The John of Gaunt School
A Community Academy

Year 11

Knowledge Organisers

Term 3 - 2024

Year 11 Term 3 Quizzing Homework - Question Bank

Business Studies

Term 3 BS questions on Finance

1. What is the calculation to work out Revenue?
2. What is the calculation to work out total costs?
3. What is the calculation to work out variable costs?
4. What is the calculation to work out net profit?
5. What is the calculation to work out net profit margin?
6. Name an advantage to owners capital?
7. Name an advantage of retained profit?
8. Name an advantage of loans?
9. Name a disadvantage of issuing shares?
10. Name a disadvantage of retained profit?
11. Name a disadvantage of owners capital?

Child Care

Year 11 Child Development term 3

Methods of observation

1. What is naturalistic observation?
2. When would you use a naturalistic observation?
3. What is participant observation?
4. When would you use participant observation?
5. What is non-participant observation?
6. When would you use non-participant observation?
7. What is naturalistic observation?
8. When would you use naturalistic observation?
9. What is event sampling?
10. When would you use event sampling?

Methods of recording information

What is the advantage of using the following to record a child's progress

11. Photograph
12. The child's work e.g. a picture
13. Notes on the way the child worked
14. A check list of skills/knowledge.
15. A learning journal

Safety awareness.

Name 1 way to reduce the risk of an accident when:

16. Cutting shapes
17. Riding a bicycle
18. Painting
19. Junk modelling
20. Playing outside in a sand pit

Computer Science

1. What is SQL Injection?
2. What is Malware?
3. Explain the differences between Trojans, worms and viruses
4. What way can you ensure you don't have poor network security?
5. Explain what a Brute force attack is
6. What is network forensics?
7. Explain how penetration testing is done.
8. What is internal pen testing?
9. What is external pen testing?
10. What is an AUP?
11. What is a DOS attack?

Drama

1. Name five style/practitioners. Stanislavski, Brecht, Artaud, Physical Theatre, Documentary drama.
2. Which practitioner uses an episodic structure (not linear) placards and intends to teach with performance? Brecht.
3. Which practitioner has the "fourth wall" intact so that actors might create as realistic performance as possible? Stanislavski.
4. Which practitioner uses ritualistic movement and aims to make the audience uncomfortable? Artaud.
5. What is split stage?
6. What is thought-track?
7. What is "marking the moment"?
8. What is slow motion?
9. What is choral speech or movement?
10. What is multi-roll?
11. How have you contributed to your performance?
12. Write down all vocal skills.
13. Write down all physical skills.
14. How could you use vocal skills?
15. How could you use physical skills?
16. Why would you use your vocal skills in that way?
17. Why would you use your physical skills in that way?
18. What is the context of the play we are studying for text in practice?
19. What is the context of the extracts you have chosen within the play?
20. What are your individual artistic intentions?

Engineering

Year 11 Quiz 3 20 Questions – Engineering

1. Name a personal safety precaution for using a Metal lathe?
2. Why do we use cutting compound when creating a thread?
3. What tools do you use to make threads?
4. Name three marking out tools for metal?
5. What drawing angle do we draw isometric drawings?
6. Name a process used on a lathe?
7. Name a safety precaution for using a wood lathe to turn wood?
8. What saw do we use to cut wood?
9. What do we use to help measure metals to the correct size?
10. What is a ferrous metal?
11. Name and alloy and explain what it could be used for?
12. Name a common Non-Ferrous metal that is used to make water taps?
13. Give two examples of how you can protect Steel from the environment?
14. Why is aluminium such a good material?
15. What chemical symbol is used to describe iron?
16. What is a smart material?
17. What material can chance colour with heat?
18. What is a tolerance?
19. What is a template and why do we use them?
20. What is a composite material, give examples?

English

Knowledge organiser questions – English language Paper 2

1. How many extracts are there on English language paper 2?
2. How many marks is section A worth?
3. How many marks is section B worth?
4. The exam is 1hr 45mins. How long should you spend on each section?
   A= B=
5. How long should you spend on Q1?
6. How long should you spend on Q2?
7. How long should you spend on Q3?
8. How long should you spend on Q4?
9. Q1 asks you to 'choose 4 statements that are true': True or false?
10. What is explicit information?
11. What is implicit information?
12. Which 2 questions ask you to compare the 2 texts?
13. In Q2 you are summarising the texts; you do not need to analyse language to do this. True or false?
14. How would you structure your answer for Q2?
15. What does infer mean?
16. Which question asks you to explicitly analyse the language used in one of the texts?
17. In Q4 you have to compare the writer's viewpoints and perspectives – what does this mean?
18. In Q4 you need to write about the methods used – true or false?
19. In P2 Q5, are you asked to write a description/narrative text or a non-fiction text?
20. How would you structure your answer to question 5?
21. List 5 of the different text types you might be asked to write.
22. What technique means to over exaggerate?
23. Name the term: describing something non-human, with human qualities.
24. What term is used to describe the repetition of the 's' sound in words close together?
25. Name the term: 'a reference outside of the text to another story, film, or myth?'
26. Highlight the adverb in the following sentence 'swaying violently, the trees fought back against the raging winds"
27. What is a plosive sound?
28. What does semantic field mean?
29. List at least 4 techniques that you could include in a piece of persuasive writing.
30. What is a counter argument?

English Continued

Romeo and Juliet questions:

1. Complete the quotation: 'O _____ love, O' _____ _____' (1.1)
2. Complete the quotation: 'Juliet is the_____ (2.2)
3. Complete the quotation: '_____ _____ _____ be my conduct now'
4. Complete the quotation: 'O, I am _____ _____'
5. What technique is used in this quotation and what is the affect?
6. Complete the quotation: 'I defy _____ _____ (5.1)
7. Who says the above quotation, when and why – what is the effect?
8. Complete the quotation: These violent _____ have violent _____' (2.6)
9. Complete the quotation: Who says the above quotation and why?
10. Complete the quotation: 'let two more _____ wither in their _____' (1.2)
11. Who says the above quotation and what does it mean?
12. Complete the quotation: 'Hang thee _____ _____, disobedient _____' (3.5
13. Complete the quotation: 'a _____o' both your _____' (3.1
14. Complete the quotation: How many times does Mercutio say the above quotation and what effect does this have?
15. Complete the quotation: 'you beasts. That quench the fire of your pernicious rage/ With _____ _____ issuing from your _____'
16. Who is the Prince speaking to in the above quotation and why?
17. Write a quotation from the sonnet in Act1 scene 5 – Romeo and Juliet's first meeting – that uses religious imagery.

Jekyll and Hyde questions

1. Complete the quotation: "The moment I _____, I can be _____ _____ _____ _____."
2. Complete the quotation: "I _____ to _____ I will never set eyes on him again"
3. Complete the quotation: "If I ever read _____ _____ on a face"
4. What technique is used in the above quotation and what is the effect?
5. Complete the quotation: ' I must die; and yet I shall _____ _____."
6. Complete the quotation: "Well, when that masked thing like a _____ jumped from among the _____ and whipped into the cabinet"
7. Complete the quotation: "'If he be ____ _____,' he had thought, 'I _____ _____ _____ _____'
8. Complete the quotation: "a great _____ _____ pall lowered over _____."
9. Choose one of the quotations and explain in detail what the effect of the language used is.

Power and Conflict Poetry questions

10. Complete the quotation: 'our brains _____ in the _____ _____ _____ winds that _____ _____'
11. Complete the quotation from COTLB: 'into the _____ _____ _____/into the _____ _____ _____"
12. Complete the quotation: 'Bullets _____ _____ _____ _____ _____ _____ air'
13. Complete the quotation: 'I see every round ___ ___ _____ _____ ____ _____"
14. Complete the quotation from Poppies: ''spasms of _____ _____"
15. Complete the quotation: '_____ _____ _____ set out in ordered rows'
16. Complete the quotation: 'strung out _____ _____ on a green-blue translucent sea'
17. Write a quotation from Emigree that shows she misses her country.
18. Write a quotations from Storm on The Island that shows the power of nature.
19. Write a quotation from Tissue that shows the fragility of human power.
20. Write a quotation from Checking out me History that shows Agard is angry with the education system.
21. Write a quotation from My Last Duchess that shows the abuse of power.
22. Write a quotation from The Prelude that shows nature as overpowering.
23. Write a quotation from London that shows how society is being controlled.

Food	French
1. Explain the term – food miles. 2. Give 1 suggestion for reducing carbon emission in food production. 3. Give 2 ways of reducing food waste in the home. 4. What is meant by sustainable food? 5. Give 1 suggestion for sustainably of fish? 6. What is intensive farming? 7. Give 1 positive and 1 negative to intensive farming. 8. What does – Food Traceability mean? 9. Why is food traceability important? 10. Explain the term organic? 11. What are the pros and cons of free-range farming? 12. What is Hydroponics? 13. What are the positives to Genetically Modifying food? 14. What ere the concerns linked to genetically Modifying foods? 15. List 3 Food Assurance schemes. 16. Explain the terms – Primary and Secondary Food Processing. 17. What is meant by UHT milk? 18. What is pasteurisation? 19. List the steps involved with making cheese. 20. List 3 different ways we dry foods.	**Year 11 Term 3 French Quizzing** Revise the food and drink items and write from memory: 5 fruits; 4 vegetables; 3 drinks; 2 meat items; 2 fish items; 2 types of ice cream; 2 kinds of sandwich Then write these in French from memory: 1. For breakfast I eat 2. For lunch I eat 3. For dinner I eat 4. I love Italian food because it is tasty 5. Junk food is unhealthy because it is fatty 6. For starter I am going to have tomato soup 7. For main course I'd like fish with vegetables 8. For dessert I'm going to eat a strawberry ice cream 9. To drink I want orange juice 10. French food is delicious. Revise the sports and leisure activities, then answer these questions in French: 1) **Qu'est-ce que tu fais pendant ton temps libre normalement?** (What do you do in your free time normally?) 2) **Quels sports aimes-tu? Pourquoi?** (What sports do you like? Why?) 3) **Quelle est ton opinion des sports d'hiver?** (What do you think of winter sports?) 4) **Quel sport est-ce que tu voudrais essayer à l'avenir ?** (What sport would you like to try in the future?) 5) **Quel sport as-tu fait récemment?** (What sport did you do recently?)

Geography

Quiz questions for Natural hazards

1. Draw and label the tricellular model of atmospheric circulation
2. Where do hurricanes form?
3. How warm must the sea be for them to form?
4. Name our typhoon example
5. When did this typhoon take place?
6. How many people were killed?
7. Give two primary impacts
8. List two secondary impacts
9. What was the response to the typhoon?
10. What caused the flooding of the Somerset levels?
11. List three impacts of the flooding
12. List 3 pieces of evidence for climate change
13. List 2 greenhouse gases
14. Sketch a diagram to show the enhanced greenhouse effect
15. What can be done to manage climate change?
16. Name our LIC case study of an earthquake
17. When did it occur?
18. How many people were killed?
19. How strong was it?
20. List three impact
21. What was the response to the earthquake?
22. Name our HIC case study of an earthquake
23. When did it occur?
24. How many people were killed?
25. How strong was it?
26. List three impact
27. What was the response to the earthquake?
28. Why do people continue to live in hazardous areas?
29. Why are the impacts of earthquakes greater in LICS

Health and Social Care

Year 11 Health and Social Care questions Term 3

1. What is a support plan?
2. What method of communication could you use when presenting a support plan if the service user is:
   a. Visually impaired
   b. Has a learning disability
   c. Is 4 years old
   d. Speaks English as a second language
   e. Has a hearing impairment
3. What is a risk assessment?
4. State 1 hazard for someone who is visually impaired
5. How could you plan to reduce this risk
6. State 1 hazard for someone who uses a wheelchair
7. State 1 way you could overcome this risk
8. What is a cleft foot?
9. What is cerebral Palsy?
10. What is asthma?
11. What is a visual impairment?
12. As a child with a visual impairment ages their needs change. State 1 way their needs may change.
13. As a child with a cerebral palsy ages their needs change. State 1 way their needs may change.
14. As a child with asthma ages their needs change. State 1 way their needs change.
15. State 1 form of support that could be offered to a person:
16. Who is visually impaired
17. Has a cleft foot
18. Has asthma
19. Has a hearing impairment

Music

Year 11 Term 3
Low Stakes Quiz Question Bank

1. Draw out a semiquaver, quaver, crotchet, minim and semibreve and write down how much each of these beats last
2. Put the following tempo's in order from slow to fast: Presto, Adagio, Andante, Allegro Moderato, Largo
3. What is the difference between Binary and Ternary Form?
4. What is the musical word for copying between the parts?
5. What is the difference between arco and pizzicato?
6. What is the difference between staccato and legato?
7. Name the four voice types and what they sound like
8. What instruments would you usually find in a Popular/Rock band?
9. What is the typical structure of a Popular song?
10. What is a riff?
11. What is the musical word for how the music is organised?
12. What does conjunct mean?
13. What is the difference between syllabic and melisma?
14. Draw the key signatures for G, A, D and E Major
15. Draw the key signatures for F, Bb, Eb and Ab Major
16. What rhythmic device means a pick up beat?
17. What is a homophonic texture?
18. What are the two main types of tonality?
19. What are the key features of Badinerie by Bach?
20. What are the key features of Africa by Toto

Also recognising images of the following instruments:
Orchestral Instruments
Rock and Pop Instrument

Science

B6 part 2:

1. What is polydactyly?
2. What is extinction?
3. How is resistance bacteria made?
4. What is a recessive allele?
5. What is selective breeding?
6. What is a fossil?
7. What is evolution?
8. What is genetic engineering?
9. How does variation happen?
10. What is embryo screening?

C9 – Chemistry of the atmosphere

1. Which gases make up the Earth's atmosphere?
2. How much oxygen is there in the atmosphere?
3. How much carbon dioxide is there in the atmosphere?
4. How much nitrogen is there in the atmosphere?
5. When did oxygen first appear in the Earth's atmosphere?
6. What led to this change in the level of oxygen in the atmosphere?
7. What process led to the change in the amount of oxygen?
8. How is the amount of carbon dioxide in today's atmosphere different to the amount in early atmosphere?
9. What led to this change in the level of carbon dioxide in the atmosphere?
10. What are the major sources of atmospheric pollution?

P6 Waves:

1. What are the two types of waves?
2. What is moved by waves?
3. Describe the movement of a longitudinal wave.
4. Give an example of a longitudinal wave
5. What is rarefaction in a wave?
6. What is compression in a wave?
7. Describe the movement of a transverse wave
8. Give an example of a transverse wave
9. Draw and label a transverse wave.
10. What is a wavelength?

Spanish

Year 11 Term 3 Spanish Quizzing

A] Revise the food and drink items and write from memory: 5 fruits; 4 vegetables; 3 drinks; 2 meat items; 2 fish items; 2 types of ice cream; 2 kinds of sandwich

Then write these in Spanish from memory:

1. For breakfast I eat
2. For lunch I eat
3. For dinner I eat
4. I love Italian food because it is tasty
5. Junk food is unhealthy because it is fatty
6. For starter I am going to have tomato soup
7. For main course I'd like fish with vegetables
8. For dessert I'm going to eat a strawberry ice cream
9. To drink I want orange juice
10. Spanish food is delicious.

B] Revise the sports and leisure activities, then answer these questions in Spanish:

1) **¿Qué haces en tu tiempo libre normalmente?** (What do you do in your free time normally?)
2) **¿Qué tipo de deportes te gustan? ¿Por qué?** (What type of sports do you like? Why?)
3) **¿Qué opinas de los deportes de invierno?** (What do you think of winter sports?)
4) **¿Qué deporte te gustaría probar en el futuro?** (What sport would you like to try in the future?)
5) **¿Qué deporte hiciste recientemente?** (What sport did you do recently?)

Stellar evolution

Open clusters

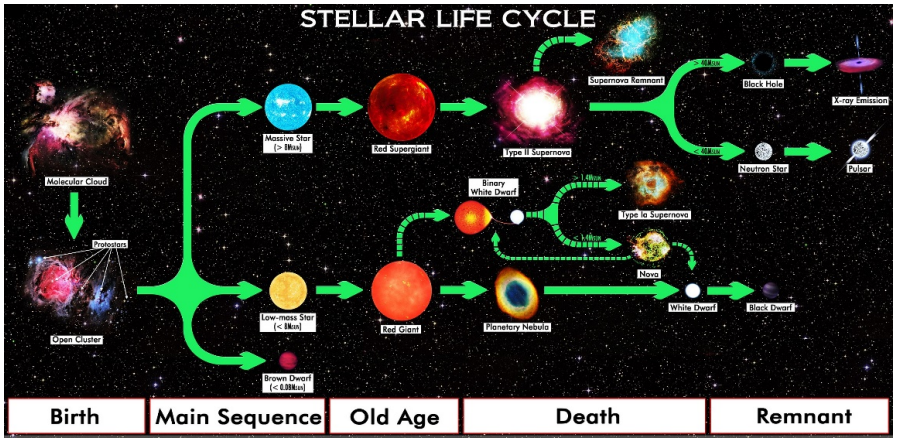
Galaxies

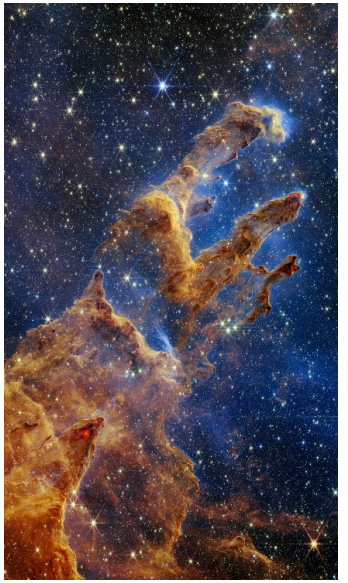
Evolution of stars

Giant Molecular cloud of gas and dust

cloud collpases into unstable fragments

clumps together to form a **protostar**





Nebula

Evolution of low-mass stars – Chandrasekhar limit 1.4 x mass of Sun

Protostar collapses	Hot enough for nuclear fusion of hydrogen into helium. The star is 'born'.
Main sequence	Radiation pressure increases until it balances gravitational collapse of the star. The star will spend 90% of its life at this stage.
Red Giant	Hydrogen fuels runs out, core collapses, other fuels undergo fusion in shells of the star causing it to expand.
Planetary nebula	Outer layers continue to expand and are visible as a sphere of gas.
White Dwarf	Core stops collapsing due to electron degeneracy pressure. Over time will become a **black dwarf.**

Evolution of massive stars – Core mass greater than Chandrasekhar limit

Red / Blue supergiant

Core collapse continues, temperatures rise and carbon fuses into neon. Eventually iron is formed but this cannot be fused and release energy.

Supernova

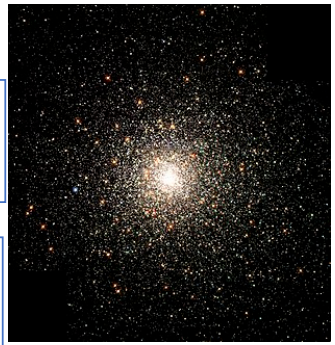
Star collapses in on itself. There is a sudden halt when the neutron degeneracy pressure is reached and a shock wave is generated that tears the star apart enriching the interstellar medium with chemical elements up to iron and heavier ones created in the supernova.

Neutron star

Formed if core's mass is no greater than 3 times than that of the Sun. Collapse is halted by neutron degeneracy pressure.

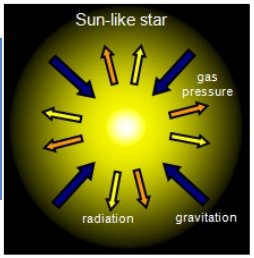
Black hole

Formed if core's mass is greater than 3 solar masses, neutron pressure insufficient is overcome.



Globular cluster

Radiation pressure balancing out gravitational



Knowledge Organiser

Unit 5: Finance

Break-even forecast
A prediction about the break-even quantity based on estimates of future sales revenues and costs

Break-even quantity
The amount a business must sell to earn enough revenue to cover its costs

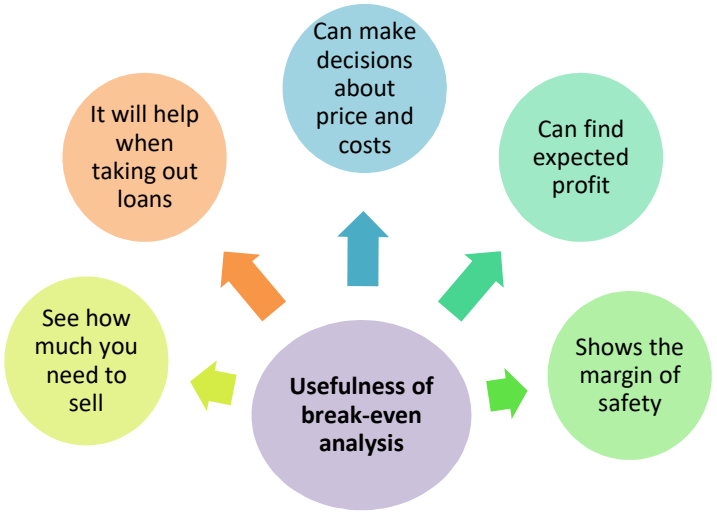
Margin of safety
The amount by which a business' actual output is greater than its break-even output

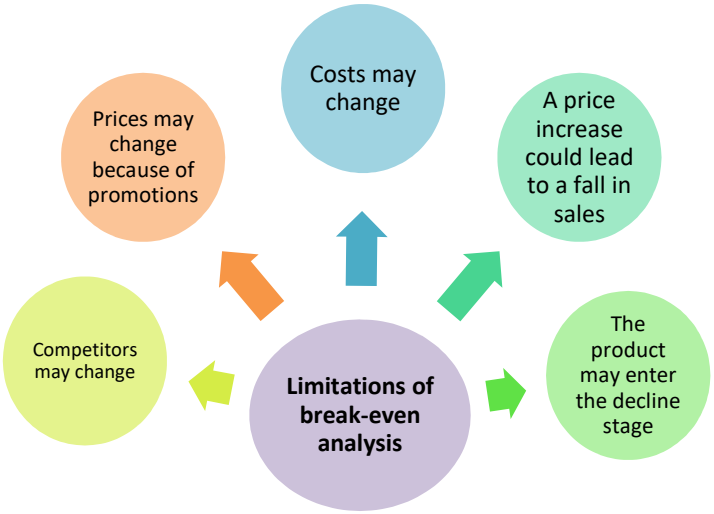
Businesses use information about revenues and costs to calculate the break-even level of output

5:4 Breakeven

Calculating break even

Total fixed costs ÷ (price - variable costs per unit)

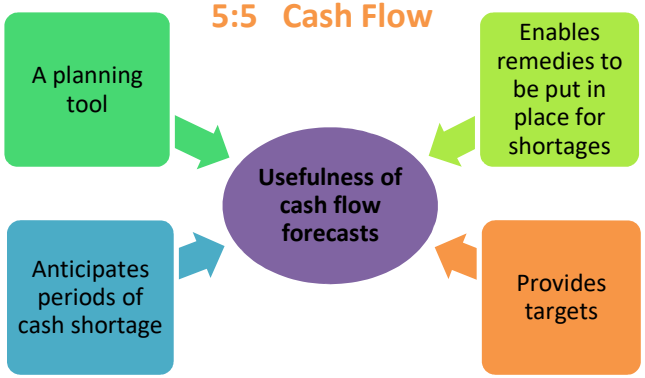




Cash flow forecast: shows the expected flow of money into and out of a business

Inflows
Cash flowing into the business
Outflows
Cash flowing out of the business
Expenditure
Money that the business pays out
Opening balance
Cash available at the start of the month
Closing balance
Cash available at the end of the month

5:5 Cash Flow



A negative cash flow may:
- only be temporary and may not necessarily cause a problem for the business
- require the business to obtain additional finance in the form of an overdraft to help it overcome a shortage of cash
- mean that the business has to delay payment of money it owes to others such as suppliers

Assessment Information

Your assessment will take place during a normal timetabled lesson but you should be revising at home.

Number of marks available: 40
Time allowed: 50 minutes

Answer **ALL** of the questions

The first 10 questions will be multiple choice - you must only select **ONE** answer, selecting two will score 0 marks.

The other questions will include a range of 2, 3, 4, 6, 7, & 9 mark questions

Possible questions

1. State one function of the finance department.
2. Calculate the profit a business would make in 4 weeks.
3. Analyse one benefit of owners' savings.
4. Recommend one source of finance for a business to use.
5. Evaluate whether a business should use a bank loan or retained profit.

State **Explain** **Analyse** **Recommend** **Evaluate**

R020: LO3 Be able to plan different play activities for a chosen developmental area with a child from birth to 5 years.

1. **Aim** State the purpose of the activity – how will the children benefit from taking part?

2. Briefly describe the activity you have planned. Give it a **clear title.**
This could include: mark making, gardening. What's the time Mrs Wolf?, ride on bikes, stepping stones, collage, model making…..

3. Reasons for choice. Explain how this activity will help the children's development in the area you have chosen. Explain how it will relevant to a particular child.

4. Safety considerations Plan a risk assessment for the activity. Think carefully about any safety issues there may be and explain how you will reduce this risk.

5. Time scale State how long it will take to set up the activity, carryout the activity and tidy away at the end of the activity. Be as realistic as possible

6. Resources List all the equipment you will need for the activity. Check that these will be available, especially if the resources are less common or need fresh or expensive resources.

7. **Methods of observation.** Explain how you will observe and record the child's behaviour in the activity. This could be: Naturalistic, event sampling, snapshot, participant, non participant.

8. Methods of recording Now you need to plan how you will record your observations. This could include: charts, photographs, written notes, examples of children's work. Remember images (videos or photos) must only be taken with the parent's permission. Full face photos should be blanked out.

Child Development Year 11 term 3

Key word	Definition
Naturalistic **O**bservation	A child's spontaneous behaviour is observed Adults do not lead or prompt the child
Participant **O**bservation	The practitioner deliberately interacts with the child. They may ask the child to perform a certain task e.g. build a tower of blocks
Non **P**articipant **O**bservation	You sit where you can see the child but the child is not aware the observation is taking place. (this may not be easy!) You see the child's natural behaviour
Event **S**ampling	Used to record when and how often an event occurs. E.g. when a child shows aggression
Snapshot	A practitioner notices a child doing something and observes them spontaneously. Often lasts for only a minute or two
Risk **A**ssessment	Identifying potential hazards, assessing the risk and putting plans in place to reduce the risk.
Learning **J**ournal	A child's progress is recorded in their learning journal. The information in the journal includes: Charts, Photographs, Written record, Examples of child's work

Revision Summary Sheet – The Law

Legal Jurisdiction	**an area of land where a particular legal system has authority.**	**Supreme court**	**the final court of appeal in the UK for civil cases, and for criminal cases from England, Wales and Northern Ireland but not Scotland. It hears cases that affect the whole population.**
Devolution of Power	the transfer of some decision-making to local control (local governments making some decisions	**State**	an organised political community under one government.
Homicide	the killing of one person by another, this includes manslaughter as well as murder	**Small Claim**	Small Claim – a claim of under £10,000 is known as a small claim.
Murder	if a person is considered to be of sound mind and intended to cause serious harm to the victim	**County Court**	this type of court deals with civil matters such as financial or housing disputes, family issues, personal injury or breach of contract.
Manslaughter	killing someone with no intention to cause death or the accused has a partial defence such as loss of control.	**Magistrates' court**	all criminal cases pass through this court, serious crimes get sent to Crown courts and minor criminal matters are tried in a magistrates
Crown Court	the court used for the trial of serious criminal offences.	**Defendant**	the person accused of the offence
Discrimination	unfavourable treatment of others often based on prejudice.	**Prosecution**	the prosecution Lawyers work on behalf of the crown and in co-operation with the Police to prove that the defendant is guilty.
Advisory conciliation and arbitration service (ACAS	provides free and impartial information and advice to employers and employees on workplace relations and employment law.	**Jury**	a group of ordinary people aged 18 and over, in a crown court they listen to the evidence and arguments from both sides before making decision if the defendant is guilty or not.
Citizens advice Bureau (CAB)	an independent charity that offers free, confidential and independent advice to everyone on rights, responsibilities and the law.	**Information commissioner' s office (ICO)**	an independent watchdog sponsored by the Ministry of Justice that reports directly to parliament on data protection and privacy issues.
Employment tribunal	hear cases brought by employees who think that their employer/potential employer or trade union has treated them unlawfully.	**Data Protection Act (original 1998, revised 2015)**	controls how personal information is used by businesses, organisations or the government.
Legal Aid	government provide financial support to people with a low income so that they can have access to justice.	**Solicitor**	a member of the legal profession who deals with property transfers, drawing up of wills and other legal matters. They sometimes instruct Barristers and represent clients in some courts.
Work to rule	employees work strictly to the rules of their contract and refuse to do any additional work outside of their job description.	**Barrister**	qualified member of the legal profession who is a specialist in representing their clients in court
Joint Enterprise	Or common purpose means that all participants in the crime can be held responsible for its outcomes. E.g. if a gang attacked someone with a knife then they all may be held responsible if they actively assisted or encouraged the attack.	**Public order offences**	offences that prevent people going about their normal business e.g. riots
Inchoate offences	the police can arrest and charge people who are planning or intending to commit a crime, even if there are no victims or criminal activity taking place	**"No Win, No Fee"**	the lawyer only charges a fee if they win the case.
The Crown Prosecution service (CPS)	consider the information and evidence provided by the police and they decide if there is enough evidence to take the matter to court, and if doing so would be in the public interest.	**Legislation**	acts or laws passed by parliament or assembly

Revision Summary Sheet – The Law

Blindfolded to suggest that justice is impartial (fair) and objective (unbiased).

Holding a sword that faces downwards represents punishment. This is held below the scales to show that evidence and court are always held before punishment

Blind/Lady Justice

Scales to show the weighing of evidence. They are balanced to show that evidence should stand on its own

Fairness: the making of judgements that fit the circumstances of a particular case without being influenced by personal feelings or interest.
Justice: giving each person what he/she deserves. In law, this includes:

- Protecting everyone from crime and criminals.
- Enabling people suspected of crime to defend themselves properly.
- Sentencing criminal so that their punishment fits their crime.
- Compensating victims of crime so that they are in the same position as before the crime took place.

We have Laws to regulate the behaviour of the people. Not everyone will agree with all of the laws but everyone is expected to the obey the law (this is known as the rule of law). If we ignored the rules that we didn't like then there would be no common code of behaviour. People would never know what to expect from other members of their community and they would find it difficult to trust others. Law and order would break down if laws applied to some and not others, leading to protests and a loss of respect for the police. Laws work best when:

- Most people know about the law and agree with it.
- The law is clear and easy to understand
- The law can be easily enforced without discrimination.
- Punishments are clear and fairly applied.

The purpose of law: protecting safety.
Many laws are designed to protect our safety. Laws forbidding homicide, assault and burglary are examples of this. As lives have changed and developed parliament have passed laws that protect health and safety. Such laws protect people on roads, in work places, shops, restaurants, schools and even homes.

The purpose of law: Protecting rights, and promoting freedoms and equalities.
In the second half of the 20th century governments passed laws to protect peoples rights, promote their freedoms and guarantee equalities by safeguarding people against discrimination. This has continued into the 21st century. The two most recent laws to protect equalities in the UK are the Human rights act (1998) and the Equality Act (2010)

- Direct discrimination: when someone is treated less favourably because of a protected character list (see opposite). Examples of less favourable treatment could include not employing them; refusing training; giving them worse working conditions/terms than other workers.
- Indirect discrimination: when everyday decisions made in an organisation or business disadvantage people on the basis of the characteristics (opposite). E.g. advertising a job for applicants to be 1.8m tall. On average men are taller than women so this discriminates against women.

The Equality Act (2010) is designed to protect people against discrimination in relation to any of 9 specific characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Employers must make reasonable adjustments for employees so that they can work as normally as possible in the event of disabilities or other issues e.g. pregnancy. This is the same in wider society. (ramps, lifts, braille on cashpoints and now some have voice prompts)

Revision Summary Sheet – The Law

Keep a record of relevant events: include dates and times, and a description of what happened together with copies of any relevant paperwork, such as, letters, memos, emails, notes of meetings.

↓

Seek information and advice from the **Advisory, Conciliation and Arbitration Service (ACAS)**, **Citizens Advice**, a trade union or a solicitor.

↓

See the boss or supervisor to try to sort the problem out informally.

(Ask for the support of a work colleague or trade union representative at this stage or any of the stages below.)

↓

Use the company's grievance procedure to make a official complaint.

↓

Contact your trade union, professional association or ACAS to see whether they can resolve the matter through mediation.

↓

Take legal action by taking the case to an **employment tribunal** for an independent judgement. This must done within three months of the problem occurring. Before being able to lodge an employment tribunal claim, potential claimants must first notify ACAS of their intention to claim so that ACAS can offer the opportunity to resolve the issue using conciliation. (For more on tribunals, see page 65.)

People can make a complaint under the **Equality Act**. The Equality Act is part of Civil law rather than criminal law. This means that the police and criminal courts are not involved a person with a protected characteristic must take action themselves if they have been discriminated against, harassed or victimised because of that characteristic. (previous page).

The purpose of law: settling disagreements.
The law is also used as a way of settling disagreements. Judges are asked to decide who is right or wrong in disputes such as land ownership, money, employment and relationships.

Key Legal Principles
The presumption of innocence (innocent until proven guilty) – people must be seen as innocent until they are proved to be guilty in a court of law. The prosecution must prove that the defendant is guilty. It is not the responsibility of the defendant to prove that they are innocent. Defendant does **not** have to:

- Answer questions in a police interview.
- Provide a defence case statement (a document setting out the basics of their defence)
- Give evidence at their trial
- Provide an explanation for any issues raised by the prosecution.
- Answer questions asked by the prosecution.

However juries are allowed to take the defendants silence into consideration when reaching their verdict of "guilty" or "not guilty". As a result most defendants usually make some response to the charges against them. New laws are sometimes brought in at times of national emergency. This happened after the terrorist attack on New York's World Trade Centre in 2001. The Anti-Terrorism, Crime and Security Act allowed the imprisonment of terror suspects without trial. This can undermine the principle of innocent until proven guilty.

Key Legal Principles
Equality before the law. The right to equality before the law (as part of the right to a fair trial) is part of Article 7 of the Universal Declaration of Human Rights (UDHR), it is also included in the Magna Carta. The Principle of the equality before the law means that:

- People should receive a fair, public hearing.
- Cases should be heard by competent, independent, and impartial people in courts established by law.
- Defendant should have time to prepare their case and should be tried without delay.
- Defendants are entitled to legal representation which should be provided by the state through legal aid f the defendant cannot pay.
- Defendants should be able to understand what is being said in court and should have the right to an interpreter if they need one.
- Defendants have the right to attend court and question witnesses.
- Any judgement should be made public (expect in special circumstances where it is necessary to respect children's confidentiality).
- Defendants have a right to appeal to a higher court.

Criminal Law: covers offences against the community as a whole. Parliament decides which types of behaviour should be criminal offences. Offences covered by criminal law usually fall into one of the following categories: Against the person e.g. rape, robbery, assault; Against property e.g. theft, burglary and fraud; Against the state or Crown e.g. tax evasion, smuggling, misconduct in public office, terrorism, immigration or currency forgery; Participatory offences where a person has encouraged or assisted a criminal.
Civil Law: covers disputes between individuals or groups of people/organisations. This covers the following: employment/other contracts or agreements; unfair treatment at work; cases of discrimination under the Equality Act; land and property ownership; inheritance; divorce/separation/child access and custody; copyright and patents; accident and injury; Negligence

Revision Summary Sheet – The Law

	Civil law	Criminal law
Purpose	Settling disputes and compensating victims	Deterring and punishing people who offend against the community at large
Who investigates the problem?	The victim – usually assisted by a solicitor or other representative	The police
Who pays for all this?	The two parties in the case will need to pay their legal costs. Sometimes solicitors will agree **'no win, no fee'** with their client. Victims with low incomes may be able to claim legal aid.	The administration of criminal law is mainly funded by the State
Who takes the case to court?	The victim – usually assisted by a barrister	Usually the **Crown Prosecution Service (CPS)**
Which courts deal with the case? *(The Court system is complicated because it has grown up over hundreds of years. See Chapter 3 for more details.)*	County Court, Family Court or Tribunal (depending on the type of case) High Court	Magistrates' Court or Crown Court (depending on the seriousness of the offence)
Which courts deal with any appeal?	High Court Appeal Tribunal or Upper Tribunal Supreme Court	Court of Appeal Supreme Court
What happens to the victim?	*If they win*, they will receive compensation from the loser who may also be made to pay all or part of the victim's legal costs *If they lose*, they are likely to have to pay all or part of the winner's legal costs as well as their own	May be offered emotional support from the charity Victim Support The Court may order the offender to pay compensation to the victim Victims may also be able to claim compensation from the Criminal Injuries Compensation Authority To win 'damages' from the criminal, they will need to use civil law
What happens to the person in the wrong?	Compensates the winner and may also be ordered to pay the winner's legal costs	Punishments could include: • community orders • fines • imprisonment

European and International Law

The EU: When a country joins the EU it allows most EU laws to become part of its own national laws. The UK has been heavily influenced by laws made within the EU, e.g. the UK Human Rights Act (1998) is based on European Law.

The UN: as a member of the UN the UK is bound by a range of international laws and treaties on: human rights, environmental protection and relationships between nations e.g. International Law of the Sea covers things such as rights to navigation and ownership of resources on the seabed

Sources of English Law

Common Law

The English Legal system is founded on Common Law. Law in medieval times was based on decisions made by judge about what was right and wrong. From 12th century (1300) onward, judges would travel around England bringing justice to people wanting to settle disputes. These decisions were based on England's beliefs and traditions. E.g. stealing from a person or causing them personal injury was though by most people to be a threat to the peace and prosperity of an entire community. Judges made decisions on issues such as theft, murder and assault. These rulings were written down and then used by other judges. Through this process of establishing precedent (courts setting out judgements for others to follow) laws became "common" and recognised by everyone. This was judge made not by parliament.

Parliamentary Legislation

Most new laws in England and Wales are proposed by the Government and decided by Parliament. These are statute laws, e.g. the conservative Government of 2015 proposed legislation to encourage welfare claimants back to work. This kept a promise that they made during their election campaign.

Sometimes new laws are proposed by individual MP's. In 2015 Labour MP Rob Marris proposed the Assisted Dying Bill in the House of Commons. (This bill wanted to change the law so people with terminal illnesses could end their lives as long as they had medical supervision. The Bill was defeated by 330 votes to 118.

Case Law

Precedent is still a very important feature of English Law. Judges will still refer to other similar cases from the past. In order to for laws to be applied consistently on "in common", the judge will follow the decision made by senior or equal ranking judges in earlier cases. In February 2016 the Supreme Court reinterpreted the law on Joint enterprise judging that an incorrect precedent had been set in 1980 and that 100'ss of people had been wrongly convicted for over 30 years.

Sometimes senior judges rule that past decisions do not fit with recent advances in technology or modern thinking. Judges may reinterpret the law to bring it up to date and so set a new precedent for other judges to follow. They can then recommend that Parliament reviews the law to bring it properly up to date. E.g. Consumer Rights Act (2015) brought consumer law up to date including laws on the purchase of digital content.

Revision Summary Sheet – The Law

The UK does not have a single ***legal system.*** This is because the UK is a political union of nations that were once ***independent.***

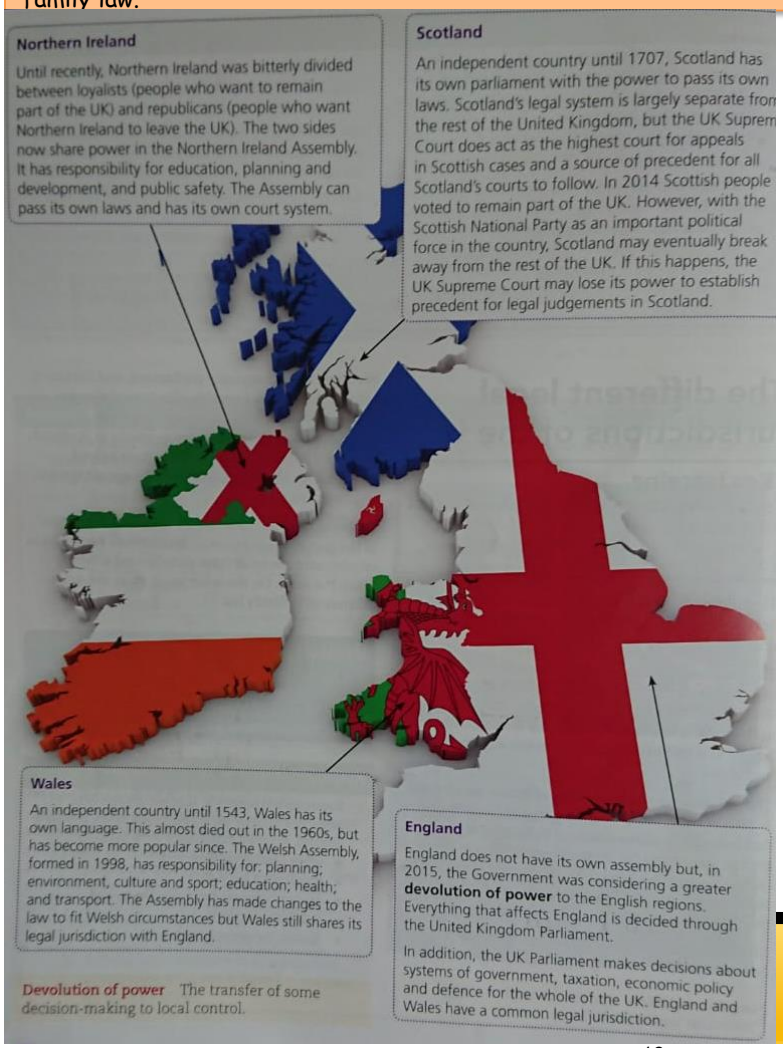
The Kingdom of Great Britain was created in 1707 by bringing Scotland into ***Partnership*** with England and Wales. Scotland had its own legal system at the time. It was decided that this would continue largely as it had been before the ***union*** with England and Wales.

The political union between Great Britain and Ireland in 1801 created the United Kingdom of Great Britain and Ireland but allowed Ireland to keep its ***separate courts***. Today only the six northern Irish counties (known as Northern Ireland) ***remain*** part of the UK still has a different ***court system*** from that of England and Wales.

This means that England and Wales, Scotland and Northern Ireland have separate ***legal jurisdictions***.

Scotland with its **separate parliament**, and Northern Ireland, through its ***assembly*** also have the power to pass their own ***laws***. For example, the age of criminal responsibility is 12 years old in Scotland but 10 in England, Wales and Northern Ireland.

However, there are more similarities than differences in the laws of these separate jurisdictions. For example, employment in all three jurisdictions is very much the same. On the other hand, there are major differences in family law.



Computer Science

Types of Hacking	
Brute Force Attack	An attack that runs through a list of different passwords or letters until access to an account is gained,
Denial-of-service	Where a hacker tries to stop users from accessing a part of a network or website, mostly by flooding the network with useless requests, making the network very slow or completely inaccessible.
Data Interception and Theft	Shouldering is attempting to look over someone's shoulder when using an ATM. Measures to reduce this risk include destroying paper documents when no longer needed, logging off or locking computers when not in use and locking rooms containing computers.
Forms of Network Attack	
Passive	Where someone monitors data travelling on a network and intercepts any sensitive information they find.
Active	When someone attacks a network, for example with malware.
Insider	When someone within an organisation exploits their network access to steal information.
Brute force	A type of active attack used to gain information by cracking passwords through 'trial and error'. Uses likely password combinations to gain access to user accounts.

Identifying and preventing vulnerabilities	
Network Forensics	Use of software for capturing, storing and analysing network events. The outcome is finding out communication between whom, when, how and how often.
Penetration (Pen) Testing	A strategy to identify security weaknesses including: - Gathering information about the target of possible attacks - Identifying possible entry points to the network - Attempting to break in - Report findings and respond.
Internal Pen Testing	Puts the tester in the position of an employee with standard access rights to the network to determine how much damage they could do.
External Pen Testing	May target servers within a business to see how easy they are to break and how it can be achieved.
Acceptable Use Policies (AUP)	Procedures and precautions which are in place to make network users aware of threats and the steps they must take when using the network.

Key vocab

Network Threats

Cyber Security Risks	
Blagging	Knowingly or recklessly obtaining or disclosing personal data or information without the consent of the controller (Owner of data). EG Employees sharing passwords.
Hacking	Attempting to gain access to a system through cracking passwords.
Human Error	People are often the weakest part of security systems and criminals take advantage of human error and gullibility.
Malware	Software that can harm devices, which is installed on someone's device without their knowledge or consent. May be spread by email, messaging services or downloading infected files.
Phishing	Emails designed to appear as a reputable organisation to gain trust of users and harvest personal information.
Poor Network policy	Network policies are not always designed to provide maximum security. For example, a strong policy should recommend changing passwords regularly and ensure that the passwords used are strong.
Spyware	Secretly monitors user actions (eg. key presses) and sends info to a hacker.
SQL Injection	Exploiting a technique that exploits security weaknesses in websites. Achieved by inserting malicious code into a database field on a website such as a password field.
Trojan	Trojans are malware disguised as legitimate software. Unlike viruses and worms, Trojans do not replicate themselves – users install them not realising they have a hidden purpose.
Virus	Viruses attach (by copying themselves) to certain files. Users spread them by copying infected files and activate them by opening those files.
Worm	Worms are like viruses but they self-replicate without any user help, meaning they can spread very quickly.

More info can be found here:
https://youtu.be/jlvvek8n5g8
https://youtu.be/4f05t8ppJfk
https://youtu.be/XJEjQN-CEDk

ENGINEERING YEAR 11 MODULE 3 Systems

KEY WORDS

System Diagram

This is a diagram that breaks down an operation into three main component parts: Input, Process, Output.

Processing device

This device handles information and then turns on or off an output device.

Microcontroller

This is a small computer within a single integrated circuit.

Integrated Circuit

This is a self-contained circuit made from a number of components designed together.

Input Devices

Switches

Push Slide Toggle

Light dependant resistor (LDR)

When light hits this

Component its resistance

Changes turning on the circuit.

Thermistor

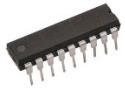
When heat hits this

Component its resistance

Changes turning on the circuit.

Process Devices

A PIC chip (peripheral interface controller) is a simple controller commonly used in schools.



Microcontroller

Are small computers within a single integrated circuit (counters, timers and decision-making components).

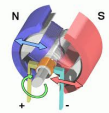
Output Devices

Lamps

Bulb LED (light emitting diode)

Buzzers and speakers

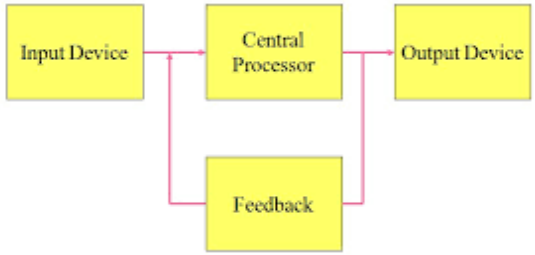
Motor



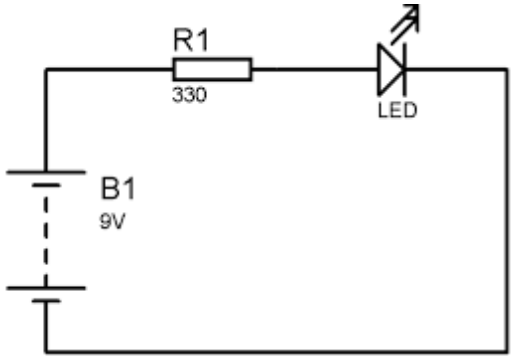
An **electric motor** is a device for converting **electrical** energy into mechanical energy in the form of rotation.

Simple System Diagram

Simple System Diagram with feedback



LED series light circuit



KEY POINTS

- System block diagrams describe what happens in a system.
- System block diagrams always have a minimum of one input, one process and one output.
- Input devices provide information from outside into the system.
- Process devices handle information received and turn outputs on or off.
- Output devices send out information into the environment.

Your FINAL practical exam!

You will perform TWO EXTRACTS from ONE play.

This could be a combination of the following:

- Group performances (no more than four performers): Each extract 15 min long
- Duologue (two performers): Must be between 3 and 10 minutes
- Monologue (one performer): Must be between 2 and 5 minutes

I am going to highly advise we work in groups of 2 and 4 because this will allow us to focus on a specific sections of the play.

You will be assessed on: **your overall contribution to the performance, range of theatrical skills, effectiveness with which you use those performance skills, your interpretation of the play as a whole, your understanding of the context of the play, your success in achieving your artistic intentions.**

YEAR 11 DRAMA—
Component 3 Texts in Practice

Potential Scripts/Playwrights to look into, including where its set and how many actors needed:

- 'Bouncers' by John Godber (inner-city, four male)
- 'Shakers' by John Godber (inner-city, four female)
- 'Monsters' by Niklas Radstrom (Liverpool, four non-specific)
- 'A Streetcar Named Desire' by Tennesse Williams (New Orleans, two females; male and female; two females and a male *depending on scene*)
- 'DNA' by Dennis Kelly (two non-specific)
- 'Girls Like That' by Evan Placey (one to three female)
- 'Abigail's Party' by Mike Leigh (two female and two male)
- 'Daisy Pulls it off' by Denise Deegan
- 'Private Peaceful' by Samuel French (one to two male)
- '1984' by George Orwell (four non-specific
- 'Dancing at Lughnasa' by Brian Friel (three females, one male)
- 'Art' by Yasmina Reza (four non-specific)
- 'Top Girls' by Caryl Churchill (three female)
- 'Collected Grimm Tales' by Carol Ann Duffy (up to four non-specific)

Romeo and Juliet Key quotations

Romeo:
- 'O' brawling love. O' loving hate" (1.1)
- : 'she doth teach the torches to burn bright', 'like a rich jewel in an ethiop's ear (1.5)
- 'Juliet is the sun' (2.2)
- 'fire eyed fury be my conduct now' (3.1)
- 'O, I am fortune's fool' (3.1)
- 'I defy you stars' (5.1)

Juliet:
- 'Good pilgrim you do wrong your hand too much' (1.5)
- About Romeo: 'if he be married, /My grave is like to be my wedding bed.'(1. 5)
- To Friar Lawrence: 'I long to die if what thou speak'st speak not of remedy' (4.1)
- O happy dagger/ This is thy sheath: there rust, and let me die' (5.3)

Friar Lawrence:
- 'wisely and slow, they stumble that run fast'(2.3)
- 'These violent delights have violent ends' (2.6)

Nurse.
- 'I think it best you married with the County' (3.5)
- 'a man of wax' (about Paris)

Capulet:
- 'let two more summers wither in their pride' (1.2)
- 'Hang thee young baggage, disobedient wretch!' (3.5)

Mercutio:
- 'a plague o' both your houses' (3.1)
- 'ask for me to-morrow, and you shall find me a grave man.' (3.1)

Benvolio:.
- 'I do but keep the peace' (1.1)
- 'part fools! Put up your swords, you know not what you do'

Prince:
- 'you beasts. That quench the fire of your pernicious rage With purple fountains issuing from your veins'

Tybalt:
- About Romeo: 'To strike him dead I hold it not a sin' (1.5)
- To Romeo: 'thou art a villain' (3.1)

Lady Capulet: Juliet's mum.
- 'I wish the fool were married to her grave' (3.5)

English Literature term 3 Key quotations

Poem	A01 Key Quotations
Ozymandias (1818) Percy Bysshe Shelley	"My name is Ozymandias, King of Kings/ Look upon my works ye mighty and despair" "nothing beside remains" "frown/and wrinkled lip and sneer of cold command" "the lone and level sands stretch far away'
London (1794) William Blake	"In every cry of every man,/in every infant's cry of fear" "And blights with plagues the marriage hearse" "black'ning church" "mind forg'd manacles"
Extract from 'The Prelude' (1798) William Wordsworth	"one summer evening led by her" "but it was a trouble to my dreams" "Huge peak black and huge" "Upreared it's head" "Towered up between me and the stars"
My Last Duchess (1842) Robert Browning	"looking as if she were alive" "I gave commands; then all smiles stopped together" "my gift of a nine-hundred-years old name"
Storm on the Island (1966) Seamus Heaney	'Strange, it is a huge nothing that we fear'. 'tragic chorus' 'spits like a tamed cat / Turned savage' 'We are prepared'
Cheking out me History (2007) John Agard	'Dem' 'Dem tell me/wha dem want to tell me' 'Blind me to my own identity' 'But now I checking out me own history/ I carving out me identity'
Tissue (2006) Imitaz Dharker	'Paper that lets the light/shine through.' "Turned into your skin" "Might fly our lives like paper kites".

Poem	A01 Key Quotations
Charge of the Light Brigade 1854) Alfred Lord Tennyson	'into the jaws of death, into the mouth of hell' 'cannon to the left of the, cannon to the right of them, canon in front of them.
Exposure (1971) Wilfred Owen	'Our brains ache in the merciless iced east winds that knife us'. 'sudden successive flights of bullets streak the silence'
Bayonet Charge (1957) Ted Hughes	'Bullets smacking the belly out of the air' 'King, honour, human dignity, etcetera/ Dropped like luxuries in a yelling alarm'
Remains (2008) Simon Armitage	'I see every round as it rips through his life' 'his blood shadow stays on the street and out on patrol I walk over it week after week'
Poppies (2009) Jane Weir	'spasms of paper red' 'steeled the softening of my face' 'later a single dove flew from a pear tree'
War Photographer (1985) Carol Ann Duffy	'spools of suffering set out in ordered rows' 'his hands, which did not tremble then though seem to now.'
Kamikaze (2007) Beatrice Garland	'strung out like bunting on a green-blue translucent sea' 'he must have wondered which had been the better way to die.'
The Emigree (1993) Carol Rumens	'it may be sick with tyrants, but I am branded by an impression of sunlight' 'My city takes me dancing'

Dr Jekyll and Hyde Key quotations

Dr Jekyll
"I swear to God I will never set eyes on him again
"that man is not truly one, but truly two"
"I am the chief of sinners. I am the chief of sufferers too"
"The moment I choose, I can be rid of Mr Hyde."

Mr Hyde
"it was some damned juggernaut."
"Mr. Hyde was pale and dwarfish."
"with ape-like fury he was trampling his victim under foot"
"If I ever read Satan's signature on a face"
"He broke out in a great flame of anger"

Poole:
"No, sir; master's made away with!"
"Well, when that masked thing like a monkey jumped from among the chemicals and whipped into the cabinet"

Dr Lanyon
I have had a shock," he said, "and I shall never recover.
I must die; and yet I shall die incredulous."
"Unscientific balderdash"

Mr Utterson
"I let my brother go to the devil in his own way."
"'If he be Mr. Hyde,' he had thought, 'I shall be Mr. Seek.'"
"That won't hold water; it doesn't comment itself to reason."

Pathetic fallacy
"the flog slept on the wing above the drowned city"
"the night was brilliantly lit by the full moon"
"The fog rolled in"
"a great chocolate-coloured pall lowered over heaven."

Settings, symbolism and Pathetic fallacy
"shopfronts...like rows of smiling sales- women"
"Sinister block of buildings thrust forward its gable…blind forehead of discoloured wall"
"like a district of some city in a nightmare"

Revision websites/useful links:
Mr Bruff videos on all lit texts
https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w

BBC Bitesize – lit and lang
https://www.bbc.co.uk/bitesize/subjects/zt3rkqt

JOG revision booklets for each text can be found on the school website:

Overview of the exam:

- The exam is an hour and 45 minutes.
- Spend 1 hour on section A (10-15 minutes reading time) You will be given two sources from two different time periods - both are non-fiction texts (pre-1900 and post-1900)
- You should spend an hour on section A-Reading Section (Q1-4)). This allows for 10-15 minutes of reading time)
- You should spend 45 minutes on section B-Writing section (Q5)

NB: Section A and B are both worth 40 marks

QUESTION 1 (5 minutes)

'Choose four statements which are TRUE…'

- Refers to Source A.
- Identify EXPLICIT (Things you are told) and IMPLICT (what you can infer) information referring to part of the text.
- Shade only 4 boxes in.

***Make sure you read the text and question carefully.**

QUESTION 2 (10 minutes)

'Write a summary of the differences between…' 8 marks

- You need to refer to source A and Source B.
- Use quotations from both sources to support your answer.
- You need to COMPARE the CONTENT of the two sources in line with what the question is asking you to look for.

Point – evidence – infer – comparative point – evidence – infer.

*You do not need to analyse the language.

These are similar questions. However, Q2 is asking you about **what** is being said. Q4 is asking what the writer's **views** on something are and **how** they get these views across.

QUESTION 3 (15 minutes)

'How does the writer use LANGUAGE…?' 12 marks

Explain, comment on and analyse the language used.
Make sure that you read the question properly
Remember to: Include LANGUAGE TERMINOLOGY- if you do not know what these key terms mean – look them up!

- ✓ Imagery-simile, metaphor, personification
- ✓ Symbolism
- ✓ Adjectives, verbs and adverbs
- ✓ Persuasive language devices: AFOREST/FAT HORSE
- ✓ Satire
- ✓ Allusion
- ✓ Plosives
- ✓ Hyperbole
- ✓ Semantic field

Consider the effect on the reader. What does this make the reader THINK/FEEL/IMAGINE/BELIEVE?

QUESTION 4 (20-25 minutes)

'Compare how the two writers convey their similar/different attitudes/ideas/perspectives to…' 16 marks

- Refers to Source A AND Source B – you must address each source equally.
- You need to consider the writers' **point of view** (their feelings) on the subject and compare the ways they **PRESENT** their ideas (what methods do they use?)
- Remember to talk about the methods they use, such as:
  - ✓ Language choices
  - ✓ Imagery and linguistic devices (similes, metaphors etc)
  - ✓ Persuasive techniques (AFOREST/FAT HORSE)
  - ✓ Register that they use – 1st or 3rd person
  - ✓ Tone that they use – humorous, passionate, frustrated etc
  - ✓ The structure and form that they use.

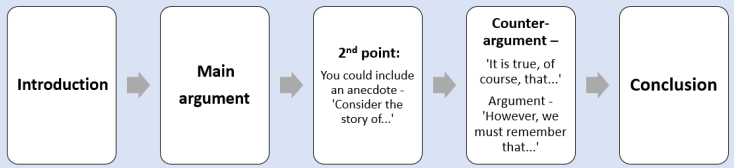
QUESTION 5

Produce your own non-fiction text (based on the theme in Section A)
You could be asked to write any of the different text types in the table below.

- 24 marks for content and organisation
- 16 marks for technical accuracy

Q5 – Example: -*'Festivals and fairs should be banned. They encourage bad behaviour and are disruptive to local communities.'* -Write a letter to your local newspaper in which you argue for or against this statement. -

How to structure a persuasive text



Remember that different text types = different formats	
Letter:	Two addresses, date, Dear Sir/Madam, Yours Sincerely
Article:	Headline, by-line, subheadings
Essay:	Introduction, convincing opinion throughout, conclusion
Leaflet:	Title, subheadings, some bullet points
Speech:	Address your audience at the start and end, use direct address,

Revision websites/useful links:

BBC Bitesize:
https://www.youtube.com/watch?v=yKZ_Tr2Y-CE&list=PLqGFsWf-P-cB-GSeqYup7PXId4pbldQVq

Mr Bruff Q1-5 videos on youtube:
https://www.youtube.com/watch?v=yKZ_Tr2Y-CE&list=PLqGFsWf-P-cB-GSeqYup7PXId4pbldQVq

Revision booklet and example paper:
https://resources.finalsite.net/images/v1553545594/sydenhamlewishamschuk/xdtvk0cqr965cxhfiyk7/171218-Paper-2-Revision-Booklet.pdf

English Language Paper 2 - Writers' viewpoints and perspectives

Food Preparation and Nutrition.

Food is processed to make it edible and safe.
Where does each of these food start?
What happens to them before they reach us in the shops?
What processes have they been through?

Food processing is any deliberate change in a food that happens before it is available for us to eat. Modern processing was developed over the centuries with canning and pasteurisation advancing the micro-biological safety of food.

Pasteurisation, sterilisation and irradiation.
The shelf life of food can be extended if sufficient heat is applied to kill microorganisms and inactivate the enzymes that are present.
Pasteurisation – extends shelf life by killing most food spoilage organisms and pathogenic organisms. Products are treated with mild heat, usually to less than 100°C for 30-35 minutes.
Sterilisation – is a more severe process that destroys all microorganisms.
Irradiation – produces an effect in food similar to pasteurisation.

Food additives
Additives are used to ensure safety, increase shelf life or improve the taste, texture or appearance of food. Additives need to be approved before they can be used.
Additives are given an '**E number'** to show that they have been rigorously tested for safety and have been approved for use in food by the European Commission.

Milk

Cows are reared by farmers.

They are milked twice a day.

Primary **Secondary**

Bread **Primary**

Wheat is grown and harvested by farmers.

The grains are removed from the wheat.

The wheat is milled into flour.

Secondary **Tertiary**

The flour is mixed with water, yeast and salt to make a dough.

The dough is divided into rolls and baked.

Tasks
1. Describe the purpose of food additives. Include at least three examples.
2. Choose a food product and research how it is produced, e.g. frozen fish fingers, c… semi-ski…
3. Using th… knowledge organizer or your own - base it upon milk and milk processing. Pasteurization, sterilization, UHT, Dried, condensed, evaporated, full fat, skimmed, semi skimmed.

For more information, go to: https://bit.ly/398qABo

Why are Foods Processed?
Foods are processed for a number of reasons:

- to extend the shelf life, e.g. making strawberries into jam;
- convenience, e.g. frozen ready meals;
- health, e.g. reduced fat yogurt;
- to provide consumers with more variety and choice;
- to provide additional nutritional benefits, e.g. fortified breakfast cereals.

Food processing can be very simple, e.g. preparing, freezing or drying food to preserve nutrients and freshness.
It can also be complex, e.g. formulating a frozen meal with the right balance of nutrients and ingredients.

There are two main stages to food processing:
Primary: foods are processed after harvest or slaughter, e.g. wheat is harvested and then milled into flour.
Secondary: food is made into edible products, e.g. flour into bread or pasta.

Steps need to be taken at all stages of food supply to prevent contamination and spoilage and avoid food wastage.
Food companies have a legal responsibility to produce safe food. Companies will have systems, checks and controls in place to ensure high standards of food hygiene and safety.
One system is known as Hazard Analysis Critical Control Points (HACCP). HACCP was developed by NASA for the safe passage of astronauts going to the moon in 1967.

Food safety - controls, checks and advice
Environmental Health Officers are employed by local authorities to give advice and guidance, inspect food premises, enforce legislation covering food and investigate outbreaks of food-borne diseases and possible offences.

Food safety … ers of safety issues, e.g. t… kaging or products co…

Food Standards Agency

Marriage & Partnership & SFF revision – GCSE French

Introductions

je m'appelle – I'm called
il/elle s'appelle – (he/she) is called
ils/elles s'appellent – (they) are called
j'ai … ans – I have (am) … years old
il/elle a … ans – he/she has (is) …years old
ils/elles ont … ans - they have (are) … yrs old

Descriptions of body parts

avoir – to have
j'ai – I have
tu as - you have
il/elle a– he/she has
nous avons – we have
vous avez– you have
ils/elles ont - they have

les cheveux hair

marron - brown
châtain - dark brown
blonds - blond
gris - grey
courts - short
longs - long
frisés - curly
bouclés - wavy

Note word order – adjective AFTER noun

les yeux eyes

marron - brown
verts - green
bleus - blue
gris - grey
petits - small
grands - big

Using other tenses

Je suis né(e) à + town / le + birthday – I was born in / on
J'ai eu seize ans en avril – I turned 16 in April
J'avais/il/elle avait les cheveux plus longs – I/he/she used to have longer hair
Je vais avoir seize ans en août – I'm going to turn 16 in August
Il va être chauve bientôt – Soon he is going to be bald
Je vais être plus travailleur/euse à l'avenir – I'm going to be more hardworking in the future

Other descriptive phrases:

je/il/elle porte des lunettes – I/he/she wear/s glasses
J'ai/il a/elle a tendance à porter des lunettes– I/he/she tends to wear glasses
pour lire / pour conduire / pour regarder la télé – to read / to drive / to watch TV
je portais/il/elle portait des lunettes mais maintenant
je/il/elle porte des lentilles – I/he/she used to wear glasses but now I/he/she wears contact lenses

il/elle paraît – he/she seems

Descriptions of people

être – to be
je suis – I am
tu es - you are
il/elle est – he/she is
nous sommes – we are
vous êtes – you are
ils/elles sont - they are

grand/e/s/es – tall
petit/e/s/es – short
mince/s – slim
gros/se/s – fat
chauve/s – bald
beau/belle/beaux/belles – attractive
laid/e/s/es – ugly
compréhensif/ive/ifs/ives – understanding
amusant/e/s/es – fun
honnête/s – honest
mûr/e/s/es – mature
strict/e/os/as – strict
méchant/e/s/es – naughty
raisonnable/s – sensible
égoïste/s – selfish
aimable/s – friendly
fort/e/s/es – strong
triste/s – sad
content/e/s/es – happy
bavard/e/s/es – talkative
charmant/e/s/es– lovely
travailleur/euse/eux/euses – hardworking

Use the adjective for **who** you are describing – male/female; singular/plural
They are given in this order: m/f/mpl/fpl or sing/pl

il/elle est – he she is
marié/e (avec) – married (to)
célibataire – single
divorcé/e – divorced
séparé/e – separated
amoureux/euse (de) – in love (with)
retraité/e – retired
mort/e – deceased

For nuance:

je peux être – I can be
il/elle peut être – (he/she) can be
ils/elles peuvent être – (they) can be
je tends à être – I tend to be
il/elle tend à être – (he/she) tends to be
ils/elles tendent à être – (they) tend to be

Relationships

je (ne) m'entends (pas) – I (don't) get on
très bien – very well
bien – well
mal – badly
avec – with
je ne supporte pas – I can't bear
on (ne) dispute (pas) – we (don't) argue
on (ne) se bagarre (pas) beaucoup – we (don't) fight a lot

Marriage & Relationships

le bisou – the kiss
manquer à quelqu'un – to miss someone
amoureux/euse (de)- in love (with)
mon mari- my husband
ma femme- my wife
le mariage- marriage
mon petit ami – my boyfriend
ma petite amie – my girlfriend
mon/ma partenaire – my partner (m/f)

nous sommes des amis depuis cinq ans – we've been friends for 5 years
nous nous connaissons depuis deux ans – we've known each other for 2 years
nous nous sommes connus à l'école primaire – we met at primary school

HIGHER level phrases & vocab

Mes parents sont séparés et je pense qu'ils vont divorcer – my Parents are separated & I think they are going to get divorced

Je vis avec ma mère et je ne vois mon père que le weekend – I live with my Mum & I only see my Dad on the weekend

J'ai un petit ami mais je ne me marierai pas avec lui avant plusieurs années – I have a boyfriend but I won't marry him for several years

À mon avis le mariage n'est pas nécessaire pour être heureux – in my opinion marriage isn't necessary to be happy

Je crois que si on veut avoir des enfants, il est essentiel de se marier – I believe that if you want to have children, it is essential to get married

Je pense que je resterai célibataire – I think that I will stay single

Je vais peut-être adopter un enfant. Après tout, les familles monoparentales, il y en a beaucoup, non? – I am going to adopt a child perhaps. After all, there are lots of single-parent families, aren't there?

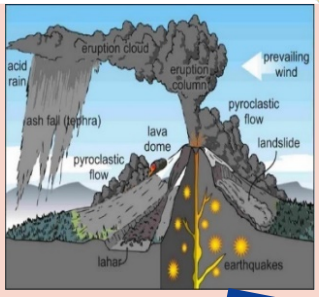
Le mariage, c'est pour toute la vie, donc, c'est important – marriage is for your whole life, therefore, it's important

The structure of the Earth

The Crust	Varies in thickness (5-70 km). Made up of giant slabs of rock called tectonic plates. Can be oceanic or continental.
The Mantle	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state **(magma)** that is in a state of convection.
The Inner and outer Core	Hottest section (5000 degrees +). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.

Volcanic Hazards

Ash cloud	Small pieces of pulverised rock and glass which are thrown into the atmosphere.
Gas	Sulphur dioxide, water vapour and carbon dioxide come out of the volcano.
Lahar	A volcanic mudflow which usually runs down a valley side on the volcano.
Pyroclastic flow	A fast moving cloud of super-heated gas and ash (up to 1000°C). They travel at up to 450mph down the side of the volcano
Volcanic bomb	A thick (viscous) lava fragment that is ejected from the volcano.



Managing Volcanic Eruptions

Warning signs	Monitoring techniques
Small earthquakes are caused as magma rises up.	Seismometers are used to detect earthquakes.
Temperatures around the volcano rise as activity increases.	Thermal imaging and satellite cameras can be used to detect heat within a volcano.
When a volcano is close to erupting it starts to release gases.	Gas samples may be taken and chemical sensors used to measure sulphur levels.

Preparation	
Creating an exclusion zone around the volcano.	Being ready and able to evacuate residents.
Having an emergency supply of basic provisions, such as food	Trained emergency services and a good communication system.

Convection Currents

The crust is divided into tectonic plates which are moving due to convection currents in the mantle.

1	Radioactive decay of some of the elements in the core and mantle generate a lot of heat.
2	When lower parts of the mantle molten rock (Magma) heat up they become **less dense** and **slowly rise**.
3	As they move towards the top they cool down, become **more dense** and **slowly sink**.
4	These **circular movements** of semi-molten rock are **convection currents**
5	Convection currents create **drag** on the base of the tectonic plates and this causes them to move.

LIC -CS: Haiti Earthquake 2010

Causes
On a conservative plate margin, involving the Caribbean & North American plates. The magnitude 7.0 earthquake in 2010 was only 15 miles from the capital Port au Prince. With a very shallow focus of 13km deep.

Effects
230,000 people died and 3 million affected. Many **emotionally affected**. **250,000 homes** collapsed or were damaged. **Millions homeless**. Rubble blocked roads and shut down ports.

Management
Individuals tried to recover people. Many countries **responded with appeals** or **rescue teams**. Heavily relied on **international aid**, e.g. **$330 million** from the EU. **98% of rubble** remained after **6 months**.

Earthquake Management

PREDICTING

Methods include:
- Satellite surveying (tracks changes in the earth's surface)
- Laser reflector (surveys movement across fault lines)
- Radon gas sensor (radon gas is released when plates move so this finds that)
- Seismometer measures vibrations or shaking in the crust.
- Water table level (water levels fluctuate before an earthquake).
- Scientists also use seismic records to predict when the next event will occur.

PROTECTION

You can't stop earthquakes, so earthquake-prone regions follow these three methods to reduce potential damage:
- Building earthquake-resistant buildings
- Raising public awareness through education
- Improving earthquake prediction

Unit 1a

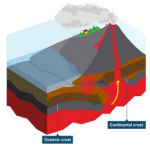
AQA

The Challenges of Natural Hazards

Types of Plate Margins

Destructive Plate Margin

When the denser plate subducts beneath the other, friction causes it to **melt and become molten magma**. The magma forces its way up to the surface to form a volcano. This margin is also responsible for **devastating earthquakes**.



Constructive Plate Margin

Here two plates are **moving apart** causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the **Mid Atlantic Ridge**.

Conservative Plate Margin

A conservative plate boundary occurs where plates **slide past each other** in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.

What is a Natural Hazard

A natural hazard is a natural process which could cause death, injury or disruption to humans, property and possessions.

Geological Hazard	Meteorological Hazard
These are hazards caused by land and tectonic processes.	**These are hazards caused by weather and climate.**

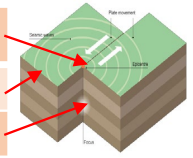
Causes of Earthquakes

Earthquakes are caused when two plates become **locked** causing **friction** to build up. From this **stress**, the **pressure** will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of **seismic waves**, to travel from the **focus** towards the **epicentre**. As a result, the crust vibrates triggering an earthquake.

The point directly above the focus, where the seismic waves reach first, is called the **EPICENTRE**.

SEISMIC WAVES (energy waves) travel out from the focus.

The point at which pressure is released is called the **FOCUS**.



HIC - CS: Eyjafjallajokull (E15) Eruption, Iceland 2010

Causes
The North-American and Eurasian plates move apart on a constructive plate boundary.
The disruption caused by Eyjafjallajökull was the result of a series of small volcanic eruptions from March to October.

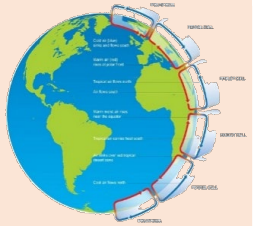
Effects
The **thick ice cap m**elted which caused major flooding.
No reported deaths.
Airspace closed across Europe, with at least **17,000** flights cancelled
Cost insurers **£65m** in cancelled flights.

Management
Iceland had a good warning system with **texts being sent** to residents within **30 minutes**.
Large sections of **European airspace were closed** down due ash spread over the continent.
Airlines developed **ash monitoring equipment**.

Global pattern of air circulation

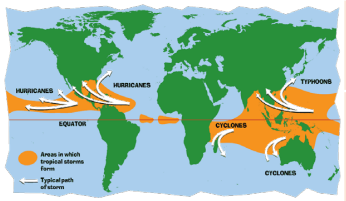
Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth.

Hadley cell	Largest cell which extends from the **Equator** to between **30° to 40° north & south**.
Ferrel cell	Middle cell where air flows **poleward** between **60° & 70°** latitude.
Polar cell	**Smallest & weakest** cell that occurs from the poles to the Ferrel cell.



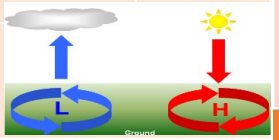
Distribution of Tropical Storms.

They are known by many names, including hurricanes (North America), cyclones (India) and typhoons (Japan and East Asia). They all occur in a band that lies roughly 5-15° either side of the Equator.



High and Low Pressure

Low Pressure	High Pressure
Caused by hot air rising. Causes stormy, cloudy weather.	**Caused by cold air sinking. Causes clear and calm weather.**



Formation of Tropical Storms

1	The sun's rays heats large areas of ocean in the summer and autumn. This causes **warm, moist air** to rise over the particular spots
2	Once the **ocean temperature is 27°**, the rising warm moist air leads to a **low pressure**. This eventually turns into a thunderstorm. This causes air to be sucked in from the **trade winds**.
3	With trade winds blowing in the opposite direction and the rotation of earth involved (Coriolis effect), the thunderstorm will eventually start to **spin**.
4	When the storm begins to **spin faster than 74mph**, a tropical storm (such as a hurricane) is officially born.
5	With the tropical storm growing in power, **more cool air sinks** in the centre of the storm, creating calm, clear conditions called the **eye of the storm**.
6	When the tropical storm hits land, it **loses its energy source** (the warm ocean) and it begins to lose strength. Eventually it will 'blow itself out'.

Changing pattern of Tropical Storms

Scientist believe that global warming is having an impact on the frequency and strength of tropical storms. This may be due to an increase in ocean temperatures.

Management of Tropical Storms

Protection
Preparing for a tropical storm may involve construction projects such as sea walls that will improve protection.

Aid
Aid involves assisting after the storm, commonly in LIC's.

Development
The scale of the impacts depends on whether the country has the resources to cope with the storm.

Planning
Involves getting people and the emergency services ready to deal with the impacts.

Prediction
Constant monitoring by satellites can help to give advanced warning of a TS

Education
Teaching people about what to do in a tropical storm.

Primary Effects of Tropical Storms

- The intense winds of tropical storms can destroy whole **communities, buildings** and **communication networks**.
- As well as their own destructive energy, the winds can generate abnormally high waves called **storm surges**.
- Sometimes the most destructive elements of a storm are these subsequent **high seas and flooding** they cause to coastal areas.

Secondary Effects of Tropical Storms

- People are **left homeless**, which can cause distress, poverty and ill health due to lack of shelter.
- **Shortage of clean water** and **lack of proper sanitation** makes it easier for diseases to spread.
- **Businesses are damaged** or destroyed causing unemployment.
- Shortage of food as **crops are damaged**.

Case Study: Typhoon Haiyan 2013

Causes
Started as a tropical depression on **2rd November 2013** and gained strength. Became a Category 5 **"super typhoon"** and made landfall on the Pacific islands of the Philippines.

Effects
- Almost **6,500 deaths**.
- **130,000 homes destroyed.**
- Water and sewage systems destroyed which caused **diseases**.
- **Emotional grief** for dead.

Management
- The UN raised **£190m in aid**.
- USA & UK **sent helicopter carrier ships to** deliver aid to remote areas.
- **Education** on typhoon preparedness.

Extreme weather in the UK Case Study: Somerset Levels floods

Causes - Wettest January since 1910 & a series of depressions from the Atlantic ocean brought several weeks of very wet weather. The low lying farmland of the levels & 350mm or rain in January and February led to extensive flooding.

Effects
- Over 600 houses flooded
- £10 million in flood damage
- Floodwaters polluted with sewage, oil & chemicals.
- Power supplies cut off
- Road & rail links cut off

Management
- Flood victims travelled around in boats to go shopping & et to work
- £20 million flood action plan launched by Somerset council
- Rivers Tone & Parratt dredged to remove silt

What is Climate Change?

Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years.

Recent Evidence for climate change.

Global temperature	Average global temperatures have increased by more than **0.6°C since 1950**.
Ice sheets & glaciers	Many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by **10% in 30 years**.
Sea Level Change	Average global **sea level has risen by 10-20cms** in the past 100 years. This is due to the additional water from ice and thermal expansion.

Enhanced Greenhouse Effect

Recently there has been an increase in **humans burning fossil fuels** for energy. These fuels (gas, coal and oil) emit **greenhouse gases**. This is making the Earth's atmosphere thicker, therefore trapping more solar radiation and causing **less to be reflected**. As a result, the Earth is becoming warmer.

Evidence of natural change

Orbital Changes	Some argue that climate change is linked to how the Earth orbits the Sun, and the way it wobbles and tilts as it does it.
Sun Spots	Dark spots on the Sun are called Sun spots. They increase the **amount of energy Earth receives** from the Sun.
Volcanic Eruptions	Volcanoes release large amounts of **dust containing gases**. These can **block sunlight** and results in cooler temperatures.

Managing Climate Change

Carbon Capture
This involves new technology designed to reduce climate change.

Planting Trees
Planting trees increases the amount of carbon absorbed from the atmosphere.

International Agreements
Countries aim to cut emissions by signing international deals and by setting targets.

Renewable Energy
Replacing fossil fuels with clean/natural sources of energy like wind or solar

Crime and punishment Knowledge Organiser : 4. Twentieth century to the present, c.1900 – present.

Crimes

Conscientious objectors
- First World War – voluntary recruitment to 1916; Military Service Acts, Jan / May 1916 introduced conscription. Conscription throughout WWII.
- Moral / religious / political conscience meant some refused to fight / help war effort: Local Military Tribunal to judge cases: much tougher in WWI.
- 'Alternativists' prepared to do other work; 'Absolutists' no war work at all.
- WWI treatment included prison, hard labour, some sent to front; WWII treatment more lenient.
- WWI government (feared problems with call-up) and public (anger COs 'escaping' contribution to war effort) very hostile; WWII government less so.
- Reasons for change: WWII government realised that majority would still fight; fighting Nazi Germany – wanted to eliminate any evidence of 'persecution' in Britain. Potential comparisons to treatment of witches in 16th / 17th Cs.

Homosexuality
- Prior to 1967 a crime. Sexual Offences Act, 1967 legalised homosexuality; Criminal Justice Act, 2005 outlawed homophobia.
- Reasons for change: decline in religion-based intolerance / prejudice; liberal 1960s attitudes; role of Roy Jenkins; greater sexual tolerance in 21stC.

Race
- Race Relations Act, 1968 made it illegal to refuse work / housing, etc. on racial grounds; Criminal Justice Act, 2005 stated that racial hatred made another crime worse; Racial and Religious Hatred Act added crime of spreading hatred.
- Context: mass non-white immigration post-WWII, e.g. West Indians, Pakistanis, etc. Mass European, etc. immigration since 2000; asylum seekers from Afghanistan, Middle East, etc.
- Reasons for change: context, above; hope for tolerate multi-cultural society; more liberal social attitudes.

Abortion
- Illegal before 1967: made legal, Abortion Act, 1967.
- Reasons for change: decline in religious attitudes; rise in feminism – control of bodies / lives; more liberal 1960s attitudes to sex; role of Roy Jenkins.

Domestic violence:
- In past male seen as dominant in family; domestic violence a private concern; low police involvement.
- 1976 Domestic Violence Act gave women more rights; 1991, extended to include rape in marriage; 2014 extended to include controlling behaviour.
- Reasons for change: rise in feminism; women's refusal to be controlled / abused.

Driving offences – speeding / drunk driving:
- In past considered a 'social crime' and ignored / laughed at.
- Post-1967 limits on alcohol in blood plus government campaigns against drunk driving; old speeding laws much more vigorously enforced.
- Reasons for change: rise in mass-car ownership / use; number of accidents.

Drugs:
- In past legal but relatively little used; made illegal 1971 Misuse of Drugs Act.
- Reasons for change: increased use in 1960s; harder / more dangerous drugs such as LSD, etc.
- Modern debate about freedom to take drugs which don't harm others.

Modern versions of old crimes:
- Terrorism: existed in past (e.g. Gunpowder Plot, 1605). In modern times linked to IRA (Irish Republican Army) in 1970s and 80s and to Al-Qaeda, 'Islamic State' in 2000s / 2010s.
- **People-trafficking:** in past 'white slave trade' lured girls into prostitution. 21stC gangs can control immigrant girls in same way.
- **Cybercrime: use of internet, etc. technology in crime:**
  Fraud – pretending to be another to get bank details / money, etc. Existed in past, now on-line.
  Copyright theft – stealing rights of artist / writer. In past included photocopying, etc. now downloads, etc.
  Extortion – using threats / blackmail to make victim pay. Now often refers to online images / data.

Policing

Developments in policing:
Organisation:
- Now a small number of large police forces.

Role of women:
- First WPCs in 1920s

Training:
- 1947, Police Training College.

Equipment / transport:
- Police bicycles, 1909
- Police cars, 1920s/30s
- Two-way radio, 1930s
- 999 introduced

Technological support:
- Fingerprint Branch, 1901.
- National Fingerprint System.
- Blood types discovered, 1901.
- Progress in forensic science
- First police computers, 1960s
- Breathalysers, speed cameras
- Police National Computer, 1980 with 25 million records
- First DNA conviction, 1988
- Automatic fingerprint Identification, 1995
- National DNA database
- CCTV / mass surveillance video
- Biometric screening

Specialist units:
- Fraud Squad
- Specialist drugs units
- Dog handling units
- Special Branch

Crime Prevention:
- 1980s- Neighbourhood Watch
- Similarities - old community-based policing
- Differences – not compulsory; not a national system; only a help to professional police

Punishment

PRISON developments:
From the Silent System to more humane prisons:
- 1902 Hard labour (crank / treadmill) ended.
- 1922 End of Silent System; abolition of solitary confinement; visits allowed; end of convict crop / arrow uniforms, etc. (Alexander Patterson.)
- 1933 Open Prisons, e.g. New Hall, Wakefield. Rehabilitation - to prepare prisoners for normal life after prison.
- 1967 Parole – good behaviour led to reduced sentence.
- Reasons for change: return of reform / rehabilitation ideas especially through influence, 1922-47, of Prisons Commissioner Alexander Patterson; sympathetic liberal ideas that there was not a 'criminal type' but that difficult individual experiences (at home / community) could negatively affect individuals.

Alternatives to prison:
- 1907 Probation Officers
- 1967 Suspended Sentences
- 1972 Community Service Orders
- 1990s / 2000s Electronic tagging; drug and alcohol treatment programmes; ASBOs; restorative justice.
- Reasons: cost of prison; belief that prison could have a negative impact on inmates which might make a life of crime more likely; also see above.

Treatment of young offenders:
- 19thC young offenders kept in normal prisons.
- 1902 first Borstal
- 1948 Criminal Justice Act created Detention Centres and Attendance Centres
- 1963 / 1969 Children and Young Persons Acts: focus on caring; reduced age of criminal responsibility to 10; 1969 act – focus on caring and probation.
- 1982 Youth Custody Centres replaced Borstals
- Reasons for changes: focus on rehabilitation; avoid negative impact of prison; influence of Alexander Patterson; view that many young offenders victims of negative domestic and social influences; young needed help not punishment; care for drug abusers, etc.

DEATH PENALTY developments:
- In 1900 death penalty available for 4 crimes.
- 1908 / 1933 hanging of under 16s/18s ended.
- 1922 Infanticide Act
- Miscarriages of justice / controversial executions: 1950 Timothy Evans; 1953 Derek Bentley; 1956 Ruth Ellis.
- 1957 Homicide Act restrictions
- 1965 Murder Act + 1969 Amendment ends use of death penalty; 1998 final abolition.
- Reasons for change: influence of government – changes to the law; changing public opinion linked to 1. Miscarriages of justice / controversial executions, e.g. Derrek Bentley; 2 influence of religion / humanitarianism / liberal attitudes; 3 influence of WWII.

Purpose of punishment:
- Reform / rehabilitation increasingly seen by government / liberal public opinion as most important purpose. Deterrent still important especially to press and much of public.

Key considerations

Society:
- Mass immigration from 1940s onwards.
- Toleration especially during / after WWII; 1960s; early 21stC.

Institutions – government:
- Changes to laws including on crimes; prisons, alternatives to prison, young offenders; death penalty; etc.

Institutions – Church / religion:
- Continued moral / humanitarian influence of Church, e.g. opposition to death penalty.
- Decline in influence of Christian religion seen in changes to 'moral' crimes such as homosexuality and abortion.

Individuals
- Alexander Patterson, 1922-47: influence on prisons and young offenders; focus on reform / rehabilitation
- Roy Jenkins, Home Secretary 1965-67: reforms including on abortion, homosexuality and death penalty

Attitudes:
- Influence of liberal / humanitarian beliefs on definition of crimes, use of prisons / treatment of prisoners and on punishment.
- Particular influence of Second World War: fighting Nazi persecution / intolerance / repression influenced desire to eliminate such negative influences in Britain.
- Particular influence of tolerant / liberal / humanitarian influences in 1960s linked to eliminating traditional (often Christian religion-based) prejudices and restrictions on behaviour. Also evident in early 21stC regarding race, religion, sexuality, etc.
- Changing attitudes towards sexual behaviour (abortion), sexual orientation (homosexuality) and towards race (racial toleration) leading to changes in 'crimes'.
- Desire to combat intolerance: racism and religious hate crimes; homophobia.
- Concepts of 'social crimes'
  Continuity: small-scale smuggling and poaching. Change: attitudes to drunk driving, speeding.

Science and technology:
- Links to old crimes being committed in new ways, especially online but also terrorism
- Developments in police equipment, databases, forensic science, etc.
- Developments in alternatives to prison, e.g. electronic tagging, etc.

Health and Social Care	Be able to create support plans

When writing your support plan you must think about:

1. How to communicate information clearly, sensitively and appropriately to different audiences.
Think about using:

- Sign language
- Makaton
- Simplified language
- Larger size type
- Symbols or pictures
- Audio tapes/dvds
- Text translated into different languages

- Make sure they can hear, see and are comfortable
- Talk clearly and allow the person to lip read if needed
- The environment should be quiet with no distractions
- The plan must be physically accessible to the individual
- Information should be communicated sensitively
- Concentrate fully on the individual

2. How to match care and support provision to individual needs.

a) Identify the **needs** of the individual including Mobility, Medication and General safety in the home

b) What does the individual want to achieve?

c) What support is already in place?

d) What support is needed to meet the needs and wishes of the individual?

3. How the care plan needs to evolve through a persons life. e.g.

Getting older

A child born with a severe physical disability will be dependent on **their parents**, like any other baby

As they grow older and reach adolescence **parents may need more support to meet their PILES needs**. The child will become bigger and heavier, making them harder to move. They may need a hoist.

The child becomes an adult at 18, and will move from **child health and social care services into adult services**. They may **leave their parents home** and have a home of their own. If they are living on their own they will need **support from HSC services.**

R025 Understanding life changes

Key vocab

Word	Definition
Support Plan	A plan that sets out how a persons care and support needs will be met.
Cleft Foot	a rare congenital (meaning your baby was born with it) condition. This causes the affected foot to have missing toes, a V-shaped cleft, and other differences.
Asthma	A common lung condition that causes occasional breathing difficulties.
Visual Impairment	a loss of sight that cannot be corrected using glasses or contact lenses.
Cerebral Palsy	the name for a group of lifelong conditions that affect movement and co-ordination. It's caused by a problem with the brain that develops before, during or soon after birth.
Need	something that is essential for good health
Support	Provision to help you if you need care because of illness or disability

More info can be found here:
Health and Social Care text book
NHS.co.uk

Knowledge Organiser : Creating Interactive Media

COMPUTING & INFORMATION TECHNOLOGY

You must be able to consistently prepare and use appropriately use assets for interactive multimedia

What is 'Interactive Multimedia'?

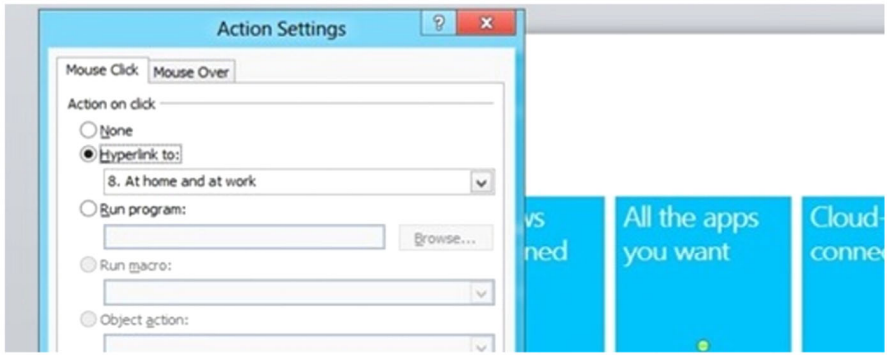
Interactive multimedia is a method of communication in which the program's outputs depend on the user's inputs, and the user's inputs in turn affect the program's outputs. Interactive media engage the user and interact with him or her in a way that non-interactive media do not. Websites, presentations and video games are three common types of interactive media. Movies and most TV shows are generally not considered interactive media; however, shows that require audience participation could be considered interactive media.

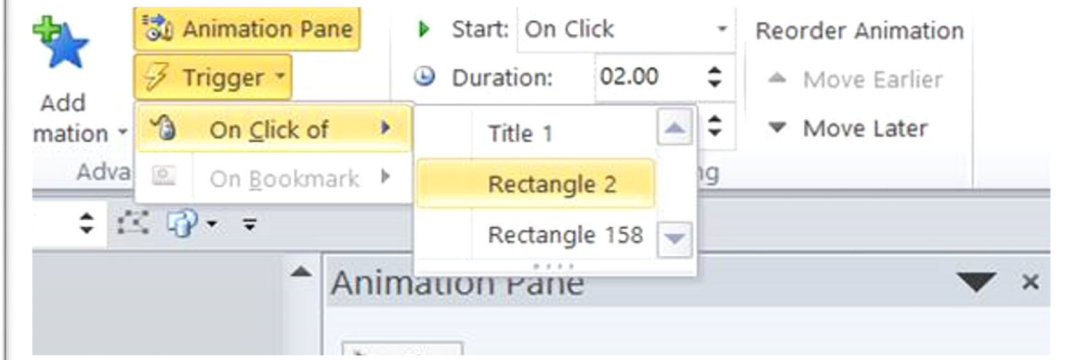
Social networking websites are an example of interactive media. The sites use graphics and text to allow users to share photos and information about themselves, chat and play games. Video games are another type of interactive media. Players use controllers to respond to visual and sound cues on the screen that are generated by a computer program.

Consistent use of Multimedia Products

Using a multimedia product consistently is about demonstrating how well you have used the capabilities of the software that you have chosen to develop your multimedia product. For example, if you choose to use presentation software then you will have to demonstrate your use of the build in features, such as;

- ⇒ Using **Master Slides** in presentation software to prepare background and font styles
- ⇒ Using the **Home Tab** in presentation software to apply fonts to all pages
- ⇒ Use **Special Effects** icons with added text to create navigation buttons
- ⇒ Appropriate use of text boxes, images, movie elements and sound
- ⇒ Maintaining a **consistent** theme throughout the multimedia product
- ⇒ Employing a design with assets that fully **reflects** the design
- ⇒ Appropriate use of transitions and animations
- ⇒ Using **hyperlinks** and/or **animation triggers** to interact to user inputs
- ⇒ Navigation buttons should enable the user to jump to **any** part of the product, not just the next page.
- ⇒ Multimedia products should be exported to a file which does **not** require the user to buy or need specialist software.

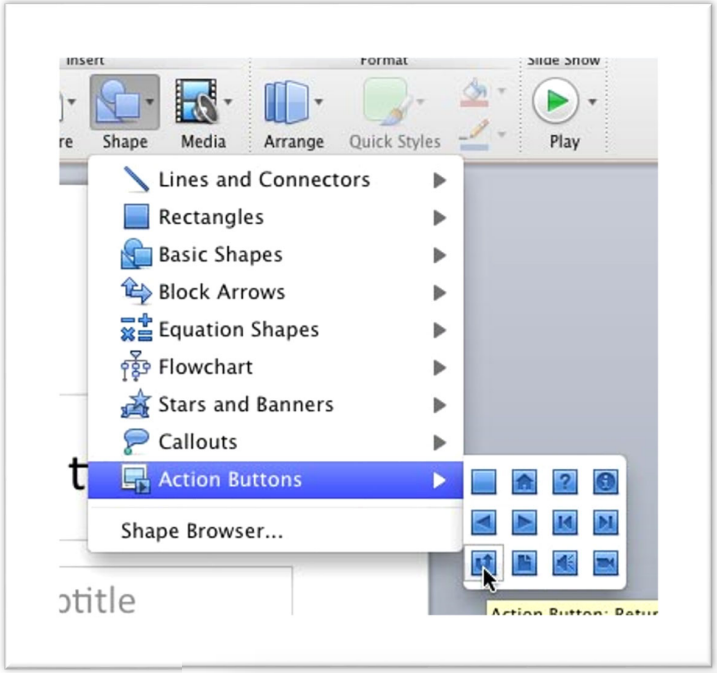




Knowledge Organiser : Creating Interactive Media

COMPUTING & INFORMATION TECHNOLOGY

You must be able to consistently prepare and use appropriately use assets for interactive multimedia



⇒ Your multimedia product must combine a **wide range** of different assets.

⇒ Your multimedia product must also have a clear and easily understandable **navigation system** to create an **interactive** multimedia product.

⇒ **All** the multimedia interactivity must work as intended, so it should be fully **tested**.

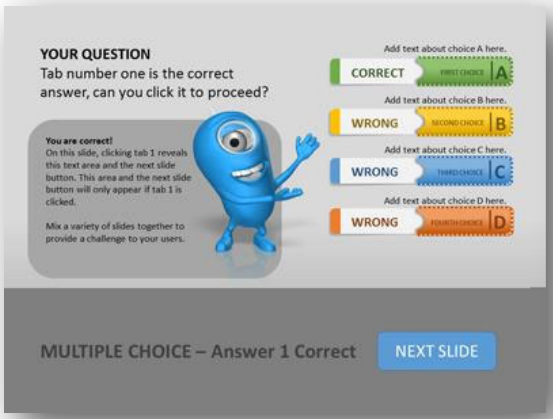
Action buttons are built-in button shapes you can add to a presentation and set to link to another slide, play a sound, or perform a similar action.

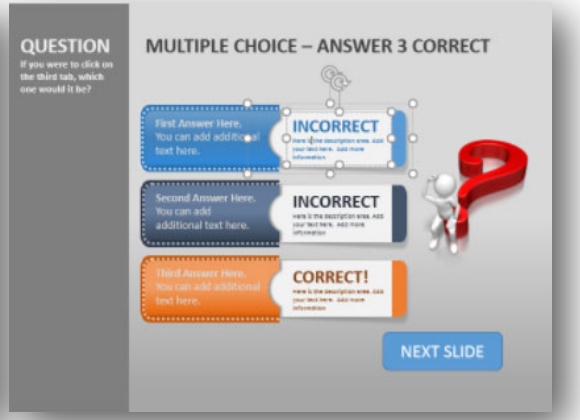
When someone clicks or moves over the button, the selected action will occur. Action buttons can do many of the same things as hyperlinks. Their easy-to-understand style makes them especially useful for self -running presentations.

You can insert action buttons on one slide at a time, or you can insert an action button that will show up on every slide. The second option can be useful if you want every slide to link back to a specific slide, like the title page or table of contents.

The appearance of action buttons can be selected to meet the design requirements of the project.

Examples of slides which use interactive buttons to enable the user to navigate the presentation





Audience Theories: 'Audiences are passive'

Bandura – Media Modelling Effects

- Violent behaviour is learned through modelling. Humans learn through social interaction – social learning can happen from what we see in our lives and in the media.
- Representations of violence in the media can have an even more significant impact on audiences due to the vivid nature of the media.
- There is a significant amount of violence in the media, including in children's TV shows.

Two Step Flow

- We are much more likely to be affected by the media if we discuss it with others.
- Our opinions are affected by the way those we socialise with have viewed the media. The people we discuss our ideas with are called 'opinion leaders'.

Moral Panic

- Cohen suggested that a moral panic occurs when a 'condition, episode, person or group of persons emerges to become defined as a threat to societal values and interests.'
- Cohen believes the media play a decisive role in enforcing moral panic –often deliberately in order to sell papers.
- A moral panic sends society into mass hysteria over a particular issue or events that occurs. The public believe that whatever is reported upon is occurring everywhere.

Gerbner's Cultivation Theory

- Media products can shape our perceptions of the world.
- Mass media is very influential and has replaced the role of institutions like education and religion as the main source of symbolic storytelling.
- TV violence can cultivate fear in audiences and lead to mean world syndrome.
- Media consumption leads audiences to accept power structures and mainstream ideologies.

Cumulative Effects Theory

- The media repeatedly sends messages so it shapes our views over time.
- The Spiral of Silence – Noelle-Neumann – if we believe our opinion is 'unpopular', we are more likely to not speak of it.

Hypodermic Needle Theory

- The media has a very powerful impact on audiences and can change our ideas and behaviour.
- The media influences us by 'injecting' ideologies into our minds which are designed to trigger a response – we are immediately influenced.
- Propaganda is seen as a strong example of this (e.g. Nazi propaganda).

Bardic Function

- Media's specialised language that helps to define reality for us, reinforcing the dominant myths of our culture.
- Shakespeare was known as 'the bard' – a bard is a poet. This refers to how literature used to have the role in society that TV now has.

Key term	Definition
Enculturation	The process by which culture is learned and transmitted through TV and other media forms
Mainstreaming	Blurring, blending, and bending process that makes heavy TV viewers from contrasting groups develop a common outlook on the world
Resonance	How much a message broadcast through the media connects with that persons' ideology
Cultivation differential	Heavy viewers are more likely to be influences by the media; light viewers are less likely to be influenced by it.
Symbolic power	Powerful figures in media narratives are seen to have real-world power.
Desensitisation	Audiences are made less sensitive due to repeated exposure to violence in the media.

Dynamics

Fortissimo (ff) – Very loud
Forte (f) – Loud
Mezzo Forte (mf) – Moderately loud
Mezzo Piano (mp) – Moderately quiet
Piano (p) – Quiet
Pianissimo (pp) – Very quiet
Crescendo (Cresc.) – Gradually get louder
Diminuendo (Dim.) – Gradually get quieter

Harmony

Consonant – Notes that belong to a key/chord to produce nice harmonies
Dissonant – Notes that sound 'wrong' together
Cadences – These end phrases/sections of music:
Perfect Cadence (finished), Plagal Cadence (amen), Imperfect Cadence (unfinished), Interrupted Cadence (unfinished)
Modulation – Change of key
Pedal – A sustained note, usually dominant or tonic.

Tempo

Presto – Very fast
Allegro – Fast
Vivace – Fast, lively
Allegretto – Moderately quick, cheerful
Moderato – Moderato
Adagio- Slow
Largo- Very slow

Melody

Conjunct- Step/next door notes.
Disjunct- Hop/skip notes
Scalic – descending/ascending within a scale.
Interval – Distance between two notes.
Chromatic – notes that don't belong to a key.
Glissando – Rapid scalic movement on an instrument.
Ostinato – Repeated melodic pattern.
Sequence – Repeated pattern at a higher or lower pitch.
Riff/motif – A short, repeated pattern, often in the bass part.
Melisma – Several notes for one syllable.

Structure

Intro
ABA – Ternary
AB – Binary
ABACA – Rondo
AA1A2A3 - Variation
Bridge
Middle Eight (C)
Outro/Coda
Strophic – Term used to describe Verse/Chorus structure

Rhythm

Note values e.g. crotchet, quaver, minim, semibreve.
Dotted rhythms
Polyrhythms – Two or more independent rhythms.
Syncopation – beats played on the weaker beats of the bar; off-beat.
Ostinato/Loop/Repetition – Repeated Patterns of music.
Phrase length and shape (arch shape, spiky shape).

Tonality

Major
Minor
Chromatic
Pentatonic

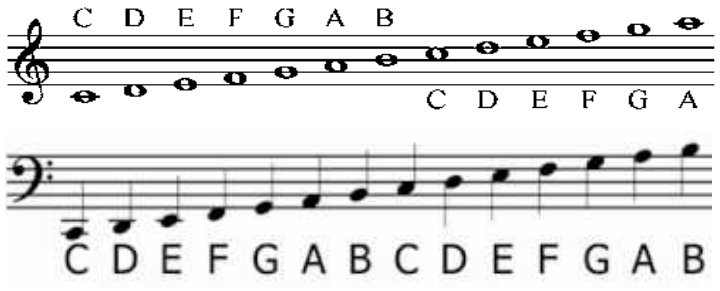
Choir	Opera
Soprano	Soprano
Alto	Mezzo-soprano
	Contralto
	Countertenor
Tenor	Tenor
Bass	Baritone
	Bass

Note	Rest	Beats
𝅝	𝄻	4
𝅗𝅥	𝄼	2
♩	𝄽	1
♪	𝄾	½
𝅘𝅥𝅯	𝄿	¼

Articulation

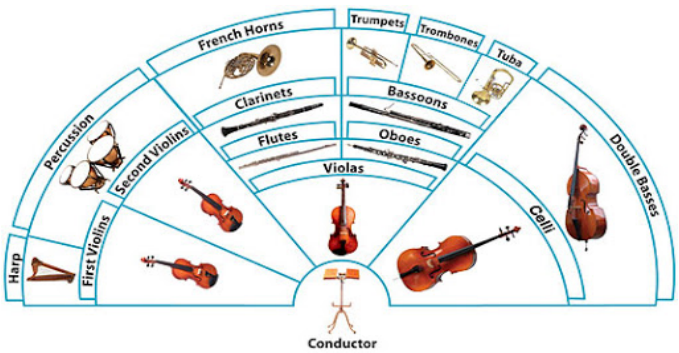
Legato- Smooth
Staccato- Short
Accent- Forcefully
Tenuto- Sustained

Term	Symbol:
pianissimo	*pp*
piano	*p*
mezzo piano	*mp*
mezzo forte	*mf*
forte	*f*
fortissimo	*ff*
fortepiano	*fp*
sforzando	*sfz*
crescendo	<
diminuendo	>



Texture

Monophonic- One melody line
Homophonic- Two melodic lines
Polyphonic- Many melodic lines
Melody and Accompaniment
Unison
Call and Response



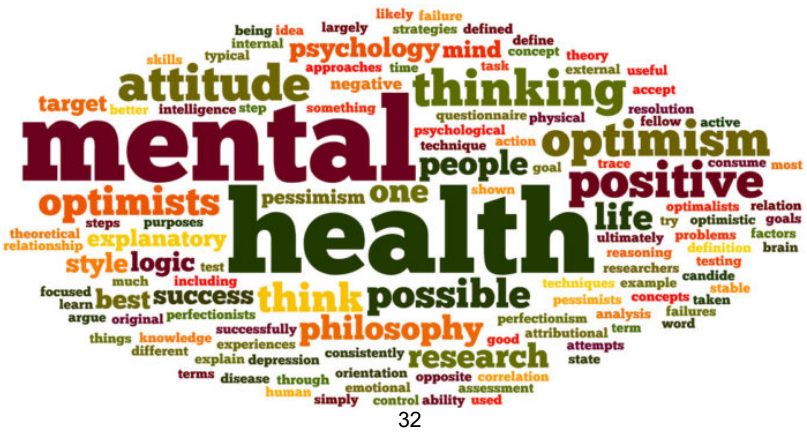
Year 11 Term 3

Connect

PSHE Knowledge organiser for year 11

If you need further support in terms of what we talk about in PSHE lessons then feel free to turn to these resources below:

1. https://www.nhs.uk/conditions/contraception/ (contraception)
2. Make an appointment to see your GP (contraception and mental health)
3. Kooth.com (advice and counselling on a range of issues on sex/relationships)
4. Someone you trust (make sure their advice is accurate!).
5. Your PSHE teacher
6. Your tutor and Head of Year.
7. School counselling.
8. https://www.stonewall.org.uk/ (LGBTIAUQ+)
9. https://mermaidsuk.org.uk/ (gender identity)
10. https://www.mind.org.uk/ (mental health and relationships)
11. https://www.childline.org.uk/ (advice on a whole range of issues from mental health, abuse and relationships)
12. https://www.samaritans.org/ (someone to talk to)
13. https://www.mindout.org.uk/ (mental health and LGBTIAQU+)
14. https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/child-and-adolescent-mental-health-services-camhs/ (Mental health services)
15. https://www.womensaid.org.uk/information-support/ (domestic abuse, specifically for women)
16. https://www.relate.org.uk/relationship-help (offer a range of advice and services on sex and relationships for young people)
17. https://www.allsortsyouth.org.uk/ (advice and guidance on LGBTQ+ and gender identity)
18. http://www.sane.org.uk/what_we_do/support/textcare (text service offering support for young people on sex and relationships).
19. LGBTQ+ club in our school (this is run by students: email friendslikeus@jogschool.org).
20. https://www.nhs.uk/apps-library/chathealth/ (text service for young people covering mental health, contraception, sexuality, drugs, relationships)

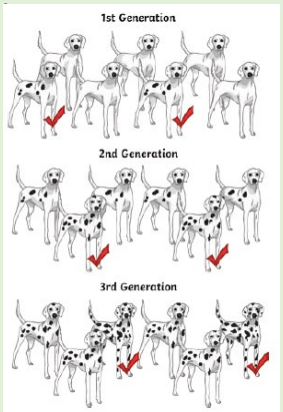


Selective breeding

1.Choose parents who have a desired characteristic.

2. Select the best offspring and breed these to make the next generation.

3. The offspring are bred again and again until a desired result is achieved.

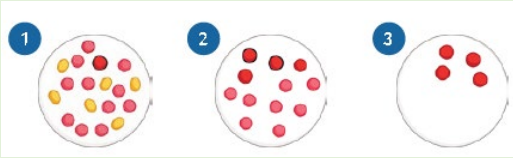


Variation:

Variation maybe due to differences in:

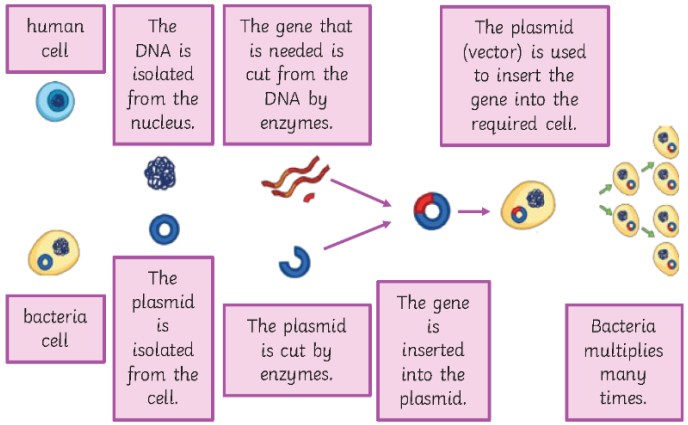
- Genes that have been inherited
- Conditions in which they have developed
- A combination of genes and the environment

Resistant Bacteria



1. There is variation in the bacterial population. One bacterium develops a mutation by chance that means it is resistant to an antibiotic.
2. The antibiotic kills some of the bacteria, the resistant bacterium survives and reproduces.
3. The antibiotic kills the rest of the non-resistant bacteria so the person may start to feel a little better. The resistant bacterium has survived the antibiotic and continues to multiply.

Genetic engineering



Evolution:

All species of living things have evolved from simple life forms by natural selection.
If a characteristic is advantageous in an environment, then the individual will be better able to compete. This means they will be more likely to survive and reproduce.

Word	Definition
Polydactyly	Having extra fingers or toes. It is caused by adominant allele
Recessive	An allele that is only expressed if two copies of it are present.
Embryo screening	Genetic tests carried out on an embryo to see whether it carries a faulty allele.
Evolution	A change in the inherited characteristics of a population over timethrough a process of natural selection
Evolutionary tree	A method used toshow how scientists believe organisms are related.
Extinction	The permanent loss of all members of a species.
Fossils	The remains of organisms frommillions of years ago which are found in rocks.
Natural selection	The process bywhich organisms that are better suitedto an environment are more likely to survive and reproduce.
Selective breeding	Humans selectinganimals or plants, that have a required characteristic, for breeding

The Early Atmosphere

Approximately **4.6 billion years ago** the Earth was formed. Scientists have lots of ideas and **theories** about how the atmosphere was produced and the gases within it, but due to the lack of evidence, they cannot be sure.

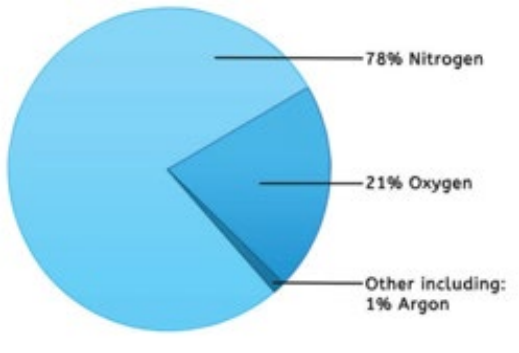
One theory suggested that **intense volcanic activity** released gases that made **Earth's early atmosphere** very similar to that of Mars and Venus. These planet's atmospheres mainly consist of carbon dioxide with little oxygen.

Nitrogen gas would have also been released from volcanoes and would have built up in the atmosphere.

Water vapour in Earth's early atmosphere would have **condensed** to create the **seas and oceans**. Carbon dioxide would have dissolved into the water, decreasing the level in the atmosphere.

Percentage of gases in the Atmosphere

The pie chart below shows the abundance of each gas in our atmosphere.



How did oxygen levels increase?

2.7 billion years ago, algae first produced oxygen. Gradually over time, the levels of oxygen in our atmosphere increased as plants evolved. This was followed by animals as the levels of oxygen increased to a level thatwould sustain more complex life.

Oxygen is produced by plants in the process of **photosynthesis**.

How did Carbon dioxide levels decrease?

Carbon dioxide **dissolves** in water. As water vapour condensed and the oceans and seas formed, the carbon dioxide gas dissolved producing **carbonate compounds**. This process reduced the amount of carbon dioxide in the atmosphere. Carbonate compounds were then **precipitated**: limestone is an example of a sedimentary rock; it has the chemical name calcium carbonate.

Combustion

Complete combustion occurs when there is **enough oxygen** for a fuel to burn.

propane + oxygen ⟶ carbon dioxide + water

$C_3H_8 + 5O_2 \longrightarrow 3CO_2 + 4H_2O$

Incomplete combustion occurs when there **isn't enough oxygen** for a fuel to burn.

ethane + oxygen ⟶ carbon monoxide + water

$2C_2H_6 + 5O_2 \longrightarrow 4CO + 6H_2O$

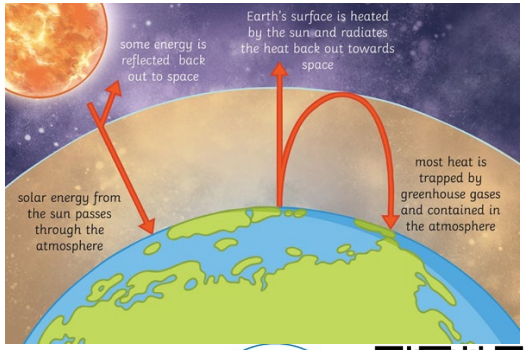
Word	Definition
Global warming	the gradual increase in the average surface temperature of the Earth
Climate change	A long term change in weather patterns.
Carbon footprint	is the total amount of **carbon dioxide** andother greenhouse gases emitted over the full life cycle of a product, service or event

Sulphur dioxide

Sulfur dioxide is an **atmospheric pollutant**. It is a gas that is produced from the burning of **fossil fuels**.

sulfur + oxygen ⟶ sulfur dioxide

$S + O_2 \longrightarrow SO_2$

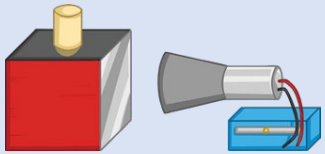


Required Practical

Aim: investigate how the amount of infrared radiation absorbed or radiated by a surface depends on the nature of that surface.

In this investigation, you are finding out which type of surface emits the most infrared radiation:

- dark and matt
- dark and shiny
- light and matt
- light and shiny

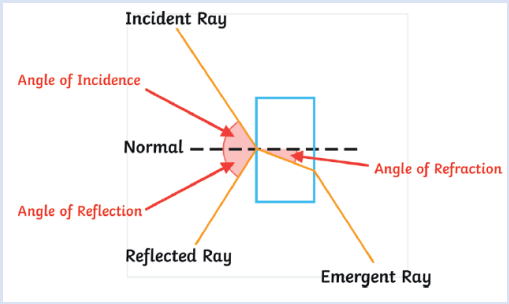


Properties of waves:

Reflection:

The law of reflection states that:

Angle of incidence = angle of reflection

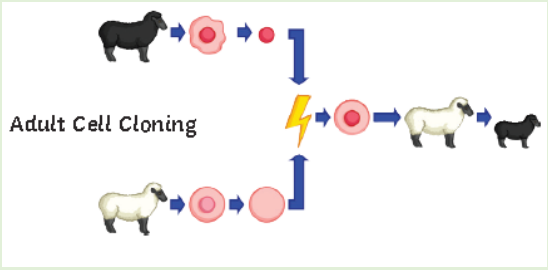


Word	Definition
Compression	is the part of the wave (or Slinky) that is pressed together
Rarefaction	is the part of the wave (or Slinky) that is spread apart.
Oscillations	occurs when a system or object goes back and forth repeatedly between two states or positions.
Frequency	the number of waves that pass a fixed point in unit time
Wave length	the distance between successive crests of a wave

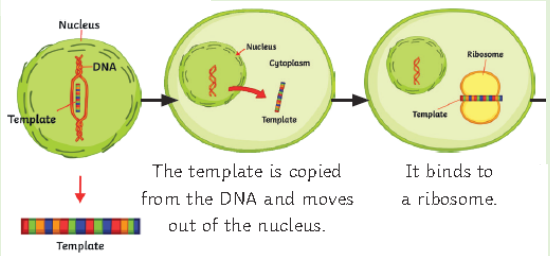
Frequency	Wave	Use	Other Information
Low ↑	radio waves	Communication via television and radio, and satellite communications.	Easily transmitted through air and can be reflected to change their direction. Harmless if absorbed by the human body. Are reflected back off the atmosphere and cannot pass through into space.
	microwaves	Communications including satellite communications and cooking food.	When the molecules absorb microwaves, their internal energy increases. This can be harmful when internal body cells become heated by over exposure to microwaves. Can pass through the atmosphere and into space.
	infrared	Short-range communications (remote controls), electrical heaters, cooking food, optical fibres, security systems and thermal imaging cameras.	It can cause burns to skin.
	visible light	Used for lighting, photography and fibre optics.	Frequency range that is detectable by the human eye.
	ultraviolet	Sterilising water and killing bacteria. Detecting forged bank notes.	Causes skin tanning and can lead to burns or skin cancer.
	X-rays	Medical imaging and airport security scanners.	Very little energy is absorbed by body tissues. Instead, it is transmitted through the body. These waves can lead to gene mutation and cancer.
↓ High	gamma rays	Sterilising medical equipment or food and treatment for some cancers.	

Triple Science extra content | Biology

Cloning in animals



Protein synthesis



Evolution by Natural selection

Darwin's theory was only gradually accepted because…

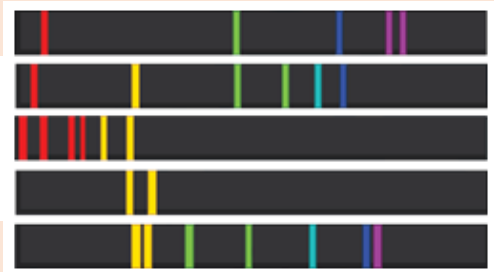
- the theory challenged the idea that God made all theanimals and plants that live on earth.
- there was insufficient evidence at the time the theorywas published to convince many scientists.

the mechanism of inheritance and variation was notknown until 50 years after the theory was published.

Chemistry

Flame spectroscopy

Step 1 – A sample is heated in a flame.
Step 2 – Electrons in the metal ions are excited by the thermal energy provided from the flame. As a result, the electrons move into a higher energy level.
Step 3 – When the electrons fall back into a lower energy level, they release energy in the form of light.
Step 4 – The emitted wavelengths of light are analysed instrumentally.
Step 5 – To identify the metal present, its spectrum is compared with reference spectra from known metal ions.
Above is an example of the spectra produced by flame emission spectroscopy. It looks like a colourful array of lines.
Each metal ion produces a unique emission spectrum.



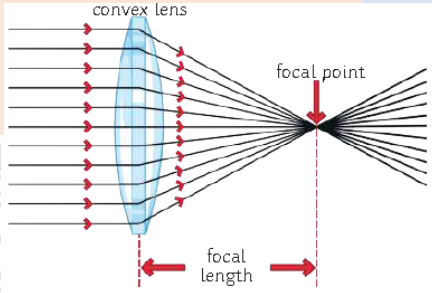
Physics

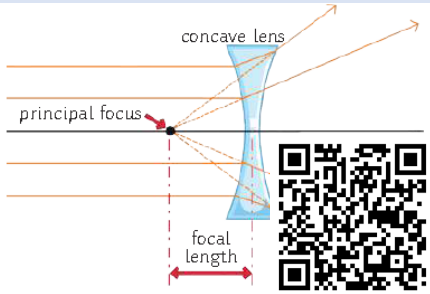
Lenses

convex lens	Lens	concave lens
	Ray Diagram	
	Illustration	
Causes parallel waves to converge at the principal focus.	Action	Causes parallel waves to diverge from the principal focus.
real or virtual	Type of Image	always virtual

An imaginary horizontal line through the middle of the lines is called the axis and this is where the principal focus forms. In a convex lens, the light rays enter the lens parallel to one another and then converge at the principal focus after the lens. In a concave lens, the light rays enter the lens parallel to one another and then diverge. The principal focus is the virtual source of the diverging rays before the lens.

power (D) = 1 / focal length (m)
D stands for dioptres which is the unit of measurement for lens power.
In a converging lens the power is a positive value.
In a diverging lens the power is a negative value.





Grade 7/8/9 STRUCTURES

Aiming for a 9 will help you do your very best and is the key to success!

THE SUBJUNCTIVE

Cuando sea mayor… When I am older…
Es importante que sea… It is important that it is
No creo que sea… I don't believe that it is…
(No) me sorprende que sea… It (doesn't) surprise me that it is…
(No) me gusta que haya… I (don't) like that there is/are…
(No) me gusta que sea… I (don't) like that it is…
Dudo que sea… I doubt that it is
Cuando tenga dinero… - When I have money

If clauses Subjunctive + Conditional tense

Si (yo) fuera … + conditional tense (If I were)→ ***Si fuera rico/a compraría una casa*** – *If I were rich I would buy a house.* **Si pudiera …+ conditional tense** (If I could) → ***Si pudiera visitar Italia, comería mucha comida italiana*** – *If I could visit Italy I would eat a lot of Italian food.*

Using reflexive impersonal constructions

(no) se debe + infinitive – one must (not)
(no) se puede + infinitive – one can (not)
No se puede comer chicle – we can't eat gum
Se debe hacer algo – we must do something

VERBS & EXPRESSIONS FOLLOWED BY THE INFINITIVE

odio *(andar)* - I hate *(walking)*
quiero *(ir)* **-** I want (to *go)*
me gusta *(ver)* **–** I like (watching)
tengo que *(hacer)* – I have to *(do)*
solía *(andar)*- I used *(to walk)*
después de *(comer)* – after *(eating)*
decidí *(ver)* – I decided *(to watch)*
me interesa *(ir)* – I'm interested *(in going)*
me gustaría *(ver)* - I would like *(to watch)*
pienso *(estudiar)* – *I'm thinking of (studying)*
espero *(visitar)* **-** I hope to *(visit)*
suelo *(escuchar)* - I usually *(listen)*
me encanta *(ir)* - I love (going)
tuve que *(ir)*- I had to *(go)*
antes de *(ir)* - before *(going)*
sé *(nadar)* – I know how *(to swim)*
quisiera *(ir)* – I would like *(to go)*
me apetece *(salir)* – I fancy *(going out)*

Verbs followed by prepositions… If followed by a verb needs to be infinitive form/if followed by a noun needs el/la/los/las

ayudar a – to help to
empezar a - to begin to
atreverse a – to dare to
acabar de – to have just (done something)
dejar de – to stop doing something
tengo ganas de – I really want to
consistir en – to consist of
soñar con – dream of
tratar de – to try
insistir en – to insist on
tengo que – I have to
me apetece – I fancy

Examples:
Skype me **ayuda a** hablar con mis amigos – *Skype helps me to speak to my friends.*
Sueño con una casa en los Estados Unidos - *I dream of a house in the USA*
Acabo de leer un libro muy divertido – *I have just read a really fun book*

Learn a few by heart to include in your writing and speaking!

Aim for 9

Using "Si" Sentences

"Si" + present tense + future tense
Si sigues estos consejos podrás ahorrar agua – *If you follow this advice you will be able to save wáter.*

"Si" + present tense + inmediate future tense
Si reciclamos vamos a ayudar al medio ambiente – *If we recycle we are going to help the environment*

OPINIONS

A mi juicio/en mi opinión/ a mi modo de ver – in my opinion
Hay gente que piensa que – There are people that think that
lo bueno es que – The good thing is that
lo malo es que – The bad thing is that
lo que más me gusta es – The thing I like the most is
lo que menos me gusta es – The thing I like the least is
pienso que/opino que – I think that
creo que – I believe that
me preocupa – (it) worries me
me molesta – (it) bothers me
me fastidia – (it) annoys me
(no) estoy de acuerdo – I (dis)agree
lo malo es que – the bad thing is that
lo bueno es que – the good thing is that
lo mejor es que – the best thing is
lo peor es que – the bad thing is

More subjuntive

CUANDO – When…
Cuando acaben mis exámenes voy a ir de vacaciones – *When my exams finish I'm going to go on holiday*
Cuando cumpla dieciocho años voy a aprender a conducir – *when I turn 17 I'm going to learn to drive.*
Cuando me case voy a tener dos hijos – *When I get married I'm going to have two children.*

cabe decir – It is worth mentioning
como ya he mencionado – as I have already mentioned
por un lado… por otro lado – on the one hand… on the other hand
más… que – more… than..
menos … que – less than…
por lo tanto / por eso – therefore
verdaderamente – really

Also see your *Knowledge Organisers and Aspire booklet from Y9-11* for more higher level phrases.

Conversation Fillers

bueno…/pues… - well
mira…– look
supongo que – I suppose that
vamos a ver… - let's see
no sé – I don't know

A. Advanced Adjectives: Characteristics		VOCABULARY B. Advanced Verbs		C. Advanced Nouns	
1. belligerent	argumentative	**1. abhor**	hate	**1. alacrity**	speed
2. complacent	lazy	**2. acquiesce**	accept reluctantly	**2. animosity**	hatred
3. ephemeral	fleeting	**3. amass**	gather	**3. antithesis**	opposite
4. endemic	widespread	**4. ameliorate**	make better	**4. avarice**	material greed
5. erroneous	mistaken	**5. antagonise**	wind up	**5. benevolence**	kindness
6. fractious	awkward	**6. augment**	increase	**6. conjecture**	speculation
7. homogenous	same kind/alike	**7. coerce**	force	**7. crescendo**	climax
8. implacable	relentless	**8. delineate**	describe precisely	**8. dichotomy**	opposition
9. incontrovertible	undeniable	**9. deride**	mock	**9. discord**	conflict
10. indolent	lazy	**10. domineer**	intimidate	**10. discrepancy**	inconsistency
11. industrious	hardworking	**11. embolden**	encourage/give courage	**11. enmity**	hatred
12. insolent	disrespectful	**12. empathise**	understand feelings	**12. gravitas**	seriousness
13. invidious	unpleasant/awkward	**13. emulate**	imitate	**13. hybrid**	mixture
14. judicious	wise	**14. endeavour**	try	**14. ignominy**	public shame
15. liminal	in-between	**15. ensnare**	trap	**15. infancy**	early stages

LAST PAGE