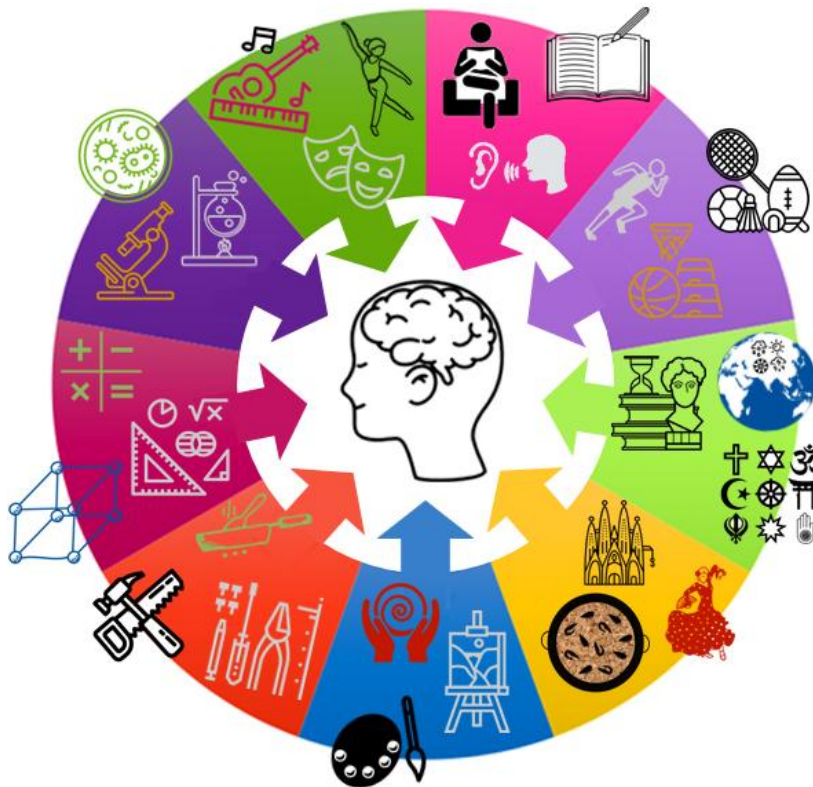


100% book - Year 11 Grammar

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

Term 2



Swindon Academy 2025-26

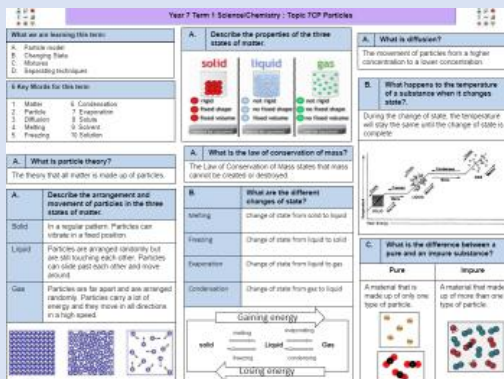
Name:	
Tutor Group:	
Tutor & Room:	

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

If you are determined to learn, no one can stop you."

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

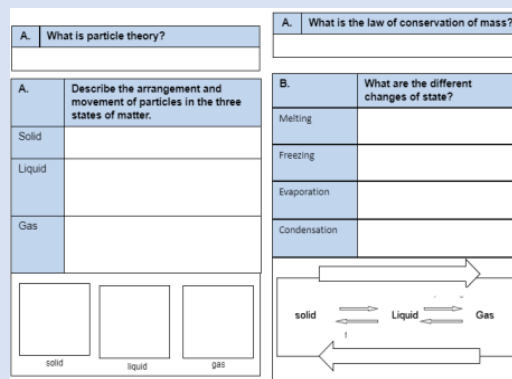
Knowledge Organisers



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

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

Quizzable Knowledge Organisers



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

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

Expectations for Prep and for using your Knowledge Organisers

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

Top Tip

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

How do I complete Knowledge Organiser Prep?

Step 1

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.

Step 3

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

Step 4

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

Step 5

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

Step 6

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

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

An Inspector Calls grammar

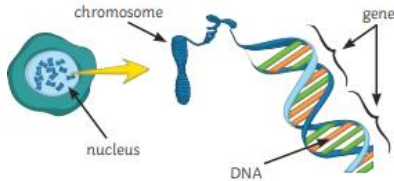
1. Context			2. Key Characters		4. Key Vocabulary		
Playwright: John Boynton Priestley (1894-1984) Dates: Written in 1945 First performed: In Moscow, Russia, in 1945 Era: Edwardian Genre: Drama Set: Fictional town Brumley ‘an industrial city in the north Midlands’ in 1912 Structure: Three Act Play		Biography of Priestley - Born in Yorkshire in 1894. - Fought in the first world war and became politicised by the suffering of it - Became concerned with the effects of social inequality in Britain in 1930s - Set up a new political party in 1942, The Commonwealth Party. It merged with the labour Party and was integral in developing the welfare state		Inspector Goole: An enigmatic (mysterious) figure who serves as Priestley’s mouthpiece and advocates social justice. He serves as the Birling’s conscience and exposes their sins. Mr Arthur Birling: A capitalist and business owner who opposes social change and greater equality. He is a self-made man and lacks the refined manners of the upper classes. Made a fool by Priestley to highlight the arrogance and absurdity of his views. Mrs Sybil Birling: Her husband’s social superior, Mrs Birling is involved in charity work but contradictorily believes in personal responsibility and looking after one’s-self. Fails to understand her own children. Sheila Birling: Young and initially enthusiastic, Sheila grows and changes throughout the play, embracing the views of the Inspector and challenging the social indifference of her parents. She becomes wiser and more cautious in her relationship with Gerald. Eric Birling: In his early twenties, he drinks too much and forces himself upon Eva Smith. Whilst she is pregnant with his child, he steals from his father to attempt to support her. Grows and changes, realises his own wrongs along with everyone else’s. Critical of parents. Gerald Croft: A businessman engaged to Sheila, Gerald a relationship with Daisy Renton (Eva Smith). Even though he sits between he two generations he is politically closest to Birling and fails to embrace the Inspector’s message, instead seeking to prove he wasn’t real. Eva Smith: Doesn’t appear in the play, but her suffering and abuse represents that of all the working classes. She also calls herself both Daisy Renton and Mrs Birling. The older characters begin to question whether she really is one person.		Capitalist Believing in private wealth and business aimed at making profit for business owners. Independent and self-reliant. Socialist Believing in shared ownership, collective responsibility for one another and social equality for all. Ideology A political viewpoint or set of beliefs, for example socialism. Responsibility Being accountable or to blame for something, or having a duty to deal with something. Hierarchy A ranking of status or power e.g. the strict class hierarchy of Edwardian England. Patriarchy A society in which power lies with men. Prejudice An opposition to or opinion about something/someone based upon what they are e.g. working class, female etc. Morality The belief that some behaviour is right and some is wrong. Proletariat The working class. Bourgeoisie The capitalist class in possession of the means of acquiring wealth. Aristocracy The highest class in society and often holding titles passed from father to son, for example Lord and Lady Croft. Façade A false front or surface-level illusion, for example the façade of family happiness in the opening scene of the play. Catalyst Someone or something that speeds up or triggers an event. Antithesis When something is the opposite of something else.	
Pre and Post War – Before the first world war there was deemed to be a general air of complacency regarding the prospect of any war taking pace. There were strong distinctions between upper and lower classes, society was deeply patriarchal. After the second world war ended in 1945, class distinctions had been greatly reduced by the two wars and women had earned a more valued place in society After 1945 there was a desire for more sweeping social change.		Socialism – Socialism is an approach to economic and social systems that is characterised by social ownership, democratic control and high levels of equality. Socialism is generally concerned with ensuring that disparities between wealth and social status are erased from society. After the two World Wars British society was far more open to socialist ideas. In <i>An Inspector Calls</i>, the Inspector harbors socialist attitudes.					
Social and Moral Responsibility – Attitudes towards social and moral responsibility changed rapidly in the time between when the play was set (1912) and the time the play was written (1945). In 1912 the general attitude of those with social status and wealth was towards looking after one’s own. By the mid-1940s however, the Labour party under Attlee won a landslide election reflecting a wave of enthusiasm towards communal responsibility for everyone in society.		The Titanic – RMS Titanic was a British passenger liner that sank in the North Atlantic ocean in the morning hours of 15th April 1912, killing around 1500. The Titanic was designed to be the pinnacle of both safety and comfort, and due to its enormous size and quality was frequently labeled ‘unsinkable’. In <i>An Inspector Calls</i> Birling claims this, thus immediately losing the respect of the audience. It can serve as a symbol of the hubris and arrogance of man.					
FORM – The play fits into three possible forms:			3. Central Themes				
Well-Made Play - A popular type of drama from the 19th century - The events build to a climax - Primarily concerned with events that happened before the play - Plot is intricate and complex		Morality Play - Most popular during 15th and 16th centuries - They taught the audience lessons that focused on the seven deadly sins - Characters who committed those sins were punished		Crime Thriller - Involves a gripping tale based around a crime - The audience receives clues and must guess what has happened before the end - All is revealed by the climax			
			Social Responsibility Priestley advocates a socialist message of collective responsibility for one another. The Inspector serves as his voice in conveying this ideology, but the younger generation also come to embrace it. The suffering of Eva Smith highlights the powerlessness of the working classes and the need for a society that protects is most vulnerable.				
			Age and the Generational Divide Priestley presents a view that there is hope for change and that it lies with the younger generation. Both Sheila and Eric change for the better, maturing and becoming more empathetic as they come to embrace the Inspector’s message. They also become vocal critics of their parents’ indifference to Eva’s suffering.				
			Class and Power Priestley highlights the immense power that business owners wielded over their workers and presents them as arrogant and lacking in empathy. He demonstrates Edwardian society’s preoccupation with wealth and status at the cost of the individual as a way of promoting change in post-WW2 Britain.				
			Gender At the time the play was first performed, women had just played a pivotal role in World War 2 and were empowered by the freedom work provided them. In the 1912 setting, we see Sheila’s growing independence vs her mother. However, the play still highlights the awful vulnerability of women and the outdated stereotyping of them.				
5. Key Terminology, Symbols and Devices							
Dramatic Irony		When the audience is aware of something that a character is not aware of, for example Birling believing war won’t happen.					
Plot Twist		When a story suddenly departs from its expected path and something very unexpected happens. The final phone call.					
Cliffhanger		Each act ends on a particularly dramatic, revealing moment that creates a sense of tension and anticipation.					
Stage Directions		When the playwright instructs actors/director to perform in a particular way. Priestley’s are unusually detailed.					
Entrances/Exits		Characters frequently leave or enter the stage at dramatic moments. Some characters miss important events.					
Lighting		Priestley uses stage directions to indicate how the stage should be lit. Changes to ‘brighter and harder’ for Inspector.					
Props		Physical objects used in the play. The photograph plays a key role in identifying Eva. The doorbell interrupts Birling.					
Contrast and Juxtaposition		Deliberately placing two very different things along side one another to draw comparisons e.g. Birling and the Inspector.					

An Inspector Calls grammar

The Big Ideas	Notes	The Methods	Notes
Priestley promotes a socialist ideology in which he argues for collective social responsibility .		1. Priestley uses contrasts in character, setting and language to emphasise the different conflicts at work in society.	
Priestley suggests that change is possible, and that hope lies with the younger generation .		2. Priestley uses the characterisation of the Inspector and the family as a means of highlighting his view of different groups in society.	
Priestley challenges existing social hierarchies of class and gender.		3. Priestley uses entrances, exits, beginnings and endings as a means of building and maintaining dramatic tension.	

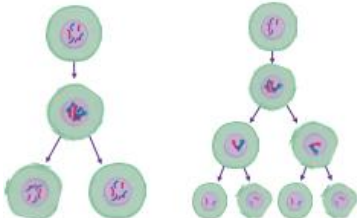
11GS - Reproduction

Cells and cell division



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

Cell division – two types:



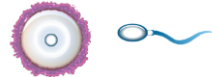
Mitosis (in all body cells)	Meiosis (in testes and ovaries)
2 daughter cells	4 daughter cells
Daughter cells = genetically identical	Daughter cells = not genetically identical
Cell divides once	Two divisions
Daughter cells have same number of chromosomes as original cell	Daughter cells have half the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

Reproduction

Two types of reproduction – sexual and asexual.

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

Sexual reproduction

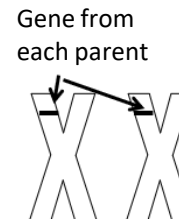


The sperm and egg have half of the genes for the offspring. (in humans 23 chromosomes)
At fertilisation, the sperm and egg nuclei join. (23 + 23 = 46 chromosomes)

There are two genes for any one characteristic – one on the chromosome from mum and one from Dad. Different forms of the same gene are called **alleles**. If the alleles are the same, the person is **homozygous**. If the alleles are different the person is **heterozygous**.

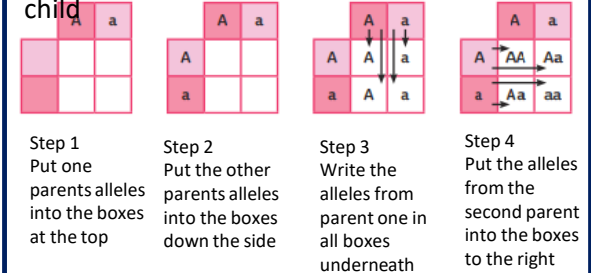
E.g.:
B = brown hair (dominant)
b = red hair

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



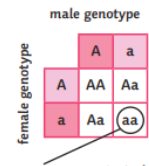
How to complete a punnet square

If A = blue eyes, a = green eyes
Calculate the probability of two heterozygous people having a green eyed child



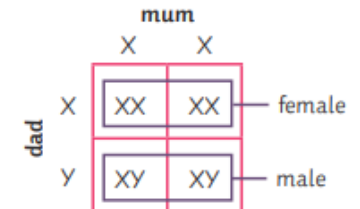
Probability

A green eyed child would have aa genotype.



One of these four has the type aa – that's ¼, 25% or 0.25.

Sex Determination



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

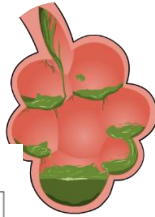
11GS - Reproduction

Inherited disorders

Cystic fibrosis

Disorder of cell membranes
Caused by a recessive allele
Causes thick mucus to form in membranes
Main organs affected are lungs, digestive & reproductive organs – pancreas and intestines.

Alveoli get blocked with mucus
Increases diffusion path so less O_2 gets into the blood



		♂ Father
	C	c
♀ Mother	C	Cc
	c	Cc

Polydactyly

Disorder of the hands and feet
Caused by a dominant allele
Causes extra digits, fingers and toes.



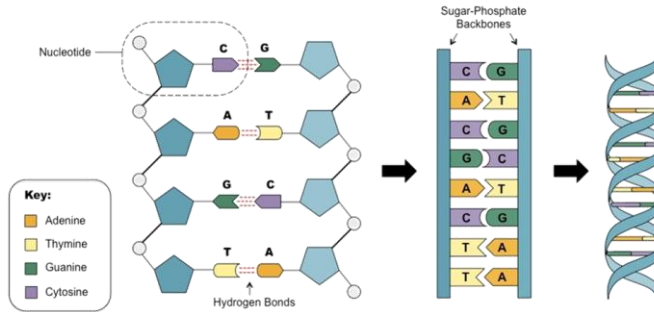
Embryo screening

Parents that have inherited disorders may opt for embryo screening

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

- + Babies born free of that inherited disorder
- no guarantee child will be free of other health issues
- Many embryos are destroyed, which are potential human lives

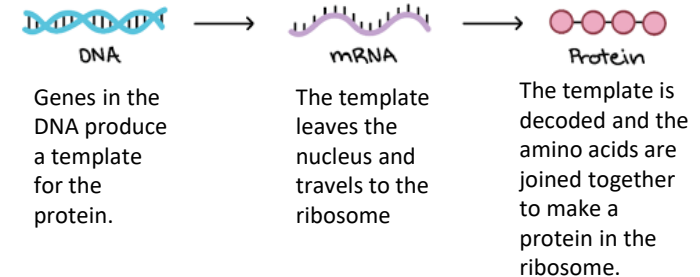
DNA Structure



A strand of DNA consists of alternating sugar and phosphate sections with a base pair attached to each sugar.
There are four base pairs A, C, T & G
A nucleotide consist of a sugar, phosphate and base pair.
In a complimentary strand of DNA C is always linked with G and A is always linked with T.

Protein Synthesis

A sequence of three bases codes for an amino acid.
The order of bases controls the order in which the amino acids are joined to produce a particular protein.
Proteins are synthesised according to a template. Carrier molecules bring specific amino acids to add to the growing protein chain.



When the protein chain is complete it folds up to form a unique shape that enables the protein to carry out its function in the cell.

Gene expression

Not all parts of the DNA code for proteins.
These non-coding parts switch genes on and off.
Variations within these non-coding regions can affect how a gene is expressed in the organism.
Variations in gene expression can affect the phenotype or biochemistry of an organism.

Mutation

Mutations are tiny changes in the sequence of bases in a strand of DNA.
Mutations occur continuously. A change in the structure of DNA may result in a change in the protein that is synthesised.
Most mutations do not alter the protein or they alter it in such a small way that the function of the protein is not affected.
A few mutations code for an altered protein with a different shape. This affects its function.
Mutations may cause an advantage, disadvantage or have no effect at all.

11GS - Reproduction

Variation

May be due to differences in:

- Genes that have been inherited (genetic causes)
- Conditions which they have lived in (environmental causes)
- Combination of genes and the environment.

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

Evolution

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

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

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



Natural Selection

Described by Darwin

1. **Variation** within a species – different genes. (due to **mutation**)

2. One gene may give characteristics that are better **adapted** for survival in the environment.

3. Those with **advantageous genes** will survive and reproduce – passing genes to **offspring**.

4. Over long periods of time, all members of that species have the characteristic, may even lead to a new **species**.

Resistant Bacteria

- Bacteria **evolve** rapidly as they reproduce at a fast rate. (reproduce approx. every 20 mins)

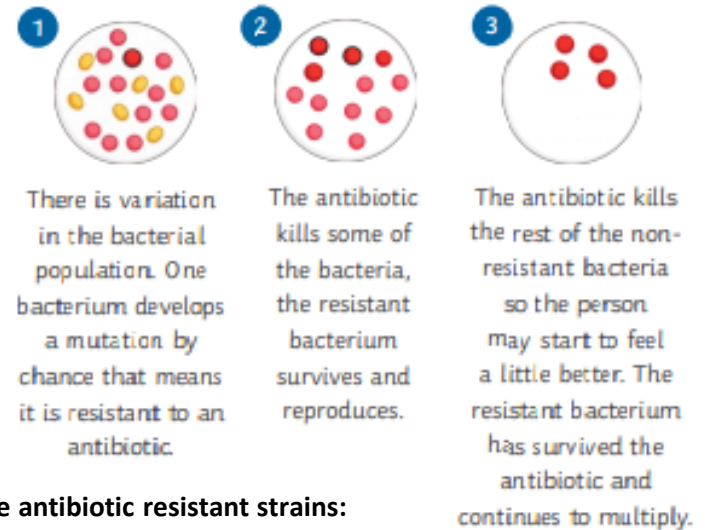
- Mutations of bacteria can produce new strains.

- Some strains are **resistant** to antibiotics (so are not killed).

- They **survive** and **reproduce** – population of resistant strain rises.

- Resistant strain will spread because people are not **immune** and there is no effective treatment.

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



How to reduce antibiotic resistant strains:

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

11GS - Reproduction

Genetic Engineering

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

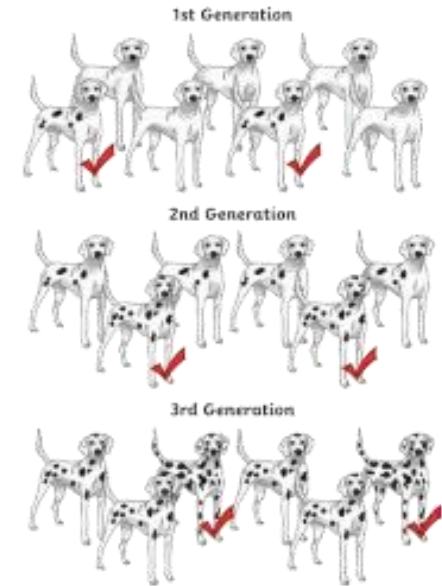
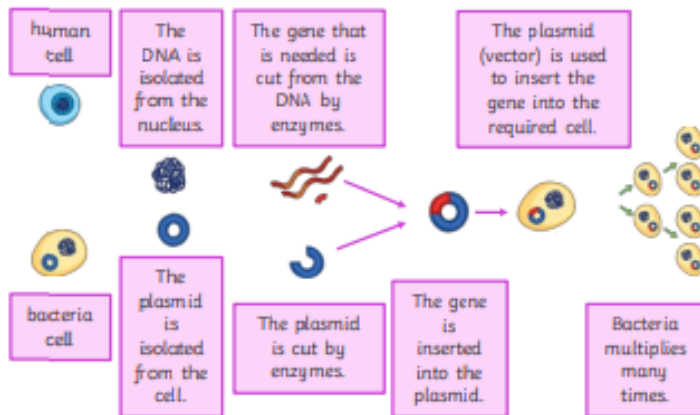
Uses of genetic engineering:

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

Genetically modified (GM) crops

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

Process of Genetic Engineering (HT only)



Selective Breeding

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

Steps of selective breeding:

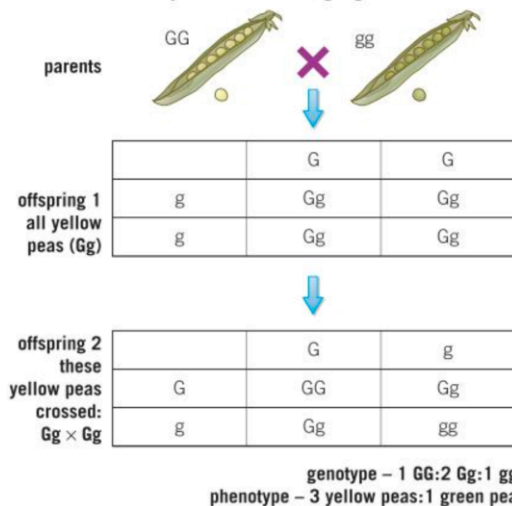
1. Choose a male and female with **desired characteristics**.
2. Breed together
3. Pick the offspring which have the desired characteristic and breed together.
4. Continue over many generations, selecting the best offspring each time, until all offspring show desired characteristics.

11GS - Reproduction

Mendel

- Mendel was a monk that bred pea plants. The importance of his work was not recognised until after his death.
- He cross bred pea plants and counted the different number of offspring produced.
- He found that characteristics were inherited in predictable patterns.
- He explained this by suggesting that there were separate units of inherited material.
- He realised some characteristics were dominant over others.
- Mendel came to this conclusion before chromosomes and DNA had not been discovered.

G = yellow (dominant), g = green (recessive)



Discovering DNA

- Observations showed chromosomes and Mendel's 'units' behaved in a similar way.
- Discovery of the structure of DNA led to the idea of genes which explained the mechanism of inheritance.

Theories of evolution

Darwin

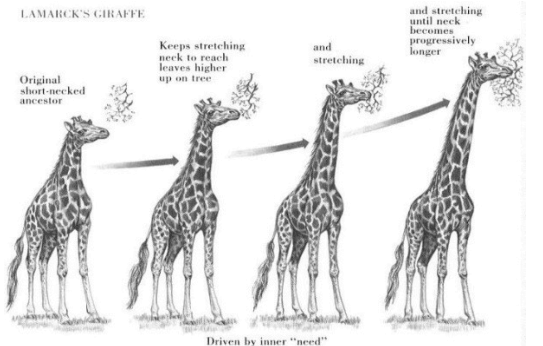
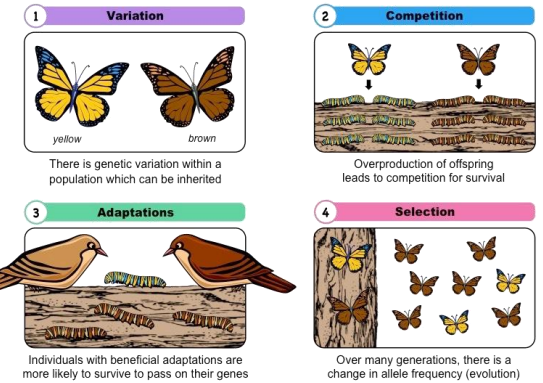
- Darwin's theory of evolution by natural selection was based on observations from around the world and fossil records.
- This was a controversial theory as it:
 - challenged religious beliefs
 - DNA/genes had not been discovered so the mechanism of inheritance could not be explained.
 - There was not enough evidence

Wallace and Darwin

- Alfred Russel Wallace independently proposed the theory of evolution by natural selection.
- He worked worldwide gathering evidence for evolutionary theory.
- Darwin quickly published his book 'On the Origin of Species' after receiving a copy of Wallace's work.

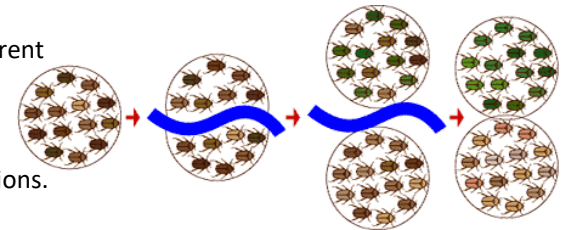
Lamarck

- Jean-Baptiste Lamarck's theory of evolution was based on the idea that change that occurs in an organism during its lifetime can be inherited.



Speciation

- Wallace is best known for his work on speciation.
- A build up of evidence over time has led to our current understanding of the theory of evolution:
 1. Isolation: two populations of a species become separated.
 2. Genetic variation exists between the two populations.
 3. Natural selection acts differently in the two populations
 4. Speciation: the two populations become so different they cannot interbreed.



11GS - Reproduction

Extinction

Extinction = no remaining individuals of a species still alive on Earth.

Factors which could cause extinction:

- New disease
- Rapid change in environment (e.g. meteor/volcano eruption)
- New predators
- New competitors (often man)



Evidence for evolution

Fossils

Fossils are the **remains of plants or animals** from **millions of years ago**:

They are formed in different ways:

- Remains of an organism that has not fully decayed as one of the decay conditions was absent (e.g. too cold, not enough O₂)
- Mineralised forms of the harder parts of an organisms (such as bones)
- Traces of organisms such as footprints or burrows.

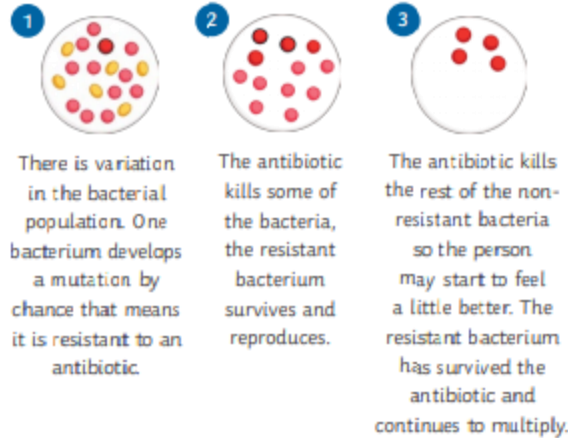
Many early life forms were **soft bodied** so have left few traces behind, as they decayed so we cannot be sure how life started on Earth. Many have been destroyed by Earth's rock cycle. Fossils help us understand how much or little organisms have changed as life developed on Earth.

Resistant Bacteria

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

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

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

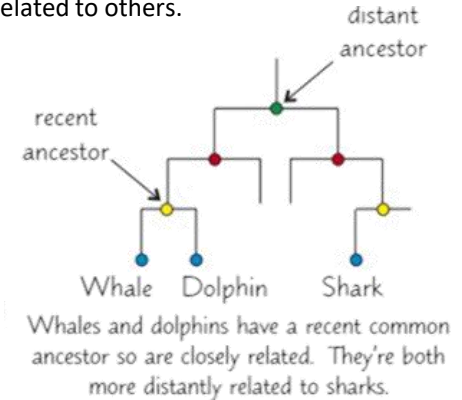


How to reduce antibiotic resistant strains:

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

Evolutionary trees

Show how species have evolved from and are related to others.

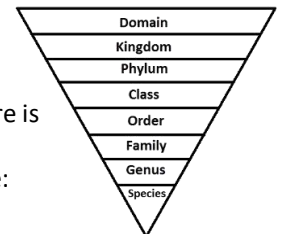


Classification

Linnaeus classified things into: Kingdom, phylum, class, order, family genus and species.

Organisms are named by the **binomial system** of genus and species. (2 names)

Due to evidence from chemical analysis, there is now a 'three-domain system' by Carl Woese:

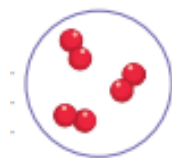


Domain	bacteria	archaea	eukaryota			
Kingdom	eubacteria	archaeobacteria	protista	fungi	plantae	animalia

C4.12 – 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



Vocabulary: Suspension, Formulation

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

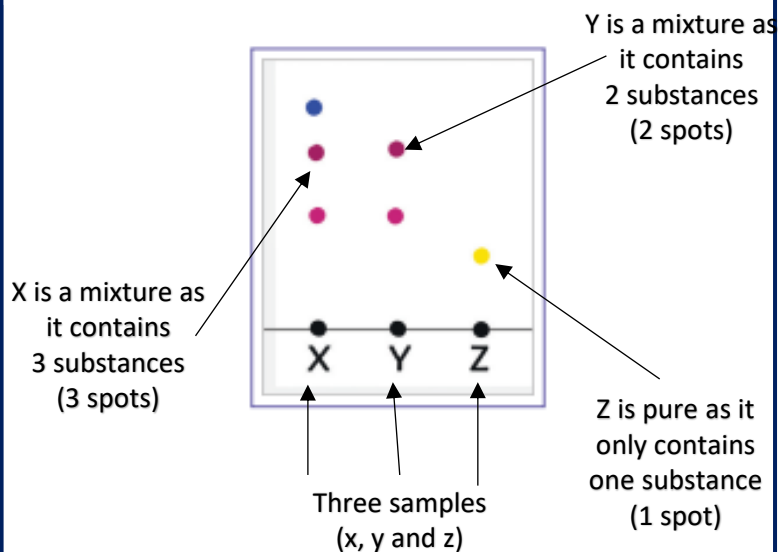
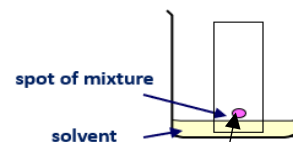
- **Solvent** is the mobile phase
- The substances dissolve in the solvent
- The solvent then moves through the stationary phase.

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.

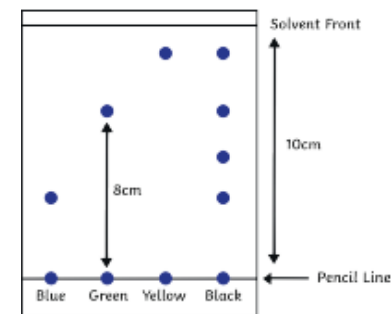


Rf Values

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:

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

C4.12 – Chemical Analysis

1. What is a pure substance?

2. How can you test that a substance is pure?

1. What is chromatography used for?

2. What determines how far the substance travels?

3. What is the mobile phase in paper chromatography?

4. What is the stationary phase in paper chromatography?

5. How would you be able to identify a pure substance on a chromatogram?

6. Draw and label a diagram of the experiment to Investigate how many different colours there are in food colouring using paper chromatography.

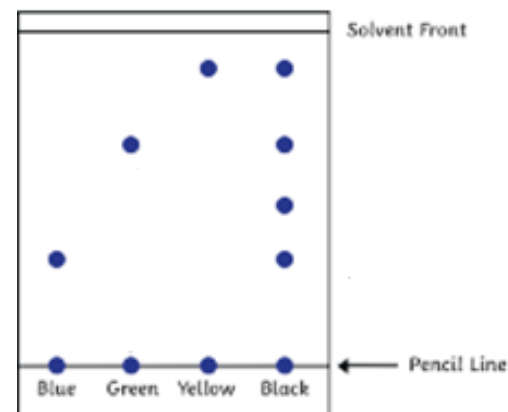
1. How do you calculate the R_f value?

2. R_f values should always be between...

3. Use a ruler to measure the distance the solvent moved in the diagram below.

4. Use a ruler to measure how far the yellow spot moved

5. Calculate the R_f value for yellow



C4.12 – 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.

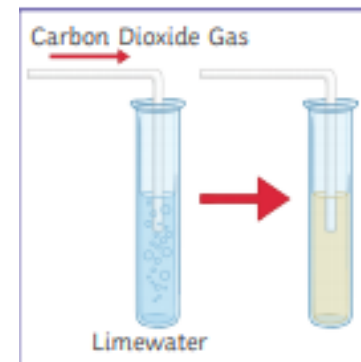
Identification of the Common Gases

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 the lime water – if the gas is carbon dioxide, the limewater turns **cloudy**.



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

C4.12 – 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

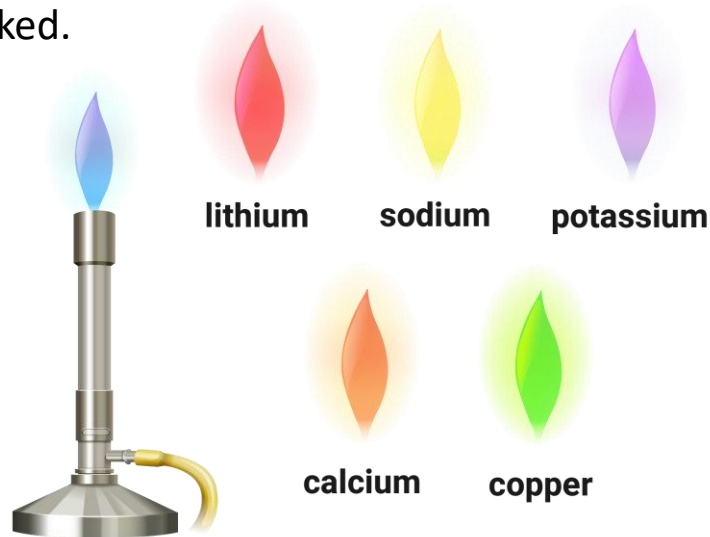
C4.12 – Chemical Analysis

Flame test

Flame tests can be used to identify some metal ions (cations). Lithium, sodium, potassium, calcium and copper compounds produce distinctive colours in flame tests:

- lithium compounds result in a crimson flame
- sodium compounds result in a yellow flame
- potassium compounds result in a lilac flame
- calcium compounds result in an orange-red flame
- copper compounds result in a green flame.

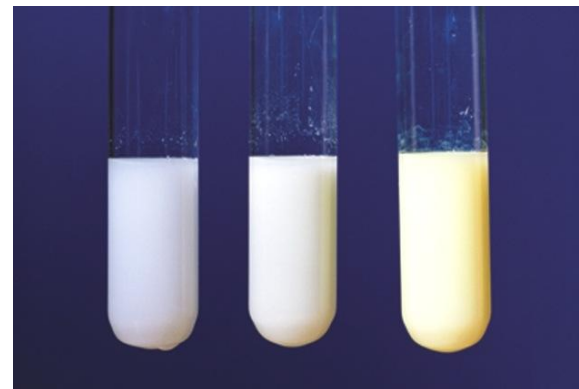
If a sample containing a mixture of ions is used some flame colours can be masked.



Halides

Halide ions in solution produce precipitates with silver nitrate solution in the presence of dilute nitric acid.

Silver chloride is white, silver bromide is cream and silver iodide is yellow.



Sulfate ions

Sulfate ions in solution produce a white precipitate with barium

C4.12 – Chemical Analysis

1. Why do we do flame tests?
2. What colour does lithium go in a flame?
3. What colour does sodium go in a flame?
4. What colour does potassium go in a flame?
5. What colour does calcium go in a flame?
6. What copper does lithium go in a flame?

1. What do we reacts the halides with to test for them?
2. What colour does chlorine go?
3. What colour does bromine go?
4. What colour does iodine go?

5. What is the test for sulphate ions?
6. What is the result of a positive test?

C4.12 – Chemical Analysis

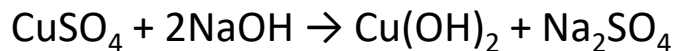
Metal hydroxides

Sodium hydroxide solution can be used to identify some metal ions (cations).

Solutions of aluminium, calcium and magnesium ions form white precipitates when sodium hydroxide solution is added but only the aluminium hydroxide precipitate dissolves in excess sodium hydroxide solution.

Solutions of copper(II), iron(II) and iron(III) ions form coloured precipitates when sodium hydroxide solution is added.

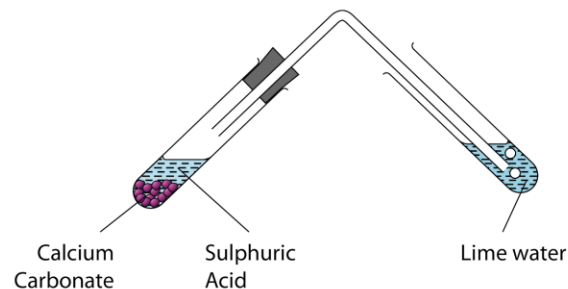
Copper(II) forms a blue precipitate, iron(II) a green precipitate and iron(III) a brown precipitate.



Carbonates

Carbonates react with dilute acids to form carbon dioxide gas.

Carbon dioxide can be identified with limewater, it will go cloudy.



C4.12 – Chemical Analysis

1. What test do we do to test for some metal ions (cations)?
2. What is seen when this test reacts with these aluminium ions?
3. What is seen when this test reacts with these calcium ions?
4. What is seen when this test reacts with these magnesium ions?
5. What is seen when this test reacts with these copper (II) ions?
6. What is seen when this test reacts with these iron (II) ions?
7. What is seen when this test reacts with these iron (III) ions?

1. What is the test for carbonates?
2. How can you test that carbon dioxide has been produced?

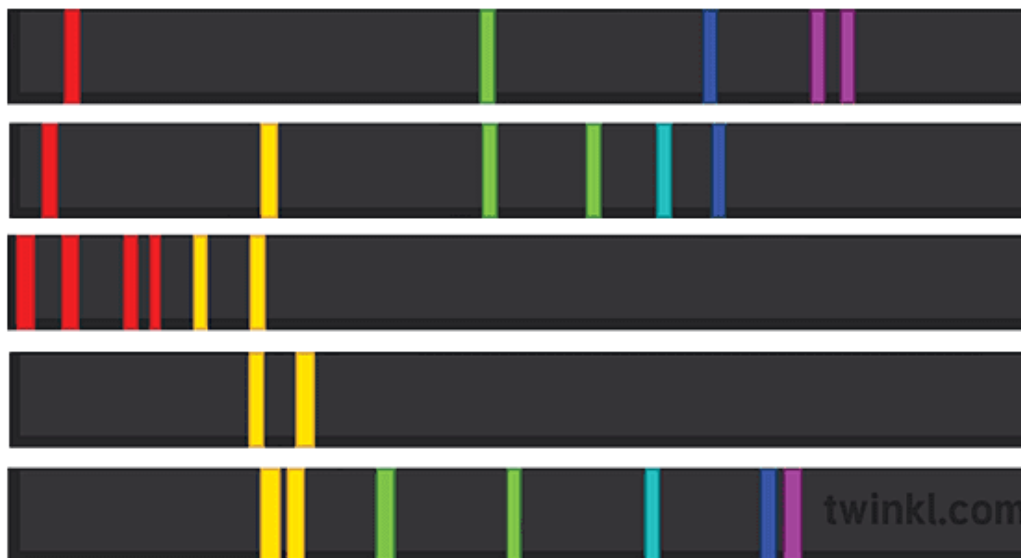
C4.12 – Chemical Analysis

Instrumental methods

Elements and compounds can be detected and identified using instrumental methods. Instrumental methods are accurate, sensitive and rapid. Students should be able to state advantages of instrumental methods compared with the chemical tests in this specification.

Flame emission spectroscopy

Flame emission spectroscopy is an example of an instrumental method used to analyse metal ions in solutions. The sample is put into a flame and the light given out is passed through a spectroscope. The output is a line spectrum that can be analysed to identify the metal ions in the solution and measure their concentrations.

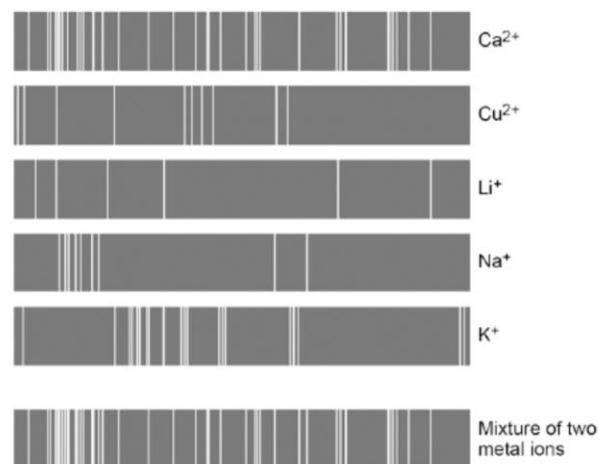


C4.12 – Chemical Analysis

1. What are the 3 things that are advantageous about instrumental techniques?

1. Name 3 metal ions that are in the sample from the picture
2. What is the reason to do flame emission spectroscopy?

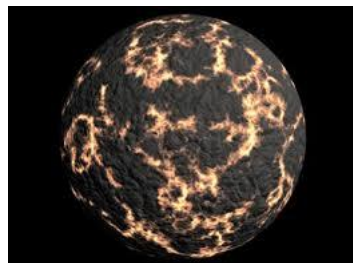
Figure 3



C4.13 – The Earth's Atmosphere

Early Atmosphere vs modern atmosphere:

Gas	Levels in earth's early atmosphere	Percentage in air today
Nitrogen	None	78
Oxygen	None	21
Others – CO ₂ and argon	Very High	1
Water vapour	Very high	Varies – but usually only around 1%
Ammonia	High	None



4.6
billion
years



We think that the atmosphere on Earth was once like that of Mars or Venus is today

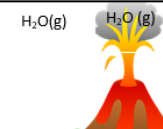
When Earth was formed it was so hot it was molten on the surface, and the atmosphere was full of toxic gases like methane and ammonia.

We cannot be sure about exactly what the Earth's early atmosphere as we have no evidence from so long ago

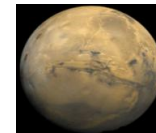
How did the atmosphere change?

N₂ CO₂ H₂O (g)

1. Volcanoes released nitrogen, carbon dioxide and water vapour



2. The earth cooled and solidified

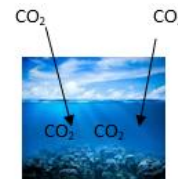


3. Water vapour in the atmosphere condensed and fell as rain



4. Oceans, lakes and rivers formed

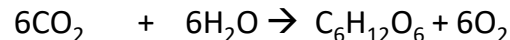
5. Carbon dioxide from the air dissolved in the oceans



6. Some of this reacted to form sedimentary rocks like limestone

7. Algae and then plants evolved, removing carbon dioxide from the air and produced oxygen by photosynthesis

Carbon dioxide + water → glucose + oxygen



8. Many early plants and marine organisms were buried and decayed underground, locking up carbon in fossil fuels like coal (plants) and oil (animals)



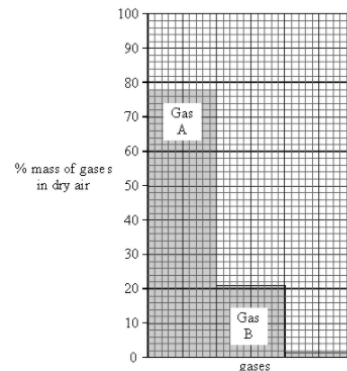
C4.13 – The Earth's Atmosphere

1. Name two gases that were present in large quantities in Earth's early atmosphere
2. What is the most abundant gas in today's atmosphere?
3. Which two planets do we think Earth's early atmosphere was similar to?
4. Why can we not be sure about the Earth's early atmosphere?
5. Give two differences between the early atmosphere and today's atmosphere.
6. The data for today's atmosphere is shown on the chart below:

Use the table on page 1 to name:

Gas A

Gas B



1. How did nitrogen form in the atmosphere?
2. How did water vapour levels decrease?
3. Name 2 ways carbon dioxide was removed from the early atmosphere before plants evolved.
4. Which organisms were the first to photosynthesise?
5. Why did oxygen levels rise?
6. Write the equation for photosynthesis
7. What is 'locked up carbon'?
8. Describe how carbon dioxide in the air ended up in rocks like limestone
9. How was coal formed?

C4.13 – The Earth's Atmosphere

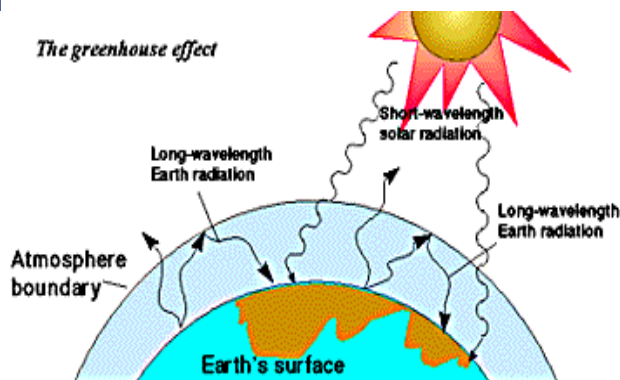


The greenhouse effect

The greenhouse layer is a layer of gases in the atmosphere made of:

- carbon dioxide
- methane
- water vapour

The greenhouse effect



1. Short wavelength infrared radiation from the sun reaches Earth
2. Some energy is absorbed by the Earth
3. Longer wavelength IR is reflected by the Earth
4. Longer wavelength IR cannot get through the greenhouse layer as easily so some is trapped, warming the Earth

The thicker the layer of gases, the more heat is trapped

Global warming

The greenhouse layer is getting thicker, because:

- CO₂ released from fossil fuels to generate electricity
- CO₂ released from fossil fuels in vehicles
- Methane released from cattle
- Methane released from rotting landfill sites

Many scientists believe that human activities are causing the warming of the Earth.

Potential consequences:

- Melting ice caps
- Loss of habitats for animals and plants
- Damage to coral reefs caused by warmer oceans
- Changes to animal migration patterns
- Extreme weather patterns – more hurricanes, heat waves, droughts, snow and ice
- Difficulty growing crops so reduced food supply

Carbon footprint

The total amount of CO₂, CH₄ and water vapour released by of a product or service.

E.g for a concert:

- electricity in performance
- Fossil fuels used by people travelling there
- Plastics used and disposed of in refreshments etc

Carbon footprints can be reduced by recycling, reducing energy use or eating vegetarian diets but this is hard to get people to do.

Pollutants :

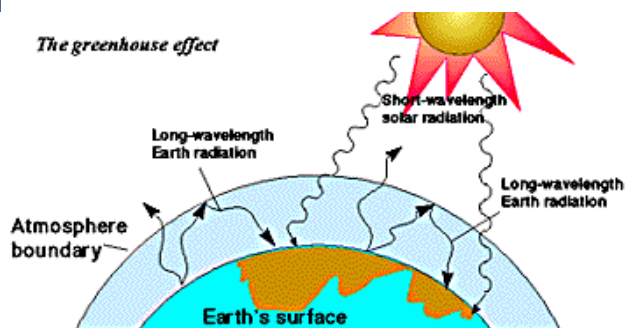
Pollutant	Source	Effects
Carbon dioxide	Combustion	Global warming
Carbon monoxide	Incomplete combustion of fuels	Toxic gas, can be fatal
Sulfur dioxide	Traces of sulfur in coal react with oxygen when burned	Acid rain
Nitrogen oxides	Hot engines provide the energy for N ₂ to react with O ₂	Acid rain
particulates	Incomplete combustion	Global dimming, breathing problems

C4.13 – The Earth's Atmosphere



The greenhouse effect

1. What is the 'greenhouse' layer?
2. Name the 3 greenhouse gases



1. What sort of radiation is emitted from the sun?
2. How is the wavelength of the radiation reflected from Earth different than that from the sun?
3. Why is some heat trapped?
4. What is the relationship between the thickness of the layer and the amount of heat trapped?

Global warming

1. Name two human activities that release CO₂
2. Name two sources of methane

1. Name two impacts of global warming on animals
2. Why might coral reefs be damaged by global warming?
3. Why might our food supply be under threat?

Carbon footprint

1. What is the 'carbon footprint'?
2. Name two ways a person can reduce their carbon footprint.
3. Why is it difficult to get people to reduce their carbon footprint?

Pollutants :

Pollutant	Source	Effects
Carbon dioxide		Global warming
	Incomplete combustion of fuels	Toxic gas, can be fatal
Sulfur dioxide		
Nitrogen oxides		Acid rain
particulates		

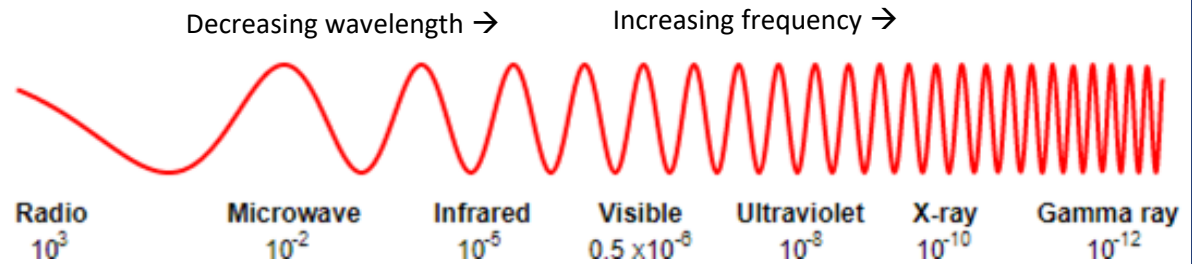
P8 Space

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

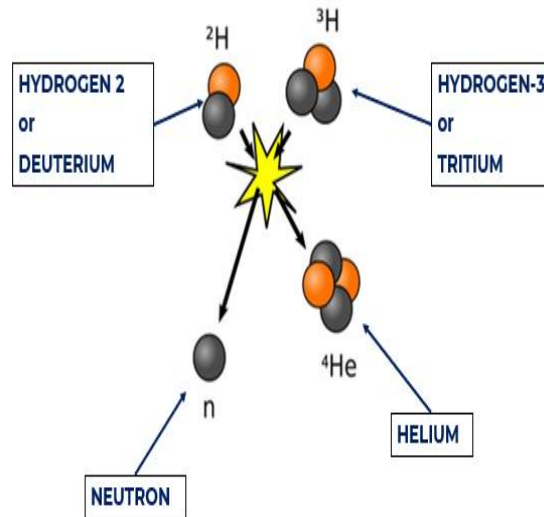
8 Celestial bodies (in order of decreasing size)

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

*in either order



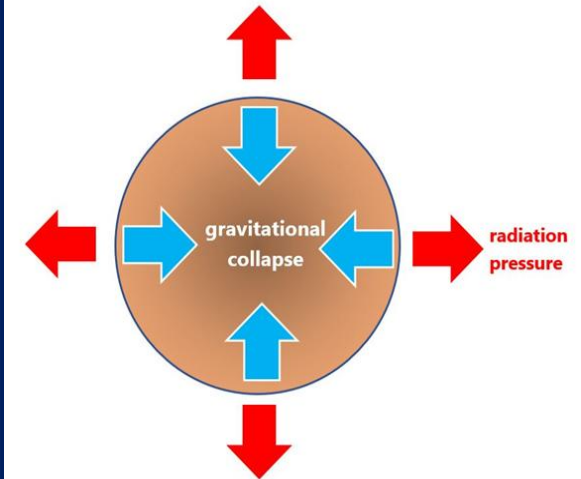
Nuclear Fusion



Description:

Small hydrogen nuclei join to form larger helium nuclei and a small quantity of mass is converted into energy.

Stellar equilibrium



Description:

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

P8 Space

1. What is an orbit?

List the regions of the electromagnetic spectrum in order of:

a) increasing frequency?

2. Give the 8 celestial bodies in order of **increasing** size?

b) Increasing wavelength?

1. What is a planet?

Draw a labelled diagram of nuclear fusion of H into He

Draw a labelled diagram of stellar equilibrium

2. What is a dwarf planet?

3. What is a nebula?

Description:

Description:

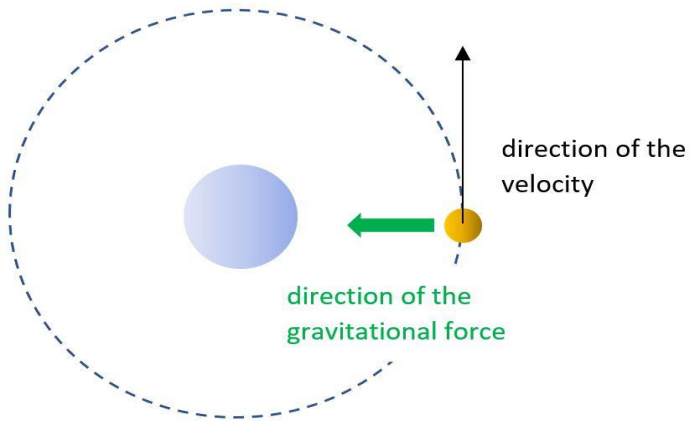
4. What is a galaxy?

P8 Space

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

Velocity – speed with direction (vector)

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



Gravity is perpendicular to direction of velocity in circular motion

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

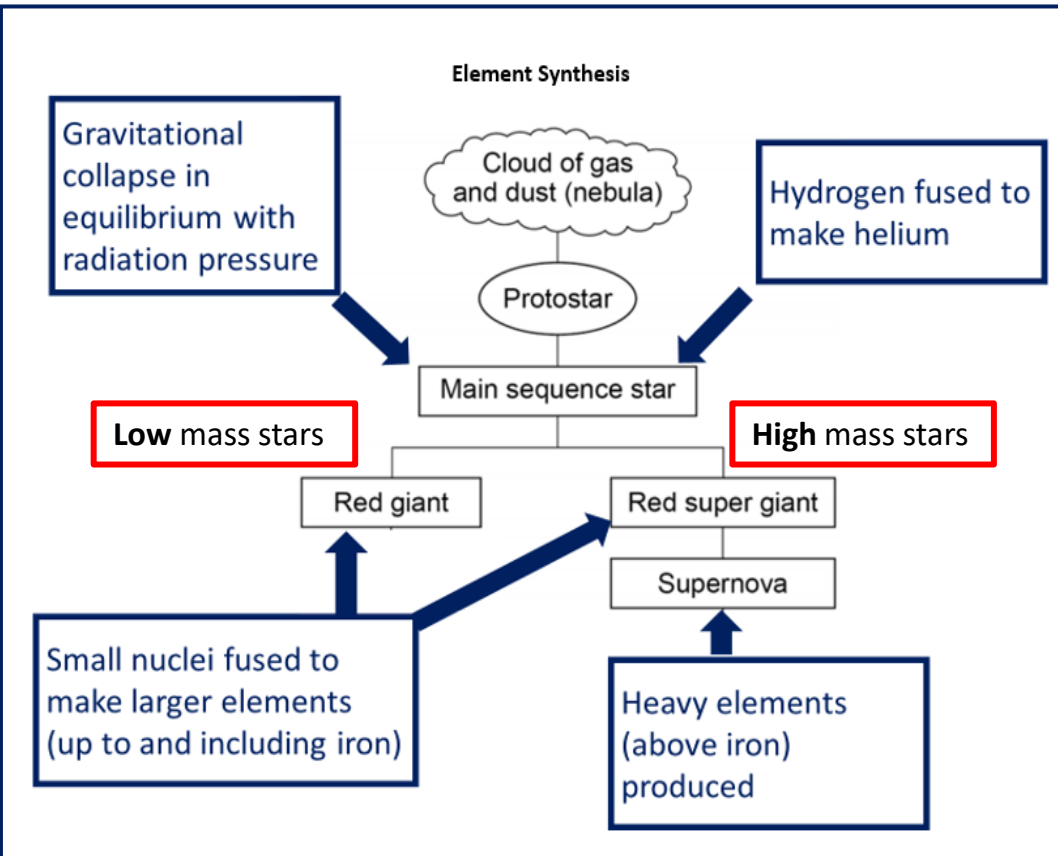
The further away from the sun, the slower the orbital speed

Life cycle of low mass stars:

Nebula → protostar → main sequence → red giant → white dwarf → black dwarf

Life cycle of high mass stars:

Nebula → protostar → main sequence → red supergiant → supernova → neutron star or black hole



P8 Space

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

Describe the stages of the life cycle of a:

1. **low** mass star
2. **high** mass star

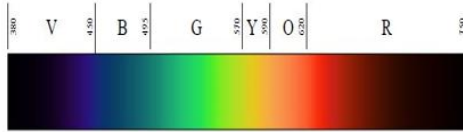
In which stage of a stars life cycle does the following take place:

1. Gravitational collapse in equilibrium with radiation pressure
2. Hydrogen fused to make helium
3. Elements larger than helium (up to and including Iron) are made
4. Elements larger than Iron are made

P8 Space

Short wavelength
High frequency

Long wavelength
Low frequency



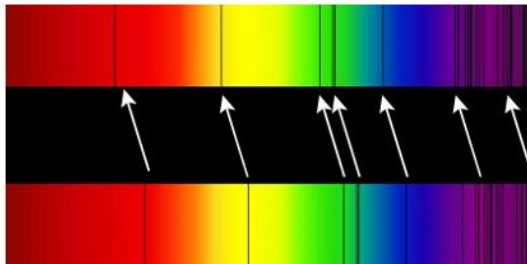
Emission spectra - unique 'bar code' pattern because every element has a different number and arrangement of electrons which emit specific wavelengths of light.

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

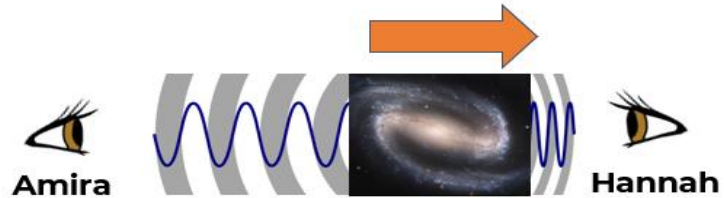
Blue-shift - emission spectra shifted to the blue region of the spectrum when a luminous object is moving towards the observer.

**On Earth
(stationary)**

**Distant
galaxy**



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



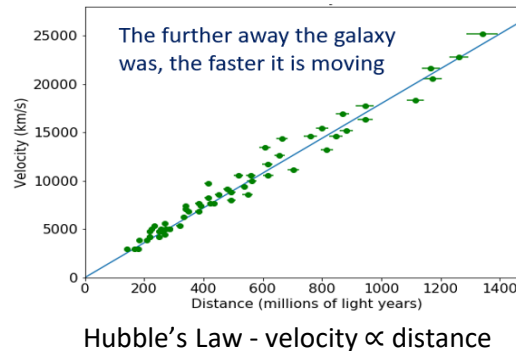
Moving away:

- longer wavelength
- red-shifted

Moving towards:

- shorter wavelength
- blue-shifted

Hubble's Law – the evidence of an expanding universe



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

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

CMBR

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

P8 Space

1. Which colour of visible light has the longest wavelength?
2. What is an emission spectra?
3. What do we mean by red-shift?
4. What does the red-shift of light from most galaxies tell us about the universe?

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

1. Sketch a graph of velocity against distance for galaxies
2. Describe the relationship shown in the graph

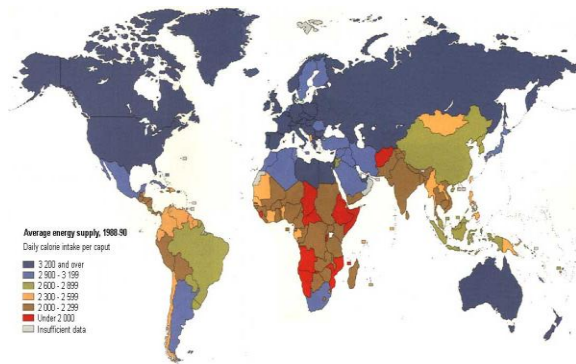
1. What do we mean by the Big Bang?
2. Give two things that we do not understand about the universe

1. What is the CMBR?
2. Why has the ancient radiation become microwaves?

The significance of food, water and energy to economic and social well-being.

Everybody needs food, water and energy. Resources, such as food, water and energy are needed for **basic human development**. People need food and water to **survive** and stay healthy. **Energy** is needed for a **basic standard of living**. Access to **food, water and energy** affects the **social well-being** of people and countries.

Food:

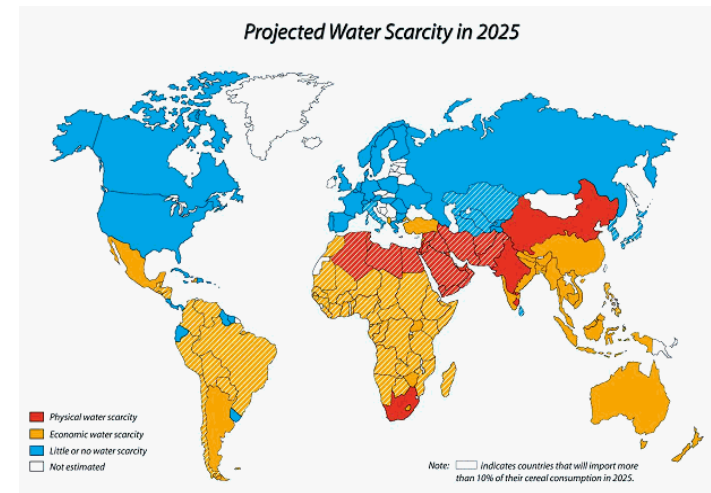


Map showing daily calorie intake world wide

- 1.As can be seen from the map, the daily calorie intake is **uneven** across the world. With many **LIC countries** having a very **low calorie intake**. Especially the Sub Saharan African countries.
- 2.Without access to enough safe, nutritious food people can become **malnourished** – which means to not have the right balance of nutrients in their diet, this can affect a child's development.
- 3.**Malnourishment** increases the likelihood of getting **diseases** – one third of all children under the age of 5 that die globally due to diseases linked to malnourishment.
- 4.People who may not get enough to eat will **not perform** as well in **school** or at **work**. Meaning the population will **lack** the **skills** needed to help a country's economic development.
- 5.Overall a lack of food will have a **negative impact on social well being** of people. It may lead to social unrest and **civil war**, it leads to **health problems**, and forces people to **migrate** from their homes.
- 6.It can also have a **negative** impact on the **economic well-being** of the people, as people can't work if they have no food, children can not attend school as they must either try to farm the land or find food. This **stops the country from developing**.

Water

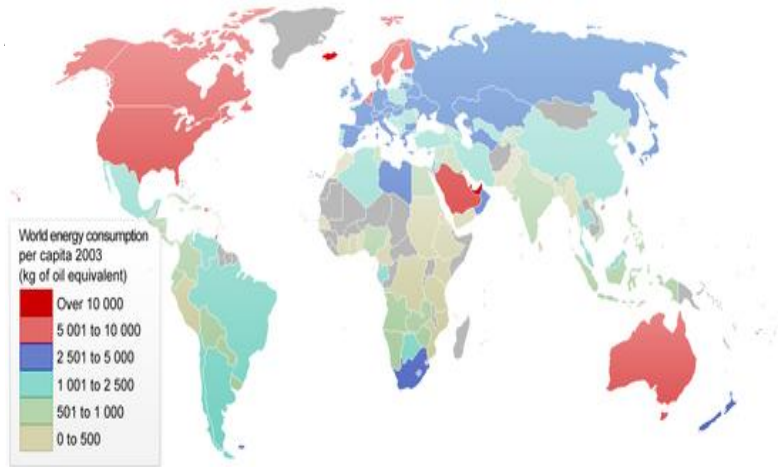
A map showing projected water scarcity



- 1.As can be seen from the map, water availability is **uneven** across the globe. Many north African countries may not have physical access to water by 2025.
- 2.Water is needed for **drinking, cleaning and cooking**.
- 3.**Without sanitation**, water sources can also become **polluted** e.g. by raw sewage
- 4.Water borne diseases like **cholera and typhoid** kill millions of people each year.
- 5.A lack of water impacts the **social well being** in countries as **diseases and death** are common. Civil war can also take hold. It can lead to a lack of food and starvation.
- 6.It can also have a **negative** impact on the **economic well being**, as people spend all day **searching for water** meaning they can not work or attend school. This stops the country from developing.

The significance of food, water and energy to economic and social well-being.

Everybody needs food, water and energy Resources, such as food, water and energy are needed for **basic human development**. People need food and water to **survive** and stay healthy. **Energy** is needed for a **basic standard of living**. Access to **food, water and energy** affects the **social well-being** of people and countries.



Energy

1. The map shows that energy consumption is **uneven** globally, with the **highest rates** of consumption generally taking place in the **HICs**.
2. Energy is important for **industry, transport and homes**.
3. **Social well being** will be **negatively impacted without** energy as people will not be able to heat homes, or turn lights on during the night. Social unrest/ civil war can take place over the availability of resources
4. The **economic well being** in the country can be **negatively impacted**, as industries can not operate, meaning there are few jobs, which could help the country develop. Furthermore, people can not travel to jobs in other places, as the lack of energy makes travelling difficult.

An overview of global inequalities in the supply and consumption of resources.

1. The global distribution of resources is uneven
2. Some countries do not have energy reserves, others have **poor climates** meaning food production is difficult.
3. For some countries the only way to access these resources is to **import** them, which is **expensive**.
4. **Consumption** of resources therefore **depends on wealth** and their **availability**.
5. HIC's can afford to buy more resources, so consumption is greater to sustain their higher standards of living and social well being.
6. In NEE's like China consumption is growing quickly. Industry is developing very fast, which requires lots of energy) and population and wealth is also increasing rapidly
7. However, in LICs they **can not afford** to **exploit** their resources or **import** from other countries, so consumption is low.

Key word:

• **Consumption:** the action of using up a resource

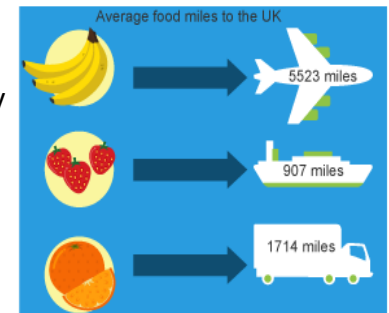
An overview of resources in relation to the UK: Food

Seasonal foods are now available all year round

1. The type of food that are in demand in the UK has changed. Before the **1960's** most fruit and veg sold in the UK was grown **locally**. **Seasonal foods** could **not be purchased all year round**, such as strawberries or Brussel sprouts. Seasonal foods are not available all year round, you can only buy it during the months it growth. This has now changed.
2. There has been a growing demand for **seasonal produce** to be supplied **all year round**. So now we import things like strawberries from Mexico and Apples from South Africa.
3. **Demand** has grown for high value foods like **exotic fruits**, vegetables and spices. These high value foods have become more popular in the UK as people's incomes have increased. These are often grown in **LICs** and **imported** to the UK.
4. There has been a **growing demand for organic food**. These are grown without the use of artificial fertilisers and the production of organic produce **does not have a negative impact** on the environment. Some organic food is produced in the UK, but lots is imported too.

The problems associated with our food – the carbon footprint!

1. The **growing, processing and packaging** of our food produces **C02** and other greenhouse gases. In 2013 9% of the UK's greenhouse emission came from growing food.
2. **Transporting food** from where it is grown to where it will be sold produces **C02**. This movement is called **'food miles.'**
3. The **amount of greenhouse gas** produced during growing, packaging and transporting is called it's **carbon foot print**. A larger carbon footprint means more greenhouse gases and more global warming.
4. **Imported foods** have to be transported along way, so have **high food miles** and a **large carbon footprint**.
5. Environmentalists are encouraging people to **buy locally** grown food. **Farmers markets**, farm shops and locally produced vegetable boxes are becoming more popular – reducing the carbon footprint of the food we eat.



Farming is becoming more industrialised

1. Since the 1960's there has been a growth in **large scale industrial farming** where processes from the production of seeds and fertilisers, to the processing and packaging of food is controlled by large firms, known as **agribusiness**.
2. This has caused **farm sizes to increase**. Small farms have been taken over and **field sizes made bigger**, so more can be produced.
3. The use of **chemicals** has increased – large amounts of **artificial fertilisers** and **pesticides** are added to crops to help them grow. and special feed to animals to encourage growth
4. The number of **workers has fallen**, as **modern technology** is capable of doing the work.
5. Industrial farming has had **negative environmental impacts**, including **hedgerow destruction** (loss of habitats), increased **soil erosion**, and **fertilisers** running into streams and ponds, causing algae to grow and the fish life to die.

An overview of resources in relation to the UK: Water

Demand for water across the UK

1. In the UK the places with the **best supply** of water are **not** the areas with the **greatest demand**.
2. The **highest demand** for water in the UK is in the **South East**, where the population is growing and there is little rainfall. The **highest** amount of **rainfall** is in the **north west**, where the population is actually declining.
3. The **south east** is an area of **water deficit** (there is a greater demand than can be supplied).
4. The **north and west** are areas of **water surplus** (there is a greater supply than demand).
5. The amount of **water used** in the UK has **increased by 70%** since 1975. Mainly due to new appliances like washing machines and dishwashers
6. The **UK's population** has also **increased by 10 million**, meaning more users.
7. The south east continues to grow, even though water supply is low. This is due to the north south divide.
8. Demand is increasing because of Increased population, more crops required, Technology has changed (washing machines etc), power showers, central heating

The problems of polluted water in the UK

1. **Polluted** or **low quality water** reduces the amount available for use
2. The quality of water in the UK has been **improving**. However there are **still problems**, such as **nitrates** from fertilisers being **washed into rivers** and soaked into groundwater. Also, **pollutants from vehicles** being washed into water sources through run-off when it rains.
3. **80%** of water in southern parts of the UK comes from **groundwater**. However, **pollution** is affecting about **50%** of this. Many groundwater supplies have been closed, or expensive treatment of them has taken place.
4. Strategies used to improve water supply include, putting **stricter regulations** on how much **fertilisers** and pesticides can be used. Also, **higher taxes** have been introduced on the **most polluting cars**. This encourages people to buy newer, greener models.

Water transfer can help to maintain supplies

One way to **deal water deficit** issues, is to **transfer water** from areas of surplus to deficit. Water Transfer schemes meet the demand for water by **transferring water from areas of water surplus** (low population, high rainfall) to **areas of water of deficit** (high population, low rainfall and high industry). It first creates a reservoir in an area of water surplus and holds it. This water is then transferred to areas of water deficit. However, water transfer can cause problems: Dams can be **expensive** to build and the reservoirs lead to huge areas being flooded, damaging farm land, habitats and causing people to be relocated. **Political issues** can exist e.g. people may not want their water transferred to another area.

Conserving water is also being used to lower the demand. The UK is trying to conserve water by: fixing leaking pipes, teaching children in schools about not wasting water i.e turning off taps while brushing your teeth, Using technology, dual flushing systems on toilets or collecting and using rain and grey water, Banning the use of hose pipes during times of water stress

An overview of resources in relation to the UK: Energy

The UK's energy mix is changing – renewables!

1. Traditionally the UK relied on **fossil fuels** (coal, oil and gas) to supply its energy. In **1970**, 91% of our energy came from oil or coal.
2. The discovery of large **gas** reserves under the **North Sea** meant that by **1980**, 22% of the UK's energy was supplied by gas.
3. The use of **nuclear energy** to produce electricity also **increased** during the **1990's**.
4. Recently there has been a movement towards using **renewable energy supplies**, rather than fossil fuels. All coal fired power stations in the UK are due to close by 2025. In **2014**, **19%** of all electricity produced in the UK was generated by **renewable energy**.
5. **Wind and bioenergy** (energy from the burning of biological source e.g. food waste or oil rape seed) are the **biggest sources** of renewable energy, but the use of solar and hydroelectric power have also increased.

The UK's supplies of coal, oil and gas are running out

1. **North Sea** oil and gas reserves are rapidly **running out**.
2. The UK still has **coal reserves**, but the **use** of coal has declined rapidly since the 1950's. This **decline** has happened as we have tried to **reduce CO2** emissions and the cost of **mining** these reserves is very **expensive**. The last deep coal mine closed in the UK in December 2015..
3. The use of **shale gas** from underground in the UK is being considered. This is extracted using a process known as **fracking**: fluid is pumped into shale rock at high pressure, causing it to crack. This forces gas trapped in the rock to flow back out of a well, where it is collected. Much of the fracking in the UK would take place in the **North West** of the country, this has the potential to create **thousands of jobs** in an area of economic decline. Aberdeen is one of the most wealthiest places in the UK and this is linked directly to job creation and **taxes** from offshore oil and gas.

Exploiting energy sources causes economic and environmental issues.

Energy resources are very important for the UK, exploiting these **creates jobs** and **wealth** for areas of the UK. However this extraction can cause problems:

Economic issues:

1. The cost of extracting fossil fuels can be expensive. As the reserves run out extraction becomes more difficult and costs increase further.
2. North Sea oil is especially expensive to extract. If the price of oil drops (as it did between 2010-2013), it may cost more to produce than to sell. This could lead to job losses.
3. The cost of producing energy from renewables and nuclear is very high. This cost is often passed on to the consumer,
4. Money is needed to continue to research into alternative energy sources such as fracking, or building new nuclear power plants
5. Renewable energy can be unreliable and inefficient. This means the UK still has to pay high prices to import energy from other countries.
6. Nuclear waste is expensive to dispose of as it is highly dangerous. This pushes up the cost of producing electricity.

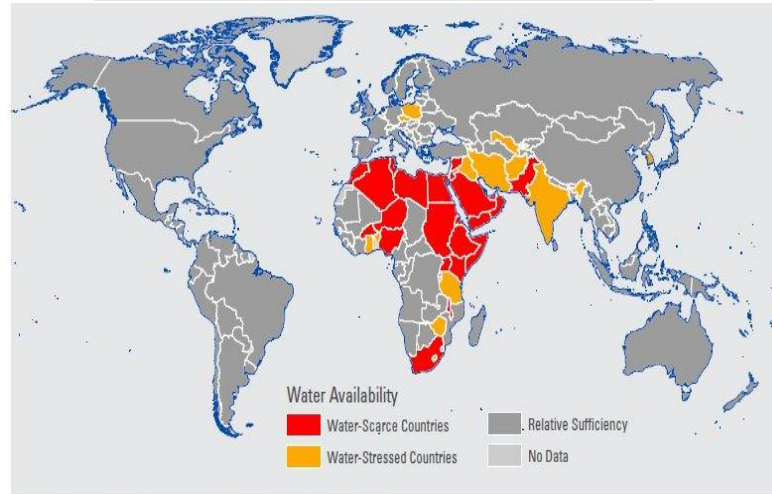
Environmental Issues

1. The burning of **fossil fuels** produces **CO2** and greenhouse gases, this is causing the greenhouse effect.
2. **Fracking** may **pollute groundwater** and cause **mini-earthquakes** – this has led to some people campaigning to ban it.
3. Large areas of land are needed to produce energy, this can **destroy habitats** and create a **scar on the landscape** (lowering house prices).
4. Accidents such as **oil spills** or **nuclear disasters**, can leak toxic chemicals into water sources, soils and the atmosphere, **killing animals** and posing a significant **risk to human health**.
5. Natural ecosystems can be damaged by **renewable energies**, like large wind farms, which **create noise** and **scare wildlife**. They can also ruin the landscape of coastal and countryside areas, putting tourists off visiting.

WATER: Areas of surplus (security) and deficit (insecurity): • global patterns of water surplus and deficit • reasons for increasing water consumption: economic development, rising population • factors affecting water availability: climate, geology, pollution of supply, over-abstraction, limited infrastructure, poverty.

Global patterns of water surplus and deficit

Water security – area with high rainfall and or very low population density e.g. Canada and Brazil



Source: Population Action International (PAI). Mapping Population and Climate Change. Washington, DC: PAI.

Water insecurity – areas with low rainfall and or very high population density e.g. Libya, Mexico

Global demand for water: **Water insecurity is not having enough clean water**

- **Water security** means having a reliable and sustainable **source** of enough **good quality water** to **meet** everyone's **needs** – for industry, agriculture and personal health.
- Water security depends on the amount of **water available** (e.g. from rainfall, rivers, groundwater etc.) and the **number of people** that need to use that water. It also depends on being able to **access** that water which can be hard if you are poor.
- Having **more water** than is needed is known as **water surplus**. When there is **not enough water** to meet everyone's needs it's called a **water deficit**.
- A **water deficit** can lead to **water insecurity** – when there is not enough clean water to keep everyone healthy, or enable them to make a living (e.g. to water their crops, provide energy etc.)
- When **demand** for water is **greater than** the **supply** during a certain period, or when water is not of high enough quality to use, places are said to experience **water stress**.

WATER: Areas of surplus (security) and deficit (insecurity): • global patterns of water surplus and deficit • reasons for increasing water consumption: economic development, rising population • factors affecting water availability: climate, geology, pollution of supply, over-abstraction, limited infrastructure, poverty.

Water demand is rising as there are more people with more money:

Rising population

- The world population is increasing. Each person needs water for drinking, washing, preparing food etc.
- More people also means that **more food** needs to be grown – **irrigation for agriculture** uses **70%** of the world's **freshwater resources**.

Economic development

- Countries are becoming **more industrialised** as they develop. This means they are producing more goods. **Manufacturing** uses a **lot of water**.
- Energy production – **15%** of all **water** withdrawn globally is used to **produce energy**, e.g. cooling in thermal power plants.
- **Rising living standards** – as countries develop, people's wealth increases and they can afford a higher standard of living. This **increases water use** as more people use **flushing toilets, showers, dishwashers** etc.

Factors affecting water insecurity:

<u>Physical factors:</u>	• Climate – most places rely on rainfall, which feeds lakes and rivers, for their water supply. If climates are hot, lots of water is lost from lakes and rivers due to evaporation. • Climate change is altering the total amount of rainfall in places, as well as how often it rains and how heavy it is. Many dry areas are getting drier, increasing the risk of droughts. • Geology – when rain falls on impermeable rock e.g. clay, it can't soak in, so flows off into rivers and lakes. These are easy to get water from. However, when rain falls on permeable rock e.g. sandstone, it infiltrates through them and forms underground water stores aquifers), which are harder to get to. However groundwater can make water available in very dry places e.g. the Sahara desert.
<u>Economic and social factors</u>	• Over extraction can take place, when more water is being used than is being replaced. This can be caused by population growth (which is common along the area of the Sahel – on the edge of the Sahara desert). Another cause can be improvements in sanitation and personal hygiene e.g. people take more showers. Finally, tourism and recreation can increase water stress, for example watering golf courses in dry areas – in Spain one golf course of the summer season uses as much water as a town with a population size of 20,000 in the UK. • The pollution of water from rapid industrial development, means less water is available for drinking. • Human and animal waste are a hazard where people share water sources with animals and do have access to sanitation. • Limited infrastructure – rapid urbanisation means that water pipes and sewers can not be built quickly enough. This means sewage contaminates the supply. • Poverty – water providers charge a fee for supplying water. People who are too poor to pay for the mains supply will look for other sources, which may not have been treated to make them safe.

Impacts of water insecurity – waterborne disease and water pollution, food production, industrial output, potential for conflict where demand exceeds supply.

- **Diseases** – where water is scarce, supplies of drinking water can become contaminated with sewage or industrial chemicals e.g. fertilisers. This can cause **cholera and typhoid**, leading to death.
- **Reduced food production** – A shortage of water means **less irrigation** can happen, therefore less crops produced which can lead to **starvation**.
- **Industrial output can decline** – Industries use huge amounts of water, when water is scarce it results in less being produced, causing **profits and wages to fall**, which is bad for the economy.
- It can cause **conflict** – When countries of water insecurity share the same water supplies e.g. a river or aquifer, water shortages can trigger conflicts. For example one country may decide to build a dam to trap more water, however this will mean the country further down stream will have less.

Overview of strategies to increase water supply: • diverting supplies and increasing storage, dams and reservoirs, water transfers and desalination

Water supplies can be increased

- Water is often not where it is needed. **Water diversion schemes** transfer water from areas of surplus to areas of deficit.
- **Seasonal variations** in rainfall can cause a water deficit at certain points during the year. One way to solve this is to **store water in tanks**, or in **reservoirs**. This gives a reliable source of water all year round.

Water transfer

- Water transfers are **large scale engineering** projects that move water from a river that has surplus water to a river that has a water shortage.
- The water is usually transferred in **canals and pipes**.
- Water transfer can **reduce the water deficit issue**, meaning farmers do not suffer crop failure and life can carry on as normal e.g. no hosepipe bans etc. In LICs this stops people being forced to drink dirty water.
- However, it can cause **social and economic problems**. For example, the cost of pipes can be **expensive** and this is **passed** on to the **consumer**, this means poorer people may struggle to buy the water. **Areas** where the water is being **transferred from** could end up in **drought**, during particularly dry periods. This causes **conflict** as local farmers may be angry that they can't grow crops as their water is being transferred.

Overview of strategies to increase water supply: • diverting supplies and increasing storage, dams and reservoirs, water transfers and desalination

Dams and Reservoirs

- Building a dam across a river **traps** a large amount **water** behind the dam, creating a **reservoir**.
- During times of **water surplus** the reservoir will fill. This is **stored** and can then be **released in times of water deficit**. Meaning there is a consistent flow of water all year round. This provides clean water for the population and allows crops to be grown.
- Water transfer from reservoirs is usually along **pipelines** and **pumping stations**. These are **expensive** to construct and maintain and push the price of water up for the local population.
- Most of **Birmingham's water comes from the Elan valley in mid-Wales**, where a series of dams and reservoirs provide a continuous supply for the city.
- Reservoirs cause **conflict** due to the huge area of **land** which is **flooded**. This destroys agricultural land, putting farmers out of business. It can drown settlements in the local area, meaning locals are forced to move, breaking up the community.

Desalination allows sea water to become a water source

1. Desalination is the **removal of salt from seawater** so that it can be used. There are **two ways** to do this. The first is to **heat** the seawater so it evaporates, the water is then condensed, this is collected and drinkable water has been achieved. The other method is to use a **special membrane** to remove the salt. This provides clean drinking water in areas of water deficit such as places like Dubai.
2. This is very **expensive** as the seawater must be **heated**, or enough **energy** is needed to push the water through the membrane. This means huge amounts of **fossil fuels** would be needed, **increasing CO2 levels**. However, in Saudi Arabia, they are currently building the world's first large scale solar powered desalination plant.
3. In the **UK**, **desalination** is mainly used during **droughts**. For example, London has a desalination plant on the banks of the river Thames. It can supply enough water for 400,000 homes in times of water shortage.
4. Wealthy desert countries such as Dubai, mainly use desalination as their main source of clean, drinking water. In **Dubai 98.8% of the water comes from desalination** with one supply plant creating 140 million gallons of desalinated water each day. This means that huge amounts of energy are being used to produce this.
5. The plants being used across the Arab countries are quite energy efficient, with the latest plant in Dubai being 82% efficient. However, it still has one of the **largest carbon footprints** in the world because of this. Also the amount of **salt in the sea is rising** rapidly as the water is taken out and the salt dumped back into the sea, this is threatening sea life in the area.
6. Dubai only has **4 days worth of back up supply of water at any time**, so if any problems were to arise at the desalination plants, the area would quickly run out of water.

An example of a large scale water transfer scheme to show how its development has both advantages and disadvantages.

China's south to north water diversion project – Large scale project

To cope with water insecurity, the Chinese government has planned a **\$62 billion project** that will transfer **44.8 billion cubic litres of water** every year **from the south to the north** of the country. Two of the three planned routes have been completed – the Central and Eastern Routes.

Advantages of the project

1. It provides water for people in the north, in major cities such as Beijing and Tianjin. In total over **50 million people will benefit** from the project, as they will have clean, uncontaminated water.
2. **Industry** can continue to **develop** in these large cities and across northern China, bringing **taxes** and wealth to the country allowing it to develop.
3. It provides a reliable source of water to **irrigate farmland**, meaning crops can be grown and food shortages do not happen.

Disadvantages of the project

1. Huge areas of **land** had to be **flooded** to create the **reservoirs**, one of the largest was part of the 3 gorges dam project. This caused **habitats to be ruined** and animals such as the **yellowfin dolphin** to become extinct.
2. The creation of the **Danjiangkou Reservoir flooded farmland**, causing farmers to lose jobs, as well as forcing 345000 people to move, destroying the communities within the area.
3. The **water supplied** to Beijing is **very expensive** for consumers as the project cost so much. The project **only supplies urban areas** and those that can afford it – this means that the **urban poor** and those in **rural areas have not got access to this clean water source** so still have the same problems as the past.
4. **Water stress in the south** will increase as so much water is being diverted. During severe droughts, there won't be enough drinking water or irrigation water for over 30 million people. This could cause crop failure and force people to drink dirty water causing disease.



sketchmap only—exact data unknown
 Current status:
 Eastern route: extensive work has been done
 Central route: work commenced in 2004
 Western route: in planning and site preparation stages

Moving towards a sustainable resource future: an example of a local scheme in an LIC or NEE to increase sustainable supplies of water.

Kenya: Sand Dams

Kenya is a LIC, with a hot, dry climate. Most rain falls in just a few heavy downpours each year. Most rivers therefore only flow in the rainy season, as in the dry season the water evaporates. It is difficult for rural communities to store water for future use. People in Kenya's Malaiya near the town of Mitito Andei have been helped to build sand dams (African Sand Dam Foundation), which give them access to water all year round.

This is how:

1. A low dam (about 1 m high) is built across the river using locally found materials like rocks and cement
2. During the rainy season, when water is flowing in the river, coarse material like sand is trapped behind the dam.
3. Water gets trapped between the sand particles (about a third of what is trapped behind the dam is actually water)
4. Over many rainy seasons the sand builds up
5. The sand prevents the water from being evaporated by the hot sun during the dry season and filters the water
6. When the river stops flowing, water can be extracted from the sand by digging a well, piping the water through the dam to a tap or simply digging holes and scooping the water out
7. Eventually the water table also rises, which means that crops start to flourish in the area.
8. The dams are cheap to build, use local materials and don't require much maintenance
9. The height of the dam can be raised every year to trap more sand and water

Problems of the scheme:

1. Require the charity to supply the concrete and knowledge on how to build the dam
 2. Require the charity to educate local people on drought resistant crops
- Both of these depend on overseas aid donations from the public.

Moving towards a sustainable resource future: water conservation, groundwater management, recycling, 'grey' water

Water conservation:

1. Fixing **leaking reservoirs, pipes and dripping taps** helps to stop water being wasted. In the UK **3.3 billion litres** of water are lost every single day.
2. Fitting **dual flush toilets** reduces use, as they use less water. They save up to **3.5 litres** for every flush. Some urinals are also waterless now, such as in McDonalds, saving millions of litres of water per day.
3. More **efficient dishwashers and washing machines** are now used, and people are encouraged to only run these on full load.
4. Fitting homes and businesses with **water meters**, means people are more aware of the water which they are wasting/using. This means they are more likely to reduce their use.
5. **Educating people** to take shorter showers and turn off taps when not in use (e.g. brushing teeth).
6. **Building adaptations such as green roofs**, these filter rain water and allow it into the main supply. Where it can be used for cleaning.
7. **Water butts** can be used to catch rainwater which would from the downpipe of gutters. This can be used to water the garden, flush toilets etc.

Recycling and 'Grey' Water:

1. Recycling water means to **take what has already been used and using it again**, rather than returning it to a river or the sea. This makes water use more sustainable because less water needs to be taken from rivers or groundwater.
2. Water from homes and industries can be pumped to **water treatment plants**, where it is cleaned and made safe to reuse.
3. The recycled water is used for **irrigation, industry, power plants and toilet flushing**. However, it can be treated enough to make it re-drinkable and the process is expensive and polluting.
4. **'Grey' water** is a type of recycled water. It is usually **used immediately** rather than being treated first. It is normally waste water from people's homes, for example, from washing machines, showers or sinks. It does not include toilet water as this is contaminated.
5. Because it is quite clean it can be **used for irrigating gardens, farmland, washing cars and flushing toilets**. This can save thousands of litres of water.
6. This also **conserves the energy** needed to treat the water, which can be expensive.
7. This is also good as it **reduces the use of clean water**, which can be saved for drinking.
8. However, a negative is grey water **can not be used as drinking water** as it is far too dirty.

Ground water management:

1. **Monitoring groundwater extraction** means that you can ensure that extraction of the water is not faster than is naturally being replaced.
2. **Farmers** have been told to use **less artificial fertilisers and pesticides**, companies that leak toxic waste are fined. This stops the water supply becoming contaminated.
3. **International agreements** have been created where **groundwater** is **shared** between countries. This ensures that one country does not take an unsustainable amount of water leaving another country short. However, agreeing how much water each country can take from the aquifer can be very difficult.

AVERAGE UK HOUSEHOLD WATER CONSUMPTION



Balboa the Conquistador
1509 Balboa rescues Spanish expedition in trouble on mainland America. 1510 Founds 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.	

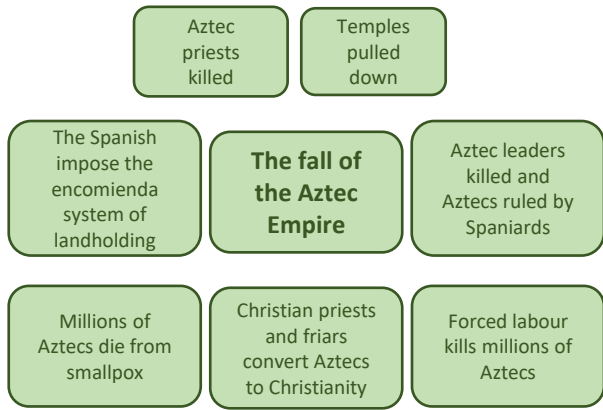


Cortes' expedition to Mexico 1519		
1519 February – Cortes sails from Cuba, despite Velázquez attempts to stop him.	March – Lands on Yucatan Peninsula and claims land for Spain.	April – Fights Tabascan natives and takes control of the city of Pontonchon. Makes peace with Tabascans. Given Malinche.
July – 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?	
Quetzalcoatl	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	Cortes removed as governor
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 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. 8th Nov Cortes and his forces enter Tenochtitlan – welcomed by Montezuma. 14th 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. 29th June Montezuma killed. 30th June The Night of Tears: Spaniards are massacred as they flee from Tenochtitlan and spend nearly a year re-grouping and planning. 1521 22nd May Battle for Tenochtitlan begins. 1st Aug Spaniards fight their way into the centre of Tenochtitlan. 13th 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.





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

What we are learning in this unit		
A. 6 Articles of Faith B. 5 Roots of Usul Ad-Din C. Sunnah and Hadith D. Risalah E. Torah, Psalms and Gospels F. Nature of Allah G. Qu'ran H. Torah, Psalms and Gospels I. Angels J. Al Qadir K. Day of Judgement, Paradise and Hell		
B.	5 Roots of Usul Ad-Din	
The 5 roots of Usul ad-Din are central to the Shi'a Muslim faith.		
Root	What is it?	Quote
1: Tawhid	The belief in the oneness of Allah	"He is God the One, God the eternal" Surah 112
2: Nubuwwah	Belief in prophethood: the chain of messengers from Adam to Muhammad	"We sent messengers to every community" Surah 16
3: Adl	Allah is just (fair) and will bring Divine Justice	"I advise you to being just towards both friend and foe" Imam Ali
4: Imamah	A term for God-given leadership	"obey God and the Messenger, and those in authority among you"
5: Mi'ad	The day of judgement and resurrection	"His is the judgement; and to Hjm you shall be returned"

A.	<i>6 Articles of Faith</i>	
Article of faith		What is it?
1: Belief in one God		Allah is the creator and sustainer of life. There is no God but Allah
2: Belief in Angels		Angels do the work of Allah and do not have free will like humans. They obey Allah
3: Belief in God's revealed books		The Torah, the Psalms, the Gospels, the Scrolls of Abraham and the Qur'an.
4: Belief in the messengers of God		Prophets and messengers are chosen by Allah to deliver His message to humankind
5: Belief in the Day of Judgement		There will be a day when all people stand in front of Allah and are sent to Heaven or Hell
6: Belief in pre-destination		Allah knows everything. Everything is ordered by Allah – nothing is random or by chance
C.	<i>Sunnah and Hadith</i>	
Sunnah	- The practices, customs and traditions of Prophet Muhammad - They give an example for Muslims to follow - The Sunnah and Hadith are sources of Wisdom and authority alongside the Qur'an	
Hadith	- Reading the Hadith helps a Muslim to learn how Muhammad explained the teachings from the Qur'an - The Hadith makes the Qur'an easier to understand	
What does the Sunnah tell Muslims?	- The Sunnah covers many areas of life - It provides a guideline for Muslim life - There is a Sunnah for everything	



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

What we are learning in this unit		
A. 6 Articles of Faith B. 5 Roots of Usul Ad-Din C. Sunnah and Hadith D. Risalah E. Muhammad F. Nature of Allah G. Qu'ran H. Torah, Psalms and Gospels I. Angels J. Al Qadir K. Day of Judgement, Paradise and Hell		
B.	5 Roots of Usul Ad-Din	
Root	What is it?	Quote
1:		
2:		
3:		
4:		
5:		

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



D.	Risalah (Prophethood)	E	Torah, Psalms and Gospels
What is it	- Muslims believe there has been 124,000 prophets - Every Islamic prophet preached Islam and key beliefs - The first was Adam, the last was Muhammad (Box E)	Psalms (Zabur)	- The Psalms of Dawud are a collection of prayers to Allah - They contain lessons of guidance for the people
Why are prophets important?	- Prophets are guided by Allah - Their love of Allah stops them from sinning - Some prophets are messengers who have been given revelation of news	Gospel (Injil)	- This is the good news about Isa (Jesus) - Muslims highly respect Isa because there are revelations in the Qur'an about him - Muslims believe he was the Masih, he was not the son of Allah, he was not crucified, he did not die to save sins - The gospels contain some mistakes because they were written many years after Isa died
Adam	- The first prophet - The father of all humankind - He taught about the work of Iblis and how to protect themselves - He taught life on Earth was temporary, eternal life is in the next life - He built the Ka'aba as the first place of worship	Torah (Tawrat)	- The Tawrat is the Arabic word for the Torah - These are the revelations given to Moses by Allah on Mt Sinai - The Qur'an refers to the Tawrat as "guidance and light"
Ibrahim	- Ibrahim was told in a dream to sacrifice Isma'il as a test of faith – remembered at Hajj every year - His son Isma'il is the ancestor of the prophet Muhammad	Scrolls of Ibrahim	- Revelations received by Ibrahim on the first day of Ramadan - Contained stories about worship and reflection - Not a book, individual revelations

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



Year 11 GCSE Religious Education KO - Islam Beliefs



D.	Risalah (Prophethood)	E	Torah, Psalms and Gospels
What is it		Psalms (Zabur)	
Why are prophets important?		Gospel (Injil)	
Adam		Torah (Tawrat)	
Ibrahim		Scrolls of Ibrahim	

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



Year 11 GCSE Religious Education KO - Islam Beliefs



G. <i>Qur'an</i>		I. <i>Angels</i>	
Revelation	- Chapters of the Qur'an were revealed to Prophet Muhammad over 13 years in Makkah - While Muhammad received the revelations, he was not able to change them because it was the will of Allah - After Muhammad received them, he recited them, and somebody wrote them down.	What are they?	- Angels are made from light and have wings which can move at the speed of light - They have no gender and are in the unseen world - They always complete what Allah asks and they always obey Allah as they have no free will
Authority	- It is the direct word of Allah so it has His authority - It is without error and remains in its' original form - A written book was needed to formalise the religion	What do they do?	- Watch over humans - Bring peace to believers and instill fear in non-believers - Angel of Death takes the soul at death - Greet people entering paradise or throw people into the pits of hell - Signify the end of the world by blowing a horn
What does it contain?	- It covered every aspect of life - It influences a person throughout their lives - The basics of worship which Muhammad developed - Shari'ah law and social systems - It explains creations and other ultimate questions	Jibril	- Most important angel in Islam - Always brings good news - Helped Ibrahim when he was thrown in to a fire, opened up the Zamzam well for Hajar - Told Maryam she would have a son (Isa) - Dictated the Qur'an directly from Allah
Supreme authority	- The Qur'an is believed to have supreme authority - It is a timeless book – it is only the word of Allah if it is not translated from Arabic	Mika'il	- Assisted Muhammad with his spiritual mission - Giver of rain and sustenance – in charge of plants and rain - Helped Muhammad to fight for Makkah - Will help to weigh peoples' actions on Judgement Day - Mika'il prepared Muhammad by providing Jibril with purifying water
K. <i>Day of Judgement, paradise and Hell</i>		J. <i>Al Qadir</i>	
What will happen?	- Muslims believe Judgement day will come on a Friday (Adam was created on a Friday) - It will be announced by Israfil's trumpet - Allah will refer us to the book of deeds to justify damnation or salvation - Humans will go to paradise or Hell		- Everything happens as a result of Allah's will and nothing is ever random or without reason - Allah is in charge of everything - Everything is a part of Allah's plan "never will we be struck except by what Allah has decreed for us"
Jannah	- Paradise - No growing ill, old or dying – it is a reward and gift from Allah - A person must live religiously and ask Allah for forgiveness - Good beliefs and actions - It is beyond human imagination	E. <i>Muhammad</i>	
Entry to Jannah	"enter among my servants! Enter my paradise!" - People will arrive over the As-Sirat bridge - There are 8 gates and you go through the one which represents your best action - Two angels welcome people saying "peace be upon you"	Why was he chosen?	- Muhammad had characteristics such as responsibility, determination, patience, courage and honesty - He was highly respected in his community - He was extremely devoted to Allah – he prayed and fasted for long periods of time
Jahannam	- Hell - People wail in misery, 70x hotter than any flame on earth, boiling water poured on their heads, pain, dragged in chains - Punishment for a life full of evil or rejecting the teachings of the Qur'an	What did he do as a prophet?	- He became the ruler of Madinah and set up the first Islamic community - He converted the people of Makkah to Islam
		Why is Muhammad important?	- He is seen as the perfect role model as he is trustworthy and obedient to Allah - His influence can still be seen in the Hadith and Sunnah - The night of power in Ramadan is to remember Muhammad's first revelation from the angel Jibril



Year 11 GCSE Religious Education KO - Islam Beliefs



G.	<i>Qur'an</i>	I.	<i>Angels</i>
Revelation		What are they?	
Authority		What do they do?	
What does it contain?		Jibril	
Supreme authority		Mika'il	

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

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

1.1H Relaciones con la familia	1.2F Planes para el futuro
parecido/a la pelea perezoso/a provocar el sobrino / la sobrina tender a todavía tratar triste	similar fight lazy to cause nephew, niece to tend to still to treat sad

1.2G Hablando de parejas	1.2H Las relaciones de hoy en día
el beso cada vez más cocinar comprar echar de menos enamorado/a los familiares feliz la gente el invitado/a maleducado/a el marido el matrimonio la mujer la novia el novio parecer la pareja los parientes pelear(se) el piso serio/a sonreír	kiss more and more to cook to buy to miss someone in love relatives happy people guest rude husband marriage wife, woman girlfriend, fiancée boyfriend, fiancé to seem partner relatives to fight flat, apartment serious, responsible to smile

así que la boda buscar cambiar el casamiento casarse el compañero/a decepcionado/a encontrar la felicidad la fiesta por eso próximo/a el sitio solo/a soltero/a tener suerte las vacaciones ya no	so, therefore wedding to look for to change wedding to get married colleague, friend disappointed to find happiness party, festival therefore next place alone, only single to be lucky holidays no longer
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GCSE unit 1 SPANISH Knowledge organiser. Topic Me my family and friends



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

Key Questions: Answer the following in your own words. Use these model answers	
¿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 mi y quiero una boda perfecta en una iglesia. Quiero tener dos niños, una chica y un chico. Voy a tener niños después de haber ido a la universidad
¿Qué has hecho recientemente con tu familia?	Recientemente, fui al centro de la ciudad con mi familia. Fuimos juntos en coche y fuimos para comprar unos regalos para el cumpleaños de mi abuelo. Después comimos en un restaurante, yo comí un bocadillo de pollo, mi hermana comió una ensalada. Me gustó mucho porque fue muy divertido y la comida fue muy deliciosa.
¿Crees que el matrimonio es importante para ti? ¿Por qué?	Quiero casarme porque el matrimonio es muy importante para mí y quiero una boda perfecta en una iglesia. Aunque las bodas son muy caras, tener una boda es mi ambición.

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

Key Verbs				
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			2.1H Las redes sociales	
andar	to walk		a mi juicio	in my opinion
archivo	file		acosar	to bully
borrar	to delete, erase		el acoso	bullying
la canción	song		apasionar	to excite
cargar	to load		aun	even
contestar	to answer		bajo	low
el correo basura	spam, junk mail		compartir	to share
cualquier	any		el comportamiento	behaviour
de vez en cuando	from time to time		el desarrollo	development
el disco duro	hard drive		la desventaja	disadvantage
el espacio	space		divertirse	to have a good time
igual	same		gratuito/a	free of charge
el ordenador portátil	laptop		mejorar	to improve
sacar fotos	to take photos		el riesgo	risk
sentir	to feel		el/la seguidor/a	follower
la tableta	tablet		tener éxito	to be successful
la tecnología	technology		el/la usuario/a	user
2.2H ¿Podrías vivir sin el móvil y la tableta?				
la conexión inalámbrica	wireless connection			
chatear	to chat online			
correr	to run			
darse cuenta de	to realise			
en vez de	instead of			
las felicitades	best wishes,			
congratulations				
felicitar	to send best wishes/to			
congratulate				
hasta	until			
imprescindible	essential			
preocupar	to worry			



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

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

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
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

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

3.1G ¿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

3.1F ¿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

3.2G Comer y Beber	
el perrito caliente	hot dog
el pescado	fish
el pollo	chicken
el postre	dessert, pudding
el queso	cheese
la sopa	soup
el té	tea
tomar	to take, to have (food,
drink)	
la tortilla	omelette
la tostada	toast
el vaso	glass
las verduras	vegetables

3.2F 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

3.1H Hablando del tiempo libre y de los planes	
aburrido/a	boring
agradable	pleasant
al aire libre	in the open air,
outdoors	
la batería	drums
la canción	song
dar un paseo	to go for a walk
de vez en cuando	from time to time,
occasionally	
desafiante	challenging
divertido/a	fun
emocionante	exciting

3.3F ¿Qué deportes harás?	
el alpinismo	rock climbing
cansado/a	tired
la carrera	race
el concurso	competition
(contest)	
contestar	to answer
durante	during
el ejercicio	exercise
el entrenamiento	training
entrenar	to train
el equipo	team
el esquí	skiing
este, esta	this
ganar	to win
el jugador	player
mañana	tomorrow
el miembro	member
el partido	match
probar	to try, to test



GCSE Unit 3 SPANISH Knowledge organiser. Topic Free Time Activities



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

Key Questions: Answer the following in your own words. Use these model answers	
¿Qué haces en tu tiempo libre? Frecuencia? Opiniones?	-Normalmente juego al 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 toque mi guitarra. Ayer, fui al colegio durante el día. Después del colegio fui al polideportivo con mis amigos y jugué/jugamos al baloncesto juntos. Ayer por la mañana fui de compras en el centro de la ciudad con mi madre y fuimos a las tiendas de ropa. Lo que me encantó/gustó fue que ví una película entretenido por la noche/ fue que jugué mi deporte favorito y podía entrenarme. Todos los días juego al 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 ví las noticias con mis padres. Mi programa favorito es ... porque es
¿Qué es tu película favorita? Qué película has visto recientemente en el cine?	Mi película favorita es ... porque me encantan las películas de acción/tiene mucha violencia/tiene buenos actores/es muy romántica/me encanta la historia/tiene buenos efectos especiales.
¿Cuando se cena en Inglaterra y en España? ¿Cuándo prefieres cenar o almorzar?	Normalmente se cena en Inglaterra a las seis, como mi almuerzo a las dos, como mi desayuno a las ocho.
Describe una cena especial	Recientemente fui a un restaurante con mi familia para celebrar el cumpleaños de mi abuelo. Fuimos a un restaurante chino porque es la comida favorita de mi abuela. Primero, comí .. y bebí. Para el postre comí y bebí . Lo que me gustó fue la buena comida/ver a y hablar con toda mi familia. Fue muy emocionante.

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

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

What we are learning this term:		4.1F Algunas costumbres regionales	
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		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)	
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			

4.2G Las fiestas de España – la Tomatina	4.2F Las fiestas del mundo hispano
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	el altar altar, shrine los antepasados ancestors aparecer to appear el azúcar sugar la calavera skull celebrarse to be held el cementerio cemetery cerca de close to, near to la ciudad city, town comenzar to start completamente completely describir to describe el desfile parade el diablo devil disfrazado dressed up, disguised en honor a in honour of encendido/a lit el esqueleto skeleton el estaño tin los familiares family members famoso/a famous la flor flower hispánico Hispanic (i.e. of the Spanish speaking world) la mina mine el/la minero/a miner el mole 'mole' sauce / Mexican chocolate sauce la montaña mountain muerto dead la normalidad normality el número number la plata silver proteger to protect el pueblo village, (small) town



GCSE Unit 4 SPANISH Knowledge organiser. Topic Customs and Festivals



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

Key Questions: Answer the following in your own words. Use these model answers	
Describe una fiesta popular en España	Una fiesta muy popular en España es 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

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

5.1G 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

5.1H Mi casa y mi barrio	5.1F ¿Cómo es tu casa?
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
	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



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



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

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

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Imperfect Tense (<i>Past, ongoing actions, descriptions, 'used to' or 'was doing'</i>)	-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 <i>With this tense, do NOT take the verb ending away but ADD it on to the infinitive.</i>

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

6.1G ¿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

6.1H La importancia de hacer obras benéficas	
andar	to walk
el bolsillo	pocket
contribuir	to contribute
dar asco	to nauseate
el dibujo	drawing
donar	to donate
en vías de extinción	threatened (threatened with extinction)
escaso/a	scarce
la exposición	exhibition
el ganador	winner
ganar	to win
gastar	to spend
las instalaciones	facilities
el medio ambiente	environment
las obras benéficas	charity, charitable works
la pérdida	loss
perteneciente a	belonging to
el/la político/a	politician
los recursos	resources
seropositivo/a	HIV positive
el sida	AIDS
temer	to fear

6.2H ¿Qué opinas?	
aguantar	to put up with, to bear
asqueroso/a	disgusting
ataque cardíaco	heart attack
aumentar	to increase
el botellón	drinking party in the street
cada vez más	more and more
el cerebro	brain
el consumo	consumption
el corazón	heart
cuanto antes	as soon as possible
el/la drogadicto/a	drug addict
la edad	age
la encuesta	survey
enfrentar	to face
grave	serious
hacer daño a	to injure, to harm
el hígado	liver
nocivo/a	harmful
participar (en)	to take part (in)
pedir	to ask (for), to ask (someone to do something)
los primeros auxilios	first aid
prohibir	to prohibit, to forbid
provocar	to cause, to provoke
el pulmón	lung
reducir	to reduce
síndrome de abstinencia	withdrawal symptoms
el sobrepeso	excess weight, obesity
subir	to go up
el tabaquismo	addiction to tobacco
la venta	sale



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

Key Questions: Answer the following in your own words. Use these model answers	
¿Llevas una vida sana? ¿Comes demasiada comida rápida?	Pienso que llevo una vida sana. Todos los días como un poco de fruta y bebo agua que es sano aunque de vez en cuando como las patatas fritas que son grasientas y malsanas. Solo como la comida rápida a menudo porque lo que no me gusta es la comida grasienta. No fumo y nunca voy a fumar. Es asqueroso pero mi padre fuma. Hago también mucho ejercicio. Ayer comí una ensalada que fue muy sana y hice ciclismo y deporte en colegio.
¿Cómo te mantienes en forma? ¿te acuestas tarde? ¿haces ejercicio?	Creo que como suficiente fruta y verdura porque como frutas y verduras todos los días. Mi fruta favorita es la manzana porque es dulce y fácil a comer, aunque como bastante comida rápida también. Ayer para la cena comí dos manzanas y un plátano. ¡Qué sano! Cuando tengo calor bebo mucha coca light con hielo sin embargo los gaseosas/las bebidas azucaradas no son muy sanas. Cuando tengo 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> = <i>I have studied</i>

What we are learning this term:		7.1F Protegiendo el medio ambiente	
A. Talking about reusing things, reducing waste and recycling		la basura rubbish	
B. Talking about ways of protecting the environment		la bombilla (de bajo consumo)(low-energy) light bulb	
C. Talking about poverty		el combustible fuel	
D. Talking about homelessness		combatir to fight, to combat	
		la contaminación atmosférica air pollution	
6 Key Words for this term		desaparecer to disappear	
1. la libertad	4. el destrozo	el desastre disaster	
2. pensamientos	5. violento/a	desconectar to disconnect, to unplug,	
3. asistir a	6. la culpa	switch off	
		deshacer to undo	
		los desperdicios rubbish, refuse, waste	
		la especie species	
		incluso even	
		inquietante worrying	
		luchar to struggle, fight	
		la medida measure, means	
		medioambiental environmental	
		el motor engine	
		los residuos refuse, waste, rubbish	
		salvar to save	
7.1G Reutilizar, reducir, reciclar		7.2G Los necesitados	
ahorrar to save		a favor (de) in favour (of)	
la basura rubbish		la alimentación feeding,	
la bolsa de plástico plastic bag		nourishment,food	
el cartón cardboard		la asistencia médica medical care	
cerrar to shut, to close,to turn off (tap)		asistir a to attend	
el contenedor container		buscar to look for	
en vez de instead of		contribuir to contribute	
intentar to try to		la creencia belief	
la lata tin, can		la culpa blame, fault	
el malgasto waste		la enfermedad illness	
el papel (reciclado) (recycled) paper		en contra against	
la papelera wastepaper basket		estar dispuesto/a a to be prepared to, to be	
la pila battery		ready to	
el plástico plastic		faltar to be lacking, to be	
ponerse to put on (clothes)		missing	
los productos químicos chemicals, chemical		fresco fresh	
products		hace(n) falta to be necessary, to need	
el proyecto project		la libertad (de pensamiento) freedom (of thought)	
recargable rechargeable		merecer to deserve	
reciclar to recycle		necesitar to need	
reutilizar to reuse		perder to lose	
la Tierra Earth		perezoso/a lazy	
tirar to pull, to throw away		querer to love	
tratar de to try to			
el vidrio glass			

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	Enciende 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”			7.1H Problemas ecológicos	
el destrozo damage, destruction			acercarse a to approach	
escoger to choose			el agujero hole	
la falta lack			la aldea (small) village	
formar parte de to be part of			alejarse to move (something)	
el/la gamberro/a hooligan, lout,			further away	
troublemaker			alejarse de to move further away	
maltratar to mistreat, to ill-treat			from	
los niños de la calle street children			amenazar to threaten	
la ONG (organización NGO (non-governmental organisation)			arruinar to ruin	
no gubernamental)			el atasco traffic jam, hold-up	
			el ave (marina) (fem.) (sea) bird	
la pobreza poverty			el calentamiento global global warming	
recoger to pick up			la capa de ozono ozone layer	
robar to steal, rob			el casco helmet, hull (of ship)	
el vertedero rubbish dump, tip			el centenar about a hundred	
la violencia violence			la central eléctrica power station	
violento/a violent			la circulación traffic	
7.2H Es importante ayudar a los demás			constituir to constitute	
el agua corriente (fem.) running water			cortar to cut, to cut off	
bastar to be enough			el efecto invernadero greenhouse effect	
la comisaría police station			extender to spread, to stretch	
consumir to consume			frenar to brake, to put a stop	
la corriente (electric) current,			to	
electricity supply			el humo smoke	
crear to create			el huracán hurricane	
la criminalidad crime			el incendio fire	
cualquier(a) any			la lluvia rain	
el empleo job			la mancha stain	
el/la encargado/a person in charge			la marea negra oil slick	
el éxito success			la muerte death	
			el nivel level	
			el petrolero oil tanker	
			el/la pescador/a fisherman/fisherwoman	



GCSE Unit 7 SPANISH Knowledge organiser. Topic Global Issues



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

Key Questions: Answer the following in your own words. Use these model answers	
¿Qué haces para ahorrar energía/agua?	Me importa ahorrar energía y agua. Normalmente me ducho en vez de bañarme. Siempre cierro los grifos. Intento no malgastar agua o energía. Me pongo un jersey en vez de ponerla calefacción y solo pongo el lavaplatos cuando el lavaplatos está lleno.
¿Qué cosas reutilizas?/reciclas? / ¿Usas papel reciclado?	Me preocupa el reciclaje. Me importa reutilizar cosas y reducir el malgasto de recursos. Uso pilas recargables y reutilizo bolsas de 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 <i>With this tense, do NOT take the verb ending away but ADD it on to the infinitive.</i>
Forming the conditional ('would' tense). Always remove the -AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for -AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father

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

8.1G ¡Me voy de vacaciones!	
el aire acondicionado air conditioning el andén platform el asiento seat el autocar coach el AVE (tren de alta velocidad) high-speed train el avión plane barato/a cheap el barco boat la bici(cleta) bike, bicycle el coche car la consigna left-luggage office el crucero cruise desde luego of course echar de menos to miss Escocia Scotland estrecho/a narrow el equipaje luggage el ferrocarril railway el invierno winter la maleta suitcase el metro underground no fumador non smoking el otoño autumn la primavera spring la sala de espera waiting room Sudamérica South America el tranvía tram las vacaciones holidays el verano summer viajar to travel el viaje journey	

8.1F ¿Dónde te alojas?	
el abrebotellas bottle-opener el abrelatas tin-opener el aeropuerto airport a la derecha on the right a la izquierda on the left el albergue juvenil youth hostel Alojarse to stay (in a hotel) el bañador swimming costume la cama de matrimonio double bed camping campsite, camping la estación de servicio petrol station la estrella star fatal awful, terrible el folleto leaflet la gasolina (sin plomo) (unleaded) petrol el guía / la guía guide (person) la guía guidebook la habitación (doble/ (double/single) room individual) la llave key mojarse to get wet la oficina de turismo tourist office el papel higiénico toilet paper el parador state-owned hotel (in Spain) el pasaporte passport la pensión boarding house, B & B ponerse en camino to set off por desgracia unfortunately la recepción reception la reserva reservation el saco de dormir sleeping bag los servicios toilets la tarjeta de embarque boarding card la tienda (de campaña) tent la taquilla ticket office	
8.2G ¿En qué región vives?	
el desempleo unemployment la diversión entertainment muy poblado crowded nacer to be born Nací I was born nació he/she was born el país country Pescar to fish el río river la sierra mountain range tanto so much, so many	

8.2F Un folleto turístico		8.1H ¿Qué hiciste y qué te gustaría hacer durante las vacaciones?	
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		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	
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			



GCSE Unit 8 SPANISH Knowledge organiser. Topic Holidays and Travel



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

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

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

What we are learning this term:	
A. Giving your opinion about different subjects B. Talking about your studies C. Talking about your school life and daily routine D. Talking about school rules and uniform E. Translating into English	
6 Key Words for this term	
1. asignaturas	4. suspender
2. notas	5. licienciatura
3. aprobar	6. elegir

9.1G El instituto y las asignaturas
el arte dramático drama la asignatura subject la carrera career, university course las ciencias science la clase class la cocina cooking, food technology continuar to continue, carry on los deberes homework dejar to drop el dibujo art difícil difficult, hard divertido/a fun la educación física PE Escoger to choose el español Spanish estudiar to study fácil easy el francés French la geografía geography la historia history el inglés English las matemáticas maths práctico/a practical próximo/a next la selección choice Útil useful

9.1F ¿Cómo ser buen estudiante?
abrir to open Afectar to affect el apoyo support aprender to learn los apuntes notes asistir a to attend la biblioteca library el/la compañero/a classmate completar to complete Consultar to consult el debate discussion los deberes homework el diccionario dictionary la duda doubt, query el ejercicio exercise entender to understand la escuela school Esperar to hope, to wait, to expect el examen, exámenes exam, exams la excursión trip faltar a clase to miss lessons la frase sentence Intentar to try interrumpir to interrupt el instituto school levantar la mano to raise your hand la literatura literature llevar to take, to carry, to wear mejorar to improve mirar to look at el mundo world necesitar to need la nota grade ofrecer to offer el ordenador computer organizar to organise la palabra word la pantalla screen participar to take part pedir to ask for, to request pegado/a a glued to perder to lose, miss la pizarra blackboard la pizarra interactiva smartboard Preguntar to ask el/la profesor(a) teacher el progreso progress la prueba test Repasar to revise

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

9.1F ¿Cómo ser buen estudiante?
el repaso revision responsable responsible resultar en to end up with, to lead to saber to know sacar buenas / to get good / bad grades malas notas serio/a serious las tareas homework el trabajo work, piece of work la tutoría tutorial Usar to use el vocabulario vocabulary

9.1H ¿Qué tal el instituto?
preocupar to worry la sala de informática IT room sencillo/a simple Sentirse to feel usar to use el viaje journey la zona área

9.1H ¿Qué tal el instituto?
el/la alumno/a pupil antiguo/a old asustado/a frightened asustar to frighten el atasco traffic jam, blockage atento/a attentive el aula (fem.) classroom ayudar to help buscar to look for cambiar to change cansado/a tired conocer to meet, to get to know contento/a glad, happy contestar to answer el curso school year, course los deberes homework deteriorado/a dilapidated, shabby distinto/a different la emoción excitement emocionante exciting encima on top encontrar to find explicar to explain feo/a ugly el gimnasio sports hall, gym hambriento/a hungry el idioma language inmenso/a immense el laboratorio laboratory largo/a long mejor better nervioso/a anxious, nervous el patio del recreo the school yard, playground la pregunta question



GCSE Unit 9 SPANISH Knowledge organiser. Topic My studies



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

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

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

What we are learning this term:	
A. 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



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



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

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

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

What we are learning this term:		11.1F ¿Trabajar o estudiar?	
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'		considerar to consider demostrar to show, demonstrate la desventaja disadvantage estar harto/a de to be fed up with estar obsesionado/a con to be obsessed with furioso/a furious ganar to earn, to win, to gain la habilidad skill, ability horroroso/a dreadful imaginar to imagine inútil useless mundo world necesitar to need pedir to ask for peor worse, worst por otra parte on the other hand la promoción promotion relacionarse con to relate to, to get on with repasar to revise el repaso revision seguro/a sure la sociedad society todavía still vale la pena it's worth it, it's worthwhile	
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 carrera profesional conseguir to get, to manage, to achieve el consejo advice continuar to continue dejar to leave el dinero money encontrar to find esperar to wait for, to hope, expect los estudios studies el examen exam la experiencia experience la experiencia laboral work experience feo/a ugly la informática information technology, IT mejor better, best mientras while la nota grade, mark, result la opción option la oportunidad opportunity quedar to stay el resultado result sacar buenas / malasto get good / to get bad grades notas seguir + gerund to carry on ...ing			

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?			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 consejo advice deber to owe devolver to give back, to pay back disfrutar to enjoy la edad age escoger to choose esperar to wait for, to hope, to expect estar a punto de to be about to la experiencia laboral work experience feo/a ugly el folleto leaflet el/la graduado/a graduate hacerse miembro to become a member inquietar to worry, to concern lejos de far from mejor better, best			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 carry on studying
Quiero _____ más dinero	I want to earn more money
_____ que seguir estudiando	I will have to carry on studying
Si _____ buenas notas, iré a la universidad	If I get good grades I will go to the university
Voy a _____ el instituto	I am going to quit school
No _____ que hacer	I don't know what to do
He _____ que no quiero trabajar	I have decided that I don't want to work
Creo que _____ mejor estudiar	I believe that it will be better to study
Quiero buscar un _____	I want to find an apprenticeship
La _____ de mi plan es que...	The advantage to my plan is that...
Hemos _____ otro plan	We have considered another plan
_____ un titulo universitario	I need a degree
Mi madre es _____	My mum is a dentist
_____ contento cuando termine mis estudios	I will be content when I finish my studies
_____ la decision tan pronto como tenga mis resultados	I will make the decision as soon as I have my results
Espero _____ una casa	I hope to buy myself a house
Se puede _____ de todo lo que hay	You can enjoy everything there is
_____ dejado de estudiar	She had quit studying

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

What we are learning this term:		12.1F Buscar trabajo	
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		a principios de at the beginning of el/la administrativo/a clerk, office worker ambicioso/a ambitious anciano/a elderly animado/a lively arreglar to sort, fix, arrange el aspecto appearance, aspect atender a to attend to la caja till, check-out el camping campsite el carnicero/a butcher el carpintero/a carpenter la carta letter los conocimientos knowledge el correo electrónico email cortés polite, courteous cuidar a to care for, look after el/la dependiente/a shop assistant el detalle detail dominar + language to be fluent in el/la electricista electrician el empleado/a employee la empresa company, firm en seguida straightaway la energía energy fiable reliable la gente people el/la hombre / mujer de 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	
6 Key Words for this term			
1. buscar	4. empezar		
2. una entrevista	5. ganar		
3. anuncios	6. desafiante		

12.1G Los trabajos	
el ama de casa (fem.)	housewife
el banco	bank
el/la cajero/a	cashier
el/la cliente/a	customer
el cocinero/a	cook
estar en paro	to be unemployed
el ingeniero/a	engineer
el jardinero/a	gardener
limpiar	to clean
la mitad	half
la oficina	office
la peluquería	hairdresser's
el peluquero/a	hairdresser
el/la policía	police officer
por ciento	per cent
el/la porcentaje	percentage
quisiera	I would like
resolver	to solve, resolve
salvar	to save
temporal	temporary
el/la veterinario/a	vet
la vida	life

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

12.1H El trabajo ideal	
el/la abogado/a	lawyer
el/la albañil	builder, bricklayer
el/la amo/a de casa	house
husband/housewife	
ascender	to move up
el/la azafato/a	flight attendant
el/la cajero/a	cashier
el/la camionero/a	lorry driver
la capacidad	ability, capacity
el/la cartero/a	postal worker
el/la cliente/a	customer
la compañía aérea	airline
compartir	to share
el/la contable	accountant
la cuenta	account
diseñar	to design
fijo/a	fixed, permanent
físico/a	physical
la formación	training
funcionar	to function
el/la gerente	manager
el/la granjero/a	farmer
las horas de trabajo	flexitime, flexible
working hours	
flexibles	
el/la jardinero/a	gardener
el/la jefe/jefa	boss
limpiar	to clean
la lluvia	rain
mejorar	to improve
la peluquería	hairdresser's
el/la peluquero/a	hairdresser
la perspectiva	prospect
el proyecto	project
el rincón	corner

12.1H El trabajo ideal	
temporal	temporary
utilizar	to use
el viento	wind
ya que	as, since



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

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

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

9. Customer Needs

For a business to be successful, it must understand what customers need. There are six main areas to consider.

Area of Consideration	Why?
Price	For most consumers, most of the time, price is a crucial factor when considering purchasing a product. Pricing a product too high will put consumers off, pricing a product too low may lead the consumers to question the quality of the product and look to competitors.
Quality	Consumers will always consider the quality of a product when purchasing it. Products that lack quality and durability may be rejected by consumers for more reliable products
Choice	Consumers love choice, even though it can sometimes be hard to make decisions in the face of 'too much' choice.
Convenience	Consumers want easy access and to not travel <u>to</u> far. Businesses will need a full range of stock, short ques at checkouts and a clearly laid out store/website to give the customers a convenient experience.
Being efficient and reliable	Customers expect consistently good value for their own time and good customer service. Consumers expect high standards to meet every time they use the goods/services provided.
Providing great design	Many customers value design and style above price. They want clothes that make them look and feel great, cosmetics that make them look older – or younger – and cars that make them feel successful. Product design can be one way that businesses meet the needs of their customers.

10. Customer Needs

Term	Definition
Choice	Giving customers options and increasing the chance that the product will be perfect for the tastes/habits of one type of customer.
Convenience	Making life easier for customers, perhaps by a great location or a product that saves time in preparation or consumption.
Identifying Customers	Finding out who they are: their age, gender, incomes, where they live and what they want
Quality	to a customer quality means getting what they want at a good standard of manufacture or perhaps better than expected; some companies use the term 'customer delight'.
Understanding Customers	Learning why customers do what they do, making it easier to see how to make a product that better suits them.

11. Market Research

There are four main areas where market research can prove useful:

Area	Why?
To identify and understand customer needs	For any Business, understanding the needs of customers is important. Employing market research to finds is well worth the time of a business
To identify gaps in the market	Market research along with market maps show which customer requirements are covered and which are not.
To reduce risks	Market research reduces risk in two ways: • Market research clarifies whether there is demand for a product • Whether the market needs new products

9. Customer Needs

For a business to be successful, it must understand what customers need. There are six main areas to consider.

Area of Consideration	Why?
Price	
Quality	
Choice	
Convenience	
Being efficient and reliable	
Providing great design	

10. Customer Needs

Term	Definition
Choice	
Convenience	
Identifying Customers	
Quality	
Understanding Customers	

11. Market Research

There are four main areas where market research can prove useful:

Area	Why?
To identify and understand customer needs	
To identify gaps in the market	
To reduce risks	

12. Market Research – Methods of Research

Term	Definition
Focus Group	A group discussion among people selected from the target market; it draws on psychology to provide qualitative insights into consumer attitudes
Primary Research	Research conducted first-hand; it is tailored to a company's specific need, for example a quantitative sales estimate for a brand-new chocolate bar.
Qualitative Data	In depth research into the opinions and views of a small group of potential or actual customers; it is non-numerical and can provide useful insight into why consumers buy what they buy.
Quantitative Data	Factual and numerical research to provide statistically reliable results, for example a survey of 500 people aged 15-24 years.
Secondary Research	When a company uses research that has already been carried out by another organisation.

13. Market Segmentation – How is the market segmented

Ways the market is segmented	Explanation
Location	Customers located in the same area will share tastes and habits. The menu for McDonalds is different in every country considering national tastes
Income	Customers with different incomes will have different tastes and desires. Customers with high incomes are more likely to purchase more luxury items
Lifestyle	Whether rich or poor, young or old some people are simply different. Different lifestyles manifest different needs.
Age	People of different ages have different preferences and different desires.
Demographic Factors	Demographics are the characteristics of a population – different parts of a population have different needs e.g. gender, race and religion etc.

14. Market Mapping (Key Terms)

Term	Definition
Competition	Rival businesses operating in your market or market sector.
Gap in the market	An area on a market map where few or no existing brands operate, implying a business opportunity to fill an unmet consumer need
Market Map	Measuring where existing brands sit on a two-factor grid, for example young/old compared with high price/low price.

15. Why Map a Market?

Why?	Explanation
Helps you find a gap in the market	A market map can help a potential entrepreneur find an area within a market to exploit
Helps you find where you competitors are placed with a market	A market map can help a potential entrepreneur see where competitors are positioned within a market and furthermore ensure their own product is sufficiently unique.

16. The Competitive Environment

Why is competition good for markets?
Firms will need to provide good products and good services
Keeps prices competitive.
The market will provide more innovative products or services to break away from fierce competition from other firms

12. Market Research – Methods of Research

Term	Definition
Focus Group	
Primary Research	
Qualitative Data	
Quantitative Data	
Secondary Research	

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Ways the market is segmented	Explanation
Location	
Income	
Lifestyle	
Age	
Demographic Factors	

14. Market Mapping (Key Terms)

Term	Definition
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Gap in the market	
Market Map	

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Why?	Explanation
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16. The Competitive Environment

Why is competition good for markets?

1. Product (Part of the Marketing Mix)

When designing a new product, the key is to design a product that matches the needs or wants of your chosen target market.

Every product needs the right balance between:

Product strategy	Explanation
Economic Manufacture	Making sure that the design of the product to be made cost effectively. A complex or expensive design can lead to increased costs.
Function	The design of the product is crucial. The product must work/function effectively
Aesthetics	How much does the design of the product appeal to the senses. When designing a <u>product</u> it is crucial to consider the way it looks

2. Product (Key Terms)

At the heart of the marketing mix is the product

Term:	Definition:
Product Differentiation	The extent to which consumers see your product as being different from its rivals
Product Life Cycle	The theory that every product goes through the same four stages of introduction, growth, maturity and design

4. Ways to extend the Product Life Cycle of a Product

Idea:	Explanation
Find new uses for the product	If a product can be used for multiple purposes, ensure that your target audience is aware of this
Change the appearance, format or packaging	Changing the appearance of a product can give it a new lease of life and allow the customer is perceive it as new again.
Encourage use of the product on more occasions	If a product can be used for multiples different <u>occasions</u> make sure the customer base is aware of this
Adapt the Product	Continue to make small adaptations to products to improve the quality of the product on offer.

**3. Stages of the Product Life Cycle**

Term:	Explanation:
Introduction	First a company needs to spend time researching the product and the marketplace. The product will be developed, tested, and launched.
Growth	At this stage the product becomes known in the market. At this stage customer awareness increases, prices will still be high.
Maturity	At this point the market may become saturated as 'me too' products are launched into the market. Advertising is increasing to remind consumers about the quality of the product. Brand image needs reinforcing with its customers. The market is highly competitive, and prices are lower as a result
Decline	The product's sales and profit's start to fall. The product is no longer offering what customers want or new technology has made the product obsolete.

1. Product (Part of the Marketing Mix)

When designing a new product, the key is to design a product that matches the needs or wants of your chosen target market.
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Product Differentiation	
Product Life Cycle	

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Idea:	Explanation
Find new uses for the product	
Change the appearance, format or packaging	
Encourage use of the product on more occasions	
Adapt the Product	



5. Promotional Strategy (Part of the marketing mix)

Promotional strategy is the plan for how to communicate effectively with customers in order to meet sales revenue targets.

Promotional Strategy:	Explanation:
Advertising	Advertising is how a business promotes its products and communicates with its customers.
Sponsorship	Sponsorship is where a business pays to have a brand or company name attached to an activity that has credibility with its customers.
Branding	Branding is a way that businesses can give their products an identity that appeals to its target audience.
Product Trials	A product trial means giving potential customers a free taste of a new product. This may entice new customers.
Special Offers	Businesses can use special offers such as 'buy one get one free' to entice customers to purchase their products.
Using Technology	In recent years, online advertising through social media and other platform such as websites and e-newsletters has become commonplace for firms.

6. Pricing Strategy

Pricing strategy is vital for any business – pricing your products can be the difference between business success and business failure.

Market Segment:	Pricing Strategy
Mass Market	In mass markets where both competition and customer consumption are high. These markets are generally characterised by low prices and very similar products.
Niche Markets	A niche market is based on a type of customer needs or wants something different to the majority. <u>Generally</u> these markets have few competitors but high prices.

Pricing at each stage of the Product Life Cycle

Introduction	Pricing at the introduction phase of the product life cycle in some cases will be low to entice new customers to sample the product.
Growth	Once a product is established within a market and has a customer base, businesses will sometimes increase prices to increase revenue.
Maturity	When product growth is at an end, new pricing decisions may be needed. Business will ensure that pricing is competitive to ensure continuous revenue, other firms may decide that the brand may be in irreversible decline and will keep prices high to make a short-term profit.
Decline	When sales have made a decisive step downwards, firms tend to lower prices to ensure a steady stream of revenue. <u>However</u> some firms with a loyal customer base may decide to increase prices <u>in an attempt to gain short term profits</u> .

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Market Segment:	Pricing Strategy
Mass Market	
Niche Markets	

Pricing at each stage of the Product Life Cycle

Introduction	
Growth	
Maturity	
Decline	

GCSE Business. Paper 2.

7. Placing Strategy

This element of the marketing mix is about how to get the product from the producer to the customer. There are three main distribution channels – traditional, modern and direct.

Type of Distribution	Explanation:
Direct Distribution	This is where a product is distributed directly from the producer to the consumers. An example of this is buying things directly from firms on the internet.
Modern Distribution	This method is common in the grocery sector, where producers will deliver to distribution depots and then the products will be taken to stores to be sold. This method became popular when supermarkets became common place in the 1980s
Traditional Distribution	This method, in the first instance involves a wholesaler buying goods directly from the producers. From <u>their</u> the wholesaler will sell the products directly to firms who will then sell onto the consumers.

8. Placing Strategy – Key Terms

Term	Definition
Distribution	How ownership changes as a product goes from producer to customer
E-Tailer	An electronic retailer; in other <u>words</u> selling products electronically, either by e-commerce or, more likely these days, mobile commerce.
Retailer	A shop or chain of shops, usually selling from a building in a high street or shopping centre

9. Marketing mix and Business Decisions – Key Terms

Business decisions are always about the future. So, when the marketing mix is being used to inform and carry out business decisions.

Term	Definition
Budget	A ceiling on the amount of money that can be spent; a marketing budget of £1 million means the marketing manager can spend up to that figure, but no more.
Informed Decisions	Evidence that can be used to make a better decision; a company can gain a better understanding of <u>it's</u> customers through the 4p's, which helps in decision making

GCSE Business. Paper 2.

7. Placing Strategy

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Type of Distribution	Explanation:
Direct Distribution	
Modern Distribution	
Traditional Distribution	

8. Placing Strategy – Key Terms

Term	Definition
Distribution	
E-Tailer	
Retailer	

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Business decisions are always about the future. So, when the marketing mix is being used to inform and carry out business decisions.

Term	Definition
Budget	
Informed Decisions	



What we are learning this term:

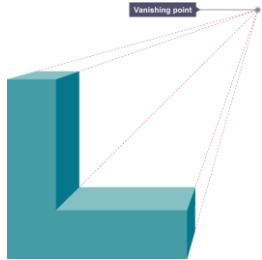
- A. One-Point Perspective B. Two-point Perspective C. Isometric Drawing
D. Exploded Drawing E. Oblique Drawing F. CAD G. Orthographic Projection

Design Strategies Introduction.

Design strategies are used to create technical drawings, to show an object in 3D on a 2D page. Perspective drawings show an object getting smaller in the distance. The rest are done to scale.

A. One-point Perspective Drawing

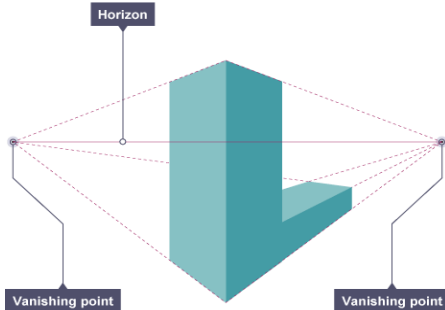
Single-point perspective shows an object from the front in a realistic way. The front view goes back towards a vanishing point on the horizon.



Commonly used by interior designers to show a view into a room.

B. Two-point Perspective Drawing

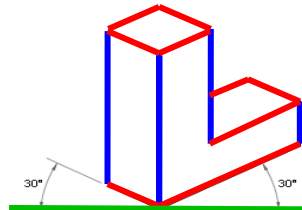
Two-point perspective shows an object from the side with two vanishing points. It gives the most realistic view of a product as it shows the item edge on, as we would see it. It is often used to produce realistic drawings of an object.



Commonly used by architects to show realistic building ideas.

C. Isometric Technical Drawing

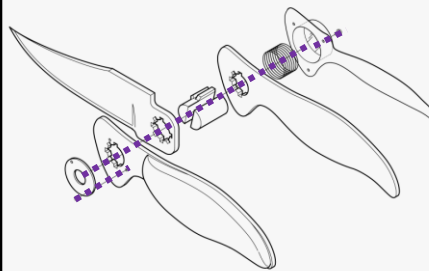
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



Used by architects and engineers to communicate their ideas to the client and manufacturer.

D. Exploded Technical Drawing

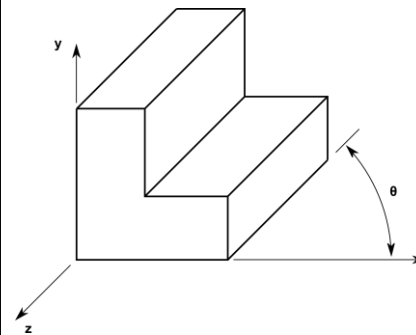
Exploded technical drawing is an Isometric drawing of all the parts and components of an object.



All parts are shown separately so you can see all aspects. **Dashed lines** indicate where everything goes and in what order.

E. Oblique Technical Drawing

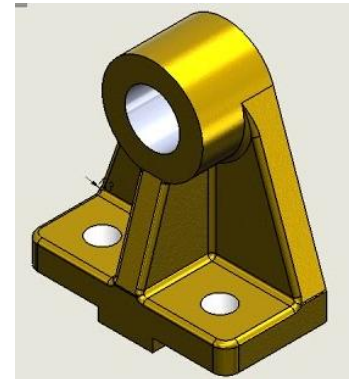
Consists of an object where the front view is drawn flat with height and width of the object drawn to the correct lengths. Diagonal lines are drawn at 45-degrees.



Commonly used by engineers for drafting ideas.

F. CAD (Computer Aided Design)

This is designing using a computer using a software such as 2D Design or Solidworks.



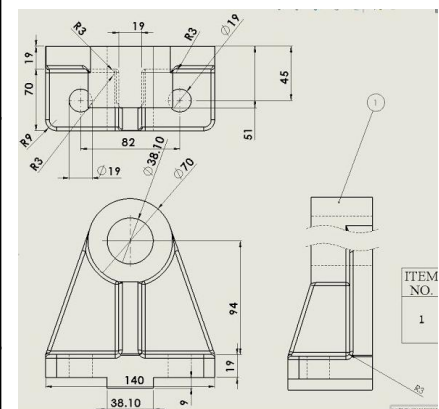
Commonly used to model, test and develop an idea before manufacture.

G. Orthographic Projection – 2D NOT 3D Drawing Strategy!

This shows 2D views of a 3D object from different angles – front, plan and end. Lines are dimensions have specific meaning to avoid confusion.

- Object Line
- - - Hidden Line
- · - Center Line
- · — Dimension Line
- Construction Line

Commonly used in industry to help the manufacturer understand the design.





Year 11 PRODUCT DESIGN Term 2



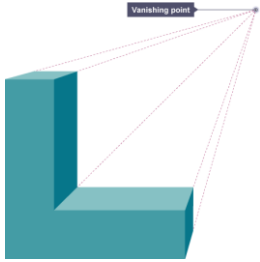
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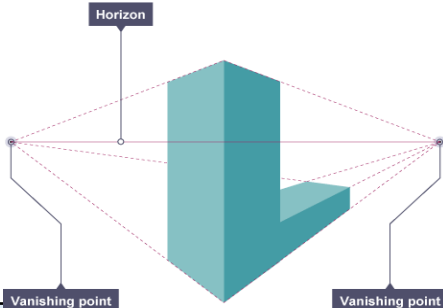
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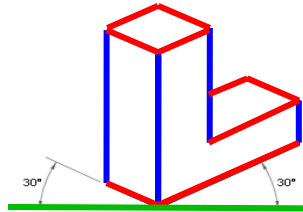
Commonly used by interior designers to show a view into a room.

B. Two-point Perspective Drawing



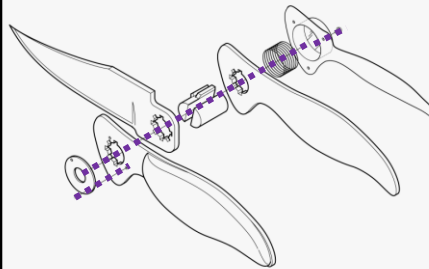
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C. Isometric Technical Drawing



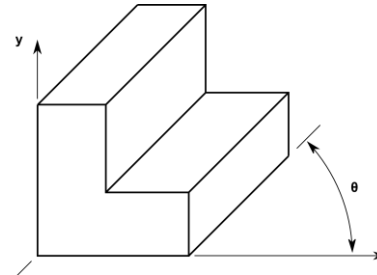
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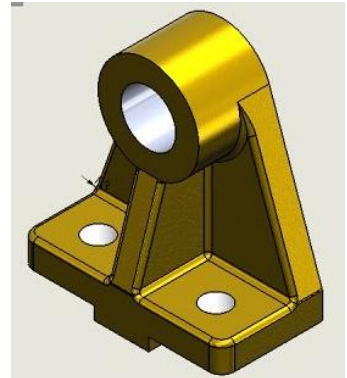
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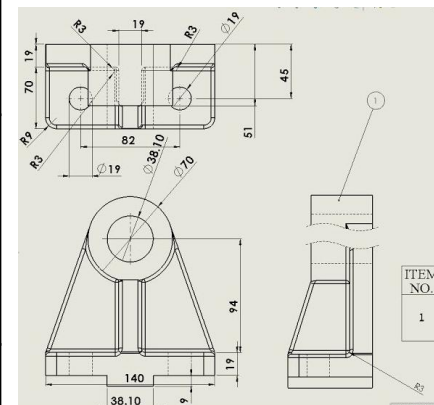


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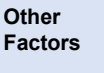
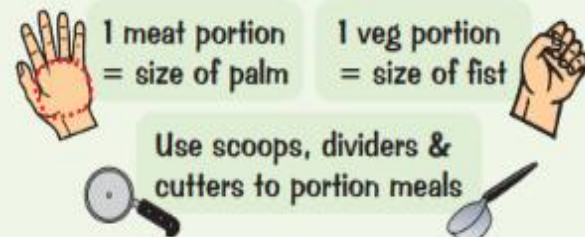


Year 11 Food & Nutrition Term 2



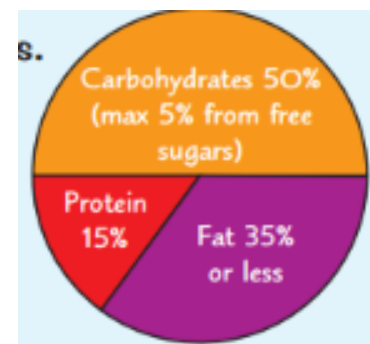
What we are learning this term:

A. Healthy Eating Guidelines B. Nutritional Needs of Different Age Groups C. Energy Needs and Portion Sizes D. Diet-Related Health Problems

A. Healthy Eating Guidelines		B. Nutritional Needs of Different Age Groups		C. Energy Needs & Portion Sizes	
	5 portions of fruit and vegetables a day – making up 1/3 of daily food intake		- Still growing so need a lot of energy Young children need small and frequent meals - Lots of calcium Stress during teenage years can affect eating habits	BMR	Basel Metabolic Rate is the amount of energy needed to live e.g. breathing . It's affected by many factors; age, sex, weight, exercise
	Using unsaturated oils and spreads , and not often			PAL	Physical Activity Level measures how active you are. A higher PAL means more active .
	Protein: lean cuts and unprocessed meat best, plus 2 portions of fish per week (1 oily)		Stop growing and nutritional needs don't vary much - Should focus on maintaining a balanced and healthy diet	Daily energy requirement (kcal) = BMR x PAL	
	Having some dairy or alternatives and trying lower fat options		- Muscle decreases and exercising is harder – diet may change Taste and smell changing can affect the enjoyment of food	To maintain a healthy weight, energy intake must be balanced:	
	1/3 of daily food intake being starchy carbs . Go for higher fibre/wholegrain options			Energy in > energy out = weight gain Energy in < energy out = weight loss	
	6-8 glasses of fluids a day (but no more than 1 being fruit juice)		- Males usually bigger/taller = more daily kcal needed Iron is lost during menstruation = higher iron requirements Bone density can be lost after the menopause = important to get lots of calcium and Vitamin D - Towards the end of pregnancy, the body needs 200 more kcal per day to support baby's growth Active humans will need more kcal and protein	Portion size: prepare the right amount e.g.	
	Eat less sugary, salty and fatty foods.				

D. Diet-Related Health Problems		
	Example of cause	Health Problems
Obesity	Eating lots of sugary and fatty foods	High blood pressure and cholesterol
Coronary Heart Disease	Eating lots of saturated fats	Blood clots and heart attacks
Anaemia	Not eating enough iron-rich food	Tiredness, heart palpitations
Type 2 Diabetes	Being overweight or obese / too much sugar	Kidney failure, poor eyesight
Rickets (children)	Not enough Vitamin D or Calcium	Soft bones may lead to bowed legs
Osteoporosis (old age)	Malnutrition and not enough Calcium	Loss of bone density, brittle bones break easily
Tooth Decay	Plaque build-up from eating too many sugary foods	Fillers, loss of teeth

Recommended ratio for energy sources:





Year 11 Food & Nutrition Term 2



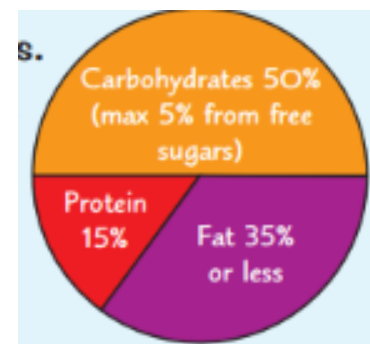
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A. Healthy Eating Guidelines		B. Nutritional Needs of Different Age Groups		C. Energy Needs & Portion Sizes	
		Children & Teens 		BMR	
				PAL	
		Adults 		Daily energy requirement (kcal) = BMR x PAL	
				To maintain a healthy weight, energy intake must be balanced:	
		Elderly Adults 		Energy in > energy out = weight gain Energy in < energy out = weight loss	
		Other Factors		Portion size: prepare the right amount e.g.	
				 1 meat portion = size of palm 1 veg portion = size of fist Use scoops, dividers & cutters to portion meals	

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Recommended ratio for energy sources:





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

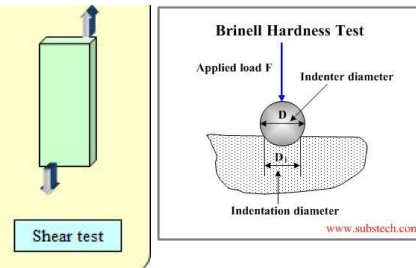
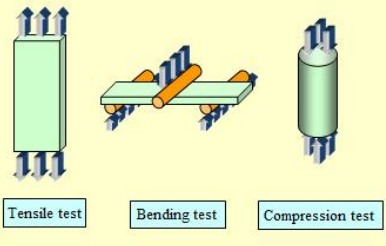
Smart technology:

- 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



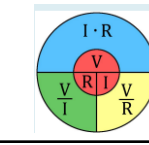
To conduct a fair test, you need to:

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

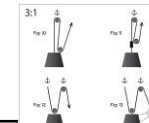
Explain using notes and sketches questions:

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

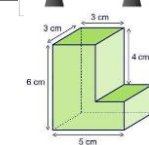
D. Use of calculations in engineering



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.

(1:2)
(real size: image)

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, _____, the use of CAD to test the _____ of a product before manufacture.

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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:

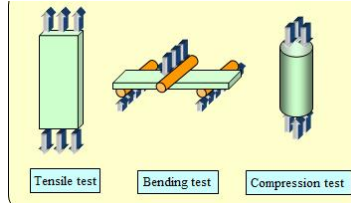
- Smart home products in the home leads to designers focusing on linking more products to Bluetooth/wifi
- Smart tech can _____ in a variety of ways
- Smart tech can be difficult to repair and become _____ quickly

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

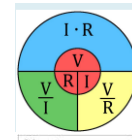
C.

Mechanical property testing

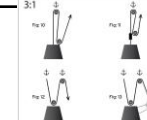


Describe, using notes and sketches, a test that could be conducted in the workshop to measure the ability of a ruler to tension. (include at least two drawings, annotations, and an explanation of the process and how it is recorded). [6]

Use of calculations in engineering

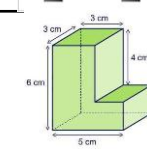


1. What is the current in a circuit with a voltage of 9 V and a resistance of 3 Ω ?
2. If the resistance in a circuit is halved, what will happen to the current?
3. What is the resistance of a resistor in a circuit with a voltage of 12 V and a current of 0.5 A?



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?

(1:2)
(real size:
image)

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:

Toto: Africa

Soft rock

Form and structure:

The piece is in **strophic** or **verse-chorus** form.

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

Metre and rhythm:

Simple duple time – 2/2 (split common time) – with two minim beats in every bar.

Uses distinctive **ostinato rhythms** for both riffs, consisting almost totally of **quavers**, with constant use of **syncopation**.

Vocal rhythm looks complex but follows the natural rhythm of the lyrics.

Background details:

Composed by band members **David Paich** and **Jeff Porcaro**.

Recorded by the American rock band Toto in **1981** for their fourth studio album entitled **Toto IV**.

Released in **1982** and reached number one in America on 5 February **1983**.

Genre: **soft rock**.

Instrumentation:

Rock band: drum kit with additional percussion, lead and bass guitars, synthesisers, male lead vocals and male backing vocals.

Harmony:

Diatonic; mixture of root position and inverted chords.

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



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

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

Dynamics:

Most of the song is **mezzo-forte** (moderately loud) whilst the choruses are **forte**.

Melody:

Mostly **conjunct** (moving in step) with a **wide vocal range**.

Riff b uses the **pentatonic scale** (interpreted through E major):



Vocal improvisations occur towards the end of the song.

Texture:

Homophonic: melody and accompaniment.

Tonality:

The majority of the song is in **B major** whilst the choruses are all in **A major**.

Tempo:

The tempo is **moderately fast**.

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

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

B	What are the different types of health care services?
Primary Care	- Primary care is the first point of contact a patient is likely to have with the NHS – you can refer yourself to primary care providers. - Primary care providers include pharmacists, Registered GPs/doctors, walk-in centres, accident and emergency departments (A&E), dentists and Opticians.
Secondary Care	- Secondary care is specialist treatment or care. A primary care provider will refer a patient for secondary care if they feel it is necessary for the patient to receive further advice, tests or treatment. - Secondary care providers include cardiologists (heart), gynaecologists (female reproduction), paediatrics (children), obstetrics (childbirth and midwifery), psychiatry (mental health) and dermatology (skin).
Tertiary Care	- Tertiary Care is advanced specialist treatment or care. A secondary care provider will refer a patient for tertiary care for long-term treatment and/or care. - Tertiary care areas include spinal, cardiac (heart), cancer care, chronic pain, burns and neonatal (premature and ill new born babies).
Allied Health Professionals	- Allied health professionals work in a range of specialities They support patients through all stages of care – from diagnosis to recovery. To work with the public they must register with the Health and Care Professions Council (HCPC). - Allied health professionals include art therapists, dieticians, paramedics, physiotherapists, speech and language therapists and radiographers.
Clinical Support Staff	- Clinical support staff work within a range of departments under the guidance of allied health professionals. They are trained in their roles but are not required to register with the HCPC. - Clinical support staff include theatre support workers, prosthetic technicians, dietetic assistant, phlebotomist (collects blood samples), hearing aid dispensers and maternity support workers.

C.	What are the different types of social care services?
Children and young people	- Children and young people may need support on a temporary or permanent basis because their parent or carer is ill; they have family problems, they have behavioural issues or additional needs. - Types of support for children and young people include foster care, residential care and youth work.
Children or adults with specific needs	- Children and adults may need support with specific needs including learning disabilities, sensory impairments and long-term health issues. - Types of support for children and adults with specific needs include residential care, respite care and domiciliary care.
Older Adults	- Older adults may need support with a range of needs including arthritis, cardiovascular disease, dementia and depression. - Types of support for older adults include residential care, carers and personal assistants.
Informal Social Care	- Not all carers get paid for what they do – they are known as informal carers and social services would really struggle without them. - Informal carers include a spouse or partner, children, friends and neighbours. - Informal carers do practical household duties, shopping, laundry, walk the dog and help with personal care.



D.	What barriers are there to accessing care services?
Physical Barriers 	• Difficulty accessing care due to mobility and/or disability. • Obstacles include uneven and rough pavements and services, narrow doorways, no lift and transport. • Access could be improved by planning journeys in advance and reporting any problems to the council.
Sensory Barriers 	• Sensory impairments can be a barrier to accessing care. • A person with poor vision may need glasses or documents in large print. Profound sight problems may benefit from Braille. • A person with a hearing impairment may benefit from a hearing aid or sign language interpreter.
Social, Cultural and Psychological Barriers 	• Social, cultural and psychological barriers may leave people feeling nervous about accessing support. • These can include: religion/cultural barriers, negative experience, self-diagnosis, substance misuse, opening hours. • Care services can give individuals opportunities to share their concerns, offer different gender practitioners, facilities to worship and show respect and understanding.
Language Barriers 	• Language can be a barrier to accessing care services because individuals and care providers may struggle to understand each other. • Support for individuals could include translated documents, translators and interpreters and support from family members.
Geographical Barriers 	• Individuals may struggle to reach care services because public transport may not run regularly, specialist treatments may require long distance travel and travel can be expensive. • Support could include being provided with direct travel or having travel costs reimbursed.
Intellectual Barriers 	• If an individual has a learning disability it can cause difficulty in them accessing care services. • Support might include a learning disability nurse, speech and language therapist or occupational therapist.
Resource Barriers 	• As the population ages and more disorders are being successfully treated, there is a huge strain on health and social care resources – at times it might seem that not everyone can access what they need. • There are huge staff shortages which puts strain on people that work in the health and social care sector.
Financial Barriers 	• Seeing a GP or using emergency services are free but some services, such as optical and dental care, often involve some payment. • This can be difficult for people if they are from a low-income household as they may not feel they can afford to access the care they need.

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

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

F.	What are the care values and how can they be implemented?
Empowering and promoting independence 	- Empowerment is when an individual feels in control of their own life and have a say in what happens to them. - Some people might need help with empowerment because of their age, circumstances or confidence e.g. elderly people, children, adult with learning disabilities. - You can promote empowerment and independence by involving individuals, where possible, in making choices about their treatment.
Respect for others 	- You can show respect for the individual by respecting their privacy, needs, beliefs and identity. - Show respect by being patient when someone takes longer to perform simple tasks due to their age, disability or injury. - Do not leave personal files around for others to see or discuss your patients' case with friends. - Gain permission before entering a room, provide private place for personal conversations.
Maintaining confidentiality 	- It is a person's right by law to have information about them kept confidential. - Care workers are not allowed to talk about one service user to another, or someone who is not involved in helping them get better. This involves not having those private conversations in public places where other can overhear. - Paper and electronic files are to be kept confidential and only shared with care workers which are involved in the treatment of the patient.
Preserving dignity 	- Preserving the dignity of individuals to help them maintain self-worth, privacy and self-respect. - You do this by involving the person in their own care; helping them go to the bathroom; giving the person time they need, checking what they would like to be called; closing door or curtain when they are changing; making sure their clothes are clean; dealing with embarrassing situations sensitively and professionally.
Effective communication 	- In health and social care it is important to communicate effectively with service users in order to build trusting relationships. These can be lost if the care worker appears not to care or listen. - Recognising different communication needs and trying to overcome them shows that care workers respect the individual e.g. when visually impaired providing a leaflet in braille; if can't speak English well, have a translator organised beforehand. - Show you value the person through showing empathy, asking questions, not judging, smiling, using their name, giving appropriate eye contact, open body language, giving time to process.
Safeguarding and duty of care 	- Health and social care workers have a legal duty to protect service users from harm, neglect or abuse. They must recognise the signs and symptoms of abuse so they can protect people. - Signs of abuse include low self-esteem, STDs, unexplained injuries or bruises, insomnia, change in appetite, change of personality, self-harming, fear of being alone etc. - What to do: report the abuse, never promise to keep the abuse secret, make it clear that you will have to tell someone e.g. your supervisor or the police. DUTY OF CARE - Care workers must work in ways that never put individuals at any risk or harms. They need to know their responsibilities, procedures, deliver care as the care plan states and always report and record any concerns about the service user even if they appear minor.
Promoting anti-discriminatory practice 	- Discrimination can be obvious but sometimes it can be subtle and hidden, and The Equality Act 2010 makes it illegal to discriminate against people because of their e.g. age, gender, race, disability, religion, sexual orientation, marital status etc. - You can promote anti-discriminatory practice by: having patience with someone who doesn't speak English well; communicating in a way that the person will understand; showing tolerance towards people who have different beliefs and values from you; challenging unkind behaviour.

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

G	How to apply care values in a compassionate way?
Show empathy and care by:	• Being patient • Showing sensitivity • Understanding • Actively listening • Having a positive outlook • Being encouraging • Having genuine concern for other people.
Care workers can check themselves against the ' Six C's of Compassionate Care ' checklist to make sure they are applying care values with compassion.	
Care	Helps to improve an individual's health and wellbeing. Care should be tailored to each person's needs and circumstances
Compassion	Shows the care worker understands what the individual is experiencing. Being empathetic to their situation shows care and value to the individual
Competence	Shows that care workers can safeguard and protect individuals from harm
Communication	How to adapt to individuals and their circumstances to ensure important information is given and shared- keeping the individual at the heart of everything that is done
Courage	Protecting individuals by speaking up if you think something is wrong; being brave enough to own up if you have made a mistake.
Commitment	Carrying out your duties to care for others to the best of your ability.

H	Identifying own strengths and areas for improvement against the care values
Working together	• All care works have the responsibility to uphold care values. If everyone works together, doing their 'bit', service users and colleagues alike will all be able to have positive experiences. • Put any feelings aside, some clients can show anger or aggressions towards you, continues to work in a way that respects each of the care values. Staff training: • Staff training keeps everyone updated. Even if they also ready had care values training it is important to have it again and remind them of their importance.
Making mistakes	• Everyone sometimes make mistakes. It is crucial that staff own up to mistakes that they have made, not matter how small. This is part of the duty of care to safeguard individuals, it demonstrates respect. • You need to be honest about your mistake, do not pretend it never happened and do not blame someone else. • You can: • Tell your supervisor, admit it and apologise • Be honest and accurate about what happened, • Suggest ways to avoid it happening again • Earn back the trust of the person involved • Prove you can do the job • Do no be too hard on yourself; seek help and guidance from others.
Reviewing own applications of care values	• One way to improve skills is to look carefully at the areas you are good at, what you are able to do well and things that you find difficult. • Knowing your strengths will allow you to take on task with ease and make you feel confident that you are doing a good job. • Knowing your weaknesses and what needs improving will help you work on them and develop. It is important to be open with yourself and others in order to progress further and be better at your job. • Regularly review your strengths and weaknesses because they change overtime
Receiving feedback	• The purpose of feedback is to let you know what you are doing well and the areas you need to improve. • This can be formal- like reports and following an observation at work and Informal- like chatting to colleagues at break time. • Both types encourage you to feel pleased with what you have done well and motivate you to improve in weaker areas, perhaps even provide a way forward. • Remember: when giving and receiving feedback, positives must be noted so that you know what you are doing well and continue to do so. Negatives are hard to uncomfortable to hear, but do not take them personally, you need them to get better at your job and feel more confident.
Using feedback	• Create yourself a SMART action plan to set yourself Specific, Measurable, Achievable, Realistic and Time-related targets or goals to help plan for your improvements

SWINDON ACADEMY READING CANON

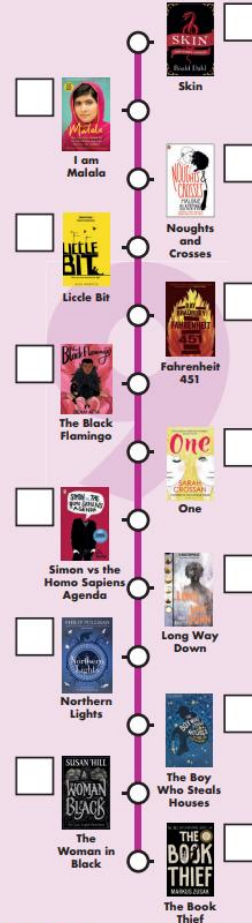
Year 7



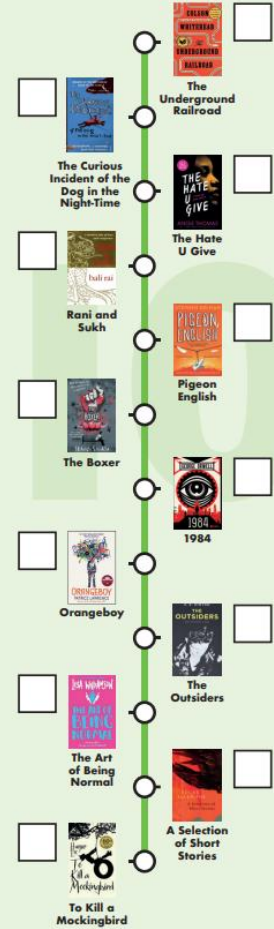
Year 8



Year 9



Year 10



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