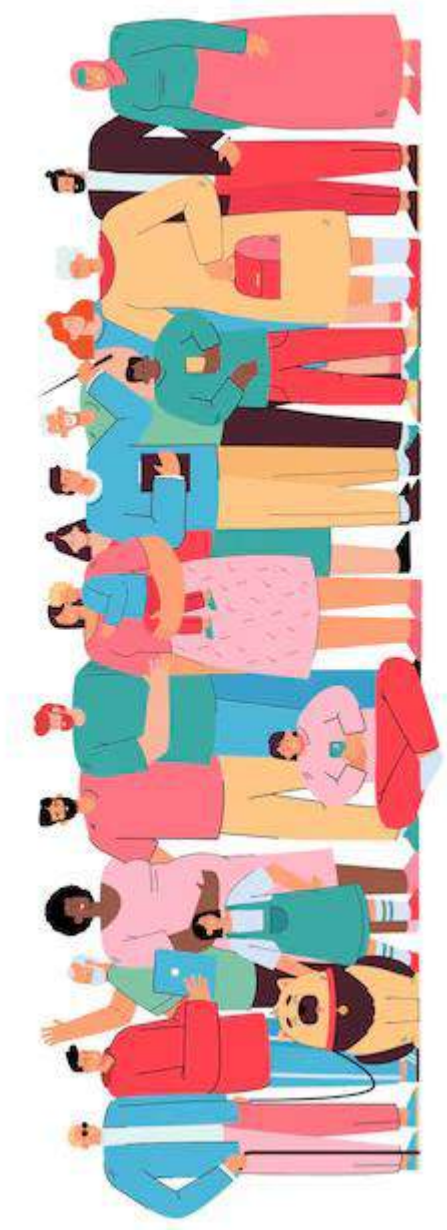
1A. Time Phrases	2. Auxiliary (AVOIR/ ÊTRE)	3. Past Participle (P.P.)	4. Noun phrase	5. Who with
Samedi matin Saturday morning Samedi après-midi Saturday afternoon Samedi soir Saturday evening Dimanche matin Sunday morning Le weekend dernier Last weekend	j'ai (have) tu as you (have) je n'ai pas I didn't (haven't) tu n'as pas you didn't (haven't)	chanté sang mangé ate regardé watched écouté listened dansé danced Joué played marché walked	des chansons songs au tennis tennis au foot football un peu de musique a bit of music le concert mon groupe préféré my favourite group un cadeau a present à la plage to the beach à la campagne in the countryside	avec la famille with family avec des amis with friends avec mon frère / ma soeur with my brother/ sister
1b. Sequencers Pour commencer firstly Après after Ensuite next Finalement Finally	je suis allée I went tu es allée you went je ne suis pas allée I didn't go Je suis resté I stayed	bu (boire) drank lu (lire) read vu (voir) saw fait (faire) did	un coca coca cola un concert les magasins shops un livre a book un spectacle de danse/ musique des devoirs/ de la natation homework/ swimming au café au restaurant à un concert à la maison (at) home	6. c'était comment? (give opinion)
				c'était it was ce n'était pas it wasn't
				amusant fun cher expensive complet full extraordinaire extraordinary (very good) génial great passionnant exciting sympa nice nul rubbish

1.6F J'ai participé aux Jeux de la Francophonie!

Questions	Types of Answer Required	Responses
WHAT Qu'est-ce que tu fais comme activité?	DESCRIPTION (CHECK TENSE)	Je joue au foot. Je fais du vélo / de la danse.
Qu'est-ce que + subject + verb		
WHEN Quand est-ce que tu fais ça?	TIME/ DATE/ FREQUENCY	Je fais ça / mon entraînement chaque jour / le (samedi) après-midi.
AT WHAT AGE À quel âge as-tu commencé à pratiquer ça?	AGE	J'ai commencé à l'âge de (dix) ans.
WHEN Quand as-tu participé aux Jeux?	TIME/ DATE	J'ai participé aux Jeux l'année dernière / il y a (deux) ans.
WHAT (IS IT THAT?) Est-ce que tu as gagné?	OUI/ NON	J'ai gagné la compétition / la compétition J'ai fini en première / deuxième / troisième position.
Est-ce que + subject + verb		
WITH WHOM? Avec qui as-tu célébré ton succès?	AVEC + PERSON/ PEOPLE	J'ai célébré mon succès avec mes amis
HOW? Comment avez-vous célébré ça?	DESCRIPTION (CHECK TENSE)	D'abord j'ai.... Ensuite j'ai...
C'était comment?	OPINION	A mon avis c'était....
WHERE? Où as-tu célébré ça?	PLACE	J'ai célébré mon anniversaire au centre sportif / au collège

Module 2 French GCSE Foundation

Mon clan, ma tribu





2.1F Qu'est-ce que tu fais avec ta famille? Foundation

In my family there is...	Who do you live with?		
<p>Dans ma famille, il y a (deux/ trois/ quatre) personnes.</p> <p>In my family, there are (two/ three/ four) people</p>	<p>J'habite avec ... I live with...</p>	<p>ma mère my mum ma sœur (jumelle/ aînée/ cadette*) my sister (twin/ older/ younger) ma belle-mère my step-mum ma grand-mère my grandmother ma tante my aunt ma demi-sœur my half-sister</p>	<p>mon père my dad mon frère (jumeau/ aîné/ cadet*) My brother (twin/ older/ younger) mon beau-père my step-dad mes grands-parents my grand-parents mon grand-père my granddad mon oncle my uncle mon demi- frère my half-brother</p>
Time Phrase/ Sequencer	Activity	Extra Details	
<p>Le vendredi soir Friday evening Le samedi / dimanche (On) Saturday(s)/ Sunday(s) Le matin In the morning L'après-midi In the afternoon Le soir In the evening Après After Ensuite Next Plus tard Later on</p>	<p>je me lève I get up je m'habille I get dressed je me lave I get washed je vais au lit I go to bed je me couche I go to sleep</p> <p>je fais du vélo I go cycling je m'amuse I have fun je me repose I relax je joue à des jeux I play games je travaille I work J'aide à faire la cuisine I help to cook</p>	<p>à ... heures at ... o'clock tard late tôt early</p> <p>chez moi/nous at my/ our house dans ma chambre in my bedroom dans le parc in the park au centre sportif at the sports centre ensemble together avec ma (petite) sœur / mon (petit) frère with my (little) sister/ brother</p>	

2.2FTu t'entends (toujours) bien avec tes amis? Pourquoi / Pourquoi pas?

<p>je m'entends (assez / très) bien avec... I get on (fairly/ very) well with</p> <p>je ne m'entends pas (assez / très) bien avec... I don't get on well with</p> <p>On s'amuse bien ensemble We have fun together</p> <p>de temps en temps from time to time</p> <p>toujours always</p> <p>tout le temps all the time</p> <p>quelquefois sometimes</p> <p>Aussi also</p> <p>Cependant however</p> <p>Mais but</p> <p>Malheureusement unfortunately</p> <p>En plus in addition</p>	<p>mon meilleur amie my best friend</p> <p>ma meilleure amie my best friend</p> <p>mes amis my friends</p>	<p>Pour moi, ... à mon avis</p> <p>je pense que</p> <p>je crois que</p> <p>je dirais que</p> <p>Certains pensent que</p> <p>Some people think that</p> <p>D'autres pensent que</p> <p>Others think that</p>	<p>Il est... He is... Elle est ... She is...</p>	<p>amusant/ amusante funny patient/patiente patient ennuyeux/ ennuyeuse boring travailleur/travailleuse hard-working sportif/ sportive sporty sympa nice fou/ folle mad</p>
		<p>Qu'est-ce que c'est un bon ami pour toi? What is a good friend for you?</p>		
		<p>Je préfère I prefer</p> <p>J'aime avoir I like to have</p> <p>d'amis dans le monde réel friends in the real world de groupes d'amis séparés* separated friendship groups de beaucoup d'amis en ligne lots of online friends</p> <p>Un bon ami écoute mes problèmes A good friend listens to my problems tu t'entends toujours bien avec tes amis You always get on well with your friends tu t'amuses bien avec tes amis you have fun with your friends Mes amis sont fous/ intelligents my friends are mad/ intelligent</p>		
		<p>un ami proche a close friend un groupe d'amis sympa A group of nice friends beaucoup d'amis amusants Lots of funny friends</p>		

<p>Sur la photo (In the photo)</p> <p>À droite (On the right)</p> <p>À gauche (on the left)</p> <p>Au centre (In the middle)</p>	<p>il y a (there is)</p>	<p>des élèves (some students)</p> <p>une femme (a woman)</p> <p>un homme (a man)</p> <p>une fille (a girl)</p> <p>un garçon (a boy)</p> <p>un enfant (a child)</p> <p>une rue (a street/ road)</p> <p>un(e) serveur/ -euse (a waiter/ waitress)</p> <p>une table (a waiter/ waitress)</p> <p>de la nourriture (some food)</p>	<p>à mon avis</p> <p>je pense que</p> <p>je crois que</p> <p>je dirais que</p>	<p>l'homme est the man is la (jeune) femme est the (young) woman is la personne est the person is le garçon est the boy is la fille est the girl is l'enfant est the child is il est he is elle est she is</p> <p>les personnes sont the people ils/elles sont they are</p>	<p>assez fairly</p> <p>très very</p>	<p>grand(e) big</p> <p>petit(e) small</p>
<p>People</p>						
<p>Il/Elle porte (He/She is wearing)</p> <p>Ils/ elles portent (They are wearing)</p>	<p>un tee-shirt* (a T-shirt)</p> <p>une robe* (a dress)</p> <p>une jupe (a skirt)</p> <p>un pull (a jumper)</p> <p>un joli sourire (a pretty smile)</p> <p>les yeux (eyes)</p>	<p>un pantalon (trousers)</p> <p>un manteau (a coat)</p> <p>des lunettes (de soleil</p> <p>un long visage (a long face)</p> <p>bleus/ verts/ marron (blue/ green/ brown)</p>	<p>Ils sont</p> <p>à mon avis</p> <p>je pense que</p> <p>je crois que</p> <p>je dirais que</p>	<p>à la maison (at home)</p> <p>dans une école (in a school)</p> <p>dans un magasin (in a shop)</p> <p>dans un restaurant</p> <p>jouer (playing)</p> <p>regarder (watching)</p> <p>parler (speaking)</p> <p>manger (eating)</p> <p>écouter (listening)</p> <p>marcher (walking)</p> <p>s'amuser (having fun)</p>	<p>Location</p> <p>Action</p>	<p>People</p> <p>Location</p> <p>Action</p> <p>Now check</p>
<p>Il/Elle a (He/She has)</p> <p>Ils/ elles ont (They have)</p>	<p>les cheveux (hair)</p>					

2.3F Décris-moi la photo

2.4F Qui est ton modèle?

Pour moi... <i>For me...</i>	j'admire... <i>I admire...</i>	sa personnalité <i>their personality</i>
Je dirais que... <i>I would say that...</i>	je respecte... <i>I respect...</i>	sa créativité* <i>their creativity</i>
Je crois que... <i>I believe that...</i>	il/elle est connu(e) pour ... <i>he/ she is known for...</i>	ses films <i>their films</i>
Je pense que... <i>I think that...</i>	un bon modèle est ... <i>a role model is...</i>	ses vidéos <i>their videos</i>
Je trouve que... <i>I find that...</i>	je l'admire* parce qu'il/elle est <i>I admire them because he/ she is</i>	féministe(s)* intelligent(e)*
Elle/ il m'inspire parce que... <i>She/ he inspires me because...</i>	il/ elle a lutté <i>He/ she fought</i>	positif/positive travailleur/ travailleuse <i>hard-working</i>
Personnellement j'aimerais bien être comme elle/ lui car... <i>Personally I would like to be like her/ him because...</i>	il/ elle lutte <i>He/ she fights</i>	pour l'environnement/ l'égalité <i>for the environment/ equality</i> contre le racisme/ le sexisme <i>against racism/ sexism</i>
	il/ elle a encouragé <i>He/ encourages</i>	l'égalité <i>equality</i>
Mon modèle s'appelle... <i>My rôle model is called...</i>	il/ elle a partagé <i>He/ she shares</i>	des photos positives des messages positifs des informations des vidéos sur la mode/ ses expériences personnelles
	il/ elle montre que chaque personne peut faire une différence <i>he/ she shows that each person can make a difference</i>	sur les réseaux sociaux sur Tiktok sur instagram
C'est quoi un bon modèle, pour toi? <i>What is a good rôle model for you?</i>	c'est une personne qui <i>It is a person who</i>	aide les gens <i>helps people</i> inspire les autres <i>inspires others</i>
	c'est une célébrité qui <i>It is a celebrity who</i>	fait de bonnes choses <i>does good things</i> change les choses <i>changes things</i>
	c'est un influenceur qui <i>It is an influencer who</i>	

2.5F Parle-moi des fêtes

Past Tense	Present Tense	Future Tense	Connect your sentence
Récemment <i>Recently</i> l'année dernière <i>Last year</i> Hier <i>Yesterday</i> samedi dernier <i>Last Saturday</i> déjà <i>already</i>	Normalement <i>usually</i> aujourd'hui <i>today</i>	la semaine prochaine <i>next week</i> samedi prochain <i>next Saturday</i> bientôt <i>soon</i> dans cinq jours <i>in 5 days</i> le week-end prochain le mois prochain <i>next month</i>	après avoir fini <i>after having finished</i> avant de faire cela <i>before doing that</i> Ensuite <i>next</i> Pour finir <i>finally</i>
j'ai célébré <i>I celebrated</i>	je célèbre <i>I celebrate</i>	je vais célébrer <i>I am going to celebrate</i>	mon anniversaire / l'anniversaire de ... <i>my birthday/ X's birthday</i> la fin du lycée <i>the end of sixth form</i>
j'ai mangé <i>I ate</i>	je mange <i>I eat</i>	je vais manger <i>I am going to eat</i>	un grand repas <i>a big meal</i> des pizzas <i>some pizzas</i> du gâteau <i>some cake</i>
j' ai reçu <i>I received</i>	je reçois <i>I receive</i>	je vais recevoir <i>I am going to receive</i>	des cartes <i>cards</i> beaucoup de cadeaux <i>a lot of presents</i>
on a dansé <i>we danced</i>	on danse <i>we dance</i>	on va danser <i>we are going to dance</i>	Ensemble <i>together</i>
on a chanté <i>we sang</i>	on chante <i>we sing</i>	on va chanter <i>we are going to sing</i>	avec la famille <i>with the family</i>
J'ai invité <i>I invited</i>	j'invite <i>I invite</i>	je vais inviter <i>I am going to invite</i>	mes amis/ ma famille <i>my friends/ my family</i>
on a préparé <i>we prepared</i>	on prépare <i>we prepare</i>	on va préparer <i>we are going to prepare</i>	un gâteau <i>a cake</i>
j'ai porté <i>I wore</i>	je porte <i>I wear</i>	je vais porter <i>I am going to wear</i>	une robe <i>a dress</i>
j'ai acheté <i>I bought</i>	j'achète <i>I buy</i>	je vais acheter <i>I am going to buy</i>	des vêtements <i>some clothes</i>
je suis allée <i>I went</i>	je vais <i>I go</i>	je vais aller <i>I am going to go</i>	chez mon (nouveau) voisin / lui / nous / eux <i>to my (new) neighbour/ his/ our/ their house</i> en ville <i>to town</i> au cinéma / parc <i>to the cinema/ park</i>
j'ai pris <i>I took</i>	je prends <i>I take</i>	je vais prendre <i>I am going to take</i>	des photos <i>some photos</i>
j'ai organisé <i>I organised</i>	j'organise <i>I organise</i>	je vais organiser <i>I am going to organise</i>	une grande surprise <i>a big surprise</i>
c'était <i>it was</i>	c'est <i>it is</i>	ce sera <i>it will be</i>	génial/ passionnant/ délicieux/ amusant <i>great/ exciting/ delicious/ fun</i>

Module 1 French GCSE Higher

Tu as du temps à perdre?



1.1.H Que tu fais en ligne? Est-ce que tu...?

Sentence Opener	Activity (Verb)	et je fais ça... I do it...	Souvent often parfois sometimes tout le temps All the time tous les jours everyday tous les soirs Every evening tous les week-ends Every weekend de temps en temps From time to time
<p>Sur internet On the internet</p> <p>Sur mon portable On my mobile phone</p> <p>Sur les reseaux sociaux On social media</p> <p>Pendant mon temps libre</p> <p>During my freetime</p>	<p>je regarde des clips sur TikTok I watch clips on TikTok</p> <p>je partage des photos/des selfies I share photos/ selfies</p> <p>je télécharge des chansons I download songs</p> <p>je parle avec mon ami en Afrique/ en Tunisie I speak with my friends in Africa/ Tunisia</p> <p>j'envoie des messages à mes copains et copines I send messages to my friends</p> <p>j'achète des vêtements sur Boohoo/Vinted</p> <p>I buy clothes on Boohoo/ Vinted</p> <p>j'écoute de la musique avec mes écouteurs I listen to music with my earphones</p> <p>je passe beaucoup/trop de temps devant l'écran</p> <p>I spend a lot/ too much time in front of my screen</p> <p>je cherche des renseignements pour mes devoirs I look up information for my homework</p> <p>je joue à des jeux sur Roadblox I play games on Roadblox</p>		
<p>Si je n'ai pas de devoirs If I don't have any homework</p> <p>Quand j'ai le temps When I have the time</p> <p>Quand je rentre de l'école When I come home from school</p>			
<p>Cependant however Mais but</p> <p>malgré cela Despite this</p> <p>même si even if</p> <p>Pourtant yet</p> <p>Toutefois however</p>	<p>à mon avis in my opinion</p> <p>je pense que I think that</p> <p>je crois que I believe that</p> <p>je dirais que I would say that</p> <p>d'autres disent que</p> <p>other say that</p> <p>mes parents pensent que</p> <p>My parents think that</p>	<p>il y a there are</p>	<p>des applis pour tout Apps for everyone</p> <p>des dangers dangers</p> <p>des risques de sécurité Security risks</p> <p>des vols d'identité identity theft</p> <p>les fausses nouvelles fake news</p> <p>les mauvaises images bad images</p>

1.2H Est-ce que tu as une vie active?

Sentence Opener	Activity (Verb)	Activity (Noun)	au lieu de faire ça Instead of doing that	Extend your answer	
Pour rester en forme <i>to stay in shape</i> Afin d'être active <i>to be active</i> D'habitude usually parfois sometimes Souvent often Normalement usually Le soir <i>In the evening</i> Le samedi (On) Saturday(s) Le dimanche (On) Sunday(s) S'il pleut <i>If it rains</i> Après <i>After</i> Tous les week-ends Every weekend Pendant mon temps libre During my freetime Quand j'ai le temps <i>When I have the time</i>	je fais I do (go with sports) nous faisons We do (go with sports)	une promenade a walk de la natation swimming de la cuisine cooking de la danse dance du vélo cycling du sport sport	au lieu de faire ça <i>Instead of doing that</i>	mes amis préfèrent <i>My friends prefer</i> ma famille préfère <i>My family prefer</i> mon ami aime <i>my friend likes</i> mes copains aiment <i>My friends like</i>	écouter de la musique <i>listen to music</i> passer du temps en ligne lire <i>read</i> participer au club de lecture <i>take part in a book club</i> pratiquer le sport
	je ne fais rien <i>I don't do anything</i> je ne fais pas de ... <i>I don't do</i> Je ne fais jamais de... <i>I never do</i>	à mon avis <i>in my opinion</i> je pense que <i>I think that</i> je crois que <i>I believe that</i> je dirais que <i>I would say that</i> d'autres disent que <i>other say that</i> mes parents pensent que <i>My parents think that</i>	Je suis <i>I am</i> Je ne suis pas <i>I am not</i> Nous sommes <i>We are</i>	très <i>very</i> vraiment <i>really</i> trop <i>too</i> surtout <i>mostly</i> complètement <i>completely</i>	sportif(s)/ sportive(s) <i>sporty</i> actif(s)/ active(s) <i>active</i>
	je joue I play nous jouons we play je vais I go nous allons we go	au basket au football au rugby du piano du violon de la guitare de la flûte dans un groupe de musique au centre sportif <i>to the sports centre</i> au théâtre <i>to the theatre</i> à la piscine <i>to the swimming pool</i> à la plage <i>to the beach</i> à un concert <i>to a concert</i>	je suis membre de l'équipe de handball <i>I am a member of the handball team</i> j'ai un cours de musique <i>I have a music lesson</i>	ça fait du bien!* au collègue <i>at school</i> avec mon chien <i>with my dog</i> avec mon meilleur ami avec ma meilleure amie avec mes copains/copines ensemble <i>together</i>	



1.3H Qu'est-ce que tu aimes regarder?

Sentence Opener	Activity (Verb)	Activity (Noun)	Extend your answer	
D'habitude usually Avant le collège <i>before school</i> Le matin (in) the morning Le soir In the evening Après les cours <i>after lessons</i> Quand j'ai du temps libre When I have some <i>freetime</i>	j'aime regarder <i>I like to watch</i> je préfère regarder <i>I prefer to watch</i> mes amis préfèrent regarder <i>my friends</i> <i>prefer to watch</i> ma famille préfère regarder <i>my family</i> <i>prefer to watch</i> Je choisis <i>I choose</i>	des séries des comédies <i>comedies</i> des émissions de sport <i>Sport programmes</i> un peu de tout <i>a bit of everything</i> des films <i>films</i>	chez moi <i>at home</i> à la télé <i>on the TV</i> en streaming au cinéma sur un grand écran <i>on a big screen</i> un peu partout <i>a bit all over</i> sur mon portable dans ma chambre <i>in my bedroom</i>	
			avec les membres de ma famille <i>with family members</i> avec mon/ma meilleur(e) ami(e) <i>with my best friend</i> toute seule <i>alone</i>	
Le week-end (At) the weekend	je regarde des ... <i>I watch</i> je ne regarde jamais de <i>I never watch</i>	<ul style="list-style-type: none"> • clips de musique ou de danse • clips sur une chaîne de musique <i>clips of a music channel</i> • émissions de télé-réalité • vidéos de cuisine sur YouTube <i>cooking videos on Youtube</i> • vidéos amusantes d'animaux 	À mon avis Je pense que Je crois que Je dirais que D'autres disent que Mes parents pensent que	c'est ce n'est pas
			très vraiment trop surtout complètement	passionnant <i>exciting</i> tranquille <i>calm</i> nul <i>rubbish</i> super génial <i>great</i>
Role Play Practice:			Je ne vais jamais au cinéma <i>I never go to the cinema</i>	
1. Vous voulez voir <u>quel</u> type de film? 2. C'est pour <u>quelle</u> séance ? 3. Vous désirez <u>combien de</u> billets? 4. Pour des adultes ou des enfants? 5. Le film finit à <u>quelle</u> heure?				
			1. Je veux voir <u>un film d'action</u> . 2. La séance de <u>huit</u> heures. 3. <u>Trois</u> billets, s'il vous plaît. 4. Un adulte(s) et deux enfants. 5. À <u>dix/huit</u> heures.	

1.5H Qu'est-ce que tu as fait?

1A. Time Phrases	2. Auxiliary (AVOIR/ ÊTRE)	3. Past Participle (P.P.)	4. Noun phrase	5. Who with
Samedi matin Saturday morning Samedi après-midi Saturday afternoon Samedi soir Saturday evening Dimanche matin Sunday morning Le weekend dernier Last weekend	j'ai I (have) tu as you (have) je n'ai pas I didn't (haven't) tu n'as pas you didn't (haven't)	Chanté sang Mangé ate Regardé watched Écouté listened Dansé danced Acheté bought Passé spent Aimé liked Adoré loved Cherché looked for Gagné won	des chansons songs au tennis tennis au foot football un peu de musique a bit of music le concert mon groupe préféré my favourite group un cadeau pour ma mère A present for my mum un week-end entre amis des instruments traditionnels du poulet some chicken un week-end sportif des informations en ligne le match	avec la/ma famille with family avec les/mes copains/copines with friends avec mon frère / ma soeur with my brother/ sister avec mon équipe with my team
1b. Sequencers				6. c'était comment? (give opinion)
D'abord firstly Après after Puis then Ensuite next Enfin finally À huit heures – At 8 o'clock Plus tard – later	je suis restée I stayed je suis allée I went tu es allée you went je ne suis pas allée I didn't go tu n'es pas restée you didn't stay	bu (boire) drank lu (lire) read vu (voir) saw fait (faire) did	des boissons drinks un livre a book un spectacle de danse/ musique des devoirs/ de la natation homework/ swimming une petite promenade a little walk un programme fantastique*, un concert de rock*, un jeune chanteur de rap*, a young rap singer ma chanteuse préférée my favourite singer un groupe africain *	rien de spécial nothing special
				c'était it was ce n'était pas it wasn't j'ai passé un week-end end I spent a weekend
				assez fairly complètement très very trop too un peu a bit vraiment really amusant fun ennuyeux boring formidable great génial wgreat nul rubbish parfait perfect passionnant exciting sympa nice

1.6H J'ai participé aux Jeux de la Francophonie!

Questions	Types of Answer Required	Responses
WHAT		
Qu'est-ce que tu fais comme activité?	DESCRIPTION (CHECK TENSE)	Je joue au foot. Je fais du vélo / de la danse.
Qu'est-ce que + subject + verb		
WHEN	TIME/ DATE/ FREQUENCY	Je fais ça / mon entraînement chaque jour / le (samedi) après-midi.
Quand est-ce que tu fais ça?		
AT WHAT AGE	AGE	J'ai commencé à l'âge de (dix) ans.
À quel âge as-tu commencé à pratiquer ça?		
WHEN	TIME/ DATE	J'ai participé aux Jeux l'année dernière / il y a (deux) ans.
Quand as-tu participé aux Jeux?		
WHAT (IS IT THAT?)	OUI/ NON	J'ai gagné la compétition / le concours . J'ai fini en première / deuxième / troisième position.
Est-ce que tu as gagné?		
Est-ce que + subject + verb		
WITH WHOM?	AVEC + PERSON/ PEOPLE	J'ai célébré mon succès avec mes copains/ copines .
Avec qui as-tu célébré ton succès?		
HOW?	DESCRIPTION (CHECK TENSE)	D'abord j'ai.... Puis j'ai...
Comment avez-vous célébré ça?		
C'était comment?	OPINION	A mon avis c'était....
WHERE?	PLACE	J'ai célébré mon anniversaire au centre sportif / au collège
Où as-tu célébré ça?		

Inversion:

You'll notice the Word order has changed in some of these sentences, instead of subject + main verb, they are main verb + subject. For example in 'Quand as-tu participé aux Jeux?' the subject 'tu' comes after the main verb (conjugated verb) 'as' so instead of tu as participé, it become as-tu participé.

Module 2 French GCSE Higher

Mon clan, ma tribu





2.1H Qu'est-ce que tu fais chez-toi?

In my family there is...		Who do you live with?	
Dans ma famille, il y a ... In my family, there is...	... personnes. people	J'habite avec ... I live with...	ma mère my mum ma sœur (jumelle/ aînée/ cadette*) my sister (twin/ older/ younger) ma belle-mère my step-mum ma grand-mère my grandmother ma tante my aunt ma demi-sœur my half-sister
Time Phrase/ Sequencer	Activity	Extra Details	Pour + Infinitive
D'abord firstly Le vendredi soir Friday evening Le samedi / dimanche (On) Saturday(s)/ Sunday(s) Le matin In the morning L'après-midi In the afternoon Le soir In the evening Après After Ensuite Next Puis Then Plus tard Later on Enfin Finally	je me lève I get up je m'habille I get dressed je me lave I get washed je vais au lit I go to bed je me couche I go to sleep	à ... heures at ... o'clock tard / tôt late/ early	je recharge* mes batteries* in order to recharge my batteries pour me reposer in order to relax pour profiter du week-end in order to make the most of the weekend
	je m'entraîne I work out je m'amuse I have fun je me repose I relax je joue à des jeux I play games je travaille I work J'aide... à faire la cuisine I help with the cooking Je m'occupe de.../ mon jardin I look after/ my garden	chez moi/nous at my/ our house dans ma chambre in my bedroom dans le parc in the park au centre sportif at the sports centre Ensemble together avec ma (petite) sœur / mon (petit) frère with my (little) sister/ brother	je surfe* sur Internet / en ligne I surf on the Internet/ online je fais de la cuisine / du vélo I do cooking/ cycling j'ai un match de handball I have a handball match je vais au centre sportif I go to the sports centre je parle avec mes copines I speak to my friends Je vais dehors où je mange I go outside where I eat
			mon père my dad mon frère (jumeau/ aîné/ cadet*) My brother (twin/ older/ younger) mon beau-père my step-dad mes grands-parents my grand-parents mon grand-père my grandad mon oncle my uncle mon demi-frère my half-brother



2.2H Tu t'entends (toujours) bien avec tes amis? Pourquoi / Pourquoi pas?

<p>Je m'entends (assez / très) bien avec Mon/ma meilleur(e) ami(e) / mes amis I get on (fairly/ very) well with my best friend/ my friends Je ne m'entends pas Bien avec Mon/ma meilleur(e) ami(e) / mes amis I don't get on well with my best friend/ my friends</p> <p>On s'ennuie we get bored On s'amuse bien ensemble We have fun together On se dispute* ... we argue On s'excuse ... we apologise to one another</p>	<p>la plupart du temps the majority of the time rarement* rarely de temps en temps from time to time toujours always d'habitude usually tout le temps all the time</p> <div style="background-color: #e0f0ff; padding: 10px; text-align: center;"> <p>C'est quoi l'amitié? What is friendship?</p> </div> <p>apprécie les mêmes choses que moi Likes the same things as me partage quelques intérêts avec moi, mais pas tous Shares some interests with me, but not all n'aime pas les mêmes activités que moi Doesn't like the same activities as me écoute mes problèmes listens to my problems offre de l'aide offers help me fait rire makes me laugh</p>	<p>à mon avis in my opinion je pense que I think that je crois que I believe that je dirais que I would say that d'autres disent que other say that mes parents pensent que My parents think that</p>	<p>il/elle est ... he/ she is ils/elles sont ... they are</p> <p>mes meilleurs amis sont ... my best friends are</p> <p>il est important d'avoir ... it is important to have</p> <p>j'ai besoin ... I need</p>	<p>patient(s)/patiente(s) patient fidèle(s) loyal stupide(s)* travailleur(s)/travailleuse(s) hard-working actif(s)/active(s) active sympa nice</p> <p>fiers de moi proud of me intelligents* intelligent indépendants independent</p> <p>un ami proche a close friend un groupe d'amis sympa a group of nice friends beaucoup d'amis amusants lots of funny friends</p> <p>d'amis dans le monde réel friends in the real world de groupes d'amis séparés* separated friendship groups de beaucoup d'amis en ligne lots of online friends</p>	<p>ne sont pas là pour moi are not there for me sont en colère are angry sont trop sérieux are too serious</p>
<p>Un bon ami est quelqu'un qui ... A good friend is someone who...</p> <p>Quand je suis triste, mon meilleur ami/ma meilleure amie ... when I am sad, my best friend...</p>					

À droite (On the right)	il y a (there is)	des élèves (some students)	Je crois qu' (I believe that)	il est (he is)	très	heureux (happy)
À gauche (on the left)	on peut voir (you can see)	une femme (a woman)	Il me semble qu' (It seems to me that)	elle est (she is)	vraiment trop	triste (sad)
Au centre (In the middle)	Je vois (you can see)	un homme (a man)	Je trouve qu' (I find that)	ils sont (they are)	surtout	Sympa (nice)
Sur la photo (In the photo)		un garçon (a boy)	Je dirais qu' (I would say that)	elles sont (they are)	complètement	travailleur (s)/travailleuse (s) working)
À l'arrière plan (In the Background)		une rue (a street/ road)	A vrai dire (As a matter of fact)	il/ elle a l'air* (he/ she seems)		actif (s)/active (s) (active)
Au premier plan (at the front)	Ils sont dans	un(e) serveur/ -euse (a waiter/ waitress)	Sans doute (Without a doubt)	faire (to do / make)		de s'amuser (having fun)
		De la nourriture (some food)		regarder (to watch)		de se détendre (relaxing)
		en ville (in town)		visiter (to visit)		People
		à la plage (at the beach)		assister à (to take part in)		Location
		à la campagne (in the countryside)		prendre (to take)		Action
		dans un parc (in a park)		gagner (to win)		Now check
		à la maison (at home)		parler à (to speak to)		
		dans une école (in a school)		retrouver avec (to meet up with)		
		dans un magasin (in a shop)		manger (to eat)		
		un restaurant		Se habiller (to combath)		
		une cuisine.		Il/Elle vient de/ d' (He/She has just)		
				Ils Elles viennent de/ d' (They have just)		
				Il/Elle va		
Il/Elle porte (He/She is wearing)	un tee-shirt* (a T-shirt)	un pantalon (trousers)		faire (to do / make)		un pique-nique (a picnic)
Ils/ elles portent (They are wearing)	une robe* (a dress)	un manteau (a coat)		jouer (to play)		de l'équitation (horse-riding)
Il/Elle a (He/She has)	un joli sourire	des lunettes (de soleil)		regarder (to watch)		au tennis (tennis)
		un chapeau		visiter (to visit)		une compétition (a competition)
		un long visage		assister à (to take part in)		un match (a match)
				prendre (to take)		son copain/sa copine (his/her friend)
				gagner (to win)		la bibliothèque (the library)
				parler à (to speak to)		ses amis (their friends)
				retrouver avec (to meet up with)		ses devoirs (their homework)
				manger (to eat)		à des jeux (games)
				Se habiller (to combath)		des photos (photos)
				Il/Elle vient de/ d' (He/She has just)		
				Ils Elles viennent de/ d' (They have just)		
				Il/Elle va		

2.3H Décris-moi la photo

2.4H Qui est ton modèle?

Comme personne... <i>As a person...</i>	j'admire... <i>I admire...</i>	sa personnalité <i>their personality</i> sa créativité* <i>their creativity</i> son courage <i>their courage</i> sa capacité* à connecter* avec son audience* <i>their ability to connect with their audience</i>
Pour moi... <i>For me...</i>	il/elle a gagné sa popularité* grâce à <i>he/ she gained popularity thanks to</i> il/elle est connu(e) pour <i>he/ she is known for</i>	
Je dirais que... <i>I would say that...</i>	Je l'admire* parce qu'il/elle est <i>I admire them because he/ she is</i>	créatif/créative <i>creative</i> (super) sportif/sportive <i>(super) sporty</i> positif/positive <i>positive</i> travailleur/ travailleuse <i>hard-working</i>
Je crois que... <i>I believe that...</i>	Il/ elle a l'air* <i>he/ she seems</i>	intéressant(e) <i>interesting</i> ordinaire <i>ordinary</i> extraordinaire <i>extraordinary</i> actif/active <i>active</i> fier/fière <i>loyal</i> féministe* <i>feminist</i> intelligent(e)* <i>intelligent</i>
Je pense que... <i>I think that...</i>		
Je trouve que... <i>I find that...</i>		
Elle/ il m'inspire car...	Il/ elle a essayé de <i>he/ she tried to</i>	travailler dur <i>to work hard</i>
<i>She/ he inspires me because</i>	Il/ elle a continué de <i>he/ she has continued</i>	réussir à sa carrière/ ses études <i>to succeed in their career/ studies</i> devenir une personne influente <i>to become an influential person</i> inspirer les gens <i>to inspire people</i> promouvoir l'importance de l'éducation/ la gentillesse <i>to promote the importance of education/ kindness</i>
Personnellement j'aimerais bien être comme elle/ lui car ... <i>Personally I would like to be like</i> <i>her/ him because...</i>	Il/ elle a aidé à <i>he/ she has helped</i>	créer des vidéos sur la mode/ sur ses expériences personnelles <i>create videos on fashion/ their personal experiences</i> écrire des messages positifs sur la planète <i>write positive messages about the planet</i> poster (des photos) sur les réseaux sociaux <i>post (photos) on social media</i> répondre à des questions sur son handicap <i>answer questions on their handicap</i>
Un bon modèle, c'est ... <i>A good</i> <i>rôle model is...</i>	Il/ elle m'a montré comment <i>he/ she has shown me how</i>	lutter contre <i>to fight against</i> le cyberharcèlement*, le racisme, le sexisme, la pauvreté/ la discrimination <i>Cyberbullying/ racism/ sexism/ poverty/ discrimination</i>
Mon modèle s'appelle... <i>My rôle</i> <i>model is called...</i>	<u>PAST TENSE!!</u>	lutter pour <i>to fight for</i> l'égalité <i>equality</i> le body positivisme* <i>body positivity</i>
Afin d'être plus comme lui/ elle je vais... <i>In order to be more like him/ here I am going to</i>		aide les gens <i>helps people</i> se comporte bien <i>behaves well</i> inspire les autres <i>inspires others</i>
<u>FUTURE TENSE!!</u>		

2.5H Parle-moi des fêtes?

Past Tense	Present Tense	Future Tense	Connect your sentence
Récemment <i>Recently</i> l'année dernière <i>Last year</i> Hier <i>Yesterday</i> samedi dernier <i>Last Saturday</i>	Normalement <i>usually</i> d'habitude normally aujourd'hui <i>today</i>	la semaine prochaine <i>next week</i> samedi prochain <i>next Saturday</i> bientôt <i>soon</i> dans cinq jours <i>in 5 days</i> le week-end prochain le mois prochain <i>next month</i>	après avoir fini <i>after having finished</i> avant de faire cela <i>before doing that</i> d'abord/ ensuite/ puis/ enfin <i>Firstly/ next/ then/ finally</i> toute la soirée <i>all evening</i>
on a fêté we celebrated	on fête we celebrate	on va fêter we are going to celebrate	la naissance du fils / de la fille de ... <i>the birth of X's son/ daughter</i> mon anniversaire / l'anniversaire de ... <i>my birthday/ X's birthday</i>
on est allés <i>we went</i>	on va <i>we go</i>	on va aller <i>we are going to go</i>	chez mon (nouveau) voisin / lui / nous / eux to my (new) neighbour/ his/ our/ their house en ville <i>to town</i>
on a mangé <i>we ate</i>	on mange <i>we eat</i>	on va manger <i>we are going to eat</i>	au cinéma / parc <i>to the cinema/ park</i> un grand repas <i>a big meal</i> des pizzas <i>some pizzas</i> du gâteau <i>some cake</i>
j' ai reçu <i> I received</i>	je reçois <i> I receive</i>	je vais recevoir <i> I am going to receive</i>	des cartes <i>cards</i> beaucoup de cadeaux <i>a lot of presents</i>
on a dansé <i>we danced</i>	on danse <i>we dance</i>	on va danser <i>we are going to dance</i>	Ensemble <i>together</i>
on a chanté <i>we sang</i>	on chante <i>we sing</i>	on va chanter <i>we are going to sing</i>	avec toute la famille <i>with all the family</i>
J'ai invité <i> I invited</i>	j'invite <i> I invite</i>	je vais inviter <i> I am going to invite</i>	mes amis/ ma famille <i>my friends/ my family</i>
on a préparé <i>we prepared</i>	on prépare <i>we prepare</i>	on va préparer <i>we are going to prepare</i>	des plats spéciaux <i>special dishes</i>
j'ai porté <i> I wore</i>	je porte <i> I wear</i>	je vais porter <i> I am going to wear</i>	une robe <i>a dress</i>
j'ai acheté <i> I bought</i>	j'achète <i> I buy</i>	je vais acheter <i> I am going to buy</i>	des vêtements <i>some clothes</i>
j'ai loué <i> I hired/ rented</i>	je loue <i> I hire</i>	je vais louer <i> I am going to rent/ hire</i>	un restaurant/ une piscine <i>a restaurant/ a swimming pool</i>
on a pris <i>we took</i>	on prend <i>we take</i>	on va prendre <i>we are going to take</i>	des photos <i>some photos</i>
on a fait de la musique <i>we made</i>	on fait de la musique <i>we make</i>	on va faire <i>we are going to make</i>	de la musique <i>some music</i>
j'ai organisé <i> I organised</i>	j'organise <i> I organise</i>	je vais organiser <i> I am going to</i>	une fête surprise <i>a surprise party</i>



Music

Form and structure:

The piece is in **Binary** form (**AB**).

Section A is 16 bars long.

Section B is 24 bars long.

Each section is repeated (**AABB**).

Dynamics:

Mostly **forte** throughout, although no markings appear on the score.

On some recordings, **terraced dynamics** (sudden changes) are included.

Background details:

Composed by **Johann Sebastian Bach** (1685 – 1750), one of the main composers of the **Baroque** era in music.

Badinerie is the last of seven movements from a larger piece called **Orchestral Suite No.2**.

The piece was composed between **1738-1739**.

Harmony:

Diatonic; mixture of root position and inverted chords; uses V7 chords and a Neapolitan sixth chord.

Imperfect and perfect cadences are clearly presented throughout. Both sections end with a **perfect cadence**.

Metre and rhythm:

Simple duple time – 2/4 – with two crotchet beats in every bar.

Uses **ostinato rhythms** which form the basis of two short musical ideas (X and Y), consisting almost totally of **quavers and semi-quavers**.

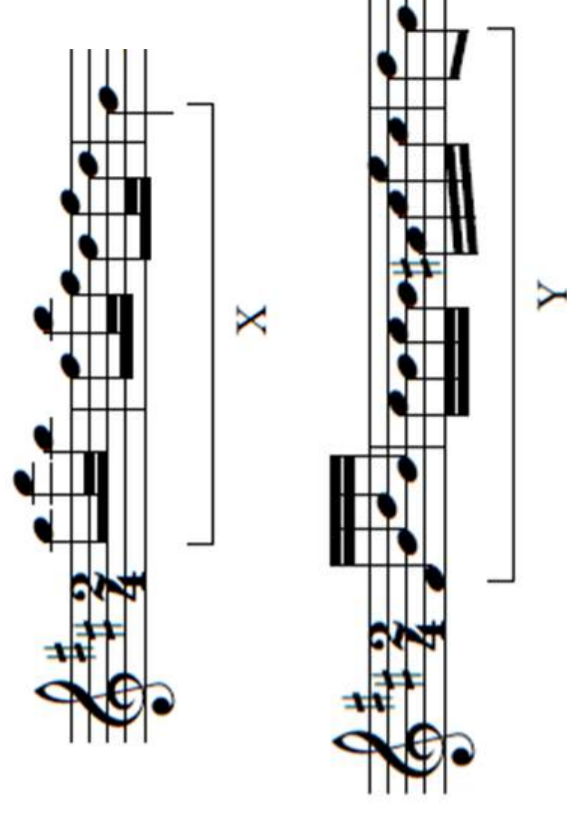
Instrumentation:

Flute, string orchestra and harpsichord.

The score has five parts (flute, violin 1, violin 2, viola and cello). The harpsichord player reads from the cello line and plays the notes with their left hand whilst filling in the chords with their right hand.

Melody:

The movement is based on **two musical motifs**.



Both motifs begin with an **anacrusis**. Motif X is entirely **disjunct** whilst motif Y **combines disjunct and conjunct** movement.

Typical **ornaments and compositional devices** of the period are used including **trills, appoggiaturas** and **sequences**.

Texture:

Homophonic: melody and accompaniment.

The flute and cello provide the main musical material; however, the 1st violin participates occasionally.

The 2nd violin and viola provide harmony with less busy musical lines.

Tempo:

The tempo is **Allegro** (quick, lively, bright), although not marked on the score.

Tonality:

Section A begins in **B minor** (tonic) and ends in **F# minor** (dominant minor).

Section B begins in **F# minor** (dominant minor) and ends in **B minor** (tonic).

Section A modulates from B minor through **A major** before arriving at F# minor.

Section B modulates from F# minor through **E minor**, **D major** and **D major** before arriving at B minor.

Musical forms and devices

Area of study 1 - Eduqas GCSE Music

Baroque era (1600-1750)

- Harpsichord
- Ornaments
- Terraced dynamics
- Basso continuo
- Small orchestra (mostly strings, plus some wind)
- Suite, sonata, oratorio, chorales, trio sonata
- **Bach, Handel, Vivaldi**

Classical era (1750-1810)

- Slightly larger orchestra
- Piano introduced
- Alberti bass
- String quartets
- Symphony, solo sonata, solo concerto
- Balanced, regular phrases
- **Haydn, Mozart, Beethoven**

Romantic era (1810-1910)

- Lyrical, expressive melodies
- Large orchestra
- Wider range of dynamics
- Richer harmonies and use of chromatic chords
- Programme music
- Opera symphony
- **Tchaikovsky, Grieg, Schumann, Dvorak, Brahms, Verdi, Wagner**

Form and structure

BINARY A B

Two sections: A usually ends in a related key (e.g. dominant or relative minor), but B returns to the tonic. B will contain with some change/contrast.

TERNARY A B A

Three sections: section B provides a contrast (e.g. new tune key change). A may return exactly or with some slight changes.

RONDO A B A C A

A longer form: A returns throughout the piece, with contrasting sections called 'episodes', containing new ideas and using different keys.

Scales and chords

A **CHORD** is a group of two or more notes played at the same time. A **TRIAD** has three notes. A **CHORD SEQUENCE/PATTERN** is a series of chords. **DIATONIC HARMONY** is based on the chords of major/minor scales.

Primary chords I, IV, V

Secondary chords ii, iii, vi, vii

C Major Scales

Blues Scale in C

A Minor (Harmonic) Scale

Major pentatonic

Minor pentatonic

Chromatic Scale on C

Devices	
Repetition	A musical idea is repeated exactly.
Imitation	An idea is copied in another part.
Sequence	Repetition of an idea in the same part at a higher/lower pitch.
Ostinato	A short, repeated pattern or phrase.
Drone	A long held or constantly repeated note(s).
Arpeggio/broken chord	The notes of a chord played individually.
Alberti bass	A broken chord accompaniment (I,V,iii,V) common in the Classical era.
Anacrusis	An 'up-beat' or pick-up before the first strong beat.
Dotted rhythms	A rhythm using dotted notes (gives a 'jagged' or 'bouncy' type of effect).
Syncopation	Off beat accents.
Conjunct	Notes that move in steps.
Disjunct	Notes that move in leaps/intervals.
Regular phrasing	Balanced parts of a melody (like the phrases in a sentence) e.g. four bar phrases.

Cadences

The two chords at the end of a phrase

Perfect	V-I	Strong ending – sounds 'finished'; a musical full stop.
Plagal	IV-I	Sounds finished but 'softer'; Amen.
Imperfect	I-V, ii-V, vi-V	Sounds unfinished.
Interrupted	V-vi	Moves to an unexpected chord; 'surprise'.

Popular Music

Area of study 4 - Eduqas GCSE Music

Popular music includes:

- **POP**
- **ROCK**
- **RAP**
- **HIP HOP**
- **REGGAE**

Plus many other genres, e.g. soul, ska, heavy metal, R&B, country, rock'n'roll.

FUSION: when two different styles are mixed together. This can be two styles of popular music e.g. 'rap metal', or could combine a popular music genre with other styles, folk-rock, gospel, world music, classical to create a new and interesting sound. **Jazz fusion** (jazz and pop) is a popular genre.

Instruments

ELECTRIC GUITAR:

- **Lead guitar:** plays the melody/ solos/riffs
- **Rhythm guitar:** plays the chords/ accompaniment.

BASS GUITAR: plays the bass line.

DRUM KIT: provides the beat.

LEAD SINGER: the main vocalist.

BACKING VOCALS: singers who provide harmony.

Pop/rock groups may also include **acoustic** (not electric) instruments e.g. trumpet, trombone, saxophone and/or electronic keyboards/synthesizers.

Features and techniques found in popular music

Riff	A short, repeated pattern.
Hammer on	Finger brought sharply down onto the string.
Pitch bend	Altering (bending) the pitch slightly.
Power chords	A guitar chord using the root and 5 th note (no 3 rd).
Distortion	An effect which distorts the sound (creates a 'grungy' sound).
Slap bass	A percussive sound on the bass guitar made by bouncing the strings on the fret board.
Fill	A short, improvised drum solo.
Rim shot	Rim and head of drum hit at same time.
Belt	A bright, powerful vocal sound, high in the chest voice.
Falsetto	Male voice in a higher than usual range.
Syllabic	One note sung per syllable.
Melismatic	Each syllable sung to a number of different notes.
A cappella	Voices singing without instrumental accompaniment.

The structure of a pop/rock song may include:

INTRO: short opening section, usually instrumental.

VERSE: same music but different lyrics each time.

CHORUS: repeated with the same lyrics each time (refrain).

MIDDLE EIGHT: a link section, often eight bars, with different musical ideas.

BRIDGE: a link/transition between two sections.

OUTRO: an ending to finish the song (coda).

*You may also hear a pre-chorus, instrumental interlude or instrumental solo.

*Strophic songs, 32 bar songs (AABA) and 12 bar blues are also found in popular music.

Technology

Amplified	Made louder (with an amplifier).
Synthesized	Sounds created electronically.
Panning	Moving the sound between left and right speakers.
Phasing	A delay effect.
Sample	A short section of music that is reused (e.g. looped, layered).
Reverb	An electronic echo effect.

Music terms and signs

Glossary - Eduqas GCSE Music

Dynamics

<i>ppp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i>	<i>ff</i>
PIANISSIMO	PIANO	MEZZO PIANO	MEZZO FORTE	FORTE	FORTISSIMO
very soft (v.quiet)	soft (quiet)	moderately soft	moderately loud	loud	very loud
crescendo (cresc.)					
gradually getting louder					
diminuendo (dim.)					
gradually getting quieter					

Tempo

LARGO	LENTO/ADAGIO	ANDANTE/MODERATO	ALLEGRETTO	ALLEGRO/VIVACE	PRESTO
v.slow	slow	walking pace/moderate	quite fast	quick/lively	very quick
<ul style="list-style-type: none"> Accelerando: gradually getting faster Rallentando/ritardando: gradually getting slower A tempo: return to the original speed Ritenuato: in slower time Rubato: rhythms are played in a more free/flexible way ('robbed time'). 					

Time values

NOTE	NAME	LENGTH (duration)	REST
	Semibreve	4 beats	
	Minim	2 beats	
	Crotchet	1 beats	
	Quaver	½ beats	
	Semiquaver	¼ beats	
A dot after the note increases its length by half:			
	Dotted minim		
	Dotted crotchet		
Groups of quavers/semiquavers are usually beamed together:			

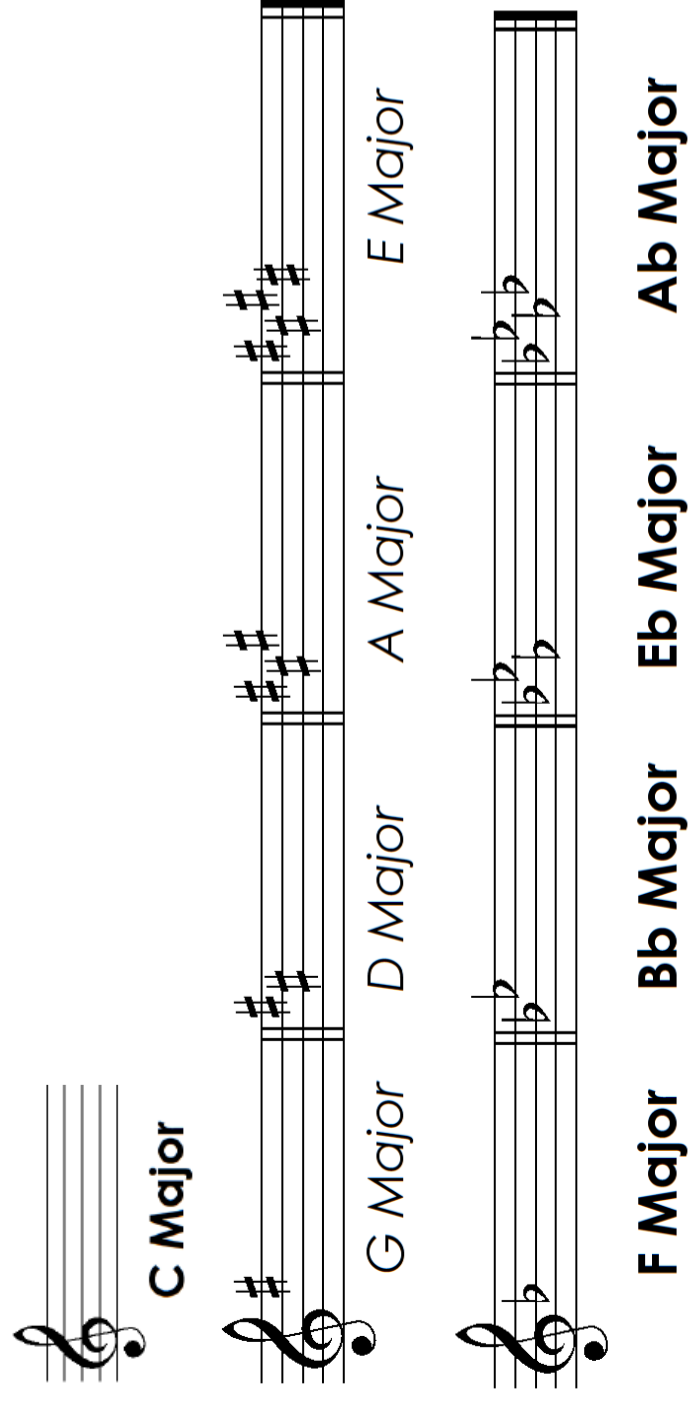
Terms and signs

Symbol	Term	Description
#	Sharp	Raises a note by a semitone.
b	Flat	Lowers a note by a semitone.
	Natural	Cancels a previous sharp or flat for a note.
	Staccato	Detached.
	Slur	Play smoothly.
	Tie	Hold the notes for the full value of the tied notes.
	Accent	Emphasize the note (play forcefully).
	Pause	Hold the note longer.
sfz	Sforzando	Sudden stress/accents.

Music terms and signs

Glossary - Eduqas GCSE Music

Key signatures



C Major

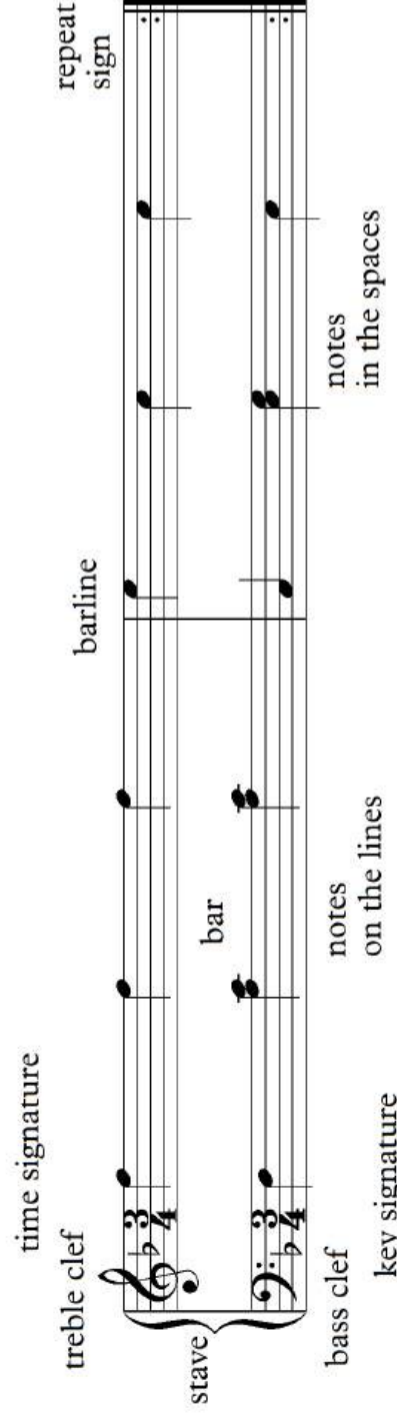
G Major D Major A Major E Major

F Major Bb Major Eb Major Ab Major

F C G D A E B

Order of sharps # →

← Order of flats b



treble clef

stave

time signature

barline

bar

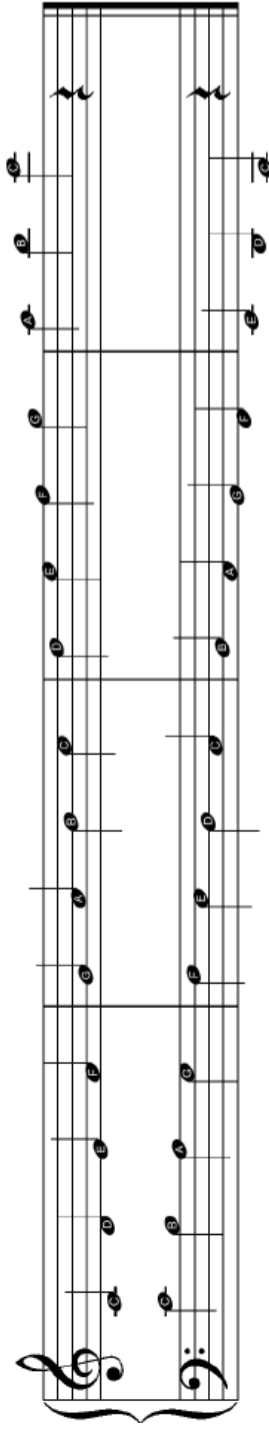
notes on the lines

notes in the spaces

key signature

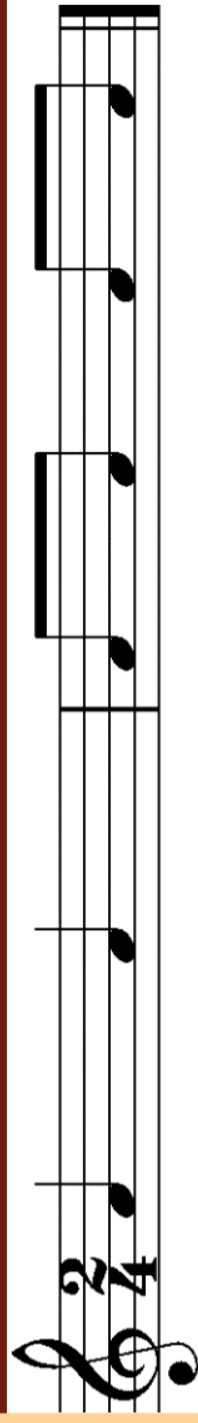
repeat sign

Treble clef notes

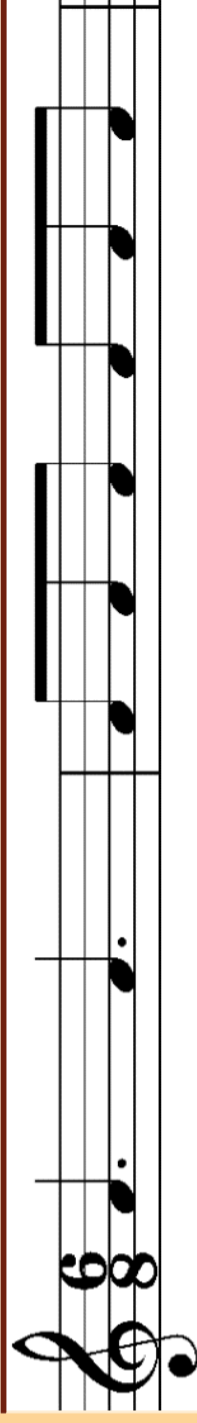


Bass clef notes

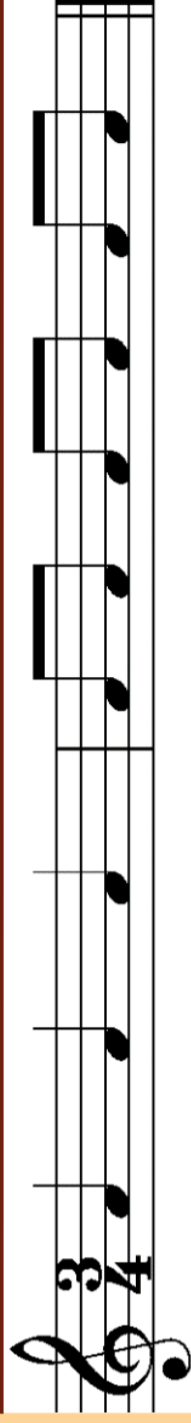
Time signatures



Two crotchet beats per bar: simple duple



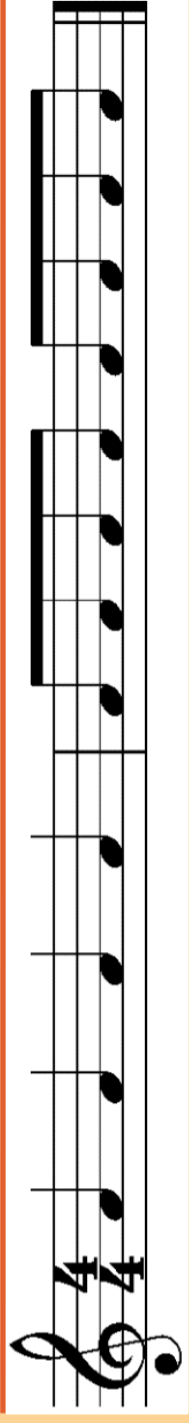
Two dotted crotchet beats per bar: compound duple



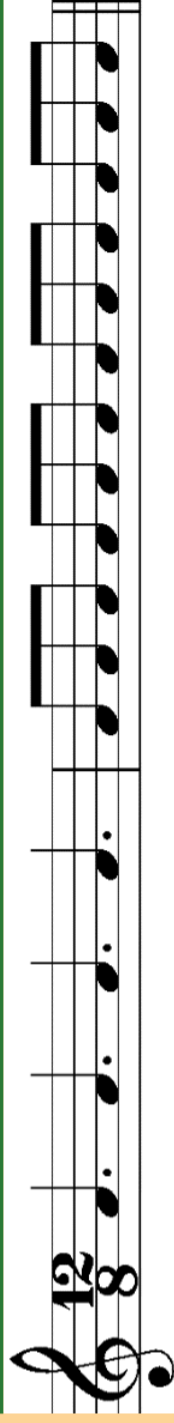
Three crotchet beats per bar: simple triple



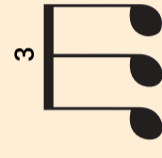
Three dotted crotchet beats per bar: compound triple



Four crotchet beats per bar: simple quadruple



Four dotted crotchet beats per bar: compound quadruple



A triplet is when three notes are played in the time of two.



Psychology

<h1>Key Words</h1>	
<p>Independent Variable- The variable directly manipulated by the researcher.</p> <p>Dependent Variable- The variable being measured in a study.</p> <p>Operationalisation- Defining the Independent and Dependent variables in an investigation so they are detailed and specific.</p> <p>Extraneous Variable- A participant variable that is not controlled, which could affect the results of a study (affects one participant)</p> <p>Confounding Variable- An extraneous variable that affects the results of the study so that the effect of the IV is not truly being seen (affects all participants)</p> <p>Situational Variable- An extraneous variable present in the environment of the study.</p> <p>Participant Variable- Extraneous variables specific to the participants of an investigation.</p> <p>Order Effects- When participants improve or worsen in the second condition because they have practised or become fatigued.</p> <p>Demand Characteristics- When the participant alters their behaviour in response to the perceived aims of the investigation.</p> <p>Standardised Procedure- Where the procedure of a study is the same across all conditions.</p> <p>Counterbalancing- Where half the participant group experience condition A and then condition B, while the other half experience condition B then condition A.</p> <p>Single Blind Technique- When information about the study is withheld from participants.</p> <p>Double Blind Technique- When the aims of the study is withheld from both participants and researchers.</p> <p>Alternative hypothesis- A prediction of the outcome of a study based on what is expected to happen.</p> <p>Directional Hypothesis- A hypothesis that predicts the direction the results will go in.</p> <p>Non-directional Hypothesis- A hypothesis that predicts that a difference/relationship will be found, but does not specify what the difference/relationship will be.</p> <p>Null Hypothesis- A prediction that the results will fail to show any difference (or relationship) that is consistent or systematic.</p> <p>Independent Measures Design- Participants are split into groups with each group tested in only one condition.</p> <p>Repeated Measures Design- The same participants are used in all conditions.</p> <p>Matched Pairs Design- Different participants are used in each condition but are matched for likeness on important characteristics e.g. IQ.</p> <p>Descriptive Statistics- Ways of summarising data to make raw data easier to understand (mean, mode, median, range and graphs)</p> <p>Bar charts- A graph to show categories of data; a way of summarising data, which can then be compared.</p> <p>Histogram- Illustrates frequency to show the distribution of continuous data.</p> <p>Tally- A way of recording each instance of something using a vertical mark for each instance.</p> <p>Scatter Gram- A graph used to illustrate a relationship or correlation between two variables to see if they co-vary</p> <p>Normal Distribution – A bell-shaped curve where the mean, mode and median are all at the same point.</p> <p>Skewed Distribution – a bell shaped curve where the mean, mode and median are at different points</p>	

Research Methods

<p>Questionnaires</p> <ul style="list-style-type: none"> • Questionnaires are a self-report technique designed to ask lots of people questions. • Can be distributed on paper or online. • Closed Questions- Questions with a fixed response to choose from. • Open Questions- Questions with no fixed response. <p>Interviews</p> <ul style="list-style-type: none"> • A research method designed to gather self-reported information from participants. • Can be face to face or over the phone/online. • Structured interview- A set of pre-set questions asked to a respondent. • Semi-structured interview- A mix of pre-set questions and unprepared questions asked to a respondent. • Unstructured interview- A free-flowing conversation around a particular topic. 	<p>Observations</p> <ul style="list-style-type: none"> • A research method that involves watching and recording behaviour. • Can establish inter-rater reliability if more than one researcher records behaviour. • Naturalistic Observation- An observation conducted in an everyday environment where the behaviour is normally seen. • Structured Observation- An observation carried out in a lab or controlled environment • Overt Observation- Participants know they are being observed. • Covert Observation- Participants are unaware they are being observed. • Participant Observation- When an observer is involved in the group they are observing. • Non-participant Observation- The observer watches and records people without being actively involved.
<p>Correlations</p> <ul style="list-style-type: none"> • A way of analysing relationships between variables. • Instead of an IV and DV, co-variables are used as two variables that can be plotted against each other to indicate the type of relationship. • Positive correlation- As one co-variable increases, the other increases. • Negative correlation- As one co-variable increases, the other decreases. 	<p>Experiments</p> <ul style="list-style-type: none"> • Cause and effect established by having an IV and a DV. • Laboratory Experiment- An experiment staged in an artificial environment. • Field Experiment- An experiment staged in a naturalistic environment. • Natural/Quasi Experiment- A study that examines a naturally occurring variable in a real-life situation.
<p>Sampling</p> <ul style="list-style-type: none"> • Sampling is a technique used to gather a representative group of people as a sample from the target population. • Random sampling- A technique used to gather a random sample of participants from the target population. • Stratified sampling- A technique that ensures subgroups of the target population are proportionately represented in a sample. • Volunteer sampling- A technique that asks for participants by placing an advert for volunteers. • Opportunity sampling- A technique that recruits participants who are readily available at the time. • Biased sample- When the sample recruited is made up of a particular type of person which may not reflect the target population. 	<p>Case Studies</p> <ul style="list-style-type: none"> • A study of a single person, group or event. • Studies unusual and interesting phenomena. • Can gather data from a variety of sources (e.g. studies, medical records, interviews). <p>Ethics</p> <ul style="list-style-type: none"> • Researchers follow codes or rules of conduct when carrying out research to protect participants from harm. • Right to withdraw- Ensuring that participants are clearly aware of their results to leave the study at any point. • Informed consent- Agreement of participants to take part once they are fully aware of the nature of the study. • Deception- Misleading participants. • Debrief- After an investigation participants are given full disclosure. • Confidentiality- Not disclosing the identity of participants. • Protection of participants- Safeguarding participants against physical and psychological harm.



Religion and Worldviews

Keywords: Crime, duty, responsibility, conscience, crime against the person, crime against property, crime against the state, religious offence,

Causes of crime;
It is assumed that we are all brought up with the idea of right & wrong. We have a duty & responsibility to be law abiding. Our conscience helps us to judge this.

Environmental reasons;
Times of high unemployment lead to financial difficulties; peer pressure to join gangs involved in knife & gun crime; inadequate or overcrowded housing or a deprived background.

State;
Terrorism, selling secrets to another country
• Or tax fraud

Types of crime;
There are 2 types of offence, ones that prison is not used for - non-indictable, eg speeding, and ones that it is - indictable, eg murder. Crimes can be classed as being against:

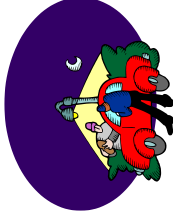
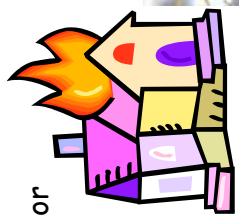
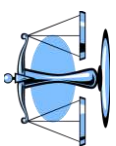
Social reasons;
Young people may have a lack in education or qualifications; no positive parental influence; may lead to an adrenaline rush; a sense of achievement; poor home conditions leading to poor role models; boredom, drug, alcohol or gambling addictions.

Psychological reasons;
Maybe within the human nature to be selfish & greedy, using any method to obtain wealth. Violence in TV programs may encourage this.

Religion;
Some religious offences may not be classed as crime, such as desiring someone else's wife or property, but if it is acted - stolen, then it not only breaks the 8th commandment but state law also. In some cultures, such as the Islamic faith blasphemy is against state law, as is making images of God or converting to another religion

Property;
Dishonesty crimes such as burglary or vehicle theft, film & music piracy or shoplifting
• Or vandalism or arson

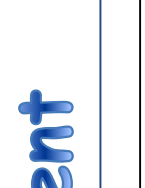
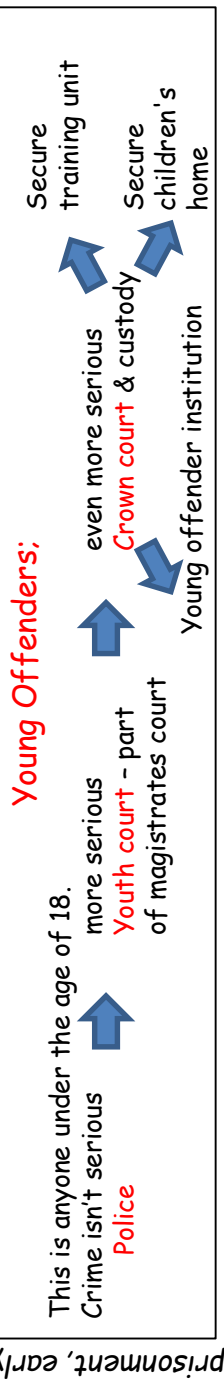
Person;
• Maybe murder, rape or assault
• Or slander, neglect or mugging



Crime & Punishment

Religious view of crime;
We all make moral decisions. Believers base their morality upon the teachings of the faith they follow. Some religions such as Judaism have very clear laws, where as other religions such as Buddhism provides guidance as the laws are open to interpretation. Christians & Muslims believe that life is sacred as it is a gift from God.

Is split into 2 categories;
✓ **Civil** - involving problems between individuals or groups & is dealt with in the small claims or high court
✓ **Criminal** - involves the breaking of state law and involve the police. Simple cases maybe dealt with by magistrates. More serious cases are held at Crown court with a judge & jury



repentance, young offender, imprisonment, prison reform, death penalty, community service, electronic tagging, fine, probation, parole, life imprisonment, early release,

Aims of punishment:
If you are found guilty of a crime then punishments are given as a penalty. There are 6 main aims of punishment:

Protection:
To keep the public from being harmed, threatened or injured

Retribution:
The 'get you own back' punishment, it is the same as the crime - e.g. a life for a life

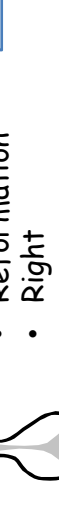
Deterrence:
To put people 'off' from committing the same crime

Reformation:
To change someone's behaviour for the better

Capital Punishment:
In 1969 the death penalty was removed from use in the UK. Capital punishment is the use of the death penalty

- For;**
- Retribution
 - Deterrence
 - Protection
 - Finance

- Against;**
- Mistakes
 - Protection
 - Deterrence
 - Reformation
 - Right



- The 10 Commandments;**
- 1 No other Gods except for me
 - 2 Do not worship false idols
 - 3 Don't take the Lord's name in vain
 - 4 Keep the Sabbath holy (7th day)
 - 5 Love and respect your father and mother
 - 6 Do NOT kill
 - 7 Don't commit adultery
 - 8 Don't steal
 - 9 Don't lie
 - 10 Don't wish for things that you don't have

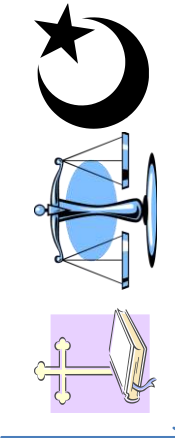
- Religious beliefs;**
- Christianity;**
- Exodus 20:1-17
 - Hebrews 12:14
 - Exodus 21:24-25
 - Luke 17:3
 - Proverbs 21:15
 - Matthew 25:39-40
 - Ezekiel 33:11
- Islam;**
- Qur'an 24:2
 - Qur'an 2:178
 - Qur'an 17:33

Vindication;
Criminals must be punished to show that the law should be respected and followed

Reparation;
To allow the offender to give something back to society

Religious responses;

Prison;
Both Christians & Muslims accept the need for prisons, as long as there is reform attached, so they are responsible & law abiding citizens on release. They also support education & drug & alcohol rehabilitation, there are also active prison visits.



Religious responses;

Capital punishment:
Christians can take both sides of this argument - in the USA it is seen as a deterrent for serious crime, can be supported by the bible. However, so can the opposite view, where innocent people may be executed. Muslim countries still have the death penalty for murder, some may use it for conversion to another religion or verbal attacks on Islam, there may however be financial compensation as an alternative

Prison;
Prisons are used to house people who have committed a crime of serious enough nature to be removed from society. Prisons are becoming overcrowded as a result of it being used for lesser crimes and longer sentences being given.

For;

- Protect society from dangerous & violent criminals
- Isolate criminals from family & friends - retribution
- Stop reoffending
- Act as a deterrent & ensure the law is respected - vindication
- Give offenders the chance to reflect and reform

Against;

- Taught other inmates
- Create bitterness, resentment and desire to 'get back' at society
- System does not reform as people reoffend
- Difficult to get a job after being in prison
- Kept away from family
- Relationships breakdown





MFL

(Spanish)

Module 1

Spanish

GCSE



¡Diviértete!

1.1. ¿Qué te gusta hacer en tu tiempo libre?

¿Qué (no) te gusta hacer y por qué?		
<p>En mi tiempo libre</p> <p>In my freetime</p> <p>Si tenemos tiempo If we have time</p> <p>Si tengo tiempo</p> <p>If I have time</p> <p>Si tenemos dinero</p> <p>If we have money</p>	<p>me gusta (mucho) I like (a lot)</p> <p>me encanta I love</p> <p>me interesa I am interested in</p> <p>no me gusta I don't like</p> <p>no me encanta I don't love</p> <p>no me interesa nada</p> <p>I am not interested at all in</p> <p>prefiero I prefer</p> <p>preferimos we prefer</p>	<p>escuchar música/mis canciones favoritas</p> <p>to listen to music/ my favourite songs</p> <p>estar en casa con mi familia</p> <p>to be at home with my family</p> <p>ir a conciertos / hacer ciclismo</p> <p>to go to concerts/ to do cycling</p> <p>jugar al fútbol/voleibol/tenis</p> <p>to play football/ volley ball/ tennis</p> <p>montar a caballo to go horse-riding</p> <p>salir con mis amigos to go out with friends</p> <p>ver películas (románticas)/una comedia</p> <p>to watch (romantic/ comedy) films</p> <p>leer libros/novelas (de aventura / de ciencia ficción / de terror) to read books/ adventure/ science fiction novels</p> <p>jugar a los *videojuegos to play video games</p>
	<p>juego al / a la I play</p> <p>al fútbol football</p> <p>al baloncesto basketball</p>	<p>porque ... because</p> <p>me ayuda a ... It helps me to</p> <p>estar en forma to stay in shape</p> <p>mantenerme en contacto con mis amigos to stay in contact with friends</p> <p>olvidarme de todo to forget everything</p> <p>Soy miembro/a de un equipo (local)</p> <p>I am a member of a local team</p> <p>Soy jugador/jugadora ... I am a player</p> <p>Soy aficionado/a ...</p> <p>Soy/somos *fan(s) de nuestro equipo favorito</p> <p>I am/ we are a fan of our favourite team</p> <p>soy *adicto/a I am addicted</p>
	<p>no hago muchas actividades I don't do many activities</p> <p>practico I practice</p> <p>hago I do</p>	<p>todos los días everyday</p> <p>los fines de semana at the weekends</p> <p>una vez a la semana once per week</p> <p>dos veces a la semana twice per week</p> <p>de vez en cuando from time to time</p> <p>a menudo often</p>
	<p>el deporte sport</p> <p>el atletismo</p> <p>athletics</p>	<p>paso tiempo I spend time</p> <p>con mi familia with my family</p> <p>con mis amigos with my friends</p>

1.2. ?Qué haces en tu ordenador?

Sentence Opener	Activity (Verb)	Adverbs of Frequency
<p>También Also</p> <p>Además In addition</p> <p>Pero But</p> <p>Sin embargo However</p>	<p>escucho música I listen to music</p> <p>mando/recibo mensajes I send/ receive messages</p> <p>leo las noticias I read the news</p> <p>*envío correos electrónicos I send emails</p> <p>saco fotos / grabo vídeos I take photos/ I record videos</p> <p>uso aplicaciones I use apps</p> <p>utilizo las redes sociales I use social media</p> <p>chateo en línea/con mis amigos I chat online/ with my friends</p> <p>no tengo ordenador I don't have a computer</p> <p>hago compras/ *llamadas I go shopping/ I make calls</p> <p>soy *adicto/a a ... I am addicted to</p>	<p>siempre always</p> <p>todo el tiempo all the time</p> <p>todos los días everyday</p> <p>a menudo often</p> <p>de vez en cuando from time to time</p> <p>a veces sometimes</p> <p>casi nunca hardly ever</p> <p>nunca never</p> <p>una vez once</p> <p>dos veces a la semana twice per week</p> <p>los fines de semana at weekends</p> <p>paso ... horas al día I spend</p> <p>Hours per day</p>
<p>Useful Nouns:</p> <p>el móvil mobile</p> <p>el ordenador (portátil)</p> <p>computer/ laptop</p> <p>la aplicación Apps</p> <p>el mensaje message</p> <p>las noticias the news</p> <p>la videoconsola video concole</p> <p>los correos electrónicos emails</p> <p>las compras shopping</p>	<p>aplicaciones como ... Apps for</p> <p>compartir / subir imágenes</p> <p>sharing/ uploading images</p> <p>*enviar correos electrónicos</p> <p>sending emails</p> <p>hacer compras por Internet</p> <p>shopping online</p> <p>jugar *en directo a</p> <p>... playing directly with</p> <p>ver</p>	<p>En mi opinión</p> <p>In my opinion</p> <p>Pienso que</p> <p>I think that</p> <p>Diría que</p> <p>I would say that</p> <p>el internet es práctico, pero puede ser peligroso the internet is practical, but it can be dangerous</p> <p>el uso *excesivo de aparatos es adictivo the excessive use of apps is addictive</p> <p>las redes sociales ... social networks</p> <p>son seguras y fáciles de usar</p> <p>Are safe and easy to use</p> <p>son buenas para buscar información o comunicarse are Good for looking up</p>

1.3a. ¿Qué vamos a hacer?

1A. Time Phrases	Main Verb	3. Infinitive	No puedo porque tengo que	Conversational Spanish
Hoy today	voy a	Descansar to relax	No puedo porque tengo que	trabajar to work
Mañana tomorrow	I am going	estar en casa to stay at home	I cannot because I have to	cuidar a mi perro to look after my dog
Este fin de semana	vamos a	hacer deporte / los deberes to do sport/ homework		hacer los deberes to do homework
This week	we are going	ir de compras to go shopping		salir con mis padres/mis abuelos to go out with my parents/ my grandparents
El viernes		ir al parque / cine / centro comercial to go to the park/ cinema/ shopping centre		
On Fridays	quiero i want	ir a un restaurante to go to a restaurant		
El sábado	queremos	ir a la piscina to go to the swimming pool		
On Saturdays	we want	limpiar mi habitación to clean my bedroom	¿Tienes planes?	hoy today
El domingo		salir (por la tarde) to go out (in the afternoon)	Do you have any plans?	mañana tomorrow
On Sundays	no quiero	tomar un café to have a coffee	Tengo planes para I have plans for	este fin de semana
La semana que viene	I don't want	mandar mensajes a mis amigos to send messages to my friends	No tengo planes para I don't have for	this weekend
Next week		hacer tareas to do tasks		el viernes friday
La semana próxima	no queremos	ver una película / una comedia / una serie		el sábado saturday
Next week	we want	to watch a film/ a comedy/ a series		el domingo sunday
		jugar al tenis to play tennis		la semana que viene
		jugar a los *videojuegos to play videogames		next week
		caminar por las calles to walk in the streets		la semana próxima
		visitar una *galería de arte to visit an art gallery		next week
			Estoy libre I am free	¡Claro que sí! Of course
			No puedo ir I can not go	No tengo dinero I have no money
			De acuerdo Okay	Lo siento Sorry

1.4. ¿Qué hiciste el fin de semana pasado?

1a. Time phrases	Past Tense Expressions		¿Qué tal fue? ¿Por qué (no) te gustó?	
<p>El fin de semana pasado last weekend ayer yesterday el viernes pasado Last friday</p> <p>El sábado pasado last saturday</p> <p>El domingo pasado Last sunday</p> <p>la semana pasada Last week</p> <p>el mes pasado Last month</p> <p>hace ... días ... X days ago</p> <p>hace ... una semana ... X weeks ago</p>	<p>Regular verbs</p> <p>compré una entrada para un partido de fútbol I bought a ticket for a football match</p> <p>escuché música I listened to music</p> <p>gané una competición (de natación) I won a (swimming) competition</p> <p>me quedé en casa todo el día I stayed at home all day</p> <p>hablé con mi amigo en el parque I talked with my friend in the park</p> <p>jugué a los *videojuegos I played videogames</p> <p>escuché un buen *pódcast sobre *crímenes reales</p> <p>I listened to a good podcast about true crimes</p> <p>disfruté de una mañana tranquila con mi familia I enjoyed a quiet week with my family</p> <p>pasé dos horas en el parque hablando de cosas</p> <p>I spent two hours in the park talking about things</p> <p>salí con mi amigo al centro comercial I went out with my friend to the shopping centre</p> <p>comí I ate</p> <p>Bebí I drank</p>	<p>Me encantó I loved</p> <p>Me gustó I liked</p> <p>No me gustó nada I didn't like it at all</p>	<p>porque fue ... because it was</p>	<p>*genial great fantástico/ a fantastic increíble incredible emocionante exciting guay cool aburrido/a boring terrible terrible</p>
<p>1.B Sequencers</p> <p>Primero firstly</p> <p>Luego then</p> <p>Finalmente</p>	<p>Irregular verbs</p> <p>hice una *maratón de películas en mi habitación I did a film marathon in my bedroom</p> <p>hice un día de Descanso I did a pamper day</p> <p>hice un día como cualquier otro I had a day like any other</p> <p>hice la misma rutina de siempre I did the same as always</p> <p>no hice mucho I didn't do a lot</p> <p>fui a un restaurante I went to a restaurant</p> <p>fui a un concierto I went to a concert</p> <p>fui en tren al estadio I went by train to the stadium</p>	<p>¿Qué haces los domingos normalmente?</p> <p>Normalmente voy al ... Normally I go to</p> <p>descanso en casa / con mis padres I relax at home/ with my parents</p> <p>veo programas nuevos de Netflix en casa I watch new Netflix programmes at home</p>		

1.5. ¿Qué pasó?

1A. Time Phrasesz\la	Past Tense Expressions	¿Qué tal fue? ¿Por qué (no) te gustó?
El fin de semana pasado last weekend ayer yesterday el viernes pasado Last friday El sábado pasado last saturday El domingo pasado Last sunday la semana pasada Last week el mes pasado Last month hace ... días ... X days ago hace ... una semana ... X weeks ago	tuve un día ... I had a day tuvimos un día... we had a ... day *fatal terrible malo bad difícil difficult terrible terrible *estresante stressful *horroroso horrible cualquiera like any other	porque because Llegué muy tarde I arrived very late pasé todo el día enfrente de la televisión I spent all day in front of the television no encontré la llave del coche I didn't find the car keys no compré nada en el centro comercial I didn't buy anything at the shopping centre me desperté tarde/ temprano I woke up late/ early comí / no comí nada I ate/ I didn't eat anything me caí I fellover me sintí ... *fatal / *frustrado / triste I felt terrible/ frustrated/ sad no hice los deberes I didn't do any homework
1.B Sequencers	fui a un concierto I went to un partido fuimos a a match We went to ver una película to watch a film	pero but la voz del cantante fue terrible the singer's voice was terrible el grupo / la banda fue *horroroso/a the group/ band was horrible mi equipo perdió my team lost el sonido no funcionó the sound didn't work
Primero firstly Luego then Finalmente finally	perdí I lost perdimos We lost	Lo/La/Los/Las perdí I lost it/ them Lo/La/Los/Las perdimos we lost it/ them Lo/La/Los/Las encontré I found en casa at home en la ciudad in the city en el coche in the car en el tren in the train en el estadio in the stadium

2.1. Habláme de tus vacaciones

¿Adónde te gustaría ir de vacaciones?	¿Cuándo te gustaría ir de vacaciones?	¿Con quien te gustaría ir (de vacaciones)?
<p>Me gustaría ir de vacaciones</p> <p>I would like to go on holiday</p> <p>a África to Africa</p> <p>a Asia to Asia</p> <p>a Europa to Europe</p> <p>a Latinoamérica</p> <p>a la costa to the coast</p> <p>a al campo at the countryside</p> <p>a la ciudad to the city</p> <p>la montaña to the mountains</p>	<p>Me gustaría ir de vacaciones</p> <p>I would like to go on holiday</p> <p>en primavera in the Spring</p> <p>en verano in the Summer</p> <p>en otoño in the Autumn</p> <p>en invierno in the Winter</p>	<p>Me gustaría ir</p> <p>I would like to go</p> <p>con mi familia with my family</p> <p>con mis amigos with my friends</p> <p>con mi novio/a with my boyfriend/girlfriend</p> <p>con mi pareja with my partner</p> <p>con un grupo de amigos with a group of friends</p> <p>solo/a alone</p>

¿Qué se puede hacer?	¿Cómo te gustaría viajar?	¿Por qué?
<p>Se puede</p> <p>You can</p> <p>(singular nouns)</p> <p>Quisiera I would like</p> <p>Me gustaría I would like</p> <p>disfrutar de la vida cultural to enjoy the cultural life</p> <p>montar en *camello to ride a camel</p> <p>hacer un viaje to travel</p> <p>apreciar el paisaje to admire the landscape</p> <p>hacer turismo go sight-seeing</p> <p>ir al cine to go to the cinema</p> <p>ver una obra de teatro to see a play</p> <p>aprovechar el buen clima to take advantage of the good weather</p> <p>descubrir la arquitectura (única)</p>	<p>Me gustaría</p> <p>I would like</p> <p>Quisiera I would like</p> <p>coger to catch/take</p> <p>el autobús the bus</p> <p>el avión the plane</p> <p>el barco the boat</p> <p>el coche the car</p> <p>el metro the metro</p>	<p>es ... más/menos ... que it is more/less... than...</p> <p>es tan ... como it is as ... as...</p> <p>Caro expensive barato/económico cheap</p> <p>Rápido fast /lento slow</p> <p>Sostenible sustainable cómodo comfortable</p> <p>Práctico practical seguro safe</p> <p>es mejor/peor que ... It is better/worse than...</p> <p>es mayor/menor que ... It is greater/less than...</p>

2.2. Habláme de tus vacaciones

<p>Si te gusta If you like</p> <p>Si te interesa If you are interested in</p> <p>Si quieres If you want</p>	<p>el plato the dish</p> <p>el espectáculo the show</p> <p>el festival (*inca) the (Inca) festival</p> <p>el ruido the noise</p> <p>la cultura the culture</p> <p>la (peor) opción the (worst) option</p> <p>la calle the street</p> <p>los participantes the participants</p> <p>los (mejores) desfiles the (best) parade</p> <p>los festivales the festivals</p> <p>los fuegos artificiales the fireworks</p> <p>*los toros the bulls</p> <p>los turistas the tourists</p> <p>las costumbres the customs</p> <p>las (mejores) fiestas the (best) parties</p> <p>las tradiciones the traditions</p>	<p>Más more</p> <p>Menos less</p> <p>El/ la/ los/ las más the most</p> <p>El/ la/ los/ las menos the least</p>	<p>Populare(s) popular</p> <p>divertido/a(s) fun</p> <p>*dramático/a(s) dramatic</p> <p>peligroso/a(s) dangerous</p> <p>*valiente(s) brave</p> <p>corto/a(s) short</p> <p>conocido/a(s) known</p> <p>lindo/a(s) beautiful</p> <p>rico/a(s) rich</p> <p>típico/a(s) typical</p> <p>*ruidoso/a(s) noisy</p> <p>interesante(s) interesting</p> <p>histórico/a(s) historic</p>	<p>Hay que You must</p>	<p>ver las Fallas</p> <p>see las Fallas</p> <p>ir a la Tomatina</p> <p>go to la Tomatina</p> <p>ir a La Fiesta del Sol</p> <p>ir a La Feria de Abril</p> <p>ir a Los Sanfermines</p> <p>ir a Carnaval</p>
<p>El/la... mejor, peor, menor the best/greatest/ worst/ least</p>					

<p>Quisiera ... I would like</p>	<p>la carta the menu</p> <p>la cuenta the bill</p> <p>una mesa para ... personas</p> <p>A table for... people</p> <p>por favor please</p>	<p>Voy a pedir / tomar I am going to order/ have</p> <p>vamos a pedir / tomar</p> <p>We are going to</p>	<p>queso cheese</p> <p>*manchego manchego cheese</p> <p>pan con bread with</p> <p>tortilla española (egg and potato dish)</p> <p>*pollo chicken</p>	<p>arroz rice</p> <p>patatas fritas fried potato cubes</p> <p>*ensalada (mixta) (mixed) salad</p> <p>*pescadito frito friend fish</p> <p>postre dessert</p>
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2.3 ¿Qué tal tus últimas vacaciones?

Acabo de I have just	volver de returned from	África Asia Europa Latinoamérica la costa el campo (de + el	el fin de semana The weekend una semana One week quince días Two weeks (fifteen days) la *Nochevieja New Year's Eve	me gustó i liked it me encantó i loved it no me gustó i didn't like it no me encantó i didn't love it	fue it was	*genial great increíble incredible aburrido boring Largo long *estupendo stupid
Acabamos de We have just	regresar de come back from	→ del) The countryside la ciudad la montaña the mountains		nos gustó we Liked it nos encantó we loved it no nos gustó we didn't like it	*¡Lo pasé it went	bien well mal badly *fatal! terribly
Viajé en I travelled to						
Viajamos en We travelled to						

¿Qué fue lo mejor/peor de tu visita? What was the best/ worst thing about your visit?

Lo bueno fue cuando It was good when	compré I bought decidí I decided encontré I met fui (de compras) I went (shopping) Jugué I played asistí a I attended recorrí I re-ran vi I saw subí I went up tomé I took	¿Qué tiempo hizo? How was the weather? Hizo buen/mal tiempo It was nice/ bad weather Hizo calor/frío/sol/viento It was warm/ cold/ sunny/ windy Llovió/Nevó It rained/ It snowed	Lo malo fue cuando ... it was bad when...
*por la mañana In the morning *por la tarde In the afternoon *por la noche At night al día siguiente The following day		el centro histórico the old district el centro comercial the shopping centre el puerto the port el pan the bread	comí algo malo i ate something bad *vomité i was sick me puse enfermo/a i felt ill tuvimos que volver a casa we had to go back home dejé/perdí/rompí ... i left/ lost/ broke mi bolsa my bag mi cámara my cámara mi maleta my suitcase mi reloj my watch mi pasaporte my passport mi tarjeta *de crédito my creditcard mis *llaves my keys

2.4 ¿Dónde te quedaste/alojaste?

Time Phrases	el alojamiento	Problemas	no funcionaba
El fin de semana pasado last weekend ayer yesterday el viernes pasado Last friday	me alojé en I stayed in nos alojamos en we stayed in	Tenia It had No Tenía It didn't have No Tenía ni...ni... It had neither... nor... Tenía ... tampoco It didn't have ... either Había ... There was/ were	el coche eléctrico el barrio the area *la ducha the shower la ventana the window la luz the light la televisión el wifi el ascensor the lift
El sábado pasado last saturday	una casa a house	(un) baño a bathroom (un) jardín a garden una cocina a kitchen vistas al mar seaviews mucho ruido a lot of noise	estaba roto/a was broken
El domingo pasado Last sunday	una habitación a room	(un) gimnasio a gym (una) piscina (al aire libre) a (an open-air) swimming pool una terraza a terrace mucho espacio a lot of space muchacha gente a lot of people	
la semana pasada Last week	un coche a car	Moderno moderno/ antiguo/ viejo old Pequeño small/ grande big Caro expensive/ barato/ económico cheap decepcionante disappointing agradable pleasant Limpio clean/ sucio dirty Roto broken Gratuito free	
el mes pasado Last month	me quedé en I stayed in nos quedamos en we stayed in	Era It was SER= description	
hace ... días ... X days ago	alquilé I hired	Estaba it was ESTAR= Location	
hace ... una semana ... X weeks ago	alquilamos we hired	cerca (de) near (to) lejos (de) far (from) en el centro in the centre	

Quisiera una habitación I would like a	Individual single doble double con dos camas with two beds	Por un lado on the one hand Por otro lado	me gustó porque ... I liked it because	el dueño (no) era agradable the owner was (not) nice no era posible cargar el coche
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2.5. ¿Qué sueles hacer durante tus vacaciones?

¿Qué sueles hacer en verano? What do you usually do in the Summer?		Last Year and next year
<p>En las vacaciones On holiday</p> <p>En verano In the Summer</p> <p>suelo I usually solemos we usually</p> <p>no suelo I don't usually</p> <p>no solemos we don't usually</p>	<p>ir al extranjero to go abroad ver películas en mi tableta to watch films on my tablet</p> <p>ir a la playa / al parque / a la piscina To go to the beach/ the park/ the swimming pool</p> <p>montar en bici to go cycling</p> <p>jugar al fútbol to play football</p> <p>hacer un viaje to go travelling</p> <p>hacer turismo to go sight-seeing</p> <p>ir al cine to go to the cinema</p> <p>ver una obra de teatro to see a play/hacer deportes de aventura to do adventure sports</p> <p>ir de compras to go shopping</p> <p>pasear por las calles to walk through the streets</p> <p>probar platos típicos try traditional dishes</p> <p>*sacar fotos to take photos</p> <p>hacer castillos de arena to make sandcastles</p> <p>probar productos locales to try local products</p>	<p>la costa the coast</p> <p>el campo (a + el → al)</p> <p>The countryside</p> <p>la ciudad the city</p> <p>la montaña the mountains</p>
	<p>con mi familia with my family</p> <p>con mis amigos with my friends</p> <p>con mi hermana with my sister</p> <p>con mi hermano with my brother</p>	<p>¿Adónde fuiste de vacaciones el año pasado? Where did you do last year? El verano pasado yo fui de vacaciones a Last year I went to</p> <p>Hace (dos) años, fui de vacaciones a Two years ago, I went to</p> <p>¿Adónde vas a ir de vacaciones el año próximo? Where are you going to go to next year? Voy a ir I am going to go to</p>
<p>¿Qué hiciste el primer día/el último día? What did you do on the first/last day?</p> <p>*por la mañana In the morning</p> <p>*por la tarde In the afternoon</p>	<p>Activities</p> <p>aprendí mucho I learnt a lot</p> <p>compré regalos I bought presents</p> <p>conocí a mucha gente agradable I met a</p>	<p>¿Qué vas a hacer allí? What are you going to do there?</p> <p>Voy a ... ir / pasar / alquilar / ver / viajar ... I am going to go/ spend/ hire/ see/</p>

Module 1

Spanish

GCSE



¡Diviértete!

1.1. ¿Qué te gusta hacer en tu tiempo libre?

¿Qué (no) te gusta hacer y por qué?		
<p>En mi tiempo libre</p> <p>In my freetime</p> <p>Si tenemos tiempo</p> <p>If we have time</p> <p>Si tengo tiempo</p> <p>If I have time</p> <p>Si tenemos dinero</p> <p>If we have money</p>	<p>me gusta (mucho) I like (a lot)</p> <p>me encanta I love</p> <p>me interesa I am interested in</p> <p>no me gusta I don't like</p> <p>no me encanta I don't love</p> <p>no me interesa nada</p> <p>I am not interested at all in</p> <p>prefiero I prefer</p> <p>preferimos we prefer</p>	<p>escuchar música/mis canciones favoritas</p> <p>to listen to music/ my favourite songs</p> <p>estar en casa con mi familia</p> <p>to be at home with my family</p> <p>ir a conciertos / hacer ciclismo</p> <p>to go to concerts/ to do cycling</p> <p>jugar al fútbol/voleibol/tenis</p> <p>to play football/ volley ball/ tennis</p> <p>montar a caballo to go horse-riding</p> <p>salir con mis amigos to go out with friends</p> <p>ver películas (románticas)/una comedia</p> <p>to watch (romantic/ comedy) films</p> <p>leer libros/novelas (de aventura / de ciencia ficción / de terror) to read books/ adventure/ science fiction novels</p> <p>jugar a los *videojuegos to play video games</p>
	<p>juego al / a la I play</p>	<p>porque ... because</p> <p>me ayuda a ... It helps me to</p> <p>estar en forma to stay in shape</p> <p>mantenerme en contacto con mis amigos to stay in contact with friends</p> <p>olvidarme de todo to forget everything</p> <p>Soy miembro/a de un equipo (local)</p> <p>I am a member of a local team</p> <p>Soy jugador/jugadora ... I am a player</p> <p>Soy aficionado/a ...</p> <p>Soy/somos *fan(s) de nuestro equipo favorito</p> <p>I am/ we are a fan of our favourite team</p> <p>soy *adicto/a I am addicted</p>
	<p>al deporte sport</p> <p>al atletismo athletics</p> <p>al fútbol football</p> <p>al baloncesto basketball</p> <p>al baile dance</p> <p>a la natación swimming</p>	<p>todos los días everyday</p> <p>los fines de semana at the weekends</p> <p>una vez a la semana once per week</p> <p>dos veces a la semana twice per week</p> <p>de vez en cuando from time to time</p> <p>a menudo often</p>
<p>no hago muchas actividades</p> <p>practico I practice</p> <p>hago I do</p>	<p>I don't do many activities</p> <p>el deporte sport</p> <p>el atletismo</p>	<p>paso tiempo I spend time</p> <p>con mi familia with my family</p> <p>con mis amigos with my friends</p>

1.2. ?Qué haces en tu ordenador?

Sentence Opener	Activity (Verb)	Adverbs of Frequency
<p>También Also</p> <p>Además In addition</p> <p>Pero But</p> <p>Sin embargo However</p>	<p>escucho música I listen to music</p> <p>mando/recibo mensajes I send/ receive messages</p> <p>leo las noticias I read the news</p> <p>*envío correos electrónicos I send emails</p> <p>saco fotos / grabo vídeos I take photos/ I record videos</p> <p>uso aplicaciones I use apps</p> <p>utilizo las redes sociales I use social media</p> <p>chateo en línea/con mis amigos I chat online/ with my friends</p> <p>no tengo ordenador I don't have a computer</p> <p>hago compras/ *llamadas I go shopping/ I make calls</p> <p>soy *adicto/a a ... I am addicted to</p>	<p>siempre always</p> <p>todo el tiempo all the time</p> <p>todos los días everyday</p> <p>a menudo often</p> <p>de vez en cuando from time to time</p> <p>a veces sometimes</p> <p>casi nunca hardly ever</p> <p>nunca never</p> <p>una vez once</p> <p>dos veces a la semana twice per week</p> <p>los fines de semana at weekends</p> <p>paso ... horas al día I spend Hours per day</p>
<p>Useful Nouns:</p> <p>el móvil mobile</p> <p>el ordenador (portátil) computer/ laptop</p> <p>la aplicación Apps</p> <p>el mensaje message</p> <p>las noticias the news</p> <p>la videoconsola video concole</p> <p>los correos electrónicos emails</p> <p>las compras shopping</p>	<p>aplicaciones como ... Apps for</p> <p>compartir / subir imágenes sharing/ uploading images</p> <p>*enviar correos electrónicos sending emails</p> <p>hacer compras por Internet shopping online</p> <p>jugar *en directo a ... playing directly with</p> <p>ver</p>	<p>En mi opinión</p> <p>In my opinion</p> <p>Pienso que</p> <p>I think that</p> <p>Diría que</p> <p>I would say that</p> <p>el internet es práctico, pero puede ser peligroso the internet is practical, but it can be dangerous</p> <p>el uso *excesivo de aparatos es adictivo the excessive use of apps is addictive</p> <p>las redes sociales ... social networks</p> <p>son seguras y fáciles de usar</p> <p>Are safe and easy to use</p> <p>son buenas para buscar información o comunicarse are Good for looking up</p>

1.3a. ¿Qué vamos a hacer?

1A. Time Phrases	Main Verb	3. Infinitive	No puedo porque tengo que	Conversational Spanish
Hoy today	voy a	Descansar to relax	I cannot because I have to	trabajar to work
Mañana tomorrow	I am going	estar en casa to stay at home		cuidar a mi perro
Este fin de semana	vamos a	hacer deporte / los deberes to do sport/ homework		to look after my dog
This week	we are going	ir de compras to go shopping		hacer los deberes
El viernes	quiero i want	ir al parque / cine / centro comercial to go to the park/ cinema/ shopping centre		to do homework
On Fridays	queremos	ir a un restaurante		salir con mis padres/mis abuelos to go out with my parents/ my grandparents
El sábado	we want	ir a la piscina to go to the swimming pool		
On Saturdays	no quiero	limpiar mi habitación to clean my bedroom	¿Tienes planes?	hoy today
El domingo	I don't want	salir (por la tarde) to go out (in the afternoon)	Do you have any plans?	mañana tomorrow
On Sundays	no queremos	tomar un café to have a coffee	Tengo planes para I have plans for	este fin de semana
La semana que viene	we want	mandar mensajes a mis amigos to send messages to my friends	No tengo planes para I don't have for	this weekend
Next week		hacer tareas to do tasks		el viernes friday
La semana próxima		ver una película / una comedia / una serie		el sábado saturday
Next week		to watch a film/ a comedy/ a series		el domingo sunday
		jugar al tenis to play tennis		la semana que viene
		jugar a los *videojuegos to play videogames		next week
		caminar por las calles to walk in the streets		la semana próxima
		visitar una *galería de arte to visit an art gallery		next week
			Estoy libre I am free	¡Claro que sí! Of course
			No puedo ir I can not go	No tengo dinero I have no money
			De acuerdo Okay	Lo siento Sorry

1.4. ¿Qué hiciste el fin de semana pasado?

1a. Time phrases	Past Tense Expressions		¿Qué tal fue? ¿Por qué (no) te gustó?	
<p>El fin de semana pasado last weekend ayer yesterday el viernes pasado Last friday</p> <p>El sábado pasado last saturday</p> <p>El domingo pasado Last sunday</p> <p>la semana pasada Last week</p> <p>el mes pasado Last month</p> <p>hace ... días ... X days ago</p> <p>hace ... una semana ... X weeks ago</p>	<p>Regular verbs</p> <p>compré una entrada para un partido de fútbol I bought a ticket for a football match</p> <p>escuché música I listened to music</p> <p>gané una competición (de natación) I won a (swimming) competition</p> <p>me quedé en casa todo el día I stayed at home all day</p> <p>hablé con mi amigo en el parque I talked with my friend in the park</p> <p>jugué a los *videojuegos I played videogames</p> <p>escuché un buen *pódcast sobre *crímenes reales</p> <p>I listened to a good podcast about true crimes</p> <p>disfruté de una mañana tranquila con mi familia I enjoyed a quiet week with my family</p> <p>pasé dos horas en el parque hablando de cosas</p> <p>I spent two hours in the park talking about things</p> <p>salí con mi amigo al centro comercial I went out with my friend to the shopping centre</p> <p>comí I ate</p> <p>Bebí I drank</p>	<p>Me encantó I loved</p> <p>Me gustó I liked</p> <p>No me gustó nada I didn't like it at all</p>	<p>porque fue ... because it was</p>	<p>*genial great fantástico/ a fantastic increíble incredible emocionante exciting guay cool aburrido/a boring terrible terrible</p>
<p>1.B Sequencers</p> <p>Primero firstly</p> <p>Luego then</p> <p>Finalmente</p>	<p>Irregular verbs</p> <p>hice una *maratón de películas en mi habitación I did a film marathon in my bedroom</p> <p>hice un día de Descanso I did a pamper day</p> <p>hice un día como cualquier otro I had a day like any other</p> <p>hice la misma rutina de siempre I did the same as always</p> <p>no hice mucho I didn't do a lot</p> <p>fui a un restaurante I went to a restaurant</p> <p>fui a un concierto I went to a concert</p> <p>fui en tren al estadio I went by train to the stadium</p>	<p>Normalmente voy al ... Normally I go to</p> <p>descanso en casa / con mis padres I relax at home/ with my parents</p> <p>veo programas nuevos de Netflix en casa I watch new Netflix programmes at home</p>	<p>¿Qué haces los domingos normalmente?</p>	

1.5. ¿Qué pasó?

1A. Time Phrasesz\la	Past Tense Expressions	¿Qué tal fue? ¿Por qué (no) te gustó?
El fin de semana pasado last weekend ayer yesterday el viernes pasado Last friday El sábado pasado last saturday El domingo pasado Last sunday la semana pasada Last week el mes pasado Last month hace ... días ... X days ago hace ... una semana ... X weeks ago	tuve un día ... I had a day tuvimos un día... we had a ... day *fatal terrible malo bad difícil difficult terrible terrible *estresante stressful *horroroso horrible cualquiera like any other	porque because Llegué muy tarde I arrived very late pasé todo el día enfrente de la televisión I spent all day in front of the television no encontré la llave del coche I didn't find the car keys no compré nada en el centro comercial I didn't buy anything at the shopping centre me desperté tarde/ temprano I woke up late/ early comí / no comí nada I ate/ I didn't eat anything me caí I fellover me sintí ... *fatal / *frustrado / triste I felt terrible/ frustrated/ sad no hice los deberes I didn't do any homework
1.B Sequencers	fui a un concierto I went to un partido fuimos a a match We went to ver una película to watch a film	pero but la voz del cantante fue terrible the singer's voice was terrible el grupo / la banda fue *horroroso/a the group/ band was horrible mi equipo perdió my team lost el sonido no funcionó the sound didn't work
Primero firstly Luego then Finalmente finally	perdí I lost perdimos We lost el móvil a mobile al perro the dog	en casa at home en la ciudad in the city en el coche in the car en el tren in the train en el estadio in the stadium Lo/La/Los/Las perdí I lost it/ them Lo/La/Los/Las perdimos we lost it/ them Lo/La/Los/Las encontré I found

2.1. Habláme de tus vacaciones

¿Adónde te gustaría ir de vacaciones?	¿Cuándo te gustaría ir de vacaciones?	¿Con quien te gustaría ir (de vacaciones)?
<p>Me gustaría ir de vacaciones</p> <p>I would like to go on holiday</p> <p>a África to Africa</p> <p>a Asia to Asia</p> <p>a Europa to Europe</p> <p>a Latinoamérica</p> <p>a la costa to the coast</p> <p>a al campo at the countryside</p> <p>a la ciudad to the city</p> <p>la montaña to the mountains</p>	<p>Me gustaría ir de vacaciones</p> <p>I would like to go on holiday</p> <p>en primavera in the Spring</p> <p>en verano in the Summer</p> <p>en otoño in the Autumn</p> <p>en invierno in the Winter</p>	<p>Me gustaría ir</p> <p>I would like to go</p> <p>con mi familia with my family</p> <p>con mis amigos with my friends</p> <p>con mi novio/a with my boyfriend/girlfriend</p> <p>con mi pareja with my partner</p> <p>con un grupo de amigos with a group of friends</p> <p>solo/a alone</p>

¿Qué se puede hacer?	¿Cómo te gustaría viajar?	¿Por qué?
<p>Se puede</p> <p>You can</p> <p>(singular nouns)</p> <p>Quisiera I would like</p> <p>Me gustaría I would like</p> <p>disfrutar de la vida cultural to enjoy the cultural life</p> <p>montar en *camello to ride a camel</p> <p>hacer un viaje to travel</p> <p>apreciar el paisaje to admire the landscape</p> <p>hacer turismo go sight-seeing</p> <p>ir al cine to go to the cinema</p> <p>ver una obra de teatro to see a play</p> <p>aprovechar el buen clima to take advantage of the good weather</p> <p>descubrir la arquitectura (única)</p>	<p>Me gustaría</p> <p>I would like</p> <p>Quisiera I would like</p> <p>coger to catch/ take</p> <p>el autobús the bus</p> <p>el avión the plane</p> <p>el barco the boat</p> <p>el coche the car</p> <p>el metro the metro</p>	<p>es ... más/menos ... que it is more/less... than...</p> <p>es tan ... como it is as ... as...</p> <p>Caro expensive barato/económico cheap</p> <p>Rápido fast /lento slow</p> <p>Sostenible sustainable cómodo comfortable</p> <p>Práctico practical seguro safe</p> <p>es mejor/peor que ... It is better/worse than...</p> <p>es mayor/menor que ... It is greater/less than...</p>

2.2. Habláme de tus vacaciones

<p>Si te gusta If you like Si te interesa If you are interested in Si quieres If you want</p>	<p>el plato the dish el espectáculo the show el festival (*inca) the (Inca) festival el ruido the noise la cultura the culture la (peor) opción the (worst) option la calle the street los participantes the participants los (mejores) desfiles the (best) parade los festivales the festivals los fuegos artificiales the fireworks *los toros the bulls los turistas the tourists las costumbres the customs las (mejores) fiestas the (best) parties las tradiciones the traditions</p>	<p>Más more Menos less El/ la/ los/ las más the most El/ la/ los/ las menos the least</p>	<p>Populare(s) popular divertido/a(s) fun *dramático/a(s) dramatic peligroso/a(s) dangerous *valiente(s) brave corto/a(s) short conocido/a(s) known lindo/a(s) beautiful rico/a(s) rich típico/a(s) typical *ruidoso/a(s) noisy interesante(s) interesting histórico/a(s) historic</p>	<p>Hay que You must</p>	<p>ver las Fallas see las Fallas ir a la Tomatina go to la Tomatina ir a La Fiesta del Sol ir a La Feria de Abril ir a Los Sanfermines ir a Carnaval</p>
<p>El/la... mejor, peor, menor the best/ greatest/ worst/ least</p>					

<p>Quisiera ... I would like</p>	<p>la carta the menu la cuenta the bill una mesa para ... personas A table for... people por favor please</p>	<p>Voy a pedir / tomar I am going to order/ have vamos a pedir / tomar We are going to</p>	<p>queso cheese *manchego manchego cheese pan con bread with tortilla española (egg and potato dish) *pollo chicken</p>	<p>arroz rice patatas fritas fried potato cubes *ensalada (mixta) (mixed) salad *pescadito frito friend fish postre dessert</p>
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2.3 ¿Qué tal tus últimas vacaciones?

Acabo de I have just Acabamos de We have just	volver de returned from regresar de come back from	África Asia Europa Latinoamérica la costa the coast el campo (de + el → del) The countryside la ciudad the city la montaña the mountains	donde pasé where I spent donde pasamos Where we spent	el fin de semana The weekend una semana One week quince días Two weeks (fifteen days) la *Nochevieja New Year's Eve	me gustó i liked it me encantó i loved it no me gustó i didn't like it no me encantó i didn't love it nos gustó we Liked it nos encantó we loved it no nos gustó we didn't like it	fue it was	*genial great increíble incredible aburrido boring Largo long *estupendo stupendid
Viajé en I travelled to Viajamos en We travelled to						*¡Lo pasé it went *¡Qué desastre! What a disaster! ¡Qué suerte! How lucky! ¡Qué horror! How horrible!	

¿Qué fue lo mejor/peor de tu visita? What was the best/ worst thing about your visit?

Lo bueno fue cuando It was good when *por la mañana In the morning *por la tarde In the afternoon *por la noche At night al día siguiente The following day	compré I bought decidí I decided encontré I met fui (de compras) I went (shopping) Jugué I played asistí a I attended recorrí I re-ran vi I saw subí I went up tomé I took	¿Qué tiempo hizo? How was the weather? Hizo buen/mal tiempo It was nice/ bad weather Hizo calor/frío/sol/viento It was warm/ cold/ sunny/ windy Llovió/Nevó It rained/ It snowed Lo mejor/peor fue The best/ worst thing was el centro histórico the old district el centro comercial the shopping centre el puerto the port el pan the bread	Lo malo fue cuando ... it was bad when... comí algo malo i ate something bad *vomité i was sick me puse enfermo/a i felt ill tuvimos que volver a casa we had to go back home dejé/perdí/rompí ... i left/ lost/ broke mi bolsa my bag mi cámara my cámara mi maleta my suitcase mi reloj my watch mi pasaporte my passport mi tarjeta *de crédito my creditcard mis *llaves my keys
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2.4 ¿Dónde te quedaste/alojaste?

Time Phrases	el alojamiento	Problemas	no funcionaba
El fin de semana pasado last weekend ayer yesterday el viernes pasado Last friday	me alojé en I stayed in nos alojamos en we stayed in	Tenia It had No Tenía It didn't have No Tenía ni...ni... It had neither... nor... Tenía ... tampoco It didn't have ... either Había ... There was/ were	el coche eléctrico el barrio the area *la ducha the shower la ventana the window la luz the light la televisión el wifi el ascensor the lift
El sábado pasado last saturday	una casa a house	(un) baño a bathroom (un) jardín a garden una cocina a kitchen vistas al mar seaviews mucho ruido a lot of noise	estaba roto/a was broken
El domingo pasado Last sunday	una habitación a room	(un) gimnasio a gym (una) piscina (al aire libre) a (an open-air) swimming pool una terraza a terrace mucho espacio a lot of space muchacha gente a lot of people	
la semana pasada Last week	un coche a car	Moderno moderno/ antiguo/ viejo old Pequeño small/ grande big Caro expensive/ barato/ económico cheap decepcionante disappointing agradable pleasant Limpio clean/ sucio dirty Roto broken Gratuito free	
el mes pasado Last month	me quedé en I stayed in nos quedamos en we stayed in	Era It was SER= description	
hace ... días ... X days ago	alquilé I hired	Estaba it was ESTAR= Location	
hace ... una semana ... X weeks ago	alquilamos we hired	cerca (de) near (to) lejos (de) far (from) en el centro in the centre	

Quisiera una habitación I would like a	Individual single doble double con dos camas with two beds	Por un lado on the one hand Por otro lado	me gustó porque ... I liked it because	el dueño (no) era agradable the owner was (not) nice no era posible cargar el coche
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2.5. ¿Qué sueles hacer durante tus vacaciones?

¿Qué sueles hacer en verano? What do you usually do in the Summer?		Last Year and next year
<p>En las vacaciones On holiday</p> <p>En verano In the Summer</p> <p>suelo I usually solemos we usually</p> <p>no suelo I don't usually</p> <p>no solemos we don't usually</p>	<p>ir al extranjero to go abroad ver películas en mi tableta to watch films on my tablet</p> <p>ir a la playa / al parque / a la piscina To go to the beach/ the park/ the swimming pool</p> <p>montar en bici to go cycling</p> <p>jugar al fútbol to play football</p> <p>hacer un viaje to go travelling</p> <p>hacer turismo to go sight-seeing</p> <p>ir al cine to go to the cinema</p> <p>ver una obra de teatro to see a play hacer deportes de aventura to do adventure sports</p> <p>ir de compras to go shopping</p> <p>pasear por las calles to walk through the streets</p> <p>probar platos típicos try traditional dishes</p> <p>*sacar fotos to take photos</p> <p>hacer castillos de arena to make sandcastles</p> <p>probar productos locales to try local products</p>	<p>la costa the coast</p> <p>el campo (a + el → al)</p> <p>The countryside</p> <p>la ciudad the city</p> <p>la montaña the mountains</p>
	<p>con mi familia with my family</p> <p>con mis amigos with my friends</p> <p>con mi hermana with my sister</p> <p>con mi hermano with my brother</p>	<p>¿Adónde fuiste de vacaciones el año pasado? Where did you do last year? El verano pasado yo fui de vacaciones a Last year I went to</p> <p>Hace (dos) años, fui de vacaciones a Two years ago, I went to</p> <p>¿Adónde vas a ir de vacaciones el año próximo? Where are you going to go to next year? Voy a ir I am going to go to</p>
<p>¿Qué hiciste el primer día/el último día? What did you do on the first/last day?</p> <p>*por la mañana In the morning</p> <p>*por la tarde In the afternoon</p>	<p>Activities</p> <p>aprendí mucho I learnt a lot</p> <p>compré regalos I bought presents</p> <p>conocí a mucha gente agradable I met a</p>	<p>¿Qué vas a hacer allí? What are you going to do there?</p> <p>Voy a ... ir / pasar / alquilar / ver / viajar ... I am going to go/ spend/ hire/ see/</p>



Art

(Textiles)

What is a source?

A source can be absolutely ANYTHING you are inspired by! Below is an example of different sources you might include in your sketchbook:

- **A Theme Mind Map** – Mind map all the things you can think of relating to your topic! Include images if you want to.
- **Mood Board** – Collect images linked to your theme into a moodboard – annotate keywords about the images / theme.
- **Artist / Designer Analysis** – Look at an existing artist or designer and complete an analysis of their work
- **Take your own photographs** – You can use your own photos as a source of inspiration! Annotate them explaining how they link to your theme.

Next Steps.... Using a source

Once you have analysed a source – what do you do next? Here are some ideas:

- Complete a textile sample, using your source as inspiration
- Do some initial idea sketches, using your source as inspiration
- Compare 2 different sources in your sketchbook using a VEN diagram

Keywords to use in your analysis

- Aesthetics
- Style
- Process
- Trend
- Connotation
- Textile Technique
- Movement
- Colour
- Line
- Form
- Tone
- Texture
- Shape
- Pattern
- Decoration
- Repetition
- Scale
- Structure

GCSE Textiles – A01

Develop ideas through investigations, demonstrating critical understanding of sources

How to Analyse a Designer / Artist:

- Introduce the work of your designer or artist (**key facts only**), how does their work fit into trends at the time it was produced or current trends?
- Are there any social, environmental, moral, issues surrounding your designers work?
- Consider **what** key features appear regularly in your designers work, **why** might that be?
- **What** colours do they use a lot of? **What** effect does this give?
- **Who** do you think their designs are aimed at? **Why**?
- Explain what you like / dislike about the designs and **why** that is.
- **What** techniques has the designer used? **Why**? Could different techniques be used to create different effects?
- **How** will this designer inspire your work? **How** does the designer fit into the theme? **What** techniques will you sample? **Why**?

Key Points to Remember

There is a difference between **Analysing** and **Stating**. Analysing will always get you more marks that stating.

Denotation: Literally stating what something is
Connotation: Explaining the meaning of something, what it **connotes**.

See the below example:



This is a pink heart.
It connotes, love and friendship

Useful websites to find Textile Artists and Fashion Designers

<https://www.textileartist.org/>

<https://www.patterndesigners.com/top-10-textile-designers-2017/>

<https://www.designer.com/directory/cat/Textile-Design/Designers>

<https://www.msn.com/en-us/money/other/30-most-inflential-fashion-designers-of-all-time/ar-BBN16y>

<https://sewguide.com/famous-fashion-designers/>

<https://pahaladesign.com/10-best-fashion-designer-of-world/>

<https://www.textileartist.org/10-contemporary-embroidery-artists>

What do I do to meet the assessment objective?

Use the words in the assessment objective to help you understand what it is you should do:

- **Refine work:** Quality over Quantity! – Refine work by going back to old samples and developing them to make them better. Refine work by comparing samples and evaluating to see what works and what doesn't.
- **Explore Ideas:** This can be as a sketch or textile sample, try to create the idea in your head – it doesn't matter if it doesn't work – it's a sample!
- **Experimenting with appropriate media, materials and techniques** – practice creating samples using a range of different techniques, make sure you know how to them using the correct materials. Don't be afraid to experiment and combine different techniques to see what effect they give! – Think outside of the box.

Next Steps.... Using a sample

Once you have completed a sample– what do you do next?

Here are some ideas:

- Cut the sample in half – keep one half as the original and develop the other half with a different technique
- Sketch an initial idea to show how you would use this sample in your work
- Evaluate your sample to help you refine your ideas and techniques

Key Textile Techniques to try

- Applique
- Batik
- Beading
- CAD
- Couching
- Embroidery
- Felting
- Knitting
- Macramé
- Mola
- Patchwork
- Pleating
- Printing
- Quilting
- Ruffles
- Smocking
- Suffolk Puffs
- Tie Dye
- Weaving
- 3D Shibori

Useful tutorial websites to help with samples

<http://www.embroidery.rocksea.org/reference/picture-dictionary/>

<https://www.ritdye.com/techniques/>

<https://www.theweavingloom.com/beginners-guide-to-weaving/>

<https://rosiepink.typepad.co.uk/rosiepink/tutorial-how-to-make-flat-felt-wet-felting.html>

<https://www.polkadotchair.com/45-beginner-quilt-patterns-tutorials/>

<https://mypatchwork.wordpress.com/2014/07/26/41-fabric-manipulation-tutorials/>

How to Evaluate a sample:

What have you done?

What techniques did you use?

What inspired you?

How does it relate to your theme?

How have you done it?

What did you like / dislike about the technique?

Was it successful? **Why / why not?**

How could you improve?

What else could you try?

Is there anything you would change? **Why?**

How will you develop your work now?

GCSE Textiles – A02

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

Key Points to Remember

Growth Mindset!

If a sample goes wrong, THAT IS FINE! – this is why we sample, just remember to evaluate it and next time we can do things differently



How can I record my ideas?

Recording ideas is really important to show your teacher and the examiner your thought process and development. Here are some ways you can record ideas:

- **Design Ideas** – Draw out your design ideas, they should be clearly inspired by your samples or sources. Annotate these to explain parts of your designs
- **Observational drawing** – Sketching objects that relate to your theme can help inspire design ideas – especially when creating patterns
- **Take photographs** – take photos of sources for inspiration or take process photos when you are making samples as evidence.
- **Annotation** – Annotation, ensure you annotate to explain your thoughts, this does not need to be a lot of writing, sometimes you might just bullet point!

Next Steps.... Developing Ideas

Once you have recorded your ideas, what do you do next?

- Design ideas – develop design ideas by varying aspects e.g. size, shape, features etc.
- Observational sketches – use the sketches to develop a repeat pattern
- Take photographs – annotate your photos when they are stuck into your book
- Annotation – underline any key points you have made / keywords to make it easy for the examiner to identify

GCSE Textiles – A03

Record ideas, observations and insights relevant to intentions as work progresses.

Media you can use to record ideas

(or anything else you can think of!)

Design ideas / drawing

- Pencils
- Collage
- Watercolours
- Paints
- Chalk Pastels
- Charcoal
- Fineliners
- Pen
- Artist Markers
- Photoshop (CAD)
- Photographs

Insights / written annotation

- Written – pen / pencil
- Bullet points / key words / paragraphs
- Typed up on the computer

How to annotate a design:

What textile techniques have you used in your designs? **Why?**

How does it link to the samples you have done?

Is you design inspired by any of your sources?

How? Why?

What materials would you use? **Why?**

How does this design link to your theme?

What developments would you make to your designs? **Why?**

Key Points to Remember

- Any design ideas you do should CLEARLY link back to AO1 and AO2.
- All designs should show how your sources have inspired them – include this in your annotation
- All designs should include AT LEAST three different textiles techniques that you have sampled.

Useful tutorial websites to help you with drawing

<https://www.youtube.com/watch?v=nXKFBA0xeYQ#>

<https://www.youtube.com/watch?v=r1idghDW8KY>

<https://www.youtube.com/watch?v=U68FvwHaOoE>

<https://www.idrawfashion.com/friday-tips/>

<https://www.mybluprint.com/article/drawing-folded-or-draped-fabric-is-an-art-heres-how-to-crush-it-in-a-few-easy-steps>

<https://www.idrawfashion.com/clothes/textiles/>

How can I meet this Assessment objective?

Use the words in the assessment objective to help you understand what it is you should do:

- **Personal and meaningful response** – Your response to a source should be personal to you. What your feelings and reactions are. It must be meaningful by relating to your source inspiration. Make sure everything links and is not random.
- **Demonstrates understanding of visual language** – being able to combine different textures, colours, techniques in an aesthetically pleasing way.
- **Aesthetics** – the way things look

Next Steps.... Creating a final piece

Though you can demonstrate A04 throughout your sketchbook, a final piece will help you secure marks.

- Make sure you have developed you design ideas
- Select the design you would like most to make
- Sketch out your final design, planning what techniques you will use where
- Plan your making step by step to make it

GCSE Textiles – A04

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Ways of showing a personal response

- Creating your own designs
- Developing your designs
- Creating a sample *inspired by* a source
- Creating a developed sample *inspired by* a combination of sources
- Producing a final piece (fashion or interiors)

Developed Sample:

Sample inspired by a source

+

Sample inspired by a different source

=

Developed sample using combined techniques

Reflection on entire project:

You DO NOT need a whole project reflection, however if you have the opportunity and are stuck on what to do next, it is a nice touch.

What was your initial theme and **how** were you inspired by it?

How did you begin your research? **Why?**
How do your samples reflect your own ideas (i.e. your personal response)

What would you do differently? **Why?**
If you were to develop this theme / project, **how** would you do it? **Why?**

Key Points to Remember

A personal response is **any** response where it is your own work.

It is not just your final piece, it is all individual work throughout your folder

You can be inspired by designers but don't copy them, because this is not personal i.e. your own work.

Record the step by step process of creating any developed sample final piece – you can do this with photographs or sketches






Websites where Designers talk about their work and inspiration






Sometimes it is difficult to come up with a personal response! The below links show some designers talking about their design and inspiration process. Seeing how they come up with their ideas, might help you come up with your own.



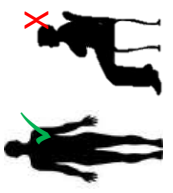

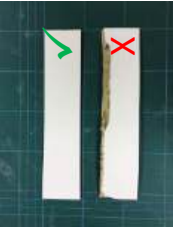
<https://fashionunited.uk/news/fashion/10-fashion-talks-to-watch/2018102239556>

<https://www.designboom.com/design/interview-with-fashion-designer-carla-fernandez-05-14-2014/>

<https://www.instyle.com/awards-events/fashion-week/new-york/fall-2017-designer-inspiration>

Skill: Sketching	
Equipment 1	 <p>You will need:</p> <ul style="list-style-type: none"> • Pencil • Fine liner • Rubber • Circle stencil • Ruler • Coloured pencils
Sketch 2	 <p><input type="checkbox"/> Sketched in pencil. <input type="checkbox"/> Ruler used for straight lines. <input type="checkbox"/> Circle stencil used for curves.</p>
Outline 3	 <p><input type="checkbox"/> Outlined with fine liner. <input type="checkbox"/> Ruler used for straight lines. <input type="checkbox"/> Circle stencil used for curves.</p>
Erase 4	 <p><input type="checkbox"/> No visible pencil lines.</p>
Colour 5	 <p><input type="checkbox"/> Coloured inside the lines. <input type="checkbox"/> Shaded tone (dark to light)</p>

Skill: Annotating	
Target Market 1	 <p><input type="checkbox"/> Who is the design aimed at? <input type="checkbox"/> How does the design appeal to that target market?</p>
Aesthetics 2	 <p><input type="checkbox"/> Describe how the design looks:</p> <ul style="list-style-type: none"> • Shape • Colour • Font Styles • Material <p>* Use lots of adjectives! *</p>
Function 3	 <p><input type="checkbox"/> How does the design work? <input type="checkbox"/> Does the design do the job it is meant to do? How?</p>
Inspiration 4	 <p><input type="checkbox"/> What has the design been inspired/influenced by? <input type="checkbox"/> What did you like about the inspiration?</p>
Evaluate 5	 <p><input type="checkbox"/> Do you like the design? Why? <input type="checkbox"/> How could the design be improved? <input type="checkbox"/> Will you use the design as a final outcome?</p>

Skill: Cutting	
Equipment 1	 <p>You will need:</p> <ul style="list-style-type: none"> • Material • Cutting mat • Craft knife • Metal safety ruler
Layout 2	 <p><input type="checkbox"/> All equipment is laid out on an empty desk. <input type="checkbox"/> Material placed on top of the cutting mat.</p>
Safety 3	 <p><input type="checkbox"/> Stand up when cutting. <input type="checkbox"/> Space from other pupils/desks/chairs.</p>
Align 4	 <p><input type="checkbox"/> Metal ruler to the left of the cutting line. <input type="checkbox"/> Index finger on the top of the craft knife.</p>
Cut 5	 <p><input type="checkbox"/> Repeated cutting action (at least 3 times) <input type="checkbox"/> Accurate clean cut through the material — no rough edges.</p>



Science

B1 - Cell structure and Transport

<u>Question</u>	<u>Answer</u>
Define a cell	The basic unit of living things
Name five organelles found in animal and plant cells	Nucleus, cytoplasm, cell membrane, ribosome, mitochondria.
Name the three organelles only found in plant cells	Cell wall, chloroplasts, vacuole.
Define a eukaryotic cell	A cell with a true nucleus.
Define a prokaryotic cell	A cell without a true nucleus.
Give the function of the nucleus	Controls all activities of the cell.
Give the function of the mitochondria	Does aerobic respiration which produces energy.
Give the function of the ribosomes	Protein synthesis.
Give the function of the cytoplasm	Chemical reactions.
Give the function of the cell membrane	Controls the movement of substances in and out of the cell.
Give the function of the cell wall	Provides structure and support.
Name the chemical that makes the cell wall	Cellulose.
Give the function of the chloroplasts	Photosynthesis.
Define a specialised cell	A cell adapted to perform a specific function.
Name 4 different types of specialised animal cells	Nerve cells, muscle cells, sperm cells, red blood cells.
Name 3 different types of specialised plant cells	Xylem cells, phloem cells, root hair cells, photosynthetic cells.
Give the equation to calculate magnification	Magnification = Size of Image / Size of real object
Calculate how many micrometres are there in a millimetre	1000.

Define diffusion	Movement of particles from high to low concentration.
Name 3 factors that affect the rate of diffusion	Surface area, concentration gradient, temperature.
Define osmosis	Diffusion of water from dilute to concentrated solution, across a partially permeable membrane.
Define active transport	Movement of substances from low to high concentration. Requires energy.
Describe how the alveoli in the lungs are adapted for gas exchange	Large surface area, good blood supply, thin walls.
Describe how the microvilli in the small intestine are adapted to absorb glucose	Large surface area, good blood supply, thin walls, lots of mitochondria.

B1 - Cell structure and Transport

<u>Question</u>	<u>Answer</u>
Define a cell	
Name five organelles found in animal and plant cells	
Name the three organelles only found in plant cells	
Define a eukaryotic cell	
Define a prokaryotic cell	
Give the function of the nucleus	
Give the function of the mitochondria	
Give the function of the ribosomes	
Give the function of the cytoplasm	
Give the function of the cell membrane	
Give the function of the cell wall	
Name the chemical that makes the cell wall	
Give the function of the chloroplasts	
Define a specialised cell	
Name 4 different types of specialised animal	

cells	
Name 3 different types of specialised plant cells	
Give the equation to calculate magnification	
Calculate how many micrometres are there in a millimetre	
Define diffusion	
Name 3 factors that affect the rate of diffusion	
Define osmosis	
Define active transport	
Describe how the alveoli in the lungs are adapted for gas exchange	
Describe how the microvilli in the small intestine are adapted to absorb glucose	

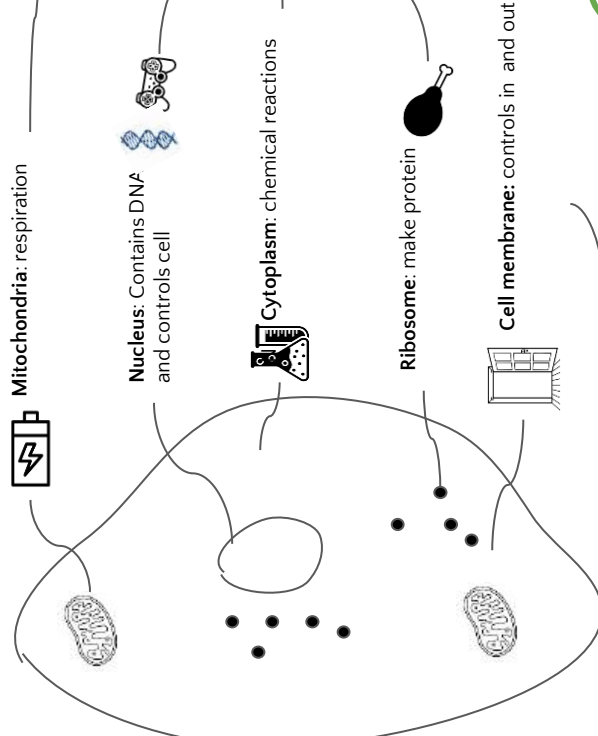
Prokaryotic cells

- ✓ Single cellular
- ✗ No nucleus or mitochondria
- ✓ Loops of DNA and plasmids

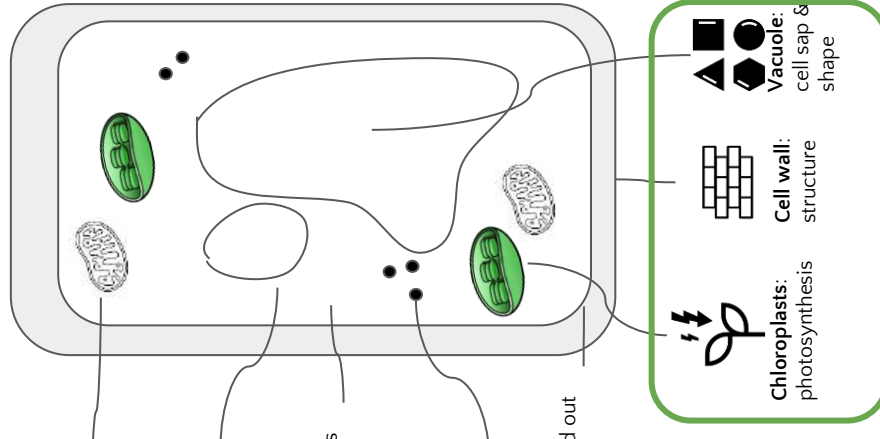
B1 Cell Structure and Transport

Eukaryotic cells (have membrane bound organelles)

Animal Cell



Plant Cell



Microscopes	Light	Electron
Resolution	low	high
£ Cost	Low	high
Magnification	X 2000	X 2 000 000

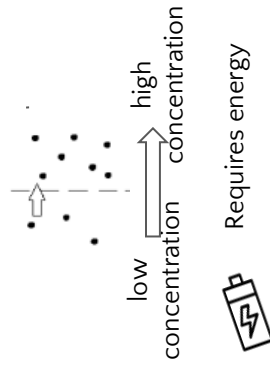
$$\text{Magnification} = \frac{\text{Image size}}{\text{Object size}}$$

Unit Conversions

- 1km = 1000m
- 1m = 100cm
- 1cm = 10mm
- 1mm = 1000µm
- 1µm = 1000nm

Cell Transport

Active Transport



Osmosis

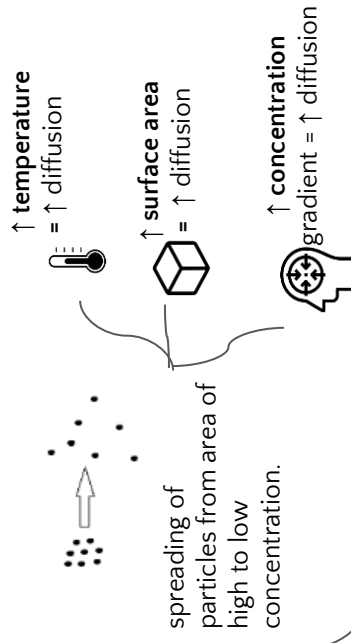
Diffusion of water

From a dilute to concentrated solution

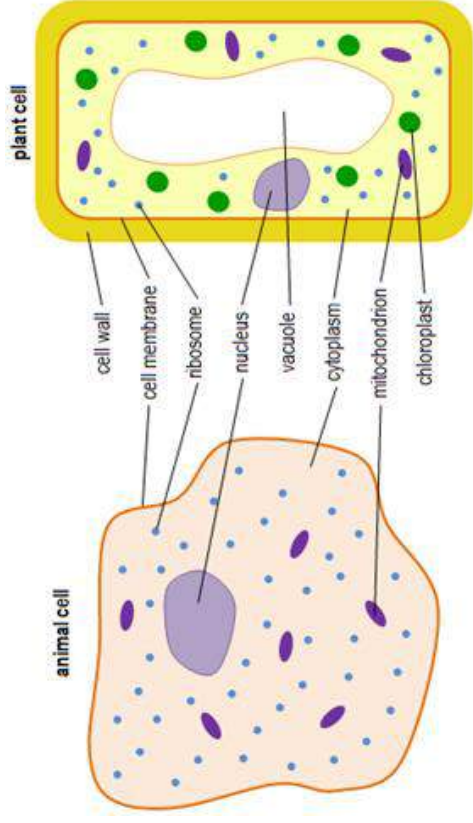
Through a partially permeable membrane



Diffusion



Animal and Plant Cells



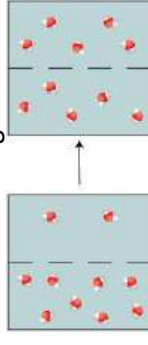
Transport Key Terms

Diffusion is the spreading of particles from area of high to low concentration.

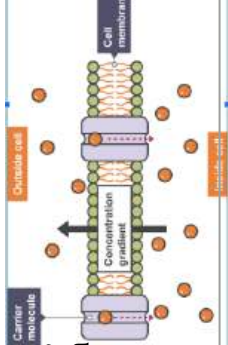
Diffusion



Osmosis is the diffusion of water through a partially permeable membrane from an area of high to low concentration of water.



Active transport is the movement of substances from a dilute solution to a more concentrated solution. Requires energy.



B1 Cell Structure and Transport

Unit Conversions

- 1km = 1000m
- 1m = 100cm
- 1cm = 10mm
- 1mm = 1000µm
- 1µm = 1000nm

Microscope magnification

Magnification = Eyepiece x objective lens

Keywords

Cell	The unit of a living organism.
Eukaryotic cell	Animal, plant and fungus cells. Their DNA is confined to a nucleus.
Prokaryotic cell	Bacterium cell. Their DNA is not confined to a nucleus.
Mitochondria	Is the site of respiration Oxygen + glucose → water + carbon dioxide
Chloroplasts	Is the site of photosynthesis Water + carbon dioxide → oxygen + glucose
Ribosomes	Is the site of protein synthesis (new proteins are made)
Nucleus	Controls the activities of the cell
Partially permeable membrane	A membrane that only allows certain substances to go through.

Factors Affecting the Rate of Diffusion

- Higher concentration gradient = faster rate of diffusion.
- Higher temperature = faster rate of diffusion.
- Larger surface area of the membrane = faster rate of diffusion.

Magnification Equation

$$\text{Magnification} = \frac{\text{Size of image}}{\text{size of real object}}$$

B2 - Cell Division

<u>Question</u>	<u>Answer</u>
Name the three stages of the cell cycle	Replication, Mitosis, division.
Describe what happens during replication.	DNA is copied
Describe what happens during mitosis.	Contents of the cell are rearranged. Nucleus divides.
Describe what happens during division.	Two identical daughter cells are produced.
Define a stem cell.	Unspecialised cell.
Define differentiation	Process by which cells become specialised.
Give the three types of stem cells.	Embryonic, adult and plant stem cells.
State the advantage of using embryonic cells	They can differentiate into almost all types of cells
Give the location of adult stem cells.	Bone marrow.
Give the location of plant stem cells.	Meristem tissue in shoots and root tips.
Give the advantages of using stem cells.	Cure diseases, increases our knowledge, can be used to increase crop production.
Give the disadvantages of using stem cells.	Expensive, research is slow, health effects unknown, adult stem cells can carry viruses, religious/ethical objections.

B2 - Cell Division

<u>Question</u>	<u>Answer</u>
Name the three stages of the cell cycle	
Describe what happens during replication.	
Describe what happens during mitosis.	
Describe what happens during division.	
Define a stem cell.	
Define differentiation	
Give the three types of stem cells.	
State the advantage of using embryonic cells	
Give the location of adult stem cells.	
Give the location of plant stem cells.	
Give the advantages of using stem cells.	
Give the disadvantages of using stem cells.	

B2 - Cell Division

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State the advantage of using embryonic cells	
Give the location of adult stem cells.	
Give the location of plant stem cells.	
Give the advantages of using stem cells.	
Give the disadvantages of using stem cells.	

B2 Cell Division

The cell cycle

The 3 stage process of cell division in a body cells.

2. Mitosis

The contents of the cell are rearranged.

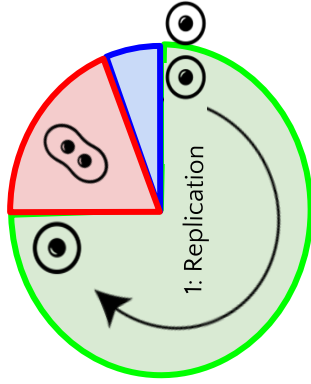
One set of chromosomes is pulled to each end of the cell and the nucleus divides.

1. Replication

The longest stage.

DNA replicates to form two copies of each chromosome.

All of the organelles are also doubled.



3. Division

The cytoplasm and cell membranes divide to form two identical daughter cells.

Stem cells

Undifferentiated cells with the potential to form a range of different cell types.



Embryonic stem cells (animals)

Found in embryos in the early stages of life before the cells have differentiated.

Can differentiate into most different types of cells.

Can be used to medical purposes

Adult stem cells (animals)



Found in the bone marrow mostly and present in every adult.

These can grow and replace similar damaged cells, such as blood cells



Plant stem cells

Found in meristems and are capable of growing into any tissue throughout the life of the plant.

Allows plants to grow after they have been cut down. (cloning)

Differentiation

The process where cells become specialised for a particular function.

Animals

As an embryo, the cells are undifferentiated.



Cells are differentiated by turning genes off or on.



The cell is now specialised for a particular function.

This does not change once the cell is mature.



Plants



Undifferentiated cells are formed at active regions of the roots and shoots (meristems) through a plant's life.

Plants can differentiate as they grow

Keywords

Cell cycle	The 3 stage process of cell division in a body cells.
Differentiate	The process where cells become specialised for a particular function.
Stem cells	Undifferentiated cells with the potential to form a range of different cell types.
Therapeutic cloning	Where an embryo is produced that is genetically identical to the patient so the cells are identical.

Differentiation in animal cells

1. As an embryo, the cells are undifferentiated.
2. Cells are differentiated by turning some of their genes off and some of their genes on.
3. The combination of working or inactive genes decides what organelles the cell has and what the cell does.
4. The cell is now specialised for a particular function (for example, a muscle cell).
5. This does not change once the cell is mature.

Differentiation in plant cells

1. Undifferentiated cells are formed at active regions of the roots and shoots (meristems) through a plant's life.
2. These cells then differentiate into specialised cells.
3. This differentiation is not permanent. They are able to re-differentiate.
4. This means it is very easier to clone a plant.

The Cell Cycle

Stage 1: Replication

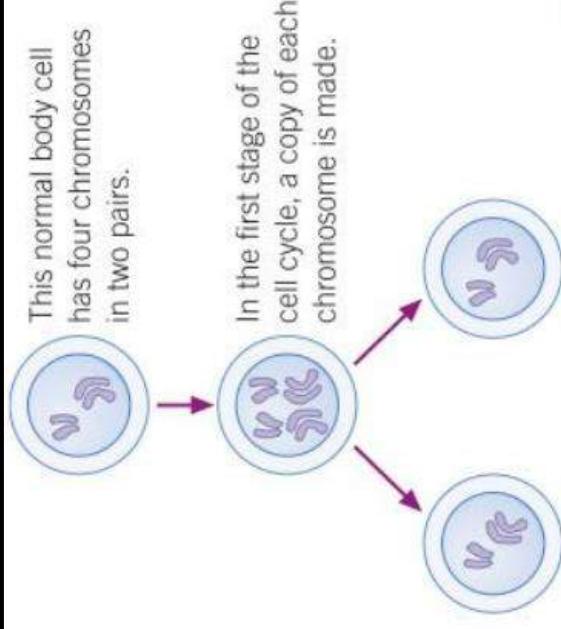
The longest stage.
DNA replicates to form two copies of each chromosome.
All of the organelles are also doubled.

Stage 2: Mitosis

The contents of the cell are rearranged.
One set of chromosomes is pulled to each end of the cell and the nucleus divides.

Stage 3: Division

The cytoplasm and cell membranes divide to form two identical daughter cells.



The cell divides in two to form two daughter cells, each with a nucleus containing four chromosomes identical to the ones in the original parent cell.

Embryonic stem cells (animals)

Found in embryos in the early stages of life before the cells have differentiated.
Can differentiate into most different types of cells.

Adult stem cells (animals)

Found in the bone marrow mostly and present in every adult. These can grow and replace similar damaged cells

Plant stem cells

Found in meristems and are capable of growing into any tissue throughout the life of the plant.
Allows plants to grow after they have been cut down.

B2 Cell Division

B3 - Organisation and the Digestive system

<u>Question</u>	<u>Answer</u>
Define cell	Basic unit of living things.
Define tissue	Groups of similar cells performing the same function.
Define organ	Group of tissues performing the same function.
Define organ system	Groups of organs performing the same function.
List the three types of tissue	Muscular, glandular and epithelial.
Describe the role of bile	Neutralises stomach acid and breaks fats down into droplets.
Name the organ where bile is produced	Liver.
Name the organs involved in digestion	Mouth, oesophagus, stomach, liver, small intestine, large intestine, anus.
Give the function of the small intestine	Reabsorbs glucose from digested food.
List the adaptations of the small intestine	Lots of microvilli, good blood supply, thin walls, lots of mitochondria.
Name the substance the stomach contains	Hydrochloric acid (pH 3).
Name the part of the digestive system is responsible for reabsorbing water	Large intestine
Describe the test for starch	Iodine solution. It turns dark blue/black.
Describe the test for simple sugars (glucose)	Benedict's solution. It turns brick red when heated.
Describe the test for protein	Biuret solution. It turns purple.
Describe the test for Lipids (fats)	Ethanol - milky emulsion is formed
What are proteins broken down into?	Amino acids.

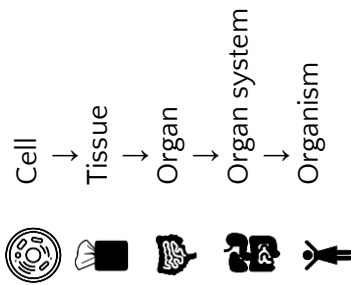
What are carbohydrates broken into?	Glucose.
What are lipids broken down into?	Glycerol and fatty acids.
Define enzyme	Biological catalyst (speeds up reactions)
Name the three types of digestive enzyme	Amylase (carbohydrase), proteases, lipases.
Where is Amylase produced?	Mouth, pancreas, small intestine.
Where are protease enzymes produced?	Stomach, pancreas, small intestine.
Where are lipase enzymes produced?	Pancreas, small intestine.
Describe what happens to an enzyme when the temperature is too hot.	It denatures.
Describe how the enzyme changes when it denatures	The active site changes shape irreversibly. The substrate no longer fits. The enzyme won't work.
Describe the lock and key mechanism for enzyme action	The active site of each enzyme is specific to one substrate.

<u>Question</u>	<u>Answer</u>
Define cell	
Define tissue	
Define organ	
Define organ system	
List the three types of tissue	
Describe the role of bile	
Name the organ where bile is produced	
Name the organs involved in digestion	
Give the function of the small intestine	
List the adaptations of the small intestine	
Name the substance the stomach contains	
Name the part of the digestive system is responsible for reabsorbing water	
Describe the test for starch	
Describe the test for simple sugars (glucose)	
Describe the test for protein	

Describe the test for Lipids (fats)	
What are proteins broken down into?	
What are carbohydrates broken into?	
What are lipids broken down into?	
Define enzyme	
Name the three types of digestive enzyme	
Where is Amylase produced?	
Where are protease enzymes produced?	
Where are lipase enzymes produced?	
Describe what happens to an enzyme when the temperature is too hot.	
Describe how the enzyme changes when it denatures	
Describe the lock and key mechanism for enzyme action	

B3 Organisation and the Digestive System

Organisation:



Stomach: makes acid & churns food



Digestive system:

- Liver:** Makes bile:
 - neutralises acid
 - emulsifies fats
- Large intestine:**
 absorbs water
- Small intestine:**
 absorbs nutrients

Keywords:

- Catalyst:** A substance that speeds up the rate of another reaction but is not used up or changed itself
- Enzyme:** Biological catalyst (made of protein)
- Metabolism:** All the reactions in a cell/organism
- Denature:** Change the shape of the active site. Caused by changes in temperature and pH.
- Emulsify:** Break up into smaller droplets

Enzyme action - like a lock and key:



Each substrate needs its own enzyme so the active site is the right shape

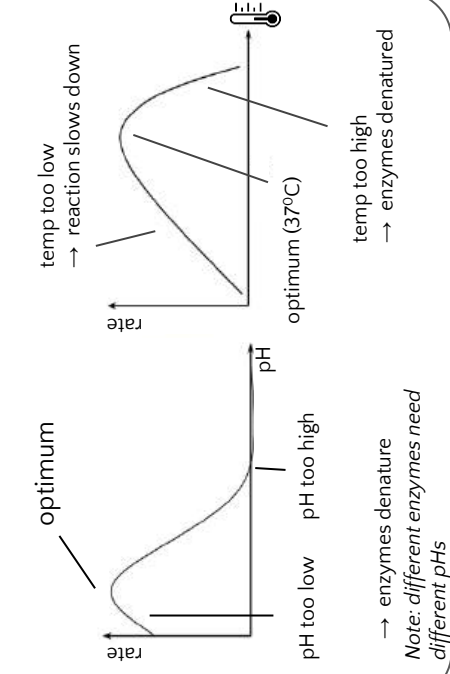
Enzyme produced in ...

Substrate	Enzyme	Product	Enzyme produced in ...
Starch	Amylase	Glucose	Salivary glands, pancreas & small intestine
Protein	Protease	Amino acids	Stomach, pancreas & small intestine
Lipids	Lipases	Fatty acids & glycerol	Pancreas & small intestine

Food tests:

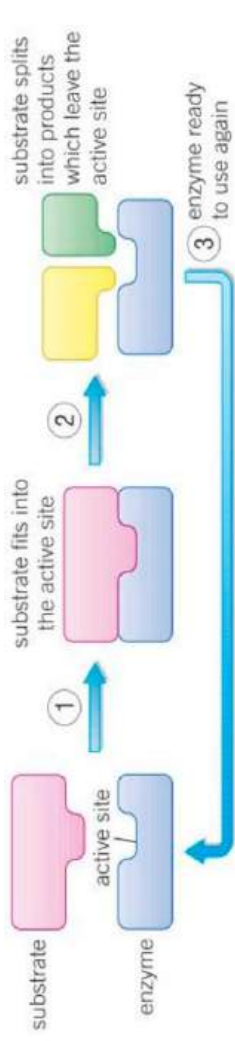
Food	Test	Result
Glucose	Benedict's solution + heat	Blue → Red
Starch	Iodine	Orange/brown → Blue/black
Protein	Biuret solution	Blue → Purple
Lipids	1. Ethanol	White precipitate

Making digestion efficient:

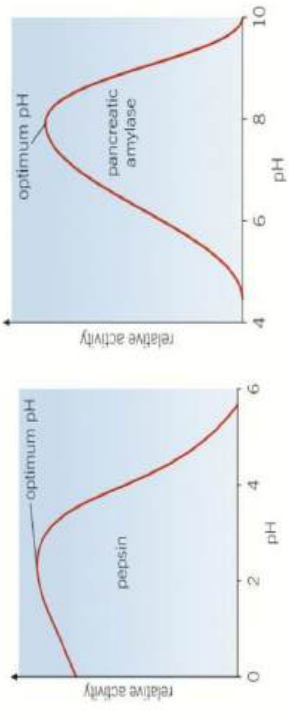
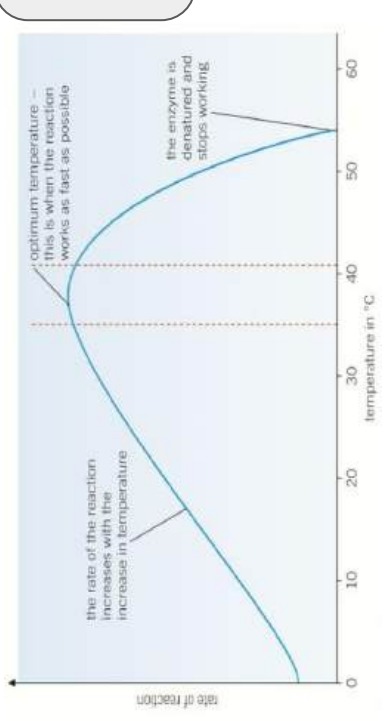
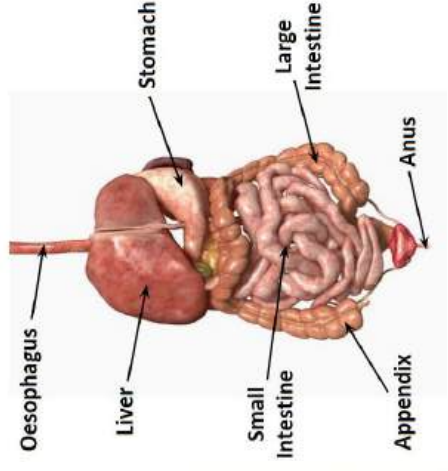


Keywords	Catalyst	A substance that speeds up the rate of another reaction but is not used up or changed itself
Enzyme	A biological catalyst	
Substrate	Molecule(s) acted on by a catalyst	
Active Site	The site on enzymes where the reactants bind	
Denature	Change the shape of the active site	
Metabolism	The sum of all the reactions in a cell or the body	
Bile	Made in the liver and stored in the gall bladder. It neutralises stomach acid and emulsifies fats.	

Substrate	Enzyme	Product	Where enzyme is produced	pH
Starch	Amylase - a carbohydrase	Simple sugars (glucose)	Salivary glands, pancreas & small intestine	7
Protein	Trypsin - a protease	Amino acids	Stomach, pancreas & small intestine	3
Lipids	Lipases	Fatty acids & glycerol	Pancreas & small intestine	8



B3 Organisation and the Digestive System



Molecule to be tested	Food test	Positive result	Negative result
Protein	Biuret solution	Purple	Stays blue
Lipids (fats)	Ethanol	Milky white suspension	Clear solution
Starch	Iodine	Blue / black	Stays orange
Glucose	Benedict's solution & heat	Red	Stays blue

B4 - Organising Animals and Plants

<u>Question</u>	<u>Answer</u>
List the four components of blood	Red blood cells, white blood cells, platelets, plasma.
State the function of red blood cells	Carry oxygen.
State the 3 functions of white blood cells.	Engulf pathogens, make antitoxins, make antibodies
State the function of platelets	Clot the blood.
State the function of plasma	Transports substances around the body.
Name the three types of blood vessel	Artery, vein, capillary.
Describe the structure of an artery	Thick walls, lots of elastic tissue, small lumen.
State the function of an artery	Carries oxygenated blood at high pressure, away from the heart.
Describe the structure of a vein	Thin walls, small amounts of elastic tissue, large lumen, valves to prevent backflow.
State the function of a vein	Carries deoxygenated blood at a low pressure towards the heart.
Describe the structure of a capillary	Small lumen, walls one cell thick.
State the function of a capillary	Links arteries and veins and to help with diffusion
List the 4 chambers in the heart	Right atrium, right ventricle, left atrium, left ventricle
Describe where are the 2 atria found	At the top of the heart.
Describe where the two ventricles are found	At the bottom of the heart.
State which side of the heart pumps oxygenated blood?	Left.
State which side of the heart pumps deoxygenated blood?	Right.
State the function of the valves in the heart	To stop the blood flowing backwards.
Name the blood vessel that takes deoxygenated blood to the lungs	Pulmonary artery.

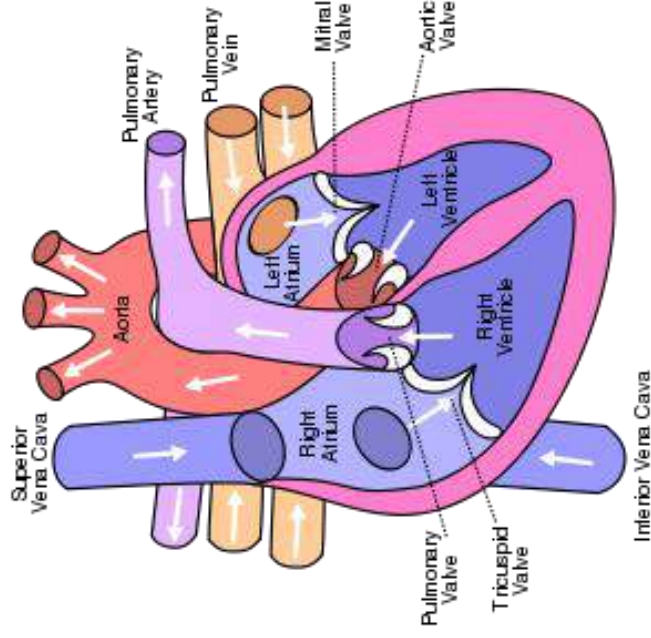
Name the blood vessel through which oxygenated blood is pumped to the body	Aorta.
Explain why the human circulatory system is called a double circulation system.	Our circulatory system is split into two loops. One loop takes blood to the lungs, the other takes blood to the body.
List 3 methods of treating cardiovascular diseases.	Drugs (statins), mechanical devices (stents, pacemakers, artificial valves/hearts) and transplants.
Define coronary heart disease	The narrowing of coronary arteries due to a buildup of fat. This reduces the amount of oxygen reaching the heart and can cause heart attacks.
Name 4 plant organs	Roots, stem, leaves, flowers
Name 3 tissues in a leaf	Upper/lower epidermis, palisade mesophyll, spongy mesophyll
State the function of the xylem	Transport water and mineral ions from the roots to the leaves
State the function of the phloem	Transport dissolved sugars from the leaves using translocation.
Define stomata?	Pores (holes) on the underside of a leaf. Controlled by guard cells.
Define transpiration	Evaporation of water via the stomata
List 4 factors that affect the rate of transpiration	Light, temperature, wind, humidity.

<u>Question</u>	<u>Answer</u>
List the four components of blood	
State the function of red blood cells	
State the 3 functions of white blood cells.	
State the function of platelets	
State the function of plasma	
Name the three types of blood vessel	
Describe the structure of an artery	
State the function of an artery	
Describe the structure of a vein	
State the function of a vein	
Describe the structure of a capillary	
State the function of a capillary	
List the 4 chambers in the heart	
Describe where the 2 atria are found	
Describe where the two ventricles are found	
State which side of the heart pumps oxygenated blood?	
State which side of the heart pumps deoxygenated blood?	

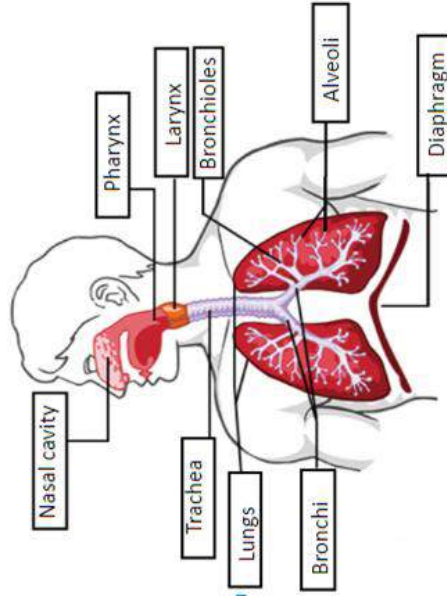
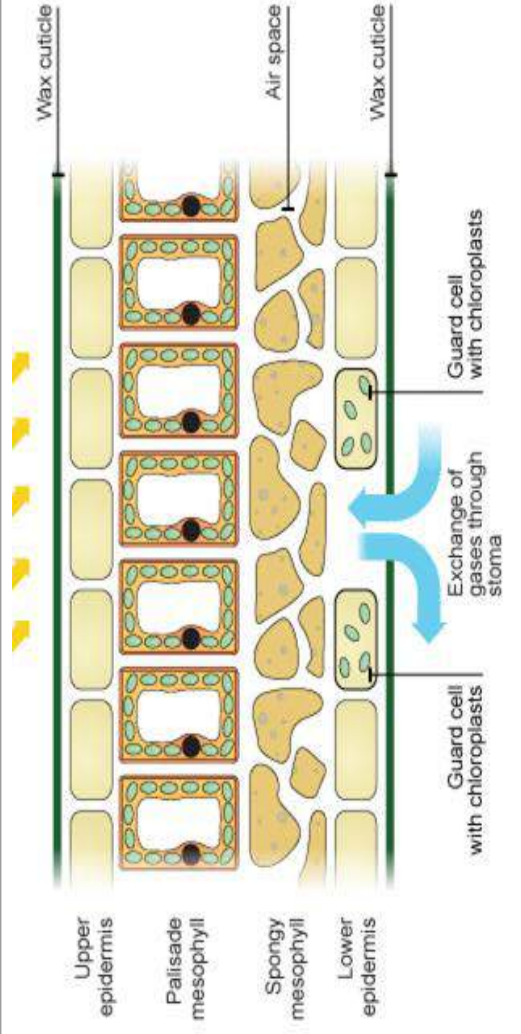
State the function of the valves in the heart	
Name the blood vessel that takes deoxygenated blood to the lungs	
Name the blood vessel through which oxygenated blood is pumped to the body	
Explain why the human circulatory system is called a double circulation system.	
List 3 methods of treating cardiovascular diseases.	
Define coronary heart disease	
Name 4 plant organs	
Name 3 tissues in a leaf	
State the function of the xylem	
State the function of the phloem	
Define stomata?	
Define transpiration	
List 4 factors that affect the rate of transpiration	

Keywords

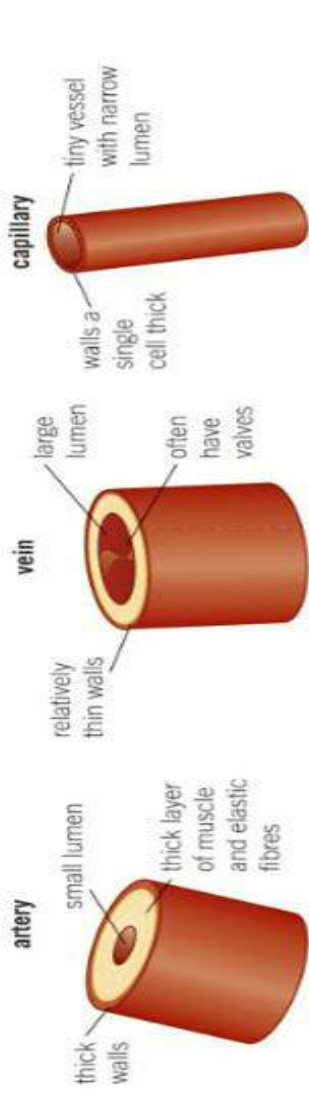
Arteries	Blood vessels that carry blood away from the heart.
Veins	Blood vessels that carry blood to the heart.
Capillaries	The smallest blood vessels where exchange occurs.
Xylem	Transports water around the plant.
Phloem	Carries dissolved sugars around the plant.
Translocation	The movement of sugars from the leaves to the rest of the plant through the phloem.
Transpiration	The loss of water vapour from the leaves of plants through the stomata.



Cross section of a leaf



B4 Organising Plants and Animals



B4 Organising plants and animals

Blood vessels:



Artery



Vein



Capillary

The blood:



White blood cells



Red blood cells



Plasma



Platelets



Plant organs:



Leaves



Flower

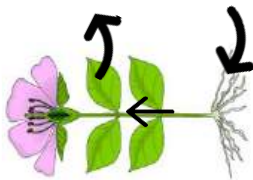


Stem



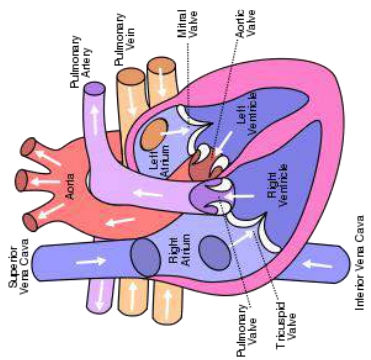
Roots

Transpiration stream:



"The constant movement of water through the xylem from the roots to the leaves"

The heart:



Heart issues:



Leaky valves



Heart failure



Coronary heart disease



Arrhythmia

Keywords:



Xylem: Transports water around plants.



Phloem: Carries dissolved sugars around the plant.



Translocation: The movement of sugars in plants.



Transpiration: Loss of water through the stomata.



Evaporation: Change of state from liquid to gas.

Leaf structure:



Epidermis



Palisade mesophyll



Spongy mesophyll

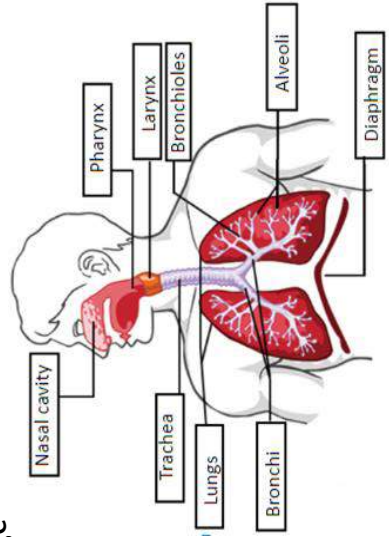


Guard cells



Stomata

Gas exchange





SPORT (BTEC)

Components of Fitness

Physical Fitness

1. **B**ody Composition
2. **A**erobic Endurance
3. **S**trength (Muscular)
4. **S**peed
5. **F**lexibility
6. **M**uscular Endurance

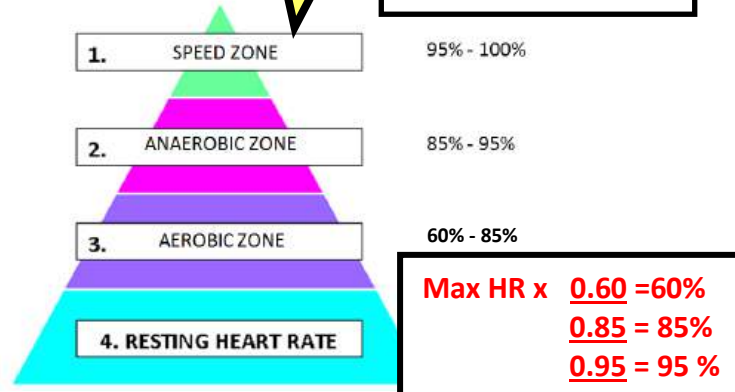
Skill - related Fitness

1. **C**o-ordination
2. **R**eaction time
3. **A**gility
4. **B**alance
5. **P**ower

Exercise Intensity

$$220 - \text{Age} = \text{Max HR}$$

Training Pyramid



Principles of Training

FIT

Frequency – How often do you train? (How many times a week)

Intensity – How hard do you train? (Heart rate/pyramid, BPM, BORG scale RPE)

Time – How long you train for? (min. 30mins)

Type – What type of training method (e.g. weight, circuit, interval...?)

BORG Scale – Rating of Perceived Exertion (RPE)

$$\text{RPE} \times 10 = \text{Heart rate bpm}$$

E.g Level 13 x 10 = 130bpm

6	No exertion
7	
8	
9	
10	
11	Light
12	
13	Somewhat hard
14	
15	Hard (heavy)
16	
17	Very hard
18	
19	
20	Maximal exertion

Specificity – training specific to the individual needs of athlete (Sport, Position, Component of fitness, Age, Gender)

Progressive Overload – Make training gradually harder so body gradually improves and adapts (increase *FREQUENCY/INTENSITY/TIME*)

Adaptation – Body adapts in response to training (gets stronger because of strength training etc.)

Rest and Recovery – Allows adaptation to take place and to avoid injuries due to fatigue/tiredness (have rest days)

Reversibility – Body will reverse back if training is stopped for a prolonged time (illness, injury, and motivation)

Variation – Training must be varied to avoid boredom (use different *TYPES* of training methods)

Warm up - Pulse raiser, stretches, joint mobilisation

Cool down – Pulse lowering, Static stretches, Developmental stretches (PNF)

Flexibility training

1. **Static Stretching** – Active (you), Passive (someone/thing else)
2. **Ballistic Stretching** – bouncing, actions
3. **PNF Stretching** – stretch, hold, tension, stretch further

Training Methods

Strength, muscular endurance and power training

1. **Free weights** – Sets, reps, barbell, dumbbell
2. **Circuit Training** – stations
3. **Plyometric** – bouncing, throwing, jumping

Aerobic Endurance Training












1. **Continuous training** – non-stop 30 mins
2. **Fartlek Training** – ‘Speed play’, slow, medium, fast/different terrain
3. **Interval Training** – work, rest, work, rest

Speed Training

1. **Hollow Sprint** - broken up by ‘hollow’ lower level work
2. **Acceleration Sprints** - jogging to striding and finally to sprinting at maximum speed.
3. **Interval Training** – work, rest, work, rest

Fitness tests over the page

Fitness Tests

Component of Fitness	Fitness test		Advantages	Disadvantages
Body Composition	Body Mass Index (BMI) $\text{BMI} = \frac{\text{Weight (kg)}}{\text{Height (m)} \times \text{Height (m)}}$		<ul style="list-style-type: none"> Easy to carry out 	<ul style="list-style-type: none"> Results can be misleading as muscles weigh more than fat
	Bioelectrical Impedance Analysis (BIA) BIA = electricity passed through body from WRIST to ANKLE . Measures the resistance from muscle and fat		<ul style="list-style-type: none"> Quick and gives instant results Can be repeated over time with no bad effects 	<ul style="list-style-type: none"> Needs expensive equipment
	Sum of Skinfolds Use CALLIPERS to measure skin on the BICEP, TRICEP, SHOULDER BLADE and HIP . Add measurements together and use to the JACKSON-POLLOCK nomogram (4 lines)		<ul style="list-style-type: none"> Provides accurate percentages of body fat 	<ul style="list-style-type: none"> Needs specialist equipment Problems with people revealing bare skin
Aerobic Endurance	Multi Stage Fitness Test (MST/Bleep test) Cones/Lines 20m apart , run in-between to the sound of a beep. Gradually gets faster . Longer you can keep up the higher the level		<ul style="list-style-type: none"> Can test a large group at once Tests to maximum effort 	<ul style="list-style-type: none"> Practice can affect score If outside environment may affect Scores can be subjective
	Forestry Step Test Step/ bench- 33cm for females and 40cm for males. Step up and down for 5 minutes to a metronome. (90bpm/22.5steps a min). Record pulse and compare to table		<ul style="list-style-type: none"> Low cost Can be performed inside or outside Can test on your own 	<ul style="list-style-type: none"> People may struggle to keep with the stepping pace on metronome
Speed	35m sprint test Sprint from one line/cone to another in a straight line over 35m. Record time and compare to normative data		<ul style="list-style-type: none"> Little equipment so cheap to run 	<ul style="list-style-type: none"> Human error when timing can affect results
Strength	Grip dynamometer 3 attempts, squeeze grip dynamometer measure result in Kg or KgW.		<ul style="list-style-type: none"> Simple and easy test Lots of normative data 	<ul style="list-style-type: none"> Must be adjusted for hand size which may affect results
Flexibility	Sit and Reach test Both feet against the sit and reach box , reach forward and measure result in centimetres		<ul style="list-style-type: none"> Well known test Quick and easy to perform 	<ul style="list-style-type: none"> measures lower back & hamstrings only length of arms and legs affect results
Muscular Endurance	Sit up and press up tests Count how many sit ups or press-ups completed in 1 minute		<ul style="list-style-type: none"> Quick and easy Little equipment Large groups at once 	<ul style="list-style-type: none"> Arguments of correct technique can affect results
Agility	Illinois Agility test Cones set up as in the image, lie face down on the floor at the start, measure time to complete course in seconds		<ul style="list-style-type: none"> Cheap and easy to conduct 	<ul style="list-style-type: none"> Human error with timing can affect results Weather or surface conditions can affect results
Power	Vertical Jump test Stand side on to wall reach up and mark/set the measure. Standing jump as high as possible touching wall. Measure between two marks/measures		<ul style="list-style-type: none"> Quick and easy 	<ul style="list-style-type: none"> Technique can affect result as need to jump and mark wall