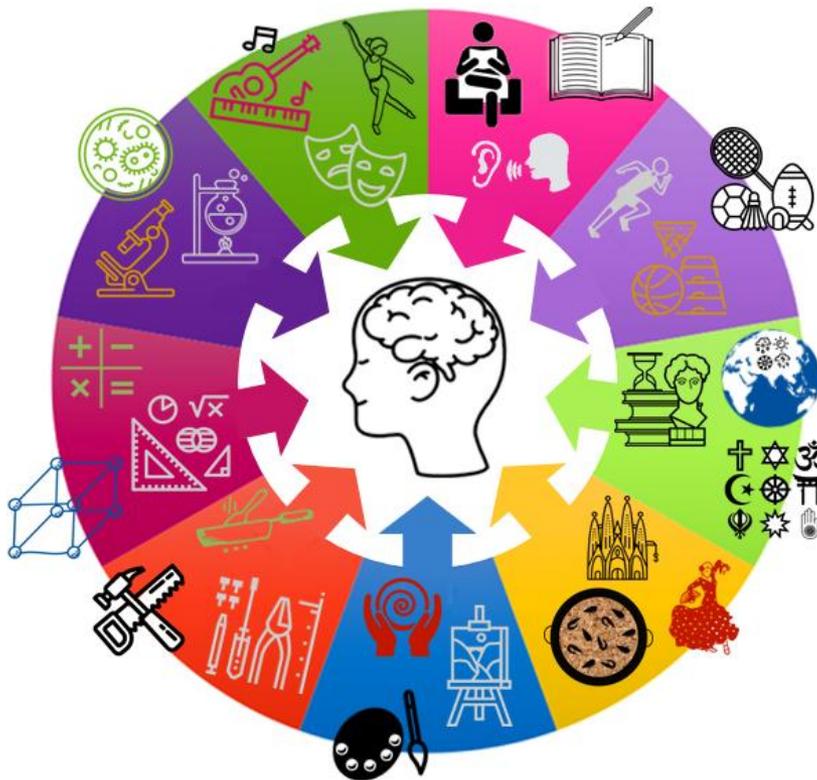# 100% book - Year 11 Grammar

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

Term 4

Swindon Academy 2025-26	
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."

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

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

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

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

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 17th 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 so 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 *British* 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.	The open form highlights Agard's rebellion against the status quo and the restrictions of a colonial curriculum. His use of italics separates and celebrates the important historical figures from the history he was taught. The sing-song rhyme scheme holds a bitterness and anger that he was taught trivial things whilst his own history was omitted.
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.	The use of enjambment reflects the chaos and confusion of her situation. The poem consists of two stanzas with eight lines and a third stanza with nine lines. The added line in the final stanza could suggest she doesn't want to let her memories go, stop writing about her homeland or give up her past.
Defiance	Showing that you don't want to obey someone					
Isolated	To be far away from other people or places.					
Dictatorial	Telling people what to do in a forceful and cruel way	**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.	Heaney's use of iambic pentameter may appear strange given its use in traditional British poems. However he subverts the traditional structure by swapping the stressed and unstressed syllables on certain lines, resisting the regularity of British control.
Nostalgia	A warm feeling for the past, particularly a very happy time	**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.	The poem has an irregular structure and no rhyme scheme reflecting the irregularity of life and the lack of and predictability. The fragile structure Is symbolic of the fragile nature of our lives.
Fragility	being easily broken or damaged.					

Key Vocabulary		ENGLISH –Poetry cluster 3: The Problem with Power - Grammar	
		The Big Ideas	**Notes**
Patriotism		Garland questions the importance of honour and patriotism and demonstrates how we must have the individuality to learn for ourselves and not just to follow others.	.
Colonialis m		Agard explores the importance of identity and the power of history and education.	
Dominate		Rumens demonstrates impact of dictatorial governments and the power of memory. She highlights the need for compassion and empathy.	
Defiance			
Isolated		Heaney warns of the dangers of enemy occupation and the emotional toll of silent resignation.	
Dictatorial			
Nostalgia		Dharker emphasises the fragility of life through the extended metaphor of paper.	
Fragility			

1. Global pattern of urban change

The world's population is growing rapidly; currently 50% of us live in urban areas.

Urbanisation	An increasing percentage of a country's population living in towns and cities.
HICs	Very slow rate of urbanisation. Already have high urban populations. Urbanisation happened earlier (during the industrial revolution).
NEEs	Fast rate of urbanisation due to industrialisation. Urban population is increasing rapidly.
LICs	Fast rate of urbanisation. Urban population is low as many still work in farming.

2. Factors affecting urbanisation

Rural-Urban migration	The movement of people from a rural area (countryside) to an urban area (towns and cities).
Push factors	Negative factors that make people leave an area e.g. drought, famine, war, few services.
Pull factors	Positive factors that attract people to an area e.g. better access to services, better paid jobs, access to electricity.
Natural Increase	When the birth rate is higher than death rate; the population grows. High in NEE cities as migrants are often young and health care is improving.

3. Megacities

Megacity	A city of more than 10 million people living there.
How many?	There are now 34. Rapidly increasing.
Where?	Most are in Africa and Asia.

4. Key terms

Social deprivation	The extent an individual or an area lacks services, decent housing, adequate income and employment.
Dereliction	Abandoned buildings and wasteland.
Urban Greening	Process of increasing and preserving open space in urban areas i.e. parks.
Urban sprawl	Unplanned growth of urban areas into surrounding rural areas.
Integrated Transport System	Different forms of transport are linked together to make it easy to transfer from one to another.
Brownfield	Land that has been used, abandoned and now awaits reuse; they are often found in urban areas.
Greenfield	A plot of land, often in rural areas or on the edges of urban areas that has not been built on before.
Commuter settlements	A place where people live but travel elsewhere for work e.g. Yate → Bristol.

5. Sustainable urban living

Sustainable urban living	Where people living, now, have the things they need, without reducing the ability of people in future to meet their needs.
Water conservation	Recycling grey water. ½ flush toilets. Rainwater harvesting on roofs. Permeable pavements- filters pollutants.
Energy conservation	Energy efficient appliances. Energy saving (south facing windows). Use of renewable energy sources.
Waste recycling	Recycling boxes in houses. Recycling facilities nearby. Encourage websites like 'Freecycle'.
Creating green space	Maintain green spaces around towns- Cools area, encourage exercise, happy.

6. Urban transport strategies used to reduce traffic congestion

Problems with congestion	🚗 ↗ air pollution (global warming). ⏱ Late for work, deliveries delayed. 🚶 ↗ accidents, stress, asthma. In Bristol, 200 people die as a result of air pollution each year.
Beryl Bikes	Shared bikes in Bournemouth + Poole.
Oyster Cards	Quick and easy to pay for more than one type of public transport (London).
Park and ride	Car parks on the outskirts of a town, with buses into the city centre.
Congestion charge	Charge for entering the city centre at peak times.
Bus lanes	Stop buses being held in traffic.

1. Global pattern of urban change

The world's population is growing rapidly; currently 50% of us live in urban areas.

Urbanisation	
HICs	
NEEs	
LICs	

2. Factors affecting urbanisation

Rural-Urban migration	
Push factors	
Pull factors	
Natural Increase	

3. Megacities

Megacity	
How many?	
Where?	

4. Key terms

Social deprivation	
Dereliction	
Urban Greening	
Urban sprawl	
Integrated Transport System	
Brownfield	
Greenfield	
Commuter settlements	

5. Sustainable urban living

Sustainable urban living	
Water conservation	
Energy conservation	
Waste recycling	
Creating green space	

6. Urban transport strategies used to reduce traffic congestion

Problems with congestion	
Beryl Bikes	
Oyster Cards	
Park and ride	
Congestion charge	
Bus lanes	

7. Distribution of population and major cities in the UK

Population	66 million. Distribution is very uneven. 82% live in urban areas. Upland areas are sparsely populated.
Cities	Most in lowland areas and on coasts. London is the biggest city and the capital. It has 10% of the population. Cities reflect our industrial past (near raw materials *e.g.* Leeds near coal). Counter-urbanisation is a recent trend.

8. Location and importance of Bristol

Location	South west of the UK, on Bristol Channel. Near to junction of M4 & M5.
Importance within the UK	Largest city in the southwest. 8th most popular city for foreign tourists. 2 universities and 2 cathedrals.
Importance to wider world	Largest concentration of silicon chip manufacturing outside of California. International airport (links to Europe). Many TNCs located there (AirBus, BMW)

9. Impacts of migration on the growth and character of the city

National migration	1851 - 1891 population doubled as people arrived looking for work.
International migration	Now, international migration accounts for half of its growth. 50 countries. Many from Europe (Poland, Spain).
Impact on	Many cultural opportunities. Afro-Caribbean- strong community

10. Urban change in Bristol

- Population is growing rapidly.
- Population is more ethnically diverse.
- More under 16-year olds than of pensionable age.
- Electrification of railway to London (<70 minutes).
- Become more accessible (road, rail, air).

11. Opportunities created by urban change

Cultural mix	50 countries represented (food, art). St Paul's Carnival (attracts 40,000).
Recreation and entertainment	Underground music scene -Colston Hall. Entertainment (The Bristol Old Vic). 2 football teams (City, Rovers). Shopping Cribbs Causeway, Cabot Circus.
Employment	Highly tech. industries = jobs. 50 silicon businesses. Many TNCs. £100 million improved broadband.
Integrated transport system	Links different types of public transport Reduces congestion in the city. ↗ % people walking and cycling (57%).
Urban greening	> 90% live within 350m of park/water. 300 parks. 1/3 Bristol is open space. 2015 European Green Capital status.

12. An example of an urban regeneration project

Example	Why did it need regeneration?	What are the main features?	Successful?
Temple Quarter, Bristol	• Bristol surrounded by a green belt. • Brownfield site- rundown, ugly. • By Bristol Temple Meads Station- poor impression for new visitors. • Previously an industrial area.	• Enterprise Zone *e.g.* low rents. • Improve access *e.g.* ITS. • New bridge across River Avon (access to planned Bristol Arena). • Maintain historical features, cobbled streets- gives character • Brunel's Engine Shed £1.7mill.	✓ 4,000 new jobs by 2020 (17,000 by 2037) ✓ Attracts tourists. ✓ Redeveloped brownfield site ✗ Arena still not built

13. Challenges created by urban change

Urban deprivation	Some areas face social deprivation. 1/3 of people in Filwood are in very-low income households. Problems of crime, drug use, low quality housing, lack of transport.
Inequality in housing	Filwood- 50% in council housing. Stoke Bishop- millionaires (large villas)
Inequality in education	Filwood- 36% get top GCSE grades. Stoke Bishop- 94%.
Inequality in health	Filwood- Life expectancy 78 years. Stoke Bishop- 83 years.
Employment	Filwood- 1/3 16-24-year olds. Stoke Bishop- Just 3%.
Dereliction	Industrial buildings derelict (inner-city). Stokes Croft (many squatters).
Building on brown and greenfield	2006-13 94% housing on brownfield. Plan for 30,000 homes on brownfield. Temple Meads built on brownfield.
Waste disposal	>1/2 million tonnes of waste/year. (23% lower per head than UK average) ↗ recycling by 50%. Teach it in schools.
Urban sprawl	Greenbelt to prevent merge with Bath City extended to NW (Bradley Stoke). Led to destruction of greenfield sites. Yate- Commuter settlement.

7. Distribution of population and major cities in the UK

Population	
Cities	

8. Location and importance of Bristol

Location	
Importance within the UK	
Importance to wider world	

9. Impacts of migration on the growth and character of the city

National migration	
International migration	
Impact on character	

10. Urban change in Bristol

11. Opportunities created by urban change

Cultural mix	
Recreation and entertainment	
Employment	
Integrated transport system	
Urban greening	

12. An example of an urban regeneration project

Example	Why did it need regeneration?	What are the main features?	Successful?
Temple Quarter, Bristol			

13. Challenges created by urban change

Urban deprivation	
Inequality in housing	
Inequality in education	
Inequality in health	
Employment	
Dereliction	
Building on brown and greenfield	
Waste disposal	
Urban sprawl	

8. Introduction to Nigeria

Located just north of the equator, in west Africa.

Importance of Nigeria	
Global importance	🚀 NEE in 2014 > 21st largest economy. ☮ 5th largest contributor to UN peace keeping.
Local importance	🌍 Fastest growing economy in Africa. 🌍 In 2014 they had the highest GDP.

Nigeria's context	
Political	℗ Boko Haram have killed 17,000 people since 2002.
Environment	○ Rainforest- south > savanna- north.
Social	👤 500 ethnic groups 👤 Literacy 61%, life expectancy 52 years
Cultural	🎬 Nollywood (2nd largest film industry).

9. Nigeria's changing industrial structure

Term	Definition
Industrial structure	The relative proportion of the workforce employed in different sectors of the economy (p, s, t, q).
Primary sector	Jobs that extract/collect natural resources. ⬇ Decreasing due to mechanisation and industrialisation. This started rural to urban migration.
Secondary sector	Jobs making things. ⬆ Increasing (industrialisation).
Tertiary	Jobs that provide a service. ⬆ Increasing as people start to have more disposable income.

How does manufacturing stimulate economic development?

- Factories provide jobs > people have more disposable income > home market enlarges.
- Companies pay tax > government invests in infrastructure like roads > attracts more companies to invest. **Positive multiplier effect.**

10. Transnational corporations

Term	Definition
Transnational Corporation	Companies that operate in more than one country. (40 TNCs in Nigeria)
Host country	Country the TNC places its factories.
Footloose	Industries not tied to a certain location

Shell in Nigeria	
Advantages	+ 65,000 jobs = > disposable income. + 91% contracts to Nigerian companies (reduces economic leakage)
Dis-advantages	- Bodo oil spill 08/09. 11 million gallons of oil spilt over 20km^2.
Summary	National economic benefits vs local environmental costs in Bodo.

12. Impacts of economic development

Impact on the environment	🏭 70-80% forests destroyed. 🏭 Bodo Oil spill (Shell 08/09). 🏭 10,000 illegal industries = air pollution. 🏭 Loss of species (giraffes, 500 plants).
Impact on quality of life	👤 Life expectancy ⬆ from 46-52 years 👤 HDI from 0.47 to 0.53. 👤 BUT inequality has widened due to oil wealth and corruption.

13. Unilever in Nigeria

Advantages:	Disadvantages:
Unilever employs around 1500 people in Nigeria	Unilever is a British-Dutch company so some of the profit leaves Nigeria
40% of Unilever's profits go to Nigeria in Tax	Workers in factories earn very low wages and have poor working conditions
Unilever works with local communities to improve education and healthcare	.Manufacturing cause environmental problems such as water and air pollution

11. Nigeria's changing relationships

Political relationships	- Gained independence (UK in 1960). - Member of British Commonwealth.
Trading relationships	- Member of OPEC (oil). - Member of ECOWAS (Western Africa trading group). - Has strong links with China and USA.

International aid in Nigeria

Term	Definition
International aid	Money, goods and services given to help the QoL of **another** country.
Emergency aid	Usually follows a natural disaster or war. e.g. Food, water, shelter.
Develop-mental aid	Long term support by charities or governments to improve QoL. E.g. infrastructure, education, clean water

Aid in Nigeria	
What?	4% of aid given to Africa. UK gave £360 million in 2014.
Nets for life	Nets to prevent malaria. 82,500 given out in Abuja. ✓ Successful as community based.
Problems with aid	- Sometimes it isn't sustainable. - Corruption. - Can be tied (strings attached).

13. Shell in Nigeria

Advantages:	Disadvantages:
Employs 65,000 people in Nigeria	260,000 barrels of oil spilt a year in the Niger Delta
Social investment programs (e.g., 10 postgraduate scholarship)	Bodo oil spills in 2008 and 2009, 600,000 barrels of oil spilt
Brought in $17 billion in taxes	Oil bandits: 4.5 trillion barrels of oil lost

9. Introduction to Nigeria

Importance of Nigeria

Global importance	
Local importance	

Political	
Environment	
Social	
Cultural	

10. Nigeria's changing industrial structure

Term	Definition
Industrial structure	
Primary sector	
Secondary sector	
Tertiary	

How does manufacturing stimulate economic development?

10. Transnational corporations

Term	Definition
Transnational Corporation	
Host country	
Footloose	

Shell in Nigeria

Advantages	
Dis-advantages	-
Summary	

12. Impacts of economic development

Impact on the environment	
Impact on quality of life	

13. Unilever in Nigeria

Advantages:	Disadvantages:

11. Nigeria's changing relationships

Political relationships	-
Trading relationships	-

International aid in Nigeria

Term	Definition
International aid	
Emergency aid	
Developmental aid	

Aid in Nigeria

What?	
Nets for life	
Problems with aid	

13. Shell in Nigeria

Advantages:	Disadvantages:

A. Background:

- Urban = Towns and cities   Rural = countryside
- **Urbanisation is the growth in the proportion of a country's population living in urban areas.** The rate of urbanisation differs between countries that are richer than those that are poorer.
- **HIC have very slow rates of urbanisation:** In richer parts of the world, urbanisation happened historically and most of the population now already live in urban areas. Many people in urban areas in HICs desire a better quality of life and are moving to rural area. Here they can commute to cities (because of better transport) or work from home (better communication).
- **LIC** are less economically developed e.g. Ethiopia. Not many of the population live in urban areas . However, people are starting to move away from jobs in farming (rural areas) to urban areas. They are experiencing rapid urban growth.
- **NEE** are those where economic development is increasing rapidly e.g. Brazil, India, Nigeria - They are experiencing rapid urban growth.

C.

	Social	Economic
Opportunities	• Better access to services e.g.health care and education • Better access to resources such as clean water supply and electricity	• Increase economic development • As industry develops (industrialisation), more people move to urban areas to work in factories – there are more jobs and better wages than rural areas • Industries create and sell goods on the international market. Manufactured goods make greater profits than unprocessed goods so industrialised countries get wealthier.
	Social and economic (HEWE)	**Environmental (WART)**
Challenges	• Badly built houses and over crowded • No access to basic services (running water, sanitation, electricity) • Unclean conditions and lack of access to medical services mean people often have poor health • No access to education • High levels of unemployment and crime	• Rubbish isn't collected so it leaves toxic rubbish heaps, which damage the environment • Air pollution comes from burning fossil fuel from vehicles and factories • Sewage and toxic chemicals can get into rivers, causing health problems and harming wildlife • Infrastructure like road systems may not be able to cope with the growing number of vehicles. Congestion causes an increase in greenhouse gas emissions which cause global problems. Locally, problems with health and acid rain also occur.

B. Factors affecting the rate of urbanisation

Rural-urban migration	the movement of people from rural to urban area. The rate is affected by push-pull theory.
Push factors	things that encourage people to leave (Push them out)
Pull factors	things that encourage people to move to an area (Pull them to an area)
Natural increase	birth rate is higher than death rate so population growth

D. Rio

Sanitation	Conditions relating to public health, especially the provision of clean drinking water and adequate sewage disposal.
Quality of life	General well-being of individuals and societies
Favela	Brazilian shack or shanty town; a slum

E. Favela Bairro

Successes	Failures
-The quality of life in the favelas has improved. - 90% housing in Rocinha is now brick built and connected to all amenities -Paved, named roads formalise addresses allowing for local taxes (rates) to be collected to fund further improvements -Sanitation improvements	-$1 billion budget insufficient to cover all of Rio's favelas - creates winners and losers so hardly equable and a "favela lottery" -Families can not afford rent -ASH properties- still in areas of severe hazard risk via landslide - 2010: 24 dead and 13,000 properties lost

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D.

	Social	Economic
Opportunities		

	Social and economic (HEWE)	Environmental (WART)
Challenges		

B. Factors affecting the rate of urbanisation

Rural-urban migration	
Push factors	
Pull factors	
Natural increase	

D. Rio

Sanitation	
Quality of life	
Favela	

E.. Favela Bairro

Successes	Failures

Pizarro's Second Expedition

Pizarro's appeal to the Spanish King Charles I

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

Pizarro and the Conquest of the Inca Empire

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

Revolt of the Incas 1536

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

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

Pizarro – First Expedition

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

November 1524 – First expedition
Not a success. Only reached Columbia before bad weather, lack of food and attacks by hostile natives forced Pizarro to turn back.
The mangrove swamps put off any idea of establishing a settlement too.

Impact of Gold and Silver on Spain

Used to make 8 sided coins – 'pieces of eight. Widely accepted in Europe due to high silver content.
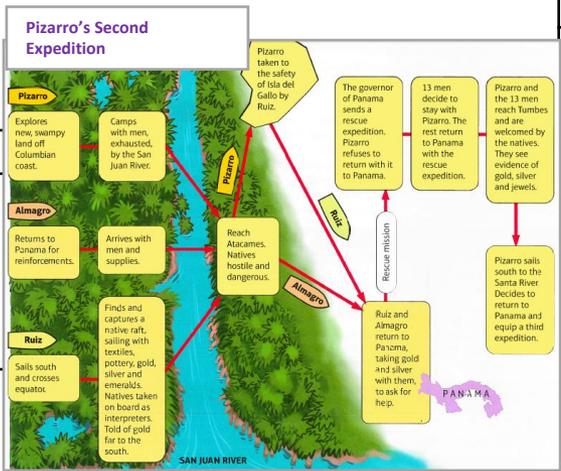
The Crown took 25% of bullion coming into Spain.

75% of wealth went to Spanish merchants and conquistadors.

European traders put up prices for the wealthy Spanish merchants.

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

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

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

Governing the Empire

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

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

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

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

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

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

Founding of La Paz, 1548

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

Discovery of silver in Bolivia and Mexico

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

Conquistador Revolt in Peru 1544

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

Pirates and Privateers

Spanish treasure was a target for Pirates and Privateers (funded by government/monarchy).
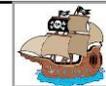
The ships were easy to find as they took well-defined and predictable routes across the Atlantic.

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

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

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

Growth of Seville

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

The Slave Trade

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

Casa de Contratacion (House of Trade)

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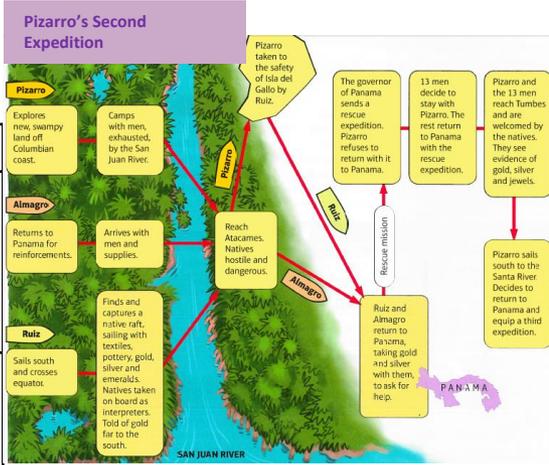In theory, no Spaniard could sail anywhere without the approval of the Casa.

Council of the Indies

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

3. The Spanish Empire 1528-1555

Pizarro – First Expedition

Pizarro's Second Expedition

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

Pizarro
Explores new, swampy land off Columbian coast.

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

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

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

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

Pizarro

Ruiz

Rescue mission

Almagro
Returns to Panama for reinforcements.

Arrives with men and supplies.

Reach Atacames. Natives hostile and dangerous.

Almagro

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

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

Ruiz
Sails south and crosses equator.

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

SAN JUAN RIVER

PANAMA

Pizarro's appeal to the Spanish King Charles I

Pizarro and the Conquest of the Inca Empire

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

Revolt of the Incas 1536

The Seige of Cuzco 1536-1537
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Impact of Gold and Silver on Spain

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

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Governing the Empire

The New Laws:

The role of the Viceroys:

The role of the **encomienda system:**

Significance of the New Laws 1542:

Founding of La Paz, 1548

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Discovery of silver in Bolivia and Mexico

Conquistador Revolt in Peru 1544

Pirates and Privateers

Growth of Seville

The Slave Trade

Casa de Contratacion (House of Trade)

Council of the Indies

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Keywords

Keyword	Definition
Worship	Act of religious honour or devotion
Liturgical worship	Service which follows a set pattern
Non-liturgical worship	Service which does not follow a fixed or set pattern
Sacrament	Rites and rituals through which the believer receives a special gift of grace
Holy communion	A service of thanks giving where bread and wine are consumed to remember Jesus' death and resurrection
Festival	Celebration of Jesus' death and resurrection
Christmas	Celebration of Jesus' birth
Church	The holy people of God, the body of Christ or a building where Christians worship
Agape	Unconditional, unselfish love
Mission	A calling where an individual or group go out and spread the word of God
Missionary	A person sent on a religious mission to promote Christianity in a different country through preaching or charity work
Alpha course	An example of evangelism – trying to tell others about Christianity
Persecution	Hostility or ill-treatment, because of race or religious or political beliefs
Poverty	Restoring of harmony after relationships have broken down

What we are learning in this unit

A. Worship	G. Christmas
B. Prayer	H. Easter
C. The Sacraments	I Role of the church
D. Eucharist	J. Mission and evangelism
E. Baptism	K. Persecution
F. Pilgrimage	L. Reconciliation

C.	Sacraments
What is it	• A specific rite or practice which is given to Christians as a symbol of God's grace • The Catholic Church recognises 7 sacraments: **baptism, confession, the Eucharist, confirmation, marriage, holy orders, anointing of the sick** • **More on baptism and eucharist in box D and E**

A.	Worship
What is it	• A way for Christians to show love and respect for God • It shows Christians how important God is to them • They worship in different ways
Liturgical worship	• Worship with a set order or pattern • E.g. Roman Catholic Mass • Often takes place in a Church but can be elsewhere
Non-liturgical worship	• Tends to be Bible-based • Often follows a structure but there is free choice in the structure • May choose a relevant theme for the community • Prayer is often in a personal style
Informal worship	*Charismatic worship* • Service has characteristics such as hymns, sermon and prayer but is free-flowing • Can be anywhere, not just the Church • Resembles worship practiced by early Christians • Focus on the Holy Spirit
Private worship	• Takes place individually • Forms a personal relationship with God

B.	Prayer
What is it / Significance of prayer	• A means of communicating with God • Purpose is to praise God, confess sins, give thanks to God
The Lord's Prayer	• *"Our Father, who art in Heaven"* • Gives a model for how to pray • Involves adoration of God, confession of sins, and petition (asking God for something) • Asking God for food *"give us this day our daily bread"* • Asking for forgiveness *"forgive us our trespasses as we forgive those who trespass against us"*
Set prayers	• Written down and said more than once/regularly • Allows collective nature e.g. Lord's Prayer
Informal prayer	• Use day-to-day language • Often private and focus on reflection • Pentecostal Church are moved by the Holy Spirit so speak in tongues

Year 11 GCSE Religious Education KO - Christianity Practices

Keywords

Keyword	
Worship	
Liturgical worship	
Non-liturgical worship	
Sacrament	
Holy communion	
Festival	
Christmas	
Church	
Agape	
Mission	
Missionary	
Alpha course	
Persecution	
Poverty	

What we are learning in this unit

A. Worship	G. Christmas
B. Prayer	H. Easter
C. The Sacraments	I Role of the church
D. Eucharist	J. Mission and evangelism
E. Baptism	K. Persecution
F. Pilgrimage	L. Reconciliation

C.	Sacraments
What is it	

A.	Worship
What is it	
Liturgical worship	
Non-liturgical worship	
Informal worship	
Private worship	

B.	Prayer
What is it / Significance of prayer	
The Lord's Prayer	
Set prayers	
Informal prayer	

D.	Eucharist/Holy Communion
What is it	• Based on the words and actions of Jesus at the Last Supper • *"Jesus took bread, and when he had given thanks, he broke it and gave it to his disciples, saying, "Take and eat; this is my body".* • Commemoration of the sacrifice Jesus made on the cross • Deepens faith in Jesus • Christians share bread and wine in Church which represents the body and blood of Christ
Significance	• Some celebrate it weekly • Gives them strength to live every day to God's glory
How is it celebrated	• Sharing bread and wine during a service at the church • Some use grape juice instead of wine
Different interpretations	• Roman Catholics believe in transubstantiation – the bread and wine is actually the body and blood of Christ transformed • Protestants – expression of faith and obedience • Catholic, Orthodox, Anglican– a way to receive God's grace

E.	Baptism
What is it	• Involves the candidate being immersed in water or having water poured on them • Symbolises cleansing of sin and initiation into the Church • Lots regard it as necessary to being saved • Jesus told his disciples to *"go and make disciples of all nations, baptising them in the name of the Father, the Son and The Holy Spirit"*
Significance	• Initiation into the Christian community • Cleansed from sin • Reborn into eternal life • United with Christ as a child of God • Receive the gift of the Holy Spirit
Infant baptism	• When a child/baby is baptised • Holy water is poured over their heads x3 • Washes away original sin, starts life on the right track with God, shows commitment, welcomes to the Church
Believer's baptism	• When an adult is baptised • Whole body is immersed in the water • Follows Jesus' example, start a new life with God, wash away sin, making their **own** decision to be baptised

F.	Pilgrimage
What is it	• A visit to a place regarded as holy for the believer • Places of pilgrimage have a special meaning and can make people feel closer to God
Importance	• Lets people take time out from their every day lives • Offers an opportunity for spiritual growth • Encourage them to lead lives that reflect the values of God • Physical or spiritual healing • Deepens their faith – meeting people from different cultures
Lourdes	• Virgin Mary appeared to Bernadette in the 19th century • Believed that the spring water can cleanse pilgrims of sin and cure illnesses • People walk in processions, touch the walls of the grotto, take home Lourdes water • There is a focus on helping and supporting the sick and disabled • People feel healed spiritually, if not physically
Iona	• Island off the west coast of Scotland • Services and tours for pilgrims • **MONASTIC experience =** a simple way of living, i.e. like a monk • Share practical tasks e.g., washing up, discussions, studying the Bible • People do not go here for miracles

G.	Christmas
What is it	• Celebrated to commemorate the birth of Jesus • Churches are decorated with the scene of the nativity • Carols are sung about the events of Jesus' birth • Communion takes place at midnight on Christmas Eve
Importance	• Remembering the incarnation • Celebrates the birth of a saviour – his birth lead to people being saved from their sins
In GB today	• Christians thank God for the incarnation • A time of giving and receiving from loved ones • Time to remember those in difficult circumstances – should give and support those in need • Highlights meaning of Christmas to non-believers

H.	Easter
What is it	• Remembering Jesus' death and resurrection
Importance	• Remembers the resurrection of Jesus • Power of good over evil • Reminds Christians of the omnipotence of God • Shows Christians there is an afterlife
Lent	• Time of preparation for Easter – reminds Christians of the temptations of Jesus
Maundy Thursday	• Last Supper • Observed today by Eucharist
Good Friday	• Remembering crucifixion of Jesus • Observed today by worshiping together
Easter Sunday	• Celebrates Jesus rising from the dead • Shows there is an afterlife and death is not the end

Year 11 GCSE Religious Education KO - Christianity Practices

D.	Eucharist/Holy Communion
What is it	
Significance	
How is it celebrated	
Different interpretations	

E.	Baptism
What is it	
Significance	
Infant baptism	
Believer's baptism	

F.	Pilgrimage
What is it	
Importance	
Lourdes	
Iona	

G.	Christmas
What is it	
Importance	
In GB today	

H.	Easter
What is it	
Importance	
Lent	
Maundy Thursday	
Good Friday	
Easter Sunday	

GCSE Religious Education KO - Christianity Practices

I.	Role of the Church: Local community
Local community	• Churches help in the local community in a number of ways: food banks, day centres for the elderly, helping refugees, food banks, soup kitchens, helping people with taxes • *Parable of the sheep and the goats:* Jesus told his disciples that they should help others • *"If anyone has material possessions and sees his brother in need but has no pity on him, how can the love of God be in him?"* • Jesus deliberately sought out people in society who needed help
Food banks	• People volunteer to collect, sort and distribute food • People in need are identified and are provided with vouchers to exchange • The salvation army - soup kitchens and hostels, give emergency assistance, provide community vegetable gardens
Street pastors	• Christians who go out on the streets of cities to help care for the needs of young people • NOT there to spread Christianity, just to help • E.g. St. Vincent de Paul Society – help anybody who needs it – give training to get jobs, run community shops, run hostels, soup kitchens

I.	Role of the Church: Worldwide
Working for reconciliation	• Christians need to be reconciled with God but also with one another • Christians believe that Jesus' death was an act of reconciliation • Worldwide church has a role to restore people's relationship with God and with one another • Working for reconciliation is necessary for all Christians
Persecution	• Hostility and ill-treatment, especially because of race, or political or religious beliefs • Jesus told Christians to expect persecution because if they persecuted Jesus, they would also persecute his followers • Those who suffer for their beliefs share in the suffering of Jesus *"to know the power of his resurrection and participation in his sufferings"* • Persecution helps the church grow because people witness the hope that Christians have • *"if one part suffers, every part suffers with it"* – all Christians suffer together so need to be supported • Church supports people by smuggling in Bibles, giving legal and financial support, provide spiritual support, raise awareness of those being persecuted
CAFOD	• Catholic agency for Overseas Development (CAFOD) • Works to bring hope and compassion to people of all faiths and in poor communities • Action needs to be taken to remedy the injustice of people suffering • Helps to increase access to clean water, education and healthcare, lobbies employers to adopt fait working conditions.

J.	Mission and evangelism
Mission	• Vocation or calling of a religious organisation or individual to go out into the world and spread their faith • *"go and make disciples of all nations… teaching them to obey everything I have commanded you"* • Christians have the responsibility, according to the Great Commission, to tell others of their faith • Spreading the word to people in everyday life, organised events, preaching, becoming missionaries, humanitarian work
Evangelism	• Spreading the message of Christianity and teachings of Jesus in order to make **disciples of all nations** • Bring reconciliation between people and God • Show the love of God through their own actions • Preaching, teaching, performing missions and good works openly, move to foreign lands to spread the word, set up churches and church communities
The Alpha Course	• Aims to help church members understand the basics of the Christian faith • Many major Christian organisations use it • Take place in church premises but also in homes, universities, workplaces, prisons and other venues • Courses include topics such as relationship and marriage for adults and study programmes for young people

K	Persecution
	• Hostility and ill-treatment of a group of people • Jesus told Christians to spread the word of Christianity – may put them in danger – *"he who endures to the end will be saved"* • Open Doors and Christian Freedom Internation help persecuted Christians • Support them through trauma, provide advice and support, speak on behalf of persecuted Christians to raise awareness, send/smuggle in Bibles, lobby the governments for political power, organise the offer of aid to persecuted, offer rooms to asylum seekers, ask god to forgive the persecuters • Turn the other cheek

L	Reconciliation
How the church works for reconciliation	• Set up initiatives to bring people together, working in prisons to lead people back to God and bring the victim and perpetrator back together, leading sermons, asking congregation to forgive each other
WHY they work for reconciliation	• Jesus' sacrifice, parable of the forgiving father, *"love thy neighbour",* he who sees his brother in need and does nothing, how can the love of God be in him?

I.	Role of the Church: Local community
Local community	
Food banks	
Street pastors	

I.	Role of the Church: Worldwide
Working for reconciliation	
Persecution	
CAFOD	

J.	Mission and evangelism
Mission	
Evangelism	
The Alpha Course	

K	Persecution

L	Reconciliation
How the church works for reconciliation	
WHY they work for reconciliation	

Keywords

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

What we are learning in this unit

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

B. 5 Roots of Usul Ad-Din

The 5 roots of Usul ad-Din are central to the Shi'a Muslim faith.

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

A. 6 Articles of Faith

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

C. Sunnah and Hadith

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

Keywords

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

What we are learning in this unit

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

B. 5 Roots of Usul Ad-Din

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Root	What is it?	Quote
1:		
2:		
3:		
4:		
5:		

A. 6 Articles of Faith

Article of faith	What is it?
1:	
2:	
3:	
4:	
5:	
6:	

C. Sunnah and Hadith

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

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

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

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

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

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

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

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

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

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

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

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

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

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

J.	Al Qadir

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

Year 11 GCSE Religious Education KO - Christianity Beliefs

Keywords

Ascension	Jesus returning to be with God in Heaven after the crucifixion
Atonement	Making things better after sinning, asking for forgiveness from God
Benevolent	God's nature as all-loving
Crucifixion	Jesus' execution by the Romans on the cross
Incarnation	God becoming flesh in the form of Jesus Christ
Just	God's nature as fair
Omnipotent	God's nature as all-powerful
Original sin	The built-in tendency to do wrong which comes from Eve's disobedience
Resurrection	Jesus returning from the dead after he was crucified
Salvation	Being saved from sin and given eternal life in heaven by God
Sin	Any thought or action which goes against God's will
Trinity	God's nature as three-parts-in-one, the Father, Son and Holy Spirit.

What we are learning in this unit

A. Nature of God
B. Evil and suffering
C. The Holy Trinity
D. Creation
E. Resurrection, judgement, Heaven and Hell
F. Incarnation
G. Crucifixion
H. Christ in Salvation
I. Ascension and resurrection
J. Sin and salvation

A.	The Nature of God	How is it shown in The Bible?
One God	• Christians believe in one God who is the creator and sustainer of all that exists	• *"the Lord he is God; there is none else beside him"*
Omnipotent	• God is almighty and has unlimited power • Nothing can defeat the power of God	• *"For nothing is impossible with God"* • The creation of the universe miracles performed by Jesus • Sending the 10 plagues to Egypt to help the Hebrews be free
Benevolent	• God is all-loving and all-good • "agape" refers to a self-giving, sacrificial love	• *"For God so loved the world, he gave his One and Only Son"* • Jesus' death on the cross is an example of that love • The Parable of the Prodigal Son – the father forgave his son because he loved him how God is also loving
Just	• God is perfect and a fair judge	• *"he is faithful and righteous to forgive us our sins"*
Problem of suffering	• If God is **benevolent**, why would he allow bad things and suffering to happen to innocent people? • Some Christians argue that if God is **fair** and **just**, why does he allow suffering?	

B.	Evil and suffering
What is the problem of evil	• There is evil and suffering going on in the world • suffering is physical or emotional pain a person goes through for any reason • Christians may find it difficult to make sense of God allowing suffering to happen
How do Christians solve the problem of evil and suffering?	• Human beings have free will and have the ability to choose their own actions - God doesn't cause it, humans do • Jesus Christ suffered on the cross and Christians believe they can learn from suffering too • Christians believe they get rewarded for suffering in Heaven • "God works in mysterious ways" – we cannot understand God • **Job** – there is sin in the world, we need to keep faith

C.	The Holy Trinity
What is it?	• The concept of the three persons of God • Each person of the Trinity is fully God, but they are not the same • *"we believe in one God, Father, Son and Holy Spirit"*
God The Father	• God of the Old Testament – creator, ruler, judge • The creator of all life
God The Son	• Jesus Christ – both fully human and fully God • God became incarnate through Jesus
The Holy Spirit	• The unseen power of God at work in the world • e.g. answering prayers, guides and comforts Christians
Why is the trinity important?	• It expresses who God is • It expresses how humans can interact with God • It allows humans to come face to face with God • Helps to make the best sense of what Christians read in the Bible • When Jesus was baptised, the Holy Spirit descended like a dove and said *"you are my Son…"*

Year 11 GCSE Religious Education KO - Christianity Beliefs

Keywords

Keyword	
Ascension	
Atonement	
Benevolent	
Crucifixion	
Incarnation	
Just	
Omnipotent	
Original sin	
Resurrection	
Salvation	
Sin	
Trinity	

What we are learning in this unit

A. Nature of God
B. Evil and suffering
C. The Holy Trinity
D. Creation
E. Resurrection, judgement, Heaven and Hell

F. Incarnation
G. Crucifixion
H. Christ in Salvation
I. Ascension and resurrection
J. Sin and salvation

A.	*The Nature of God*	*How is it shown in The Bible?*
One God		
Omnipotent		
Benevolent		
Just		
Problem of suffering		

B.	*Evil and suffering*
What is the problem of evil	
How do Christians solve the problem of evil and suffering?	

C.	*The Holy Trinity*
What is it?	
God The Father	
God The Son	
The Holy Spirit	
Why is the trinity important?	

D.	Creation
Beliefs about creation	• The trinity must have existed before creation • The trinity is the way in which the world was created
Genesis 1:1-3	• *"In the beginning, God created the Heavens and Earth"* • God created Earth and all living things • Christians believe that everything created *"was good"* • Most Christians interpret the story as a way of describing the creation of the world • Not all believe it was in literally 6 days • *"now the Earth was formless and empty, darkness was over the face of the deep and the Spirit of God was hovering over the face of the waters"*
John 1:1-3	• *"In the beginning was the Word, and the Word was with God"* • 'The Word' refers to God the Son. This shows the Son (Jesus) was involved in creation
Messages from the story	• God is the omnipotent creator • Every aspect of God's creation is good • The world is sacred • Humans have stewardship and dominion – they have authority over the rest of the world • Humans are made in the image of God

E.	Resurrection, judgement, Heaven and Hell
What is Resurrection	• Jesus overcame death through resurrection • If Jesus lived after death, then so will they • Makes Christians treat their body as a *"temple of the Holy Spirit"*
What do Christians mean by resurrection	• Some Christians believe that God will raise them back to life before Judgement Day • Catholics believe in purgatory – where the soul goes after death to be purified.
Judgement	• There will be a Judgement Day at the end of time and will be judged by Jesus according to how they behaved • Jesus *"will come again in glory to judge the living and the dead* • After judgement, they will wait to be rewarded with Heaven or punished with Hell • The Parable of the rich man and Lazarus – ignoring the needs of others has eternal consequences • The Parable of the sheep and the goats – on Judgement Day, some will be rewarded with Heaven for helping others and others are sent to Hell
Heaven	• Heaven is being with God outside time and space • Eternal happiness with no suffering • Heaven is a state of being
Hell	• Hell is eternal separation from God • *"God predestines no one go to hell; for this, a wilful turning away from God… is necessary and persistence in it until the end"* • Some Christians reject any idea of hell because they think it would mean God's love would not triumph over evil

F.	Incarnation
What is it	• God took on human form as Jesus Christ • *"The Word became flesh and lived for a while among us"* • Jesus was fully divine and fully human
Jesus as the Son of God	• Mary was impregnated by the Holy Spirit and gave birth as a virgin – proof that Jesus is the son of God
Belief in incarnation	• The incarnation is important to teach Christians how to live

D.	Creation
Beliefs about creation	
Genesis 1:1-3	
John 1:1-3	
Messages from the story	

E.	Resurrection, judgement, Heaven and Hell
What is Resurrection	
What do Christians mean by resurrection	
Judgement	
Heaven	
Hell	

F.	Incarnation
What is it	
Jesus as the Son of God	
Belief in incarnation	

I.	Ascension and resurrection
Resurrection	• Jesus was buried in a rock tomb and left there due to the Sabbath • When the women returned for the burial, Jesus' body was gone • Jesus appeared for the next 40 days to his disciples and other believers
Ascension	• Jesus appeared to his disciples and told them to spread the word of him • The time between resurrection and ascension reminds Christians that God will forgive sins and they can become closer to God • The ascension happened 40 days after the resurrection • It assures Christians they will rise again after death and live in the afterlife
Why is Jesus' resurrection important	• Christians interpret the resurrection as proof that he is the Son of God • Shows God's triumph over evil and death

G.	Crucifixion
Why was Jesus crucified	• Jesus was arrested and convicted of blasphemy • He was sentenced to death by Pilate • Crucifixion was a humiliating method which is slow and agonising
How does it influence a Christian	• By accepting Jesus' sacrifice, their sins will be forgiven and they will go to Heaven • Suffering is a part of life
Why did Jesus have to die?	• Blasphemy – some of the things he said and did were considered blasphemy and threatened authority • Pilate – Pilate was going to pardon him but was afraid of the consequences from Rome • God – Jesus had to die to fulfil God's commands for him – this way, humans could be reunited with God

I.	Sin and salvation
Original sin	• Christians believe humans are separated from God due to original sin which they have due to Adam and Eve (Genesis) • God in Christ offered salvation
Salvation through law	• Jews thought they needed to obey the law to be accepted by God • Some Christian groups claim salvation depends on keeping to all the rules that are put in place • However some say that the thoughts in our mind and love in our hearts for God is more important
Grace and spirit	• Grace = unconditional love that God shows to everyone, even when it seems undeserved • God loves humans despite what we do or do not do • **Parable of the Prodigal Son** = the son did not deserve the forgiveness, but that is how God treats humanity • Jesus' actions made forgiveness for the sins of the world and reconciliation possible • Christians believe they receive God's grace through the presence of the Holy Spirit

H.	Christ in salvation
Atonement	• Christians see Jesus' death as atonement
Reconciliation	• Reconciliation is the restoration of relationships • The relationship between God and human beings was damaged • Human beings need to be reconciled with God to get to Heaven • God sacrificed his Son to allow this to happen

Year 11 GCSE Religious Education KO - Christianity Beliefs

I. Ascension and resurrection

Resurrection	
Ascension	
Why is Jesus' resurrection important	

G. Crucifixion

Why was Jesus crucified	
How does it influence a Christian	
Why did Jesus have to die?	

I. Sin and salvation

Original sin	
Salvation through law	
Grace and spirit	

H. Christ in salvation

Atonement	
Reconciliation	

Keywords

Tawalla	Showing love for God and for those who follow Him
Tabarra	Disassociation with God's enemies
Khums	The obligation to pay one-fifth of acquired wealth
Lesser jihad	The physical struggle or holy war in defence of Islam
Greater jihad	The **daily** struggle and inner spiritual striving to live as a Muslim
Sunni	Muslims who believe in the successorship of Abu Bakr, Umar, Uthman and Ali as leaders after the Prophet Muhammad
Shi'a	Muslims who believe in the Imamah, leadership of Ali and his descendants
Niyyah	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

What we are learning in this unit

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

A.	5 Pillars of Islam and 10 obligatory acts
What are the 5 pillars	• 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
What are the 10 obligatory acts	• 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
Shahadah	• 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

	Jihad

Lesser Jihad	• 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
	    • self-defense
	    • proportionate
	    • legitimate authority
	    • no harm to civilians

Greater Jihad	• 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"*

B.	The 5 Pillars - Salah
What is it?	• *"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.
Wuzu	• 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.
Rak'ahs and recitations	• 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..."*.
Salah at home	• 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
Salah in the mosque	• All mosques have a qiblah wall which is to show where to face Makkah • Men and women pray in separate rooms at the Mosque
Jummah	• Jummah 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
Differences between Sunni and Shi'a	• 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

Keywords

Keyword	
Tawalla	
Tabarra	
Khums	
Lesser jihad	
Greater jihad	
Sunni	
Shi'a	
Niyyah	
Du'a	

What we are learning in this unit

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

A.	5 Pillars of Islam and 10 obligatory acts
What are the 5 pillars	
What are the 10 obligatory acts	
Shahadah	

Jihad	
Lesser Jihad	
Greater Jihad	

B.	The 5 Pillars - Salah
What is it?	
Wuzu	
Rak'ahs and recitations	
Salah at home	
Salah in the mosque	
Jummah	
Differences between Sunni and Shi'a	

The 5 Pillars - Zakah

The role of giving alms	• ***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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• ***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	• ***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	• 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 your family
B. Describing your family and friends
C. Explaining family relationships
D. Describing relationships
E. Describing future plans
F. Translation practice

6 Key Words for this term

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

Key Verbs

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

1.1F Hablando de los amigos

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

1.1G ¿Cómo es tu familia?

1.1G ¿Cómo es tu familia?

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

1.1H Relaciones con la familia

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

1.1H Relaciones con la familia

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

1.2G Hablando de parejas

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

1.2F Planes para el futuro

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

1.2H Las relaciones de hoy en día

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

GCSE unit 1 SPANISH Knowledge organiser. Topic Me my family and friends

Translation Practice. G – blue F – orange H - Green

Spanish	English
Mi **a_____** es	My **grandfather** is
a_____ y _____	**Happy** and **Kind**
Tiene los___verdes	He has green eyes
Y tiene el pelo ____	He has **Curly hair**
la _____ de mis sueños	The **wife** of my dreams
Quiero un _____ guapo	I want a pretty **boyfriend**
Mis padres me dan buenos _____	My parents give me good **advice**
Es importante _____a otros	It's important **to look after** others
Se debe _____ a los niños	It's necessary **to advise** kids
Mi hermano es _____	My brother **is understanding**
Es bueno _____ a otra gente	It's good **to know** other people
Tener una _____ me importa	Having a **partner** is important
____ me interesa	**Getting married** interests me
Mis padres me dan mucho _____	My parents give me lots of **affection**
No soy nunca _____	I'm never **jealous**
Estoy _____/a de los deberes	I'm **fed up** of homework
encontrar ____	To find a **partner**
Fue una buena ____	It was a good **party**
No quiero ser ____	I don't want to be **single**

Key Questions: Answer the following in your own words. Use these model answers

Question	Model answer
¿Puedes describir te? ¿Cómo es tu aspecto físico, tu personalidad?	Soy bastante alto y delgado. Tengo los ojos azules y el pelo marrón y liso. Mis padres me describen como una persona cariñosa, comprensiva, sensible, honesta y un poco vaga.
¿Cómo sería un novio perfecto/una novia perfecta? ¿Por qué?	Mi novia perfecta sería muy guapa y honesta y tendría el pelo rubio, corto y rizado. Todos los días seria sensible y no sería nunca perezosa o torpe.
¿Quiénes son los miembros de tu familia?	Somos cinco en mi familia. Vivo con mis padres que se llaman …. Tengo un hermano menor que se llama .. y tengo una hermana mayor que tiene _____ años
¿Te llevas bien con tu familia? ¿Por qué?	Me llevo bien con mi hermano porque es cariñoso y siempre comprensivo. No me llevo bien con mi hermana porque nos peleamos mucho y mi hermana se enfada conmigo.
¿Hay discusiones en tu familia? ¿De qué se discute?	Sí, hay discusiones en mi familia. Hay tensión en la casa de vez en cuando. No estoy de acuerdo con los consejos de mis padres. También hay discusiones porque mi hermana pone su música demasiado fuerte
¿Quieres casarte y tener niños en el futuro? ¿Por qué?	Si, en el futuro me gustaría casarme con un hombre/mujer (man/woman) honesto y sensible. Quiero casarme porque el matrimonio es muy importante para mi y quiero una boda perfecta en una iglesia. Quiero tener dos niños, una chica y un chico. Voy a tener niños después de haber ido a la universidad
¿Qué has hecho recientemente con tu familia?	Recientemente, fui al centro de la ciudad con mi familia. Fuimos juntos en coche y fuimos para comprar unos regalos para el cumpleaños de mi abuelo. Después comimos en un restaurante, yo comí un bocadillo de pollo, mi hermana comió una ensalada. Me gustó mucho porque fue muy divertido y la comida fue muy deliciosa.
¿Crees que el matrimonio es importante para ti? ¿Por qué?	Quiero casarme porque el matrimonio es muy importante para mí y quiero una boda perfecta en una iglesia. Aunque las bodas son muy caras, tener una boda es mi ambición.

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 2 SPANISH Knowledge organiser.
Topic Technology in Everyday Life

What we are learning this term:

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

6 Key Words for this term

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

2.1G Comunicarse por internet

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

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

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

2.1F ¿Cómo prefieres mantenerte en contacto?

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

2.2G ¡El móvil para todo!

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

Key Verbs

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

2.2F La tecnología portátil

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

2.1H Las redes sociales

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

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

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

Translation Practice. G – blue F – orange H - Green

Mando _____ _____ a mis amigos	I send **emails** to my friends
Me gusta usar _____ _____	I like to use **social networks**
Siempre _____ fotos a Instagram	I always **upload** photos to Instagram
Recibo más _____ en Facebook que Twitter	I receive more **messages** on FB than Twitter
El _____ _____ es más útil que Facebook	**Email** is more useful than Facebook
Twitter es menos divertido que las _____	Twitter is less fun than **chatrooms**
Estoy borrando _____	I am deleting **files**
Los _____ son muy caros	**Laptops** are very expensive
Me gusta _____ a los videojuegos	I like **playing** video games
_____ muchas fotos con mi tableta	**I take** lots of photos with my tablet
Prefiero _____ correos eléctronicos	I prefer **to send** emails
I hate _____	I hate **spam emails**
Estamos ayudando a niños usar un _____	We are helping young children to use **a laptop**
He _____ de usar Instagram	I have **stopped** using Instragram
Está _____ hablar con su familia en Francia	He's **trying** to talk to his family in France
He _____ con comprar un móvil nuevo	I have **dreamt** of buying a new mobile
_____ de hablar con nuestros amigos	**We have just finished** speaking to our friends
_____ es importante para todos	**Technology** is important for everyone
He _____ Facebook antes	I have **used** Facebook before

Key Questions: Answer the following in your own words. Use these model answers

¿Cómo usas las nuevas tecnologías/los redes sociales?	Todos los días uso las nuevas tecnologías. Uso mi ordenador, mi portátil nuevo, mi móvil y las redes sociales. Uso mi ordenador para ver videos de mis artistas favoritos en YouTube. Uso mi ordenador para hacer mis deberes y uso mi móvil para jugar juegos y subir y descargar fotos de mis amigos en Facebook.
¿Las nuevas tecnologías/los redes sociales son importante para ti? ¿Por qué?	Las redes sociales son muy importantes para mí. Las uso para contactarme con mis amigos, para charlar con mis amigos, para compartir experiencias y fotos, para ver videos de mis músicos favoritos. Ayer usé mi móvil para llamar a mis amigos, mandé mensajes a mis amigos y hice mis deberes.
¿Crees que las redes sociales son buenas o malas? ¿Por qué?	De un lado, lo bueno de las redes sociales es que puedes compartir experiencias y fotos con tus amigos, puedes seguir tus artistas o músicos favoritos. También lo bueno es que es muy rápido y barato mantenerte en contacto con tu familia. Lo malo es que los móviles cuestan mucho dinero, tu vida no es muy privada, es difícil para, es muy fácil ser dependiente de las redes sociales. Lo malo es que las personas no hablan y solo usan sus móviles.
¿Para qué usaste tu ordenador ayer?	Ayer usé mi ordenador para charlar con mis amigos y para mandar mensajes. También, ayer descargué música de la Red y subí fotos en Facebook. Me gustó porque fue entretenido y fue mejor que hacer mis deberes.
¿Qué es tu opinión de Facebook/youtube/skype/Twitter/Instagram?	En mi opinión Facebook etc es muy importante/útil/entretenido/divertido.
¿Podrías vivir sin tu móvil / tu tableta? ¿Por qué?	No podría vivir sin mi móvil. Soy adicto a mi móvil. Lo uso todos los días para contactar con mi familia y es muy importante para buscar información, ayudar con los deberes

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
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Using the immediate future tense IR + A + INFINITIVE	Voy a subir fotos = I'm going to upload photos Va a mandar un correo eléctronico = He / She is going to send an email

Key Verbs

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

What we are learning this term:

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

6 Key Words for this term

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

3.1F ¿Qué haces en tu tiempo libre?

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

3.1G ¿Qué te gusta hacer?

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

3.2G Comer y Beber

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

3.1H Hablando del tiempo libre y de los planes

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

3.2G Comer y Beber

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

3.2F Vamos a comer fuera

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

3.3F ¿Qué deportes harás?

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

3.3G ¿Haces deporte?

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

Translation Practice. G – blue F – orange H - Green

No me gusta _____	I don't like **going shopping**
Me encanta _____ con mis amgos	I love **going out** with my friends
Me _____ escuchar música	I **love** listening to music
No me gusta _____	I don't like **dancing**
Si tengo _____	If I have **the time**
Hago _____ de música	**I do** music classes
De vez en cuando _____ una novela	From time to time, **I read** a novel
Siempre _____ la guitarra con la banda	I always **play** the guitar with the group
A veces _____ a algún concierto	Sometimes **I go** to some concert
El fin de semana _____ juego al fútbol	On the weekend I **always** play football
Siempre _____ muy preocupada	**I am** always busy
Generalmente _____ música por las tardes	Generally **I listen** to music in the evenings
Me _____ jugar a los videojuegos	Playing video games **interests me**
Ella quiere patina en la pista de _____	She wants to skate on the **ice rink**
_____ al gimnasio	**I will come** to the gym
_____ si there is a match?	**Will you know** if there's a match?
_____ el ciclismo	**I will try** cycling
Fue una buena ____	It was a good **party**
No quiero _____	I don't want **to participate**

Key Questions: Answer the following in your own words. Use these model answers

¿Qué haces en tu tiempo libre? Frecuencia? Opiniones?	-Normalmente juego al futbol todos los días después del colegio. Lo que me encanta es jugar al futbol con mis amigos porque es bueno para la salud y es emocionante y relajante jugar contra tus amigos. De vez en cuando juego con videojuegos pero ayer hice ciclismo, hice mis deberes y toque mi guitarra. Ayer, fui al colegio durante el día. Después del colegio fui al polideportivo con mis amigos y jugué/jugamos al baloncesto juntos. Ayer por la mañana fui de compras en el centro de la cuidad con mi madre y fuimos a las tiendas de ropa. Lo que me encantó/gustó fue que ví una película entretenido por la noche/ fue que jugué mi deporte favorito y podía entrenarme.Todos los días juego al futbol y al baloncesto, que son mis deportes favoritos. De vez en cuando hago ciclismo y practico el atletismo pero son muy estresantes, duros y no son relajantes. Lo que me encanta es jugar al fútbol en mi equipo los fines de semana.
¿Te gusta ver la televisión? Qué has visto en la televisión recientemente?Tienes unprograma favorito?	Si, me gusta ver la televisión, me gustan los programas de horror, de tele-realidad, los documentales y de deporte. Lo que me encanta es ver los dibujos-animados porque son más entretenidos que las noticias. Ayer ví las noticias con mis padres. Mi programa favorito es … porque es ….
¿Qué es tu película favorita? Qué película has visto recientemente en el cine?	Mi película favorita es … porque me encantan las películas de acción/tiene mucha violencia/tiene buenos actores/es muy romántica/me encanta la historia/tiene buenos efectos especiales.
¿Cuando se cena en Inglaterra y en España? ¿Cuándo prefieres cenar o almorzar?	Normalmente se cena en Inglaterra a las seis, como mi almuerzo a las dos, como mi desayuno a las ocho.
Describe una cena especial	Recientemente fui a un restaurante con mi familia para celebrar el cumpleaños de mi abuelo. Fuimos a un restaurante chino porque es la comida favorita de mi abuela. Primero, comí .. y bebí. Para el postre comí y bebí . Lo que me gustó fue la buena comida/ver a y hablar con toda mi familia. Fue muy emocionante.

Key Grammar

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Forming the future tense ('will')	**Future Tense ('will…')** **All verb groups:** -é, -ás, -á, -emos, -éis, -án
Imperfect Tense *(Past, ongoing actions, descriptions, 'used to' or 'was doing')*	**-ar** -aba, -abas, -aba, -ábamos, - abais, -aban **-er and –ir** -ía, -ías, -ía, -íamos, - íais, -ían

Key Verbs

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

What we are learning this term:

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

6 Key Words for this term

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

4.1G La vida en familia

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

4.1H ¿Cambian las costumbres?

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

4.1F Algunas costumbres regionales

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

4.2G Las fiestas de España – la Tomatina

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

4.2F Las fiestas del mundo hispano

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

Translation Practice. G – blue F – orange H - Green

Normalmente _____ cereals	Normally **for breakfast we have…**
Ayer _____ una manzana	Yesterday **I ate** an apple
Carmen _____ de casa a las ocho	Carmen **leaves** the house at 8.00
Esta tarde _____ con la familia de mi amigo	This afternoon **I chatted** with my friend's family
Muchas veces no _____ nada	Many times **they don't drink** anything
No hablamos _____	We don't speak **a lot**
El año pasado _____ Pamplona	Last year **I visited** Pamplona
El _____ es una tradición extraña	The **bull run** is a strange tradition
Fue muy _____	It was very **exciting**
_____ dos años fuimos a Burgos	2 years **ago** we went to Burgos
Ayer fuimos a ver el _____	Yesterday we went to see the **procession**
El pueblo _____ interesante	The town **was** interesting
Vimos un _____ muy interesante	We saw a very interesting **competition**
¿Qué_____?	What **did you do**?
Hoy me _____ muy temprano	Today **I got up** very early
Compré _____ para mi familia.	I bought **presents** for my family
La _____ fue que..	The **disadvantage** was that…
_____ mucha basura.	**There was** a lot of rubbish.

Key Questions: Answer the following in your own words. Use these model answers

Describe una fiesta popular en España	Una fiesta muy popular en España es laTomatina. La gente celebra la Tomatina en Agosto en Buñol cerca de Valencia. Durante la fiesta, la gente tira tomates, hay desfiles y bailes, se puede comer comida tradicional, la gente lleva disfraces. Después de la fiesta las calles están llenas de tomates. Es mi fiesta española favorita porque es muy entretenida y cómica.
Describe una fiesta popular en tu país	En Inglaterra celebramos la fiesta de Fuegos artificiales. Cada 5 de noviembre, celebramos el día de Guy Fawkes. Durante la noche, la gente va a parques o el centro de la ciudad y hay muchos fuegos artificiales. Celebra la noche cuando GuyFawkes intentó poner fuego al gobierno de Inglaterra. Es muy entretenida y cómica.
Describe tu experiencia la última vez que fuiste a una fiesta en tu país	La última vez que fui a una fiesta en Inglaterra fue muy entretenida y cómica. Fue en Noviembre cuando celebramos la fiesta de Guy Fawkes. Fuimos en el centro de la ciudad o el parque para ver muchos fuegos artificiales. Fue muy entretenido, porque comí algodón de azúcar y pasé la noche con mis amigos.
¿Qué diferencias notas entre la vida española y la vida de tu propio país?	La vida en España y en Inglaterra es un poco diferente. En España se come una dieta mediterránea, la gente come muchas frutas, verduras, mucho pescado y aceite de oliva. En Inglaterra comemos más patatas fritas y más carne y menos frutas y verduras. En Inglaterra los jóvenes suelen llevar uniforme para ir al colegio pero en España los jóvenes no llevan uniforme. ¡Qué bueno! También, en España los jóvenes de 17 o 18 años no suelen emborracharse durante el fin de semana pero en Inglaterra hay más problemas con los jóvenes y el alcohol.

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
Imperfect Tense *(Past, ongoing actions, descriptions, 'used to' or 'was doing')*	**-ar** -aba, -abas, -aba, -ábamos, - abais, -aban **-er and –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 5 SPANISH Knowledge organiser.
Topic Home, Town, Neighbourhood and Region

What we are learning this term:

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

6 Key Words for this term

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

5.1G Mi casa

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

5.2G ¿Qué se puede hacer donde vives?

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

5.2F Mi ciudad

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

Key Verbs

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

5.1H Mi casa y mi barrio

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

5.1F ¿Cómo es tu casa?

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

Translation Practice. G – blue F – orange H - Green

La nevera _____ en la cocina	The fridge **is** in the kitchen
¿Dónde _____ el cuarto de baño?	Where **is** the bathroom?
En ___ casa hay muchos libros.	In **his / her** house there are many books.
Creo que esta _____ es muy bonita.	I think that this **house** is very beautiful.
¿Qué _____ ?	What **do you think**?
Estoy en _____ de esto.	I am **against** this.
Los libros están _____ de la mesa	The books are **under** the table
Vivo muy _____ de la ciudad	I live very **far** away from the city
Mi abuelo vive en el _____	My grandfather lives in the **countryside**
La _____ está debajo de la ventana.	The **bookcase** is under the window
La casa de mi amigo _____ cerca del colegio	My friend's house **is** near the school
Mi casa está _____ de la costa	My house is **near** to the coast
¿Cómo es tu _____ casa?	What is your **new** house like?
Es un _____ moderno	It's a modern **apartment**
_____ vivir en la ciudad	**I prefer** to live in the city
_____ falta un ascensor	**It's** missing a lift
¿Dónde _____ exactamente?	Where **is** it exactly?
Si _____ hay vistas del mar	**If** there are sea views

Key Questions: Answer the following in your own words. Use these model answers

¿Cómo es tu casa y describe la casa de tus sueños? ¿Compartes piso? ¿Qué piensas de tu casa?	Vivo en una casa adosada en las afueras de Swindon. Mi casa tiene dos plantas. Abajo tenemos una cocina grande, un cuarto de baño pequeño y el salón acogedor. Arriba tenemos el dormitorio de mis padres y mi dormitorio. También tenemos un jardín enorme detrás del jardín con muchos árboles y flores. La casa de mis sueños estaría en los Estados Unidos, cerca de Los Ángeles en California. La casa de mis sueños estaría en la costa cerca de una playa bonita. La casa tendría una piscina enorme, cuatro plantas y un garaje doble. Habría mucho espacio para todas mis cosas y todos mis coches. No tengo que compartir mi dormitorio pero cuando era joven tenía que compartir mi dormitorio con mi hermano Lo que me gusta de mi casa es que está cerca de mis amigos y es bonito y caliente en invierno. Lo que me molesta de mi casa es que la cocina es muy vieja (tenemos que renovar la cocina) y también lo que odio es que no tenemos mucho espacio en el salón.
¿Cómo es tu habitación, donde está tu casa exactamente?	Mi habitación está arriba/en la segunda planta. Mi habitación está cerca del cuarto de baño y la habitación de mis padres. Me encanta mi habitación porque no tengo que compartir con mi hermano. Me encanta mi habitación porque tengo muchos posters de mis grupos favoritos y mi consola porque me encanta jugar con video-juegos.
¿Cómo es/era tu pueblo/región ahora/antes y como era en el pasado? ¿tu opinión de tu pueblo? ¿Qué puedes hacer en tu pueblo? ¿Qué hay en tu pueblo?	Mi pueblo se llama Swindon. Está en el sur-oeste de Inglaterra. Creo que mi pueblo es muy industrial y poco bonito. En el centro hay muchas tiendas de ropa donde se puede ir de compras durante el fin de semana. También hay buenas instalaciones si te gusta hacer deporte. Hay muchos polideportivos donde se puede ir al gimnasio, hacer musculación y hacer deportes de equipo. Antes el barrio era más bonito que ahora. Antes había muchas granjas y había mucho campo pero ahora hay más edificios, más industria y más contaminación del aire. Antes no había tanta contaminación del aire o basura en las calles pero ahora hay más basura y contaminación. Lo que me gusta/me chifla/me mola de mi barrio es que es/hay…

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
Imperfect Tense *(Past, ongoing actions, descriptions, 'used to' or 'was doing')*	**-ar** -aba, -abas, -aba, -ábamos, - abais, -aban **-er and –ir** -ía, -ías, -ía, -íamos, - íais, -ían
Future Tense ('will…')	**All verb groups:** -é, -ás, -á, -emos, -éis, -án *With this tense, do NOT take the verb ending away but ADD it on to the infinitive.*

Key Verbs

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

What we are learning this term:

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

6 Key Words for this term

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

6.1F Me gustaría ayudar

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

6.1G ¿Quieres ser voluntario/a?

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

6.2G ¿Comes bien?

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

6.1H La importancia de hacer obras benéficas

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

6.2H ¿Qué opinas?

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

Translation Practice. G – blue F – orange H - Green

Spanish	English
Trabajo _____ voluntario	I work **as** a volunteer
_____ comida a los clients	**I serve** food to the customers
Pienso _____ en el instituto	I'm thinking about **working** in the school
_____ ayudar a otra gente	**I hope** to help other people
_____ muchas horas el fin de semana	**I work** many hours on the weekend
Pienso que _____ a otra gente es muy importante	I think that **helping** other people is very important
_____ ser voluntario/a	**I'd like** to be a volunteer
_____ ayudar	**I would like** to help
Quisiera _____ las comidas	I'd like **to prepare** the meals
Me gustaría _____ fondos	I'd like to **raise** funds
_____ en un hospital	**I used to help** in a hospital
_____ el trabajo un poco difícil	**I find** the work a little difficult
No _____ hacer nada	I don't **want** to do anything
_____ imposible hacer todo ese trabajo	**It would be** impossible to do all that work
¿Qué _____ tú?	What **would you do**?
_____ de estudiar por voluntar	**I stopped** studying to volunteer
A mi _____ le encanta voluntar	My **boyfriend** loves volunteering
No _____ nada	I **wouldn't give** anything
No _____ el tiempo	**I wouldn't have** the time

Key Questions: Answer the following in your own words. Use these model answers

Question	Model answer
¿llevas una vida sana? ¿Comes demasiada comida rápida?	Pienso que llevo una vida sana. Todos los días como un poco de fruta y bebo agua que es sano aunque de vez en cuando como las patatas fritas que son grasientas y malsanas. Solo como la comida rápida a menudo porque lo que no me gusta es la comida grasienta. No fumo y nunca voy a fumar. Es asqueroso pero mi padre fuma. Hago también mucho ejercicio. Ayer comí una ensalada que fue muy sana y hice ciclismo y deporte en colegio.
¿Cómo te mantienes en forma? ¿te acuestas tarde? ¿haces ejercicio?	Creo que como suficiente fruta y verdura porque como frutas y verduras todos los días. Mi fruta favorita es la manzana porque es dulce y fácil a comer, aunque como bastante comida rápida también. Ayer para la cena comí dos manzanas y un plátano. ¡Qué sano! Cuando tengo calor bebo mucha coca light con hielo sin embargo los gaseosas/las bebidas azucaradas no son muy sanas. Cuando tengo frio bebo chocolate caliente con mucha leche que es delicioso. Ayer bebí demasiado coca light Normalmente hago bastante ejercicio, que es muy sano. Todos los días voy a pie al colegio y los fines de semana hago ciclismo con mis amigos en el campo que es entretenido y bueno para el cuerpo/la salud. No me acuesto tarde durante la semana. Me acuesto a las diez pero los fines de semana me acuesto a los doce de la noche porque veo películas y videos de Youtube en mi móvil. Ayer me acosté a las once.
¿Qué comes para el desayuno, la cena, tu almuerzo? ¿es sano?	Para el desayuno, como normalmente los cereales que son deliciosos con zumo de naranja. Para la cena como normalmente carne con patatas y verduras con mi familia en casa que es un poco sano. Para mi almuerzo, como un bocadillo con jamón y queso en el colegio con agua o coca. Ayer desayuné … cené …comí para mi almuerzo …
¿Crees que es necesario llevar una vida sana/es necesario para los jóvenes llevar una vida sana?	Creo que es muy importante llevar una vida sana/Creo que es muy importante para los jóvenes llevar una vida sana. Es importante llevar una vida sana para ayudar con el trabajo en el colegio, para mantenerse en forma, para no ser gordo, para tener un buen aspecto físico, para mantener una buena salud, porque ayuda con tus estudios

Key Grammar

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
Perfect Tense *('have done…')*	Formed with the verb '**haber**': he, has, ha, hemos, habéis, han + past participle: -ar: **-ado** -er/ir: **-ido** e.g. *He estudiado = I have studied*

GCSE Unit 7 SPANISH Knowledge organiser.
Topic Global Issues

What we are learning this term:

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

6 Key Words for this term

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

Key Verbs

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

7.1F Protegiendo el medio ambiente

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

7.1G Reutilizar, reducir, reciclar

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

7.2F Los "sin techo"

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

7.2G Los necesitados

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

7.2H Es importante ayudar a los demás

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

7.1H Problemas ecológicos

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

Translation Practice. G – blue F – orange H - Green

_____ agua	**I save** water
_____ transporte público	**I use** public transport
Uso pilas _____	I use **rechargeable** batteries
_____ al instituto a pie	**I go** to school by foot
_____ latas	**I recycle** cans
_____ el uso de productos químicos	**I avoid** the use of chemical products
Es necesario tomar _____ urgentes	It's necessary **to take** urgent measures
_____ que luchar	**We have** to fight
_____ que proteger el medio ambiente	**We must** protect the environment
_____ uso bolsas reciclables	I **always** use recyclable bags
_____ reciclar lo mucho que posible	**I try** to recycle as much as possible
No _____ nada	**I don't recycle** anything
_____ ayudar	**I want** to help
Me _____que hay tanta probreza	It **worries** me that there is so much poverty
Me _____ que hay gente sin comida	It **annoys** me that there are people without food
Me _____ de que tu hermana pueda ayudar	I'm **delighted** that your brother can help
Me _____ triste la situación	It **makes** me sad the situation
Nos ____ falta recursos	We are **missing** resources
Me _____ mucho	It **matters** to me a lot

Key Questions: Answer the following in your own words. Use these model answers

¿Qué haces para ahorrar energía/agua?	Me importa ahorrar energía y agua. Normalmente me ducho en vez de bañarme. Siempre cierro los grifos. Intento no malgastar agua o energía. Me pongo un jersey en vez de ponerla calefacción y solo pongo el lavaplatos cuando el lavaplatos está lleno.
¿Qué cosas reutilizas?/reciclas? / ¿Usas papel reciclado?	Me preocupa el reciclaje. Me importa reutilizar cosas y reducir el malgasto de recursos. Uso pilas recargables y reutilizo bolsas de platico. Reciclo las latas, el papel, y el cartón, el plástico y el vidrio. Siempre separo la basura.
¿Qué deberías hacer para proteger el medio ambiente?	Hay muchas cosas que deberías hacer para proteger el medio ambiente. Deberías apagar las luces, el televisor y el ordenador. Tienes que cerrar las puertas en casa y debes reciclar las latas, las bolsas de plástico y el vidrio. Debes bañarte lo menos posible. Deberías usar el coche lo menos posible.
¿Qué vas a hacer para proteger el medio ambiente?	En el futuro voy a reciclar más. Siempre voy a reciclar las botellas de vidrio y de plástico. Voy a apagar el televisor y el ordenador cuando termino. Voy a ir lo más posible en bicicleta o a pie. Voy a ir en coche lo menos posible.
¿Qué hiciste ayer para proteger el medio ambiente?	Ayer reciclé la basura en casa. Ayer separé la basura en casa para mis padres. Ayer fui a colegio a pie en vez de ir en autobús/en coche. Ayer cerré las puertas y las ventanas en casa para conservar el calor en casa.
¿Qué es el problema del planeta que te preocupa más?	Lo que más me preocupa es la deforestación/el problema del tráfico/la sequía/las mareas negras/la contaminación del aire porque es importante evitar el cambio climático/porque causa huracanes/sequias/el calentamiento global/los incendios forestales/las enfermedades de los pulmones/afecta la flora y la fauna/ los animales/los seres humanos/amenaza el planeta//amenaza la vida humana/la vida de los animales.

Key Grammar

Future Tense ('will…')	**All verb groups:** -é, -ás, -á, -emos, -éis, -án *With this tense, do NOT take the verb ending away but ADD it on to the infinitive.*
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 8 SPANISH Knowledge organiser.
Topic Holidays and Travel

Key Verbs

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

What we are learning this term:

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

6 Key Words for this term

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

8.1G ¡Me voy de vacaciones!

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

8.1F ¿Dónde te alojas?

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

8.2G ¿En qué región vives?

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

8.2F Un folleto turístico

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

8.2H Describiendo tu región

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

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

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

Translation Practice. G – blue F – orange H - Green

¿Con quién _____?	Who do **you go** with?
Vamos a ir en _____	We are going to go by **coach**
Voy a _____ en avión	I'm going **to travel** by plane
_____ ir en barco	**I want** to go by boat
Me gusta _____ en coche	I like **going** by car
Voy con mis ____ en bici	I go with my **friends** by bike
Después de _____	After **arriving…**
_____ de comer voy a nadar	**Before** eating I'm going to swim
¿A dónde _____ el año pasado?	Where did **you go** last year?
Me _____en…	I **stayed** in…
Está _____ en el sur	It's **situated** in the south
Las casas están _____ blancas	The houses are **painted** white
La región está _____ por unos ríos	The region is **crossed** by some rivers
Cuando ____ pequeño/a…	When I **was** younger…
____ he ido a Francia.	I've **already** been to France.
El próximo verano _____ a Chipre	Next summer **I will go** to Cyprus
El pueblo ____ muy tranquilo	The town **was** very quiet
¿Dónde te _____?	Where did you **stay?**
Nunca _____ ido.	**We have** never been.

Key Questions: Answer the following in your own words. Use these model answers

. ¿Dónde vas de vacaciones normalmente, con quien, cuando, como viajas, el tiempo, qué haces?	Normalmente en verano voy de vacaciones a Barcelona en España. suelo ir a ... / En general voy con ... (pero el año pasado fui con ... / en el futuro me encantaría ir con ... De vez en cuando hace ... weather .. pero a menudo hace ... weather Todos los años nos quedamos/me alojo en ... accomdation - Me parece que (accommodation) (describe opinion) es ... opinion pero preferería alojarme en ... where you would like to stay Viajamos en ... transport (opinion?), Durante las vacaciones hago ... nado ... practico ... tomo el sol ... etc
¿Donde fuiste el año pasado de vacaciones? ¿Cómo fueron, Qué hiciste? Comiste?	El año pasado fui a Málaga en España y fui con mis padres. Viajamos en tren y en avión. No me gustó el viaje porque fue demasiado largo y no fue relajante. Tuve que esperar demasiado tiempo en el aeropuerto. Durante las vacaciones nadé en el mar, tomé el sol en la playa y mis hermanas menores jugaron mucho en el agua. Probé platos típicos de la región de Málaga pero no me gustaron los mariscos o las gambas. Sobre todo, me encantaron mis vacaciones porque hizo mucho sol y España es mejor que Inglaterra. nadé … hice … jugué … fui a .. descansé… me relajé… me alojé … ¡Qué bueno!
¿Qué tipo de vacaciones prefieres?	Prefiero las vacaciones en las montañas/en el campo/en una ciudad/de verano/de invierno porque en verano suele hacer calor y puedo relajarme en la playa/en invierno porque me encanta el frio y me lo paso bomba celebrar las navidades con mi familia. ¡Que divertido!
¿Qué hacías en vacaciones cuando eras joven?	Cuando era joven, iba a Escocia cerca de Edimburgo. Siempre viajábamos en coche. Nos alojábamos en un hotel de lujo. Solía (I used to usually) ir a un restaurante para comer. Comía siempre las patatas fritas y pescado pero mi hermano comía siempre los platos típicos de escocia como el Haggis, que era asqueroso. Qué Asco

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
Imperfect Tense *(Past, ongoing actions, descriptions, 'used to' or 'was doing')*	**-ar** -aba, -abas, -aba, -ábamos, - abais, -aban **-er and –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

What we are learning this term:

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

6 Key Words for this term

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

9.1G El instituto y las asignaturas

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

9.1F ¿Cómo ser buen estudiante?

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

Key Verbs

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

9.1F ¿Cómo ser buen estudiante?

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

9.1H ¿Qué tal el instituto?

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

9.1H ¿Qué tal el instituto?

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

Translation Practice. G – blue F – orange H - Green

Me _____ el francés	I **like** French
La historia es _____ divertida que el inglés	History is **more** fun than English
_____ a estudiar las matemáticas	**I am** going to study maths
La literatura es más _____ que el francés	Literature is more **fun** that French
Me encanta dibujo. Voy a _____ en Septiembre	I love art. I'm going to **study it** in September.
No, no _____ elegir esa opción	No, **I don't want** to pick that option
Pienso que las ciencias son muy _____	I think that science is really **useful**
No creo que voy a _____	I don't believe that I'm going to **fail**
_____ informática en la escuela primaria	**I used to study** ICT in primary school
Ayer _____ mis deberes	Yesterday **I did** my homework
La semana pasada _____ con mi profesora	Last week **I spoke** with my teacher
Voy a _____ estudiando tecnología	I'm going to **continue** studying technology
Si necesitas algo, _____ al profesor.	If you need anything **ask** the teacher
_____ mucho estudiar ciencias	**I enjoy** studying science a lot
Ya _____ hablado con el profesor	**I have** already spoken with the teacher
Va a _____ muy interesante	It's going to **be** very interesting
He _____ esta opción	I have **chosen** this option
Quiero _____ mucho	I really want to **do it** a lot
No sé _____ hacer	I don't know **what** to do

Key Questions: Answer the following in your own words. Use these model answers

¿Qué estudias ahora, que te gustaría estudiar en el futuro, que vas a dejar?	Ahora en el colegio, estudio unas asignaturas obligatorias. Las asignaturas obligatorias son las matemáticas, las ciencias y el ingles. También he elegido estudiar el español, la geografía, la historia, la tecnología, el arte, el dibujo …. La asignatura que me interesa más es …… porque …. La asignatura que me molesta/irrita más es …. porque …
¿Cómo es tu colegio, las reglas, los edificios, las instalaciones?	Mi colegio es un colegio grande que tiene circa ochocientos alumnos. Está en las afueras de Swindon en los barrios de Pinehurst y Penhill. Tenemos una biblioteca nueva, una cantina acogedora, un patio grande … En el colegio no debes comer chicle, no debes acosar, no tienes que gritar, no deberías comportarse mal… En el colegio tienes que comportarse bien, llevar el uniforme, ir al baño solo durante el recreo, llegar al colegio a hora ….
¿Describe tu primer día en tu colegio?	El primer día, estaba un poco nervioso porque me preocupaban los profesores, los otros alumnos, las clases, .. me preocupaba que los profesores serian estrictos, me preocupaban los exámenes, me preocupaba que el colegio sería tan inmenso
Es obligatorio estudiar matemáticas. ¿Crees que es una buena idea? ... ¿Por qué (no)?	Si, en mi opinión me parece una buena idea porque … las matemáticas son muy importantes en el futuro/para un buen trabajo bien pagado/para mi futuro/para ir a una buena universidad/porque las matemáticas se usan en todos los trabajos
En tu opinión, ¿cuáles son las características más importantes de un buen profesor?	En mi opinión, un buen profesor es siempre simpático, nunca malhumorado, es de vez en cuando gracioso, es comprensivo y cariñoso, es siempre alegre y no es nunca antipático
¿Qué cambiarías de tu colegio si tuvieras la oportunidad?	Si tuviera la oportunidad, cambiaría/me gustaría cambiar las reglas. Me gustaría cambiar el uniforme porque me parece que es tan feo, me gustaría cambiar las reglas porque son demasiadas estrictas, me gustaría cambiar unos profesores porque son tan antipáticos

Key Grammar

Imperfect Tense (Past, ongoing actions, descriptions, 'used to' or 'was doing')	-ar -aba, -abas, -aba, -ábamos, - abais, -aban -er and –ir -ía, -ías, -ía, -íamos, - íais, -ían
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
Future Tense ('will…')	**All verb groups:** -é, -ás, -á, -emos, -éis, -án *With this tense, do NOT take the verb ending away but ADD it on to the infinitive.*

What we are learning this term:

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

6 Key Words for this term

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

10.1G El día en el instituto

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

10.1F Las reglas y el uniforme

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

Key Verbs

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

10.1H Lo bueno y lo malo del instituto

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

10.1H Lo Bueno y lo malo del instituto

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

Translation Practice. G – blue F – orange H - Green

Irene _____ porque estudió muy poco	Irene **failed** because she studied very little
No practicamos _____ atletismo.	We don't practise **much** athletics.
Cuando _____ de clase hay mucha gente	When **we change** class there are too many people
No _____ bastantes ordenadores	**We don't have** enough computers
El instituto está _____ lejos	The school is **too** far away
Hay _____ posibilidades de estudiarlo	There are **few** possibilities to study it
Hay ____ llevar uniform	**You have to** wear a uniform
No _____ usar el móvil	**We cannot** use mobile phones
No _____ fumar	You **must** not smoke
Me gustaría _____ para ir al colegio	I would like **to put makeup on** to go to school
Soy educado y _____	I am polite and **considerate**
Odio _____ los deberes en casa	I hate **doing** homework at home
Hay muchas _____ entre los dos	There are many **differences** between the two
Las aulas _____ ser más grandes	The classrooms **ought** to be bigger
Debería _____ más ordenadores	There ought **to be** more computers
Deberían _____ una piscina	They ought **to build** a swimming pool
He _____ mis estudios	I have **finished** my studies
Han _____ a casa	They have **returned** home

Key Questions: Answer the following in your own words. Use these model answers

¿Qué crees que es lo peor / lo mejor aspecto del instituto?	El mejor aspecto del colegio es … porque … El peor aspecto del colegio es … porque …
¿Qué cambiarías de tu colegio si tuvieras la oportunidad?	Si tuviera la oportunidad, cambiaría/me gustaría cambiar las reglas. Me gustaría cambiar el uniforme porque me parece que es tan feo, me gustaría cambiar las reglas porque son demasiadas estrictas, me gustaría cambiar unos profesores porque son tan antipáticos
En tu opinión, ¿cuáles son las características más importantes de un buen profesor?	En mi opinión, un buen profesor es siempre simpático, nunca malhumorado, es de vez en cuando gracioso, es comprensivo y cariñoso, es siempre alegre y no es nunca antipático
¿Cómo es tu colegio, las reglas, los edificios, las instalaciones?	Mi colegio es un colegio grande que tiene circa ochocientos alumnos. Está en las afueras de Swindon en los barrios de Pinehurst y Penhill. Tenemos una biblioteca nueva, una cantina acogedora, un patio grande … En el colegio no debes comer chicle, no debes acosar, no tienes que gritar, no deberías comportarse mal… En el colegio tienes que comportarse bien, llevar el uniforme, ir al baño solo durante el recreo, llegar al colegio a hora ….

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
Perfect Tense *('have done…')* Formed with the verb '**haber**':	Formed with the verb '**haber**': he, has, ha, hemos, habéis, han + past participle: -ar: **-ado** -er/ir: **-ido** e.g. *He estudiado = I have studied*

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

Key Verbs

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

What we are learning this term:

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

6 Key Words for this term

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

11.1F ¿Trabajar o estudiar?

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

11.1G ¿Qué voy a hacer?

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

11.1H ¿Vale la pena ir a la universidad?

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

11.1H ¿Vale la pena ir a la universidad?

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

Translation Practice. G – blue F – orange H - Green

Spanish	English
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

Question	Model answer
¿Qué vas a hacer/estudiar/trabajar cuando termines en el colegio/ si sacas buenas notas?	Si saco buenas notas/en el futuro .. …voy 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? - ¿Cúal 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 mis idiomas / 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

Topic	Explanation
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

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

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/la cocinero/a	cook
estar en paro	to be unemployed
el ingeniero/a	engineer
el/la 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/la 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

12.1H El trabajo ideal

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

12.1H El trabajo ideal

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

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 extrajero
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.

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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
Conditional Perfect Tense (the 2 tenses put together) "I would have bought…"	habría, habrías, habría, habríamos, habríais, habrían **+ past participle** *E.g. lo habría comprado pero no tenía tiempo –I would have bought it but I didn't have time*

1. Gross Profit Margin

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

2. Net Profit Margin

There are three main types of production:

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

2. Procurement – Working with Suppliers

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

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

8. Placing Strategy – Managing Quality within a Business

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

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

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

A. Finite Resources

Finite resources will eventually run out.

Coal

Advantages	Disadvantages
• Produces high amounts of energy • Enough to last 100s of years	• Produces C02 when burned • Natural land damage from mining

Natural Gas

Advantages	Disadvantages
• Emits less CO2 • UK has shale deposits	• Highly flammable • Pollutes water

Oil

Advantages	Disadvantages
• Produces high amounts of energy • Easy to store	• Creates air pollution • Large impact on nature

Nuclear

Advantages	Disadvantages
• No harmful gases are released • More efficient	• Power stations close after 40yrs • Disposal is difficult & costly

B. CAD

Computer Aided Design

Advantages	Disadvantages
• Can make quick and easy edits • Can be easily shared • High quality	• High start up costs • Need training • Computer issues e.g. freeze

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

Available naturally

Wind

Advantages	Disadvantages
• Constantly available • Low running cost	• High start up • Low wind = no energy • Eyesore

Solar

Advantages	Disadvantages
• Reduces energy bills • Clean resource	• High start up • No sun = no energy • Eyesore

Tidal

Advantages	Disadvantages
• Long lasting • Clean resource	• High start up • Unknown impact

Hydro Electricity

Advantages	Disadvantages
• No pollution • Values can be opened quickly	• Affects wildlife through flooding • Eyesore

Biomass

Advantages	Disadvantages
• CO2 released used by plants • Replacements can be grown	• Creates pollution when burned • Takes up land needed

D. Electronic Systems

Input / Sensor

Light-dependent resister (LDR) – *changes with light*	
Thermistor *- changes with temperature*	
Piezoelectric Sensor *- changes with sound / electric energy*	

Process / Control Device

Switch *- turn on and off power*	
Resistor *- to limit flow of current*	
Microcontroller *- programmable decisions*	

Output

Speaker *- releases sound*	
Motor *- releases movement*	
Light-emitting diode (LED) *- releases light*	

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,   s   coat it.

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 _____.
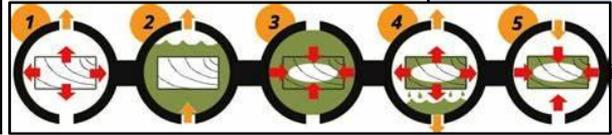
F. Surface Treatments of Timber

Used to _____ and to _____ such as _____

Tanalising / Pressure-treated

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

Pressure-treated timber will have no need to _____, _____, _____, o ____ it.

What we are learning this term:

A. Proteins   B. Carbohydrates   C. Fibre & Water   D. Fats   E. Minerals   F. Vitamins

A. Proteins – contain amino acids

	Used for growth, repair and maintenance of the body.
Source	Seeds, meat, fish, dairy, nuts and beans. **Alternative:** soya, mycoprotein, TVP & tofu.
Excess	Strain on liver and kidneys. These organs process the proteins consumed.
Deficiency	Slows growth, weak immune system, oedema, kwashiorkor, poor hair /skin / nails.
High Biological Value Proteins	**These contain ALL the essential amino acids.** These come from mainly animals sources (as well as soya and quinoa).
Low Biological Value Proteins	**These are missing one or more of the essential amino acids.** These come from plant sources.

Protein Completion: when you combine LBV proteins to get all the essential amino acids.

B. Carbohydrates – used for energy

	Sugars – digested quickly & energy released quickly. Monosaccharides or Disaccharides
Source	Fruit or added to food.
	Starch – digested slowly & energy released slowly. Polysaccharides.
Source	Potatoes, cereals. Have a lot of nutrients & fibre.
Excess	Gets converted into fat (may lead to obesity), tooth decay, type 2 diabetes.
Deficiency	Low blood sugar (hunger, dizziness, tiredness), body starts to use up fat & protein (weight & muscle loss).

Glycaemic Index (GI): show how quickly carbohydrates affect blood sugar levels.

D. Fats

	Needed for vitamins, insulation (warmth) and protecting your bones & organs, making cholesterol.

Saturated Fats	Unsaturated Fats
Usually come from animal sources	Mostly from vegetable sources.

Excess	Obesity, Type 2 Diabetes, higher Cholesterol (increased risk Coronary Heart Disease).
Deficiency	Vitamin deficiency, weight loss, less insulation / bone & organ protection.

E. Minerals

Calcium	Strong bones & teeth, healthy nerves & muscles, blood clotting
Iron	Forms part of haemoglobin in red blood cells
Sodium	Controls body's water content, helps nerves / muscle function
Phosphorus	Healthy bones & teeth
Fluoride	Helps strengthen teeth & prevent tooth decay
Iodine	Helps make some hormones

F. Vitamins

	Micronutrients which help the body to function.

Fat Soluble Vitamins

Found in fatty food. Stored in fat tissue if not used up.

A	For good eyesight, healthy immune system / skin
D	Helps absorb minerals (especially calcium)
E	For healthy skin, eyes & immune system
K	Helps heal wounds, keeps immune system / bones healthy

Water Soluble Vitamins

Vitamins that dissolve in water & lost through urine – need to take daily! They are also lost when fruit and vegetables are exposed to air.

B	Keep the nervous system healthy
B1, B2 & B3	Help with energy release
B9 & B12	Help make red bloody cells.
C	Protects body from infection, heals wounds

Antioxidants

Vitamins A, C & E are antioxidants which may protect cells from **free radicals** - chemicals you encounter every day.

C. Fibre & Water

Fibre	Water
• Helps with digestion • Prevents constipation • Found in fruit, pulses, nuts, veg, wholegrain foods	• Helps get rid of waste & digest food • Controls body temperature • 6-8 glasses of water a day • More during a hot day or exercising

What we are learning this term:

A. Proteins   B. Carbohydrates   C. Fibre & Water   D. Fats   E. Minerals   F. Vitamins

---

A. Proteins – contain amino acids

_____
_____

Source
(?)
_____
_____

Excess
(+)
_____
_____
_____

Deficiency
(−)
_____
_____
_____

High Biological Value Proteins ▲
These _____ essential amino acids.
These come from mainly _____ sources (as well as _____ and _____).

Low Biological Value Proteins ▼
These _____ _____ essential amino acids.
These come from _____ sources.

Protein Completion: _____
_____

B. Carbohydrates – _____

Sugars – digested _____ & energy released _____ _____ saccharides or _____ saccharides

Source
(?)
_____
_____

Starch – digested _____ & energy released _____. _____ saccharides.

Source
(?)
_____
_____

Excess
(+)
_____
_____

Deficiency
(−)
_____
_____

Glycaemic Index (GI): _____
_____.

C. Fibre & Water

Fibre
- _____
- _____
- _____

Water
- _____
- _____
- _____

D. Fats are needed for:

1. _____
2. _____
3. _____

Saturated Fats	Unsaturated Fats
Usually come from _____ sources	Mostly from _____ sources.

Excess
(+)
_____
_____
_____

Deficiency
(−)
_____
_____

E. Minerals

Calcium
_____
_____

Iron
_____
_____

Sodium
_____
_____

Phosphorus
_____

Fluoride
_____

Iodine
_____
_____

F. Vitamins

_____
_____

Fat Soluble Vitamins
_____
_____

A	_____
D	_____
E	_____
K	_____

Water Soluble Vitamins
_____
_____

B	_____ _____
B1, B2 & B3	_____
B9 & B12	_____
C	_____ _____

Antioxidants
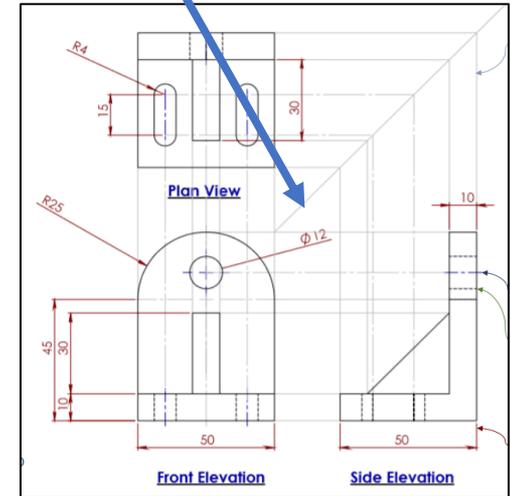_____

E.	**Materials and properties**	
Strength	Ability of a material to withstand compression, tension, torsion, bending, and shear.	
Hardness	Ability to withstand abrasion and wear and tear.	
Toughness	Materials that can withstand impact, or are hard to break or snap are tough & can absorb shock.	
Malleability	Being able to bend or shape easily would make a material easily malleable	
Ductility	Materials that can be stretched along their length are ductile	
Elasticity	Ability to be stretched and then return to its original shape	

▲ Testing for ductility

▲ Testing for malleability

▲ Hardness testing using a centre punch

▲ Toughness testing

▲ Testing the electrical conductivity of a material
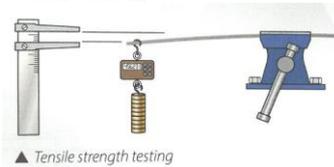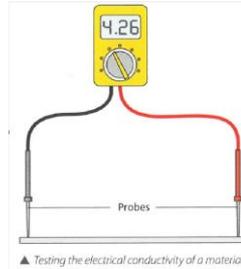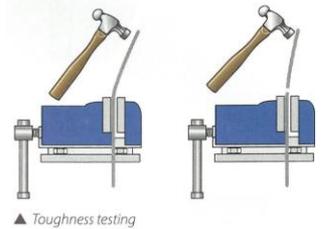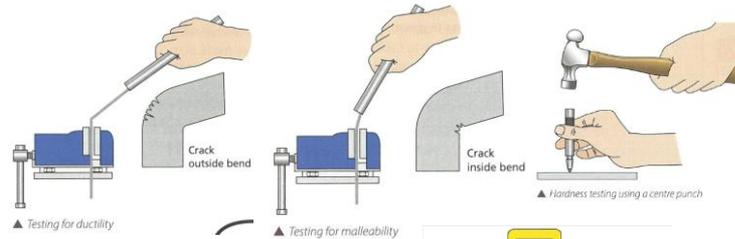
This test can be used to measure elasticity if you measure how much it springs back

▲ Tensile strength testing

Technical drawing questions

Always use pencil and ruler.
Always draw faint guide lines first.
If you are asked to draw isometric, they will give you isometric grid paper. Follow the lines on the grid paper.

Use a 45 degree line to bounce the guidelines from the top view to the side view

Plan View

Front Elevation   **Side Elevation**

|	**Common exam question types**
Identify which tool/ process/ property is needed	Consider the context of the question and underline the key information. If you are stuck on a tool/process question, think back to what we have used in the workshop. State your answer in a few words.
Analyze / evaluate products	Read the context, is it asking you for the pros and cons of the product or to explain how it is constructed? Underline the key words. Key areas to analyse are; structural features, mechanical features, electrical features, material choices, mechanical properties.
Compare / contrast products	Read the context, are they asking you to talk about just the pros and cons or are they talking about how one product is a **development** of the other? Key points: engineers now have a better range of materials to choose from, electronic components are now smaller and more powerful, modern products can be less durable and recyclable, modern designers can use CAD/CAM.
"Describe using notes and sketches" question	Read the question and underline what process they are asking you to describe. What would be reasonable for an engineer to do in that situation? 1.Break your process down into stages – 1.2.3 etc. For example, Stage 1. Place metal in vice 2 Draw quick diagrams of each step with annotations to show meaning 3. Make a list of the equipment needed for the process

Section lines and letters are used to show what the product looks like sliced into by the section line. The section view is labeled with the two letters and solid parts are hatched.

SECTION A-A
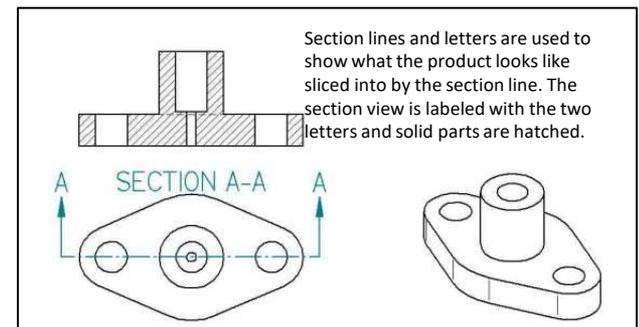
E.	Materials and properties	
Strength		
Hardness		
Toughness		
Malleability		
Ductility		
Elasticity		

Describe using **notes and sketches** the process of testing a tennis racket for elasticity in a school workshop. [6]

Technical drawing questions

1. Complete the orthographic drawing, showing how you used guidelines.
2. Draw the section view

Plan View

R25

Ø12

45
30

10

50

Front Elevation
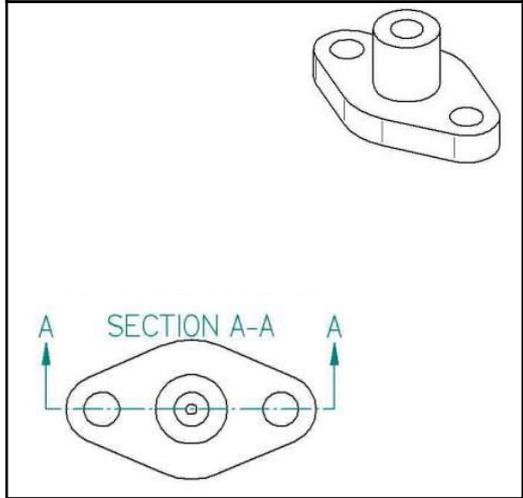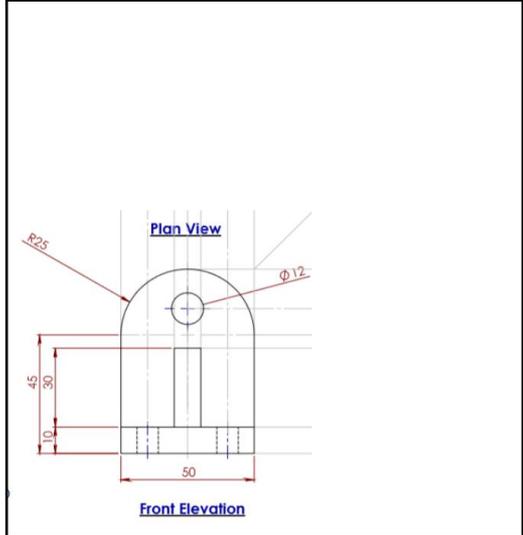
Practice question	Answer
Identify which material properties are most needed for a car tire.	
Developments in technology over recent years have had an impact on society. Discuss the **advantages and disadvantages** of using an electric car	
Below are images of a modern cordless drill and an older mains operated drill. Describe how **modern technology** has made the modern cordless drill...	

A   SECTION A-A   A

Badinerie: Knowledge Organiser

Form and Structure:
The piece is in **Binary Form (AB)**
Section A = 16 bars
Section B = 24 bars
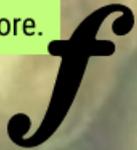Each section is repeated which makes
the overall structure AABB

Context/Background:
Written in **1738-39 by Johann Sebastian Bach**
Baroque Music - last in the suite called
Orchestral Suite no.2

Instrumentation:
Transverse **Flute** (woodwind)
Violin 1, 2 Viola (strings)
Cello and Harpsichord (forming the
basso continuo)

Tonality:
Section A = Bm - A major - F#m

Section B = Fm - Em - D major - G major -
D major - Bm

Melody: built on 2 motifs - **X and Y**

Motif X = disjunct, mix of **semiquavers and
quavers/crotchet** at the end. Mostly descending
arpeggio pattern

Motif Y = mix of **conjunct/disjunct,
semiquavers/quavers** pattern

Dynamics:
Forte
(loud) -
not
marked on
the score.

Texture:
Homophonic = melody and
accompaniment (flute/cello) and
other instruments provide the
harmony

Harmony:
**Diatonic throughout - mix of root
position and inversion chords.**

Neopolitan 6th chord in bar 35 (section B)
.
Both section A and B use **imperfect
cadences and perfect cadences**

Tempo:
Allegro (not on
score)

Metre / Rhythm
2/4 simple duple time which means 2 crotchet beats per bar.

Ostinato rhythms used that form motif x and y, both motifs using quavers and
semiquavers mostly

both sections/motifs begin with an **anacrusis (upbeat)**

Badinerie: Knowledge Organiser Quiz

Question	Answer	Question	Answer
This piece is in Binary form. Explain what binary form means.		Which key term best describes the dynamics (even though they aren't written on the score)	Piano Forte
How many bars long is section A?		How many bars long is section B?	
Each section in Badinerie is repeated, circle the correct symbol that shows this		Which two instruments come together to form the basso continuo?	
Define simple duple time		Both motifs begin with an anacrusis, what does this mean?	
State the name of the Minor key this piece of music is in		Section A modulates through which key? Underline the correct answer	A minor A major D major G major
Give an appropriate tempo for this piece		What year was this piece composed?	
Which two note values form the basis of motif X and Y.		From which larger work does this belong to?	
Section A begins in B minor (tonic) and ends in F# Minor, state the relationship between these two keys.		Give the full name of the composer of this piece.	

Africa: Knowledge Organiser

Tempo:
The tempo of the song is **moderately fast**

Metre and Rhythm:
2/2 time signature (cut/split common time) - which means 2 minim beats per bar
Distinctive **ostinato rhythms** for both riff a and b, using almost only quavers and constant **syncopation**
Vocal rhythm in the verse is **syllabic with occasional melissma** at the end of the lines

Texture:
Homophonic (melody and accompaniment) throughout

Instrumentation:
Rock Band set up including drum kit (and additional percussion), lead guitar, synthesizer, male vocals, backng vocals and bass guitar

Dynamics:
Mezzo-forte (medium loud) for most of the song, choruses are **forte** (loud)

Tonality and Harmony:

Much of the song is in **B major** (Verses etc)
Choruses are in **A major**

Harmony is diatonic throughout

Melody/Pitch:
Mainly **conjunct (step)** with wide vocal range throughout (2 octaves) and vocal improvisations at the end (chorus 3 and outro)

Riff b - uses E major pentatonic scale.

Structure:

Piece is strophic (verse/chorus form)

Verse / Chorus Form:

Intro	Bars 1 – 4	4 bars
Verse 1	Bars 5 – 39	35 bars
Chorus 1	Bars 40 – 57	18 bars
Link 1	Bars 58 – 65	8 bars
Verse 2	Bars 14 – 39	26 bars
Chorus 2	Bars 40 – 57	18 bars
Link 2	Bars 58 – 65	8 bars
Instrumental	Bars 66 – 82	17 bars
Chorus 3	Bars 40 – 92	22 bars
Outro	Bars 93 – 96	4 bars

Background / Composers:
Soft Rock song, composed by David Paich and Jeff Porcaro in 1981, released 1982

Harmony:

Diatonic; mixture of root position and inverted chords.

Riff a can be heard during the intro, verses, link sections, instrumental and outro. This riff uses a three-chord pattern: **A – G#m – C#m**.
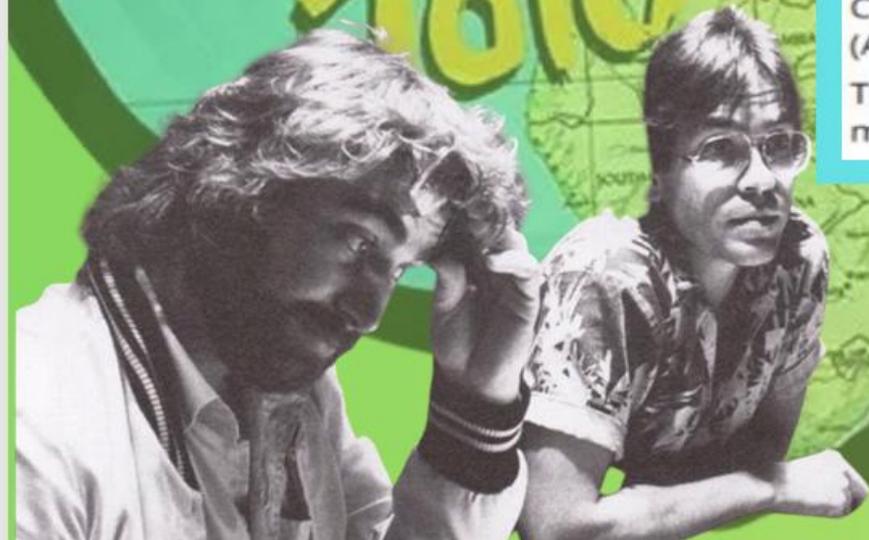

Choruses use a standard chord pattern: **vi** (F#m) – **IV** (D) – **I** (A) – **V** (E).

The **harmonic rhythm** (the rate of chord change) is mostly once per bar.

Africa: Knowledge Organiser Quiz

Question	Answer	Question	Answer
Identify the time signature of the piece	4/4 3/4 2/2 2/4	Give the year the piece was recorded	
Identify the tempo for this piece		What type of ensemble performs this piece?	
Underline the style of music for this piece	Rock/Soft Rock Hip Hop Soul Pop	Identify and underline the riff below: 	Riff A Riff B
Underline the tonality/Key used in the verses	B Major A Major	List 4 instruments in this piece	
Underline which rhythmic device is used for Riffs A and B	Sequence Imitation Ostinato	List the sections of the piece where Riff A can be heard	
Give the tonality/Key of the chorus		Identify the texture of the piece	
Identify the dynamics used in the verses		Which note value is commonly used in both riff a and riff b?	
Give the names of the band members who composed this piece.		State the dynamics that are used in the chorus	

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

75

What we are learning in LAA:

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

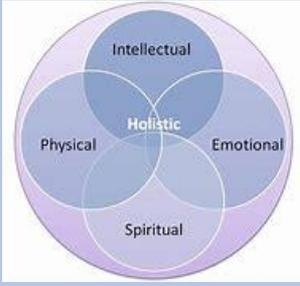| A.	Key words for this Unit
Genetic inheritance	The genes a person inherits from their parents
Predisposition	Someone is more likely to suffer from a particular condition
Chronic	Gradual illness that is long term (longer than 3 months) and generally can be treated but not cured
Acute	A short-term illness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

B	Definitions of heath and well-being

Positive Definition	Looks at how physically fit and mentally stable a person is. You have a positive attitude towards health and wellbeing if you realise that there is something you can do to improve your health and wellbeing and do it.
Negative definition	Looks at the absence of physical illness, disease, and mental distress. You have a negative attitude towards your health and wellbeing if you: • Base your attitude on not having anything wrong with you. • Continues as you are- Inc. keeping bad habits like smoking. • Assume that because you currently feel fine you will stay healthy in the future.
Holistic definition	It is a combination of physical health and social and emotional wellbeing. It is not just the absence of disease or illness; it looks at all aspects of a person's health and wellbeing. You have a holistc attitude towards health and wellbeing if you look after your:

	• **Physical Health:** Be meeting the needs we have to keep our bodies working as well as they can, e.g. Food, water, shelter, warmth, clothing, rest, exercise and good personal hygiene.
	• **Intellectual health:** By meeting the needs we have to develop and keep our brains working as well as possible; these include mental stimulation to keep us motivated and interested.
	• **Emotional aspects of wellbeing:** By meeting the needs we have that make us feel happy and relaxed, e.g. being loved, respected and secure. Knowing how to deal with negative emotions, having positive self-concept and being respected by others.
	• **Social aspects of wellbeing**: By meeting the needs we have to help us develop and enjoy good relationships with others, including mixing with others in appropriate environments and having access to leisure facilities/ activities.

C.	Genetic inheritance

Inherited physical Characteristics	Genes and environment
• Children inherit their physical; characteristics from their parents e.g. height, skin and eye colour and hair type and colour. • These characteristics can affect social and emotional welling because they influence a person's self-concept (self-image and esteem).	• Chromosomes carry genes that determine aspects of persons physical makeup. • Gene is a section of DNA that carries a code. Different versions of a gene are called **alleles** (they can be faulty). • Environmental factors such as diet, also influence physical appearance. For example, a person may not grow to their full, genetically determined height if they do not have enough food.

Allele type	Dominant: If a gene is dominant a child inheriting it from only one birth parent will have the condition, e.g Huntington's disease.	Effects of inherited disorders	• Physical health: Body systems, growth and mobility • Intellectual welling: learning, thinking, problem solving and decision making. • Emotional wellbeing: how people feel about themselves. • Social wellbeing: the ability to build relationships and maintaining them.
	Recessive: If the gene is recessive a child would only develop the condition if it was inherited from both birth parents, e.g. Cystic fibrosis.		

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

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What we are learning in LAA:
A. Key words B. Definitions of health and wellbeing C. Genetic inheritance

A.	Define the key words for this Unit
Genetic inheritance	
Predisposition	
Chronic	
Acute	
Monitor	
Person-Centred	
Bereavement	
Circumstances	
Physiological	
Interpret	
Collaboratively	
Obstacles	
Goal	
Norm	
Targets	

B		Definitions of heath and well-being
Positive Definition	👍	
Negative definition	👎	
Holistic definition		**Definition:**
		• **Physical Health:**
		• **Intellectual health:**
		• **Emotional aspects of wellbeing:**
		• **Social aspects of wellbeing:**

C.	Genetic inheritance		
Inherited physical Characteristics		**Genes and environment**	
• •		• • •	
Allele type	Dominant: Recessive:	Effects of inherited disorders	• • • •

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

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What we are learning in LAA:

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

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

E	Chromic or Acute Illness

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

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

Possible negative effects of chronic illness

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

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

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

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

D.	Balanced diet
What is a balanced diet?	
Overweight or underweight may:	
Essential parts of a healthy diet:	
Est well guide says you should eat:	
If you eat **more** than you need:	
If you eat **less** than you need	

E	Chromic or Acute Illness	
Chronic illness-		Acute illness-
Explanation:		

Possible negative effects of chronic illness	
Physical:	Emotional:
Intellectual:	Social

F.	What are the effect of exercise?	
Positive effects of exercise	**Physical:** **Intellectual**:. **Emotional**: **Social**:
Negative effects of exercise	**Physical:** **Intellectual**:. **Emotional**: **Social**:

G.	What are the effect of excessive substance use?	
Negative effects of excessive alcohol consumption	**Physical:** **Intellectual**:. **Emotional**: **Social**:

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What we are learning in LAA:

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

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

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

I.	What are the effects of stress on health and wellbeing

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

J.	What are the hazards of Smoking

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

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

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

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

The hazards of smoking

Conditions such as:
• stroke
• gum disease.

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

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

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

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

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

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What we are learning in LAA:

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

J.	What are the hazards of Smoking- **draw out the mind map in the space below:**

H.	The effects of social interactions on wellbeing
Social integration	
Social isolation	

Positive effects of relationships	**Physical:** **Intellectual:**. **Emotional:** **Social:**
Negative effects of social isolation	**Physical:** **Intellectual**:. **Emotional**: **Social**:

K.	What are the effects of Personal Hygiene?
Positive effects of good personal hygiene	• • • **You must:** • • • •
Negative effects of poor personal hygiene	**Physical:** **Emotional**: **Social**:
When caring for others:	• • •

I.	What are the effects of stress on health and wellbeing

Physical effects	Intellectual effects	Emotional effects	Social effects

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

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What we are learning in LAA:

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

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

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

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

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

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What we are learning in LAA:

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

L.	What are the barriers to seeking help.
Culture	
Gender	
Education	
Stigma	

M.	What are the effects of unexpected life events on health and wellbeing	
Life event	Positive Effects:	Negative Effects:
Imprisonment		
Redundancy		
Exclusion or dropping out of education		

N.	What are the effects of economic factors (e.g, income) on health and wellbeing	
	Positive Effects:	Negative Effects:
Physical		
Intellectual		
Emotional		
Social		

O.	What are the effects of expected life events on health and wellbeing	
Life event	Positive Effects:	Negative Effects:
Starting school, college or uni		
Start a new job or career		
Moving to a new house or area		
Retirement		

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

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What we are learning in LAB:

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

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

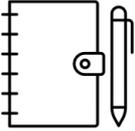| B.	• **What are health indicators?**
Importance of understanding indicators	• Detect health problems at an early stage • Track improvements or deterioration in health • Make recommendations about health and treatments • Give advice about future health risks • Support individuals to make different lifestyle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

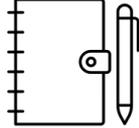| C.	Interpreting lifestyle data
Interpreting data on smoking	• Smoking causes around 96,000 deaths in the UK annually. • Smoker under the age of 40 are 5 times more likely to have a heart attack than non-smoker. • Smoking causes 80% of deaths from lung cancer, 80% of bronchitis and 14% of deaths from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

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What we are learning in LAB:

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

A.	Physiological health indicators
Pulse	**Resting pule rate** : **Pulse rate during exercise:**
Blood pressure	• • • •
Peak flow	• •
BMI	•

B.	• What are health indicators?
Importance of understanding indicators	
What are lifestyle indicators?	
What are physiological indicators?	

C.	Interpreting lifestyle data
Interpreting data on smoking	
Interpreting data on alcohol	
Interpreting data on inactivity	

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

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

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

C.	Recommended action to meet health and wellbeing improvement goals

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

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

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

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

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

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

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What we are learning in LAC:

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

A.	What is a person-centred approach.
Person-centred approach	
When planning for health improvements include:	
Benefits of person-centred approach:	

B.	Health improvement plan
What is it?	
The plan will identify:	
Positive effects of a health improvement plan	

C.	Recommended action to meet health and wellbeing improvement goals
To lower blood pressure:	To reduce BMI:
To increase peak flow reading:	To reduce pulse rate and improve recovery time after exercise:

D.	SMART targets for health improvement plan
Specific	
Measurable	
Achievable/ attainable	
Realistic	
Time-related	

E.	Sources of support
Informal support	
Professions (formal) support	
Voluntary support	

F.	What are the potential obstacle to implementing plans?
Emotional/ psychological- Lack of motivation	• A conflict between choices such as worrying that giving up smoking could result in weight gain • Other priorities in a person's life- such as getting married or bereavement. • Having negative attitude- believing change will be too difficult • Lack of progress for example losing eight quickly in the first weeks but then slowing down. • Having a blip- thinking there is no point in continuing the plan after briefly returning to an old lifestyle.
Emotional/ psychological- Low Self-concept	• People with low self-concept don't value themselves, • Feel powerless to change their lifestyle or that there's no point in starting because the task seems too big. • Some thin that because they were unsuccessful in other aspects of their life, they won't achieve their health goals. • They may not feel they have support and approval from family and friends even if they really do.
Emotional/ psychological- Acceptance of the current state	• People my accept their present health problems or lifestyle choices, as it Is easier to stay the same than to make changes. • Have no incentive to make a change because they do not understand the health risks. • Have no desire to change, for example, if they are happy with their weight or don't want to give up smoking.
Time constraints	People find that they do not have the time to achieve their health improvements targets because of: • Care of young children, family members that are not well. • Regular and additional work and study commitments • Domestic chores • Medical appointments
Availability of resources	Financial obstacles: • Gym memberships, entry fee for a swimming pool • Cost of attending exercise classes • Cost of travel to the gym. pool or to attend health appointments • Higher costs of some healthy foods. • Lack of and the cost of exercise equipment
Unachievable targets	• Expectations too high • Targets are not suitable for the individual • Targets are not clear • Fear of not being able to meet targets • There are too many targets • Not being in the right frame of mind to commit • Timing is wrong/poor to the plan, e.g. due to depression.
Lack of support	• Diet- find it difficult if a person on a healthy eating plan is surrounded by others that eat junk food or tempted by the chocolate and biscuits in the cupboard, Family and friends go out for meals instead of doing other activities. • Smoking- friends and family smoking and offering them cigarettes. Lacking will power to quit. • Alcohol consumption- someone that is used to drinking with family and friends will find it difficult to stop without their support. It would be hard to quit if the family and friends drink wine with their meals, friends centre a night out around heavy drinking at pubs and clubs.
Ability, disability and addiction	• Understand what they need to do • Learn how to make the required changes in their lives. • Any places the person uses are wheelchair accessible • Any exercise advised is wheelchair friendly. • If stop smoking, then can put on weight- put people off. • Like the way alcohol makes them feel but cant admit that they have a problem

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

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F.	What are the potential obstacle to implementing plans?
Emotional/ psychological- Lack of motivation	
Emotional/ psychological- Low Self-concept	
Emotional/ psychological- Acceptance of the current state	
Time constraints	
Availability of resources	
Unachievable targets	
Lack of support	
Ability, disability and addiction	

G.	What are the possible obstacles to accessing services?		
Type of obstacle	Possible obstacles	Suggestions to overcome obstacles
Geographical		
Financial		
Psychological		
Physical		
Personal needs		
Resources		