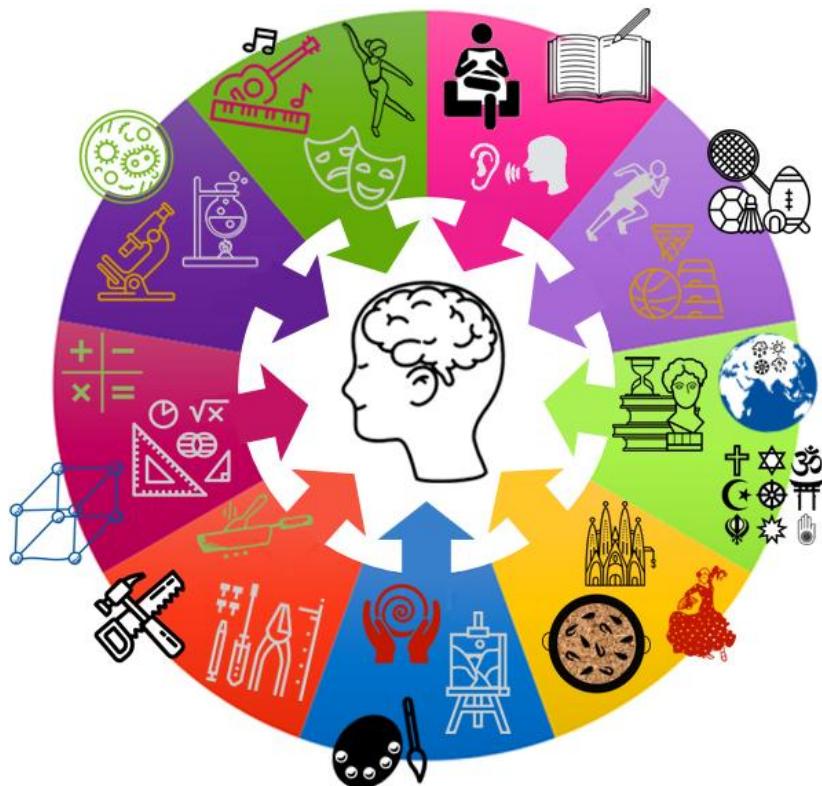


# 100% book - Year 11 Foundation

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



# Term 3

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

Year 7 Term 1 Science/Chemistry : Topic:TOP Particles

**What are we learning this term?**

- A. Matter
- B. Changing States
- C. Melting
- D. Evaporation/Condensation

**5 Key Models for this term:**

- 1. Matter
- 2. Particle Theory
- 3. Melting
- 4. Condensation
- 5. Freezing

**A. What is particle theory?**

The theory that all matter is made up of particles.

**B. Describe the arrangement and movement of particles in the three states of matter.**

**Solid:** In a regular pattern. Particles are vibration in a fixed position.

**Liquid:** Particles are arranged randomly. Particles are free to move past each other. Particles can slide past each other and move around.

**Gas:** Particles are apart and are arranged randomly. Particles carry a lot of energy and they move in all directions in a high speed.

**A. What is the law of conservation of mass?**

The Law of Conservation of Mass states that mass cannot be created or destroyed.

**B. What are the different changes of state?**

**Freezing:** Change of state from liquid to solid

**Evaporation:** Change of state from liquid to gas

**Condensation:** Change of state from gas to liquid

**C. What is the difference between a pure substance and an impure substance?**

**Pure:** A material that is made up of only one type of particle.

**Impure:** A material that made up of more than one type of particle.

**Diagram:**

Gaining energy → Solid → Liquid → Gas → Losing energy

## Quizzable Knowledge Organisers

**A. What is particle theory?**

The movement of particles from a higher concentration to a lower concentration.

**B. What happens to the temperature of a substance when it changes state?**

During the change of state, the temperature will stay the same until the change of state is complete.

**A. What is the law of conservation of mass?**

The Law of Conservation of Mass states that mass cannot be created or destroyed.

**A. Describe the arrangement and movement of particles in the three states of matter.**

**Solid:** Particles are arranged in a regular pattern.

**Liquid:** Particles are arranged randomly.

**Gas:** Particles are apart and are arranged randomly.

**A. What are the different changes of state?**

**Melting:** Change of state from solid to liquid

**Freezing:** Change of state from liquid to solid

**Evaporation:** Change of state from liquid to gas

**Condensation:** Change of state from gas to liquid

**Diagram:**

solid → liquid → Gas

Gas → liquid → solid

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

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

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

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

### Top Tip

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

## Expectations for Prep and for using your Knowledge Organisers

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

# How do I complete Knowledge Organiser Prep?

## Step 1

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

## Step 2

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

A. What is particle theory?  
The theory that all matter is made up of particles.

A. What is the law of conservation of mass?  
The Law of Conservation of Mass states that mass cannot be created or destroyed.

B. What are the different changes of state?  
Melting: Change of state from solid to liquid  
Freezing: Change of state from liquid to solid  
Evaporation: Change of state from liquid to gas  
Condensation: Change of state from gas to liquid

Gaining energy: Melting, evaporation  
Losing energy: Freezing, condensation

## Step 3

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

29th May 2020

Properties of the states of matter

Particle theory = all matter is made of particles

Solid = regular pattern  
particles vibrate in fixed position

Liquid = particles are arranged randomly but are still touching each other  
Particles can slide past each other and move around

Gas = Particles are far apart and are arranged randomly. Particles carry lots 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.

Solid = regular pattern  
particles vibrate in fixed position

Solid = regular pattern  
particles vibrate in fixed position

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.

A. What is particle theory?

A. What is the law of conservation of mass?

A. Describe the arrangement and movement of particles in the three states of matter.

B. What are the different changes of state?

Melting: Self quizzing  
Arrangement/movement of matter

Solid: Solid = regular pattern  
part...  
Liquid: Liquid =  
Gas: Gas =

## Step 6

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

Particle theory = all matter is made of particles

Solid = regular pattern  
particles vibrate in fixed position

Liquid = particles are arranged randomly but are still touching each other  
Particles can slide past each other and move around

Gas = Particles are far apart and are arranged randomly. Particles carry lots of energy

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

## Key Vocabulary

## ENGLISH –Poetry cluster 2: Conflict – Sets 6-7

		Poem	Events in the poem	Message	Form/ structure
Patriotism	Being devoted to your country	Charge of the Light Brigade Alfred Lord Tennyson.	<ul style="list-style-type: none"> <li>The poem tells the story of a brigade of 600 soldiers who rode on horseback into the “valley of death” for half a league (about one and a half miles).</li> <li>They were obeying a command to charge the enemy forces (Russia) which was made by mistake.</li> <li>Still, they rode courageously forward toward their own deaths. They lost so many men.</li> <li>The Light Brigade went down in history for their bravery.</li> </ul>	<ul style="list-style-type: none"> <li>Tennyson glorifies war. He focusses on the heroism of the soldiers as opposed to the tragedy of their death and celebrates the soldier's loss of life as an act of patriotism.</li> <li>He celebrates the selflessness and courage of the soldiers who gave their lives in the war and believes they should be honoured.</li> <li>It could be suggested, that the poem also acts as a cautionary tale on how leadership and the misuse of power can have catastrophic consequences such as mass loss of life.</li> </ul>	<ul style="list-style-type: none"> <li>Written in ballad form - sung to help people remember it.</li> <li>It is written in dactylic dimeter - one stressed syllable followed by two unstressed syllables - the DUM-de-de DUM-de-de meter mirrors the galloping hoof beats of the horses.</li> </ul>
Glorify	To present something as admirable and great	Exposure Wilfred Owen	<ul style="list-style-type: none"> <li>The poem focuses on the misery felt by World War One soldiers waiting overnight in the trenches.</li> <li>Although nothing is happening and there is no fighting, there is still danger because they are exposed to the extreme cold and their wait through the night is terrifying.</li> <li>There is a sense of despair and of lost hope.</li> <li>Owen describes the intensity of war as well as the anti-climax of waiting for battle.</li> </ul>	<ul style="list-style-type: none"> <li>The true enemy of the poem is the weather that causes endless suffering. The soldiers in the trenches are exposed to the relentless elements.</li> <li>Owen's message is that the soldiers are suffering in the trenches as a result of the brutal conditions. They are being bombarded by relentless weather which causes them pain and suffering. This suffering is unescapable, and the soldiers are forced to stay awake in the cold and wait for a battle that never comes.</li> <li>Some may argue that Owen is criticising the British military for allowing their soldiers to live and die in these horrific conditions.</li> </ul>	<ul style="list-style-type: none"> <li>On a surface level, it seems to have order – 8 stanzas with 4 long lines and 1 short one. This may represent the same slow, unending pattern of the lives of the soldiers.</li> <li>There is irregular rhythm and laboured rhyme scheme – no set pattern to syllables in lines. This may represent the war effort – on the outside, it appeared coordinated and assembled, but to the soldiers on the inside, it was directionless and disjointed.</li> </ul>
Disillusionment	A feeling of disappointment when discovering that something is not as good as one believed it to be	Bayonet Charge Ted Hughes	<ul style="list-style-type: none"> <li>The poem begins with a soldier 'awakening' and running across a field in his military uniform, holding his rifle, being fired at by enemy riflemen in a hedge in front of him.</li> <li>He then pauses, wondering why he is there and feeling like he is like the hand of a clock, with no choice about where it goes.</li> <li>The poem then shifts focus to a hare that has been driven mad with the noise and chaos of battle and is wretched and pathetic on the ground. He runs past the hare towards the enemy, no longer thinking about patriotic feelings or his orders but only about survival and getting off that battlefield.</li> </ul>	<ul style="list-style-type: none"> <li>Hughes suggests war is horrific. It is physically and mentally devastating and is so awful it can't be described. War has the power to destroy empathy and our sense of self. The issue of propaganda is highlighted by Hughes as cruel and misleading.</li> <li>Conflict is presented as pointless and repetitive; we do not learn from previous conflicts or avoid making the same mistakes.</li> <li>He also suggests that conflict, and the actions of humans, destroys nature. Our actions are selfish and we do not consider the damage we are causing.</li> </ul>	<ul style="list-style-type: none"> <li>Starts in media res – we sense the soldier's confusion and disorientation as he is sent to action.</li> <li>Enjambment and caesura used to create those same feelings for the reader.</li> </ul>
Exposure	Being unprotected against risk or danger	Poppies Jane Weir	<ul style="list-style-type: none"> <li>Poppies addresses the anxieties and grief that parents face when children leave to fight in war.</li> <li>It discusses the conflict parents face between wanting to hold on to their children, but understanding they must let them go to live their own lives.</li> <li>'Poppies' highlights every parent's worst fear – their child may come to harm and, knowing this is a possibility, makes letting them go even harder.</li> <li>The mother contrasts her loss with that of the nation; we are reminded that war brings terrible loss.</li> </ul>	<ul style="list-style-type: none"> <li>Conflict is presented as causing trauma. The poem deals with a mother's loss of her son to war and the void that this leaves.</li> <li>Throughout the poem, the speaker deals with the realities of war. The speaker highlights a parent's worst fear; the death of their child. The speaker addresses both the death of her child in war, as well as the inner conflict of holding onto your child or letting them become more independent.</li> <li>Furthermore, Weir presents conflict as causing loss and subsequent nostalgia. The speaker in the poem lives through her memories of her child and there is a theme of remembrance.</li> </ul>	<ul style="list-style-type: none"> <li>Enjambement – joins two stanzas together, but there is a break in the middle, reflective of the broken mother when her son leaves.</li> <li>Caesura – makes the reader pause, highlighting the fractured mind of the mother in the poem.</li> <li>The lack of regularity/organisation reflects the chaotic structure of the lives of people left behind when their loved ones go to war</li> <li>Past and present are intermingled</li> </ul>
Relentless	When something is harsh and severe will not stop	War Photographer Carol Ann Duffy	<ul style="list-style-type: none"> <li>The photographer is in his dark room home from a war.</li> <li>As he develops photographs, the images remind him of children being bombed. He compares this to the safety of Britain.</li> <li>He remembers watching a man die in front of him and checking with his wife whether it was ok to take a photo of the moment.</li> <li>He is back on the plane to return to a war zone and he reflects on his feelings of frustration that people will not care about his images or those who are suffering in conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>Duffy wants to show how our sympathy is short-lived. She highlights the consequences of regularly seeing war images: we become desensitised. Humans are presented as lacking empathy and being selfish: if they are not directly affected by a conflict, they don't care about it.</li> <li>Duffy presents war zones as horrific places to live and reminds us that it is not only soldiers who die in conflicts, but civilians also suffer. She makes a point of showing that the most vulnerable people are at risk – children should be protected and safe, but she shows the terrors they can face when caught up in war and reminds us that people lose loved ones and can do nothing to save them.</li> </ul>	<ul style="list-style-type: none"> <li>The poem is laid out in four regular six-line stanzas, with each stanza ending in a rhyming couplet.</li> <li>This structure is interesting since its very rigid order contrasts with the chaotic, disturbing images described in the poem. This organisation mirrors the actions of the photographer, who lays out his films in ordered rows, as though in doing so he can in some way help to restore order to this chaotic world.</li> </ul>
Nostalgia	A warm feeling for the past, particularly a very happy time	Remains Simon Armitage	<ul style="list-style-type: none"> <li>"Remains" focuses on a soldier who was involved with killing a man caught looting a bank during conflict in the Middle East.</li> <li>The poem opens in media res as the speaker remembers the day the man was shot.</li> <li>After the volta, the second half of the poem explores how the soldiers feels once he has returned home: it offers a realistic portrait of a person haunted by grief, guilt, and trauma.</li> </ul>	<ul style="list-style-type: none"> <li>Armitage invites his readers to sympathise with those caught in conflict. He shows the devastating effect of war on both soldiers and civilians. He seems to suggest that we should take care to empathise and not judge the actions of others. A warzone is a tense place and people are desperate to survive; needing to make crucial decisions in a matter of seconds. Furthermore, we realise that we should not underestimate the impact of PTSD and guilt: a life can be forever traumatised due to an event, or set of events, that might only happen in an instant.</li> </ul>	<ul style="list-style-type: none"> <li>Remains is formed of eight stanzas. The first seven stanzas are in largely unrhymed quatrains.</li> <li>The final stanza consists of only two lines and therefore stands out, emphasising the fact the speaker cannot rid himself of the memory of the killing. It could also imply disintegration in the speaker's state of mind.</li> <li>The poem is written as a monologue, from the point of view of the speaker. The poem has the feel of fast-paced natural speech. There is no regular rhythmic pattern and there are examples of enjambment, sometimes between stanzas, which adds to the sense of someone telling their story fairly naturally.</li> </ul>
Obedience	Doing as you are told				

# Key Vocabulary

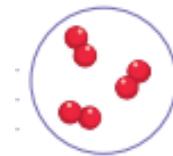
## ENGLISH –Poetry cluster 2: Conflict- Sets 6-7

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Patriotism		Charge of the Light Brigade		<ul style="list-style-type: none"> <li>Tennyson glorifies war. He focusses on the _____ of the soldiers as opposed to the _____ of their death and celebrates the soldier's loss of life as an act of _____.</li> <li>He celebrates the selflessness and _____ of the soldiers who gave their lives in the war and believes they should be _____.</li> <li>It could be suggested, that the poem also acts as a _____ tale on how leadership and the misuse of power can have _____ consequences such as mass loss of life.</li> </ul>	<ul style="list-style-type: none"> <li>Written in _____ form - sung to help people remember it.</li> <li>It is written in _____ dimeter - one stressed syllable followed by two unstressed syllables - the DUM-de-de DUM-de-de meter mirrors the galloping hoof beats of the _____.</li> </ul>
		Exposure		<ul style="list-style-type: none"> <li>The true enemy of the poem is the _____ that causes endless suffering. The soldiers in the trenches are exposed to the _____ elements.</li> <li>Owen's message is that that the soldiers are suffering in the trenches as a result of the _____ conditions. They are being _____ by relentless weather which causes them pain and _____. This suffering is unescapable, and the soldiers are forced to stay awake in the _____ and wait for a battle that never comes.</li> <li>Some may argue that Owen is criticising the _____ for allowing their soldiers to live and die in these horrific conditions.</li> </ul>	<ul style="list-style-type: none"> <li>On a surface level, it seems to have order – 8 stanzas with 4 long lines and 1 short one. This may represent the same slow, unending _____ of the lives of the soldiers.</li> <li>There is _____ rhythm and laboured rhyme scheme – no set pattern to syllables in lines. This may represent the war effort – on the outside, it appeared _____ and assembled, but to the soldiers on the inside, it was _____ and disjointed.</li> </ul>
Glorify		Bayonet Charge		<ul style="list-style-type: none"> <li>Hughes suggests war is _____. It is physically and mentally devastating and is so awful it can't be _____. War has the power to destroy _____ and our sense of self. The issue of propaganda is highlighted by Hughes as _____ and misleading.</li> <li>Conflict is presented as pointless and _____; we do not learn from previous conflicts or avoid making the same mistakes.</li> <li>He also suggests that conflict, and the actions of humans, destroys _____. Our actions are selfish and we do not consider the damage we are causing.</li> </ul>	<ul style="list-style-type: none"> <li>Starts in _____ – we sense the soldier's confusion and disorientation as he is sent in to action.</li> <li>Enjambment and _____ used to create those same feelings for the reader.</li> </ul>
		Poppies		<ul style="list-style-type: none"> <li>Conflict is presented as causing _____. The poem deals with a mother's loss of her son to war and the void that this leaves.</li> <li>Throughout the poem, the speaker deals with the realities of war. The speaker highlights a parent's worst _____; the death of their child. The speaker addresses both the death of her child in war, as well as the inner conflict of holding onto your child or letting them become more _____.</li> <li>Furthermore, Weir presents conflict as causing loss and subsequent _____. The speaker in the poem lives through her memories of her child and there is a theme of remembrance.</li> </ul>	<ul style="list-style-type: none"> <li>Enjambement – joins two stanzas together, but there is a break in the middle, reflective of the _____ mother when her son leaves.</li> <li>Caesura – makes the reader _____, highlighting the fractured mind of the mother in the poem.</li> <li>The lack of regularity/organisation reflects the _____ structure of the lives of people left behind when their loved ones go to war</li> <li>Past and present are intermingled</li> </ul>
Disillusionment		War Photographer		<ul style="list-style-type: none"> <li>Duffy wants to show how our sympathy is _____. She highlights the consequences of regularly seeing war images: we become _____. Humans are presented as lacking empathy and being _____: if they are not directly affected by a conflict, they don't care about it.</li> <li>Duffy presents warzones as horrific places to live and reminds us that it is not only soldiers who die in conflicts, but _____ also suffer. She makes a point of showing that the most vulnerable people are at risk – _____ should be protected and safe, but she shows the terrors they can face when caught up in war and reminds us that people lose loved ones and can do nothing to save them.</li> </ul>	<ul style="list-style-type: none"> <li>The poem is laid out in _____ regular six-line stanzas, with each stanza ending in a rhyming couplet.</li> <li>This structure is interesting since its very _____ order contrasts with the chaotic, _____ images described in the poem. This organisation mirrors the actions of the photographer, who lays out his films in ordered rows, as though in doing so he can in some way help to restore order to this chaotic world.</li> </ul>
		Remains		<ul style="list-style-type: none"> <li>Armitage invites his readers to _____ with those caught in conflict. He shows the devastating effect of war on both soldiers and _____. He seems to suggest that we should take care to empathise and not _____ the actions of others. A warzone is a _____ place and people are desperate to _____; needing to make crucial decisions in a matter of seconds. Furthermore, we realise that we should not underestimate the impact of _____ and guilt: a life can be forever traumatised due to an event, or set of events, that might only happen in an _____.</li> </ul>	<ul style="list-style-type: none"> <li>Remains is formed of _____ stanzas. The first seven stanzas are in largely unrhymed quatrains.</li> <li>The final stanza consists of only two lines and therefore stands out, emphasising the fact the speaker cannot rid himself of the _____ of the killing. It could also imply disintegration in the speaker's state of mind.</li> <li>The poem is written as a _____, from the point of view of the speaker. The poem has the feel of fast-paced _____ speech. There is no regular rhythmic pattern and there are examples of enjambment, sometimes between stanzas, which adds to the sense of someone telling their fairly naturally.</li> </ul>
Nostalgia					
Obedience					

# C8 – Chemical Analysis

## Pure substances

Pure = single element or compound – not mixed with any other substance.



### Testing to see if a substance is pure:

- Pure substances have specific melting and boiling points
- Compare your data to a library of known values.

E.g. Water has a boiling point of 100°C, if it is above or below this, it is not pure.

## Formulations

**Formulation** = a mixture that is designed as a useful product.

- Components mixed carefully to get the required **properties**.

Examples of formulations:

- Fuels
- Cleaning agents
- Paints
- Medicines
- Alloys
- Fertilisers
- Food



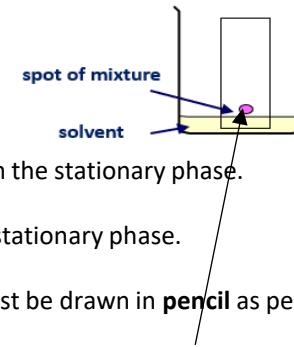
## Chromatography

- Technique used to separate mixtures of **soluble substances**.
- How soluble a substance is determines how far it travels across paper.

**More soluble = travels further (higher up paper)**

### Mobile phase

- **Solvent** is the mobile phase
- The substances dissolve in the solvent
- The solvent then moves through the stationary phase.

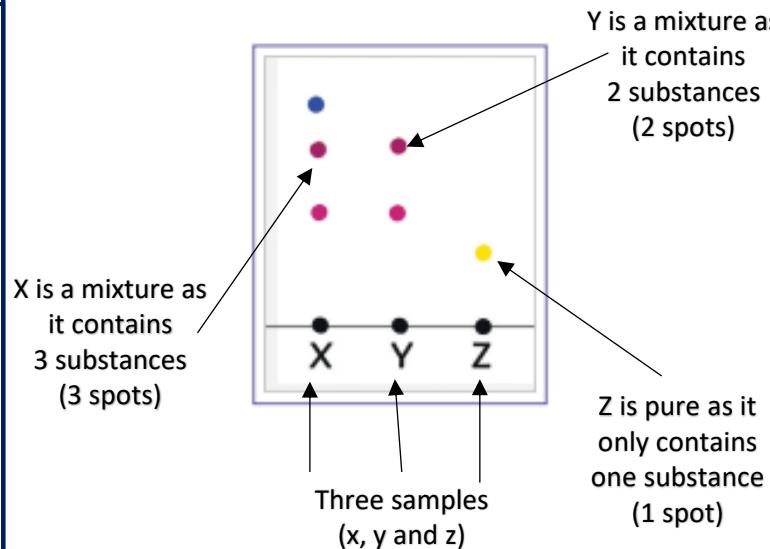


### Stationary phase

- Does not move. The paper is the stationary phase.

**Important** – start line on paper must be drawn in **pencil** as pencil is **insoluble** and **will not run**

The spot and start line must be **above the solvent line** so the colours won't just wash into the solvent in the beaker.

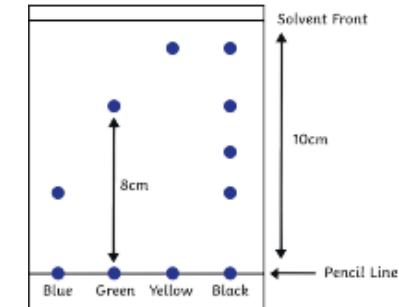


## Rf Values

This is the ratio of the distance moved by a substance to the distance moved by the compound

$$R_f = \frac{\text{distance travelled by substance}}{\text{distance travelled by solvent}}$$

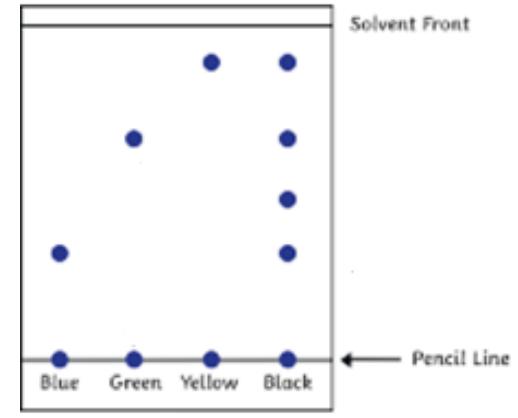
- Should always be between 0 and 1.
- Each substance has a unique Rf value.
- Can compare Rf values to a library of known substances
- Can identify unknown substances.



Rf value of green:

$$8\text{cm} / 10\text{cm} = 0.8$$

## C8 – Chemical Analysis

<ol style="list-style-type: none"><li>What is a pure substance?</li><li>How can you test that a substance is pure?</li></ol>	<ol style="list-style-type: none"><li>What is chromatography used for?</li><li>What determines how far the substance travels?</li><li>What is the mobile phase in paper chromatography?</li><li>What is the stationary phase in paper chromatography?</li></ol>	<ol style="list-style-type: none"><li>How do you calculate the Rf value?</li><li>Rf values should always be between...</li><li>Use a ruler to measure the distance the solvent moved in the diagram below.</li><li>Use a ruler to measure how far the yellow spot moved</li></ol>
<ol style="list-style-type: none"><li>What is a formulation?</li><li>Give 3 examples of formulations.</li></ol>	<ol style="list-style-type: none"><li>How would you be able to identify a pure substance on a chromatogram?</li><li>Draw and label a diagram of the experiment to investigate how many different colours there are in food colouring using paper chromatography.</li></ol>	 <p>The diagram illustrates a paper chromatography experiment. A vertical line on the left represents the 'Pencil Line' where samples were applied. A horizontal line at the top represents the 'Solvent Front'. Several colored spots (blue, green, yellow, black) have moved from the pencil line towards the solvent front. The yellow spot is the most prominent and has moved the farthest. The blue, green, and black spots are clustered together and have moved less distance.</p>

# C8 – Chemical Analysis

## Required Practical – Paper Chromatography

**Aim:** Investigate how paper chromatography can be used to separate and distinguish between coloured substances.

### Method

- 1) Using a ruler, measure 1cm from bottom of chromatography paper and draw a line across the paper with a **pencil**.
- 2) Using a pipette, drop small spots of each ink onto pencil line (leave a gap so do not merge).
- 3) Pour solvent into a beaker, do not fill solvent above the pencil line on the paper.
- 4) Place chromatograph paper into beaker and allow solvent to move up the paper.
- 5) Remove paper just before solvent reaches top of the paper and leave to dry.
- 6) Calculate  $R_f$  values of all the spots using the equation below:

$$R_f = \frac{\text{distance travelled by substance}}{\text{distance travelled by solvent}}$$

### Common questions

**Q1)** Why is a pencil used instead of a pen?

**A1)** Ink in the pen would move up the paper with the substances.

**Q2)** Why do you not fill the solvent above the line?

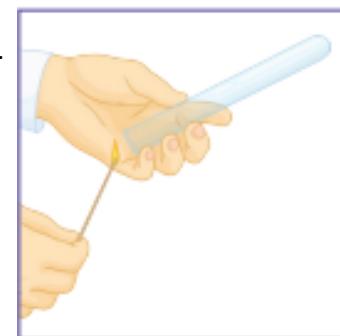
**A2)** Substances would wash off into the solvent instead of rising up the paper

**Q3)** Why might water not work as a solvent?

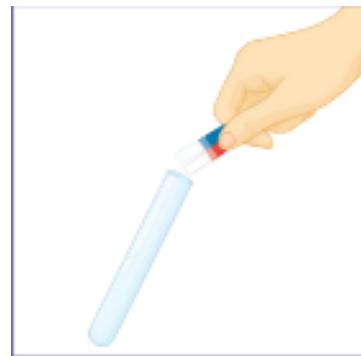
**A3)** Some substances are **insoluble** in water.

## Identification of the Common Gases

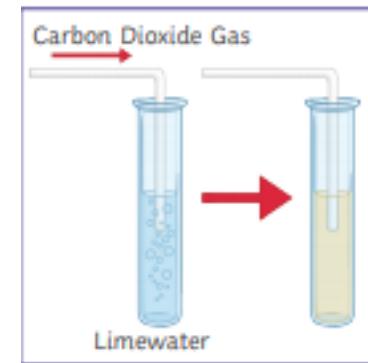
**Test for hydrogen** – Place a **burning** splint at the opening of a test tube. If hydrogen gas is present, it will burn with a **squeaky-pop sound**.



**Test for Oxygen** – Place a **glowing** splint inside a test tube. The splint will **relight** in the presence of oxygen.



**Test for Carbon Dioxide** – Bubble the gas through lime water – if the gas is carbon dioxide, the limewater turns **cloudy**.



**Test for Chlorine** – Damp **litmus paper** is held over the tube. If the tube contains chlorine, the litmus paper becomes **bleached** and **turns white**.

## C8 – Chemical Analysis

1. Describe how you would carry out paper chromatography to separate and identify the different colours in food dye.

2. Why is a pencil used instead of a pen?

3. Why do you not fill the solvent above the pencil line?

4. Why might water not work as a solvent?

1. Describe the tests and the positive results for:

a) Hydrogen

b) Carbon dioxide

c) Oxygen

d) Chlorine

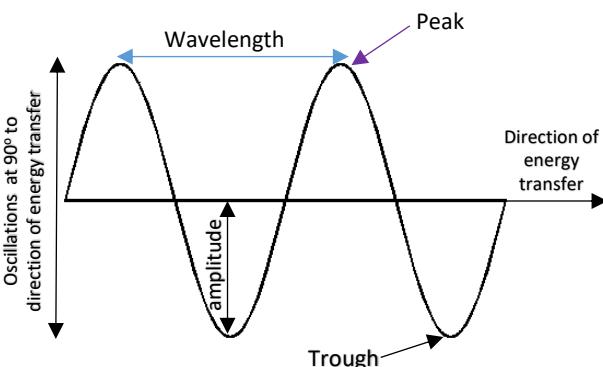
# P6 – Waves

## Transverse Waves

- Oscillations (vibrations) **perpendicular** to direction of energy transfer.

### Examples:

- Electromagnetic waves
- Ripples on water.

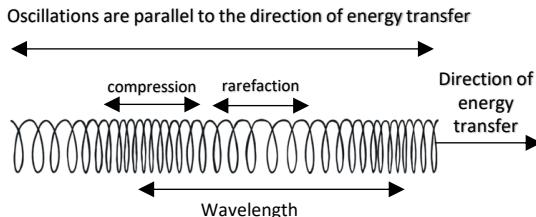


## Longitudinal Waves

- Oscillations (vibrations) are **parallel** to direction of energy transfer.

### Examples:

- Sound waves



Sound waves have areas of compression and rarefaction.

Compression = particles pushed closer together

Rarefaction = particles are further apart

## Properties of Waves

**Amplitude** – maximum displacement from undisturbed position.

**Wavelength** – distance from a point on one wave to the equivalent point on the next wave.

**Frequency** – number of waves passing a point each second.

Frequency is measured in Hertz (Hz)  
1Hz = 1 wave per second.

**Wave speed** – the speed at which energy is transferred through a medium.

$$v = f \times \lambda$$

You need to memorise

wave speed (m/s)      frequency (Hz)      wavelength (m)

## Measuring speed of sound waves in air

- Stand 50m from a large flat wall.

- One person claps/bangs bricks

- Measure time taken to hear the echo.

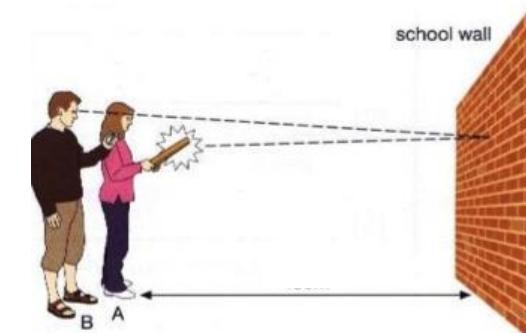
- Calculate speed of sound using:

$$\text{Speed} = \text{distance} \times \text{time}$$

- Remember distance is double (in this case, 100m) as it travels to the wall and back.

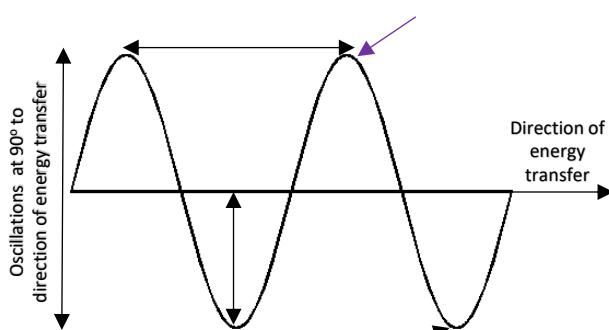
- Take several measurements and calculate the mean to reduce error.

This is unlikely to produce an accurate value for sound in air (330 m/s) as the reaction time of the person operating the stopwatch is likely to be a significant proportion of the time measurement.



## P6 – Waves

1. How are transverse waves produced?
2. Label the wave features below.



1. Describe a longitudinal wave

2. Give an example of a longitudinal wave.

3. Label an area of compression and rarefaction in the diagram below



1. Define the following:

Amplitude

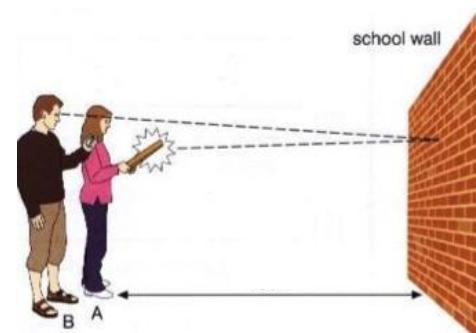
Wavelength

Frequency

2. What are the units for frequency?

3. What is the equation linking frequency, speed and wavelength?

1. Describe a method to investigate the speed of sound waves in air.



2. What is the biggest source of error in this investigation?

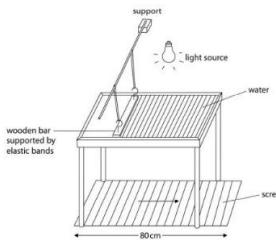
3. What is the speed of sound in air?

## P6 – Waves – Required Practical – investigating wave in a solid and a ripple tank

### Measuring waves in a liquid

#### Equipment

- Ripple tank
- Measuring ruler
- Stop watch



#### Method

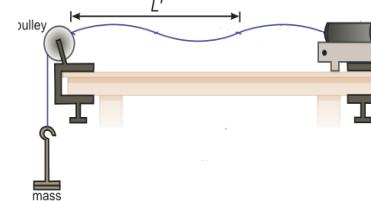
1. Set up the equipment as shown and turn on the motor to produce low frequency waves so that they are able to be counted.
2. Adjust the lamp until pattern is seen clearly on white screen underneath
3. Use a ruler to measure the length of a number of waves (e.g. 10) and divide the length by the number of waves to give wavelength. This improves the accuracy of the measurement.
4. Record the waves using a camera or mobile phone. Count the number of waves passing a point in 10 seconds using a stopwatch and slowing the recording down.
5. Divide the number of waves counted by the time to give frequency.
6. Use  $v = f \times \lambda$  to calculate the wave speed. Repeat for different frequencies of the motor.

Exp	Length of 10 waves (cm)	Wavelength of 1 wave (cm)	Number of waves in 10 s	Frequency (Hz)	Speed (cm/s)
1	65	0.65	121	12.1	7.9
2	50	0.5	155	15.5	7.9
3	42	0.42	187	18.7	7.9

### Measuring waves in a solid

#### Equipment

- string, vibration generator, hanging mass set and pulley



#### Method

1. Set up the equipment as shown.
2. Turn on the vibration generator
3. Adjust the length of the string until a standing wave is achieved
4. The frequency can be read from the vibration generator
5. Measure as many complete waves as possible using a ruler
6. Divide the length by the number of waves to give wavelength
7. Calculate speed using  $v = f \times \lambda$

#### Conclusion:

In both experiments, when you increase the frequency, the wavelength decreases – the speed remains the same in the same medium

## P6 – Waves – Required Practical – Ripple Tank

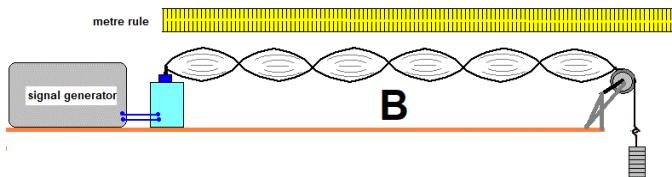
1. Complete the table below to explain the method in calculating the speed of waves in a ripple tank.

Step	Reason
Fill the ripple tank with water, switch on a lamp and place white card underneath the tank.	
Switch on the motor and adjust it to give low frequency waves	
Place a stopwatch next to the card and record the waves, with the stopwatch in view for 10 seconds	
Play the recording in slow motion, count the number of waves passing a certain point and divide this by 10	
Measure the length of 10 waves by taking a picture of the card with a ruler on it.	
Divide the length by 10	

2. If the length of 10 waves is 55cm, what is the wavelength of 1 wave?

3. If there are 210 waves in 10 seconds, what is the frequency?

1. When investigating waves produced by a vibration generator on a string, how do we know the frequency?



2. How many complete waves are shown in the image above?

3. If the length from the generator to the pulley was measured at 66 cm, what is the wavelength?

4. Why is it better to measure multiple waves and divide to find wavelength rather than measure one single wave?

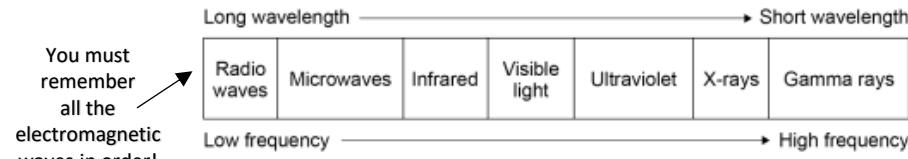
5. What happens to wavelength when frequency increases?

6. What happens to wavelength when frequency decreases?

# P6 – Waves

## The Electromagnetic Spectrum

- All transverse waves
- Transfer energy from the source of waves to an absorber.
- All travel at the same **velocity** through a vacuum or air – **speed of light**.
- Speed of light = 300,000,000 m/s



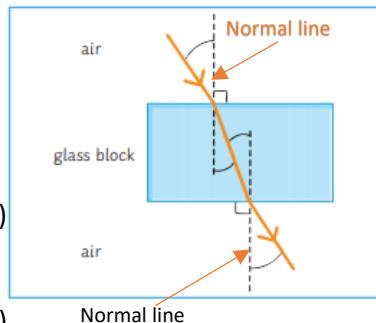
Wave	Use	Other information
Radio waves	Television and radio	Easily transmitted through the air. Harmless if absorbed by the body.
Microwaves	Satellite communications and cooking food	Can be harmful when internal body cells become heated by over exposure.
Infrared	Electrical heaters, cooking food and infrared cameras	Can cause burns to skin
Visible light	Fibre optic communications	Only EM wave detectable by human eye.
Ultraviolet	Energy efficient lamps, sun tanning	Causes skin tanning and can lead to burns or <b>skin cancer</b> .
X-rays	Medical imaging and airport security scanners.	Very little energy is absorbed by body tissues. Passes through the body.
Gamma rays	Sterilising medical equipment or food and treatment for some cancers.	They can lead to gene mutation and cancer.

## Ray diagrams

- You need to construct **ray diagrams** to show how a wave is **refracted** at the boundary of a different medium.

Less dense → More dense (e.g. air to glass)

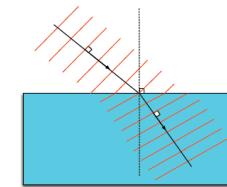
- Ray **slows down** and bends **towards the normal line**.



More dense → Less dense (e.g. glass to air)

- Ray **speeds up** and bends **away from the normal line**.

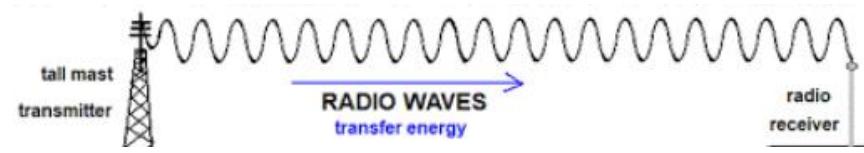
The ray bends because different parts of the wavefront cross the boundary at slightly different times –



If wave hits medium at an angle of 90° then the ray will slow down but will not be refracted.

## Radio waves (HT only)

- Radio waves can be produced by **oscillations in electrical circuits**.
- Those radio waves can travel for long distances to receivers.
  - When absorbed by the receiver, the radio wave creates an **alternating current** with same **frequency** as the wave itself.
  - This is how TV and radio are broadcast.



## P6 – Waves

<ol style="list-style-type: none"><li>1. State two properties of electromagnetic waves.</li><li>2. Write the EM spectrum in order of <b>increasing</b> wavelength</li><li>3. Write the EM spectrum in order of <b>increasing</b> frequency</li><li>4. How fast do electromagnetic waves travel?</li><li>5. State the uses of:<ol style="list-style-type: none"><li>a) radio waves</li><li>b) microwaves</li><li>c) infrared</li><li>d) visible light</li><li>e) ultraviolet</li><li>f) x-rays</li><li>g) gamma rays</li></ol></li></ol>	<ol style="list-style-type: none"><li>1. What happens when a ray goes from a less dense → more dense medium?</li><li>2. What happens when a ray moves from a more dense → less dense medium?</li><li>3. What is the line at <math>90^\circ</math> to a surface called?</li><li>4. 4. What happens if a ray hits a medium at <math>90^\circ</math>?</li><li>1. What type of current do radio waves create when absorbed?</li><li>2. What is the frequency of the current produced by a radio wave of frequency 250Hz?</li></ol>
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## P6 – Waves – Required Practical – Infrared radiation

### Aim

Investigate how the amount of infrared radiation **emitted** (given out) by a surface depends on the nature of that surface.

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

- Dark and matt
- Dark and shiny
- Light and matt
- Light and shiny

### Method

1. Place **Leslie cube** on a heat proof mat.
2. Once the kettle has boiled, fill the Leslie cube with water.
3. Hold the infrared thermometer 5cm from the first surface
4. Record the temperature
5. Repeat the experiment three times on each surface and calculate mean for each surface.

**Independent variable:** surface

**Dependent variable:** temperature of the air (infrared radiation emitted)

**Control variables:** Temperature of the water inside, the distance between the cube surface ad the infrared thermometer



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



### Method

1. Fill a black and a silver can with water from the tap.
2. Take the temperature of the water in each can
3. Place the infrared thermometer 5cm from the cans
4. Leave for at least 10 minutes
5. Record the temperature of the water in each can and calculate the rise in temperature

**Independent variable:** surface of the can

**Dependent variable:** Temperature increase of the water (infrared radiation absorbed)

**Control variables:** Temperature of the water inside, the distance between the cube surface ad the infrared thermometer

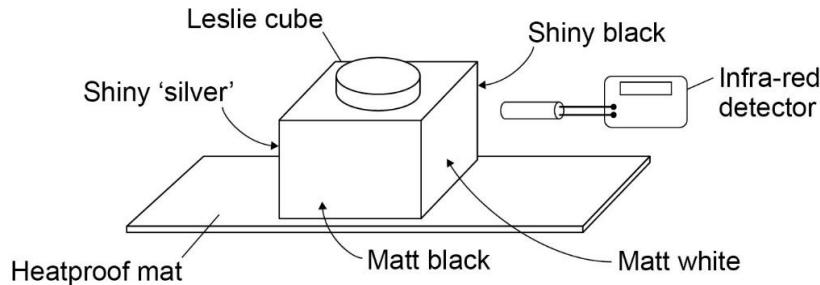
### Conclusion

Black matt surfaces absorb and emit the most infrared radiation.

White/silver and shiny surfaces are poor emitters and poor absorbers of infrared radiation

## P6 – Waves – Required Practical – Infrared radiation

1. Describe how you could use the equipment below to investigate the emission of infrared by different surfaces.



1. A student was investigating the amount of infrared radiation absorbed by water in cans with different surfaces.



Name the...  
Independent variable:

Dependent variable :

Control variables :

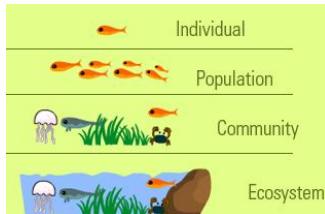
2. What kind of surfaces are the best emitters of infrared radiation?

3. Why does the water in the silver can heat up less than the black can?

# B7 – Ecology

## Ecosystems

An ecosystem is all the living organisms within an area (community) plus the physical habitat



## Interdependence

Organisms rely on each other for...

- Food
- Shelter / nesting sites
- Seed dispersal
- $O_2$  and  $CO_2$

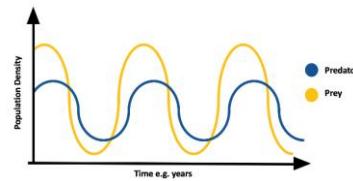


## Biotic and Abiotic Factors

Factors that affect the number of organisms

Biotic – living	Abiotic – non-living
<ul style="list-style-type: none"> <li>• availability of food</li> <li>• new predators arriving</li> <li>• new pathogens</li> <li>• one species outcompeting another so the numbers are no longer sufficient to breed.</li> </ul>	<ul style="list-style-type: none"> <li>• light intensity</li> <li>• temperature</li> <li>• moisture levels</li> <li>• soil pH and mineral content</li> <li>• wind intensity and direction</li> <li>• carbon dioxide levels for plants</li> <li>• oxygen levels for aquatic animals.</li> </ul>

## Predator-Prey Relationships



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

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

## Competition

Plants	Animals
Light Space Minerals ions Water	Food Mates Territory

## Plant adaptations



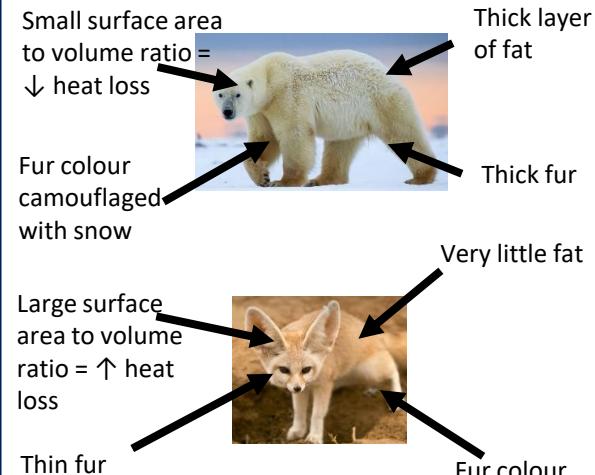
Plants in desert areas have :

- deep roots to maximise water uptake
- thin/no leaves to minimise water loss
- Spines to stop them being eaten

## Animal Adaptations

Can be:

- Structural – a feature of the organism's body (e.g. thick fur, bright colours, camouflage)
- Behavioural – responses from the organism (e.g. hibernation, migration, huddling together)
- Functional – a body process (e.g. camel breaking down hump of fat into water, producing little urine)



## Extremophiles

Extremophiles are organisms that live in extreme environments.

Extreme environments = high temperatures, high pressure or high salt concentration.

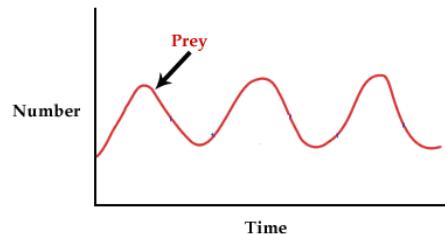
E.g. bacteria living in deep sea vents = extremophiles.

# B7 – Ecology

## Ecosystems

1. What is a community?
2. What is an ecosystem?
3. Give two things that animals rely on plants for
4. Give two things that plants rely on animals for
5. What is the term given to the predator at the very top of a food chain?
6. Why are green plants known as producers?
7. Name two biotic factors that can affect organisms within a habitat
8. What does the term 'abiotic' mean?
9. Name two abiotic factors

1. Name two things plants compete for
2. Name two things animals compete for
3. Sketch the line to show how the predator population would change on the graph below



4. Why do some plants have spines instead of leaves?
5. Name two ways plants are adapted for living in desert climates.

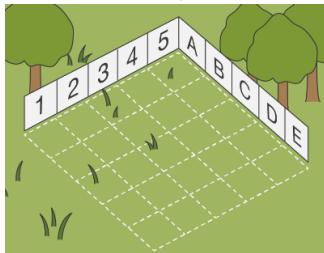
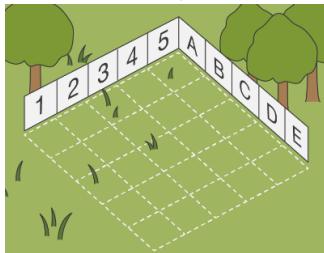
1. Name the three types of adaptations
2. Name one behavioural adaptation
3. How are animals adapted to live in cold climates?
4. What are extremophiles?
5. What is the surface area : volume ratio like on desert animals?
6. Give an example of an extremophile

# B7 – Ecology

## RP7 – Estimating Populations Part 1

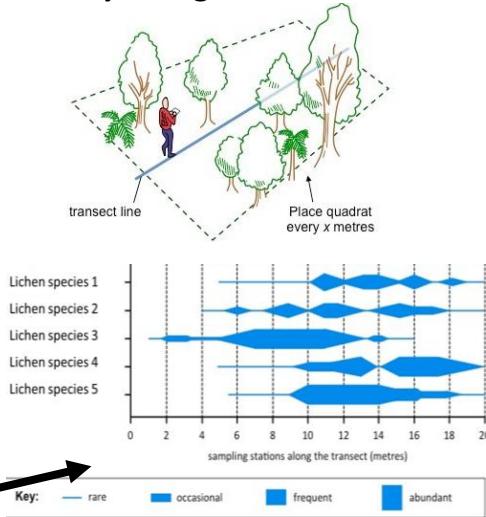
1. Calculate area of site.
2. Divide site up into a numbered grid
3. Use a random number generator to pick coordinates.
4. Randomly throw the  $0.25\text{m}^2$  quadrat at those coordinates.
5. Count the number of particular organism in the quadrat.
6. Repeat steps 3-5 **ten times (minimum)**.
7. Calculate mean number of organism.
8. Calculate estimated number organism in site using the following equation

$$\frac{\text{area of site}}{\text{area of quadrat}} \times \text{mean}$$

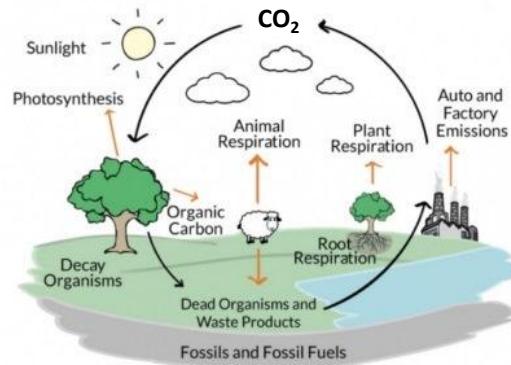


## RP7 – how populations may change over a distance

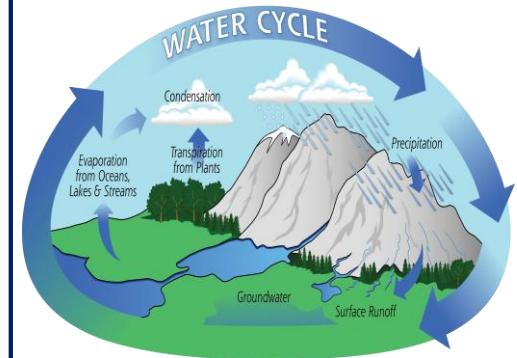
1. Place tape measure (a transect line) through ecosystem being investigated.
2. Place quadrat at regular, random intervals along the transect line and count the number of particular organisms.
3. Draw a distribution graph of your results. (They might look like this.)



## The Carbon Cycle



## The Water Cycle



## Human Impact on Biodiversity

Waste management	Rapid growth in the human population = more resources are used and more waste is produced – this contributes to pollution. Can occur in water, in air and on land.
Land Use	Humans reduce the amount of land available for other animals and plants by building, quarrying, farming, dumping waste and the destruction of peat bogs.
Deforestation	In tropical areas it has occurred to provide land for cattle and rice fields or grow crops for biofuels.
Global Warming	Levels of carbon dioxide, methane and water vapour in the atmosphere are increasing, and contribute to 'global warming'.

## Decay

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



## Maintaining Biodiversity

- breeding programmes for endangered species
- protection of rare habitats
- reintroduction of hedgerows
- reduction of deforestation and  $\text{CO}_2$  emissions
- increased recycling to avoid landfill

## B7 – Ecology

<ol style="list-style-type: none"><li>1. What is the minimum number of times the organism should be counted when estimating population size?</li><li>2. What is a quadrat?</li><li>3. What is the equation used to estimate population size?</li><li>4. How can you ensure the quadrat is randomly placed throughout the site?</li></ol>	<ol style="list-style-type: none"><li>1. Which process takes carbon into plants?</li><li>2. What do plants make with the carbon (and water)</li><li>3. Name 2 process that releases carbon into the atmosphere as carbon dioxide.</li><li>4. What happens to carbon that gets trapped deep underground for millions of years?</li><li>5. By which process do plants return water from the ground to the air?</li></ol>
<ol style="list-style-type: none"><li>1. What is a transect line?</li><li>2. What is a transect line used to investigate?</li><li>3. How is the quadrat placed?</li></ol>	<ol style="list-style-type: none"><li>1. Why has large scale deforestation occurred in tropical areas?</li><li>2. Name two ways humans use land that reduces biodiversity.</li><li>3. Which three gases contribute to global warming?</li><li>4. Name 3 types of pollution.</li></ol>
	<ol style="list-style-type: none"><li>1. Which types of microbes cause decay?</li><li>2. What can decay release into the environment?</li></ol> <ol style="list-style-type: none"><li>1. What has been done to prevent some species from becoming extinct?</li></ol>

## 1. The UK's diverse landscapes

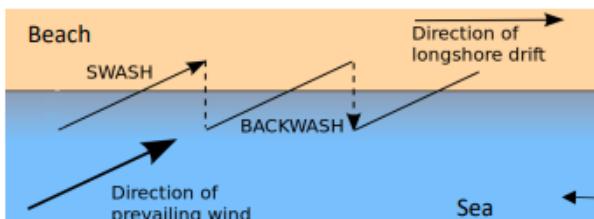


## 2. Waves

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 ( $90^\circ$ ) 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.



## 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). Cliff **retreats**, leaving a wave cut platform (the un-eroded original cliff left behind).



### Cave, arch, stack

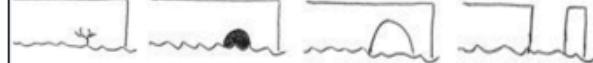
Step 1 **Hydraulic power** enlarges cracks in headland

Over time they turn into a cave.

Step 2 Back of cave is deepened by **abrasion** until it **erodes** through the headland > arch.

Step 3 **Weathering** and **erosion** wear away at the arch until it eventually collapses (gravity).

Step 4 A stack is formed.



### Example of a UK coastline. Dorset coastline.

Headlands and bays

Wave cut platform

Arch  
Stack

Swanage Bay, Durlston Head

Kimmeridge

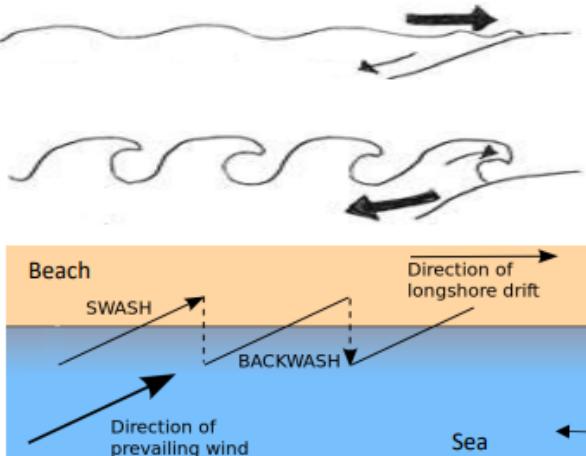
Durdle Door (concordant)  
Old Harry

### 1. The UK's diverse landscapes



### 2. Waves

Term	Definition
Swash	
Backwash	
Constructive waves	
Destructive waves	



### 3. Processes

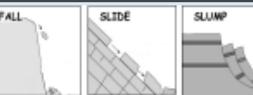
#### Sub-aerial processes (above the sea)

##### 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 4

##### Step 5



#### Example of a UK coastline. Dorset coastline.

# GCSE Geography. Paper 1.

## Physical landscapes. 3. Coasts

### 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.

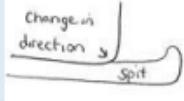
#### Spits Sandbanks

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.

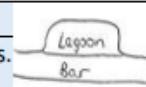
Strategy	Explanation	Costs	Benefits
Sea walls	A hard wall made out of concrete that reflects waves back out to sea	Expensive (£2000 per/m). Life span 75 years.	Prevents erosion / flooding. Often protects tourist resorts.
Rock armour	Boulders piled up along the coast. These erode rather than the coast.	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.

#### Bar



Step 1 When a spit joins two headlands.

Step 2 A lagoon forms behind the bar.

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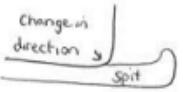
### 7. An example of a coastal management scheme

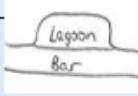
What?	Reasons for management	Management strategy	Effects and conflicts
Bournemouth Beach Management Scheme. Aim: Hold the line and protect tourism.	Coastline would erode at a metre a year. Beach important for tourism (£413million). 3114 homes at risk from collapsing cliffs.	3 phases costing £50 million. 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	

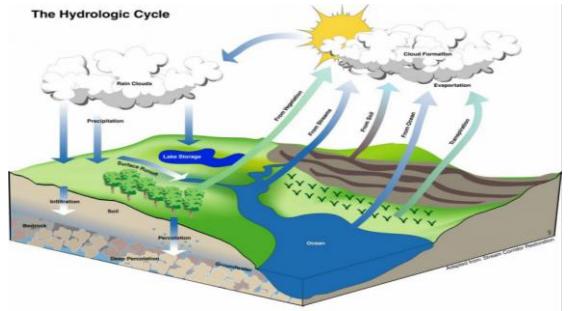
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Hard engineering			
Man made structures built to control the sea. Reduces flooding and erosion.			
Strategy	Explanation	Costs	Benefits
Sea walls			
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Schemes set up using a natural approach to managing the coast.			
Strategy	Explanation	Costs	Benefits
Beach nourishment			
Reprofiling			
Dune regeneration			

**7. An example of a coastal management scheme**

What?	Reasons for management	Management strategy	Effects and conflicts



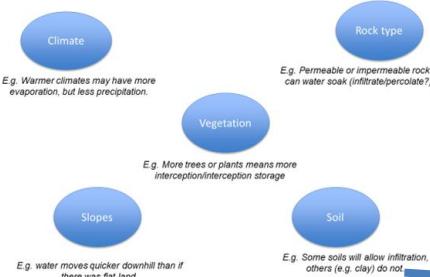
### What are we learning this term

- The Hydrological cycle
- Drainage basins
- Factors influencing the hydrological cycle
- Key terms

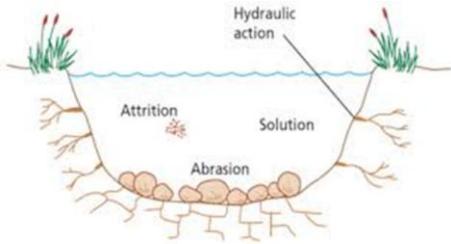


Some factors will influence the way that water travels to the river – see below.

### Factors influencing the hydrological cycle- what speeds it up, or slows it down?



Hydrographs are a method to show us the relationship between rainfall and discharge (the amount of water in the river at a given time). Hydrographs can help us to predict the risk of flooding, but also can help us to understand how water has made its way to the river...



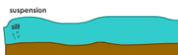
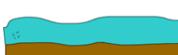
Erosion in a river has a number of different forms.

### D Key terms

Attrition	is the 'smashing' of sediment against each other to become more rounded.
Hydraulic action	is the sheer force of the water breaking down the river banks and bed.
Corrosion (solution)	is the dissolving of material.
Abrasion (corrasion)	is the action of sediment scraping against the bed and bank of the river (like sandpaper)

### Transportation.

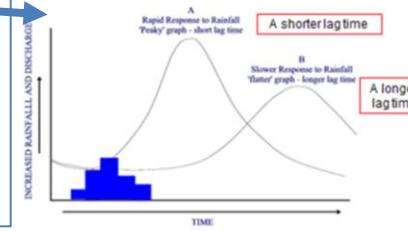
- Transportation happens in one of four ways:
- As solution: dissolved minerals carried in the water.
- Suspension: Small particles of rock and soil are carried along – they make the water look cloudy or muddy.

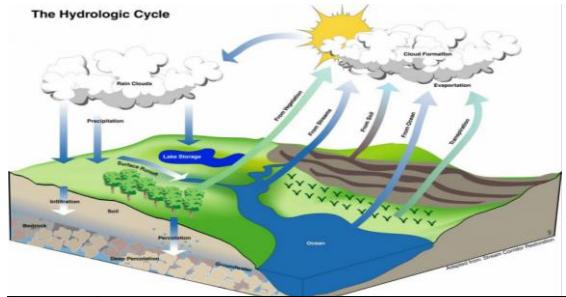


- As saltation: sand grains and small stones just bounce along.
- As traction: Larger stones and rocks get rolled along.



The **lag time** of a hydrograph is the time between the peak rainfall and the peak discharge. If this is long (e.g. b) then it means water will have infiltrated rather than moved through surface run off, as surface run off would cause water to enter the river quickly, and so our hydrograph would have a shorter lag time (e.g. a).





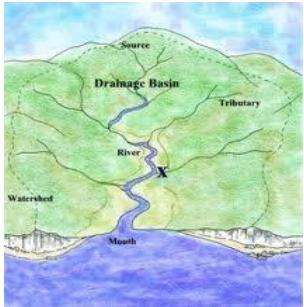
### A. The hydrological cycle

The hydrological cycle is a closed system. This means that water never leaves, or enters the cycle of water from sea, land and atmosphere. The cycle is important because it shows us how water can enter the drainage basin, and how water can be responsible for increasing or decreasing our risk of flooding. Key words include:

Evaporation	
Transpiration	
Condensation	
Interception	
Surface run off	
Infiltration	
Throughflow	
Percolation	
Groundwater flow	
Channel flow	
Channel storage	

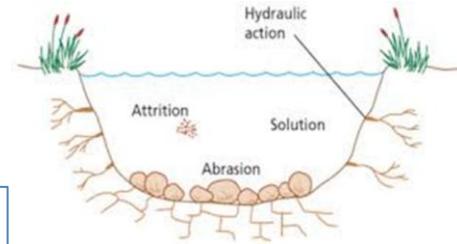
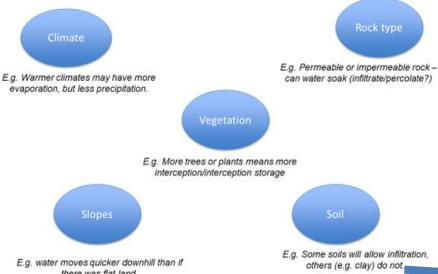
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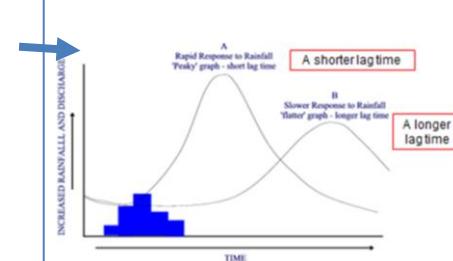
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Erosion in a river has a number of different forms.

D	Key terms
Attrition	
Hydraulic action	
Corrosion (solution)	
Abrasion (corrasion)	





# Geography Knowledge Organiser: Year 11 Term 3 Rivers

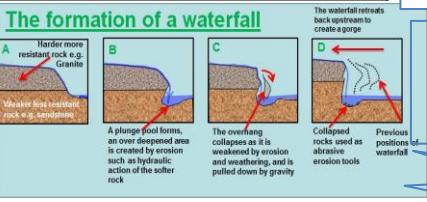


## E Reducing flooding

Rivers flooding can be caused by a number of factors.  
These could be human factors:

Farming	ploughing can cause water to collect in the troughs and run directly in to the river.
Urbanisation	building with tarmac and concrete does not allow infiltration so water moves to the river through surface run off, or might sit on the land.
Deforestation	cutting down trees will reduce interception storage and increase surface run off.
Or physical factors:	Or physical factors:
Weather and climate:	hotter weather increases evaporation which will then decrease the amount of discharge. Colder weather will cause more surface run off as frozen ground cannot infiltrate water.
High amounts of rainfall	saturated ground will not infiltrate further rainfall, which increases surface run off, and therefore the discharge in the river.
Steep land	steep land increases surface run off and therefore the discharge in the river

The image above tracks the journey of a river from source to mouth. Note that the river starts on high land, and meets the sea on flat land. The features of a river will change from source to mouth. This is due to erosion and transportation of material. Typically larger material is found in the upper course of a river, and the material reduces in size as it makes its way to the mouth. Erosion will change from vertical (downwards) to horizontal erosion.



River flooding might bring a lot of effects to an area. They are worse in LICs as the countries are unable to prepare, or protect.

These impacts can be social, economic or environmental.

**Social:** loss of homes, death, loss of possessions etc.



**Economic:** Cost of repairs, loss of income from flooded farmland, loss of business, loss of jobs etc.

**Environmental:** Damaged habitats, destroyed land, contaminated water sources etc.

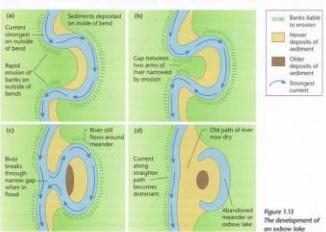
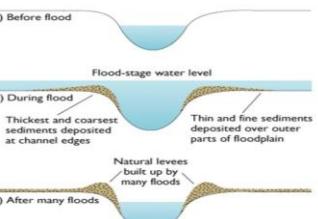


Figure 3.13 The development of an oxbow lake

The river is 85 miles long, and drains an area of 710 square miles. Its source is in the Pennine hills, and flows in to the North Sea at Middlesbrough.

A meander is a bend in a river. Erosion happens on the outside of the bend as the velocity is faster. Deposition happens on the inside of the bend as velocity is slowest. This meander may over time become an oxbow lake as erosion on the outside of the bend exaggerates the bend, and when the river floods, water might take the quickest route – therefore cutting off the bend!

## Formation of Natural Levees



A waterfall will form when bands of hard and soft rock lie on top of each other. Over time the hard (more resistant) rock will be eroded, and therefore the soft rock will be eroded vertically. This creates a plunge pool – and overtime the waterfall will retreat backwards creating a gorge.



## Middle/lower course:

There are good examples of meanders, levees and floodplains along the River Tees. The natural levees have built up over time as the river floods and sediment is deposited on the banks of the river. There are large industries in the lower course of the river, making the most of the flat land and river's flow in to the North Sea. This area of the river needs high levels of management. In Yarn there are extensive flood protection methods.

**Upper course:** The upper course of the river has impressive waterfalls. The river drops 20m in a single sheet of water – High Force Waterfall (tallest in England). The waterfall has retreated back overtime to form a gorge. There are high v-shaped valleys, and interlocking spurs in the upper course of the river.

The river has been straightened and widened over time to allow navigation for industry and trade.

## Banbury Floods:

Banbury is located in the Cotswolds, north of Oxford.

## Impacts of flooding:

In 1998 flooding led to the closure of the railway station, local roads and caused £12.5m damage. More than 150 homes and businesses were affected. In 2007 these impacts were repeated.

## What has been done to reduce flooding?

- A361 raised, and drainage below the road improved.
- Earth embankments built.
- Floodwalls built.
- Pumping station to transfer excess water.
- Creation of new Biodiversity Action Plan to allow nature to 'soak' up excess water.

## What were the costs/benefits?

**Socially:** quality of life has improved, reduced levels of anxiety of flooding, the A361 will no longer need to be closed.

**Economically:** Cost £18.5m, but benefits of protecting are over £100m!

**Environmentally:** Small reservoir created from earth taken for embankments, new Biodiversity Action Plan has created new habitats, and floodplain protected for flooding.



# Geography Knowledge Organiser: Year 11 Term 3 Rivers - quizzable



E

## Reducing flooding

Rivers flooding can be caused by a number of factors.

These could be human factors:

Farming

Urbanisation

Deforestation

Or physical factors:

Weather and climate:

High amounts of rainfall

Steep land

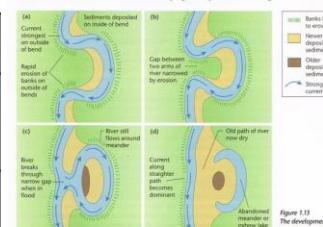


Figure 1.13 The development of an oxbow lake

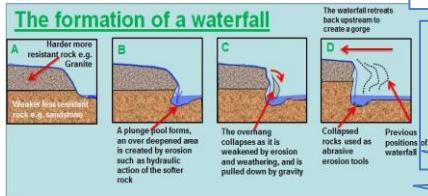
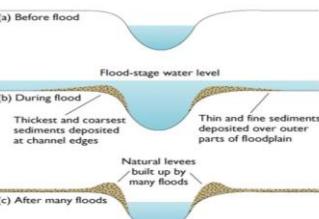
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**Upper course:**



**Middle/lower course:**

## Formation of Natural Levees



Banbury Floods:

What has been done to reduce flooding?

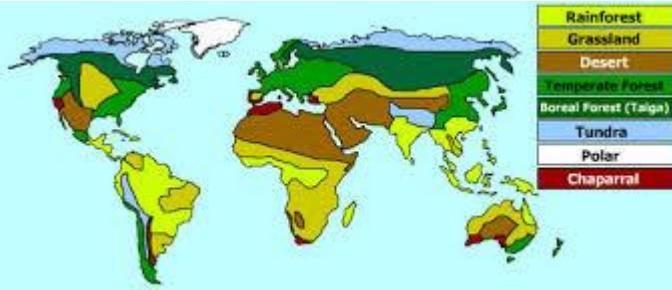


Banbury is located in the Cotswolds, north of Oxford.

Impacts of flooding:

What were the costs/benefits?

# The Living World:



A **biome** is a large scale ecosystem. They are closely linked to climate belts globally.

E.g. **Deserts** are found at 22.5°N/S where pressure is high so air sinks leading to a lack of precipitation. **Rainforests** are found along the equator, in areas of low pressure where the air rises, leading to condensation and precipitation.

In an ecosystem there are three elements to its existence.

- **A decomposer** (breaks down the waste e.g. Fungi)
- **A producer** (produces their own food e.g. grass)
- **A consumer** (eats the producer. Primary consumers may include snails/grasshoppers. Secondary consumers then refer to an animal that eats the primary consumer).

These three elements interact to recycle nutrients. Each one depends on one another.

Humans can upset the balance of ecosystems by introducing new consumers/producers; or removing consumers/producers. E.g. the introduction of the Grey Wolf in Yellowstone National Park meant that there was more competition for consumers, leading to an imbalance further down the food chain.

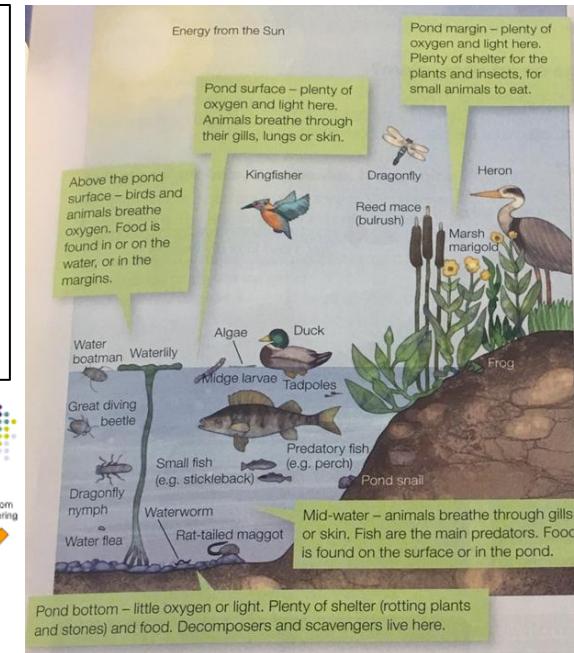
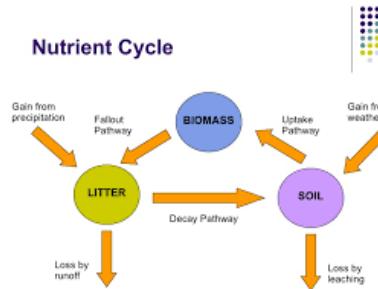
See an example of a food chain & food web opposite.

## Useful links:

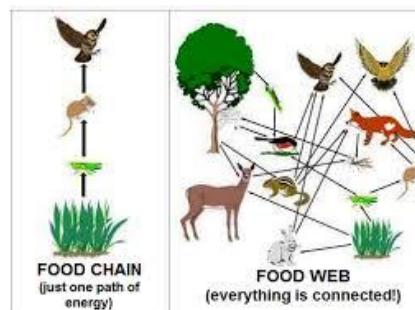
- [http://www.worldbiomes.com/biomes\\_map.htm](http://www.worldbiomes.com/biomes_map.htm) [http://www.ducksters.com/science/ecosystems/world\\_biomes.php](http://www.ducksters.com/science/ecosystems/world_biomes.php)
- <https://www.bbc.co.uk/education/topics/z2tqwx5>
- [http://www.softschools.com/facts/biomes/desert\\_biome\\_facts/167/](http://www.softschools.com/facts/biomes/desert_biome_facts/167/)
- [http://www.softschools.com/facts/biomes/tropical\\_rainforest\\_biome\\_facts/160/](http://www.softschools.com/facts/biomes/tropical_rainforest_biome_facts/160/)

Ecosystems can also be small scale. By definition an ecosystem is an environment where there is an interaction/relationship between the **abiotic** (non living, e.g. soils/rain/rocks), and the **biotic** (living, e.g. plants/animals) components.

- A freshwater pond is a good example of a small scale ecosystem. Check out the interactions....



The nutrient cycle in an ecosystem is also incredibly important, and emphasises the links between the **abiotic** and **biotic** elements of the ecosystem.

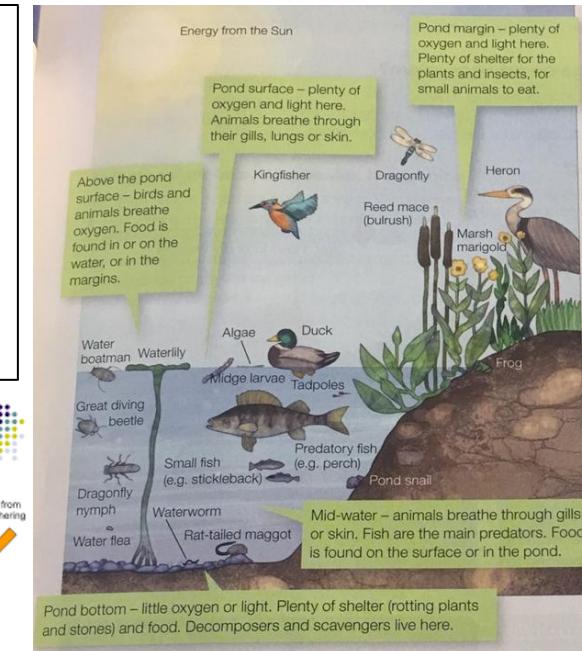
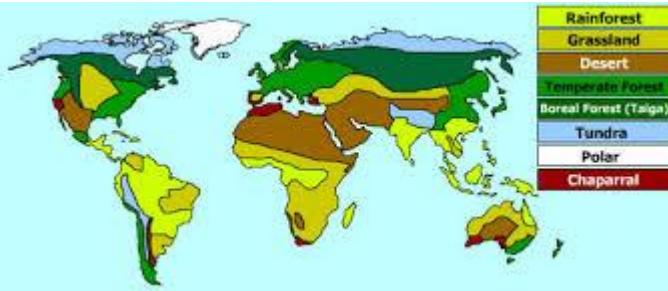


**Carnivores** (meat eaters), **herbivores** (plant eaters) and **omnivores** (meat & plant eaters) are all important too.

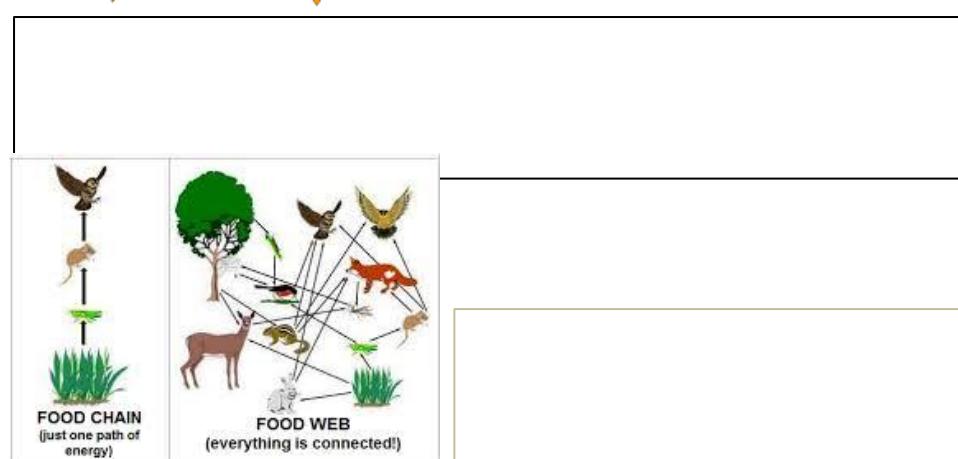
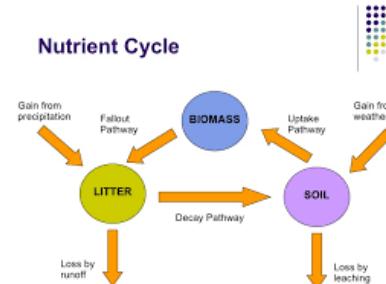
# The Living World:

## Useful links:

- [http://www.worldbiomes.com/biomes\\_map.htm](http://www.worldbiomes.com/biomes_map.htm) [http://www.ducksters.com/science/ecosystems/world\\_biomes.php](http://www.ducksters.com/science/ecosystems/world_biomes.php)
- <https://www.bbc.co.uk/education/topics/z2tqwxz>
- [http://www.softschools.com/facts/biomes/desert\\_biome\\_facts/167/](http://www.softschools.com/facts/biomes/desert_biome_facts/167/)
- [http://www.softschools.com/facts/biomes/tropical\\_rainforest\\_biome\\_facts/160/](http://www.softschools.com/facts/biomes/tropical_rainforest_biome_facts/160/)



## Nutrient Cycle

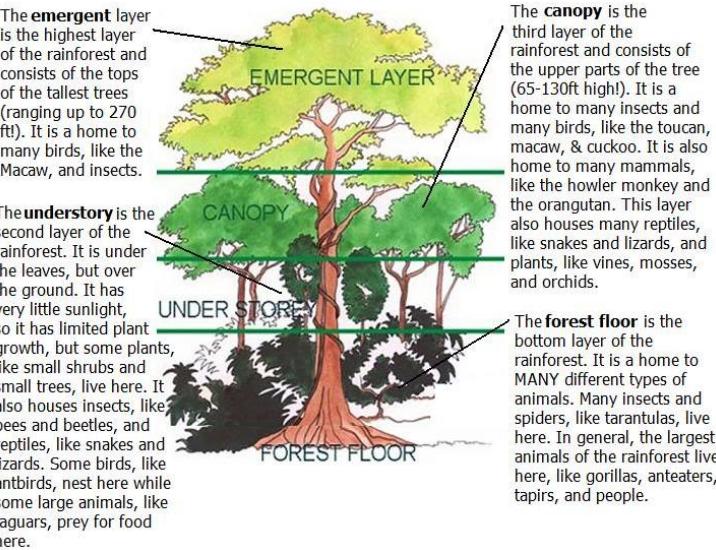


## Biome case study 1: The Tropical Rainforest: The Amazon Rainforest:

Emergent trees have buttress roots to anchor them to the ground. Tress in the canopy/emergent layer will have drip tips to direct water to the floor.



Rainforests hold over 1/2 of the world's species of animals and plants. They are complex ecosystems with high levels of interdependence. The climate of the rainforest (humid, wet, high temperatures) means that there is huge competition between species, and therefore there is a high level of adaptation from plants and animals.



The **canopy** is the third layer of the rainforest and consists of the upper parts of the tree (65-130ft high). It is a home to many insects and many birds, like the toucan, macaw, & cuckoo. It is also home to many mammals, like the howler monkey and the orangutan. This layer also houses many reptiles, like snakes and lizards, and plants, like vines, mosses, and orchids.

The **forest floor** is the bottom layer of the rainforest. It is a home to MANY different types of animals. Many insects and spiders, like tarantulas, live here. In general, the largest animals of the rainforest live here, like gorillas, anteaters, tapirs, and people.

### Causes of deforestation:

**Logging** – this accounts for 3%. Timber companies are interested in trees such as mahogany and teak and sell them to other countries to make furniture (selective logging). Smaller trees are often used as wood for fuel or made into charcoal.

**Mineral extraction** – Some of the minerals that richer countries need are found beneath rainforest. In the Amazon, mining is mainly about gold. In 1999, there were 10,000 hectares of land being used for gold mining. Today, the area is over 50,000 hectares.

**Energy development** – The vast Amazon River has encouraged dams to be built to generate hydroelectric power. This involves flooding large areas of rainforest.

**Commercial Farming:** Cattle. This accounts for 80% of tropical rainforest destruction in Brazil. Crops. The forest is being cleared to make way for vast plantations, where crops such as bananas, palm oil, pineapple, sugar cane, tea and coffee are grown. The cultivation of soy bean has also caused a lot of clearance in the Amazon. The amount of rainforest cleared for this crop doubled between 1990 and 2010.

**Road building:** Roads are needed to bring in equipment and transport products to markets, but road building means cutting great swathes of rainforest. The Trans-Amazonian highway began construction in 1972 and is 4000km long.

### Impacts of deforestation:

#### Environmental:

- The Amazon stores around 100 billion tonnes of carbon, releasing this will contribute to global warming.
- Soil erosion is caused by deforestation which means that the soil loses its fertility and it takes a long time for things to grow.
- Loss of biodiversity – estimations that the Amazon could lose between 30-40% by 2030.

#### Economic:

- Wealth brought to countries that were very poor.
- Farming makes a lot of money for countries in the rainforest (E.g. Brazil made \$6.9b in 2008).
- Mining creates jobs for people; and logging contributes to Brazil's economy.
- Decline of native (indigenous) tribes.

### Sustainable management of deforestation:

**Selective logging:** Only some trees are cut down, reducing the pressure.

**Replanting (afforestation)** – replanting trees that are cut down.

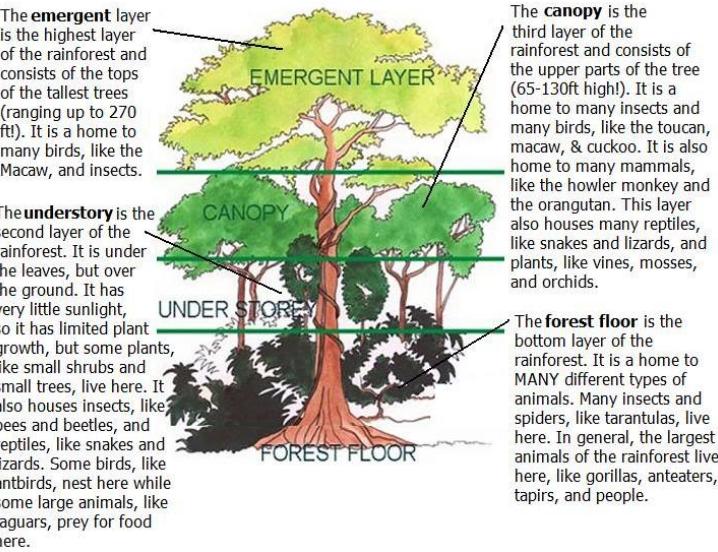
**Conservation:** National parks/nature reserves set up to restrict activity.

**International policies:** Putting laws into place internationally to encourage conservation. This could relate to countries only using sustainably sourced materials.

**Education:** Educating locally and globally to encourage sustainable use of the rainforest.

## Biome case study 1: The Tropical Rainforest: The Amazon Rainforest:

Emergent trees have buttress roots to anchor them to the ground. Trees in the canopy/emergent layer will have drip tips to direct water to the floor.



The **emergent** layer is the highest layer of the rainforest and consists of the tops of the tallest trees (ranging up to 270 ft). It is a home to many birds, like the Macaw, and insects.

The **understory** is the second layer of the rainforest. It is under the leaves, but over the ground. It has very little sunlight, so it has limited plant growth, but some plants, like small shrubs and small trees, live here. It also houses insects, like bees and beetles, and reptiles, like snakes and lizards. Some birds, like antbirds, nest here while some large animals, like jaguars, prey for food here.

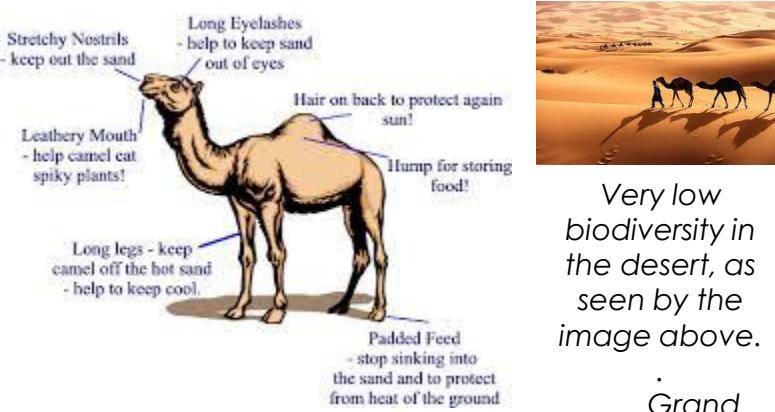
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## Biome case study 2: The Desert: The Thar Desert.



The desert is an ecosystem of harsh and extreme climatic conditions. During the day temperatures can hover near to 40°C, and during the night in some areas they can drop below freezing (due to lack of cloud cover because of the area being in high pressure zone). Deserts make living conditions difficult for both animals and plants, and adaptations are essential for these to survive.



Very low biodiversity in the desert, as seen by the image above.



Grand plans by the EU to use land in the Sahara Desert for a vast solar farm.

### Development opportunities:

1. **Mineral resources** –Gypsum, Kaolin, Limestone
2. **Solar energy** – 12 or more hours of bright sunshine and cloudless skies everyday are perfect conditions. Badla Solar Farm produces enough energy to power factories and develop the Thar desert area
3. **Wind energy**- Jaisalmer Wind Farm
4. **Coal**- large coal mine owned by the Chinese however enough coal to provide energy to India for 200 years and allow development of factories
5. **Tourism** – camel trekking in the desert, Jaisalmer Fort to visit as a cultural experience
6. **Commercial Farming** – water is essential so farming only happens where there is enough water. Indira Ghandi Canal allows water to be used for commercial farming. Crops include, sesame, mustard and cotton.

### Challenges to development:

- Extreme temperatures – daily temperatures can be as high as 40°C due to lack of cloud cover, and freezing at night.
- Inaccessibility – due to the sheer size of the desert it is often expensive and long distances for people to access the whole desert. Use of transport is limited due to poor quality roads and traditional use of camels
- Water supply – low annual rainfall (less than 70mm in some places) – unpredictable rainfall, and huge demand on rainfall/water means it is difficult to provide enough water for all.



**Desertification** is a huge threat to the desert ecosystem. As pressure is placed on land by human and physical factors such as:

- Removal of vegetation cover.
- Overgrazing.
- Uncontrolled fuel wood collection.
- Unsustainable farming practice and loss in fertility of soil.
- Excessive tree felling.

It can be reduced by:

- Appropriate technology (e.g. Stone Lines used to reduce soil erosion) & planting pits
- Tree planting (to hold soil in place)
- Water & soil management (E.g. restricting overuse of water for irrigating crops) Great Green Wall

## Biome case study 2: The Desert: The Thar Desert.



Very low biodiversity in the desert, as seen by the image above.

Grand plans by the EU to use land in the Sahara Desert for a vast solar farm.

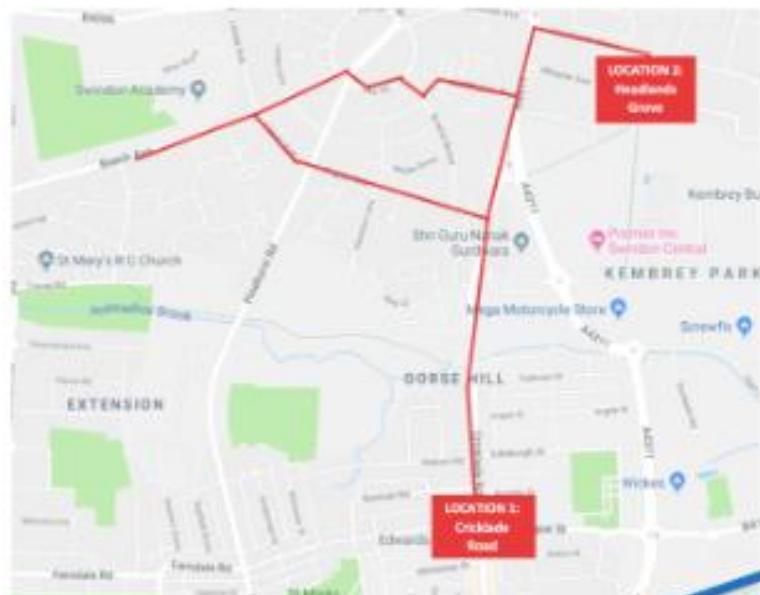


## Title of Human investigation: Do inequalities in housing exist in Swindon?

Why is this suitable as a title? Swindon is a town which has a range of different housing estates. Housing quality and type varies depending on age within the town.

Why is this location suitable? 1) We can walk to locations easily from school. 2) It is a safe location. 3) Easy access around the town 4) No permission needed

Location 1:  
Inner city area, close to CBD  
High density, low quality housing



Location 2:  
Previously suburban area  
(Now central to Swindon  
due to urban sprawl)  
Low density, higher quality  
housing

The risk rating (high, medium or low) indicates the level of response required to be taken when designing the action plan.

### Risk assessment ranking of risk:

Rating Bands (a x b)		
LOW RISK (1 - 8)	MEDIUM RISK (9 - 12)	HIGH RISK (15 - 25)
Continue, but review periodically to ensure controls remain effective	Continue, but implement additional reasonably practicable controls where possible and monitor regularly	-STOP THE ACTIVITY- Identify new controls. Activity must not proceed until risks are reduced to a low or medium level

Severity	Risk					
		1 Near Imposs	2 Unlikely	3 Reasonable Chanc	4 Likely	5 Almost Certain
1 Insignificant	1	2	3	4	5	
2 Minor Injury	2	4	6	8	10	
3 Moderate Injury	3	6	9	12	15	
4 Major Injury	4	8	12	16	20	
5 Death	5	10	15	20	25	

Risk	Why is it a risk?	Solution	Rank score
Tripping on pavement	Urban area with uneven surfaces, so minor injuries could occur from tripping.	Wore sensible shoes / flat trainers.	Severity 2 Likelihood 3 Score 6

		A first aid kit and first aider attended the visit	LOW RISK
Traffic	Crossing roads and conducting the investigation in an urban area leaves participants open to risk from traffic. Especially when crossing the road and carrying out EQS.	Observe the green cross code, using pedestrian crossings and looking both ways before crossing. Walk in single file on narrow pavements to avoid students walking in the road.	Severity - 1 Likelihood 5 Score 5  LOW RISK

Hypothesis Inequalities in housing exist in Swindon. Reasons for the hypothesis? It gives a focus for my study. It is measurable. It allows me to find out if there are differences in housing quality across my home town. Only simple equipment needed.

#### Background / Location

Swindon is a town in the southwest of England. It has a population of 182,000.

Swindon developed as a railway town in the 1840's. During the 1950's Swindon became an 'Expanded Town,' which led to a big increase in population. Today Swindon continues to grow due to Honda and Mini factories being in the area, and due to it being on the commuter belt to London.

#### Theory/ Secondary –Burgess Model



- Shows that towns and cities have different zones
- Housing type and quality varies in each zone.
- More modern, nicer housing is found on the outskirts of cities/ towns

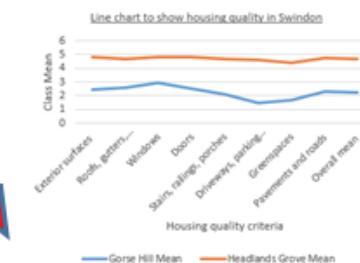
#### Why is secondary information useful?

- I can test this theory by creating a hypothesis.
- I can link my results back to this model and it will help to explain my findings.
- It is a model based on extensive research.
- Limitations of this data.
- It is a general model it does not take into account other location issues e.g. the war.
- This may be out of date.

#### Methodology:

Method	How it was done?	Why it was done?	Sampling method and reason	Links to hypothesis
Housing quality survey	<ul style="list-style-type: none"> <li>Filled in bipolar building quality survey in 2 contrasting residential areas.</li> <li>A scale of 1-5 used, this meant that we couldn't be impartial.</li> <li>I will test 2 areas – one from the inner city and one from the suburbs.</li> </ul>	<ul style="list-style-type: none"> <li>To show if housing differences were occurring across Swindon.</li> <li>Using a scale of 1-5 for each of the categories would allow me to work out the mean housing quality score in the 2 areas and therefore it would be easy to compare.</li> <li>Testing 2 areas means I can link findings back to the Burgess Model.</li> </ul>	<ul style="list-style-type: none"> <li>Random sampling – we stopped at 5 points did the survey 5 times in each of the residential areas.</li> <li>This means that we are able to work out a mean score therefore giving reliable and accurate results.</li> </ul>	<ul style="list-style-type: none"> <li>Would clearly show if inequalities in housing exist across Swindon.</li> </ul>
Annotated photographs	Use phones to take pictures of housing at each site.	Show the building quality and aesthetics of each site.	Random sampling – area chosen to photograph to show housing quality differences.	As above

#### Presentation method 1 – Line graph



#### Presentation method 2

Location 1:  
Gorse Hill



Location 2:  
Headlands Grove

#### Interpretation:

- The building quality is better in Headlands Grove in comparison to Gorse Hill.
- The inner city area of Gorse Hill scored lower in all 8 categories, with the largest difference being for the quality of driveways and paths which was a score of -3.08 lower than Headlands Grove.
- Gorse Hill overall housing quality mean score is 2.23 lower than Headlands Grove, this is significant.

#### Explanation:

- Headlands Grove is in a suburban area. Housing is more modern. Furthermore, the people who live here are more likely to be home owners, so maintain their properties more.
- Proves hypothesis is correct.
- No anomalies exist.

#### Links to other data:

- This links with secondary data as it shows that housing quality improves as we move out towards the suburbs in Swindon.
- Photographs support the quantitative data that the differences shown in the graph above exist.

#### Evaluation of presentation method:

##### Advantages –

- Easy to see patterns differences in buildings quality, due to height of the line.
- ICT quick and accurate to use.

##### Disadvantages –

- Not easy to work out differences as the scores are in decimal points.
- Difficult to read and interpret scores accurately.

##### Improvements –

- Located bars using GIS, easier to interpret and consider the locational reasons for differences.

#### Interpretation:

- The housing in Gorse Hill is clearly older and suffering from signs of dereliction. Houses in Headlands Grove, are detached / semi-detached and more modern.

#### Explanation:

- The houses at Gorse Hill were built in the 19<sup>th</sup> century for railway workers. Today many people rent in this area, the houses are in decline due to age and people not being able to afford/ or caring about the upkeep.
- House in Headlands Grove have been built around 1930. They are often owner occupied and so maintenance and upkeep are clearly taking place.

Links to other data: This supports the building quality survey and the Burgess model. As both show housing quality would improve as we move out from the centre.

#### Evaluation of the presentation method:

##### Good:

- First-hand account of what we saw on the day.
- Can annotate back in class and link to quantitative data.
- It is qualitative data which supports the quantitative results which I have found.

##### Problems:

- May contain errors, as it is only focused on one part of the street, small things like damaged gutters maybe missed (no rain).

- Biased as the pictures were taken after the BQS was done = trying to prove hypothesis.
- Cannot see the exact location on the street.

##### Solution

- Locate on a GIS map next to quantitative data.

**Conclusion:**

- Inequalities in housing do exist in Swindon. Both pieces of information clearly show this. As we move outwards the quality of buildings improve. This is tightly linked to the Burgess model.
- The overall mean BQS for Gorse Hill is 2.26, whereas for Headlands Grove it is 4.68, this is a total difference of 2.43. This is a significant difference and no anomalies for any building feature were present.
- I can now conclude that my hypothesis is correct 'Inequalities in housing do exist in Swindon.'

**Reliability of my conclusion:**

- Two pieces of evidence clearly support my conclusion and this links to secondary information studied at the start.
- BQS score is reliable as completed four times and the mean worked out, therefore reducing anomalies.
- A significant difference between the mean scores of the 2 residential areas.

**Unreliability of my data of my conclusion:**

- Some of the building quality features are difficult to measure. For example, rain may have given better evidence in regards to things such as gutters. This means that information may have been missed, or what I have gathered is misleading in regards to the conclusion.
- Certain streets were chosen in each area, however the streets picked may not effectively show represent the variety of housing in that area e.g. In Gorse Hill we may have picked the worst street to test, the next street might have been much nicer – however time stopped us from doing this = inaccurate conclusion.
- Random sampling was used, this meant that we stopped to complete our BQS at the times we thought were best to support our hypothesis e.g. when we saw a bad house in Gorse Hill we tended to stop as we knew this would support our hypothesis – this could have exaggerated our results, which will have led to misleading conclusions.

**Evaluation**

Method	Problem	Impact on results and conclusion	Solution	Impact on results and conclusion
Building quality survey	<ul style="list-style-type: none"> <li>• Random sampling used within the two sites to complete the BQS.</li> <li>• Biased when stopping to complete the BQS as we wanted to support our hypothesis.</li> <li>• Only compared 2 housing areas in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Contains bias as we stopped where we wanted to, so the differences in housing quality maybe inaccurate and unreliable as they could be over exaggerated.</li> <li>• Only compared 2 areas. These areas were picked as we knew that housing quality would be different, this again could have exaggerated our results and led to unreliable conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure a transect line across the two sites (not streets) which we will visit. Then use SYSTEMATIC sampling at four equal intervals along this transect.</li> <li>• I could add 2 more unknown housing areas in Swindon to the sites studied.</li> </ul>	<ul style="list-style-type: none"> <li>• This will remove bias as I will have to record the BQS based on fairly picked locations, covering a range of streets, meaning that my results will be more accurate and the conclusions will be valid as the mean scores will not have been over exaggerated.</li> <li>• Adding 2 more areas will show if the differences in housing quality in Swindon are as great as stated, or if they gradually change, from different areas = accurate representation in regards to housing quality differences in Swindon.</li> </ul>
Photographs	<ul style="list-style-type: none"> <li>• Random sampling taken in areas to show the building quality and sometimes the pictures were staged to support the hypothesis e.g. the most negative part of the street was pictured in Gorse Hill, even though some areas looked well kept.</li> </ul>	<ul style="list-style-type: none"> <li>• Bias results. Not accurate findings – does not take into account the full aspect of each sites building quality = over exaggerated conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Take pictures with the systematic points mentioned above.</li> </ul>	<ul style="list-style-type: none"> <li>• Removes bias showing the variation in building quality in each location = valid results and accurate conclusions.</li> </ul>

Name:

Appendix- Overall results table

	<b>Gorse Hill Mean</b>	<b>Headlands Grove Mean</b>	<b>Difference</b>
Exterior surfaces	2.44	4.78	<b>2.34</b>
Roofs, gutters, chimneys	2.55	4.65	<b>2.1</b>
Windows	2.94	4.84	<b>1.9</b>
Doors	2.54	4.8	<b>2.26</b>
Stairs, railings, porches	2.1	4.64	<b>2.54</b>
Driveways, parking areas	1.5	4.58	<b>3.08</b>
Greenspaces	1.66	4.4	<b>2.74</b>
Pavements and roads	2.31	4.77	<b>2.46</b>
<b>Overall mean</b>	<b>2.26</b>	<b>4.68</b>	<b>2.43</b>

Significance difference in overall mean - 2.42.

Overall mean for housing quality is higher in Headlands Grove

Quality of housing significantly better in Headlands Grove

Biggest difference between two areas is driveways, parking areas and greenspaces

**Links to theory**

Less space in Gorse Hill as inner-city area for parking and greenspaces

Headlands Grove had much bigger houses with gardens, driveways as more space in suburbs

Terraced housing in Gorse Hill vs Semi-detached in Headlands Grove

High density, low quality housing in Gorse Hill

Lower density, better quality housing in Headlands Grove

## Balboa the Conquistador

1509

Balboa rescues Spanish expedition in trouble on mainland America.

1510

Found first permanent settlement on mainland America, Santa Maria de la Antigua del Darien.

1511

Confirmed, by King Ferdinand, as captain general and governor of Darien.

1513

Expedition across Isthmus of Panama – finds the Pacific and claims it and surrounding lands for Spain.

1514

Plans an expedition to sail south on the Pacific. Replaced as governor by Pedrarias. Arrested for treason, tried and beheaded.

## Pedrarias and Espinosa: the significance of Panama

Pedrarias and Espinosa explored the south coast separately, but both ended up on the same point on the Pacific coast – this became Panama.

Panama significant because:

-Situated on Pacific coast – closest in distance to Nombre de Dios on the Caribbean Sea.

-a route between Panama and Nombre de Dios was the quickest way of moving goods, people and messages between the Pacific and the Caribbean sea.

-land surrounding Panama was fertile and had sea rich in fish.

-Panama was a port, well situated for Spanish treasure ships to off-load.

## Velázquez conquers Cuba

1511 – Hatuey a native chief living in Haiti, flees to Cuba with 400 natives to escape Spanish cruelty.

Velázquez and 300 conquistadors pursue them.

1512 – After strong native resistance, Hatuey is captured and burned alive.

1513 – Massacre at Canao – thousands of natives killed.

1514 – Conquest of Cuba complete. City of Santiago de Cuba founded and becomes capital of Cuba.

1515 – City of Havana founded.

## 2. The Conquistadors 1513-1528



### Cortes' expedition to Mexico 1519

1519 February – Cortes sails from Cuba, despite Velázquez attempts to stop him.

March – Lands on Yucatan Peninsula and claims land for Spain.

April – Fights Tabascan natives and takes control of the city of Pontonchon. Makes peace with Tabascans. Given Malinche.

July – Re-establishes a Spanish settlement at Vera Cruz. Cortes also sinks his ships.

August – Cortes is met by cheering natives at Cempoala and allies with them.

September – Fights Tlaxcalans – enemies of the Aztecs – makes peace and allies with them.

### Aztec religion



What beliefs did the Aztecs have towards the Spanish?

Some Aztecs wanted to treat Cortes and the Conquistadors as returning gods; others as dangerous invaders. Aztecs worshipped many gods. They were usually connected to nature. Human sacrifices were common among the Aztecs. The god Quetzalcoatl was the god of life. Aztecs believed he had vanished into the sea and would one day return. Many Aztecs believed that Cortes and the conquistadors were returning gods. Cortes and the conquistadors appeared from the same sea, and in the same spot, from which Aztecs believed Quetzalcoatl disappeared.

### Magellan

Magellan and his ships managed to circumnavigate the world between 1519 and 1522 and claim the Phillipines for Spain.

This was important because:

- It meant that Spain could claim the Spice Islands – as they had found a western route to it.
- It brought prestige to Spain – Magellan and his ships were the first to complete a voyage of global circumnavigation.

### Cortes removed as governor

Cortes had many enemies which were causing him problems back in Spain. In 1528 he was removed as governor because:

- Velázquez became a determined enemy.
- Rumours of greed reached the Spanish court.
- The king wanted to control Cortes.

In 1528 Cortes returns to Spain. Charles I was impressed with what Cortes had found but did not trust him. Cortes was no longer governor but he kept his land. An enemy of Cortes was installed so they could keep an eye on both, and to prevent one gaining too much power.

## Date Event

1519

Feb Cortes sails from Cuba

March Lands on Yucatan peninsula and claims land for Spain

April Fights Tabascan natives and takes control of Pontonchon. Makes peace with Tabascans. Given Mayan woman, Malinche.

July Re-establishes Spanish settlement at Vera Cruz. Sinks his ships.

August Met by cheering natives at Cempoala and allies with them.

Sept Fights Tlaxcalans – enemies of the Aztecs – makes peace and allies with them.

October Cortes and his forces massacre 3000 natives in the town of Cholula.

8<sup>th</sup> Nov Cortes and his forces enter Tenochtitlan – welcomed by Montezuma.

14<sup>th</sup> Nov Montezuma taken prisoner by Cortes – becomes a puppet emperor.

1520

April Spanish troops arrive at Vera Cruz under instructions from Velázquez, intending to arrest Cortes.

May Cortes leaves Tenochtitlan to oppose Velázquez's troops. Cortes deputy, Alvarado, massacres thousands of Aztec nobles.

24-29 June Spaniards trapped in Tenochtitlan as Aztecs rise against them.

29<sup>th</sup> June Montezuma killed.

30<sup>th</sup> June The Night of Tears: Spaniards are massacred as they flee from Tenochtitlan and spend nearly a year re-grouping and planning.

1521

22<sup>nd</sup> May Battle for Tenochtitlan begins.

1<sup>st</sup> Aug Spaniards fight their way into the centre of Tenochtitlan.

13<sup>th</sup> Aug Tenochtitlan falls to the Spaniards and the Aztecs surrender.

### Cortes strengthens Spanish control

In the years to 1528, Cortes strengthened control in many ways:

- He continued killing Aztecs and natives that supported them.
- He took tribute from remaining Aztec chiefs.
- Tenochtitlan was rebuilt on the ruins of the Aztec city.
- He encourages exploration and establishment of new communities.
- Agriculture was developed.
- Industry was developed.
- He helped with the spread of Christianity.

Aztec priests killed

Temples pulled down

The Spanish impose the encomienda system of landholding

### The fall of the Aztec Empire

Aztec leaders killed and Aztecs ruled by Spaniards

Millions of Aztecs die from smallpox

Christian priests and friars convert Aztecs to Christianity

Forced labour kills millions of Aztecs

## Balboa the Conquistador

## 2. The Conquistadors 1513-1528

1509	
1510	
1511	
1513	
1514	



Cortes' expedition to Mexico 1519

1519 February –	March –	April –
July –	August –	September –

Aztec religion



What beliefs did the Aztecs have towards the Spanish?

## Date Event

1519	
Feb	
March	
April	
July	
August	
Sept	
October	
8 <sup>th</sup> Nov	
14 <sup>th</sup> Nov	
1520	
April	
May	
24-29 June	
29 <sup>th</sup> June	
30 <sup>th</sup> June	
22 <sup>nd</sup> May	
1 <sup>st</sup> Aug	
13 <sup>th</sup> Aug	

Cortes strengthens Spanish control

## Velázquez conquers Cuba

1511 – 1512 –

1511 –	1512 –
1513 –	1514 –

Magellan

Cortes removed as governor

Aztec priests killed

Temples pulled down

The Spanish impose the encomienda system of landholding

**The fall of the Aztec Empire**

Aztec leaders killed and Aztecs ruled by Spaniards

Millions of Aztecs die from smallpox

Christian priests and friars convert Aztecs to Christianity

Forced labour kills millions of Aztecs



# Year 11 GCSE Religious Education KO - Islam Practices



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



# Year 11 GCSE Religious Education KO - Islam Practices



Keywords		What we are learning in this unit		B.	
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	A. 5 Pillars of Islam and 10 obligatory acts	What is it?	
Tabarra			What are the 5 pillars	Wuzu	
Khums				Rak'ahs and recitations	
Lesser jihad			What are the 10 obligatory acts	Salah at home	
Greater jihad				Salah in the mosque	
Sunni			Shahadah	Jummah	
Shi'a				Differences between Sunni and Shi'a	
Niyyah					
Du'a					
Jihad					
Lesser Jihad					
Greater Jihad					



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

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

The 5 Pillars - Hajj	
The role of pilgrimage	<ul style="list-style-type: none"> <li>A pilgrimage to Makkah which is compulsory for Muslims to take at least once as long as they can afford it and are healthy</li> </ul>
The significance of pilgrimage	<ul style="list-style-type: none"> <li>God told Ibrahim to take his wife and son on a journey and leave them without food or water</li> <li>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</li> <li>When Ibrahim returned he was commanded to build the Ka'ba as a shrine dedicated to Allah</li> <li>Hajj is performed in the month of Dhu'l-Hijja</li> </ul>
Actions	<ul style="list-style-type: none"> <li>Ihram – dressing in two pieces of white cloth</li> <li>Circling the Ka'aba 7 times (tawaf)</li> <li>Drinking water from the Zamzam well like Hajar</li> <li>walking between Al-Safa and Al-Marwa hills seven times</li> <li>Throwing stones at 3 pillars (jamarat) to represent casting out the devil and remembering Ibrahim throwing stones at the devil to drive him away</li> <li>Asking Allah for forgiveness at Mt Arafat</li> <li>Collecting pebbles at Muzdalifah</li> </ul>

Id-ul-Adha, Id-ul-Fitr, Ashura	
Id-ul-Adha	<ul style="list-style-type: none"> <li><b>Festival of sacrifice</b></li> <li>Marks the end of Hajj and is a chance for whole Ummah to celebrate</li> <li><b>Origins</b> – Ibrahim's commitment to God in being willing to sacrifice his son, Ishmael. God was testing Ibrahim</li> <li><b>Key events</b> – new clothes, sacrificing an animal, visiting the Mosque.</li> <li>People ask a butcher to slaughter a sheep for them and share the meat with the community</li> </ul>
Id-ul-Fitr	<ul style="list-style-type: none"> <li><b>Festival of fast-breaking</b></li> <li>Marks the end of Ramadan</li> <li><b>Key events</b> – Decorate homes with colourful light and banners, dress in new clothes, gather in Mosques, give gifts and money, give to the poor</li> <li><b>Zakah ul-Fitr</b> – donation to the poor so that everyone can eat a generous meal at the end of Ramadan.</li> </ul>
Ashura	<ul style="list-style-type: none"> <li>Sunni celebration – many fast on this day which was established by Prophet Muhammad</li> <li>Shi'a mourning – Husayn was murdered and beheaded. Muslims remember his death and betrayal</li> <li><b>Key events</b> – 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</li> </ul>



	<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	

# GCSE unit 1 SPANISH Knowledge organiser.

## Topic Me my family and friends



### What we are learning this term:

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

### 6 Key Words for this term

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

### 1.1G ¿Cómo es tu familia?

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

### 1.1F Hablando de los amigos

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

### 1.1H Relaciones con la familia

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

### Key Verbs

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

### 1.1I Relaciones con la familia

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

### 1.2F Planes para el futuro

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

### 1.2G Hablando de parejas

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

### 1.2H Las relaciones de hoy en día

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



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

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

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

# GCSE Unit 2 SPANISH Knowledge organiser.

## Topic Technology in Everyday Life



### What we are learning this term:

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

### 6 Key Words for this term

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

### 2.1G Comunicarse por internet

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

### 2.1F ¿Cómo prefieres mantenerte en contacto?

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

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

### 2.2F La tecnología portátil

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

### 2.1H Las redes sociales

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

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

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

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

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



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

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

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -iste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would like to' tense). Always remove the –AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for –AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a subir fotos = I'm going to upload photos Va a mandar un correo electrónico = He / She is going to send an email

# GCSE Unit 3 SPANISH Knowledge organiser.

## Topic Free Time Activities



### What we are learning this term:

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

### 6 Key Words for this term

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

### 3.1G ¿Qué te gusta hacer?

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

### 3.3G ¿Haces deporte?

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

### 3.1F ¿Qué haces en tu tiempo libre?

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

### 3.2G Comer y Beber

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

### Key Verbs

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

### 3.2G Comer y Beber

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

### 3.1H Hablando del tiempo libre y de los planes

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

### 3.2F Vamos a comer fuera

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

### 3.3F ¿Qué deportes harás?

el alpinismo	rock climbing
cansado/a	tired
la carrera	race
el concurso	competition
(contest)	
contestar	
durante	
el ejercicio	
el entrenamiento	
entrenar	
el equipo	
el esquí	
este, esta	
ganar	
el jugador	
mañana	
el miembro	
el partido	
probar	



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

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

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are:  -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -iste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the future tense ('will')	<b>Future Tense ('will...')</b>  <b>All verb groups:</b> -é, -ás, -á, -emos, -éis, -án
Imperfect Tense (Past, ongoing actions, descriptions, 'used to' or 'was doing')	-ar -aba, -abas, -aba, -ábamos, -abais, -aban  -er and -ir -ía, -ías, -ía, -íamos, -íais, -ían

# GCSE Unit 4 SPANISH Knowledge organiser.

## Topic Customs and Festivals



### What we are learning this term:

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

### 6 Key Words for this term

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

### 4.1G La vida en familia

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

### 4.1H ¿Cambian las costumbres?

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

### 4.1F Algunas costumbres regionales

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

### Key Verbs

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

### 4.2G Las fiestas de España – la Tomatina

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

### 4.2F Las fiestas del mundo hispano

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



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

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

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are:  -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -iste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Imperfect Tense (Past, ongoing actions, descriptions, 'used to' or 'was doing')	-ar -aba, -abas, -aba, -ábamos, -abais, -aban  -er and -ir -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father

GCSE Unit 5 SPANISH Knowledge organiser.  
Topic Home, Town, Neighbourhood and Region



What we are learning this term:

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

6 Key Words for this term

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

5.1G Mi casa

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

5.2G ¿Qué se puede hacer donde vives?

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

5.2F Mi ciudad

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

Key Verbs

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

5.1H Mi casa y mi barrio

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

5.1F ¿Cómo es tu casa?

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



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

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

Key Grammar	
Forming the preterite (past tense). Always remove the -AR, -ER, -IR endings first	Remember the preterite (past) tense endings for -AR, -ER, -IR verbs. They are:  -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR: -í, -iste, -ió, -imos, -istéis, -ieron
Imperfect Tense (Past, ongoing actions, descriptions, 'used to' or 'was doing')	-ar -aba, -abas, -aba, -ábamos, -abais, -aban  -er and -ir -ía, -ías, -ía, -íamos, -íais, -ían
Future Tense ('will...')	All verb groups: -é, -ás, -á, -emos, -éis, -án  With this tense, do NOT take the verb ending away but ADD it on to the infinitive.

# GCSE Unit 6 SPANISH Knowledge organiser.

## Topic Social Issues



### What we are learning this term:

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

### 6 Key Words for this term

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

### 6.1G ¿Quieres ser voluntario/a?

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

### 6.1F Me gustaría ayudar

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

### 6.2G ¿Comes bien?

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

### Key Verbs

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

### 6.1H La importancia de hacer obras benéficas

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

### 6.2H ¿Qué opinas?

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



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

Key Questions: Answer the following in your own words. Use these model answers	
¿Llevas una vida sana? ¿Comes demasiada comida rápida?	Pienso que llevo una vida sana. Todos los días como un poco de fruta y bebo agua que es sano aunque de vez en cuando como las patatas fritas que son grasientas y malsanas. Solo como la comida rápida a menudo porque lo que no me gusta es la comida grasienta. No fumo y nunca voy a fumar. Es asqueroso pero mi padre fuma. Hago también mucho ejercicio. Ayer comí una ensalada que fue muy sana y hice ciclismo y deporte en colegio.
¿Cómo te mantienes en forma? ¿te acuestas tarde? ¿haces ejercicio?	Creo que como suficiente fruta y verdura porque como frutas y verduras todos los días. Mi fruta favorita es la manzana porque es dulce y fácil a comer, aunque como bastante comida rápida también. Ayer para la cena comí dos manzanas y un plátano. ¡Qué sano! Cuando tengo calor bebo mucha coca light con hielo sin embargo las gaseosas/las bebidas azucaradas no son muy sanas. Cuando tengo frío bebo chocolate caliente con mucha leche que es delicioso. Ayer bebí demasiado coca light. Normalmente hago bastante ejercicio, que es muy sano. Todos los días voy a pie al colegio y los fines de semana hago ciclismo con mis amigos en el campo que es entretenido y bueno para el cuerpo/la salud. No me acuesto tarde durante la semana. Me acuesto a las diez pero los fines de semana me acuesto a los doce de la noche porque veo películas y videos de Youtube en mi móvil. Ayer me acosté a las once.
¿Qué comes para el desayuno, la cena, tu almuerzo? ¿es sano?	Para el desayuno, como normalmente los cereales que son deliciosos con zumo de naranja. Para la cena como normalmente carne con patatas y verduras con mi familia en casa que es un poco sano. Para mi almuerzo, como un bocadillo con jamón y queso en el colegio con agua o coca. Ayer desayuné ... cené ... comí para mi almuerzo ...
¿Crees que es necesario llevar una vida sana/es necesario para los jóvenes llevar una vida sana?	Creo que es muy importante llevar una vida sana/Creo que es muy importante para los jóvenes llevar una vida sana. Es importante llevar una vida sana para ayudar con el trabajo en el colegio, para mantenerse en forma, para no ser gordo, para tener un buen aspecto físico, para mantener una buena salud, porque ayuda con tus estudios
Key Grammar	
Forming the conditional ('would like to' tense). Always remove the -AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for -AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Perfect Tense ('have done...')	Formed with the verb 'haber': he, has, ha, hemos, habéis, han + past participle: -ar: -ado -er/ir: -ido e.g. <i>He estudiado = I have studied</i>



# GCSE Unit 7 SPANISH Knowledge organiser.

## Topic Global Issues

### What we are learning this term:

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

### 6 Key Words for this term

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

### 7.1G Reutilizar, reducir, reciclar

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

### 7.1F Protegiendo el medio ambiente

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

### 7.2G Los necesitados

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

### Key Verbs

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

### 7.2F Los "sin techo"

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

### 7.1H Problemas ecológicos

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



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

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

Key Grammar	
Future Tense ('will...')	All verb groups: -é, -ás, -á, -emos, -éis, -án  With this tense, do NOT take the verb ending away but ADD it on to the infinitive.
Forming the conditional ('would like to' tense). Always remove the -AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for -AR, -ER, -IR verbs. They are:  -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father

# GCSE Unit 8 SPANISH Knowledge organiser.

## Topic Holidays and Travel



### 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

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

### 8.2F Un folleto turístico

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

### 8.2H Describiendo tu región

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

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

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



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

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

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

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

## Key Grammar

Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are:  -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Imperfect Tense (Past, ongoing actions, descriptions, 'used to' or 'was doing')	-ar -aba, -abas, -aba, -ábamos, -abais, -aban -er and -ir -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father

# GCSE Unit 9 SPANISH Knowledge organiser.

## Topic My Studies



### What we are learning this term:

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

### 6 Key Words for this term

1. asignaturas	4. suspender
2. notas	5. 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  
necesar to need  
la nota grade  
ofrecer to offer  
el ordenador computer  
organizar to organise  
la palabra word  
la pantalla screen  
participar to take part  
pedir to ask for, to request  
pegado/a a glued to  
perder to lose, miss  
la pizarra blackboard  
la pizarra interactiva smartboard  
Preguntar to ask  
el/la profesor(a) teacher  
el progreso progress  
la prueba test  
Repasar to revise

### Key Verbs

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

### 9.1F ¿Cómo ser buen estudiante?

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

### 9.1H ¿Qué tal el instituto?

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

### 9.1H ¿Qué tal el instituto?

el/la alumno/a pupil  
antiguo/a old  
asustado/a frightened  
asustar to frighten  
el atasco traffic jam, blockage  
atento/a attentive  
el aula (fem.) classroom  
ayudar to help  
buscar to look for  
cambiar to change  
cansado/a tired  
conocer to meet, to get to know  
contento/a glad, happy  
contestar to answer  
el curso school year, course  
los deberes homework  
deteriorado/a dilapidated, shabby  
distinto/a different  
la emoción excitement  
emocionante exciting  
encima on top  
encontrar to find  
explicar to explain  
fea/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 <b>more</b> fun than English
_____ a estudiar las matemáticas	I <b>am</b> going to study maths
La literatura es más _____ que el francés	Literature is <b>more</b> <b>fun</b> than French
Me encanta dibujo. Voy a _____ en Septiembre	I love art. I'm going to <b>study it</b> in September.
No, no _____ elegir esa opción	No, I <b>don't want</b> to pick that option
Pienso que las ciencias son muy _____	I think that science is <b>really useful</b>
No creo que voy a _____	I don't believe that I'm going to <b>fail</b>
_____ informática en la escuela primaria	I <b>used to study</b> ICT in primary school
Ayer _____ mis deberes	Yesterday I <b>did</b> my homework
La semana pasada _____ con mi profesora	Last week I <b>spoke</b> with my teacher
Voy a _____ estudiando tecnología	I'm going to <b>continue</b> studying technology
Si necesitas algo, _____ al profesor.	If you need anything <b>ask</b> the teacher
_____ mucho _____ estudiar ciencias	I <b>enjoy</b> studying science a lot
Ya _____ hablado con el profesor	I <b>have</b> already spoken with the teacher
Va a _____ muy interesante	It's going to <b>be</b> very interesting
He _____ esta opción	I have <b>chosen</b> this option
Quiero _____ mucho	I really want to <b>do it</b> a lot
No sé _____ hacer	I don't know <b>what</b> 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 serían estrictos, me preocupaban los exámenes, me preocupaba que el colegio sería tan inmenso
Es obligatorio estudiar matemáticas. ¿Crees que es una buena idea? ... ¿Por qué (no)?	Si, en mi opinión me parece una buena idea porque ... las matemáticas son muy importantes en el futuro/para un buen trabajo bien pagado/para mi futuro/para ir a una buena universidad/porque las matemáticas se usan en todos los trabajos
En tu opinión, ¿cuáles son las características más importantes de un buen profesor?	En mi opinión, un buen profesor es siempre simpático, nunca malhumorado, es de vez en cuando gracioso, es comprensivo y cariñoso, es siempre alegre y no es nunca antipático
¿Qué cambiarías de tu colegio si tuvieras la oportunidad?	Si tuviera la oportunidad, cambiaría/me gustaría cambiar las reglas. Me gustaría cambiar el uniforme porque me parece que es tan feo, me gustaría cambiar las reglas porque son demasiadas estrictas, me gustaría cambiar unos profesores porque son tan antipáticos

## Key Grammar

Imperfect Tense (Past, ongoing actions, descriptions, 'used to' or 'was doing')	-ar    -aba, -abas, -aba, -ábamos, - abais, -aban -er and -ir    -ía, -ías, -ía, -íamos, - íais, -ían
Forming the conditional ('would like to' tense). Always remove the -AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for -AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, - íais, -ían
Future Tense ('will...')	All verb groups: -é, -ás, -á, -emos, -éis, -án  With this tense, do <b>NOT</b> take the verb ending away but <b>ADD</b> it on to the infinitive.

GCSE Unit 10 SPANISH Knowledge organiser.  
Topic Life at School and College



What we are learning this term:

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

6 Key Words for this term

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

10.1G El día en el instituto

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

10.1F Las reglas y el uniforme

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

Key Verbs

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

10.1H Lo bueno y lo malo del instituto

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

10.1H Lo Bueno y lo malo del instituto

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



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

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

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would like to' tense). Always remove the –AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for –AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father
<b>Perfect Tense ('have done...')</b> Formed with the verb 'haber':	Formed with the verb 'haber': he, has, ha, hemos, habéis, han + past participle: -ar: <b>-ado</b> -er/ir: <b>-ido</b> e.g. <i>He estudiado = I have studied</i>



## What we are learning this term:

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

## 6 Key Words for this term

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

## 11.1G ¿Qué voy a hacer?

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

## 11.1F ¿Trabajar o estudiar?

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

## Key Verbs

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

## 11.1H ¿Vale la pena ir a la universidad?

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

## 11.1H ¿Vale la pena ir a la universidad?

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



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

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

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



# GCSE Unit 12 SPANISH Knowledge organiser.

## Topic Jobs, Career choices and Ambitions



### What we are learning this term:

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

### 6 Key Words for this term

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

### 12.1F Buscar trabajo

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

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

### 12.1H El trabajo ideal

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

### 12.1H El trabajo ideal

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



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

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

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

### 1. Types of Production

There are three main types of production:

Type of Production	Explanation
<b>Job Production</b>	Job production is one-off production for a one-off order. It is tailored-made to the specific requirements of a single customer. This can be a very costly method of production however this means that the business has increased flexibility in terms of the product produced.
<b>Batch Production</b>	Batch production involves producing a limited number of the same item. This method of production is cheaper than job production however this method of production is not as flexible.
<b>Flow Production</b>	Flow production is continuous output of identical products. This is the cheapest method of production as production becomes fully automated. <u>However</u> this affords the business no flexibility in terms of product differentiation.

### 2. Types of Production (Advantages and Disadvantages)

There are three main types of production:

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

### 3. Managing Stock – Key Definitions

Term	Explanations
Bar Gate Stock Graph	A diagram used to manage stock.
Buffer (stock)	The minimum stock level always held to avoid running out.
Just in Time (JIT)	When new supplies must arrive 'just in time' moments before they are required.
Stock	Items held by a firm for use or sale, for example components for manufacturing or sellable products for a retailer

Managing Stock well is vital to the success of a business. Successful stock management requires the right balance between reliability and cost. **Too little stock and customers will feel let down. Too much stock and high costs will force high prices. Without stock, sales cannot happen. Manufacturers and retailers need to make sure they supply the right amount of goods to keep the shelves full.**

## GCSE Business. Paper 2.

### 4. Procurement – Working with Suppliers

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

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

### 8. Placing Strategy – Managing Quality within a Business

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

### 9. The Sales Process

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

## GCSE Business. Paper 2.

### 10. Customer Service

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

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

**1. Gross Profit Margin**

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

**2. Net Profit Margin****There are three main types of production:**

Type of Production	Advantages and Disadvantages
<b>Job Production</b>	<b>Advantages:</b> Highly flexible; gives the customer exactly what they want. <b>Disadvantages:</b> High production costs. Skills may be in short supply, making it hard for the business to grow
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**3. Average rate of return**




# Year 11 PRODUCT DESIGN Term 3



A.	Physical & Working Properties
Physical properties are the traits a material has before it is used.	
Absorbency	Ability to soak up moisture, light or heat
Density	How solid a material is
Fusibility	Ability of a material to be heated and joined to another material when cooled
Electrical Conductivity	Ability to conduct electricity
Thermal Conductivity	Ability to conduct heat
Working properties are how a material behaves when it is manipulated.	
Strength	Ability of a material to withstand compression, tension and shear
Hardness	The ability to withstand impact with damage
Toughness	Materials that are hard to break or snap are tough & can absorb shock
Malleability	Being able to bend or shape easily would make a material easily malleable
Ductility	Materials that can be stretched are ductile
Elasticity	Ability to be stretched and then return to its original shape

What we are learning this term:		
B.	Forces and Stressors	C.
A. Physical & Working Properties	B. Forces & Stressors	C. Types of Motion
D. Paper & Card/Boards	E. 6 R's	F. Natural & Manufactured Timbers
B.	Forces and Stressors	C.
Forces apply stress to objects, causing them to break or change shape.	Different materials can withstand different forces.	Linear
		Moves something in a straight line. E.g. a train moving down a track
Tension	Is a stretching or pulling force. E.g. the ropes of a suspension bridge	Reciprocating
		Has a repeated up and down motion or back-and-forth motion. E.g a piston or pump
Compression	Is a pushing or squashing force, e.g. the weight of a building on its foundation	Rotary
		Is where something moves around an axis or pivot point. E.g a wheel
Bending	Is a combination of tension and compression. It exerts tension on one side and compression on the other, e.g. bending anything	Oscillating
		Has a curved backwards and forwards movement that wings on an axis or pivot point. E.g a swing or clock pendulum
D.	Paper & Card/Boards	
Shear	Is a cutting force. The opposing forces are not directly opposite each other, e.g. cutting paper with scissors.	Paper and cards/boards both come from wood pulp.
E.	6 R's	
Torsion	Is a twisting force that attempts to rotate two ends of a material in opposite directions, e.g. wringing out a wet cloth.	You can use the 6R's when designing to help reduce the impact that new products have on the environment.

E.	6 R's
You can use the 6R's when designing to help reduce the impact that new products have on the environment.	
Repair	It's better to fix things instead of throwing them away.
Reuse	You can extend a products life by passing it on or using it again.
Recycle	The uses less energy than obtaining new materials.
Rethink	You should think about your design carefully. Is it needed?
Reduce	Making long-lasting durable products. Think rechargeable!
Refuse	You can refuse to buy a product if you think it is wasteful. Such as plastic bags.
F.	Natural & Manufactured Timbers
Natural timber comes from trees.	
Hardwood	Softwood
Ash	Larch
Beech	Pine
Mahogany	Spruce
Oak	Softwoods are faster growing and cheaper to buy.
Balsa	
Manufactured Boards	
Manufactured boards are usually made from natural timber waste and adhesive.	
Medium-density fibreboard (MDF)	
Plywood	
Chipboard	



# Year 11 PRODUCT DESIGN Term 3



A.	Physical & Working Properties
Physical properties are	_____
Absorbency	
	How solid a material is
Fusibility	
	Ability to conduct electricity
Thermal Conductivity	Ability to conduct heat
Working properties are	_____
Strength	
	The ability to withstand impact with damage
Toughness	
	Being able to bend or shape easily would make a material easily malleable
Ductility	
Elasticity	Ability to be stretched and then return to its original shape

What we are learning this term:		
A. Physical & Working Properties	B. Forces & Stressors	C. Types of Motion
D. Paper & Card/Boards E. 6 R's F. Natural & Manufactured Timbers		
B. Forces and Stressors	C. Types of Motions	
Forces apply _____ to objects, causing them to _____ or _____.	Linear	
Different materials can withstand different forces.		Has a repeated up and down motion or back-and-forth motion. E.g. _____
Tension		
	Is a pushing or squashing force, e.g. _____	
Bending		Has a curved backwards and forwards movement that wings on an axis or pivot point. E.g. _____
D. Paper & Card/Boards	Manufactured Boards	
Paper and cards/boards both come from _____.	Manufactured boards are usually made from _____.	
Paper	Board	
Cartridge Paper		
	Duplex Board	
Layout Paper		
	Foam Core Board	
Corrugated Card		
	Solid White Board	

E.	6 R's
Repair	
	You can extend a products life by passing it on or using it again.
Recycle	
	You should think about your design carefully. Is it needed?
Reduce	
	You can refuse to buy a product if you think it is wasteful. Such as plastic bags.
F.	Natural & Manufactured Timbers
Natural timber comes from _____.	
Hardwood	Softwood
Ash	
	Pine
Mahogany	
	Softwoods are _____
Balsa	
Manufactured Boards	
Manufactured boards are usually made from _____.	
Plywood	



## Understanding the effects of engineering achievements

### Types of engineering developments

**Structural design** – the development of components designed to resist or apply **forces**, for example the frame of a bicycle

**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.

**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 give improved strength and reduced weight
- Smart materials and new alloys increase the diversity of products that can be designed
- Complex synthetic materials are difficult or impossible to recycle

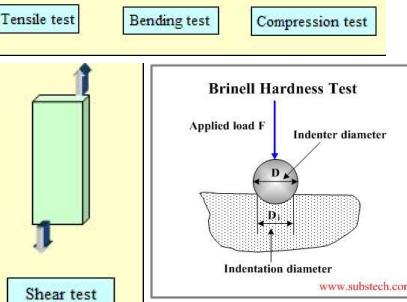
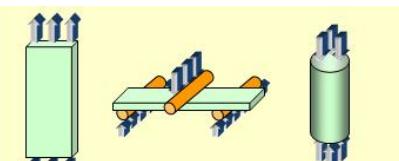
#### Smart technology:

- Smart home products in the home leads to designers focusing on linking more products to Bluetooth/wifi
- Smart tech can improve quality of living in a variety of ways
- 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

## C. Mechanical property testing



Shear test

### Test, you need to:

1. Have a clear question that can be answered through experiment
2. Change only one variable at a time and keep all other conditions the same
3. Repeat the experiment multiple times to avoid basing your conclusion on too few events
4. Use an **objective measurement system** that others can use in the same way
5. Avoid bias and consider the possibility of chance differences

### Explain using notes and sketches questions:

1. Must have two or more drawings
2. Drawings must be annotated
3. Drawings and annotations must give a reasonable answer to the question in the setting they ask for i.e. workshop tools used for a workshop process

## D. Use of calculations in engineering



Ohms law is used to calculate resistance, current and voltage.  
**Voltage** = Resistance x current  
**Resistance** = voltage / current  
**Current** = voltage / resistance

When using mechanisms (levers, pulleys, gears etc) you can calculate the mechanical advantage using the formula:  
**Mechanical advantage** = load / effort

Calculating the area of a variety of common shapes:

**Quadrilateral** - Base x height

**Triangle** - (base x height) / 2

**Circle** -  $A = \pi r^2$

To calculate the volume of a prism, calculate the area of a face and multiply by the depth of the prism.

Using scale factors when reading or producing working drawings:  
Scales are shown as ratios, and calculated as fractions i.e a scale of 1:2 is the same as the drawing being  $\frac{1}{2}$  size.

## E. How environmental issues affect engineering

### Materials development

More emphasis on developing sustainable materials and recycling technology has had a positive impact on the engineering industry, for example the use of starch-based polymers.

### Costs

Manufacturing can be made more efficient to reduce overall costs of production. However, some raw material costs are still volatile due to oil and ore scarcity.

### Transportation

Transport is needed at each stage of the life cycle of the product and produces emissions: raw material extraction => manufacture = warehousing => retail => customer use => customer disposal => landfill

### Usage

Are customers able to easily repair or maintain the product after it is purchased or does it have planned obsolescence?

### Disposal

How do different countries dispose of products? Are there policies in place to ensure recycling?

### Sustainability

What design features have been included in the product or its functions to reduce the impact of each stage of the product life cycle? Are the raw materials used renewable? How efficient is the manufacturing process with these materials?



## Understanding the effects of engineering achievements

### Types of engineering developments

**Structural design** – the development of components designed to for example

**Developments include** – the use of frames, and , the use of CAD to test the of a product before manufacture.

**Mechanical design** – the development of components designed to perform

**Developments include** – Suspension systems, gears and , chain drives, the use of

**Electronic design** – The development and use of electronic components within products.

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

### Effects of engineering developments

**Frame and shell structures:** The introduction of cheap and strong materials led to

#### Development of new materials:

- Some give improved and reduced
- Smart materials and new alloys increase the diversity of products that can be designed
- Complex synthetic materials are difficult or impossible to

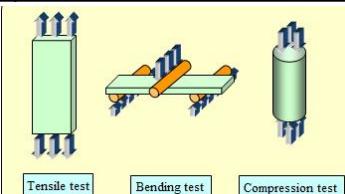
#### Smart technology:

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

#### Electronic components:

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

## C. Mechanical property testing



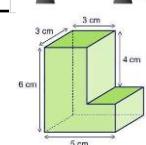
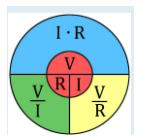
**Describe, using notes and sketches, a test that could be conducted in the workshop to measure the ability of a ruler to tension.** (include at least two drawings, annotations, and an explanation of the process and how it is recorded). [6]

## Use of calculations in engineering

1. What is the current in a circuit with a voltage of 9 V and a resistance of 3  $\Omega$ ?

2. If the resistance in a circuit is halved, what will happen to the current?

3. What is the resistance of a resistor in a circuit with a voltage of 12 V and a current of 0.5 A?



**(1:2)**  
(real size: image)

What is the mechanical advantage of the two pulley systems on the left? Think about how many anchor points there are.

1.

2.

What is the volume of the shape on the left?

What would the volume be if there were a 6mm diameter hole drilled through this shape?

1. A map has a scale 1:125,000. The distance between two points on the map is 3.8 cm. What is the real distance in kilometres?

## How environmental issues affect engineering

Materials development	Name three modern materials that are sustainable and why.
Costs	Name three sustainable cost saving measures a company could take:
Transportation	What are the stages of a product life cycle that require transport?
Usage	Planned obsolescence is – The opposite of this is –
Disposal	What are the disposal options for a modern bicycle?
Sustainability	Name two modern sustainable materials and two finite resources:  Describe a product that uses all four materials:



## Year 11 Food & Nutrition Term 3



### 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 & CO<sub>2</sub>

#### C. Critical Temperatures

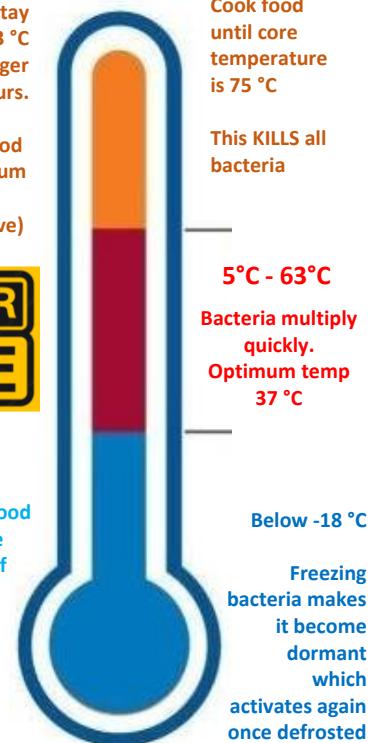
Cooked food should stay above 63 °C for no longer than 2 hours.

Reheat food for minimum 2mins (microwave)



0 °C - 5 °C

Chilling food slows the growth of bacteria



Keep leftovers covered and tinned foods transferred to separate container.

#### 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

- Short shelf life
- Food may not be safe to eat after this date has past

- 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 (even death)

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

- 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



## Year 11 Food & Nutrition Term 3



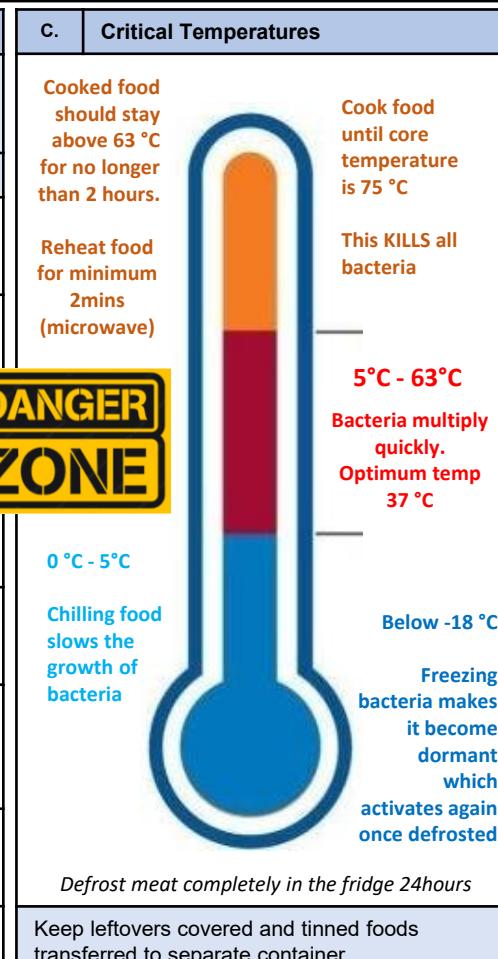
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- A. Food Spoilage    B. Enzymes    C. Critical Temperatures    D. Preparing Food Safely    E. Date Marks    F. Food Poisoning    G. Ambient Foods

A. Food Spoilage	
Most microorganisms are harmless, but <b>pathogenic</b> microorganisms <b>spoil</b> food and cause food poisoning	

#### Microorganisms need five things to grow:

Bacteria:	
Moulds:	
Yeasts:	



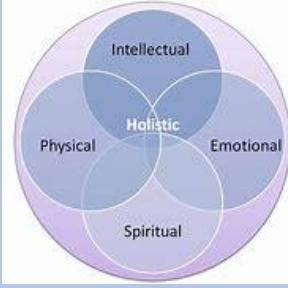
D. Preparing Food Safely	
Avoid <b>cross-contamination</b> by following <b>safety &amp; hygiene procedures</b> :	
Preparing	
Cooking	
Serving	
E. Date Marks	– printed on food packaging
Use By	Best Before
Eggs has a best before date BUT should be treated like a use by date	
F. Food Poisoning	– from eating contaminated food
<b>Symptoms include:</b> sickness, diarrhoea, stomach cramps, fever (even death)	
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E. Coli 0157	
Staphylococcus aureus	
Salmonella	
Listeria	
<ul style="list-style-type: none"> <li>• Milk is <b>pasteurized</b> (heat treated to 72°C) to kill bacteria</li> <li>• Chickens are <b>vaccinated</b> against salmonella to avoid contaminating eggs</li> </ul>	

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 <b>adding an acid</b> (to stop browning) or destroy them by <b>blanching</b> (before freezing)	

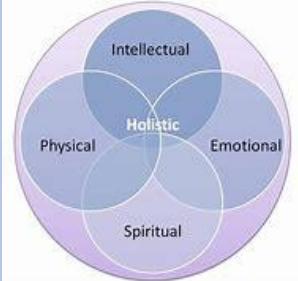
E. Ambient Foods – safely stored at room temperature	
<b>Should be stored in a sealed container in a cool, dry place. Preservation =</b>	
Freeze-drying	Vacuum Packing
Canning	Using Chemicals

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

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

B	Definitions of health and well-being		
Positive Definition		Looks at how physically fit and mentally stable a person is. You have a positive attitude towards health and wellbeing if you realise that there is something you can do to improve your health and wellbeing and do it.	
Negative definition		Looks at the absence of physical illness, disease, and mental distress. You have a negative attitude towards your health and wellbeing if you:	<ul style="list-style-type: none"> <li>• Base your attitude on not having anything wrong with you.</li> <li>• Continues as you are- Inc. keeping bad habits like smoking.</li> <li>• Assume that because you currently feel fine you will stay healthy in the future.</li> </ul>
Holistic definition		It is a combination of physical health and social and emotional wellbeing. It is not just the absence of disease or illness; it looks at all aspects of a person's health and wellbeing. You have a holistic attitude towards health and wellbeing if you look after your:	<ul style="list-style-type: none"> <li>• <b>Physical Health:</b> Be meeting the needs we have to keep our bodies working as well as they can, e.g. Food, water, shelter, warmth, clothing, rest, exercise and good personal hygiene.</li> <li>• <b>Intellectual health:</b> By meeting the needs we have to develop and keep our brains working as well as possible; these include mental stimulation to keep us motivated and interested.</li> <li>• <b>Emotional aspects of wellbeing:</b> By meeting the needs we have that make us feel happy and relaxed, e.g. being loved, respected and secure. Knowing how to deal with negative emotions, having positive self-concept and being respected by others.</li> <li>• <b>Social aspects of wellbeing:</b> By meeting the needs we have to help us develop and enjoy good relationships with others, including mixing with others in appropriate environments and having access to leisure facilities/ activities.</li> </ul>
C.	Genetic inheritance		
	Inherited physical Characteristics		Genes and environment
	<ul style="list-style-type: none"> <li>• Children inherit their physical characteristics from their parents e.g. height, skin and eye colour and hair type and colour.</li> <li>• These characteristics can affect social and emotional wellbeing because they influence a person's self-concept (self-image and esteem).</li> </ul>		<ul style="list-style-type: none"> <li>• Chromosomes carry genes that determine aspects of persons physical makeup.</li> <li>• Gene is a section of DNA that carries a code. Different versions of a gene are called <b>alleles</b> (they can be faulty).</li> <li>• Environmental factors such as diet, also influence physical appearance. For example, a person may not grow to their full, genetically determined height if they do not have enough food.</li> </ul>
Allele type	<p><b>Dominant:</b> If a gene is dominant a child inheriting it from only one birth parent will have the condition, e.g Huntington's disease.</p> <p><b>Recessive:</b> If the gene is recessive a child would only develop the condition if it was inherited from both birth parents, e.g. Cystic fibrosis.</p>		<p>Effects of inherited disorders</p> <ul style="list-style-type: none"> <li>• Physical health: Body systems, growth and mobility</li> <li>• Intellectual welling: learning, thinking, problem solving and decision making.</li> <li>• Emotional wellbeing: how people feel about themselves.</li> <li>• Social wellbeing: the ability to build relationships and maintaining them.</li> </ul>

What we are learning in LAA:	
A. Key words	
B. Definitions of health and wellbeing	
C. Genetic inheritance	
<b>A. Define the key words for this Unit</b>	
Genetic inheritance	
Predisposition	
Chronic	
Acute	
Monitor	
Person-Centred	
Bereavement	
Circumstances	
Physiological	
Interpret	
Collaboratively	
Obstacles	
Goal	
Norm	
Targets	

B	Definitions of health and well-being
Positive Definition	
Negative definition	
Holistic definition	<p><b>Definition:</b></p> <p>• <b>Physical Health:</b></p> <p>• <b>Intellectual health:</b></p> <p>• <b>Emotional aspects of wellbeing:</b></p> <p>• <b>Social aspects of wellbeing:</b></p> 

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

## What we are learning in LAA:

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



## D. Balanced diet

## What is a balanced diet?

- Diet that contains the correct nutrients in the right proportions to keep out bodies and minds healthy.
- It is also a lifestyle choice
- Choosing to eat too much or too little might make us less able to take all the opportunities that life offers.

## Overweight or underweight may:

A person over weight or under weight may:

- Be prone to illness and conditions
- Have their life expectancy reduced
- Be less able to exercise effectively
- Miss out on learning experiences
- Miss out on some sporting activities
- Be less successful in job interviews
- Feel embarrassed and self-conscious about their appearance in social situations.

## Essential parts of a healthy diet:

- Fats (saturated and unsaturated)
- Carbohydrates (sugars and starches)
- Minerals
- Vitamins
- Proteins

## Eat well guide says you should eat:

- Eat at least 5 portions of a variety of fruit and vegetables every day.
- Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates; choosing wholegrain versions where possible.
- Have some dairy or dairy alternatives (such as soya drinks); choosing lower fat and lower sugar options.
- Eat some beans, pulses, fish, eggs, meat and other proteins (including 2 portions of fish every week, one of which should be oily).
- Choose unsaturated oils and spreads and eat in small amounts.
- Drink 6-8 cups/glasses of fluid a day.

## If you eat more than you need:

- The body will store food as fat and this can lead to:
- Obesity, heart disease, high blood pressure, Strokes, Tooth decay or cancer

## If you eat less than you need:

- The body does not get enough nutrients to grow and develop properly and this can lead to:
- Eating disorders, stunted growth, anaemia, heart failure, depression, tiredness, cancer or rickets.

## E. Chronic or Acute Illness

**Chronic illness-** Illness comes on gradually, is long term (more than 3 months) and generally can be treated but not cured. E.g. Asthma, Diabetes, epilepsy, bipolar disease, Alzheimer's disease

**Acute illness-** Illness comes on quickly, is short term and can be cured. E.g. Cold, flu, broken bones, heartburn, appendicitis or Diarrhoea.

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

## Possible negative effects of chronic illness

## Physical:

- poor rate of growth
- Unusual physiological change during puberty
- Restricted movement

## Emotional:

- Negative self-concept
- Stress
- Decision making

## Intellectual:

- Disturbed learning because of missing school
- Difficulties in thinking and problem solving
- Memory problems.

## Social

- Isolation
- Loss of independence
- Difficulties developing relationships

## F. What are the effect of exercise?

## Positive effects of exercise



**Physical:** maintain a healthy weight, reduce BMI, boosting energy levels. Improved flexibility, stamina, endurance and stronger bones and muscles. Reduce risk of heart disease and diabetes.

**Intellectual:** improved brain function like memory and thinking skills.

**Emotional:** improves confidence and mood and reduces stress. Aid relaxation and sleep and lead to better self-concept.

**Social:** encourages social interaction, reducing isolation and improving social skills.

## Negative effects of exercise

**Physical:** Obesity and associated health problems.

**Intellectual:** Reduced pain performance, hard to concentrate and retain information.

**Emotional:** poor self-concept and reduced ability to cope with stress.

**Social:** Fewer opportunities for social interactions.

## G. What are the effect of excessive substance use?

## Negative effects of excessive alcohol consumption



**Physical:** Alcohol dependence, damage to major organs: liver, heart, kidneys, pancreas. Cancers: mouth, throat, oesophagus, liver, breast. Infertility and impotence, weight gain.

**Intellectual:** difficulty in making decisions, depression and anxiety, chance of stroke and brain damage, impaired brain development of unborn baby.

**Emotional:** poor self-concept, poor judgement leading to a risk of accidents and unsafe sex, can have an impact on relationships, depression.

**Social:** breakdown of relationships, domestic violence, social isolation

## What we are learning in LAA:

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



## D. Balanced diet

What is a balanced diet?

Overweight or underweight may:

Essential parts of a healthy diet:

Est well guide says you should eat:

If you eat more than you need:

If you eat less than you need:

## E. Chronic or Acute Illness

Chronic illness-

Acute illness-

Explanation:

## Possible negative effects of chronic illness

Physical:

Emotional:

Intellectual:

Social

## F. What are the effect of exercise?

Positive effects of exercise



Physical:

Intellectual:

Emotional:

Social:

Negative effects of exercise

Physical:

Intellectual:

Emotional:

Social:

## G. What are the effect of excessive substance use?

Negative effects of excessive alcohol consumption



Physical:

Intellectual:

Emotional:

Social:

**What we are learning in LAA:**

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

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

When people feel they belong to a group and can interact with others. Social interactions can happen between family members and friends, work colleagues, school learners, members of a community or interest groups.

**Social isolation**

Occurs when people do not have regular contact with others. This may be because they don't go out much because of physical illness, reduced mobility or unemployment. They might have a difficulty in communicating if they have a mental illness, depression or learning difficulties. Lastly, a person might be discriminated against because of culture, religion or disability.

**Positive effects of relationships**

- Physical:** physical support and day to day care and practical assistance.
- Intellectual:** shared experiences, supported learning and thinking
- Emotional:** unconditional love, security and encouragement, positive self-concept, feeling content, ability to build relationships with people outside the family, independence and confidence.
- Social:** Companionship, social circle increases.

**Negative effects of social isolation**

- Physical:** poor lifestyle choices like smoking and drinking, poor diet that can cause eating disorders.
- Intellectual:** reduced ability to use thinking skills, missing school/work
- Emotional:** feelings insecure, depression, anxiety, negative self-concept, feeling of hurt, loneliness and distrust, lack of independence, difficulty in controlling emotions.
- Social:** difficulties in building relationships as lack skills.

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

- Increased heartbeat
- Increased breathing rate
- Tense muscles
- Sweaty palms
- Dry mouth
- High blood pressure
- Loss of appetite
- Sleeplessness
- Digestive problems

**Intellectual effects**

- Forgetfulness
- Poor concentration
- Difficulty in making decisions

**Emotional effects**

- Difficulty in controlling emotions
- Feeling insecure
- Negative self-concept
- Feeling anxious and frightened
- Loss of confidence

**Social effects**

- Difficulty in making friends and building relationships
- Breakdown of close relationships
- Social isolation

**J. What are the hazards of Smoking****Heart disease and poor circulation mean:**

- increased blood pressure
- increased risk of heart attack
- narrowing of the arteries.

**Carbon monoxide causes:**

- decreased oxygenation
- poor growth
- extra work for the heart
- increased risk of thrombosis.

**Exposure in childhood means that children:**

- are prone to chest infections and asthma
- tend to be smaller and weaker
- do less well at school.

**Exposure in pregnancy causes:****Irritant particles cause:**

- bronchitis
- emphysema
- asthma
- smoker's cough.

**Nicotine causes:**

- addiction
- increased blood clotting leading to thrombosis.

**Conditions such as:**

- stroke
- gum disease.

**Tar causes** cancers of the nose, throat, tongue, lungs, stomach and bladder.**Smokers':**

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

**K. What are the effects of Personal Hygiene?****Positive effects of good personal hygiene**

- Helps prevent the spread of infection
- Improves self-concept
- Reduces number of bacteria that lives on us.

**You must:**

- Brush your teeth
- Shower daily or bath
- Wash your hair regularly
- Keep fingernails and toenails clean and trimmed

**Negative effects of poor personal hygiene**

- Physical:** catching and spreading disease like food poisoning, sore throat, meningitis and athlete's foot. Bad body odour, bad breath and tooth decay.

**Emotional:** loss of friendships and social isolation. Might be bullied and poor self-concept.

**Social:** low social interactions as people don't want to be friends with someone that neglects their hygiene. Social isolation.

**When caring for others:**

- Bad hygiene can stop effective communication.
- Negative effect on the person being cared for and their health and wellbeing- pass on infection
- Discomfort for the person being cared for because of the odour or visible dirt under fingernails.

**What we are learning in LAA:**

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

**J.****What are the hazards of Smoking- draw out the mind map in the space below:****H. The effects of social interactions on wellbeing**

Social integration

Social isolation

Positive effects of relationships

Physical:Intellectual:Emotional:Social:

Negative effects of social isolation

Physical:Intellectual:Emotional:Social:**I. What are the effects of stress on health and wellbeing****Physical effects****Intellectual effects****Emotional effects****Social effects****J.****What are the hazards of Smoking- draw out the mind map in the space below:****K.****What are the effects of Personal Hygiene?**

Positive effects of good personal hygiene



- 
- 
- 
- 
- 

You must:

- 
- 
- 
- 
- 

Negative effects of poor personal hygiene

Physical:Emotional:Social:

When caring for others:

- 
- 
-

**What we are learning in LAA:**

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

L.	What are the barriers to seeking help.
Culture	<p>Accessing HSC services can be influenced by values, traditions, way of life and beliefs of the society or group.</p> <ul style="list-style-type: none"> <li>• Some may have received discrimination when accessing other services.</li> <li>• Some may not speak English well enough.</li> <li>• Values and traditions not understood e.g. eye contact means respect in some cultures but not others.</li> <li>• Some cultures a woman must be treated only by a female professional.</li> <li>• Alternative therapies are used in some cultures</li> </ul>
Gender	<p>Research shows that men are less likely to talk about their health and wellbeing than women. This is because men are:</p> <ul style="list-style-type: none"> <li>• Often less open about their feelings</li> <li>• Sometimes reluctant to appear vulnerable by asking for help</li> <li>• Not aware of poor health signs as health campaigns target women's health more</li> <li>• Unhappy to be examined by a female health worker.</li> </ul>
Education	<p>Research shows that people who are better educated are more likely to seek help. This is because:</p> <ul style="list-style-type: none"> <li>• They like to research symptoms and know when help is needed</li> <li>• Understand the importance of early diagnosis and treatment</li> <li>• Know how and where to access services.</li> </ul>
Stigma	<p>In some cultural groups there is a stigma attached to certain conditions like depression. Stigma is a word used to describe something that people feel embarrassed about. Therefore, they wouldn't seek help.</p>

**M. What are the effects of unexpected life events on health and wellbeing**

Life event	Positive Effects:	Negative Effects:
Imprisonment	<ul style="list-style-type: none"> <li>• Depression</li> <li>• Loss of contact with family and friends</li> <li>• Social isolation</li> <li>• Restrictions on physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to study</li> <li>• Improvement in health through balanced diet, lack of alcohol, reduced use of nicotine</li> </ul>
Redundancy	<ul style="list-style-type: none"> <li>• Poor self-concept</li> <li>• Anxiety about finances</li> <li>• Fewer opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to study or train for a new job</li> <li>• More time to spend with family and friends</li> </ul>
Exclusion or dropping out of education	<ul style="list-style-type: none"> <li>• Loss of contact with friends</li> <li>• Social isolation</li> <li>• Poor self-concept</li> <li>• Lack of learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Catalyst for change of behaviour</li> <li>• Opportunities for more suitable study or work situation</li> </ul>

N.	What are the effects of economic factors (e.g, income) on health and wellbeing	
	Positive Effects:	Negative Effects:
Physical	<ul style="list-style-type: none"> <li>• Better financial resources can result in good housing conditions and healthy diet</li> <li>• Manual jobs may improve muscle tone and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>• Low wages can affect diet and housing, leading to poor health.</li> <li>• Manual jobs can cause muscular and skeletal problems</li> <li>• Desk jobs lead to less activity and weight gain.</li> </ul>
Intellectual	<ul style="list-style-type: none"> <li>• Better financial resources can result in more leisure time for intellectual activities</li> <li>• Work, education or training helps to develop problem solving and thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Some people work very long hours to improve their financial position, leading to less leisure time and reduced learning opportunities.</li> <li>• Being unemployed can result in poor mental health.</li> </ul>
Emotional	<ul style="list-style-type: none"> <li>• A well-paid job gives a feeling of security.</li> <li>• Being financially secure promotes positive self-concept</li> </ul>	<ul style="list-style-type: none"> <li>• Financial worries can result in stress and breakdown of relationships.</li> <li>• Unemployment or low-status work can lead to low self-concept</li> </ul>
Social	<ul style="list-style-type: none"> <li>• Better financial resources provide opportunities for socialising.</li> <li>• Work gives opportunities for socialising with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of financial resources reduces opportunities for socialising.</li> <li>• Unemployment reduces opportunities for relationships, leading to social isolation.</li> </ul>

**O. What are the effects of expected life events on health and wellbeing**

Life event	Positive Effects:	Negative Effects:
Starting school, college or uni	<ul style="list-style-type: none"> <li>• Build new relationships</li> <li>• Extend knowledge and learning</li> <li>• Develop new skills</li> <li>• Improve confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Anxiety about new routines and meeting new people</li> <li>• Insecurity about leaving parents and other families</li> </ul>
Start a new job or career	<ul style="list-style-type: none"> <li>• Develop independence</li> <li>• Improve thought processes</li> <li>• Improve self-concept</li> </ul>	<ul style="list-style-type: none"> <li>• Stress about learning new skills and routines</li> <li>• Anxiety about meeting new people</li> </ul>
Moving to a new house or area	<ul style="list-style-type: none"> <li>• Excitement</li> <li>• Develop new friendships and relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Unhappiness at loss of old life</li> <li>• Stress of moving</li> <li>• Social isolation</li> </ul>
Retirement	<ul style="list-style-type: none"> <li>• Reduced stress</li> <li>• Time to socialise with family and friends</li> <li>• Opportunities for leisure of physical activities</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of relationships with colleagues</li> <li>• Possible loss of fitness and mobility</li> <li>• Loss of intellectual stimulation and status</li> </ul>

**What we are learning in LAA:**

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

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

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

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

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

### What we are learning in LAB:

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

### A. Physiological health indicators

Pulse	<p><b>Resting pulse rate</b> is measured when a person has been still for about 5 minutes. Health reading for an adult is 60-100 bpm.</p> <p><b>Pulse rate during exercise:</b> 220bpm minus the person's age.</p>
Blood pressure	<ul style="list-style-type: none"> <li>• This is the pressure exerted by blood against the artery walls.</li> <li>• It is measured in millimetres of mercury (mm Hg) and is shown in two numbers:</li> <li>• Systolic pressure: (the top number) is the maximum pressure in the blood vessels as the heart pushes out blood.</li> <li>• Diastolic pressure: (the bottom number) as the minimum pressure in the vessels when the heart relaxes between the beats.</li> </ul>
Peak flow	<ul style="list-style-type: none"> <li>• Measured how quickly you can blow air out of your lungs.</li> <li>• it is measured in liters per min (L/min).</li> </ul>
BMI	<ul style="list-style-type: none"> <li>• Measures the amount of fat on your body in relation to your height to tell you if your weight is healthy.</li> </ul>

### B. What are health indicators?

Importance of understanding indicators	<ul style="list-style-type: none"> <li>• Detect health problems at an early stage</li> <li>• Track improvements or deterioration in health</li> <li>• Make recommendations about health and treatments</li> <li>• Give advice about future health risks</li> <li>• Support individuals to make different lifestyle choices.</li> </ul>
What are lifestyle indicators?	<ul style="list-style-type: none"> <li>• These indicators can be used to assess risks to an individual's health and wellbeing now and in the future.</li> <li>• Professionals collect information about lifestyle choices by asking about a person's: <ul style="list-style-type: none"> <li>• Weekly alcohol consumption</li> <li>• Smoking habits</li> <li>• Levels of physical activity and exercise.</li> </ul> </li> </ul>
What are physiological indicators?	<ul style="list-style-type: none"> <li>• They show how well the body's systems are functioning.</li> <li>• Health professionals check a person's health by taking measurements.</li> <li>• They compare the results with published guidance.</li> </ul>

### C. Interpreting lifestyle data

#### Interpreting data on smoking



- Smoking causes around 96,000 deaths in the UK annually.
- Smokers under the age of 40 are 5 times more likely to have a heart attack than non-smokers.
- Smoking causes 80% of deaths from lung cancer, 80% of bronchitis and 14% of deaths from heart disease.
- More than 25% of all cancer deaths are caused by smoking.
- On average a smoker will die 10 years earlier than a non-smoker.
- Smokers are more likely to develop facial wrinkles.
- Smoking is a cause of impotence and can lead to sperm abnormalities.

#### Interpreting data on alcohol



- Strongly linked to at least 7 types of cancer
- Alcohol-related liver disease accounts for 37% of liver disease and deaths.
- 2/3s of cases of chronic pancreatitis are caused by heavy drinking
- You are between 2 and 5 times more likely to have an accident or injury
- Each drink per day increases the risk of breast cancer in women between 7-13%
- Men and women should not drink more than 14 units a week and not all in one go.

#### Interpreting data on inactivity



- Increased risk of breast cancer by 17.8% and colon cancer by 18.7%
- Increased risk of type 2 diabetes by 13%.
- Increased risk of coronary heart disease by 10.5%
- Leads to obesity and joint pain
- 16.9% of all premature deaths are caused by inactive lifestyle.
- Active people have a lower risk of premature death.
- People who are inactive visit their GP more often and they spend 38% more time in hospital.

**What we are learning in LAB:**

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

**A. Physiological health indicators****Pulse**

Resting pulse rate :

Pulse rate during exercise:

**Blood pressure**

- 
- 
- 
- 

**Peak flow**

- 
- 

**BMI**

- 

**B.**

- **What are health indicators?**

**Importance of understanding indicators****What are lifestyle indicators?****What are physiological indicators?****C. Interpreting lifestyle data**

Interpreting data on smoking

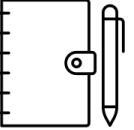


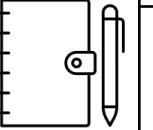
Interpreting data on alcohol



Interpreting data on inactivity



What we are learning in LAC:		C.	Recommended action to meet health and wellbeing improvement goals
A.	What is a person-centred approach B. Health improvement plan C. Recommended action to meet health and wellbeing improvement goals D. SMART targets for health improvement plan E. Sources of support		<p><b>To lower blood pressure:</b></p> <ul style="list-style-type: none"> <li>• Eat five or more portions of fruit and veg a day</li> <li>• Cut out salt</li> <li>• Use relaxation techniques to reduce stress</li> <li>• Join a gym</li> <li>• Drink water alongside alcohol to reduce consumption</li> </ul> <p><b>To reduce BMI:</b></p> <ul style="list-style-type: none"> <li>• Reduce fat and sugar intake</li> <li>• Do not exceed the recommended daily calories intake</li> <li>• Get off the bus a stop early and walk the rest of the way</li> <li>• Drink water instead of sugary drinks.</li> </ul>
A.	What is a person-centred approach.		
Person-centred approach	A holistic approach that puts the individual at the heart of health care planning, so that the whole range of physical, intellectual, emotional and social health needs are met.		<p><b>To increase peak flow reading:</b></p> <ul style="list-style-type: none"> <li>• Half the number of cigarettes smoked each day</li> <li>• Use nicotine replacement therapies</li> <li>• Join an exercise or dance class.</li> </ul> <p><b>To reduce pulse rate and improve recovery time after exercise:</b></p> <ul style="list-style-type: none"> <li>• Walk for half an hour at lunchtime</li> <li>• Drink decaffeinated drinks</li> <li>• Take up a physically active hobby</li> <li>• Join a yoga group.</li> </ul>
When planning for health improvements include:	<ul style="list-style-type: none"> <li>• The needs: physical, intellectual, emotional and social.</li> <li>• The wishes: likes, dislikes, choices and desired health goals.</li> <li>• Circumstances: illness or disability, access to facilities, previous experiences, family and relationships, responsibilities.</li> </ul>		
Benefits of person-centred approach:	<ul style="list-style-type: none"> <li>• Will feel involved</li> <li>• Is more likely to trust a health professional who listen to them</li> <li>• Will feel more secure</li> <li>• Is more likely to follow the plan and achieve the targets</li> <li>• Will take responsibility for their own health.</li> </ul>		
B.	Health improvement plan	D.	SMART targets for health improvement plan
What is it?	Health and well-being improvement plans are often based on an individual's physiological and lifestyle indicators. Plans should be person-centred and include goals, actions and targets and possible sources of support.	Specific	The target must be clearly stated. It should say exactly what you mean, such as to 'lose 2 kg in weight in a week'. The target should be clear and not open to any misunderstanding.
The plan will identify:	<ul style="list-style-type: none"> <li>• The health issues and goal</li> <li>• The recommended actions to take</li> <li>• A set of targets for health improvement</li> <li>• The supports that are needed</li> <li>• Possible obstacles to progress and ways to overcome them.</li> </ul>	Measurable	A target of 'lose weight' is too vague. A specific amount must be stated so you can prove you have met your target.
Positive effects of a health improvement plan	<ul style="list-style-type: none"> <li>• Be fitter</li> <li>• Loose weight</li> <li>• Have improved self-concept</li> <li>• Lower blood pressure, healthier heart</li> <li>• Reduced risk of cancer</li> <li>• Taking control of their health outcomes and reaching health goals</li> </ul>	Achievable/attainable	If you are following a health and wellbeing improvement plan you must feel it is possible to achieve it. If you do not, you will probably give up before you have even started. An achievable target is to 'lose 1kg this week'. An unachievable target would be to 'lose 20kg this week'.
		Realistic	The target set must be realistic in that you must be able to physically do it. It is not realistic to expect a person who is older and not very fit to run for 30 minutes a day to help weight loss, but it is realistic to ask the same of a fitter, younger person.
		Time-related	The target must have a deadline, so that you know when you need to achieve the target by, and progress can be assessed.
E.	Sources of support		
		Informal support	Informal support is the support an individual receives from partners, family and friends. It is usually the first form of support an individual experiences after an expected or unexpected life event. Informal support can provide reassurance, encouragement, advice, a sense of security, someone to talk through options with and practical help.
		Professions (formal) support	Formal support may be provided by statutory care services (the state), private care services and charitable organizations. Professional support may include counsellors, teachers, careers advisers, occupational therapists, social workers and health specialists. Professional support may be needed to help people with a health condition, regain mobility, deal with life changes and emotions, get advice and information or change their lifestyle.
		Voluntary support	Organizations offering voluntary support are charities, community groups and religious groups. At voluntary support services, many staff are volunteers (they work for free), but they also employ qualified people who are paid by donations. Community groups work at a local level to meet the needs of people living in a specific neighbourhood i.e. foodbanks. Religious groups are formed by people who share the same religious or spiritual beliefs but they help all people in need regardless of their beliefs and background i.e. a church run soup kitchen for the homeless.

What we are learning in LAC:		C.	Recommended action to meet health and wellbeing improvement goals
A.	What is a person-centred approach B. Health improvement plan C. Recommended action to meet health and wellbeing improvement goals D. SMART targets for health improvement plan E. Sources of support	<u>To lower blood pressure:</u>  	<u>To reduce BMI:</u>
A.	What is a person-centred approach.	<u>To increase peak flow reading:</u>	<u>To reduce pulse rate and improve recovery time after exercise:</u>
Person-centred approach		D. SMART targets for health improvement plan	
When planning for health improvements include:		Specific	
Benefits of person-centred approach:		Measurable	
B.	Health improvement plan	Achievable/attainable	
What is it?		Realistic	
The plan will identify:		Time-related	
Positive effects of a health improvement plan		E. Sources of support	
		Informal support	
		Professions (formal) support	
		Voluntary support	

F.	What are the potential obstacle to implementing plans?	G.	What are the possible obstacles to accessing services?		
Emotional/psychological-Lack of motivation	<ul style="list-style-type: none"> <li>A conflict between choices such as worrying that giving up smoking could result in weight gain</li> <li>Other priorities in a person's life- such as getting married or bereavement.</li> <li>Having negative attitude- believing change will be too difficult</li> <li>Lack of progress for example losing weight quickly in the first weeks but then slowing down.</li> <li>Having a blip- thinking there is no point in continuing the plan after briefly returning to an old lifestyle.</li> </ul>		Type of obstacle	Possible obstacles	Suggestions to overcome obstacles
Emotional/psychological-Low Self-concept	<ul style="list-style-type: none"> <li>People with low self-concept don't value themselves,</li> <li>Feel powerless to change their lifestyle or that there's no point in starting because the task seems too big.</li> <li>Some think that because they were unsuccessful in other aspects of their life, they won't achieve their health goals.</li> <li>They may not feel they have support and approval from family and friends even if they really do.</li> </ul>	Geographical	<ul style="list-style-type: none"> <li>Service is difficult to get to because of poor bus or train services.</li> </ul>	<ul style="list-style-type: none"> <li>Arrange hospital transport</li> <li>Suggest telephone helplines or internet support groups.</li> </ul>	
Emotional/psychological-Acceptance of the current state	<ul style="list-style-type: none"> <li>People may accept their present health problems or lifestyle choices, as it is easier to stay the same than to make changes.</li> <li>Have no incentive to make a change because they do not understand the health risks.</li> <li>Have no desire to change, for example, if they are happy with their weight or don't want to give up smoking.</li> </ul>		Financial	<ul style="list-style-type: none"> <li>Charges to use the services</li> <li>Time off from work would mean loss of pay</li> </ul>	<ul style="list-style-type: none"> <li>Check for entitlements, such as medicines and treatments</li> <li>Direct the person to advice on benefits and employee rights.</li> </ul>
Time constraints	<p>People find that they do not have the time to achieve their health improvements targets because of:</p> <ul style="list-style-type: none"> <li>Care of young children, family members that are not well.</li> <li>Regular and additional work and study commitments</li> <li>Domestic chores</li> <li>Medical appointments</li> </ul>			Psychological	<ul style="list-style-type: none"> <li>Fear of being judged because there is stigma around a health problem (mental health, obesity)</li> </ul>
Availability of resources	<p>Financial obstacles:</p> <ul style="list-style-type: none"> <li>Gym memberships, entry fee for a swimming pool</li> <li>Cost of attending exercise classes</li> <li>Cost of travel to the gym, pool or to attend health appointments</li> <li>Higher costs of some healthy foods.</li> <li>Lack of and the cost of exercise equipment</li> </ul>				<ul style="list-style-type: none"> <li>Difficulty getting into the buildings where the service is provided (no wheelchair access).</li> <li>No where to park near the service</li> </ul>
Unachievable targets	<ul style="list-style-type: none"> <li>Expectations too high</li> <li>Targets are not clear</li> <li>There are too many targets</li> <li>Timing is wrong/poor</li> </ul>	Physical	<ul style="list-style-type: none"> <li>Targets are not suitable for the individual</li> <li>Fear of not being able to meet targets</li> <li>Not being in the right frame of mind to commit to the plan, e.g. due to depression.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of services that are adapted for easy access</li> <li>Ask a friend or family member to drop the person off at the service</li> </ul>	
Lack of support	<ul style="list-style-type: none"> <li>Diet- find it difficult if a person on a healthy eating plan is surrounded by others that eat junk food or tempted by the chocolate and biscuits in the cupboard, Family and friends go out for meals instead of doing other activities.</li> <li>Smoking- friends and family smoking and offering them cigarettes. Lacking will power to quit.</li> <li>Alcohol consumption- someone that is used to drinking with family and friends will find it difficult to stop without their support. It would be hard to quit if the family and friends drink wine with their meals, friends centre a night out around heavy drinking at pubs and clubs.</li> </ul>		<ul style="list-style-type: none"> <li>Provide support services that meet the person's needs, such as a BSL signer, interpreter, advocate</li> <li>Use anti-discriminatory practice and encourage others to do so</li> </ul>		
Ability, disability and addiction	<ul style="list-style-type: none"> <li>Understand what they need to do</li> <li>Learn how to make the required changes in their lives.</li> <li>Any places the person uses are wheelchair accessible</li> <li>Any exercise advised is wheelchair friendly.</li> <li>If stop smoking, then can put on weight- put people off.</li> <li>Like the way alcohol makes them feel but can't admit that they have a problem</li> </ul>	Personal needs	<ul style="list-style-type: none"> <li>Limits on services, such as support aids and equipment</li> <li>Staff shortages, leading to long waits for appointments and support.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest sources of second-hand equipment</li> <li>Look for alternative strategies, for example an exercise DVD if there are no places at an exercise class.</li> </ul>	

F.	What are the potential obstacle to implementing plans?	G.	What are the possible obstacles to accessing services?		
Emotional/ psychological- Lack of motivation		Type of obstacle	Possible obstacles	Suggestions to overcome obstacles	
Emotional/ psychological- Low Self- concept		Geographical			
Emotional/ psychological- Acceptance of the current state			Financial		
Time constraints		Psychological			
Availability of resources			Physical		
Unachievable targets		Personal needs			
Lack of support		Resources			
Ability, disability and addiction					

# BUILDING BRICKS:

Exploring the Elements of Music and the Functions of a Keyboard  
*Why? – To excel in listening, analysis, composition & performance*



## A. MELODY

Melody is a succession of pitches in rhythm. The melody is usually the most memorable aspect of a song, the one the listener remembers and is able to perform.

KEYWORD	MEANING
<b>Pitch</b>	How high or low a sound is
<b>Octave</b>	A series of 8 notes e.g., C-C, D-D
<b>Pentatonic</b>	A musical scale with 5 notes
<b>Range</b>	The distance between the lowest and highest pitched note in a melody
<b>Motif</b>	A repeated theme that is memorable
<b>Hook/Riff</b>	A very catchy melodic phrase
<b>Imitation</b>	Repeated melody in a different instrument or voice

## D. TEXTURE

Texture describes how layers of sound within a piece of music interact. Texture is determined by how many instruments are playing and how many different parts there are.

KEYWORD	MEANING
<b>Unison</b>	All playing or singing the same note
<b>Thick/Thin</b>	Number of layers of instruments/voices
<b>Monophonic</b>	A single line of musical notes
<b>Homophonic</b>	Moving together in chordal fashion
<b>Polyphonic</b>	Multiple layers, weaving melodic lines
<b>Tutti</b>	Meaning 'everyone' or 'all together'
<b>Call &amp; Response</b>	Like question and answer – two parts having a musical conversation
<b>Countermelody</b>	A tune that complements the main melody

## B. ARTICULATION

Articulation refers to the way that notes should be performed. There are many types of articulation, with each having a different effect on how the note is played.

KEYWORD	MEANING
<b>Staccato</b>	Short and detached notes
<b>Legato</b>	Smooth and slurred notes
<b>Accent</b>	Emphasis placed on a particular note/beat
<b>Pizzicato</b>	Plucked strings
<b>Arco</b>	Bowed strings
<b>Col Legno</b>	Hitting strings with the wood of the bow
<b>Glissando</b>	Sweeping notes (think of the harp)
<b>Vibrato</b>	Subtly vibrating the sound by alternating the pitch between two notes

## E. STRUCTURE

Structure is the order that different parts of the song are played in. The basic structure of a song can include an intro, verse, pre-chorus, chorus, and bridge.

KEYWORD	MEANING
<b>Binary</b>	Two main sections, AB
<b>Ternary</b>	Three distinct sections, ABA
<b>Rondo</b>	Initial section that recurs, ABACADA
<b>Theme &amp; Variations</b>	A melody is stated and is then repeated several times with changes
<b>Verse</b>	Tells the main story of a song
<b>Chorus</b>	A catchy part that is repeated in a song
<b>Bridge</b>	A contrasting section that prepares the listener for the return of the chorus

## C. DYNAMICS

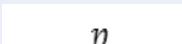
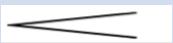
The dynamics of a piece is the variation in loudness between notes or phrases. Musicians use a variety of dynamics to add excitement and emotion to songs.

KEYWORD	MEANING	SYMBOL
<b>Pianissimo</b>	Very quiet	<i>pp</i>
<b>Mezzo Piano</b>	Moderately quiet	<i>mp</i>
<b>Piano</b>	Quiet	<i>p</i>
<b>Mezzo Forte</b>	Moderately loud	<i>mf</i>
<b>Forte</b>	Loud	<i>f</i>
<b>Fortissimo</b>	Very loud	<i>ff</i>
<b>Crescendo</b>	Gradually louder	
<b>Diminuendo</b>	Gradually quieter	

## F. HARMONY

Harmony is the blending of simultaneous sounds of different pitch. A harmony differs from a melody in the way that it stacks multiple notes on top of one another to create a sound.

KEYWORD	MEANING
<b>Chord</b>	Three or more notes played together
<b>Triad</b>	Three notes: root, third, fifth
<b>Arpeggio</b>	Broken chord: notes are sounded individually
<b>Perfect Cadence</b>	Two chords at the end of a passage that sound as though the music has come to an end
<b>Imperfect Cadence</b>	Two chords at the end of a passage that make the music sound unfinished
<b>Modulation</b>	The change from one tonality to another
<b>Dissonance</b>	Two or more clashing notes

Question	Answer	Question	Answer
Identify this musical symbol		What is a <b>Motif</b> ?	
What does this symbol mean?		What does <b>pizzicato</b> mean?	
What does <b>Homophonic</b> mean?		What does <b>Fortissimo</b> mean?	
How many sections are there in a <b>Binary form</b> piece of music?	1 2 3 4	Draw the symbol for <b>Fortissimo</b>	
What sections are in a <b>Ternary</b> Form piece of music?	AB ABA ABACA	Identify this musical symbol	
Identify this musical symbol		What does the above symbol mean?	
What does this symbol mean?		Put these dynamic markings in order from quietest to loudest: <b>p ff f mp pp mf</b>	
What is the definition for a <b>hook/riff</b> ?		What is an <b>accent</b> ? The symbol is >	
How many beats is this note worth?		What's the musical term for notes that are played <b>short and detached</b> ?	
What is the musical term for notes that are played <b>smooth and slurred</b> ?		What does <b>Pentatonic</b> mean?	
What is an <b>Octave</b> ?		What <b>texture</b> has multiple layers and weaving melodic lines?	

G. INSTRUMENTS		H. RHYTHM			I. TIMBRE			
KEYWORD	MEANING							
Strings	Violin, Viola, Cello, Double Bass, Harp	Rhythm involves time—the duration of musical sounds. Rhythm can exist without melody, as in the drumbeats of music, but melody cannot exist without rhythm.			Timbre refers to the quality of a sound made by a particular voice or musical instrument. It is what makes a musical note sound different from another one.			
Brass	Trumpet, French Horn, Trombone, Tuba	KEYWORD	MEANING	SYMBOL	ADJECTIVE	INSTRUMENT	ADJECTIVE	INSTRUMENT
Woodwind	Piccolo, Flute, Clarinet, Oboe, Bassoon	Semiquaver	1/4 beat		Sweet	Flute	Hollow	Xylophone
Percussion	Timpani, Xylophone, Glockenspiel, Maracas	Quaver	1/2 beat		Nasal	Oboe	Booming	Bass Drum
Soprano	Highest female singing voice	Pair of Quavers	1 beat		Tinkly	Glockenspiel	Muted	French Horn
Alto	A lower female singing voice	Crotchet	1 beat		Pounding	Timpani	Dull	Viola
Tenor	Standard male singing voice	Minim	2 beats		Brassy	Trumpet	Breathy	Saxophone
Bass	Low male singing voice	Dotted Minim	3 beats		Mellow	Clarinet	Shrill	Piccolo
		Semibreve	4 beats		Rich	Cello	Pure	Violin
		Breve	8 beats		Crashing	Cymbals	Rattly	Maracas
					Dark	Double Bass	Reedy	Bassoon

L. DRILL TERMS	
KEYWORD	MEANING
Treble Clef	Also known as the G Clef as it starts on the G line
Bass Clef	Also known as the F Clef as it starts on the F line
Stave	5 lines, 4 spaces that music notes are written on

KEYWORD	MEANING
Quaver	A note that lasts for $\frac{1}{2}$ beat
Crotchet	A note that lasts for 1 beat
Minim	A note that lasts for 2 beats

KEYWORD	MEANING
Dotted Minim	A note that lasts for 3 beats
Semibreve	A note that lasts for 4 beats
Sharp/Flat	Higher/Lower by 1 semitone

Question	Answer	Question	Answer
How many <b>Semi-quavers</b> are in a <b>Crochet</b> ?		What <b>Instrument</b> has a <b>Dark Timbre</b> ?	
What does <b>Accelerando</b> mean?		What is the definition of <b>Allegro</b> ?	
Give the names of <b>4 Brass instruments</b> ...		How many <b>Quavers</b> are in a <b>Minim</b> ?	
How many <b>Beats</b> is this note?		What does <b>Alto</b> mean?	
What is the name the note?		What <b>Clef</b> is also know as the <b>F Clef</b> ?	
What does the word <b>Presto</b> mean?		Identify this musical symbol	
List <b>3 instruments</b> found in the <b>Brass</b> section of an orchestra		How many <b>beats</b> is this symbol?	
Solve this problem: 		List <b>3 instruments</b> found in the <b>Woodwind</b> section of an orchestra	
What <b>note</b> lasts for <b>4 beats</b> ?		What musical term is used for the <b>highest female singing voice</b> ?	
What does <b>Sharp/Flat</b> mean?		What <b>Timbre</b> does the <b>Violin</b> have?	
What does the key word <b>Andante</b> mean?		List <b>3 instruments</b> that can be found in the string section	

# SWINDON ACADEMY READING CANON

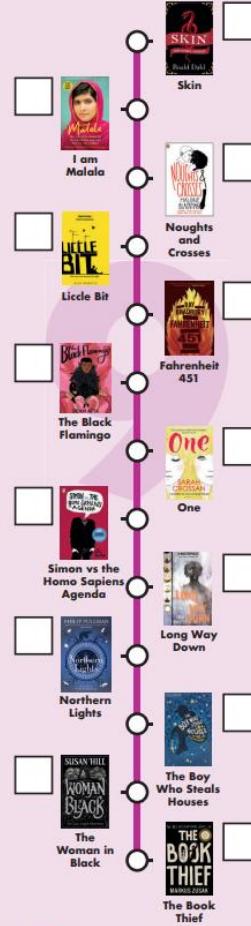
Year 7



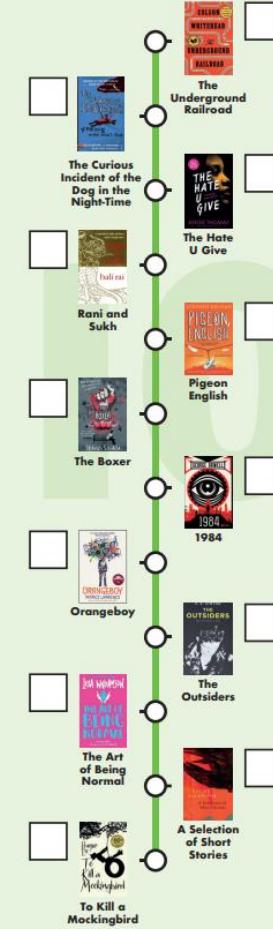
Year 8



Year 9



Year 10



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