Knowledge Bank

THINKING SCHOOLS ACADEMY TRUST

Spring Term 2025

Year 11

PAIGNTON ACADEMY

Name: _____ **Form:** _____

CONTENTS

How to use your Knowledge Organiser for Home Learning

- Knowledge Banks contain core knowledge that you must know
- It will help you retrieve what you learn in lessons so that you remember it in the long term
- You will use your Knowledge Bank to aid your home learning

For homework:

- You will need to create a home learning timetable so you can organise which subject you do on which days
- You will be asked to use a specific section of your Knowledge Bank to aid home learning
- Your home learning will involve retrieval (prior learning) and flipped learning (research-based task for topics not yet learnt)
- The length of home learning will be different depending on your subject, this information is in a different document
- You must write the subject and date in your homework book - if using
- You need to underline the subject and title as per lessons
- There will be rewards for excellent work and sanctions for work not complete
- your home learning will be set every Monday on ClassCharts
- Your homework will be set **every Monday** on Class Charts
- Completing your home learning is **YOUR** responsibility

ENGLISH

AQA ENGLISH LANGUAGE P2 Section A

1 — 5 Mins
4 marks AO1

Choose four things that are true… ?

- ❑ Read key words in the question & the extract very carefully
- ® Read range of non-fiction texts for understanding
- ® Practise finding true or false facts on different aspects of the text

2 — 10 Mins
8 Marks AO1

Write a SUMMARY on the similarities/ differences between..?

- ❑ List four points relating to the prompt from Source A. List four points from Source B
- ❑ Select words and phrases (judicious quotes) that are the **evidence** for your points
- ❑ Make **inferences** about what each point suggests is the similarity or difference
- ❑ Write up in paragraphs
- ❑ Make sure you refer to parts of the text that relate to the prompt.
- ® Practise summarising an extract
- ® Practise summarising two extracts finding points of comparison and contrast
- ® Practise making inferences from textual info
- ® Learn the language of comparison & contrast
- ® Learn the language of inference and analysis

3 — 15 Mins
12 Marks AO2

How is LANGUAGE used to … ?

- ❑ **Techniques** – identify how the writer uses language
- ❑ **Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- ❑ **Analysis** – examine the reason for the writer's choices & impact in detail.
- ❑ Make sure you refer to language that relates to the task prompt
- ® Revise language techniques thoroughly. Make flashcards and test yourself
- ® Revise word classes, correctly identify verbs, nouns, adjectives, adverbs
- ® Practise analysis of words and phrases

AO1 – Identify and Interpret information and ideas
AO2 - Explain, comment, analyse how writers use language and structure to achieve effects and influence readers
AO3 – Compare writers' ideas and perspectives across two or more texts

EXAM PROOF your answer: use the language of the AOs

4 — 20 Mins
16 Marks AO3

Compare how the two writers CONVEY their FEELINGS/ ATTITUDES/VIEWPOINT of … ?

- ❑ Step back and look at the **whole text.** Focus on the **overall tone and attitude** that is being communicated through the text. Identify this by looking at:
- ❑ **Content -** what is mainly written about? What dominates the extract? This will be the most important focus.
- ❑ **Organisation** –Look at each paragraph. What is the order of the information? How do the texts differ?
- ❑ **Lexical field –** what types of words are repeated throughout? This will give a clue to the tone and attitude?
- ❑ Look for evidence of a **clear and distinctive voice** – is it dramatic? ironic? sarcastic? matter of fact? emotive? How does this differ in each? How does it fit the content or topic?
- ❑ Boil the text down to **the single quote** you think encapsulates the view and attitude. This could be the basis of a detailed analysis section.
- ❑ **Techniques** – identify how the writer uses language, especially in the source not used for Q3
- ❑ **Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- ❑ **Analysis** – examine the reason for the writer's choices and the impact in detail
- ❑ Make sure you list things only relating to the task prompt
- ® Practise analysis of words and phrases
- ® Practise identifying attitude and tone in texts.

AQA ENGLISH LANGUAGE P2 Section B

45 Mins

24 Marks AO5 16 Marks AO6

Techniques to use in opinion and persuasive writing:
Anecdotes
Personal pronouns
Imperatives
Negatives
Emotive language
Facts
Opinions
Rhetorical question
Repetition
Expert evidence
Statistics
Tripling (rule of 3)

- **Imagery** – use of metaphor, personification and simile
- **Imperatives** – for confident, commanding language. *Act today, Don't give in*
- **Insecure, tentative language** *'arguably,' 'possibly' 'suggests' 'could'*

WRITING TO PRESENT A VIEWPOINT:
Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write **an article** for a **broadsheet newspaper** in which you explain your point of view on this statement.

How to write to present a viewpoint:
- ❑ The task may be either a letter, article, text for a leaflet, text of a speech, essay

For a **LETTER** you must/should:
- ❑ Make it clear you are sending to someone
- ❑ Use these conventions of the letter form

For an **ARTICLE** you must/should:
- ❑ Use a title
- ❑ Introductory paragraph
- ❑ Use sub-headings

For a **LEAFLET** you must/should:
- ❑ Use a title
- ❑ Use sections, paragraphs, subheadings, boxes

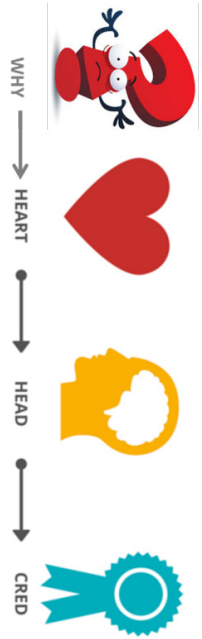
For a **SPEECH** you must/should:
- ❑ Clearly demonstrate you are addressing an audience
- ❑ Use rhetorical features of formal speech
- ❑ Close or conclude your speech

For an **ESSAY** you must/should:
- ❑ Include an introduction and conclusion
- ❑ Write in a formal style

- ® Read examples of opinion pieces in magazines, online and newspapers.
- ® Look at the tone and style. Practise copying humorous, ironic, emotive, matter-of-fact styles. Don't rant – be controlled.
- ® Practise writing viewpoint pieces for a range of issues – the environment, school, health, consumerism etc.
- ® Practise adding imaginative detail, such as an interview or quotes from an expert.

AO5 – Communicate clearly, effectively and imaginatively
AO6 – Range of vocabulary, sentence structures & accurate SPaG

- **Telos** – ('tell us') why the orator is speaking
- **Pathos** - (sympathy/ empathy) emotion
- **Logos** – Logic and facts
- **Ethos** - (Ethical) credibility - speaker knows what they're talking about



Maths Homework

All maths homework will be set on Sparx. Students can login by pressing “login with google” when they are on their school logins.

The homework will contain the following components:

- **consolidation** of the learning completed in the week;
- ‘**flipped learning**’, where student will investigate work to be completed in class later;
- **retrieval** of previous learning, to practise bringing previously learned skill back into working memory;
- and **revision** for in-class tests.

We will use Sparx for revision for termly tests and support at home (using the curriculum maps on the maths section of the website).

Homework is every week. We offer homework help once a week at lunch on a Tuesday. Students can, of course, talk to their teachers any time they like to ensure they complete homework to 100%.

If a student completes all their homework in a year, they will have done the equivalent of 10 weeks of extra maths lessons every year.

COMPUTER SCIENCE # Knowledge Organiser 13 : Producing Robust Programs

1. Input Validation

Validation	Does not ensure that the data entered is correct, just that it is possible and sensible
Type Check	The input is in the correct data type. E.g. Integer, Real, String
Range Check	The input is within a correct range. E.g. Between 1 and 2
Presence Check	Some data has been entered. E.g. Reject blank inputs
Format Check	The input is in the correct format. E.g. dd/mm/yyyy
Length Check	The input has the correct number of characters. E.g. 8 or more chars
Why use input validation?	• The program is more robust • The program is more user friendly • To prevent further errors occurring later in the algorithm

2. Anticipating Misuse

Division by Zero	In mathematics, there is no number which when multiplied by zero returns a non-zero number. Therefore the arithmetic logic unit cannot compute a division by zero.
Communication Error	Online systems require connections to host servers. If this connection is dropped, unable to be established or the server is overloaded, it could potentially cause a program to crash or hang when loading/saving data.
Peripheral Error	Any peripheral may be in an error mode (e.g. paper jam)
Disk Error	Programs that read and write to files must handle exceptions, including: • The file/folder not being found. • The disk being out of space. • The data in the file being corrupt. • The end of the file being reached
Authentication	• Username and password to access systems. • Password recovery by e-mailing to an authenticated e-mail address. • Encryption of data files. • Check for human and not bot attempting access (e.g. reCAPTCHA)

6. Refining Algorithms

What do we mean by refining?	• Code should anticipate all inputs and it should deal with 'bad' data, or missing data, and not crash. • It should ensure prompts to the user are helpful and that the input can only be of the correct type
How to refine	Many languages have exception handling commands

3. Maintainability

Comments	These explain the purpose of the program, or a section of code. They may also explain any unusual approaches or temporary 'fixes'
White Space	Make each section of the code stand out. Use spaces so code is not cramped up and hard to read
Indentation	Mandatory in Python but use indentation to show the flow of the program
Variable Names	Use sensible variable names that have some meaning as to what they are being used for
Sub Programs	Use Procedures and functions to structure the code and eliminate duplicating portions of it
Constants	Declare constants at the top of the program

4. Testing

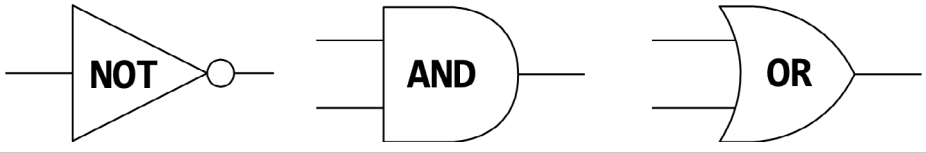
Reasons for Testing	• To ensure there are no errors (bugs) in the code. • To check that the program has an acceptable performance and usability. • To ensure that unauthorised access is prevented. • To check the program meets the requirements
Iterative Testing	• Each new module is tested as it is written. • Program branches are checked for functionality. • Checking new modules do not introduce new errors I not existing code. • Tests to ensure the program handles erroneous data and exceptional situations.
Final / Terminal Testing	• Testing that all modules work together (integration testing) • Testing the program produces the require results with normal, boundary, invalid and erroneous data. • Checking the program meetings the requirements with real data.

5. Suitable Test Data

Normal Inputs	Data which should be accepted by a program without causing errors
Boundary Inputs	Data of correct type on the edge of accepted validation boundaries
Invalid Inputs	Data of the correct type but outside accepted validation checks
Erroneous Inputs	Data of the incorrect type which should be rejected by a computer system. This includes no input being given when one is expected

Knowledge Organiser 14 : Boolean logic, Programming Languages and IDEs

1. Logic Gate Symbols



~A A ^ B A & B A v B A | B

2. Truth Tables

A	NOT A
0	1
1	0

A	B	A AND B
0	0	0
0	1	0
1	0	0
1	1	1

A	B	A OR B
0	0	0
0	1	1
1	0	1
1	1	1

3. Levels of Programming Languages

Machine Code 1st Generation	• Binary representation of instructions in a format that the CPU can decode and execute. • Have an operation code (opcode) instruction and address or data to use (operand).
Low-Level Languages 2nd Generation	• Written in Assembly language. • Translated by an assembler into machine code. • Used for embedded systems and device drivers where instructing the hardware directly is necessary. • One instruction translated into one machine code instruction. • The code works on one type of processor only. • The programmer works with memory directly. • Code is harder to write and understand. • Memory efficient. • Code is fast to execute.
High-Level Languages 3rd Generation	• Source code is written in languages as Python, C++. • Translated by a compiler or interpreter into machine code. • Makes the writing of computer programs easier by using commands that are like English. • One source code instruction translates to many machine code instructions. • Code will run on different types of processors. • The programmer has lots of data structures to use. • Code is quicker and easier to understand and write. • Less memory efficient. • Code can be slower to execute if it is not optimised.

4. Translators

Assembler	Assembles' assembly language into machine code. Translates the whole code before execution
Compiler	Translates source code from high-level languages into object code and then into machine code ready to be processed by the CPU. The whole program is translated into machine code before it is run.
Compiler Advantages	• No need for translation software at run-time, and no need to share original source code • Speed of execution is faster because code is usually optimised.
Complier Disadvantages	• You cannot compile the program if there are syntax errors anywhere in it which can make it tricky to debug. • If you change anything you need to recompile the code
Interpreter	Translates source code from high level languages into machine code ready to be processed by the CPU. The program is translated line by line as the program is running.
Interpreter Advantages	• Easy to write source code because the program will always run, stopping when it finds a syntax error. • Code does not need to be recompiled when code is changed, and it is easy to try out commands when the program has paused after finding an error.
Interpreter Disadvantages	• Translation software is needed at run-time, so you beed to share the original source code. • Speed of execution is slower because the code is not optimised

5. Integrated Development Environments

Debugging Tools	• Breakpoints – stopping at a line of code during execution. • Stepping through lines of code one at a time. • Tracing through a program to output the values of variables.
Run Time Environment	• Output window. • Simulating different devices the program can run on.
Usability Functions	• Navigation, showing/hiding sections of code. • Formatting source code often in different colours. • Text-editor functions • Illustrating keyword syntax and auto-completing command entry.
Translator	Some IDEs have an inbuilt translator to test the program and make small alterations before compiling the final program into an executable file for distribution

Component 3 Islam – Practices

Key words

Ibadah – acts of worship; any permissible action performed with the intention to obey God.
Shahadah – declaration of faith
Salah – prayer five times a day
Zakah – charity, giving money to the poor.
Sawm – fasting during Ramadan
Hajj – pilgrimage to Mecca
Niyyah (intention) – having the right intention to worship God.
Sadaqah – additional giving, separate from Zakah.
Qibla – the direction to face during prayer (towards Mecca)

Du'a prayers – personal prayers which may be said at any time of the day.
Ramadan – ninth month of Islamic year in lunar calendar. 11 days shorter than solar calendar so Ramadan moves every year.
Jihad ('to strive') - There are two forms of jihad.
Greater Jihad- the daily struggle and inner spiritual striving to live as a Muslim.
Lesser Jihad – the physical struggle or holy war in defence of Islam.
Id-ul-Adha – Festival of sacrifice – commemorate the sacrifice of a sheep by Ibrahim instead of his son, Ishma'il.
Id –ul Fitr – Festival of fast-breaking – end of Ramadan.
Ashura – day of sorrow & inspiration. Falls on the 10th day of month of Muharram. V Important day for Shia – commemorate death of Husayn.
Ten Obligatory Acts (Furu ad-Din) – most important practices in Shia Islam.

ETHICS

1. The Shahadah

The declaration of faith which says 'There is no god but God and Muhammad is his prophet.' The other four pillars are outward expressions of this deeply held belief. 'God witnesses there is no deity except Him.' Q 3 Shahadah is repeated in Salah daily and also in call to prayer. Furthermore, these are first words whispered into new born baby's ear. Testament to monotheism (belief in one God). 1st pillar said to become a Muslim or revert; all born Muslims and so return to faith.

2. Salah

Prayer is most important way to worship God. Expected 5 times a day. Give thanks and submit to Allah. 'Prayer prohibits immorality and wrongdoing.' (Q 29). Preparation for prayer includes being respectful and showing reverence and concentration. Part of this is **Wudu** – ceremonial washing of body – hands, mouth, nose face, arms, head and feet. Sign of inner cleanliness. Sunnah indicates Muslims should pray 5X from dawn to dusk. Prayer involves **prostration** in **ra'kah** – movements of prayer. Facing Mecca.

Second Rak'ah

Types of prayer

Jumu'ah are **congregational prayers** which happen on a Friday at midday. Men are expected to attend the mosque.
Du'a is personal prayer which takes place after prayers of duty.
If Muslims miss a prayer they should make it up – 'If one of you sleeps or misses a prayer…let him offer the prayer when he remembers.' Hadith.

When Muhammad went on night journey he received the instruction from Allah through negotiation of Musa to pray 5X a day.

3. Zakah

All Muslims are expected to perform Zakah as a regular duty by giving 2.5 %. Qur'an commands to give to those in need. It is an obligation and a form of worship. Zakah is a sign of **cleansing** and purity. Wealth can cause **greed** which is evil, Zakah is a way of purifying wealth. Our wealth is not ours but given by God and must be shared with other humans for benefit of all. Humans have a role as **khalifahs** (**stewards**) – God's representatives on earth. That means that humans are looking after this world and possessions to pass on to the next generation. Therefore Muslims should view possessions as their own. The Prophet Muhammad practiced zakah as a practice when he became ruler in Medina. Those that can receive Zakah include the poor, needy and travellers. There are also Muslim charities such as Islamic Relief and Muslim Aid which focus on healthcare and education projects in developing countries. **Sadaqah** is giving from the heart out of generosity and compassion

4. Sawm

Fasting should take place during **Ramadan** and is considered the holiest month of the year because it is the month when Prophet Muhammad first received revelation of the Qur'an. Fasting is a way of practicing **self-control** by refraining from eating, drinking, smoking and sex from dawn til dusk for 30 days. It is a time of purity and worship. Starts with new moon and ends with **Id-ul-Fitr** (celebration). Fasting is broken each day after the sun has set with the **iftar** meal. These meals are often very social with friends, family and neighbours. Muslims recite the whole Qur'an over Ramadan during special night prayers. On 27th day, Muslims celebrate **Laylat-ul-Qadr** – Night of Power – revelation of Qur'an. Why do Muslims Fast?
Commanded in Quran. Follows example of Prophet. Brings Muslims closer to each other. Worship Allah. Reminds Muslims of hungry and poor. Promotes self-control.
Who should fast? All except those young, ill, travelling.

5. Hajj

Only pillar that is not compulsory.
Compulsory for those who are able to make it physically and financially. Hajj is often the ambition of a lifetime. **Haji** (male) and **Hajjah** (female) are special titles for those who complete Hajj – great honour.
Importance – Ibrahim threw stones at devil to drive him away when he was being tempted not to follow God's order to sacrifice Isma'il. Ibrahim's wife, Hajar, searched frantically for water in desert. Miraculously shown Zamzam well. Ibrahim built Ka'ba. Mecca was where Prophet was born, received revelations, returned to reclaim city. Hajj takes believers to sacred sites around Mecca, Saudi Arabia. Muslim men will wear two white sheets. Women must wear plain long garment. State of Ihram – purity during Hajj. Key events – **Tawaf** – circling Kaba. Walk 7 times between **Mawah** and **Safa** like Hajar. Drink from **Zamzam** well. **Wukuf** –standing on plain of Arafat remembering God's forgiveness. **Mina** – throwing stones pillars (representing devil.)

Greater Jihad

Duty to remove evil from society, Muslims must fight for justice in the world when you have removed evil from your own life. Greater Jihad is struggle within oneself. It is **non-violent** and **spiritual**. Jihad (struggle) is required to perform five pillars, follow **Sunnah**, seek justice and avoid temptation. The battle against laziness. Jihad is a commitment to be a better person to get up for prayers and to follow the **Shari'a**. Muslims should 'encourage what is right and forbid what is wrong' (Q.3) as part of greater jihad to make the world a better place. Muslims should be respectful of other faiths 'To you be your religion, and to me mine.' (Q 109. Part of greater jihad is tolerance. On his return from a battle, the Prophet said:

> "We are finished with the lesser jihad; now we are starting the greater jihad."

Lesser Jihad

Lesser Jihad is military struggle or holy war. In certain circumstances force should be used. Lesser jihad is struggle to remove evil from society.

Origins

When Prophet Muhammad and early Muslims were being attacked and oppressed by the Meccans, no choice but to engage.

> "Fight in the way of God those who fight against you but do not transgress." (Quran 2)

Conditions

Not aggressive but **self-defence**.
It should be **proportionate**.
Must have a **legitimate authority** or state behind it.
Civilans must not be harmed.

Islamic Extremism

Some terrorists claim to be using lesser jihad in their terror attacks such as 9/11. However, moderate Muslims reject this idea since it doesn't meet the conditions for jihad. These attacks injure civilians and are not from a legitimate authority. Islamic State is another example of a group using violence to create a state with Shariah law using barbaric methods. Muslims reject that this is 'Islamic'.

10 Obligatory Acts (Shi'a)

1st 4 obligatory acts are found in Sunni 5 pillars. Excludes Shahadah.

1	Salah	Praying 5 times a day at 3 different points.
2	Sawm	Fasting during Ramadan. Fast is broken once the sun has fully set.
3	Hajj	Pilgrimage to Mecca & **Karbala** (Husayn) & **Najaf** (Ali).
4	Zakah	Alms given 2.5%
5	*Khums*	Tax set at 20% for causes decided by Shia leaders
6	*Jihad*	Striving in the way of Allah
7	*Amrbil ma'roof*	Encouraging good actions
8	*Nahi anil munkar*	Discouraging evil actions
9	*Tawalla*	Association with good people eg those who follow the ahl al -bayt
10	*Tabarra*	Dissociation with evil people

Other Festivals

Mawlid an-Nabi – Birth of the prophet. It is a public holiday in many Muslim countries. Muslim Britons celebrate this day with joyful processions.

Laylat-ul-Qadr – Night of Power. Celebrated during Ramadan because it was first revelation of the Qur'an.

Laylat-ul-Miraj – Night journey. Celebrate time when Prophet Muhammad travelled to Jerusalem and then to heaven to the presence of Allah. Muslims tell the story to children and recite special prayers. Events at mosque.

Laylat ul-Bara'at – Night of the full moon before Ramadan. The night Muhammad would begin his preparations for Ramadan. Some Muslims stay up all night reciting the Qur'an.

Muharram

1st month of Muslim calendar, same month as **Hijrah**. More significant for **Shi'a** then Sunnis. Refrain from joyous events as **Husayn** was martyred.

Ids

Id-ul-Adha – festival of **sacrifice**.
Marks end of annual **Hajj** pilgrimage.
Chance for whole Ummah to celebrate, special for all Muslims not just those on Hajj.

Origins

Ibrahim's commitment to God in being willing to sacrifice his son, Ishmael.
God was testing Ibrahim and provided a sheep for him to sacrifice instead.

Key events

Gifts bought, new clothes, food prepared, arrangements made for sacrifice.
Visit mosque to pray, visit friends/relatives.
Not official holiday in UK. Sacrifice an animal. People ask a butcher to slaughter a sheep for them and share the meat with the community. Giving this meat to the poor is a sacred duty.
This Id should be a day of true sacrifice not in terms of animals or meat but in terms of a sacrifice within the heart of each Muslim.

Id-ul-Fitr – Festival of fast-breaking

At end of Ramadan. Public holiday in Muslim majority countries, not in UK.

Key events

Decorate homes with colourful light, banners, flags. Dress in best new clothes. Gather in mosques. Say 'Id Mubarak'. Visit family and friends. Give gifts /money to children. Eat a delicious meal. Give to poor. Cultural celebrations India- women apply Henna. Turkish children given sweets.
Zakah ul-Fitr – donation to the poor so that everyone can eat a generous meal at end of Ramadan. In addition to 2

Ashura

Sunni celebration

Many fast on this day which was established by Prophet Muhammad as a day of fasting based on Jewish day of atonement. Time to thank God for saving Israelites from Egypt.

Shia mourning – Martyrdom of Husayn

Husayn was murdered and beheaded at the Battle of Karbala in 680CE. Husayn is 3rd Imam and rightful successor of Prophet. Remember his betrayal and death with deep sense of injustice.

Practices

Processions, Plays, public displays of grief on the streets. Blood often spilled and people cry and wail.
Day of great sorrow and self-mutilation with public grief. Often Shia will make pilgrimage to Karbala. Wear black, slap chests, chant, processions, re-enactments of martyrdom, men beat themselves with chains and cut heads with swords.

Ashura in Britain

Not a public holiday but Shia Muslims may be given permission to have day off school. Public marches in London and Manchester. Not often bloodletting but instead may give blood.

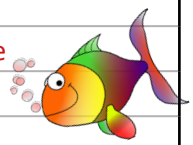
French - Y11 Cycle 2

les consignes	instructions
il faut	I/you/we must
écrire	to write
décrire	to describe
envoyer	to send
remplir	to fill in
lire	to read
écrivez	write
décrivez	describe
envoyez	send
justifiez	justify
répondre à	to respond to
remplissez les blancs	fill in the gaps
traduisez	translate
lisez	read
mentionnez	mention
répondez	respond
décidez	decide
si	if
sont	are
vrai(es)	true
faux (fausses)	false
pas mentionnées	not mentioned
complétez	complete
les phrases	the phrases
en anglais	in English
en français	in French
la bonne lettre	the correct letter
dans chaque case	in each box
le prénom	the (first) name
le nom	the surname

les questions	questions
qui	who
où	where
ou	or (not a question!)
comment?	how OR what is it like?
combien (de)?	how much/many?
quel/quelle?	what/which?
pourquoi?	why?
quand?	when?
qu'est-ce que...?	what (is it that)...?
est-ce que...?	(is it that) do you...?
c'est quelle personne?	who is it?

les mots essentiels	key words
un anniversaire	a birthday
l'argent	money
un avantage	an advantage
un inconvénient	a disadvantage
un bâtiment	a building
l'école primaire	primary school
le collège	secondary school
le lycée	college
les matières	subjects
les cours	lessons
l'université	university
les vacances	holidays
les vêtements	clothes
le voyage	journey
voyager	to travel

votre opinion	your opinion (plural/ polite)
ton/ta/tes opinion(s)	your (one person) opinion(s)
meilleur(e) ami(e)	best friend (f)
mon copain	my friend/boyfriend
ma copine	my friend/girlfriend
cet(te)	this
chaque	each, every
mieux	better
mot(s)	word(s)
à l'avenir	in the future
dans le futur	in the future
l'ordinateur	computer
les projets	plans
pour l'avenir	for the future
pour	for; in order to
le repas	meal
récent	recent (past)
récemment	recently
un magasin	a shop
un magazine	a magazine
un poisson	a fish
une boisson	a drink
vos rapports	your relation(ship)s
le travail	work
les devoirs	homework
travailler	to work
les autres	others
c'est / ce n'est pas	it's / it isn't
bon pour la santé	good for (your) health
la vie	life
une visite spéciale	a specific visit



les opinions	opinions
à mon avis	in my opinion
selon moi	according to me
je pense que	I think that
je crois que	I believe that
j'aime	I like
je n'aime pas	I don't like
j'adore	I love
je déteste	I hate
je préférerais	I would prefer
j'aimerais	I would like
je voudrais	I would like
si j'avais le choix	if I had the choice
si j'étais riche	if I was rich
j'ai toujours voulu	I've always wanted

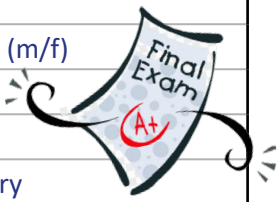
KEY PHRASES & COMPLEX STRUCTURES

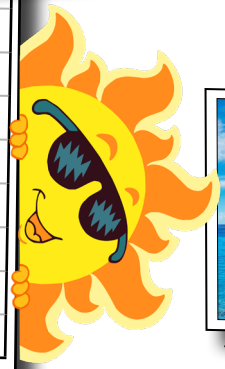
j'espère + infinitive	I hope to
j'ai l'intention de + infinitive	I intend to
avant de + infinitive	before ...ing
j'ai décidé de + infinitive	I decided to
Je viens de + infinitive	I have just
bien que + subjunctive	although
j'aurai seize ans en janvier	I will be 16 in January
je suis né(e) à	I was born in
après avoir mangé	after having eaten
après être allé(e)	after having been
j'ai toujours voulu	I have always wanted
je trouve ça	I find that
je pense que	I think that
à mon avis	in my opinion

je me suis couché(e) à	I went to bed at
je me suis levé(e) à	I got up at
cependant	however
d'habitude	usually
à l'avenir	in the future
aussi	also
mais	but
normalement	normally
Pour + infinitive – Pour garder la forme	to keep fit
puis	then
si	if
je voudrais + infinitive	I would like
je veux + infinitive	I want
je préférerais + infinitive	I would prefer to...

Qu'est-ce qu'il y a sur la photo?	What is in the photo?
sur la photo, il y a...	in the photo, there is...
je peux voir	I can see
(deux) personnes	(2) people
un homme	a man
un garçon	a boy
une femme	a lady / a wife
une fille	a girl / daughter
il a les cheveux bruns	he has brown hair
elle a les yeux verts	she has green eyes
il porte un t-shirt rouge	he's wearing a red t-shirt
elle porte un jean bleu	she's wearing blue jeans
ils portent des vêtements	they are wearing clothes
ils s'amusent	they are having fun
il fait beau	it's sunny
il pleut	it's raining

Future Plans Phrases	
il est important...	it's important...
d'être travailleur/travailleuse	to be hard-working (m/f)
de passer mes examens	to pass my exams
de trouver un boulot	to find a job
de gagner une bonne salaire	to earn a good salary
d'avoir un avenir plein d'opportunités	to have a future full of opportunities



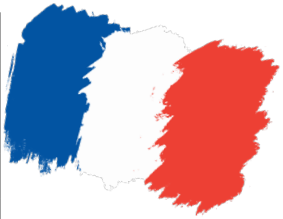


KEY FREQUENCY WORDS/TIME EXPRESSIONS & VERBS (PAST, PRESENT & FUTURE)

PRESENT	
aujourd'hui	today
quelquefois	sometimes
d'habitude	usually
normalement	normally
généralement	generally
souvent	often
toujours	always
tous les jours	every day
tous les soirs	every evening
tous les weekends	every weekend
une fois par semaine	once a week
deux fois par semaine	twice a week
une fois par mois	once a month
chaque année	every year
le lundi	on Mondays/every Monday
le mardi	on Tuesdays/every Tuesday

PAST	
hier	yesterday
le weekend dernier	last weekend
la semaine dernière	last week
l'été dernier	last summer
l'année dernière	last year

FUTURE	
demain	tomorrow
le lendemain	the day after tomorrow
le weekend prochain	next weekend
la semaine prochaine	next week
l'été prochain	next summer
l'année prochaine	next year



INFINITIVE	PAST	PRESENT	FUTURE
manger – to eat	j'ai mangé nous avons mangé	je mange nous mangeons	je vais manger nous allons manger
visiter – to visit	j'ai visité nous avons visité	je visite nous visitons	je vais visiter nous allons visiter
regarder – to watch	j'ai regardé nous avons regardé	je regarde nous regardons	je vais regarder nous allons regarder
aller – to go	je suis allé(e) nous sommes allé(e)s	je vais nous allons	je vais aller nous allons aller
boire – to drink	j'ai bu nous avons bu	je bois nous buvons	je vais boire nous allons boire
jouer – to play	J'ai joué Nous avons joué	je joue nous jouons	je vais jouer nous allons jouer
faire – to do	j'ai fait nous avons fait	je fais nous faisons	je vais faire nous allons faire
être – to be	j'étais – i was c'était – it was nous étions – we were	je suis – i am il/elle est – he/she is nous sommes – we are	je vais être il/elle/on va être nous allons être

LINGUASCOPE
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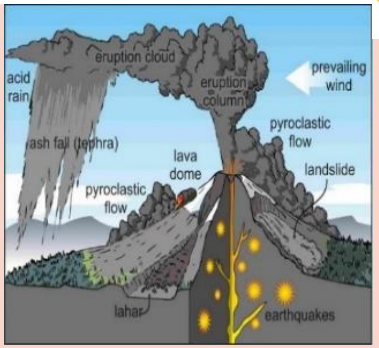
GEOGRAPHY

The structure of the Earth

The Crust	Varies in thickness (5-10km) beneath the ocean. Made up of several large plates.
The Mantle	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.
The Inner and outer Core	Hottest section (5000 degrees). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.

Volcanic Hazards

Ash cloud	Small pieces of pulverised rock and glass which are thrown into the atmosphere.
Gas	Sulphur dioxide, water vapour and carbon dioxide come out of the volcano.
Lahar	A volcanic mudflow which usually runs down a valley side on the volcano.
Pyroclastic flow	A fast moving current of super-heated gas and ash (1000°C). They travel at 450mph.
Volcanic bomb	A thick (viscous) lava fragment that is ejected from the volcano.



Managing Volcanic Eruptions

Warning signs	Monitoring techniques
Small earthquakes are caused as magma rises up.	Seismometers are used to detect earthquakes.
Temperatures around the volcano rise as activity increases.	Thermal imaging and satellite cameras can be used to detect heat around a volcano.
When a volcano is close to erupting it starts to release gases.	Gas samples may be taken and chemical sensors used to measure sulphur levels.

Preparation	
Creating an exclusion zone around the volcano.	Being ready and able to evacuate residents.
Having an emergency supply of basic provisions, such as food	Trained emergency services and a good communication system.

Convection Currents

The crust is divided into tectonic plates which are moving due to convection currents in the mantle.

1. Radioactive decay of some of the elements in the core and mantle generate a lot of heat.
2. When lower parts of the mantle molten rock (Magma) heat up they become **less dense** and **slowly rise**.
3. As they move towards the top they cool down, become **more dense** and **slowly sink**.
4. These **circular movements** of semi-molten rock are **convection currents**
5. Convection currents create **drag** on the base of the tectonic plates and this causes them to move.

LIC -CS: Nepal 2015

Causes
On a destructive plate margin, involving the Eurasian and Indo Australian plates.
The magnitude 7.8 earthquake occurred on 25th April 2015.

Effects
9,000 people died and 22,000 injuries.
Avalanches triggered in Himalayas.
800,000 buildings damaged or destroyed.
Mountain roads were blocked by landslides

Management
India and CHina sent rescue teams.
Oxfam provided food, shelter and water.
Education - earthquake drills.
Road from Nepal to Tibet opened after 2 years.

Unit 1a

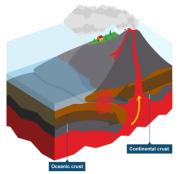
AQA

The Challenges of Natural Hazards

Types of Plate Margins

Destructive Plate Margin

When the denser plate subducts beneath the other, friction causes it to **melt and become molten magma**. The magma forces its ways up to the surface to form a volcano. This margin is also responsible for **devastating earthquakes**.

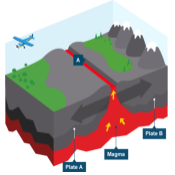


Constructive Plate Margin

Here two plates are **moving apart** causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the **Mid Atlantic Ridge**.

Conservative Plate Margin

A conservative plate boundary occurs where plates **slide past each other** in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.



What is a Natural Hazard

A natural hazard is a natural process which could cause death, injury or disruption to humans, property and possessions.

Geological Hazard	Meteorological Hazard
These are hazards caused by land and tectonic processes.	**These are hazards caused by weather and climate.**

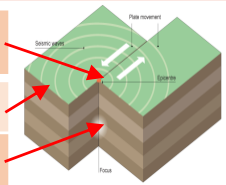
Causes of Earthquakes

Earthquakes are caused when two plates become **locked** causing **friction** to build up. From this **stress**, the **pressure** will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of **seismic waves**, to travel from the **focus** towards the **epicentre**. As a result, the crust vibrates triggering an earthquake.

The point directly above the focus, where the seismic waves reach first, is called the **EPICENTRE**.

SEISMIC WAVES (energy waves) travel out from the focus.

The point at which pressure is released is called the **FOCUS**.



Earthquake Management

PREDICTING

Methods include:

- Satellite surveying (tracks changes in the earth's surface)
- Laser reflector (surveys movement across fault lines)
- Radon gas sensor (radon gas is released when plates move so this finds that)
- Seismometer
- Water table level (water levels fluctuate before an earthquake).
- Scientists also use seismic records to predict when the next event will occur.

PROTECTION

You can't stop earthquakes, so earthquake-prone regions follow these three methods to reduce potential damage:

- Building earthquake-resistant buildings
- Raising public awareness
- Improving earthquake prediction

HIC - CS: New Zealand 2016

Causes
On a destructive and conservative plate margin involving the Indo-Australian and Pacific plates
Magnitude 7.8 and occurred on 14th November 2016

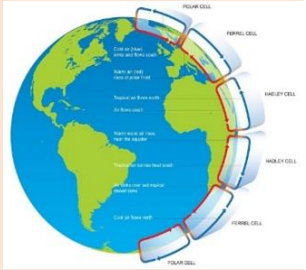
Effects
Two people died.
More than 50 injured.
10,000s homes damaged.
200km roads destroyed

Management
Warships were sent with food and medical supplies.
Tsunami warnings.
100,000 landslides occurred.

Global pattern of air circulation

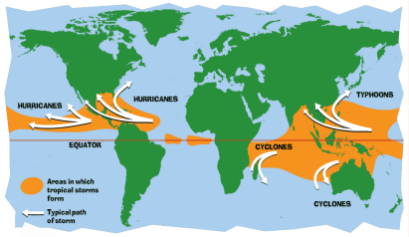
Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth.

Hadley cell	Largest cell which extends from the **Equator** to between **30° to 40° north & south**.
Ferrel cell	Middle cell where air flows **poleward** between **60° & 70°** latitude.
Polar cell	**Smallest & weakness** cell that occurs from the poles to the Ferrel cell.



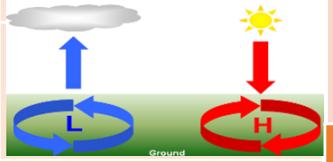
Distribution of Tropical Storms.

They are known by many names, including hurricanes (North America), cyclones (India) and typhoons (Japan and East Asia). They all occur in a band that lies roughly 5-15° either side of the Equator.



High and Low Pressure

Low Pressure	High Pressure
Caused by hot air rising. Causes stormy, cloudy weather.	**Caused by cold air sinking. Causes clear and calm weather.**



Formation of Tropical Storms

1	The sun's rays heats large areas of ocean in the summer and autumn. This causes **warm, moist air** to rise over the particular spots
2	Once the **temperature is 27°**, the rising warm moist air leads to a **low pressure**. This eventually turns into a thunderstorm. This causes air to be sucked in from the **trade winds**.
3	With trade winds blowing in the opposite direction and the rotation of earth involved (Coriolis effect), the thunderstorm will eventually start to **spin**.
4	When the storm begins to **spin faster than 74mph**, a tropical storm (such as a hurricane) is officially born.
5	With the tropical storm growing in power, **more cool air sinks** in the centre of the storm, creating calm, clear condition called the **eye of the storm**.
6	When the tropical storm hits land, it **loses its energy source** (the warm ocean) and it begins to lose strength. Eventually it will 'blow itself out'.

Changing pattern of Tropical Storms

Scientist believe that global warming is having an impact on the frequency and strength of tropical storms. This may be due to an increase in ocean temperatures.

Management of Tropical Storms

Protection
Preparing for a tropical storm may involve construction projects that will improve protection.

Aid
Aid involves assisting after the storm, commonly in LIDs.

Development
The scale of the impacts depends on the whether the country has the resources cope with the storm.

Planning
Involves getting people and the emergency services ready to deal with the impacts.

Prediction
Constant monitoring can help to give advanced warning of a tropical storm

Education
Teaching people about what to do in a tropical storm.

Primary Effects of Tropical Storms

- The intense winds of tropical storms can destroy whole **communities, buildings** and **communication networks**.
- As well as their own destructive energy, the winds can generate abnormally high waves called **storm surges**.
- Sometimes the most destructive elements of a storm are these subsequent **high seas and flooding** they cause to coastal areas.

Secondary Effects of Tropical Storms

- People are **left homeless**, which can cause distress, poverty and ill health due to lack of shelter.
- **Shortage of clean water** and **lack of proper sanitation** makes it easier for diseases to spread.
- **Businesses are damaged** or destroyed causing employment.
- Shortage of food as **crops are damaged**.

Case Study: Typhoon Haiyan 2013

Causes
Started as a tropical depression on **2rd November 2013** and gained strength. Became a Category 5 **"super typhoon"** and made landfall on the Pacific islands of the Philippines.

Effects
- Almost **6,500 deaths**.
- **130,000 homes destroyed.**
- Water and sewage systems destroyed had caused **diseases**.
- **Emotional grief** for dead.

Management
- The UN raised **£190m in aid**.
- USA & UK **sent helicopter carrier ships** deliver aid remote areas.
- **Education** on typhoon preparedness.

Case Study: UK Flooding Somerset Levels 2014

Causes
End of 2013, UK was hit by a series of severe storms. Wettest January on record.

Effect
- 600 houses flooded.
- Train services from Bristol to Exeter were disrupted.
- Nearly 7000 ha of farmland was under water for a month.
- Muchelney village was cut off.

Management
- Pumps were brought in from the Netherlands to help clear the water.
- 20 Year flood action plan has been set up in the area.
- River channels have been dredged so they can hold more water.

What is Climate Change?

Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years.

Recent Evidence for climate change.

Global temperature	Average global temperatures have increased by more than **0.6°C since 1950**.
Ice sheets & glaciers	Many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by **10% in 30 years**.
Sea Level Change	Average global **sea level has risen by 10-20cms** in the past 100 years. This is due to the additional water from ice and thermal expansion.

Enhanced Greenhouse Effect

Recently there has been an increase in **humans burning fossil fuels** for energy. These fuels (gas, coal and oil) emit **greenhouse gases**. This is making the Earth's atmosphere thicker, therefore trapping more solar radiation and causing **less to be reflected**. As a result, the Earth is becoming warmer.

Evidence of natural change

Orbital Changes	Some argue that climate change is linked to how the Earth orbits the Sun, and the way it wobbles and tilts as it does it.
Sun Spots	Dark spots on the Sun are called Sun spots. They increase the **amount of energy Earth receives** from the Sun.
Volcanic Eruptions	Volcanoes release large amounts of **dust containing gases**. These can **block sunlight** and results in cooler temperatures.

Managing Climate Change

Carbon Capture
This involves new technology designed to reduce climate change.

Planting Trees
Planting trees increase the amount of carbon is absorbed from atmosphere.

International Agreements
Countries aim to cut emissions by signing international deals and by setting targets.

Renewable Energy
Replacing fossil fuels based energy with clean/natural sources of energy.

HISTORY KNOWLEDGE ORGANISER – AMERICAN WEST

1. Early America

Independence
Liberty
Colony
Constitution
Congress

The five civilised tribes:

- Cherokee
- Choctaw
- Creek
- Chickasaw
- Seminole

Plantations
Reserve
Civilised
Native

Declaration of Independence	1776
Original 13 States	1776
George Washington (first President)	1789
Lewis & Clark (Great American Desert)	1803
Louisiana Purchase	1819
Missouri Compromise signed	1820
Cotton Boom	1830
Indian Removal Act	1830
Indian Trade and Intercourse Act	1834
Seminole War	1835
The Creek War	1836
The Trail of Tears	1838

2. Indian Territory.

Federal/State
Frontier
Reservation
Indian Territory
Savage
Predators
Social Structure
Nomadic
Travois/Tipi
Collaboration
Resourceful
Reverence

Dog Soldiers
Scalping
Coup Stick
Brotherhoods
Great Spirit
Prey
Medicine Man
Spirit World
Sun Dance
Sacred Land
Buffalo

US win the Mexican-American War	1848
Indian Appropriations Act	1851
The Fort Laramie Treaty	1851

'For as long as the stars shall shine and the rivers flow.' Andrew Jackson (1834)

3. Early Settlement

Expansion
Natural Frontiers
Extreme weather
Early Pioneers
Independence
Mormons
Joseph Smith
Brigham Young
Moroni
Religious Persecution
Dannites
Deseret

Mountain men
Jim Bridger
Bridger pass
Bridger trail
Fort Bridger
Donner party
Wagon train
Mining towns
Law of the Gun
Claim-jumping
Agricultural
Climate

Lewis and Clark Expeditions	1803-6
Bank collapse	1837
Oregon Trail	1843
Manifest Destiny (John O'Sullivan)	1845
Californian Gold Rush	1849
Fort Laramie Treaty	1851
Horace Greeley 'Go West young man'	1859

4. Civil War

Democrats
Republicans
Secession
Radical
Reconstruction
Homesteaders
Filing a claim
13th Amendment
Immigration
Abolitionists

Assassination
Immigrants
Deserters
Ex-Slaves
Ex-Soldiers

Union/North/Blues/Free States
Confederacy/South/Greys/Slave States

The Missouri Compromise	1820
The Kansas-Nebraska Act ended M C	1854
Abraham Lincoln becomes President	1860
Confederate States refused secession	1861
American Civil War	1861-5
Emancipation Proclamation	1862
The 'Black Codes' (KKK)	1866
Reconstruction Acts	1867
The Reconstruction years	1865-77

Free States – Banned Slavery
Slave States – Allowed Slavery

5. Homesteaders and Farming

Pacific Railroad Act, 1862
Transcontinental
Open Range
Rustling
Long Drives
Cattle Trails
Meat Packing
Quarantine
Vigilante
Posse
Lynching
Marshal

Technology
Timber
Sod Houses
Crops
Dry farming
Mennonites
Turkey red wheat

The US Civil War ends, herds multiplied	1865
Goodnight & Loving Trail	1866
Abilene (Joseph McCoy)	1867
'Beef bonanza'	1870s
Open Range (John Iliff)	1870
Harsh winter (-55%C) ends Open Range	1886-7
Homestead Act ((160acres for $10+$30)	1862
Timber Culture Act (another 160 acres)	1873
Wind Pump (Daniel Halladay)	1874
Joseph Glidden (barbed wire)	1874
Sulky Plough (steel, spare parts)	1875
Desert Land Act (another 640 acres)	1877

6. Conflict & Conquest

Rustlers
Roundup
Foreman
Treaty
Massacre
Extinction
Bozeman Trail
Sacred
Total War
Clash of Cultures
Assimilate
Americanise

Reason for Conflict:

* Culture of the Plains Indians
* Government policy
* Destruction of the buffalo

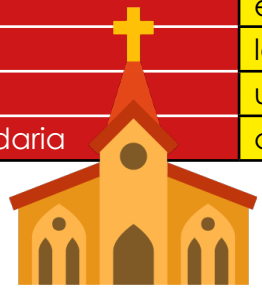
Lincoln County War	1878
Johnson County War	1892
Little Crow's War (let them eat grass)	1862
Sand Creek Massacre (Col Chivington)	1864
Red Cloud's War	1866-8
2nd Treaty of Fort Laramie	1868
Gold found in the Black Hills of Dakota	1874
The Battle of the Little Bighorn	1876
The Exoduster Movement	1879
The Dawes Act	1887
Wounded Knee Massacre	1890
Oklahoma Land Rush	1893

SPANISH - KNOWLEDGE ORGANISER - Y11 - TERM 2

Mi Casa	Home
el ascensor	lift
la butaca	armchair
la cocina	kitchen
cómodo/a	comfortable
compartir	to share
el cuarto de baño	bathroom
el dormitorio	bedroom
la habitación	room
el lavaplatos	dishwasher
el salón	lounge, living room
la terraza	terrace
las afueros	outskirts
antiguo	old
el árbol	tree
el campo	countryside, field
la costa	coast
la granja	farm
la montaña	mountain
peor	worse, worst
el piso	flat

Donde vives	Where you live
el barrio	neighbourhood/area
la carnicería	butcher's
descansar	to rest
el dinero	money
el estanco	newsagent's
la panadería	baker's
la plaza de toros	bull ring
la zapatería	shoe shop
el ayuntamiento	town hall
el centro comercial	shopping centre
la ciudad	city/large town
correos	post office
la fábrica	factory
la iglesia	church
ir de compras	to go shopping
el país	country
la plaza	town square
el polideportivo	sports centre
el pueblo	(small) town

Trabajar de voluntario	Voluntary work
ayudar	to help
el banco de alimentos	food bank
el comedor social	soup kitchen
ecologista	environmental
la gente mayor	old people
los necesitados	the needy
la organización benéfica	a charity
participar en	to participate in
la residencia de ancianos	old people's home
los "sin techo"	the homeless
el Tercer Mundo	the Third World
la tienda con fines benéficos	charity shop
el curso	school year, course
los demás	the others
esperar	to wait for, to hope, to expect
el idioma	language
inútil	useless
la tienda solidaria	charity shop



¿Sano o malsano?	Healthy or unhealthy?
acostarse	to go to bed
las bebidas azucaradas	sugary drinks
el dolor	pain/ache
emborracharse	to get drunk
evitar	to avoid
la grasa	fat
malsano	unhealthy

¿Sano o malsano?	Healthy or unhealthy?
poco sano	not healthy
una ración	a portion
saludable	healthy
sano	healthy
aprobar un examen	to pass an exam
el consejo	advice
la droga (blanda/dura)	(soft/hard) drugs

¿Sano o malsano?	Healthy or unhealthy?
estresante	stressful
fumar	to smoke
levantarse	to get up
mantenerse en forma	to keep fit
preocuparse	to worry
probar	to try/taste/have a go

El medioambiente	The environment
ahorrar	to save
la basura	rubbish
en vez de	instead of
intentar	to try to
el malgasto	waste
la pila	battery
recargable	rechargeable
reciclar	to recycle
reutilizar	to re-use
la Tierra	the Earth
tirar	to pull/throw away
el vidrio	glass
la contaminación atmosférica	air pollution
desaparecer	to disappear
desconectar	to disconnect/unplug/ switch off
los desperdicios	rubbish/waste
incluso	even
inquietante	worrying
luchar	to struggle/fight
salvar	to save

La pobreza y los 'sin techo'	Poverty and homelessness
la alimentación	food
la asistencia médica	medical care
la enfermedad	illness
en contra	against
faltar	to be lacking/ missing
hace(n) falta	to need
necesitar	to need
perder	to lose
perezoso/a	lazy
querer	to love/want
la vivienda	accommodation
el destrozo	destruction
formar parte de	to be part of
el/la gamberro/a	hooligan/ troublemaker
maltratar	to mistreat
los niños de la calle	street children
la ONG	NGO
robar	to steal
el vertedero	rubbish dump

Las vacaciones	Holidays
el aire acondicionado	air conditioning
el autocar	coach
barato/a	cheap
el coche	car
el crucero	cruise
el invierno	winter
el metro	underground train
no fumador	non smoking
el otoño	autumn
la primavera	spring
Sudamérica	South America
el verano	summer
el viaje	journey
una habitación (doble/individual	a (single/double) room
la pensión	B&B
la reserva	reservation
el saco de dormir	sleeping bag

En España	In Spain
el desempleo	unemployment
nací	I was born
nació	he/she/it was born
el país	country
el río	river
la sierra	mountain range
tanto	so much/many
abierto	open

En España	In Spain
cerrado	closed
la cocina	kitchen/cooking
entero/a	entire/whole
ir de paseo	to go for a walk
el monasterio	monastery
pintoresco	picturesque
recomendar	to recommend
el recuerdo	memory/souvenir
tranquilo/a	peaceful

En España	In Spain
la vaca	cow
el valle	valley
el/la visitante	visitor

El instituto	Secondary school
la asignatura	subject
la cocina	food technology
continuar	to continue
los deberes	homework
dejar	to drop/allow/leave
el dibujo	art
la educación física	PE
práctico/a	practical
próximo/a	next
el apoyo	support
aprender	to learn
los apuntes	notes
la escuela	school
la excursión	trip
mejorar	to improve
la palabra	word
la pantalla	screen
la prueba	test
repasar	to revise
sacar buenas/malas notas	to get good/bad grades

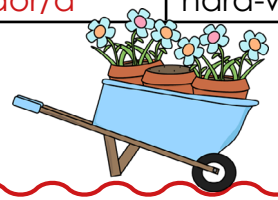
La vida en el insti	Life at school
el aire libre	open air
el/la alumno/a	pupil
campo de deportes	sports field
el/la compañero/a	classmate
el equipo	team/equipment
la evaluación	assessment
ganar	to win/earn
la hora de comer	lunch hour
el recreo	break time
el ruido	noise
suspender	to fail
último/a	last
el apellido	surname
el chicle	chewing gum
el edificio	building
las instalaciones	facilities
el maquillaje	make-up
prohibido	prohibited/banned
la regla	rule/ruler

¿Trabajar o estudiar?	Work or Study
el aprendizaje	apprenticeship
aprobar	to pass an exam
el dinero	money
el examen	exam
la experiencia laboral	work experience
la informática	IT
mejor	better/best
la nota	mark/grade
quedar	to stay
tener éxito	to be successful
el título	(university) degree
la ventaja	advantage
la desventaja	disadvantage
estar harto/a de	to be fed up with
horroroso/a	dreadful
el mundo	the world
peor	worse/worst
por otra parte	on the other hand
seguro/a	sure/secure
vale la pena	it's worth it

El mundo de trabajo	The world of work
ama de casa	housewife
el/la cajero/a	cashier
el/la cliente/a	customer
cocinero/a	cook
estar en paro	to be unemployed
ingeniero/a	engineer
jardinero/a	gardener
la mitad	half

El mundo de trabajo	The world of work
peluquero/a	hairdresser
quisiera	I would like
anciano/a	elderly
la caja	the till
carnicero/a	butcher
cuidar a	to look after
dependiente/a	shop assistant
la empresa	company

El mundo de trabajo	The world of work
el/la hombre/mujer de negocios	businessman/ woman
panadero/a	baker
sueldo	wage
trabajador/a	hard-working



Knowledge Organiser

NCFE CACHE: Level 1-2 Technical Award Child Development & Care in the Early Years

Content area 1: Child development

Physical Development
Movements, balance and co-ordination
Fine motor – small movements often made using hands, such as picking up a spoon or using a pencil
Gross motor – large movements such as running balancing & throwing.

Communication and Language development
Talking, listening & understanding. Reading & writing for older children.
Receptive language – what children can understand
Expressive language – what children can say

Social & emotional development
Relationships with others, managing feelings, confidence & self-control
Attachment – a close bond between the child & their parents
Bonding – the process by which children & parents develop a strong loving relationship

Cognitive development
Thinking, memory & understanding concepts such as time, colour & number
Object permanence – the ability to understand that objects when placed out of sight are still in existence
Trial by error – seeing what happens after an action has been made & learning from it.

Expected pattern of Physical development.
Fine motor
At birth:
- hands are firmly closed
- Often fold their thumb under fingers

1 years:
- Clasps hands together
- Points using index finger

2 years:
- Draws lines, dots and circles
- Separates interlocking toys

3 years:
- Fastens large zip
- Begins to show preference for dominant hand

4 years:
- Begins to fasten buttons
- Uses spoon and fork well to eat

5 years:
- Can use a knife and fork
- Can thread small beads

Gross Motor
At birth:
- Lies with head to one side
- Head lags when pulled to sitting position

1 year
- Sits down from standing
- Is more mobile

2 years
- Runs with control
- Throws and kicks a ball

3 years
- Can walk backwards and sideways
- Jumps with both feet

Expected pattern of communication and language development
At birth:
- Cries to indicate needs
- Recognises main caregiver's voice

1 years:
- Understands simple frequent words
- Babbles leading to spoken words

2 years:
- Uses 50 words or more
- Refers to self by name

3 years:
- Uses 200 words or more
- Joins in simple rhymes

4 years:
- Enjoys telling and sharing stories
- Can be understood easily by others

5 years:
- Shows signs of reading
- Concentrates and maintains attention

Holistic Development – Overall development of a child

Expected pattern of social and emotional development.
At birth:
- Expresses pleasure when being fed
- Often imitates facial expressions

1 years:
- Enjoys simple games
- Dependant on others

2 years:
- Frustrated when unable to express feelings
- May be clingy

3 years:
- Expresses emotions
- Enjoys playing with others

4 years:
- More confident in new situations
- Can be sensitive to others

5 years:
- Enjoys group play
- Has likes and dislikes

Expected pattern of Cognitive development.
At birth:
- Turns head towards bright light
- Startled by sudden noises

One year
- Understand simple instructions
- Responds to gestures

2 year
- Understands consequences for actions
- Names pictures and objects in book

3 years
- Recognises objects that are heavy and light
- Sorts objects by shape and size

4 years
- Counts to 10
- Names some colours

5 years
- Can count to 20
- Understand basic rules

Transition – a change of place, family circumstance and/or carer.

Content area 2: Factors that influence the child's development

Nature: Biological. **Nurture: Environmental**

Biological Factors	Example	Environmental factor	Example
Physical traits – some are linked to genetic inheritance.	Height, physical strength, face shape, eye colour.	**Love & interaction** – children thrive if they feel loved & have plenty of positive attention from the adults who care for them.	Cuddles, time to talk, being spoken to positively, being listened to.
Medical conditions - most are linked to genetic inheritance.	Diabetes, asthma, sickle cell anaemia.	**Stimulation & play** – children benefit if there are opportunities to play, talk and do different things.	Going to different places, doing different things, playing with adults and other children, sharing books.
Learning difficulties – are most likely as a result of genetic inheritance.	Autistic spectrum conditions, dyslexia.	**Physical conditions/ socio-economic** – Children need shelter, warmth and to be physically safe. They also need room to move and explore.	Warm home, opportunities to go outdoors, space to play indoors.
Disabilities – some are linked to genetic inheritance, whilst others may occur during pregnancy and birth	Deafness, sight problems, cerebral palsy, spina bifida.	**Food & drink** – children need food & drink that is nutritious and healthy. This helps them to grow and have the energy to explore, move and learn.	Developing good food habits including enjoying vegetables and foods high in nutrients.
Personality & temperament	Shyness, curiosity, outgoing	**Family Lifestyle:**	Abuse, neglect, drug/alcohol abuse, healthy diet, poor diet.
Pregnancy & birth – how healthy a mother is during pregnancy can affect a child's development	German measles, fetal alcohol syndrome, spina bifida, developmental difficulties.	**Personal factors** are about inherited traits and also what happened before and immediately after you were born. **External factors** are about where and how you grew up. They also include the events and experiences that you have had.	

Common Transitions
- Going to a pre-school, nursery or childminder
- Starting school
- Being cared for by a family member
- Going to a club or class
- Changing group or class within a nursery, pre-school or school.
- Arrival of a new baby
- Moving home
- Death or illness of a family member
- Family breakdown e.g. divorce

Impacts of transitions on a child's development
Language development child not wanting to talk, finding it hard to listen and withdrawing.
Intellectual development concentration, memory may be limited, children need to be interested in what they are learning.
Social & emotional can cause anxiety, behavioural changes,
Physical can be loss of appetite. Sleep patterns, regression

Illness – Stress affects how well children can fight illness. They may get more coughs and colds than usual.

Possible effects of transitions

Sleep – When children are stressed, they find it hard to get to sleep or may wake up a lot.

Feeding – When children are unsure or stressed. They may find it hard to eat or lose their appetite.

Lack of energy/ interest – Children many not be interested or have the energy to run or explore, this can mean that physical skills are not being practised.

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Content Area 3: Care routines, play and activities to support the child

Care Routines

Sleep & rest

Babies and young children need to sleep a lot more than adults. During sleep the body produces a growth hormone.

Physical activity

Children need to be physically active everyday, this helps them have stronger hearts, bones and muscles.

Balanced diet

A balanced diet refers to children getting meals & snacks that meet their needs for growth but in the right quantities.

Suitable clothing & footwear

Children need clean clothing and footwear that is right for the weather. If clothes are dirty they could get an infection.

Personal hygiene

This is keeping skin, hair & teeth clean. Babies and young children's immune systems are developing, which is why good personal hygiene is vital.

Safe & stimulating environment

This is important to prevent accidents. Young children are often very impulsive, but they need to have an environment they can explore safely, so they can develop.

Basic Care Needs

Basic Needs	Psychological Needs
Food and drink	Belonging
Fresh air	Affection
Rest and sleep	Sense of achievement
Exercise	Valued
Physical safety	
Emotional safety	
shelter	

Play activities – the way children learn

Physical play
Develops: Balance and coordination, confidence, healthy wellbeing

Creative play
Develops: language, confidence, problem solving

Imaginative play
Develops: communication, relationships, expression of feelings

Sensory Play
Develops: hand eye coordination, concentration, expression of feelings, new concepts

Role of early years practitioner during play activities

Before:
Complete risk assessments, individual needs, planning, outcomes, preparing resources and the environment

During:
Engage in open ended talk and discussion, praise and encouragement, manage children's safety, promote independence, children's behaviour, encourage socialisation and cooperation between children, adapt activity, ensure inclusion

After:
Tidy up, pack away, reflect on outcomes achieved by children, effectiveness

Content Area 4: Early Years Provisions

Statutory - These are services that have to be available by law, i.e. through legislation which requires either the government or local authorities to provide them.	Private - These are profit-making services. They will be run by a owner or company.	Independent - These are services that are provided independently of the state and do not rely on government funding	Voluntary - These are services that are usually run by a charity, where some or all of their funding comes from donations.

Setting	Description	Age
Registered childminder	A registered childminder looks after the children in their own home and is self-employed. They need to be registered and inspected by Ofsted, and offer flexible and individualised care for children. They can look after up to six children between the ages of birth to eight years, including their own.	0-8yrs+
School-based nursery	A school-based nursery will be attached to an infant or primary school They only run during term time. A child may start from two years in an independent school. However, a school-based nursery usually starts the year before the child begins full time education in Reception, so around four years.	Varies
Reception class	A school reception class will start during the years of the child's 5th birthday. Children may start by attending on a half-day basis but will quickly build up to a full day. School-based settings are registered and inspected by Ofsted.	4-5yrs
Children's centres	They offer a range of different services for children under five and their families. They may be located on school sites or local authority sites. These services also may differ within different areas, but may include health & support for families with young children. They also usually include play centres where parents can attend with their children.	0-5yrs
Day nursery	They must be registered and inspected by Ofsted and are usually open all day. They can be private, voluntary or workplace based. Some will have longer hours and will be open during weekends and evenings.	0-5yrs
Out of school clubs/ play centres	These are clubs which are run for school-age children before and after school, and may run during school holidays.	4+
Parent & toddler group	These are drop-in sessions for parents of young children and are usually run by volunteers and other parents. Parents will have responsibility for their children.	0-3yrs
Playgroup/ pre-school	They may be run by parents or children may be left in the care of staff. If children are left in the care of staff, they must be registered with Ofsted. They are usually run on a voluntary basis during term time and have sessions of around 3 hours.	2-5yrs
Workplace nursery	This provides care and education for children at the place where their parents work.	3 mths+
Nanny	A nanny is a carer who is employed by a child's parents to look after the child in their own home. Nannies will often look after more than one child if needed and are usually very flexible. However, although many do have training, they are not required to have qualifications.	0-5yrs+
Crèche	A crèche will provide interim care for children from time to time while their parents are engaged in a one-off activity such as shopping, sport, or other activity, usually on the same premises. They are not required to register with Ofsted but can choose to do so.	Varies

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Content Area 5: Legislation, policies and procedures in the early years

Regulatory authority – OFSTED – Part of the government, inspects settings to ensure suitability.

Legislation: A law, or set of laws that have been passed by parliament.	Framework: A set of standards that must be met.	Policy: An action adopted by an organisation.	Procedure: An established way of carrying out a policy.

Act	Policy	Procedure
The Health and Safety at Work Act 1974 – health, safety and welfare of children, staff and visitors within the workplace	• Health and safety policy • Food and drink policy • Visitors to the setting policy	• Risk assessments • Safe working practices during food prep • Reporting accidents • Signing visitors in and out
United Nations Convention on Rights of the Child – 1989 – grants all children under 18 the rights	• Safeguarding • Play policy • Equality and diversity	• Report abuse (record keeping/reporting) • Provide play • Adapt activities
Equality Act 2010 – ensures an individual's characteristics are protected	• Equality and diversity	• Provide resources that reflect society • Good role model • Adjust activities
General Data Protection Regulation 2018 (GDPR) – data protection and privacy on how personal data is used and stored	• Confidentiality	• Share information with consent • Store information safely • Share information on a 'need to know' basis
The Early Years Foundation Stage Statutory Framework (EYFS)	• Keyworker • Safeguarding • Health and safety	• Ensure staff/child ratio • Respond to disclosure • No personal use of mobiles

The role of the practitioner in supporting and maintaining these procedures.

Health and safety procedure
- risk assessments
- Security checks
- Safety of equipment
- First aid procedures
- Report incidents/accidents
- Hygiene routines
- Follow emergency and fire evacuation procedures
- Safe disposal of bodily fluids and waste
- Manual handling safety

Equality and Inclusion Procedure
- recognise and celebrate individuals
- Ensure dignity and respect
- Reasonable adjustments
- Appropriate resources
- Adapt materials
- Positive images
- Treating every equally
- Meeting individual needs
- Ensure anti-discriminatory practice

Safeguarding Procedure
- Protecting children
- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- How to respond and report

Confidentiality Procedures
- Build trust between all hose involved
- Safeguarding
- Legal requirement
- Privacy
- Obtain consent/permission
- 'Need to know; principle

Content Area 6: Expectations of the early years practitioner

Behaviour – how you will behave as an early years worker
- Role model – Children will copy what you do, so always try to act as you want them to. E.g. when having lunch with a child, ensure you have good table manners.
- Positive attitude – smiling, offering to help, going the extra mile
- Professional boundaries,
- Working within the policies and procedures
- Effective communication

Appearance - What you wear and general appearance
- Personal hygiene
- Body art, piercings, tattoos
- Clothing and accessories

Timekeeping and attendance
- Punctuality
- Attendance
- Dealing with absence

Content Area 7: Roles and responsibilities within early years settings

Roles
- Manager
- Early years practitioner
- Room leader
- Key person
- Childminder
- Teaching assistant
- nanny

Responsibilities
- Keeping children safe
- Support healthy development
- Promote development
- Work in partnership

Partnership working: different services and professionals working together with other teams or people to meet the child's and/or families needs.

How partnership working benefits the child, family and the early years practitioner.
Child: promotes safeguarding, consistent care, interventions, holistic needs
Family: support, shared goals, builds trust
Early Years Practitioner: advice and information, planning activities, trust, shared goals, work together.

Specialist roles inside the setting

SENDCO – Special educational needs and disabilities co-Ordinator
- Co-ordinates provision for children with SEN
- Responsible for overseeing, assessing, planning, and monitoring progress

DSL – Designated safeguarding lead
- Responsible for child protection
- Ensures policies and procedures are in place
- Makes referrals
- Monitors needs of children and families

PANCO – Physical activity and nutrition coordinator
- Acts as a champion for best practice
- Promotes health and wellbeing

Key person – A requirement of the early years foundation stage (EYFS)#
- Works with small groups of children
- Offers care to promote children's growth and development

Specialist roles outside the setting

SEND teams:
- physiotherapist – helps and individual affected by injury, disability, illness with movement and exercise, manual therapy, education and advice
- Educational psychologist – assesses an individual with special needs, emotional or behavioural difficulties

Health professionals:
- General practitioner (GP) – diagnoses and treats medical conditions
- Paediatrician – doctor who specialises in the treatment and care of children and young people
- Health visitor – works with children and families to support and promote health and development

Children's social care
- Social care – provides assessment of a child and their family needs and offers a range of support to ensure a child is protected and well cared for
- Family support worker – provides practical advice and support to the individuals and families in need on a range of issues.

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Content Area 8: The importance of observations in early years childcare

How observations support child developments

Formative assessment:
- Assessments that inform planning and immediate responses to children
- Find out the child's interests
- Helps identifies stages of development
- Understand triggers in behaviour
- Gain insight to share with parents/carers/professionals
- Supports provision for the characteristics of effective learning
- Plan development activities

Summative assessment:
- Assessments that provide a summary of the child's learning and development at a point in time
- Evaluates effectiveness of interventions
- Supports assessment of the child's development
- Supports other professionals
- Plan learning and development activities
- Track progress against current frameworks

Observation: the action or process of closely observing or monitoring something or someone.

Objective and subjective observations

Objective:
- A record of what is seen and heard
- It does not include an opinion
- It states the facts and details only
- It avoids interpretation

Subjective:
- Is influenced by past events
- Is based on personal experiences
- Is based on opinion, feelings and assumptions
- Is subject to interpretation

Components of recording observations

Aim: what the observer wants to find out
Recording: the method used, and information gained
Evaluation: an assessment of what has been observed and recorded
Planning: consider what should happen next to support the child and the activities that could support the holistic development

Holistic development: the overall development of a child.

Different methods of observation

Media methods: Make a video recording, take a photograph, record observations in a digital format
Learning journal: Collection of notes, observations and thoughts built up over a period of time
Post-it notes: make a note of a child's behaviour or skill, temporarily attach a note to a document or surface
Narrative/free description/written account: a short observation focused on the child, write everything down during the period of observation of the child
Checklist: check whether the child can achieve a specialised skills, record findings.

Content Area 9: Planning in early years childcare

Child-centred approach – the approach enables children to initiate and direct their own play with the support of interested and responsive adults.

Purpose of the planning cycle

- **To identify the individual needs of the child**
  - Physical
  - Cognitive
  - Communication and language
  - Social and emotional
- **Identify support needs**
- **Establish action planning**
- **Develop partnership working**
- **Refer to other**

Planning Cycle

- **Observe** – the child's holistic growth and development
- **Assess** – compare with expected milestones of development, against current framework expectations, where a child may need support or early intervention
- **Plan** – agree and record what the child needs: additional resources, specific activities, change in routine, referral to other professionals, how practitioners will provide support or early intervention
- **Implement** – put agreed plan into practice, share with other professional and parent/carer, record actions taken
- **Review** - observe the extent to which the needs have been met, make any adjustments to the plan, engage in partnership working, opportunity for practitioner reflection.

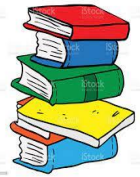
Exam breakdown – How am I being assessed?

Assessment breakdown		• 1 hour 30 minutes examined assessment • 14 hours non-exam assessment
Non-exam assessment (NEA)	**50%**	**Externally-set, internally marked and externally moderated:** • **Synoptic project**
Examined assessment (EA)	**50%**	**Externally set and externally marked:** • **Written exam**
Total	**100%**	**Overall grades:** **Level 1: pass, merit and distinction** **Level 2: pass, merit and distinction**

Top Exam Tips

Before the exam

- Revision
- Plenty of rest/sleep
- Manage your time
- Exercise
- Ask for help
- Make a revision timetable
- Have enough food and drink
- Get organised
- Arrive early for exam



During the exam

- Read questions carefully
- Answer every question
- Use all the time you have been provided
- Re-check your answers if you have spare time
- Highlight keywords if you find it helpful
- Be positive
- Stay calm

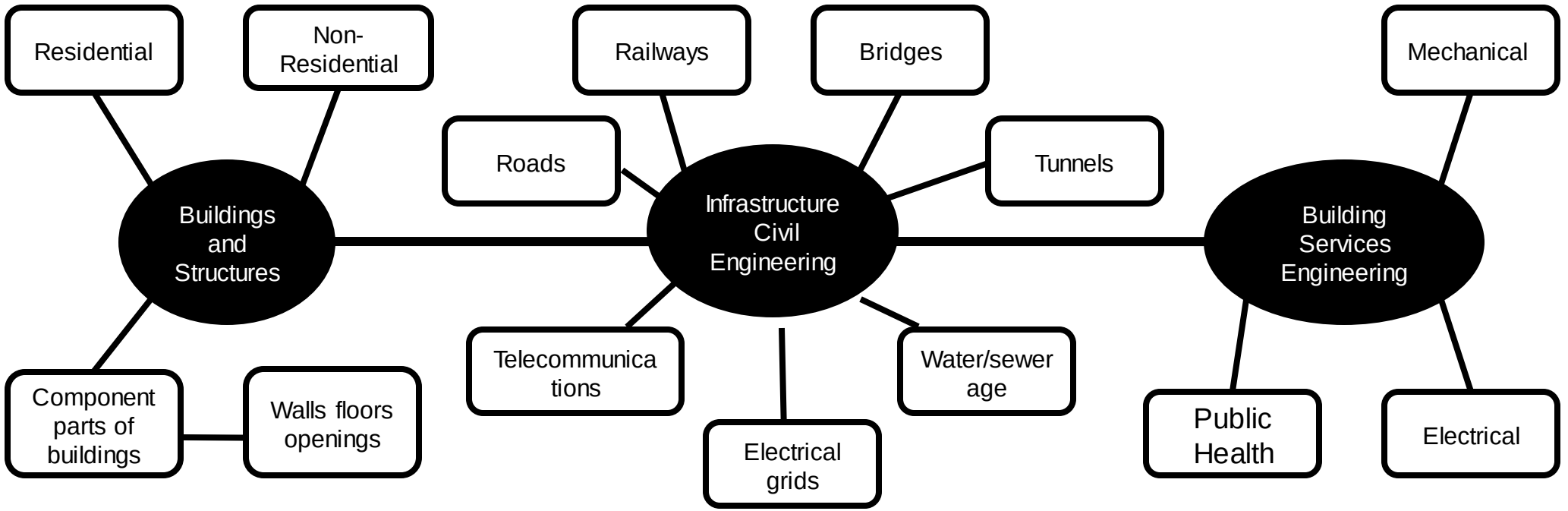
Construction

WJEC Level 1 / 2 Vocational Award in Construction and the Built Environment (Technical Award)

WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 1 Introduction to the built environment

1.1 The Sector



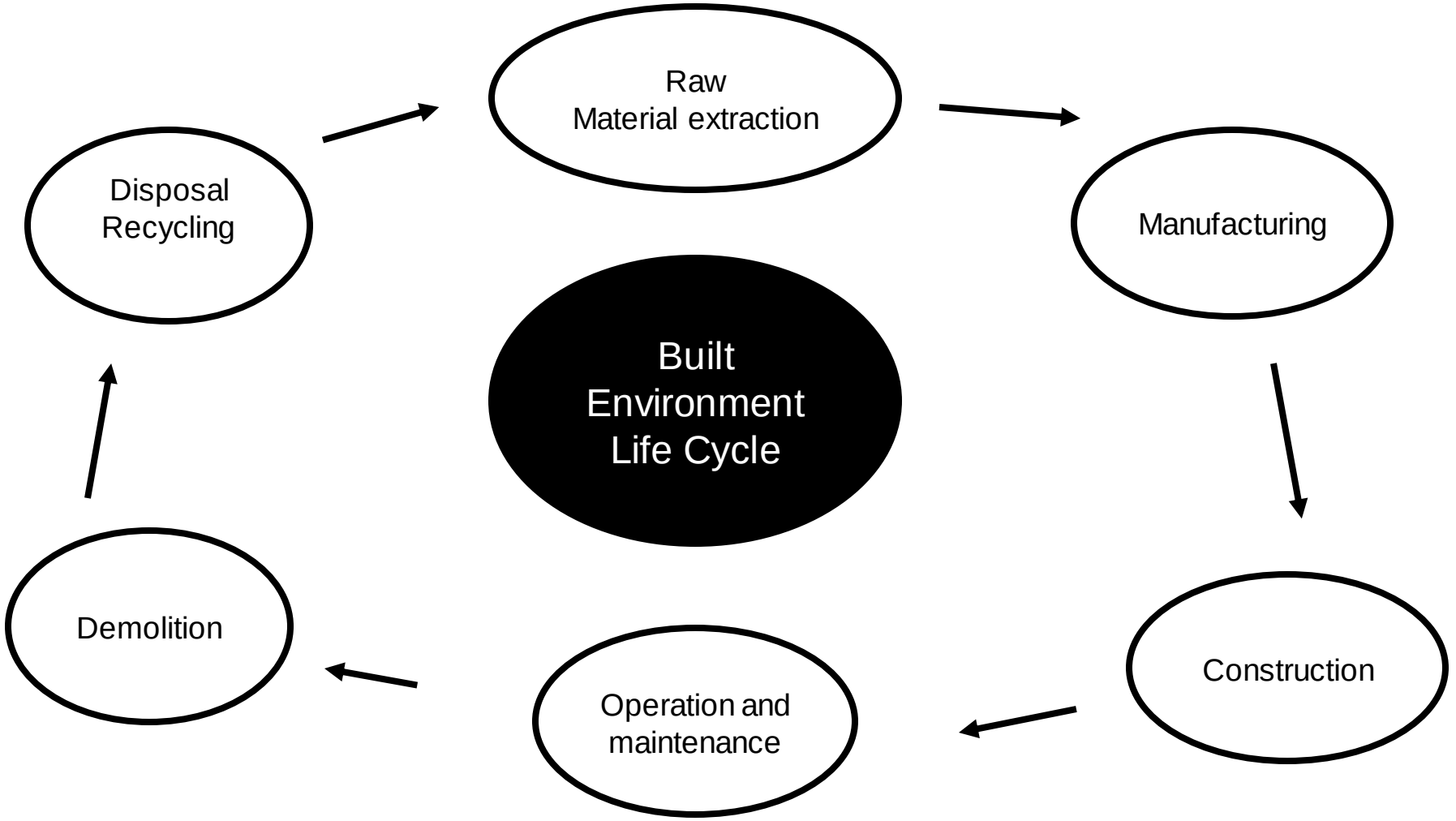
WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 1 Introduction to the Built Environment
1.1 The Sector
1.1.4 Professional and managerial roles

Professional and managerial role	Description of job
Designer/ Architect	Produces detailed drawings. Creates new buildings/renovations. Designs to meet Client requirements. Post design stages of project for client.
Civil /Structural Engineer	Designs, plans and manages construction projects. Solves problems. Structural solutions, design codes, building regulations. Risk assessment
Contracts Manager and site manager	Responsible for coordinating construction site activities. Progress, meetings, resources, activities, health and safety
Surveyor	Surveys land. Sets out construction works. Produces data and drawings for Architects and structural engineers.
Quantity Surveyor	Financial management. Payments to subcontractors. Final accounts. Budgets and Costs
Professional associations	CIOB, RICS RIBA

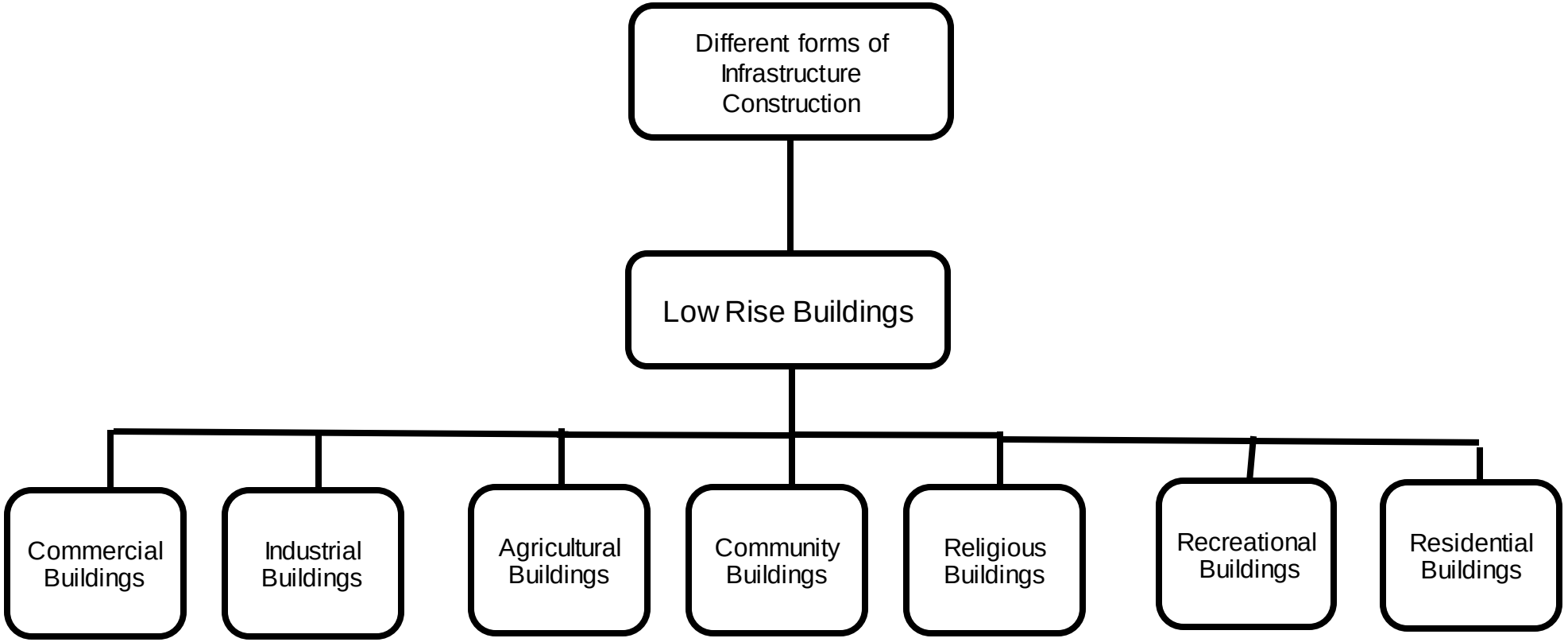
WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 1 Introduction to the Built Environment
1.2 The Built Environment Life Cycle



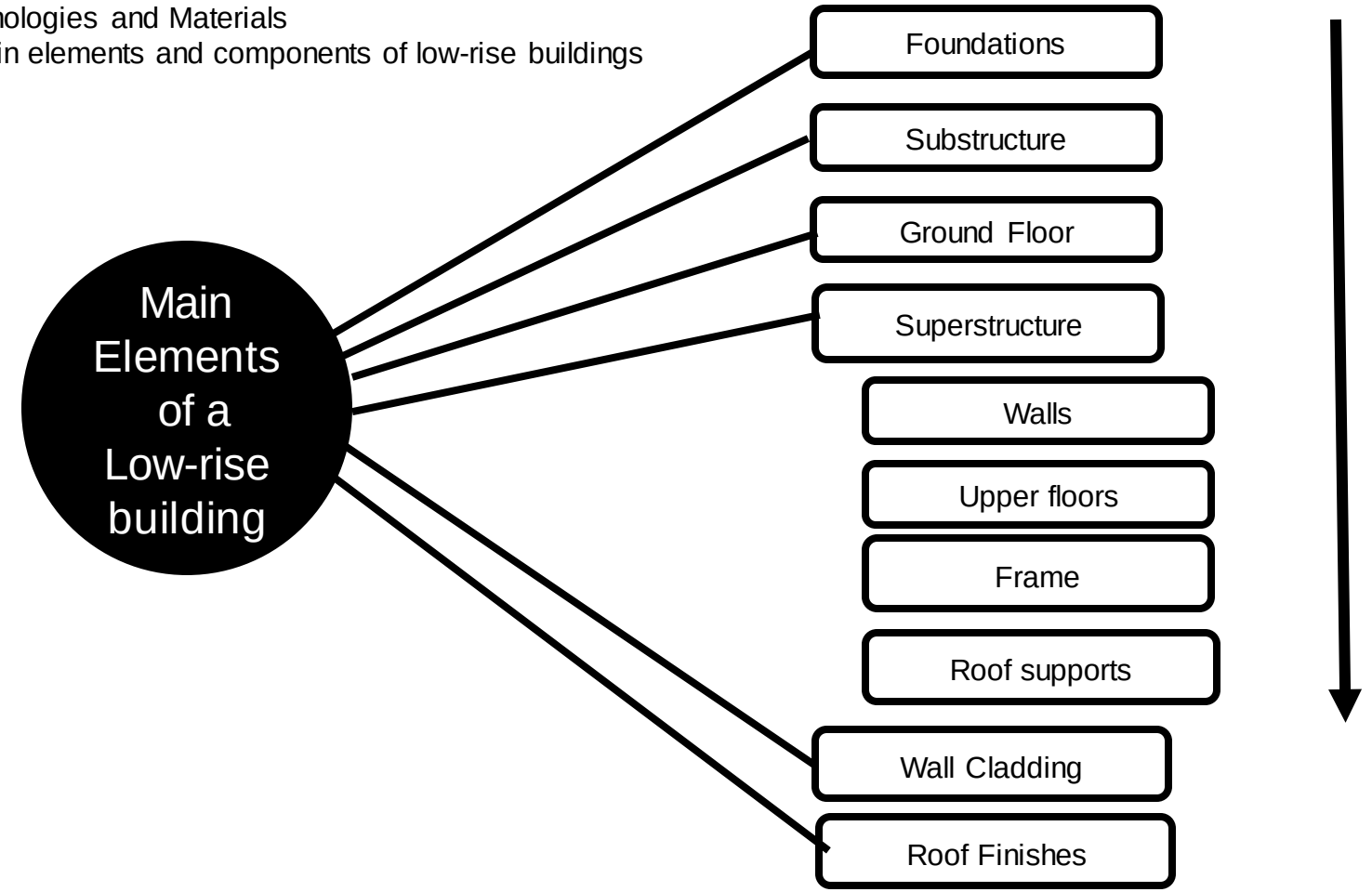
WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 1 Introduction to the built environment
1.3 Types of Buildings and Structures



WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 1 Introduction to the Built Environment
1.4 Technologies and Materials
1.4.1 Main elements and components of low-rise buildings



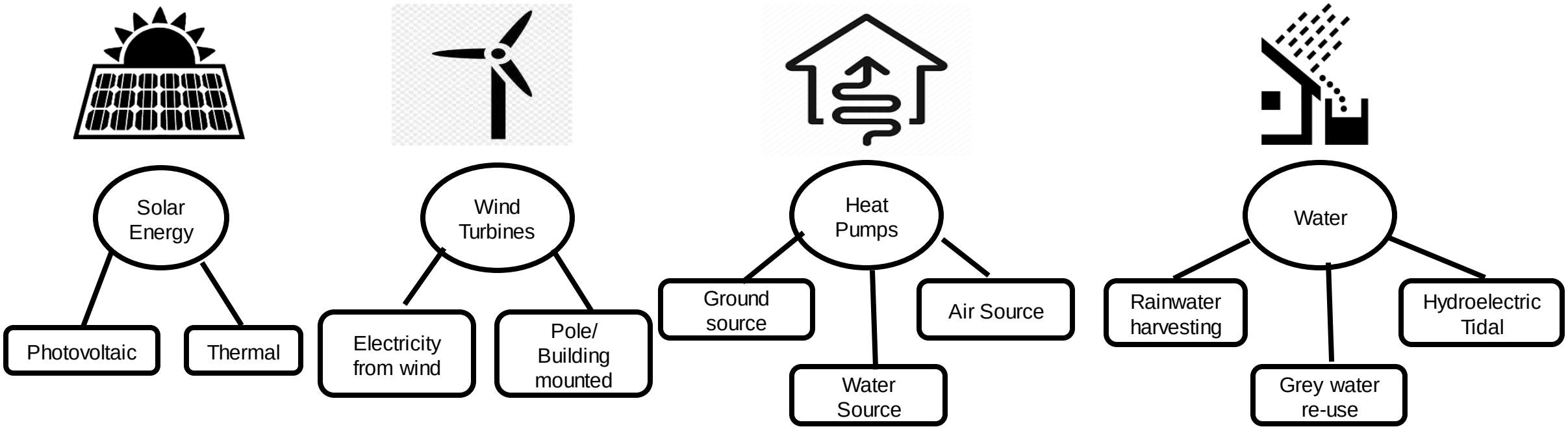
WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 1 Introduction to the Built Environment
1.4 Technologies and materials – Main Materials

Main Materials involved in constructing walls, installing building services, fitting roofs and finishing interiors	Materials and components
Exterior walls	Structural element, load bearing masonry (insulating blockwork)structural frame (steel or timber)structural insulated panels Insulation, mineral fiber rolls, sprayed foam, rigid foam slabs. Exterior cladding, brick and rendered blockwork, steel sheeting, aluminum faced insulated panels, curtain walling
Internal walls and floors	Block or stud (timber or steel) partitions Timber, concrete or steel floor joists
Secondary structures	Steel lintels, joists and timber trussed rafters for masonry walls. Sheeting rails and purlins for steel frames
Roof finishes	Slate or concrete tiles for timber trussed roofs Steel sheeting over insulated lining trays for steel frames structures Rubber based sheeting or fibreglass for flat roofs
Internal finishes	Floor screeds and boards Plasterboard for walls and ceilings Wall and plaster decorations
Building services	Incoming services run through sub structure. Internal drainage run through external walls for connection
Building services materials	Plastic and copper pipework for plumbing and heating systems. Plastic rainwater goods and drainage systems Copper cable for electricity and communication systems.

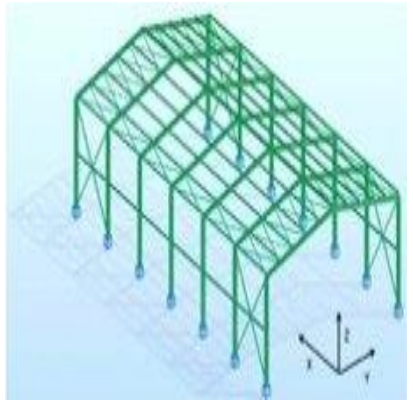
WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 1 Introduction to the Built Environment
1.4 Technologies and Materials
1.4.3 Renewable Technologies



WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 1 Introduction to the Built Environment
1.5 Building Structures and Forms



Building Structure	Form
Cellular Constructions	Load bearing walls provide the main vertical support and lateral stability for floors. External wall panels. Lift shafts used to provide stability. Bridging components supported by load bearing walls. Prefabricated modular construction.
Rectangular Frame Constructions	Weight is carried by a skeleton or framework of columns, rather than being supported by walls. Lightweight timber frame common. Steel and reinforced concrete on larger structures. Metal or glass can replace external walls.
Portal Frame Constructions	Beams or rafters are supported either end by columns. Columns are secured to pad foundations. The joints between the beams and columns are rigid so the roof can span large distances.
Heritage and Traditional Methods	Maintain the history and character of a building. Comply with planning regulations within conservation areas. Preserve our heritage for the benefit of present and future generations

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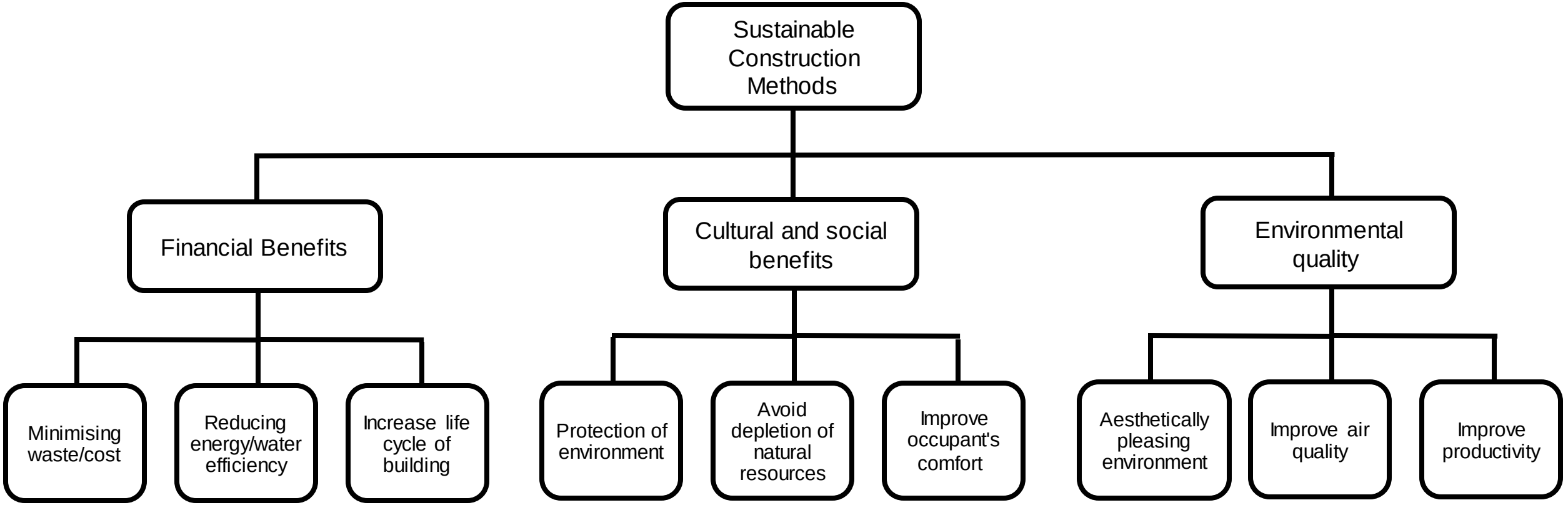
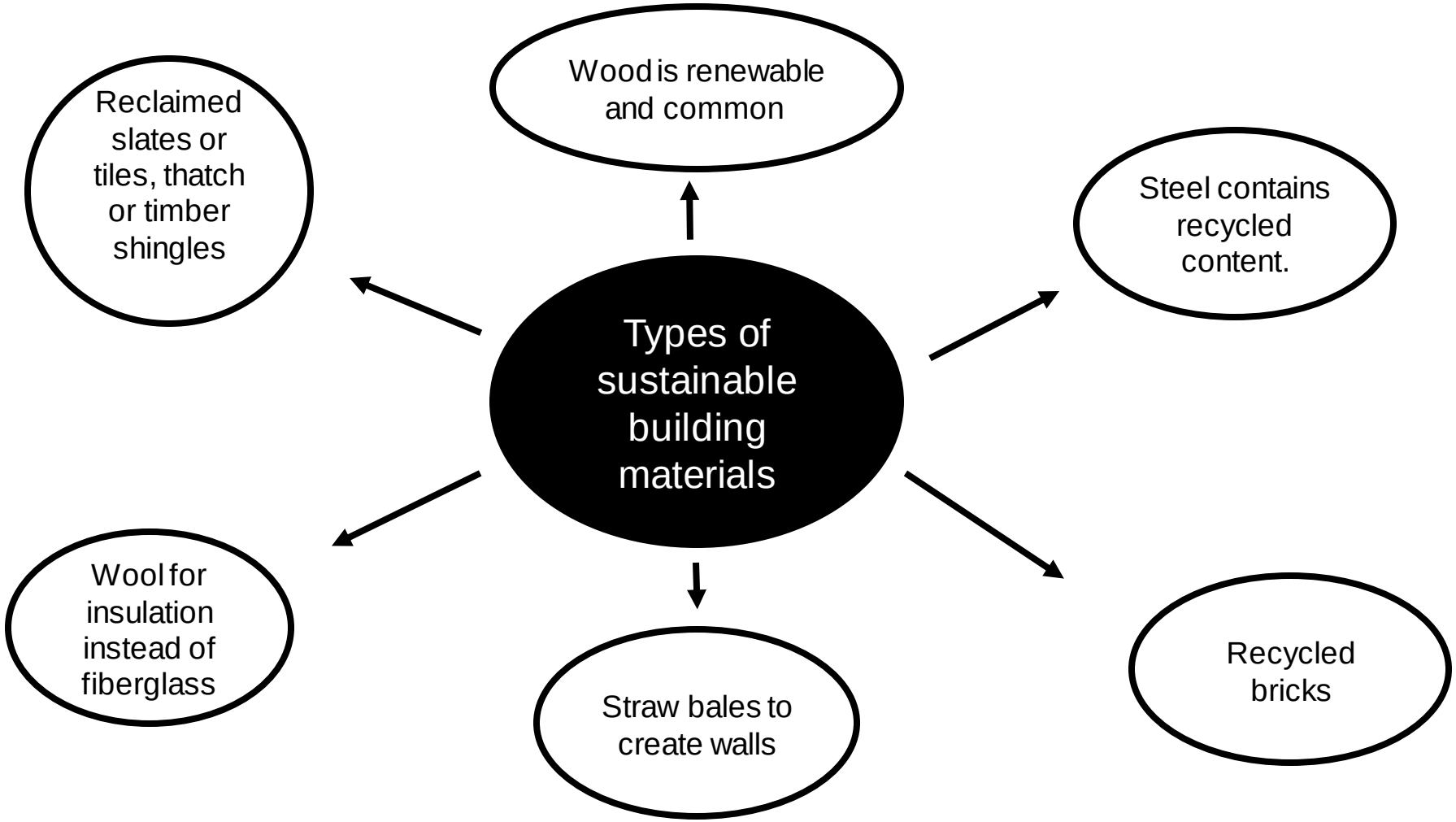
Unit 1 Introduction to the built environment
1.6 Sustainable Construction methods - Benefits



WJEC Vocational Award in Construction and the Built Environment (Technical Award)

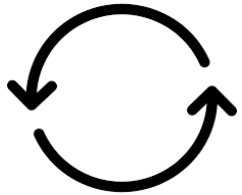
Unit 1 Introduction to the Built Environment
1.6.3 Sustainable Materials used to create building frames walls and roofs



WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 1 Introduction to the Built Environment
1.6.4 Waste Disposal, re-use and recycling

- Waste Disposal
  - Classification Hazardous non hazardous Origin properties
  - Costs of landfill Financial Environmental social

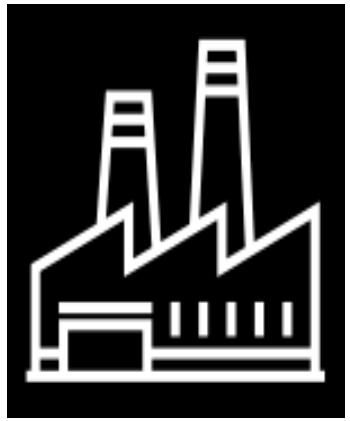


- Re Use
  - Salvaged Constuction products no reprocessing
  - Environmental impact of reprocessing minimised

- Re Cycle
  - Processes Crushing Smelting Decontamination sorting
  - Wide variety of potential end uses of recycled building mat erials

WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 1 Introduction to the Built Environment
1.6.5 Planning Permission, Brownfield and Greenfield



Type	Definition	Benefits/Drawbacks
Planning Permission	Local planning Authorities control the development of the built environment in the area.	Legal requirement/ Cost
Brownfield sites	Land used before, disused or derelict	Existing buildings may have to be demolished with clean-up costs for decontamination. Can clean up eyesores. Access to roads and drainage may already be there
Greenfield sites	Land that has not been built on before.	Tend to be cheaper to develop. Legal and planning constraints. New roads and utilities need to be taken into account

WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 1 Introduction to the Built Environment
1.7 Trades Employment and Careers

Bricklaying	Works from plans, lays mortar places bricks, checking alignment, traditional bonding methods.
Stonemasonry	Dresses, carves and lays traditional stonework, dry- stone walling. Repairs existing stone Mouldings
Plastering	Applies wet finishes and protection on external walls. Applies plaster to internal walls, dry lines, ornamental plasterwork.
Carpentry and Joinery	Joiner joins wood in a workshop which a carpenter fixes on site, installs floor joists, floorboards, staircases, doors
Electrical Instillation	Installs, inspects and tests electrical services and equipment following safety regulations
Plumbing instillation	Installs cold and hot water, toilets, boilers, central heating, safety regulation, Gas Safe,
Painting and Decorating	Prepares and applies paint, wallpaper, and other finishes to internal and external surfaces. Follows safety regulations
Flooring and Tiling	Prepares and applies levelling compound, carpets, vinyl floor. Installs ceramic wall and floor tiles.

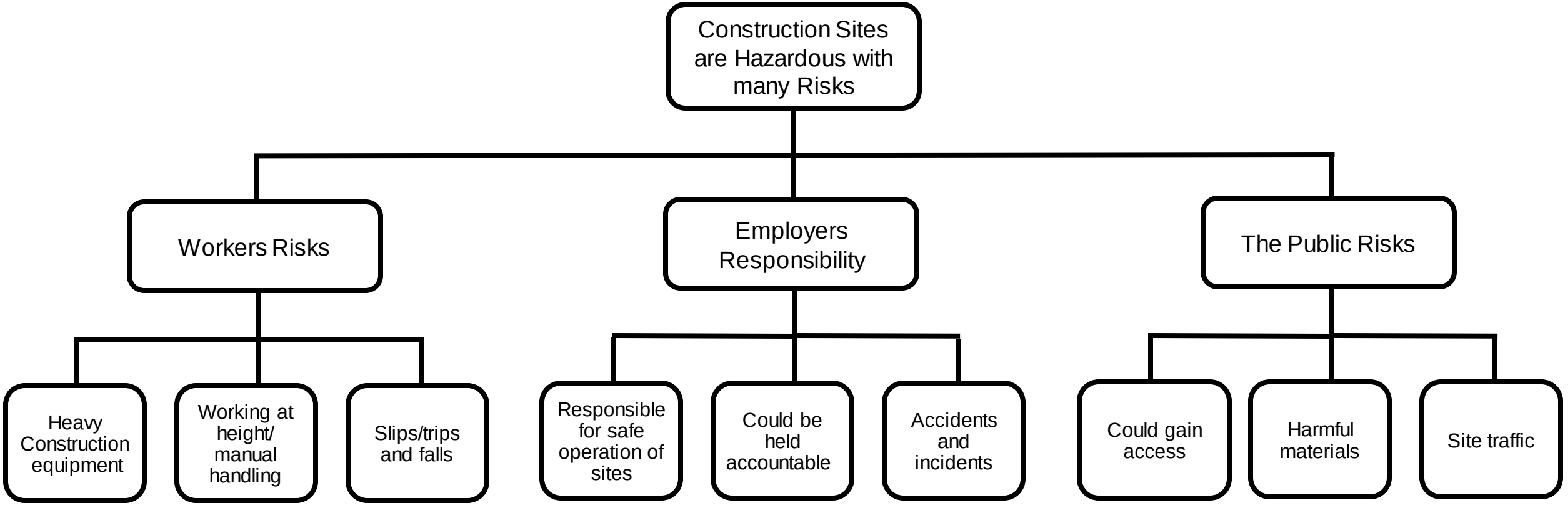
WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 1 Introduction to the Built Environment
1.8 Health and Safety
Working Safely

Type of Work	Health and Safety Considerations
Using Personal protective equipment (PPE)	Assessing the use of PPE as a control measure. Preventing exposure to dangerous environments such as heat. Cold, chemicals, biological risk by the selection of the correct PPE. Training workers in use of PPE
Safely working with gas, water and electric	Competent person only to work with gas electric, qualified and Gas Safe. Follow work practices and safety procedures. Know how to cut of the supply of Gas Water or Electricity for isolation prior to caring out work.
Working at Height	Must be planned and use appropriate method of access eg Scaffold. Take into account the weather. Use equipment that has been appropriately inspected. Control risk from fragile surfaces and falling objects
Working in enclosed spaces	Exposure to fumes, reduced oxygen levels, flooding/drowning, the risk of fire and explosive atmospheres, entrapment in machinery.

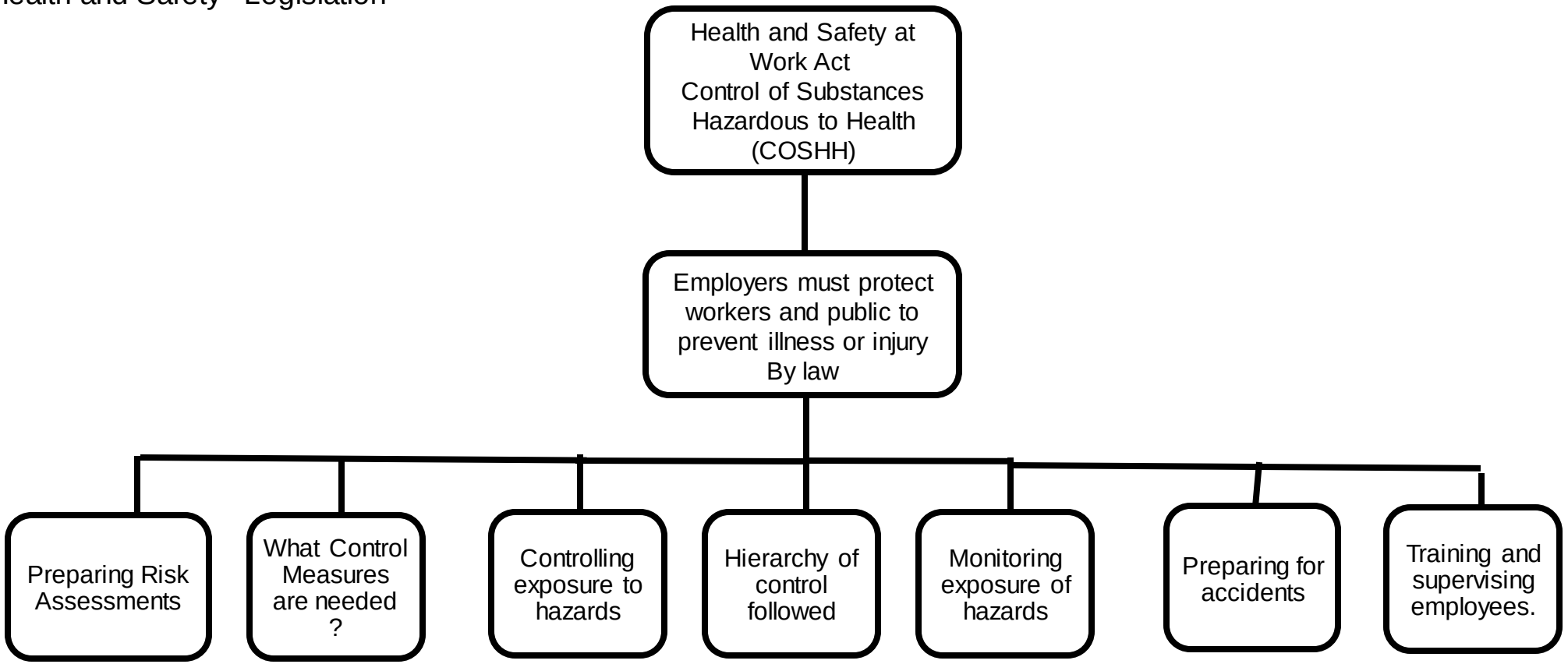
WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 1 Introduction to the built environment
1.8 Health and Safety - Risk



WJEC Vocational Award in Construction and the Built Environment (Technical Award)

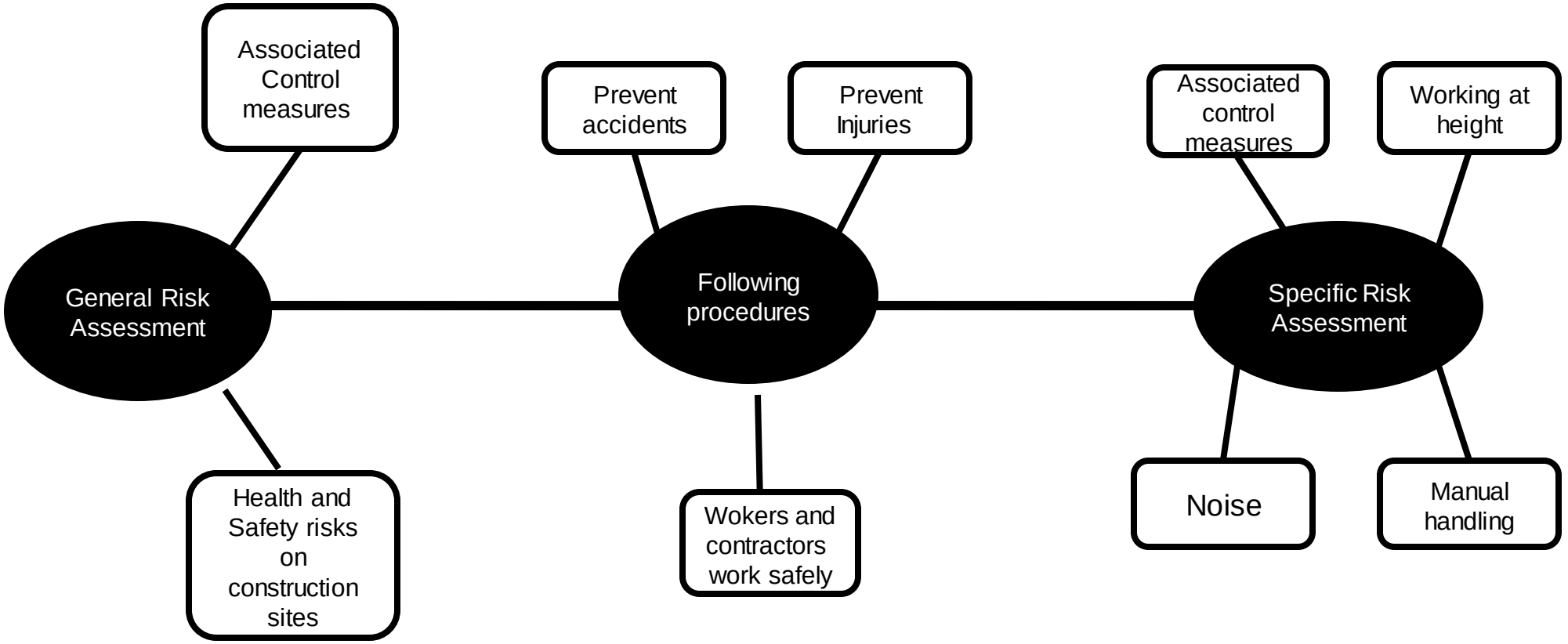
Unit 1 Introduction to the built environment
1.8 Health and Safety - Legislation



WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 1 Introduction to the built environment

1.8 Health and Safety – Risk Assessments



WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 3 Constructing the Built Environment

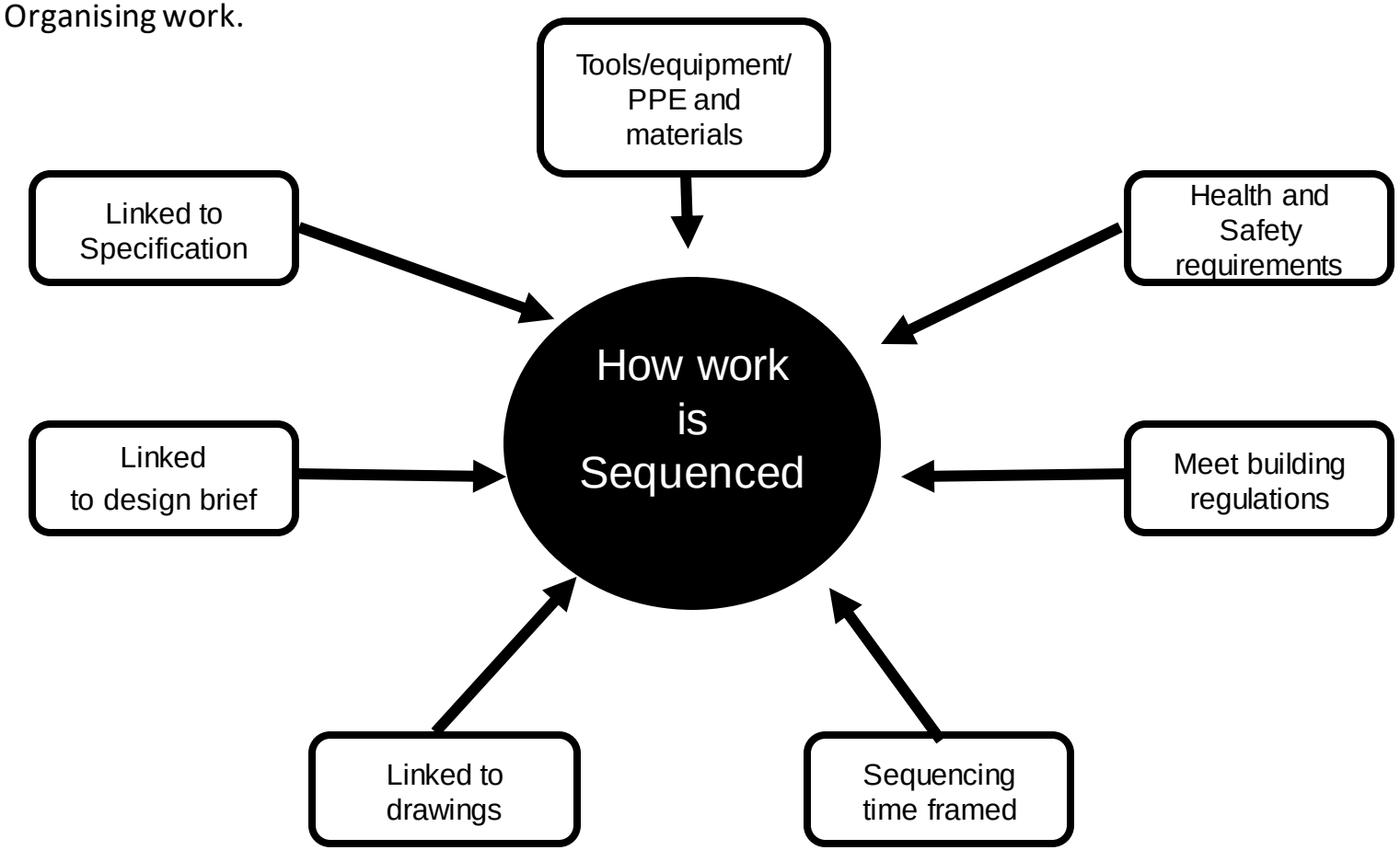
3.1 Interpreting Technical Sources of Information.

Technical Source of Information	Amplification
Specifications	These are precise details of requirements, presented in text or diagram, using standard symbols and terminology. Must be used before construction begins. Includes, materials, scope of work, instillation process, quality
Building Regulations	Cover the construction and extension of buildings. Promotes sustainable development. Protect people's health, safety and security in and around buildings
Drawings	Drawings produced to recognised British Standards, 1;1 1;10 for construction details 1;50 and 1;100 for layout and site plans. May be 2D or 3D
Design Briefs	Is developed by the project designer, outlines deliverables and the scope of the project.

WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 3 Constructing the Built Environment

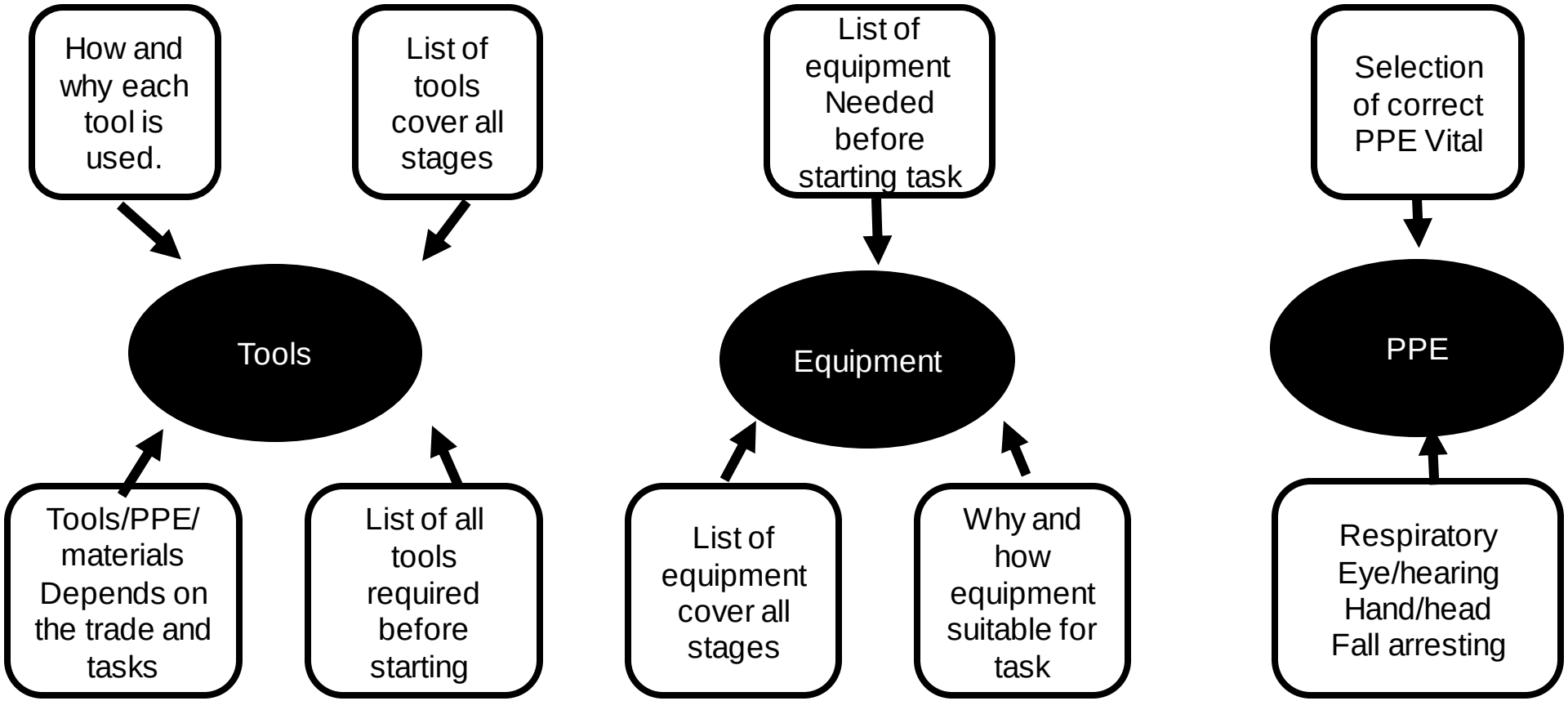
3.2 Planning and Organising work.



WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 3 Constructing the Built Environment

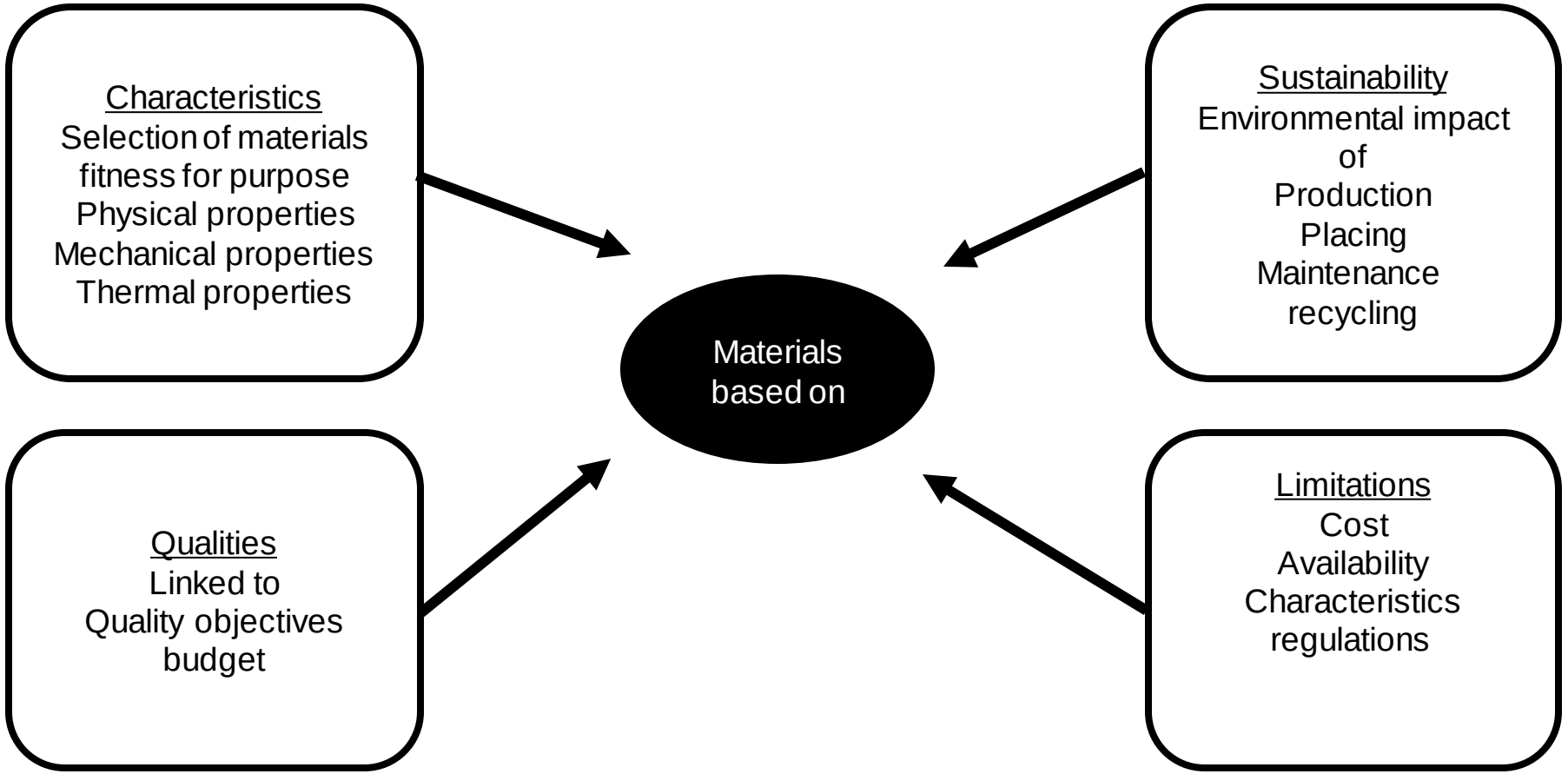
3.3 Identifying Resource Requirements. Tools, Equipment and PPE



WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 3 Constructing the Built Environment

3.3 Identifying Resource Requirements. Materials



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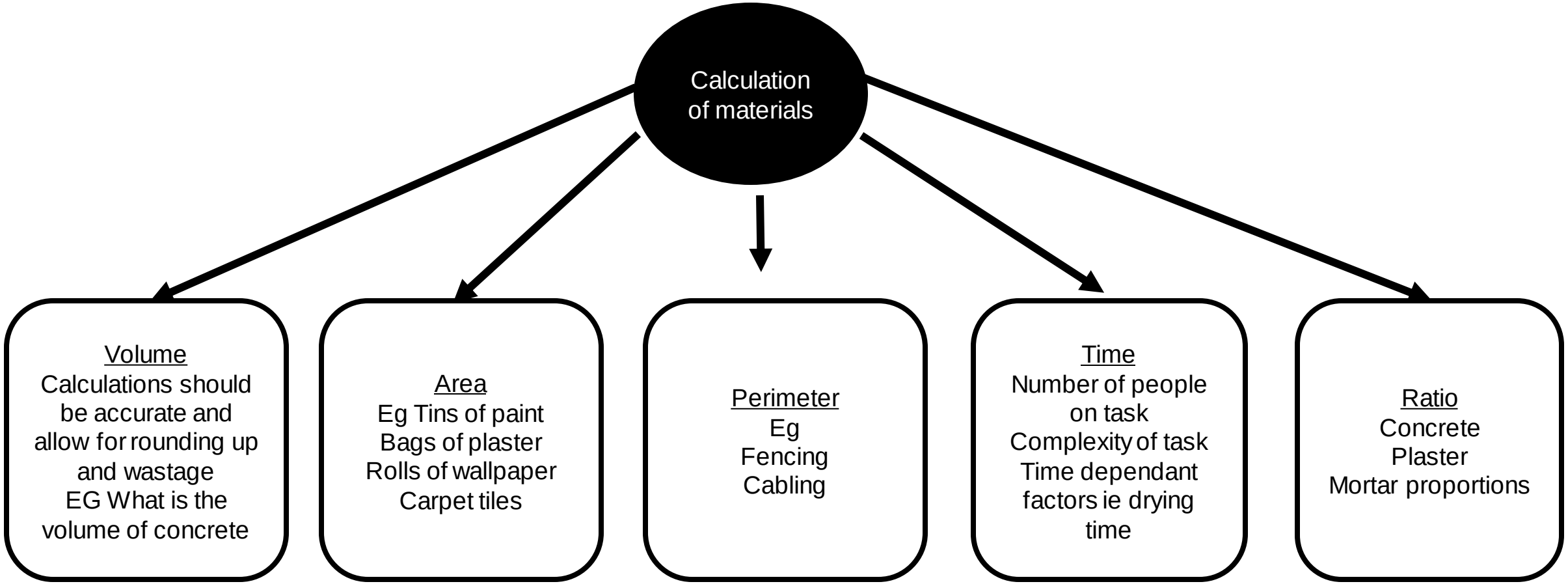
Unit 3 Constructing the Built Environment

3.4 Calculating the Materials Required.



WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 3 Constructing the Built Environment

3.5 Writing and setting Success Criteria

Success Criteria	Amplification
Levels of tolerance	Increase or decrease from planned cost or time. Deviations from quality and scope. Allowable variations of dimensions, strength, stability mix and performance.
Timescales	Critical success factor for a project is the deadline. Set realistic timescales, Gantt charts, Critical path analysis, resource allocation, millstones, contingencies
Quality	Balance between cost time and quality. Quality defined by, reference to standards, specification of attributes, nominating suppliers.

WJEC Vocational Award in Construction and the Built Environment (Technical Award)

Unit 3 Constructing the Built Environment

Prepare for construction tasks	Carry out techniques	Removing and disposing of materials	Health and Safety	Evaluating Construction tasks
Undertake preparatory work	Measuring	Aim to minimise waste	Ensure cleanliness and safety of work area	Requirements of the brief
Select and organise materials	marking	Waste reused or recycled	Correct PPE	Improvements?
Check for quality	cutting	No reusable waste handled stored and disposed of properly	Free of hazards	Challenging parts Of project
Check for defects	joining	Shelf life considered	First aid ?	Personally - set success criteria
Measuring/marking out	shaping		Area safe ?	Timescale? Quality?
cutting	assembling			Needs of end user including their safety
Setting out	Mixing/finishing applying surface treatments			

Drama

Written Exam - Set Text: Blood Brothers

PLAYWRIGHT: WILLY RUSSELL
is from a working-class family in Merseyside, Liverpool. He spent a lot of time with his mother, aunts and grandmother which enabled him to write convincing female characters. He went to a rough school but they read a lot of plays; one was about two babies switched at birth which was the stimulus for him to write Blood Brothers .He is interested in nature versus nurture. He left school at 15 with one 'O' level and worked as a hairdresser but wanted to be a teacher. So he went back to school at the age of 20, took more exams and trained to be a teacher. Within a year of teaching he was writing plays full-time.

FORM & GENRE:

Blood Brothers is a musical. The songs are used to move the action along and reveal a character's emotions. Some of the songs act as soliloquies, giving an insight into the character's thoughts. They also contribute to the atmosphere on stage.

CHARACTERISTICS OF A PLAY:

GENRE STYLE PLOT CHARACTERS

CONTEXT:

- The time period in which the play is set.
- The location of the play.
- The political or social concerns expressed in the play.
- The fashions of the time, the music, entertainment and other cultural factors of the time.
- The backgrounds of the characters.

THEMES - CLASS AND MONEY

The themes of class and money are dominant as they both control the actions of characters and significantly impact upon their lives. For example, the catalytic deed – Mrs Johnstone giving one of the twins away – comes about because she simply cannot afford to keep them both. **SOCIAL CLASS** heavily influences the paths that Mickey and Edward then follow.

DRAMATIC IRONY - The audience is aware throughout the play that Mickey and Edward are twins, but they do not know this until the very last scene. Tragic Hero - a main character cursed by fate and in possession of a tragic flaw (both Mickey and Edward display some features of tragic heroes).

Fate and Superstition - The voice of fate is provided over and over again throughout the play by the Narrator, who reveals even at the outset that the two will die. Mrs Lyons plays on Mrs Johnstone's belief in superstition in order to keep her away from Edward. However ridiculous and The voice of fate is provided over and over again throughout the play by the Narrator, who reveals even at the outset that the two will die. Mrs Lyons plays on Mrs Johnstone's belief in superstition in order to keep her away from Edward. However ridiculous and made-up it sounds, it eventually comes to pass, almost as if the false threat is in itself a sin

KEY WORDS

INTERPRETATION, CLIMAX , PROTAGONIST, ANTAGONIST

CHORAL CHARACTER, PROPS, COMPOSITE SET, TRUCK, MOTIVATION, SUBTEXT,

VOICE, PHYSICALITY, PROXEMICS, COSTUME, SET, LIGHTING, SOUND

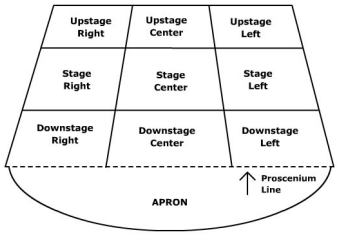
MARILYN MONROE - MARGARET THATCHER - EDUCATION SYSTEM - UNEMPLOYMENT

Drama

Year 10 - The Theatre

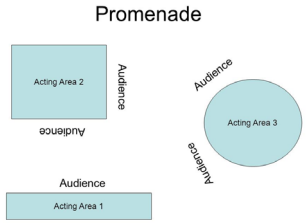
Stage Positioning:

Always remember staging by the stage being on a slant. Upstage towards the back, centre in middle and downstage towards the audience. It is then the actors left and right.



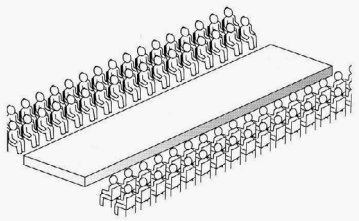
Promenade:

in which audience members stand and walk about watching the action happening among them, following the performers around the performance space.



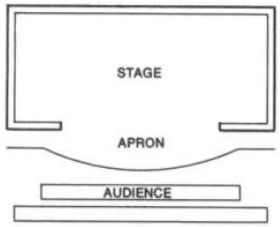
Traverse:

Traverse staging is set out like a catwalk with the audience on the left and right of the stage.



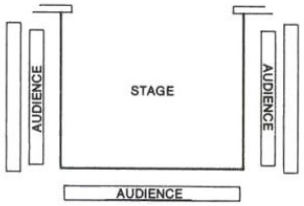
Proscenium Arch:

in which the audience sit in rows facing the stage.



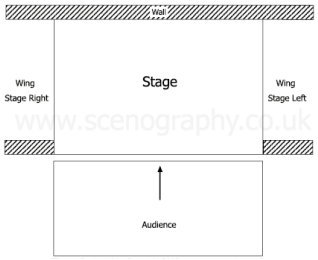
Thrust:

In *Thrust* staging the audience is seated around three sides.



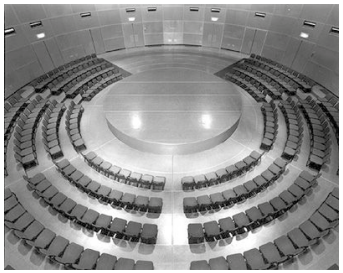
End on:

is where the stage space is on one side of the room and the audience sit on the opposite side.



In the Round:

This involves the actors performing in the middle and the audience sat around the stage in a circle.



Black Box:

is an open space consisting of four walls, a floor and a ceiling that are all painted black.

Roles in a Theatre

Director	A Director is responsible for the overall creative vision of the show. They have to bring the different elements of the production together to produce a cohesive final production.
Stage Manager	A Stage Manager is responsible for backstage during a production. They are responsible for organisational aspects, such as setting props and calling the show.
Theatre Manager	A Theatre Manager is responsible for the Front of House team.
Producer	The Producer usually initiates production - finding the script and starting the process.
Front of House	They are in charge of collect tickets and selling merchandise.
Theatre Technicians	They may be involved in rigging the lighting, sound equipment and set. They may also operate technical equipment during a show, controlling lighting, sound or other aspects of the set.
Costume Designer	A Costume Designer is responsible for designing the costume, hair and make-up for a production.
Performer	A Performer might be an actor, singer or dancer whose job is to perform within a production.

GCSE Design and Technology - Year 11 Knowledge Organiser (Term 3-4)

W/B 6th Jan – Smart Materials

While smart materials are modern materials, modern materials are not necessarily smart. To be classed as a 'smart material' they need to exhibit a physical change in response to some external stimuli. In other words, they change when you do something to them, and when you remove what is causing that change they return to their original form. You must also know about quantum tunnelling composites, hydrochromic pigments and polymorph.

SHAPE MEMORY ALLOY (SMA)

SMA wire also called 'Nitinol', as it is a composed of nickel and titanium. Looks like ordinary wire and has many of the same properties.
SMA has a memory - for example, if it is folded to form a shape and then heated above 90 degrees (centigrade) it returns to its original shape.

TWISTED SMA WIRE HEATED TO 90 DEGREES

RETURNS TO ORIGINAL SHAPE

SMART MATERIALS THERMOCHROMIC INKS

Thermochromic inks change colour in response to changes in temperature. These inks have serious applications such as in the food industry. They can be used to indicate when a packaged food has reached the correct temperature in an oven. They are also used in forehead thermometers.

SMART MATERIALS - PHOTOCHROMIC INKS

Photochromic ink darkens, as the light level increases. Some photochromic inks change colour. In fact, it is UV light that causes the darkening of the ink, which means the ink works best in natural light. This special ink has two main applications; sunglasses and spectacles.

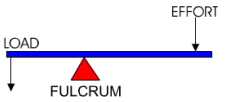
MEDIUM UV LIGHT LEVEL

W/B 13th Jan – Mechanisms

Linear	Rotary	Reciprocating	Oscillating
→	↻	↔	↻↺

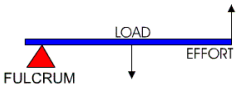
Levers move and lift loads by rotating about a stationary point called a fixed pivot (or fulcrum). There are three main types:

CLASS ONE



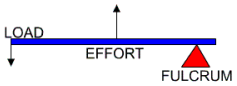
The workman uses a trolley to move the large packing case. The fulcrum

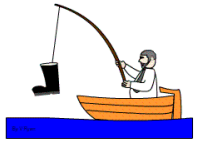
CLASS TWO



The gardener uses a wheel barrow to lift tools and garden waste. The load is in the centre of the barrow

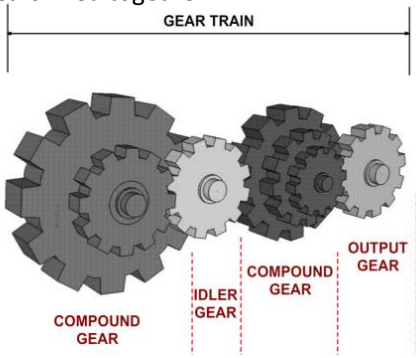
CLASS THREE





The fisherman catches the 'fish' which becomes the load at the end of the lever.

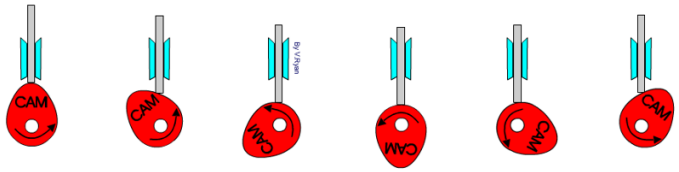
A compound gear is a number of gears fixed together.



They rotate at the same speed. The gears that make up a compound gear usually differ in size and have a different number of teeth. This is useful if there is a need to speed up or slow down the final output.

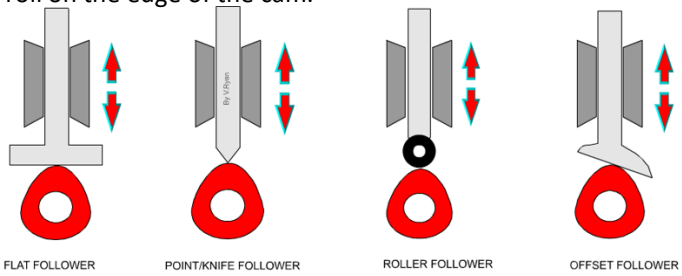
W/B 20th Jan- Mechanisms

A CAM changes the input motion, which is usually rotary motion (a rotating motion), to a reciprocating motion of the follower. They are found in many machines and toys. A CAM has two parts, the FOLLOWER and the CAM PROFILE. Diagrams one to six show a rotating cam pushing a follower up and then allowing it to slowly fall back down.



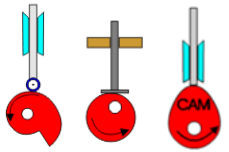
KEY PHRASES	
ONE CYCLE	One rotation/revolution of the cam.
DWELL	When the cam rotates but the follower does not rise or fall.
THE RISE	That part of the cam that causes the follower to rise.

There are different types of follower but they all slide or roll on the edge of the cam.



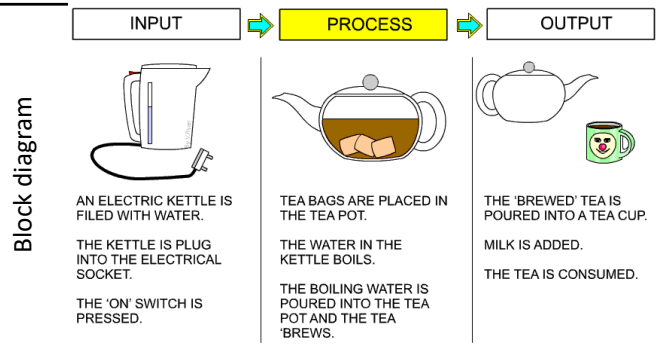
FLAT FOLLOWER | POINT/KNIFE FOLLOWER | ROLLER FOLLOWER | OFFSET FOLLOWER

Cams can also come in different shapes to cause different types of movement. Such as a snail, pear and eccentric…



You also need to know about pulley systems and can find out more information about this at: http://www.technologystudent.com/gears1/pulley1.htm

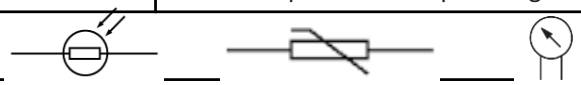
W/B 27th Jan – Electronics



Inputs: these are switches or sensors

Switch	Uses
PTM/PTB switch	Console controller buttons, e.g. fire or jump
Reed (magnetic) switch	Window sensors on alarms, eg window opens and switch contacts open
Toggle switch	Power switches
Rocker switch	Light switches
Tilt switch	To detect if something is no longer level

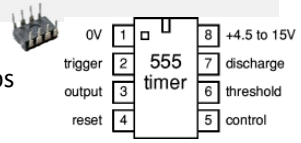
Sensors	Uses
Light dependent resistor (LDR)	Resistance changes depending on the amount of light allowing electricity to flow and turn on a circuit
Thermistor	Same as an LDR, resistance changes depending on the temperature.
Pressure Sensor	Detect the pressure of liquids or gasses



W/B 3rd Feb – Electronics

Process: these make decisions in the circuit

A microcontroller is an example of a SBC (single board computer) and is manufactured as an integrated circuit (IC). It can be programmed to perform different processing functions.



Examples include: 555 timer, Op Amp (Sensor circuit) and PIC chips

Advantages

The size of a circuit can be significantly reduced. This is because programming replaces physical components. They can be reprogrammed many times. This allows changes to be made without replacing actual components. They have pins for connecting several input and output devices, adding to flexibility.

Disadvantages

They often cost more than traditional integrated circuits. They are therefore not always the best option for simple systems. Programming software and hardware is required. This can be expensive to buy. The language of the system must be learned and this adds to training costs.

Outputs: is the response to the input signal and could be light, movement or sound.

Output	Symbol	Use
Lamp/ Bulb		Used to create heat or light
LED		Used as warning lights and standby
Buzzer		Make simple sound
Loud speaker		Make more complex, higher quality sound
Motor		Creates movement (fan or vibrate)

W/B 10th Feb- Composites

Composite materials are made up of different materials which are combined to improve their properties. They can be a combination of natural and synthetic materials but fall into three main categories:

- fibre-based composites
- particle-based composites
- sheet-based composites

Fibre-based composites are reinforced with fibres. By mixing resin or concrete with fibres of glass or carbon we get the ability to mould complex shapes, but reinforcing them with the fibres makes them very strong.

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

Particle-based composites are made with small particles of material. By mixing smaller particles of sand with larger particles of cement and aggregate, such as stones, we get a very strong and dense material suitable for building large structures.

Composite	Materials	Uses
Concrete	Cement, sand and aggregate	Buildings, street furniture
Cermet	Ceramic (cer) and metal (met)	Electronic components that need to operate under very hot temperatures

GCSE Design and Technology Year 11 Knowledge Organiser

W/B 24th Feb – Scales of Production

One off production -one product is made often a prototype using highly skilled workers and expensive materials

Architecture, bespoke machinery and wedding dresses are made this way

Batch production -A small quantity of the product is made two or more up to one hundred.

Seasonal goods, food, newspapers and magazines are examples of this

Mass production - A large number of the product is made on a production line. Many hundreds of the product could be made. This is often called repetitive flow production.

Examples include: cars, electronic goods and most clothing and shoes

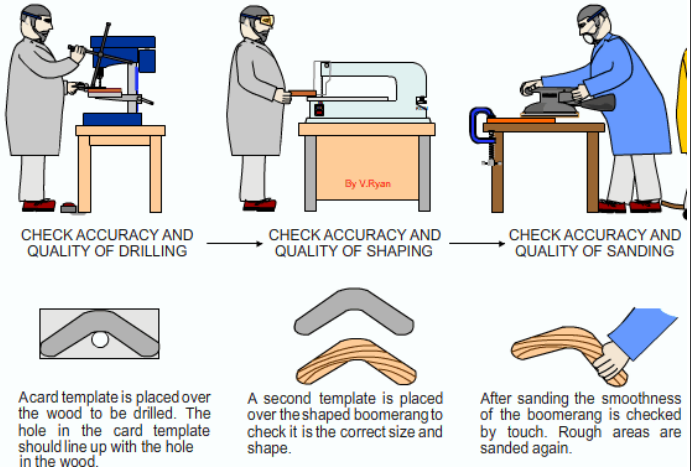
Continuous production - Many thousands of the product are made. The difference between this and mass manufacturing is that continuous production is on 24 hours a day.

Very simple products that are only made using robots/ machines are made this way such as: nuts/bolts, screws, Lego, packaging and toiletries

Just in time production - The arrival of parts at just the exact time that they are required in the factory.

Construction materials and large furniture is made using this method

W/B 3rd Mar – Quality Control



Regulations: There are numerous organisations which take care of the public and the consumers interests. Most of these are set up by manufacturing bodies to make sure that all their members follow their voluntary code of practice. These groups give valuable direction to designers and manufacturers. The government also provides regulations by acts of parliament. One example is for Designers who need to protect their new design ideas from being copied. Copyright, patents and registered design ideas are some examples of how the designer can be protected.

Legislation - You are not normally required to remember all the details of all legislations but the following are worth bearing in mind when designing.

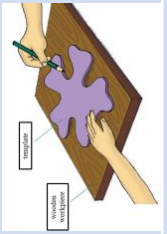
The Consumer Protection Act - Tries to prevent the sale of harmful or defective products.

The Consumer Safety Act - This allows the government to ban the sale of dangerous products.

The Trade Description Act - This makes it illegal to make false claims about a product.

The Weights and Measures Act - This makes it illegal to sell products which are underweight or short measures.

W/B 10th Mar- Production Aids

Type	Description
Template 	These can be made from paper, card of MDF and make marking out easy to do. You draw around the shape to make sure all products are identical. Templates have to be durable so they can be used over and over again. They can also be used to check accuracy when doing quality control.
Jig 	Jigs are guides made from flat sheets of wood or sheet metal. They are used to make sure a work piece is put in the right place for drilling or cutting. It means that there is no need to mark out and so this speeds up production.
Former 	A former is a 3D object made from MDF or clay. It is used in the vacuum former to create a 3D shape. The material must be durable, so it can be used plenty of times, be heat proof so that it doesn't melt in the machine and have no undercuts so the material doesn't get stuck.
Mould 	A hollow space used to pour molten metal or molten plastic in to. The shape needs to be simple and smooth so that the work has a professional finish. The mould will be used many times to make products identical.

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W/B 17th Mar – New Technology

Automation has been developing in factories since the Industrial Revolution, with machinery being used to complete tasks previously done by humans. Automated machines are programmed to carry out a procedure multiple times, e.g. repeatedly creating the shape of a car door using a press, to improve production time. The cost of setting up machinery is high but, when they are operating, less waste is produced and running costs are lower.

Robotics: The use of robots is just one part of automation. The difference between robotics and automation is that robots use artificial intelligence (AI) to collect information and improve the performance of a particular procedure. Robotics has proven popular because of their ability to increase efficiency and handle harmful materials that humans can't, but they are very expensive.

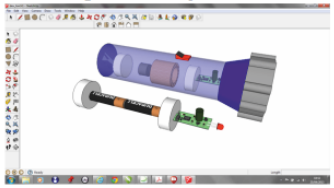
Specialist buildings: Smart technology has improved the efficiency of buildings, with many factories using renewable energy sources to try to minimise environmental impact. Modular buildings can be erected quickly and at a low cost, and improvements in stock control mean less storage space is needed.

Other advances include:
Smart Technology – where computers, sensors and sharing of data over the internet helps to improve efficiency.
Tracking – using barcodes and scanners to track stock levels
Communication systems – using email, phone and video conferencing to improve contact between human workers

W/B 24th Mar – CAD/CAM

COMPUTER AIDED DESIGN - CAD

3D design software such as AutoCAD or Sketchup, allow the designer to draw a product in detail.



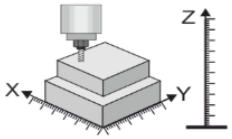
Products can be designed and modified quickly. CAD allows for the testing of prototypes during the design process, without the need to make it.

Laser cutter: engraves and cuts through material including card, MDF and acrylic
3D printer: builds products from melted ABS plastic which sets in to a rigid shape.
CNC Embroidery machine: sews designs on to fabric using images created on 2D design

2D Design: creating orthographic projections, isometric and designs for laser cutting
Solid works: creating orthographic projections, 3D designs and designs for 3D printing
Sketch up: sketching 3D objects, including architecture

COMPUTER AIDED MANUFACTURE CAM

Once a prototype design has been produced, it can be manufactured on a CNC machine or Rapid Prototyping machine.



Computer Aided Manufacture (CAM) has meant that products and components can be made repeatedly to the same high standard. Accuracy of machining is consistently high and machining through CAM is much faster than machining by human control / by hand. Large quantities can be produced 24 hours a day, reducing the final cost/price.

C COMPUTER N NUMERICAL C CONTROL

This means a computer converts the design produced by Computer Aided Design software (CAD), into numbers. The numbers can be considered to be the coordinates of a graph and they control the movement of the cutter. In this way the computer controls the cutting and shaping of the material.

W/B 31st Mar- Evaluating CAD/ CAM

Advantages of CAD	Disadvantages of CAD
Ideas can be drawn and developed accurately	Expensive to buy the computers and software
Designs can be viewed from all angles and with a range of materials	Needs a skilled workforce trained in using CAD software (costs money)
Some testing and consumer feedback can be done before costly production takes place	Sketching by hand can be quicker and work could be lost if the computer is damaged or crashes.

Advantages of CAM	Disadvantages of CAM
Fast and accurate production with no risk of injury to humans	Expensive to set up initially but no need to pay workers anymore
Machines can run constantly on repetitive tasks (identical products)	Needs a skilled workforce of engineers to maintain machinery
No human error so no waste materials and more cost effective	Unemployment and loos of jobs as workers are replaced by machines

Efficient working: It is important to ensure that companies work in an efficient way. This includes increasing the speed of production, reducing errors and reducing waste, which can be done by utilising robots or computer aided manufacture (CAM). Using quality control checks ensures that errors are quickly spotted and provides the customer with reassurance.

Level 1/2 Hospitality and Catering: Unit 1:
Food related causes of ill health (AC4.1)

Food related causes of ill health

Ill health could be caused by any of the following:

- **bacteria**
- **allergies**
- **intolerances**
- **chemicals** such as:
  - detergent and bleach
  - pesticides and fertilisers.

Intolerances

Some people feel unwell when they eat certain foods. Common foods that cause intolerance include:

- milk (lactose)
- cereals (gluten)
- artificial sweeteners (Aspartame)
- flavour enhancers (MSG).

Food poisoning bacteria

The main causes of food poisoning bacteria are:

- **Bacillus cereus:** found in reheated rice and other starchy foods.
- **Campylobacter:** found in raw and undercooked poultry and meat and unpasteurised milk.
- **Clostridium perfringens:** found in human and animal intestines and raw poultry and meat.
- **E-coli:** found in raw meat, especially mince.
- **Listeria:** found in polluted water and unwashed fruit and vegetables.
- **Salmonella:** found in raw meat, poultry and eggs.
- **Staphylococcus aureus:** found in human nose and mouth.

Food and the law

Food can cause ill-health if it is stored, prepared and/or cooked incorrectly or if a person unknowingly eats a food that they are allergic or intolerant to. All hospitality and catering provision need to follow laws that ensure food is safe to eat. They are:

- **Food Labelling Regulations (2006):** A label must show all ingredients including allergens, how to store and prepare the food, where it came from, the weight of the food and a use-by or best-before date.
- **Food Safety (General Food Hygiene Regulations) 1995:** This law makes sure that anyone who handles food - from field to plate – does so in a safe and hygienic way. The **HACCP** system is used throughout the hospitality and catering sector.
- **Food Safety Act 1990:** This law makes sure that the food people it is safe to eat, contains ingredients fit for human consumption and is labelled truthfully.

Food allergies

An allergy is a reaction to something found in food. In the case of a severe allergy, the reaction can lead to death.

Common allergens include:

Cereals	Eggs	Seeds
Soya	Fish and shellfish	Strawberries
Peanuts	Wheat	Milk and dairy
Celery	Tree nuts	Mustard

Level 1/2 Hospitality and Catering:
Unit 1: Symptoms and signs of food-induced of ill-health (AC.4.2)

Symptoms and signs of food-induced ill-health:

An "upset tummy" is a familiar symptom for someone who thinks they might have food poisoning; this is known as a non-visible symptom. There are many other signs and symptoms that could show that a person might be suffering from ill-health due to the food they have eaten. Some of the symptoms can be seen (visible symptoms) such as a rash. It is important to be able to recognise visible and non-visible symptoms to help someone suffering from food-induced ill-health.

Visible symptoms

Visible symptoms of food poisoning, chemical poisoning, allergic reaction and food intolerance include:

- **Diarrhoea:** a common symptom of most types of food poisoning bacteria and can also be a symptom of lactose intolerance.
- **Vomiting:** a common symptom of most types of food poisoning bacteria, but may could also be caused by taking in chemicals accidently added to food.
- **Pale or sweating/chills:** a high temperature is a common symptom of E-coli and Salmonella.
- **Bloating:** a symptom of lactose intolerance.
- **Weight loss:** a symptom of gluten intolerance (coeliac disease).

Allergic/anaphylactic reaction

- **Visible symptoms:** red skin, a raised rash, vomiting, swelling of lips and eyes and difficulty breathing.
- **Non-visible symptoms:** swelling of tongue and throat, nausea (feeling sick) and abdominal pain.
- **Anaphylaxis:** a severe reaction to eating an allergen that can lead to death. An injection of adrenaline (for example, an EpiPen) is the treatment for an anaphylactic reaction.

Non-visible symptoms

Non-visible symptoms of food poisoning, chemical poisoning, allergic reaction and food intolerance include:

- **Nausea (feeling sick):** the most common symptom for all types of food-induced ill-health.
- **Stomach-ache/cramps:** abdominal pain is common symptom of lactose intolerance as well as a sign of an allergic reaction. Cramps may happen at the same time as diarrhoea.
- **Wind/flatulence:** a common symptom of lactose intolerance.
- **Constipation:** a symptom of Listeria food poisoning.
- **Painful joints:** a symptom of E-coli food poisoning.
- **Headache:** a symptom linked to Campylobacter, E-coli and Listeria.
- **Weakness:** non-stop vomiting, and diarrhoea can leave a person feeling weak. Gluten intolerance (coeliac disease) can leave a person feeling tired because their bodies can't absorb the correct amount of nutrients.

Preventing cross-contamination

Food poisoning bacteria can easily be transferred to high-risk foods. This is called cross-contamination. It can be controlled by:

- washing hands before and after handling raw meat and other high-risk foods.
- using colour-coded chopping boards and knives when preparing high-risk foods.
- washing hands after going to the toilet, sneezing, or blowing your nose and handling rubbish.

Preventing physical contamination

Physical contamination is when something which is not designed for eating ends up in your food. Physical contaminants include hair, seeds, pips, bone, plastic packaging, plasters, broken glass, flies and other insects, tin foil and baking paper, soil, and fingernails.

Physical contamination can be controlled by:

- food workers following personal hygiene rules
- keeping food preparation and serving areas clean
- checking deliveries for broken packaging
- thoroughly washing fruits and vegetables before preparation
- using tongs or gloves for handling food.

Temperature control

Delivery	Storage	Preparation	Service
The temperature of high-risk foods must be checked before a delivery is accepted. The food should be refused if the temperatures are above the safe range. Refrigerated foods = **0-5°C** Frozen foods = **-22°C to -18°C**	High-risk foods must be covered and stored at the correct temperature. Temperatures must be checked daily. Refrigerator = **0-5°C** Freezer = **-22°C to -18°C** Unwashed fruit and vegetables must be stored away from other foods.	High risk-foods need to be carefully prepared to avoid cross-contamination. A food probe can be used to make sure that high-risk foods have reached a safe core (inside) temperature, which needs to be held for a minimum of two minutes. Core temperature = **70°C**	Food needs to be kept at the correct temperature during serving to make sure it is safe to eat. Hot food needs to stay hot and cold food needs to stay chilled. Hot holding = **63°C minimum** Cold holding = **0-5°C**

Level 1/2 Hospitality and Catering:
Unit 1-1.4.4: The Environmental Health Officer

Role of the Environmental Health Officer (EHO)

The role of the Environmental Health Officer (EHO) is to protect the health and safety of the public. They are appointed by local authorities throughout the UK. In the hospitality and catering industry, they are responsible for enforcing the laws linked to food safety. They inspect all businesses where food is prepared and served to members of the public, advise on safer ways of working and can act as enforcers if food safety laws are broken.

EHO inspections

The EHO can carry out an inspection of any hospitality and catering premise at any time during business hours – they do not need to make an appointment. During an inspection, the EHO will check to make sure that:

- the premises are clean
- equipment is safe to use
- pest control measures are in place
- waste is disposed properly
- all food handlers have had food hygiene and safety training
- all food is stored and cooked correctly
- all food has best-before and use-by dates
- there is a HACCP plan to control food hazards and risks.

The EHO is allowed to:

- take photographs of the premises
- take food samples for analysis
- check all record books, including fridge and freezer temperatures, cleaning schedules and staff training
- offer advice on improving food hygiene and safety in the business.

EHO and the law

If the EHO discovers problems with the food safety and hygiene in the premise, they are allowed by law to:

- remove any food that may be hazardous so it can't be sold
- tell the owners to improve hygiene and safety within a set time and then come back and re-inspect
- close the premises if there is a risk to health of the public
- give evidence in a court of law if the owners are prosecuted for breaking food hygiene and safety laws.

Complaints by the public

The EHO will immediately investigate any complaints of suspected food poisoning linked to a particular premise.

Hygiene ratings

When an inspection has been carried out, the EHO will give the business a food hygiene rating. The ratings are published on the Food Standards Agency website as well as on stickers displayed at the business. A rating of 5, or very good, represents the highest standard of food hygiene.

Knowledge Organiser

NCFE CACHE: Level 1-2 Technical Award Health and Social Care

Content Area 1: Health and Social Care Provision and Services

Types of Provision:

- **Statutory: provided and funded by the government**
- **Private: profit making business where services are chargeable**
- **Voluntary: charities and not-for-profit organisations set up to meet an identified need**
- **Informal: unpaid care provided by someone who has a personal relationship with the individual**

Purpose of Health and Social care Provision:
understand the purpose of health and social care provision is to:

- **provide a standard of care to meet government legislative and regulatory requirements**
- **provide types of intervention specific to the individual's needs and preferences**
- **provide individualised care to meet long- and short-term needs and preferences**

Function of healthcare services:

Hospitals provide:
o accident and emergency treatment and aftercare
o treatment of infection, diseases and conditions
o operations for identified conditions o follow up in outpatient departments and clinics o health and wellbeing centres.

General practitioner (GP) surgeries provide:
o consultations o minor surgery o practice nurse services
o clinical advice and diagnostics o referral to other services
o guidance on healthy lifestyles

Clinics provide:
o mobile screening o family planning services o addiction services o sexual health services

Pharmacies provide:
o non-emergency medical advice o dispensing services o non-prescription medication

Dental services provide: o regular and emergency treatment o oral health advice o referral to hospital services

Ambulance services provide: o emergency assessment and transfer to hospital o initial treatment to stabilise a condition o transport services from home to clinics

Rehabilitation centres provide: o support for the individual to develop and regain abilities needed for daily life

Functions of Social Care Services
Residential services provide long-term care:
o care homes for adults, children and young people provide:
- 24-hour support and care for an individual with particular needs
Foster care provides short- and long-term care: o day to day care to support wellbeing, education and to advocate on behalf of the child or young person

Respite services provide short-term care:
o hospice, respite holiday, day care, sitting services provide:
- a short break for families in need

Community services are targeted services to meet local need:
o community centres, family centres, homecare services provide:
- a local service to promote wellbeing, meet a range of individual needs and support the individual's independence

Keywords: Statutory, Private, Voluntary, Informal, Legislation, Regulation, Specific, Individualised, Outpatient, Wellbeing, Consultation, Referral, Rehabilitation, Advocate, Respite, Independence

Content area 2: Jobs in Health And Social Care and the Values that Underpin Professional Practice

Practitioner roles in health care

Nurse:
-collaborates with teams to plan patient care,
-monitors and records the individual's health status,
-administers medication and supports holistic care needs

Doctor: (hospital-based or GPs)
-diagnoses and treats physical and mental health conditions.

Paramedic:
-responds to emergency calls in the community,
-assesses the individual and provides life-saving medical intervention

Dentist:
-assesses oral health and provides dental treatment

Physiotherapist:
-assesses and supports the individual affected by injury, illness or disability through tailored exercise programs, manual therapy and advice

Occupational therapist:
-assesses and supports the individual's physical, psychological, social and environmental needs and provides adaptations

Pharmacist:
-dispenses medication and advises on the individual's health issues

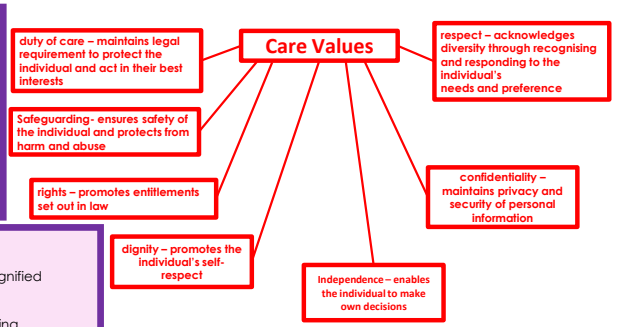
Practitioner roles in social care

Social worker – works in partnership to assess and support individuals in need to safeguard and protect from harm
Care Assistant – provides holistic care to meet the individual's needs
Speech and language therapist – provides support for individuals with communication difficulties and individuals with eating, drinking and swallowing problems
Outreach worker – provides emotional and practical support to individuals within the community to help them take part in all aspects of everyday life
Family support worker – establishes relationships with individuals and families in need to provide tailored support
Activities coordinator - organises activities to support the holistic well-being of the individual
Social care prescriber – signposts individuals to community support for wellbeing

CPD continuing professional development
engage in activities to develop and enhance both personal and professional skills

- the importance of continuing professional development:
  - o ensures knowledge and practice is current
  - o meets regulatory requirements
  - o ensures the quality of care
  - o improves outcomes for the individual or service
  - o enhances professional and personal growth of the practitioner

6Cs:
o **Care**: consistent tailored care throughout life
o **Compassion**: how care is underpinned by emphatic, respectful and dignified relationships
o **Competence**: delivery of evidence-based care and treatment
o **Communication**: key to caring relationships and facilitating team working
o **Courage**: raise concerns and be open to innovative ways of working
o **Commitment**: dedicated to improving care and experience of the individual and embrace future challenges



Key Words: Underpin, Empathetic, Safeguarding, Confidentiality, Professional Development

Knowledge Organiser

NCFE CACHE: Level 1-2 Technical Award Health and Social Care

Content Area 3: Legislation, policies and procedures in health and social care

Legislation: A law, or set of laws that have been passed by parliament.

Policy: An action adopted by an organisation.

Procedure: An established way of carrying out a policy.

Act	Policy	Procedure
The Health and Safety at Work Act 1974 – defines responsibilities for maintaining health and safety at work	• Health and safety policy	• risk assessment • hand washing • use and disposal of personal protective equipment (PPE) • disposal of waste and body fluids • security checks: identity and the environment • correct moving and handling techniques • reporting and recording
Health and Social Care Act (2012): defines the planning, delivering and monitoring of healthcare services	• Partnership working	• Report abuse (record keeping/reporting) • Provide play • Adapt activities
Equality Act 2010 – ensures an individual's characteristics are protected age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation	• Equality and diversity • equality and inclusion policy	inclusive practice which promotes: • a person-centred approach • dignity • respect **Equal access which ensures:** • non-discriminatory practice • barriers to access faced by the individual are overcome • adaptations to environment are put in place to meet the individual's needs and preferences • aids and equipment are secured to meet the individual's needs and preferences • valuing diversity – which celebrates individual differences: values, beliefs, traditions
Data Protection/General Data Protection Regulation 2018 (GDPR) – data protection and privacy on how personal data is used and stored	• Data protection policy • Confidentiality policy	• Share information with consent • Store information safely • Share information on a 'need to know' basis • Store information in a locked filling cabinet. Enusre files are password protected o reporting and recording: -timely -factual -legible
Care Act (2014): Local Authority have a duty to promote an individuals well-being (physical, emotional, social and economic) Continuity of care must be provided Individuals to be safeguarded	• Safeguarding • Duty of Care	• Reporting and recording

Regulatory and inspection bodies:
o **Care Quality Commission (CQC):**
- regulates health and adult social care services
o **Office for Standards in Education, Children's Services and Skills (Ofsted):** regulates education, children's services and schools
o **The Health and Care Professions Council (HCPC):** register of health and care professionals
o **Nursing and Midwifery Council (NMC):** register of those who can practise nursing and midwifery
o Social Work England: register of those who can practise social work

Key role of regulatory bodies:
o uphold standards
o ensure public confidence
o register services
o monitor, rate, and inspect services
o protect the individual

Roles and responsibilities of the practitioner :
• understand the related legislation, policies and procedures
• adhere to the underpinning policies and procedures
• work within own professional boundaries
• understand how to escalate any concerns
• allow for access to quality health and social care services

Key words: Legislation, Policy, Procedure, Governance, Eligibility

Content Area 4: Human development across the life span

Life Stages:
Infancy (0–2 years)
Childhood (3–10 years)
Adolescence (11–17 years)
Early adulthood (18–29 years)
Middle adulthood (30–60 years)
Late adulthood (60 years+)

Physical development: the advancement and control of the individual's bodily movements and functions

Infancy:
▪ can sit
▪ can roll over
▪ can walk
Childhood:
▪ can stand on one leg
▪ can ride a tricycle
▪ cut along a line
▪ legible handwriting
▪ confident at handling large equipment during sports
▪ greater coordination and speed when carrying out fine and gross motor skills
Adolescence:
▪ puberty and sexual maturity reached
▪ muscle mass increase
▪ changes in body shape and height
Early Adulthood:
▪ full height is reached
▪ body strength at maximum
Middle Adulthood:
▪ menopause occurs
▪ loss and greying of hair
▪ muscles start to lose strength
Late adulthood:
▪ decline in mobility
▪ visual and hearing degeneration
▪ loss of bone density

Intellectual (Cognitive): – the individual's ability to recognise, remember, form concepts and problem solve

Infancy:
▪ learns and responds through senses
▪ points to body parts
▪ language develops (for example, babbling, single words, range of 200 words)
▪ responds to simple commands
Childhood:
▪ develops pre-reading then reading skills
▪ problem solves
▪ gives reasons for actions
▪ talks with increasing fluency and confidence
Adolescence:
▪ develops complex thinking skills
▪ memory functions efficiently
▪ has ability to think, reason and make choices
Early adulthood:
▪ application of analytical skills to work environment or home
▪ becomes more established in the workplace
Middle adulthood:
▪ cognitive thinking begins to decrease
▪ has a range of life experiences which may affect their future
Late adulthood:
▪ short-term memory loss
▪ decline in attention span

Emotional: the individual's ability to develop, manage and express feelings and show empathy for others

Infancy:
▪ attachments form with main carer
▪ may develop temper tantrums
Childhood:
▪ shows affection for younger children
▪ develops fairness and sympathy for others
Adolescence:
▪ mood swings are common
▪ development of more intimate relationships
▪ can become self-conscious
▪ influenced by views, opinions and behaviours of friends (peer pressure)
Early adulthood:
▪ stress due to work, finances and relationship problems
▪ emotional bonds may form with partners and own children
Middle adulthood:
▪ changes in relationships
▪ feelings of loss when children leave home
▪ period of self-doubt and mid-life crisis
Late adulthood:
▪ loneliness due to isolation
▪ less anxiety in life due to no work pressure
▪ self-esteem and confidence may decrease
▪ anxiety over reduced income and care costs

Social: the individual's ability to build relationships and interact with others

Infancy:
▪ waves 'bye-bye'
▪ communicates by smiling
▪ can become wary of strangers
Childhood:
▪ willing to share toys
▪ can enjoy team games
▪ often has a 'best friend'
Adolescence:
▪ increasing independence from parents
▪ friendships become very important
Early adulthood:
▪ relationships form with people from work
▪ friends and social relationships often change
Middle adulthood:
▪ relationships with grandchildren are important
▪ friendships continue from school, through work and outside activities
Late adulthood:
▪ can develop new relationships through new interests
▪ isolation due to lack of social contact in the workplace

Knowledge Organiser

NCFE CACHE: Level 1-2 Technical Award Health and Social Care

Content Area 4: Human development across the life span

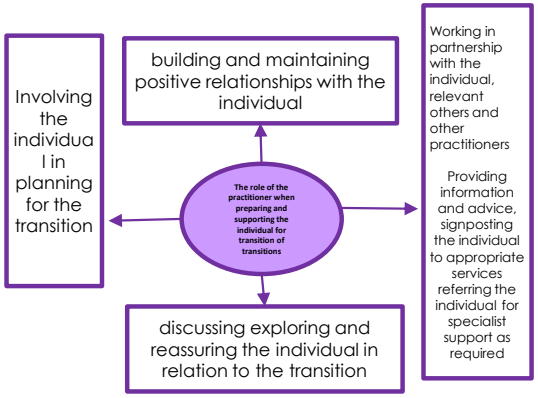
Nature: Biological. **Nurture: Environmental**

Biological Factors	Example	Environmental factor	Example
Physical traits – some are linked to genetic inheritance.	Height, physical strength, face shape, eye colour.	**Lifestyle**	▪ Rest ▪ physical activity ▪ diet ▪ drugs and alcohol
Medical conditions - most are linked to genetic inheritance.	Diabetes, asthma, sickle cell anaemia.	**Socio-economic**	▪ education ▪ employment ▪ income
Learning difficulties – are most likely as a result of genetic inheritance.	Autistic spectrum conditions, dyslexia.	**Relationships:**	▪ family ▪ partners ▪ friendships
Disabilities – some are linked to genetic inheritance, whilst others may occur during pregnancy and birth	Deafness, sight problems, cerebral palsy, spina bifida.	**Culture:**	▪ values ▪ traditions and expectations
Personal characteristics	Shyness, curiosity, outgoing	**Physical environment**	▪ urban ▪ rural

Transition: A the change from one stage or state to another in the individual's life, a transition can be expected or unexpected.

Common Transitions:
Infancy – starting nursery
Childhood – arrival of new siblings
Adolescence: onset of puberty, sitting examinations, leaving home
Early, middle, late adulthood: employment, marriage/civil-partnerships, parenthood, divorce, bereavement, retirement, diagnosis of medical conditions

Impacts of transitions on biological and environmental factors
Health and wellbeing:
o physical
o mental
Relationships:
o belonging
o loneliness
Life chances:
o expectations
o opportunities
Independence:
o self-care
o dependency



Key words: Biological, Environmental, Transition, Diagnosis. Nature, Nurture

Content Area 5. The care needs of the individual

Conditions and disabilities that require health and social care support:
Chronic condition – a physical or mental condition that is long-lasting in its effects (lasts at least 3 months but usually lasts a year and is often lifelong)
Acute condition – a physical or mental condition which is of short duration, intense, develops quickly but generally has no lasting effects
Disability – physical or mental condition that has a substantial* and long-term+ impact or effect on an individual's lifestyle (Equality Act 2010) (*substantial is more than minor or trivial) (+ long term is longer than 12 months):
o types of disability include: ▪ cognitive ▪ physical ▪ mental ▪ sensory

Care Values in Practice:	
Mealtimes	Offer choice of mealtimes and preferences to meet the individual's requirements ensure the individual's dietary and cultural needs and preferences are met Agree with the individual the level of assistance required
Personal care and toileting:	Meet preferences in choice of care and dressing Provide aids and adaptations to promote independence
Activities.	Overcome potential barriers to communication through tailored approaches Find out the individual's interests and preferences

Physiological and biological requirements for human survival	
Food and drink:	▪ ability to prepare food and drink ▪ ability to meet own nutritional requirements ▪ ability to eat and drink unaided
Rest and sleep: Toileting: Personal care:	• disruption to sleep pattern incontinence because of a health condition • incontinence because of mobility ▪ ability to care for skin, hair and teeth ▪ ability to dress/undress ▪ ability to select clothing for the season
Safety, security and control in the individual's life:	
Environment: Healthcare: Emotional security: Financial security:	▪ ability to maintain own safety ▪ ability to maintain own security ▪ ability to access services and treatment ▪ ability to manage own medication ▪ ability to cope with anxiety and stress ▪ level of resilience ▪ employment status ▪ available funds to maintain lifestyle and meet need
Love and belonging and need for positive relationships:	
maintain active relationships:	▪ with family, partners, friends and community ▪ level of involvement with others ▪ level of isolation and loneliness
Esteem, dignity and respect from others:	
Self-confidence: Independence:	▪ level of self-confidence ▪ level of dependency: • ability to self-care:
Self-actualisation and realisation of the individual's full potential:	
Personal growth: Self-fulfilment:	ability to achieve own potential desire to achieve own potential

Key words: Communication, Safeguarding, Person-centered care, Dignity, Independence, Respect, Duty of Care

Knowledge Organiser

NCFE CACHE: Level 1-2 Technical Award Health and Social Care

Content Area 6. How health and social care services are accessed

Types of referral used to access health and social care services

Referral: An act of referring someone or something for consultation, review, or further action

Self-referral:
This is the individual gaining access by themselves and not involving anyone else makes an appointment with a health or social care practitioner e.g. making a doctors

Professional:
An HSC practitioner, such as a GP, may wish their patient to see another professional, so they arrange for them to do so
E.g. a GP may wish their patient to have an x-ray or blood test so they contact the hospital who arrange an appointment

Third-party:
Third-party referral refers to a person (usually family or friend) who makes contact with a doctor or other health professional on the patient's behalf.
A family member or friend accesses services on someone's behalf.
An example of this is when a daughter calls the GP to make an appointment for her elderly mother

Barriers prevent individuals from accessing a service

Barriers to accessing health and social care services for the individual		Overcome
Communication	• sensory impairment • cognitive impairment • English as an additional language	• Ensure effective tailored communication skills are maintained by: • Providing information in alternative formats • Providing access to specialist professional services
Culture	• Values • beliefs	▪ Ensure inclusive practice to meet the individual's values and beliefs ▪ Ensure practitioner awareness of a range of culture, values and beliefs and their impact on care needs and preferences
Location	• Transport • Cost • Capability of the individual to access building	• Provide community services • Provide aids and adaptations • Online/telephone consultations ▪ online prescription ordering and delivery

Content Area 7: Partnership working in health and social care

Partnership working – different practitioners and the individual working together to meet needs

How partnership working meets the needs and preferences of the individual:

- Using the expertise of other practitioners' knowledge, skills and experience
- Working together towards shared goals to ensure consistent and continuous care for the individual
- Clarifying roles and responsibilities of all practitioners
- Establishing care to meet the individual's needs and preferences
- Enabling interventions to meet the individual's needs and preferences
- Ensuring safeguarding

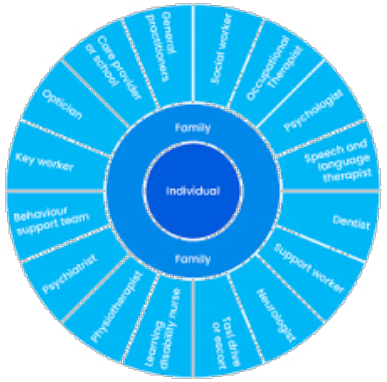
Potential barriers to partnership working and strategies to overcome barriers:

Communication:

- Level of understanding
- Level of trust
- Assumptions

Time management:

- Ineffective time management skills
- Conflicts in priorities
- Workload



Strategies to overcome the barriers:

Communication:

- Agree shared goals
- Be inclusive
- Avoid use of jargon
- Build respect and confidence
- Acknowledge and understand viewpoints of others

Time management:

- Establish practitioners' commitment and availability
- Select agreed dates, times and venues
- Use appropriate mode of communication

Key words, partnership working, Practitioner, Outcomes, Interventions

Knowledge Organiser

NCFE CACHE: Level 1-2 Technical Award Health and Social Care

Content Area 8: . The care planning cycle

A care plan is a plan that outlines the care and support required to meet the individual's holistic needs and preferences.

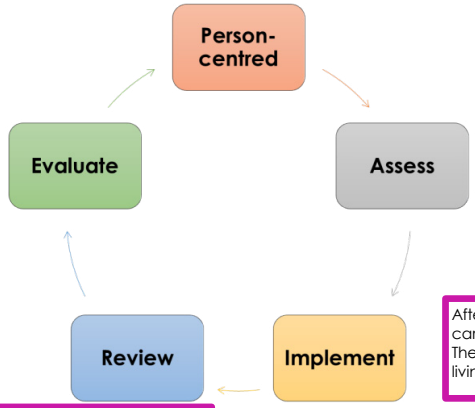
All care provided needs to be person-centred. This means the individual should be able to make their own choices about the care they receive, and they will be involved in putting together their own care plan.

The first thing carers will do is speak to the individual about:
What they want
What they think they are able to do without support
What they think they may need support with

After the review, the care plan will be **Evaluated.**

This means there may be changes to the care plan, or new actions put in place to support the individual.

There may need to be changes to the individual's care due to changes in circumstances or abilities.



The individual will then be assessed by social services, family members or carers.
Assess stage is to gain information and find out about needs and preferences

They will assess:
What they think the individual can do without support
What they think the individual needs support with
Whether there are any factors they need to take into account – e.g. cultural needs
Identify any risks
Communicate and record information with the individual

After assessment, the carers and family members will create a care plan for the individual.
The care plan will be implemented – wherever the individual is living. E.g. care home, own home, family member's home

1. **Agree ways to meet the individual's needs and preferences.**
2. **Work in partnership with other professionals and services.**
3. **Offer advice and guidance to the individual and relevant others.**
4. **Obtain required aids and adaptations.**
5. **Set dates**
6. **Carry out the agreed care**
7. **Monitor and record information and outcomes on the care plan**

The care plan will then be reviewed.
The purpose of this step of the review stage is to find out to what extent the individual's needs and preferences have been met.
Agree to any changes and update care plan
This will be within the first three months of it being implemented, then once a year after that or more often if needed or requested.
Individuals can request a review of their care plan at any time.
Update care plan

Assess stage is to gain information and find out about needs and preferences
Implement stage is to work with others to put in place the agreed care and to keep records of how this is working and if it is meeting needs
Review stage is deciding if the plan is working and to make any changes needed

Key words: Purpose, Implementing, Holistic, Strategies, Assessment

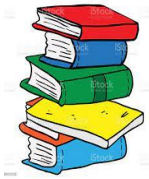
Exam breakdown – How am I being assessed?

Assessment breakdown		• 1 hour 30 minutes examined assessment • 14 hours non-exam assessment
Non-exam assessment (NEA)	50%	Externally-set, internally marked and externally moderated: • Synoptic project
Examined assessment (EA)	50%	Externally set and externally marked: • Written exam
Total	100%	Overall grades: Level 1: pass, merit and distinction Level 2: pass, merit and distinction

Top Exam Tips

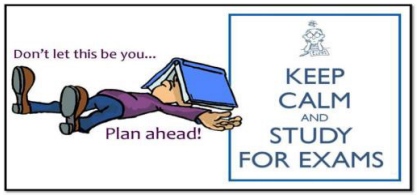
Before the exam

- ❑ Revision
- ❑ Plenty of rest/sleep
- ❑ Manage your time
- ❑ Exercise
- ❑ Ask for help
- ❑ Make a revision timetable
- ❑ Have enough food and drink
- ❑ Get organised
- ❑ Arrive early for exam



During the exam

- ❑ Read questions carefully
- ❑ Answer every question
- ❑ Use all the time you have been provided
- ❑ Re-check your answers if you have spare time
- ❑ Highlight keywords if you find it helpful
- ❑ Be positive
- ❑ Stay calm



Year 10 Music Knowledge Organiser:
Component 3 - Responding to a Commercial Brief

What is a brief?
A brief is a written document that provides a scenario and instructions to find or create a product for a target audience. It gives a brief overview of the background and objectives.

Target audience
This is a group of people identified as likely customers. People in the target audience share similarities such as age or location. This makes it easier to target your product.

Activity 1 - Responding to a brief

- ❑ Investigate the musical styles in the brief
- ❑ Carry out **research** of relevant material eg listen to **cover versions**, find **sheet music**
- ❑ What **resources** are required?
- ❑ What **changes** will you make?
- ❑ **Timeline** of development

Activity 1 - Responding to a brief

What are the creative constraints?
What resources are available?
Will your own ideas be effective within the timeframe?
How can you make your music stand out from other work?
How can you develop your own skills?
How can you build on your strengths?

Use the QR codes to watch cover versions of different songs.

Instruments, iPad/Garageband, sheet music, amp, microphone, practice room

Working out individual parts, establishing a practice routine, learning/memorising new material

Activity 2 - Applying musical skills

Organisation Skills

- ➔ Identify priorities - what will you do and when?
- ➔ Set targets - what do you need to do each lesson? How will you monitor this?
- ➔ Use of technology - do you need to use Garageband?

Preparing for the project

- ➔ Health and Safety - correct and safe use of equipment, manual handling
- ➔ Checking resources and facilities - what instruments are available? Do you need sheet music and/or lyrics?
- ➔ Plan for alternatives - have a back up plan in case things go wrong

Consider the constraints

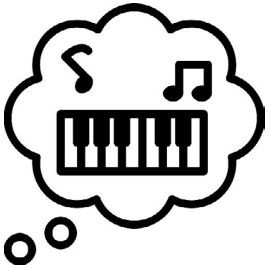
- ➔ Ensure you are working within the aims of the brief - keep in mind your target audience, the finished product and the deadline
- ➔ Use suitable materials and techniques
- ➔ Address any quality issues

Year 10 Music Knowledge Organiser:
Component 3 - Responding to a Commercial Brief

Step One:

Plan to meet the demands of the brief and research relevant material.

Step Two:



Choose one song and one style of music and prepare a proposal of your idea.

Step Three:

Sit a 2 hour written exam on the development of your ideas and the rehearsal process.

Step Four:

Select and apply musical skills and techniques to create your music product.

Step Five:

Present a final musical product in response to a commercial music brief.

Step Six:

One hour written exam to evaluate your performance and comment on the creative process.

PE

R051 - LO1 #Level2PE

Understand the issues which affect participation in sport

Cambridge Nationals

User groups

The different groups of people who face barriers to participation in sport and physical activity

- Ethnic minorities
- Retired people
- Families with young children
- Single parents
- Children
- Teenagers
- Disabled
- Unemployed
- Working singles and couple

Barriers

Factors that may make participation particularly difficult. Many of the possible barriers to participation are common to all user groups

- Lack of time
- Work commitments
- Lack of facilities
- Cost of equipment
- Lack of role models
- Lack of transport
- Lack of motivation
- Lack of awareness of activities
- Lack of disposable income
- Lack of childcare

Solutions

Solutions to barriers faced by the various user groups are often very similar and be solutions for many of the user groups

- Free or subsidised sessions
- Promote role models
- Free or subsidised transport
- Provide childcare (crèche)
- Provide equipment
- Promotion of activities
- Arrange sessions during the day

Popularity of sport

Sport is a popular part of the culture in the UK. There are many factors which can impact upon the popularity of sport in the UK

Spectatorship

The more people are viewing sports will increase participation rates of those sports

Media coverage

Some sports channels show sport 24/7, this increases participation in the sports that the media show

Participation

More people participate in sports that have widespread mass participation

Provision

Provision varies in the UK. People cannot participate with little or no provision or access to facilities

Environment

Weather in the UK can impact upon participation rates. There is a lack of snow in the UK for skiing

Roles models

Positive Roles models increase participation in the sport. A lack of role models has a negative impact

Acceptability

Many people believe boxing should be banned as it's dangerous

Success for teams

Sporting success inspires people to take part in the sports such as GB cycling

RO51 - LO2
#Level2PE

Know about the role of sport in promoting values

Cambridge Nationals

Values which can be promoted through sport

Team spirit	You can gain the feeling of pride and loyalty from being a member of a team which makes you want your team to do well or be the best.
Fair play	Allows you to show polite behaviour which involves respect for fellow competitors and playing by the rules.
Citizenship	Allows performers to act in a way that citizens of a country should. This can involve getting involved in the local community through sport
Tolerance and Respect	Helps you to tolerate and understand others and show respect to opponents. This could be respecting different cultures and countries through respecting the national anthem
Inclusion	Sport allows people to be included within teams and competitions. This can be to encourage under-represented social groups to get involved in sport
National Pride	Sport develops a sense of pride in the name, culture and practices of a country. National pride is shown when supporters and performers unite behind their country when singing the national anthem or wearing country colours
Excellence	Sport helps to encourage and develop excellence. Performers strive to be the best that they can.

Olympic and Paralympics

The Paralympics are games for people with a disability which run in parallel with the Olympic games. They are both held once every four years in the same host city. Both Olympic and Paralympic movements aim to represent similar core values

The Creed

Baron Pierre de Coubertin - Founder of the modern olympics

"The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph, but the struggle. The essential thing is not to have conquered, but to have fought well."

The Symbol

Five interlocking rings to represent the union of the five continents of the world which take part

The symbol is closely linked with all aspects of the Olympics and Paralympics and reminds everyone that the brand logo for the sporting event involves all areas of the world

The Values

3 Olympic values
- Friendship
- Respect
- Excellence

4 Paralympic values
- Determination
- Inspiration
- Courage
- Equality

RO51 - LO2 #Level2PE

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RO51 - LO2 #Level2PE

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Cambridge Nationals

It is very difficult to control spectator behaviour and many spectators do not follow sporting etiquette

It is common for NBA basketball spectators to deliberately put the opposition players off when shooting free throws

Some sports such as Golf can be very respectful and quiet when players are taking their shots

The importance of etiquette and sporting behaviour

Etiquette – Etiquette includes the unwritten rules concerning player behaviour. Examples include kicking the ball out of play when someone is injured. Not walking across someone else's putt in golf

Sporting behaviour – Behaving in a way that shows sportsmanship. Involves polite and fair behaviour while playing in a sporting event.

Reasons for observing etiquette and sporting behaviour

- Performing in a fair way
- Promoting positive values
- Keeping yourself and other performers safe
- Respecting performers in your own team and on the opposition
- Being a positive role model for young children

Sportsmanship

Fair and polite behaviour is also known as sportsmanship

- Being gracious and respectful when winning or losing
- Clapping an opposition goal
- Shaking hands before and after a game

Gamesmanship

When a performer bends the rules.

- Taking a long time to collect the ball to waste time
- Re-tying shoe laces when an opponent is about to serve in tennis
- Grunting loudly when playing a tennis shot to put off the opponent

Spectator etiquette

Spectators also have unwritten rules to follow

- Being quiet during rallies at tennis games
- Respecting an opponents national anthem
- Staying quiet at the start of an athletics race
- Staying quiet when a rugby player kicks a conversion

RO51 - LO2 #Level2PE

Know about the role of sport in promoting values

Cambridge Nationals

Performance enhancing drugs

- Anabolic steroids
- EPO / Blood doping
- Stimulants
- Diuretics
- Beta Blockers

The Use of performance enhancing drugs (PEDs) in sport

Reasons why PEDs are used

- To lose weight
- To mask pain
- Increased ability to train
- Improved recovery
- Improved performance
- Improve strength
- Pressure to win
- Belief that others are taking them

Reasons against using PEDs

- Unfair advantage
- Suffer long term ill-health
- Become addicted
- Damage reputation
- Harsh consequences when caught
- Immoral to take PEDs and cheat

Impact of drug taking on the reputation of sport

- Reputation of the sport can be damaged
- Spectators may question whether the sport is clean and fair
- People will mistrust the results of the sport
- Spectators think all performers involved in the sport are cheating

Testing methods

Urine | Blood | Hair | Nail

Drug offences by elite performers

- Ben Johnson → Anabolic steroids
- Lance Armstrong → EPO / Blood doping
- Dwain Chambers → Anabolic steroids
- Dwain Millar → EPO
- Justin Gatlin → Stimulants

The whereabouts rule

1. Is for out of competition testing
2. Performers must inform the authorities of their location to allow drug testing to take place
3. Must notify of a one hour period in every 24 hours so that they can be tested
4. Notification is via national organisation/ NGB for the sport who inform WADA
5. Must notify of any change to normal location/routine

RO51 - LO2
#Level2PE

Know about the role of sport in promoting values

Cambridge Nationals

Initiative and campaigns can be used to instil certain values for those taking part. Often the campaigns try to show the good that can be gained by taking part

Other initiatives and events which promote values through sport

FIFAs 'Football for Hope'

- Started in 2005 as a collaboration between FIFA and 'street football world'
- Funds 'not for profit' organisations to encourage social projects for disadvantaged people

ECB's 'Chance to shine'

- Since 2005, has aimed to ensure that cricket is played in states schools.
- Aims to bring cricket to thousands of inner city children
- Help develops social cohesion, teamwork and respect and reduce anti-social behaviour

Sport relief

- Annual campaign encourages people to get active and raise money for vulnerable people
- Intended to help those people live happier, healthier, safer lives

Premier leagues 'Creating chances'

- Education - including the Premier league reading stars
- International initiatives - including Sport relief and premier skills
- Health - including Premier League health initiative
- Community cohesion - Premier league into Work initiative
- Participation - Premier league schools tournament

£10 Sport England scheme to increase participation in sport

- Increase the participation rates of women
- 'This Girl Can' programme is funded by the National lottery and is developed by Sport England
- Aims to allow women to overcome the fear of being judged and make the choice to take part in physical activity

Sports initiatives to break down barriers

Kick it out

Barrier to be broken:
Racism

Respect campaign

Barrier to be broken:
Abuse to referees in football

Transforming British tennis together

Barrier to be broken:
Cost and accessibility of tennis

Back to Netball

Barrier to be broken:
Age

R051 - LO2
#Level2PE

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Cambridge Nationals

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YOUNGMiNDS
fighting for young people's mental health

HELP AND SUPPORT

ChildLine 0800 1111

mind for better mental health

THE MIX

Provides support for anyone under the age of 25
www.themix.org.uk | 0808 808 4994

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Confidential support to people experiencing difficulties
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Everyday, 5pm-midnight

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www.samaritans.org | 116 123

stem4
supporting teenage mental health

Free service & apps supporting mental health for ages 11-19
www.stem4.org.uk

PAIGNTON ACADEMY

In School

Speak to your Tutor

Find a member of staff with an Orange Lanyard

Speak to any member of staff

Use the 'Safeguarding Concern Form'
on your school desktop page

Speak to your Head of House
or Pastoral Manager