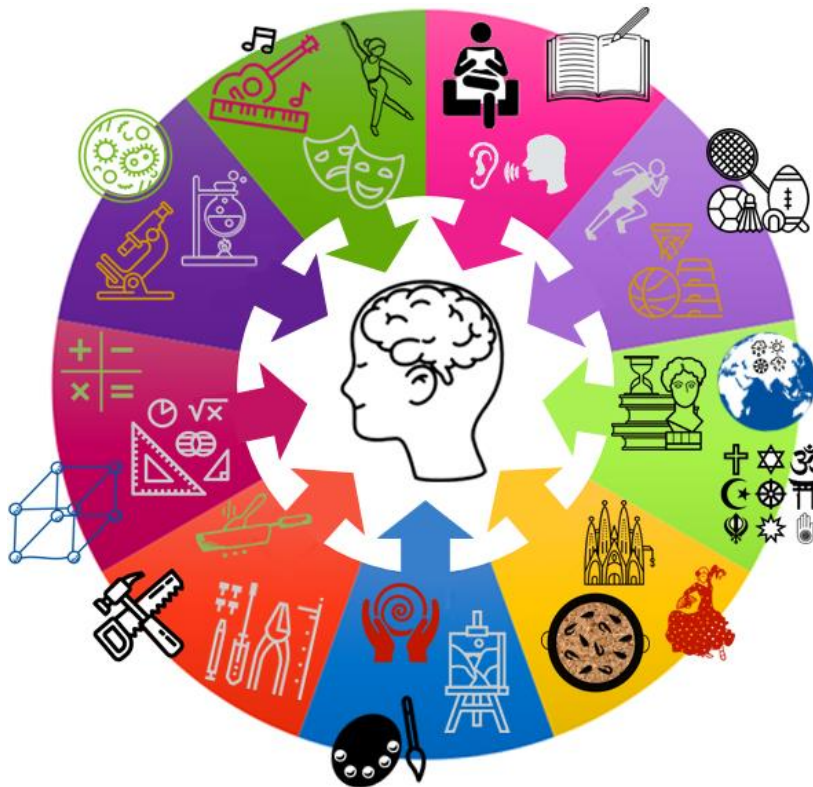


100% book - Year 10 Mainstream

Aim to memorise 100% of the knowledge on these Knowledge Organisers.



Term 4

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.

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!

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.

How do I complete Knowledge Organiser Prep?

Step 1

Check Epraise and identify what words /definitions/facts you have been asked to learn. Find the Knowledge Organiser you need to use.

The image shows a screenshot of the Epraise website. On the left is a 'Planner' for the week of 22nd May to 28th May 2020, with a grid for different subjects. On the right is a 'Knowledge Organiser' for 'Particle Theory'. It contains various sections: 'What is particle theory?', 'What is the law of conservation of mass?', 'What are the different states of matter?', 'What are the differences between the states of matter?', and 'What are the differences between the states of matter?'. There are also diagrams of particle arrangements for solid, liquid, and gas.

Step 2

Write today's date and the title from your Knowledge Organiser in your Prep Book.

The image shows a page from a knowledge organiser with handwritten notes. At the top, the date '29th May 2020' and the title 'Particle theory' are written. The page contains sections: 'A. What is particle theory?' (The theory that all matter is made up of particles), 'A. What is the law of conservation of mass?' (The Law of Conservation of Mass states that mass cannot be created or destroyed), 'B. What are the different changes of state?' (Melting: Change of state from solid to liquid; Freezing: Change of state from liquid to solid; Evaporation: Change of state from liquid to gas; Condensation: Change of state from gas to liquid), and 'C. What are the differences between the states of matter?' (Solid: Particles are in a regular pattern and vibrate in a fixed position; Liquid: Particles are arranged randomly but are still touching each other; Gas: Particles are far apart and are arranged randomly). There are also diagrams of particle arrangements for solid, liquid, and gas.

Step 3

Write out the keywords/definitions/facts from your Knowledge Organiser in FULL.

The image shows handwritten notes on lined paper. At the top, the date '29th May 2020' is written. Below it is the title 'Properties of the states of matter'. The notes define 'Particle theory = all matter is made of particles'. It then defines the three states: 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

Step 4

Read the keywords/definitions/facts out loud to yourself again and again and write the keywords/definitions/facts at least 3 times.

The image shows handwritten notes on lined paper repeating the definitions of the three states of matter. It says 'Solid = regular pattern particles vibrate in fixed position' three times, 'Liquid = particles are arranged randomly but are still touching each other Particles can slide past each other and move around.' once, and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy' once.

Step 5

Open your quizzable Knowledge Organiser. Write the missing words from your quizzable Knowledge organiser in your prep book.

The image shows a page from a quizzable knowledge organiser with handwritten answers. The questions are: 'A. What is particle theory?' (The theory that all matter is made up of particles), 'A. What is the law of conservation of mass?' (The Law of Conservation of Mass states that mass cannot be created or destroyed), 'B. What are the different changes of state?' (Melting: Change of state from solid to liquid; Freezing: Change of state from liquid to solid; Evaporation: Change of state from liquid to gas; Condensation: Change of state from gas to liquid), and 'C. What are the differences between the states of matter?' (Solid: Particles are in a regular pattern and vibrate in a fixed position; Liquid: Particles are arranged randomly but are still touching each other; Gas: Particles are far apart and are arranged randomly). There are also diagrams of particle arrangements for solid, liquid, and gas.

Step 6

Check your answers using your Knowledge Organiser. Repeat Steps 3 to 5 with any questions you got wrong until you are confident.

The image shows handwritten notes on lined paper with corrections and checkmarks. It says 'Particle theory = all matter is made of particles', 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'. There are checkmarks and corrections throughout the text.

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

ENGLISH –Poetry cluster 3: The Problem with Power

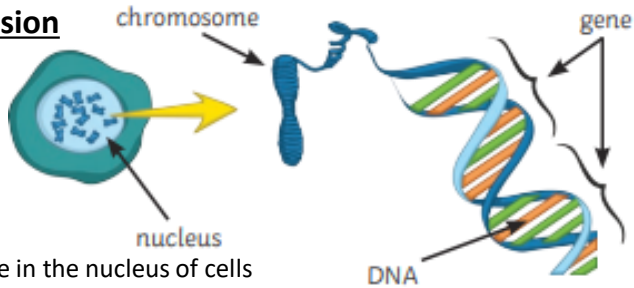
Key Vocabulary		Poem	Context	Events in the poem	Message	Form/ structure
Patriotism	Being devoted to your country	Kamikaze- Beatrice Garland	During WW2, the term 'kamikaze' was used for Japanese fighter pilots who were sent on suicide missions. They were expected to crash their planes into enemy warships. The word 'kamikaze' literally translates as 'divine wind'. Flying a kamikaze mission was portrayed as a great honour by the Japanese government. It was claimed that there were many volunteers, although some have argued that not every kamikaze soldier would have been willing. By the end of the war, nearly 4,000 kamikaze pilots had died.	The narrator of this poem is a kamikaze pilot's daughter. Unlike many of his comrades, this pilot turns back from his target and returns home. The poem explores the moment that the pilot's decision is made and sketches out the consequences for him over the rest of his life. Not only is he shunned by his neighbours, but his wife refuses to speak to him or look him in the eye. His children gradually learn that he is not to be spoken to and begin to isolate and reject him.	The poem explores the conflict between personal and national duty and suggests that individual desire and extreme patriotism cannot be achieved together. Through the pilot, Garland may be expressing how it is not honour that gives life meaning, but rather being with loved ones. The poem explores the impossible situation that the pilots were put in by those in power- dying in glory or being shamed and rejected by your family. It also deals with the lasting effects that war can inflict on people, families, and communities. This poem not only deals with the kamikaze pilot's own story, but the implications for those around him.	Kamikaze is a narrative poem. It begins as a report, summarising another conversation or story told by someone else. Sections of the poem are presented in italics as first-person narrative, where the storyteller speaks directly for herself. This has the effect of heightening the sense of sadness she feels.
Colonialism	When a powerful country takes control of a less powerful country		Checking Out Me History- John Agard	Since the early 17 th century, the country of Guyana has been colonised and controlled by the Dutch, French and British. The indigenous population spoke Arawak, but the British introduced English as the language of the government, courts and education system. For centuries, nations would repress the culture and identity of the countries that they colonised. They did this to control the population and get rid of any rebellion against the colonisers. Born in Guyana in 1949, Agard moved to Britain in 1977 and sees the culture as both an insider from living there and an outsider from moving to Britain	The poem focuses on the omission of indigenous history and discusses how colonized people were forced to learn about <i>British</i> history—which had little to do with their actual lives. Not only does the poem call attention to the oppressive nature of colonial education, but it also praises important figures who were left out—figures such as Toussaint L'Ouverture, the leader of the Haitian revolution. The poem suggests the curriculum deliberately blinded colonized people to their own histories, and argues that in order to understand their own identity they must learn their own history.	Knowledge should not be denied to anyone. No one has the right to oppress others by denying them facts about their past. This can lead to feelings of inferiority and there should be more equality in the world. History is important and there is power in knowing your heritage and culture. People should never exclude this from you – especially if it is replaced with less relevant examples. There is a sense of caution in this poem in relation to believing what you are told. We are reminded that we should always seek the truth for ourselves and question what others choose to teach us. The education system has power to mould our thinking and we should be aware of this. There is a warning that, when people are denied knowledge, they can become bitter and angry, and this could lead to rebellion, protests and uprisings.
Dominate	To have power and influence over others	The Émigrée- Carol Rumens		Carol Rumens was born in South London in 1944. Published her own poems and translations of Russian poems. She has a 'fascination with elsewhere'. The Émigrée is not autobiographical poem, but is inspired by living in London (a diverse society). The poem sympathises with people who have been exiled. Emigrants are people who have left the country of their birth to settle elsewhere in the world.	A displaced person pictures the country and the city where they were born. The city and country are never named in order to increase the relevancy to as many people who have left their homelands as possible. The speaker's home country appears to be war-torn, or under the control of a dictatorial government that has banned the language the speaker once knew. Despite this, the émigrée's childhood memories are filled with light and happiness. Though there is a clear sense of fondness for the place, there is also a more threatening tone in the poem, suggesting that not all of her memories are happy and that the country she has emigrated to is not always welcoming.	Rumens presents the importance of empathy and sympathy. She reminds us of how traumatic conflict can be and that people are forced to make heart-breaking decisions when they live under cruel leadership. The poem highlights the importance of belonging and is a celebration of diversity – we should make people feel welcome when they move to a new home. Memories are shown to be powerful and to have a strong hold over us with the ability to bring both pain and comfort. The past can be difficult to escape and can restrict us from moving forward in life. There is also a sense of the power of the media – their portrayal of immigrants can lead to a lack of sympathy in society; it is important we do not become insensitive to the pain that can lead to people moving to a new home.
Defiance	Showing that you don't want to obey someone		Storm on the Island- Seamus Heaney	For many centuries, there has been conflict in Northern Ireland. The majority of Northern Ireland's population were unionists, who wanted to remain within the United Kingdom. Most of these were Protestant Christians. Seamus Heaney was a Catholic born in Northern Ireland in 1939. Catholics were seen as the underclass and were discriminated against by the government and police. This resulted in strong political and guerrilla warfare movements in an attempt to overthrow British rule and re-unite Ireland.	There are two interpretations of this poem- literal and metaphorical. Literal: The narrator describes how well prepared they are for the storm. The storm attacks the island. As the poem progresses, the narrator's confidence decreases, and they begin to worry. Metaphorical: Heaney uses the storm as a metaphor for the conflict in Northern Ireland. The 'Islanders' suffer under enemy occupation with quiet resignations.	Heaney portrays nature as a powerful force that humans should fear and not attempt to control. Heaney presents the idea that life under constant enemy occupation can leave people accepting this presence with sadness, but stop trying to do anything about it. He warns that the enemy can appear reasonable, but can quickly turn in to a dangerous threat – this threat may not always be physical; the gradual erosion of human rights and liberties is just as perilous.
Isolated	To be far away from other people or places.	Tissue- Imtiaz Dharker		Imtiaz Dharker was born in Pakistan but grew up in Scotland. Her poetry often deals with themes of identity, the role of women in society and the search for meaning. Tissue is from her poetry collection called 'The terrorist at my table'. Most of the poems in that collection relate to religion, terrorism and global politics.	Tissue explores the varied uses of paper and how they relate to life. It is written from the point of view of someone looking out at the conflict and troubles of the modern world; destruction, war and politics, money and wealth as well as issues like terrorism and identity. The poem remarks how nothing is meant to last.	Human power is ephemeral. No matter how much we try to build structures to display our power, nature will always outlast it. Our relationship with paper is unhealthy. We rely on it too much to make records, document ownership and build debt. Instead, we should realise that the significance of human life will outlast the records we make of it on paper or in buildings. Human life is fragile, and not everything can last. We must understand our fragility and should not try to build our lives through making recordings or building with blocks and bricks, we should focus on living
Dictatorial	Telling people what to do in a forceful and cruel way		Fragility			
Nostalgia	A warm feeling for the past, particularly a very happy time					
	being easily broken or damaged.					

ENGLISH –Poetry cluster 3: The Problem with Power- Sets 2-5

Key Vocabulary		Poem	Context	Events in the poem	Message	Form/ structure
Patriotism		Kamikaze- Beatrice Garland				
Colonialis m		Checking Out Me History- John Agard				
Dominate		The Émigrée- Carol Rumens				
Defiance						
Isolated						
Dictatorial		Storm on the Island- Seamus Heaney				
Nostalgia		Tissue- Imtiaz Dharker				
Fragility						

T5 Y10 B4.13 Mainstream Reproduction

Cells and cell division



The chromosomes are in the nucleus of cells
 Humans have 46 chromosomes.
 Chromosomes contain genes, which code for proteins.
 In body cells, chromosomes are in pairs – one from each parent.
 In sex cells (gametes) they are not in pairs and there is half the number of chromosomes (e.g. 23 in humans)

Cell division – two types:



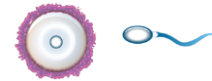
Mitosis (in all body cells)	Meiosis (in testes and ovaries)
2 daughter cells	4 daughter cells
Daughter cells = genetically identical	Daughter cells = not genetically identical
Cell divides once	Two divisions
Daughter cells have same number of chromosomes as original cell	Daughter cells have half the chromosomes as original cell
Used for growth and repair.	Produces gametes for sexual reproduction

Reproduction

Two types of reproduction – sexual and asexual.

	Sexual	Asexual
Number of parents	2	1
gametes used?	Yes	no
Variation in the offspring	lots	None (unless mutations occur) Offspring are clones

Sexual reproduction



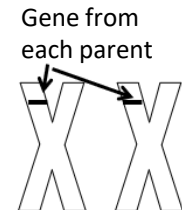
The sperm and egg have half of the genes for the offspring. (in humans 23 chromosomes)
 At fertilisation, the sperm and egg nuclei join. (23 + 23 = 46 chromosomes)

There are two genes for any one characteristic – one on the chromosome from mum and one from Dad

Different forms of the same gene are called **alleles**
 If the alleles are the same, the person is **homozygous**
 If the alleles are different the person is **heterozygous**

E.g.:
B = brown hair (dominant)
b = red hair

BB = homozygous, brown hair
 Bb = heterozygous, brown hair
 bb = homozygous, red hair



T5 Y10 B4.13 Mainstream Reproduction

1. Put these in order from smallest to biggest:

Allele, Cell, Chromosome, Gene, Nucleus

2. What are the two types of cell division?
3. When does mitosis take place?
4. Where does meiosis take place?
5. How does the number of chromosomes in a gamete differ from those of a body cell?
6. What do genes do?

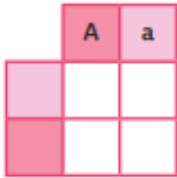
1. What are the two types of reproduction?
2. How many parents are needed for asexual reproduction?
3. What are the offspring of asexual reproduction known as?
4. What is the term for when a sperm and an egg join?
5. How many genes do we have for any single characteristic?
6. What term is used to describe a person that has two alleles that are the same for a particular characteristic?

T5 Y10 B4.13 Mainstream Reproduction

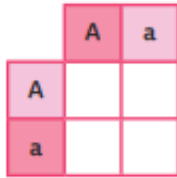
How to complete a punnet square

If A = blue eyes, a = green eyes

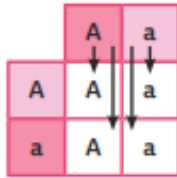
Calculate the probability of two heterozygous people having a green eyed child



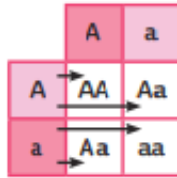
Step 1
Put one parents alleles into the boxes at the top



Step 2
Put the other parents alleles into the boxes down the side



Step 3
Write the alleles from the second parent into all boxes underneath

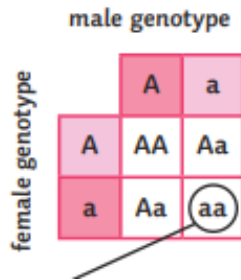


Step 4
Put the alleles from the second parent into the boxes to the right

Probability

A green eyed child would have aa genotype.

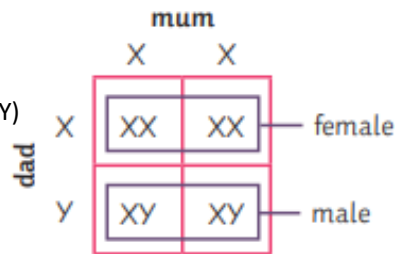
One of these four has the type aa – that's 1/4, 25% or 0.25.



Sex Determination

Females carry two X chromosomes (XX)

Males carry one X and one Y chromosome (XY)
50% chance of male and female.



Inherited disorders

Cystic fibrosis

Disorder of cell membranes

Caused by a recessive allele

Causes thick mucus to form in membranes

Main organs affected are lungs, digestive & reproductive organs – pancreas and intestines.



Alveoli get blocked with mucus

Increases diffusion path so less

O₂ gets into the blood

Polydactyly



Mother



Father

	C	c
C	CC	Cc
c	Cc	cc

Disorder of the hands and feet

Caused by a dominant allele

Causes extra digits, fingers and toes.

Embryo screening

Parents that have inherited disorders may opt for embryo screening

1. Multiple embryos are made in IVF
2. One cell is removed from each embryo
3. The cells are screened for faulty genes
4. Only embryos without the genes for disorders are transferred to the womb of the mother.

+ Babies born free of that inherited disorder

- no guarantee child will be free of other health issues
- Many embryos are destroyed, which are potential human lives

T5 Y10 B4.13 Mainstream Reproduction

1. What two sex chromosomes do females carry?

2. What two chromosomes do males carry?

3. What is the probability of having a boy?

4. Complete the punnet square:

	D	d
d		
d		

5. What is the chance of having an offspring with the allele pair dd?

1. What is cystic fibrosis a disorder of?

2. Is the allele for cystic fibrosis dominant or recessive?

3. Why do cystic fibrosis sufferers struggle to get oxygen into the body?

4. What is polydactyly?

5. Is the allele for polydactyly dominant or recessive?

6. Give one advantage of embryo screening

7. Give one disadvantage of embryo screening

T5 Y10 B4.14 Mainstream – Variation and Evolution

Variation

May be due to differences in:

- Genes that have been inherited (genetic causes)
- Conditions which they have lived in (environmental causes)

- Combination of genes and the environment.

Mutation = a change in the DNA during copying (randomly). Often has no effect on the gene, but sometimes leads to new proteins being made and a new characteristic being seen

Evolution

Evolution = a change in inherited characteristics of a population over time through natural selection – could lead to a new species.

A **species** is a group of organisms that can successfully breed.

Theory of evolution states that all species have evolved from a simple life forms more than 3 billion years ago.



Natural Selection

Described by Darwin

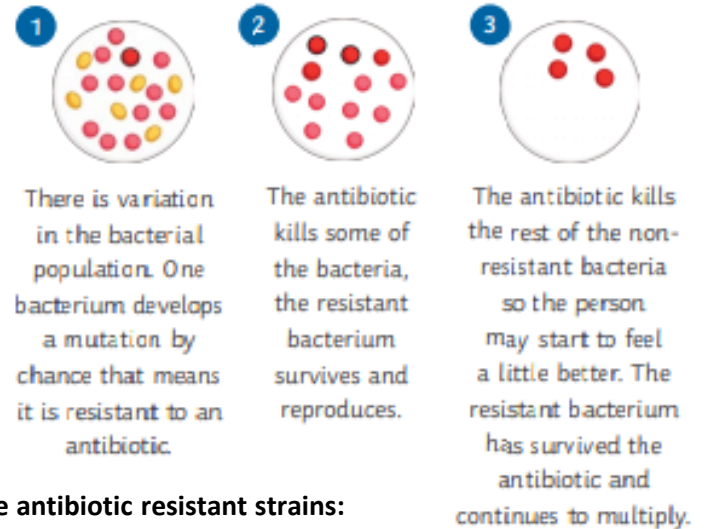
1. **Variation** within a species – different genes. (due to **mutation**)
2. One gene may give characteristics that are better **adapted** for survival in the environment.
3. Those with **advantageous genes** will survive and reproduce – passing genes to **offspring**.
4. Over long periods of time, all members of that species have the characteristic, may even lead to a new **species**.

Resistant Bacteria

- Bacteria **evolve** rapidly as they reproduce at a fast rate. (reproduce approx. every 20 mins)
- Mutations of bacteria can produce new strains.

- Some strains are **resistant** to antibiotics (so are not killed).
- They **survive** and **reproduce** – population of resistant strain rises.
- Resistant strain will spread because people are not **immune** and there is no effective treatment.

- **MRSA** is **resistant** to antibiotics.



How to reduce antibiotic resistant strains:

- Doctors should not prescribe antibiotics for viral infections
- Patients must complete courses of antibiotics
- Agricultural use of antibiotics should be restricted.

T5 Y10 B4.14 Mainstream – Variation and Evolution

1. What are the two causes of variation?
2. What is a mutation?
3. Which scientist proposed the theory of evolution by natural selection?
4. What is the theory of evolution?
5. What is a species?
6. Why do mutations sometimes lead to new characteristics being seen?

1. Why do bacteria evolve rapidly?
2. What can cause new strains of bacteria?
3. Name a bacteria which is resistant to antibiotics.
4. What are the three ways to reduce antibiotic resistance strains?

T5 Y10 B4.14 Mainstream – Variation and Evolution

Genetic Engineering

- Process which involves modifying the **genome** of an organism by introduction a gene from another organism to give a **desired characteristic**.

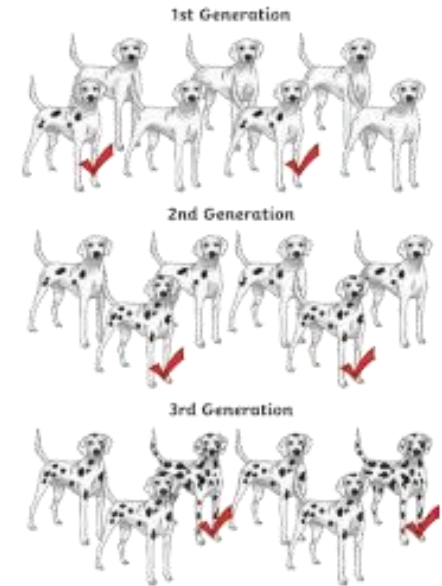
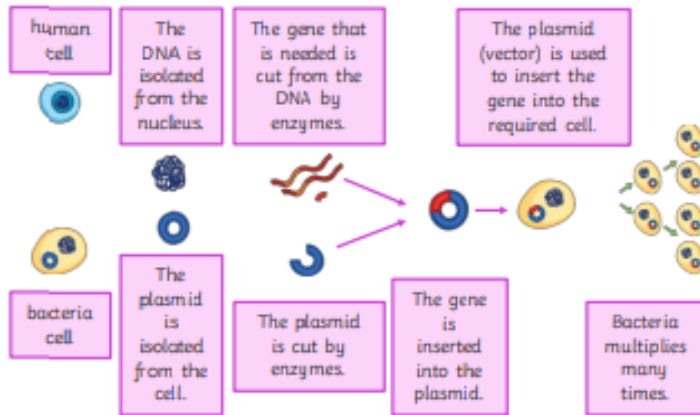
Uses of genetic engineering:

- Plant crops to be **resistant** to diseases or produce bigger, better fruits.
- Bacteria cells to produce useful substances, such as human insulin to treat diabetes.

Genetically modified (GM) crops

Advantages	Disadvantages
Resistant to insect attack	Not sure on long term effects when eating GM crops
Produce increased yields	Could affect populations of wild flowers and insects

Process of Genetic Engineering (HT only)



Selective Breeding

- Process which humans breed plants and animals for particular **genetic characteristics**.

Steps of selective breeding:

1. Choose a male and female with **desired characteristics**.
2. Breed together
3. Pick the offspring which have the desired characteristic and breed together.
4. Continue over many generations, selecting the best offspring each time, until all offspring show desired characteristics.

T5 Y10 B4.14 Mainstream – Variation and Evolution

1. What is genetic engineering?
2. State two uses of genetic engineering.
3. What does 'GM' stand for?
4. State two advantages of GM crops.
5. State two disadvantages of GM crops.
6. Describe the stages of genetic engineering (HT only).

1. What is selective breeding?
2. Describe the four stages of selective breeding.
3. Why might a characteristic be chosen?
4. Give 3 examples of characteristics humans may choose.

1. What is development?

Term	Definition
Development	The progress of a country in terms of economic growth, the use of technology and human welfare.
Uneven development	Development takes place at different rates in different places.
Development gap	The difference in standards of living and wellbeing between the world's richest and poorest countries.
Quality of life	General wellbeing (includes health, happiness, social belonging...)
Standard of living	Level of wealth and material goods available to people. \$
Economic development	Progress in an economy. New technology can lead to a move from agriculture to industry.

Ways to classify the world

LIC	Low income countries. GNI per capita of under \$1,045. (Poor) e.g. Haiti.
NEE	Newly Emerging Economies. Countries that have begun to experience high rates of economic development, with rapid industrialisation. e.g. Nigeria
HIC	High Income Countries. GNI per capita of over \$12,746. (Rich) e.g. UK.
Brandt line	An outdated line from the 1980's that split the world into rich north and poor south.

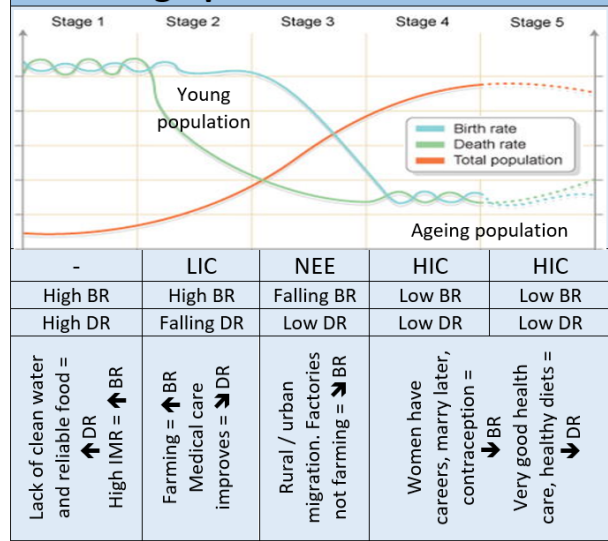
5. Consequences of uneven development

Disparities in wealth	Most developed countries > most wealth Africa owns just 1% of global wealth.
Disparities in health	Health care in LICs poor = ↓ life expect UK LE is 81 years. Nigeria LE is 52 years
International migration	Poor try to migrate to HICs. Mexico into USA. Syrians into Europe. Economic migration also occurs.

2. Measuring development

Term	Cat.	Definition
Arrows show how the indicator changes with development.		
GNI per capita	💰 ↗	Gross National Income per person. Total income divided by the size of the population. - Doesn't show inequality within a country. It's just an average.
Birth rate	👶 ↘	The number of babies born in a year per 1000 of the population. +Reliable- infers female equality.
Death rate	👤 ↘	The number of people that die in a year per 1000 of the population. - Less reliable. HICs now have an ageing population- > DR
Infant mortality rate	👶 ↘	The average number of deaths of infants under the age of 1, per 1000 live births per year.
Life expectancy	👤 ↗	The average number of years a person might be expected to live. - Less reliable for a LIC due to IMR making it look lower
People per doctor	👤 ↘	The number of people who depend on a single doctor for their health care needs
Literacy rate	📖 ↗	The percentage of people who have basic reading / writing skills.
Access to safe water	🚰 ↗	The percentage of people who have access to water that does not carry a health risk such as cholera
HDI	👤 💰 ↗	Human Development Index. A combined measure that includes GNI per capita, life expectancy and adult literacy rate. Out of 1. + Best indicator as it includes 💰 and 👤 data. Removes anomalies
Generic limitations		Data can be out of date or unreliable. Inequalities exist within countries.

3. Demographic Transition Model



4. Causes of uneven development

Cat	Factor	Explanation
Physical	Natural disasters	Government has to spend money rebuilding rather than education. eg Haiti has had EQs and TS
	Land-locked	No coastline. This hindered trade keeping the GNI low. E.g. Nepal.
	Extreme climates	If it's too hot or cold agriculture is difficult. E.g. Thar Desert
Economic	Debt	A country's money will go to repaying debt rather than education.
	Selling primary products	These are low value goods so the government has restricted income to invest in health care.
Historical	Colonialism	European countries controlled much of Africa and Asia. After regaining power they were poor and civil wars often occurred. eg Nigeria- UK colony
	War	Money spent on arms. E.g. Sudan

1. What is development?

Term	Definition
Development	
Uneven development	
Development gap	
Quality of life	
Standard of living	
Economic development	

Ways to classify the world

LIC	
NEE	
HIC	
Brandt line	

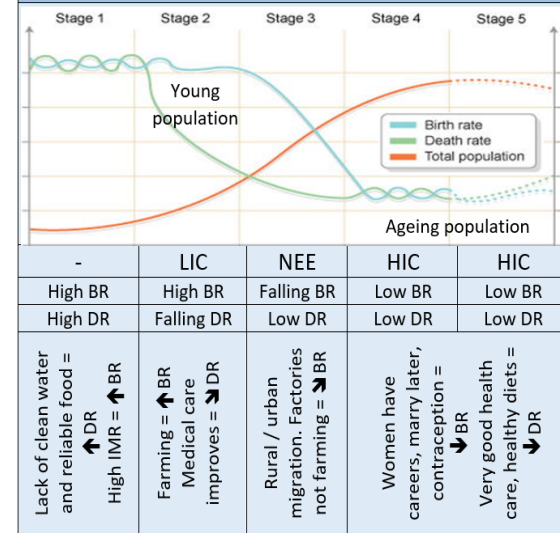
5. Consequences of uneven development

Disparities in wealth	
Disparities in health	
International migration	

2. Measuring development

Term	Cat.	Definition
Arrows show how the indicator changes with development.		
GNI per capita	δ ↗	
Birth rate	↓ ↘	
Death rate	↓ ↘	
Infant mortality rate	↓ ↘	
Life expectancy	↑ ↗	
People per doctor	↓ ↘	
Literacy rate	↑ ↗	
Access to safe water	↑ ↗	
HDI	δ ↑ ↗	
Generic limitations		

3. Demographic Transition Model



4. Causes of uneven development

Cat	Factor	Explanation
Physical	Natural disasters	
	Land-locked	
	Extreme climates	
Economic	Debt	
	Selling primary products	
Historical	Colonialism	
	War	

6. Strategies to reduce uneven development		FAT MIDII
Strategy	Explanation	Evaluation
Fairtrade	When producers in LICs are guaranteed a fair price for the goods they produce <u>ie</u> cocoa, coffee. The better price improves income, aids community projects and protects the environment.	+ Improves quality of life - Poorest can't afford certification
Aid	When a country or non-governmental organisation donates resources or money to another country to improve people's lives. Short term emergency aid or long-term aid. Nigeria- NETS4Life.	+ Improves quality of life - Aid may be tied - Corruption of aid
Tourism	Visitors spend money in a country and infrastructure is improved.	- Can be unreliable
Microfinance loans	Very small loans which are given to people in the LICs to help them start a small business. Often to women.	+ Makes women more equal - Can lead to debt
Investment	Countries or TNCs can invest in a country. Might include the development of infrastructure, building dams or industry. Shell.	+ Triggers multiplier effect - Economic leakage can occur
Debt relief	36/39 of the poorest countries have had their debt cancelled if they could guarantee no corruption and they agreed to spend <u>the money</u> on education/ reducing poverty. Nigeria's cancelled 2005.	+ Improves quality of life - They may go into debt again - Corrupt governments...
Intermediate technology	Sustainable technology that is appropriate to the needs, skills, knowledge and wealth of local people. Small scale projects.	+ Affordable - Small scale
Industrial development	Developing the secondary sector. This brings jobs, higher income and infrastructure improvements.	+ Triggers multiplier effect - Environmental damage

7. Tourism to reduce uneven development	
Nepal	LIC. GNI per capital of US\$1,090. Suffered civil war and earthquakes. Trek (Mount Everest), jungles, culture.
Advantages	+ \$445 million in 2015. + 8% GNI. + 500,000 jobs. 7% employment.
Dis-advantages	- Locals are poorly paid. - Economic leakage. - EQ in 2015 reduced tourism by 1/3. Some out of work for 7 months. - Environmental damage (<u>ie</u> O ₂ tanks).
Summary	Has been successful but it is unreliable. Need to find a more sustainable method for the long run.

6. Strategies to reduce uneven development		FAT MIDII
Strategy	Explanation	Evaluation
Fairtrade		-
Aid		-
Tourism		-
Microfinance loans		-
Investment		-
Debt relief		-
Intermediate technology		-
Industrial development		-

7. Tourism to reduce uneven development	
Nepal	
Advantages	
Dis-advantages	
Summary	



What we are learning this term:

- A. The UK is connected to many other countries and places.
- B. The UK is a diverse and unequal society which has geographical patterns.
- C. There are different causes and consequences of development within the UK.
- D. The UK's population is changing.
- E. There are causes for and consequences of urban trends in the UK.
- F. Cities have distinct challenges and ways of life, influenced by its people, culture and geography.

6 Key Words for this term

- | | |
|------------------------|-------------------------|
| 1. Trade | 4. Suburbanisation |
| 2. Deindustrialisation | 5. Counter-urbanisation |
| 3. Infrastructure | 6. Re-urbanisation |

A.	The UK is connected to many other countries and places.
1. Trade	The movement of goods and services across the world.
2. Imports	Products brought into a country
3. Exports	Products taken out of a country.
4. Trade deficit	When a country imports more than they export.
6. Tariffs	Tax that must be paid on imports or exports.

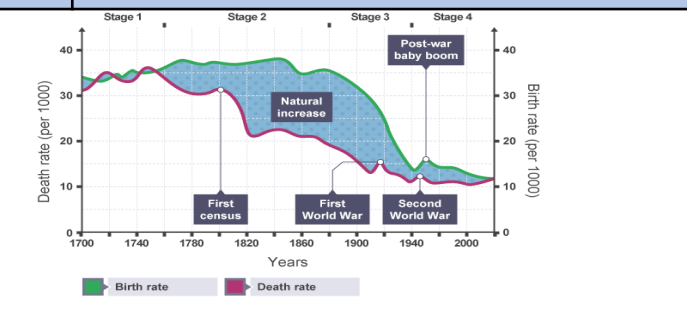
B.	The UK is a diverse and unequal society which has geographical patterns.
1. Tertiary sector	Employment in the services industry such as education or healthcare.
2. Quaternary sector	Employment is research, technology and media.
3. Disposable income	The money people have to live on once their taxes, pensions and rent have been paid.
4. Diversity	Differences within society. For example, race, levels of education and wealth.

C. There are different causes and consequences of development within the UK.

North-south divide	The difference in wealth in the UK between North and South.
Deindustrialisation	The closing down of factories and industry in an area.
Geographical location	The south of England is closer to London so there are more job opportunities.
Economic change	Deindustrialisation in the North led to mines and factories closing down. This led to widespread unemployment.
Infrastructure	Transport, services and communications are better in the South meaning it is easier to travel to Europe.
Government policy	The government invest more in the south because it is closer to London. This can lead to improved infrastructure, education and healthcare.

How has Swindon experienced economic growth?	How has Swindon experienced economic decline?
<ol style="list-style-type: none"> Great Western Railway was opened in 1843 providing many jobs and connecting Swindon to London and Bristol. Honda was built in 1985 and has attracted many other car companies such as BMW and Jaguar. The old train sheds were converted into the Outlet centre which attracts tourists. 	<ol style="list-style-type: none"> GWR yard was closed in 1986 meaning that 40% of Swindon lost their jobs. Honda closed in 2019 because it was cheaper to produce cars abroad. Over 3,000 jobs lost. Low levels of employment mean that people have less disposable income to spend in local businesses.

D. The UK's population is changing.



1. Demographic transition model (DTM).	Shows the changes in population over time by measuring birth rate and death rate.
2. Ageing population	Growing proportion of people above the age of 60.
3. Economically active	Proportion of the population who are employed and pay taxes.
4. Immigration	Inward movement of people to the UK.

D. The UK's population is changing

<i>Causes of an ageing population (2)</i>	<ol style="list-style-type: none"> Improved healthcare. People living more active lifestyles.
Positive effects of an ageing population (2)	<ol style="list-style-type: none"> Skilled workforce More money spent in leisure facilities or resorts.
Negative effects of an ageing population (2)	<ol style="list-style-type: none"> Cost of healthcare is high. Elderly people do not work so do not pay taxes.
Government responses to an ageing population (2)	<ol style="list-style-type: none"> Pension age raised to encourage people to continue working. Increased investment in care homes and healthcare.



What we are learning this term:

- A. The UK is connected to many other countries and places.
- B. The UK is a diverse and unequal society which has geographical patterns.
- C. There are different causes and consequences of development within the UK.
- D. The UK's population is changing.
- E. There are causes for and consequences of urban trends in the UK.
- F. Cities have distinct challenges and ways of life, influenced by its people, culture and geography.

6 Key Words for this term

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

A. The UK is connected to many other countries and places.

- | | |
|------------------|--|
| 1. Trade | |
| 2. Imports | |
| 3. Exports | |
| 4. Trade deficit | |
| 6. Tariffs | |

B. The UK is a diverse and unequal society which has geographical patterns.

- | | |
|----------------------|--|
| 1. Tertiary sector | |
| 2. Quaternary sector | |
| 3. Disposable income | |
| 4. Diversity | |

C. There are different causes and consequences of development within the UK.

- | | |
|-----------------------|--|
| North-south divide | |
| Deindustrialisation | |
| Geographical location | |
| Economic change | |
| Infrastructure | |
| Government policy | |

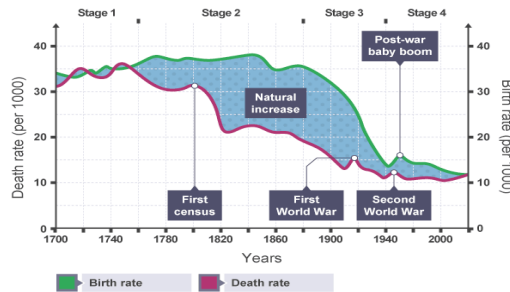
How has Swindon experienced economic growth?

- 1.
- 2.
- 3.

How has Swindon experienced economic decline?

- 1.
- 2.
- 3.

D. The UK's population is changing.



- | | |
|----------------------------------------|--|
| 1. Demographic transition model (DTM). | |
| 2. Ageing population | |
| 3. Economically active | |
| 4. Immigration | |

D. The UK's population is changing

Causes of an ageing population (2)

- 1.
- 2.

Positive effects of an ageing population (2)

- 1.
- 2.

Negative effects of an ageing population (2)

- 1.
- 2.

Government responses to an ageing population (2)

- 1.
- 2.



D. The UK's population is changing			
Immigration in the 21 st century.		1. International migration has increased in the 21 st century due to increase in job opportunities, high quality education and global conflict. 2. Immigrants come from all over the world including Poland, India and Pakistan.	
Positive impacts of migration on the UK		Negative impacts of migration on the UK	
Social (2)	1. Different cultures including food, music and fashion. 2. They bring skills that may be in short supply in the UK.	Social (2)	1. People may feel that they are taking local jobs and houses. 2. Can lead to cultural conflict
Economic (2)	1. Workers pay taxes which can be invested into the community. 2. Immigrants are often highly skilled and well educated (e.g. doctors)	Economic (2)	1. Extra costs for healthcare and education. 2. Money may be sent home and not spend in the local community,

E. There are causes for and consequences of urban trends in the UK		E. There are causes for and consequences of urban trends in the UK	
Urban	Towns and cities	Causes of suburbanisation (3)	1. Overcrowding in cities. 2. Improved transport links into inner-city areas. 3. Land may be cheaper outside of the city.
Rural	Countryside and villages		
Urbanisation	The growing proportion of people moving to cities		
Suburbanisation	The outward spread of cities into surrounding green areas.	Causes of counter-urbanisation (3)	1. Overcrowding in cities. 2. People want a more peaceful lifestyle. 3. Poor air quality in cities.
Counter-urbanisation	The movement of people from urban to rural areas.		
Re-urbanisation	Improving inner city areas to attract people and businesses.	Causes of re-urbanisation (3)	1. Government investment. 2. Counter-urbanisation. 3. Inner city decline.

E. There are causes for and consequences of urban trends in the UK					
Consequences of suburbanisation		Consequences of counter-urbanisation		Consequences of re-urbanisation	
Social (2)	1. Increased traffic congestion. 2. Longer commutes.	Social (2)	1. Housing prices in countryside increases. 2. Crowded public services	Social (2)	1. over-crowding. 2. Housing prices increase
Economic (2)	1. Commute is more expensive. 2. Shops in city centres close.	Economic (2)	1. House prices increase in countryside. 2. Inner-city decline	Economic (2)	1. Housing prices increase. 2. Office space is expensive.
Environmental (2)	1. Poor air quality. 2. Green areas destroyed	Environmental (2)	1. More traffic congestion. 2. Pressure on local water supply	Environmental (2)	1. Increased traffic in cities. 2. Air pollution

D. Cities have distinctive challenges and ways of life, influenced by its people, culture and geography. (CASE STUDY OF BRISTOL)	
Location	South-west England. Near the Bristol Channel 1.5 hours from London
Importance within the UK and wider world	1. Two universities 2. UK's 8 th largest tourist destination 3. Home of Airbus and Rolls Royce 4. Home of Aardman Animations
Migration	1. Population has doubled between 1851 and 1891. 2. 50 countries are represented in Bristol 3. St Paul's carnival brings music from African and Caribbean communities.
Challenges: Housing availability	1. Average house price is £350,000 2. Highest homeless population in the UK
Challenges: Transport provision	1. UK's most congested city. 2. Poor public transport links
Challenges: Waste management	1. High amount of food waste. 2. Half a million tonnes of waste per year.
Sustainable strategies: Housing	Brabazon housing estate with provide over 2,500 new affordable homes. • Successful because it uses brownfield sites. • Unsuccessful because the homes are still expensive
Sustainable strategies: Transport	Voi electric scooters. Park and ride to connect the suburbs to the inner city. • Successful because it reduces CO2 emissions. • Unsuccessful because the park and ride is unreliable.
Sustainable strategies: Waste	'Slim my waste, feed my face' initiative to cut down on food waste. • Successful because it has led to food being recycled • Unsuccessful because it is not well monitored.



D. The UK's population is changing			
Immigration in the 21 st century.		1. 2.	
Positive impacts of migration on the UK		Negative impacts of migration on the UK	
Social (2)	1. 2.	Social (2)	1. 2.
Economic (2)	1. 2.	Economic (2)	1. 2.

E. There are causes for and consequences of urban trends in the UK		E. There are causes for and consequences of urban trends in the UK	
Urban		Causes of suburbanisation (3)	1. 2. 3.
Rural			
Urbanisation			
Suburbanisation		Causes of counter-urbanisation (3)	1. 2. 3.
Counter-urbanisation			
Re-urbanisation		Causes of re-urbanisation (3)	1. 2. 3.

E. There are causes for and consequences of urban trends in the UK					
Consequences of suburbanisation		Consequences of counter-urbanisation		Consequences of re-urbanisation	
Social (2)	1. 2.	Social (2)	1. 2.	Social (2)	1. 2.
Economic (2)	1. 2.	Economic (2)	1. 2.	Economic (2)	1. 2.
Environmental (2)	1. 2.	Environmental (2)	1. 2.	Environmental (2)	1. 2.

F. Cities have distinctive challenges and ways of life, influenced by its people, culture and geography. (CASE STUDY OF BRISTOL)	
Location	1. 2. 3.
importance within the UK and wider world	1. 2. 3. 4.
Migration	1. 2. 3.
Challenges: Housing availability	1. 2.
Challenges: Transport provision	1. 2.
Challenges: Waste management	1. 2.
Sustainable strategies: Housing	<ul style="list-style-type: none"> • Successful because • Unsuccessful because
Sustainable strategies: Transport	<ul style="list-style-type: none"> • Successful because • Unsuccessful because
Sustainable strategies: Waste	<ul style="list-style-type: none"> • Successful because • Unsuccessful because



What we are learning this term:		B.	Why did the Munich Putsch fail?
A.	How did the Nazi Party appeal to people in the early 1920s	1 – Bavarian Leaders	Hitler had captured the 3 Bavarian leaders in a Beer Hall on the 8 th November 1923. He forced them to say that they would support his plan to overthrow the Weimar Republic. However, they were let go by Ludendorff (army general) and so took away their support and warned the army
B.	Why did the Munich Putsch fail	2 – Army	Hitler wrongly believed that the army in Bavaria would stand with him and would support his uprising against the government. This was not the case and instead the army stood against Hitler and his SA which was only 1,000 men.
C.	Why was there little support for the Nazis between 1923-29	3 – Bavarian People	Again Hitler had wrongly assumed that the people of Bavaria would be angry enough with the Weimar Republic to want to stand with him against the government. He did have 2,000 volunteers but they were most likely paid to support Hitler so were not loyal
D.	How did the Nazis appeal to people between 1929-33	4 – Hitler	Hitler himself was a factor in why the Putsch failed. Instead of giving up when he had lost the support of the Bavarian leaders he continued with the revolt and as a result he ended being arrested and the NSDAP was banned.
E.	Why did Hitler come to power in 1933		
6 Key Words for this term		C.	What is the main difference between two interpretations about the Nazi Party during the Lean Years (1923-29)?
1	Nationalism – A political outlook which aims to make the nation stronger and more independent	1.	Party Reorganisation – By the time Hitler was released from prison he had come to realise that the best way for the Nazis to get into power would be to do it democratically and to be voted into the Reichstag. This led to Hitler reorganizing the Nazi Party to make it more of a focused political party
2	Socialism – A political outlook which states that country's land, industries and wealth should all belong to the workers of that country	2.	Mein Kampf – During his time in prison Hitler had the chance to write Mein Kampf which set out his key political beliefs. This book sets out his extreme racist views and ideas on Nationalism, Socialism, totalitarianism and traditional German values
3	Lebensraum – This a German word which means living space	3.	Party Headquarters – The Nazi Party was mainly based in Munich and it was organised into a mini state with Hitler as the leader and different departments for all aspects of government. Hitler also managed to get big industrialists to invest in the Nazi party
4	Putsch – German word for uprising, usually violent	4.	Bamberg Conference – This conference took place in early 1926 and its aim was to address the split between the Nationalist and Socialist sections of the Nazi party. This conference confirmed that the Nazi Party was mainly nationalist, and Hitler's control of the party was now clear
5	Fuhrer – A leader who exercises power cruelly	5.	Limited Support – In the years 1923-29, the Nazi party struggled to gain strong support due to Stresemann's economic and international recovery for the Weimar Republic and the appointment of ex Field-Marshal of the army Paul von Hindenburg as President.
6	Autarky – The act of a country being self-sufficient and not relying on other countries		
		D.	How did the Nazis appeal to the people between 1929 and 1933?
A.	What is the main difference between two interpretations about the appeal of the Nazi Party in the early 1920s?	1 Wall Street Crash	In October 1929, the stock market in Wall Street (New York) started to crash which meant that the price of stocks and shares fell dramatically.
Hitler in the Army	During WWI Hitler had fought for Germany and had even received two Iron Crosses for bravery. He was disappointed when the war ended and Germany had lost	2 Depression	Following the Wall Street Crash, American banks were running out of money and so they ask Germany to pay back the money they had loaned them in 1923
Spy	Hitler was employed by the army to spy on political groups. He came across the DAP which was a right-wing group. He liked the party's message and decided to join	3. Unemployment	Unemployment rose once again as Germany was running low on money as so businesses had to close and imports and exports slowed down as other countries had also been hit by the Wall Street Crash
25 Point Programme	Hitler become second in command of the DAP and along with Anton Drexler wrote the 25 Point Programme which outlined the groups beliefs	4. Chancellor Brüning	Brüning tried to sort the problem of unemployment by increasing taxes to pay for unemployment benefit and reducing the time limit for how long people could claim it for. This pleased no one and he lost support and control of the Reichstag and began to rule using Article 48 instead.
Speeches	Hitler begins to give speeches for the DAP from June 1920 and he was a very passionate speaker and he helped to increase the party's membership to 1,100 members	5 Communists	The failure of the government meant that people began to turn to extremist parties such as the communists. The working class believed that the communists would support them and would defend their jobs
Leader	In July 1921 Hitler pushed Drexler out and became the head of the DAP. He changed the name to the Nationalist Socialist German Workers Party (NSDAP or NAZIS)	6 Nazis	More people began to turn towards the Nazi party as Hitler was seen as the middle and upper classes defence against communism and the Hitler also seemed to be a strong leader who would restore law and order and get rid of the Treaty of Versailles.
		E.	How useful are two sources for an enquiry into the way Hitler became chancellor in 1933?
		1 Hindenburg	President of the Weimar Republic who never really supported the democratic republic. Did not trust Hitler and refused to make him Chancellor even when the Nazis were the majority party. Was persuaded by von Papen that he could control Hitler
		2 Franz von Papen	Became Chancellor in May 1932 but he was not a strong leader and Hitler tried to persuade Hindenburg to make him Chancellor but he refused and instead Kurt von Schleicher was made Chancellor out of desperation
		3 Kurt von Schleicher	Originally suggested that Hindenburg made von Papen Chancellor and then turned his back on him. Tried to rule but he lacked support and tried to create a military dictatorship which Hindenburg refused to support
		4 Hitler	Hitler had managed to grow the Nazis support between 1929 and 1932 to the point where they were the largest political party in the Reichstag and therefore believed he should be Chancellor and constantly told Hindenburg this. Did not become Chancellor until January 1933, after Hindenburg had been assured by von Papen that he could control him. Both underestimated Hitler.



What we are learning this term:		B.	Why did the Munich Putsch fail?
A.	How did the Nazi Party appeal to people in the early 1920s	1 – Bavarian Leaders	
B.	Why did the Munich Putsch fail	2 – Army	
C.	Why was there little support for the Nazis between 1923-29	3 – Bavarian People	
D.	How did the Nazis appeal to people between 1929-33	4 – Hitler	
E.	Why did Hitler come to power in 1933		
6 Key Words for this term			
1	Nationalism –	C.	What is the main difference between two interpretations about the Nazi Party during the Lean Years (1923-29)?
2	Socialism –	1. Party Reorganisation – 2. Mein Kampf – 3. Party Headquarters – 4. Bamberg Conference – 5. Limited Support –	
3	Lebensraum –		
4	Putsch –		
5	Fuhrer –		
6	Autarky –	D.	How did the Nazis appeal to the people between 1929 and 1933?
A.	What is the main difference between two interpretations about the appeal of the Nazi Party in the early 1920s?	1 Wall Street Crash	
Hitler in the Army		2 Depression	
Spy		3. Unemployment	
25 Point Programme		4. Chancellor Brüning	
Speeches		5 Communists	
Leader		6 Nazis	
		E.	How useful are two sources for an enquiry into the way Hitler became chancellor in 1933?
		1 Hindenburg	
		2 Franz von Papen	
		3 Kurt von Schleicher	
		4 Hitler	



Keywords		What we are learning in this unit		B.	The 5 Pillars - Salah		
Tawalla	Showing love for God and for those who follow Him	<p>A. The 5 Pillars and 10 Obligatory Acts</p> <p>B. Salah</p> <p>C. Sawm</p> <p>D. Zakah</p> <p>E. Hajj</p> <p>F. Jihad</p> <p>G. Id-ul-Adha</p> <p>H. Id-ul-Fitr</p>		What is it?	<ul style="list-style-type: none"> • “Salah is a prescribed duty that has to be performed at the given time by the Qur’an” • Muslims pray 5 times per day and this allows them to communicate with Allah. • The prayers are done at dawn (fajr), afternoon (zuhr), late afternoon (asr), dusk (maghrib) and night (isha) • Muslims face the holy city of Makkah when paying. 		
Tabarra	Disassociation with God’s enemies			A.	5 Pillars of Islam and 10 obligatory acts	Wuzu	<ul style="list-style-type: none"> • The washing process to purify the mind and body for prayer • Muhammad said the key to Salah is cleanliness • Hands, arms, nose, mouth, head, neck and ears are cleaned as well as both feet up to the ankle.
Khums	The obligation to pay one-fifth of acquired wealth			What are the 5 pillars	<ul style="list-style-type: none"> • 5 key practices or duties for Muslims • Both Sunni and Shi’a keep these (Shi’a have them as part of the 10 obligations) • They are seen as pillars “holding up the religion” and are all of equal importance 	Rak’ahs and recitations	<ul style="list-style-type: none"> • These are the movements that Muslims make during prayer • Takbir – raise hands to ears and say 'Allahu Akbar' • Qiyam – Standing, Muslims recite Surah • Then bow to the waist saying “Glory be to my Great Lord and praise be to Him” • Then sink to their knees saying “Glory be to my Lord, The Most Supreme...”
Lesser jihad	The physical struggle or holy war in defence of Islam			What are the 10 obligatory acts	<ul style="list-style-type: none"> • There are 10 obligations for a Muslim according to the Shi’a branch of Islam. • These include prayer, fasting, almsgiving, pilgrimage, jihad, khums, directing others towards good, forbidding evil, tawalla and tabarra 	Salah at home	<ul style="list-style-type: none"> • Salah is a big part of family life • Meals and other activities are usually scheduled to fit around prayer times • Families pray all together and might have a room set aside for prayer
Greater jihad	The daily struggle and inner spiritual striving to live as a Muslim			Shahadah	<ul style="list-style-type: none"> • Shahadah is the first of the 5 pillars • It is the Muslim declaration of faith • “there is no God but Allah, and Muhammad is His messenger” • This is a statement that Muslims reject anything but Allah as their focus of belief • It also recognises that Muhammad has an important role and his life is an example to follow 	Salah in the mosque	<ul style="list-style-type: none"> • All mosques have a qiblah wall which is to show where to face Makkah • Men and women pray in separate rooms at the Mosque
Sunni	Muslims who believe in the successorship of Abu Bakr, Umar, Uthman and Ali as leaders after the Prophet Muhammad			Jumma	<ul style="list-style-type: none"> • Jumma is congregational prayer held on a Friday at the mosque where the imam leads the prayer • Praying together as a community develops the feeling of unity amongst Muslims • Men are obliged to attend unless they are sick or too old • Women do not have to go – they may pray at home instead 		
Shi’a	Muslims who believe in the Imamah, leadership of Ali and his descendants			Differences between Sunni and Shi’a	<ul style="list-style-type: none"> • Shi’a Muslims combine some prayers so they may only pray 3x a day • Shi’a use natural elements e.g. clay where their head rests 		
Niyah	Intention during prayer - having the right intention to worship God						
Du’a	A personal prayer that is done in addition to Salah e.g. asking Allah for help						
		<i>Jihad</i>					
Lesser Jihad		<ul style="list-style-type: none"> • Originated when Prophet Muhammad and early Muslims were being attacked and oppressed by the Meccans and had no choice but to engage • “Fight in the way of God those who fight against you but do not transgress” • Conditions for declaration <ul style="list-style-type: none"> • self-defense • proportionate • legitimate authority • no harm to civilians 					
Greater Jihad		<ul style="list-style-type: none"> • A struggle within oneself to follow the teachings of Islam and be a better person • e.g. perform the Five Pillars, follow Sunnah and avoid temptation • “encourage what is right and forbid what is wrong” 					



Keywords		What we are learning in this unit		B.	The 5 Pillars - Salah		
Tawalla		A. The 5 Pillars and 10 Obligatory Acts B. Salah C. Sawm D. Zakah E. Hajj F. Jihad G. Id-ul-Adha H. Id-ul-Fitr		What is it?			
Tabarra				A.	5 Pillars of Islam and 10 obligatory acts	Wuzu	
Khums				What are the 5 pillars		Rak'ahs and recitations	
Lesser jihad				What are the 10 obligatory acts		Salah at home	
Greater jihad				Shahadah		Salah in the mosque	
Sunni				<i>Jihad</i>		Jummah	
Shi'a						Lesser Jihad	
Niyah						Greater Jihad	
Du'a		Differences between Sunni and Shi'a					



The 5 Pillars - Zakah	
The role of giving alms	<ul style="list-style-type: none"> • Muslims believe it is their duty to ensure Allah's wealth has been distributed equally as everyone is the same • The Qur'an commands to give to those in need
The significance of giving alms	<ul style="list-style-type: none"> • Giving 2.5% of savings/wealth to charity • Wealth can cause greed which is evil, so Zakah purifies wealth – wealth is given by God and must be shared • The Prophet Muhammad practiced Zakah as a practice in Medina • Given to the poor, needy and travellers • Sadaqah is giving from the heart out of generosity and compassion
Khums	<ul style="list-style-type: none"> • Shi'a Islam – one of the 10 obligatory acts • 20% of any profit earned by Shi'a Muslims paid as a tax • Split between charities that support Islamic education and anyone who is in need • "know that whatever of a thing you acquire, a fifth of it is for Allah, for the Messenger, for the near relative, and the orphans, the needy, and the wayfarer"

The 5 Pillars - Sawm	
The role of fasting	<ul style="list-style-type: none"> • Fasting during Ramadan (9th month in Muslim calendar) • Muslims give up food, drink, smoking and sexual activity in daylight hours • Pregnant people, children under 12, travellers and elderly people are exempt from fasting.
The significance of fasting	<ul style="list-style-type: none"> • Ramadan is believed to be the month that Prophet Muhammad began to receive revelations of the Qur'an • Helps Muslims to become spiritually stronger
Reasons for fasting	<ul style="list-style-type: none"> • Obeying God and exercising self-discipline • Develops empathy for the poor • Appreciation of God's gifts • Giving thanks for the Qur'an • Sharing fellowship and community with other Muslims
Night of power	<ul style="list-style-type: none"> • The night when the Angel Jibril first appeared to Muhammad and began revealing the Qur'an. • The most important event in history – "better than a thousand months" [Surah 97:3] • Laylat Al-Qadr is the holiest night of the year. Muslims try to stay awake for the whole night to pray and study for the Qur'an

The 5 Pillars - Hajj	
The role of pilgrimage	<ul style="list-style-type: none"> • A pilgrimage to Makkah which is compulsory for Muslims to take at least once as long as they can afford it and are healthy
The significance of pilgrimage	<ul style="list-style-type: none"> • God told Ibrahim to take his wife and son on a journey and leave them without food or water • Hajira ran up and down two hills in search of water, could not find any and prayed to God. Then water sprung from the ground. This is the Zamzam well • When Ibrahim returned he was commanded to build the Ka'ba as a shrine dedicated to Allah • Hajj is performed in the month of Dhu'l-Hijja
Actions	<ul style="list-style-type: none"> • Ihram – dressing in two pieces of white cloth • Circling the Ka'aba 7 times (tawaf) • Drinking water from the Zamzam well like Hajar • walking between Al-Safa and Al-Marwa hills seven times • Throwing stones at 3 pillars (jamarat) to represent casting out the devil and remembering Ibrahim throwing stones at the devil to drive him away • Asking Allah for forgiveness at Mt Arafat • Collecting pebbles at Muzdalifah

Id-ul-Adha, Id-ul-Fitr, Ashura	
Id-ul-Adha Not an official holiday in UK	<ul style="list-style-type: none"> • Festival of sacrifice • Marks the end of Hajj and is a chance for whole Ummah to celebrate • Origins – Ibrahim's commitment to God in being willing to sacrifice his son, Ishmael. God was testing Ibrahim • Key events – new clothes, sacrificing an animal, visiting the Mosque. • People ask a butcher to slaughter a sheep for them and share the meat with the community
Id-ul-Fitr Public holiday in Muslim majority countries, not UK	<ul style="list-style-type: none"> • Festival of fast-breaking • Marks the end of Ramadan • Key events – Decorate homes with colourful light and banners, dress in new clothes, gather in Mosques, give gifts and money, give to the poor • Zakah ul-Fitr – donation to the poor so that everyone can eat a generous meal at the end of Ramadan.
Ashura	<ul style="list-style-type: none"> • Sunni celebration – many fast on this day which was established by Prophet Muhammad • Shi'a mourning – Husayn was murdered and beheaded. Muslims remember his death and betrayal • Key events – public displays of grief, day of sorrow, wear black, re-enactments of martyrdom, not a public holiday in Britain but Muslims may have day off school



The 5 Pillars - Zakah

The role of giving alms	
The significance of giving alms	
Khums	

The 5 Pillars - Sawm

The role of fasting	
The significance of fasting	
Reasons for fasting	
Night of power	

The 5 Pillars - Hajj

The role of pilgrimage	
The significance of pilgrimage	
Actions	

Id-ul-Adha, Id-ul-Fitr, Ashura

Id-ul-Adha Not an official holiday in UK	
Id-ul-Fitr Public holiday in Muslim majority countries, not UK	
Ashura	

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
demonstrar	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

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

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),(university) course, career	carrera profesional
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 / malasto	get good / to get bad grades
notas	
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
apelar	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

GCSE Unit 11 SPANISH Knowledge organiser.
Topic Education Post - 16



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 |

11.1G ¿Qué voy a hacer?

a tiempo completo _____
 a tiempo parcial _____
 el/la alumno/a _____
 _____ to learn
 el _____ apprenticeship
 aprobar to _____
 la asignatura _____
 _____ advanced
 el beneficio _____
 _____ to look for
 la carrera (universitaria),(university) course, career
 carrera profesional _____
 _____ to get, to manage, to achieve
 el consejo _____
 _____ to continue
 dejar to _____
 el _____ money
 encontrar to _____
 _____ to wait for, to hope, expect
 los estudios _____
 el examen _____
 la experiencia _____
 la experiencia laboral work _____
 _____ ugly
 la _____ information technology, IT
 _____ better, best
 mientras _____
 la _____ grade, mark, result
 la opción _____
 la _____ opportunity
 quedar to _____
 el _____ result
 Sacar _____ to get good / to get bad grades
 notas _____
 seguir + gerund _____

11.1F ¿Trabajar o estudiar?

_____ to consider
 _____ to show, demonstrate
 la desventaja _____
 _____ to be fed up with
 estar obsesionado/a con to be obsessed
 with _____
 furioso/a _____
 _____ to earn, to win, to gain
 la habilidad _____
 horroroso/a _____
 _____ to imagine
 inútil _____
 mundo _____
 _____ to need
 pedir _____
 _____ worse, worst
 por otra parte _____
 la promoción _____
 _____ to relate to, to get on
 with _____
 repasar to _____
 el repaso _____
 _____ sure
 la sociedad _____
 todavía _____
 vale la pena _____

Key Verbs

Aprender To _____	_____ To go	Querer To want	Preparar _____	Dar To give
_____ I learn	_____ I go	Quiero _____	_____ I prepare	_____ I give
_____ You learn	_____ You go	Quieres _____	Preparas You prepare	_____ You give
Aprende He/she/it learns	Va _____	Quiere He/she/ it wants	_____ He/she/it prepares	_____ He/she/it gives
Aprendemos _____	_____ They go	_____ We want	Preparamos We prepare	_____ We give
Aprenden They learn	Van They go	Quieren They want	_____ They prepare	Dan They give

11.1H ¿Vale la pena ir a la universidad?

a solas _____
 _____ to have just
 adecuado/a _____
 _____ isolated
 al final de _____
 _____ to appeal
 aprender to _____
 así que _____
 avanzado/a _____
 _____ benefit
 bien pagado/a _____
 la calidad _____
 la _____ university course, career
 claro _____
 _____ to get, to manage, to
 achieve _____
 el consejo _____
 deber _____
 _____ to give back, to pay
 back _____
 disfrutar to _____
 la edad _____
 _____ to choose
 _____ to wait for, to hope, to
 expect _____
 estar a punto de to _____
 la experiencia laboral _____
 _____ ugly
 el _____ leaflet
 el/la graduado/a _____
 _____ to become a member
 _____ to worry, to concern
 lejos de _____
 mejor _____

11.1H ¿Vale la pena ir a la universidad?

el mundo laboral _____
 ofrecer to _____
 _____ to forget
 pedir prestado to _____
 _____ bit by bit
 _____ to worry, to be
 concerned _____
 _____ to pick up, to collect
 la residencia de _____
 estudiantes _____
 el resultado _____
 _____ to follow
 seguir + gerund to _____
 tan pronto como _____
 el título (university) _____
 _____ to take a year out
 advantage _____

Translation Practice. G – blue F – orange H - Green	
Quiero _____ estudiando	I want to carry on studying
Quiero _____ más dinero	I want to earn more money
_____ que seguir estudiando	I will have to carry on studying
Si _____ buenas notas, iré a la universidad	If I get good grades I will go to the university
Voy a _____ el instituto	I am going to quit school
No _____ que hacer	I don't know what to do
He _____ que no quiero trabajar	I have decided that I don't want to work
Creo que _____ mejor estudiar	I believe that it will be better to study
Quiero buscar un _____	I want to find an apprenticeship
La _____ de mi plan es que...	The advantage to my plan is that...
Hemos _____ otro plan	We have considered another plan
_____ un titulo universitario	I need a degree
Mi madre es _____	My mum is a dentist
_____ contento cuando termine mis estudios	I will be content when I finish my studies
_____ la decision tan pronto como tenga mis resultados	I will make the decision as soon as I have my results
Espero _____ una casa	I hope to buy myself a house
Se puede _____ de todo lo que hay	You can enjoy everything there is
_____ dejado de estudiar	She had quit studying

Key Questions: Answer the following in your own words. Use these model answers	
¿Qué vas a hacer/estudiar/trabajar cuando termines en el colegio/ si sacas buenas notas?	Si saco buenas notas/en el futurovoy a estudiar/me gustaría estudiar en la universidad porque será muy útil para mi carrera, porque quiero trabajar en el aire libre/porque siempre me encanta trabajar con niños ... En el futuro, voy a trabajar como (job) porque ...
¿Qué son tus planes para el futuro? - ¿Cuál es la ventaja de este plan?	Las desventajas de mi trabajo preferido son que... Las ventajas de mi trabajo preferido son que...
¿Qué son las ventajas y desventajas de ir a la universidad?	Las ventajas/desventajas son que .. es cara pagar los gastos para la universidad, el precio es muy caro, tienes que prestar dinero del gobierno, tienes que trabajar y estudiar mucho, tienes que esforzarse mucho, es inquietante no vivir con los padres, y vivir con otra gente, va a ser fenomenal encontrar nuevos amigos ...
¿Qué trabajo quieres hacer? Por qué te interesa este trabajo? Qué son las ventajas y desventajas de hacer este trabajo?	En el futuro, quiero ser (job). Quiero hacer este trabajo porque... me interesa mucho / puedo ganar mucho dinero / tengo la oportunidad de trabajar en equipos / prefiero trabajar en una oficina/ prefiero trabajar en el aire libre/ quiero un trabajo donde puedo utilizar misidiomas / quiero un trabajo donde puedo mejorar mi confianza con el público.
¿Cuáles son los aspectos positivos de encontrar un trabajo a los dieciocho años?	...Las (des)ventajas de empezar a trabajar a los 18 años son que... ...No tienes la oportunidad de ir a la universidad ...No tienes tantas oportunidades de ganar tanto dinero ...Puedes empezar a ganar dinero más joven que es importante para el futuro ...Puedes aprender una carrera mientras estás haciendo el trabajo – no tienes que estudiar más

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, –ER, –IR endings first	Remember the preterite (past) tense endings for –AR, –ER, –IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would like to' tense). Always remove the –AR, –ER, –IR endings first	Remember the conditional ('would') tense endings for –AR, –ER, –IR verbs. They are: -AR, –ER, –IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father

GCSE Unit 12 SPANISH Knowledge organiser
Topic Jobs, Career choices and Ambitions

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	flexitime, flexible
working hours	
flexibles	
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

GCSE Unit 12 SPANISH Knowledge organiser.
Topic Jobs, Career choices and Ambitions

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.) _____
 el banco _____
 el/la cajero/a _____
 _____ customer
 _____ cook
 _____ to be unemployed
 el ingeniero/a _____
 el jardinero/a _____
 _____ to clean
 la mitad _____
 la oficina _____
 _____ hairdresser's
 el peluquero/a _____
 _____ police officer
 por ciento _____
 el/la porcentaje _____
 _____ I would like
 resolver _____
 salvar _____
 temporal _____
 el/la veterinario/a _____
 _____ life

12.1F Buscar trabajo

a principios de _____
 el/la administrativo/a _____
 _____ ambitious
 _____ elderly
 animado/a _____
 _____ to sort, fix, arrange
 el _____ appearance, aspect
 atender a _____
 la _____ till, check-out
 el _____ campsite
 el carnicero/a _____
 el carpintero/a _____
 _____ letter
 los conocimientos _____
 el correo electrónico _____
 _____ polite, courteous
 _____ to care for, look after
 el/la dependiente/a _____
 el detalle _____
 dominar + language to be fluent in
 el/la electricista _____
 _____ employee
 la _____ company, firm
 _____ straightaway
 la energía _____
 _____ reliable
 la gente _____
 el/la hombre / mujer de businessman /
 business woman
 negocios _____
 el juego _____
 _____ primary school teacher
 mayor _____
 organizado/a _____
 _____ patient
 la panadería _____
 el panadero/a _____
 _____ practical
 el problema _____
 el/la recepcionista _____
 _____ to serve
 _____ honest
 el sitio web _____
 el sobre _____
 _____ wage
 trabajador/a _____
 el traductor/a _____
 el _____ term
 la _____ variety

Key Verbs

Tener To _____	Ir To _____	_____ To look for	_____ to do/make	Encontrar _____
_____ I have	Voy _____	_____ I'm looking for	Hago _____	Encuentro _____
_____ You have	Vas _____	_____ You're looking for	Haces _____	_____ You find
Tiene He/she/it has	Va _____	_____ He/she/it is looking	Hace _____	Encuentra _____
_____ We have	_____ They go	Buscamos _____	Hacemos _____	Encontramos _____
Tienen _____	_____ They go	_____ They're looking	_____ They do	Encuentran _____

12.1H El trabajo ideal

el/la abogado/a _____
 _____ builder, bricklayer
 _____ house husband/housewife
 _____ to move up
 el/la azafato/a _____
 el/la cajero/a _____
 el/la camionero/a _____
 la _____ ability, capacity
 el/la cartero/a _____
 el/la cliente/a _____
 la compañía aérea _____
 _____ to share
 _____ accountant
 la cuenta _____
 _____ to design
 _____ fixed, permanent
 físico/a _____
 la formación _____
 _____ to function
 el/la gerente _____
 el/la granjero/a _____
 las horas de trabajo flexitime, flexible
 working hours
 flexibles _____
 el/la jardinero/a _____
 _____ boss
 _____ to clean
 la lluvia _____
 _____ to improve
 la peluquería _____
 el/la peluquero/a _____
 la perspectiva _____
 el _____ project
 el _____ corner

12.1H El trabajo ideal

temporal _____
 _____ to use
 el viento _____
 _____ as, since

Translation Practice. G – blue F – orange H - Green	
Me gustaría _____ policia	I would like to be a policeman
_____ trabajar en una tienda	I would like to work in a shop
Quisiera ser _____	I would like to be a nurse
Me gustaría _____ con animales	I would like to work with animals
Mi madre _____ profesora	My mum is a teacher
Mi hermana _____ en el hospital	My sister works in the hospital
Me interesa _____ el trabajo	The job really interests me
El trabajo me _____ muchas oportunidades	The job will offer me many opportunities
_____ que soy una persona muy trabajadora	I think that I am a very hard working person
_____ empezar el lunes	I can start on Monday
He _____ en una oficina	I have worked in an office
_____ ayudado en el colegio	I have helped at school
El _____ ideal dominará dos idiomas	The ideal candidate will be fluent in 2 languages
_____ un trabajo que me da oportunidades	I'm looking for a job that gives me opportunities
_____ trabajar con una empresa que tiene oficinas en el extranjero	I want to work with a company that has offices abroad
_____ un trabajo que ofrece buen sueldo	I need a job that offers a good salary
_____ con una empresa muy buena	I used to work with a really good company
En el futuro _____ con mis padres	In the future I will work with my parents

Key Questions: Answer the following in your own words. Use these model answers	
¿Te gustaría trabajar en España? ... ¿Por qué (no)?	... Si/No – (no) me gustaría trabajar en España porque ... Seria guay trabajar en un país caloroso ... Seria guay trabajar en un país donde puedo utilizar mis idiomas y mi español ... Seria chulo porque hay la posibilidad to ganar más dinero trabajando entre dos países ... Seria bueno conocer a otra gente y hacer nuevos amigos en el extranjero
A los dieciséis años, ¿crees que es mejor seguir un curso académico o uno de formación profesional?	... Hay ventajas y desventajas de hacer un curso académico y formación profesional ... Las ventajas de hacer un curso académico son que... ... tienes la oportunidad de ganar más dinero en el futuro ... tienes la oportunidad de aprender más habilidades que serán útiles en el futuro De otro lado, las ventajas de hacer formación profesional son que puedes aprender mientras haces el trabajo puedes ganar más dinero a una edad joven puedes disfrutar de tus días y tus tardes porque no tienes que estudiar y tienes más dinero puedes ganar más confianza con el público mientras trabajas con otra gente
¿Qué trabajo quieres hacer? Por qué te interesa este trabajo? Qué son las ventajas y desventajas de hacer este trabajo?	En el futuro, quiero ser (job). Quiero hacer este trabajo porque... me interesa mucho / puedo ganar mucho dinero / tengo la oportunidad de trabajar en equipos / prefiero trabajar en una oficina/ prefiero trabajar en el aire libre/ quiero un trabajo donde puedo utilizar mis idiomas / quiero un trabajo donde puedo mejorar mi confianza con el público.

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would like to' tense). Always remove the –AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for –AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father
Condicionales Perfect Tense (the 2 tenses put together) "I would have bought..."	habría, habrías, habría, habríamos, habrías, habrían + past participle <i>E.g. lo habría comprado pero no tenía tiempo –I would have bought it but I didn't have time</i>

GCSE Business. Paper 1. Making the Business Effective

27. A private limited company (Limited Liability)
When a business fails, a company that has limited liability restricts the losses suffered by the business owners (shareholders) to the sum of money that they invested in the business.
Benefits of limited companies.
A company can have share capital, which makes it easier to divide up the ownership between different investors.
If the business needs to raise more capital, it is quite easy to issue more shares for sale to other investors
The business continues to exist even if the founder dies. The company develops a life of its own
Due to limited liability, the owners/shareholders can be bold about investing in the future of the business. If a bold move goes wrong, the business may suffer but individual shareholders are not liable for debts
28. Sole Trader (Unlimited Liability)
Treating the business and the individual owner as the same entity, therefore making the business owner responsible for all the debts in a business.
Why ignore Limited Liability?
The only logical reason for ignoring limited liability is if there is no realistic possibility of debts building up. For example, if the business is a market stall, where goods are bought for cash. In this scenario debts would be hard to build up and firms will be reluctant to pay the related costs and fill out the required paperwork.
33. Business Locations
Location is key to the success of any business
Factors influencing business location:
Proximity to Market: For many businesses this is the most important factor. For a physical service such as a shop, restaurant or hotel, customer convenience will be critical revenue. Shops must be located in areas of high footfall.
Proximity to Materials: For manufacturing businesses, nearness to materials may be more important than nearness to customers. Being close to materials can cut costs for firms in manufacturing.
Proximity to Labour: Labour is key to any business; therefore businesses must be located in areas where the labour force is equipped with the necessary skills to allow the business to thrive.
Proximity to Competitors: Many businesses want at location far away from competitors – effectively being the only supplier to customers in a local area. However, some businesses will want to be closer to their competitors as location is key to their business. For example; location is key for restaurants and more important than proximity to competitors.
34. How has the internet impacted business location:
Due to the impact of e-commerce, business location matters less. Firms can locate their head office anywhere they choose provided the local labour force are equipped with the skills to run the administration effectively. Internet based firms will have a more extensive stock range in all sizes and can cater more extensively for consumers needs than retail outlets.
35. Business Location: Key terms:
Fixed Premises:
Real life buildings such as shops, offices and warehouses.
Proximity:
Nearness: Whether or not a business wants to be closer to a factor such as its customers.

29. Key Words: Making your business effective	
Term	Definition
Bankrupt	When an individual is unable to pay their debts, even after all personal assets have been sold for cash
Private Limited Company	A small family business in which shareholders enjoyed limited liability
Sole Trader	A business run by one person; that person has unlimited liability for any business debts.
30. Franchising	
Paying a franchise owner for the right to use an established business name, branding and business methods	
Why do Businesses expand by selling franchises?	
A firm can expand its sales quickly; this helps fill gaps that other businesses will fill if they don't	
Franchise owners not only sell a franchise but will receive a share of all future sales. Subway receives 8% of the sales revenue of all 45,000 stores.	
The Franchise owner can concentrate on developing new products and services, and on high quality advertising.	
31. What are the benefits of Franchising for a entrepreneur?	
When you franchise you buy the companies images, products and methods. Starting a business requires a wide range of skills, by franchising you are giving your business a stronger starting point.	
An individual outlet/business could never afford image building TV advertising, franchising enables business to benefit from major marketing campaigns.	
32. What are Royalties?	
The percentage of sales revenue to be paid to the overall franchise owners	
36. Marketing Mix	
The four factors that make up the marketing mix, usually referred to as the marketing mix. Usually referred to as the four ps.	
Product	Targeting customers with a product that has the right blend of functional aesthetic benefits without being too expensive to produce
Price	Setting the price that retailers must pay which in turn affects the consumers price
Promotion	Includes all the methods that a business uses to persuade customers to buy, for example branding, packaging, advertising to boost long term image of the product and short-term offers
Place	How and where the supplier is going to get the product or service to the consumer; it includes selling products to retailers and getting the products displayed in prominent positions.
37. What is a business plan?	
A detailed document setting out the marketing and financial thinking behind a proposed new business.	
38. What should a good business plan contain?	
1.	The business idea; Why, who & how?
2.	Business Aims & Objectives; What is business setting out to do?
3.	Target Market; Who will you be your target consumer?
4.	Marketing Plan; How will you market your product to consumers?
5.	Forecast revenue, costs and profits; Working out the break-even point
6.	Cash Flow Forecast; Cash is key to any business
7.	Sources of Finance; How will the business fund itself?
8.	Location; Where should the business be based?
9.	Marketing Mix: How will the company market their product?

GCSE Business. Paper 1. Making the Business Effective

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Benefits of Limited companies.

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Why ignore Limited Liability?

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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 grow and multiply.

- The ideal temperature for bacterial growth is 30°C – 37°C.
- Some bacteria can still grow at 10°C and 60°C.
- Most bacteria are destroyed at temperatures above 63 °C.
- Bacterial growth danger zone is 5°C - 63°C.

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 multiply 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, septicemia, 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; blue cheese
- yeast in bread production.

KS4 FOOD AND NUTRITION
KNOWLEDGE ORGANISER T4

Food Spoilage, Contamination and Food Poisoning

KS4 FOOD AND NUTRITION KNOWLEDGE ORGANISER T3 Quiz

Key terms
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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

Symptoms of food poisoning
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Micro-organisms
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Temperature
 Bacteria need warm conditions to grow and multiply.
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Moisture
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- autolysis –
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Food spoilage: Autolysis – enzymes
 Enzymes are chemicals which can cause food to deteriorate in three main ways:

- ripening
- browning
- oxidation

Food spoilage: Microbial spoilage
 Spoilage can be caused by the growth of:

- bacteria
- yeasts
- moulds

Food contamination
 Food contamination can lead to _____. There are three ways which food can be contaminated:

Chemical contamination
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Year 10 PRODUCT DESIGN Term 4



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<ul style="list-style-type: none"> Emits less CO2 UK has shale deposits 	<ul style="list-style-type: none"> Highly flammable Pollutes water 																																																																																																																																										
Oil																																																																																																																																											
Advantages	Disadvantages																																																																																																																																										
<ul style="list-style-type: none"> Produces high amounts of energy Easy to store 	<ul style="list-style-type: none"> Creates air pollution Large impact on nature 																																																																																																																																										
Nuclear																																																																																																																																											
Advantages	Disadvantages																																																																																																																																										
<ul style="list-style-type: none"> No harmful gases are released More efficient 	<ul style="list-style-type: none"> Power stations close after 40yrs Disposal is difficult & costly 																																																																																																																																										
What we are learning this term:																																																																																																																																											
A. Finite Resources	B. CAD																																																																																																																																										
C. Renewable Metals & Alloys	D. Electronic Systems																																																																																																																																										
E.	F. Surface Treatments																																																																																																																																										
C. Renewable Resources																																																																																																																																											
Available naturally																																																																																																																																											
Wind																																																																																																																																											
Advantages	Disadvantages																																																																																																																																										
<ul style="list-style-type: none"> Constantly available Low running cost 	<ul style="list-style-type: none"> High start up Low wind = no energy Eyesore 																																																																																																																																										
Solar																																																																																																																																											
Advantages	Disadvantages																																																																																																																																										
<ul style="list-style-type: none"> Reduces energy bills Clean resource 	<ul style="list-style-type: none"> High start up No sun = no energy Eyesore 																																																																																																																																										
Tidal																																																																																																																																											
Advantages	Disadvantages																																																																																																																																										
<ul style="list-style-type: none"> Long lasting Clean resource 	<ul style="list-style-type: none"> High start up Unknown impact 																																																																																																																																										
Hydro Electricity																																																																																																																																											
Advantages	Disadvantages																																																																																																																																										
<ul style="list-style-type: none"> No pollution Values can be opened quickly 	<ul style="list-style-type: none"> Affects wildlife through flooding Eyesore 																																																																																																																																										
Biomass																																																																																																																																											
Advantages	Disadvantages																																																																																																																																										
<ul style="list-style-type: none"> CO2 released used by plants Replacements can be grown 	<ul style="list-style-type: none"> Creates pollution when burned Takes up land needed 																																																																																																																																										
D. Electronic Systems																																																																																																																																											
Input / Sensor																																																																																																																																											
Light-dependent resistor (LDR) - <i>changes with light</i>																																																																																																																																											
Thermistor - <i>changes with temperature</i>																																																																																																																																											
Piezoelectric Sensor - <i>changes with sound / electric energy</i>																																																																																																																																											
Process / Control Device																																																																																																																																											
Switch - <i>turn on and off power</i>																																																																																																																																											
Resistor - <i>to limit flow of current</i>																																																																																																																																											
Microcontroller - <i>programmable decisions</i>																																																																																																																																											
Output																																																																																																																																											
Speaker - <i>releases sound</i>																																																																																																																																											
Motor - <i>releases movement</i>																																																																																																																																											
Light-emitting diode (LED) - <i>releases light</i>																																																																																																																																											
E. Metals & Alloys																																																																																																																																											
Metals are extracted from natural ore.																																																																																																																																											
Ferrous	Non-ferrous																																																																																																																																										
Low-carbon steel (mild steel)	Aluminium																																																																																																																																										
Cast Iron	Copper																																																																																																																																										
High-carbon steel (tool steel)	Tin																																																																																																																																										
	Zinc																																																																																																																																										
Contain iron and are magnetic, prone to rust.	Do not contain iron, not magnetic. Do not rust.																																																																																																																																										
Alloys																																																																																																																																											
Alloys are mixtures of two or more metals to improve its properties or aesthetic.																																																																																																																																											
Brass	Stainless steel	High-speed steel																																																																																																																																									
F. Surface Treatments of Timber																																																																																																																																											
Used to improve their appearance and to enhance certain properties such as durability																																																																																																																																											
Paint		Oil or Wax																																																																																																																																									
Wood Stain		Varnish																																																																																																																																									
Tanalising / Pressure-treated																																																																																																																																											
Preservatives can be added to extend the lifespan of the timber, protecting it from rot, decay and insects.																																																																																																																																											
Pressure-treated timber will have no need to paint, stain or coat it.																																																																																																																																											





Year 10 PRODUCT DESIGN Term 4



A. Finite Resources	
Finite resources will _____	
Coal	
Advantages	Disadvantages
• _____ • _____ • _____	• _____ • _____ • _____
Natural Gas	
Advantages	Disadvantages
• _____ • _____ • _____	• _____ • _____ • _____
Oil	
Advantages	Disadvantages
• _____ • _____ • _____	• _____ • _____ • _____
Nuclear	
Advantages	Disadvantages
• _____ • _____ • _____	• _____ • _____ • _____

B. CAD	
CAD stands for _____	
Advantages	Disadvantages
• _____ • _____ • _____	• _____ • _____ • _____

What we are learning this term:
 A. Finite Resources B. CAD
 C. Renewable D. Electronic Systems E.
 Metals & Alloys F. Surface Treatments

C. Renewable Resources

Renewable resources are _____

Wind

Advantages	Disadvantages
• _____ • _____ • _____	• _____ • _____ • _____

Solar

Advantages	Disadvantages
• _____ • _____ • _____	• _____ • _____ • _____

Tidal

Advantages	Disadvantages
• _____ • _____ • _____	• _____ • _____ • _____

Hydro Electricity

Advantages	Disadvantages
• _____ • _____ • _____	• _____ • _____ • _____

Biomass

Advantages	Disadvantages
• _____ • _____ • _____	• _____ • _____ • _____

D. Electronic Systems

Input / Sensor

Process / Control Device

Output



E. Metals & Alloys

Metals are extracted from _____

Ferrous	Non-ferrous
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Contain iron and are magnetic, prone to rust.

Do not contain iron, not magnetic. Do not rust.

Alloys

Alloys are _____ to improve its _____ or _____.

F. Surface Treatments of Timber

Used to _____ and to _____ such as _____

Tanalisng / Pressure-treated

Preservatives can be added to _____ of the timber, protecting it from _____, _____ and _____.



What we are learning this term:	
A.	Understanding professional works
B.	What is a professional work
C.	What is a practitioner
D.	How do we analyse a performance
E.	What are physical skills
F.	What are interpretive skills
G.	Three different performance styles / genres

6 Key Words for this term	
1 Practitioners	4 Performance material
2 Physical skills	5 Analyse
3 Interpretive skill	6 Intentions

A.	Key question – What is the artistic purpose of a performance work?
<p>When watching a professional performance, the key questions you need to think about are the following...</p> <p>How do we Explore artistic purpose?</p> <p>Explore artistic purpose (across all three disciplines/styles) including:</p> <ul style="list-style-type: none"> to educate to inform to entertain to provoke to challenge viewpoints to raise awareness to celebrate. 	

A.	Component 1 – Key focus
<p>In this component of the qualification students will develop their understanding of drama by examining the work of existing practitioners and the processes used to create performance. Students should experience a range of work across the discipline of drama by viewing recorded and/or live work.</p> <p>While this is primarily a theoretical study of the performing arts practical investigations, students will be working at developing practical skills through workshops and links with Component 2 Developing Skills and Techniques in the Performing Arts, to engage in primary exploration of specific repertoire.</p>	

C.	Key question from Assessment objectives
<ol style="list-style-type: none"> 1. What are physical skills 2. What are interpretive skills 3. How do we use these skills practically? 4. How do we IMPROVE on these skills? 	<ol style="list-style-type: none"> 1. What is a professional work 2. What is a practitioner 3. How do we analyse a performance 4. What are a practitioners creative intentions

G.	Key learning aims from Component 1
<p><i>Learning aim A: Examine professional practitioners' performance work</i></p>	<p>A1: Professional practitioners' performance material, influences, creative outcomes and purpose</p> <p>Examine live and recorded performances in order to develop understanding of practitioners' work with reference to influences, outcomes and purpose.</p> <p>Focus on thematic interpretation of particular issues and how artists communicate their ideas to an audience.</p> <p>Roles and responsibilities in theatre.</p>
	<p><i>Learning aim B: Explore the interrelationships between constituent features of existing performance material</i></p> <p>Processes used in performance</p> <ul style="list-style-type: none"> ● Responding to stimuli to generate ideas for performance material. ● Exploring and developing ideas to develop material. ● Discussion with performers. ● Setting tasks for performers. ● Sharing ideas and intentions. ● Providing notes and/or feedback on improvements.

E.	Keywords
Practitioners	A professional theatre maker who creates in a specific style led by a specific theatre ideology.
Performance material	The practical work that a practitioner creates for performance.
Creative Intentions	The ideas behind the choreography, why the choreographer choose to create the work.
Review	Look over your current work and the work of others and be able to review and comment on your own and others practice
Analyse/ Evaluate	Watch and then analyse your own performance and the work of others and giving comments and judgements on what you see
Influences	How the practitioner has been influenced by others, their experiences, their training and how this has affected the work they create.
Physical skills	The physical attributes that an actor uses, stamina, strength, flexibility, control, to dance with technical accuracy.



What we are learning this term:	
A.	Understanding professional works
B.	What is a professional work
C.	What is a practitioner
D.	How do we analyse a performance
E.	What are physical skills
F.	What are interpretive skills
G.	Three different performance styles / genres

6 Key Words for this term	
1 Practitioners	4 Performance material
2 Physical skills	5 Analyse
3 Interpretive skill	6 Intentions

A.	Key question – What is the artistic purpose of a performance work?
<p>When watching a professional performance, the key questions you need to think about are the following... How do _____? (across all three disciplines/styles) including: to _____ to _____ to _____ to _____ to _____ to _____</p>	

A.	Component 1 – Key focus
<p>In this component of the qualification students will develop their understanding of drama by examining the work of _____s and the _____ used to _____.</p> <p>Students should experience a range of work across the discipline of drama by viewing recorded and/or live work.</p> <p>While this is primarily a theoretical study of the performing arts practical investigations, students will be working at developing practical skills through _____s and links with Component 2 _____ and Te_____s in the Performing Arts, to engage in primary exploration of specific repertoire.</p>	

C.	Key question from Assessment objectives
<p>1. What are physical skills 2. What are interpretive skills 3. How do we use these skills practically? 4. How do we IMPROVE on these skills?</p>	<p>1. What is a professional work 2. What is a practitioner 3. How do we analyse a performance 4. What are a practitioners creative intentions</p>

G.	Key learning aims from Component 1
<p><i>Learning aim A: Examine professional practitioners' performance work</i></p>	<p>A1: Professional practitioners' performance material, influences, creative outcomes and purpose</p> <p>Examine _____ and _____ performances in order to develop _____ of practitioners' work with reference to _____s, o_____s and p_____se. Focus on _____ i_____ of particular i_____ and how artists c_____te their ideas to an _____e. Roles and responsibilities in theatre.</p>
<p><i>Learning aim B: Explore the interrelationships between constituent features of existing performance material</i></p>	<p>Processes used in performance</p> <ul style="list-style-type: none"> • Responding to _____ to generate id_____s for performance material. • Exploring and developing ideas to develop material. • D_____on with performers. • Setting _____ for performers. • S_____ng ideas and intentions. • Providing _____ and/or fe_____ck on imp_____nts.

E.	Keywords
Practitioners	
Performance material	
Creative Intentions	
Review	
Analyse/ Evaluate	
Influences	
Physical skills	



Main assessment objectives	
Learning outcome: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.	
Be able to plan sports activity sessions.	

What we are learning this term:	
A. Different leadership roles	
B. Role-related responsibilities	
C. Personal qualities	
D. Leadership styles	
E. Key considerations when planning sports activity	

Can you give examples of managers from different sports?	
Gareth Southgate Eddie Jones	

Role models	
Positive Mo Farah Nicole Adams	Negative Luis Suarez Nick Kyrgios

A. The different leadership roles within sport	
Role	Definition
Coach	A person involved in the direction, instruction and training of the operations of a sports team
Manager	Responsible for handling the business matters of athletes and sports teams
Captain	The leader of the team who is usually also a player
Teacher	A person who teaches, especially in a school
Expedition leader	Someone who leads groups on adventurous activities
Role model	A person looked to by others as an example

A. Role related responsibilities	
Knowledge of activity Enthusiasm for activity Knowledge of safety Knowledge of child protection issues Knowledge of basic first aid	

G. Considerations when planning sports activities	
Session content	Objectives for the session appropriate venue Equipment needs Supervision needs Timing of activities Introduction/conclusion of session Basic warm up/cool down Skills and technique development Engaging Organisation
Safety	Risk assessments- facilities, equipment/clothing checks, activity-specific risks Corrective action- wiping up puddles, removing litter, reporting faulty equipment Emergency procedures- procedures in the event of an accident, procedures in the event of other emergencies, summoning qualified help, completion of relevant documents

Personal qualities	
Reliability Punctuality Confidence Communicator Creativity	

Key sections

Different leadership roles and opportunities

Captain Coach Expedition leader	Manager Teacher Role model
---------------------------------------	----------------------------------

Role related responsibilities

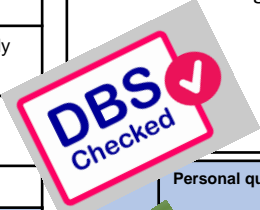
Knowledge of; Activity Safety Child protection Basic first aid	Enthusiasm for activity
----------------------------------------------------------------------------	----------------------------

Personal qualities

Reliability Punctuality Communication Confidence Creativity

Leadership styles

Autocratic Democratic Laissez-faire





Main assessment objectives

Learning outcome: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.
Be able to plan sports activity sessions.



What we are learning this term:

- A. Different leadership roles
- B. Role-related responsibilities
- C. Personal qualities
- D. Leadership styles
- E. Key considerations when planning sports activity

C.	Can you give examples of managers from different sports?
Role models	
Positive	Negative

A.	Role related responsibilities

G.	Considerations when planning sports activities	
	<i>Session content</i>	
	<i>Safety</i>	

A.	Personal qualities

Key sections

Different leadership roles and opportunities

--	--

Role related responsibilities

--	--

Personal qualities

--	--

Leadership styles





--	--

A.	The different leadership roles within sport
Role	Definition
Coach	
Manager	
Captain	
Teacher	
Expedition leader	
Role model	

A.	Leadership styles





What we are learning this term:	
A.	Key words
B.	What are the main life stages
C.	What are the 4 areas of growth and development (PIES)?
D.	How do Humans develop physically (P)?

A. Key words for this Unit	
Characteristics	Something that is typical of people at a particular life stage.
Life stages	Distinct phases of life that each person passes through.
Growth	Increased body size such as height, weight.
Development	Involves gaining new skills and abilities such as riding a bike.
Gross motor development (G)	Refers to the development of large muscles in the body e.g. Legs
Fine motor development (F)	Refers to the development of small muscles in the body e.g. Fingers
Language development	Think through and express ideas
Contentment	An emotional state when people feel happy in their environment, are cared for and well loved
Self-image	How individuals see themselves or how they think others see them
Self-esteem	How good or bad an individual feels about themselves and how much they value their abilities.
Informal relationships	Relationships formed between family members
Friendships	Relationships formed with people we meet in the home or in situations such as schools, work or clubs
Formal relationships	relationships formed with non-family/friends – such as teachers and doctors.
Intimate relationships	romantic relationships.






B	What are the main life stages?		C	What are the 4 areas of growth and development (PIES)?
Age Group	Life Stage	Developmental Characteristics and Progress	 Physical Development (P)  Intellectual Development (I)  Emotional Development (E)  Social Development (S)	P = growth patterns and changes in the mobility of the large and small muscles in the body that happen throughout life. I = how people develop their thinking skills, memory and language. E = how people develop their identity and cope with feelings. S = describes how people develop friendships and relationships.
0-2 years	Infancy	Sill dependent on parents but growing quickly and developing physical skills.		
3-8 years	Early Childhood	Becoming increasingly independent, improving thought processes and learning how to develop friendships.		
9-18 years	Adolescence	Experiencing puberty, which bring physical and emotional changes.		
19-45 years	Early Adulthood	Leaving home, making own choices about a career and may start a family.		
46-65 years	Middle Adulthood	Having more time to travel and take up hobbies as children may be leaving home; beginning of the aging process.		
65+ years	Later Adulthood	The aging process continues, which may affect memory and mobility.		






D.	How do humans develop physically (P)?
0-2	<ul style="list-style-type: none"> Gross Motor Development (G) = life head, roll over, sit unaided, walk holding onto something, walk unaided, climb stairs, kick and throw, walk upstairs, jump. Fine Motor Development (F) = hold a rattle for short time, reach for an item, pass item from one hand to other, hold between finger and thumb, scribble, build a tower, use a spoon, draw lines and circles, turn page of a book.
3-8	<ul style="list-style-type: none"> G = ride a tricycle, catch a ball with two hands, walk backwards and step to the side, bounce a ball, run on tiptoes, ride a bike, catch a ball with one hand, balance along a thin line. F = hold a crayon to make circles and lines, thread small beads, copy letters and shapes with a pencil, make detailed models with construction bricks, joined up writing, use a needle to sew.
9-18	<ul style="list-style-type: none"> Girls = puberty starts at 10-13 years, breasts grow, hips widen, menstruation begins, uterus and vagina grow. Boys = voice deepens, muscles and strength increase, erections, facial hair, produce sperm. Both = pubic and underarm hair, growth spurts.
19-45	<ul style="list-style-type: none"> Physically mature, sexual characteristics are fully formed, peak of physical fitness, full height, women at most fertile. Later in the life stage people may put on weight, hair turn grey and men may lose hair, women's menstrual cycle was slow down
46-65	<ul style="list-style-type: none"> People may put on weight, hair turn grey and men may lose hair, women's menstrual cycle was slow down. Women go through the menopause – when menstruation ends and they can no longer become pregnant. Men may continue to be fertile throughout life but decrease in sperm production in this life stage.
65+	<ul style="list-style-type: none"> Women's hair becomes thinner, men may lose most of their hair, skin loses elasticity and wrinkles appear, nails hard and brittle, bones weaken, higher risk of contracting infections disease and illness. Stamina, reaction time, muscle and senses (hearing, sight, taste) all reduce.

What we are learning this term:	
A. Key words	
B. What are the main life stages	
C. What are the 4 areas of growth and development (PIES)?	
D. How do Humans develop physically (P)?	
A.	Key words for this Unit
Characteristics	
Life stages	
Growth	
Development	
Gross motor development (G)	
Fine motor development (F)	
Language development	
Contentment	
Self-image	
Self-esteem	
Informal relationships	
Friendships	
Formal relationships	
Intimate relationships	

B	What are the main life stages?		C	What are the 4 areas of growth and development (PIES)? Explain them.
Age Group	Life Stage	Developmental Characteristics and Progress		
0-2 years			Physical Development (P) 	
3-8 years				
9-18 years			Intellectual Development (I) 	
19-45 years			Emotional Development (E) 	
46-65 years				
65+ years			Social Development (S) 	

D.	<u>How do humans develop physically (P)?</u>
0-2	
3-8	
9-18	
19-45	
46-65	
65+	





What we are learning this term:		F. How do humans develop emotionally (E)?	
E. How do humans develop intellectually (I)? F. How do humans develop emotionally (E)? G. How do humans develop socially (S)?			
E. How do humans develop intellectually (I)?			
Infancy 	At birth brains are already well developed. Infants use all of their senses to learn about the world around them. Infancy is a time of rapid intellectual development. At 3 months infants can remember routines. At 9-12 months infants are developing their memory. At 12 months to 2 years infants understand processes and how things work. Language begins to develop during this stage.	Bonding and Attachment Bonding and attachment describe the emotional ties an individual forms with others. It starts in the first year of life between infants and their main carer because that person fulfils the infants needs which makes them feel safe and secure.	Adolescence and adulthood Self-image and Self-esteem Self-image is heightened during adolescence because of the physical changes we experience. Our self-esteem can change from day to day based on a variety of factors including employment and health status.
		Security For infants and young children, security is mainly the feeling of being cared for, being safe and loved – it is closely linked with attachment.	Security Adolescence may feel insecure because of puberty. Adults may feel insecure about relationships, job security of income. Later in life adults may feel insecure about staying in their own home or going into a care home. Feeling secure helps us cope better with everyday situations.
		Contentment Infants and young children are content if they have had enough food, love, are clean and dry and all other needs are met.	Contentment When people feel discontented with aspects of their life – for example, relationships or work – their emotions can be negatively affected.
Early childhood 	At 3-4 years of age children become more inquisitive and enjoy exploring objects and materials. They ask lots of questions and enjoy solving simple problems. At 5-6 years old children's memory is becoming well developed. This helps them to talk about the past and anticipate the future.	Independence Independence is to care for yourself and make your own decisions. Infants are completely dependent on their carer. As children enter early childhood they develop more independence – feed self and get dressed. However, children still need a lot of help from their carer.	Independence Adolescence are dependent on their parents but are beginning to enjoy more independence and freedom to make their own choices. Adults enjoy living independently and controlling their own lifestyle and environment. Later in adulthood people become more dependent on others again.
Adolescence 		G. How do humans develop socially (S)?	
		Life Stage	Types of relationships and social development
		Infancy	<ul style="list-style-type: none"> • Solitary Play - From birth to 2 years, infants tend to play alone although they like to be close to their parent or carer; they may be aware of other children but not play with them.
		Early childhood	<ul style="list-style-type: none"> • Parallel Play - From 2 to 3 years, children enjoy playing next to other children but are absorbed in their own game; they are not socialising or playing with other children. • Cooperative or social play – from 3 years upwards, children start to play with other children; they have developed social skills that help them to share and talk together; they often make up games together, such as being a shopkeeper and customer.
		Adolescence	<ul style="list-style-type: none"> • People become more independent and build more informal and formal relationships. • Social development closely linked to emotions. • Often strongly influenced by peers – 'peer group pressure'.
		Early adulthood	<ul style="list-style-type: none"> • Increased independence means greater control of decisions about informal relationships. • People may be developing emotional and social ties with partners and their own children. • Social life often centred on the family but social skills are required to build and maintain formal relationships.
Early and Middle Adulthood 		Middle adulthood	<ul style="list-style-type: none"> • Children have often left home, but there are likely to still be strong family relationships. • Social circles may expand through travel, spending more time on hobbies or joining new groups.
Later adulthood 		Later adulthood	<ul style="list-style-type: none"> • Retired by this stage and so may enjoy more social time with family and friends or join new groups. • However, later in the life stage people may begin to feel isolated if they struggle to get out or if partners and friends pass away.

What we are learning this term:		F. How do humans develop emotionally (E)? Explain each.	
E. How do humans develop intellectually (I)? F. How do humans develop emotionally (E)? G. How do humans develop socially (S)?		Infancy and Early Childhood	
E. <i>How do humans develop intellectually (I)?</i>		Adolescence and adulthood	
Infancy		Bonding and Attachment	
		Self-image and Self-esteem	
		Security	
		Security	
		Contentment	
		Contentment	
Early childhood		Independence	
		Independence	
		G. How do humans develop socially (S)?	
		Life Stage Types of relationships and social development	
Adolescence		Infancy	
		Early childhood	
		Adolescence	
Early and Middle Adulthood		Early adulthood	
		Middle adulthood	
Later adulthood		Later adulthood	
			

What we are learning this term:	
H.	Key words
I.	How do physical factors affect development?
J.	How does lifestyle affect development?
K.	How do social and cultural factors affect development?
L.	How do relationships and isolation affect development?
M.	How do economic factors affect development?

H	Key words:
Genetic inheritance	Genes the person inherits from their parents
Genetic disorders	Health conditions that are passed on from parent to child through their genes. e.g. cystic fibrosis
Lifestyle Choices	Include the food you eat and how much exercise you do. They also include whether you smoke, drink alcohol or take illegal drugs.
Appearance	The way that someone or something looks
Factor	A circumstance, fact, or influence that contributes to a result
Gender role	The role and responsibilities determined by a person's gender.
Culture	ideas, customs, and social behaviour.
Role models	Someone a person admires and strives to be like.
Social Isolation	Lack of contact with other people
Material possessions	Things that are owned by an individual
Economic	To do with person's wealth and income.



I.	How do physical factors affect development?	
	Genetic Disorders	Disease and Illness
Physical Development	A person's physical build can affect physical abilities. Inherited diseases may affect strength and stamina needed to take part in exercise.	May affect the rate of growth in infancy and childhood. Could affect the process of puberty. Could cause tiredness and/or mobility problems. Could limit of prevent participation in physical activity.
Intellectual Development	Some genetically inherited diseases may result in missed schooling, or have a direct impact on learning – conditions such as Edward's syndrome impact learning.	School, college, university, work or training could be missed. Memory and concentration could be affected.
Emotional Development	Physical appearance affects how individuals see themselves (self-image), and how others respond to them impacts on their confidence and wellbeing.	May cause worry and/or stress. Individuals may develop negative self-esteem. Could lead to feelings of isolation.
Social Development	Physical characteristics or disease may affect opportunities or confidence in building friendships and becoming independent.	May cause difficulty in having opportunities to socialize with other and build wider relationships.

J.	How does lifestyle affect development?	
Lifestyle choices include; diet, exercise, alcohol, smoking, sexual relationships and illegal drugs, appearance.		
Positive lifestyle choices lead to: <ul style="list-style-type: none"> • Healthy hair, skin, nails and teeth • Positive self-image • Energy and stamina • Good health • Emotional security 		Negative lifestyle choices lead to: <ul style="list-style-type: none"> • Being overweight or underweight • Lack of energy • Ill health • Negative self-image • Sexually transmitted diseases (STDs) • Unplanned pregnancy 
Our appearance includes: body shape, facial features, hair and nails, personal hygiene and our clothing. Our appearance can affect the way we view ourselves- self-image		
Positive self-image: <ul style="list-style-type: none"> • Feel good about yourself. • Healthy hair, skin, nails and teeth • Big social circle. • High self-esteem. • High self-confidence. 		Negative self-image <ul style="list-style-type: none"> • Low self-esteem • Low self-confidence • Can lead to eating disorders e.g. anorexia • Can lead to anxiety or depression • Can lead to self-harm • Negative impact on building relationships- social circle decreases. 

What we are learning this term:	
H.	Key words
I.	How do physical factors affect development?
J.	How does lifestyle affect development?
K.	How do social and cultural factors affect development?
L.	How do relationships and isolation affect development?
M.	How do economic factors affect development?

H	Key words:
Genetic inheritance	
Genetic disorders	
Lifestyle Choices	
Appearance	
Factor	
Gender role	
Culture	
Role models	
Social Isolation	
Material possessions	
Economic	

I.	How do physical factors affect development?	
	<u>Genetic Disorders</u>	<u>Disease and Illness</u>
Physical Development		
Intellectual Development		
Emotional Development		
Social Development		

J.	How does lifestyle affect development?	
Lifestyle choices include; diet, exercise, alcohol, smoking, sexual relationships and illegal drugs, appearance.		
<u>Positive lifestyle choices lead to:</u>		<u>Negative lifestyle choices lead to:</u>
<ul style="list-style-type: none"> • • • • • 		<ul style="list-style-type: none"> • • • • •
Our appearance includes: body shape, facial features, hair and nails, personal hygiene and our clothing. Our appearance can affect the way we view ourselves- self-image		
<u>Positive self-image:</u>		<u>Negative self-image</u>
<ul style="list-style-type: none"> • • • • • 		<ul style="list-style-type: none"> • • • • •



K How do social and cultural factors affect development

Development can be influenced by the persons **culture or religion** because it affected their:

- **Values:** how they behave
- **Lifestyle choices:** diet, appearance

<p><u>Positive affects of a persons culture/religion:</u></p> <ul style="list-style-type: none"> • A sense of security and belonging from sharing the same values and beliefs with others. • Good self-esteem through being accepted and valued by others 	<p><u>Negative affects of a persons culture/religion:</u></p> <ul style="list-style-type: none"> • Feeling discriminated against by people who do not share their religion/culture which leads to low self-image • Feeling excluded and isolated because their needs like diet, are not catered for.
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Community refers to: local area where people live, school, religious group or hobby clubs. They have common values and goals.

<p><u>Belonging to a community:</u></p> <ul style="list-style-type: none"> • Brings sense of belonging essential for emotional development. • Building and maintaining relationships- social development • Feeling of security. • Increases self-image and self-confidence 	<p><u>Not belonging to a community:</u></p> <ul style="list-style-type: none"> • Minimal contact with others- isolation • Anxiety leading to depression • Making negative lifestyle choices • Feeling less secure • Difficulty in building relationships • Slow self-image and self-confidence
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Traditionally, men and women had distinctive responsibilities and expectations which for their gender called **gender roles**. However, nowadays UK equality legislation stops people being discriminated against because of their gender.

What happens when people face discrimination because of gender:

- They might be excluded from a group
- They may be refused promotion at work
- They may be expected to carry out a particular role
- They may be paid less.

What we are learning this term:

- K. How do social and cultural factors affect development?
- L. How do relationships and isolation affect development?
- M. How do economic factors affect development?

L How do relationships and isolation affect development?

1	In adolescence, young people often argue with parents because they want more independence- negative affect on family relationships- can lead to isolation from them.
2	In later life, older people might need to rely on their children for support. This then has a positive affect on their development because all their need are catered for.
3	Relationships are important because they provide emotional security, contentment and positive self- esteem.
4	The breakdown of personal relationships can have a negative effect on persons PIES development: Low self-esteem, loss of confidence, stress.
5	Isolation can happen when individuals do not have the opportunity of regular contact with others. They have no one to share their feelings, thoughts and worries with resulting in feeling insecure and anxious.
6	Isolation can happen because they live alone, are unemployed or retired, are discriminated against or have an illness or a disability.
7	People have role models- infants learn by copying others, and adolescence base their identity on their role models. Role models can influence how people see themselves compared to others and their lifestyle choices can be positive or negative.

M How do economic factors affect development

Having enough money gives individuals and their families feeling of content and security	Not having enough money causes stress and anxiety.
Having enough money means that the whole family is eating healthy.	Not having enough money can mean that the family is not about to eat well balanced diet, and this has a negative effect on their physical development
Elderly people rely on state pension to live which is not enough and have to cut down on travel, shopping, bills, therefore it speeds their aging process and lead to health decline.	
<p><u>Living in good housing with open spaces:</u></p> <ul style="list-style-type: none"> • Feeling good about themselves • Be more likely to stay healthy, • Space to take exercise • Feel safe ad secure • Warmth 	<p><u>Living in a poor housing with cramped and damp conditions:</u></p> <ul style="list-style-type: none"> • Have low self-esteem and self-image • Be more likely to experience ill health • Be lessson likely to exercise • Anxious and stressed.
Material possession like a new phone or coat has a positive effect on the persons development because they might have more friends as they look nicer, high self-image.	Not having a phone or the newest trainers can have a negative affect in the persons self-image and self-esteem. They might feel isolated from others.



What we are learning this term:

K. How do social and cultural factors affect development?
 L. How do relationships and isolation affect development?
 M. How do economic factors affect development?

K How do social and cultural factors affect development

Development can be influenced by the persons **culture or religion** because it affected their:

- **Values:** how they behave
- **Lifestyle choices:** diet, appearance

<u>Positive affects of a persons culture/religion:</u>	<u>Negative affects of a persons culture/religion:</u>
•	•
•	•

Community refers to:

<u>Belonging to a community:</u>	<u>Not belonging to a community:</u>
•	•
•	•
•	•
•	•
•	•

Traditionally, men and women had distinctive responsibilities and expectations which for their gender called **gender roles**. However, nowadays UK equality legislation stops people being discriminated against because of their gender.

What happens when people face discrimination because of gender:

-
-
-
-

L How do relationships and isolation affect development?

1	
2	
3	
4	
5	
6	
7	

M How do economic factors affect development

Having enough money....	Not having enough money
•	•
•	•
→	→
Having enough money means that....	Not having enough money can mean that...
•	•
•	•
→	→
Elderly people rely on state pension to live which is not enough and have to cut down on travel, shopping, bills, therefore it speeds their aging process and lead to health decline.	
<u>Living in good housing with open spaces:</u>	<u>Living in a poor housing with cramped and damp conditions:</u>
•	•
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•	•
Material possession like a new phone or coat has a positive effect on the persons development because.....	Not having a phone or the newest trainers can have a negative affect on.... Because....
•	•
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What we are learning this term:	
N.	What are life events?
O.	How do people deal with life events?
P.	How is dealing with life events supported?
N.	What are life events?
Life Events	Life events are expected or unexpected events that can affect development. Examples include starting nursery, getting married or becoming ill.
Expected Life Events	Expected life events are life events that are likely to happen. Examples include starting primary school aged four and secondary school aged 11.
Unexpected Life Events	Unexpected life events are events which are not predictable or likely to happen. Examples could include divorce and bereavement (the death of a loved one).
Physical Events	Physical events are events that make changes to your body, physical health and mobility. Examples include illnesses such as diabetes and injuries and accidents such as car accidents.
Relationship Changes	Relationship changes could be new relationships such as the birth of a sibling, a new friendship or romantic relationship. Relationship changes can also be changes to existing relationships such as divorce.
Life Circumstances	Life circumstances are different situations that arise in our life that we must deal with. Examples include redundancy (losing a job), moving house or retirement (finishing work in later adulthood).

O.	How do people deal with life events?
Individual	<ul style="list-style-type: none"> The effects of life events vary from person to person based on how they deal with their new situation. Some people react to able to react to life events positively, others find it more difficult due to a range of factors.
Factors	<ul style="list-style-type: none"> Factors that may affect how people cope with life events: age, other life events happening at the same time, the support they have, their disposition (their mood, attitude and general nature), their self-esteem, their resilience (how quickly they recover).
Adapting	<ul style="list-style-type: none"> Adapt – to adjust to new conditions or circumstances. Expected on unexpected life events can often force people to make changes to their lives. Individuals must find their own way to adapt to the changes that life throws at them.
Resilience	<ul style="list-style-type: none"> Resilience – a person's ability to come to terms with, and adapt to, events that happen in life. Resilience is stronger in people who have a positive outlook on life, accept that change happens, has supportive family and friends and plans for expected life events.
Time	<ul style="list-style-type: none"> Sometimes people need a long time to adapt to unexpected life events. It can take time for people to move on from and accept difficult changes in their life.

P.	How is dealing with life events supported?
Types of Support	How this helps individuals deal with life events
Emotional Support	Emotional support is needed to help individuals deal with all life events – expected and unexpected. Having someone to talk to helps people feel secure and adapt to change. Sometimes individuals can find this support in family and friends or professionals to process difficult life events – such as bereavement.
Information and Advice	Life events, particularly unexpected ones, can cause people to feel like they do not know what to do. Information and advice can help people to have a better understanding of their situation, which allows them to deal with it more successfully. Information and advice help them know where to go for help, the choices that are available to them and how to make healthy choices.
Practical Help	<ul style="list-style-type: none"> Financial help – an individual may need money to help them adapt to a life change i.e. money to pay for a stair lift if their mobility has been effected. Childcare – an individual may need support looking after their children i.e. a lone parent after a divorce that needs to go to work. Transport – an individual may need support with transport if they have mobility problems i.e. a car could be adapted to support a person who has had an accident and can no longer walk.
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 an 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.
Professional 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.

What we are learning this term:	
N. What are life events? O. How do people deal with life events? P. How is dealing with life events supported?	
N.	What are life events?
Life Events	
Expected Life Events	
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Physical Events	
Relationship Changes	
Life Circumstances	

O.	How do people deal with life events?
Individual	
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P.	How is dealing with life events supported?
Types of Support	How this helps individuals deal with life events
Emotional Support	
Information and Advice	
Practical Help	
Informal Support	
Professional Support	
Voluntary Support	

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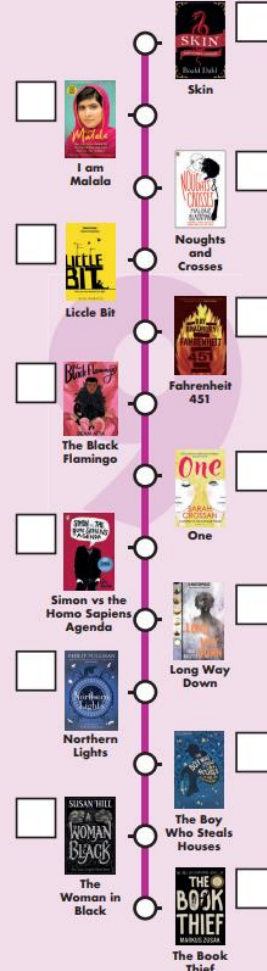
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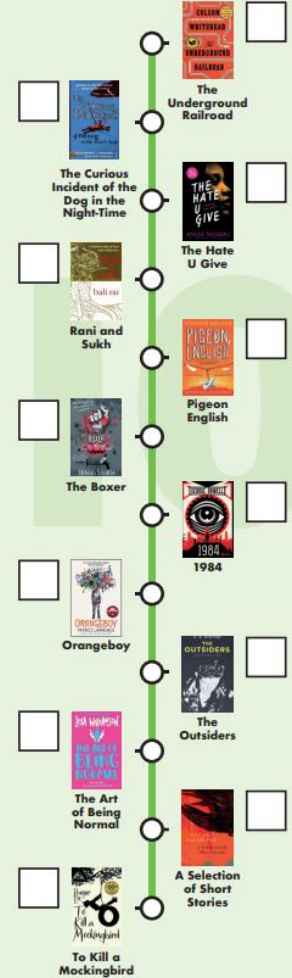
Year 8



Year 9



Year 10



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