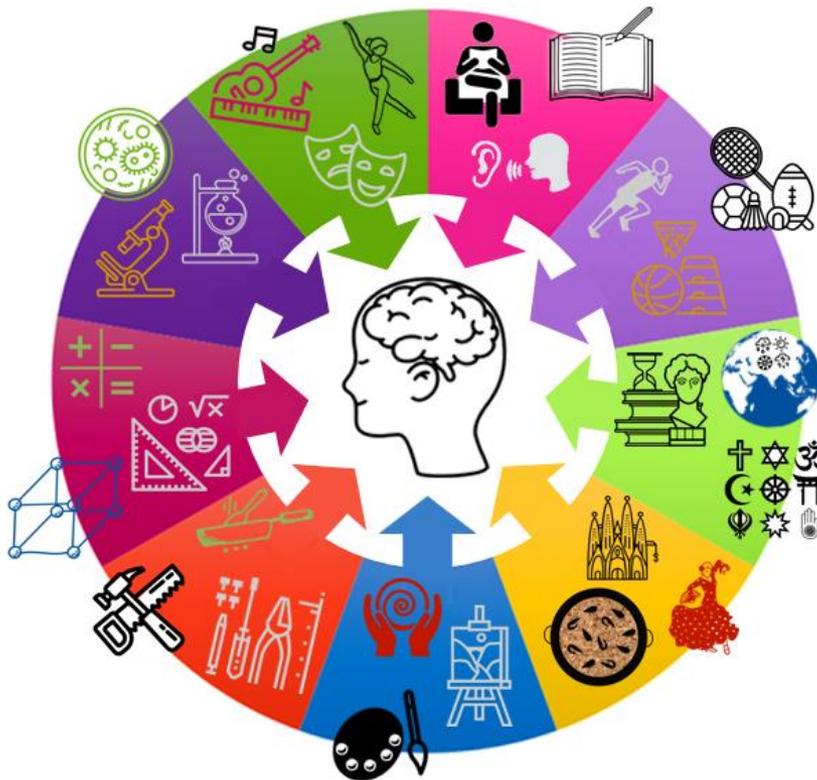


# 100% book - Year 11 Grammar Stream

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

## Term 4



### Swindon Academy 2023-24

Name:	
Tutor Group:	
Tutor & Room:	

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

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

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

## Knowledge Organisers

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

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

## Quizzable Knowledge Organisers

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

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

### Top Tip

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

## Expectations for Prep and for using your Knowledge Organisers

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

# How do I complete Knowledge Organiser Prep?

## Step 1

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

The image shows the Epraise website interface. On the left is a 'Planner' for the week of 20th May to 26th May 2020, with columns for Sun, Mon, Tue, Wed, Thu, and Fri. On the right is a 'Knowledge Organiser' for 'Particle Theory'. It contains various sections: 'What is particle theory?', 'What is the law of conservation of mass?', 'What are the different states of matter?', 'What are the differences between the states of matter?', and 'What are the different types of change of state?'. Each section includes definitions and diagrams.

## Step 2

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

This image shows a printed page from the knowledge organiser with handwritten notes. At the top, the date '29th May 2020' and the title 'Particle theory' are written. The page includes sections for 'What is particle theory?', 'What is the law of conservation of mass?', and 'What are the different changes of state?'. A diagram shows the transitions between solid, liquid, and gas states, with arrows indicating the direction of change and the energy involved (gaining or losing energy).

## Step 3

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

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

## Step 4

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

Handwritten notes on lined paper showing the definition of 'Solid' repeated three times: 'Solid = regular pattern particles vibrate in fixed position'.

## Step 5

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

This image shows a printed page from the quizzable knowledge organiser. It has sections for 'What is particle theory?', 'What is the law of conservation of mass?', and 'What are the different...'. The 'What are the different...' section has a table with columns for 'Melting', 'Freezing', 'Evaporation', and 'Condensation'. Handwritten answers are provided: 'Self quizzing' for Melting, 'Arrangement/Movement of matter' for Freezing, 'Solid = regular pattern' for Evaporation, and 'Liquid = ' for Condensation. There are also boxes for 'solid', 'liquid', and 'gas' with arrows pointing to them.

## Step 6

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

Handwritten notes on lined paper, similar to Step 3, but with corrections and checkmarks. The definition of 'Solid' is 'Solid = regular pattern particles vibrate in fixed position' with a checkmark. The definition of 'Liquid' is 'Liquid = particles are arranged randomly but are still touching each other Particles can slide past each other and move around' with a checkmark. The definition of 'Gas' is 'Gas = Particles are far apart and are arranged randomly. Particles carry a lot of energy' with a checkmark. There are also some corrections to the previous notes, such as 'far apart' and 'are X'.

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

# An Inspector Calls grammar

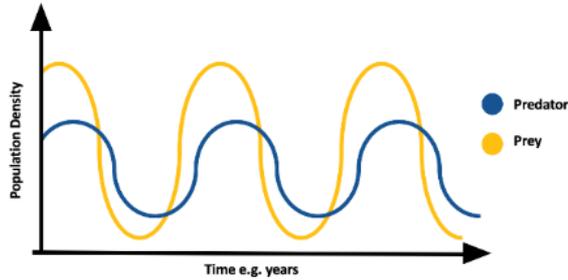
1. Context			2. Key Characters		4. Key Vocabulary	
<p><b>Playwright:</b> John Boynton Priestley (1894-1984)</p> <p><b>Dates:</b> Written in 1945</p> <p><b>First performed:</b> In Moscow, Russia, in 1945</p> <p><b>Era:</b> Edwardian</p> <p><b>Genre:</b> Drama</p> <p><b>Set:</b> Fictional town Brumley 'an industrial city in the north Midlands' in 1912</p> <p><b>Structure:</b> Three Act Play</p>	<p><b>Biography of Priestley</b></p> <ul style="list-style-type: none"> <li>Born in Yorkshire in 1894.</li> <li>Fought in the first world war and became politicised by the suffering of it</li> <li>Became concerned with the effects of social inequality in Britain in 1930s</li> <li>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</li> </ul>		<p><b>Inspector Goole:</b> 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.</p>		<p><b>Capitalist</b></p> <p>Believing in private wealth and business aimed at making profit for business owners. Independent and self-reliant.</p>	
<p><b>Pre and Post War</b> – 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.</p>	<p><b>Socialism</b> – 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.</p>		<p><b>Mr Arthur Birling:</b> 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.</p>		<p><b>Socialist</b></p> <p>Believing in shared ownership, collective responsibility for one another and social equality for all.</p>	
<p><b>Social and Moral Responsibility</b> – 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.</p>	<p><b>The Titanic</b> – RMS Titanic was a British passenger liner that sank in the North Atlantic ocean in the morning hours of 15<sup>th</sup> 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.</p>		<p><b>Mrs Sybil Birling:</b> 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.</p>		<p><b>Ideology</b></p> <p>A political viewpoint or set of beliefs, for example socialism.</p>	
<p><b>FORM</b> – The play fits into three possible forms:</p>			<p><b>Eric Birling:</b> 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.</p>		<p><b>Responsibility</b></p> <p>Being accountable or to blame for something, or having a duty to deal with something.</p>	
<p><b>Well-Made Play</b></p> <ul style="list-style-type: none"> <li>A popular type of drama from the 19<sup>th</sup> century</li> <li>The events build to a climax</li> <li>Primarily concerned with events that happened before the play</li> <li>Plot is intricate and complex</li> </ul>	<p><b>Morality Play</b></p> <ul style="list-style-type: none"> <li>Most popular during 15<sup>th</sup> and 16<sup>th</sup> centuries</li> <li>They taught the audience lessons that focused on the seven deadly sins</li> <li>Characters who committed those sins were punished</li> </ul>	<p><b>Crime Thriller</b></p> <ul style="list-style-type: none"> <li>Involves a gripping tale based around a crime</li> <li>The audience receives clues and must guess what has happened before the end</li> <li>All is revealed by the climax</li> </ul>	<p><b>Gerald Croft:</b> 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.</p>		<p><b>Hierarchy</b></p> <p>A ranking of status or power e.g. the strict class hierarchy of Edwardian England.</p>	
			<p><b>Eva Smith:</b> 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.</p>		<p><b>Patriarchy</b></p> <p>A society in which power lies with men.</p>	
			<p><b>Social Responsibility</b></p> <p>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.</p>		<p><b>Prejudice</b></p> <p>An opposition to or opinion about something/someone based upon what they are e.g. working class, female etc.</p>	
			<p><b>Age and the Generational Divide</b></p> <p>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.</p>		<p><b>Morality</b></p> <p>The belief that some behaviour is right and some is wrong.</p>	
			<p><b>Class and Power</b></p> <p>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.</p>		<p><b>Proletariat</b></p> <p>The working class.</p>	
			<p><b>Gender</b></p> <p>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.</p>		<p><b>Bourgeoisie</b></p> <p>The capitalist class in possession of the means of acquiring wealth.</p>	
			<p><b>3. Central Themes</b></p>		<p><b>Aristocracy</b></p> <p>The highest class in society and often holding titles passed from father to son, for example Lord and Lady Croft.</p>	
			<p><b>5. Key Terminology, Symbols and Devices</b></p>		<p><b>Façade</b></p> <p>A false front or surface-level illusion, for example the façade of family happiness in the opening scene of the play.</p>	
			<p><b>Social Responsibility</b></p>		<p><b>Catalyst</b></p> <p>Someone or something that speeds up or triggers an event.</p>	
			<p><b>Age and the Generational Divide</b></p>		<p><b>Antithesis</b></p> <p>When something is the opposite of something else.</p>	
			<p><b>Class and Power</b></p>		<p><b>Dramatic Irony</b></p> <p>When the audience is aware of something that a character is not aware of, for example Birling believing war won't happen.</p>	
			<p><b>Gender</b></p>		<p><b>Plot Twist</b></p> <p>When a story suddenly departs from its expected path and something very unexpected happens. The final phone call.</p>	
			<p><b>Well-Made Play</b></p>		<p><b>Cliffhanger</b></p> <p>Each act ends on a particularly dramatic, revealing moment that creates a sense of tension and anticipation.</p>	
			<p><b>Morality Play</b></p>		<p><b>Stage Directions</b></p> <p>When the playwright instructs actors/director to perform in a particular way. Priestley's are unusually detailed.</p>	
			<p><b>Crime Thriller</b></p>		<p><b>Entrances/Exits</b></p> <p>Characters frequently leave or enter the stage at dramatic moments. Some characters miss important events.</p>	
			<p><b>FORM</b></p>		<p><b>Lighting</b></p> <p>Priestley uses stage directions to indicate how the stage should be lit. Changes to 'brighter and harder' for Inspector.</p>	
			<p><b>Social Responsibility</b></p>		<p><b>Props</b></p> <p>Physical objects used in the play. The photograph plays a key role in identifying Eva. The doorbell interrupts Birling.</p>	
			<p><b>Age and the Generational Divide</b></p>		<p><b>Contrast and Juxtaposition</b></p> <p>Deliberately placing two very different things along side one another to draw comparisons e.g. Birling and the Inspector.</p>	

## An Inspector Calls grammar

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

# Science T3 Y11 B5.17 Grammar – Organising an ecosystem

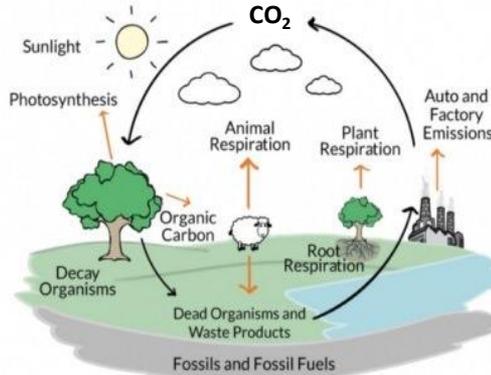
## Predator-Prey Relationships



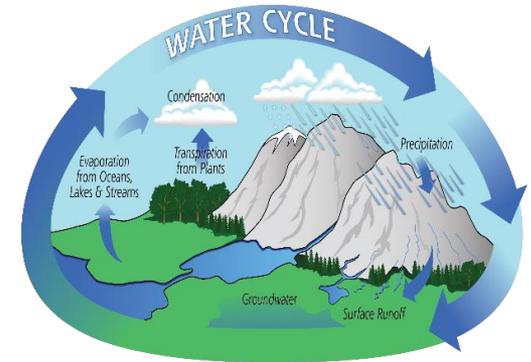
Population increases and decreases follow similar pattern in a cycle because they affect each other – more prey = more food for predator.

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

## The Carbon Cycle



## The Water Cycle



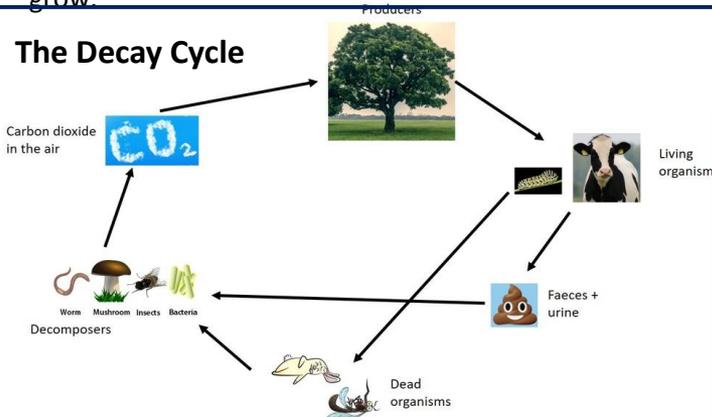
## RP10 – Investigate the effect of temperature on the rate of decay of fresh milk.

Factors that affect the rate of decay are temperature, oxygen availability, moisture levels.

**Independent variable:** temperature  
**Dependent variable** – pH of milk  
**Control variables** – Oxygen availability, moisture level.

As milk decays it forms lactic acid, which lowers the pH.

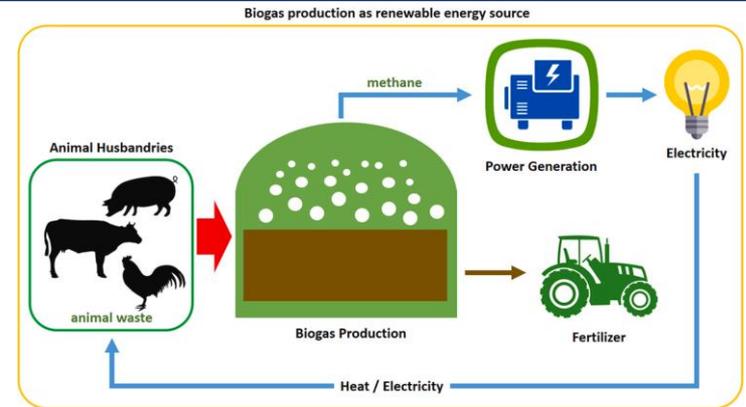
## The Decay Cycle



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

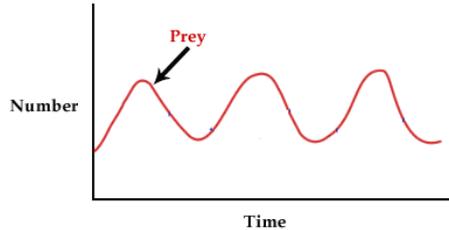
## Anaerobic Decay

Anaerobic decay produces methane. This process is used in biogas generators to produce methane gas as a fuel.



## Science T3 Y11 B5.17 Grammar – Organising an ecosystem

1. Sketch the line to show how the predator population would change on the graph below



1. Which process takes carbon into plants?
2. What do plants make with the carbon (and water)
3. Name 2 process that releases carbon into the atmosphere as carbon dioxide.
4. What happens to carbon that gets trapped deep underground for millions of years?

1. What are the main stages in the water cycle?

1. Which types of microbes cause decay?

1. What can decay release into the environment?

1. What factors affect the rate of decay?
2. What are the variables in an investigation into the effect of temperature on the rate of decay of fresh milk.

1. What is produced during anaerobic decay?
2. What does a biogas generator do?

# Science T3 Y11 P4.16 Grammar Space

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

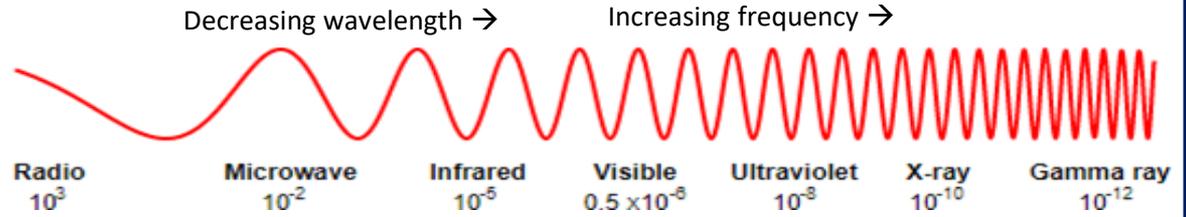
## 8 Celestial bodies (in order of decreasing size)

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

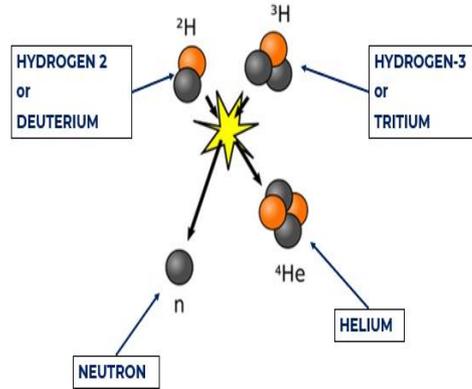
- What is an orbit?
- Give the 8 celestial bodies in order of increasing size?
- What is a planet?
- What is a dwarf planet?
- What is a nebula?
- What is a galaxy?

List the regions of the electromagnetic spectrum in order of:

- increasing frequency?
- Increasing wavelength?



## Nuclear Fusion



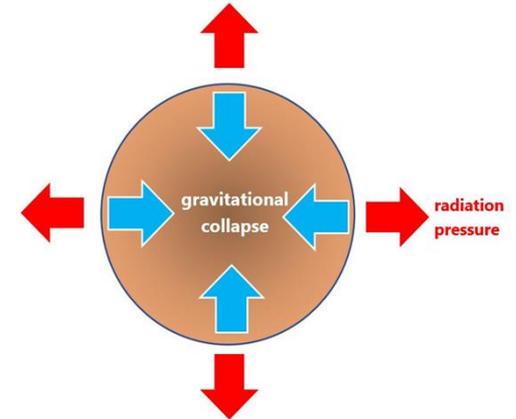
### Description:

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

Draw a labelled diagram of nuclear fusion of H into He

Description:

## Stellar equilibrium



### Description:

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

Draw a labelled diagram of stellar equilibrium

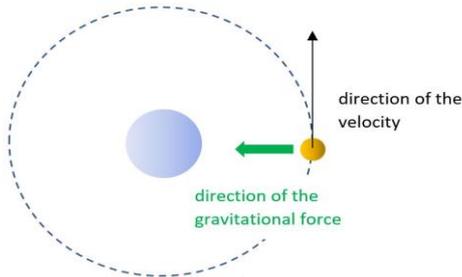
Description:

# Science T3 Y11 P4.16 Grammar 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

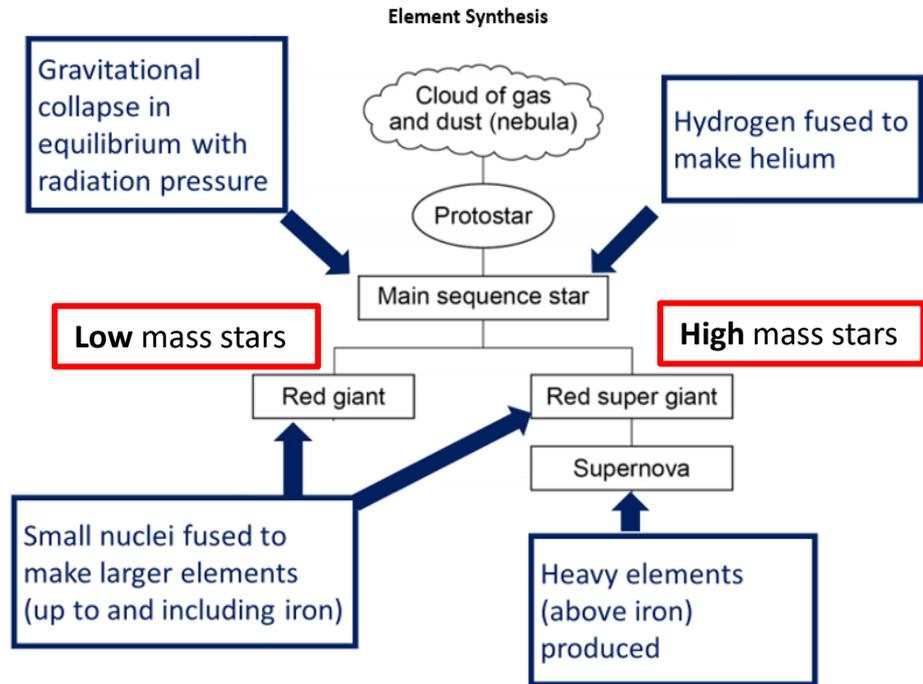
The further away from the sun, the slower the orbital speed

## 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



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

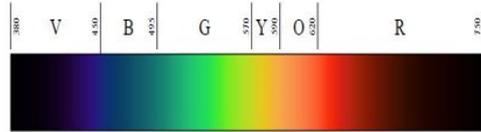
In which stage of a stars life cycle does the following take place:

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

# Science T3 Y11 P4.16 Grammar Space

Short wavelength  
High frequency

Long wavelength  
Low frequency

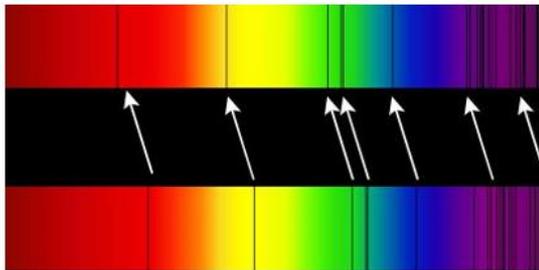


**Emission spectra** - unique 'bar code' pattern because every element has a different number and arrangement of electrons which emit specific wavelengths of light.

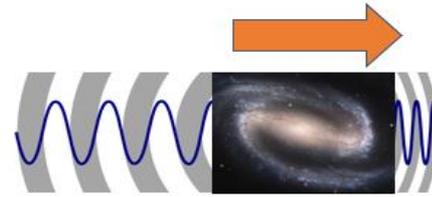
**Red-shift** – emission spectra shifted to the red region of the spectrum when a luminous object is moving away from the observer.

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

On Earth  
(stationary)



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



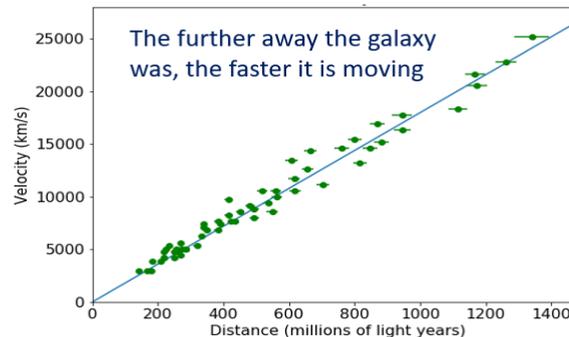
Moving away:

- longer wavelength
- red-shifted

Moving towards:

- shorter wavelength
- blue-shifted

Hubble's Law – the evidence of an expanding universe



Hubble's Law - velocity  $\propto$  distance

**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)**

## Science T3 Y11 P4.16 Grammar 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?



### 1. Global pattern of urban change

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

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

### 2. Factors affecting urbanisation

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

### 3. Megacities

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

### 4. Key terms

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

### 5. Sustainable urban living

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

### 6. Urban transport strategies used to reduce traffic congestion

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



### 1. Global pattern of urban change

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

Urbanisation	
HICs	
NEEs	
LICs	

### 2. Factors affecting urbanisation

Rural-Urban migration	
Push factors	
Pull factors	
Natural Increase	

### 3. Megacities

Megacity	
How many?	
Where?	

### 4. Key terms

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

### 5. Sustainable urban living

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

### 6. Urban transport strategies used to reduce traffic congestion

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

**8. Introduction to Nigeria**

Located just north of the equator, in west Africa.

**Importance of Nigeria**

Global importance	<ul style="list-style-type: none"> <li>🌐 NEE in 2014 &gt; 21<sup>st</sup> largest economy.</li> <li>🌐 5<sup>th</sup> largest contributor to UN peace keeping.</li> </ul>
Local importance	<ul style="list-style-type: none"> <li>🌐 Fastest growing economy in Africa.</li> <li>🌐 In 2014 they had the highest GDP.</li> </ul>
<b>Nigeria's context</b>	
Political	🌐 Boko Haram have killed 17,000 people since 2002.
Environment	🌐 Rainforest- south > savanna- north.
Social	<ul style="list-style-type: none"> <li>👤 500 ethnic groups</li> <li>👤 Literacy 61%, life expectancy 52 years</li> </ul>
Cultural	🎬 Nollywood (2 <sup>nd</sup> largest film industry).

**9. Nigeria's changing industrial structure**

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

**How does manufacturing stimulate economic development?**

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

**10. Transnational corporations**

Term	Definition
Transnational Corporation	Companies that operate in more than one country. (40 TNCs in Nigeria)
Host country	Country the TNC places its factories.
Footloose	Industries not tied to a certain location
<b>Shell in Nigeria</b>	
Advantages	+ 65,000 jobs = > disposable income. + 91% contracts to Nigerian companies (reduces economic leakage)
Dis-advantages	- Bodo oil spill 08/09. 11 million gallons of oil spilt over 20km <sup>2</sup> .
Summary	National economic benefits vs local environmental costs in Bodo.

**12. Impacts of economic development**

Impact on the environment	<ul style="list-style-type: none"> <li>🌳 70-80% forests destroyed.</li> <li>🌳 Bodo Oil spill (Shell 08/09).</li> <li>🌳 10,000 illegal industries = air pollution.</li> <li>🌳 Loss of species (giraffes, 500 plants).</li> </ul>
Impact on quality of life	<ul style="list-style-type: none"> <li>👤 ↓ Life expectancy ↑ from 46-52 years</li> <li>👤 ↓ HDI from 0.47 to 0.53.</li> <li>👤 ↓ BUT inequality has widened due to oil wealth and corruption.</li> </ul>

**13. Unilever in Nigeria**

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

**11. Nigeria's changing relationships**

Political relationships	<ul style="list-style-type: none"> <li>- Gained independence (UK in 1960).</li> <li>- Member of British Commonwealth.</li> </ul>
Trading relationships	<ul style="list-style-type: none"> <li>- Member of OPEC (oil).</li> <li>- Member of ECOWAS (Western Africa trading group).</li> <li>- Has strong links with China and USA.</li> </ul>

**International aid in Nigeria**

Term	Definition
International aid	Money, goods and services given to help the QoL of <b>another</b> country.
Emergency aid	Usually follows a natural disaster or war. e.g. Food, water, shelter.
Developmental aid	Long term support by charities or governments to improve QoL. E.g. infrastructure, education, clean water
<b>Aid in Nigeria</b>	
What?	4% of aid given to Africa. UK gave £360 million in 2014.
Nets for life	Nets to prevent malaria. 82,500 given out in Abuja. ✓ Successful as community based.
Problems with aid	<ul style="list-style-type: none"> <li>- Sometimes it isn't sustainable.</li> <li>- Corruption.</li> <li>- Can be tied (strings attached).</li> </ul>

**13. Shell in Nigeria**

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

9. Introduction to Nigeria	
<b>Importance of Nigeria</b>	
Global importance	
Local importance	
Political Environment	
Social	
Cultural	

10. Nigeria's changing industrial structure	
Term	Definition
Industrial structure	
Primary sector	
Secondary sector	
Tertiary	
<b>How does manufacturing stimulate economic development?</b>	

10. Transnational corporations	
Term	Definition
Transnational Corporation	
Host country	
Footloose	
<b>Shell in Nigeria</b>	
Advantages	
Dis-advantages	-
Summary	

12. Impacts of economic development	
Impact on the environment	
Impact on quality of life	

13. Unilever in Nigeria	
Advantages:	Disadvantages:

11. Nigeria's changing relationships	
Political relationships	-
Trading relationships	-
International aid in Nigeria	
Term	Definition
International aid	
Emergency aid	
Developmental aid	
<b>Aid in Nigeria</b>	
What?	
Nets for life	
Problems with aid	

13. Shell in Nigeria	
Advantages:	Disadvantages:



### 1. Global pattern of urban change

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

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

### 2. Factors affecting urbanisation

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

### 3. Megacities

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

### 4. Key terms

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

### 5. Sustainable urban living

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

### 6. Urban transport strategies used to reduce traffic congestion

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

**1. Global pattern of urban change**

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

Urbanisation	
HICs	
NEEs	
LICs	

**2. Factors affecting urbanisation**

Rural-Urban migration	
Push factors	
Pull factors	
Natural Increase	

**3. Megacities**

Megacity	
How many?	
Where?	

**4. Key terms**

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

**5. Sustainable urban living**

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

**6. Urban transport strategies used to reduce traffic congestion**

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



### 7. Distribution of population and major cities in the UK

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

### 8. Location and importance of Bristol

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

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

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

### 10. Urban change in Bristol

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

### 11. Opportunities created by urban change

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

### 12. An example of an urban regeneration project

Example	Why did it need regeneration?	What are the main features?	Successful?
Temple Quarter, Bristol	<ul style="list-style-type: none"> <li>• Bristol surrounded by a green belt.</li> <li>• Brownfield site- rundown, ugly.</li> <li>• By Bristol Temple Meads Station- poor impression for new visitors.</li> <li>• Previously an industrial area.</li> </ul>	<ul style="list-style-type: none"> <li>• Enterprise Zone e.g. low rents.</li> <li>• Improve access e.g. ITS.</li> <li>• New bridge across River Avon (access to planned Bristol Arena).</li> <li>• Maintain historical features, cobbled streets- gives character</li> <li>• Brunel's Engine Shed £1.7mill.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 4,000 new jobs by 2020 (17,000 by 2037)</li> <li>✓ Attracts tourists.</li> <li>✓ Redeveloped brownfield site</li> <li>✗ Arena still not built</li> </ul>

### 13. Challenges created by urban change

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

**7. Distribution of population and major cities in the UK**

Population	
Cities	

**8. Location and importance of Bristol**

Location	
Importance within the UK	
Importance to wider world	

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

National migration	
International migration	
Impact on character	

**10. Urban change in Bristol**

--	--

**11. Opportunities created by urban change**

Cultural mix	
Recreation and entertainment	
Employment	
Integrated transport system	
Urban greening	

**12. An example of an urban regeneration project**

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

**13. Challenges created by urban change**

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

### 3. The Spanish Empire 1528-1555



Pizarro – First Expedition

Pizarro was with Balboa when they reached the Pacific. Pizarro was impressed by Cortes and his success in Mexico.

Tales of vast wealth in Peru encouraged Pizarro to find his own success.

#### November 1524 – First expedition

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

#### Impact of Gold and Silver on Spain

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

The Crown took 25% of bullion coming into Spain .

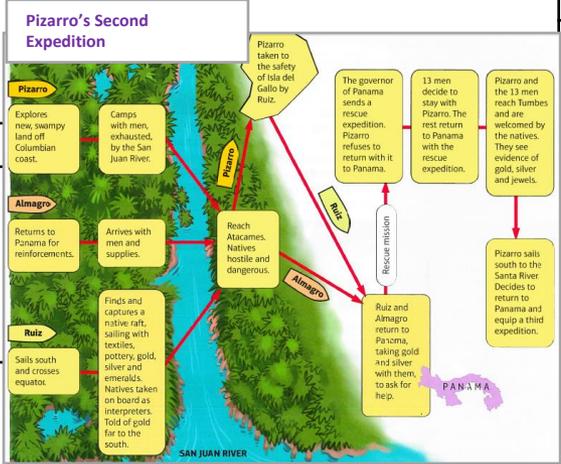
75% of wealth went to Spanish merchants and conquistadors.

European traders put up prices for the wealthy Spanish merchants.

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

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

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



#### Pizarro's appeal to the Spanish King Charles I

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

#### Governing the Empire

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

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

#### The New Laws:

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

#### The role of the Viceroy:

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

#### The role of the encomienda system:

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

#### Significance of the New Laws 1542:

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

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

#### Revolt of the Incas 1536

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

#### The Siege of Cuzco 1536-1537

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

#### Founding of La Paz, 1548

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

#### Discovery of silver in Bolivia and Mexico

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

#### Conquistador Revolt in Peru 1544

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

#### Pirates and Privateers

Spanish treasure was a target for Pirates and Privateers (funded by government/monarchy).



The ships were easy to find as they took well-defined and predictable routes across the Atlantic.

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

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

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

#### Growth of Seville

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

#### The Slave Trade

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

#### Casa de Contratacion (House of Trade)

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

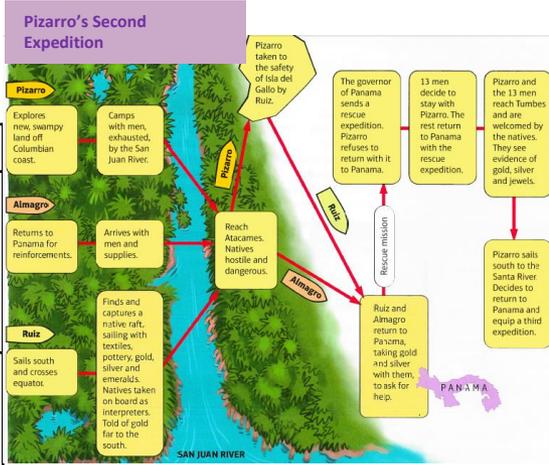
#### Council of the Indies

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



### 3. The Spanish Empire 1528-1555

Pizarro – First Expedition



Pizarro's appeal to the Spanish King Charles I

### Pizarro and the Conquest of the Inca Empire

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

Revolt of the Incas 1536

The Siege of Cuzco 1536-1537

### Governing the Empire

### The New Laws:

### The role of the Viceroy's:

### The role of the encomienda system:

### Significance of the New Laws 1542:

### Founding of La Paz, 1548

Growth of Seville

The Slave Trade

Casa de Contratacion (House of Trade)

Council of the Indies



### Impact of Gold and Silver on Spain

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

The Crown took 25% of bullion coming into Spain.

75% of wealth went to Spanish merchants and conquistadors.

European traders put up prices for the wealthy Spanish merchants.

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

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

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

### Pirates and Privateers



Discovery of silver in Bolivia and Mexico

Conquistador Revolt in Peru 1544

What we are learning this term:	
A. Talking about your family	
B. Describing your family and friends	
C. Explaining family relationships	
D. Describing relationships	
E. Describing future plans	
F. Translation practice	
6 Key Words for this term	
1. Me llevo bien	4. El año próximo
2. No soporto	5. Por otro lado
3. discuto	6. Voy a...

1.1F Hablando de los amigos	
a menudo	often
alegrarse de	to be happy about
comprensivo/a	understanding
conocer	to know a person
el consejo	advice
la cosa	thing
cuidar	to look after
la discusión	argument
divertido/a	good fun
egoísta	selfish
el equipo	team
escribir	to write
fastidiar	to annoy, to bother
fuerte	strong
hablador/a	talkative
honrado/a	honest
maduro/a	mature
mismo/a	same
peligroso/a	dangerous
reirse	to laugh
seguro/a	certain, sure
el sentido del humor	sense of humour
travieso/a	naughty
triste	sad
el verano	summer
la vida	life

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

**1.1G ¿Cómo es tu familia?**

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

**1.1H Relaciones con la familia**

1.1H Relaciones con la familia	
abierto/a	open
aconsejar	to advise
actualmente	nowadays
aguantar	to bear, to put up with
arreglar	to tidy
la barrera generacional	generation gap
el cariño	affection
celoso/a	jealous
la culpa	blame, fault
los demás	others
harto/a	fed up
el hogar	home
hoy en día	nowadays
incluso	even
injustamente	unfairly
juntos	together
la libertad	freedom
manera	way
molestar	to bother
oír hablar de	to hear about
olvidar	to forget
orgullosa/a	proud

**1.1H Relaciones con la familia**

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

**1.2F Planes para el futuro**

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

**1.2G Hablando de parejas**

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

**1.2H Las relaciones de hoy en día**

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

What we are learning this term:	
A. Saying how you keep in touch via the internet B. Picking out key words when reading C. Giving opinions about online messaging D. Talking about using a mobile E. Give opinions about mobile technology	
6 Key Words for this term	
1. chateo	4. sala de chat
2. redes sociales	5. descargar
3. en línea	6. subir

2.1F ¿Cómo prefieres mantenerte en contacto?	
comunicarse	to communicate
desafortunadamente	unfortunately
empezar	to start
escoger	to choose
genial	brilliant / great
gratis	free of charge
el hecho	fact
el inconveniente	disadvantage
interactivo/a	interactive
el jefe / la jefa	boss
la letra	letter of the alphabet
mandar	to send
los medios sociales	social media
el móvil	mobile phone
ofrecer	to offer
el ordenador	computer
la pantalla	screen
poder	to be able to
por desgracia	unfortunately
por mi parte	as far as I'm concerned
la revista digital	digital magazine
sencillo/a	simple
tampoco	neither / nor

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

2.1G Comunicarse por internet	
a veces	sometimes
allí	there
chatear	to chat online
colgar fotos	to post photos
el correo electrónico	email
demasiado/a	too much
hablar	to speak / talk
increíble	incredible
justo/a	fair
el país	country
un poco	a little
propio/a	own
la razón	reason
la red	internet / network
la red social	social network
la sala de chat	chat room
la salida	outing
todos los días	every day
usar	to use
utilizar	to use
la vez	time

2.2G ¡El móvil para todo!	
aunque	although
dar	to give
dar las gracias	to thank
enviar	to send
el juego	game
lento/a	slow
el mensaje de texto	text message
el móvil	mobile phone
navegar la red	to surf the internet
la norma	rule
prohibido	forbidden
el regalo	present, gift
la regla	rule
ridículo/a	ridiculous
roto/a	broken
único/a	only

2.2F La tecnología portátil	
andar	to walk
archivo	file
borrar	to delete, erase
la canción	song
cargar	to load
contestar	to answer
el correo basura	spam, junk mail
cualquier	any
de vez en cuando	from time to time
el disco duro	hard drive
el espacio	space
igual	same
el ordenador portátil	laptop
sacar fotos	to take photos
sentir	to feel
la tableta	tablet
la tecnología	technology

2.1H Las redes sociales	
a mi juicio	in my opinion
acosar	to bully
el acoso	bullying
apasionar	to excite
aun	even
bajo	low
compartir	to share
el comportamiento	behaviour
el desarrollo	development
la desventaja	disadvantage
divertirse	to have a good time
gratuito/a	free of charge
mejorar	to improve
el riesgo	risk
el/la seguidor/a	follower
tener éxito	to be successful
el/la usuario/a	user

2.2H ¿Podrías vivir sin el móvil y la tableta?	
raras veces	rarely
la sala de chat	chat room
la señal	signal
la tarjeta de crédito	credit card
todo lo contrario	the exact opposite

2.2H ¿Podrías vivir sin el móvil y la tableta?	
la conexión inalámbrica	wireless connection
chatear	to chat online
correr	to run
darse cuenta de	to realise
en vez de	instead of
las felicidades	best wishes,
congratulations	
felicitar	to send best wishes/to
congratulate	
hasta	until
imprescindible	essential
preocupar	to worry

<b>What we are learning this term:</b>
A. Talking about free time B. Talking about your plans for the weekend C. Talking about eating out D. Talking about special occasion meals E. Extending what you can say about sport F. Talking about sport in the world

<b>3.1F ¿Qué haces en tu tiempo libre?</b>
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 policia/o/a police, detective, crime (adj.)

<b>6 Key Words for this term</b>	
1. disfrutar 2. jugar 3. los deportes	4. campeones 5. formentar 6. a selección

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

<b>3.1G ¿Qué te gusta hacer?</b>
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

<b>3.2G Comer y Beber</b>
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

<b>3.2G Comer y Beber</b>
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

<b>3.1H Hablando del tiempo libre y de los planes</b>
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

<b>3.3G ¿Haces deporte?</b>
activo/a active al aire libre in the open air, outdoors ayudar to help el baloncesto basketball el campo countryside, playing field la cancha court los deberes homework la equitación horse riding el estadio stadium montar a caballo to ride a horse montar en bicicleta to ride a bike

<b>3.2G Comer y Beber</b>
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

<b>3.2F Vamos a comer fuera</b>
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

<b>3.3F ¿Qué deportes harás?</b>
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

**What we are learning this term:**

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

**4.1F Algunas costumbres regionales**

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

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

**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**

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

**4.2F Las fiestas del mundo hispano**

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

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

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

What we are learning this term:	
A. Saying what your house is like B. Describing your house and where it is C. Talking about the amenities in your area D. Discussing the advantages and disadvantages of living in the town and country	
6 Key Words for this term	
1. vivir	4. el hogar
2. alojamiento	5. la casa
3. alquilar	6. las afueras

**5.1G Mi casa**

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

**5.2G ¿Qué se puede hacer donde vives?**

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

**5.2F Mi ciudad**

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

**5.1H Mi casa y mi barrio**

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

**5.1F ¿Cómo es tu casa?**

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

**GCSE Unit 6 SPANISH Knowledge organiser.**  
**Topic Social Issues**

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

What we are learning this term:	
A. Talking about different ways of volunteering B. Talking about charities and voluntary work C. Talking about healthy eating D. Talking about healthy and unhealthy lifestyles E. Listening for different tenses	
6 Key Words for this term	
1. un voluntario/a	4. comedor social
2. ecologista	5. banco de alimentos
3. los sin techo	6. quiero

6.1F Me gustaría ayudar	
agradecer	to thank
aprender	to learn
el asombro	amazement, surprise
contar (que)	to tell, to relate
el curso	school year, course
los/las demás	the others, the rest
esperar	to wait for, to hope, to expect
formar parte	to be part (of)
hacer la cama	to make the bed
el centro de menores tutelados	children's home
el idioma	language
inútil	useless
propósito	aim, purpose, objective
repartir	to deliver, to hand out
tener sueño	to be sleepy
la tienda solidaria	charity shop
útil	useful

6.1G ¿Quieres ser voluntario/a?	
arreglar	to tidy, to fix, to arrange
ayudar (a)	to help (to)
el banco de alimentos	food bank
charlar	to chat
el comedor social	soup kitchen
el concurso	competition
cultivar	to grow, cultivate
disfrutar	to enjoy
ecologista	environmental
la gente mayor	old people
hogar	home
limpiar	to clean
marcar (un gol)	to score (a goal)
necesitado	needed, required
los necesitados	the needy
la organización benéfica	charitable organisation, charity
participar (en)	to take part (in)
pasarlo bien	to have a good time
proteger	to protect
la residencia de ancianos	old people's home
los "sin techo"	the homeless
el Tercer Mundo	the Third World
la tienda con fines benéficos /tienda solidaria	charity shop
el/la voluntario/a	volunteer

6.2G ¿Comes bien?	
acostarse	to go to bed
las bebidas alcohólicas	alcoholic drinks
las bebidas azucaradas	sugary drinks
borracho/a	drunk
el dolor	pain, ache
emborracharse	to get drunk
evitar	to avoid
glotón	greedy
la grasa	fat
grasiento/a	fatty, greasy
intentar (+ infinitive)	to try to
el ladrón	thief, robber
malsano	unhealthy
musulmán	Muslim
poco sano	not healthy
la ración	portion
saludable	healthy
sano	healthy

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

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

**GCSE Unit 7 SPANISH Knowledge organiser.**  
**Topic Global Issues**

What we are learning this term:	
A. Talking about reusing things, reducing waste and recycling	
B. Talking about ways of protecting the environment	
C. Talking about poverty	
D. Talking about homelessness	
6 Key Words for this term	
1. la libertad	4. el destrozo
2. pensamientos	5. violento/a
3. asistir a	6. la culpa

7.1G Reutilizar, reducir, reciclar	
ahorrar	to save
la basura	rubbish
la bolsa de plástico	plastic bag
el cartón	cardboard
cerrar	to shut, to close, to turn off (tap)
el contenedor	container
en vez de	instead of
intentar	to try to
la lata	tin, can
el malgasto	waste
el papel (reciclado)	(recycled) paper
la papelera	wastepaper basket
la pila	battery
el plástico	plastic
ponerse	to put on (clothes)
los productos químicos	chemicals, chemical products
el proyecto	project
recargable	rechargeable
reciclar	to recycle
reutilizar	to reuse
la Tierra	Earth
tirar	to pull, to throw away
tratar de	to try to
el vidrio	glass

7.1F Protegiendo el medio ambiente	
la basura	rubbish
la bombilla (de bajo consumo)(low-energy)	light bulb
el combustible	fuel
combatir	to fight, to combat
la contaminación atmosférica	air pollution
desaparecer	to disappear
el desastre	disaster
desconectar	to disconnect, to unplug,
switch off	
deshacer	to undo
los desperdicios	rubbish, refuse, waste
la especie	species
incluso	even
inquietante	worrying
luchar	to struggle, fight
la medida	measure, means
medioambiental	environmental
el motor	engine
los residuos	refuse, waste, rubbish
salvar	to save

7.2G Los necesitados	
a favor (de)	in favour (of)
la alimentación	feeding, nourishment, food
la asistencia médica	medical care
asistir a	to attend
buscar	to look for
contribuir	to contribute
la creencia	belief
la culpa	blame, fault
la enfermedad	illness
en contra	against
estar dispuesto/a a	to be prepared to, to be ready to
faltar	to be lacking, to be missing
fresco	fresh
hace(n) falta	to be necessary, to need
la libertad (de pensamiento)	freedom (of thought)
merecer	to deserve
necesitar	to need
perder	to lose
perezoso/a	lazy
querer	to love

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

7.2H Es importante ayudar a los demás	
el agua corriente (fem.)	running water
bastar	to be enough
la comisaría	police station
consumir	to consume
la corriente	(electric) current,
electricity supply	
crear	to create
la criminalidad	crime
cualquier(a)	any
el empleo	job
el/la encargado/a	person in charge
el éxito	success

7.1H Problemas ecológicos	
acercarse a	to approach
el agujero	hole
la aldea	(small) village
alejar	to move (something) further away
alejarse de	to move further away from
amenazar	to threaten
arruinar	to ruin
el atasco	traffic jam, hold-up
el ave (marina) (fem.)	(sea) bird
el calentamiento global	global warming
la capa de ozono	ozone layer
el casco	helmet, hull (of ship)
el centenar	about a hundred
la central eléctrica	power station
la circulación	traffic
constituir	to constitute
cortar	to cut, to cut off
el efecto invernadero	greenhouse effect
extender	to spread, to stretch
frenar	to brake, to put a stop to
el humo	smoke
el huracán	hurricane
el incendio	fire
la lluvia	rain
la mancha	stain
la marea negra	oil slick
la muerte	death
el nivel	level
el petrolero	oil tanker
el/la pescador/a	fisherman/fisherwoman

**GCSE Unit 8 SPANISH Knowledge organiser.**  
**Topic Holidays and Travel**



**What we are learning this term:**

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

**6 Key Words for this term**

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

**8.1G ¡Me voy de vacaciones!**

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

**8.1F ¿Dónde te alojas?**

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

**8.2G ¿En qué región vives?**

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

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

**8.2F Un folleto turístico**

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

**8.2H Describiendo tu región**

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

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

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



**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 10 SPANISH Knowledge organiser.**  
**Topic Life at School and College**

**What we are learning this term:**

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

**6 Key Words for this term**

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

**10.1G El día en el instituto**

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

**10.1F Las reglas y el uniforme**

la agenda	diary, planner
el apellido	surname
el artículo	article
la ausencia	absence
buscar	to look for
el chicle	chewing gum
el daño	harm
dejar	to let, allow
demostrar	to show, demonstrate
el edificio escolar	building 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 11 SPANISH Knowledge organiser.**  
**Topic Education Post - 16**



What we are learning this term:	
A. Talking about options at 16 B. Discussing choices at 18: work or university? C. Talking about different jobs D. Looking for and applying for jobs E. Using a variety of tenses F. Using 'quisiera'	
6 Key Words for this term	
1. porcentaje	4. la empresa
2. por ciento	5. el/la jefe/a
3. la ama de casa	6. cuidar a

**11.1G ¿Qué voy a hacer?**

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

**11.1F ¿Trabajar o estudiar?**

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

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

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

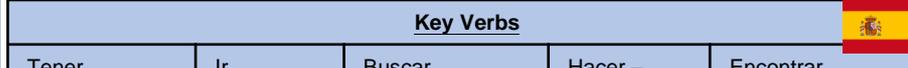
a solas	on one's own
acabar de + infinitive	to have just
adecuado/a	adequate, decent
aislado/a	isolated
al final de	at the end of
apelar	to appeal
aprender	to learn
así que	so
avanzado/a	advanced
el beneficio	benefit
bien pagado/a	well paid
la calidad	quality
la carrera (universitaria)	university course,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

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

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



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



**Key Verbs**

What we are learning this term:	
<p>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</p>	
6 Key Words for this term	
1. buscar	4. empezar
2. una entrevista	5. ganar
3. anuncios	6. desafiante

12.1F Buscar trabajo	
a principios de	at the beginning of
el/la administrativo/a	clerk, office worker
ambicioso/a	ambitious
anciano/a	elderly
animado/a	lively
arreglar	to sort, fix, arrange
el aspecto	appearance, aspect
atender a	to attend to
la caja	till, check-out
el camping	campsite
el carnicero/a	butcher
el carpintero/a	carpenter
la carta	letter

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

12.1G 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

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	to be fluent in
el/la electricista	electrician
el empleado/a	employee
la empresa	company, firm
en seguida	straightaway
la energía	energy
fiable	reliable
la gente	people
el/la hombre / mujer de negocios	businessman / business woman
el juego	game
el/la maestro/a	primary school teacher
mayor	older
organizado/a	organised
paciente	patient
la panadería	bakery
el panadero/a	baker
práctico/a	practical
el problema	problem
el/la recepcionista	receptionist
servir	to serve
sincero/a	honest
el sitio web	website
el sobre	envelope
sueldo	wage
trabajador/a	hard-working
el traductor/a	translator
el trimestre	term
la variedad	variety

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

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

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

2. Procurement – Working with Suppliers	
There are five main factors at the heart of a relationship between a company and its suppliers:	
Quality	Suppliers must supply high quality products to businesses, suppliers will struggle to maintain a good relationship with a company if they are not supplying good durable products. First and fore most suppliers must supply high quality materials to businesses.
Delivery	Suppliers must deliver on time to clients, there is little point supplying at the right price and with the right product, if the product doesn't arrive on time. Failing to deliver supplies on time can bring manufacturing to a halt or leave shops with empty shelves.
Availability	Suppliers must be available and able to cope with varying orders in a timely fashion and sometimes within a short timeframe. Suppliers must be flexible and aware of the needs of their customers.
Cost	Cheaper supplies mean lower variable costs and higher profit margins. Therefore, the price charged by a supplier will be a key factor in the relationship between a firm and its suppliers. Price to highly and firms may look to alternative suppliers, price to low and firms may question the quality of merchandise. Pricing is key to the relationship between supplier and firm.
Trust	Trust is key for the relationship between firm and supplier. Most business transactions are on credit and not cash – therefore suppliers have to be able to trust that a firm will make a profit and be able to pay them back in cash.
8. Placing Strategy – Managing Quality within a Business	
Type of Quality Control	Explanation:
Quality Control	Quality control is a system of inspection to try to make sure that customers don't experience a poor-quality product or service. Such controls may include Factory Inspectors at the end of a production line checking the quality of a product
Quality Assurance	Quality Assurance describes the system put into place by a company to assure quality within the production system. Every member of staff will have responsibilities to quality assure products. Over time this should lead to quality products as people become better at their roles.
Quality Culture	Quality culture means the general attitudes and behaviours among staff within a workplace is focussed on high quality production. Quality culture describes motivated, punctual, diligent and invested employees who care about the business and strive to improve it.

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

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

# Year 11 Computer Science – Term 4

What we are learning this term:	
A. Ethical Terms	
B. Networking Terms	
C. Laws	
C. Malware	
E. Stages of Software Development	

A.	Ethical Terms
E-Waste	
Planned Obsolescence	
Ethical Concerns	

B.	Networking Terms
	A network that covers a small area, e.g. a school or office.
	A piece of hardware used in Computer Networks to connect multiple devices.
	A network of personal devices, such as Bluetooth etc.
	A device for connecting multiple networks together.
	A group of two or more computers connected together and communicating with each other.
	A circuit board installed in a computer allowing it to connect to a network.
	A network which spans across a large geographical area. Multiple buildings, national, internet. Etc.

C.	Laws										
	<table border="1" style="width: 100%;"> <thead> <tr> <th>Offence</th> <th>Penalty</th> </tr> </thead> <tbody> <tr> <td>Unauthorised access to computer material</td> <td>Up to six months in prison and/or an up to a £5,000 fine</td> </tr> <tr> <td>Unauthorised access to computer materials with intent to commit a further crime</td> <td>Up to a five-year prison sentence and/or an unlimited fine</td> </tr> <tr> <td>Unauthorised modification of data</td> <td>Up to a five-year prison sentence and/or an unlimited fine</td> </tr> <tr> <td>Making, supplying or obtaining anything which can be used in computer misuse offences</td> <td>Up to a ten-year prison sentence and/or an unlimited fine</td> </tr> </tbody> </table>	Offence	Penalty	Unauthorised access to computer material	Up to six months in prison and/or an up to a £5,000 fine	Unauthorised access to computer materials with intent to commit a further crime	Up to a five-year prison sentence and/or an unlimited fine	Unauthorised modification of data	Up to a five-year prison sentence and/or an unlimited fine	Making, supplying or obtaining anything which can be used in computer misuse offences	Up to a ten-year prison sentence and/or an unlimited fine
Offence	Penalty										
Unauthorised access to computer material	Up to six months in prison and/or an up to a £5,000 fine										
Unauthorised access to computer materials with intent to commit a further crime	Up to a five-year prison sentence and/or an unlimited fine										
Unauthorised modification of data	Up to a five-year prison sentence and/or an unlimited fine										
Making, supplying or obtaining anything which can be used in computer misuse offences	Up to a ten-year prison sentence and/or an unlimited fine										
	Controls how your personal information is used by organisations, businesses or the government. You have the right to find out what information the government and other organisations store about you.										
	Requires companies and internet service providers to store records on emails and browsing histories. It also gives the authority for police and security services to access computers and phones to search for data.										
	As soon as something is created, it becomes intellectual property and is protected by copyright. In the case of software, the copyright holder can choose to sell and license it (proprietary) or give that right away (open-source).										

D.	Malware	Legal? Tick or cross
	Adware	
	Ransomware	
	Spyware	
	Trojan	
	Virus	

E.	Stages of Software Development
	Design
	Implementation
	Testing
	Evaluation

# Year 11 Computer Science – Term 4

What we are learning this term:	
A. Ethical Terms	
B. Networking Terms	
C. Laws	
C. Malware	
E. Stages of Software Development	

A.	Ethical Terms
<b>E-Waste</b>	Electronic Waste consisting of digital products.
<b>Planned Obsolescence</b>	Producing goods which are designed to become obsolete and require replacement.
<b>Ethical Concerns</b>	Ensuring public safety and the security of data.

B.	Networking Terms
	A network that covers a small area, e.g. a school or office.
	A piece of hardware used in Computer Networks to connect multiple devices.
	A network of personal devices, such as Bluetooth etc.
	A device for connecting multiple networks together.
	A group of two or more computers connected together and communicating with each other.
	A circuit board installed in a computer allowing it to connect to a network.
	A network which spans across a large geographical area. Multiple buildings, national, internet. Etc.

C.	Laws										
<b>Computer Misuse Act of 1990.</b>	<table border="1"> <thead> <tr> <th>Offence</th> <th>Penalty</th> </tr> </thead> <tbody> <tr> <td>Unauthorised access to computer material</td> <td>Up to six months in prison and/or an up to a £5,000 fine</td> </tr> <tr> <td>Unauthorised access to computer materials with intent to commit a further crime</td> <td>Up to a five-year prison sentence and/or an unlimited fine</td> </tr> <tr> <td>Unauthorised modification of data</td> <td>Up to a five-year prison sentence and/or an unlimited fine</td> </tr> <tr> <td>Making, supplying or obtaining anything which can be used in computer misuse offences</td> <td>Up to a ten-year prison sentence and/or an unlimited fine</td> </tr> </tbody> </table>	Offence	Penalty	Unauthorised access to computer material	Up to six months in prison and/or an up to a £5,000 fine	Unauthorised access to computer materials with intent to commit a further crime	Up to a five-year prison sentence and/or an unlimited fine	Unauthorised modification of data	Up to a five-year prison sentence and/or an unlimited fine	Making, supplying or obtaining anything which can be used in computer misuse offences	Up to a ten-year prison sentence and/or an unlimited fine
Offence	Penalty										
Unauthorised access to computer material	Up to six months in prison and/or an up to a £5,000 fine										
Unauthorised access to computer materials with intent to commit a further crime	Up to a five-year prison sentence and/or an unlimited fine										
Unauthorised modification of data	Up to a five-year prison sentence and/or an unlimited fine										
Making, supplying or obtaining anything which can be used in computer misuse offences	Up to a ten-year prison sentence and/or an unlimited fine										
<b>Data Protection Act 1998.</b>	Controls how your personal information is used by organisations, businesses or the government. You have the right to find out what information the government and other organisations store about you.										
<b>GDPR General Data Protection Regulation.</b>											
<b>Investigatory Powers Bill 2016</b>	Requires companies and internet service providers to store records on emails and browsing histories. It also gives the authority for police and security services to access computers and phones to search for data.										
<b>Copyright, Designs and Patents Act</b>	As soon as something is created, it becomes intellectual property and is protected by copyright. In the case of software, the copyright holder can choose to sell and license it (proprietary) or give that right away (open-source).										

D.	Malware	Legal? Tick or cross
<b>Adware</b>	Software which causes advertising popups and collects marketing data.	✓
<b>Ransomware</b>	Malware which encrypts a user's files then demands a ransom to decrypt them.	✗
<b>Spyware</b>	Malware which collects information about the user and their activities.	✗
<b>Trojan</b>	Malware which appears legitimate but performs malicious activity when running.	✗
<b>Virus</b>	Malware which replicates itself and damages computer systems and files.	✗

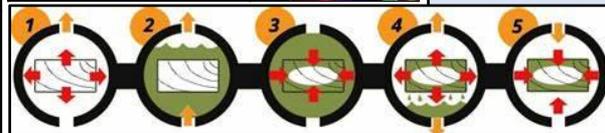
E.	Stages of Software Development
<b>Design</b>	This should be a representation of the algorithm such as in a flowchart or pseudocode.
<b>Implementation</b>	Implementing the designed algorithm in code in order to turn it into a working program/ solution.
<b>Testing</b>	Testing the implemented program for errors. This looks for valid, boundary and erroneous data.
<b>Evaluation</b>	Refining and assessing the implemented program based on testing.



# Year 11 PRODUCT DESIGN Term 4



<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e1eef6;"><b>A. Finite Resources</b></td> <td style="text-align: right;"></td> </tr> <tr> <td colspan="2">Finite resources will eventually run out.</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Coal</b></td> </tr> <tr> <td style="background-color: #27ae60; color: white;"><b>Advantages</b></td> <td style="background-color: #e91e63; color: white;"><b>Disadvantages</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Produces high amounts of energy</li> <li>Enough to last 100s of years</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Produces CO2 when burned</li> <li>Natural land damage from mining</li> </ul> </td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Natural Gas</b></td> </tr> <tr> <td style="background-color: #27ae60; color: white;"><b>Advantages</b></td> <td style="background-color: #e91e63; color: white;"><b>Disadvantages</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Emits less CO2</li> <li>UK has shale deposits</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Highly flammable</li> <li>Pollutes water</li> </ul> </td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Oil</b></td> </tr> <tr> <td style="background-color: #27ae60; color: white;"><b>Advantages</b></td> <td style="background-color: #e91e63; color: white;"><b>Disadvantages</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Produces high amounts of energy</li> <li>Easy to store</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Creates air pollution</li> <li>Large impact on nature</li> </ul> </td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Nuclear</b></td> </tr> <tr> <td style="background-color: #27ae60; color: white;"><b>Advantages</b></td> <td style="background-color: #e91e63; color: white;"><b>Disadvantages</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>No harmful gases are released</li> <li>More efficient</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Power stations close after 40yrs</li> <li>Disposal is difficult &amp; costly</li> </ul> </td> </tr> </table>	<b>A. Finite Resources</b>		Finite resources will eventually run out.		<b>Coal</b>		<b>Advantages</b>	<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>Produces high amounts of energy</li> <li>Enough to last 100s of years</li> </ul>	<ul style="list-style-type: none"> <li>Produces CO2 when burned</li> <li>Natural land damage from mining</li> </ul>	<b>Natural Gas</b>		<b>Advantages</b>	<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>Emits less CO2</li> <li>UK has shale deposits</li> </ul>	<ul style="list-style-type: none"> <li>Highly flammable</li> <li>Pollutes water</li> </ul>	<b>Oil</b>		<b>Advantages</b>	<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>Produces high amounts of energy</li> <li>Easy to store</li> </ul>	<ul style="list-style-type: none"> <li>Creates air pollution</li> <li>Large impact on nature</li> </ul>	<b>Nuclear</b>		<b>Advantages</b>	<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>No harmful gases are released</li> <li>More efficient</li> </ul>	<ul style="list-style-type: none"> <li>Power stations close after 40yrs</li> <li>Disposal is difficult &amp; costly</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>What we are learning this term:</b></td> </tr> <tr> <td>A. Finite Resources</td> <td>B. CAD</td> </tr> <tr> <td>C. Renewable Metals &amp; Alloys</td> <td>D. Electronic Systems</td> </tr> <tr> <td>E.</td> <td>F. Surface Treatments</td> </tr> <tr> <td style="background-color: #e1eef6;"><b>C. Renewable Resources</b></td> <td style="text-align: right;"></td> </tr> <tr> <td colspan="2">Available naturally</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Wind</b></td> </tr> <tr> <td style="background-color: #27ae60; color: white;"><b>Advantages</b></td> <td style="background-color: #e91e63; color: white;"><b>Disadvantages</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Constantly available</li> <li>Low running cost</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>High start up</li> <li>Low wind = no energy</li> <li>Eyesore</li> </ul> </td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Solar</b></td> </tr> <tr> <td style="background-color: #27ae60; color: white;"><b>Advantages</b></td> <td style="background-color: #e91e63; color: white;"><b>Disadvantages</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Reduces energy bills</li> <li>Clean resource</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>High start up</li> <li>No sun = no energy</li> <li>Eyesore</li> </ul> </td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Tidal</b></td> </tr> <tr> <td style="background-color: #27ae60; color: white;"><b>Advantages</b></td> <td style="background-color: #e91e63; color: white;"><b>Disadvantages</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Long lasting</li> <li>Clean resource</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>High start up</li> <li>Unknown impact</li> </ul> </td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Hydro Electricity</b></td> </tr> <tr> <td style="background-color: #27ae60; color: white;"><b>Advantages</b></td> <td style="background-color: #e91e63; color: white;"><b>Disadvantages</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>No pollution</li> <li>Values can be opened quickly</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Affects wildlife through flooding</li> <li>Eyesore</li> </ul> </td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Biomass</b></td> </tr> <tr> <td style="background-color: #27ae60; color: white;"><b>Advantages</b></td> <td style="background-color: #e91e63; color: white;"><b>Disadvantages</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>CO2 released used by plants</li> <li>Replacements can be grown</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Creates pollution when burned</li> <li>Takes up land needed</li> </ul> </td> </tr> </table>	<b>What we are learning this term:</b>		A. Finite Resources	B. CAD	C. Renewable Metals & Alloys	D. Electronic Systems	E.	F. Surface Treatments	<b>C. Renewable Resources</b>		Available naturally		<b>Wind</b>		<b>Advantages</b>	<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>Constantly available</li> <li>Low running cost</li> </ul>	<ul style="list-style-type: none"> <li>High start up</li> <li>Low wind = no energy</li> <li>Eyesore</li> </ul>	<b>Solar</b>		<b>Advantages</b>	<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>Reduces energy bills</li> <li>Clean resource</li> </ul>	<ul style="list-style-type: none"> <li>High start up</li> <li>No sun = no energy</li> <li>Eyesore</li> </ul>	<b>Tidal</b>		<b>Advantages</b>	<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>Long lasting</li> <li>Clean resource</li> </ul>	<ul style="list-style-type: none"> <li>High start up</li> <li>Unknown impact</li> </ul>	<b>Hydro Electricity</b>		<b>Advantages</b>	<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>No pollution</li> <li>Values can be opened quickly</li> </ul>	<ul style="list-style-type: none"> <li>Affects wildlife through flooding</li> <li>Eyesore</li> </ul>	<b>Biomass</b>		<b>Advantages</b>	<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>CO2 released used by plants</li> <li>Replacements can be grown</li> </ul>	<ul style="list-style-type: none"> <li>Creates pollution when burned</li> <li>Takes up land needed</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e1eef6;"><b>D. Electronic Systems</b></td> </tr> <tr> <td style="text-align: center;"><b>Input / Sensor</b></td> </tr> <tr> <td>           Light-dependent resistor (LDR)   <i>changes with light</i> </td> <td></td> </tr> <tr> <td>           Thermistor   <i>changes with temperature</i> </td> <td></td> </tr> <tr> <td>           Piezoelectric Sensor   <i>changes with sound / electric energy</i> </td> <td></td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Process / Control Device</b></td> </tr> <tr> <td>           Switch   <i>turn on and off power</i> </td> <td></td> </tr> <tr> <td>           Resistor   <i>to limit flow of current</i> </td> <td></td> </tr> <tr> <td>           Microcontroller   <i>programmable decisions</i> </td> <td></td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Output</b></td> </tr> <tr> <td>           Speaker   <i>releases sound</i> </td> <td></td> </tr> <tr> <td>           Motor   <i>releases movement</i> </td> <td></td> </tr> <tr> <td>           Light-emitting diode (LED)   <i>releases light</i> </td> <td></td> </tr> </table>	<b>D. Electronic Systems</b>	<b>Input / Sensor</b>	Light-dependent resistor (LDR) <i>changes with light</i>		Thermistor <i>changes with temperature</i>		Piezoelectric Sensor <i>changes with sound / electric energy</i>		<b>Process / Control Device</b>		Switch <i>turn on and off power</i>		Resistor <i>to limit flow of current</i>		Microcontroller <i>programmable decisions</i>		<b>Output</b>		Speaker <i>releases sound</i>		Motor <i>releases movement</i>		Light-emitting diode (LED) <i>releases light</i>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e1eef6;"><b>E. Metals &amp; Alloys</b></td> </tr> <tr> <td colspan="2">Metals are extracted from natural ore.</td> </tr> <tr> <td style="background-color: #e1eef6;"><b>Ferrous</b></td> <td style="background-color: #e1eef6;"><b>Non-ferrous</b></td> </tr> <tr> <td>Low-carbon steel (mild steel)</td> <td>Aluminium</td> </tr> <tr> <td>Cast Iron</td> <td>Copper</td> </tr> <tr> <td>High-carbon steel (tool steel)</td> <td>Tin</td> </tr> <tr> <td></td> <td>Zinc</td> </tr> <tr> <td>Contain iron and are magnetic, prone to rust.</td> <td>Do not contain iron, not magnetic. Do not rust.</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Alloys</b></td> </tr> <tr> <td colspan="2">Alloys are mixtures of two or more metals to improve its properties or aesthetic.</td> </tr> <tr> <td>Brass</td> <td>Stainless steel</td> <td>High-speed steel</td> </tr> <tr> <td colspan="2" style="background-color: #e1eef6;"><b>F. Surface Treatments of Timber</b></td> </tr> <tr> <td colspan="2">Used to improve their appearance and to enhance certain properties such as durability</td> </tr> <tr> <td>Paint</td> <td></td> <td>Oil or Wax</td> <td></td> </tr> <tr> <td>Wood Stain</td> <td></td> <td>Varnish</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Tanalisng / Pressure-treated</b></td> </tr> <tr> <td colspan="2">Preservatives can be added to extend the lifespan of the timber, protecting it from rot, decay and insects.</td> </tr> <tr> <td colspan="2" style="text-align: right;">           Pressure-treated timber will have no need to paint, s coat it.         </td> </tr> </table>	<b>E. Metals &amp; Alloys</b>	Metals are extracted from natural ore.		<b>Ferrous</b>	<b>Non-ferrous</b>	Low-carbon steel (mild steel)	Aluminium	Cast Iron	Copper	High-carbon steel (tool steel)	Tin		Zinc	Contain iron and are magnetic, prone to rust.	Do not contain iron, not magnetic. Do not rust.	<b>Alloys</b>		Alloys are mixtures of two or more metals to improve its properties or aesthetic.		Brass	Stainless steel	High-speed steel	<b>F. Surface Treatments of Timber</b>		Used to improve their appearance and to enhance certain properties such as durability		Paint		Oil or Wax		Wood Stain		Varnish		<b>Tanalisng / Pressure-treated</b>		Preservatives can be added to extend the lifespan of the timber, protecting it from rot, decay and insects.		Pressure-treated timber will have no need to paint, s coat it.	
<b>A. Finite Resources</b>																																																																																																																																									
Finite resources will eventually run out.																																																																																																																																									
<b>Coal</b>																																																																																																																																									
<b>Advantages</b>	<b>Disadvantages</b>																																																																																																																																								
<ul style="list-style-type: none"> <li>Produces high amounts of energy</li> <li>Enough to last 100s of years</li> </ul>	<ul style="list-style-type: none"> <li>Produces CO2 when burned</li> <li>Natural land damage from mining</li> </ul>																																																																																																																																								
<b>Natural Gas</b>																																																																																																																																									
<b>Advantages</b>	<b>Disadvantages</b>																																																																																																																																								
<ul style="list-style-type: none"> <li>Emits less CO2</li> <li>UK has shale deposits</li> </ul>	<ul style="list-style-type: none"> <li>Highly flammable</li> <li>Pollutes water</li> </ul>																																																																																																																																								
<b>Oil</b>																																																																																																																																									
<b>Advantages</b>	<b>Disadvantages</b>																																																																																																																																								
<ul style="list-style-type: none"> <li>Produces high amounts of energy</li> <li>Easy to store</li> </ul>	<ul style="list-style-type: none"> <li>Creates air pollution</li> <li>Large impact on nature</li> </ul>																																																																																																																																								
<b>Nuclear</b>																																																																																																																																									
<b>Advantages</b>	<b>Disadvantages</b>																																																																																																																																								
<ul style="list-style-type: none"> <li>No harmful gases are released</li> <li>More efficient</li> </ul>	<ul style="list-style-type: none"> <li>Power stations close after 40yrs</li> <li>Disposal is difficult &amp; costly</li> </ul>																																																																																																																																								
<b>What we are learning this term:</b>																																																																																																																																									
A. Finite Resources	B. CAD																																																																																																																																								
C. Renewable Metals & Alloys	D. Electronic Systems																																																																																																																																								
E.	F. Surface Treatments																																																																																																																																								
<b>C. Renewable Resources</b>																																																																																																																																									
Available naturally																																																																																																																																									
<b>Wind</b>																																																																																																																																									
<b>Advantages</b>	<b>Disadvantages</b>																																																																																																																																								
<ul style="list-style-type: none"> <li>Constantly available</li> <li>Low running cost</li> </ul>	<ul style="list-style-type: none"> <li>High start up</li> <li>Low wind = no energy</li> <li>Eyesore</li> </ul>																																																																																																																																								
<b>Solar</b>																																																																																																																																									
<b>Advantages</b>	<b>Disadvantages</b>																																																																																																																																								
<ul style="list-style-type: none"> <li>Reduces energy bills</li> <li>Clean resource</li> </ul>	<ul style="list-style-type: none"> <li>High start up</li> <li>No sun = no energy</li> <li>Eyesore</li> </ul>																																																																																																																																								
<b>Tidal</b>																																																																																																																																									
<b>Advantages</b>	<b>Disadvantages</b>																																																																																																																																								
<ul style="list-style-type: none"> <li>Long lasting</li> <li>Clean resource</li> </ul>	<ul style="list-style-type: none"> <li>High start up</li> <li>Unknown impact</li> </ul>																																																																																																																																								
<b>Hydro Electricity</b>																																																																																																																																									
<b>Advantages</b>	<b>Disadvantages</b>																																																																																																																																								
<ul style="list-style-type: none"> <li>No pollution</li> <li>Values can be opened quickly</li> </ul>	<ul style="list-style-type: none"> <li>Affects wildlife through flooding</li> <li>Eyesore</li> </ul>																																																																																																																																								
<b>Biomass</b>																																																																																																																																									
<b>Advantages</b>	<b>Disadvantages</b>																																																																																																																																								
<ul style="list-style-type: none"> <li>CO2 released used by plants</li> <li>Replacements can be grown</li> </ul>	<ul style="list-style-type: none"> <li>Creates pollution when burned</li> <li>Takes up land needed</li> </ul>																																																																																																																																								
<b>D. Electronic Systems</b>																																																																																																																																									
<b>Input / Sensor</b>																																																																																																																																									
Light-dependent resistor (LDR) <i>changes with light</i>																																																																																																																																									
Thermistor <i>changes with temperature</i>																																																																																																																																									
Piezoelectric Sensor <i>changes with sound / electric energy</i>																																																																																																																																									
<b>Process / Control Device</b>																																																																																																																																									
Switch <i>turn on and off power</i>																																																																																																																																									
Resistor <i>to limit flow of current</i>																																																																																																																																									
Microcontroller <i>programmable decisions</i>																																																																																																																																									
<b>Output</b>																																																																																																																																									
Speaker <i>releases sound</i>																																																																																																																																									
Motor <i>releases movement</i>																																																																																																																																									
Light-emitting diode (LED) <i>releases light</i>																																																																																																																																									
<b>E. Metals &amp; Alloys</b>																																																																																																																																									
Metals are extracted from natural ore.																																																																																																																																									
<b>Ferrous</b>	<b>Non-ferrous</b>																																																																																																																																								
Low-carbon steel (mild steel)	Aluminium																																																																																																																																								
Cast Iron	Copper																																																																																																																																								
High-carbon steel (tool steel)	Tin																																																																																																																																								
	Zinc																																																																																																																																								
Contain iron and are magnetic, prone to rust.	Do not contain iron, not magnetic. Do not rust.																																																																																																																																								
<b>Alloys</b>																																																																																																																																									
Alloys are mixtures of two or more metals to improve its properties or aesthetic.																																																																																																																																									
Brass	Stainless steel	High-speed steel																																																																																																																																							
<b>F. Surface Treatments of Timber</b>																																																																																																																																									
Used to improve their appearance and to enhance certain properties such as durability																																																																																																																																									
Paint		Oil or Wax																																																																																																																																							
Wood Stain		Varnish																																																																																																																																							
<b>Tanalisng / Pressure-treated</b>																																																																																																																																									
Preservatives can be added to extend the lifespan of the timber, protecting it from rot, decay and insects.																																																																																																																																									
Pressure-treated timber will have no need to paint, s coat it.																																																																																																																																									





# Food choice\_

## Food choice

Food choices for a balanced diet depend on many factors, such as:

- advertising and other point of sale information;
- cost and economic considerations;
- cultural or religious practices;
- environmental and ethical considerations;
- food availability;
- food preferences;
- food provenance;
- health concerns;
- individual energy and nutrient needs;
- portion size;
- social considerations.

## Consumer information

Information can help consumers make informed choices, including:

- advertising and marketing;
- media, online blogs/forums;
- packaging, nutrition and health claims;
- point of purchase information and product placement;
- recipe ideas.

## Cost and economic considerations

The cost of food and money available will influence people's food choices. If money is limited, people may choose to buy more basic items. Luxury items might then be selected for special occasions.

## Food prices

Food prices can and do change throughout the year and over time. This may be due to a variety of reasons, including:

- climate and weather patterns;
- crop failure;
- crop disease;
- seasonality;
- consumer demand;
- agricultural costs increase;
- fuel prices go up;
- increased use of bio fuels.

## Budgeting

There are many things that we can do to spend money wisely on food.

Examples can include:

- eating the seasons;
- stocking up on food with a long shelf-life;
- taking time to plan meals and write a shopping list;
- cooking using one pot;
- making fake-aways rather than buying takeaways;
- using leftovers;
- replacing branded items with cheaper items;
- comparing prices and shop around to find the cheapest items;
- growing your own food.

## Environmental and ethical considerations

Some considerations when buying food might be:

- fair trade;
- local food;
- genetically modified (GM) food;
- organic food;
- free range.

## Food availability

Buying food when it is in season will often mean that the price is lower. Technology and the importation of food has allowed food to be available all year round.

## Personal preferences

A number of factors can influence personal preferences, including:

- colour, size and shape of crockery and cutlery used;
- portion size;
- serving style;
- taste, aroma, texture, appearance, shape and colour of food.

## Food provenance

Food provenance is about where food is grown, caught or reared, and how it was produced. Food certification and assurance schemes guarantee defined standards of food safety or animal welfare. There are many in the UK, including:



## Health concerns

People may choose their food based on their own or their family's health and wellbeing:

- allergy and intolerance, e.g. lactose intolerance, coeliac disease, wheat allergy, dairy allergy;
- body image;
- health issues, e.g. coronary heart disease, type 2 diabetes, inflammatory bowel disease, over or under malnutrition;
- mental health.

## Individual energy and nutrient needs

The amount of energy and nutrients needed differs between different age groups and between males and females. Energy needs also depend on activity levels. For example, athletes will have much higher energy requirements due to their high level of physical activity.

## Key terms

**Advertising:** Advertising is a form of communication for marketing and used to encourage, persuade, or manipulate an audience to continue or take some new action.

**Ethical:** Relating to personal beliefs about what is morally right and wrong.

**Food certification and assurance schemes:** Defined standards of food safety, quality or animal welfare.

**Food provenance:** Knowing where food was grown, caught or raised and how it was produced.

**Marketing:** Promoting and selling products or services, including market research and advertising.

**Religion:** A particular system of faith and worship.

**Seasonal food:** Food grown at a particular time of year.

## Portion size

Having a healthy, balanced diet is about getting the right types of foods and drinks in the right amounts.



## Social considerations

- Body image and peer pressure.
- Development of ready meals and a wider range of convenience foods.
- Development of labour saving devices.
- Lack of competence and confidence in the kitchen.
- Lack of time.
- Living arrangement (e.g. living alone).

## Food availability

Buying food when it is in season will often mean that the price is lower. Technology and the importation of food has allowed food to be available all year round.

# Food choice\_

## Food choice

Food choices for a balanced diet depend on many factors, such as:

- 
- 
- 
- 
- 
- 

## Consumer information

Information can help consumers make informed choices, including:

- 
- 
- 
- 
- 

## Cost and economic considerations

The cost of food and money available will influence people's food choices. If money is limited, people may choose to buy more basic items. Luxury items might then be selected for special occasions.

## Food prices

Food prices can and do change throughout the year and over time. This may be due to a variety of reasons, including:

- 
- 
- 
- 
- 
- 

## Budgeting

There are many things that we can do to spend money wisely on food.

Examples can include:

- 
- 
- 
- 
- 
- 

## Environmental and ethical considerations

Some considerations when buying food might be:

- 
- 
- 
- 
- 
- 

## Food availability

Buying food when it is in season will often mean that the price is lower. Technology and the importation of food has allowed food to be available all year round.

## Personal preferences

A number of factors can influence personal preferences, including:

- 
- 
- 
- 

## Food provenance

Food provenance is about where food is grown, caught or reared, and how it was produced. Food certification and assurance schemes guarantee defined standards of food safety or animal welfare. There are many in the UK, including:



## Health concerns

People may choose their food based on their own or their family's health and wellbeing:

- 
- 
- 
- 

## Individual energy and nutrient needs

The amount of energy and nutrients needed differs between different age groups and between males and females. Energy needs also depend on activity levels. For example, athletes will have much higher energy requirements due to their high level of physical activity.

## Key terms

**Advertising:**

**Ethical:**

**Food certification and assurance schemes:**

**Food provenance:**

**Marketing:**

**Religion:**

**Seasonal food:**

## Portion size

Having a healthy, balanced diet is about getting the right types of foods and drinks in the right amounts.



## Social considerations

- 
- 
- 
- 
- 

## Food availability

Buying food when it is in season will often mean that the price is lower. Technology and the importation of food has allowed food to be available all year round.



**What we are learning this term:**

Component three is the best and most difficult of the components. It requires you to draw on your knowledge of making drama and create your own piece of theatre in response to a given scenario and stimulus. You have 12 weeks to collaborate with a group, create and refine a piece of theatre and then finally perform to an audience. This will be externally moderated.

**Keywords**

Brief	A creative brief is a document used to outline the strategy of a creative project. A creative brief contains project details including: Project purpose Objectives Requirements Demographics Deadlines
Stimulus	A starting point for inspiration. Either a picture, a quote, a poem or song lyrics.
Narrative	A story through line.
Fractured Narrative	A non-linear story line.
Verbatim	Copied, quoted, or translated in exactly the same words as were used originally.
Devising process	Devising in drama demands inventiveness, an understanding of the rules of structuring a piece of theatre and a readiness to collaborate with others.
Analyse	Recording insights, ideas and observations
Evaluate	Discuss your development and final work. To help others understand what you were trying to achieve explain your successes and weaknesses. To demonstrate your knowledge and understanding of art and design.
Characterisation	Physical and vocal attributes, individualized to a character that conveys personality and background.
Physicality	Stance, stride, posture, weight.
Vocality	Pitch, pace, pause, accent, intonation.

**Component 3 – What is required:**

Activity One	An ideas log completed and saved as a PDF (up to 800 words). An hour exam and one page of notes allowed.
Activity Two	A skills log completed and saved as a PDF (up to 800 words). An hour exam and one page of notes allowed.
Activity Three	Performers must submit a digital recording of a workshop performance of between 7 to 15 minutes per group performance. Designers must submit a digital recording of their pitch/presentation of between 5 to 10 minutes. These performances/pitches/presentations must be to an audience.
Activity Four	An evaluation report completed and saved as a PDF (up to 800 words). An hour exam and one page of notes allowed.

**Key learning aims from Component 3**

AO1 Understand how to respond to a brief	Understand how to respond to a brief through discussion and practical exploration activities. Response to stimulus.
AO2 Select and develop skills and techniques in response to a brief	Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief
AO3 Apply skills and techniques in a workshop performance in response to a brief	Demonstrating effective use of performance skills and effective realisation of design skills and techniques in a workshop performance to the target audience. Communicate effectively through performance. Work well within a group dynamic.
AO4 Evaluate the development process and outcome in response to a brief	Ability to reflect on the performance and the process. By reflecting on; Individual contribution Group contribution effectiveness of the response to the brief o individual strengths and areas for improvement o overall impact of the work of the group.



**Where to research:**

- [Devising - GCSE Drama Revision - Edexcel - BBC Bitesize](#)
- [News | Swindon Advertiser](#)
- [Ideas about Creativity \(ted.com\)](#)
- [Knife crime | UK news | The Guardian](#)



**What we are learning this term:**

Component three is the best and most difficult of the components. It requires you to draw on your knowledge of making drama and create your own piece of theatre in response to a given scenario and stimulus. You have 12 weeks to collaborate with a group, create and refine a piece of theatre and then finally perform to an audience. This will be externally moderated.

**Key learning aims from Component 3**

AO1 Understand how to respond to a brief	Understand how to respond to a brief through discussion and practical exploration activities. Response to stimulus.
AO2 Select and develop skills and techniques in response to a brief	Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief
AO3 Apply skills and techniques in a workshop performance in response to a brief	Demonstrating effective use of performance skills and effective realisation of design skills and techniques in a workshop performance to the target audience. Communicate effectively through performance. Work well within a group dynamic.
AO4 Evaluate the development process and outcome in response to a brief	Ability to reflect on the performance and the process. By reflecting on; Individual contribution Group contribution effectiveness of the response to the brief o individual strengths and areas for improvement o overall impact of the work of the group.



**Keywords**

Brief	
Stimulus	
Narrative	
Fractured Narrative	
Verbatim	
Devising process	
Analyse	
Evaluate	
Characterisation	
Physicality	
Vocality	

**Component 3 – What is required:**

Activity One	
Activity Two	
Activity Three	Performers must submit a digital recording of a workshop performance of between 7 to 15 minutes per group performance. Designers must submit a digital recording of their pitch/presentation of between 5 to 10 minutes. These performances/pitches/presentations must be to an audience.
Activity Four	An hour exam and one page of notes allowed.

**Where to research:**

- [Devising - GCSE Drama Revision - Edexcel - BBC Bitesize](#)
- [News | Swindon Advertiser](#)
- [Ideas about Creativity \(ted.com\)](#)
- [Knife crime | UK news | The Guardian](#)

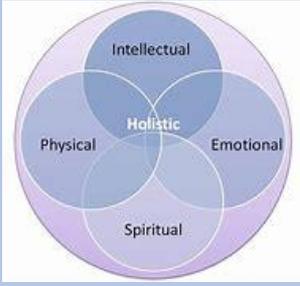
**What we are learning in LAA:**

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

**A. Key words for this Unit**

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

**B Definitions of health and well-being**

Positive Definition 	Looks at how physically fit and mentally stable a person is. You have a positive attitude towards health and wellbeing if you realise that there is something you can do to improve your health and wellbeing and do it.
Negative definition 	Looks at the absence of physical illness, disease, and mental distress. You have a negative attitude towards your health and wellbeing if you: <ul style="list-style-type: none"> <li>• Base your attitude on not having anything wrong with you.</li> <li>• Continues as you are- Inc. keeping bad habits like smoking.</li> <li>• Assume that because you currently feel fine you will stay healthy in the future.</li> </ul>
Holistic definition 	It is a combination of physical health and social and emotional wellbeing. It is not just the absence of disease or illness; it looks at all aspects of a person's health and wellbeing. You have a holistic attitude towards health and wellbeing if you look after your: <ul style="list-style-type: none"> <li>• <b>Physical Health:</b> Be meeting the needs we have to keep our bodies working as well as they can, e.g. Food, water, shelter, warmth, clothing, rest, exercise and good personal hygiene.</li> <li>• <b>Intellectual health:</b> By meeting the needs we have to develop and keep our brains working as well as possible; these include mental stimulation to keep us motivated and interested.</li> <li>• <b>Emotional aspects of wellbeing:</b> By meeting the needs we have that make us feel happy and relaxed, e.g. being loved, respected and secure. Knowing how to deal with negative emotions, having positive self-concept and being respected by others.</li> <li>• <b>Social aspects of wellbeing:</b> By meeting the needs we have to help us develop and enjoy good relationships with others, including mixing with others in appropriate environments and having access to leisure facilities/ activities.</li> </ul>

**C. Genetic inheritance**

Inherited physical Characteristics		Genes and environment	
<ul style="list-style-type: none"> <li>• Children inherit their physical; characteristics from their parents e.g. height, skin and eye colour and hair type and colour.</li> <li>• These characteristics can affect social and emotional wellbeing because they influence a person's self-concept (self-image and esteem).</li> </ul>		<ul style="list-style-type: none"> <li>• Chromosomes carry genes that determine aspects of persons physical makeup.</li> <li>• Gene is a section of DNA that carries a code. Different versions of a gene are called <b>alleles</b> (they can be faulty).</li> <li>• Environmental factors such as diet, also influence physical appearance. For example, a person may not grow to their full, genetically determined height if they do not have enough food.</li> </ul>	
Allele type	Dominant: If a gene is dominant a child inheriting it from only one birth parent will have the condition, e.g Huntington's disease.	Effects of inherited disorders	<ul style="list-style-type: none"> <li>• Physical health: Body systems, growth and mobility</li> <li>• Intellectual wellbeing: learning, thinking, problem solving and decision making.</li> <li>• Emotional wellbeing: how people feel about themselves.</li> <li>• Social wellbeing: the ability to build relationships and maintaining them.</li> </ul>
	Recessive: If the gene is recessive a child would only develop the condition if it was inherited from both birth parents, e.g. Cystic fibrosis.		



**What we are learning in LAA:**

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

D.	Balanced diet
<b>What is a balanced diet?</b>	<ul style="list-style-type: none"> <li>• Diet that contains the correct nutrients in the right proportions to keep out bodies and minds healthy.</li> <li>• It is also a lifestyle choice</li> <li>• Choosing to eat too much or too little might make us less able to take all the opportunities that life offers.</li> </ul>
<b>Overweight or underweight may:</b>	<p>A person over weight or under weight may:</p> <ul style="list-style-type: none"> <li>• Be prone to illness and conditions</li> <li>• Have their life expectancy reduced</li> <li>• Be less able to exercise effectively</li> <li>• Miss out on learning experiences</li> <li>• Miss out on some sporting activities</li> <li>• Be less successful in job interviews</li> <li>• Feel embarrassed and self-conscious about their appearance in social situations.</li> </ul>
<b>Essential parts of a healthy diet:</b>	<ul style="list-style-type: none"> <li>• Fats (saturated and unsaturated)</li> <li>• Carbohydrates (sugars and starches)</li> <li>• Minerals</li> <li>• Vitamins</li> <li>• Proteins</li> </ul>
<b>Est well guide says you should eat:</b>	<ul style="list-style-type: none"> <li>• Eat at least 5 portions of a variety of fruit and vegetables every day.</li> <li>• Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates; choosing wholegrain versions where possible.</li> <li>• Have some dairy or dairy alternatives (such as soya drinks); choosing lower fat and lower sugar options.</li> <li>• Eat some beans, pulses, fish, eggs, meat and other proteins (including 2 portions of fish every week, one of which should be oily).</li> <li>• Choose unsaturated oils and spreads and eat in small amounts.</li> <li>• Drink 6-8 cups/glasses of fluid a day.</li> </ul>
<b>If you eat more than you need:</b>	<ul style="list-style-type: none"> <li>• The body will store food as fat and this can lead to:</li> <li>• Obesity, heart disease, high blood pressure, Strokes, Tooth decay or cancer</li> </ul>
<b>If you eat less than you need</b>	<ul style="list-style-type: none"> <li>• The body does not get enough nutrients to grow and develop properly and this can lead to:</li> <li>• Eating disorders, stunted growth, anaemia, heart failure, depression, tiredness, cancer or rickets.</li> </ul>

E	Chronic or Acute Illness	
	<p><b>Chronic illness-</b> Illness comes on gradually, is long term (more than 3 months) and generally can be treated but not cured. E.g Asthma, Diabetes, epilepsy, bipolar disease, Alzheimer's disease</p>	<p><b>Acute illness-</b> Illness comes on quickly, is short term and can be cured. E.g. Cold, flue, broken bones, heartburn, appendicitis or Diarrhoea.</p>
<p>Some chronic conditions are acute but may develop because of chronic conditions. For example: osteoporosis (a chronic condition that weakness bones) masking their bones fragile and more likely to break. Broken bones are then an acute condition.</p>		
Possible negative effects of chronic illness		
Physical:	<ul style="list-style-type: none"> <li>• poor rate of growth</li> <li>• Unusual physiological change during puberty</li> <li>• Restricted movement</li> </ul>	Emotional: <ul style="list-style-type: none"> <li>• Negative self-concept</li> <li>• Stress</li> <li>• Decision making</li> </ul>
Intellectual:	<ul style="list-style-type: none"> <li>• Disturbed learning because of missing school</li> <li>• Difficulties in thinking and problem solving</li> <li>• Memory problems.</li> </ul>	Social <ul style="list-style-type: none"> <li>• Isolation</li> <li>• Loss of independence</li> <li>• Difficulties developing relationships</li> </ul>

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

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

**What we are learning in LAA:**

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

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

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

**Positive effects of relationships**



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

**Negative effects of social isolation**

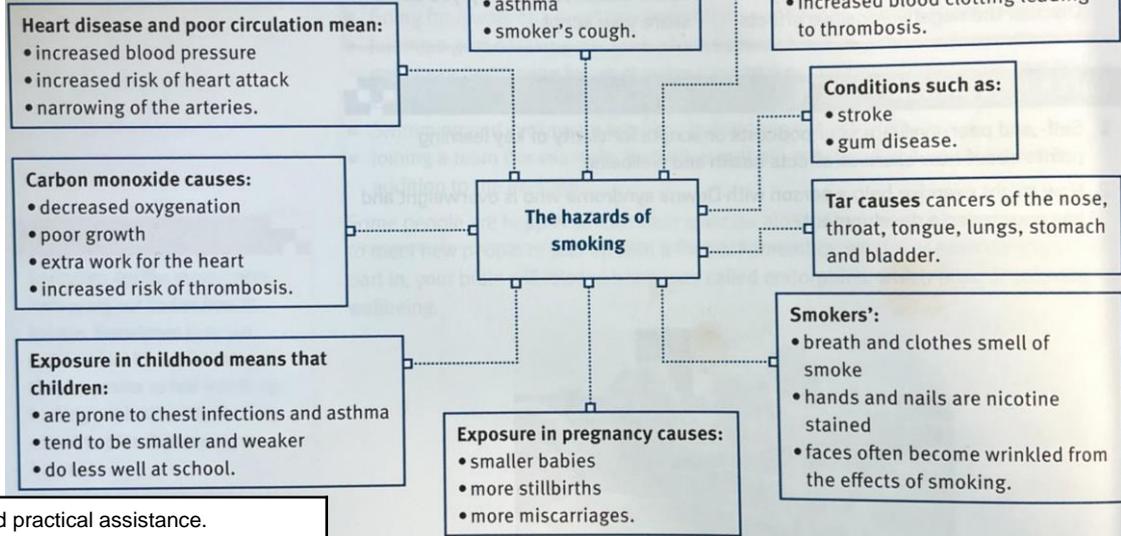


**Physical:** poor lifestyle choices like smoking and drinking, poor diet that can cause eating disorders.  
**Intellectual:** reduced ability to use thinking skills, missing school/work  
**Emotional:** feelings insecure, depression, anxiety, negative self-concept, feeling of hurt, loneliness and distrust,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

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

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

**J. What are the hazards of Smoking**



**K. What are the effects of Personal Hygiene?**

Positive effects of good personal hygiene	<ul style="list-style-type: none"> <li>• Helps prevent the spread of infection</li> <li>• Improves self-concept</li> <li>• Reduces number of bacteria that lives on us.</li> </ul> <p><b>You must:</b></p> <ul style="list-style-type: none"> <li>• Brush you teeth</li> <li>• Shower daily or bath</li> <li>• Wash your hair regularly</li> <li>• Keep fingernails and toenails clean and trimmed</li> </ul>
Negative effects of poor personal hygiene	<p><b>Physical:</b> catching and spreading disease like food poisoning, sore throat, meningitis and athlete's foot. Bad body odour, bad breath and tooth decay.  <b>Emotional:</b> loss of friendships and social isolation. Might be bullied and poor self-concept.  <b>Social:</b> low social interactions as people don't want to be friends with someone that neglects their hygiene. Social isolation.</p>
When caring for others:	<ul style="list-style-type: none"> <li>• Bad hygiene can stop effective communication.</li> <li>• Negative effect on the person being cared for and their health and wellbeing- pass on infection</li> <li>• Discomfort for the person being cared for because of the odour or visible dirt under fingernails.</li> </ul>

**What we are learning in LAA:**

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

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

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

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

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

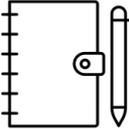
**What we are learning in LAB:**

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

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

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

C. Interpreting lifestyle data	
<p><b>Interpreting data on smoking</b></p> 	<ul style="list-style-type: none"> <li>• Smoking causes around 96,000 deaths in the UK annually.</li> <li>• Smoker under the age of 40 are 5 times more likely to have a heart attack than non-smoker.</li> <li>• Smoking causes 80% of deaths from lung cancer, 80% of bronchitis and 14% of deaths from heart disease.</li> <li>• More than 25% of all cancer deaths are caused by smoking.</li> <li>• On average a smoker will die 10 years earlier than a non-smoker.</li> <li>• Smokers are more likely to develop facial wrinkles.</li> <li>• Smoking is a cause of impotence and can lead to sperm abnormalities.</li> </ul>
<p><b>Interpreting data on alcohol</b></p> 	<ul style="list-style-type: none"> <li>• Strongly linked to at least 7 types of cancer</li> <li>• Alcohol-related liver disease accounts for 37% of liver disease and deaths.</li> <li>• 2/3s of cases of chronic pancreatitis are caused by heavy drinking</li> <li>• You are between 2 and 5 times more likely to have an accident or injury</li> <li>• Each drink per day increases the risk of breast cancer in woman between 7-13%</li> <li>• Men and woman should not drink more than 14 units a week and not all in one go.</li> </ul>
<p><b>Interpreting data on inactivity</b></p> 	<ul style="list-style-type: none"> <li>• Increased risk of breast cancer by 17.8% and colon cancer by 18.7%</li> <li>• Increased risk of type 2 diabetes by 13%.</li> <li>• Increased risk of coronary heart disease by 10.5%</li> <li>• Leads to obesity and joint pain</li> <li>• 16.9% of all premature deaths are caused by inactive lifestyle.</li> <li>• Active people have a lower risk of premature death.</li> <li>• People who are inactive visit their GP more often and they spend 38% more time in hospital.</li> </ul>

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

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