100% book - Year 11 Grammar Stream
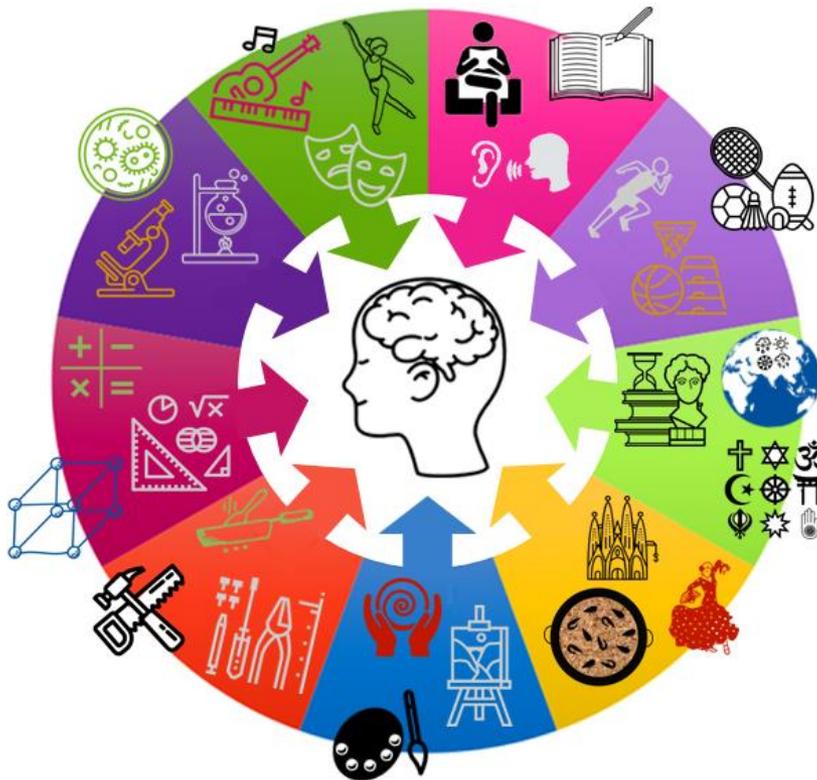
Aim to memorise 100% of the knowledge on these Knowledge Organisers.

Term 3

Swindon Academy 2022-23	
Name:	
Tutor Group:	
Tutor & Room:	

"If you are not willing to learn, no one can help you.
If you are determined to learn, no one can stop you."

How to use your 100% book of Knowledge Organisers and Quizzable Organisers

Knowledge Organisers

Knowledge Organisers contain the essential knowledge that you MUST know in order to be successful this year and in all subsequent years.

They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.

Quizzable Knowledge Organisers

These are designed to help you quiz yourself on the essential Knowledge.

Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.

Expectations for Prep and for using your Knowledge Organisers

1. Complete all prep work set in your subject prep book.

2. Bring your prep book to every lesson and ensure that you have completed all work by the deadline.

3. Take pride in your prep book – keep it neat and tidy.

4. Present work in your prep book to the same standard you are expected to do in class.

5. Ensure that your use of SPAG is accurate.

6. Write in blue or black pen and sketch in pencil.

7. Ensure every piece of work has a title and date.

8. Use a ruler for straight lines.

9. If you are unsure about the prep, speak to your teacher.

10. Review your prep work in green pen using the mark scheme.

Top Tip
Don't write on your Quizzable Knowledge Organisers!
Quiz yourself by writing the missing words in your prep book. That way you can quiz yourself again and again!

How do I complete Knowledge Organiser Prep?

Step 1	Step 2	Step 3
Check Epraise and identify what words /definitions/facts you have been asked to learn. Find the Knowledge Organiser you need to use.	Write today's date and the title from your Knowledge Organiser in your Prep Book.	Write out the keywords/definitions/facts from your Knowledge Organiser in FULL.

Step 4	Step 5	Step 6
Read the keywords/definitions/facts out loud to yourself again and again and write the keywords/definitions/facts at least 3 times.	Open your quizzable Knowledge Organiser. Write the missing words from your quizzable Knowledge organiser in your prep book.	Check your answers using your Knowledge Organiser. Repeat Steps 3 to 5 with any questions you got wrong until you are confident.

Make sure you bring in your completed Prep notes to demonstrate that you have completed your prep.

ENGLISH –A Christmas Carol- Grammar

1. Context

Writer: Charles Dickens (1812-1870)	Biography of Dickens
Dates: First published in 1843 **Genre:** Allegorical; a ghost story. **Era:** Victorian **Set:** Victorian London **Structure:** The novella is divided into 5 staves (chapters).	• Born in Portsmouth in 1812 • When Dickens was 12, his father was sent to debtors' prison as he was unable to pay his bills. • His mother and youngest siblings were sent with him, whilst Dickens stayed with a family friend. In order to help his family, Dickens had to leave school and work in a factory sticking labels on bottles. • Dickens dedicated his life to writing works that revealed the horrors of life in Victorian London for those living in poverty.

Christmas:	London and inequality:
Dickens grew concerned that, due to capitalism, society had lost sight of traditional values (Christian morals, forgiveness, charity). He felt that Christmas was the perfect time to reconnect with these values and used his novella to do this. He also knew that Christmas would be a popular topic so it would sell well – therefore enabling his message to reach a wider audience.	Dickens juxtaposes scenes of middle-class comfort and poverty to emphasise the close proximity and contrast of the different classes. It highlights the Christian concept of 'love thy neighbour'. The urban setting allows Dickens to exercise his fondness for hyperbole, with the exaggerated extremes of poverty adding to the effect of the 'plight of the poor'.

The Poor Law, 1834	Malthusian Theory
In order to deter poor people from claiming financial help, the government made claimants live in workhouses: essentially, prisons for the poor. Dickens hated this law. He spent 1843 touring factories and mines in England and wished to highlight the situation facing poor people. A Christmas Carol was published soon after – in December 1843.	The reformation of The Poor Law was partially informed by the writings of Thomas Malthus. Malthus argued that if living standards increased, population would increase and eventually the number of people would be too great for the food that could be produced. As a result, Malthus argued it was important not to support the poor or improve their standards of living, but to allow them to die if they couldn't support themselves because charity would only prolong their suffering.

The Supernatural: Victorian society was fascinated by the supernatural, including mediums, ghosts, and spiritualism. However, this belief in the supernatural was also heavily influenced by the church, with the belief that ghosts were souls who were trapped in purgatory (a place of suffering where the souls of sinners were trapped).
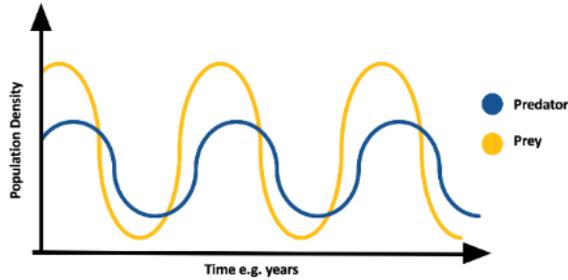
2. Key Characters

Ebenezer Scrooge: The protagonist is initially established as an archetypal villain who dismisses the goodwill and generosity associated with Christmas. After being forced to transform, he feels remorse for his avarice and becomes a symbol of Christmas spirit. Scrooge embodies the relentless capitalist spirit of the time, but also demonstrates that everyone has the capacity to reform.

Bob Cratchit: Bob is Scrooge's downtrodden but loyal employee. His family are a symbol of Victorian poverty, cheerfulness in adversity, togetherness and Christmas Spirit. Bob shows pity for Scrooge, and provides a contrast to Scrooge's isolation and meanness. His son, Tiny Tim, is an emblem for noble poverty; he accepts his disability without complaint.

Fred: Fred juxtaposes the character of Scrooge and epitomises the concept of goodwill and forgiveness, refusing to be discouraged by his uncle's misery. People speak highly of Fred and his generosity, in contrast to how they speak of Scrooge. Fred shows that Scrooge has chosen isolation and shows forgiveness to Scrooge, welcoming him in Stave Five.

Marley's Ghost: Marley's ghost is the spiritual representation of Scrooge's potential fate. The chains that drag him down symbolize the guilt caused by his failure to help people in need. Marley's ghost warns Scrooge that he too will experience the same guilt if he continues to deny people help.

The ghosts: The Ghost of Christmas Past is a symbol of childhood, truth and enlightenment. The Ghost of Christmas Present represents goodwill, plenty and the festival of Christmas. The Ghost of Christmas Yet to Come symbolises a catastrophic future for mankind.

Belle: The woman that Scrooge was engaged to when he was a young man. Belle's role is crucial in Scrooge's transformation, as the scenes show Scrooge what he might have had in his life if he had not been so avaricious. Through the character of Belle, Dickens sets emotional love directly against Scrooge's love of money and suggests that avarice can lead to a deprivation of kindness, love and empathy.

3. Central Themes

Social injustice	Dickens highlights the unfairness within society through the juxtaposition of the poor and wealthy. Through Scrooge's refusal to give to charity and his exclamation that the poor should be in workhouses or die, Dickens illustrates the selfishness of the higher classes and the injustice of wealth distribution in Victorian society. The children, Ignorance and Want, personify the dangerous consequences of allowing poverty to continue.
Transformation and redemption	By establishing Scrooge as an archetypical villain, Dickens is able to emphasise the idea that everyone is capable of transformation and redemption. From starting as a greedy, avaricious miser, Scrooge is able to reflect upon his actions and to understand that he must live his life helping others to avoid Marley's fate.
Social responsibility	Dickens felt that every individual had a responsibility for those around them. Marley's Ghost conveys the message of the novella when he cries, 'Mankind was my business' demonstrating that the proper 'business' of life is not about seeking financial reward but having concern for others. Dickens highlights the importance of trying to make a difference- whether that be large financial contributions (Scrooge), smaller contributions (Fezziwig) or simply showing compassion and kindness to one another.

4. Key Vocabulary

Avarice	Extreme greed of possessions or money
Salvation	Saving someone from harm or destruction
Miserly	someone who is greedy and does not like spending money
Callous	Mean or cruel
Antithesis	The exact opposite of something
Epiphany	A moment of sudden understanding
Redemption	The act of being saved or freed from sin or error
Benevolence	Kind and helpful towards others
Philanthropic	Showing concern for others by being charitable
Misanthropic	Someone who has a hatred for other people
Penitence	sincere regret for wrong or evil things that you have done
Remorse	a strong feeling of sadness and regret about something wrong that you have done
Deprivation	When someone is unable to have the things they need or want
Despotism	exercising power in a cruel and controlling way
Capitalism	A political system in which property, business, and industry are owned by private individuals and not by the government

5. Key Terminology, Symbols and Devices

Stave	Chapters in the novella, but we normally associate staves with music, as if the **book** is a Christmas carol, and each chapter is part of the song. As Christmas carols are repetitive and easy to remember, it links to how Dicken's wishes his message to be remembered.
Intrusive Narrator	A narrator who interrupts the story to provide a commentary to the reader on some aspect of the story or on a more general topic. In 'A Christmas Carol' the narrator helps to shape our impressions of Scrooge.
Circular structure	Circular narratives cycle through the story one event at a time to end back where the story originated.
Allegory	A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.
Allegorical figures	An **allegorical** figure is a **character** that serves two purposes: first, they are an important person in the story in their own right, and, second, they represent abstract meanings or ideas.
Foreshadowing	Foreshadowing is a literary device in which a writer gives an advance hint of what is to come later in the story.
Didactic	A type of literature that is written to inform or instruct the reader, especially in moral or political lessons.
Semantic Field	A set of words that are related in meaning. Dickens frequently uses semantic fields of warmth and coldness that are associated with the characters.

Key Vocabulary	
Patriotism	
Glorify	
Disillusion ment	
Exposure	
Relentless	
Apathetic	
Nostalgia	
Obedience	

The Big Ideas	Notes
Tennyson glorifies war and focusses on the heroism of the soldiers. The poem also acts as a cautionary tale on how the misuse of power can have catastrophic consequences.	.
Owen describes life in the trenches as being exposed to the relentless elements. He comments on the conditions of the trenches and how this only exacerbates the horrors of war.	
Hughes suggests war is horrific and can't be described. Conflict is presented as pointless and repetitive. Humans are presented as destroying nature - we do not consider the damage we are causing.	
Weir presents conflict as causing trauma. Throughout the poem, the speaker deals with the realities of war as well as the inner conflict of holding onto your child or letting them become more independent.	
Duffy wants to show how our sympathy is short-lived. Humans are presented as lacking empathy and warzones as horrific places to live.	
Armitage shows the devastating effect of war on both soldiers and civilians. A warzone is a tense place and people are desperate to survive; needing to make crucial decisions in a matter of seconds. PTSD and guilt: are traumatising and life-changing.	

Predator-Prey Relationships

Population increases and decreases follow similar pattern in a cycle because they affect each other – more prey = more food for predator.

However predator and prey not 'in phase', e.g. predator population changes are delayed as it takes time for the predator population to grow.

The Decay Cycle

Microbes such as fungi and bacteria break down dead or dying material. This returns carbon to the atmosphere as carbon dioxide and mineral ions to the soil.

The Carbon Cycle
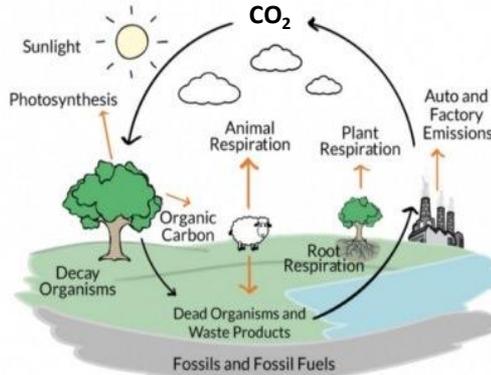
The Water Cycle
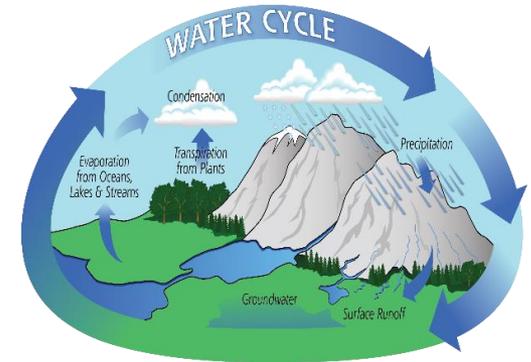
RP10 – Investigate the effect of temperature on the rate of decay of fresh milk.

Factors that affect the rate of decay are temperature, oxygen availability, moisture levels.

As milk decays it forms lactic acid, which lowers the pH.

Independent variable: temperature
Dependent variable – pH of milk
Control variables – Oxygen availability, moisture level.

Anaerobic Decay

Anaerobic decay produces methane.
This process is used in biogas generators to produce methane gas as a fuel.
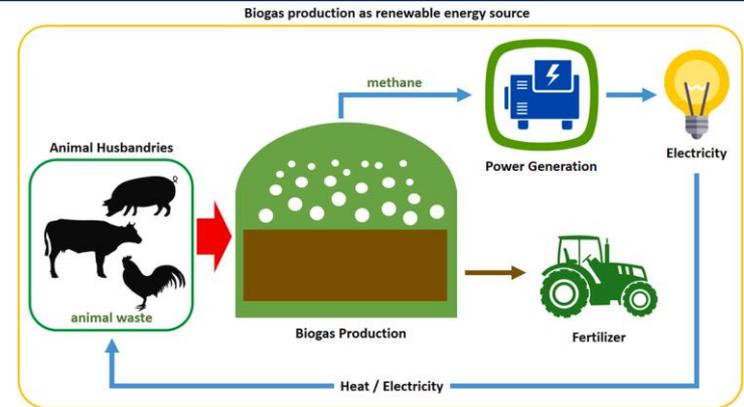
1. Sketch the line to show how the predator population would change on the graph below
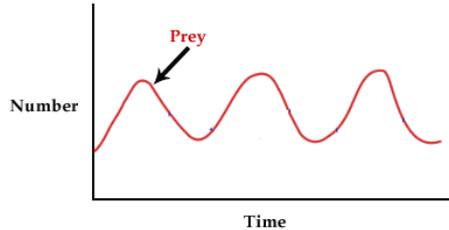
1. Which process takes carbon into plants?

2. What do plants make with the carbon (and water)

3. Name 2 process that releases carbon into the atmosphere as carbon dioxide.

4. What happens to carbon that gets trapped deep underground for millions of years?

1. What are the main stages in the water cycle?

1. Which types of microbes cause decay?

1. What can decay release into the environment?

1. What factors affect the rate of decay?

2. What are the variables in an investigation into the effect of temperature on the rate of decay of fresh milk.

1. What is produced during anaerobic decay?

2. What does a biogas generator do?

Science   T3 Y11 P4.16 Grammar Space

Orbit - the curved path taken by a moving body around another larger (more massive) body, due to mutual gravitational attraction.

8 Celestial bodies (in order of decreasing size)
1. **Universe** - The entire cosmos and everything within it; all of space and time
2. **Galaxy** - Billions of stars, gravitationally bound, e.g. the Milky Way
3. **Nebula** - Cloud of gas and dust from which stars and planets are formed
4. **Solar System** - A star and all local bodies in orbit around it
5. **Star** - Large mass of mainly hydrogen, undergoing nuclear fusion and emitting electromagnetic radiation
6. **Planet** - A spherical body (rocky/gaseous) in a cleared orbit around a star
7. **Dwarf Planet*** - A mostly spherical body in orbit around a star which has not cleared it orbit
8. **Moon*** - A body in orbit around a planet; a natural satellite

*in either order

Decreasing wavelength →   Increasing frequency →

Radio	Microwave	Infrared	Visible	Ultraviolet	X-ray	Gamma ray
10^3	10^{-2}	10^{-5}	0.5×10^{-6}	10^{-8}	10^{-10}	10^{-12}

1. What is an orbit?
2. Give the 8 celestial bodies in order of **increasing** size?
3. What is a planet?
4. What is a dwarf planet?
5. What is a nebula?
6. What is a galaxy?

List the regions of the electromagnetic spectrum in order of:
a) increasing frequency?

b) Increasing wavelength?
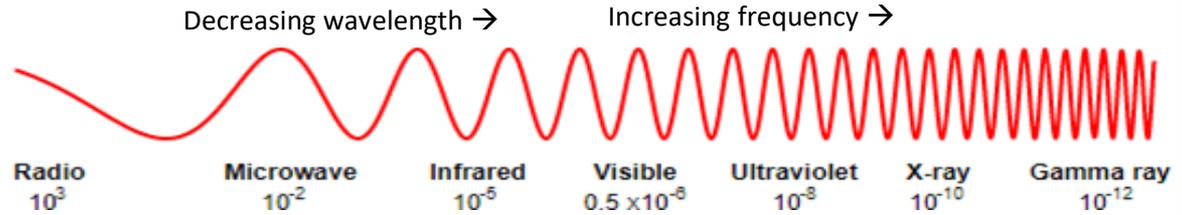
Nuclear Fusion
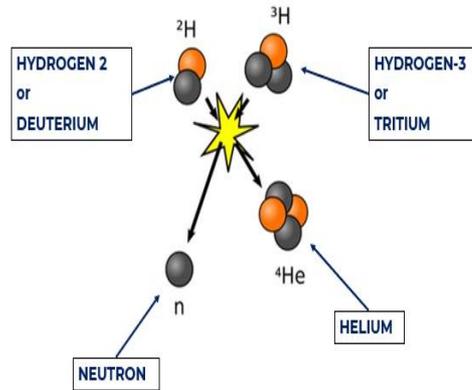
Description:
Small hydrogen nuclei join to form larger helium nuclei and a small quantity of mass is converted into energy.

Draw a labelled diagram of nuclear fusion of H into He

Description:

Stellar equilibrium
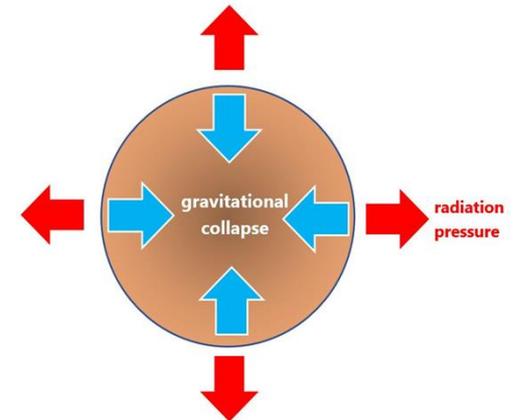
Description:
Two forces are equal in magnitude and in opposition, due to radiation pressure outwards and gravitational collapse/force/gravity inwards.

Draw a labelled diagram of stellar equilibrium

Description:

Science   T3 Y11 P4.16 Grammar Space

Circular motion (eg orbits) the body is accelerating but speed is constant

Velocity – speed with direction (vector)

Acceleration - a change in velocity (ie speed or direction)

direction of the velocity

direction of the gravitational force
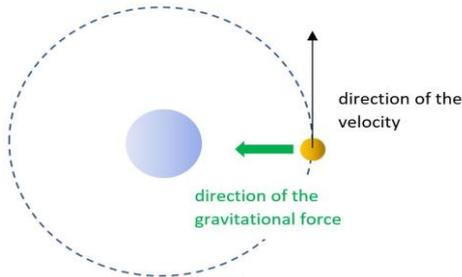
Gravity is perpendicular to direction of velocity in circular motion

The further away from the sun, the weaker the force of gravity

The further away from the sun, the slower the orbital speed

1. What do we mean by circular motion?
2. Why are planets in orbit said to be accelerating?
3. Sketch a diagram of circular motion of a planet orbiting a star, label both the direction of velocity and the direction of gravitational force
4. Describe the direction of gravity in relation to the direction of velocity
5. Describe the relationship between distance from the star and orbital speed

Describe the stages of the life cycle of a:
1. **low** mass star
2. **high** mass star

Life cycle of low mass stars:
Nebula → protostar→ main sequence → red giant → white dwarf → black dwarf
Life cycle of high mass stars:
Nebula → protostar→ main sequence → red supergiant → supernova → neutron star or black hole

Element Synthesis

Gravitational collapse in equilibrium with radiation pressure

Cloud of gas and dust (nebula)

Hydrogen fused to make helium

Protostar

Main sequence star

Low mass stars

High mass stars

Red giant

Red super giant

Supernova

Small nuclei fused to make larger elements (up to and including iron)

Heavy elements (above iron) produced

In which stage of a stars life cycle does the following take place:
1. Gravitational collapse in equilibrium with radiation pressure
2. Hydrogen fused to make helium
3. Elements larger than helium (up to and including Iron) are made
4. Elements larger than Iron are made

Short wavelength
High frequency

Long wavelength
Low frequency

V   B   G   Y O   R
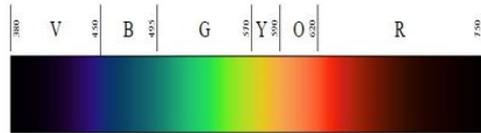
Emission spectra - unique 'bar code' pattern because every element has a different number and arrangement of electrons which emit specific wavelengths of light.

Red-shift – emission spectra shifted to the red region of the spectrum when a luminous object is moving away from the observer.

Blue-shift - emission spectra shifted to the blue region of the spectrum when a luminous object is moving towards the observer.

On Earth (stationary)
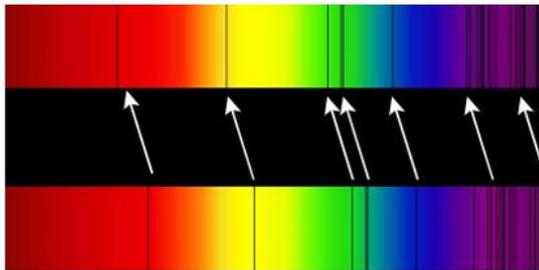
Distant galaxy

- Spectral lines are red-shifted
- Therefore the galaxy is moving away from Earth
- This is evidence the universe is expanding
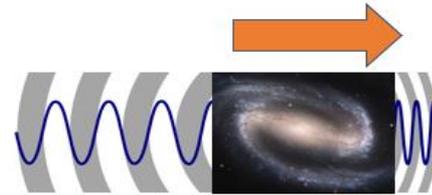
Amira   Hannah

Moving away:
- longer wavelength
- red-shifted

Moving towards:
- shorter wavelength
- blue-shifted

Hubble's Law – the evidence of an expanding universe

The further away the galaxy was, the faster it is moving

Velocity (km/s)

Distance (millions of light years)
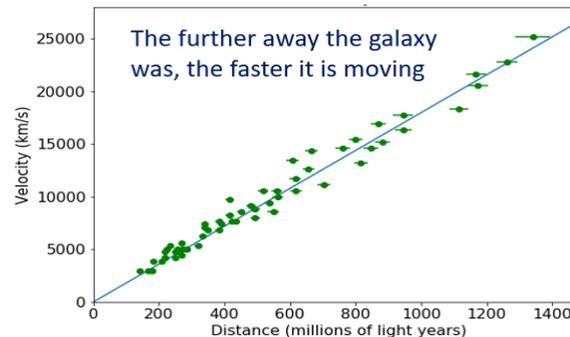
Hubble's Law - velocity $\propto$ distance

Big Bang - universe started very small, containing all matter & energy, therefore was hot and dense, since then, <u>space</u> has been expanding.

Dark matter and **dark energy** are two things about the universe that we don't yet understand

CMBR
- Space is expanding
- The ancient radiation's wavelength is stretched
- Red –shifted to the microwave region of EM spectrum
- This is called the **Cosmic Microwave Background Radiation** (CMBR)

1. Which colour of visible light has the longest wavelength?

2. What is an emission spectra?

3. What do we mean by red-shift?

4. What does the red-shift of light from most galaxies tell us about the universe?

1. What does red shift tell you about an observed object **and** its wavelength?

2. What does blue-shift tell you about an observed object **and** its wavelength?

1. Sketch a graph of velocity against distance for galaxies

2. Describe the relationship shown in the graph

1. What do we mean by the Big Bang?

2. Give two things that we do not understand about the universe

1. What is the CMBR?

2. Why has the ancient radiation become microwaves?

1. Economic change in the UK
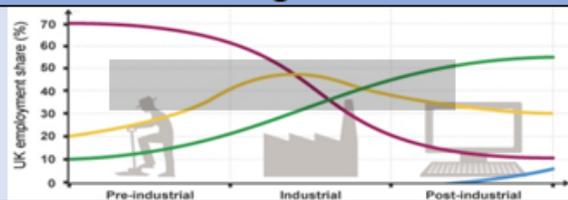
Primary	↘ due to mechanisation.
Secondary	↗ due to industrial revolution then ↘ due to de-industrialisation.
Tertiary	↗ due to wealth (↗ disposable income)
Quaternary	High-tech jobs including research and IT. ↗ due to government policies and the increase in technology.

Why has our economy changed?

De-indust-rialisation	The decline of a county's traditional manufacturing industry due to exhaustion of raw materials, loss of markets and competition from NEEs.
Government policies	A plan decided by a government to manage issues in a country.
Global-isation	The process which has created a more connected world; with increases in the movement of goods/people worldwide

2. Post industrial economy

Tertiary and quaternary sector employed 81% in 2011.

IT	Employs over 60,000 people.
Services	Retail is the largest sector. Employs 4.4mill
Finance	London is the world's leading centre. HSBC
Research	Government invested £30bill in 2013.
Science parks	Groups of high tech industries and those doing scientific research. Located near universities (for graduates, share facilities).
Business parks	Purpose built areas of offices and warehouses (on edge of cities as less congestion, cheaper, good transport links).

3. Environmental impact of industry

Air and water pollution. Soil degradation.
Releases CO_2 increasing the rate of global warming.
Transport of materials is by road ↗ air pollution.

Example of modern industry being environmentally sustainable

Google	London Landscraper started 2018.
686 bikes spaces 4 car spaces	Encourages cycling to work. < congestion/CO_2 emissions.
Solar panels. 19,800 kWh	Reduces fossil fuel consumption and reduces carbon footprint.
Rooftop gardens	Urban greening. < CO_2. Collects rainwater. Encourages wildlife.

4. Changes in the rural landscape

Population decline	Outer Hebrides (away from cities, limited opportunities).
Social changes	Declined by >50% since 1901. ↑ aging population = care issues. Less children > schools shut.
Economic changes	Services close ie post offices. ↑ tourists but infrastructure not there. Government subsidies cost of ferries.
Population growth	South Cambridgeshire (near large cities, people can commute).
Social changes	Migrants from Cambridge, some now from Eastern Europe too. Proportion of elderly increasing (>65). 80% car ownership = > congestion. Young people are costed out.
Economic changes	↑house prices. Less affordable housing Petrol prices ↑.

5. Improvements in infrastructure

Road	Upgrading 'Smart motorways' M4. Variable speeds, reducing accidents, extra lanes. 2014 Road investment strategy £15 bill. New construction jobs, boost economy.
Rail	Crossrail in London. Puts extra 1.5 million within 45 mins commute of capital city. HS2 to reduce journey times. London to Manchester in 1 hr 8 minutes.
Port	Liverpool 2. Doubles capacity to over 1.5 million containers a year. 96% of UK imports/exports through ports.
Airports	Heathrow expansion. 3rd runway £18.6bill

6.. North-South divide

Causes	Decline of heavy industry in North (coal) Investment in finance and service industry in the South Investment in infrastructure in South
Impacts in north	Higher unemployment / lower wages (40%) Poor health, lower life expectancy (10 yrs) Poor education. There are SOME exceptions

Strategies attempting to resolve regional differences

Devolving more powers	Give more power to local councils and Welsh and Scottish governments. Plan best how to use their money.
Northern Powerhouse	A plan to attract investment to north. Improve transport links to northern cities. e.g. HS2, Liverpool2. BUT just a CONCEPT not a plan.
Enterprise Zones	55 EZs to encourage businesses to set up in areas of high unemployment. Reduce taxes, simple planning rules, superfast broadband to the area. Created more than 15,000 jobs.

1. Economic change in the UK
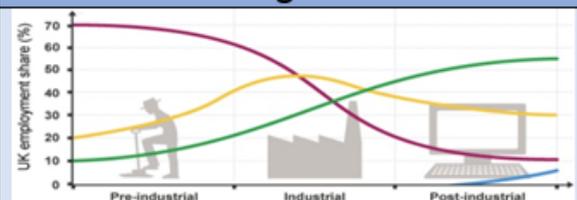
Primary	
Secondary	
Tertiary	
Quaternary	

Why has our economy changed?

De-indust-rialisation	
Government policies	
Global-isation	

2. Post industrial economy

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IT	
Services	
Finance	
Research	
Science parks	
Business parks	

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Rooftop gardens	

4. Changes in the rural landscape

Population decline	
Social changes	
Economic changes	
Population growth	
Social changes	
Economic changes	

5. Improvements in infrastructure

Road	
Rail	
Port	
Airports	

6.. North-South divide

Causes	
Impacts in north	

Strategies attempting to resolve regional differences

Devolving more powers	
Northern Powerhouse	
Enterprise Zones	

3. The Spanish Empire 1528-1555

Pizarro – First Expedition

Pizarro was with Balboa when they reached the Pacific. Pizarro was impressed by Cortes and his success in Mexico.
Tales of vast wealth in Peru encouraged Pizarro to find his own success.

November 1524 – First expedition

Not a success. Only reached Columbia before bad weather, lack of food and attacks by hostile natives forced Pizarro to turn back.
The mangrove swamps put off any idea of establishing a settlement too.

Impact of Gold and Silver on Spain

Used to make 8 sided coins – 'pieces of eight. Widely accepted in Europe due to high silver content.

The Crown took 25% of bullion coming into Spain .

75% of wealth went to Spanish merchants and conquistadors.

European traders put up prices for the wealthy Spanish merchants.

High prices led to inflation – workers demanded higher wages in Spain.

Charles I invested money in the military – not industry and business.

Spanish were getting wealthy by finding bullion instead of making products and selling.

Pizarro's Second Expedition

Pizarro: Explores new, swampy land of Columbian coast.
Almagro: Returns to Panama for reinforcements.
Ruiz: Sails south and crosses equator.

Camps with men, exhausted, by the San Juan River.
Arrives with men and supplies.
Finds and captures a native raft, sailing with textiles, pottery, gold, silver and emeralds. Natives taken on board as interpreters. Told of gold far to the south.

Reach Atacames. Natives hostile and dangerous.

Pizarro taken to the safety of Isla del Gallo by Ruiz.

The governor of Panama sends a rescue expedition. Pizarro refuses to return with it to Panama.

13 men decide to stay with Pizarro. The rest return to Panama with the rescue expedition.

Pizarro and the 13 men reach Tumbes and are welcomed by the natives. They see evidence of gold, silver and jewels.

Pizarro sails south to the Santa River. Decides to return to Panama and equip a third expedition.

Ruiz and Almagro return to Panama, taking gold and silver with them, to ask for help.

SAN JUAN RIVER
PANAMA

Pizarro's appeal to the Spanish King Charles I

In 1528 Pizarro returned to Spain with evidence of Inca wealth, including Llamas, silver and gold.
Having been refused permission to launch a third expedition by the governor of Panama, he appealed to Charles I.
Pizarro received a licence, the *Capitulacion de Toledo*, in July 1529, authorising him to conquer Peru.

Pizarro and the Conquest of the Inca Empire

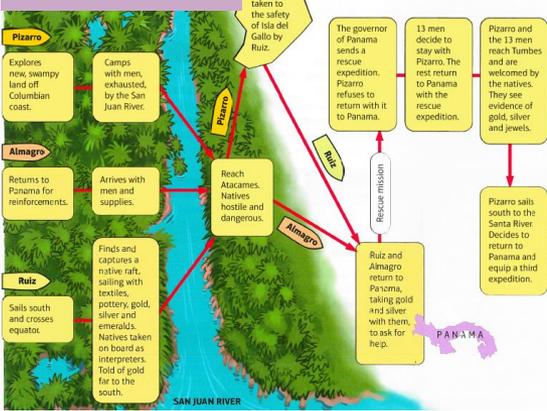| Date	Event
Dec 1518	Smallpox epidemic in Haiti.
Sept 1520	First cases of smallpox in Mexico
1525-1527	Smallpox spreads along the Caribbean coast.
1527	Smallpox reaches Peru. Huayna Capac dies from smallpox after returning to help his people.
1529	Civil War breaks out between Huascar and Atahuallpa (Huayna Capac's son).
April 1532	Huascar is captured and killed. Atahuallpa takes over Cuzco.
Nov 1532	The Battle of Cajamarca – Pizarro's men hid in the town square of Cajamarca. When Atahuallpa's men entered the town they met with a priest who showed them a bible. Atahuallpa threw the bible on the floor which was the signal needed for Pizarro's men to attack and they took Atahuallpa prisoner.
July 1533	Atahuallpa promised to fill his prison with treasure in order to secure his release. Although he did this, the Spanish still sentenced him to death. On 26th July he was garrotted.
1533	Manco made puppet ruler of the Inca Empire.

Revolt of the Incas 1536

The Spanish saw Manco as a puppet king who would rule on their behalf. When Manco escaped from the Spanish he assembled an army and attacked the base at Cuzco.

The Seige of Cuzco 1536-1537
-10,000 Inca warriors faced 150 Spanish and 1000 native allies.
-The Inca warriors broke into town , burning buildings to try to drive out the Spanish, but the Spanish were able to put the fires out.
-The Spanish used their cavalry to attack the Inca warriors.
-The Spanish captured the fortress of Sacsahuaman from the Incas, which the Inca army then besieged.
-The siege ended when Spanish forces exploring Chile returned.
-Manco withdrew and established a separate kingdom which lasted until 1572.

Governing the Empire

The Spanish needed to find a way to govern the discovered territories to restore peace and stability. They needed to make sure basic essentials were available, laws were in place, conquistadors didn't fight among themselves and ensure daily life was managed effectively.

Bartolome de las Casas – was a priest that tried to encourage the fair treatment of natives in the New World. 1527 he wrote a book 'A Short Account of the Destruction of the Indies'.

The New Laws:
• It was made illegal to enslave natives.
• The amount of tribute that could be collected was limited.
• Encomiendas had to be passed back to the Spanish government on the death of the encomendero.

The role of the Viceroys:
The Council of the Indies appointed two viceroys to govern Spanish territories: one in Mexico city and one in Lima (Peru).
They acted on behalf of the government.
Justice was managed through the audiencias (courts), with judges who were independent of the viceroys.

The role of the **encomienda system:**
This was imposed officially across the Spanish Empire.
An encomienda was land granted to a Spaniard, who was then called an encomendero. He could demand tribute from natives. In return he was responsible for their protection and their conversion to Christianity.

Significance of the New Laws 1542:
Laws introduce to improve the rights of native people, but encomenderos opposed them and the viceroy of Peru refused to implement them.
Revolts in Peru: the most serious in 1544 had to be put down by the Spanish government and led to a temporary halt in the Spanish conquest of the New World in 1550.
Although forced to suspend the laws, Charles I insisted encomiendas be passed back to the crown on the death of an encomendero. Natives continued to be exploited in the New World.

Founding of La Paz, 1548

La Paz was founded to symbolise the end of the revolt and to demonstrate that Spain had the overall authority in the New World, not the conquistadors.
It became the administrative centre of the Spanish Empire. The Viceroy and the audiencias (courts) were based here.
It was founded close to trade routes to ensure it maintained control over the silver mines based in Potosi and Oruro.

Discovery of silver in Bolivia and Mexico

By 1550 silver had been discovered in Potosi (Bolivia) and in Guanajuato and Zacatecas (Mexico). Some was sent back to Spain but most was kept by the conquistadors.
Large mining towns developed to house workers for the mines.
Colonisation of the New World increased as adventurers, merchants, speculators and their employees came in search of wealth.
25% of silver shipped to Spain went straight into the treasury.

Conquistador Revolt in Peru 1544

A serious revolt took place as the encomenderos were unhappy with the New Laws. This revolt was led by Gonzalo Pizarro, brother of Francisco Pizarro.
It was a success and Gonzalo ruled over the Inca territory for 2 years.
The arrival of a Spanish army resulted in his execution and the restoration of Spanish authority.
The revolt raised the issue of control. Spain needed to govern its territories and control the rebellious conquistadors and encomenderos. This led to the founding of La Paz in 1548.

Pirates and Privateers

Spanish treasure was a target for Pirates and Privateers (funded by government/monarchy).

The ships were easy to find as they took well-defined and predictable routes across the Atlantic.

War with France (1542-46) meant Spain had to adapt ships and develop systems to deal with French privateers.

Galleons patrolled the sea routes and started carrying treasure as they were well armed.

Treasure fleet system developed: the **Tierra Firme** (went to S. America) and the **New Spain** (went to Mexico).

Growth of Seville
All goods imported to Europe had to go through Seville. Merchants travelled from all over Europe to buy and sell goods. This gave Spain a monopoly over trade with the New World.

The Slave Trade
Due to the number of deaths of natives in the New World, there was a labour shortage.
Under the Treaty of Tordesillas, Spain could not directly get slaves from W. Africa.
Spanish merchants could get licences (asientos) to supply slaves to the New World. Licences sold to the highest bidder who could then buy from Portuguese merchants and sell to merchants in the New World.

Casa de Contratacion (House of Trade)
Established in 1503 by Isabella. Collected colonial taxes. Approved voyages of exploration and trade and kept secret information on new lands and trade routes. Licenced captains of ships.
In theory, no Spaniard could sail anywhere without the approval of the Casa.

Council of the Indies
Formed in 1524 and based in Spain. Controlled all matters concerning the New World. Messages received from Viceroys would be discussed and advice given to the King. Decisions made were sent from the Council to the Viceroys. This was Spain's way of trying to maintain control over its empire in the New World.

Pizarro – First Expedition

Pizarro

November 1524 – First expedition

Pizarro's Second Expedition

Pizarro
Explores new, swampy land off Columbian coast.

Camps with men, exhausted, by the San Juan River.

Pizarro taken to the safety of Isla del Gallo by Ruiz.

The governor of Panama sends a rescue expedition. Pizarro refuses to return with it to Panama.

13 men decide to stay with Pizarro. The rest return to Panama with the rescue expedition.

Pizarro and the 13 men reach Tumbes and are welcomed by the natives. They see evidence of gold, silver and jewels.

Almagro
Returns to Panama for reinforcements.

Arrives with men and supplies.

Reach Atacames. Natives hostile and dangerous.

Rescue mission

Pizarro sails south to the Santa River. Decides to return to Panama and equip a third expedition.

Ruiz
Sails south and crosses equator.

Finds and captures a native raft, sailing with textiles, pottery, gold, silver and emeralds. Natives taken on board as interpreters. Told of gold far to the south.

Ruiz and Almagro return to Panama, taking gold and silver with them, to ask for help.

PANAMA

SAN JUAN RIVER

Pizarro's appeal to the Spanish King Charles I

Pizarro and the Conquest of the Inca Empire

Date	Event
Dec 1518	
Sept 1520	
1525-1527	
1527	
1529	
April 1532	
Nov 1532	
July 1533	
1533	

Revolt of the Incas 1536

The Seige of Cuzco 1536-1537

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Governing the Empire

The Spanish needed to

Bartolome de las Casas –

The New Laws:

The role of the Viceroys:
(courts), with judges who were independent of the viceroys.

The role of the **encomienda system**:

Significance of the New Laws 1542:

Founding of La Paz, 1548

Discovery of silver in Bolivia and Mexico

Conquistador Revolt in Peru 1544

Pirates and Privateers

Spanish treasure was a target for

The ships were easy to find as they took well-defined and predictable routes across the Atlantic.

War with France (1542-46) meant Spain had to adapt ships and develop systems to deal with French privateers.

Galleons patrolled the sea routes and started carrying treasure as they were well armed.

Treasure fleet system developed: the **Tierra Firme** (went to S. America) and the **New Spain** (went to Mexico).

Impact of Gold and Silver on Spain

Used to make 8 sided coins – 'pieces of eight. Widely accepted in Europe due to high silver content.

The Crown took 25% of bullion coming into Spain .

75% of wealth went to Spanish merchants and conquistadors.

European traders put up prices for the wealthy Spanish merchants.

High prices led to inflation – workers demanded higher wages in Spain.

Charles I invested money in the military – not industry and business.

Spanish were getting wealthy by finding bullion instead of making products and selling.

Growth of Seville

The Slave Trade

Casa de Contratacion (House of Trade)

Council of the Indies

Keywords

Tawhid	The belief in Islam that there is only one God who created everything
Omnipotent	God is all powerful and "has power over everything"
Immanent	God is active in the world and involved in its' creation.
Transcendent	God is outside of time and space. God cannot age or die or be located in one place.
Beneficient	Allah is compassionate, caring and good
Sunnah	The traditions and practices of the Prophet Muhammad
Qur'an	The Islamic sacred book
Hadith	A collection of traditions and sayings of the Prophet Muhammad
6 Articles of Faith	6 basic beliefs that shape the Islamic way of life
5 Roots of Usul Ad-Din	5 rules which explain how Muslims should act in daily life
Akhirah	Belief in the afterlife
Al Qadr	Supremacy of God's will and The belief in predestination which is slightly different for Sunni and Shi'a Muslims

What we are learning in this unit

A. 6 Articles of Faith
B. 5 Roots of Usul Ad-Din
C. Sunnah and Hadith
D. Risalah
E. Torah, Psalms and Gospels
F. Nature of Allah
G. Qu'ran
H. Torah, Psalms and Gospels
I. Angels
J. Al Qadir
K. Day of Judgement, Paradise and Hell

B.	5 Roots of Usul Ad-Din	
The 5 roots of Usul ad-Din are central to the Shi'a Muslim faith.		
Root	What is it?	Quote
1: Tawhid	The belief in the oneness of Allah	"He is God the One, God the eternal" Surah 112
2: Nubuwwah	Belief in prophethood: the chain of messengers from Adam to Muhammad	"We sent messengers to every community" Surah 16
3: Adl	Allah is just (fair) and will bring Divine Justice	"I advise you to being just towards both friend and foe" Imam Ali
4: Imamah	A term for God-given leadership	"obey God and the Messenger, and those in authority among you"
5: Mi'ad	The day of judgement and resurrection	"His is the judgement; and to Hjm you shall be returned"

A.	6 Articles of Faith
Article of faith	What is it?
1: Belief in one God	Allah is the creator and sustainer of life. There is no God but Allah
2: Belief in Angels	Angels do the work of Allah and do not have free will like humans. They obey Allah
3: Belief in God's revealed books	The Torah, the Psalms, the Gospels, the Scrolls of Abraham and the Qur'an.
4: Belief in the messengers of God	Prophets and messengers are chosen by Allah to deliver His message to humankind
5: Belief in the Day of Judgement	There will be a day when all people stand in front of Allah and are sent to Heaven or Hell
6: Belief in pre-destination	Allah knows everything. Everything is ordered by Allah – nothing is random or by chance

C.	Sunnah and Hadith
Sunnah	• The practices, customs and traditions of Prophet Muhammad • They give an example for Muslims to follow • The Sunnah and Hadith are sources of Wisdom and authority alongside the Qur'an
Hadith	• Reading the Hadith helps a Muslim to learn how Muhammad explained the teachings from the Qur'an • The Hadith makes the Qur'an easier to understand
What does the Sunnah tell Muslims?	• The Sunnah covers many areas of life • It provides a guideline for Muslim life • There is a Sunnah for everything

Keywords	
Tawhid	
Omnipotent	
Immanent	
Transcendent	
Beneficient	
Sunnah	
Qur'an	
Hadith	
6 Articles of Faith	
5 Roots of Usul Ad-Din	
Akhirah	
Al Qadr	

What we are learning in this unit

A. 6 Articles of Faith
B. 5 Roots of Usul Ad-Din
C. Sunnah and Hadith
D. Risalah
E. Muhammad
F. Nature of Allah
G. Qu'ran
H. Torah, Psalms and Gospels
I. Angels
J. Al Qadir
K. Day of Judgement, Paradise and Hell

B.	*5 Roots of Usul Ad-Din*	
.		
Root	What is it?	Quote
1:		
2:		
3:		
4:		
5:		

A.	*6 Articles of Faith*
Article of faith	What is it?
1:	
2:	
3:	
4:	
5:	
6:	

C.	*Sunnah and Hadith*

D.	*Risalah (Prophethood)*
What is it	• Muslims believe there has been 124,000 prophets • Every Islamic prophet preached Islam and key beliefs • The first was **Adam,** the last was Muhammad (Box E)
Why are prophets important?	• Prophets are guided by Allah • Their love of Allah stops them from sinning • Some prophets are messengers who have been given revelation of news
Adam	• The first prophet • The father of all humankind • He taught about the work of Iblis and how to protect themselves • He taught life on Earth was temporary, eternal life is in the next life • He built the Ka'aba as the first place of worship
Ibrahim	• Ibrahim was told in a dream to sacrifice Isma'il as a test of faith – remembered at Hajj every year • His son **Isma'il** is the ancestor of the prophet Muhammad

E	*Torah, Psalms and Gospels*
Psalms (Zabur)	• The Psalms of Dawud are a collection of prayers to Allah • They contain lessons of guidance for the people
Gospel (Injil)	• This is the good news about Isa (Jesus) • Muslims highly respect Isa because there are revelations in the Qur'an about him • Muslims believe he was the Masih, he was not the son of Allah, he was not crucified, he did not die to save sins • The gospels contain some mistakes because they were written many years after Isa died
Torah (Tawrat)	• The Tawrat is the Arabic word for the Torah • These are the revelations given to Moses by Allah on Mt Sinai • The Qur'an refers to the Tawrat as "guidance and light"
Scrolls of Ibrahim	• Revelations received by Ibrahim on the first day of Ramadan • Contained stories about worship and reflection • Not a book, individual revelations

F.	*The Nature of Allah*
Tawhid	• There is only one God and this God has no equal. • He created everything. • Only He should be worshipped: worshipping other Gods is a sin called **shirk.** • *"There is no God but Allah, and Muhammad is his messenger".* • *"Allah witnesses that there is no deity except Him"* • *"Do they not see that Allah, who created the heavens and the Earth and was not wearied by their creation, has the power to raise the dead to life?"*
2: Omnipotent	Allah is all powerful and has power over everything
3: Immanence	Allah is active in the world and able to control events
4: Transcendent	• Allah is outside of the universe • Not limited by time or space
5: Beneficience	God has love and good will
6: Mercy	• *"In the name of Allah, the most compassionate, the most merciful"* • God is forgiving and caring
7: Fairness and justice	• Allah is fair to all people • *Allah has sent the same message to all prophets to allow humans numerous opportunities to submit to the will of Allah* • Allah will ensure that judgement is fair and punishments are suitable

Year 11 GCSE Religious Education KO - Islam Beliefs

D.	Risalah (Prophethood)
What is it	
Why are prophets important?	
Adam	
Ibrahim	

E	Torah, Psalms and Gospels
Psalms (Zabur)	
Gospel (Injil)	
Torah (Tawrat)	
Scrolls of Ibrahim	

F.	The Nature of Allah
Tawhid	
2: Omnipotent	
3: Immanence	
4: Transcendent	
5: Beneficience	
6: Mercy	
7: Fairness and justice	

G. Qur'an

Revelation	• Chapters of the Qur'an were revealed to Prophet Muhammad over 13 years in Makkah • While Muhammad received the revelations, he was not able to change them because it was the will of Allah • After Muhammad received them, he recited them, and somebody wrote them down.
Authority	• It is the direct word of Allah so it has His authrotiy • It is without error and remains in its' original form • A written book was needed to formalise the religion
What does it contain?	• It covered every aspect of life • It influences a person throughout their lives • The basics of worship which Muhammad developed • Shari'ah law and social systems • It explains creations and other ultimate questions
Supreme authority	• The Qur'an is believed to have supreme authority • It is a timeless book – it is only the word of Allah if it is not translated from Arabic

I. Angels

What are they?	• Angels are made from light and have wings which can move at the speed of light • They have no gender and are in the unseen world • They always complete what Allah asks and they always obey Allah as they have no free will
What do they do?	• Watch over humans • Bring peace to believers and instill fear in non-believers • Angel of Death takes the soul at death • Greet people entering paradise or throw people into the pits of hell • Signify the end of the world by blowing a horn
Jibril	• Most important angel in Islam • Always brings good news • Helped Ibrahim when he was thrown in to a fire, opened up the Zamzam well for Hajar • Told Maryam she would have a son (Isa) • Dictated the Qur'an directly from Allah
Mika'il	• Assisted Muhammad with his spiritual mission • Giver of rain and sustenance – in charge of plants and rain • Helped Muhammad to fight for Makkah • Will help to weigh peoples' actions on Judgement Day • Mika'il prepared Muhammad by providing Jibril with purifying water

K. Day of Judgement, paradise and Hell

What will happen?	• Muslims believe Judgement day will come on a Friday (Adam was created on a Friday) • It will be announced by Israfils' trumpet • Allah will refer us to the book of deeds to justify damnation or salvation • Humans will go to paradise or Hell
Jannah	• Paradise • No growing ill, old or dying – it is a reward and gift from Allah • A person must live religiously and ask Allah for forgiveness • Good beliefs and actions • It is beyond human imagination
Entry to Jannah	• *"enter among my servants! Enter my paradise!"* • People will arrive over the As-Sirat bridge • There are 8 gates and you go through the one which represents your best action • Two angels welcome people saying *"peace be upon you"*
Jahannam	• Hell • People wail in misery, 70x hotter than any flame on earth, boiling water poured on their heads, pain, dragged in chains • Punishment for a life full of evil or rejecting the teachings of the Qur'an

J. Al Qadir

• Everything happens as a result of Allah's will and nothing is ever random or without reason
• Allah is in charge of everything
• Everything is a part of Allah's plan
• *"never will we be struck except by what Allah has decreed for us"*

E. Muhammad

Why was he chosen?	• Muhammad had characteristics such as responsibility, determination, patience, courage and honesty • He was highly respected in his community • He was extremely devoted to Allah – he prayed and fasted for long periods of time
What did he do as a prophet?	• He became the ruler of Madinah and set up the first Islamic community • He converted the people of Makkah to Islam
Why is Muhammad important?	• He is seen as the perfect role model as he is trustworthy and obedient to Allah • His influence can still be seen in the Hadith and Sunnah • The night of power in Ramadan is to remember Muhammad's first revelation from the angel Jibril

G.	Qur'an
Revelation	
Authority	
What does it contain?	
Supreme authority	

I.	Angels
What are they?	
What do they do?	
Jibril	
Mika'il	

K.	Day of Judgement, paradise and Hell
What will happen?	
Jannah	
Entry to Jannah	
Jahannam	

J.	Al Qadir

E.	Muhammad
Why was he chosen?	
What did he do as a prophet?	
Why is Muhammad important?	

What we are learning this term:

A. Talking about your family
B. Describing your family and friends
C. Explaining family relationships
D. Describing relationships
E. Describing future plans
F. Translation practice

6 Key Words for this term

1. Me llevo bien	4. El año próximo
2. No soporto	5. Por otro lado
3. discuto	6. Voy a…

1.1G ¿Cómo es tu familia?

1.1G ¿Cómo es tu familia?
El/la abuelo/a	grandfather/grandmother
los abuelos	grandparents
alegre	happy
alto/a	tall
amable	kind
anciano/a	old
la barba	beard
calvo/a	bald
cariñoso/a	affectionate, tender
casi nearly,	almost
castaño/a	brown hair colour
corto/a	short
delgado/a	thin
las gafas	glasses
gracioso/a	funny
guapo/a	good looking, handsome
El/la hermano/a	brother/sister
El/la hijo/a	son/daughter
joven	young
largo/a	long
liso/a	straight
la madrastra	stepmother
los ojos	eyes
el padrastro	stepfather
las pecas	freckles
pelirrojo/a	red-haired
el pelo	hair
rizado/a	curly
la tía	aunt
el tío	uncle
viejo/a	old
sensible	sensitive

1.1F Hablando de los amigos

a menudo	often
alegrarse de	to be happy about
comprensivo/a	understanding
conocer	to know a person
el consejo	advice
la cosa	thing
cuidar	to look after
la discusión	argument
divertido/a	good fun
egoísta	selfish
el equipo	team
escribir	to write
fastidiar	to annoy, to bother
fuerte	strong
hablador/a	talkative
honrado/a	honest
maduro/a	mature
mismo/a	same
peligroso/a	dangerous
reírse	to laugh
seguro/a	certain, sure
el sentido del humor	sense of humour
travieso/a	naughty
triste	sad
el verano	summer
la vida	life

1.1H Relaciones con la familia

abierto/a	open
aconsejar	to advise
actualmente	nowadays
aguantar	to bear, to put up with
arreglar	to tidy
la barrera generacional	generation gap
el cariño	affection
celoso/a	jealous
la culpa	blame, fault
los demás	others
harto/a	fed up
el hogar	home
hoy en día	nowadays
incluso	even
injustamente	unfairly
juntos	together
la libertad	freedom
manera	way
molestar	to bother
oír hablar de	to hear about
olvidar	to forget
orgulloso/a	proud

Key Verbs

Llevarse to get on	Ir To go	Soportar To stand	Hacer – to do/make	Discutir – to argue
Me llevo I get on	Voy I go	Soporto I can stand	Hago I do	Discuto I argue
Te llevas You (s) get on	Vas You go	Soportas You can stand	Haces You do	Discutes You argue
Se lleva He/se gets on	Va s/he goes	Soporta He/she can stand	Hace s/he does	Discute He/she argues
Nos llevamos They get on	Vamos They go	Soportamos W can stand	Hacemos We do	Discutios We argue
Se llevan They get on	Van They go	Soportan They can stand	Hacen They do	Discuten They argue

1.1H Relaciones con la familia

parecido/a	similar
la pelea	fight
perezoso/a	lazy
provocar	to cause
el sobrino / la sobrina	nephew, niece
tender a	to tend to
todavía	still
tratar	to treat
triste	sad

1.2G Hablando de parejas

el beso	kiss
cada vez más	more and more
cocinar	to cook
comprar	to buy
echar de menos	to miss someone
enamorado/a	in love
los familiares	relatives
feliz	happy
la gente	people
el invitado/a	guest
maleducado/a	rude
el marido	husband
el matrimonio	marriage
la mujer	wife, woman
la novia	girlfriend, fiancée
el novio	boyfriend, fiancé
parecer	to seem
la pareja	partner
los parientes	relatives
pelear(se)	to fight
el piso	flat, apartment
serio/a	serious, responsible
sonreír	to smile

1.2F Planes para el futuro

así que	so, therefore
la boda	wedding
buscar	to look for
cambiar	to change
el casamiento	wedding
casarse	to get married
el compañero/a	colleague, friend
decepcionado/a	disappointed
encontrar	to find
la felicidad	happiness
la fiesta	party, festival
por eso	therefore
próximo/a	next
el sitio	place
solo/a	alone, only
soltero/a	single
tener suerte	to be lucky
las vacaciones	holidays
ya no	no longer

1.2H Las relaciones de hoy en día

ahora	now
alguien	someone
cara a cara	face to face
distinto/a	different
en contra	against
en primer lugar	in the first place,
la edad	age
estar de acuerdo	to agree
el/la jubilado/a	retired person,
pagar	to pay
la pareja	partner
la piel	skin
por otro lado	on the other hand

GCSE Unit 2 SPANISH Knowledge organiser.
Topic Technology in Everyday Life

What we are learning this term:

A. Saying how you keep in touch via the internet
B. Picking out key words when reading
C. Giving opinions about online messaging
D. Talking about using a mobile
E. Give opinions about mobile technology

6 Key Words for this term

1. chateo	4. sala de chat
2. redes sociales	5. descargar
3. en línea	6. subir

2.1G Comunicarse por internet

a veces	sometimes
allí	there
chatear	to chat online
colgar fotos	to post photos
el correo electrónico	email
demasiado/a	too much
hablar	to speak / talk
increíble	incredible
justo/a	fair
el país	country
un poco	a Little
propio/a	own
la razón	reason
la red	internet / network
la red social	social network
la sala de chat	chat room
la salida	outing
todos los días	every day
usar	to use
utilizar	to use
la vez	time

2.2H ¿Podrías vivir sin el móvil y la tableta?

raras veces	rarely
la sala de chat	chat room
la señal	signal
la tarjeta de crédito	credit card
todo lo contrario	the exact opposite

2.1F ¿Cómo prefieres mantenerte en contacto?

comunicarse	to communicate
desafortunadamente	unfortunately
empezar	to start
escoger	to choose
genial	brilliant / great
gratís	free of charge
el hecho	fact
el inconveniente	disadvantage
interactivo/a	interactive
el jefe / la jefa	boss
la letra	letter of the alphabet
mandar	to send
los medios sociales	social media
el móvil	mobile phone
ofrecer	to offer
el ordenador	computer
la pantalla	screen
poder	to be able to
por desgracia	unfortunately
por mi parte	as far as I'm concerned
la revista digital	digital magazine
sencillo/a	simple
tampoco	neither / nor

2.2G ¡El móvil para todo!

aunque	although
dar	to give
dar las gracias	to thank
enviar	to send
el juego	game
lento/a	slow
el mensaje de texto	text message
el móvil	mobile phone
navegar la red	to surf the internet
la norma	rule
prohibido	forbidden
el regalo	present, gift
la regla	rule
ridículo/a	ridiculous
roto/a	broken
único/a	only

Key Verbs

Descargar To download	Subir To upload	Mandar To send	Hacer – to do/make	Chatear To chat
Descargo I download	Subo I upload	Mando I send	Hago I do	Chateo I chat
Descargas You download	Subes You upload	Mandas You send	Haces You do	Chateas You chat
descarga He/she download	sube He/she uploads	Manda He/she sends	Hace s/he does	Chatea He/she chats
Descargamos We download	Subimos We upload	Mandamos We send	Hacemos We do	Chateamos We chat
Descargan They download	suben They upload	Mandan They send	Hacen They do	Chatean They chat

2.2F La tecnología portátil

andar	to walk
archivo	file
borrar	to delete, erase
la canción	song
cargar	to load
contestar	to answer
el correo basura	spam, junk mail
cualquier	any
de vez en cuando	from time to time
el disco duro	hard drive
el espacio	space
igual	same
el ordenador portátil	laptop
sacar fotos	to take photos
sentir	to feel
la tableta	tablet
la tecnología	technology

2.1H Las redes sociales

a mi juicio	in my opinion
acosar	to bully
el acoso	bullying
apasionar	to excite
aun	even
bajo	low
compartir	to share
el comportamiento	behaviour
el desarrollo	development
la desventaja	disadvantage
divertirse	to have a good time
gratuito/a	free of charge
mejorar	to improve
el riesgo	risk
el/la seguidor/a	follower
tener éxito	to be successful
el/la usuario/a	user

2.2H ¿Podrías vivir sin el móvil y la tableta?

la conexión inalámbrica	wireless connection
chatear	to chat online
correr	to run
darse cuenta de	to realise
en vez de	instead of
las felicidades	best wishes, congratulations
felicitar	to send best wishes/to congratulate
hasta	until
imprescindible	essential
preocupar	to worry

GCSE Unit 3 SPANISH Knowledge organiser.
Topic Free Time Activities

Key Verbs

Salir To go out	Ir To go	Jugar To play	Hacer – to do/make	Tocar To play (ins)
Salgo I go out	Voy I go	Juego I play	Hago I do	Toco I play
Sales You go out	Vas You go	Juegas You play	Haces You do	Tocas You play
Sale He/she goes out	Va s/he goes	Juega He/she plays	Hace s/he does	Toca He/she plays
Salimos We go out	Vamos They go	Jugamos We play	Hacemos We do	Tocamos We play
Salen They go out	Van They go	Juegan They play	Hacen They do	Tocan They play

What we are learning this term:

A. Talking about free time
B. Talking about your plans for the weekend
C. Talking about eating out
D. Talking about special occasion meals
E. Extending what you can say about sport
F. Talking about sport in the world

6 Key Words for this term

1. disfrutar	4. campeones
2. jugar	5. formentar
3. los deportes	6. a selección

3.1F ¿Qué haces en tu tiempo libre?

a veces	sometimes
bastante	quite
cada	each, every
cenar	to have an evening meal
charlar	to chat
el coro	choir
descansar	to rest
los dibujos animados	cartoons
el documental	documentary
el fin de semana	weekend
genial	great
las noticias	news
nunca	never
ocupado/a	occupied, busy
policíaco/a	police, detective, crime (adj.)
poner	to put
por lo general	in general
siempre	always
el teatro	theatre
la telenovela	soap opera
terminar	to finish
el tiempo	time
todo/a/os/as	all, every
tonto/a	silly, stupid
la vez	time, occasion

3.1G ¿Qué te gusta hacer?

aburrido/a	boring
bailar	to dance
cantar	to sing
el cine	cinema
de vez en cuando	from time to time, occasionally
entretenido/a	entertaining
estimulante	challenging
jugar	to play (game, sport)
leer	to read
libre	free
odiar	to hate
la película	film
practicar	to practise
salir	to go out
la tarde	afternoon, evening
el teclado	keyboard
tocar	to touch, to play (an instrument)
ver	to see, watch

3.2G Comer y Beber

el perrito caliente	hot dog
el pescado	fish
el pollo	chicken
el postre	dessert, pudding
el queso	cheese
la sopa	soup
el té	tea
tomar	to take, to have (food, drink)
la tortilla	omelette
la tostada	toast
el vaso	glass
las verduras	vegetables

3.1H Hablando del tiempo libre y de los planes

aburrido/a	boring
agradable	pleasant
al aire libre	in the open air, outdoors
la batería	drums
la canción	song
dar un paseo	to go for a walk
de vez en cuando	from time to time, occasionally
desafiante	challenging
divertido/a	fun
emocionante	exciting

3.2G Comer y Beber

el (fem.) agua (mineral)	(mineral) water
beber	to drink
el bocadillo	sandwich
la carne	meat
la cena	evening meal
cenar	to have supper / to have an evening meal
comer	to eat
la comida	lunch, food, meal
desayunar	to have breakfast
el desayuno	breakfast
después	afterwards
el helado	ice cream
el huevo	egg
el jamón	ham
la leche	milk
las legumbres	pulses
la mantequilla	butter
la manzana	apple
la mermelada	jam, marmalade
las patatas fritas	chips, fries

3.2F Vamos a comer fuera

el atún	tuna
el bacalao	cod
la barra	loaf
el bistec	steak
los calamares	squid
la cebolla	onion
el cerdo	pork
la cerveza	beer
los champiñones	mushrooms
el chorizo	chorizo
la chuleta	chop
el cordero	lamb
el filete	fillet
la fresa	strawberry
las gambas	prawns
el gazpacho	chilled tomato soup
los guisantes	peas
el jamón serrano	cured ham
las judías verdes	green beans

3.3F ¿Qué deportes harás?

el alpinismo	rock climbing
cansado/a	tired
la carrera	race
el concurso	competition (contest)
contestar	to answer
durante	during
el ejercicio	exercise
el entrenamiento	training
entrenar	to train
el equipo	team
el esquí	skiing
este, esta	this
ganar	to win
el jugador	player
mañana	tomorrow
el miembro	member
el partido	match
probar	to try, to test

3.3G ¿Haces deporte?

activo/a	active
al aire libre	in the open air, outdoors
ayudar	to help
el baloncesto	basketball
el campo	countryside, playing field
la cancha	court
los deberes	homework
la equitación	horse riding
el estadio	stadium
montar a caballo	to ride a horse
montar en bicicleta	to ride a bike

What we are learning this term:

A. Learning about Spanish life and routines
B. Learning about local customs
C. Talking about a Spanish festival
D. Learning about Latin American culture
E. Skim reading for key information
F. Using past expressions of time

6 Key Words for this term

1. divertirse	4. el desfile
2. hispánico	5. celebrarse
3. el turismo	6. los antepasados

4.1G La vida en familia

a media mañana	at mid-morning
acostarse	to go to bed
el bollo	bun
la cena	evening meal
coger	to catch
la comida	food, meal, lunch
el desayuno	breakfast
la dieta	diet
la leche	milk
levantarse	to get up
ligero/a	light
participar	to participate, to take part
probar	to try, to try out
el recreo	break
saludable	healthy
la sobremesa	sitting chatting at the table after a meal
el trabajador	worker
la tradición	tradition
traer	to bring
tranquilamente	calmly
el vaso	glass

4.1H ¿Cambian las costumbres?

acostarse	to go to bed
cerrarse	to close
coger	to catch
corto/a	short
empezar	to start
hace calor	it is hot
levantarse	to get up
el marido	husband
la mayoría	majority
el ordenador	computer

4.1F Algunas costumbres regionales

la actuación	performance
agradable	pleasant
el ambiente	atmosphere
antiguo/a	old
la batalla	battle
el caballo	horse
la camisa	shirt
el concurso	competition
conmemorar	to commemorate
correr	to run
la costumbre	custom
demasiado	too much, too many
el desfile	parade, procession
el diablo	devil
divertirse	to enjoy oneself
emocionante	exciting
el encierro	bull run
encontrar	to find
enorme	enormous
entender	to understand
entrenarse	to train
el espectáculo	show, display
extraño/a	strange
fatal	awful
formar	to form
histórico	historic
humano	human
impresionante	impressive
incómodo/a	uncomfortable
llevar	to wear, take, carry
el Mediterráneo	Mediterranean
el/la moro/a	Moor (historically a person from North Africa)
nadie	no one
natural	natural
el origen	origin
pasarlo bien	to have a good time
el peligro	danger
peligroso/a	dangerous
por encima de	over
precioso/a	beautiful
el producto	product
saltar	to jump
la seguridad	safety, security
la suerte	luck
el toro	bull
la torre	tower
el traje	suit, costume
único/a	only, unique
varios/as	several
vestirse (de)	to dress (in)

Key Verbs

Celebrar To celebrate	Ir To go	Disfrutar To enjoy	Hacer – to do/make	Disfrazar To dress up
Celebro I celebrate	Voy I go	Disfruto I enjoy	Hago I do	Disfrazo I dress up
Celebras You celebrate	Vas You go	Disfrutas You enjoy	Haces You do	Disfrazas You dress up
Celebra – he/she celebrates	Va s/he goes	Disfruta He/she enjoys	Hace s/he does	Disfraza He/she dresses up
Celebramos We celebrate	Vamos They go	Disfrutamos We enjoy	Hacemos We do	Disfrazamos We dress up
Celebran They celebrate	Van They go	Disfrutan They enjoy	Hacen They do	Disfrazan They dress up

4.2G Las fiestas de España – la Tomatina

al final	at the end
americano/a	American
australiano/a	Australian
británico/a	British
el camión	lorry
la camiseta	T-shirt
el carnaval	carnival
divertirse	to enjoy oneself
duchar	to shower
empezar	to start
la entrada	(entry) ticket
la foto	photo
la gente	people
hace (+ tiempo)	(time) ago
japonés/esa	Japanese
limitar	to limit
limpiar	to clean
llegar	to arrive
la manguera	hose, hosepipe
mojado/a	wet, soaked
el montón	heap, pile
la plaza mayor	the main square
primero/a	first
pronto	soon
rojo/a	red
sucio/a	dirty
típico/a	typical
tirar	to throw
todo el mundo	everyone, everybody
el tomate	tomato
el turismo	tourism
varios/as	several
el/la visitante	visitor
el/la voluntario/a	volunteer
volver	to return, to go back

4.2F Las fiestas del mundo hispano

el altar	altar, shrine
los antepasados	ancestors
aparecer	to appear
el azúcar	sugar
la calavera	skull
celebrarse	to be held
el cementerio	cemetery
cerca de	close to, near to
la ciudad	city, town
comenzar	to start
completamente	completely
describir	to describe
el desfile	parade
el diablo	devil
disfrazado	dressed up, disguised
en honor a	in honour of
encendido/a	lit
el esqueleto	skeleton
el estaño	tin
los familiares	family members
famoso/a	famous
la flor	flower
hispánico	Hispanic (i.e. of the Spanish speaking world)
la mina	mine
el/la minero/a	miner
el mole	'mole' sauce / Mexican chocolate sauce
la montaña	mountain
muerto	dead
la normalidad	normality
el número	number
la plata	silver
proteger	to protect
el pueblo	village, (small) town

What we are learning this term:

A. Saying what your house is like
B. Describing your house and where it is
C. Talking about the amenities in your area
D. Discussing the advantages and disadvantages of living in the town and country

6 Key Words for this term

1. vivir	4. el hogar
2. alojamiento	5. la casa
3. alquilar	6. las afueras

5.1G Mi casa

la alfombra	carpet, rug
el armario	cupboard, wardrobe
el ascensor	lift
la butaca	armchair
la cocina	kitchen, cooker, cuisine
cómodo	comfortable, convenient, handy
compartir	to share
el cuarto de baño	bathroom
el dormitorio	bedroom
los electrodomésticos	(electrical) appliances
la escalera	stairs
el espejo	mirror
la estantería	shelves, shelving unit
el fregadero	kitchen sink
la habitación	room
el lavabo	washbasin
la lavadora	washing machine
el lavaplatos	dishwasher
el microondas	microwave oven
la nevera	fridge
la pared	wall
el salón	lounge, living room
el sillón	armchair
el suelo	ground, floor
la terraza	terrace

5.2G ¿Qué se puede hacer donde vives?

el barrio	neighbourhood, area
la biblioteca	library
la bolera	bowling alley
el bolso	handbag
la carnicería	butcher's
el césped	lawn
el collar	necklace
descansar	to rest
el dinero	money
divertirse	to enjoy oneself, to have a good time
el estanco	tobacconist's (also sells stamps)
los grandes almacenes	department stores
la joyería	jeweller's
la juguetería	toy shop
el mercado	market
la muñeca	doll
el museo	museum
la panadería	baker's
el parque	infantil park, playground
la pastelería	cake shop
los pendientes	earrings
la plaza de toros	bull ring
la ropa (de marca)	(designer) clothes
la tienda de comestibles	grocery store, food

5.2F Mi ciudad

la avenida	avenue
el ayuntamiento	Town Hall
bienvenido/a	welcome
el centro comercial	shopping centre
la ciudad	city, large town
el club de jóvenes	youth club
Correos	Post Office
construir	to build
convertirse en (+ noun)	to become
los espacios verdes	open spaces
la fábrica	factory
fundar	to found
el/la habitante	inhabitant
la iglesia	church
ir de compras	to go shopping
el país	country
la plaza	square (in a town)
el polideportivo	sports centre
el pueblo (small)	town, village, people
el puente	bridge
el puerto	port, harbour
el siglo	century

Key Verbs

Vivir To live	alquilar To rent	Comprar To buy	Hacer – to do/make	Mudarse To move
Vivo I live	Alquilo I rent	Compro I buy	Hago I do	Me mudo I move
Vives You live	Alquilas You rent	Compras You buy	Haces You do	Te mudas You move
Vive He/she lives	Alquila He/she rents	Compra He/she buys	Hace s/he does	Se muda He/she moves
Vivimos We live	Alquilamos We rent	Compramos We buy	Hacemos We do	Nos mudamos We move
Viven They live	Alquilan They rent	Compran They buy	Hacen They do	Se mudan They move

5.1H Mi casa y mi barrio

abajo	under, downstairs
amplio/a	spacious, roomy
arriba	above, upstairs, up
el balcón	balcony
la calefacción	heating
la cocina amueblada	fitted kitchen
el comedor	dining room
el comercio	business, shop
imprescindible	essential, indispensable
inferior	lower
el jardín	garden
lujoso/a	luxurious
la mascota	pet
la piscina	swimming pool
la planta	floor (of a building), plant
la planta baja	ground floor
superior	upper, higher
la tienda	shop
la torre	tower, tower block
la vista	view, sight

5.1F ¿Cómo es tu casa?

las afueras	outskirts
antiguo	old
el árbol	tree
el campo	countryside, field, sports ground
el chalet / chalé	bungalow, detached house, villa
la costa	coast
el estante	shelf
encontrar	to find
encontrarse	to be situated
encontrarse con	to meet up with
la granja	farm
guardar	to keep, to put away, to save
la librería	bookcase, bookshop
la montaña	mountain
el mueble	piece of furniture
los muebles	furniture
peor	worse

What we are learning this term:

A. Talking about different ways of volunteering
B. Talking about charities and voluntary work
C. Talking about healthy eating
D. Talking about healthy and unhealthy lifestyles
E. Listening for different tenses

6 Key Words for this term

1. un voluntario/a	4. comedor social
2. ecologista	5. banco de alimentos
3. los sin techo	6. quiero

6.1G ¿Quieres ser voluntario/a?

arreglar	to tidy, to fix, to arrange
ayudar (a)	to help (to)
el banco de alimentos	food bank
charlar	to chat
el comedor social	soup kitchen
el concurso	competition
cultivar	to grow, cultivate
disfrutar	to enjoy
ecologista	environmental
la gente mayor	old people
hogar	home
limpiar	to clean
marcar (un gol)	to score (a goal)
necesitado	needed, required
los necesitados	the needy
la organización benéfica	charitable organisation, charity
participar (en)	to take part (in)
pasarlo bien	to have a good time
proteger	to protect
la residencia de ancianos	old people's home
los "sin techo"	the homeless
el Tercer Mundo	the Third World
la tienda con fines benéficos / tienda solidaria	charity shop
el/la voluntario/a	volunteer

6.1F Me gustaría ayudar

agradecer	to thank
aprender	to learn
el asombro	amazement, surprise
contar (que)	to tell, to relate
el curso	school year, course
los/las demás	the others, the rest
esperar	to wait for, to hope, to expect
formar parte	to be part (of)
hacer la cama	to make the bed
el centro de menores tutelados	children's home
el idioma	language
inútil	uselessless
propósito	aim, purpose, objective
repartir	to deliver, to hand out
tener sueño	to be sleepy
la tienda solidaria	charity shop
útil	useful

6.2G ¿Comes bien?

acostarse	to go to bed
las bebidas alcohólicas	alcoholic drinks
las bebidas azucaradas	sugary drinks
borracho/a	drunk
el dolor	pain, ache
emborracharse	to get drunk
evitar	to avoid
glotón	greedy
la grasa	fat
grasiento/a	fatty, greasy
intentar (+ infinitive)	to try to
el ladrón	thief, robber
malsano	unhealthy
musulmán	Muslim
poco sano	not healthy
la ración	portion
saludable	healthy
sano	healthy

Key Verbs

Ayudar To help	Ir To go	Soportar To stand	Hacer – to do/make	Limpiar To clean
Ayudo I help	Voy I go	Soporto I can stand	Hago I do	Limpio I clean
Ayudas You help	Vas You go	Soportas You can stand	Haces You do	Limpias You clean
Ayuda He/she helps	Va s/he goes	Soporta He/she can stand	Hace s/he does	Limpia He/she cleans
Ayudamos We help	Vamos They go	Soportamos W can stand	Hacemos We do	Limpiamos We clean
Ayudan They help	Van They go	Soportan They can stand	Hacen They do	Limpian They clean

6.1H La importancia de hacer obras benéficas

andar	to walk
el bolsillo	pocket
contribuir	to contribute
dar asco	to nauseate
el dibujo	drawing
donar	to donate
en vías de extinción	threatened (threatened with extinction)
escaso/a	scarce
la exposición	exhibition
el ganador	winner
ganar	to win
gastar	to spend
las instalaciones	facilities
el medio ambiente	environment
las obras benéficas	charity, charitable works
la pérdida	loss
perteneciente a	belonging to
el/la político/a	politician
los recursos	resources
seropositivo/a	HIV positive
el sida	AIDS
temer	to fear

6.2H ¿Qué opinas?

aguantar	to put up with, to bear
asqueroso/a	disgusting
ataque cardíaco	heart attack
aumentar	to increase
el botellón	drinking party in the street
cada vez más	more and more
el cerebro	brain
el consumo	consumption
el corazón	heart
cuanto antes	as soon as possible
el/la drogadicto/a	drug addict
la edad	age
la encuesta	survey
enfrentar	to face
grave	serious
hacer daño a	to injure, to harm
el hígado	liver
nocivo/a	harmful
participar (en)	to take part (in)
pedir	to ask (for), to ask (someone to do something)
los primeros auxilios	first aid
prohibir	to prohibit, to forbid
provocar	to cause, to provoke
el pulmón	lung
reducir	to reduce
síndrome de abstinencia	withdrawal symptoms
el sobrepeso	excess weight, obesity
subir	to go up
el tabaquismo	addiction to tobacco
la venta	sale

GCSE Unit 7 SPANISH Knowledge organiser.
Topic Global Issues

What we are learning this term:

A. Talking about reusing things, reducing waste and recycling
B. Talking about ways of protecting the environment
C. Talking about poverty
D. Talking about homelessness

6 Key Words for this term

1. la libertad	4. el destrozo
2. pensamientos	5. violento/a
3. asistir a	6. la culpa

7.1G Reutilizar, reducir, reciclar

ahorrar	to save
la basura	rubbish
la bolsa de plástico	plastic bag
el cartón	cardboard
cerrar	to shut, to close, to turn off (tap)
el contenedor	container
en vez de	instead of
intentar	to try to
la lata	tin, can
el malgasto	waste
el papel (reciclado)	(recycled) paper
la papelera	wastepaper basket
la pila	battery
el plástico	plastic
ponerse	to put on (clothes)
los productos químicos	chemicals, chemical products
el proyecto	project
recargable	rechargeable
reciclar	to recycle
reutilizar	to reuse
la Tierra	Earth
tirar	to pull, to throw away
tratar de	to try to
el vidrio	glass

7.1F Protegiendo el medio ambiente

la basura	rubbish
la bombilla (de bajo consumo)	(low-energy) light bulb
el combustible	fuel
combatir	to fight, to combat
la contaminación atmosférica	air pollution
desaparecer	to disappear
el desastre	disaster
desconectar	to disconnect, to unplug, switch off
deshacer	to undo
los desperdicios	rubbish, refuse, waste
la especie	species
incluso	even
inquietante	worrying
luchar	to struggle, fight
la medida	measure, means
medioambiental	environmental
el motor	engine
los residuos	refuse, waste, rubbish
salvar	to save

7.2G Los necesitados

a favor (de)	in favour (of)
la alimentación	feeding, nourishment, food
la asistencia médica	medical care
asistir a	to attend
buscar	to look for
contribuir	to contribute
la creencia	belief
la culpa	blame, fault
la enfermedad	illness
en contra	against
estar dispuesto/a a	to be prepared to, to be ready to
faltar	to be lacking, to be missing
fresco	fresh
hace(n) falta	to be necessary, to need
la libertad (de pensamiento)	freedom (of thought)
merecer	to deserve
necesitar	to need
perder	to lose
perezoso/a	lazy
querer	to love

Key Verbs

Reciclar To recycle	Ir To go	Apagar To turn off	Hacer – to do/make	Encender To turn on
Reciclo I recycle	Voy I go	Apago I turn off	Hago I do	Enciendo I turn on
Reciclas You recycle	Vas You go	Apagas You turn off	Haces You do	Enciendas You turn on
Recicla Sh/e recycles	Va s/he goes	Apaga He/she turns off	Hace s/he does	Encienda He/she turns on
Reciclamos We recycle	Vamos They go	Apagamos We turn off	Hacemos We do	Encendemos We turn on
Reciclan They recycle	Van They go	Apagan They turn off	Hacen They do	Enciendan They turn on

7.2F Los "sin techo"

el destrozo	damage, destruction
escoger	to choose
la falta	lack
formar parte de	to be part of
el/la gamberro/a	hooligan, lout, troublemaker
maltratar	to mistreat, to ill-treat
los niños de la calle	street children
la ONG (organización no gubernamental)	NGO (non-governmental organisation)
la pobreza	poverty
recoger	to pick up
robar	to steal, rob
el vertedero	rubbish dump, tip
la violencia	violence
violento/a	violent

7.2H Es importante ayudar a los demás

el agua corriente (fem.)	running water
bastar	to be enough
la comisaría	police station
consumir	to consume
la corriente	(electric) current, electricity supply
crear	to create
la criminalidad	crime
cualquier(a)	any
el empleo	job
el/la encargado/a	person in charge
el éxito	success

7.1H Problemas ecológicos

acercarse a	to approach
el agujero	hole
la aldea	(small) village
alejar	to move (something) further away
alejarse de	to move further away from
amenazar	to threaten
arruinar	to ruin
el atasco	traffic jam, hold-up
el ave (marina) (fem.)	(sea) bird
el calentamiento global	global warming
la capa de ozono	ozone layer
el casco	helmet, hull (of ship)
el centenar	about a hundred
la central eléctrica	power station
la circulación	traffic
constituir	to constitute
cortar	to cut, to cut off
el efecto invernadero	greenhouse effect
extender	to spread, to stretch
frenar	to brake, to put a stop to
el humo	smoke
el huracán	hurricane
el incendio	fire
la lluvia	rain
la mancha	stain
la marea negra	oil slick
la muerte	death
el nivel	level
el petrolero	oil tanker
el/la pescador/a	fisherman/fisherwoman

Key Verbs

Quedarse To stay	Ir To go	Veranear To summer holiday	Hacer – to do/make	Volar To fly
Me quedo I stay	Voy I go	Veraneo I summer holiday	Hago I do	Vuelo I fly
Te quedas You stay	Vas You go	Veraneas You summer hol	Haces You do	Vuelas You fly
Se queda He/she/it stays	Va s/he goes	Veranea He/she summer hol	Hace s/he does	Vuela He/she/ it flys
Nos quedamos We stay	Vamos They go	Veraneamos We summer hol	Hacemos We do	Volamos We fly
Se quedan They stay	Van They go	Veranean They summer hol	Hacen They do	Vuelan They fly

What we are learning this term:

A. Talking about travelling to holiday destinations
B. Talking about the weather
C. Talking about holiday accommodation
D. Talking about the regions of Spain
E. Understanding tourist leaflets and websites

6 Key Words for this term

1. alojarse
2. veranear
3. la pensión
4. vacaciones
5. un folleto
6. el AVE

8.1G ¡Me voy de vacaciones!

el aire acondicionado   air conditioning
el andén   platform
el asiento   seat
el autocar   coach
el AVE (tren de alta velocidad)   high-speed train
el avión   plane
barato/a   cheap
el barco   boat
la bici(cleta)   bike, bicycle
el coche   car
la consigna   left-luggage office
el crucero   cruise
desde luego   of course
echar de menos   to miss
Escocia   Scotland
estrecho/a   narrow
el equipaje   luggage
el ferrocarril   railway
el invierno   winter
la maleta   suitcase
el metro   underground
no fumador   non smoking
el otoño   autumn
la primavera   spring
la sala de espera   waiting room
Sudamérica   South America
el tranvía   tram
las vacaciones   holidays
el verano   summer
viajar   to travel
el viaje   journey

8.1F ¿Dónde te alojas?

el abrebotellas   bottle-opener
el abrelatas   tin-opener
el aeropuerto   airport
a la derecha   on the right
a la izquierda   on the left
el albergue juvenil   youth hostel
Alojarse   to stay (in a hotel)
el bañador   swimming costume
la cama de matrimonio   double bed
camping campsite, camping
la estación de servicio   petrol station
la estrella   star
fatal   awful, terrible
el folleto   leaflet
la gasolina (sin plomo)   (unleaded) petrol
el guía / la guía   guide (person)
la guía   guidebook
la habitación   (doble/ (double/single) room individual)
la llave   key
mojarse   to get wet
la oficina de turismo tourist office
el papel higiénico   toilet paper
el parador   state-owned hotel (in Spain)
el pasaporte   passport
la pensión   boarding house, B & B
ponerse en camino   to set off
por desgracia   unfortunately
la recepción   reception
la reserva   reservation
el saco de dormir   sleeping bag
los servicios   toilets
la tarjeta de embarque   boarding card
la tienda (de campaña)   tent
la taquilla ticket   office

8.2G ¿En qué región vives?

el desempleo   unemployment
la diversión   entertainment
muy poblado   crowded
nacer   to be born
Nací   I was born
nació   he/she was born
el país   country
Pescar   to fish
el río   river
la sierra   mountain range
tanto   so much, so many

8.2F Un folleto turístico

abrir to   open
abierto/a   open
callado/a   quiet, reserved
cargar   to load
cerrar   to close, shut
la cocina   cuisine, cooking
conocer   to know (a person /a place)
el cultivo   crop
entero/a   entire, whole
gruñón/oña   grumpy
ir de paseo   to go for a walk
la mina   mine
el monasterio   monastery
el monte   hill, mountain
la oveja   sheep
Pintoresco   picturesque
recomendar   to recommend
el recuerdo   memory, reminder, souvenir
la refinería (de petróleo)   (oil) refinery
la sombrilla   sunshade, parasol
el taller   workshop
tranquilo/a   peaceful
la vaca   cow
el valle   valley
el/la visitante   visitor

8.2H Describiendo tu región

acostumbrado/a   accustomed to, used (adj) to
la barca pesquera   fishing boat
casero/a   home-made
la cita amorosa   date (with someone)
el clima   climate

8.1H ¿Qué hiciste y qué te gustaría hacer durante las vacaciones?

aburrirse   to get bored
acabar de (+ infinitive) to have just (done something)
broncearse   to get a tan
coger   to catch, to take
el crucero   cruise
descansar   to rest
el esquí acuático   water skiing
extranjero/a foreign
el extranjero (en el __, abroad al__)
Francia   France
genial   brilliant, great
Grecia   Greece
la insolación   sunstroke
la isla   island
las Islas Canarias   Canary Islands
a mediados de in the middle of (time)
el Mediterráneo   Mediterranean
ocupado/a   busy, engaged
el oro   gold
la plata   silver
regresar   to return
relajarse   to relax
la sombrilla   sunshade, parasol
el vestuario   changing room, cloakroom
la vida nocturna   night life
volver   to return
el vuelo   flight
colocar to place, to put
la empresa company, firm
la época era, age, time

GCSE Unit 9 SPANISH Knowledge organiser.
Topic My Studies

What we are learning this term:

A. Giving your opinion about different subjects
B. Talking about your studies
C. Talking about your school life and daily routine
D. Talking about school rules and uniform
E. Translating into English

6 Key Words for this term

1. asignaturas	4. suspender
2. notas	5. licienciatura
3. aprobar	6. elegir

9.1G El instituto y las asignaturas

el arte dramático   drama
la asignatura   subject
la carrera   career, university course
las ciencias   science
la clase   class
la cocina   cooking, food technology
continuar   to continue, carry on
los deberes   homework
dejar   to drop
el dibujo   art
difícil   difficult, hard
divertido/a   fun
la educación física   PE
Escoger   to choose
el español   Spanish
estudiar   to study
fácil   easy
el francés   French
la geografía   geography
la historia   history
el inglés   English
las matemáticas   maths
práctico/a   practical
próximo/a   next
la selección   choice
Útil   useful

9.1F ¿Cómo ser buen estudiante?

abrir   to open
Afectar   to affect
el apoyo   support
aprender   to learn
los apuntes   notes
asistir a   to attend
la biblioteca   library
el/la compañero/a   classmate
completar   to complete
Consultar   to consult
el debate   discussion
los deberes   homework
el diccionario   dictionary
la duda   doubt, query
el ejercicio   exercise
entender   to understand
la escuela   school
Esperar   to hope, to wait, to expect
el examen, exámenes   exam, exams
la excursión   trip
faltar a clase   to miss lessons
la frase   sentence
Intentar   to try
interrumpir   to interrupt
el instituto   school
levantar la mano   to raise your hand
la literatura   literature
llevar   to take, to carry, to wear
mejorar   to improve
mirar   to look at
el mundo   world
necesitar   to need
la nota   grade
ofrecer   to offer
el ordenador   computer
organizar   to organise
la palabra   word
la pantalla   screen
participar   to take part
pedir   to ask for, to request
pegado/a   a glued to
perder   to lose, miss
la pizarra   blackboard
la pizarra interactiva   smartboard
Preguntar   to ask
el/la profesor(a)   teacher
el progreso   progress
la prueba   test
Repasar   to revise

Key Verbs

Aprobar To pass	Elegir To choose	Suspender To fail	Estudiar To study	Pensar To think
Apruebo I pass	Eligo I choose	Suspendo I fail	Estudio I study	Pienso I think
Apruebas You pass	Eliges You choose	Suspendes You fail	Estudias You study	Piensas You think
Aprueba He/she/it passes	Elige He/she/it chooses	Suspende He/she/it fails	Estudia He/she/it studies	Piensa He/she/it thinks
Aprobamos We pass	Elegimos We choose	Suspendemos We fail	Estudiamos We study	Pensamos We think
Aprueban They pass	Eligen They choose	Suspenden They fail	Estudian They study	Piensan They think

9.1F ¿Cómo ser buen estudiante?

el repaso   revision
responsable   responsible
resultar en   to end up with, to lead to
saber   to know
sacar buenas / malas notas   to get good / bad grades
serio/a   serious
las tareas   homework
el trabajo   work, piece of work
la tutoría   tutorial
Usar   to use
el vocabulario   vocabulary

9.1H ¿Qué tal el instituto?

preocupar   to worry
la sala de informática   IT room
sencillo/a   simple
Sentirse   to feel
usar to   use
el viaje   journey
la zona   área

9.1H ¿Qué tal el instituto?

el/la alumno/a   pupil
antiguo/a   old
asustado/a   frightened
asustar   to frighten
el atasco   traffic jam, blockage
atento/a   attentive
el aula   (fem.) classroom
ayudar   to help
buscar   to look for
cambiar   to change
cansado/a   tired
conocer   to meet, to get to know
contento/a   glad, happy
contestar   to answer
el curso   school year, course
los deberes   homework
deteriorado/a   dilapidated, shabby
distinto/a   different
la emoción   excitement
emocionante   exciting
encima   on top
encontrar   to find
explicar   to explain
feo/a   ugly
el gimnasio   sports hall, gym
hambriento/a   hungry
el idioma   language
inmenso/a   immense
el laboratorio   laboratory
largo/a   long
mejor   better
nervioso/a   anxious, nervous
el patio del recreo   the school yard, playground
la pregunta   question

What we are learning this term:

A. Talking about your school and daily routine
B. Talking about school rules and uniform
C. Translating into English
D. Revising 'se debe', 'hay que', 'tener que'
E. Using questions to help your answer
F. Using quantifiers and intensifiers

6 Key Words for this term

1. acabar de	4. demostrar
2. actuar	5. las instalaciones
3. la ausencia	6. el maquillaje

10.1G El día en el instituto

acabar de	to have just done something
actuar	to perform
el aire libre	the open air
aislado/a	isolated
el/la alumno/a	pupil
aprender	to learn
la asignatura	subject
el bachillerato	A-level equivalent
el bocadillo	sandwich
bonito	lovely
campo de deportes	sports field
la clase	class
el/la compañero/a	classmate
corto/a	short
durar	to last
empezar	to start, to begin
el equipo	team, equipment
el estante	shelf
la evaluación	assessment
funcionar	to work, to function
ganar	to win
ir al baño	to go to the bathroom
el juego de mesa	board game
la hora de comer	lunch hour
el laboratorio	laboratory
la obra de teatro	play
la opción	option
la oportunidad	opportunity
pasar la lista	to take the register
el producto químico	chemical

10.1F Las reglas y el uniforme

la agenda	diary, planner
el apellido	surname
el artículo	article
la ausencia	absence
buscar	to look for
el chicle	chewing gum
el daño	harm
dejar	to let, allow
demostrar	to show, demonstrate
el edificio	building
escolar	school (adj.)
firmar	to sign
el individuo	individual
las instalaciones	facilities
el intercambio	exchange
llevar	to take, carry, wear
el maquillaje	make up
los materiales	materials
mientras	while
el nombre	name
la palabra	word
el pasillo	corridor
el pendiente	earring
ponerse en contacto	to get in touch
prohibido	prohibited, banned
la puntualidad	punctuality
la regla	rule
el respeto	respect
sufrir	to suffer
traer	to bring
el trayecto	journey
el uniforme	uniform

Key Verbs

Acabar de To have just finished	Mejorar To improve	Maquillarse To put makeup on oneself	Hacer – to do/make	Ofrecer To offer
Acabo de I have just finished	Mejoro I improve	Me maquillo I put make up on	Hago I do	Ofrezco I offer
Acabas de You have just finished	Mejoras You improve	Te maquillas You put make up on	Haces You do	Ofreces You offer
Acaba de He/she it has just finished	Mejora He/she/ it improves	Se maquila He/she/it puts make up on	Hace s/he does	Ofrece He/she/it offers
Acabamos de We have just finished	Mejoramos We improve	Nos maquillamos We put make up on	Hacemos We do	Ofrecemos We offer
Acaban de They have just finished	Mejoran They improve	Se maquilan They put make up on	Hacen They do	Ofrecen They offer

10.1H Lo bueno y lo malo del instituto

el acoso	bullying
aguantar	to put up with
aislado/a	isolated
alegrar	to brighten up, to cheer up
aprobar	to pass an exam
el aspecto	appearance
la calefacción	heating
el castigo	punishment
el comportamiento	behaviour
la conducta	behaviour
corregir	to mark, to correct
cumplir con	to fulfil
en cuanto a	as regards
encenderse	to be turned on
enfadado/a	angry
enseñar	to teach, show
el equipo	equipment
la espalda	back
el estante	shelf
la explicación	explanation

10.1H Lo Bueno y lo malo del instituto

travieso/a	naughty, badly behaved
el trimestre	term
ya que	since, as
el fracaso	failure
golpear	to hit
hace falta	it is necessary
incómodo/a	uncomfortable
la intimidación	bullying
la pizarra	digital smartboard
mejorar	to improve
molestar	to disturb, to annoy
el ocio	leisure
la pared	wall
recordar	to remember
el repaso	revision
sucio/a	dirty
tardar	to take time, to delay

Key Verbs

Aprender To learn	Ir To go	Querer To want	Preparar To prepare	Dar To give
Aprendo I learn	Voy I go	Quiero I want	Preparo I prepare	Doy I give
Aprendes You learn	Vas You go	Quieres You want	Preparas You prepare	Das You give
Aprende He/she/it learns	Va s/he goes	Quiere He/she/ it wants	Prepara He/she/it prepares	Da He/she/it gives
Aprendemos We learn	Vamos They go	Queremos We want	Preparamos We prepare	Damos We give
Aprenden They learn	Van They go	Quieren They want	Preparan They prepare	Dan They give

What we are learning this term:

A. Talking about options at 16
B. Discussing choices at 18: work or university?
C. Talking about different jobs
D. Looking for and applying for jobs
E. Using a variety of tenses
F. Using 'quisiera'

6 Key Words for this term

1. porcentaje	4. la empresa
2. por ciento	5. el/la jefe/a
3. la ama de casa	6. cuidar a

11.1F ¿Trabajar o estudiar?

considerar	to consider
demostrar	to show, demonstrate
la desventaja	disadvantage
estar harto/a de	to be fed up with
estar obsesionado/a con	to be obsessed with
furioso/a	furious
ganar	to earn, to win, to gain
la habilidad	skill, ability
horroroso/a	dreadful
imaginar	to imagine
inútil	useless
mundo	world
necesitar	to need
pedir	to ask for
peor	worse, worst
por otra parte	on the other hand
la promoción	promotion
relacionarse con	to relate to, to get on with
repasar	to revise
el repaso	revision
seguro/a	sure
la sociedad	society
todavía	still
vale la pena	it's worth it, it's worthwhile

11.1G ¿Qué voy a hacer?

a tiempo completo	full time
a tiempo parcial	part time
el/la alumno/a	pupil
aprender	to learn
el aprendizaje	apprenticeship
aprobar	to pass
la asignatura	subject
avanzado/a	advanced
el beneficio	benefit
buscar	to look for
la carrera (universitaria), carrera profesional	(university) course, career
conseguir	to get, to manage, to achieve
el consejo	advice
continuar	to continue
dejar	to leave
el dinero	money
encontrar	to find
esperar	to wait for, to hope, expect
los estudios	studies
el examen	exam
la experiencia	experience
la experiencia laboral	work experience
feo/a	ugly
la informática	information technology, IT
mejor	better, best
mientras	while
la nota	grade, mark, result
la opción	option
la oportunidad	opportunity
quedar	to stay
el resultado	result
sacar buenas / malas notas	to get good / to get bad grades
seguir + gerund	to carry on …ing

11.1H ¿Vale la pena ir a la universidad?

a solas	on one's own
acabar de + infinitive	to have just
adecuado/a	adequate, decent
aislado/a	isolated
al final de	at the end of
apetecer	to appeal
aprender	to learn
así que	so
avanzado/a	advanced
el beneficio	benefit
bien pagado/a	well paid
la calidad	quality
la carrera (universitaria)	university course, career
claro	of course
conseguir	to get, to manage, to achieve
el consejo	advice
deber	to owe
devolver	to give back, to pay back
disfrutar	to enjoy
la edad	age
escoger	to choose
esperar	to wait for, to hope, to expect
estar a punto de	to be about to
la experiencia laboral	work experience
feo/a	ugly
el folleto	leaflet
el/la graduado/a	graduate
hacerse miembro	to become a member
inquietar	to worry, to concern
lejos de	far from
mejor	better, best

11.1H ¿Vale la pena ir a la universidad?

el mundo laboral	world of work
ofrecer	to offer
olvidarse	to forget
pedir prestado	to borrow
poco a poco	bit by bit
preocupar	to worry, to be concerned
recoger	to pick up, to collect
la residencia de estudiantes	student residence
el resultado	result
seguir	to follow
seguir + gerund	to carry on …ing
tan pronto como	as soon as
el título (university)	degree
tomar un año libre	to take a year out
la ventaja	advantage
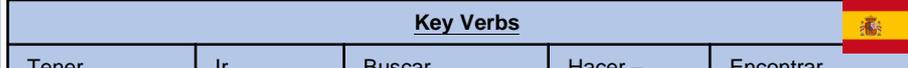
What we are learning this term:

A. Talking about different jobs
B. Looking for and applying for jobs
C. Recognising percentages and fractions
D. Learning useful phrases
E. Using a variety of tenses

6 Key Words for this term

1. buscar	4. empezar
2. una entrevista	5. ganar
3. anuncios	6. desafiante

12.1G Los trabajos

el ama de casa (fem.)	housewife
el banco	bank
el/la cajero/a	cashier
el/la cliente/a	customer
el cocinero/a	cook
estar en paro	to be unemployed
el ingeniero/a	engineer
el jardinero/a	gardener
limpiar	to clean
la mitad	half
la oficina	office
la peluquería	hairdresser's
el peluquero/a	hairdresser
el/la policía	police officer
por ciento	per cent
el/la porcentaje	percentage
quisiera	I would like
resolver	to solve, resolve
salvar	to save
temporal	temporary
el/la veterinario/a	vet
la vida	life

12.1F Buscar trabajo

a principios de	at the beginning of
el/la administrativo/a	clerk, office worker
ambicioso/a	ambitious
anciano/a	elderly
animado/a	lively
arreglar	to sort, fix, arrange
el aspecto	appearance, aspect
atender a	to attend to
la caja	till, check-out
el camping	campsite
el carnicero/a	butcher
el carpintero/a	carpenter
la carta	letter
los conocimientos	knowledge
el correo electrónico	email
cortés	polite, courteous
cuidar a	to care for, look after
el/la dependiente/a	shop assistant
el detalle	detail
dominar + language	to be fluent in
el/la electricista	electrician
el empleado/a	employee
la empresa	company, firm
en seguida	straightaway
la energía	energy
fiable	reliable
la gente	people
el/la hombre / mujer de negocios	businessman / business woman
el juego	game
el/la maestro/a	primary school teacher
mayor	older
organizado/a	organised
paciente	patient
la panadería	bakery
el panadero/a	baker
práctico/a	practical
el problema	problem
el/la recepcionista	receptionist
servir	to serve
sincero/a	honest
el sitio web	website
el sobre	envelope
sueldo	wage
trabajador/a	hard-working
el traductor/a	translator
el trimestre	term
la variedad	variety

Key Verbs

Tener To have	Ir To go	Buscar To look for	Hacer – to do/make	Encontrar To find
Tengo I have	Voy I go	Busco I'm looking for	Hago I do	Encuentro I find
Tienes You have	Vas You go	Buscas You're looking for	Haces You do	Encuentras You find
Tiene He/she/it has	Va s/he goes	Busca He/she/it is looking	Hace s/he does	Encuentra He/she/it finds
Tenemos We have	Vamos They go	Buscamos We're looking for	Hacemos We do	Encontramos We find
Tienen They have	Van They go	Buscan They're looking	Hacen They do	Encuentran They find

12.1H El trabajo ideal

el/la abogado/a	lawyer
el/la albañil	builder, bricklayer
el/la amo/a de casa	house husband/housewife
ascender	to move up
el/la azafato/a	flight attendant
el/la cajero/a	cashier
el/la camionero/a	lorry driver
la capacidad	ability, capacity
el/la cartero/a	postal worker
el/la cliente/a	customer
la compañía aérea	airline
compartir	to share
el/la contable	accountant
la cuenta	account
diseñar	to design
fijo/a	fixed, permanent
físico/a	physical
la formación	training
funcionar	to function
el/la gerente	manager
el/la granjero/a	farmer
las horas de trabajo flexibles	flexitime, flexible working hours
el/la jardinero/a	gardener
el/la jefe/jefa	boss
limpiar	to clean
la lluvia	rain
mejorar	to improve
la peluquería	hairdresser's
el/la peluquero/a	hairdresser
la perspectiva	prospect
el proyecto	project
el rincón	corner

12.1H El trabajo ideal

temporal	temporary
utilizar	to use
el viento	wind
ya que	as, since

1. Gross Profit Margin

	Explanation
Gross profit	Gross profit is the difference between a product's selling price and what it costs the business to manufacture/purchase.
Gross profit margin	The percentage of gross profit made from the sales revenue for a product.
Gross profit margin calculation.	Gross profit margin = $\dfrac{\text{Gross Profit}}{\text{Sales revenue}} \times 100$

2. Net Profit Margin

There are three main types of production:

Type of Production	Advantages and Disadvantages
Job Production	Advantages: Highly flexible; gives the customer exactly what they want. Disadvantages: High production costs. Skills may be in short supply, making it hard for the business to grow
Batch Production	Advantages: Gain some cost advantages from producing several items at once…yet still able to offer customers the colour/size they want Disadvantages: May be limited scope for automation, making production costs far higher than with flow production. Not as flexible as job production.
Flow Production	Advantages: Can automate production fully, making it highly cost effective (which should be good for customers as well as suppliers). Many customers value consistency, and flow will provide an identical product each time. Disadvantages: Likely to be expensive to set up and inflexible to use; could be a disaster if a product life cycle proves much shorter than expected. Lacks flexibility in terms of meeting individual customer needs.

2. Procurement – Working with Suppliers

There are five main factors at the heart of a relationship between a company and its suppliers:

Quality	Suppliers must supply high quality products to businesses, suppliers will struggle to maintain a good relationship with a company if they are not supplying good durable products. First and fore most suppliers must supply high quality materials to businesses.
Delivery	Suppliers must deliver on time to clients, there is little point supplying at the right price and with the right product, if the product doesn't arrive on time. Failing to deliver supplies on time can bring manufacturing to a halt or leave shops with empty shelves.
Availability	Suppliers must be available and able to cope with varying orders in a timely fashion and sometimes within a short timeframe. Suppliers must be flexible and aware of the needs of their customers.
Cost	Cheaper supplies mean lower variable costs and higher profit margins. Therefore, the price charged by a supplier will be a key factor in the relationship between a firm and its suppliers. Price to highly and firms may look to alternative suppliers, price to low and firms may question the quality of merchandise. Pricing is key to the relationship between supplier and firm.
Trust	Trust is key for the relationship between firm and supplier. Most business transactions are on credit and not cash – therefore suppliers have to be able to trust that a firm will make a profit and be able to pay them back in cash.

8. Placing Strategy – Managing Quality within a Business

Type of Quality Control	Explanation:
Quality Control	Quality control is a system of inspection to try to make sure that customers don't experience a poor-quality product or service. Such controls may include Factory Inspectors at the end of a production line checking the quality of a product
Quality Assurance	Quality Assurance describes the system put into place by a company to assure quality within the production system. Every member of staff will have responsibilities to quality assure products. Over time this should lead to quality products as people become better at their roles.
Quality Culture	Quality culture means the general attitudes and behaviours among staff within a workplace is focussed on high quality production. Quality culture describes motivated, punctual, diligent and invested employees who care about the business and strive to improve it.

9.	The Sales Process
Term	**Definition**
Customer Engagement	The attempt to make a customer feel part of something rather than an outsider.
Customer Feedback	Comments, praise or criticisms given to the company by its customers
Post-Sales Service	Service received after the purchase is completed because something has gone wrong or as a way of promoting customer engagement
Product Knowledge	How well staff know all the features of the products and service issues surrounding the products.

9.	Customer Service

Great Customer Service is pivotal to any successful business, but there is far more than that to the sales process. To succeed in sales, a business must make sure it provides:

Component of Customer Service	Term
Product Knowledge	Customers expect that staff will be sufficiently well trained and well-motivated to have good knowledge of the products and services being offered. In order to ensure staff, have good product knowledge, certain things are essential: Good Training – if businesses provide good training to staff, then staff will be knowledgeable about products and therefore will be able to improve the customer experience Loyal Staff – The longer staff stay working in a job the better they become. If staff only stay three to six months, they will never develop a rich understanding of the products and services that the business provides. Well managed businesses pay fairly and treat staff with respect. Committed Staff – Committed and enthusiastic staff are crucial to the smooth running of any business. This is affected by the quality of recruitment, the standard of training and the overall culture that exists within the company's workforce.
Speedy and Efficient Service	Good customer service is designed for the customer not the company. Efficient service: Gets products to customers exactly when you want them Gets products to customers in good condition If there is anything wrong - it will be sorted out as soon as possible and considerately
Customer Engagement	In the world of social media, it becomes possible to try to keep customers engaged with the business on a regular basis. Companies engage customers in a variety of ways: E-Mail Social Media (Facebook and Instagram) Post Text Television/Web advertisements. It is vital that customers feel up to date and informed about any product innovations
Responses to Customer Feedback	How companies respond to customer feedback is vital, providing great customers service where people feel listened too ensures customers continue to come back and buy products from the business. It can cost a lot of money to persuade new customers to come advertising is expensive and it's affects are hard to judge. Building up a reputation for responding to customer feedback can travel by word of mouth and this is much cheaper.

Y11 Computer Science Term 3

Law	Content	Details
Computer Misuse Act of 1990.	 | Offence	Penalty
---	---
Unauthorised access to computer material	Up to six months in prison and/or an up to a £5,000 fine
Unauthorised access to computer materials with intent to commit a further crime	Up to a five-year prison sentence and/or an unlimited fine
Unauthorised modification of data	Up to a five-year prison sentence and/or an unlimited fine
Making, supplying or obtaining anything which can be used in computer misuse offences	Up to a ten-year prison sentence and/or an unlimited fine		Last updated in 2018. Intent has an impact on the penalty received.
Data Protection Act 1998.	Controls how your personal information is used by organisations, businesses or the government. Under the Data Protection Act 2018, you have the right to find out what information the government and other organisations store about you. These include the right to: be informed about how your data is being used, access personal data, have incorrect data updated, have data erased, stop or restrict the processing of your data, data portability (allowing you to get and reuse your data for different services), object to how your data is processed in certain circumstances.	Last updated in 2018.
GDPR General Data Protection Regulation.		Applies to all EU citizens and companies wishing to sell products to or have data on EU citizens. Has become the international standard
Investigatory Powers Bill 2016	Requires companies and internet service providers to store records on emails and browsing histories. It also gives the authority for police and security services to access computers and phones to search for data.	Requires a warrant for police to search through or utilise the data.
Copyright, Designs and Patents Act	As soon as something is created, it becomes intellectual property and is protected by copyright. In the case of software, the copyright holder can choose to sell and license it (proprietary) or give that right away (open-source).	Does not apply to algorithms (flowcharts/ pseudocode) but real code.

Y11 Computer Science Term 3

Term	Definition
E-Waste	Electronic Waste consisting of digital products.
Planned Obsolescence	Producing goods which are designed to become rapidly obsolete and require replacement. This can be achieved by frequent changes in design, termination of the supply of spare parts and the use of non-durable materials.
Ethical Concerns	Cover two categories, ensuring public safety and the security of data.

Database Terms	Meaning
Big Data	Extremely large sets of data. Often gathered from many different sources for analysis. Used to make predictions based on the patterns identified in the data.
Data Mining	Analysing large amounts of data to predict future events and trends. With so much data available, people and companies who are able to analyse and understand it all are in high demand.
Open Data	Large sets of data which are shared freely. Often comes from organisations like the government, allowing anyone to look at and analyse their data
Data Security	Companies and organisations storing a user's personal data are legally obliged to ensure it is secure. To achieve this, encryption is commonly used in databases.
Flat-File Database	A flat-file database is a database that only has one table. Often saved as a CSV file (Comma Separated Values). It is useful because it is highly compatible between databases and other applications.
Relational Database	A database consisting of multiple tables, each of which holds data about one entity type, which are linked together through relationships.
Attributes / Fields	The characteristics of an entity, used as column headings in a table. Often different data types.
Record	A row in the table which contains the full collection of data for one entity.
Entity	An object, e.g. a person or item. They are the subject whose attributes are stored as records.
Primary Key	Unique identifier for each record. Normally just a unique number or mix of number and letters which means a record cannot be duplicated.
Foreign Key	An attribute/field used in a table which is the primary key from another table.
Normalisation	The process of analysing a database to find how redundancy can be reduced, making the database more efficient by breaking down the data into separate tables and using relationships to link them.

SELECT – Defines which fields we are looking for.
FROM – Defines which table we are looking in.
WHERE – Defines the parameters we're looking for.
ORDER BY – Defines how we're sorting our results.

```
CREATE TABLE tblExample(
    FieldName DATATYPE,
    FieldName2 DATATYPE,
    PRIMARY KEY (FieldName));
```

Example:
```
SELECT GameName, DeveloperID
FROM GameTable
WHERE DeveloperID = "Bethesda"
ORDER BY GameName DESC;
```

Year 11 PRODUCT DESIGN Term 3

A. Physical & Working Properties

Physical properties are the traits a material has before it is used.

Property	Description
Absorbency	Ability to soak up moisture, light or heat
Density	How solid a material is
Fusibility	Ability of a material to be heated and joined to another material when cooled
Electrical Conductivity	Ability to conduct electricity
Thermal Conductivity	Ability to conduct heat

Working properties are how a material behaves when it is manipulated.

Property	Description
Strength	Ability of a material to withstand compression, tension and shear
Hardness	The ability to withstand impact with damage
Toughness	Materials that are hard to break or snap are tough & can absorb shock
Malleability	Being able to bend or shape easily would make a material easily malleable
Ductility	Materials that can be stretched are ductile
Elasticity	Ability to be stretched and then return to its original shape

What we are learning this term:

A. Physical & Working Properties   B. Forces & Stressors   C. Types of Motion
D. Paper & Card/Boards   E. 6 R's   F. Natural & Manufactured Timbers

B. Forces and Stressors

Forces apply stress to objects, causing them to break or change shape.

Different materials can withstand different forces.

Force	Description
Tension	Is a stretching or pulling force. E.g. the ropes of a suspension bridge
Compression	Is a pushing or squashing force, e.g. the weight of a building on its foundation
Bending	Is a combination of tension and compression. It exerts tension on one side and compression on the other, e.g. bending anything
Shear	Is a cutting force. The opposing forces are not directly opposite each other, e.g. cutting paper with scissors.
Torsion	Is a twisting force that attempts to rotate two ends of a material in opposite directions, e.g. wringing out a wet cloth.

C. Types of Motions

Motion	Description
Linear	Moves something in a straight line. E.g. a train moving down a track
Reciprocating	Has a repeated up and down motion or back-and-forth motion. E.g a piston or pump
Rotary	Is where something moves around an axis or pivot point. E.g a wheel
Oscillating	Has a curved backwards and forwards movement that wings on an axis or pivot point. E.g a swing or clock pendulum

D. Paper & Card/Boards

Paper and cards/boards both come from wood pulp.

Paper	Board
Cartridge Paper	Corrugated Card
Grid Paper	Duplex Board
Layout Paper	Foil-Lined Board
Tracing Paper	Foam Core Board
Corrugated Card	Inkjet Card
	Solid White Board

E. 6 R's

You can use the 6R's when designing to help reduce the impact that new products have on the environment.

R	Description
Repair	It's better to fix things instead of throwing them away.
Reuse	You can extend a products life by passing it on or using it again.
Recycle	The uses less energy than obtaining new materials.
Rethink	You should think about your design carefully. Is it needed?
Reduce	Making long-lasting durable products. Think rechargeable!
Refuse	You can refuse to buy a product if you think it is wasteful. Such as plastic bags.

F. Natural & Manufactured Timbers

Natural timber comes from trees.

Hardwood	Softwood
Ash	Larch
Beech	Pine
Mahogany	Spruce
Oak	Softwoods are faster growing and cheaper to buy.
Balsa	

Manufactured Boards

Manufactured boards are usually made from natural timber waste and adhesive.

Medium-density fibreboard (MDF)

Plywood

Chipboard

Year 11 PRODUCT DESIGN Term 3

A. Physical & Working Properties

Physical properties are _____
_____.

Absorbency	
	How solid a material is
Fusibility	
	Ability to conduct electricity
Thermal Conductivity	Ability to conduct heat

Working properties are _____
_____.

Strength	
	The ability to withstand impact with damage
Toughness	
	Being able to bend or shape easily would make a material easily malleable
Ductility	
Elasticity	Ability to be stretched and then return to its original shape

What we are learning this term:

A.   Physical & Working Properties   B. Forces & Stressors   C. Types of Motion
D. Paper & Card/Boards   E. 6 R's   F. Natural & Manufactured Timbers

B. Forces and Stressors

Forces apply _____ to objects, causing them to _____ or _____.

Different materials can withstand different forces.

Tension	
Bending	Is a pushing or squashing force, e.g. _____ _____
	Is a cutting force. The opposing forces are not directly opposite each other, e.g. _____ _____
Torsion	

C. Types of Motions

Linear	
	Has a repeated up and down motion or back-and-forth motion. E.g _____ _____
Rotary	
	Has a curved backwards and forwards movement that wings on an axis or pivot point. E.g __ _____ _____

D. Paper & Card/Boards

Paper and cards/boards both come from _____.

Paper	Board
Cartridge Paper	
	Duplex Board
Layout Paper	
	Foam Core Board
Corrugated Card	
	Solid White Board

E. 6 R's

You can use the 6R's when designing to help reduce the impact that new products have on the environment.

Repair	
	You can extend a products life by passing it on or using it again.
Recycle	
	You should think about your design carefully. Is it needed?
Reduce	
	You can refuse to buy a product if you think it is wasteful. Such as plastic bags.

F. Natural & Manufactured Timbers

Natural timber comes from _____.

Hardwood	Softwood
Ash	
	Pine
Mahogany	
	Softwoods are _____ _____ _____
Balsa	

Manufactured Boards

Manufactured boards are usually made from _____.

Plywood

Food spoilage, contamination and food poisoning

Food spoilage
As soon as food is harvested, slaughtered or processed it starts to change. This happens for two main reasons:
•autolysis – self destruction, caused by enzymes present in the food;
•microbial spoilage – caused by the growth of micro-organisms, i.e. bacteria, yeasts and moulds.

Food spoilage: Autolysis – enzymes
Enzymes are chemicals which can cause food to deteriorate in three main ways:
•ripening – this will continue until the food becomes inedible, e.g. banana ripening;
•browning – enzymes can react with air causing certain foods, e.g. apples, to discolour;
•oxidation – loss of nutrients, such as vitamin C from food, e.g. over boiling of green vegetables.

Food spoilage: Microbial spoilage
Spoilage can be caused by the growth of:
•bacteria – single celled micro- organisms which are present naturally in the environment;
•yeasts – single celled fungi;
•moulds – fungi which grow as filaments in food.

Food contamination
Food contamination can lead to food poisoning. There are three ways which food can be contaminated: **bacterial**, **chemical** and **physical**.

Chemical contamination
Chemical contamination can occur in a variety of ways at different stages of food processing and production. For example, chemicals from the farm; cleaning products used in the processing plant and fly spray used in the kitchen.

Physical contamination
This can occur in a variety of ways at different stages of food processing and production. Some examples are:
•soil from the ground when harvesting;
•a loose bolt from a processing plant when packaging;
•a hair from a chef in the kitchen.

Bacterial contamination
Most bacteria are harmless but a small number can cause illness. These are known as pathogenic bacteria. Food which is contaminated with pathogenic bacteria can look, taste and smell normal.
Bacteria can be transferred onto food through cross-contamination, via equipment, people or pests, or can be naturally present in the food.
Some bacteria can produce toxins which can cause food poisoning.

Micro-organisms
Micro-organisms need conditions to survive and reproduce these can include:
•temperature;
•moisture;
•food;
•time;
•oxygen and pH level.

Temperature
Bacteria need warm conditions to grown and multiply.
•The ideal temperature for bacterial growth is 30ºC – 37ºC.
•Some bacteria can still grow at 10ºC and 60ºC.
•Most bacteria are destroyed at temperatures above 63 ºC.
•Bacterial growth danger zone is 5ºC - 63ºC.
At very cold temperatures, bacteria become dormant – they do not die, but they cannot grow or multiply.

Moisture
Where there is no moisture bacteria cannot grow. However, bacteria and moulds can both produce spores which can survive until water is added to the food.

Food
Bacteria need a source of food to grow and multiply, these food are usually high in moisture, fat and protein, and may be ready to eat. Food where bacteria rapidly multiple in is called a **high risk food**. For example:
•meat, meat products and poultry;
•milk and dairy products;
•eggs – uncooked and lightly cooked;
•shellfish and seafood;
•prepared salads and vegetables;
•cooked rice and pasta.

Time
Given the right conditions, one bacterium can divide into two every 10-20 minutes through a process called binary fission.

People at high risk of food poisoning
Elderly people, babies and anyone who is ill or pregnant needs to be extra careful about the food they eat.

Symptoms of food poisoning
Food poisoning can be mild or severe. The most common symptoms are:
•feeling sick;
•being sick;
•diarrhoea;
•abdominal pain.

Campylobacter
Sources
Raw and undercooked poultry, unpasteurized milk, contaminated water.
Signs and symptoms
Onset 2 – 5 days (can be longer). Fever, headache and dizziness for a few hours, followed by abdominal pain.

E Coli 0157
Sources
Raw and undercooked meat and poultry. Unwashed vegetables. Contaminated water.
Signs and symptoms
Onset usually 3-4 days. Diarrhoea, which may contain blood, can lead to kidney failure or death.

Listeria
Sources
Unpasteurised milk and dairy products, cook-chill foods, pate, meat, poultry and salad vegetables.
Signs and symptoms
Onset 1-70 days. Ranges from mild, flu-like illness to meningitis, septicaemia, pneumonia. During pregnancy may lead to miscarriage or birth of an infected baby.

Salmonella
Sources
Raw meat, poultry and eggs. Flies, people, sewage and contaminated water.
Signs and symptoms
Onset 6-48 hours. Headache, general aching of limbs, abdominal pain and diarrhoea, vomiting and fever. This usually lasts 1 – 7 days, and rarely is fatal.

Staphylococcus aureus
Sources
Humans: nose, mouth and skin. Untreated milk.
Signs and symptoms
Onset 1 – 6 hours. Severe vomiting, abdominal pain, weakness and lower than normal temperature.
This usually lasts 6 – 24 hours.

Key terms
Bacteria: Small living organisms that can reproduce to form colonies. Some bacteria can be harmful (pathogenic) and others are necessary for food production, e.g. to make cheese and yogurt.
Binary fission: The process that bacteria uses to divide and multiply.
Cross-contamination: The transfer of bacteria from one source to another. Usually raw food to ready to eat food but can also be the transfer of bacteria from unclean hands, equipment, cloths or pests. Can also relate to allergens.
Food spoilage: The action of enzymes or microorganisms which make the food unacceptable to consume.
Food poisoning: Illness resulting from eating food which contains food poisoning micro-organisms or toxins produced by micro-organisms.
Toxin: A poison produced by some bacteria which can cause food poisoning.

Allergens
Allergenic ingredients can cause adverse reactions in some people. Care must be taken at each stage of food processing to prevent contamination.

Desirable food changes
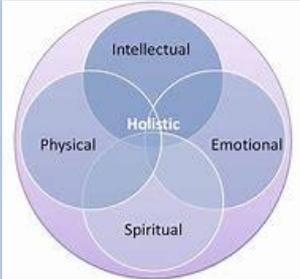Desirable changes that can be caused by micro-organisms include:
•bacteria in yogurt and cheese production;
•mould in some cheeses, e.g. Stilton;
•yeast in bread production.

Food spoilage, contamination and food poisoning

Food spoilage
As soon as food is harvested, slaughtered or processed it starts to change. This happens for two main reasons:
•autolysis –

•microbial spoilage –

Physical contamination
This can occur in a variety of ways at different stages of food processing and production. Some examples are:
-

-

Bacterial contamination
Most bacteria are harmless but a small number can cause illness. These are known as pathogenic bacteria. Food which is contaminated with pathogenic bacteria can look, taste and smell normal. Bacteria can be transferred onto food through cross-contamination, via equipment, people or pests, or can be naturally present in the food.
Some bacteria can produce toxins which can cause food poisoning.

Food
Bacteria need a source of food to grow and multiply, these food are usually high in moisture, fat and protein, and may be ready to eat. Food where bacteria rapidly multiple in is called a **high risk food**. For example:
-
-
-
-
-
-

E Coli 0157
Sources

Signs and symptoms

Key terms
Bacteria:

Binary fission:

Cross-contamination:

Food spoilage:

Food poisoning:

Toxin:

Food spoilage: Autolysis – enzymes
Enzymes are chemicals which can cause food to deteriorate in three main ways:
•ripening

•browning

•oxidation

Micro-organisms
Micro-organisms need conditions to survive and reproduce these can include:
-
-
-
-

Time
Given the right conditions, one bacterium can divide into two every 10-20 minutes through a process called_____.

People at high risk of food poisoning

Listeria
Sources

Signs and symptoms

Food spoilage: Microbial spoilage
Spoilage can be caused by the growth of:
•bacteria
•yeasts
•moulds

Temperature
Bacteria need warm conditions to grown and multiply.
•The ideal temperature for bacterial growth is _____Some bacteria can still grow at 10ºC and 60ºC.
•Most bacteria are destroyed at temperatures above _____
•Bacterial growth danger zone is_____
•At very cold temperatures, bacteria become_____– they do not die, but they cannot grow or multiply.

Symptoms of food poisoning
Food poisoning can be mild or severe. The most common symptoms are:
-
-
-
-

Salmonella
Sources

Signs and symptoms

Allergens
Allergenic ingredients can cause adverse reactions in some people. Care must be taken at each stage of food processing to prevent contamination.

Food contamination
Food contamination can lead to_____There are three ways which food can be contaminated:

Campylobacter
Sources

Signs and symptoms

Staphylococcus aureus
Sources

Signs and symptoms

Desirable food changes
Desirable changes that can be caused by micro-organisms include:
-

-

-

Chemical contamination
Chemical contamination can occur in a variety of ways at different stages of food processing and production. For example:

Moisture
Where there is no moisture bacteria cannot grow. However, bacteria and moulds can both produce spores which can survive until water is added to the food.

Year 11 BTEC Health and Social Care- Component 3: Health and Wellbeing. LAA

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What we are learning in LAA:

A. Key words
B. Definitions of health and wellbeing
C. Genetic inheritance

A.	Key words for this Unit	
Genetic inheritance		The genes a person inherits from their parents
Predisposition		Someone is more likely to suffer from a particular condition
Chronic		Gradual illness that is long term (longer than 3 months) and generally can be treated but not cured
Acute		A short-term illness that can be cured
Monitor		To check progress over a period of time.
Person-Centred		Planning care around the wants and needs of a service user
Bereavement		The process of coming to terms with the death of someone close.
Circumstances		Events that change your life, over which you have no control
Physiological		Relates to how a person and their bodily parts function normally.
Interpret		understand an action, mood, or way of behaving as having a particular meaning
Collaboratively		Working well together with other poeple or services
Obstacles		Difficulties a person might face when they implement a plan.
Goal		What you want to achieve in the long term
Norm		Something that is usual, typical or standard
Targets		Challenges to help you reach your goal

B		Definitions of heath and well-being
Positive Definition		Looks at how physically fit and mentally stable a person is. You have a positive attitude towards health and wellbeing if you realise that there is something you can do to improve your health and wellbeing and do it.
Negative definition		Looks at the absence of physical illness, disease, and mental distress. You have a negative attitude towards your health and wellbeing if you: • Base your attitude on not having anything wrong with you. • Continues as you are- Inc. keeping bad habits like smoking. • Assume that because you currently feel fine you will stay healthy in the future.
Holistic definition		It is a combination of physical health and social and emotional wellbeing. It is not just the absence of disease or illness; it looks at all aspects of a person's health and wellbeing. You have a holistc attitude towards health and wellbeing if you look after your:
		• **Physical Health:** Be meeting the needs we have to keep our bodies working as well as they can, e.g. Food, water, shelter, warmth, clothing, rest, exercise and good personal hygiene.
		• **Intellectual health:** By meeting the needs we have to develop and keep our brains working as well as possible; these include mental stimulation to keep us motivated and interested.
		• **Emotional aspects of wellbeing:** By meeting the needs we have that make us feel happy and relaxed, e.g. being loved, respected and secure. Knowing how to deal with negative emotions, having positive self-concept and being respected by others.
		• **Social aspects of wellbeing**: By meeting the needs we have to help us develop and enjoy good relationships with others, including mixing with others in appropriate environments and having access to leisure facilities/ activities.

C.		Genetic inheritance	
Inherited physical Characteristics		**Genes and environment**	
• Children inherit their physical; characteristics from their parents e.g. height, skin and eye colour and hair type and colour. • These characteristics can affect social and emotional welling because they influence a person's self-concept (self-image and esteem).		• Chromosomes carry genes that determine aspects of persons physical makeup. • Gene is a section of DNA that carries a code. Different versions of a gene are called **alleles** (they can be faulty). • Environmental factors such as diet, also influence physical appearance. For example, a person may not grow to their full, genetically determined height if they do not have enough food.	
Allele type	Dominant: If a gene is dominant a child inheriting it from only one birth parent will have the condition, e.g Huntington's disease.	Effects of inherited disorders	• Physical health: Body systems, growth and mobility • Intellectual welling: learning, thinking, problem solving and decision making. • Emotional wellbeing: how people feel about themselves. • Social wellbeing: the ability to build relationships and maintaining them.
	Recessive: If the gene is recessive a child would only develop the condition if it was inherited from both birth parents, e.g. Cystic fibrosis.		

Year 11 BTEC Health and Social Care- Component 3: Health and Wellbeing. LAA

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What we are learning in LAA:

D. Balanced diet
E. Chronic and acute illness
F. What are the effect of exercise?
G. What are the effect of excessive substance use?

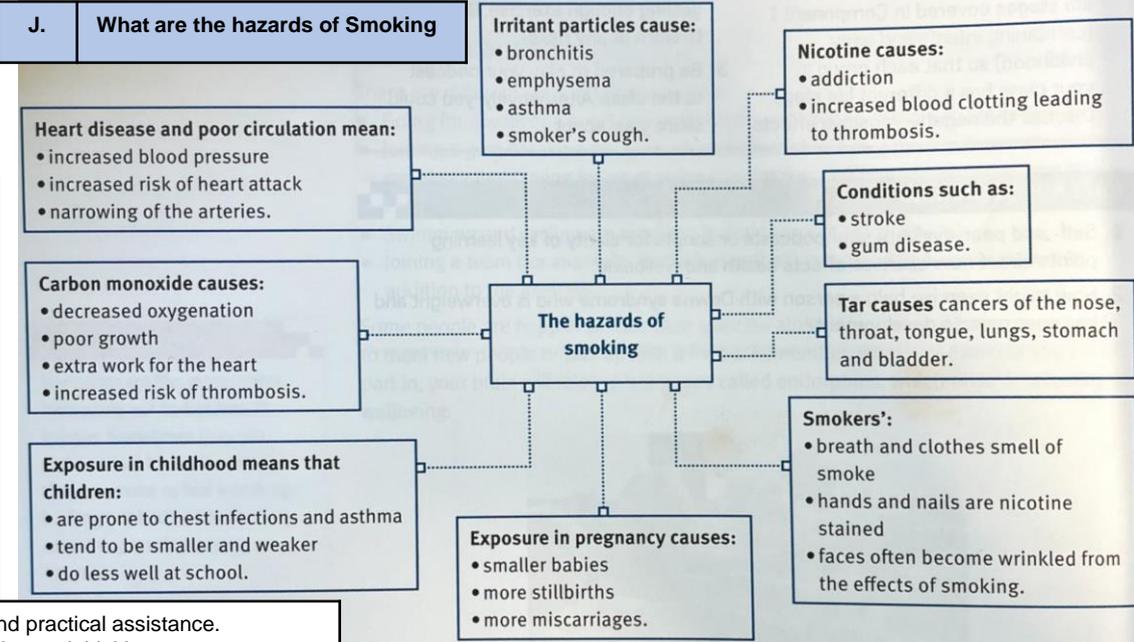| D.	Balanced diet
What is a balanced diet?	• Diet that contains the correct nutrients in the right proportions to keep out bodies and minds healthy. • It is also a lifestyle choice • Choosing to eat too much or too little might make us less able to take all the opportunities that life offers.
Overweight or underweight may:	A person over weight or under weight may: • Be prone to illness and conditions • Have their life expectancy reduced • Be less able to exercise effectively • Miss out on learning experiences • Miss out on some sporting activities • Be less successful in job interviews • Feel embarrassed and self-conscious about their appearance in social situations.
Essential parts of a healthy diet:	• Fats (saturated and unsaturated) • Carbohydrates (sugars and starches) • Minerals • Vitamins • Proteins
Est well guide says you should eat:	• Eat at least 5 portions of a variety of fruit and vegetables every day. • Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates; choosing wholegrain versions where possible. • Have some dairy or dairy alternatives (such as soya drinks); choosing lower fat and lower sugar options. • Eat some beans, pulses, fish, eggs, meat and other proteins (including 2 portions of fish every week, one of which should be oily). • Choose unsaturated oils and spreads and eat in small amounts. • Drink 6-8 cups/glasses of fluid a day.
If you eat more than you need:	• The body will store food as fat and this can lead to: • Obesity, heart disease, high blood pressure, Strokes, Tooth decay or cancer
If you eat less than you need	• The body does not get enough nutrients to grow and develop properly and this can lead to: • Eating disorders, stunned growth, anaemia, heart failure, depression, tiredness, cancer or rickets.

E	Chromic or Acute Illness

Chronic illness- Illness comes on gradually, is long term (more than 3 months) and generally can be treated but not cured. E.g Asthma, Diabetes, epilepsy, bipolar disease, Alzheimer's disease	**Acute illness-** Illness comes on quickly, is short term and can be cured. E.g. Cold, flue, broken bones, heartburn, appendicitis or Diarrhoea.

Some chronic conditions are acute but may develop because of chronic conditions. For example: osteoporosis (a chronic condition that weakness bones) masking their bones fragile and more likely to break. Broken bones are then an acute condition.

Possible negative effects of chronic illness	
Physical: • poor rate of growth • Unusual physiological change during puberty • Restricted movement	Emotional: • Negative self-concept • Stress • Decision making
Intellectual: • Disturbed learning because of missing school • Difficulties in thinking and problem solving • Memory problems.	Social • Isolation • Loss of independence • Difficulties developing relationships

F.	What are the effect of exercise?
Positive effects of exercise	**Physical:** maintain a healthy weight, reduce BMI, boosting energy levels. Improved flexibility, stamina, endurance and stronger bones and muscles. Reduce risk of heart disease and diabetes. **Intellectual**: improved brain function like mentor and thinking skills. **Emotional:** improves confidence and mood and reduces stress. Aid relaxation and sleep and lead to better self concept. **Social**: encourages social interaction, reducing isolation and improving social skills.
Negative effects of exercise	**Physical:** Obesity and associated health problems. **Intellectual**: Reduced pain performance, hard to concentrate and retain information. **Emotional:** poor self-concept and reduced ability to cope with stress. **Social:** Fewer opportunities for social interactions.

G.	What are the effect of excessive substance use?
Negative effects of excessive alcohol consumption	**Physical:** Alcohol dependence, damage to major organs: liver, heart, kidneys, pancreas. Cancers: mouth, throat, oesophagus, liver, breast. Infertility and impotence, weight gain. **Intellectual**: difficulty in making decisions, depression and anxiety, chance of stroke and brain damage, impaired brain development of unborn baby. **Emotional**: poor self-concept, poor judgement leading to a risk of accidents and unsafe sex, can have an impact on relationships, depression. **Social**: breakdown of relationships, domestic violence, social isolation

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What we are learning in LAA:

H.   The effects of social interactions on wellbeing
I.   What are the effects of stress on health and wellbeing
J.   What are the hazards of smoking
K.   What are the effects of personal hygiene

H.	The effects of social interactions on wellbeing
Social integration	When people feel they belong to a group and can interact with others. Social interactions can happen between family members and friends, work colleagues, school learners, members of a community or interest groups.
Social isolation	Occurs when people do not have regular contact with others. This may be because they don't go out much because of physical illness, reduced mobility or unemployment. They might have a difficulty in communicating if they have a mental illness, depression or learning difficulties. Lastly, a person might be discriminated against because of culture, religion or disability.

Positive effects of relationships	**Physical:** physical support and day to day care and practical assistance. **Intellectual:** shared experiences, supported learning and thinking **Emotional:** unconditional love, security and encouragement, positive self-concept, feeling content, ability to build relationships with people outside the family, independence and confidence. **Social:.** Companionship, social circle increases.
Negative effects of social isolation	**Physical:** poor lifestyle choices like smoking and drinking, poor diet that can cause eating disorders. **Intellectual:** reduced ability to use thinking skills, missing school/work **Emotional:** feelings insecure, depression, anxiety, negative self-concept, feeling of hurt, loneliness and distrust, lack of independence, difficulty in controlling emotions. **Social:** difficulties in building relationships as lack skills.

I.	What are the effects of stress on health and wellbeing		
Physical effects	**Intellectual effects**	**Emotional effects**	**Social effects**
Increased heartbeat Increased breathing rate Tense muscles Sweaty palms Dry mouth High blood pressure Loss of appetite Sleeplessness Digestive problems	Forgetfulness Poor concentration Difficulty in making decisions	Difficulty in controlling emotions Feeling insecure Negative self-concept Feeling anxious and frightened Loss of confidence	Difficulty in making friends and building relationships Breakdown of close relationships Social isolation

J.	What are the hazards of Smoking

Heart disease and poor circulation mean:
• increased blood pressure
• increased risk of heart attack
• narrowing of the arteries.

Irritant particles cause:
• bronchitis
• emphysema
• asthma
• smoker's cough.

Nicotine causes:
• addiction
• increased blood clotting leading to thrombosis.

Carbon monoxide causes:
• decreased oxygenation
• poor growth
• extra work for the heart
• increased risk of thrombosis.

The hazards of smoking

Conditions such as:
• stroke
• gum disease.

Tar causes cancers of the nose, throat, tongue, lungs, stomach and bladder.

Exposure in childhood means that children:
• are prone to chest infections and asthma
• tend to be smaller and weaker
• do less well at school.

Exposure in pregnancy causes:
• smaller babies
• more stillbirths
• more miscarriages.

Smokers':
• breath and clothes smell of smoke
• hands and nails are nicotine stained
• faces often become wrinkled from the effects of smoking.

K.	What are the effects of Personal Hygiene?
Positive effects of good personal hygiene	• Helps prevent the spread of infection • Improves self-concept • Reduces number of bacteria that lives on us. **You must:** • Brush you teeth • Shower daily or bath • Wash your hair regularly • Keep fingernails and toenails clean and trimmed
Negative effects of poor personal hygiene	**Physical:** catching and spreading disease like food poisoning, sore throat, meningitis and athlete's foot. Bad body odour, bad breath and tooth decay. **Emotional:** loss of friendships and social isolation. Might be bullied and poor self-concept. **Social:** low social interactions as people don't want to be friends with someone that neglects their hygiene. Social isolation.
When caring for others:	• Bad hygiene can stop effect communication. • Negative effect on the person being cared for and their health and wellbeing- pass on infection • Discomfort for the person being cared for because of the odour or visible dirt under fingernails.

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What we are learning in LAA:

L. What are the barriers to seeking help.
M. What are the effects of unexpected life events on health and wellbeing
N. What are the effects of economic factors (e.g, income) on health and wellbeing
O. What are the effects of expected life events on health and wellbeing

L.	What are the barriers to seeking help.
Culture	Accessing HSC services can be influenced by values, traditions, way of life and beliefs of the society or group. • Some may have received discrimination when accessing other services. • Some may not speak English well enough. • Values and traditions not understood e.g. eye contact means respect in some cultures but not others. • Some cultures a woman must be treated only by a female professional. • Alternative therapies are used in some cultures
Gender	Research shows that men are lesson likely to talk about their health and wellbeing than woman. This is because men are: • Often less open about their feelings • Sometimes reluctant to appear vulnerable by asking for help • Not aware of poor health signs as health campaigns target women's health more • Unhappy to be examined by a female health worker.
Education	Research shows that people who are better educated are more likely to seek help. This is because: • They like to research symptoms and know when help is needed • Understand the importance of early diagnosis and treatment • Know how and where to access services.
Stigma	In some cultural groups there is a stigma attached to certain condition like depression. Stigma is a word used to describe something that people feel embarrassed about. Therefore, they wouldn't seek help.

M.	What are the effects of unexpected life events on health and wellbeing	
Life event	**Positive Effects:**	**Negative Effects:**
Imprisonment	• Depression • Loss of contact with family and friends • Social isolation • Restrictions on physical activity	• Opportunity to study • Improvement in health through balanced diet, lack of alcohol, reduced use of nicotine
Redundancy	• Poor self-concept • Anxiety about finances • Fewer opportunities	• Opportunities to study or train for a new job • More time to spend with family and friends
Exclusion or dropping out of education	• Loss of contact with friends • Social isolation • Poor self-concept • Lack of learning opportunities	• Catalyst for change of behaviour • Opportunities for more suitable study or work situation

N.	What are the effects of economic factors (e.g, income) on health and wellbeing	
	Positive Effects:	**Negative Effects:**
Physical	• Better financial resources can result in good housing conditions and healthy diet • Manual jobs may improve muscle tone and stamina.	• Low wages can affect diet ad housing, leading to poor health. • Manual jobs can cause muscular and skeletal problems • Desk jobs lead to less activity and weight gain.
Intellectual	• Better financial resources can result in more leisure time for intellectual activities • Work, education or training helps to develop problem solving and thinking skills	• Some people work very long hours to improve their financial position, leading to less leisure time and reduced learning opportunities. • Being unemployed can result in poor mental health.
Emotional	• A well-paid job gives a feeling of security. • Being financially secure promotes positive self-concept	• Financial worried can result in stress and breakdown of relationships. • Unemployment or low-status work can lead to low self-concept
Social	• Better financial resources provide opportunities for socialising. • Work gives opportunities for socialising with colleagues.	• Lack of financial resources reduces opportunities for socialising. • Unemployment reduces opportunities for relationships, leading to social isolation.

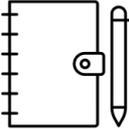| O.	What are the effects of expected life events on health and wellbeing	
Life event	**Positive Effects:**	**Negative Effects:**
Starting school, college or uni	• Build new relationships • Extend knowledge and learning • Develop new skills • Improve confidence	• Anxiety about new routines and meeting new people • Insecurity about leaving parents and other families
Start a new job or career	• Develop independence • Improve thought processes • Improve self-concept	• Stress about learning new skills and routines • Anxiety about meeting new people
Moving to a new house or area	• Excitement • Develop new friendships and relationships	• Unhappiness at loss of old life • Stress of moving • Social isolation
Retirement	• Reduced stress • Time to socialise with family and friends • Opportunities for leisure of physical activities	• Loss of relationships with colleagues • Possible loss of fitness and mobility • Loss of intellectual stimulation and status

What we are learning in LAB:

A. Physiological health indicators
B. What are health indicators?
C. Interpreting lifestyle data

A.	Physiological health indicators
Pulse	**Resting pule rate** is measured when a person has been still for about 5 minutes. Health reading for an adult is 60-100 bpm. **Pulse rate during exercise:** 220bpm minus the person's age.
Blood pressure	• This is the pressure exerted by blood against the artery walls. • It is measured in millimetres of mercury (mm Hg) and is shown in two numbers: • Systolic pressure: (the top number) is the maximum pressure in the blood vessels as the heart pushes out blood. • Diastolic pressure: (the bottom number) as the minimum pressure in the vessels when the heart relaxes between the beats.
Peak flow	• Measured how quickly you can blow air out of your lungs. • it is measured in litters per min (L/min).
BMI	• Measures the amount of fat on your body in relation to your height to tell you if your weight is healthy.

B.	• What are health indicators?
Importance of understanding indicators	• Detect health problems at an early stage • Track improvements or deterioration in health • Make recommendations about health and treatments • Give advice about future health risks • Support individuals to make different lifestyle choices.
What are lifestyle indicators?	• These indicators can be used to assess risks to an individual's health and wellbeing now and in the future. • Professionals collect information about lifestyle choices by asking about a person's: • Weekly alcohol consumption • Smoking habits • Levels of physical activity and exercise.
What are physiological indicators?	• They show how well the body's systems are functioning. • Health professionals check a person's heath by taking measurements. • They compare the results with published guidance.

C.	Interpreting lifestyle data
Interpreting data on smoking	• Smoking causes around 96,000 deaths in the UK annually. • Smoker under the age of 40 are 5 times more likely to have a heart attack than non-smoker. • Smoking causes 80% of deaths from lung cancer, 80% of bronchitis and 14% of deaths from heart disease. • More than 25% of all cancer deaths are caused by smoking. • On average a smoker will die 10 years earlier than a non-smoker. • Smokers are more likely to develop facial wrinkles. • Smoking is a cause of impotence and can lead to sperm abnormalities.
Interpreting data on alcohol	• Strongly linked to at least 7 types of cancer • Alcohol-related liver disease accounts for 37% of liver disease and deaths. • 2/3s of cases of chronic pancreatitis are caused by heavy drinking • You are between 2 and 5 times more likely to have an accident or injury • Each drink per day increases the risk of breast cancer in woman between 7-13% • Men and woman should not drink more than 14 units a week and not all in one go.
Interpreting data on inactivity	• Increased risk of breast cancer by 17.8% and colon cancer by 18.7% • Increased risk of type 2 diabetes by 13%. • Increased risk of coronary heart disease by 10.5% • Leads to obesity and joint pain • 16.9% of all premature deaths are caused by inactive lifestyle. • Active people have a lower risk of premature death. • People who are inactive visit their GP more often and they spend 38% more time in hospital.

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What we are learning in LAC:
A. What is a person-centred approach
B. Health improvement plan
C. Recommended action to meet health and wellbeing improvement goals
D. SMART targets for health improvement plan
E. Sources of support

A.	What is a person-centred approach.
Person-centred approach	A holistic approach that puts the individual at the heart of health care planning, so that the whole range of physical, intellectual, emotional and social health needs are met.
When planning for health improvements include:	• The needs: physical, intellectual, emotional and social. • The wishes: likes, dislikes, choices and desired health goals. • Circumstances: illness or disability, access to facilities, previous experiences, family and relationships, responsibilities.
Benefits of person-centred approach:	• Will feel involved • Is more likely to trust a health professional who listen to them • Will feel more secure • Is more likely to follow the plan and achieve the targets • Will take responsibility for their own health.

B.	Health improvement plan
What is it?	Health and welling improvement plans are often based on an individual's physiological and lifestyle indicators. Plans should be person-centred and include goals, actions and targets and possible sources of support.
The plan will identify:	• The health issues and goal • The recommended actions to take • A set of targets for health improvement • The supports that are needed • Possible obstacles to progress and way to overcome them.
Positive effects of a health improvement plan	• Be fitter • Loose weight • Have improved self-concept • Lower blood pressure, healthier heart • Reduced risk of cancer • Taking control of their health outcomes and reaching health goals

C.	Recommended action to meet health and wellbeing improvement goals

To lower blood pressure:
• Eat five or more portions of fruit and veg a day
• Cut out salt
• Use relaxation techniques to reduce stress
• Join a gym
• Drink water alongside alcohol to reduce consumption

To reduce BMI:
• Reduce fat and sugar intake
• Do not exceed the recommended daily calories intake
• Get off the buss a stop early and walk the rest of the way
• Drink water instead of sugary drinks.

To increase peak flow reading:
• Half the number of cigarettes smoked each day
• Use nicotine replacement therapies
• Join an exercise or dance class.

To reduce pulse rate and improve recovery time after exercise:
• Walk for half and hour at lunchtime
• Drink decaffeinated drinks
• Take up a physically active hobby
• Join a yoga group.

D.	SMART targets for health improvement plan
Specific	The target must be clearly stated. It should say exactly what you mean, such as to 'lose 2 kg in weight in a week'. The target should be clear and not open to any misunderstanding.
Measurable	A target of to 'lose weight' is too vague. A specific amount must be stated so you can prove you have met your target.
Achievable/ attainable	If you are following a health and wellbeing improvement plan you must feel it is possible to achieve it. If you do not, you will probably give up before you have even started. An achievable target is to 'lose 1kg this week'. An unachievable target would be to 'lose 20kg this week'.
Realistic	The target set must be realistic in that you must be able to physically do it. It is not realistic to expect a person who is older and not very fit to run for 30 minutes a day to help weight loss, but it is realistic to ask the same of a fitter, younger person.
Time-related	The target must have a deadline, so that you know when you need to achieve the target by, and progress can be assessed.

E.	Sources of support
Informal support	Informal support is the support an individual receives from partners, family and friends. It is usually the first form of support an individual experiences after and expected or unexpected life event. Informal support can provide reassurance, encouragement, advice, a sense of security, someone to talk through options with and practical help.
Professions (formal) support	Formal support may be provided by statutory care services (the state), private care services and charitable organizations. Professional support may include counsellors, teachers, careers advisers, occupational therapists, social workers and health specialists. Professional support may be needed to help people with a health condition, regain mobility, deal with life changes and emotions, get advice and information or change their lifestyle.
Voluntary support	Organizations offering voluntary support are charities, community groups and religious groups. At voluntary support services, many staff are volunteers (they work for free), but they also employ qualified people who are paid by donations. Community groups work at a local level to meet the needs of people living in a specific neighbourhood i.e. foodbanks. Religious groups are formed by people who share the same religious or spiritual beliefs but they help all people in need regardless of their beliefs and background i.e. a church run soup kitchen for the homeless.

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F.	What are the potential obstacle to implementing plans?
Emotional/ psychological- Lack of motivation	• A conflict between choices such as worrying that giving up smoking could result in weight gain • Other priorities in a person's life- such as getting married or bereavement. • Having negative attitude- believing change will be too difficult • Lack of progress for example losing eight quickly in the first weeks but then slowing down. • Having a blip- thinking there is no point in continuing the plan after briefly returning to an old lifestyle.
Emotional/ psychological- Low Self-concept	• People with low self-concept don't value themselves, • Feel powerless to change their lifestyle or that there's no point in starting because the task seems too big. • Some thin that because they were unsuccessful in other aspects of their life, they won't achieve their health goals. • They may not feel they have support and approval from family and friends even if they really do.
Emotional/ psychological- Acceptance of the current state	• People my accept their present health problems or lifestyle choices, as it Is easier to stay the same than to make changes. • Have no incentive to make a change because they do not understand the health risks. • Have no desire to change, for example, if they are happy with their weight or don't want to give up smoking.
Time constraints	People find that they do not have the time to achieve their health improvements targets because of: • Care of young children, family members that are not well. • Regular and additional work and study commitments • Domestic chores • Medical appointments
Availability of resources	Financial obstacles: • Gym memberships, entry fee for a swimming pool • Cost of attending exercise classes • Cost of travel to the gym. pool or to attend health appointments • Higher costs of some healthy foods. • Lack of and the cost of exercise equipment

Unachievable targets	• Expectations too high
	• Targets are not clear
	• There are too many targets
	• Timing is wrong/poor
	    • Targets are not suitable for the individual
	    • Fear of not being able to meet targets
	    • Not being in the right frame of mind to commit to the plan, e.g. due to depression.

Lack of support	• Diet- find it difficult if a person on a healthy eating plan is surrounded by others that eat junk food or tempted by the chocolate and biscuits in the cupboard, Family and friends go out for meals instead of doing other activities. • Smoking- friends and family smoking and offering them cigarettes. Lacking will power to quit. • Alcohol consumption- someone that is used to drinking with family and friends will find it difficult to stop without their support. It would be hard to quit if the family and friends drink wine with their meals, friends centre a night out around heavy drinking at pubs and clubs.
Ability, disability and addiction	• Understand what they need to do • Learn how to make the required changes in their lives. • Any places the person uses are wheelchair accessible • Any exercise advised is wheelchair friendly. • If stop smoking, then can put on weight- put people off. • Like the way alcohol makes them feel but cant admit that they have a problem

G.	What are the possible obstacles to accessing services?	
Type of obstacle	Possible obstacles	Suggestions to overcome obstacles
Geographical	• Service is difficult to get to because of poor bus or train services.	• Arrange hospital transport • Suggest telephone helplines or internet support groups.
Financial	• Charges to use the services • Time off from work would mean loss of pay	• Check for entitlements, such as medicines and treatments • Direct the person to advice on benefits and employee rights.
Psychological	• Fear of being judged because there is stigma around a health problem (mental health, obesity)	• Talk about concerns and reassure • Direct the person to a charity that supports people with a particular health problem.
Physical	• Difficulty getting into the buildings where the service is provided (no wheelchair access). • No where to park near the service	• Be aware of services that are adapted for easy access • Ask a friend or family member to drop the person off at the service
Personal needs	• Communication difficulties because of pool language skills, sensory or learning disability . • Concern that cultural needs are not understood	• Provide support services that meet the person's needs, such as a BSL signer, interpreter, advocate • Use anti-discriminatory practice and encourage others to do so
Resources	• Limits on services, such as support aids and equipment • Staff shortages, leading to long waits for appointments and support.	• Suggest sources of second-hand equipment • Look for alternative strategies, for example an exercise DVD if there are no places at an exercise class.