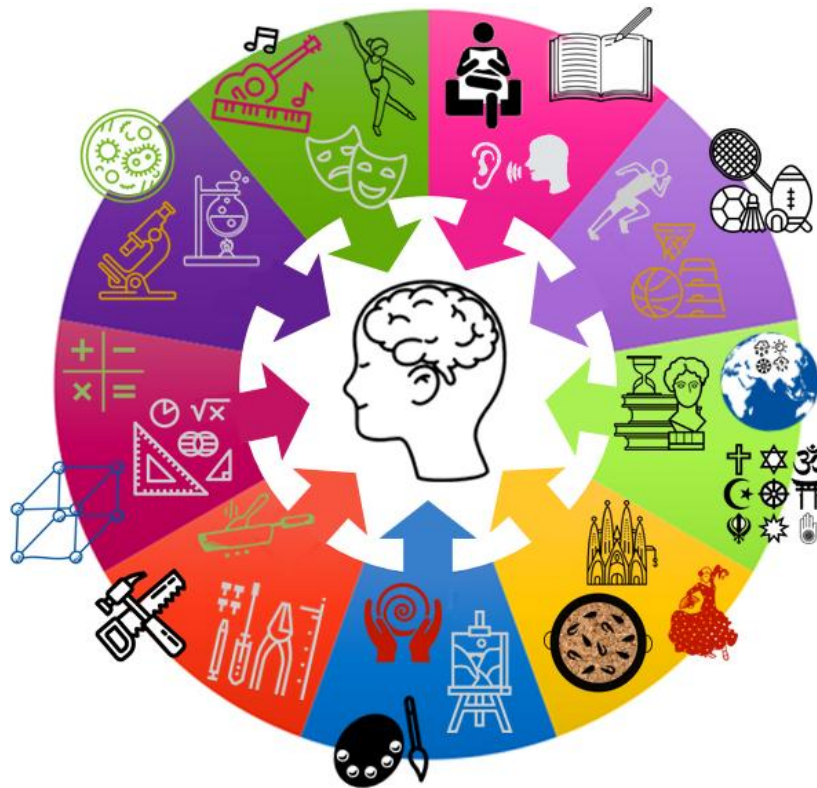


100% book – Year 10 Foundation

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

Term 6



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."

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

Knowledge Organisers

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

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

Quizzable Knowledge Organisers

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

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

Top Tip

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

Expectations for Prep and for using your Knowledge Organisers

1. Complete all prep work set in your subject prep book.
2. Bring your prep book to every lesson and ensure that you have completed all work by the deadline.
3. Take pride in your prep book – keep it neat and tidy.
4. Present work in your prep book to the same standard you are expected to do in class.
5. Ensure that your use of SPAG is accurate.
6. Write in blue or black pen and sketch in pencil.
7. Ensure every piece of work has a title and date.
8. Use a ruler for straight lines.
9. If you are unsure about the prep, speak to your teacher.
10. Review your prep work in green pen using the mark scheme.

How do I complete Knowledge Organiser Prep?

Step 1

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

The image shows the Epraise website interface. On the left is a 'Planner' for the week of 20th May to 26th May 2020, with columns for Sun, Mon, Tue, Wed, Thu, and Fri. The main area displays a 'Knowledge Organiser' for 'Year 7 Term 1 Science/Physics: Topic 10: Particles'. It includes sections for 'What is particle theory?', 'What is the law of conservation of mass?', and 'What are the different changes of state?'. There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 2

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

This image shows a printed knowledge organiser page with handwritten notes. At the top, the date '29th May 2020' and the title 'Particle theory' are written. The page contains sections for 'What is particle theory?', 'What is the law of conservation of mass?', and 'What are the different changes of state?'. Below these are diagrams of particle arrangements for solid, liquid, and gas states, and a diagram showing energy changes during state transitions.

Step 3

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

Handwritten notes on lined paper summarizing particle theory. The notes include the date '29th May 2020', the title 'Particle theory', and definitions for the three states of matter: 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

Step 4

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

Handwritten notes showing the definition of solid written three times: 'Solid = regular pattern particles vibrate in fixed position'.

Step 5

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

This image shows a printed quizzable knowledge organiser page with handwritten answers. The questions are: 'What is the law of conservation of mass?' (Answer: Self quizzing), 'What are the different changes of state?' (Answer: Arrangement/movement of matter), 'What are the different states of matter?' (Answer: Solid = regular pattern, Liquid = , Gas =). There are also diagrams of particle arrangements for solid, liquid, and gas states.

Step 6

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

Handwritten notes showing the definition of solid and liquid with checkmarks. The notes include the date '29th May 2020', the title 'Particle theory', and definitions for the three states of matter: 'Solid = regular pattern particles vibrate in fixed position', 'Liquid = particles are arranged randomly but are still touching each other. Particles can slide past each other and move around.', and 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy'.

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

KS4 MACBETH Foundation

1. Context

Playwright: Shakespeare (April 23rd 1564-April 23rd1616)
Dates: written around 1606
Published: in 'the First Folio, 1623
Era: Jacobean
Genre: Tragedy = *A play ending with the suffering and death of the main character.*
Set: Scotland,
Structure: Five Act Play

Macbeth. The plot is partly based on fact. Macbeth was a real 11th Century king who reigned Scotland from 1040-1057. Shakespeare's version of the story originates from the Chronicles of Holinshed (a well known historian). The play was most likely written in 1606 – the year after the Gunpowder Plot of 1605 – and reflects the insecurities of Jacobean politics.

The Divine Right of Kings says that a monarch is not subject to earthly authority and that they have the right to rule directly from the will of God. It implies that only God can judge an unjust king and that any attempt to depose, dethrone or restrict his powers runs contrary to the will of God and may constitute a sacrilegious act. The action of killing a king is called regicide and is considered a terrible crime.

King James I of England (and VI of Scotland) came to the throne in 1603 following the death of Queen Elizabeth I. The play pays homage to the king's Scottish lineage. The witches' prophecy that Banquo will found a line of kings is a clear nod to James' family's claim to have descended from the historical Banquo. James was convinced about the reality of witchcraft and its great danger to him leading to witch trials. The play is probably not written simply to please James, but certainly looks at relevant ideas.

Shakespearean Tragedy. Macbeth is one of Shakespeare's tragedies and follows specific conventions. The climax must end in a tremendous catastrophe involving the death of the main character; the character's death is caused by their own flaw(s) (hamartia) yet the character has something the audience can identify with.

The Great Chain of Being was a belief in a strict religious hierarchy (see key vocabulary) of all things which was believed to have been decreed by God. This idea was important in Elizabethan and Jacobean beliefs. The chain starts from God and progresses downward to angels, demons (fallen/renege angels), stars, moon, kings, princes, nobles, commoners, wild animals, domesticated animals, trees, other plants, precious stones, precious metals, and other minerals.

Conventions of a Shakespearean Tragedy

A **tragic hero** who falls from greatness through a flaw of their own character.

Hamartia – the flaw in the tragic hero that destroys them.

A **hero of status** – the central characters are people of importance, with power and status to lose.

External conflict – his tragedies feature conflict between characters, and always lead to death.

Internal conflict – there are frequent moments of self-doubt or internal torment.

Supernatural elements – Many of Shakespeare's tragedies feature supernatural influences.

2. Key Characters

Macbeth: The eponymous protagonist is the tragic hero of this play. He is both ambitious and ruthless. He falls from loyal and respected warrior to a paranoid, tyrannical king, before dying in battle in Act V.

Lady Macbeth: A strong, ambitious and manipulative woman who exerts pressure on Macbeth to pursue his ambition of becoming king by murdering Duncan. Unable to deal with the guilt of these actions and is driven to madness and suicide.

The Witches / Weird Sisters: Supernatural and manipulative beings who seem to be able to predict the future. They are unearthly and omniscient.

Banquo: Macbeth's close friend and ally is astute and loyal. Macbeth sees him as a threat. He is virtuous, admired by audiences, and mistrustful of the supernatural witches.

Duncan: King of Scotland at the beginning of the play. He is a virtuous, strong and respected leader, held up as the model of good kingship by others in the play. He is murdered by Macbeth in Act 2.

Macduff: A soldier who is loyal to Duncan and is suspicious of Macbeth. His family is murdered by Macbeth's soldiers and he eventually exacts revenge by killing Macbeth. He was born by caesarian section and therefore was "not of woman born".

Malcolm: Duncan's son and next in line to the throne. He is described as a good man in the play.

3. Central Themes

Ambition
The play is about the corrupting power of ambition. Both Lady Macbeth and Macbeth are urged to action by the prophecies of the witches, but they still commit their crimes themselves because they want greater power. Their ambition leads them to violence and death.

Kingship and Tyranny
The play contrasts the kind and wise rule of Duncan, who is described as a virtuous (good) king, with the brutal rule of Macbeth, who quickly becomes called a tyrant. The play shows how Macbeth has no divine right to rule and upsets the natural order by killing Duncan.

Order and Disorder
The play subverts the natural order of the world. Macbeth's actions are based on a supernatural belief in a prophecy. It depicts an anarchic world: Macbeth inverts the order of royal succession; his wife inverts the patriarchal hierarchy; the unnatural world disrupts the natural. The disruption underpins the conflict that is not only external and violent but internal as Macbeth and his wife come to terms with what they've done.

Appearance and Reality
Characters in the play are often not what they seem. Lady Macbeth and Macbeth are duplicitous towards Duncan, the witches equivocate (not say what they really mean) and cannot be trusted, Lady Macbeth seeks to manipulate Macbeth.

4. Key Vocabulary

tyrant	cruel leader
duplicious	deliberately dishonest
equivocation	a half truth
regicide	the act of killing a king
sceptical	someone who is unconvinced or doubtful
conflict	a serious disagreement or argument
valiant	great courage in the face of danger
ephemeral	lasting a very short time
transient	something that lasts for a short amount of time
androgyny	of indistinct gender
melancholy	deep sadness
emasculate	to deprive a man of his stereotypical role
catalyst	speeds up a reaction
sacrilege	destruction of something holy
motif	repeated image

5. Key Terminology, Symbols and Devices

Motif	A recurring image or idea that has symbolic importance. The best example in Macbeth would be blood.
Soliloquy	When a character is alone on stage and speaks their thoughts aloud to themselves.
Iambic Pentameter	A line of a play or poem that has ten syllables organised into five pairs of syllables, where the second in each pair is emphasised. e.g. "When you durst do it then you were a man"
Foreshadowing	When a hint or warning is given about a later event.
Dramatic Irony	When a character is unaware of something that the audience is aware of, so they don't know the full significance of their words.
Symbolism	When something symbolises a set of ideas e.g. "The raven himself is hoarse" – raven symbolic of death, supernatural.
Aside	When a character pauses in a conversation to speak only to the audience or another character, unheard by the rest.

KS4 MACBETH Foundation

1. Context

Playwright: Dates: Published: Era: Genre: Set: Structure:	Macbeth.
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The Divine Right of Kings	King James I of England (and VI of Scotland)
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Shakespearean Tragedy.	The Great Chain of Being
------------------------	--------------------------

Conventions of a Shakespearean Tragedy

A tragic hero.	Hamartia –	A hero of status –
External conflict –	Internal conflict	Supernatural elements –

2. Key Characters

Macbeth:
Lady Macbeth:
The Witches / Weird Sisters:
Banquo:
Duncan:
Macduff:
Malcolm:

3. Central Themes

Ambition	
Kingship and Tyranny	
Order and Disorder	
Appearance and Reality	

4. Key Vocabulary

tyrant	
duplicious	
equivocation	
regicide	
sceptical	
conflict	
valiant	
ephemeral	
transient	
androgyny	
melancholy	
emasculate	
catalyst	
sacrilege	
motif	

5. Key Terminology, Symbols and Devices

Motif	
Soliloquy	
Iambic Pentameter	
Foreshadowing	
Dramatic Irony	
Symbolism	
Aside	

T6 Y10a2-b4 Science KO P5 – Forces

Scalar and Vector Quantities

Scalar quantities – have **magnitude** only
e.g. temperature, mass and speed.

Vector quantities – have both **magnitude** and **direction**
e.g. velocity, displacement.

Vectors can be shown using **arrows**:

Size of arrow = magnitude of the quantity

Direction of arrow = direction of quantity

Contact and Non-Contact Forces

Force = a push or pull that acts on an object due to interaction with another object.

All forces are either:

- **Contact forces** – objects are physically touching
e.g. friction, air resistance, tension and normal contact force.

- **Non-Contact forces** – objects are physically separated
e.g. gravitational force, electrostatic force and magnetic force.

- Forces are **vectors** – shown by arrows.



Gravity

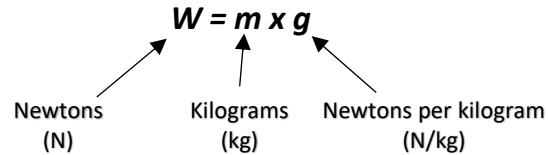
Weight is the **force** acting on an object due to gravity.

- Gravity close to Earth is due to the gravitational field.

- Weight of an object depends on the gravitational field strength at the point where the object is.

Weight can be calculated using:

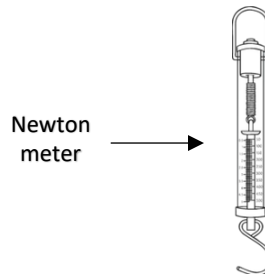
weight = mass x gravitational field strength



- Earth's gravitational field strength = 9.8 N/kg

- Weight of an object can be considered to act at a single point = object's '**centre of mass**'

- Weight can be measured using a **newton meter**.



Resultant Forces

Resultant force = The sum of all forces or overall force acting on an object



Bike is being pushed forward with a force of 13N but there are resistive forces of 13N backwards.

Resultant force = 0N

What happens to the motion depends on what the bike was doing before these forces were applied:

- If the bike was stationary, it will stay stationary
- if the bike was moving, it will continue to move at a constant velocity



Car is being pushed to the left by a force of 350N. It is also pushed to the right by 500N.

Resultant force is: 500N – 350N = 150N

What happens to the motion depends on what the car was doing before these forces were applied:

- If the car was stationary, it will **accelerate** to the right
- If the car was already moving to the right, it will move faster (**accelerate**)
- If the car was moving to the left (ie reversing), it will slow down (**decelerate**)

T6 Y10a2-b4 Science KO P5 – Forces

1. What is a scalar quantity?
2. Give 2 examples of a scalar quantity.
3. Give 2 examples of a vector quantity.
4. Give 2 examples of a vector quantity.

1. What is a force?
2. Describe what is meant by a 'contact force'
3. Give 2 examples of contact forces.
4. Give 2 examples of non-contact forces.
5. Are forces scalar or vectors?

1. Define weight.
2. What does the weight of an object depend on?
3. Give the equation which links gravitational field strength, mass and weight?
4. What is 'centre of mass'?
5. How can weight be measured?
6. What is the value for Earth's gravitational field strength?

1. What is a resultant force?
2. What happens to a moving object if the forces are balanced?
3. What does 'decelerate' mean?
4. If an object is stationary and there is a 0N resultant force, what happens to the object?
5. What is needed to make an object accelerate?

T6 Y10a2-b4 Science KO P5 – Forces

Vector Diagrams (HT only)

- Used to calculate resultant forces that are not acting directly opposite each other, on a straight line.

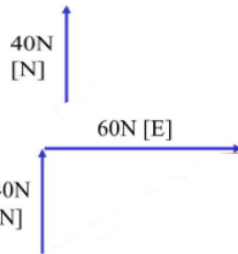
Rules ('tip to tail'):

- Draw first vector to scale, in the direction stated
- Draw second vector, from the tip of the first one in the direction stated.
- Join the two lines in a triangle and measure the resulting line
- Convert length to force using your scale – this is the resultant force

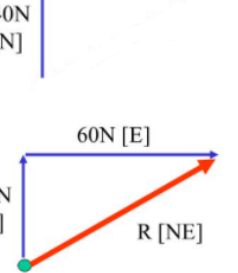
Example:

Two forces act on an toy boat - 40N acting north, 60N acting East. Calculate the resultant force and state the direction.

1. Draw the first vector to scale



2. Draw 2nd vector from tip of the first one. Again, to scale.



3. Join the two lines. Measure the resulting line.

Resultant force = 72N NE

Work done and Energy Transfer

- When a force acts on an object and makes it move – **work is done**.

Work done = energy transferred

Work done is calculated by:

$$\text{work done} = \text{force} \times \text{distance}$$

$$W = F \times s$$

Joules (J) Newtons (N) Metres (m)

- One joule of work is done when a force of one newton causes a displacement of one metre.

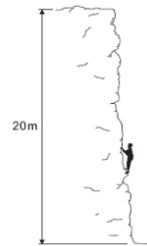
- 1 joule = 1 newton-metre

e.g A climber and his gear weigh 750N Calculate the energy transferred top of the cliff

$$W = F s$$

$$W = 750 \times 20\text{m}$$

$$W = 15000\text{J}$$



- Work done against the frictional forces acting on an object causes a rise in the temperature.



Forces and Elasticity

- When work is done on an elastic object (e.g. stretching or compressing a spring), energy is stored as elastic potential energy.

Elastic deformation:

- When force is applied, object changes shape and stretches.
- When the force is no longer applied, object returns to original shape.

Inelastic deformation = stretched beyond limit – will not return to original shape and size.

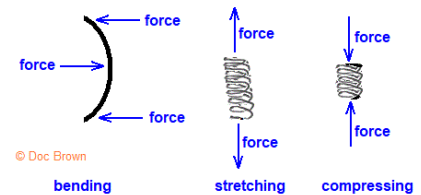
Force = spring constant x extension

$$F = k \times e$$

Newtons (N) Newtons per metre (N/m) Metres (m)

Two forces are needed to stretch or compress

Forces acting on an elastic material (steel strip, spring)



Work done in stretching (or compressing) a spring:

elastic potential = 0.5 x spring constant x (extension)²
energy

$$E_e = \frac{1}{2} \times k \times e^2$$

T6 Y10a2-b4 Science KO P5 – Forces

1. What are vector diagrams used to calculate?

2. Where do you draw the second force from?

3. Two forces act on a boat, pulling it along. The first force is 3N North and the second is 4N East. Follow the rules and draw the forces acting from the point of origin below:

●
4. What is the resultant force on the boat?

1. When is work done?

2. Give the equation which links distance, force and work done?

3. What is work done the same as?

4. Complete this sentence: One joule of work is done when...

5. What is the relationship between joules and newton-metres?

6. What does work done against the frictional forces acting on an object cause?

1. When an elastic object is stretched or compressed, which energy store is filled?

2. What is 'elastic deformation'?

3. What is 'inelastic deformation'?

4. What happens to a stretched spring when the force is removed?

5. What is the equation linking extension, force and spring constant

6. How many forces are needed to stretch or compress an object?

T6 Y10a2-b4 Science KO P5 – Forces

Required Practical

Aim: Investigate the relationship between force and extension for a spring (or any elastic object, eg elastic band)

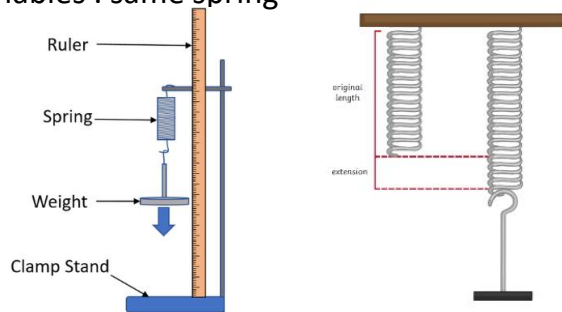
Method

1. Hang a spring from a clamp and stand
2. Measure original length of the spring and record this.
3. Attach a 100g mass – record the new length of the spring.
4. Continue adding 100g masses recording the length each time, up to a total of 500g.
5. Work out the extension for each mass using:
final length – original length
6. Repeat steps 1-5 twice and calculate a mean
7. Plot a line graph with extension (m) on the x-axis and force (N) on the y-axis.

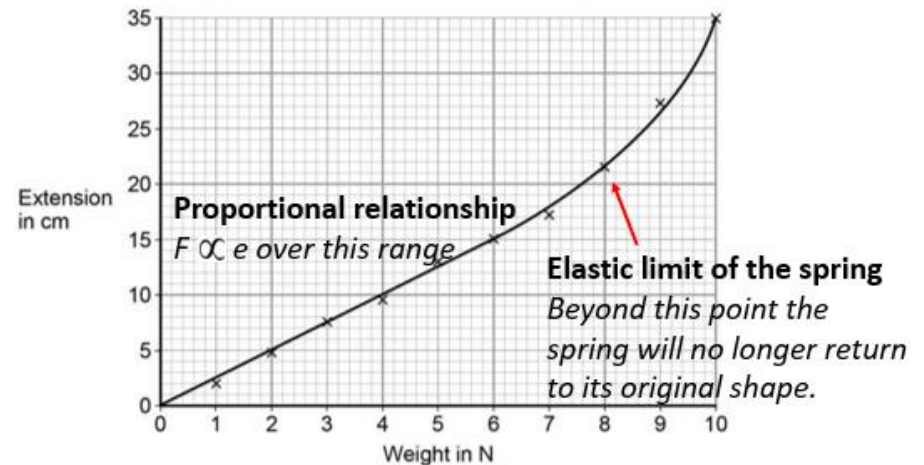
Independent variable : mass on the spring

Dependent variable : extension of the spring

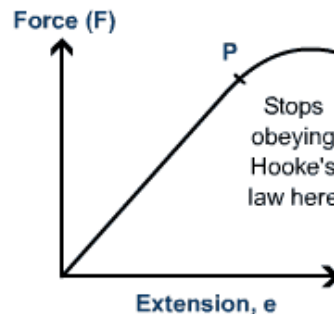
Control variables : same spring



Results :



- There is a proportional relationship (shown by a straight line through the origin) at first.
- This means: **Force \propto Extension** ($F \propto E$)
- However, there comes a point when the 'elastic limit' of the spring is reached. This is also known as the **limit of proportionality**.
- If more force is applied after this, relationship is **no longer proportional**.
- After this point, the spring will not return to its original shape and size when the force is removed.

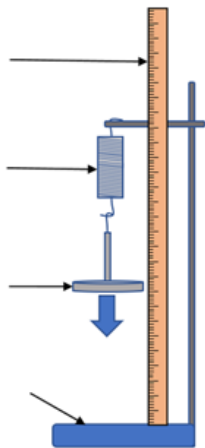


You may see the graphs with the axes switched – with extension on X and force on Y.

gradient of linear part = spring constant, k, for the spring being used.

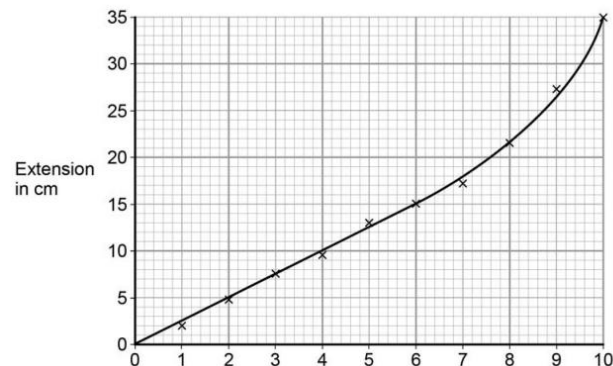
T6 Y10a2-b4 Science KO P5 – Forces

1. What is the independent variable in the investigation into the effect of force on extension of a spring?
2. What is the dependent variable?
3. How is the dependent variable measured?
4. What range of masses could be used?
5. Label the equipment used to investigate the stretching of a spring below:

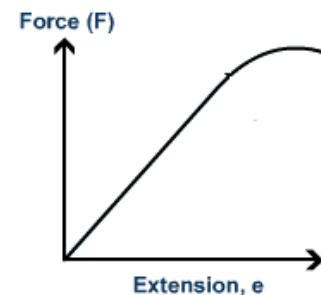


6. Why are repeated readings taken for each mass?

1. Label the X axis for the graph below, including units



2. Label the part of the graph that shows force is directly proportional to extension
3. Label the limit of proportionality for this spring
4. What is the symbol for 'proportional'?
5. How could you use a graph like this to calculate the spring constant of this spring?



1. The UK's diverse landscapes

Term	Definition
Relief	Shape of the land.
Upland areas	Land over 200m. Highlands. Steep.
Lowland areas	Land below 100m. Flat or rolling hills

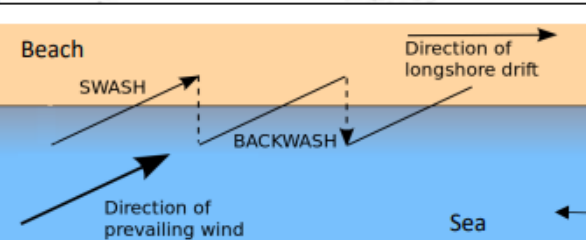


2. Waves

Term	Definition
Swash	Movement of the water UP the beach in the direction of the prevailing wind.
Backwash	Movement of water DOWN the beach at right angles (90°) due to gravity.
Constructive waves	Build up the beach. Strong swash. Weak backwash. Low height, long wave length. Low frequency.



Destructive waves	Erode the coast. Weak swash. Strong backwash. Tall height, short wave length. High frequency.
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3. Processes

Sub-aerial processes (above the sea)

Weathering

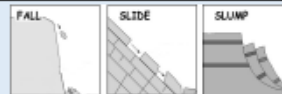
Wearing away of rocks in situ. Material not removed.

Mechanical weathering The breaking down of rock without changing its composition. Freeze thaw.

Chemical weathering The breaking down of rock caused by chemicals. (e.g. weak acid rain).

Mass movement

The downhill movement of material under the force of gravity.



Rockfall Free fall of rocks under force of gravity.

Sliding Material collapsing in a straight line.

Slumping Downward rotation of sections of cliff along a slip plane. Worse when saturated.

Marine processes

Erosion

The wearing away and removal of material by a moving force such as a breaking wave.

Hydraulic power The sheer force of the water compressing air into cracks causes bits to break off.

Abrasion Sediment scraping against the cliff (like sandpaper) removing small pieces.

Attrition The 'smashing' of sediment against each other to become more rounded.

Solution Chemical erosion caused by the dissolving of rocks by sea water.

Deposition


Dropping of material Occurs when there is a loss of energy. e.g.. Sheltered bays, when the wind drops.

Transportation

Longshore drift Zig zag movement of sediment along the coastline.

4. Erosional landforms

Headlands and bays

- Step 1 Discordant coastlines have alternating bands of more resistant (chalk) and less resistant rock (clay). 
- Step 2 The less resistant rock is **eroded** faster through **abrasion**, creating bays.
- Step 3 The more resistant rock **erodes** slower and is left jutting out to sea forming a headland.

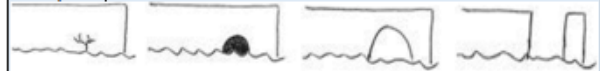
Wave cut platforms

- Step 1 Waves **erode** cliff base between high+ low tide
- Step 2 **Abrasion** create a wave cut notch which enlarges over time.
- Step 3 The rock above the notch is unsupported so will collapse due to **gravity (mass movement)**.
- Step 4 Cliff **retreats**, leaving a wave cut platform (the un-eroded original cliff left behind).



Cave, arch, stack

- Step 1 **Hydraulic power** enlarges cracks in headland
- Step 2 Over time they turn into a cave.
- Step 3 Back of cave is deepened by **abrasion** until it **erodes** through the headland > arch.
- Step 4 **Weathering** and **erosion** wear away at the arch until it eventually collapses (gravity).
- Step 5 A stack is formed.



Example of a UK coastline. Dorset coastline.

Headlands and bays	Swanage Bay, Durlston Head
Wave cut platform	Kimmeridge
Arch	Durdle Door (concordant)
Stack	Old Harry

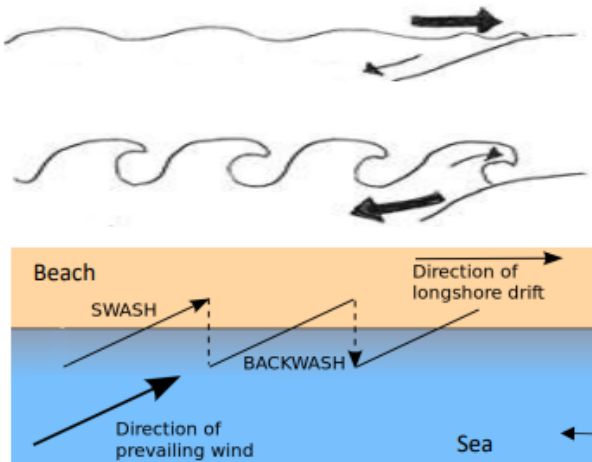
1. The UK's diverse landscapes

Term	Definition
Relief	
Upland areas	
Lowland areas	



2. Waves

Term	Definition
Swash ↗	
Backwash ↘	
Constructive waves	
Destructive waves	



3. Processes

Sub-aerial processes (above the sea)	
Weathering	
Mechanical weathering	
Chemical weathering	
Mass movement	
Rockfall	
Sliding	
Slumping	
Marine processes	
Erosion	
Hydraulic power	
Abrasion	
Attrition	
Solution	
Deposition	
Dropping of material	
Transportation	
Longshore drift	

4. Erosional landforms

Headlands and bays	
Step 1	
Step 2	
Step 3	
Wave cut platforms	
Step 1	
Step 2	
Step 3	
Step 4	
Cave, arch, stack	
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
Example of a UK coastline. Dorset coastline.	

5. Depositional landforms

Beaches Swanage

Step 1	Beaches form when deposition occurs.
Step 2	There needs to be a source of sediment nearby like soft cliffs.
Step 3	Constructive waves deposit material in sheltered areas like bays.

Sand dunes Studland

Step 1	Wind blows sand up the beach (saltation).
Step 2	Obstacles such as seaweed cause the wind speed to decrease resulting in deposition .
Step 3	Over time sand dunes build up and are colonised by marram and lyme grass.
Step 4	This vegetation stabilises the sand dunes.

Spits Sandbanks

Step 1	Longshore drift transports sediment along the coast in the direction of the prevailing wind (swash and backwash).
Step 2	Where the coastline changes direction...
Step 3	Sediment is deposited in calm weather out to sea.
Step 4	Can form a hooked end and a salt marsh behind the spit where it is sheltered.



Bar

Step 1	When a spit joins two headlands.
Step 2	A lagoon forms behind the bar.



6. Coastal management

Hard engineering

Man made structures built to control the sea. Reduces flooding and erosion.

Strategy	Explanation	Costs	Benefits
Sea walls	A hard wall made out of concrete that reflects waves back out to sea	Expensive (£2000 per/m). Life span 75 years.	Prevents erosion / flooding. Often protects tourist resorts.
Rock armour	Boulders piled up along the coast. These erode rather than the coast.	Boulders can be moved by waves and need replacing.	Gaps allow water through, reducing wave energy. Cheap
Gabions	Wire cages filled with rocks at the base of cliffs. Absorb wave energy.	Ugly to look at. £100 per/m Metal corrodes over time.	Cheap and easy to build. Reduce erosion.
Groynes	Wooden fences at right angles to the coast, preventing sand moving by longshore drift = wider beach.	Starve beaches further along the coast = more erosion there. Life span only 25 years	Stops longshore drift removing beaches. Fairly cheap.

Soft engineering

Schemes set up using a natural approach to managing the coast.

Strategy	Explanation	Costs	Benefits
Beach nourishment	Sand and shingle from elsewhere is added to beaches. Wider beaches stop erosion and flooding	Needs redoing every 5 years. Sand has to be brought from elsewhere. Expensive.	Blends with existing beach. Larger beaches = tourists.
Reprofiling	Sediment is redistributed from the lower part to the upper part of the beach. Increases gradient.	Only works if wave energy is low. Needs to be redone lots.	Cheap and simple. Reduces energy of the waves.
Dune regeneration	Creating or restoring sand dunes by nourishment or planting marram grass to stabilise the sand	Protects only a small area. Areas zoned off from public which is unpopular.	Sand dunes create a barrier between the sea and land. Stabilisation is cheap.

Managed retreat <small>Coastal realignment</small>	Remove current defences, allow sea to flood the land behind. Over time land becomes a marshland.	Land is lost = conflict (farmers) Salt water can negatively impact existing ecosystems.	Cheap and easy. Doesn't need maintenance. New habitats created.
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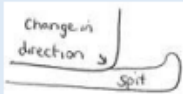
7. An example of a coastal management scheme


What?	Reasons for management	Management strategy	Effects and conflicts
Bournemouth Beach Management Scheme. Aim: Hold the line and protect tourism.	Coastline would erode at a metre a year. Beach important for tourism (£413million). 3114 homes at risk from collapsing cliffs.	3 phases costing £50 million. HARD: Replaced or added 53 groynes. SOFT: 3 lots of replenishment, every 5 yrs	✓ Beaches = More tourists = 9000 jobs ✗ Barton on Sea at risk from erosion. ✗ Conflict: locals vs construction.

5. Depositional landforms

Beaches Swanage	
Step 1	
Step 2	
Step 3	

Sand dunes Studland	
Step 1	
Step 2	
Step 3	
Step 4	

Spits Sandbanks	
Step 1	
Step 2	
Step 3	
Step 4	

Bar	
Step 1	
Step 2	

6. Coastal management

Hard engineering			
Man made structures built to control the sea. Reduces flooding and erosion.			
Strategy	Explanation	Costs	Benefits
Sea walls			
Rock armour			
Gabions			
Groynes			

Soft engineering			
Schemes set up using a natural approach to managing the coast.			
Strategy	Explanation	Costs	Benefits
Beach nourishment			
Reprofiling			
Dune regeneration			

Managed retreat Coastal realignment			
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7. An example of a coastal management scheme

What?	Reasons for management	Management strategy	Effects and conflicts

1. What is development?

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

Ways to classify the world

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

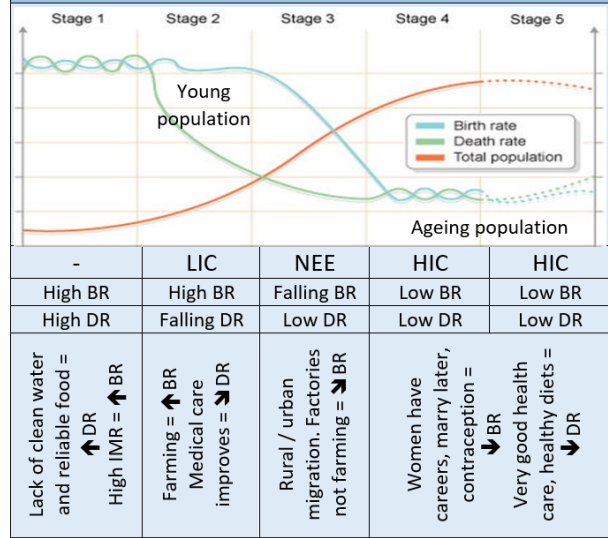
5. Consequences of uneven development

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

2. Measuring development

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

3. Demographic Transition Model



4. Causes of uneven development

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

1. What is development?

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

Ways to classify the world

LIC	
NEE	
HIC	
Brandt line	

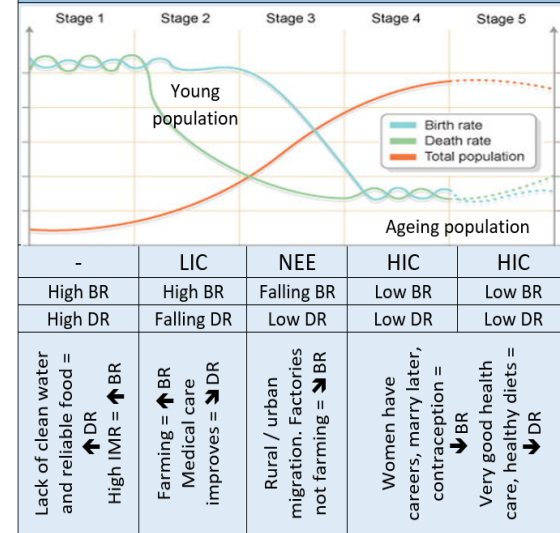
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Disparities in wealth	
Disparities in health	
International migration	

2. Measuring development

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

3. Demographic Transition Model



4. Causes of uneven development

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

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

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

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

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

Knowledge Organiser: Early Elizabethan England
KT3: Elizabethan Society in the Age of Exploration 1558-88

Elizabethan Society in the Age of Exploration 1558-88

1 Elizabeth's reign was a time of expansion with growth in many different areas of society and life.

Key events

2 1563 Statute of Artificers

3 **1570** Norwich Survey

4 **1572** Vagabonds Act

5 **1576** Poor Relief Act

6 **1580** Drake returns from circumnavigating the globe with spices, treasure and tales of Nova Albion.

7 **1584** Raleigh begins planning new colonisation attempt by sending a fact finding mission to Virginia.

8 **1585** Colonists set sail for North America and begin the English colonisation of Virginia.

9 **1586** Surviving colonists abandon Virginia and return to England

10 **1587** New group of colonists arrive in Virginia and establish colony at Roanoke

11 **1590** English sailors arrive at Roanoke only to find it abandoned

Key Concepts

12 **Education** – Expanded during Elizabeth's reign but it was expensive and mostly for boys. The large majority of people were illiterate.

13 **Pastimes** – Theatre thrived. Elizabethan leisure was similar to modern day but sport was much more violent.

14 **Population Growth** – During the reign of Elizabeth, population grew by as much as 35%. Food prices rose, wages fell and enclosure brought problems. The urban poor grew and poverty was a real problem.

15 **Exploration** by Drake led to conflict with Spain over the New World.

16 **Attitudes** – Unemployment was recognised as a genuine issue.

17 Poverty was an issue that Elizabeth wanted to address.

Key Words

18 **Social mobility** Being able to change your position in society.

19 **Humanists** Believed that learning was important in its own right and not for just practical reasons.

20 **Grammar schools** Private schools set up for boys considered bright who largely came from well off families in towns.

21 **Corporal punishment** Punishment which causes physical pain.

22 **Apprentice** Someone learning a trade or a skill.

23 **Petty schools** Set up in a teacher's home. For boys.

24 **Dame schools** Set up in a teacher's home. For girls.

25 **Pastimes** Activities for leisure.

26 **Mystery plays** Plays based on the Bible and saints' stories.

27 **Globe** Shakespeare's theatre.

28 **Alms** Charity

29 **Poor relief** Financial help.

30 **Itinerants** People who had moved from their home parishes looking for work.

31 **Enclosure** The process of replacing large, open fields that were farmed by villages with individual fields belonging to one person.

32 **Rural depopulation** When the population of the countryside falls as people move away in search of a better life.

33 **Subsistence farming** Growing just enough to feed the family but not to sell.

34 **Vagabonds** Homeless people without jobs who roamed the countryside begging for money or perhaps committing crimes in order to survive.

35 **Economic recession** When a fall in demand leads to falling prices and businesses losing money.

Knowledge Organiser: Early Elizabethan England
KT3: Elizabethan Society in the Age of Exploration 1558-88

Key Words		
36	Deserving poor	People unable to work because of illness or old age.
37	Idle poor	People who were fit to work but didn't.
38	Triangular trade	Route from Europe to Africa to the Americas.
39	Quadrant/ Astrolabe	Used by sailors to help with navigation at sea.
40	Cartographer	Map maker.
41	Galleons	Ships that were much larger than traditional trading ships.
42	Colonies	Land under the control or influence of another country.
43	Monopoly	When one person or company controls the supply of something.
44	Nova Albion	Region named by Drake, probably north of modern day San Francisco.
45	Walter Raleigh	Explorer who encouraged colonists to Virginia.
46	Barter	To exchange goods for other goods.
47	Manteo and Wanchese	Two native American Indians who came back to England.
48	Native Americans	People who lived in the New World before the colonists.



Keywords	
Tawhid	The belief in Islam that there is only one God who created everything
Omnipotent	God is all powerful and "has power over everything"
Immanent	God is active in the world and involved in its' creation.
Transcendent	God is outside of time and space. God cannot age or die or be located in one place.
Beneficent	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: Risalah	Belief in prophethood: the chain of messengers from Adam to Muhammad	"We sent messengers to every community" Surah 16
3: Adalat	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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> The Sunnah covers many areas of life It provides a guideline for Muslim life There is a Sunnah for everything



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

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

B.	5 Roots of Usul Ad-Din	

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

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

C.	Sunnah and Hadith	



D.	<i>Risalah (Prophethood)</i>	E	<i>Torah, Psalms and Gospels</i>
What is it	<ul style="list-style-type: none"> • 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) 	Psalms (Zabur)	<ul style="list-style-type: none"> • The Psalms of Dawud are a collection of prayers to Allah • They contain lessons of guidance for the people
Why are prophets important?	<ul style="list-style-type: none"> • Prophets are guided by Allah • Their love of Allah stops them from sinning • Some prophets are messengers who have been given revelation of news 	Gospel (Injil)	<ul style="list-style-type: none"> • 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
Adam	<ul style="list-style-type: none"> • 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 	Torah (Tawrat)	<ul style="list-style-type: none"> • 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"
Ibrahim	<ul style="list-style-type: none"> • 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 	Scrolls of Ibrahim	<ul style="list-style-type: none"> • Revelations received by Ibrahim on the first day of Ramadan • Contained stories about worship and reflection • Not a book, individual revelations

F.	<i>The Nature of Allah</i>
Tawhid	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Allah is outside of the universe • Not limited by time or space
5: Beneficence	God has love and good will
6: Mercy	<ul style="list-style-type: none"> • "In the name of Allah, the most compassionate, the most merciful" • God is forgiving and caring
7: Fairness and justice	<ul style="list-style-type: none"> • 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.	<i>Risalah (Prophethood)</i>	E	<i>Torah, Psalms and Gospels</i>
What is it		Psalms (Zabur)	
Why are prophets important?		Gospel (Injil)	
Adam		Torah (Tawrat)	
Ibrahim		Scrolls of Ibrahim	

F.	<i>The Nature of Allah</i>
Tawhid	
2: Omnipotent	
3: Immanence	
4: Transcendent	
5: Beneficence	
6: Mercy	
7: Fairness and justice	



Year 10 GCSE Religious Education KO - Islam Beliefs



G.	<i>Qur'an</i>	I.	<i>Angels</i>
Revelation	<ul style="list-style-type: none"> 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. 	What are they?	<ul style="list-style-type: none"> 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
Authority	<ul style="list-style-type: none"> It is the direct word of Allah so it has His authority It is without error and remains in its' original form A written book was needed to formalise the religion 	What do they do?	<ul style="list-style-type: none"> 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
What does it contain?	<ul style="list-style-type: none"> 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 	Jibril	<ul style="list-style-type: none"> 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
Supreme authority	<ul style="list-style-type: none"> 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 	Mika'il	<ul style="list-style-type: none"> 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.	<i>Day of Judgement, paradise and Hell</i>	J.	<i>Al Qadir</i>
What will happen?	<ul style="list-style-type: none"> Muslims believe Judgement day will come on a Friday (Adam was created on a Friday) It will be announced by Israfil's trumpet Allah will refer us to the book of deeds to justify damnation or salvation Humans will go to paradise or Hell 	E.	<i>Muhammad</i>
Jannah	<ul style="list-style-type: none"> 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 	Why was he chosen?	<ul style="list-style-type: none"> 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" <ul style="list-style-type: none"> 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
Entry to Jannah	<ul style="list-style-type: none"> "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" 	What did he do as a prophet?	<ul style="list-style-type: none"> He became the ruler of Madinah and set up the first Islamic community He converted the people of Makkah to Islam
Jahannam	<ul style="list-style-type: none"> 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 	Why is Muhammad important?	<ul style="list-style-type: none"> 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.	<i>Qur'an</i>	I.	<i>Angels</i>
Revelation		What are they?	
Authority		What do they do?	
What does it contain?		Jibril	
Supreme authority		Mika'il	

K.	<i>Day of Judgement, paradise and Hell</i>	J.	<i>Al Qadir</i>
What will happen?			
Jannah		E.	<i>Muhammad</i>
Entry to Jannah		Why was he chosen?	
Jahannam		What did he do as a prophet?	
		Why is Muhammad important?	



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



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



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

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

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

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



<i>The 5 Pillars - Zakah</i>	
The role of giving alms	
The significance of giving alms	
Khums	

<i>The 5 Pillars - Sawm</i>	
The role of fasting	
The significance of fasting	
Reasons for fasting	
Night of power	

<i>The 5 Pillars - Hajj</i>	
The role of pilgrimage	
The significance of pilgrimage	
Actions	

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

39. Stakeholder

Stakeholders are the people or groups with an interest in the success or failure of an organisation.

Types of stakeholders & their typical objectives:**Business owners & shareholders**

Interested in the business being successful and making a profit.

Staff/managers

Interested in having job security, career development, fair wages etc.

Customers

Interested in getting an honest and fair deal from a business.

Local Community

Interested in honest and fair dealing/co-operation with the organisation with regards to local employment and environment.

Local Government

Interested in employment plans, location plans and business ability to pay tax.

Pressure Groups

Interested in fair and ethically correct business practices.

40. Types of technology used in business

Technology is used in different aspects of business:

E-commerce: Allows businesses to sell their products online and reach a wider audience of potential customers with lower costs.

Social Media: Allows a business to communicate and interact directly with customers.

Digital Communication: E-mail allows customers to contact a business personally and directly.

Payment Systems: Online payment systems (eg, Paypal) allow all types of businesses to access their payments fast and easily.

41. How does technology influence business activity?

Sales can increase as a result of e-commerce because customers can access products or services 24 hours a day, 7 days a week. New technology drives innovation to create new products or services and this can increase sales of new products.

Costs can be reduced through advertising online through websites, e-mail newsletters, and via social media. Costs can also be reduced through manufacturing efficiency and being able to find the best deal on raw materials online.

The 4 P's are affected by different types of technology.

Product = New technologically advanced product or a new method of production.

Promotion = Digital marketing can improve the effectiveness of marketing and is cheap.

Place = Products can be sold online and can be accessed by customers worldwide.

42. Retail Legislation

Legislation	Law's passed by acts of parliament. Too many rules that impact on a business from operating as the owner would like are known as " Red Tape ".
Consumer Rights Act 2015	<ul style="list-style-type: none"> • Goods must be fit for purpose and free from defects. • The buyer has the right to get their money back or have their product repaired at the seller's expense. • Any issues are to be dealt with by the seller and not the manufacturer.
Trade Descriptions Act	<ul style="list-style-type: none"> • Trader's can not use false or misleading statements. • Labels must not be misleading.
Other acts of legislation:	Consumer credit act 1974, The weights and measures act 1985, The food safety act 1990.

43. Recruitment Legislation

Employees are protected from being exploited in the work place.

Equality Act 2010	Organisations must consider all job applicants equally <u>in regards to</u> gender, age, skin colour etc.
Equal Pay Act 1970	Organisations must pay workers fairly and can not discriminate <u>in regards to</u> gender, age or skin colour etc.

44. The Economy

The economy is the collection of business transactions that take place throughout the country, throughout the year.

Interest rates.	The amount that a lender charges per year to someone who has borrowed money. This is measured as a percentage.
Exchange rates	The value of the pound (£) measured by how much foreign currency can be bought per pound (£).
Recession	A downturn in sales and output throughout the economy, often leading to rising unemployment.
Inflation	The rate in which prices are rising from the same time last year.

39. Stakeholder	
Types of stakeholders & their typical objectives:	
Business owners & shareholders	
Staff/managers	
Customers	
Local Community	
Local Government	
Pressure Groups	

40. Types of technology used in business	
Technology is used in different aspects of business:	
E-commerce:	
Social Media:	
Digital Communication:	
Payment Systems:	
41. How does technology influence business activity?	

42. Retail Legislation	
Legislation	
Consumer Rights Act 2015	
Trade Descriptions Act	
Other acts of legislation:	

43. Recruitment Legislation	
Employees are protected from being exploited in the <u>work place</u> .	
Equality Act 2010	
Equal Pay Act 1970	

44. The Economy	
The economy is the collection of business transactions that take place throughout the country, throughout the year.	
Interest rates.	
Exchange rates	
Recession	
Inflation	

45. Changes in interest rates

Interest rates change depending on how confident a lender is on the state of the economy. If the economy is strong the % rates are low, if the economy is weak then % rates are high.

Effects of lower interest rates:**Increased customer spending:**

Customers are happy to spend money more confidently because they will pay less in interest and are more likely to have an excess in disposable income.

More favourable borrowing:

Businesses can borrow money from lenders at a lower rate of interest.

Effects of higher interest rates:**Reduced customer spending:**

Customers are unlikely to spend money confidently because they will pay more in interest on loans and mortgages. Customers are more likely to have a lack of disposable income.

Less favourable borrowing:

Businesses will be charged higher interest rates on any money they have borrowed.

46. Changes in exchange rates

Exchange rates change depend on the supply and demand for different currencies. This is based on how well a country's economy is performing.

Effects of a strong pound (£):

Imported goods become cheaper to buy, Products being exported become more expensive abroad.

Effects of a weak pound (£):

Imported goods become more expensive to buy, products being exported become cheaper abroad.

47. External Influences

External influences can impact a business significantly. Business owners are often powerless to control how and when these influences can impact on business.

Typical external influences

- **Technology** – Technology changes all the time and it can affect how customers buy from a business, how products are made or even how a business is expected to communicate with customers.
- **Legislation** – New laws are created by government to protect consumers, employees and business activities from unethical, unsafe or undesirable working practices. Some legislation can be perceived as being a barrier to easy business and is known as “Red Tape”.
- **Economic Climate** – Businesses need to be able to react to changes in the economy. If customers are feeling unconfident in their ability to spend money because of a weak economy, then this could affect a business's ability to generate sales. If exchange rates change, a business will need to deal with the consequences of higher costs or lower demand abroad.

1. Methods of growth

When a market is growing, it is important for a business to grow in order to retain market share.

Method of growth	Explanation
Internal/organic growth	A business can grow by creating new products, entering new markets, increasing their advertising and opening new premises.
External/inorganic growth	A business can grow by merging with another company or by winning a takeover of another company.

2. Finance for growth

A business must find sources of capital to pay for growth.

Term:	Definition:
Internal sources of financing.	A business can use 'retained profit' (capital they have saved from profit) or they could 'sell assets' (selling old or unused machinery/equipment). Internal sources of funding are from an <u>internal sources</u> such as an existing business owner or the business itself rather than from someone or an organisation outside of the business.
External Sources of financing.	A business could take out a loan (loan capital), <u>or</u> sell shares (share capital). External sources of funding are from an <u>external sources</u> such as a bank or an investor rather than from the business owners or the business itself.

3. Why do aims & objectives change?

As businesses evolve, they need to adapt their aims and objectives to changing circumstances.

Changing market conditions	Controlled by customer behaviour, what do customers want?
Changing technology	As technology changes, business needs to adapt to how customers use technology.
Changes in performance	If costs increase, the chances are the profit margin of the business will decrease. A business needs to be clear on whether they are aiming for quality or price.
Changes in legislation	If the law changes, this can bring uncertainty as the business may have to stop manufacturing/selling a certain product or be unable to predict future trends.
Internal Reasons	Changes in management or changes to the culture of the company.

3. Why do aims & objectives change?

How objectives change as business evolve

Objective	Explanation:
Focus on survival	If a business is experiencing cash-flow difficulties or if a business fails to adapt to changes in customer trends, they may focus on survival.
Entering or leaving markets	If the business is not finding their time in a market successful, they may alter their objectives to leave a particular market and join another, or they may choose just to enter another market <u>in order to</u> grow.
Workforce size	If an increase in productivity is required, it may be beneficial to hire more workers. Equally, if costs are too high the business may find themselves with the objective to reduce a workforce.

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4. Globalisation

The increasing tendency for countries to trade with each other and to buy global goods such as Coca-Cola or services such as Costa Coffee.

Imports

Goods brought into one country from another.

Exports

Goods sold to one country from another

4. Globalisation

Barriers to trade **Definition: Measures put in place by a government to control the numbers of goods imported into a country.**

Tariffs Import taxes – taxes on imported goods.

Trade blocs An agreement between some countries to trade freely without any tariffs, but countries not within the agreement will be charged tariffs.

5. Ethics & business

How the behaviour of a business is judged against human morals.

Term	Definition
Fair Trade	A global scheme that states that farmers or producers are paid a fair price for their goods. Business costs are higher, but customers will pay more for Fair Trade products.
Environmental	Businesses are constantly monitored for their environmental impact. Behaving in an environmentally ethically manner means to not pollute or damage the local/national/global environment – sea, land or sky.
Labour	Human morals dictate that a business should pay its workers fairly and that working conditions should be safe and clean. If a business sub-contracts work to international manufacturers in Asia, human morals dictate that those workers of the contractor are paid fairly and work in safe, clean conditions also.

Pressure Group	An organisation or organised group of workers who seek to influence government policy, legislation or business behaviour.
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Sustainability	Whether or not a resource will run out in the future. A sustainable resource will not. Human morals dictate that a business operates in a sustainable way – using sustainable raw materials.
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GCSE Unit 8 SPANISH Knowledge organiser.
Topic Holidays and Travel



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

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 flies
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

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 refinera (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

Key Verbs				
Quedarse To stay	To go	To summer holiday	Hacer – to do/make	Volar _____
Me quedo _____	Voy I go	I summer holiday	Hago _____	I fly _____
Te _____ You stay	Vas _____	Veraneas _____	_____ - You do	Vuelas _____
_____ queda He/she/it stays	_____ s/he goes	_____ He/she summer hol	Hace s/he does	Vuela He/she/ it flies
Nos quedamos We stay	Vamos They go	Veraneamos We summer hol	_____ We do	_____ We fly
Se _____ They stay	_____ They go	_____ They summer hol	Hacen They do	_____ 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

8.1F ¿Dónde te alojas?
el abrebotellas _____ _____ tin-opener
el aeropuerto _____ _____ on the right
a la izquierda _____
el albergue juvenil _____
Alojarse _____ _____ swimming costume
la cama de matrimonio _____
camping campsite, camping
la estación de servicio _____
la estrella _____ _____ awful, terrible
el folleto _____
la gasolina (sin plomo) _____
el guía / la guía _____
la guía _____ _____ (doble/ (double/single) room individual)
la llave _____ _____ to get wet
la oficina de turismo _____
el papel higiénico _____
_____ state-owned hotel (in Spain)
el pasaporte _____
_____ boarding house, B & B
ponerse en camino _____
_____ unfortunately
la recepción _____ _____ reservation
el saco de dormir _____
los servicios _____
la tarjeta de embarque _____
la tienda (de campaña) _____
la taquilla ticket _____

8.1G ¡Me voy de vacaciones!
el aire acondicionado _____
el andén _____
el asiento _____
el autocar _____
el AVE (tren de alta velocidad) _____
_____ plane
_____ cheap
_____ boat
_____ bike, bicycle
_____ car
_____ left-luggage office
_____ cruise
desde luego _____
echar de menos _____
_____ Scotland
_____ narrow
_____ luggage
_____ railway
el invierno _____
la maleta _____
_____ underground
_____ non smoking
el otoño _____
_____ spring
la sala de espera _____
_____ South America
_____ tram
las vacaciones _____
_____ summer
viajar _____
el viaje _____

8.2G ¿En qué región vives?
_____ unemployment
_____ entertainment
_____ crowded
nacer _____
Nací _____
_____ he/she was born
el país _____
pescar _____
_____ river
la sierra _____
_____ so much, so many

8.2F Un folleto turístico
abrir to _____ _____ open
_____ quiet, reserved
cargar _____ _____ to close, shut
_____ cuisine, cooking
_____ to know (a person /a place)
el cultivo _____
_____ entire, whole
gruñón/oña _____
_____ to go for a walk
la mina _____
_____ monastery
el monte _____
_____ sheep
pintoresco _____
_____ to recommend
_____ memory, reminder, souvenir
_____ (de petróleo) (oil) refinery
_____ sunshade, parasol
el taller _____
tranquilo/a _____
_____ cow
_____ valley
el/la visitante _____

8.1H ¿Qué hiciste y qué te gustaría hacer durante las vacaciones?
aburrirse _____ _____ (+ infinitive) to have just (done something)
broncearse _____ _____ to catch, to take
_____ cruise
descansar _____
el esquí acuático _____
_____ foreign
el extranjero (en el __, abroad al __)
Francia _____
_____ brilliant, great
Grecia _____
la insolación _____
_____ island
las Islas Canarias _____
a mediados de _____
_____ Mediterranean
_____ busy, engaged
el oro _____
la plata _____
_____ to return
relajarse _____
_____ sunshade, parasol
_____ changing room, cloakroom
la vida nocturna _____
volver _____
el vuelo _____
colocar to place, _____
la empresa _____
la época _____

8.2H Describiendo tu región
_____ accustomed
to, used (adj) to
la barca pesquera _____
_____ home-made
_____ date (with
someone)
_____ climate



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. licenciatura
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

<u>Aprobar</u> To pass	<u>Elegir</u> To choose	<u>Suspender</u> To fail	<u>Estudiar</u> To study	<u>Pensar</u> 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 than 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 inglés. 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 <i>With this tense, do NOT take the verb ending away but ADD it on to the infinitive.</i>



What we are learning this term:

- A. Food Spoilage B. Enzymes C. Critical Temperatures D. Preparing Food Safely E. Date Marks F. Food Poisoning G. Ambient Foods

A. Food Spoilage	
Most microorganisms are harmless, but pathogenic microorganisms spoil food and cause food poisoning	
Microorganisms need five things to grow:	
	Warm temperature
	Lost of moisture
	Lots of food
	Right pH
	Plenty of time
Bacteria:	Ready-to-eat foods are at high risk of bacteria (moist, high in protein and short shelf life) e.g. cooked foods, dairy products...
Moulds:	Can spoil bread, cheese & fruit . Make food look 'fuzzy' and change the smell and taste.
Yeasts:	Can spoil fruit by fermenting sugars into alcohol & CO2

C. Critical Temperatures	
<p>Cooked food should stay above 63 °C for no longer than 2 hours.</p> <p>Reheat food for minimum 2mins (microwave)</p>	<p>Cook food until core temperature is 75 °C</p> <p>This KILLS all bacteria</p>
<p>Below -18 °C Freezing bacteria makes it become dormant which activates again once defrosted</p>	
<p><i>Defrost meat completely in the fridge 24hours</i></p>	
<p>Keep leftovers covered and tinned foods transferred to separate container.</p>	

D. Preparing Food Safely	
Avoid cross-contamination by following safety & hygiene procedures :	
Preparing	Have good personal hygiene, separate raw & cooked foods, wash veg, clean equipment, sanitise work surfaces, defrost food fully
Cooking	Cook at right temperatures for right amount of time, cook all the way through, use a temperature probes - 75°C
Serving	Serve hot food straight away or keep it above 63°C for up to 2 hours, cool food down within 90mins, keep food covered & dated

E. Date Marks – printed on food packaging	
Use By	Best Before
<ul style="list-style-type: none"> - Short shelf life - Food may not be safe to eat after this date has past 	<ul style="list-style-type: none"> - Longer shelf life - Food may not taste as nice after this date has past
Eggs has a best before date BUT should be treated like a use by date	

F. Food Poisoning – from eating contaminated food		
Symptoms include: sickness, diarrhoea, stomach cramps, fever (<i>even death</i>)		
Campylobacter	2-5 days	Raw or undercooked poultry
E. Coli 0157	1-3 days	Raw beef, unwashed veg
Staphylococcus aureus	1-6 hours	Animals / people e.g. skin, hair
Salmonella	6-72 hours	Raw poultry, eggs
Listeria	Up to 70 days	Soft cheese, pate, shellfish
<ul style="list-style-type: none"> • Milk is pasteurized (heat treated to 72°C) to kill bacteria • Chickens are vaccinated against salmonella to avoid contaminating eggs 		

B. Enzymes – proteins that act as a biological catalysts (which speed up chemical reactions)	
- Make fruit ripen e.g. bananas become soft and sweet	
- Cause food to turn brown e.g. sliced apples or potatoes	
Slow enzymes by adding an acid (to stop browning) or destroy them by blanching (before freezing)	

E. Ambient Foods – safely stored at room temperature	
Should be stored in a sealed container in a cool, dry place. Preservation =	
Freeze-drying	Vacuum Packing
Canning	Using Chemicals

Understanding the effects of engineering achievements

Types of engineering developments

Structural design – the development of components designed to resist or apply **forces**, for example a roller coaster.

Developments include – the use of frames, triangulation and shell structures, the use of CAD to test the structural integrity of a product before manufacture.

Mechanical design – the development of components designed to perform a physical function.

Developments include - Suspension systems, gears and pulleys, chain drives, the use of mechanical advantage.

Electronic design – The development and use of electronic components within products i.e home security systems.

Developments include – smart home devices with connectivity to user's mobile phones, touch screen controls, miniaturization of transistors (smaller and more powerful circuits).

Effects of engineering developments

Frame and shell structures: The introduction of cheap and strong materials led to high-rise buildings, fast construction methods and a broad range of shell-frame products (cars, airplanes).

Development of new materials:

- Some alloys give improved strength and reduced weight
- Smart materials and new alloys increase the range of products that can be designed due to unique properties i.e nitinol is a shape memory alloy
- Complex synthetic materials are difficult or impossible to recycle.

Smart technology:

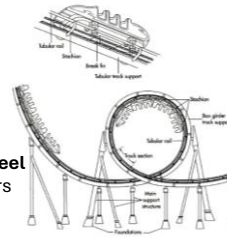
- Smart home products in the home leads to designers focusing on linking more products to Bluetooth/wifi.
- Smart tech can be difficult to repair and become obsolete quickly.

Electronic components:

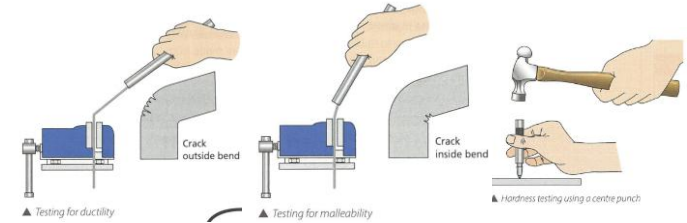
- Miniaturization of circuits makes for smaller and faster products with increased data storage, making them more efficient and reliable.
- The minerals used in complex circuits are finite and difficult to mine, leading to land destruction and pollution. These products are also hard to recycle.



Roller coasters make use of **triangulation** as well as **tubular steel** for high strength. Old roller coasters were made from wooden frame structures.



Performing material property tests



Common design choices in structural engineering

Frame structures

A frame structure is made up of multiple parts joined together.

Most large buildings are built this way using structural steel joists.



Shell structures

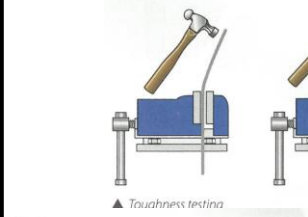
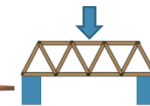
A shell structure is one surface, and gains strength from its form.

This structure is often found in nature, but also in a number of man-made products, the Sydney opera house and coke cans are good examples.



Triangulation

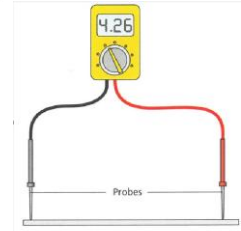
Triangulation involves the use of triangular shapes to give stability to structures. Triangles are particularly good at resisting force applied to compress them.



▲ Toughness testing

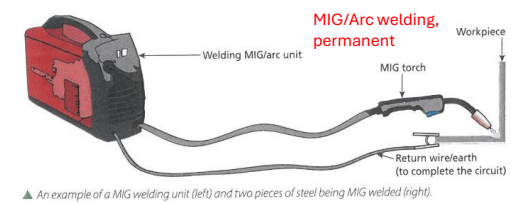
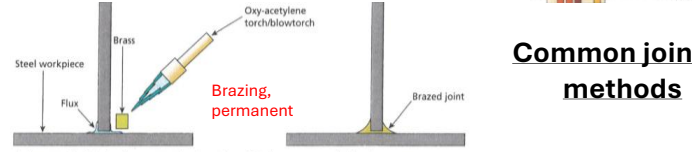
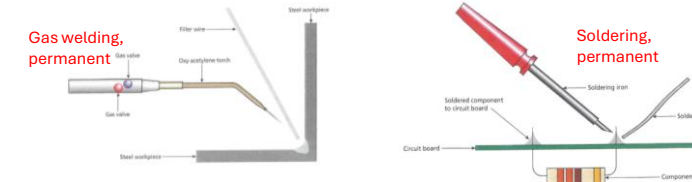
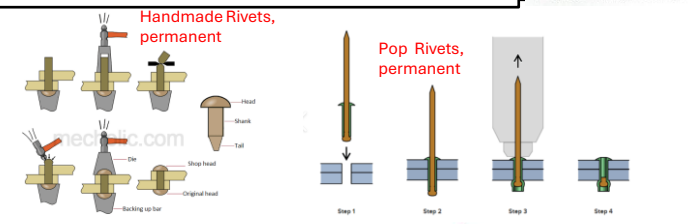


▲ Tensile strength testing



▲ Testing the electrical conductivity of a material

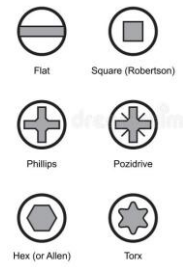
This test can be used to measure elasticity if you measure how much it springs back



▲ An example of a MIG welding unit (left) and two pieces of steel being MIG welded (right).

Nuts, bolts, screws, temporary

Common screws



Common joining methods


Year 10 Engineering Term 6

Materials and properties	
Strength	Ability of a material to withstand c_____, t_____, t_____, b_____, and s_____.
Hardness	Ability to withstand ab_____ and wear and tear.
Toughness	Materials that can withstand _____, or are hard to break or snap. They can absorb s_____.
Malleability	Being able to _____ easily would make a material easily malleable
Ductility	Materials that can be stretched along their _____ are ductile
Elasticity	Ability to be stretched and then _____ to its original shape

Describe using **notes and sketches** the process of testing a rope for tensile strength in a school workshop. [6]


1. Always draw in pencil
2. Draw 3 drawings showing the setup, action and result.
3. Write notes next to each one describing what is happening i.e how does the tester **measure** the result?

Draw a phillips screw head here



Annotate this E-bike to show what joining processes have been used and where:

Draw an allan bolt head here




Smart technology:
 Smart products in the home leads to designers focusing on linking more products to _____ . A benefit of this is _____

Smart tech can be difficult to repair and become _____ quickly. This is bad because _____

Electronic components:
 _____ of circuits makes for smaller and _____ products with increased data storage, making them more efficient and reliable. This is **useful to engineers because** _____

- The minerals used in complex circuits are _____ and difficult to mine, leading to _____ and pollution. These products are also hard to recycle. Recycling is important because _____



Year 10 PRODUCT DESIGN Term 6



What we are learning this term:

- A. Modern Materials C. Polymers E. Technical Textiles
 B. Smart Materials D. Composite Materials F. Textiles

A. Modern Materials

A modern material is a material that has been engineered to have improved properties.

Type	Properties	Common Uses
Graphene	Transparent. Very strong and light	Protective equipment and clothing
Metal Foams	Lightweight. Strong under compression. Absorbs energy well.	Prosthetics. Soundproofing and crash protection.
Titanium	High strength-to-weight ratio. Corrosion resistant.	Prosthetics. Aircraft and spacecraft.

B. Smart Materials

Materials that exhibit a physical change in response to some external stimuli and change back once that stimuli has been removed.

Shape-memory alloys (SMA) – spectacle frames	Thermochromic pigments – colour changing spoons
Photochromic pigments - colour changing lenses and windows	Self-healing materials – metals that resist corrosion, concrete that can heal cracks
Ferrofluids formed by magnetic field – hydraulic suspension pistons	Polymorph – modelling and ergonomic handles

C. Polymers – come from crude oil

Thermoforming can be heated and formed repeatedly, thermosetting can only be formed once

Thermoforming (pliable, recyclable)	Thermosetting (good insulators)
Acrylic (PMMA)	Epoxy resin (ER)
High impact polystyrene (HIPS)	Melamine formaldehyde (MF)
High density polythene (HDPE)	Phenol formaldehyde (PF)
Polypropylene (PP)	Polyester resin (PR)
Polyvinyl chloride (PVC)	Urea formaldehyde (UF)
Polyethylene terephthalate (PET)	These are resistant to heat and chemicals

D. Composite Materials

A composite material is a mixture of two or more materials to enhance properties.

Fibre-based	Materials	Common Uses
Glass-reinforced plastic (GRP)	Glass fibres and resin	Boats, instrument cases
Carbon-reinforced plastic (CRP)	Carbon fibres and resin	Formula 1 car bodies, crash helmets, sports equipment
Glass-reinforced concrete (GRC)	Glass fibres and concrete	Street furniture, urban features.

Particle-based	Materials	Common Uses
Concrete	Cement, sand and aggregate	Buildings, street furniture
Cement	Ceramic and metal	Electronic components

Sheet-based composite materials – look back to Term 4 – Manufactured Boards

Medium Density Fibreboard (MDF)	Plywood	Chipboard
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E. Technical Textiles

Modern textiles can be engineered to have numerous properties.

Conductive Fabrics – touch screen gloves	Fire-retardant fabrics – furniture, furnishings, firefighter clothing.	
Kevlar – racing tyres and bullet proof vests	Microfibres – winter clothes and cleaning cloths	Microencapsulation – sports clothing and scratch and sniff perfume samples

F. Textiles

Textile materials can be found natural or can be formed synthetically

Natural – come from plants or animals	Synthetic – come from coal or oil
Cotton (plant)	Polyester
Wool (animal)	Polyamide (nylon)
Silk (animal)	Elastane

Blended – a mixture of fibres that combines and improves properties

Polycotton	Kevlar	Sympatex
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Year 10 PRODUCT DESIGN Term 6



What we are learning this term:		
A. Modern Materials	C. Polymers	E. Technical Textiles
B. Smart Materials	D. Composite Materials	F. Textiles

A.	Modern Materials	
A modern material is a material that has been engineered to have improved properties.		
Type	Properties	Common Uses
Graphene		
Metal Foams		
Titanium		

B.	Smart Materials
Materials that exhibit a physical change in response to some external stimuli and change back once that stimuli has been removed.	

C.	Polymers – come from crude oil	
Thermoforming can be heated and formed repeatedly, thermosetting can only be formed once		
Thermoforming (pliable, recyclable)	Thermosetting (good insulators)	

D.	Composite Materials	
A composite material is a mixture of two or more materials to enhance properties.		
Fibre-based	Materials	Common Uses
Particle-based	Materials	Common Uses
Sheet-based composite materials – look back to Term 4 – Manufactured Boards		

E.	Technical Textiles
Modern textiles can be engineered to have numerous properties.	

F.	Textiles	
Textile materials can be found natural or can be formed synthetically		
Natural – come from plants or animals	Synthetic – come from coal or oil	
Blended – a mixture of fibres that combines and improves properties		

What we are learning:	
A.	Key words
B.	What are the different types of health care services?
C.	What are the different types of social care services?
D.	What barriers are there to accessing care services?

A.	Key words for this Unit
Primary care	First point of contact when seeking health care
NHS	National Health Service – Tax funded health care in the UK.
Secondary care	Specialist health treatment and/or care
Tertiary care	Advanced specialist health treatment and/or care.
Allied health professionals	Professionals who are involved in patient care from diagnosis to recover
Clinical support staff	Support allied health professionals with the treatment and care of patients.
Foster care	A stable family home where care is provided on either a short or long-term basis.
Residential care	Accommodation and care for a number of children, young people or adults living together in one building.
Respite care	Short-term care which provides relief for family member who are carers.
Domiciliary care	Care received in the person's own home.
Sensory impairment	Difficulties with senses, most commonly vision and hearing.
Braille	Raised lettering to help visually impaired.
Occupational therapist	Offers support to develop independence for daily living activities.

B	What are the different types of health care services?
Primary Care	<ul style="list-style-type: none"> Primary care is the first point of contact a patient is likely to have with the NHS – you can refer yourself to primary care providers. Primary care providers include pharmacists, Registered GPs/doctors, walk-in centres, accident and emergency departments (A&E), dentists and Opticians.
Secondary Care	<ul style="list-style-type: none"> Secondary care is specialist treatment or care. A primary care provider will refer a patient for secondary care if they feel it is necessary for the patient to receive further advice, tests or treatment. Secondary care providers include cardiologists (heart), gynaecologists (female reproduction), paediatrics (children), obstetrics (childbirth and midwifery), psychiatry (mental health) and dermatology (skin).
Tertiary Care	<ul style="list-style-type: none"> Tertiary Care is advanced specialist treatment or care. A secondary care provider will refer a patient for tertiary care for long-term treatment and/or care. Tertiary care areas include spinal, cardiac (heart), cancer care, chronic pain, burns and neonatal (premature and ill new born babies).
Allied Health Professionals	<ul style="list-style-type: none"> Allied health professionals work in a range of specialities They support patients through all stages of care – from diagnosis to recovery. To work with the public they must register with the Health and Care Professions Council (HCPC). Allied health professionals include art therapists, dieticians, paramedics, physiotherapists, speech and language therapists and radiographers.
Clinical Support Staff	<ul style="list-style-type: none"> Clinical support staff work within a range of departments under the guidance of allied health professionals. They are trained in their roles but are not required to register with the HCPC. Clinical support staff include theatre support workers, prosthetic technicians, dietetic assistant, phlebotomist (collects blood samples), hearing aid dispensers and maternity support workers.

C.	What are the different types of social care services?
Children and young people	<ul style="list-style-type: none"> Children and young people may need support on a temporary or permanent basis because their parent or carer is ill; they have family problems, they have behavioural issues or additional needs. Types of support for children and young people include foster care, residential care and youth work.
Children or adults with specific needs	<ul style="list-style-type: none"> Children and adults may need support with specific needs including learning disabilities, sensory impairments and long-term health issues. Types of support for children and adults with specific needs include residential care, respite care and domiciliary care.
Older Adults	<ul style="list-style-type: none"> Older adults may need support with a range needs including arthritis, cardiovascular disease, dementia and depression. Types of support for older adults include residential care, carers and personal assistants.
Informal Social Care	<ul style="list-style-type: none"> Not all carers get paid for what they do – they are known as informal carers and social services would really struggle without them. Informal carers include a spouse or partner, children, friends and neighbours. Informal carers do practical household duties, shopping, laundry, walk the dog and help with personal care.











What we are learning:	
A.	Key words
B.	What are the different types of health care services?
C.	What are the different types of social care services?
D.	What barriers are there to accessing care services?









A.	Key words for this Unit
Primary care	
NHS	
Secondary care	
Tertiary care	
Allied health professionals	
Clinical support staff	
Foster care	
Residential care	
Respite care	
Domiciliary care	
Sensory impairment	
Braille	
Occupational therapist	

B	What are the different types of health care services?
Primary Care	<ul style="list-style-type: none"> Primary care is..... Primary care providers include....
Secondary Care	<ul style="list-style-type: none"> Secondary care is.... Secondary care providers include.....
Tertiary Care	<ul style="list-style-type: none"> Tertiary Care is..... Tertiary care areas include.....
Allied Health Professionals	<ul style="list-style-type: none"> Allied health professionals.... Allied health professionals include....
Clinical Support Staff	<ul style="list-style-type: none"> Clinical support staff.... Clinical support staff include....

C.	What are the different types of social care services? Explain them.
Children and young people	
Children or adults with specific needs	
Older Adults	
Informal Social Care	










D. What barriers are there to accessing care services?	
Physical Barriers 	<ul style="list-style-type: none"> • Difficulty accessing care due to mobility and/or disability. • Obstacles include uneven and rough pavements and services, narrow doorways, no lift and transport. • Access could be improved by planning journeys in advance and reporting any problems to the council.
Sensory Barriers 	<ul style="list-style-type: none"> • Sensory impairments can be a barrier to accessing care. • A person with poor vision may need glasses or documents in large print. Profound sight problems may benefit from Braille. • A person with a hearing impairment may benefit from a hearing aid or sign language interpreter.
Social, Cultural and Psychological Barriers 	<ul style="list-style-type: none"> • Social, cultural and psychological barriers may leave people feeling nervous about accessing support. • These can include: religion/cultural barriers, negative experience, self-diagnosis, substance misuse, opening hours. • Care services can give individuals opportunities to share their concerns, offer different gender practitioners, facilities to worship and show respect and understanding.
Language Barriers 	<ul style="list-style-type: none"> • Language can be a barrier to accessing care services because individuals and care providers may struggle to understand each other. • Support for individuals could include translated documents, translators and interpreters and support from family members.
Geographical Barriers 	<ul style="list-style-type: none"> • Individuals may struggle to reach care services because public transport may not run regularly, specialist treatments may require long distance travel and travel can be expensive. • Support could include being provided with direct travel or having travel costs reimbursed.
Intellectual Barriers 	<ul style="list-style-type: none"> • If an individual has a learning disability it can cause difficulty in them accessing care services. • Support might include a learning disability nurse, speech and language therapist or occupational therapist.
Resource Barriers 	<ul style="list-style-type: none"> • As the population ages and more disorders are being successfully treated, there is a huge strain on health and social care resources – at times it might seem that not everyone can access what they need. • There are huge staff shortages which puts strain on people that work in the health and social care sector.
Financial Barriers 	<ul style="list-style-type: none"> • Seeing a GP or using emergency services are free but some services, such as optical and dental care, often involve some payment. • This can be difficult for people if they are from a low-income household as they may not feel they can afford to access the care they need.

D.	What barriers are there to accessing care services? Explain them in detail.
Physical Barriers 	
Sensory Barriers 	
Social, Cultural and Psychological Barriers 	
Language Barriers 	
Geographical Barriers 	
Intellectual Barriers 	
Resource Barriers 	
Financial Barriers 	




What we are learning:	
E.	Define the key words
F.	What are the care values and how can they be implemented?

E.	Define the key words
Self-respect	Valuing yourself
Person centred approach	Planning care around the wants and needs of a service user
Empowerment	Supporting people to take control of their lives and futures by involving them decisions on their care and treatment
Confidentiality	Not passing on information or discussing a private conversation to anyone
Dignity	Being respected and treated with care
Safeguarding	Policies to ensure children and vulnerable adults are protected from harm, abuse and neglect
Discrimination	Treating a person or group of people unfairly or less well than others
Compassionate	Feeling or showing sympathy and concern for others
Competence	The ability to do something successfully and efficiently
Consequences	A result or effect, typically one that is unwelcome or unpleasant
Review	Involves assessing or inspecting something with the intention of making change if necessary
Empathy	Being able to understand and share feelings and views of another person.
Insomnia	Difficulties in sleeping

F.	What are the care values and how can they be implemented?
Empowering and promoting independence 	<ul style="list-style-type: none"> Empowerment is when an individual feels in control of their own life and have a say in what happens to them. Some people might need help with empowerment because of their age, circumstances or confidence e.g. elderly people, children, adult with learning disabilities. You can promote empowerment and independence by involving individuals, where possible, in making choices about their treatment.
Respect for others 	<ul style="list-style-type: none"> You can show respect for the individual by respecting their privacy, needs, beliefs and identity. Show respect by being patient when someone takes longer to perform simple tasks due to their age, disability or injury. Do not leave personal files around for others to see or discuss your patients' case with friends. Gain permission before entering a room, provide private place for personal conversations.
Maintaining confidentiality 	<ul style="list-style-type: none"> It is a person's right by law to have information about them kept confidential. Care workers are not allowed to talk about one service user to another, or someone who is not involved in helping them get better. This involves not having those private conversations in public places where other can overhear. Paper and electronic files are to be kept confidential and only shared with care workers which are involved in the treatment of the patient.
Preserving dignity 	<ul style="list-style-type: none"> Preserving the dignity of individuals to help them maintain self-worth, privacy and self-respect. You do this by involving the person in their own care; helping them go to the bathroom; giving the person time they need, checking what they would like to be called; closing door or curtain when they are changing; making sure their clothes are clean; dealing with embarrassing situations sensitively and professionally.
Effective communication 	<ul style="list-style-type: none"> In health and social care it is important to communicate effectively with service users in order to build trusting relationships. These can be lost if the care worker appears not to care or listen. Recognising different communication needs and trying to overcome them shows that care workers respect the individual e.g. when visually impaired providing a leaflet in braille; if can't speak English well, have a translator organised beforehand. Show you value the person through showing empathy, asking questions, not judging, smiling, using their name, giving appropriate eye contact, open body language, giving time to process.
Safeguarding and duty of care 	<ul style="list-style-type: none"> Health and social care workers have a legal duty to protect service users from harm, neglect or abuse. They must recognise the signs and symptoms of abuse so they can protect people. Signs of abuse include low self-esteem, STDs, unexplained injuries or bruises, insomnia, change in appetite, change of personality, self-harming, fear of being alone etc. What to do: report the abuse, never promise to keep the abuse secret, make it clear that you will have to tell someone e.g. your supervisor or the police. <p>DUTY OF CARE</p> <ul style="list-style-type: none"> Care workers must work in ways that never put individuals at any risk or harms. They need to know their responsibilities, procedures, deliver care as the care plan states and always report and record any concerns about the service user even if they appear minor.
Promoting anti-discriminatory practice 	<ul style="list-style-type: none"> Discrimination can be obvious but sometimes it can be subtle and hidden, and The Equality Act 2010 makes it illegal to discriminate against people because of their e.g. age, gender, race, disability, religion, sexual orientation, marital status etc. You can promote anti-discriminatory practice by: having patience with someone who doesn't speak English well; communicating in a way that the person will understand; showing tolerance towards people who have different beliefs and values from you; challenging unkind behaviour.

What we are learning:	
E.	Define the key words
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Self-respect	
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Safeguarding	
Discrimination	
Compassionate	
Competence	
Consequences	
Review	
Empathy	
Insomnia	

F.	What are the care values and how can they be implemented? Explain in detail.
Empowering and promoting independence 	
Respect for others 	
Maintaining confidentiality 	
Preserving dignity 	
Effective communication 	
Safeguarding and duty of care 	
Promoting anti-discriminatory practice 	

What we are learning:
G. How to apply care values in a compassionate way. H. Identifying own strengths and areas for improvement against the care values

G	How to apply care values in a compassionate way?
Show empathy and care by:	<ul style="list-style-type: none"> • Being patient • Showing sensitivity • Understanding • Actively listening • Having a positive outlook • Being encouraging • Having genuine concern for other people.
Care workers can check themselves against the ' Six C's of Compassionate Care ' checklist to make sure they are applying care values with compassion.	
Care	Helps to improve an individual's health and wellbeing. Care should be tailored to each person's needs and circumstances
Compassion	Shows the care worker understands what the individual is experiencing. Being empathetic to their situation shows care and value to the individual
Competence	Shows that care workers can safeguard and protect individuals from harm
Communication	How to adapt to individuals and their circumstances to ensure important information is given and shared- keeping the individual at the heart of everything that is done
Courage	Protecting individuals by speaking up if you think something is wrong; being brave enough to own up if you have made a mistake.
Commitment	Carrying out your duties to care for others to the best of your ability.

H	Identifying own strengths and areas for improvement against the care values
Working together	<ul style="list-style-type: none"> • All care workers have the responsibility to uphold care values. If everyone works together, doing their 'bit', service users and colleagues alike will all be able to have positive experiences. • Put any feelings aside, some clients can show anger or aggressions towards you, continues to work in a way that respects each of the care values. <p>Staff training:</p> <ul style="list-style-type: none"> • Staff training keeps everyone updated. Even if they already had care values training it is important to have it again and remind them of their importance.
Making mistakes	<ul style="list-style-type: none"> • Everyone sometimes make mistakes. It is crucial that staff own up to mistakes that they have made, no matter how small. This is part of the duty of care to safeguard individuals, it demonstrates respect. • You need to be honest about your mistake, do not pretend it never happened and do not blame someone else. • You can: <ul style="list-style-type: none"> • Tell your supervisor, admit it and apologise • Be honest and accurate about what happened, • Suggest ways to avoid it happening again • Earn back the trust of the person involved • Prove you can do the job • Do not be too hard on yourself; seek help and guidance from others.
Reviewing own applications of care values	<ul style="list-style-type: none"> • One way to improve skills is to look carefully at the areas you are good at, what you are able to do well and things that you find difficult. • Knowing your strengths will allow you to take on tasks with ease and make you feel confident that you are doing a good job. • Knowing your weaknesses and what needs improving will help you work on them and develop. It is important to be open with yourself and others in order to progress further and be better at your job. • Regularly review your strengths and weaknesses because they change overtime
Receiving feedback	<ul style="list-style-type: none"> • The purpose of feedback is to let you know what you are doing well and the areas you need to improve. • This can be formal- like reports and following an observation at work and Informal- like chatting to colleagues at break time. • Both types encourage you to feel pleased with what you have done well and motivate you to improve in weaker areas, perhaps even provide a way forward. • Remember: when giving and receiving feedback, positives must be noted so that you know what you are doing well and continue to do so. Negatives are hard to uncomfortable to hear, but do not take them personally, you need them to get better at your job and feel more confident.
Using feedback	<ul style="list-style-type: none"> • Create yourself a SMART action plan to set yourself Specific, Measurable, Achievable, Realistic and Time-related targets or goals to help plan for your improvements

What we are learning:
G. How to apply care values in a compassionate way. H. Identifying own strengths and areas for improvement against the care values

G	How to apply care values in a compassionate way?
Show empathy and care by:	<ul style="list-style-type: none"> • • • • • • •
Care workers can check themselves against the ' Six C's of Compassionate Care ' checklist to make sure they are applying care values with compassion. EXPLAIN THEM:	
Care	
Compassion	
Competence	
Communication	
Courage	
Commitment	

H	Identifying own strengths and areas for improvement against the care values. EXPLAIN WHAT THEY ALL MEAN AND INVOLVE.
Working together	
Making mistakes	
Reviewing own applications of care values	
Receiving feedback	
Using feedback	

Popular Music

Area of study 4 - Eduqas GCSE Music

Popular music includes:

- **POP**
- **ROCK**
- **RAP**
- **HIP HOP**
- **REGGAE**

Plus many other genres, e.g. soul, ska, heavy metal, R&B, country, rock'n'roll.

FUSION: when two different styles are mixed together. This can be two styles of popular music e.g. 'rap metal', or could combine a popular music genre with other styles, folk-rock, gospel, world music, classical to create a new and interesting sound. **Jazz fusion** (jazz and pop) is a popular genre.

Instruments

ELECTRIC GUITAR:

- **Lead guitar:** plays the melody/solos/riffs
- **Rhythm guitar:** plays the chords/accompaniment.

BASS GUITAR: plays the bass line.

DRUM KIT: provides the beat.

LEAD SINGER: the main vocalist.

BACKING VOCALS: singers who provide harmony.

Pop/rock groups may also include **acoustic** (not electric) instruments e.g. trumpet, trombone, saxophone and/or electronic keyboards/synthesizers.

Features and techniques found in popular music

Riff	A short, repeated pattern.
Hammer on	Finger brought sharply down onto the string.
Pitch bend	Altering (bending) the pitch slightly.
Power chords	A guitar chord using the root and 5 th note (no 3 rd).
Distortion	An effect which distorts the sound (creates a 'grungy' sound).
Slap bass	A percussive sound on the bass guitar made by bouncing the strings on the fret board.
Fill	A short, improvised drum solo.
Rim shot	Rim and head of drum hit at same time.
Belt	A bright, powerful vocal sound, high in the chest voice.
Falsetto	Male voice in a higher than usual range.
Syllabic	One note sung per syllable.
Melismatic	Each syllable sung to a number of different notes.
A cappella	Voices singing without instrumental accompaniment.

The structure of a pop/rock song may include:

INTRO: short opening section, usually instrumental.

VERSE: same music but different lyrics each time.

CHORUS: repeated with the same lyrics each time (refrain).

MIDDLE EIGHT: a link section, often eight bars, with different musical ideas.

BRIDGE: a link/transition between two sections.

OUTRO: an ending to finish the song (coda).

*You may also hear a pre-chorus, instrumental interlude or instrumental solo.

*Strophic songs, 32 bar songs (AABA) and 12 bar blues are also found in popular music.

A typical rock ballad in verse-chorus form could follow the pattern:

- Intro
- Verse 1
- Chorus
- Verse 2
- Chorus
- MiddleEight
- Chorus
- Outro

Technology

Amplified	Made louder (with an amplifier).
Synthesized	Sounds created electronically.
Panning	Moving the sound between left and right speakers.
Phasing	A delay effect.
Sample	A short section of music that is reused (e.g. looped, layered).
Reverb	An electronic echo effect.

Question	Answer	Question	Answer
Give the term used for a short, repeated pattern		Which instrument provides the main beat of a song	
Give the term used when one note is sung per syllable		Give the definition of Reverb	
Which feature creates an effect which distorts the sound (creates a 'grungy' sound) .		Circle the genre that IS NOT a form of popular music.	Rock Pop Romantic Hip Hop
Give the definition of Backing Vocals		Which technique is used when each syllable is sung to a number of different notes?	Falsetto A cappella Melismatic
Circle the part of a song which is a link/transition between two sections	Chorus Outro Bridge Middle-Eight	List 4 instruments used in a pop/rock group	
Give is the term given when two genres of music are mixed together e.g. Rap Metal .		What role does a Rhythm Guitar have in a pop/rock group?	
Give the definition of Sample		Give the term used when a Male voice is in a higher than usual range	
Circle the correct term used when a short improvised drum solo is used	Rim shot Belt Hammer on Fill	Give the definition of Verse	

SWINDON ACADEMY READING CANON

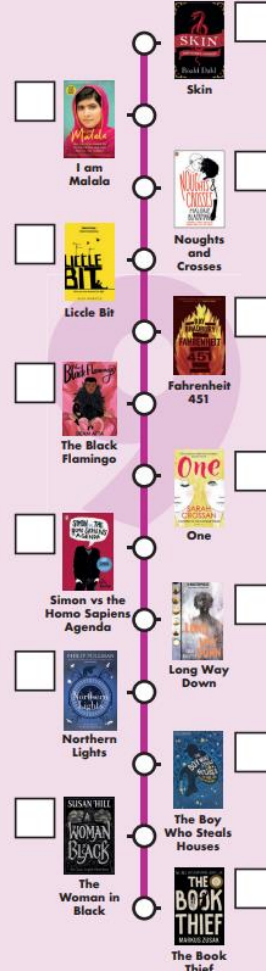
Year 7



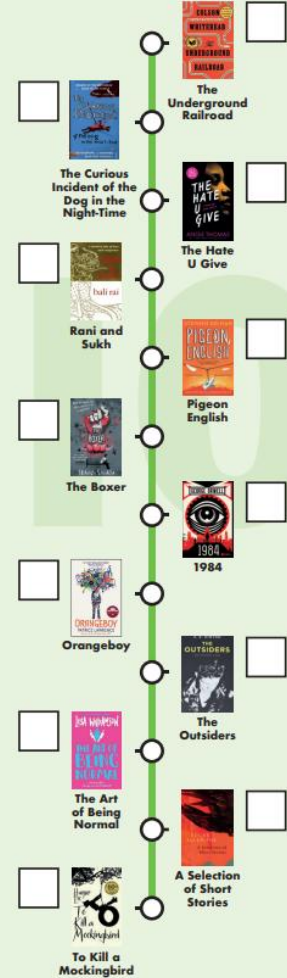
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