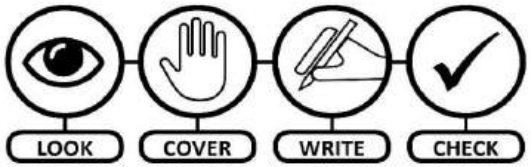
Year 11
Autumn Term

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.

How should you use your knowledge organisers? – 20-minute plan	
20 minutes Quizzing	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. 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'. 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. 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.
Flash Cards	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.
Online learning	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.

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

AO1: 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

AO2: 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

AO3: 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

AO4: PRESENT

Present a personal and meaningful response that realises intentions and demonstrates understandin 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 AO1, 2 & 3

Computer Science

2.2 PRODUCING ROBUST PROGRAMS

DEFENSIVE DESIGN

Programmers try to protect their programs by testing them to reduce the number of errors, predicting how users might misuse their program and trying to prevent it and making sure their code is well maintained.

Input Sanitisation – removes any unwanted characters that have been entered into a program

Input Validation – Checks if the data meets certain criteria before passing it through the program. The following validation checks can be used:

Presence check	Checks that data has been entered
Length check	Checks the data is the correct length
Range check	Checks the data is within a set range
Format check	Checks it's in the correct format (Eg:dd/mm/yy)
Check digit	Checks numerical data is entered correctly
Look-up table	Checks against a table of accepted values

Authentication – Where a program confirms the identity of a user before giving them access to the full program. This could be done through usernames and passwords.

Maintainability – Code that has been well maintained is easy to edit without causing errors. A well maintained code will have **comments** to help other programmers understand the code, as well as **appropriate names for variables and sub programs**, and **indentation** so that it is easy for programmers to see the flow of the program. Global variables should only be used where necessary so that they don't impact on the rest of your code.

TESTING

A program should be tested to check for any errors.

Final Testing – The program goes is tested once at the end of development. Everything is tested in one go.

Iterative testing - a program is tested and then changes are made as it goes through the development cycle again. It may go through this process a few times to make sure it is exactly what the customer wants.

Test data can fit into 3 different categories:

Normal	Data which is likely to be entered into the program and should be accepted
Extreme/ boundary	Data on the limit of what should be accepted
Erroneous	Data that should not be accepted

TYPES OF ERROR

A program should be tested to check for any errors.

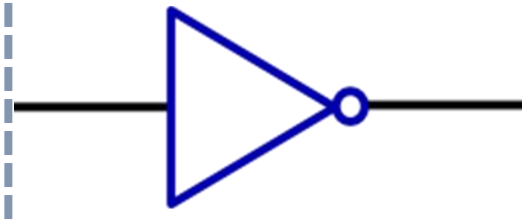
Syntax Error – something which doesn't fit the rules or grammar of the programming language.

Logic Error – the program runs but not as expected. Eg: < user instead of >.

2.3 COMPUTATIONAL LOGIC

NOT GATE

A NOT gate takes an input and outputs the opposite.



Input	Output
0	1
1	0

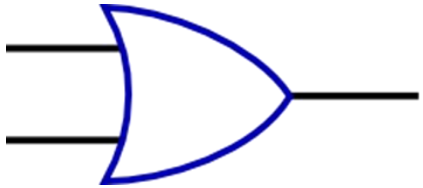
AND GATE

For an AND gate to give an output of 1, both inputs must be 1.

Input A	Input B	Output
0	0	0
1	0	0
0	1	0
1	1	1

OR GATE

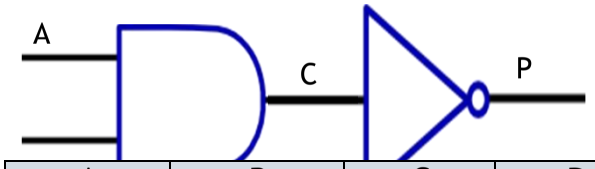
For an OR gate to give an output of 1, either inputs must be 1.



Input A	Input B	Output
0	0	0
1	0	1
0	1	1
1	1	1

COMBINED GATES

Logic gates can be combined:



A	B	C	P
0	1	0	1
1	0	0	1
1	1	1	0
0	0	0	1

LOGIC EXPRESSIONS

The table below shows the logic gate expressions and notations that you need to know:

Gate	Expression	Notation
NOT	NOT A	¬A
AND	A AND B	A ∧ B
OR	A OR B	A ∨ B

WHY COMPUTERS USE BINARY

Computers use 1s and 0s to represent the flow of electricity in their circuits.

0 = off
1 = on

Bit = a single bit (0 or 1)
Nibble = 4 bits
Byte = 8 bits
Kilobyte = 1000 bytes **Megabyte** = 1000 kilobytes **Gigabyte** = 1000 megabytes **Terabyte** = 1000 gigabyte **Petabyte** = 1000 terabytes

Dance

Choreography

The art of creating dance…

Choreographic Devices	Definition
Juxtaposition	Change the order of the motif
Dynamics	Dynamics are how the body is moving and this relates to speed, energy and flow of movement
Retrograde	Perform the motif or movements backwards.
Direction	Which way you face to perform movement
Levels	Performing a motif at a high, medium or low height/level
Accumulation	a choreographic device or structure where new movements are added to existing movements in a successive manner, for example, A, AB, ABC, ABCD
Embellishment	A choreographic device where detail is added to the original movement sequence.
Addition	When a dancer performs a series of movements and others join in at different times until all perform in unison.
Travel	To make your movement move from one place to another.

Other key words	Definition
Motif	A movement or gesture or short movement phrase which has the potential to be developed in the dance/work
Transitions	The process of moving from one movement or motif to another.
Climax	The high point of your dance, the part that captivates the audience the most
Motif Development	Improving a motif by adding choreographic devices

Expressive Skills	Definition
Focus	Where you are looking in relation to body parts of the audience
Facial Expressions	Emotion displayed through facial features
Projection	The energy the dancer uses to connect with and draw in the audience. Making the movements as big as possible
Musicality	Be in time with the music
Extension	Lengthening on or more muscles or limbs. For example from shoulder to fingers
Sense of style	Suit the genre of the dance, example energy for street dance

Technical Skills	Definition
Posture	The way you hold you upper body
Extension	Lengthening on or more muscles or limbs. For example from shoulder to fingers
Strength	The quality or state of being physically strong
Dynamics	The qualities of movement based upon variations in speed, strength and flow
Control	The ability to start and stop movement, change direction and hold a shape efficiently
Stamina	The ability to sustain prolonged physical or mental effort
Co-ordination	To move two ore more body parts at the same time
Alignment	Arrangement of body parts in a straight line or in correct relative position
Flexibility	The ability to bend with ease
Balance	An even distribution of weight enabling someone or something to remain upright and steady

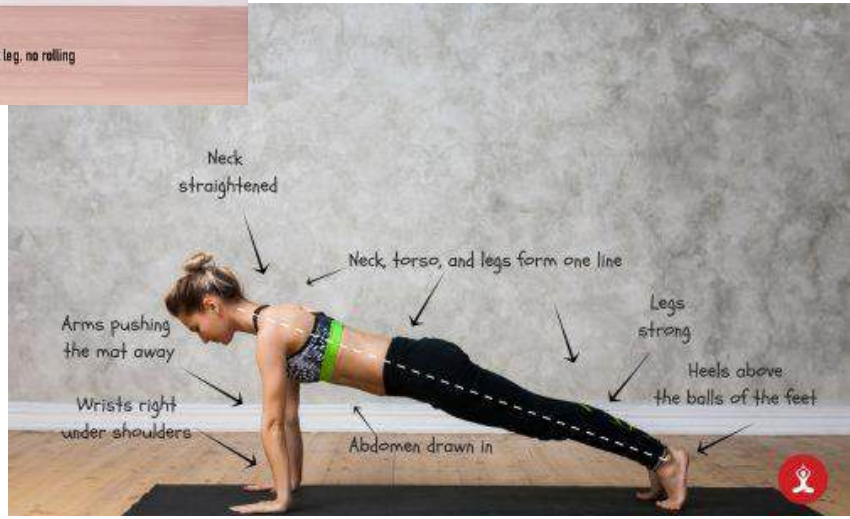
Success Criteria

Technical	Definition	Expressive	Definition	Other	Definition
Posture	The way you hold you upper body	Focus	Where you are looking in relation to body parts of the audience	Choreography	The art of creating dance.
Alignment	Arrangement of body parts in a straight line or in correct relative position	Facial Expressions	Emotion displayed through facial features	Fidgeting	Do not mess with your hair, clothing or itch during a performance
Stamina	the ability to sustain prolonged physical or mental effort	Projection	The energy the dancer uses to connect with and draw in the audience. Make movements as big as possible	Health & Safety	Hair tied up Correct kit No Jewellery
Strength	the quality or state of being physically strong	Musicality	Be in time with the music	Team Work	Supporting each other and working well in a group
Flexibility	The ability to bend with ease.	Extension	Lengthening one or more muscles or limbs. From the shoulder to finger tips, hips to toes	Contribution	Putting forward suggestions to your group for choreography and providing feedback to others
Control	The ability to start and stop movement, change direction and hold a shape efficiently.	Sense of style	Suit the genre of the dance to your performance i.e. Street style	Rehearsals	Use 100% of your rehearsal time – do not sit down
Extension	Lengthening one or more muscles or limbs. From the shoulder to finger tips, hips to toes			Effort	Try your very best in every lesson
Dynamics	The qualities of movement based upon variations in speed, strength and flow.				

TECHNIQUE

Technique is the basis of all fundamentals of **dance**, from holding your body correctly while performing, to executing skills properly in a routine. Strong **technique** extends across all areas of **dance**, regardless of the style of your routine

	ACTION WORD	DIRECTION	DYNAMIC	WEIGHT/FLOW
1	SKIP	BACKWARDS	SUDDEN	DEEP
2	JUMP	FORWARDS	SMOOTH	LIGHT
3	TWIST	DIAGONAL	DELICATELY	CENTRAL
4	BALANCE	UPWARD	HARSH	HEAVY
5	RISE	SIDEWAYS	FAST	AWKWARD
6	FALL	UPSIDE DOWN	SLOW	BOUND



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.

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.

Band	Mark	Descriptors
4	16–20	**Excellent** contribution to performance: • 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: • 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: • 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: • 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.

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?

TOP TIPS

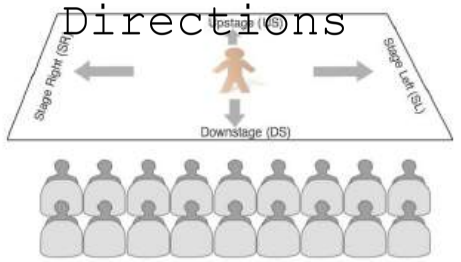
Learning Lines

- **Annotate thoughts on why or how your character says the line.** What are they trying to get from the other characters? What is there 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

Vocal Skill	Definition	Physical Skill	Definition
Tone of voice	This suggests your mood, emotion and your 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.
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		

Stage Directions



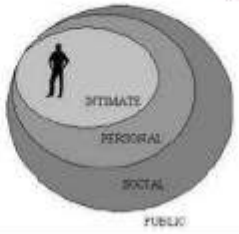
KEY VOCABULARY

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.



English

CREATIVE PROSE WRITING KO

Vocabulary to create emotions	Definition
Uplifting	Inspiring happiness or hope
Joyful	Expressing great pleasure or joy
Hopeful	Feeling or inspiring optimism for the future
Despair	Complete loss of all hope
Distress	Extreme anxiety, sorrow or pain
Melancholy	A feeling of pensive sadness with no obvious cause
Optimistic	Looking at the positive aspects of life
Pessimistic	Looking at the negative aspects of life
Pensive	Thoughtful mood
Frustrated	Feeling of annoyance
Inferior	Lower in rank status or quality
Sentimental	feelings of tenderness, sadness, or nostalgia
Powerful	Having great power or strength
Insignificant	Too small or unworthy to be considered important
Nostalgia	A longing for the past
Apprehensive	Feelings of anxiety or fear

Writing to:
Create an imaginative yet realistic story that has a clear beginning, middle and end.

Terminology	Definition
Cliff-hanger	Leaves the character in a seemingly impossible situation
Withholding Information	Suppress or hold back (an emotion or reaction or event in a story).
Plot	The sequence of events that make up a story
Character	The mental and moral qualities distinctive to an individual in a story
Setting	the time and place of the action in the story
Metaphor	Where one thing becomes another in a comparison
Simile	Comparison between two things using like or as
Personification	Giving human qualities to inanimate objects
Five Senses	Sight, Sound, Touch, Taste, Feel – embedding these elements into a story
Pathetic Fallacy	Ascribing human conduct and feelings to nature
Symbolism	The use of symbols to represent ideas or qualities
Show Don't Tell	Show a character's thoughts and feelings through description and imagery
Chronological structure	The order in which things happen – time order
Cyclical Structure	The end of the story returns to a situation similar to the beginning of the story

SKILLS (AO5 & AO6)

Communication and Organisation (AO5)

- Plan content before writing = ideas + order for maximum impact
- An **effective opening** which grips the reader's attention/gets straight into the story/arouses curiosity
- A **complete** story – **well structured** – a clear **beginning, middle** and **end**
- **Snappy dialogue** (don't over rely on this – use it sparingly)
- **Description** and **imagery** to build up atmosphere – **show don't tell**
- Maybe a **plot twist** – give your reader something to think about at the end
- Maybe an **ending** which **links** with the **opening**
- Use paragraphs – TIPTOP rules and be able to apply them effectively
- Use time and sequencing discourse markers to link your ideas clearly

Vocabulary, Sentence Structures, Spelling and Punctuation (AO6)

- **Tense consistency** is key – need to focus on this
- Pay close attention to basic spellings
- Vary your sentence structure for effect e.g. simple, compound and complex
- Vary your sentence openings e.g ASPICE
- Check for homophones
- Use accurate basic punctuation: capital letters, full stops, exclamation marks, commas & apostrophes.
- More challenging punctuation: colons, semi-colons, parenthesis & hyphens.

EXAM REQUIREMENTS - English Language – Component 1, Section B – 45 minutes

You will be asked to use one of four titles as a springboard for a piece of creative prose writing.
Examples
- Write about a time when …
- Write a story which begins …
- Write a story which ends …
- The Affair / The Crisis …

24 marks = content and organisation
16 marks = technical accuracy

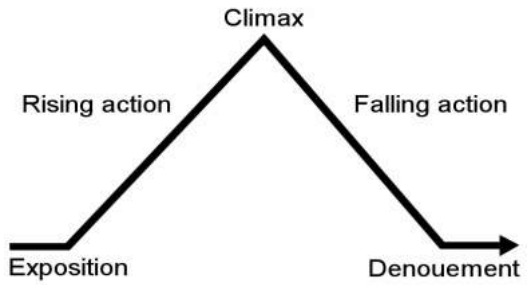
Plan, Write, Check.

You will be expected to write between 300-400 words – 2-3 sides of writing .

Success Criteria for a well thought-out story:

Nothing too far fetched
Ambitious vocabulary- adjective and verbs
Range of literary devices -
Really detailed setting
Accurate SPAG
Tense and time control
Introduce main character
Vary sentence structures
Endings should not be clichéd

Freytag's Narrative Structure



Sentence Structures (Complex Sentences)

Remember , if your subordinate clause comes before your main clause, you **do** need a comma.

A Adverb	Start your sentence with an adverb. **Lovingly and attentively, he stared into her beautiful green eyes.**
S Simile	Start your sentence with a simile. Begin with the word 'as' or 'like'. **As brave as a lion, he slayed the evil monster.**
P Preposition	Start your sentence with a preposition. **On the top of the hill, there stood an old castle.**
I -ing word (Verb)	Start your sentence with an 'ing' word. **Unlocking the door, she left the room.**
C Connective (A subordinator) I WAS A BWABE	Start your sentence with a connective. **Although he was hurt, he continued on his quest!**
E - ed word (Verb)	Start your sentence with an 'ed' word. **Scared by the sound, he hid under his covers for shelter.**
D Drop in clause (Embedded clause)	Add a drop in clause to your sentence. (who = person / which = place) **Michelle, who was very clumsy, always fell over her own laces.** **Birmingham, which is located in the West Midlands, is the second biggest city in England.**

5 PART NARRATIVE STRUCTURE	Definition
Exposition	Set the scene and introduce the characters
Rising Action Complication	The lives of the characters are complicated in some way
Climax	is what occurs directly after the climax
Falling Action Consequence	the most intense, exciting, or important point of something; the culmination
Resolution Denoument	the action of solving a problem or contentious matter

Golden Rules of Dialogue

Use sparingly to develop plot or character.

- All dialogue must be contained in speech marks.
- Before the end of the speech marks, you must punctuate (, ! ? .)
- Include dialogue tags – who said what and how.
- New speaker, new line

"Don't do that!" shrieked the man.
"I will," she replied, "if I want to!"

Use Prepositional Phrases to describe a Setting

- Use a **prepositional phrase** at the start of each sentence – it must begin with the preposition
- Use a comma after the **prepositional phrase**
- Use a main clause that begins with a subject after the **prepositional phrase**

E.g. Under the teacher's desk, the highlighters and glue sticks hoped they would be needed and put to good use.

Common Misspellings (AO6)

Correct spelling	Spelling advice	Common misspelling
beginning	Double **'n'** before **'-ing'**	begining
definitely	**-ite** not **-ate**	definitely defiantly
finally	Two '**l**'s	finaly
happened	Ends with **'-ened'**	hapend
successful	Two '**c**'s, two '**s**'s	succesful
therefore	End with **'-fore'**	therefor
which	Begins with **wh-**	wich
tomorrow	One '**m**', two '**r**'s	tommorow, tommorrow
appearance	End with **-ance**	appearence
weird	**e** before **i**	wierd

Paragraphing (AO5)

Time	Start a new paragraph when you move to a new period of time.
Place	Start a new paragraph when you move to a different place.
Person	Start a new paragraph when you bring a new person into your writing, or when you change from one person to another (especially when writing conversations)
Topic	Start a new paragraph when you move on to a new topic or subject.

Sentence Structure – Complex Sentence Variety (AO6)

A **Adverb**	You could start your sentence with an adverb. **E.g.**Lovingly and attentively, he stared into her beautiful green eyes.
S **Simile**	You could start your sentence with a simile. Begin with the word 'as' or 'like'. **For example:** As brave as a lion, he slayed the evil monster.
P **Preposition**	You could start your sentence with a preposition. **For example:** On the top of the hill, there stood an old castle.
I **-ing word (verb)**	You could start your sentence with an 'ing' word. **For example:** Unlocking the door, she left the room.
C **Connective**	You could start your sentence with a connective (a subordinator). **For example:** Although he was hurt, he continued on his quest!
E **- ed word (verb)**	You could start your sentence with an 'ed' word. **For example:** Scared by the sound, he hid under his covers for shelter.
D **Drop in clause**	You could add a drop in clause to your sentence. (who = person / which = place) **For example:** Michelle, who was very clumsy, always fell over her own laces. **For example:** Birmingham, which is located in the West Midlands, is the second biggest city in England.

Punctuation (AO6)

Exclamation marks **!**	An exclamation mark is used after interjections, humorous sentences or to show surprise and excitement. **E.g. Oh! But he was a tight-fisted hand at the grindstone, Scrooge! *(A Christmas Carol)***
Question marks **?**	Question marks are **used** in both formal and non-formal writing and in cases where direct and indirect **questions** are being asked. **E.g. Whence is that knocking? *(Macbeth)***
Semi Colons **;**	A semi-colon is used to join two sentences with a logical link or to separate items in a detailed list **E.g. Logical link: Lennie's hands remained at his sides; he was too frightened to defend himself. *(Of Mice and Men)*** **E.g. Detailed list: Summer was our best season; it was sleeping on the back screened porch in cots, or trying to sleep in the treehouse; it was a thousand colours in a parched landscape; but most of all, summer was Dill. *(To Kill a Mockingbird)***
Colons **:**	A colon is used to introduce lists, quotations or summaries. It can also be used to indicate that the sentence that follows a colon will clarify what has been stated before it **E.g. List: There are three 'core' skills: reading, writing and arithmetic.** **E.g. Clarify: Everything was screaming: the sea, the wind, my heart. *(Life of Pi)***
Speech marks **" "**	Speech marks are used to show direct speech or the reporting of direct speech. All speech must begin with a capital letter and must have a piece of punctuation inside the speech marks at the end. **E.g. "I wonder how many miles I've fallen by this time?" she said aloud. *(Alice's Adventures in Wonderland)***
Parenthesis (Brackets)	Parenthesis are used to add extra information, asides or more detail and should be used *sparingly* in your writing. **E.g. "I am serious", said Estella, not so much with a frown (for her brow was smooth) as with a darkening of her face. *(Great Expectations)***
Apostrophe **'**	Apostrophes are used to show possession or omission. They are NEVER used to make plurals. **E.g. Omission: Don't = do not / Can't = cannot** **E.g. Possession: The teacher's bag (belongs to one teacher). The girls' gym (belongs to all of the girls)**
Comma **,**	Commas are used to separate lists, introductory words and clauses. **E.g. Lists: Scrooge! A squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! *(A Christmas Carol)*** **E.g. Introductory words: Often, after the rest of the family had retired for the night, I took the boat and passed many hours upon the water. *(Frankenstein)*** ***E.g.* Clauses: As wind filled the room, the air thundered with the monster's angry bellows. *(A Monster Calls)***
Dash **-**	Dashes are used in a similar way to brackets. They are often used in pairs to enclose extra information. They can also be used to emphasise or clarify and point, in a similar way to colons. **E.g. Extra information: I can't help thinking about this girl – destroying herself so horribly – and I've been so happy tonight. *(Sheila: An inspector Calls)*** **E.g. Clarify: I looked up, and there he was – the same man from yesterday's meeting.**
Ellipses **…**	Ellipses are used to show an interruption, thought or as a cliff hanger ending. **E.g. Then, it appeared out of nowhere…**

Retrieval of explicit and implicit information:

Assessment Objective (A01 Strand 1): *Identify and interpret explicit and implicit information and ideas.*

Information retrieval questions test a reader's ability to:

- identify the explicit information or ideas needed to answer the question
- isolate key details
- interpret the meaning of implicit ideas and information
- clearly refer to evidence in the text.

Before answering:

1. Make sure you are looking at the **correct** text and the **right** part of the text.
2. Be aware of how many marks the question is worth. E.g. if it is a 5-mark question you will probably be asked for 5 details.
3. Read the question **at least twice** to make sure you know exactly what you are looking for.
4. Use skimming and scanning techniques to find the detail(s) you need quickly.
5. Think about how much time you should dedicate to the question – don't be tempted to spend too long on this question and reduce the time you have available elsewhere.

When writing your answer:

- double check that you have read and understood the question and the instructions at the start of the question;
- identify relevant words or phrases from the text to answer the question – be specific.
- your answer may be brief but make sure you have provided enough detail to answer the question;
- track through the section of the text carefully – reading chronologically will help to make sure you don't miss anything.

Bullet points are fine for information retrieval questions but make sure your answer makes sense!

Skimming

This is when you do not read every word but try to take in the overall meaning of a piece of writing by moving your eyes throughout the text. Headings and opening sentences are useful for directing this technique...

Scanning

This is useful if you are looking for a particular word or piece of information. For example, in the second C2 Q1 example below you could begin by scanning the text for the word 'crater'.

Checklist for improving your answer:

- ✓ Have you answered the question?
- ✓ Have you retrieved sufficient information?
- ✓ Have you checked that you copied the information down correctly?
- ✓ Have you checked how many marks the question is worth?

TOP TIPS:

1. Use **short** relevant quotations.
2. **Check** the details of the question carefully.
3. If you are told to look at **specific lines** use your pen and **mark them** off on the exam paper so that you don't lose focus.

Some examples of previous information retrieval questions

Component 1: Q1

Read lines 1-6.
List **five** things you learn about Emma in these lines. [5]

List **five** things you learn about Jonathan in lines 1-17. [5]

Read lines 1-16.
List **five** things you learn about Brian Faulkner in these lines. [5]

Component 2: Q1

Read the newspaper article 'Miners Rescued from Chilean Mine' in the separate Resource Material.

a. What was the nickname of the rescue capsule? [1]
b. How did the miners let the rescuers know they were still alive? [1]
c. Where were the men taken once they had been brought to the surface? [1]

Read the newspaper article 'Iceland's erupting volcano' in the separate Resource Material

a. When did the Eyjakull volcano last erupt? [1]
b. How close did Tom Robbins get to the crater of Eyjakull? [1]
c. How wide is the crater of Katia? [1]

Read the newspaper article 'Inside America's Toughest Prison' in the separate Resource Material.

a. Give one example from the article of how the worst prisoners were punished in the past? [1]
b. At the time the article was written, how many prisoners were in Florence Prison? [1]
c. Give one example of the privileges that prisoners may earn for good behaviour? [1]

Component 2: Q3

To answer the following questions you will need to read the account in 'The Penny Review' magazine.

a. What caused the coal mine to collapse? [1]
b. What detail does the writer give that shows the rescue attempt never slowed or stopped? [1]
c. What gave the rescuers hope that the miners were still alive? [1]

To answer the following questions you will need to read Pieter Sandrick's account of the Krakatoa volcano explosion on the opposite page.

a. On which day of the week did the Krakatoa volcano start to erupt? [1]
b. How far away was Krakatoa from the town of Anjer? [1]
c. How did Pieter Sandrick survive when the 'wall of water' hit the coast? [1]

To answer the following questions you will need to read the extract on the opposite page by Charles Dickens.

a. When Charles Dickens visited the Eastern Penitentiary prison, what did he describe as awful? [1]
b. Give two details from the text that suggest prisoners are in the Eastern Penitentiary prison for a long time. [2]

Explain, Comment and Analyse:

Assessment Objective:

AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

These questions test a reader's ability to:

- comment on the words and phrases used by a writer
- consider the reasons why specific words, phrases and techniques have been selected
- think about how a writer may manipulate our feelings/perspective.

Before answering:

1. Read the question carefully and highlight what you are being asked to explain/ analyse/comment on (see example questions). There will be a SPECIFIC focus rather than a general analysis.
2. Re-read the section of text referred to in the question. For Component 1, you will be given specific lines to look at for AO2. For Component 2, you will usually be asked to look at the whole text. Read the text chronologically and highlight things which the writer has included that will aid you in your response.
3. Where relevant, highlight a RANGE of different techniques, words and phrases which are used by the writer.

When writing your answer:

- only comment on areas that are relevant to the question you have been asked;
- focus on (and highlight) the keywords from the question and keep referring to them;
- be concise with your explanations so you cover a wide range of points;
- do not repeat yourself – if a writer uses a technique try to deal with it and then move on rather than continually mentioning the same thing;
- work through the text chronologically so you do not overlook valuable ideas.

This is usually a higher tariff question so spend an appropriate amount of time on your answer.

Some examples of previous questions which focus on explain, comment and analyse:

Component 1:

How does the writer show the relationship between Jonathan and Frances in these lines? [10]

How does the writer show us the differences between Lucy and Maureen in these lines? [10]

How does the writer show us the character of Emma in these lines? [10]

Component 2:

How does the writer try to show that Nik Wallenda's tightrope walk was astonishing and dramatic? [10]

How does Tom Robbins try to make his account of Iceland's erupting volcano' exciting and dramatic? [10]

These questions are usually accompanied by an instruction such as:

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

This information is intended to help you so ensure you read it carefully.

TOP TIP:

'How' AO2 questions require you to focus on either a section of text, or the whole text. Where relevant you can comment on a writer's use of language, techniques, structure, text organisation, pictures, tone and sentence construction. Make sure you **do not overlook the words and phrases selected by the writer**. **Many candidates are so focused on the techniques that they forget to comment on what is being said**.

How to answer concisely:

- **Link similar quotations together: "the writer uses… and… to show us…"**
- **Get to the point quickly: "it is easy to… because…the writer suggests…"**
- **Quotes must make sense but keep them brief. Never use … in a quotation and then miss out the important information.**
- **Work out your sentence before you commit pen to paper and keep it focused when writing.**

Checklist for improving your answer:

- ☑ Have you used evidence to support your answer?
- ☑ Have you responded to the focus of the question?
- ☑ Have you commented on a range of techniques, details and language?
- ☑ Does your answer include a range of points from across the text?

Evaluation:

Assessment Objective (A04): *Evaluate texts critically and support this with appropriate textual references.*

Evaluation questions test a reader's ability to:

- give considered personal judgement
- use the text wisely to support judgements given
- demonstrate clear focus on the question
- provide critical overview of what has been read.

Before answering:

1. Read the statement/view in the question carefully.
2. Underline the part of the statement/view that shows the **focus** of the question.
3. Think about whether you agree/partly agree/ disagree with the statement/view. You might find that you agree and disagree for different reasons.
4. Highlight the text to show which evidence you are going to use to support your opinions.
5. **Look again** at the question. Make sure your evidence and points will provide a clear focused answer.

Timing is key:

This question is worth **10 marks**.
You need to leave yourself around **15 minutes** to answer it.

Useful sentence openings and key vocabulary:

I agree/disagree with this view/statement...
This is reinforced by...
To some extent...
Furthermore...

This...
suggests... creates... demonstrates... uses... reiterates... reinforces... implies... indicates... convinces... highlights...

When writing your answer:

- keep the focus of the question firmly in mind – reuse the words of the question to show that your opinions are on task;
- make sure you are offering clear opinions in response to the statement/view given in the question and take a coherent stance;
- support all points with precisely chosen evidence from the text;
- track through the text to gain a clear range of evidence and help you to organise yourself in a coherent way;
- think about how the writer has shaped your opinion (what methods/techniques/ language have been used).

TOP TIP: Use evidence wisely

1. Any opinions you offer must be supported with evidence.
2. Avoid unsupported opinions or assertions – make your opinions relevant using what you have read to prove them.
3. Look at the text and pinpoint what it is that a writer says that makes you think as you do. Use that evidence to accompany your points.

Checklist for improving your answer:

- Have you responded to the focus of the question?
- Have you used specific and precise evidence to support your opinions?
- Have you made a range of points?
- Have you drawn upon evidence from the whole of the text?
- Have you given consideration to HOW the writer shaped your opinions?
- Have you given an overview statement to respond to the question?

Some examples of previous evaluation questions

Component 1: Q5

"The writer shows that life for immigrants such as the Hamiltons was very hard."
How far do you agree with this view?
You should write about:

- your thoughts and feelings about how the life of the Hamiltons is presented in the passage as a whole;
- how the writer has created these thoughts and feelings. [10]

"The writer uses the walk to Wreck Island to show a change in both Emma and Robbie."
How far do you agree with this view?
You should write about:

- your thoughts and feelings about how Emma and Robbie are presented in these lines and in the passage as a whole;
- how the writer has created these thoughts and feelings. [10]

"The writer presents Jonathan as a failure as a father and a husband."
How far do you agree with this view?
You should write about:

- your thoughts and feelings about Jonathan and how he is presented in these lines and in the passage as a whole;
- how the writer has created these thoughts and feelings. [10]

Component 2: Q4

"In the first three paragraphs of the account, the writer gives the impression that the accident was **so serious that the trapped miners would not be found alive**." How far do you agree with this statement?
You should comment on:

- what he says;
- how he says it. [10]

"In this extract, George Banks presents Blondin in **a very positive way**." How far do you agree with this view?
You should comment on:

- what he says;
- how he says it. [10]

"Pieter Sandrick gets across his feelings **of increasing terror really well**." How far do you agree with this statement?
You should comment on:

- what he says;
- how he says it. [10]

These questions are accompanied by the instruction:
You must use the text to support your comments.
This states you MUST use evidence to support your answer.

Creative Writing:

Assessment Objectives:

AO5 Communicate clearly and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

AO6 Use a range of vocabulary and sentence structure for clarity, purpose and effect, with accurate spelling and punctuation.

Before Starting:

1. Read through the task choices carefully.
2. Before making your choice, think about experiences that you have had (or that you know about) which you could use to answer the task. Or, if choosing to write purely from imagination, how will you make your narrative sound convincing and authentic?
3. Choose a task that you think you would have plenty to write about.
4. Spend 5-10 minutes planning carefully to make sure that you can produce an interesting and engaging piece of writing.

Planning:

Plan

- Use a system that makes most sense to you – e.g. a spider diagram, bullet points, table, notes.
- A plan should be tightly focused – don't waste time writing out full sentences, key words and ideas are all that are needed.

Things to consider

- Key details – what happened and in what order?
- People – who is involved? How are you going to let your reader know key details about them?
- Structure – think about your beginning and how your narrative will end. Are you building to a particular point of interest for the reader?
- Detail - which areas will you develop further to add interest for your reader?

Examples of previous Component 1 Writing questions:

Write about a time when you broke the rules.

Write about a time when you had to go shopping with a relative.

The Wedding.

Grandma.

A memory of primary school.

Continue the following: It really wasn't the result I was looking for.

Write a story which ends:
...and that was the worst job of my life.

Write a story which ends:
...and I felt so sorry for myself.

Structure:

Using structural features like dialogue or flashbacks can add interest as long as you use them carefully and your writing makes sense. Your writing *must* be **coherent**.

TIP 1: Write something manageable:

You only have a short amount of time so make sure that you don't have too many characters or too many things happening.

If you spread yourself too thinly you won't be able to fully showcase your skills.

TIP 2: Be aware of your reader:

*For the highest marks you **must** fully engage the reader's interest.*

Write about people and events in a way that makes your reader care about them. This could happen in a number of ways. For example, they could be interested or amused, horrified or worried.

Develop detail in a way that engages your reader. Influence them through what you **show** them and your development of the content.

Checklist for improving your writing:

- Have you tried to engage your reader?
- Have you made your reader learn things through implied detail (what you have shown them)?
- Have you provided interest by developing detail?
- Have you structured your work carefully?
- Have you proof-read your work for errors?

Things to avoid:

Don't be tempted to give your reader all of the information they need about your narrative too quickly. You need to control what your reader knows. If you give out all of the key details about what is going to happen in your opening paragraph then you may shut down the ways in which you can add interesting detail later on.

Proofreading and Common Errors:

Assessment Objectives:

AO5 ***Communicate clearly*** and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organise information and ideas, using ***structural and grammatical features*** to support coherence and cohesion of texts.

AO6 Use a ***range of vocabulary*** and ***sentence structure*** for clarity, purpose and effect, with ***accurate spelling*** and ***punctuation***.

Before Starting:

1. Be aware of what is being assessed in Writing (see Assessment Objectives above).
2. The Assessment Objectives show that you are being assessed on the content and organisation of your work (AO5) and your vocabulary and technical accuracy (AO6). Make sure you address these.
3. Use revision to work out the most common errors you make. Learn how to put these right and make sure you look for them in every piece of written work.
4. Get used to checking your work. Whilst learning this skill, you can read your work aloud to make the errors easier to detect.

Proofreading your work in an exam:

Check as you write

- Don't leave all checks until the end. Reread each paragraph before you start the next one to make sure that your work follows logically.
- Make sure that your work is grammatically sound – are you using tenses consistently?
- Keep an eye on any words that you use which are in the question – there is no excuse for spelling these incorrectly.

Leave time for a final read through

- Look at the basics carefully – for example, have you started each sentence with a capital letter and ended it with a full stop?
- Keep an eye out for words that you know you find problematic. Double check these.
- Don't be afraid to cross things out but make sure any changes are clear.

Things to remember: Be consistent:

In all writing it is important to convince your reader. **Don't undermine** your writing by **contradicting** what you have previously written.

For example, in a story you might write about waking up to see snow but later on describe someone who is sitting outside wearing shorts and a t-shirt. In a letter you might begin by describing a situation as outrageous but then go on to say that you don't mind either way. Both of these seem like silly examples but students often trip themselves up by **contradicting** themselves. **Careful planning** can help you avoid this.

Punctuation: Don't forget the basics

For your work to make sense you must write in SENTENCES. Make sure you know when to use a FULL STOP and when to use a COMMA. Too many students throw away marks and undermine the accuracy of their work by comma splicing. (*Comma splicing means using a comma when the sentence should have ended with a full stop.*)

Grammar: Tenses

Grammatical accuracy is very important and students who lose control of tenses will lose marks.

If you start writing in a particular tense try to make sure you stick with it unless you have a reason for changing.

E.g. if you begin writing in the past tense "*That day was the worst day of my life…*" make sure that you continue in that tense.

Common Errors – Homophones:

Lots of words sound the same but are spelled differently. Some examples are below. Learn the difference between these (and make lists of any others that catch you out regularly):

to/too/two	**there/their/they're**	**hear/here**	**wear/where**
we're/were	**sight/site**	**pair/pear**	**through/threw**
you're/your	**which/witch**	**peace/piece**	**new/knew**

Checklist for proofreading:

- ☑ Is your writing consistent?
- ☑ Have you used basic punctuation (like full stops) at the end of each sentence?
- ☑ Have you used tenses consistently?
- ☑ Have you used capital letters for all names and proper nouns?
- ☑ Have you punctuated speech and questions accurately?
- ☑ Have you written in paragraphs?

MUCH ADO ABOUT NOTHING KO

Vocabulary	Definition
Idealistic love	Love which is not realistic and is based on the ideals of courtly love
Patriarchy	Society dominated by males who rule over females
Masculinity	Traits relating to being stereotypically male
Misogyny	A mistrust or prejudice against women
Loyalty	Having a strong feeling of support or allegiance
Audience	Spectators or listeners
Misnoting	Wrongly interpreting what other people do or say
Unconventional	A person who doesn't behave in the same way as most other people in society
Marriage	Formal union of two persons in the eyes of god
Honour	A quality that combines respect and reputation, being proud, honesty and integrity
Chastity	Not having sex before marriage
Societal expectation	Social normalities relating to the time

Terminology	Definition
Motif	a theme, subject or idea that runs throughout the play
Dramatic Irony	where the audience are more aware of the action happening than the characters
Soliloquy	an individual character in a play speaking their thoughts out loud to the audience when alone on the stage
Protagonists	the main character who propels the action forward
Blank Verse	a type of poetry that uses iambic pentameter (10 beats per line – stressed/unstressed) but doesn't rhyme
Prose	ordinary language that people speak in
Juxtaposition	placing contrasting ideas close together in a text
Aside	an individual character sharing their thoughts out loud to the audience and some characters on the stage, but not all of them
Extended Imagery	used to create comedy and striking images relating to key characters
Hyperbole	use of extremely exaggerated terms for emphasis
Puns	joke exploiting the possible different meanings of a word

SKILLS (AO1, AO2 & AO4)

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 Elizabethan audience would react differently to a contemporary audience.
Refer to the writer: Evaluate Shakespeare's motive and how it supports his intended purpose for the play

EXAM REQUIREMENTS - English Literature - Component 1, Section A

EXTRACT ESSAY on MUCH ADO – 20 mins - 15 marks

Intro – link to question. Provide an overview of the scene.
Throughout the essay – Choose relevant quotes and analyse the language, structure and effect of these quotes. Refer to the question regularly.

WHOLE PLAY ESSAY on MUCH ADO – 40 mins - 25 marks (5 for SPaG)

Prioritise your ideas in chronological order.

Intro – using words of the question given 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

Deception	As is typical in the comic form, deception can be seen both as malicious and benign in this play. Signified by the use of masks. The courting of Hero for Claudio by Don Pedro and Don John's subsequent trickery; the duping of Don Pedro and Claudio by Don John; the gulling of Beatrice and Benedick; Hero's death.
Shaming / Honour	Don John's shame at the nature of his birth can be seen as one of the motives for his villainy. The aborted wedding ceremony is the climactic moment of the play. Both Claudio and Leonato know their social status couldn't survive association with a shamed woman so attempt to remove her from their lives. Benedick later shames Claudio and Don Pedro for their wrongful shaming of Hero. Despite the happy ending, the central shaming is so terrible that this section of the play is more in keeping with a tragedy.
Love and Marriage	Marriage is front and centre in Much Ado About Nothing. In the first scene in the first Act, Claudio sets eyes on Hero and intends to marry her. There's scheming to marry Beatrice and Benedick, to un-marry Hero and Claudio, and then to actually marry Hero and Claudio. Marriage is seen as a trap by both Beatrice and Benedick, but the happy ending is dependent on their union. Beatrice refuses Don John's proposal, but accepts Benedick's. Tension between courtly and romantic/natural love is also explored.
Gender	The play both perpetuates and subverts stereotypes of gender. Claudio and Don Pedro fall for Don John's plot because they expect to be cuckolded (seen through the repeated jokes about it which could be seen today as toxic masculinity). Hero is seemingly given no choice in her future marriage partner and while Beatrice as a strong female figure does make her own choices, this is because she has no living father and when she is married, she is silenced.

Act	Key Moments
1	**Scene 1:** Leonato welcomes home Don Pedro, Benedick and Claudio, along with Don Pedro's sullen illegitimate brother. Beatrice and Benedick engage in a 'merry war' of words and Claudio falls in love with Hero. **Scene 2:** Leonato is told a false rumour about Don Pedro's intentions towards Hero. **Scene 3:** Don John talks to his servant, Conrad about his feelings of resentment towards his brother and plots to disrupt Don Pedro's plans by tricking Claudio at the masked ball.
2	**Scene 1:** At the masked ball, the couples pair off: Beatrice with Benedick (whom she insults pretending not to know it is him) and Don Pedro with Hero (to woo her for Claudio). Don John tricks Claudio, telling him his brother wants Hero for himself and Claudio falls for it easily, but Don Pedro proves his loyalty when presenting Hero as his willing bride. Don Pedro proposes to Beatrice who refuses him tactfully. Don Pedro organises the gulling of Benedick and Beatrice. **Scene 2:** Borachio pleases Don John with his plot to deceive Claudio and Don Pedro and discredit Hero. **Scene 3:** Claudio, Leonato and Don Pedro gull Benedick into believing that Beatrice loves him and he falls quickly in love with as a result.
3	**Scene 1:** Hero and her servants gull Beatrice, who like Benedick, swiftly decides that she will return his love. **Scene 2:** Don Jon tells Don Pedro and Claudio that Hero is disloyal and offers to prove it that night. **Scene 3:** We are introduced to the useless Dogberry and his Watch, who overhear Borachio and Conrad talk about the success of the plot to smear Hero. They arrest Borachio and Conrad. **Scene 4:** On the morning of the wedding, Hero is preparing for her wedding. **Scene 5:** Dogberry tries to tell Leonato about the plot, but Leonato cannot understand him and grow impatient and heads off to the wedding.
4	**Scene 1:** At the wedding, Claudio breaks into a rehearsed and outraged speech about Hero's dishonesty. When Leonato asks for evidence Claudio reveals he has seen her at her window with Borachio. Don Pedro supports him and Leonato is convinced. Hero faints and Don Pedro and Claudio leave. Beatrice is convinced of Hero's innocence, as is the Friar and they concoct a plan to prove it. Benedick works out that the villain will be Don John. Alone, Beatrice and Benedick confess their love for each other and Beatrice asks Benedick to kill Claudio, he refuses but agrees to challenge him. **Scene 2:** Dogberry tries the case against Borachio and Conrad.
5	**Scene 1:** Leonato challenged Don Pedro and Claudio to a duel for their shaming of Hero. Don Pedro and Claudio are surprised when Benedick tells them he cannot be their friend after their behaviour and that Don John has fled. The Watch bring in Borachio who confesses his crimes and Claudio and Don Pedro are devastated at their part in Hero's 'death'. Don Pedro and Claudio beg forgiveness and Leonato says Claudio should marry Antonio's daughter. **Scene 2:** Benedick tries to write a poem for Beatrice to show his love. They hear news of the discovered plot against Hero. **Scene 3:** Claudio, still believing Hero is dead, visits her tomb in repentance and hangs an epitaph on it. **Scene 4:** At the wedding, Hero enters wearing a mask and reveals herself to Claudio who is overcome. Beatrice and Benedick also reveal their love for each other and they plan a double wedding. Don John is said to have been arrested.

Characters	Characteristics	Quotes
Beatrice	Swears she will never marry but is tricked into falling in love with Benedick. *Loyal, feisty, quick witted, assertive, unconventional, outspoken, tamed*	**"I wonder that you will still be talking Signor Benedick: nobody marks you"** Act 1:1 – Dismissive tone and insult – Beatrice is putting Benedick in his place and letting him know that he is of little interest to her or anyone else. **"Would it not grieve a woman to be over-mastered with a piece of valiant dust?"** Act 2:1 – Rhetorical question – Beatrice argues persuasively as to why she wishes to remain unmarried – men are nothing more than 'dust' who bring pain and upset to women. Lack of equality between genders. **"I will requite thee, / Taming my wild heart to thy loving hand."** Act 3:1 – Juxtaposition – Beatrice, much like Benedick earlier in the play, rejects he former proud and scornful nature, and decides to embrace the joys of love. Passionate, animalistic nature v tender romantic love – emphasises her transformation as a result of Hero and Ursula's deception. **"I love you with so much of my heart that none is left to protest."** Act 4:1 –Hyperbole –Beatrice is openly confessing to Benedick for the first time how she really feels about him; she loves him unconditionally. **"Is he not approved in the height a villain that hath slandered, scorned, dishonoured my kinswoman? O that I were a man!"** Act 4:1 – Exclamatory cluster of three – For Beatrice, codes of chivalry and honour should not purely exist in the male world; she wishes to defend Hero, but her gender denies this.
Benedick	A confirmed bachelor he shifts allegiances and supports Hero after her shaming. *Obstinate, cynical, misogynistic, loyal, gulled, honorable*	**What, my dear Lady Disdain! Are you yet living?"** Act 1:1 –Insult and dismissive tone – Benedick shows surprise that Beatrice is still alive. His choice of nickname reflects her brutal treatment of the opposite sex. **"I should think this is a gull, but that the white-bearded fellow speaks it"** Act 2:3 – Benedick is suspicious when he overhears Don Pedro, Leonato and Claudio talking about how much Beatrice loves him, but because the respectable and honourable Leonato is involved, he believes it **"But doth no the appetite alter? A man loves the meat in his youth he cannot endure in his age."** Act 2:3 – Metaphor – Benedick is aware that his transformation will mean he appears hypocritical to many, yet concludes that people can change their minds as they mature **"I do love nothing in the world so well as you: is not that strange?"** Act 4:1 – Hyperbole – Benedick is expressing honestly and openly his love to Beatrice. Adjective – highlights this is very unusual behaviour when you compare it to their usual 'merry war' **"Thou and I are too wise to woo peaceably"** Act 5:2 – Adverb – Although now beyond their previously antagonistic conversations, Benedick still seems to cherish the idea of verbal battles between them, and believes arguments are a healthy attribute of love.
Hero	Only daughter of Leonato, she is shamed by Claudio and pretends to die to save her reputation *Innocent, submissive, victim, polite, submissive, passive*	**"I will do any modest office, my lord, to help my cousin to a good husband."** Act 2:1 – Cooperative – Hero is willing to deceive her cousin Beatrice if it will help her to find a husband worthy of her. Hero supports the institution of marriage – stereotypical Elizabethan woman. **"Let Benedick, like covered fire, / Consume away in sights, waste inwardly. / It were a better death than die with mocks"** Act 2:1 – Simile – Whilst Ursula and Hero deeply cherish Beatrice, they are also aware of just how hurtful and humiliating her sarcastic, biting attacks can be. **"Is it not Hero? Who can blot that name / With any just reproach?"** Act 4:1 – Dramatic irony and metaphor – Hero is striking a defiant tone – she realises the importance of her 'name' within society, and challenges anyone to prove their accusations. **"If I know more of any man alive / Than that which maiden modesty doth warrant, / Let all my sins lack mercy!"** Act 4:1 –Alliteration - Hero valiantly tries to defend her honour, bravely trying to stand up to accusations by highlighting her own good character. **Nothing certainer: one Hero died defiled, but I do live."** Act 5:4 – Third v First person - Hero makes a defiant stand – her reputation is restored, and she stands before those gathered to reclaim her honour and family name.
Claudio	In love with Hero but easily duped twice *Gullible, naïve, idealistic, romantic, heroic, repentant*	**"Doing in the figure of a lamb the feats of a lion"** Act 1:1 – Metaphor – Claudio is a powerful soldier brave in battle with strength beyond his years, yet he is young and has an innocent character. **"Can the world buy such a jewel?"** Act 1:1 – Metaphor – Claudio is mesmerised by Hero's beauty and shows his interest in marriage (and he views her as a commodity which can be bought) **"For beauty is a witch / Against whose charms faith melteth into blood"** Act 2:1 –Personification – Claudio claims that when it comes to love friend cannot trust each other – even the strongest friendships cannot stand the corrupting powers of beauty. **"Give not this rotten orange to your friend"** Act 4:1 –Metaphor – Claudio believes he has been deceived by Hero's outward beauty as she is not the honourable woman he believed her to be. Claudio has been deceived by Don John's treachery. **"Sweet Hero, now thy image doth appear / In the rare semblance that I loved it first"** Act 5:1 – Claudio has learnt of Borachio and Don John's deception and now sees Hero as the 'rare' beauty he originally saw her as.
Don Pedro	The prince, sets up Beatrice and Benedick *Authoritative, courteous, match-maker, duped, masculine*	**"I shall see thee, ere I die, look pale with love"** Act 1:1 –Jokes – Don Pedro is confident that Benedick will eventually succumb to love despite his protests to the contrary. Foreshadows his later matchmaking with Beatrice. **"Here, Claudio, I have wooed in thy name, and fair Hero is won. I have broke with her father, and his good will obtained."** Act 2:1 –Don Pedro has helped to arrange the marriage between Claudio and Hero. Deception – Verb 'won' implies Hero is simply a prize that Don Pedro has secured through duplicitous means. **"I will but teach them to, and restore them to the owner."** Act 2:1 – Metaphor – Don Pedro makes clear to Benedick his intentions were honourable when he wooed Hero on Claudio's behalf. Don John has intimated that Don Pedro was wooing Hero for himself. **"I would have thought her spirit had been invincible against all assaults of affection."** Act 2:3 –Battle imagery - Don Pedro is discussing how Beatrice is incredibly resistant to love. Deception of Benedick that Beatrice is in love with him. **"As I wooed for thee to obtain her, I will join with thee to disgrace her."** Act 3:4- Don Pedro vows to support Claudio in his public shaming of Hero in response to her infidelity. Dishonour and deception. A woman's voice means nothing.
Don John	Don Pedro's bastard brother. The villain of the play *Isolated, melancholic, vengeful, villainous, malevolent*	**"I had rather be a canker in a hedge than a rose in his grace"** Act 1: 3 – Metaphor – Don John is making it clear that he would rather be a thorn in his brother's side, than a good brother. Villain. Defies customs. **"Any bar, any cross, any impediment will be medicinable to me"** Act 2:2 – Anaphora - Don John is making it clear that any obstacle or barrier to Claudio's happiness would be like medicine to him. He partly blames Claudio for Don Pedro's battle victory at the start of the play. **"The word is too good to paint out her wickedness"** Act 3:2- Metaphor– Don John depicts Hero as worse than wicked. In saying she is disloyal he knows Claudio will not be able to stand the humiliation, both personally and socially.
Leonato	Hero's father. Quick to believe she is impure *Rash, patriarchal, hospitable*	**"Daughter, remember what I told you: if the Prince do solicit you in that kind, you know your answer."** Act 2:1 – Leonato mistakenly believes that Don Pedro is going to ask his daughter for her hand in marriage and wants Hero to accept. Decisions about marriage was usually conducted between men - patriarchal society, and father's made decisions. **"Do not live, Hero; do not open thine eyes"** Act 4:1 – Imperative - Leonato totally disowns Hero as a daughter, and cruelly wishes that she would die so as to hid her, and his own shame. **"I say thou has belied mine innocent child"** Act 5:1 – Leonato has had a change of heart –his faith is restored in his daughter's innocence, and now he intends to defend and reclaim her honour.
Dogberry	Night Watch. *Comical, farcical, inept, injudicious*	**"First, who think you the most desertless man to be constable"** Act 3:3 – Malapropism- Dogberry is speaking to his new recruits of the Watch. Comic figure for light relief. **"They have belied a lady, thirdly they have verified unjust things, and to conclude, they are lying knaves"** Act 5:1 – Listing – Dogberry lists the crimes committed by Borachio and Conrade. Whilst not the cleverest man, Dogberry is still aware of the difference between right and wrong.

Context

Comedy: a genre based on traditional Roman comic plots in which a pair of lovers are tricked into separation and overcome their foes to marry at the end of the play. Features – happy endings, love, slapstick, marriage plots, misunderstandings, social commentary. *Much Ado* ends with a dance to signal harmony.

England ruled by Elizabeth I. Depictions of strong and resourceful females are common. Elizabeth felt her power was tied up in her honour and chastity (she is often known as The Virgin Queen) and she worried that if she married she would have to defer to her husband, so she remained unmarried.

Setting: Messina is a large port city at the north-eastern tip of the island of Sicily near Italy. The setting could be a place of play and restoration. Yet, the society was strictly bound by custom and convention. Shakespeare uses the setting to both enable romance and to critique rigid social customs.

Bastards: children conceived outside marriage – were common figures in early modern Europe where male infidelity was often tacitly accepted. But bastards had a precarious role outside the family since they were denied the inheritance rights of legitimate children and were often isolated by being both within and without their father's society. The idea of bastards as scheming villainous figures is repeated widely in early modern plays.

Cuckolds are men depicted with animal horns as a shameful sign that their wives had been unfaithful. They became a running joke in many early modern ballads, pamphlets and plays like *Much Ado*. To be cuckolded was seen as an assault upon notions of masculinity.

In Shakespeare's England, **marriage** was widely viewed as a social and spiritual necessity. But there was also a growing genre of self-help guides offering man-to-man advice on how to cope with the failings of women and the burden of marriage. Women were often depicted as manipulative and immoral, deceptive and superficial, hiding their sins beneath a show of virtue.

EDUQAS POETRY ANTHOLOGY KO

Terminology	Definition
Imagery	visually descriptive language
Simile	comparison between two things using like or as
Metaphor	where one thing becomes another in a comparison
Onomatopoeia	words that sound like their meaning
Symbolism	the use of symbols to represent ideas or qualities
Repetition	when words or phrases are used more than once in a piece of writing
Personification	Giving human qualities to inanimate objects
Persona	The voice/ speaker of the poem. Different from the writer.
Semantic field	A group of words related in meaning.
Sonnet	A 14 line poem, with a clear rhyme scheme. Usually focuses on love.
Free-verse	A poem that doesn't have any clear rhyme scheme off rhythm.
Connotations	Implied or suggested meaning of words or phrases
Stanzas	The way verses are structured
Juxtaposition	placing contrasting ideas close together in a text
Enjambment	incomplete sentences at the end of lines in poetry, where one line runs on to the next for effect
Caesura	a break in the middle of a line of poem using punctuation (. , : ;)
End-stopping	punctuation at the end of a line of poetry
Rhythm	A recurring beat in the poem

SKILLS

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 reader.
Refer to the writer: Evaluate poet's motive and how it supports their intended purpose for the poem

COMPARISON SKILLS:
Link to the question for both texts stating the similarity or difference,
Give a quote which links to your idea from poem 1
Explain briefly what the quote means
Use comparative connectives in your answer to then explain a quote from poem 2 and HOW the quotes are different or the same and what they make you think

EXAM REQUIREMENTS

SINGLE POEM ESSAY – 20 mins 15 marks (including planning time)

Intro – link to question. Explain the overall meaning of the poem briefly.
Mention time period/context. Throughout the essay – Choose relevant quotes and analyse the language, structure and effect of these quotes. Refer to the question regularly and link to the context regularly.

COMPARISON POEM ESSAY – 40 mins 25 marks (including planning time)

Intro – link to question. Explain the overall meaning of the poem briefly. Mention time period/context. Through the essay– Start with the 2nd poem, choose relevant quotes from the poem and analyse the language, structure and effect of these quotes and then how they link to examples and analysis from poem 1. You must use connectives of comparison. Refer to the question regularly and link to the context regularly.

Comparison Connectives	
Similarly	In contrast / Contrastingly
In the same way	On the other hand
Also	However
In addition	Whereas

Tentative Phrases	
Could	Maybe
Might	Possibly
May	Perhaps
Appears	Seems to

THE ROMANTICS

Believed in the self and exploring intense emotional feelings. Also fascinated by beauty, nature and truth, and the way moments can go beyond normal human experience.

- Byron
- Wordsworth
- Shelley
- Keats
- Blake

Inspired by The Romantics

- Barrett-Browning
- Dickinson

LINKS BETWEEN THE POEMS

WAR/CONFLICT

Mametz Wood, Dulce et Decorum Est, The Manhunt, The Soldier, A Wife in London

NATURE

Death of a Naturalist, To Autumn, Hawk Roosting, Excerpt from the Prelude

LOVE

Cozy Apologia, Valentine, Afternoons, She Walks in Beauty, Sonnet 43

PLACE

Living Space, London, Ozymandias, Afternoons, As Imperceptibly as Grief

The Manhunt – by Simon Armitage (2007)

A soldier with physical and emotional pain. His wife supports him towards recovery.

Eddie Beddoes – peacekeeper in Bosnia, shot, PTSD. Rebuilding relationship with wife.

'Frozen river which ran though his face'
'Handle and hold'
'His grazed heart'
'Foetus of metal beneath his chest'
'Unexploded mine buried deep in his mind'

Sonnet 43 - by Elizabeth Barrett-Browning (1850)

A woman expressing her intense love in many ways.

Influenced by Romantic Poets.
Wrote 44 sonnets to husband before marriage.
Religious upbringing that her love transcends.

'How do I love thee? Let me count the ways.'
'… to the depth and breadth and height my soul can reach'
'… with my childhood's faith'
'with the breath, smiles, tears of all my life!'
'… better after death'

London – by William Blake (1794)

Criticising widespread suffering of the poor in London.

Terrible age of poverty, and child labour and prostitution. Government and Church are blamed. Blake lived in London in Georgian Era – saw it all.

'Mark in every face I meet/Marks of weakness, marks of woe'
'In every …'
'Every black'ning Church appals'
'Soldier's sigh/runs in blood down palace walls'
'the youthful harlot's curse'

The Soldier – by Rupert Brooke (1914)

An idealistic representation of fighting and dying for one's country, written before the true horrors became apparent.

Written before the war started.
Propaganda – originally entitled 'The Recruit'
2 million men ended up dying in WW1.

'There's some corner of a foreign field that is forever England'
'A dust whom England bore, shaped, made aware'
'All evil shed away'
'Gives somewhere back the thoughts by England given'
'At peace, under an English heaven'

She Walks in Beauty' - by Lord Byron (1813)

The poet is captivated by female beauty – both external and internal – and explores his feelings.

Written about Byron's cousin's wife who wore a black dress at a funeral.
One of the romantics – believe in passion/beauty.
Wild, many affairs, womaniser.

'She walks in beauty like the night of cloudless climes and starry skies'
'All that's best of dark and bright meet in her eyes'
One shade the more, one ray the less had half impaired'
'So soft, so calm, yet eloquent'
'A heart whose love is innocent!

Living Space – by Imtiaz Dharker (1989)

Poem concerned and awe-struck by dangerous living conditions of Mumbai slums where there is no space or clean water.

Poet is a film maker, dividing time between London and India, and wanting to raise awareness of social issues like terrible conditions within Mumbai slums.

'There are just not enough straight lines. That / is the problem.'
'Nails clutch at open seams'
'The whole structure leans dangerously / towards the miraculous'
'The dark edge of a slanted universe'
'The bright, thin walls of faith'

As Imperceptibly as Grief – by Emily Dickinson (1890)

The poet is consumed by grief. This is symbolised by the summer passing too quickly, and the darker side of nature approaching.

A recluse. Written about departure/death of a friend who had been staying. 5 school friends died of T.B. Grew up in beautiful New England. Inspired by Romantics.

'As imperceptibly as grief'
'A quietness distilled as twilight long begun'
As guest that would be gone'
Without a wing or service of a keel'
'Our summer made her light escape

Cozy Apologia – by Rita Dove (1999)

A contented romantic relationship set against the backdrop of a hurricane.

Poet married to Fred Viebahn – a tribute to him. Set against imminent arrival of hurricane which led to evacuation of 2.6 million people.

'I could choose any hero, any cause, any age, and sure as shooting arrows to the heart … there you'll be'
'One eye smiling, the other firm upon the enemy'
'Oddly make: Big Bad Floyd'
'When has the ordinary ever been news?'
'To keep me from melancholy, I fill this stolen time with you'

Valentine – by Carol Ann Duffy (1993)

A realistic interpretation of love using the extended metaphor of an onion.

Feminist/Lesbian – seeking to challenge traditional views of love in society. Dad was Labour party candidate. Criticising Thatcherite materialistic society and the fake, clichéd Valentine's Day institution.

Not a red rose or a satin heart. / I give you an onion.'
'It will blind you with tears'
'Its fierce kiss will stay on your lips – possessive and faithful'
'Its platinum loops shrink to a wedding ring'
Its scent will cling to your fingers, cling to your knife'

A Wife in London – by Thomas Hardy (1899)

A wife waits alone in the gloomy London fog. She receives news of her husband's death by telegram, the next day ironically she receives a love letter from him.

About the Boer War and a soldier's death. Communication channels bad in 19th century. Poet separated from wife. Wife died. He still loved her though and read her letters after her death – links to voice from beyond the grave idea.

'She sits in the tawny vapour'
'A messenger's knock cracks smartly'
'Flashed news'
'Shaped so shortly – He – has fallen – in the far South Land'
'His hand, whom the worm now knows'
'Penned in highest feather – page full of his hoped return'

Death of a Naturalist – by Seamus Heaney (1966)

Describes the joy of discovering nature in childhood, the later finding it different and frightening.

Reflect poet's interest in nature. Reflects loss of childhood innocence. Age 12 – his brother died. References fear of his maturing sexuality as he started a Catholic Boarding school were sinful deeds were punished and attitudes to sex were very strict

'Gargled delicately'
'The thick warm slobber of frogspawn grew like dotted water'
'A coarse croaking I had not heard before'
'I sickened, turned and ran'
'The great slime kings were gathered there for vengeance'

Hawk Roosting – by Ted Hughes (1960)

Hawk's viewpoint is used to show its dominance in nature. It is in awe of its creation, kills brutally and indiscriminately. It has always been this way in nature, and the hawk doesn't want it to change.

The poet was fascinated by animals a farmer for a short while. Also he studied Anthropology – the behaviour of humans throughout history. Hawk was a Nazi symbol. Poet using hawk as a metaphor for the way leaders like Hitler abuse power.

'Rehearse perfect kills and eat'
'Earth's face upward for my inspection'
'I hold creation in my foot'
'My manners are tearing off head'
'Nothing has changed since I began. My eye has permitted no change'

To Autumn – by John Keats (1819)

The poet explores how Autumn is a beautiful season, and metaphorically suggests the seasons are linked to life and death.

Keats was dying of T.B. and had many of his friends and family die.
One of the Romantics – believer in beauty and truth. Realised accepting own mortality doesn't mean we can't see the beauty in things.

'Seasons of mists and mellow fruitfulness!'
'swell the gourd'
'sitting careless on a granary floor, thy hair soft lifted by the winnowing wind'
'Where are the songs of Spring?'
'Thou has thy beauty too'

Afternoons - by Philip Larkin (1959)

The poet reflects on marital relationships, beauty and growing older.

Poet never married or had a family. Was cynical towards family life, saying it 'diluted you as a person'.
Terrified by the passing of time and how life races away.

'Summer is fading'
'Setting free their children'
'The albums lettered Our Wedding / lying'
'Their beauty has thickened'
'Something is pushing them to the sign of their own lives'

Dulce et Decorum Est – by Wilfred Owen (1917)

Considers the horror and lies told about the glory of war and dying for one's country, with an account of a gas attack.

Latin – 'It is sweet and fitting to die for one's country' – Propaganda message of the time.
Owen experienced WW1 first hand and believed this to be a lie.
Use of mustard gas was a chemical first used by German army in 1917 – led to agonising death.

'Bent double, like beggars under sacks, knock-kneed, coughing like hags'
'Gas! Gas! Quick boys!'
'He plunges at me, guttering, choking, drowning'
'His hanging face, like a devil's sick of sin'
'My friend, you would not tell with such high zest'

Ozymandias – by Percy Shelley (1818)

Considers the faded power of a ruler who had a statue erected for him, that now lies in ruins in the desert.

Poet inspired to write poem when British museum got hold of a large fragment of the Egyptian Pharaoh Rameses II. Shelley's wife, Mary Shelley – fascinated by Science at the time – obsessed with living on after death. Hated Royalty, and written as warning to arrogant rulers. A Romantic - Nature would always be more powerful.

'Two vast and trunkless legs of stone'
'The sneer of cold command tell that its sculptor well those passions read'
'The hand that mocked them, and the heart that fed'
'My name is Ozymandias, king of kings: Look on my works, ye Mighty, and despair!'
'The lone and level sands stretched far away'

Mametz Wood – by Owen Jones (2005)

Explores the waste of life within a Welsh regiment sent to fight and die at Mametz Wood and never given credit. As the farmers find their bodies, their voices are heard again, and we remember them.

Part of Battle of the Somme – bloodiest battle of WW1.Mametz Wood – much bigger undertaking than Generals thought – 600 died, 4000 injured. Bravery not acknowledged at the time. Welsh poet fascinated by history/identify of the Welsh.

'For years afterwards the farmers found them – the wasted young'
'The broken bird's egg of a skull'
'Twenty men buried in one long grave'
'Their skeletons paused mid dance- macabre'
'absent tongues'

Excerpt from the Prelude – by William Wordsworth (1798)

Poet explores awe of nature and his childhood, ice-skating with friends on the frozen lakes.

Poet grew up in the poem's setting of the beautiful Lake District. One of the Romantics – believed in beauty and nature and moments that transcend reality. Mother died at 8. Father died at 13. Poem depicts happiness from before those events.

'The twilight blaz'd'
'I heeded not the summons – happy time'
'I wheel'd about, proud and exulting, like an untir'd horse'
'An alien sound of melancholy'
'The orange sky of evening died away'

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 individuals 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)

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

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.

Assessment - NTT

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

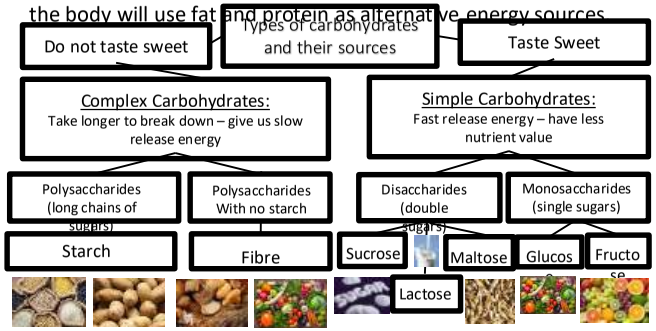
Texturised vegetable protein (TVP): A types of protein obtained from soya beans and made to resemble minced meat

Trans fats: When oil goes through the hydrogenation process

Unsaturated Fats: A fat that comes predominantly from plant sources

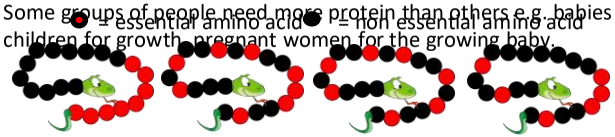
Carbohydrates:

- 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



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.
- Some groups of people need more protein than others e.g. babies and children for growth, pregnant women for the growing baby.



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 at 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

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 drank 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.

AQA Food Preparation & Nutrition Knowledge Organiser - Micro-Nutrients

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

E:xcess 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 beg – 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

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 Ribflavin 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** – weal connective tissue and blood vessels – bleeding gums - aneamia

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

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

KS4

Key words

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

Key Points

1. Specific types of knives are designed for different cutting and shaping tasks.
2. Knives are dangerous if not handles 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?

AQA Food Preparation & Nutrition Knowledge Organiser - Food Commodities

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 od 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 od smoking a foodstuff to a temperature of 76˚C or above; this removes the moisture, extends shelf life and

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 UJK – 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

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 od 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.

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.

Butter, Oils, Sugars:

Butter, Oils, Margarine:

- Butter is a dairy product made from churning cream or milk. High in saturated fat. Solid at room temp. Used to aerate cakes, shorten pastry, add moisture and flavour.
- Vegetable oils are used in food to marinade, fry and baste food. Naturally found in seeds.
- Margarine is made from vegetable oils and some water. Vitamin A & D are added by law.

Sugar and Syrup:

- Sugar comes from beet or cane. There are many different types of sugar. Used to provide colour, flavour, aeration in baked goods and prevent micro-organism growth in jams.
- Syrup is often added to baked goods for colour and flavour.
- Both are simple carbohydrates.

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.

g on as it cooks?

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

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.

KS4

Assessment - NTT

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

Hydrophillic: 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 temoeratures.

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
- The 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

Caramalisation

- 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 Proteins:

Protein Denaturation

- Denaturation occurs when the structure of amino acids is altered. They change shape or unfold because chemical binds 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 as 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. String 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.

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 stands 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.

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.

AQA 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:

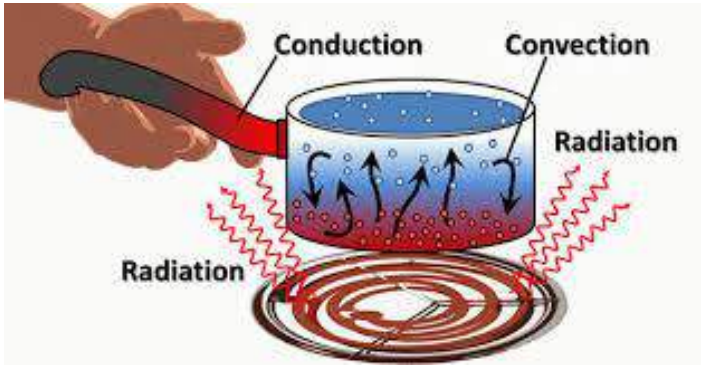
Heat transfer is the way heat is transferred into foods in order to cook them. Many methods of cooking combine two methods of heat transfer, e.g. roasting vegetables uses both conduction and convection.

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	**Chemical Raising Agents** Create Carbon Dioxide
Sieving will trap air. Used in pastry, cakes or batters	**Self raising flour** is plain flour with baking powder added in the correct quantity needed to suit most cakes
Whisking eggs. Eggs and caster sugar, when whisked will trap a large volume of air creating a foam.	**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
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	**Bicarbonate of soda** + moisture + heat will create bubbles of carbon dioxide to raise the food. It can leave behind a "soapy" flavour
Lamination air is trapped each time flaky and rough puff pastry dough is rolled and folded to create layers	
Physical Raising Agents	**Biological 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, pushing or raising it upwards	**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	• Cakes • Pastry • Bread	• Good colour • Good texture • Several items can be baked	• Needs specific times and temperatures
Roasting – food is cooked using dry heat of the oven but basted with fat	• Meat • Vegetables	• Good flavour • Crisp texture • Items can be roasted together	• Takes a long time to cook • Additional fat content
Toasting – Dry heat is applied to food	• Bread • Nuts • Seeds	• Lowers the Glycaemic Index • Adds Flavour	• Food can burn quickly
Grilling – Dry heat is applied by a hot grill either above or below	• Sausage • Bacon	• Healthier as fat drains from meat • Quick	• Food can burn quickly
Dry Heat Methods of cooking	Examples	Advantages	Disadvantages
Shallow Frying – small pieces of food are cooked in hot shallow oil	• Meat • Vegetables	• Quick method of cooking	• Additional fat content • Health and Safety issues
Deep Frying – Foods are submerged in hot fat / oi	• Chips • Chicken • Fish	• Quick • Golden, crunchy texture	• Additional fat content • Health and Safety issues
Moist Heat Methods of cooking	Examples	Advantages	Disadvantages
Boiling – starchy food is cooking in boiling water	• Potatoes • Pasta • rice	• Quick • No added fat • Softens food	• Water soluble vitamin loss
Steaming – food is cooked in the steam of boiling water	• Fish • Vegetables	• Water soluble vitamins are not lost • Healthier • Food is easy to digest	• Can take a long time • Causes condensation
Poaching – Food is cooked in a small amount of simmering liquid	• Meat • Fish • Eggs	• Healthy • Quick	• Loss of water soluble vitamins • Food can break apart • Bland taste
Stewing – Food is submerged in liquid and cooked slowly to develop flavours and	• Meat • Fish • Beans	• Meat is tenderised • Good developed flavour • Water soluble vitamins	• 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	• Pasteurisation of milk • All cooked food • Canned foods	• Makes the food safe to eat • Can speed up cooking time for the consumer	• Doesn't kill heat resistant bacteria
Freezing – The microorganisms become inactive at very cold temperatures but will start reproducing during defrosting.	• Frozen meat / fish • Readymade meals • Desserts	• Food can stay fresh when travelling over long distances • Increased shelf life	• More expensive due to transport and equipment to keep food frozen
Drying – Microorganisms need moisture to reproduce	• Pot noodles • Coffee • Milk • Soups • Gravy granules	• Cheap to do • Food takes up less space • Increased shelf life	• 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	• Canned food • Food in jars • Meat and fish • Sandwiches • Crisps	• 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	• 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	• Salted meat and fish • Pickles • Chutneys • Jams	• Changes the flavour (e.g. pickled onions) • Extended shelf life	• 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	• Herbs • Spices • Some vegetables and fruit	• Delays food from ripening (allowing it to be sold for a longer period) • Can help prevent vegetables from sprouting roots	• 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 diary 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 peoples food choice.

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

Keywords and definitions:

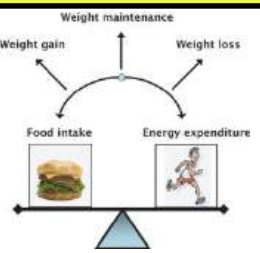
Anorexia: an emotional and mental health disorder characterized by an obsessive desire to lose weight by refusing to eat.
Basal Metabolic Rate (BMR): the energy needed by the body to power your internal organs when completely at rest
Body Mass Index (BMI): a measure that adults can use to see if they 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 breast feeding 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 help 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

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 x 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 foo 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.

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.

Religious Needs:

Judaism	• Shellfish or pork • No dairy food eaten in the same meal as meat • Only Kosher meat can be eaten
Hinduism	• 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	• No pork • Only Halal meant can be eaten • Haram foods cannot be eaten • Ramadan is a fasting month, at the end of Ramadan Eid-ul-Fitr takes place
Sikhism	• No beef • Many Sikhs are vegetarian or Ovo-lacto vegetarian
Christianity	• No particular dietary requirements, though some foods are associated with celebrations e.g. pancakes on shrove Tuesday and hot cross buns at Easter
Buddism	• Vegetarian
Rastafarianism	• Vegetarian or Vegan • White fish are sometimes eaten (but no shellfish)

AQA Food Preparation & Nutrition Knowledge Organiser - Diet related medical

Keywords and definitions:

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

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.

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

Diarrhoea: When faeces is liquid in form and is removed from the body on a regular basis

Diverticular Disease: when pouches form in the intestines that then become infected with bacteria

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.

Faeces: Waste matter that is removed from the body through the bowel – excrement (poo)

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.

Malnutrition: is a result of under-consumption of nutrients. Anorexia and bulimia can lead to malnutrition symptoms.

Nausea: A feeling of sickness / feeling like you will throw up.

Osteoporosis: a disease common in old age. Bones become weak and brittle. A calcium and vitamin rich diet is needed for bone strength.

Obesity:

- 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.

Cardiovascular Disease (CVD)

- A standard term for conditions affecting the heart or blood vessels, there are many different types.
- **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.

High Blood Pressure:

- 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.

Pressure restricting blood flow

Bowel Cancer:

- 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.

Type 2 Diabetes:

- 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.

Liver Disease:

- 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.

Dental Health:

- 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

Iron Deficiency Anaemia:

- 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.

Allergies and Intolerances:

Coeliac - 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.

Lactose intolerance - Is where the body is unable to digest lactose (A sugar in milk). The small intestine does not does not have 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.

Nut Allergy - When you are not able to eats 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.

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

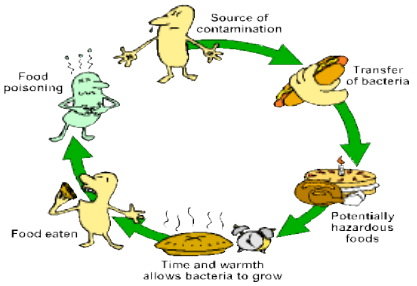
1. Bacteria are found everywhere and need the right temperature, warmth, time, nutrients, pH level and oxygen to grow and multiply.
2. Microorganisms (bacteria) are used to make a wide range of food products.
3. Bacteria are used to make cheese, yogurt and bread.
4. The most important bacteria in food 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.

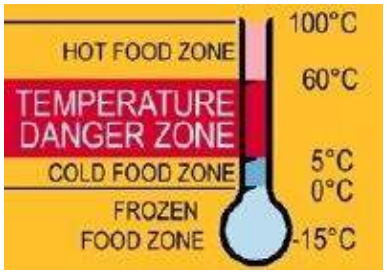
Keywords

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

Keywords

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





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 - NTT

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.

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

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.

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 YOUGHURT: the fermentation process allows the milk to coagulate. Sugar, sweetener, or fruit are added. It is chilled and packaged.

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.

AQA Food Preparation & Nutrition Knowledge Organiser: Food Provenance

KS4

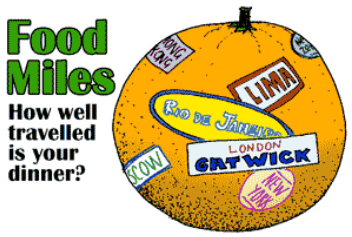
You must be able to demonstrate knowledge and understanding of the environment issues associated with food and its production. Demonstrate knowledge and understanding of where ingredients are grown, reared and caught. Have a clear understanding of different farming methods and their effect on the environment. 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



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?

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

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 foods 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 package. 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.

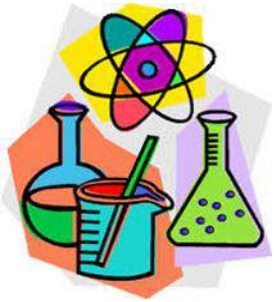
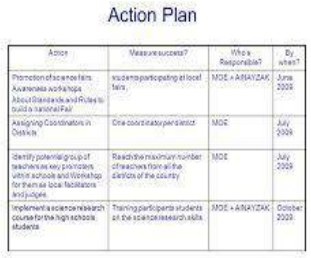
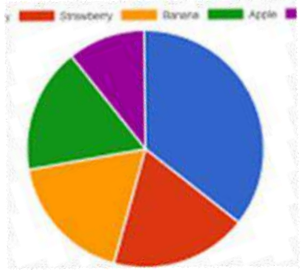
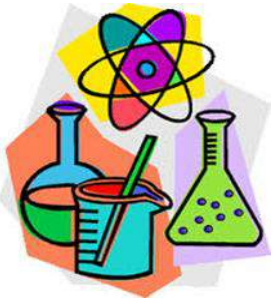
In the UK there has been a rise in food poverty and a rise in the amount of people who are relying on food banks.

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

NEA 1 THE SCIENCE EXPERIMENT

Explain your decisions and thinking.

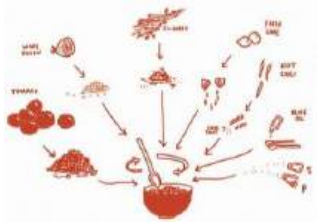
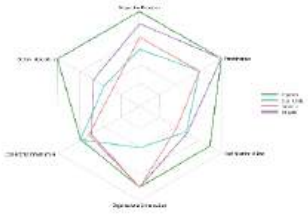
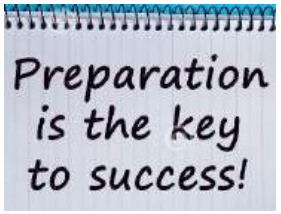
Use scientific and technical language.

SECTION A-RESEARCH AND PLAN					
	Analyse the task	Research the task	Investigate the science	Make a prediction	Plan the experiments
SECTION B EXPERIMENT, TEST AND RECORD					
	Organise the experiments	Carry out the experiments	Test and record objective data	Test and record subjective data	Present information
SECTION C– ANALYSE AND EVALUATE					
	Observe, analyse and explain	Comment on the data and justify the results	Relate results to the research and science	Review hypothesis Refer back to task	Suggest improvements Justify conclusions

NEA 2 Food Preparation Task

Showcase your cookery skills.

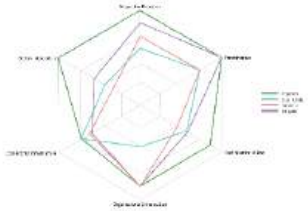
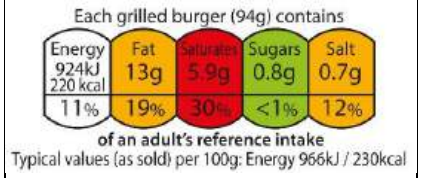
Plan, prepare, cook and present.

SECTION A- RESEARCH					
	Analyse the task	Research the task	Select dishes	Analyse Research	Plan skills trials
SECTION B DEMONSTRATING TECHNICA SKILL					
	Complete 3-4 skills trials	Give reasons for choosing each dish	Evaluate each dish	Test and record subjective data	Present information
SECTION C– PLAN THE FINAL MENU					
	Give reasons for choosing final dishes	Link back to the brief and research	Create a dovetailed time plan for final dishes	Prepare, prepare, prepare	Prepare some more!!!

NEA 2 Food Preparation Task

Showcase your cookery skills.

Plan, prepare, cook and present.

SECTION D-MAKING THE FINAL DISHES					
	Follow time plan to create 3 dishes in 3 hours	Work in a clean, hygienic and organised manner	Take photographs of 3 dishes	Conduct sensory testing	
SECTION E ANALYSIS AND EVALUATION					
	Sensory testing results & analysis of each dish	Nutritional analysis of each dish	Costing analysis of each dish	Improvements for each dish	Final evaluation of whole task

Geography

GCSE – **Knowledge Organiser** – Paper 2

The Changing Economic World

1. Classifying countries

World Bank: Based on **GNI** per capita.
- **HICs:** GNI per capita >$12,746
- **LICs:** GNI per capita <$1,045

Human Development Index (HDI)
Scores countries between 0 and 1 measuring social and economic factors.

2. Development indicators

These indicate how **developed** a country is. Indicators include:
- Access to safe water - Birth rate
- Death rate - GNI - Infant mortality rate
- Life expectancy - Literacy rate - HDI

One limitation is that they are averages.

3. Demographic Transition Model

Shows a country's population change over time and birth rate (BR) / death rate (DR).
Stage 1: BR and DR high and fluctuating.
Stage 2: BR high, DR falls.
Stage 3: Both BR and DR fall.
Stage 4: BR and DR low and fluctuating.
Stage 5: BR drops below DR.

4. Population pyramids

A graph showing amount of males and females in each age group.
Wide base = high birth rate
Narrow apex (top) = high death rate
Stages 1 and 2 have **concave shape**.
Stages 4 and 5 have **convex shape**.

5-6. Causes of uneven development

Physical causes:
- Being **landlocked** means no access to trade by sea, e.g. Ethiopia.
- Tropical **climate** means more disease spread by pests, e.g. mosquitos carrying malaria.
- **Extreme weather** causes costly damage to infrastructure, e.g. tropical storms.
- Lack of **clean water** harms health and hinders farming.

Historical causes:
- **Colonialism**: many countries' natural resources stolen by others, e.g. in Europe. Slaves taken, helping to build many European economies.
- **War**: very costly and damaging, can be a result of past colonisation or other factors.

Economic causes:
- **Trade**: **N America** and **Europe** dominate world trade, Asia is also growing in importance. They pay less for resources from less developed countries. This makes wealthy countries wealthier and hinders development in less wealthy countries.
- **Debt**: Some countries are in debt to others, preventing investment in development.

	Key Term	Definition
1	**Economic**	To do with money (e.g. jobs, income).
2	**Development**	The level of wealth and quality of life in a country.
3	**Development gap**	The difference in development between more wealthy and less wealthy countries.
4	**GNI (Gross National Income)**	The value of a country's goods and services. **'Per capita'** means divided by the number of people ('per person').
5	**Infrastructure**	The basic facilities needed for a place to function e.g. roads, power supply, buildings.
6	**Standard of living**	The level of wealth, comfort, material goods and necessities available.
7	**Quality of life**	The extent to which a person is comfortable, happy and satisfied with their life.
8	**Colonialism**	The practice of taking full control of another country, occupying it with settlers and exploiting it economically.
9	**Commercial**	Done for profit, typically large scale.
10	**Raw materials**	Materials in their natural state, before they are processes or used in manufacturing.
11	**Refugee**	A person who has been forced to leave their home, usually due to war or persecution.
12	**Deprived**	People or areas that do not have the things considered essential, e.g. healthcare.

Exam style questions

- Outline how development indicators such as GNI can have limitations. **(2 marks)**
- Explain **two** causes of uneven development. **(4 marks)**

GCSE – **Knowledge Organiser** – Paper 2

The Changing Economic World

7-8. Consequences of uneven development

International migration: People migrate to improve quality of life.
Middle East Refugee Crisis: Since 2011, 100,000s of **refugees** have fled **Syria** due to war. Development of Syria has suffered.
Economic migration to the UK: Many people migrate to the UK for employment. Migrants benefit the economy through taxes paid.
Disparities (differences) in wealth and health: Lower levels of development tends to lead to lower wealth. Better healthcare means people in developed countries live longer than those in less developed countries. There is lots of inequality within countries.

9-10. Strategies for reducing the development gap

1. Aid: Resources given by one country to another. Can reduce development gap if long term but can be wasted by corruption.	**2. Debt Relief:** Reducing a country's debt means more money for development, there may be conditions attached.
3. Fairtrade: An organisation helping farmers get fair pay. This improves quality of life, though products can cost more.	**4. Industrial development:** Building factories and power plants. Can create a **multiplier effect**, but more pollution.
5. Investment: Spending money on infrastructure and businesses in another country. Profits go to the investing country.	**6. Intermediate Technology:** Affordable equipment e.g. water pumps. Improves quality of life but may need new skills.
7. Microfinance Loans: People receive smalls loans from banks. People can start a businesses, but the loan needs to be repaid.	**8. Tourism:** People visit a place and spend money there. Creates jobs, but too much tourism is an issue.

11. Example: Reducing the development gap in Jamaica

Jamaica is popular with tourists, boosting taxes and employment.
Economy: Tourism contributed $3.3 billion to Jamaica in 2018.
Employment: Tourism created jobs for 200,000 people in Jamaica.
Infrastructure: Investment on the north coast, e.g. in Trelawney.
Quality of life: Some improvement but many still have poor housing and limited services.
Environment: Mass tourism causes waste, erosion and pollution.

	Key Term	Definition
13	**Exploiting**	To take advantage of another person or country for personal gain.
14	**Corruption**	People in positions of power or authority acting dishonestly for personal gain.
15	**Primary sector**	Producing raw materials and food, e.g. farming, mining.
16	**Secondary sector**	The manufacturing sector, converting raw materials into products, e.g. cars.
17	**Tertiary sector**	Involving the selling of services and skills, e.g. doctor, teacher, banker.
18	**Quaternary sector**	Industries providing information services, such as ICT and research & development.
19	**TNC**	**Transnational corporation** - A large company that operates in several countries.
20	**Industrial Revolution**	The large-scale opening of factories in UK towns and cities in the 18th Century.
21	**Post-industrial economy**	An economy which is mainly based on jobs and money made from the tertiary and quaternary sectors.
22	**Sustainable**	Meeting the needs of the present, without compromising the needs of the future.
23	**Globalisation**	The process by which businesses start operating globally and the world becomes more connected

Exam style questions

- With reference to a case study of an LIC or NEE, to what extend to the advantages of TNCs outweigh the disadvantages. **(9 marks)**
- With reference to an example, explain how modern industrial development in the UK can be made more sustainable. **(6 marks)**

Nigeria: A case study of an NEE

12. Location and importance

Location: West Africa.
Global importance: World's 30th largest economy (2016). Supplies 2.7% of world's oil, 5th largest contributor to UN peacekeeping
Regional importance: Highest GNI and population in Africa. Nigerian music popular across Africa. Lots of natural resources, e.g. oil and rubber.

13. Nigeria's context

Political: Was a British colony, independent in 1960. Power struggles and civil war from 1967-70. Fair elections in 2011 and 1015.
Social: Many faiths, including trad' African religions. Igbo in the south rebelled in 1967. Inequality causes new cultural tensions.
Cultural: 'Nollywood' is a major film industry. Successful Nigerian football team, winning African Cup of Nations many times.
Environmental: South is tropical, north is desert. Southern grassland used for farms, forest used for cocoa, palm oil and rubber.

14. Changing industrial structure

Primary: Declining due to increasing use of machinery.
Secondary: Increasing due to industrialisation.

Tertiary: Increasing, e.g. retail and finance.
Quaternary: Increasing, one of the fastest growing sectors.
Impacts: Better income means Nigerians buy more Nigerian goods, boosting industry further. More taxes add to multiplier effect.

15. TNCs in Nigeria

About **40** TNCs operate in Nigeria, e.g. Shell. Shell has been there since 1936.
Positives: Shell pays lots of taxes and employs 65,000. 91% of contracts given to Nigerian companies.
Negatives: Oil spills cause pollute water and soil. Farming and fishing have suffered. Conflict over oil has been very costly.

16. Nigeria and the wider world

Political:
Since independence, Nigeria joined the Commonwealth. It is also part of the UN, OPEC and The African Union.

Trading:
- **Exports** include petroleum, natural gas, rubber and cocoa.
- **Imports** are refined petroleum, cars, phones, rice and wheat.
- Australia and Indonesia are the main customers of Nigerian cotton.

17. International aid in Nigeria

Despite rapid economic growth, many people in Nigeria are still poor with limited access to services like clean water and sanitation.
Nigeria receives about 4% of Aid given to Africa, about US$5 billion.
Impacts:
- Nets for Life provides anti-mosquito nets to reduce disease.
- Support for development and businesses reduces reliance on oil.
- Corruption has reduced effectiveness of some aid.
- ActionAid has improved access to education for girls.

18. Environmental impacts of development

Industrial growth caused dumping of pollutants in drains and rivers. 70-80% of Nigeria's forests destroyed (logging, agriculture, etc.)
Urban growth has led to more traffic and emissions. Green belts are being built on and much vegetation is replaced by concrete.
Commercial farming has caused land **degradation,** water pollution, soil erosion and deforestation, causing loss of species.
Mining: Tin mining has caused soil erosion and release of toxic chemicals into water supplies. Oil spills in Niger Delta have been disastrous for ecosystems and local people, e.g. Bodo oil spills.

19. Quality of life

Nigeria's **HDI** has steadily increased since 2005. Most development indicators are improving.
Many are still poor, with limited services. The gap between rich and poor has widened, 60% live in poverty.
Nigeria's dependence on oil may be a problem in the future.
Tensions between cultural groups continue to be an issue.

The UK's economy

20. The changing UK economy

Pre-1800, most worked in farming or mining. Industrial revolution boosted manufacturing. Now most work in services and retail.

- **Deindustrialisation** caused decline in secondary industries e.g. shipbuilding.
- **Globalisation** causes secondary decline as products were imported; boosted quaternary.
- **Government polices** have changed over time. Now aim is to redevelop manufacturing.

21. Post-industrial economy

IT has transformed the economy:

- Lots of data now stored and accessed rapidly
- Internet enables people to work from home.
- 1.3 million now work in the IT sector.

Service and **finance** now contributes >79% of UK's economic output. London is a major financial centre. Finance employs >2 million.

Research employs over 60,000, adding over £3 billion to the economy. This sector will continue to grow in the future.

22. Science and business parks

Science parks are a group of knowledge-based industries on a single site. There are over 100 in the UK, most are linked to universities e.g. University of Southampton.

Business parks are areas of land occupied by a variety of businesses. They tend to be on the edge of towns and have good transport connections, e.g. Cobalt Business Park, Newcastle-upon-Tyne.

23. Industry and the environment

Industry causes air, water and soil pollution. Waste goes to landfill. Strict targets and new technology, e.g. **desulphurisation**, reduces impacts.

Torr Quarry in Somerset is an example of more sustainable industry. Here, waste rock chippings are used for roads. Trees and lakes are used to blend in with the landscape and create habitats.

24. Changing rural landscapes

Population growth: S Cambridgeshire

Population increased due to migration to the area.

Impacts: Increased traffic, rising house prices.

Population decline: Outer Hebrides

Population declined over 50% since 1901, many left due to lack of opportunities. **Impacts:** School closures, services close, elderly become isolated.

27. The North-South Divide

The '**south**' has a higher standard of living, longer life expectancy and higher income, but also higher house prices and congestion.

Why? Since 1970s, many industries e.g. ship building declined, increasing unemployment in the north. London and the SE developed rapidly with fast-growing services and finance.

Strategies:

'**Northern Powerhouse**' strategy to develop northern cities. HS2 to improve connections.

Local Enterprise Partnerships (LEPs) bring councils, businesses and universities together to encourage business.

Enterprise Zones (EZs) give financial incentives to attract businesses.

25-26. Changing transport infrastructure

Roads: In 2014, a £15 billion road investment strategy was announced. Motorways have been expanded and 'smart' motorways have been created. These help to manage traffic.

Railways: Many new developments, including **HS2**. This will link London, Birmingham and Manchester. Travel from Birmingham to London will be <1 hour.

Ports: These have about 22 million international passengers each year. **Liverpool2** is new port, phase 1 completed in 2016. Costing £400 million, >5,000 jobs have been created.

Airports: Important for international links, aviation provides around 500,000 jobs. **Heathrow airport** had expansion plans, this has been contested due to environmental concerns.

28-29 UK and the wider world

Trade: The UK has important trading links with the EU, USE and China. Future relationships with the EU are uncertain.

Culture: Television exports, e.g. Downton Abbey, added £1.4 billion to the economy in 2018-19.

Transport: Many international links, e.g. Heathrow Airport, the 7th busiest passenger airport in the world.

Electronic communication: Many communication cables pass through the UK's oceans.

EU: The UK is no longer part of the EU, there is a lot more to be done in resolving our future relationship with the EU.

Commonwealth: A group of countries working together to improve human rights, and social and economic development.

History

Knowledge organisers: Elizabeth I – Remember, knowledge organisers are only the basics. You need to learn more to progress from the lowest grades.

Elizabeth I and her government

1	Elizabeth was the third of Henry VIII's children to rule England. She was a Protestant, unlike her predecessor Mary I. Highly intelligent and well-educated, she became an excellent politician who reigned for 45 years.

Key events

2	1533	Princess Elizabeth born to parents Henry VIII and Anne Boleyn
3	1536	Execution of Anne Boleyn, authorised by Henry VIII
4	1547	Henry VIII died; Edward VI King
5	1553	Edward VI dies; Jane Grey queen for nine days; Mary I then queen
6	1558	Elizabeth becomes queen
7	1559	Elizabeth had appointed 19 members to her Privy Council
8	1559	Elizabeth's first progress
9	1559	First Parliament meeting; 13 Parliaments 1559-1601 passing 434 laws
10	1569	Northern Rebellion
11	1571	Ridolfi Plot
12	1590s	Government in crisis; trusted advisers had died; lots of rivalry at court
13	1596	Earl of Essex, a favourite of Elizabeth's, praised for military success
14	1601	Earl of Essex launched a rebellion, which failed. He was executed.

Key ideas, developments and people

15	Royal Court	The large group of people, from politicians to servants, who surround the monarch (king/queen). Even if they don't have an official political position, people at Court have influence because of their contact with the queen.
16	Problems faced by Elizabeth	Religion was a very difficult issue in England at this time with argument between Catholics and Protestants; foreign policy was complicated, with Spain being a rival country; finances were also difficult: the government was in debt when Elizabeth became queen.
17	Progress	The queen went on many journeys around England to visit her subjects (the people of her country); these trips were called progresses. Hundreds of people would go with her.
18	Robert Dudley	One of the queen's favourites; she was possibly in love with him, but he was married to someone else. He became a Privy Councillor in 1562. Died in 1588.
19	William Cecil	Made Secretary of State (the most senior position in Elizabeth's government in 1558. Wanted to avoid war and unite the nation through moderate policies. When he died, his son Robert replaced him.
20	Essex's Rebellion	After the death of William Cecil, the Royal Court split into **factions**, with Essex leading one and Robert Cecil leading the other. Essex was one of Elizabeth's favourites, but his actions trying to defeat the Irish were disastrous. He attempted to take power to defeat the Robert Cecil faction but was arrested and executed for treason.
21	Marriage: the Virgin Queen	Elizabeth never married, but many politicians wanted her to. Some **suitors** were Robert Dudley, King Philip II of Spain, Francis, Duke of Anjou (in France) and Eric XIV of Sweden. Parliament tried to persuade her to marry, but she refused.
22	Privy Council	A small group (under 20) of the most powerful politicians, including the Secretary of State, the queen's most powerful minister. They met frequently to advise the queen and discuss decisions about how the country should be run.
23	Lord Lieutenant	England was (and still is!) split into geographical areas called counties, and each of these had a Lord Lieutenant who was the representative of the queen in that area.

Knowledge organisers: Elizabeth I – Remember, knowledge organisers are only the basics. You need to learn more to progress from the lowest grades.

Word	Definition and characteristics	Examples in a sentence
suitor	A man who pursues a relationship with a particular woman, with a view to marriage.	Despite many suitors, Elizabeth never married. Dudley was a suitor of the Queen.
faction	A small group within a larger one (especially in Politics).	The political party had a lot of factions. Towards the end of her reign, Elizabeth's court had two factions
dynasty	A line of hereditary rulers of a country.	Elizabeth's death was the end of the Tudor Dynasty. The Han Dynasty is known for gold and wealth.
inherit	Receive (money, property, or a title) as an heir at the death of the previous holder. *Related to the word 'heir'*	She inherited a fortune from her father. My sister inherited her husband's business. Elizabeth inherited the throne from her sister
patronage	Giving titles, land or political roles in return for loyalty.	Elizabeth used her power of patronage to ensure loyalty.
Protestant	A type of Christianity, founded in *protest* against some of the beliefs and practices of the Catholic Church in the Early Modern period. Protestants have plainer churches, and emphasise the importance of the bible and preaching rather than the importance of ceremony and tradition.	Elizabeth was a Protestant. Elizabeth made Protestantism the official religion of England.
Catholic	A type of Christianity – before the arrival of Protestantism, the only tope of Christianity in Western Europe. They emphasise tradition and ceremony, and have highly decorated churches.	The leader of the Catholic faith is the Pope. Mary I was a Catholic.
treason	The crime of betraying one's country, especially by attempting to kill or overthrow the sovereign or government.	They were convicted of treason. Treason is taken very seriously.

Knowledge organisers: Elizabeth I – Remember, knowledge organisers are only the basics. You need to learn more to progress from the lowest grades.

Elizabeth I: life in Elizabethan Times

1	Elizabethan life was luxurious for some, such as the nobility and gentry. However, there was a sharp divide between rich and poor. It was a time of new styles of culture in clothing, architecture and life, but also half of England's population was poor. It was an exciting 'Golden Age' of exploration and discovery.

Key events

2	1536-41	Henry VIII dissolved the monasteries, which had supported the poor
3	1559	Elizabeth's first Parliament
4	1560s	Poor Law passed, introducing a tax to raise money for the poor.
5	1564	Drake and Hawkins's kidnapping of Africans
6	1570	Norwich conducted a survey finding 80% of the population in poverty
7	1574	Statutes of Apparel passed by Parliament
8	1577-80	Drake was the first Englishman to **circumnavigate** the globe
9	1584	Elizabeth's permission to Raleigh to colonise non-Christian lands
10	1594-98	Bad harvests led to food shortages and deaths from starvation
11	1597	First Poor Law; the second was in 1601.

Key ideas, developments and people

12	William Shakespeare	Wrote at least 37 plays and mostly during Elizabeth's reign His style and vocabulary has had a lasting impact on the English language. Part of the partnership who built the Globe Theatre.
13	Christopher Marlowe	A poet and playwright who was a major influence on Shakespeare, who became better known after Marlowe's mysterious death in 1593 (stabbed to death, allegedly in a drunken brawl).
14	Sir Francis Drake	Took part in transatlantic voyages. Became famous as a captain and **privateer** after his successful voyage of 1572 when he returned with considerable stolen goods. **Circumnavigated** the globe between 1577 and 1580, returning with £400,000 worth of Spanish treasure (£200 million in today's money). Played a crucial role in the defeat of the Spanish Armada in 1588.
15	Sir Walter Raleigh	A landed gentleman, poet and soldier from a Protestant family in Devon. At Court he rose rapidly to become a favourite of Elizabeth. Elizabeth granted him a royal charter to explore new lands. He played a key role in exploring the **New World** and colonising North America. He introduced potatoes and tobacco to England. Raleigh was given permission by Elizabeth to explore, colonise and rule any land that was not ruled by a Christian.
16	Population	Population increased from around 3 million to 4 million people during Elizabeth's reign. This led to an increase in food prices as production rose. London's populations increased from around 60,000 in 1500 to over 200,000 in 1600.
17	Acts of Supremacy	In her first Parliament, Elizabeth I created a new Protestant Church by restoring Royal Supremacy over the Church of England (Act of Supremacy).
18	Slave trading	Francis Drake and John Hawkins kidnapped several hundred West Africans and sold as slaves to the South American coast with permission from Elizabeth.
19	Statutes of Apparel	New laws which strictly controlled the clothes people were allowed to wear depending on their social rank. This type of law is called a sumptuary law.
20	Poor Laws	Under these laws, the poor rate became a national system of compulsory (i.e. not optional) taxation, meaning everyone who was well-off had to contribute money to a system which helped the poor.

Knowledge organisers: Elizabeth I – Remember, knowledge organisers are only the basics. You need to learn more to progress from the lowest grades.

Word	Definition and characteristics	Examples in a sentence
circumnavigate	To travel all the way around the world.	Francis Drake circumnavigated the world.
deserving poor	People who wanted to work, but weren't able to find a job in their home town or village.	People took pity on the deserving poor.
New World	A sixteenth century term for North and South America, which was new to Europeans.	During the Elizabethan period, there was an attempt to set up an English colony in the New World.
privateers	People licensed by the government to attack and loot foreign ships.	Francis Drake was a privateer.
undeserving poor	They were seen as a serious threat to society. (Beggars, criminals and people who refused to work).	People were fearful of the impact the undeserving poor had on society.
workhouse	Institutions to provide shelter and work for the poor. . 'Houses of Correction' were to punish the 'idle (lazy) poor'.	Workhouses were set up as part of the Poor Law.
nobility	People with the highest titles such as 'Earl', 'Lord' and 'Baron' (or 'Lady','Baroness'). They are the highest up in the social hierarchy (power structure) other than the royal family. They have a lot of land, power and influence. Their wealth comes from land and is passed down through many family generations.	The Earl of Essex was a member of the nobility. The power of patronage meant Elizabeth could give out noble titles.
gentry	People with large houses and some land and privilege, who are one step down fro the nobility. They may have a title like 'Sir', but not as high as 'Baron' or 'Earl'. They may gain their wealth through land or family, but also through trade or a profession such as law or being in the military.	Sir Francis Drake was a member of the gentry. As more people became wealthy, the gentry grew.

Knowledge organisers: Elizabeth I – Remember, knowledge organisers are only the basics. You need to learn more to progress from the lowest grades.

Elizabeth: I Troubles at Home and Abroad

1	When Elizabeth became queen she faced some hard decisions about religion in England. Her church settlements were designed to please both Catholics and Protestants but her reign faced many Catholic plots.

Key events

2	May 1559	Act of Supremacy
3	May 1559	Act of Uniformity
4	1563	Thirty-Nine Articles defined practices of Church of England
5	1568	Mary Queen of Scots imprisoned
6	1569	Northern Rebellion
7	1570	Pope Pius V **excommunicated** Elizabeth
8	1571	The Treason Act
9	1583	The Throckmorton Plot
10	1586	The Babington Plot and Trial of Mary Queen of Scots
11	1587	Mary Queen of Scots executed
12	1588	Defeat of the Spanish Armada

Key ideas, developments and people

13	The Middle Way	Bringing both Catholic and Protestant elements to the Church of England to please the public. Many Catholics were executed for opposing the Middle Way
14	Act of Supremacy	This act re-established the break from Rome and an independent church of England. Elizabeth takes the title of 'Supreme Governor' rather than 'Supreme Head of Church'
15	Act of Uniformity	A new Book of Common Prayer was introduced containing protestant ideas. Many Catholic practices such as **Mass** were stopped.
16	Northern Rebellion	Catholic nobles (Northumberland, Westmorland and Norfolk) led a rebellion to overthrow Elizabeth
17	Ridolfi Plot	A plan to assassinate Elizabeth and replace her with Mary Queen of Scots (Ridolfi and Norfolk)
18	Throckmorton Plot	A plan to assassinate Elizabeth and replace her with Mary Queen of Scots (Francis Throckmorton)
19	Babington Plot	A plan to assassinate Elizabeth and replace her with Mary Queen of Scots (Anthony Babington)
20	Spanish Armada	Tension existed between England and Spain as a result of religious views. Spain supported Mary Queen of Scots. The Spanish **Armada** was defeated in 1588 due to Spanish errors and English tactical skill. Elizabeth used this win as a propaganda tool (i.e. to make people like her more).
21	Philip II of Spain	Married Mary I of England (Bloody Mary) in 1553. Philip and Elizabeth had poor relations due to religion and the fact that Elizabeth rejected his hand in marriage.
22	Mary Queen of Scots	Daughter of James V of Scots and Mary of Guise, she was Elizabeth's cousin. Mary Stuart became Mary, Queen of Scots and was considered by some to be the rightful Queen of England. She married the heir to the French throne and was a Catholic. She was involved in plots to replace Elizabeth as queen and was executed in 1587.
23	Edmund Campion	An English **Jesuit** priest, he aimed to spread the message of Catholicism. He was caught and executed for treason.
24	John Field	A priest and leader of extreme **Puritans** in London who was banned from preaching due to his views.
25	Duke of Medina-Sidonia	A devout Catholic and leader of the Spanish Armada

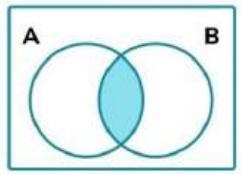
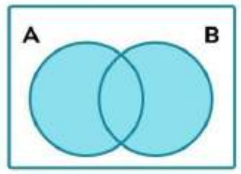
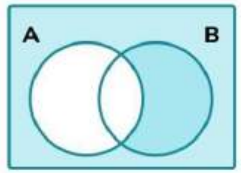
Knowledge organisers: Elizabeth I – Remember, knowledge organisers are only the basics. You need to learn more to progress from the lowest grades.

Word	Definition and characteristics	Examples in a sentence
Armada	A fleet of warships	Spain sent an Armada to England.
bull	A decree issued by the pope	The Papal Bull changed Catholic attitudes to Elizabeth
Calvinist	A type of Protestantism; followers of the teachings of John Calvin	Calvinists wanted a "purer" form of Protestantism in England.
conspiracy	A secret plan to do something unlawful or harmful	Mary Queen of Scots was implicated in many conspiracies against Elizabeth.
excommunicated	To be expelled from the church	Elizabeth was excommunicated by the pope.
Jesuit	Roman Catholic missionary priest – their aim is to convert others to Catholicism	Elizabeth's government became concerned about the influence of Jesuits.
martyr	Someone who suffers or dies for their beliefs	Catholics who were executed were seen as martyrs.
mass	A Catholic religious service	If Catholics wanted to perform mass, they had to do so in secret.
Puritan	An extreme protestant preferring simple churches	Puritanism was a concern for Elizabeth's government.
recusant	Someone who refused to go to church services	Recusants had to pay fines to the government.
reformation	The splitting of the church to establish a separate Protestant church	After the reformation, England was officially Protestant.

Maths

Year 11 Higher Maths

Autumn Term Knowledge Organiser

$A \cap B$	'A and B' The intersection of A and B. The elements in both sets A and B.	
$A \cup B$	'A or B' The union of A or B. Any element in set A or set B.	
A'	'Not A' The complement of A. Any element not in A.	

Probability

Where P (A) is the probability of outcome A and P (B) is the probability of outcome B:

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

$$P(A \text{ and } B) = P(A \text{ given } B)\ P(B)$$

Quadratic formula

The solution of $ax^2 + bx + c = 0$

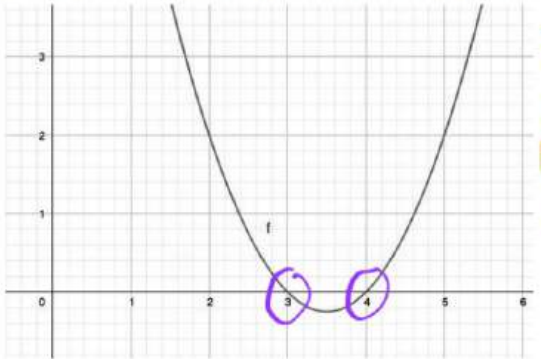
where $a \neq 0$

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

Keywords:

Elements – Data in a set
Event – An event is something that happens that is recorded. For example throwing a coin is an event.
Outcome – An outcome is the result of an event.
Roots – Where a graph crosses the x axis (also called a solution when it = 0)/
Turning Point – the point where a quadratic graph stops going up/down and goes back the other way.

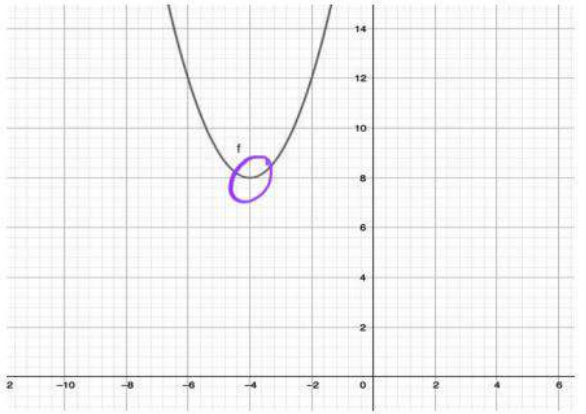
Find the number of roots and their values for the equation $f(x) = x^2 - 7x + 12$



The graph crosses at 2 points across the x-axis. Hence, the number of roots are 2. Their values are:

$x = 3$ and $x = 4$

Use the graph to find the turning points for the given curve.



The minimum point of the graph occurs at point $(-4, 8)$.

Hence, the turning point for the given curve is $(-4, 8)$.

By completing the square, find the turning points of the curve $y = x^2 - 6x + 2$.

$y = x^2 - 6x + 2$ complete the square to change it to form $(x+a)^2 + b$

$y = (x-3)^2 - 7$

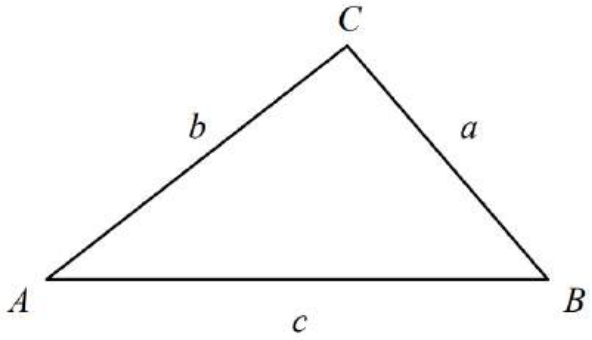
$a = -3, b = -7$

The turning point is $(3, -7)$

Year 11 Higher Maths
Autumn Term Knowledge Organiser

These are exact values of trigonometry you are expected to memorise!

Note $\frac{1}{\sqrt{2}}$ can be written as $\frac{\sqrt{2}}{2}$



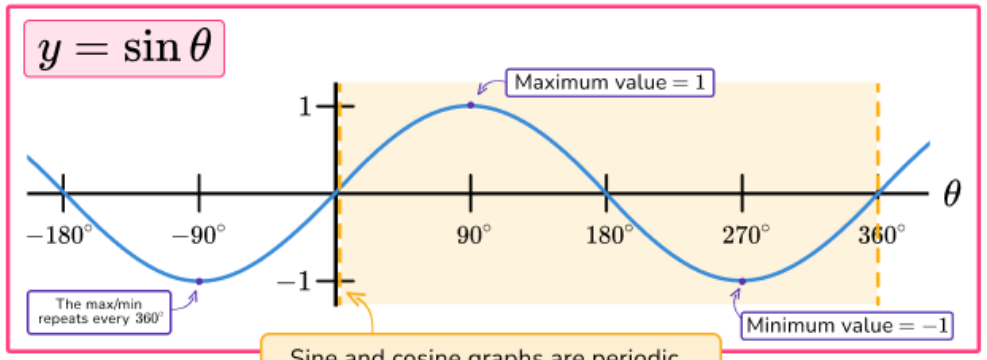
In any triangle ABC where a, b and c are the length of the sides:

sine rule: $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

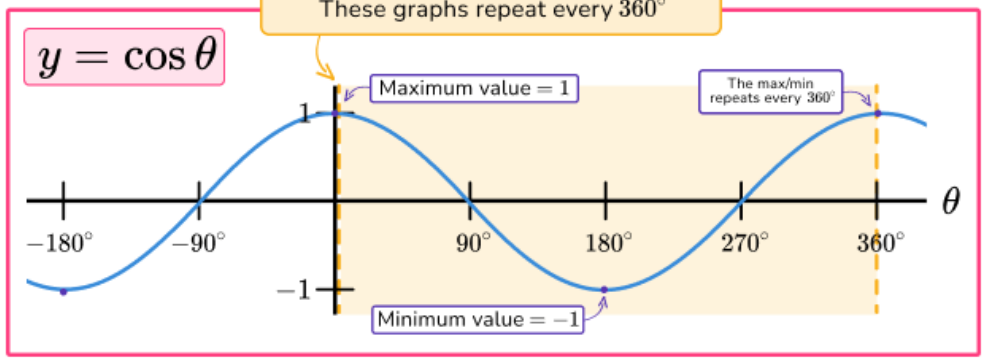
cosine rule: $a^2 = b^2 + c^2 - 2bc\cos A$

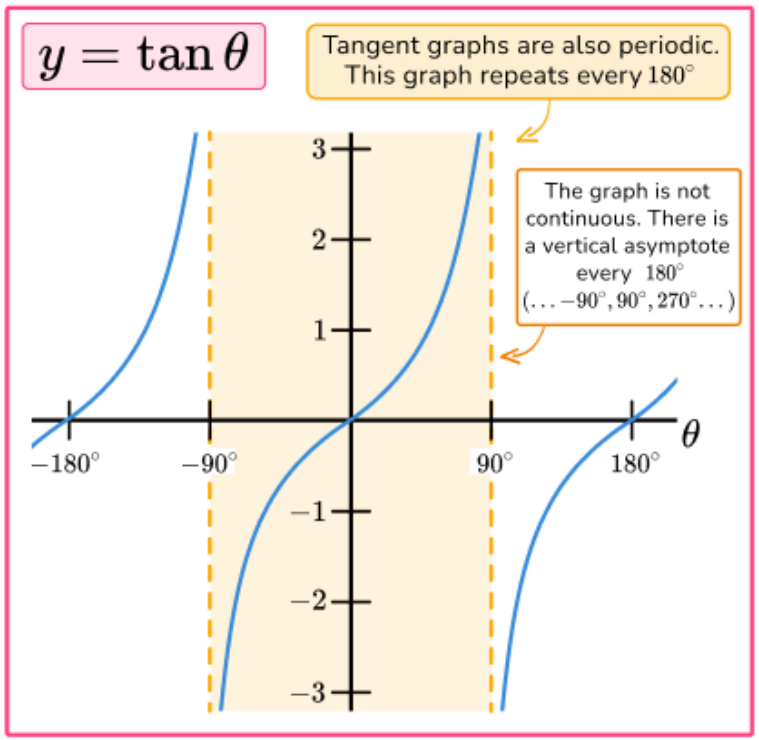
Area of triangle $= \frac{1}{2}\, a\, b \sin C$

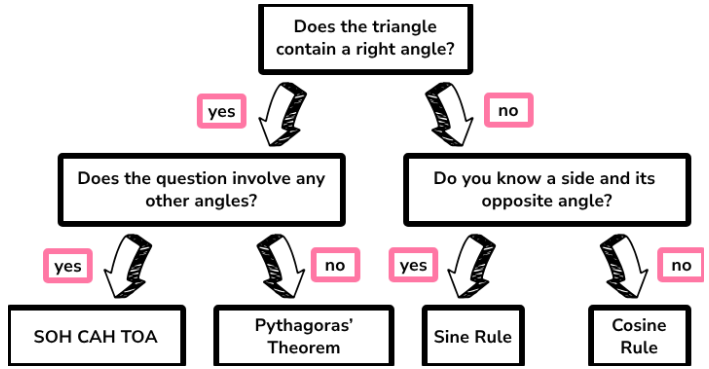
	$0°$	$30°$	$45°$	$60°$	$90°$
$\sin(\theta)$	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
$\cos(\theta)$	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
$\tan(\theta)$	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	*undefined*



Sine and cosine graphs are periodic. These graphs repeat every 360°







Keywords:

Periodic – A graph that repeats

Asymptote – A line on the graph that a curve approaches but never reaches.

Hypotenuse – The longest side of a right angled triangle, opposite the right angle.

Key Terms:

Origin – Where two axes meet on a graph.

Outlier – A point that lies outside the trend of the graph.

Relationship – The link between two variables e.g. between sunny days and ice cream sales.

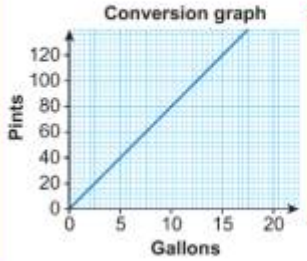
Correlation – The mathematical definition for the type of relationship.

Line of Best Fit – A straight line on a graph that represents the data on a scatter graph.

Fraction	$\frac{1}{100}$	$\frac{1}{10}$	$\frac{1}{8}$	$\frac{1}{5}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{2}{3}$	$\frac{3}{4}$
Decimal	0.01	0.1	0.125	0.2	0.25	$0.\dot{3}$	0.5	$0.\dot{6}$	0.75
Percentage	1%	10%	12.5%	20%	25%	$33.\dot{3}\%$	50%	$66.\dot{6}\%$	75%

Year 11 Foundation Maths Autumn Term Knowledge Organiser

Direct Proportion Graph



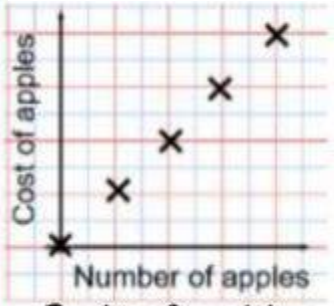
This is what a direct proportion graph will look like.

Key Terms:

Direct Proportion: A relationship between two quantities such that as one increases, the other increase (or as one decrease, the other decreases) at the same rate.

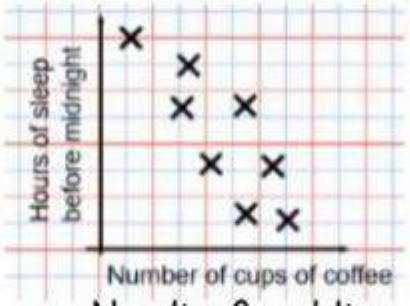
Inverse Proportion: A relationship between two quantities such that as one increase, the other decrease.

Scatter Graphs



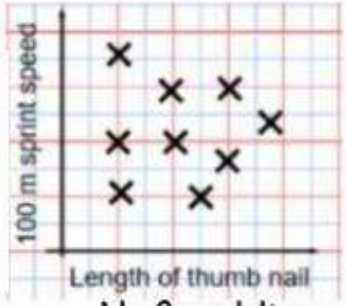
Positive Correlation

As one variable increases so does the other variable



Negative Correlation

As one variable increases the other variable decreases

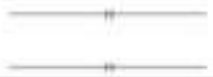


No Correlation

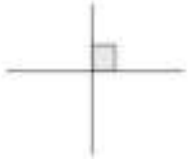
There is no relationship between the two variables

Construction and Loci

Parallel lines never meet.



Perpendicular lines are at right angles. There is a 90° angle between them.



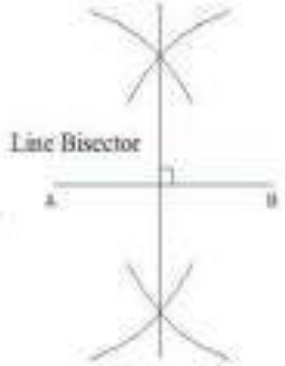
Angle Bisector: Cuts the angle in half.

1. Place the sharp end of a pair of compasses on the vertex.
2. Draw an arc, marking a point on each line.
3. Without changing the compass put the compass on each point and mark a centre point where two arcs cross over.
4. Use a ruler to draw a line through the vertex and centre point.

Angle Bisector

Perpendicular Bisector: Cuts a line in half and at right angles.

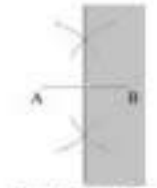
1. Put the sharp point of a pair of compasses on A.
2. Open the compass over half way on the line.
3. Draw an arc above and below the line.
4. Without changing the compass, repeat from point B.
5. Draw a straight line through the two intersecting arcs.



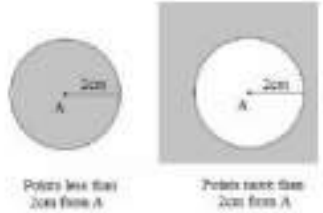
Line Bisector

A **locus** is a **path of points that follow a rule.**

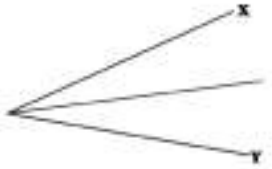
For the locus of points **closer to B than A**, create a **perpendicular bisector** between A and B and shade the side closer to B.



For the locus of points **equidistant from A**, use a compass to draw a **circle**, centre A.



For the locus of points **equidistant to line X and line Y**, create an **angle bisector**.



For the locus of points a set **distance from a line**, create **two semi-circles** at either end joined by **two parallel lines.**

Triangles can be constructed given:
SSS ‘Side Side Side.
SAS ‘Side Angle Side’
ASA ‘ Angle Side Angle’
Congruent shapes are **identical** to each other (but might be rotated or flipped!)

MFL
(French)

Module 6 Foundation French GCSE

Qu'est-ce qu'il y a dans mon école?

Sentence starter	Verb	Places	Activities	
ans mon ollège *my school*	il y a *there is/ are* Il n'y a pas (de /d') *there isn't / aren't (any)*	un gymnase *a gymnasium* un hall *an (assembly) hall/auditorium* un terrain de basket *a basketball court* un terrain de sport *a sports ground* une bibliothèque *a library* une cantine *a canteen* une cour de récreation *a playground* une piscine *a swimming pool* une salle de sport *an indoor gym* un labo de science *a science lab* une salle de classe *a classroom*	où on peut *where you can*	parler avec les autres *talk with others* apprendre *learn* manger le déjeuner *eat lunch* travailler *work* faire du sport *do sport* jouer au basket *play basketball* lire des livres *read books* faire de la natation *swim*

Mon école s'appelle Hillcrest. C'est une école pour les filles de 11 à 16 ans et c'est une école publique aussi. Il y a environ six ent élèves et soixante professeurs. La journée commence à 8h45. Il y a cinq cours par jour. Les profs sont un peu sévères. e pense que les journées sont longues et on a trop de contrôles.

Ma matière préférée c'est… parce que…

Ma matière préférée c'est- my favourite subject is
J'adore- I love
J'aime- I like
J'apprécie- I like

parce que- because
puisque- because
car- as/ because
comme- as

Je suis bon(ne)- I'm good at it
Je suis nul(le)- I'm bad at it
Je suis fort(e) en (subject)- I'm good at (+ subject)
Je suis faible en (subject)- I'm weak at (subject)
Je suis doué(e) en (subject)- I'm talented at (subject)
Je ne sais pas chanter- I don't know how to sing
On a trop de devoirs- We have too much homework

Je déteste- I hate
Je n'aime pas- I don't like
Je n'apprécie pas- I don't like

C'est- It is
Ce sont- it is

barbant(e)s- boring
divertissant(e)s- entertaining
facile(s)- easy
difficile(s)- difficult
intéressant(e)s- interesting
nul(le)s- rubbish
utile(s)- useful
inutile(s)- useless
amusant(e)s- funny
éducatifs/ éducatives- educational
informatifs/ informatives- informative

Ex: Je n'aime pas le français parce qu'on a trop de devoirs- I don't like French because we have too much homework

J'apprécie l'anglais parce que le prof est sympa- I like English because the teacher is nice

Les règles scolaires – School rules

Sentence starter	Verb	Rule		Opinion		
Dans mon collège *In my school* J'aime que / qu' *I like that* Je n'aime pas que /qu' *I don't like that* :)	il faut *you have to* on doit *you must* on a le droit de *we have the right to* il ne faut pas *you mustn't* il est interdit de *it is forbidden*	être à l'heure porter un uniforme faire les devoirs porter un masque dans les couloirs être poli apporter ses affaires mâcher du chewing-gum manquer les cours utiliser le portable en classe tricher porter les bijoux avoir des piercings harceler les autres	*be on time* *wear a uniform* *do your homework* *wear a mask in the corridors* *be polite* *bring your equipment* *chew gum* *skip lessons* *use your phone in class* *cheat* *wear jewellery* *have piercings* *bully others*	Je pense que *I think that* Je crois que *I believe that* A mon avis *I think that* Je dirais que *I would say that*	les règles sont *the rules are* certaines règles sont *some rules are* 	(assez) justes *(quite) fair* raisonnables *reasonable* logiques *logical* injustes *unfair* ridicules *ridiculous* frustrantes *frustrating*

car *because* puisque *as/ since* comme *as/ since* étant donné que *given that* vu que *seeing as*	c'est *it is* ce n'est pas *it isn't*	important *important* respectueux *respectful* nécessaire *necessary* dangereux *dangerous* sale *dirty*	on n'est pas des bébés on nous traite comme des enfants ca ne nuit pas à notre éducation un portable est utile pour apprendre	*we are not babies* *we are treated like children* *it doesn't harm our education* *a phone is useful for leanring*	Quel cauchemar! *What a nighmare !* Quelle perte de temps! *What a waste of time !* Quelle surprise! *What a nighmare !*

Les activités scolaires – School activities

1

Quand j' étais petite *When I was young*	Je jouais au foot/basket *I used to play football/basketball*	C'était *It was*	super *super*	Je joue au foot/basket *I play football/basketball*
	Je faisais du judo/du sport *I used to do judo/sports*		génial *great*	Je fais du judo/du sport *I do judo/sports*
	Je participais au club d'échec/ de théâtre *I used to take part of the chess club/ theatre club*		amusant *amusing*	Je participle au club d'échec/ de théâtre *I take part in the chess club/theatre club*
	Je mangeais à l'école/à la maison *I used to eat at school/at home*			Je mange à l'école/à la maison *I eat at school/at home*
	J'étais member de l'équipe de foot/ de basket *I used to be a member of the football team/basketball team*		nul *rubbish* ennuyeux *annoying*	Je suis membre de l'équipe de foot/ de basket *I am a member of the football team/basketball team*
	J'aimais la danse/le foot *I used to love danse/football*			J'aime la danse/le foot I love danse/football

maintenant *now*

2

Hier *Yesterday*	J'ai joué au foot/au basket *I played football/basketball*	Demain *Tomorrow*	Je vais jouer au foot/basket *I am going to play football/basketball*
La semaine dernière *Last week*	J'ai participé au spectacle de théâtre *I took part in a theatre show*	La semaine prochaine *Next week*	Je vais participer au spectacle de théâtre *I am going to take part in a theatre show*
Le weekend dernier *Last weekend*	J'ai organisé un championat/un spectacle *I organised a championship/ a show*	Lundi prochain *Next Monday*	Je vais organiser un championat/un spectacle *I am going to organise a championship/ a show*
Lundi dernier *Last Monday*	Je suis allée en France/ en Angleterre *I went to France/England*	Le weekend prochain *Next weekend*	Je vais aller en France/en Angleterre *I am going to go to France/England*

3

Ce sera super! *It will be fun!*	Je suis fière de moi! *I am pround of myself*

Module 7 Foundation French GCSE

Les langues sont un atout!

Je parle couramment….
(I speak fluently…)

J'apprends actuellement…
(I am currently learning…)

Je parle assez bien…
(I speak quite well…)

Je parle très bien…
(I speak very well…)

Je parle mal…
(I speak badly…)

l'allemand (German)
l'anglais (English)
l'arabe (Arabic)
l'espagnol (Spanish)
le français (French)
le gujurati (Gujurati)
le hindi (Hindi)
l'italien (Italien)
le japonais (Japanese)
le mandarin (Mandarin)
le polonaise (Polish)
le portugais (Portuguese)
le roumain (Romanian)
le russe (Russian)
l'ourdu (Urdu)

est ma langue maternelle
(is my native language/mother tongue)

J'utilise des langues étrangères
(I use foreign languages)

pour faire des reservations par telephone (to make reservations on the phone)

pour écrire des e-mails (to write emails)

pour parler avec des clients et des collègues à l'étranger (to speak to customes and colleagues abroad)

pour commander quelque chose à manger (to order something to eat)

pour demander mon chemin (to ask for directions)

pour communiquer avec des clients qui ne parlent pas le français (to communicate with customers who don't speak French).

pour faire des annonces (to make announcements)

pour donner des renseignements aux passagers (to give information to passengers)

pour aider des tourists et répondre à leurs questions (to help tourists and answer their questions)

Savoir parler une langue etrangère *Knowing how to speak a foreign language*

Parler plusieurs langues est un atout si… *Speaking several languages is a bonus if…*

En travaillant à l'étranger *By working abroad*

En parlant une deuxième langue *By speaking a second language*

Si on parle d'autres langues *If you speak another language*

Si on veut voyager à l'etranger *If we want to travel abroad*

on peut *you can*

on veut *you want*

on doit *you have to/ must*

il est possible de *it is possible to*

Dans certaines entreprises internationales parler plusieurs langues c'est un avantage afin de *In certain international companies, speaking several languages is an advantage in order to*

comprendre mieux des cultures étrangères *better understand foreign cultures*

améliorer ses compétences linguistiques *improve one's language skills*

se faire de nouveaux amis *make new friends*

gagner une salaire plus augmentée *earn a larger salary*

rencontrer des personnes de pays différents *meet people from different countries*

travailler plus facilement à l'étranger *work more easily abroad*

obtenir une promotion *gain a promotion*

connaitre mieux les gens d'un autre pays *become better acquainted with people from other countries*

communiquer avec plus de gens *communicate with more people*

trouver un emploi plus facilement à l'étranger *find a job more easily abroad*

je pense que *I think that*

je crois que *I believe that*

à mon avis *I think that*

je dirais que *I would say that*

quant à moi *for me*

c'est *it is*

ce sera *it will be*

je serai plus *i will be more*

satisfaisant *satisfying*

enrichissant *enriching*

gratifiant *rewarding*

autonome *independent*

si j'ai de la chance *If I am lucky*

si dieu le veut *If god wills it*

je partirai à l'etranger *I will go abroad*

je ferai une stage dans une entreprises internationale *I will do a work experience in an international company*

en plus *in addition* **surtout** *especially* **si** *if* **donc** *so* **par exemple** *for example* **parce que / car** *because* **aussi** *also* **quand** *when* **même si** *even if* **d'abord** *firstly* **puis** *then* **ensuite** *next* **plus tard** *later on* **finalement** *finally*

Mon stage en entreprise – My work experience

Sentence starter	Verb	Place		Task		
L'année dernière *Last year* Il y a deux ans *2 years ago* L'été dernier *Last Summer*	J'ai fait un stage dans *I did work experience in* J'ai travaillé dans *I worked in*	une école un bureau un garage un magasin de mode un hôtel un salon de coiffure une banque	a school an office a garage a clothes shop a hotel a hairdressers a bank	En travaillant *Whilst working* où *Where* Après avoir fini *After having finished* Pour commencer *To start with* Ensuite *Next* Avant de partir *Before leaving*	1. j'ai servi les clients 2. j'ai aidé les clients 3. j'ai répondu au téléphone 4. j'ai aidé les enfants 5. j'ai fait du café pour mes collègues 6. j'ai passé l'aspirateur 7. j'ai appris à changer des pneus 8. j'ai tapé des documents 9. j'ai fait des photocopies 10. j'ai lavé les cheveux des clients 11. j'ai envoyé des e-mails	*1. I served the customers* *2. I helped the customers* *3. I answered the phone* *4. I helped the children* *5. I made coffee for my colleagues* *6. I did the vacuuming* *7. I learned to change tyres* *8. I typed documents* *9. I made photocopies* *10. I washed clients' hair* *11. I sent emails*
Je viens de faire un stage dans *I have just done work experience in*						
La meilleure chose était que *The best thing was that* La pire chose était que *The worst thing was that*		mes collègues étaient sympas mes collègues étaient horribles mon patron était gentil j'ai beaucoup appris		*my colleagues were nice* *my colleagues were horrible* *my boss was kind* *I learnt a lot*	C'était *It was*	satisfaisant *satisfying* stimulant stimulating gratifiant *rewarding*	monotone *monotonous* stressant stressful fatigant *tiring*

Mes plans pour l'avenir – My plans for the future.

Main verb	Rest of sentence		Opinion		
je veux *I want* j'espère *I hope* je voudrais *I would like* j'aimerais *I would like*	passer mes examens réussir mes examens prendre une année sabbatique voyager visiter d'autres pays faire un apprentissage devenir apprenti(e) aller à l'université continuer mes études à la fac faire du bénévolat devenir apprenti(e) me marier ou me pacser avoir des enfants habiter/m'installer avec mon copain/ma copine	*to take my exams* *to pass my exams* *to take a gap year* *to travel* *to visit other countries* *to do an apprenticeship* *to become an apprentice* *to go to university* *to go to university* *to continue my studies at Uni* *to do voluntary work* *to become an apprentice* *to get married or enter into a civil partnership* *to have children* *to live/move in with my boyfriend/girlfriend*	je dirais que *I would say* *that*	ce serait *it would be* une experience *an* *experience*	satisfaisante *satisfying* enrichissante *enriching* gratifiante *rewarding*

Module 6 Higher French GCSE

Mon collège – décrire mon collège

Mon collège s'appelle Hillcrest. C'est pour les filles de onze à dix-huit ans ***My school is called Hillcrest. It is for girls from 11 to 18 years old.***

Sentence starter	Verb	Object		Opinion	
Dans mon collège *In my school*	il y a *there is/ are* Il n'y a pas (de /d') *there isn't / aren't (any)*	un uniforme noir une bonne cantine de bons/mauvais professeurs une gamme de clubs une grande colline cinq cent élèves trop de devoirs une belle vue	*a black uniform* *a good canteen* *good/bad teachers* *a range of clubs* *a big hill* *500 pupils* *too much homework* *a beautiful view*	J'aimerais plus mon école … *I would like my school more …* J'irais au collège plus souvent… *I would go to school more often…* Je ne raterais jamais mes cours… *I would never miss lessons…*	si mon collège avait une piscine *if my school had a swimming pool* si on changeait l'uniforme *if we changed the uniform* si la journée scolaire commençait à dix heures *if we changed the uniform* si on abandonnait les devoirs *if we gave up homework*
J'aime qu'il y ait *I like that there might be* Je n'aime pas qu'il y ait *I don't like that there might be* Bien qu'il y ait *Although there might be*					
je (ne) trouve (pas) cela *I (don't) find it* ce (n')est (pas) *it is (not)*		monotone / lassant passionnant multiculturel marrant fatigant peu original éducatif	*boring* *exciting* *multicultural* *fun* *tiring* *unoriginal* *educational*		
Avant je détestais / j'aimais ……. **mais maintenant je trouve cela** *Before I hated / loved …….* *but now I find it …….*					

cependant	**mais**	**en plus**	**surtout**	**si**	**donc**	**par exemple**	**parce que / car**	**aussi**	**quand**
however	*but*	*in addition*	*especially*	*if*	*so*	*for example*	*because*	*also*	*when*

Mon collège – mes matières préférées

Ma *matière préférée c'est…* *my favourite subject is….*

Opinion 1	Subject	Opinion 2		Reason	Reason
Ma *matière préférée c'est* *my favourite subject is…* *J'apprécie bien* *I like a lot…* Je préfère *I prefer…* Je n'aime pas du tout *I don't like at all…* Je ne peux pas supporter *I cannot stand…*	le sport/ l'EPS *PE* le français le commerce *business* le dessin *art* la géographie la chimie *chemistry* la biologie la physique la musique la sociologie la danse la musique la technologie *DT* l'allemand *Geman* l'espagnol *Spanish* l'anglais *English* l'informatique *computing* les maths les sciences les sciences de la vie et de la Terre *biology* les langues étrangères/ vivantes *modern languages* les arts dramatiques *drama* les arts plastiques *art*	parce que puisque car comme *as* vu que *as / seeing that* étant donné que *as/ given that*	pour ma part *in my view* je pense que je trouve que je crois que je dirais que *I would say that*	ça m'intéresse *it will help me in the future* ça m'aidera dans le futur *it will help me in the future* le prof m'aide beaucoup *the teacher helps me a lot* j'ai de bonnes notes *I get good grades*	J'aimerais cette matière plus… *I would like this subject more …* Je ne raterais jamais mes cours… *I would never miss lessons* J'aimerais étudier ca plus… *I would like to study that more…*
				ça ne m'intéresse pas *it doesn't interest me* j'ai trop de devoirs *I get too much homework* J'ai toujours de mauvaises notes *I always have poor grades* ça ne m'aidera pas dans le futur *it will not help me in the future* le prof ne m'aide pas *the teacher doesn't help me*	si j'avais un meilleur prof *if I had a better teacher* si j'avais moins de devoirs *if I had less homework* si les cours étaient plus fascinants *if the lessons were more interesting*
				j'aime que ce soit…. *I like that it might be…* je déteste que ce soit…. *I hate that it might be…* bien que ce soit *although it might be…*	monotone / lassant *boring* passionnant *exciting* multiculturel *multicultural* ludique *fun* épuisant *exhausting* peu original *unoriginal* éducatif *educational* Une perte de temps *a waste of time*
Mes amis préfèrent… My friends prefer…			**Certains pensent que c'est…** *Some people think that it is…* **D'autres pensent que c'est…** *Other people think that it is…*		
Avant je détestais … j'aimais … *Before I hated / loved …*			**mais maintenant je trouve cela…** *but now I find it ……*		

cependant	**mais**	**en plus**	**surtout**	**si**	**donc**	**par exemple**	**parce que / car**	**aussi**	**quand**	**tandis que**	**d'un côté**	**d'autre côté**
however	*but*	*in addition*	*especially*	*if*	*so*	*for example*	*because*	*also*	*when*	*whereas*	*on one hand*	*on the other hand*

Les règles scolaires – School rules

Sentence starter	Main Verb	Rule (Infinitive)		Opinion		
Dans mon collège *In my school* Ici *Here*	il ne faut pas *you must not* on doit *you have to* il est interdit de *it is forbidden*	être à l'heure porter un uniforme faire les devoirs être poli apporter ses affaires mâcher du chewing-gum manquer les cours utiliser le portable en classe tricher porter les bijoux avoir de piercings harceler les autres	*be on time* *wear a uniform* *do your homework* *be polite* *bring your equipment* *chew gum* *skip lessons* *use your phone in class* *cheat* *wear jewellery* *have piercings* *bully others*	pour ma part *in my view* je pense que je trouve que je crois que je dirais que *I would say that*	j'aime que ce soit…. *I like that they might be…* je déteste que ce soit…. *I hate that they might be…* bien que ce soit *although it might be…*	(assez) juste *(quite) fair* raisonnable *reasonable* logique *logical* injuste *unfair* ridicule *ridiculous* frustrant *frustrating*
Si j'étais la directrice *If I was the headmistress* Si c'était possible *If it was possible* Si je pouvais *If I could*	j'aimerais nous permettre de *I would us to…*					
pour *in order to* afin de *in order to* si on veut *if we want*	maintenir la discipline *maintain good behaviour* travailler bien *work well* se respecter *to respect each other*					
				Certains pensent que c'est… *Some people think that it is…* **D'autres pensent que c'est…** *Other people think that it is…*		
	nous traiter comme des adultes *treat us like adults* ne pas nuire à notre éducation *not destroy our education*					

Avant je détestais / j'aimais les règles *Before I hated / liked the rules*

mais maintenant je trouve cela… *but now I find them …….*

cependant **mais** **en plus** **surtout** **si** **donc** **par exemple** **parce que / car** **aussi** **quand** **tandis que** **d'un côté** **d'autre côté**

Striking Starters	Main Verb	Infinitives	Add a bit more
Après avoir fini *After having finished* **Avant de + INF. (-er/ -ir/ -re)** *Before …ing* **Au lieu de + INF. (-er/ -ir/ -re)** *Instead of …ing* L'année dernière Hier Récemment	j'**ai** décidé de *I decided to* j'**allais** *I was going* j'**avais** voulu *I had wanted* je **viens** de *I have just* j'**ai** dû *I had to* je **voulais** *I want*	participer a un échange scolaire habiter avec une famille francaise aller à une école francaise visiter la france/ paris/ à l'étranger participer à un atelier de danse partir en car/ en bateau assister à des cours de français gouter les specialités locales pratiquer mon francais faire du vélo/ du tir à l'arc aller à la pêche *to go fishing* faire du sport/ shopping explorer nager/ faire de la natation faire les excursions culturels prendre des photos voir des monuments sortir en ville manger dans les cafés locaux regarder un dvd/ film rencontrer de nouveaux amis bavarder	**Add with whom** **Add where** **problems:** j'ai perdu mon portable *I lost my mobile* j'ai oublié mes devoirs *I forgot my homework* le car s'est tombée en panne *the coach broke down* j'ai vomi *I vomitted* Il pleuvait *It rained*
Si j'avais eu de la chance j'aurais préféré *If I'd had the chance I would have prefered* **Si j'avais eu plus de temps j'aurais aimé** *If I'd had more time I would have liked*			
Si je devais choisir *If I had to choose* Si c'était possible *If it was possible* Si je pouvais *If I could* Idéalement *Ideally*	j'**aimerais** *I would like* je **voudrais** *I would like*		

j'ai dit
il/ elle a dit

Quel cauchemar!
Quelle horreur!
Quel dommage!

Ca me fascine
Ca m'intéresse
Bien que ce soit + adjective

je participe à des exchanges depuis trois ans- *I have been participating in exchanges for three years*

Les systèmes scolaires au tour du monde

Si je devais choisir je dirais que
If I had to choose I would say that
Si j'étais honnête *If I was honest*
Si j'avais de la chance *If I had the chance*
Si c'était possible *If it was possible*
Personnellement *Personally*

je voudrais aller à l'école *I would like to go to school*
je **ne** voudrais **pas** aller à l'école *I would not like to go to school*
j'aimerais aller à l'école *I would like to go to school*
je préfèrerais aller à l'école *I would prefer to go to school*
j'aimerais participer à un échange scolaire
I would like to take part in a school exchange

en Angleterre *in England*
en Écosse *in Scotland*
en France
en Irlande du Nord
au pays de Galles *in Wales*
au Canada
au Mali

vu qu' *seeing that*
étant donné qu' *given that*
puisqu' *since*

on doit *you have to*
on ne doit pas *you must not*
il faut *you must*
il est nécessaire de

commencer l'école à ….
heures
to start school at
terminer le collège à ….
heures
to finish school at
porter un uniforme/ les symboles religieux

bien que ce soit *although it might be*

monotone
lassant
passionnant
multiculturel
marrant
fatigant
peu original
éducatif

ici j'aimerais plus mon école
Here I would like my school more
j'irais au collège plus souvent

si on pouvait redoubler
if we could resit the year
si on n'avait pas d'uniforme
if we didn't have a uniform

Module 7 Higher French GCSE

Les métiers

Si je devais choisir je dirais que *If I had to choose I would say that*

Si j'étais honnête *If I was honest*

Si j'avais de la chance *If I had the chance*

Si c'était possible *If it was possible*

Personnellement *Personally*

je voudrais être *I would like to be*

je **ne** voudrais **pas** travailler comme *I would not like to work as*

je préfèrerais être *I would prefer to be*

j'aimerais travailler comme *I would like to work as*

mon rêve serait d'être *my dream would be to be…*

See jobs list

vu qu' *seeing that*

étant donné qu' *given that*

puisqu' *since*

Tandis que mes parents veulent que je sois *Whereas my parents want that I might be*

Néanmoins mes parents préfèrent que je sois *Nevertheless my parents prefer that I might be*

Lorsque j'étais petite je voulais être *When I was little I used to want to be*

ce qui est le plus important pour moi c'est qu' *What's the most important*

on peut *you can*

on ne doit pas *you must not*

il faut *you must*

avoir un métier bien payé *to have a well-paid job*

avoir un boulot qui me plait *to have a pleasing job*

faire quelque chose de **satisfaisant/ stimulant/ gratifiant/ d'intéressant**

*to do something **satisfying/ stimulating/ gratifying/ interesting***

faire quelque chose pour améliorer la société

bien que ce soit *although it might be*

avant je trouvais cela …. *before I used to*

monotone *boring*

lassant *boring*

passionnant *exciting*

marrant *fun*

Mon stage en entreprise – My work experience

Sentence starter		Infinitive	Place		Task	
L'année dernière *Last year* Il y a deux ans *2 years ago* L'été dernier *Last Summer*	J'ai décidé de *I decided to* J'allais *I worked in* J'avais voulu *I worked in*	faire mon stage dans *to do my work experience in* travailler dans *to work in*	une école *a school* un bureau *an office* un centre de vacances *a holiday centre* un magasin *a shop* un hôtel *a hotel* un salon de coiffure *a hairdressers* une usine *a factory*	Pour commencer *To start with* Ensuite *Next* En travaillant *Whilst working* Après avoir fini *After having finished* Avant de partir *Before leaving*	j'**ai** dû *I had to* j'**ai** pu *I could* je **voulais** *I wanted* J'ai aimé le plus *I liked the most* J'ai aimé le moins *I liked the least* J'ai détesté *I hated* J'ai préféré *I prefered* au lieu de *instead of*	servir les clients *serve the customers* aider les clients *help the customers* répondre au téléphone *answer the phone* travailler à la caisse *work on the cash desk* aider les enfants *help the children* faire du café pour mes collègues *make coffee for my colleagues* ranger les vêtements *tidy the clothes* nettoyer *clean*
Je viens de *I have just* Si j'avais eu de la chance j'aurais préféré *If I'd had the chance I would have prefered*						
La meilleure chose était que *The best thing was that* La pire chose était que *The worst thing was that*	mes collègues étaient sympas *my colleagues were nice* mes collègues étaient horribles *my colleagues were horrible* j'ai beaucoup appris *I learnt a lot* je me suis levée tôt *I woke up early* je me suis ennuyée *I was bored* j'avais peur de mon patron *I was scared of my boss* mon patron était gentil *my boss was kind*					
C'était *It was* Je l'ai trouvé *I found it/ him/ her* Bien que ce soit *Although it might be*	satisfaisant *satisfying* stimulant *stimulating* gratifiant *rewarding* monotone *monotonous* stressant *stressful* épuisant *exhausting*					

cependant mais en plus surtout si donc par exemple parce que / car aussi quand même si pendant mon stage

Mes ambitions…My ambitions

Sentence starter	Main verb	Verb	Reason	
A l'avenir *In the future* Quand je quitterai l'école *When I leave school* Avec un peu de chance *Hopefully* Quand j'aurai trente ans *When I am thirty* Lorsque je serai adulte *When I am an adult*	je vais *I am going* je veux *I want* j'espère *I hope* j'ai l'intention de *I plan on/ intend* j'ai envie de *I want to* j'ai hâte de *I can't wait*	travailler comme + job *to work as + job* voyager *to travel* me marier *to get married* avoir des enfants *to have children* faire du bénévolat *to do some volunteer work* habiter à l'étranger *to live abroad* aller à la fac *to go to university* faire un apprentissage *to do an apprenticeship* suivre une formation pour devenir + job *to follow a training course to become + job* recevoir ma licence *receive my degree* apprendre des langues *to learn languages* étudier le droit *to study law*	Le plus important est/ **était** de *The most important thing is/ **was**….* J'ai besoin de/ d' *I need to have* J'ai l'intention de/ d' *I plan* J'espère *I hope*	avoir un métier bien payé *to have a well-paid job* avoir un boulot qui me plait *to have a pleasing job* faire quelque chose de **satisfaisant/ stimulant/ gratifiant/ d'intéressant** *to do something **satisfying/ stimulating/ gratifying/ interesting*** faire quelque chose pour améliorer la société *to do something to improve society* aider les autres *to help others*

Lorsque j'étais plus jeune je voulais …
When I was younger I wanted…

mais maintenant je veux …

but now I want…

ça m'intéresserait tellement *it would interest me so much*

j'estime que c'est un secteur d'avenir *i think that it's the industry of tomorrow*

le salaire a moins d'importance pour moi *the salary is less important for me*

le salaire m'intéresse plus de tout *salary interests me above all*

cependant	**mais**	**en plus**	**surtout**	**si**	**donc**	**par exemple**	**parce que / car**	**aussi**	**quand**	**même si**	**puisque / comme**
however	*but*	*in addition*	*especially*	*if*	*so*	*for example*	*because*	*also*	*when*	*even if*	*as*

Les langues et travailler à l'etranger- languages and working abroad

Je parle *I speak* J'étudie		le français l'espagnol l'anglais l'allemand	l'italien l'árabe l'ourdou le russe	depuis cinq ans/ mon enfance
Ma famille parle Si je pouvais j'aimerais parler Quand j'étais petite je parlais				à l'école chez moi avec mes amis/ ma famille
Bien que ce soit Cela peut être Avant je detestáis [LANGUAGE] mais maintenant je trouve cela	satisfaisant *satisfying* enrichissant enriching gratifiant *rewarding* autonome independent long time-consuming compliqué/ dur	En travaillant à l'étranger *By working abroad* En parlant plusieurs langues *By speaking a second language* En voyageant *By travelling* En faisant une année sabatique *By doing a gap year* Si on parle d'autres langues *If you speak another language* Si on veut voyager à l'étranger *travel abroad*	on peut *you can* *il est possible de* *it is possible* *on a plus de possibilité de* *you have more chance* *ça m'aide à* *it helps us* *ça me permet de* *it allows me* *j'ai envie de* *I want*	comprendre mieux des cultures étrangères *to better understand foreign cultures* améliorer ses compétences linguistiques *to improve one's language skills* se faire de nouveaux amis *make new friends* gagner un salaire plus augmenté *to earn a larger salary* rencontrer des personnes de pays différents *to meet people from different countries* travailler plus facilement à l'étranger *to work more easily abroad* obtenir une promotion *to gain a promotion* connaitre mieux les gens d'un autre pays *to become better acquainted with people from other countries* communiquer avec plus de gens *to communicate with more people* trouver un emploi plus facilement à l'étranger *to find a job more easily abroad*

Un inconvénient c'est que….
Un avantage c'est que

Music

Film Music

Area of study 3 - Eduqas GCSE Music

Some film **SOUNDTRACKS** include specially composed **SCORES**, either for orchestra (e.g. composers like John Williams, Ennio Morricone) or songs written especially for the film (e.g. Disney films). Other films use pre-existing music e.g. popular songs from the era/place in which the film is set.

STRINGS
- Violin
- Cello
- Viola
- Double bass
- Harp

BRASS
- Trumpet
- Trombone
- French horn
- Tuba

PERCUSSION
- Bass drum
- Snare drum
- Triangle
- Cymbal
- Drum kit (untuned)
- Timpani
- Glockenspiel
- Xylophone (tuned)

WOODWIND
- Flute
- Clarinet
- Oboe
- Bassoon
- Saxophone

KEYBOARDS
- Piano
- Electronic keyboard
- Harpsichord
- Organ
- Synthesizer

OTHER
- Electric guitar
- Bass guitar
- Spanish/ classical guitar
- Traditional world instruments

Musical elements

Film composers use the **MUSICAL ELEMENTS** (tempo, texture, dynamics, timbre, tonality, rhythm, melody, harmony) to create mood and atmosphere to help to tell the story and enhance the action.

For example:

In a **sad, reflective scene,** a composer might use slow tempo, minor tonality, soft dynamics, legato, homophonic texture, long sustained notes, and a conjunct melody.

An **exciting car chase scene** in a thriller might have a fast tempo, busy, polyphonic texture, dissonant chords, loud dynamics, syncopated rhythms, a disjunct melody and short riffs.

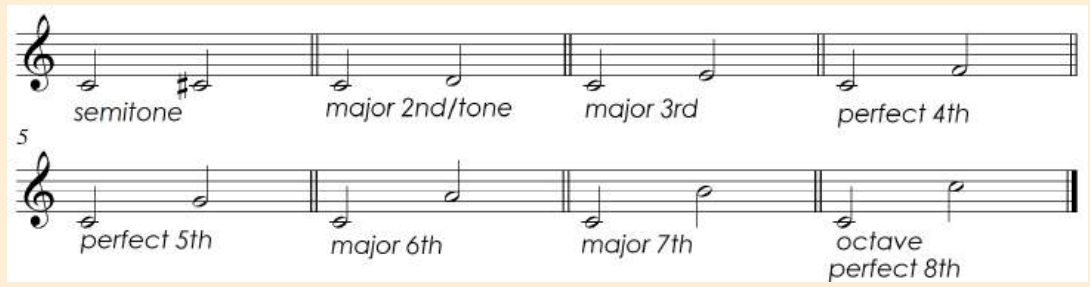
A scene where the **superhero 'saves the day'** might use a major tonality, brass fanfares, loud dynamics, accents, 4^{ths} and 5^{ths} (intervals).

Composers will often use **CONTRASTS** to create effect (e.g. using a wide range of pitch from very high to very low).

Intervals

Film composers often use intervals to create a particular effect (e.g. a rising perfect 4th sounds 'heroic', and a semitone can sound 'menacing').

An **interval** is the distance between two notes.



Rising interval: moving upwards (ascending)
Falling interval: moving downwards (descending)

Specific instrumental terms

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

Composers also use:

Theme	The main tune/melody.
Motif	A short musical idea (melodic or rhythmic).
Leitmotif	A recurring musical idea linked to a character/object or place (e.g. Darth Vader's motif in Star Wars).
Underscoring	Music playing underneath the dialogue.
Scalic	Melody follows the notes of a scale.
Triadic	Melody moves around the notes of a triad.
Fanfare	Short tune often played by brass instruments, to announce someone/something important; based on the pitches of a chord.
Pedal note	A long, sustained note, usually in the bass/ lower notes.
Ostinato/riff	A short, repeated pattern.
Conjunct	The melody moves by step.
Disjunct	The melody moves with leaps/intervals.
Consonant harmony	Sounds 'good' together.
Dissonant harmony	Sounds 'clashy'.
Chromatic harmony	Uses lots of semitones/accidentals that's not in the home key.
Minimalism	A style of music using repetition of short phrases which change gradually over time.

Music terms and signs

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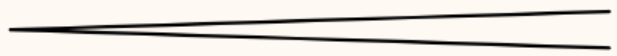
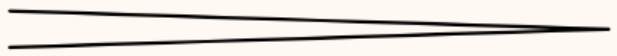
Dynamics

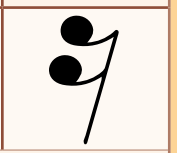
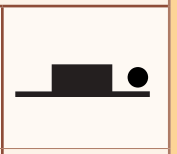
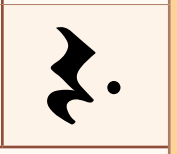
pp	*p*	*mp*	*mf*	*f*	*ff*
PIANISSIMO	**PIANO**	**MEZZO PIANO**	**MEZZO FORTE**	**FORTE**	**FORTISSIMO**
very soft (v.quiet)	soft (quiet)	moderately soft	moderately loud	loud	very loud
					
crescendo (cresc.)			**diminuendo (dim.)**		
gradually getting louder			gradually getting quieter		

Tempo

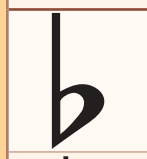
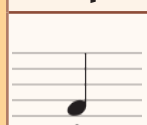
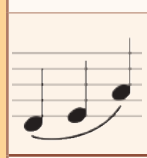
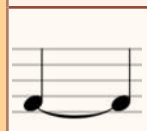
LARGO	LENTO/ ADAGIO	ANDANTE/ MODERATO	ALLGRETTO	ALLEGRO/ VIVACE	PRESTO
v.slow	slow	walking pace/ moderate	quite fast	quick/lively	very quick

- **Accelerando:** gradually getting faster
- **Rallentando/ritardando:** gradually getting slower
- **A tempo:** return to the original speed
- **Ritenuto:** 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:			

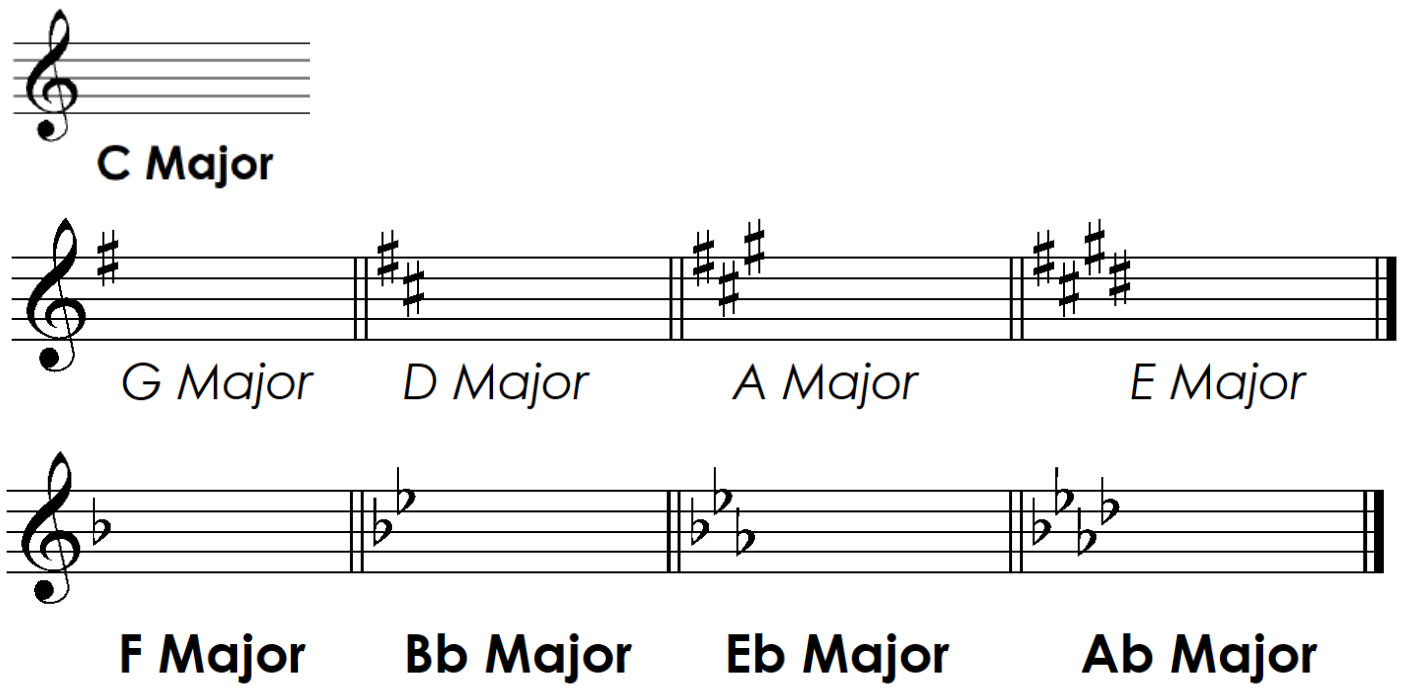
Terms and signs

#	**Sharp**	Raises a note by a semitone.
	**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/ accent.

Music terms and signs

Glossary - Eduqas GCSE Music

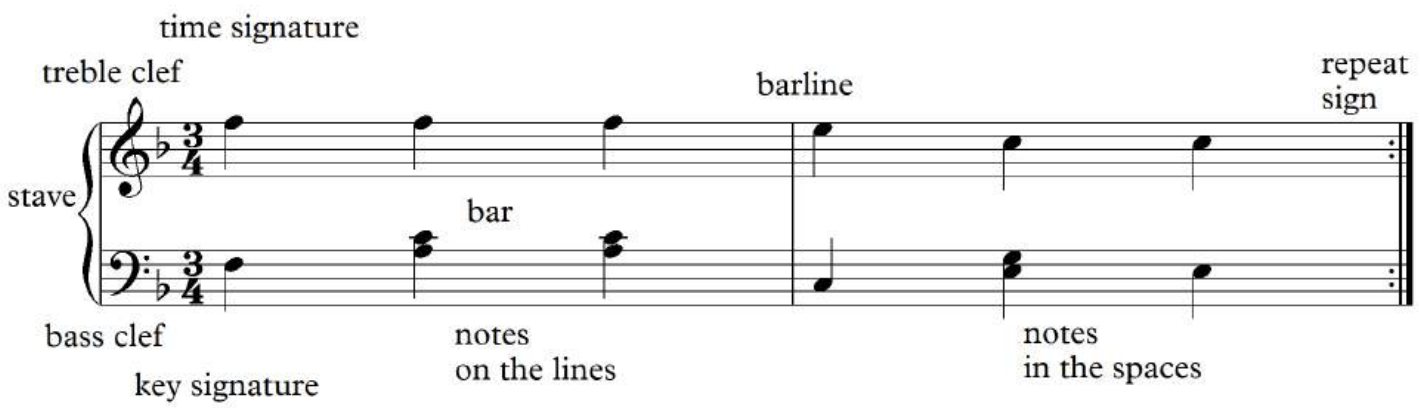
Key signatures



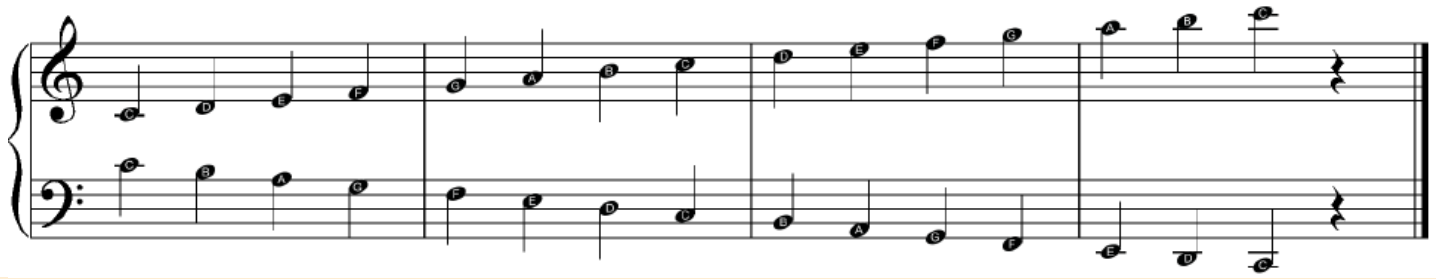
F C G D A E B

Order of sharps # →

← Order of flats *b*

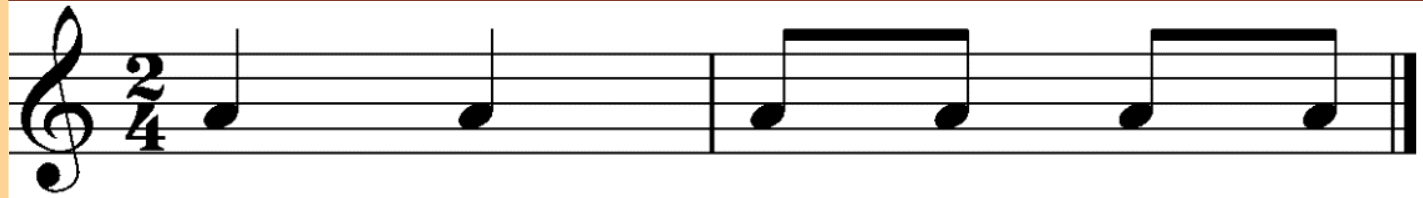


Treble clef notes

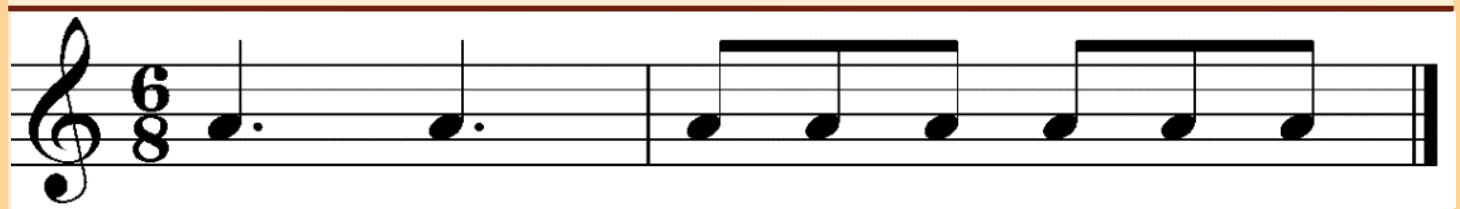


Bass clef notes

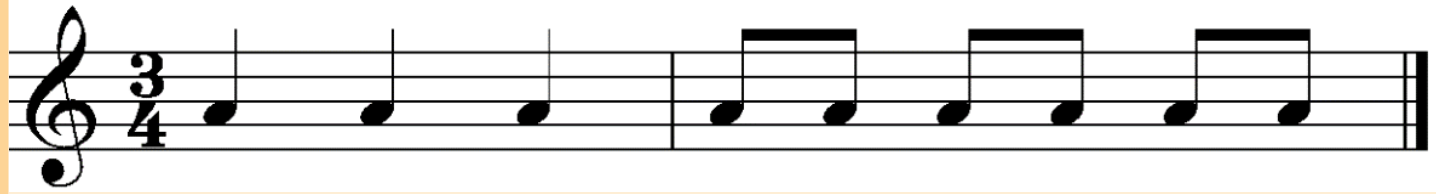
Time signatures



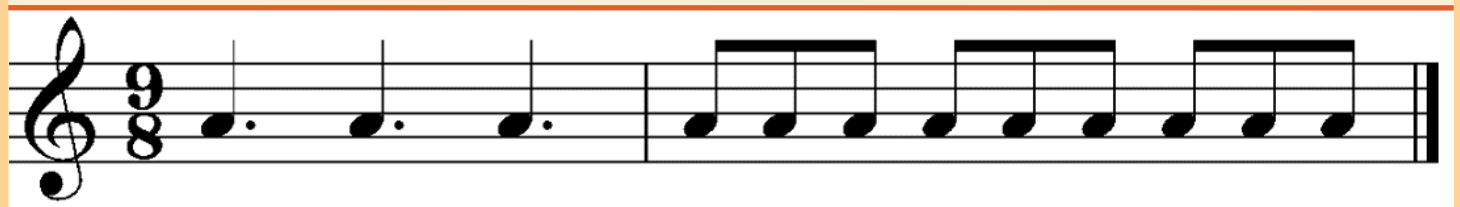
Two crotchet beats per bar: simple duple



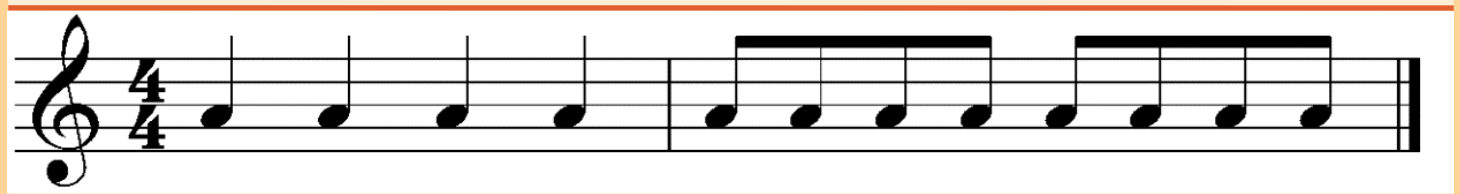
Two dotted crotchet beats per bar: compound duple



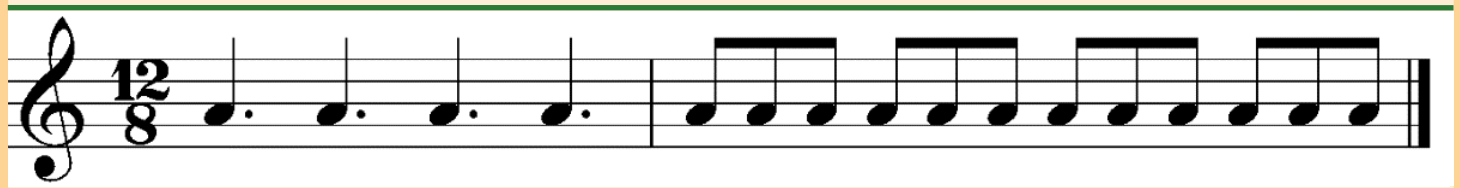
Three crotchet beats per bar: simple triple



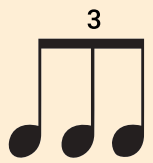
Three dotted crotchet beats per bar: compound triple



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.

Religion and Worldviews

Religion, Peace and Conflict

Key Words			
Forgiveness	Pardoning someone for wrongdoing	Peace-making	Working toward bringing about an end to war and a state of peace
Greed	Going to war to gain land or natural resources such as oil	Protest	A public expression of disapproval, often in a big group, can be peaceful or violent
Holy War	A war that is fought for religious reasons, usually backed by a religious leader	Quakers	A Christians denomination who worship in silence and are well known pacifists
Just War	A Christian theory that asks whether a war is fought justly	Reconciliation	Restoring friendly relationships after a war or conflict
Justice	Bringing about what is right and fair, according to the law or God's will	Retaliation	Deliberately harming someone as a response to them harming you
Nuclear weapon	A weapon using a nuclear reaction to cause massive damage	Self-Defence	Protecting yourself or others from harm
Pacifism	A belief that all forms of violence are wrong, commonly held by Quakers	Terrorism	Using violence in order to further a political or religious message
Peace	A state of happiness and harmony, an absence of war	WMD	Weapons of mass destruction: chemical, nuclear or biological weapons

<table>
<tr><th colspan="4">Key Ideas</th></tr>
<tr><td>Violence and Terrorism
 </td><td colspan="2"><u>Violence</u>
Violence is presented in the Bible from the beginning (Cain and Abel). Murder is forbidden (Thou shall not kill). God condones the use of violence in the Old Testament within the context of war. In the New Testament, Jesus speaks of the peacemakers being blessed in the Sermon on the Mount. He teaches his followers to love their enemies and turn the other cheek in response to violence.</td><td><u>Terrorism</u>
The aim of terrorism is to make society aware of a cause or issue and to make people frightened to go about their business.
Christians don't promote political violence + believe terrorism is wrong as it targets innocent people. The Catholic church accepts that sometimes a war is an appropriate response to terrorism. The CofE accepts the use of lethal force as a last resort in dealing with terrorists.</td></tr>
<tr><td>Christian attitudes to war
 </td><td colspan="3">Christians should safeguard human life as much as possible, so torture is not allowed. Combatants are required to use the necessary force to overcome the enemy and should not kill indiscriminately ('love your enemies'). Christians are also required to stand up for the oppressed, defend the weak (Psalm 82:3) and overcome evil</td></tr>
<tr><td>Nuclear weapons and drones
 </td><td colspan="3">Nuclear weapons work by a nuclear reaction and devastate huge areas and kill large numbers of people. All these weapons are not allowed under the Christian Just War Theory and would therefore be rejected by most Christians. The Methodist church condemns the use of all WMD but does not condemn the possession of them for deterrent purposes. Many Christians have concerns about the use of drones. The use of drones means killings can be carried out remotely which will reduce the awareness of the human cost of war. It will also mean the side without the drones will face greater death tolls.
Nuclear weapons were used at the end of WWII in Japan to force the Japanese to surrender. Some people say their use was justified as it prevented more suffering even though 140,000 people died.
Although some Christians justify war with 'an eye for an eye', this cannot be used to justify the use of weapons of mass destruction as they are not a proportionate response.</td></tr>
<tr><td>Holy War
 </td><td colspan="3">A Holy War is a war which is fought for religious reasons, often with the backing of religious leaders. An example of this was the Crusades fought from the 11th-14th Century by Christians, backed by the Pope. Religion can still be a cause for war today such as in Northern Ireland where Protestant and Catholic Christians fought a civil war between 1968-98.</td></tr>
<tr><td>Just War Theory
 </td><td colspan="3">Just War Theory is a Christian moral theory for working out if a war meets internationally accepted criteria for fairness. These are some of the conditions that must be met in order for a war to be just:
Just Cause – fought in self-defence or to protect others.
Just Intention – fought to promote good and defeat wrongdoing.
Last Resort – only going to war if all other methods have been tried first.
Proportional – excessive force should not be used, and innocent civilians must not be killed</td></tr>
<tr><td>Pacifism, forgiveness and social justice
 </td><td>Pacifism is the idea that all forms of violence are wrong. Pacifists such as Quakers refuse to take part in war and often choose to be a conscientious objector (someone who doesn't go to war for moral reasons) or to assist in medical tasks like ambulance driving. Conditional pacifists would argue that there are times when war will be less bad than the alternative consequences.</td><td>Jesus made it clear that forgiveness was important (Lord's prayer). Many Christians believe that this reconciliation of the relationship between humans and God then equips people to deal with others more compassionately. Paul, in Romans, teaches that Christians should avoid responding with revenge.</td><td>Christians believe that it is important to work for social justice, achieving fair treatment for all people. When a society is just, there are fewer opportunities to be drawn into conflict.
Christians believe they have a responsibility to stand up for the weak or oppressed. They believe every human has equal value in the eyes of God. Liberation theology is the idea that God has the power to change situations in the world that are unjust.</td></tr>
</table>

Psychology

Criminal Psychology

Key Words

Crime- action or omission which constitutes an offence and is punishable by law.

Primary Reinforcers- rewards that satisfy a basic biological need (e.g. food/shelter).

Secondary Reinforcers- rewards that have no survival value, but we have learned to associate them with a primary reinforcer (e.g. money or reward tokens).

Modelling- learning a new behaviour by paying attention to, retaining and reproducing a behaviour based on a role model.

Vicarious Reinforcement- a reward which does not directly reward the individual, but instead someone else which motivates you to do the behaviour.

Intrinsic Motivation- gain satisfaction rather than a physical outcome.

Extrinsic Motivation- something that has a separate outcome (winning a trophy for a sports race).

EPQ- Eysenck's personality questionnaire is a psychometric test used to measure a person's personality on three traits (extraversion, neuroticism and psychoticism).

Ascending reticular activating system- This is a system at the base of your brain that acts as a filter to incoming information from the senses. If a person is not getting enough external stimulation, they may go out and partake in risky behaviours (responsible for extraversion levels).

Recidivism- refers to the rate criminals reoffend, usually described as a percentage.

Rehabilitation- a programme designed to help offenders, rather than punish them.

Pro-social behaviour- behaviour that is positive and helpful.

Anti-social behaviour- behaviour that is not helpful to the law or society and may be an annoyance to others.

Anger diaries- Offenders may be asked to complete anger diaries on a regular basis. An anger diary or journal can be a useful tool to help offenders track their experiences with anger.

Operant Conditioning

- Works on the principle of reward and punishment. Skinner believed that behaviour can be modified by the use of reinforcement.
- **Positive reinforcement-** being given a reward for desirable behaviour.
- **Negative reinforcement**- having something taken away for desirable behaviour.
- **Positive punishment-** being given a punishment for undesirable behaviour.
- **Negative punishment-** having something taken away for undesirable behaviour.

Social Learning Theory

- Works on the principles of observation and imitation.
- Role models are people individuals look up to as a good example.
- **Attention-** the behaviour must be paid attention to (link to MSM of memory).
- **Retention-** the observer must now retain and store what they have attended to.
- **Reproduction-** be physically capable to/and show the behaviour observed.
- **Motivation-** is there an incentive? If there is a reward, and individual is more likely to reproduce the behaviour.

Personality Theory

- Eysenck believed that the 'ideal' criminal was high in three personality traits, measured by the EPQ test.
- **Extraversion-** a personality trait characterised by outgoingness, high energy and sociability.
- **Neuroticism-** a personality trait characterised by anxiety, fear, worry and frustration.
- **Psychoticism-** a personality trait characterised by a lack of empathy and hostility.

Types of Punishments

Prison- a person is placed in prison and denied civil liberties for determined time period decided by a court. A person is subject to living in a "cell" and may have opportunities to work or facilitate the running of the prison.

Community Sentencing- a sentence whereby an offender is required to give back to the community. This can be in the form of unpaid voluntary work such as litter picking, cleaning communal areas or helping out charities.

Restorative Justice- the offender meets with the victim and/or their family to discuss the impacts of the crime. This gives the offender chance to reflect on their behaviour.

Treatments

<u>Token Economy</u>
Token economy programs are designed to reduce anti-social behaviour and increase prosocial behaviour within a prison. Token economy programs use operant conditioning to reward prisoners for prosocial behaviour as a positive reinforcement. Tokens are used as a secondary reinforcer. Once a prisoner has collected a certain amount they can exchange them for rewards such as extra food and visit privileges.

<u>Anger Management</u>
Anger management programmes consist of three stages.
Cognitive preparation- Where an offender has to reflect on their own anger, what makes them angry, why they feel angry and how feeling angry can be counterproductive.
Skill acquisition- An offender learns new skills to help them control their anger such as relaxation techniques.
Application practice- This stage involves role playing anger-triggering situations, so that the offender can practise their new skills.

Bandura, Ross and Ross (1961) "The Bobo doll study"

Aim: To see if children would imitate aggression they observed by an adult.
Procedure: 72 participants (36 boys and 36 girls). Room 1- children were either exposed to an aggressive, non-aggressive (who was either male or female and played with a bobo doll) or no role model. Room 2- involved aggression arousal. Room 3- children were observed through a one-way mirror and their aggression levels recorded.
Results: Children who watched the aggressive role model were more likely to show aggression more than the control group. Boys more likely to copy male role models for physical aggression. Both genders copied same sex role model for verbal aggression.
Conclusion: Children will imitate observed behaviours.

Charlton (2000) "TV and aggression"

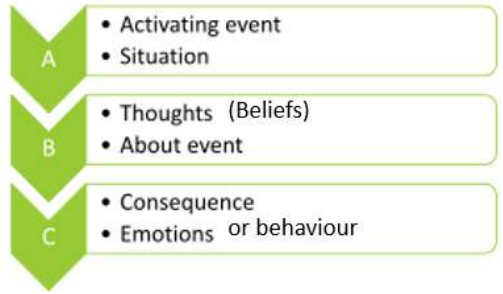
Aim: To investigate the effects of TV on children's behaviour.
Procedure: Researchers recorded playground behaviour 4 months before TV was introduced, behaviour was recorded and coded in to pro and anti-social categories. 5 years later the researchers returned and filmed in the playground at the same primary school, behaviour was recorded in the same categories and if it was a single/group display.
Results: TV had little impact, children were not copying the behaviours they were witnessing on TV.
Conclusion: TV did not appear to influence behaviours such as hitting, fighting, pushing or kicking. They do suggest, however, that boys are more anti-social in their play than girls but this does not appear to be related to television.

Psychological Problems

Key Words

Unipolar depression: a type of mood disorder causing periods of feeling sad and lacking motivation to do everyday activities.
Monozygotic twins: twins developed from one fertilised egg that has split into two; monozygotic twins are genetically identical.
Dizygotic twins: twins developed from two different eggs fertilised during the same pregnancy; dizygotic twins are not genetically identical.
Genetic predisposition: a biological tendency to develop a particular behaviour as a result of the genes someone has.
Diathesis-stress model: an explanation for depression that claims people can have a gene that makes them more likely to develop depression, but only if they face a stressful situation that triggers depressive thoughts.
Deterministic: our actions come from what we are born with and what we experience; this is the opposite of having 'free will' or free choice.
Free will: explanations of behaviour that claim we have the ability to choose exactly what type of behaviour we want to show; this is the opposite of being 'determined'.
Cognitive theory: an explanation that focuses on how thought processes influence behaviour
Negative triad: a set of three thought patterns where people feel bad about themselves, the future and the world in general.
Nature: explanations of behaviour that focus on innate factors (the things we are born with).
Nurture: explanations of behaviour that focus on environmental factors (the things that happen to us).
Neurotransmitters: chemicals found within the nervous system that pass messages from one neuron to another across a synapse.
Reuptake: the process by which neurons reabsorb neurotransmitters that they released.
Placebo: an inactive substance, or 'fake pill', used instead of an active substance. The person given a placebo will not know it is fake.
Relapse: a return of symptoms after treatment has been given.
Addiction: a mental health problem that means people need a particular thing – a substance or an activity – in order to be able to go about their normal routine.
Withdrawal: a set of unpleasant physical or psychological symptoms someone gets when they are trying to quit or cannot satisfy their addiction
Functional analysis: the first stage of CBT to treat addiction that identifies triggers.
Skills training: the second stage of CBT to treat addiction whereby addicts learn ways to control the patterns of behaviour that lead to their addiction.
Detoxification: when an addict tries to stop taking the substance they are addicted to

Depression

Symptoms	Explanations	Treatment
Physical (Tired, weight loss, difficulty sleeping) **Behaviours** (withdrawal from others, doesn't get things done, stops doing enjoyable activities, difficulty concentrating) **Thoughts** ("It's my fault" "I'm a failure" "Life is not worth living". **Feelings** (Unhappy, overwhelmed, frustrated)	**Genetic explanation:** 17 different gene variations are linked to developing depression. McGuffin et al. (1996) found that if one MZ twin became depressed, there was a 46% chance that their twin would also become depressed. This decreased for DZ twins, at only 20%. However, maybe there needs to be an environmental stressor that triggers depressive thoughts (diathesis stress model). **Cognitive theory:** Becks cognitive triad Beck's ABC Model  	**CBT:** Aims to change the way that people think in order to change their behaviour. Irrational ways of thinking are challenges and replaced with reational ones. **Drug therapy:** Anti-depressant drugs work on increasing the levels of neurotransmitters such as serotinin. Types include: SSRIs, SNRIs, MAOIs and TCAs.

Addiction

Symptoms	Explanations	Treatment
Tolerance to substance, a feeling that you must take or do something, withdrawal symptoms, ignoring evidence that it is harmful, difficult to stop.	**Genetic:** DDR2 gene linked to depression (A1 variation of this gene) **Classical conditioning**: learning behaviour through association with something positive. **Operant conditioning:** Behaviour is encouraged/discouraged through reinforcement and punishment. **Social learning theory:** Behaviour is learned through observation.	**CBT:** It aims to help people understand the triggers for their addictive behaviours and then learn how to control and manage these behaviours. CBT occurs in two key stages: functional analysis followed by skills training. **Drug therapy:** Drugs can reduce withdrawal symptoms and can reduce cravings (e.g. nicotine replacement therapy)

Caspi et al (2003) Influence of Life Stress on Depression: Moderation by a Polymorphism in the 5-HTT Gene	**Young (2007) Cognitive Behaviour Therapy with Internet Addicts: Treatment Outcomes and Implications.**
Aim: To see why stressful experiences lead to some people developing depression and the role or serotonin. **Procedure:** Participants were grouped depending on their variation of the 5-HTTLPR gene. Stressful life events were measured between their 21st and 26th birthday. Depressive symptoms were measured at age 26. **Results:** Stressful life events predicted major depression among carriers of the 5-HTT (short) allele. Childhood maltreatment predicted adult depression only among those carrying the 5-HTT (short) allele. **Conclusion:** The 5-HTT gene interacts with life events to predict depressive symptoms. Those carrying the (long) allele were less likely to develop depression.	**Aim:** To investigate the effectiveness of CBT for those suffering from internet addiction. **Procedure:** 114 participants were involved in CBT over a number of weeks. They were give a questionnaire to complete after the 3rd, 8th and 12th online sessions and then at a 6 month follow up. **Results:** Most participants saw an improvement by session 3 and this continued through session 8 and 12. **Conclusion:** CBT led to a decrease in thoughts and behaviours associated with compulsive internet use.

MFL
(Spanish)

Module 5 Spanish GCSE

Work, study and future plans

?Qué trabajo quieres hacer?

Si pudiera… *If I could…*

Si fuera posible… *If it was possible…*

Cuando sea mayor… *When I am older*

me gustaría ser *I would like to be*

no me gustaría trabajar como *I would not like to work as*

preferiría ser *I would prefer to be*

me *gustaría trabajar como* *I would like to work as*

mi trabajo ideal sería *my ideal job would be*

See jobs list

dado que *given that*
ya que *given that*
Como *as*
puesto que *since*
así que *whereas*

Mis padres no piensan que sea una buena idea *my parent's don't th*

that it might be a good idea

Es el sueño de mis padres *it is my parents' dream*

Cuando era pequeña quería trabajar como… When I was younger I wanted to work as…

Pero ahora quiero ser… but now I want to be…

Desde mi punto de vista

In my opinion

En mi opinión

In my opinion

Por un lado

On one hand

Por otro lado

On the other hand

se ayuda a

it helps us

se permite

it allows me

tengo ganas de

I want

se puede(n)

you can (plural nouns)

tener un buen sueldo/ salario *to have a well-paid job*

tener satisfacción laboral *to have job satisfaction*

mejorar la sociedad

to do something to improve society

ayudar a los niños/ otros/ enfermos

to help others/ children/ ill people

inspirar a otros *to inspire others*

No pienso que sea
I don't believe that it might be

Puede ser
It can be

Antes pensaba que era…, pe
ahora creo que es *Before I used to*

útil *useful*
monótono *boring*
apasionante *exciting*
divertido *fun*
fatigante *tiring*
deceptionante *disappointin*

?Qué vas a hacer en el futuro?

Sentence starter	Main verb	Verb	Reason	
Cuando gane bastante dinero… *When I earn enough money…* Cuando me enamore… *When I fall in love* Cuando sea mayor… *When I'm older…* Cuando tenga … años…*When I'm … years old…* Cuando termine el colegio/ bachillerato/ la licenciatura… *When I finish school/ my A Levels/ my degree…* Dentro de diez años… *Within ten years from now…*	voy a *I am going* quiero *I want* espero *I hope*	aprender a conducir *learn to drive* aprobar mis exámenes *pass my exams* casarme *get married* conseguir un buen empleo/trabajo *get a good job* estudiar una carrera universitaria *study a university course* montar mi propio negocio *set up my own business* sacar buenas notas *get good marks* ser feliz *be happy* tener hijos *have children*	me interesa(n)… *…interest(s) me.* me importa(n)… *…matter(s) to me.* me preocupa(n)… *…worry/worries me.*	el desempleo / el paro *unemployment* el dinero / el éxito *money / success* el fracaso / el matrimonio *failure / marriage* la responsabilidad *responsibility* la independencia / la pobreza *independence / poverty* los niños / las notas *children / results*
	tengo la intención *I plan on/ intend* tengo ganas de *I want to*		Mis padres no piensan que sea una buena idea *my parent's don't think that it might be a good idea* Es el sueño de mis padres *it is my parents' dream*	
Cuando era pequeña quería… When I was younger I wanted…			después de terminar mis exámenes. *after finishing my examinations.* después de obtener mi carrera. *after obtaining my degree.* antes de casarme. *before getting married.* antes de tener niños. *before having children.*	

Háblame de tus prácticas laborales

El año pasado *Last year*
El verano pasado *Last summer*
En julio *In July*

decidí hacer mis prácticas laborales en…
I decided to do my work experience in…
acabo de hacer mis prácticas laborales en…
I have just done my work experience in…

Ojalá hubiera trabajado en…*I wish I had worked in…*
Si pudiera me gustaría hacer mis prácticas laborales en…
If I could I would have done my work experience in…

un polideportivo *a sports centre*
una agencia de viajes *a travel agency*
una granja *a farm*
una escuela *a school*

una oficina *an office*
una fábrica de juguetes *a toy factory*
una tienda benéfica / solidaria *a charity shop*
la empresa de mi madre *my mum's company*

Lo que más me gustó fue que *What I liked most was that*

Lo que no me gustó nada fue que *What I didn't like at all was that*

Después de terminar *After having finished*

Antes de hace eso *Before doing that*

Al trabajar *Whilst working*

tenía que…
I had to…
solía
I used to…
quise
I wanted
podía
I was able to

en vez de
Instead of

ayudar a los clientes / pacientes / pasajeros
Help the customers / patients / passengers
contestar llamadas telefónicas *answer telephone calls*
enseñar /cuidar a los niños *teach / take care of the children*
preparar platos distintos *prepare different dishes*
servir comida y bebida *serve food and drink*
trabajar en un taller / en un hospital / en una tienda / a bordo de un avión
work in a hospital/ a shop / aboard a plane
vender ropa de marca *sell designer clothing*
sacar fotocopias *do photocopying*

lo peor fue que *the worst thing was that*

lo mejor fue que *the best thing*

Mi jefe/a era… *My boss was…*
Mis compañeros eran… *My colleagues were…*
Los clientes eran… *The customers were …*
alegre(s) *cheerful*
(des)agradable(s) *(un)pleasant*
(mal) educado/a(s) *polite (rude)*
El trabajo era duro. *The job was hard.*

Aprendí… *I learned*
muchas nuevas habilidades *lots of new skills*
a trabajar en equipo *to work in a team*
a usar… *to use…*
No aprendí nada nuevo. *I didn't learn anything new.*

?Tú hablas otros idiomas?

Hablo *I speak/ have been speaking*
Estudio *I study/ have been studying*

Mi familia habla *my family speaks*
Si pudiera me gustaría hablar *If I could I would like to speak*
Antes hablaba *Before I used to speak*

francés
español
inglés
alemán

Italiano
arabo

desde hace dos/ cinco años *for two/ five years*
desde hace mi nacimiento *since my birth*

en mi insti
en casa
con mi familia/ mis amigos

No pienso que sea *I don't believe that it might be*

Puede ser *It can be*

Antes no me gustaba [LANGUAGE] pero ahora creo que es *Before I didn't used to like… but now I believe that it is….*

útil *useful*
monótono *boring*
divertido *fun*
fatigante *tiring*
complicado *difficult*
educativo *educational*
facíl *easy*

Al hablar varios idiomas… *By speaking various languages…*

Al estudiar una segunda lengua… *By studying a second language…*

Al poder utilizar más idiomas… *By being able to speak more languages…*

Si se habla un idioma extranjero … *If you speak a foreign language…*

se puede *you can*

es posible *it is possible*

se ayuda a *it helps us*

se permite *it allows me*

tengo ganas de *I want*

se pueden *you can (plural nouns)*

aumentar su confianza *increase your confidence.*
estimular el cerebro *stimulate the brain*
trabajar o estudiar en el extranjero *work or study abroad*
mejorar su lengua materna *improve your first language*
abrir la mente *opens your mind*

mejorar sus perspectivas laborales *improve your job prospects.*
conocer nuevos sitios *get to know new places*
solucionar problemas *solve problems*
conocer a mucha gente distinta

Una ventaja es que…. *an advantage is…*
Una desventaja es que *a disadvantage is…*

Module 6 Spanish GCSE

Environmental and global issues

?Te gustaría ser voluntario?

Soy miembro de una organización que se llama…
I am a member of an organisation which is called…

En este momento trabajo
Currently I work
Acabo de trabajar
I have just worked
Antes trabajaba
Before, I used to work

en un refugio *in a refuge*
en una escuela *in a school*
en una tienda *in a shop*
para una organización benefica *for a charity*
con niños *with children*
al extranjero *abroad*

trabajo allí desde hace un año *I have been working there for a year*
trabajo allí desde hace seis meses *I have been working there for six months*

Si tuviera más tiempo *If I had the time*
Si fuera posible *If it was possible*
Si pudiera

me gustaría ser voluntario *I would like to be a volunteer*
me gustaría hacer de volunario *I would like to volunteer*

Al hacer de voluntario
by volunteering
Al ayudar a otra gente
by helping others
Al trabajar para una organización benéfica
by working for a charity
Al ir al extranjero
by going abroad

Una ventaja es que
An advantage is

es posible *it is possible*
se ayuda a *it helps us*
se permite *it allows me*
tengo ganas de *I want*

aumentar su confianza *increase your confidence.*
estimular el cerebro *stimulate the brain*
trabajar al extranjero *work or study abroad*
abrir la mente *opens your mind*
mejorar sus perspectivas laborales *improve your job prospects.*
solucionar problemas *solve problems*
hacer nuevos amigos *make new friends*
conocer a mucha gente distinta *meet lots of different people*
descubrir nuevas culturas *discover new cultures*

Se debe *we must*
Se necesita *we need to*

Es importante *it is important to*
Es necesario *it is necessary to*

actuar antes de que sea demasiado tarde *act before it's too late*
crear conciencia sobre los problemas *make people aware of the problems*
cuidar de todos *care for everyone*
no centrarse en su propria vida *not be so centred on one's own life*
luchar contra este problema *fight against this problem*

Háblame de tus experiencias de hacer de voluntario

El año pasado *Last year*
El verano pasado *Last summer*
En julio *In July*

decidí hacer de voluntario *I decided to volunteer*
acabo de ser voluntario *I have just been a volunteer*

Ojalá hubiera ido voluntario en otra parte porque prefiero la música/ el deporte…*I wish I had volunteered elsewhere because I prefer music/ sport*

en un refugio *in a refuge*
en una escuela *in a school*
en una tienda *in a shop*

para una organización benéfica *for a charity*
con niños *with children*
al extranjero *abroad*

Lo que más me gustó fue que *What I liked most was that*

Lo que no me gustó nada fue que *What I didn't like at all was that*

Después de terminar *After having finished*

Antes de hace eso *Before doing that*

Al trabajar *Whilst working*

tenía que… *I had to…*
solía *I used to…*
quise *I wanted*
podía *I was able to*

en vez de *Instead of*

ayudar a los clientes / pacientes / pasajeros *help the customers / patients / passengers*
contestar llamadas telefónicas *answer telephone calls*
enseñar /cuidar a los niños *teach / take care of the children*
preparar platos distintos *prepare different dishes*
servir comida y bebida *serve food and drink*
trabajar en un taller / en un hospital / en una tienda *work in a hospital/ a shop*
vender ropa *clothing*
sacar fotocopias *do photocopying*

lo peor fue que *the worst thing was that*

lo mejor fue que *the best thing was that*

Mi jefe/a era… *My boss was…*
Mis compañeros eran… *My colleagues were…*
Los clientes eran… *The customers were …*
alegre(s) *cheerful*
(des)agradable(s) *(un)pleasant*
(mal) educado/a(s) *polite (rude)*
El trabajo era duro. *The job was hard.*

Aprendí… *I learned*
muchas nuevas habilidades *lots of new skills*
a trabajar en equipo *to work in a team*
a usar… *to use…*
No aprendí nada nuevo. *I didn't learn anything new.*

sin embargo no obstante pero además sobre todo si entonces por ejemplo porque así que

!Vayamos a los Juegos Olímpicos!

Opino que… Creo que… Una ventaja es que… *An advantage is that…* Lo mejor es que… *The best thing is that…*	Los eventos sirven para… *Events serve to…* pueden… *they can…* ayudan a… *They help to…*	promover… *promote / foster / encourage…* la participación en el deporte *participation in sport* el espíritu de solidaridad *team spirit* regenerar los centros urbanos *regenerate city centres* elevar el orgullo nacional *increase national pride* transmitir los valores de respeto y disciplina *convey / instil the values of respect and discipline* unir a la gente *unite people* dar un impulso económico *give a boost to the economy* inspirar a la gente *inspire people*
Una / Otra desventaja es … *A /Another disadvantage is…* Lo peor es… *The worst thing is…*	el riesgo de ataques terroristas *the risk of terrorist attacks* el tráfico *the traffic* el dopaje *doping* la deuda *the debt* el coste de organización de la seguridad *the cost of organising the security*	
Nunca había sido a… *I had (never) been to…*	los Juegos Paralímpicos los Juegos Olímpicos	pero si tuviera bastante dinero *but if I had enough money* pero si fuera posible *but if it was possible* — me gustaría asistir a un evento deportivo *I would like to go to a sporting event*

por una parte *on the one hand* **por otra parte** *on the other hand* **no obstante** *nevertheless*

¿Qué te preocupas en el mundo?

Sentence Opener	expression	Infinitive
Para proteger el medio ambiente… *(to) protect the environment…* Para resolver el problema *(to) solve the problem* Para ayudar a otra gente *(to) help other people* Para reducir la huella de carbono… *(to) reduce your carbon footprint…* Para cuidar el planeta… *(to) look after the planet…* En vez de *Instead of…*	es necesario *it's necessary* es esencial *it is essential* es importante *it is important* se debe(n) *we must*	ahorrar energía/ water *save energy/ water* reducir las emisiones de los vehículos *reduce vehicle emissions.* *support aid projects* cre**ar** oportunidades de trabajo *create job opportunities* construír más casas *build more houses* cambi**ar** la ley *change the law* consum**ar** menos *consume less* **hacer** campañas publicitarias *carry out publicity campaigns* plantar más bosques y selvas *plant(ing) more woods and forests.* reciclar el papel, el vidrio y el plástico *recycle(ing) papel, glass and plastic* usar energías renovables *use(ing) renewable energy.* comprar productos de comercio *buy(ing) fairtrade products* hacer todo lo posible *do(ing) everything posible*

Lo que más…*What….most*	me interesa(n)… *…interest(s) me.* me importa(n)… *…matter(s) to me.*	el desempleo / el paro *unemployment* la crisis económica *economic crisis* el hambre / la pobreza *hunger/ poverty* la desigualdad social *social inequality*

sin embargo	**no obstante**	**pero**	**además**	**sobre todo**	**si**	**entonces**	**por ejemplo**	**porque**	**así que**
however	*nevertheless*	*but*	*also*	*above all*	*if*	*so*	*for example*	*because*	*so that*

me los problemas de la salud *health issues*

¿Proteges el medio ambiente?

1. Time phrase		2. Action
PAST: Ya he empez**ado** a… *I have already started to…* Ya he dec**ido**… *I have already decided to…* Ya he dej**ado**… *I have already stopped…* Todavía no he dej**ado** de… *I still haven't stopped…*		ir a pie si es posible *walk(ing) if it's possible* plantar más bosques y selvas *plant(ing) more woods and forests.* reciclar el papel, el vidrio y el plástico *recycle(ing) papel, glass and plastic* usar energías renovables *use(ing) renewable* comprar productos de comercio *buy(ing) fair … ucts* tirar basura al suelo *throw(ing) rubbish onto the ground* malgastar energía/ agua *waste(ing) energy/ water* apagar la luz *turn(ing) off the light* ducharse en vez de bañarse *have(ing) a shower instead of taking a bath* separar la basura *separate(ing) the rubbish* desenchufar los aparatos eléctricos *unplug(ing) … ic appliances* ahorrar energía *sabe(ing) energy* cerrar el grifo *turn(ing) off the tap* usar bolsas de plástico *use(ing) plastic bags* hacer todo lo posible *do(ing) everything posible*
PRESENT: Se debe/ hay que … *We must …* Se debe**ría** … *We should…* No se debe/ no hay que/ no se permite… *We must not…* No se debe**ría** … *We must not…*		
FUTURE: A partir de ahora… *From now on…* En el futuro… *In the*	intenta**ré**… *I will try to…* espero… *I hope to…* voy a… *I am going to…* tengo la intención de… *I intend to…*	

¡Vivir a tope!

1. Opinion	2. Action	3. Because	4. Reason	
Creo que *I believe that* Pienso que *I think that* Opino que *I think that* Desde mi punto de vista *In my opinion* En mi opinión *In my opinion* Por un lado *On one hand* Por otro lado *On the other hand*	beber alcohol *to drink/ drinking alcohol* emborracharse *to get/ getting drunk* fumar (cigarrillos/ porros) *to smoke/ smoking (cigarettes / joints)* tomar drogas blandas/ duras *to take/ taking soft/ hard drugs* 	porque dado que ya que puesto que	Es / No es… *It is / isn't…*	ilegal / peligroso *illegal / dangerous* un malgasto de dinero *a waste of money* un problema serio *serious problem* un vicio muy caro *an expensive habit* muy perjudicial para la salud *very damaging to your health* tan malo *so bad*
			provoca mal aliento *causes bad breath* daña los pulmones *damages the lungs* mancha los dientes de amarillo *stains your teeth yellow* causa el fracaso escolar *causes failure at school* causa depresión *causes depression* produce una fuerte dependencia física *produces a strong, physical dependence* tiene muchos riesgos *has many risks* afecta a tu capacidad para tomar decisiones *affects your capacity to make decisions* te quita el estrés *relieves stress* te quita el sueño / control *robs you of sleep / self-control* te hace sentir bien / más adulto *makes you feel good / more adult*	

¿Qué haces para llevar una vida sana?

1. Opinion	2. Action	
Antes… *Before…* Cuando era pequeño/a… *When I was little…* Cuando tenía … años…*When I was little…*	Fum**aba**/ com**ía**/ beb**ía**/ hac**ía** *I used to smoke/ eat/ drink/ do…* (No) llev**aba** una vida sana *I used to (not) lead a healthy life* Jug**aba** al/ a la …/ hac**ía**…. desde …. años *I played/ did/ went…. for …. Years* Ten**ía** unas malas costumbres *I used to have some bad habits*	
		comer menos *eat less* hacer ejercio *do exercise* ser más activo/a *be more active* beber menos alcol *drink less alcohol* llevar una vida sana *lead healthy life* cuidar mi cuerpo *look after my body* fumar (menos) *smoke (less)* cambiar mi estilo de vida *change/ changing my lifestyle* participar en una carrera *take/ taking part in a race* tomar drogas *take/ taking drugs*
Ahora… *Now…* Hoy en día… *Nowadays…*	Decid**í** … *I decided to…* Empec**é** a… *I started to…* no puedo parar *I can't stop* ya he dejado de… *I've already given up…*	
A partir de ahora… *From now on…* En el futuro… *In the future…* El ano que viene… *Next year…*	intenta**ré**… *I will try to…* espero… *I hope to…* voy a… *I am going to…* tengo la intención de… *I intend to…* debo… *I must…*	

sin embargo	**no obstante**	**pero**	**además**	**sobre todo**	**si**	**entonces**	**por ejemplo**	**porque**	**así que**
however	*nevertheless*	*but*	*also*	*above all*	*if*	*so*	*for example*	*because*	*so that*

Art
(Textiles)

GCSE Textiles – A01

Develop ideas through investigations, demonstrating critical understanding of sources

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

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.dexigner.com/directory/cat/Textile-Design/Designers

https://www.msn.com/en-us/money/other/30-most-influential-fashion-designers-of-all-time/ar-BBNNj6y

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

https://pahaldesign.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.

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?

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

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

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/

GCSE Textiles – A03

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

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

Media you can use to record ideas

(or anything else you can think of!)

Design ideas / drawing	Insights / written annotation
• Pencils • Collage • Watercolours • Paints • Chalk Pastels • Charcoal • Fineliners • Pen • Artist Markers • Photoshop (CAD) • Photographs	• 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/

GCSE Textiles – A04

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

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 looks

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?**

Next Steps…. Creating a final piece

Though you can demonstrate AO4 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

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

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

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

Science

B10 – The human nervous system

Question	Answer
Define the nervous system	An organ system made up of nerves and neurons that transmit electrical signals around the body.
Define homeostasis	The regulation and control of internal conditions around an optimum point.
Explain why homeostasis is important	Maintains enzyme activity and cell functions.
Give the conditions that need to be controlled in the human body	Blood glucose concentration, temperature and water levels.
Define a stimulus	A change in the internal/external environment of an organism.
Define receptors	Cells that detect stimuli.
Define coordination centres	Areas that receive and process information from receptors (brain).
Define effector	Muscles or glands that respond to stimuli.
Define neurone	Specialised cells adapted to carry electrical impulses around the body.
Give the 3 types of neuron	Sensory, relay and motor neurons.
Describe the role of a sensory neuron	Carries impulses from receptors to the coordination centre (brain).
Describe the role of a relay neurone	Carries impulses across the Central Nervous System.
Describe the role of a motor neuron	Carries impulses from the coordination centre to effectors.
Define reflexes	Rapid, automatic responses.
Explain why reflexes are important	They keep us safe.
Explain why reflexes are so fast	They do not involve the brain.

B10 – The human nervous system

Question	Answer
Define the nervous system	
Define Homeostasis	
Explain why homeostasis is important	
Give the conditions that need to be controlled in the human body	
Define a stimulus	
Define receptors	
Define coordination centres	
Define effector	
Define neurone	
Give the 3 types of neuron	
Describe the role of a sensory neuron	
Describe the role of a relay neurone	
Describe the role of a motor neuron	
Define reflexes	
Explain why reflexes are important	
Explain why reflexes are so fast	

B10 – Nervous system

Control System

Stimulus
Changes in the environment

Receptor
Cells that detect changes in the environment.

Sensory Neurone

Coordination Centre
Receive and process information. They coordinate a response.

Motor Neurone or hormone

Effector
Muscles or glands that bring about a response.

Response

Central Nervous System

The brain and spinal cord.

Homeostasis

The regulation of internal conditions of cells to maintain optimum conditions

Neurones

Sensory neurons – transmit messages from sense receptors, such as the eye or nose, to the brain or spinal cord.

Motor neurons – transmit messages from the brain and spinal cord to the muscles and glands.

Relay neurons – carry nerve impulses within the central nervous system.

Synapse

A junction between two neurons across which electrical signals pass.

An electrical impulse travels along the neuron to the nerve ending.

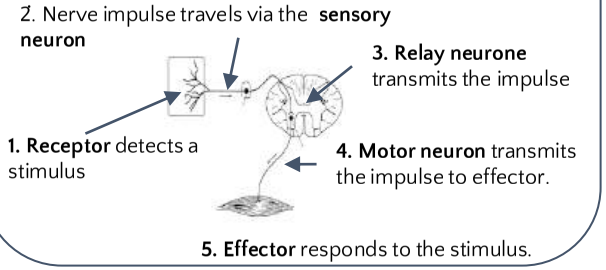
Stimulates the release of neurotransmitters to diffuse across the gap.

Binds with receptor molecules on the membrane of the second neurone.

Stimulates an electrical impulse to travel along the neuron.

Reflex Action

Rapid automatic responses of the nervous system that do not involve conscious thought



B10 – Nervous system

Keywords	
Homeostasis	The regulation of internal conditions of cells to maintain optimum conditions for functioning in response to internal and external changes.
Receptors	Cells that detect changes in the environment.
Effectors	Muscles or glands that bring about a response.
Coordination centres	Areas that receive and process information. They coordinate a response.
Stimuli	Changes in the environment
Reflex action	Rapid automatic responses of the nervous system that do not involve conscious thought.
Synapse	A junction between two neurons across which electrical signals pass.
Central Nervous System	The brain and spinal cord.

Reflex Actions

Reflex actions are involuntary. This is because the CNS sends electrical impulses to the effectors before the brain can pick up the message.

A reflex arc is the nerve pathway involved in a reflex action. It includes a sensory neuron, a motor neuron and a relay neuron with synapses in between.

Receptors detect a stimulus.

↓

A nerve impulse travels along a sensory neuron to the spinal cord.

↓

A relay neuron transmits the impulse across the spinal cord.

↓

The impulse is carried along a motor neuron to the effector.

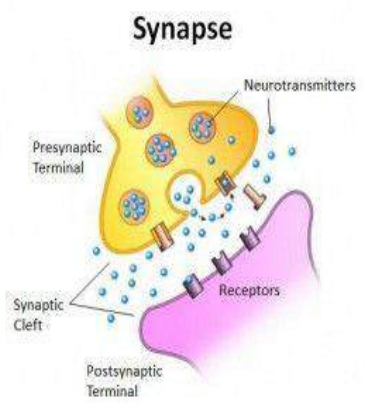
↓

The effector responds to the stimulus.

Synapses

Junctions between neurons that pass on electrical signals.

When a nerve impulse arrives at the presynaptic terminal, it triggers the release of neurotransmitter from synaptic vesicles. The neurotransmitters diffuse across the synaptic cleft and bind with receptors on the post -synaptic neuron, triggering another impulse.



The Nervous System

Neurones: **dendrites** extend from the cell body and connect with other neurons, allowing electrical impulses to pass from one to the other. The axon of is wrapped in an insulating lipid layer called the **myelin sheath**. This helps to protect the neuron and allows impulses to travel faster.

Sensory neurons: transmit messages from sense receptors, such as the eye or nose, to the brain or spinal cord.

Motor neurons: transmit messages from the brain and spinal cord to the muscles and glands.

C8 – Rates & Equilibrium

Chemistry Paper 2

Key words

Closed system:A system in which no matter enters or leaves

Equilibrium : In a reversible reaction where the forwards and backwards rate is the same.

Increasing the the rate of reaction

Surface area – increasing surface area of solid
Increases the frequency of collisions
Increases the rate of reaction.

Temperature: Increasing temperature
Increases the kinetic energy → the speed of the reacting particles
More frequent and energetic collisions.
This increases rate of reaction.

Concentration: Increasing concentration
More particles in the same volume.
They are more likely they are to collide.

Pressure: increasing pressure
Squashes particles closer together.
This increases the chance that they will collide and react.

Catalyst : Used to speed up the rate of reaction
Lowering the activation energy required to react.
Therefore they reduce the need for high temperatures in industry without being used up.

Rate of reaction

mean rate of reaction = quantity of reactant used **or** product formed / time taken

Collision theory – For a chemical reaction to take place the particles need to

Collide

Have enough activation energy – The minimum energy needed for a reaction to take place

.

This is a successful collision. The more of these per second, the faster the rate of reaction.

Reversible reactions

A reaction in which the products can reform the reactants.

If it is exothermic is one direction it will be endothermic in the other direction.

Exothermic ⇌ Endothermic

Le Chatelier's Principle
When a change in conditions is introduced to a system at equilibrium. The position of equilibrium shifts so to cancel out the change.

Temperature Pressure Concentration

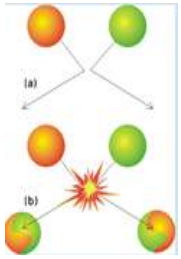
C8 - Rates & Equilibrium

Keywords

Activation energy	The minimum energy needed for a reaction to take place
Reversible reaction	A reaction in which the products can reform the reactants.
Closed system	A system in which no matter enters or leaves
Equilibrium	The point in a reversible reaction where the rates of the forwards and backwards reactions are the same.
Le Chatelier's Principle	When a change in conditions is introduced to a system at equilibrium, the position of equilibrium shifts so to cancel out the change.

Collision theory

Reactants collide all the time, sometimes without enough energy to react (a).
When reactant particles collide with the activation energy, they have enough energy to break existing bonds and form products (b).
This is a successful collision. The more
of these per second, the faster the rate of reaction.



Catalysts

- Used to speed up the rate of reaction by lowering the activation energy required to react. Therefore they reduce the need for high temperatures in industry.
- Not used up themselves in the reaction so can be reused.
- Never increase the yield, they produce the same amount of product but more quickly.

Changing the rate

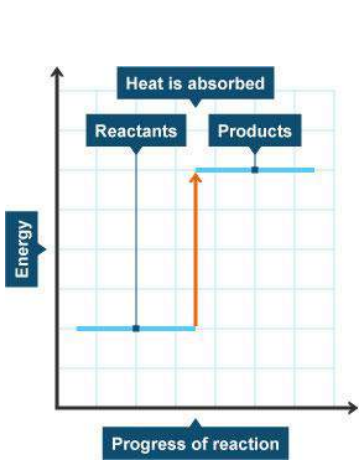
Surface area: increasing surface area of solid reactants increases the frequency of collisions and so increases the rate of reaction.

Temperature: Increasing temperature increases the kinetic energy and therefore the speed of the reacting particles, leading to more frequent and energetic collisions. This increases rate of reaction.

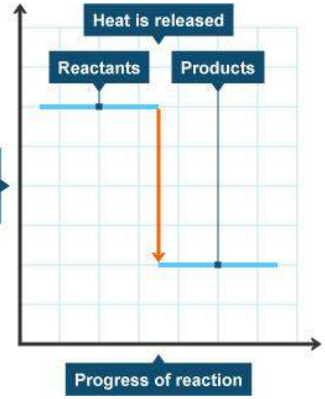
Concentration: Increasing concentration increases rate of reaction as there are more particles in the same volume. The more 'crowded together' the particles are, the more likely they are to collide.

Pressure: increasing pressure squashes particles closer together. This increases the chance that they will collide and react.

Reversible reactions



In reversible reactions, one reaction is exothermic (right) and the other is endothermic (left) The energy transferred to the surroundings in the exo direction is exactly the same as the energy transferred back in the endo direction



C8 – Rates of Reaction

Question	Answer
Give the equations for calculating the rate of reaction	Reactant used / time Product formed / time
Describe collision theory	Particles must collide with enough energy in order for a reaction to occur.
Define activation energy	Minimum energy required for a reaction to occur.
Name 5 factors that affect the rate of reaction	Catalysts, temperature, surface area, concentration, pressure.
Explain how catalysts speed up a chemical reaction	Using a catalyst = faster reaction. Provides a different pathway with a lower activation energy.
Explain how temperature speeds up a chemical reaction	Higher temperature = faster reaction. Particles have more kinetic energy. More successful collisions per second.
Explain how surface area speeds up a chemical reaction	Large surface area = faster reaction. Chances of particles colliding increases. More successful collisions per second.
Explain how concentration speeds up a chemical reaction	Higher concentration = faster reaction. Less space for particles to move without colliding. More successful collisions per second.

Explain how pressure speeds up a chemical reaction	Higher pressure = faster reaction. Less space for particles to move without colliding. More successful collisions per second.
Explain why catalysts are useful	Can be reused. They save fuel, time and money. Reduce the need for high temperatures. Reduce pollution.
Define a reversible reaction	Reactions where products can reform reactants.
Define dynamic equilibrium	When the forwards and backwards reactions happen at the same rate.

C8 – Rates of Reaction

Question	Answer
Give the equations for calculating the rate of reaction	
Describe collision theory	
Define activation energy	
Name 5 factors that affect the rate of reaction	
Explain how catalysts speed up a chemical reaction	
Explain how temperature speeds up a chemical reaction	
Explain how surface area speeds up a chemical reaction	
Explain how concentration speeds up a chemical reaction	
Explain how pressure speeds up a chemical reaction	
Explain why catalysts are useful	
Define a reversible reaction	
Define dynamic equilibrium	

C8 – Rates of Reaction

Question	**Answer**
Give the equations for calculating the rate of reaction	
Describe collision theory	
Define activation energy	
Name 5 factors that affect the rate of reaction	
Explain how catalysts speed up a chemical reaction	
Explain how temperature speeds up a chemical reaction	
Explain how surface area speeds up a chemical reaction	
Explain how concentration speeds up a chemical reaction	
Explain how pressure speeds up a chemical reaction	
Explain why catalysts are useful	
Define a reversible reaction	
Define dynamic equilibrium	

Vector quantity
Size & direction
Eg force, velocity

Scalar quantity
Size only
Eg speed, time

Force (N)
Push or pull interactions between objects

Contact
Objects touch

non-contact
objects do not touch

Effects of Forces

Transfer energy

Change shape

Unbalanced forces can cause **acceleration:**

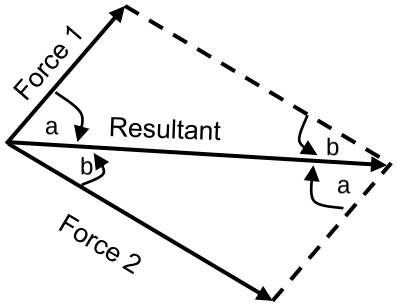
Change of speed (faster or slower)

Change of direction

Parallelogram of Forces

A scale diagram of two force vectors.

It is used to find the **resultant** of two forces that do not act along the same line.



Resultant force

Single force with same effect as all original forces acting together

Balanced forces
resultant force = 0

- Object remains stationary
- Object keeps moving at same speed in same direction

Unbalanced forces
Resultant force ≠ 0

- Object begins to move
- Moving object accelerates

Weight

Weight is the force acting on an object due to gravity

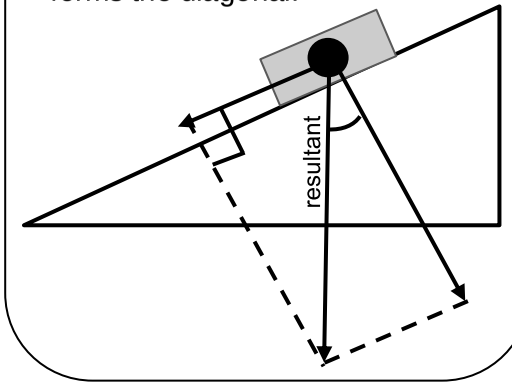
Weight ∝ mass (directly proportional)

The weight of an object acts at a single point called the **'centre of mass'**

Symmetrical object - centre of mass is where axes of symmetry cross

Resolution of Forces

Finding perpendicular components when given a resultant force
Draw rectangle so resultant force forms the diagonal:



P8 Forces H

Physics Paper 2

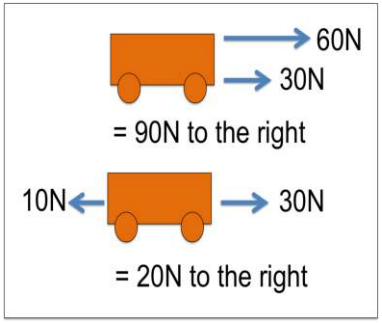
P8 - Forces

Keywords

Vector quantities	Have a magnitude (size) and direction e.g. 11m west. There are only six vector quantities: displacement, velocity, acceleration, force, weight and momentum.
Scalar quantities	Have only a magnitude (size) e.g. 11m. There are many different scalar quantities: speed, distance, time, power and energy are all scalar quantities.
Force	A push or a pull that acts on an object due to its interaction with another object. All forces are measured in newtons.
Contact force	A force that occurs when two objects physically touch.
Non-contact force	A force that occurs between two objects that are physically separated.
Resultant force	A force which is the result of two or more forces acting on an object.

Resultant forces

An object may have several different forces acting on it, which can have different strengths and directions. But they can be added together to give the resultant force. This is a single force that has the same effect on the object as all the individual forces acting together.



When all the forces are balanced, the resultant force is zero. In this case:

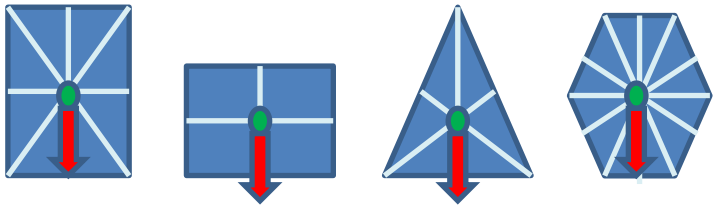
- a stationary object remains stationary
- a moving object keeps on moving at the same speed in the same direction

When all the forces are not balanced, the resultant force is not zero. In this case:

- A stationary object begins to move in the direction of the resultant force.
- A moving object speeds up, slows down or changes direction depending on the direction of the resultant force

Centre of mass

Every particle in your body has a small gravitational force acting on it. Together, these forces act like a single force pulling at just one point. This single force is your weight. The point is called your centre of gravity or centre of mass.



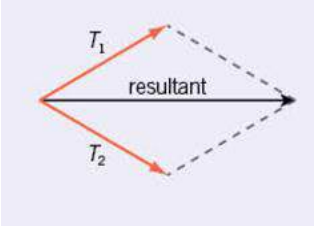
The centre of mass for a symmetrical object can be found by marking the axes of symmetry on the object. The centre of mass is where the axes of symmetry cross.

Parallelogram of forces

A scale diagram of two force vectors.

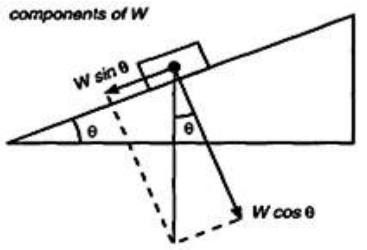
It is used to find the resultant of two forces that do not act along the same line.

The resultant is the diagonal that starts at the origin of the two forces.



Resolution of forces

Resolving a force means finding perpendicular components that have a resultant which is equal to the force. To resolve a force in two perpendicular directions, draw a rectangle with adjacent sides along the two directions so that the diagonal represents the force vector



P8 – Forces in Balance

Question	Answer
Define a scalar quantity	Has a magnitude and a unit. Eg mass
Define a vector quantity	Has a magnitude, direction and a unit Eg weight
Give the difference between distance and displacement	Displacement is the vector equivalent of distance. It's how far away you are from your start position in a straight line. Distance: total distance covered
Define a force	A push or a pull. Measured in Newtons.
Define a contact force	Forces that occur when two objects touch e.g. friction.
Define a non-contact force	Forces that occur without two objects touching e.g. magnetism.
Define resultant force	The sum of all forces acting on an object.
Explain what balanced forces cause	Resultant forces of zero. Stationary objects stay still. Moving objects continue at a constant speed without changing direction. No acceleration
Explain what unbalanced forces cause	Resultant force is not equal to zero. Stationary objects start to accelerate in direction of resultant force. Moving objects accelerate
Define centre of mass	Point at which mass in an object is concentrated.
Give Newton's first law	Objects remain in uniform motion unless acted on by another force.

Give Newton's second law	Acceleration of an object depends on the object's mass and the force applied to it.
Give Newton's third law	Two interacting objects exert equal and opposite forces on each other.
Describe how the stability of an object can be increased	Widen base. Lower the centre of mass.

P8 – Forces in Balance

Question	Answer
Define a scalar quantity	
Define a vector quantity	
Give the difference between distance and displacement	
Define a force	
Define a contact force	
Define a non-contact force	
Define resultant force	
Explain what balanced forces cause	
Explain what unbalanced forces cause	
Define centre of mass	
Give Newton's first law	

Give Newton's second law	
Give Newton's third law	
Describe how the stability of an object can be increased	