

**Name:**

**Form:**

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the true goal of education.”

**Martin Luther King, Jr.**



**Lees Brook  
Academy**

**Year 11 Knowledge Organiser:**  
Autumn Term 2023

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# Instructions for using your Knowledge Organiser



## Self-testing

You can use your KOs and book in a number of different ways but you **should not just copy** from the Knowledge Organiser into your book. Use the **'How to self-test with the Knowledge Organiser'** booklet to help you. It can also be found here: <https://www.leesbrook.co.uk/learning/knowledge-organisers/>

Below are some possible tasks you could do in your workbooks, **no matter which task you do you should always check and correct your work in a different coloured pen.**

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mind maps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline

- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Create fact files
- Create flowcharts



Every school day you should be studying at least **1** section of your Knowledge Organiser (KO) for homework as part of your revision.

The timetable on the next page suggests which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

These knowledge organisers will support you in your revision during Year 11.

Your knowledge and understanding from your revision will be tested in lessons through retrieval practice and in your application of your learning to tasks.

## How do I self-quiz to support my own revision?

<p><b>How to use...Flashcards</b></p> <ol style="list-style-type: none"><li>1. On one side of the flash card, write the word or question.</li><li>2. On the other side, write the definition for the word, or answer to the question.</li><li>3. Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong.</li><li>4. When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile.</li></ol> <p>You can also use the Leitner Method:</p> <p><a href="https://www.youtube.com/watch?v=C20EvKtdJwQ">https://www.youtube.com/watch?v=C20EvKtdJwQ</a></p>	<p><b>How to use... Look, Cover, Write, Check and Correct</b></p> <ol style="list-style-type: none"><li>1. Write your key words into the 'Look, Cover' column and then cover it.</li><li>2. Write out the meaning, definition or spelling in the 'Write' column.</li><li>3. Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right.</li><li>4. If you got the answer incorrect, write the correct answer in the 'Correct' column.</li></ol> <table><tr><th>Look , Cover</th><th>Write</th><th>Check</th><th>Correct</th></tr><tr><td>Noun</td><td>A person, place or thing.</td><td></td><td></td></tr><tr><td>Algorithm</td><td>Algorithm</td><td>X</td><td>Algorithm</td></tr></table>	Look , Cover	Write	Check	Correct	Noun	A person, place or thing.			Algorithm	Algorithm	X	Algorithm	<p><b>How to use... Mind Maps</b></p> <ol style="list-style-type: none"><li>1. Write out your topic or idea in the centre. E.g. The First World War.</li><li>2. Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI</li><li>3. Then add your knowledge off of these branches. You might even be able to make connections between them.</li><li>4. Once made, then redraw as many of the connections as possible from memory. Correct any errors.</li></ol> 
Look , Cover	Write	Check	Correct											
Noun	A person, place or thing.													
Algorithm	Algorithm	X	Algorithm											
<p><b>How to use... Explaining a process/ idea further</b></p> <p>Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words <b>because</b>, <b>but</b>, and <b>so</b>. These will help you to:</p> <ol style="list-style-type: none"><li>1. <b>Because:</b> helps to explain a reason, cause or why something works.</li><li>2. <b>But:</b> helps to explain a limitation or problem.</li><li>3. <b>So:</b> helps to explain what happens next in a sequence, process or event.</li></ol> <p>Check your sentences to see if your explanations are right or wrong. Correct any errors.</p>	<p><b>How to... Summarise a process/idea</b></p> <p>Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.</p> <ol style="list-style-type: none"><li>1. Read through the relevant part of your knowledge organiser as directed by your teacher.</li><li>2. Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between.</li><li>3. For each part, add <b>one</b> main idea.</li><li>4. E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors.</li></ol>	<p><b>How to use... Subject Specific Tasks or Questions</b></p> <p>Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.</p> <p>In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.</p> <div><div><p><b>Act 1:</b> <b>Hermia</b> and <b>Lysander</b> love each other but are not allowed to marry so decide to run away to the forest to get married in secret. <b>Demetrius</b> wants to marry <b>Hermia</b>. <b>Helena</b> loves <b>Demetrius</b>. They follow <b>Hermia</b> and <b>Lysander</b> into the forest.</p></div><div></div></div>												

## Section A: Key vocabulary

Tier 3 Vocabulary	Definition
<b>Dramatic Irony (n.)</b>	When the audience are aware of something characters are not.
<b>Omniscient (adj.)</b>	When someone or something is all knowing (God-like).
<b>Juxtaposition (n.)</b>	Two opposites in theme, character, or setting.
<b>Representation (n.)</b>	When a thing or person represents a group of things or people in society.
<b>Symbolism (n.)</b>	Where an object, word, or character are symbolic of something bigger.
Tier 2 Vocabulary	Definition
<b>Capitalist (n.)</b>	The idea that things are privately owned and there is low tax in society and people must help themselves.
<b>Socialist (n.)</b>	The government own public businesses and higher taxes help to support those in society most in need.
<b>Patriarchal Society (n.)</b>	A society where men occupy most if not all positions of power and men have greater freedoms and opportunities than women.
<b>Infantilise (v.)</b>	To treat someone like a child.
<b>Microcosm (n.)</b>	Where something small (like a family or a business) represent wider society.
<b>Social Responsibility (n.)</b>	The concept that everyone (especially those with wealth and power) have to help all in society to make sure everyone prospers.

## Section B: Key Concepts/Ideas/Questions

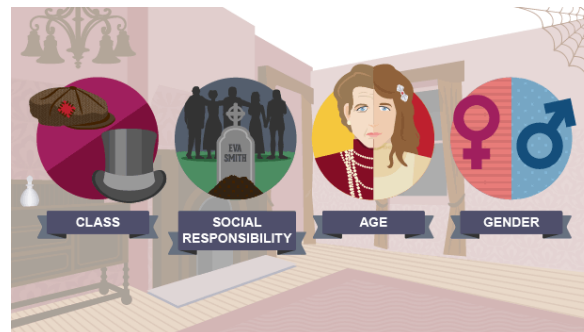
### ‘An Inspector Calls’ – Four Key Themes

**Gender:** The difference between how male and female characters interact and are treated.

**Responsibility:** How people react to making mistakes and if they are willing to change. How people use their wealth and power in society.

**Social Class:** Relates more specifically to the upper and working/lower class. Looks at how these classes interact and treat each other. There is usually a power imbalance.

**Age:** How the younger and older generation interact and treat each other. The differences between how the older and younger generation react to and handle change.



## Section C: Subject Specific

# CHARACTERS

## AN INSPECTOR CALLS

~ MR BIRLING ~

A wealthy business owner and public figure that fires Eva Smith to protect profits.



~ THE INSPECTOR ~

The mysterious inspector who has each family member confess their involvement in Eva Smith's death



~ MRS BIRLING ~

A self-righteous woman that turns a pregnant and desperate Eva Smith away from her charity.



~ SHEILA ~

A young ignorant girl who has Eva Smith fired out of jealousy. She is also engaged to Gerald.



~ GERALD ~

The son of a wealthy family who keeps Eva Smith as a mistress while engaging Sheila.



~ ERIC ~

A young, reckless, drunk who impregnates Eva Smith and steals from his father.



~ EVA SMITH ~

A young girl who is constantly failed by her society and ends up taking her own life.



~ EDNA ~

The servant of the Birling household that quietly attends to their demands.



### Concepts seen before:

- Class system (Literature and History)
- Socialism (Literature, History and Citizenship)
- Capitalism (Literature, History and Citizenship)
- Gender representation (Literature and History)
- Stage directions (Drama)

Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Metaphor (n)	A word or a phrase used to describe something as if it were something else.
Simile (n)	Comparing two things using 'like' or 'as'.
Personification (n)	Giving an inanimate object human characteristics/qualities.
Alliteration (n)	Words that are close together start with the same letter or sound.
Sibilance (n)	The repetition of s or sh sounds.
Onomatopoeia (n)	Language that sounds like its meaning.
Irony (n)	language that says one thing but implies the opposite
Symbolism (n)	The use of symbols to represent ideas or qualities.
Oxymoron (n)	Contradictory words placed next to each other for effect.
Metaphor (n)	A word or a phrase used to describe something as if it were something else.
Tier 2 Vocabulary	Definition
Explores (v)	To analyse, examine and evaluate.
Connotes (v)	To imply or suggest.
Implies (v)	To suggest or indicate something.
Infers (v)	To examine and conclude.
Coneys (v)	To make an idea understandable.

## Section B: Key Concepts/Ideas/Questions

**When we analyse a text, we are looking at the following:**

- Word choices used by the author – what do the words mean? What do they make you think of (their connotations)? What word class do they belong to?
- Techniques/linguistic devices – identify them and consider their purpose, use and effect
- Punctuation and sentence structures – do they change the way you read the piece? Does it tell us about the tone in which something is communicated? Does it make us read the text faster or slower?

### Writing Success Criteria:

#### AO5:

##### Content:

- Register is convincing and compelling for audience
- Assuredly matched to purpose
- Extensive and ambitious vocabulary with sustained crafting of linguistic devices

##### Organisation:

- Varied and inventive use of structural features
- Writing is compelling, incorporating a range of convincing and complex ideas
- Fluently linked paragraphs with seamlessly integrated discourse markers.

#### AO6:

- Sentence demarcation s consistently secure and consistently accurate
- Wide range of punctuation is used with a high level of accuracy
- Uses a full range of appropriate sentence forms for effect
- Uses Standard English consistently and appropriately with secure control of complex grammatical structures
- High level of accuracy in spelling, including ambitious vocabulary
- Extensive and ambitious use of vocabulary

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Section C: Subject Specific
<p><b>Q1 - 5 mins – 4 marks.</b> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p><b>Q2 - 10 mins – 8 marks.</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</p> <p><b>Q3 - 10 mins – 8 marks.</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</p> <p><b>Q4 - 20 mins – 20 marks.</b> Evaluate texts critically and support this with appropriate textual references.</p> <p><b>Q5 - 45 mins – 40 (24+16) marks.</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features.</p> <p>Range of vocabulary and sentence structure for clarity, purpose and effect, with accurate spelling and punctuation.</p>
<p><b>Concepts seen before:</b> Language analysis tasks in KS3 reading lessons, Writing tasks in KS3 writing lessons. Paper 1 skills lessons in Y10 lessons.</p>





# Year 11—Mathematics – Graphs - Autumn Term 1



## Section A: Key vocabulary

## Section B: Important ideas/ concepts

## Section C: Important ideas/concepts

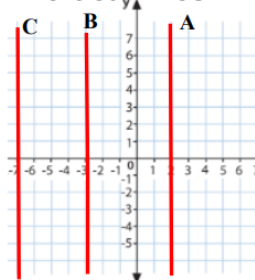
### Tier 3 Definition

Y-intercept (n)	The value of the y-coordinate when a graph crosses the y-axis
Reciprocal (n)	The reciprocal of a number is: 1 divided by the number. Eg. the reciprocal of 2 is $\frac{1}{2}$
Perpendicular (adj)	Two or more lines which meet at right angles
Quadratic (n)	Where the highest exponent of the variable (usually "x") is a square ( $^2$ ).

### Tier 2 Definition

Straight line (n)	A line that does not curve
Parallel (adj)	Always the same distance apart and never touching
Equation (n)	A statement that two mathematical expressions are equal
Graph (n)	A diagram showing a relationship between two variables
Intercept (n)	Where a line cuts across an axis
Linear (adj)	A straight line graph is linear
Gradient (n)	How steep a line is. Found by dividing the change in y by the change in x, represented by m in the equation $y = mx + c$
Substitute (v)	Replacement of letter with a numerical value
Solutions (n)	A value, or values, we can put in place of a variable (such as x) that makes the equation true
Simultaneous equations (n)	A set of two or more equations, each involving two or more variables. The solutions to simultaneous equations satisfy both/all of the equations.
Product (n)	The answer when two or more values are multiplied together
Roots (n)	A root is a value for which a given function equals zero. When that function is plotted on a graph, the roots are points where the function crosses the x-axis.

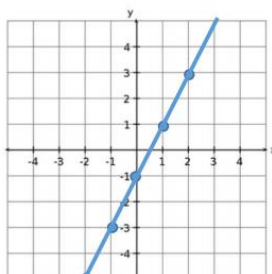
### Vertical lines



Points on line A always have an x coordinate of 2  
e.g. (2, -3), (2, 0), (2, 5)  
so the line is  $x = 2$

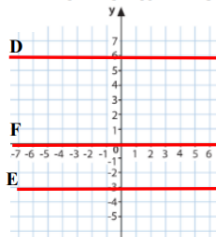
Draw the graph of  $y = 2x - 1$

x	-2	-1	0	1	2
y	-5	-3	-1	1	3



Notice this graph has a gradient of 2 and a y-intercept of -1.

### Horizontal lines



Line D:

$$y = 6$$

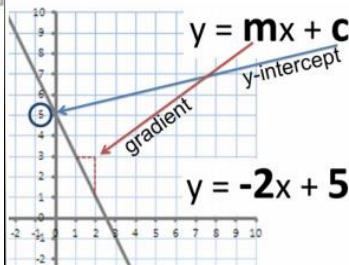
Line E

$$y = -3$$

Line F is the x axis.  
What is its equation?

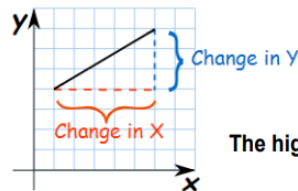
Points on line D always have a y coordinate of 6  
e.g. (-5, 6), (0, 6), (2, 6)  
so the line is  $y = 6$

### Linear graphs in the format $y = mx + c$



What would be the equation of a line with gradient 3 and y intercept -4?

### Calculating gradient



In this example:

$$\text{Gradient} = \frac{4}{2} = 2$$

The higher the number (gradient), the steeper the line

The gradient is how steep a line is. The larger the gradient the steeper the slope. A gradient of zero is a horizontal line. A negative gradient slopes the opposite direction.

### Find the equation of a line given a point and a gradient.

Substitute in the gradient (m) and point (x, y) in to the equation  $y = mx + c$  and solve for c.

Find the equation of the line with gradient 4 passing through (2, 7).

$$y = mx + c$$

$$7 = 4 \times 2 + c$$

$$c = -1$$

$$y = 4x - 1$$

### Find the equation of a line given two points. Use the two points to calculate the gradient. Then repeat the method to the left using the gradient and either of the two points.

Find the equation of the line passing through (6, 11) and (2, 3)

$$m = \frac{11 - 3}{6 - 2} = 2$$

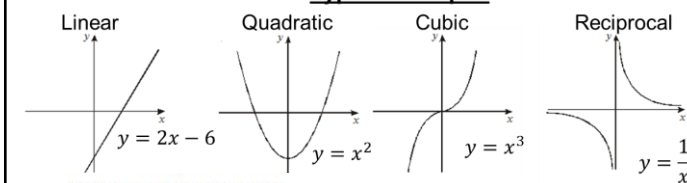
$$y = mx + c$$

$$11 = 2 \times 6 + c$$

$$c = -1$$

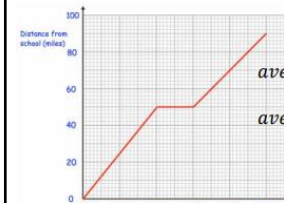
$$y = 2x - 1$$

### Types of Graphs



### Distance time graphs

Graphs which describe a journey, straight line equals constant speed.  
Horizontal line mean stationary (no speed)



$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

$$\text{average speed} = \frac{\text{total distance}}{\text{total time}}$$

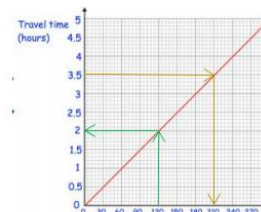
$$\text{average speed} = \frac{90}{2.5} = 36\text{mph}$$

To use the conversion graph simply use your ruler

1) 120 miles is 2 hours  
2) 3.5 hours is 210 miles

### Conversion graphs

Graphs which help us convert one unit of measure to another  
To plot simply take the given information and join with a straight line



### Concepts you have seen before:

Straight line graphs, coordinates, quadratic graphs, proportion and compound measures.

# Year 11—Mathematics – Algebraic - Autumn Term 2


## Section A: Key vocabulary

Tier 3	Definition
Binomial (n)	An expression with two terms joined by an add or subtract sign. E.g. $5x + 3y$
Iteration (n)	The repetition of a formula applied to the result of a previous application, to get closer to a solution.
Function (n)	A special relationship where each input has a single output.
Tier 2	Definition
Expression (n)	A collection of terms which can contain variables (letters) and numbers. E.g. $4 + 3x$
Equation (n)	Two expressions which have the same value, separated by an = sign. E.g. $7x=1$
Identity (n)	An equation that is true for variables of any value. E.g. $a(b + c) \equiv ab + ac$
Formula (n)	An equation used to describe a relationship between two or more variables. E.g. $A = \pi r^2$
Inequality (n)	A mathematical equation expressing inequality. E.g. $x < 3$ or $2x \geq x - 1$
Expanding (v)	To multiply out brackets in an expression. E.g. $2(x - 3) = 2x - 6$
Factorising (v)	To put an expression into brackets by taking out a common factor.
Solving (v)	To find the missing value/s in an equation.
Substitution (n)	Swapping numbers for variables (letters) to find solutions.
Change the subject (n)	Rearrange the equation so that a certain variable is the subject like a formula.
Inverse (n)	The opposite. The inverse of $^2$ is $\sqrt{\quad}$

## Section B: Important ideas/ concepts

Expand $(x - 1)^2$ . FOIL= First Outside Inside Last $(x - 1)(x - 1) = x^2 - x - x + 1 = x^2 - 2x + 1$
Factorise $x^2 + 8x + 12$ Find two numbers that add to make 8 and multiplies to make 12. List out the factors of 12 to help with this. $2 \times 6 = 12$ and $2 + 6 = 8$ Therefore $x^2 + 8x + 12 = (x + 2)(x + 6)$
Solve $4x + 1 = 2x - 3$ $2x + 1 = -3$ Subtract $2x$ to both sides $2x = -4$ Subtract 1 to both sides $x = -2$ Divide by 2 to both sides Solve $x^2 + 5x - 14 = 0$ . $(x + 7)(x - 2) = 0$ Firstly factorise $x + 7 = 0$ $x - 2 = 0$ Solve each equation $x = -7$ and $x = 2$
The quadratic formula: $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ <b>H</b> This is used to solve quadratic equations in the form $ax^2 + bx + c = 0$ . It is helpful if we cannot solve by factorising.
Rearrange $A = \pi r^2$ to make $r$ the subject. $\frac{A}{\pi} = r^2$ divide by $\pi$ $\sqrt{\frac{A}{\pi}} = r$ square root
Solve $2x - 3 < 9$ $2x < 12$ add 3 $x < 6$ divide by 2
Draw $x > 1$ on a number line. The direction of the arrow shows possible values for the variable. The circle is filled for $\leq$ or $\geq$

## Section C: Important ideas/concepts

Factorise $x^2 + 4x + 3$ Use algebra tiles to make a rectangle with the pieces. The blue piece is $x^2$ , green is $x$ and yellow is 1. 
What are the dimensions of the rectangle? The width is $x + 3$ and the height is $x + 1$ . Therefore $x^2 + 4x + 3 = (x + 1)(x + 3)$
Functions. If the input is 3 what is the output? $3 + 5 = 8$ $8 \div 2 = 4$ the output is 4 Input $\rightarrow$ $+5$ $\rightarrow$ $\div 2$ $\rightarrow$ Output If the output is 12, what is the input? Let's do the inverse: Input $\leftarrow$ $-5$ $\leftarrow$ $\times 2$ $\leftarrow$ Output $12 \times 2 = 24$ $24 - 5 = 19$ Check your working: $19 + 5 = 24$ $24 \div 2 = 12$ $f(x)$ is a function of $x$ $f^{-1}(x)$ is the inverse function of $f$ $fg(x)$ is the composite function (g followed by f)
<b>Concepts you have seen before:</b> Straight line graphs, coordinates, quadratic graphs, proportion and compound measures.



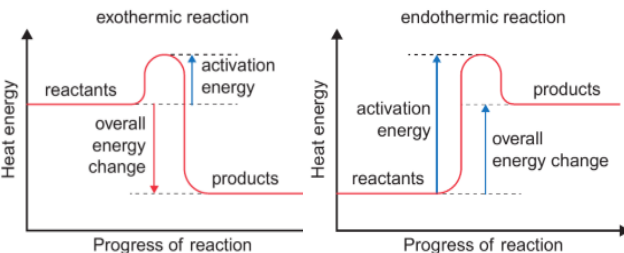


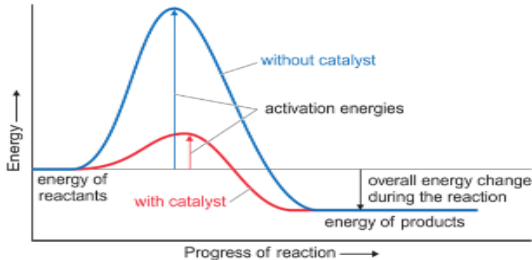
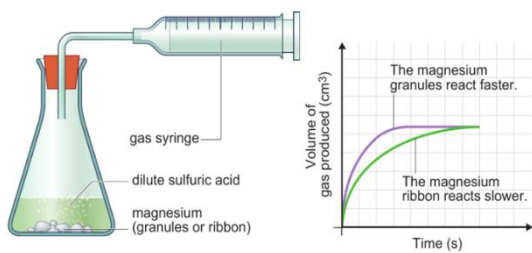
Section A: Key Vocabulary	
Tier 3	Definition
Homeostasis (n)	The regulation of the internal conditions of a cell or organism to maintain optimum conditions for function, in response to internal and external changes.
Receptors (n)	Cells that detect stimuli – changes in the internal or external environment.
Effectors (n)	Areas (usually muscles or glands) that bring about responses in the body.
Neurones (n)	Basic cells of the nervous system that carry minute electrical impulses around the body.
Reflexes (n)	Rapid automatic responses of the nervous system that do not involve conscious thought.
Endocrine (adj)	The glands that produce the hormones that control many aspects of the development and metabolism of the body, and the hormones they produce.
Hormone (n)	Chemicals produced in one area of the body of an organism that have an effect on the functioning of another area of the body. In animals hormones are produced in glands.
Negative feedback (n)	A control mechanism that reacts to a change in a condition, such as temperature, by trying to bring the condition back to a normal level.
Tier 2	Definition
Contraception (n)	Methods of preventing pregnancy which usually involve preventing the sperm and egg from meeting.
Response (n)	Any behaviour of a living organism that results from an external or internal stimulus.
Cause (n)	a person or thing that acts, happens, or exists in such a way that some specific thing happens as a result; the producer of an effect.

Section B: Important Ideas / Concepts / Questions	
Types of neurone	
Reflex arc	
<p><b>Figure 3</b> The reflex action that moves your hand away from something hot can save you from being burned. Reflex actions are quick and automatic – you do not think about them</p>	
Hormones and the glands they are produced in	
Pituitary	Controls growth in children. Stimulates the thyroid gland to make thyroxine to control the rate of metabolism
Thyroid	Controls the metabolic rate of the body
Pancreas	Controls the levels of glucose in the blood
Adrenal	Prepares the body for stressful situations – ‘fight or flight’ response
Ovaries	Controls the development of the female secondary sexual characteristics and is involved in the menstrual cycle
Testes	Controls the development of the male secondary sexual characteristics and is involved in the production of sperm

Section C: Subject Specific	
Negative feedback	
Hormones and the menstrual cycle and Contraception	
<p><b>Figure 2</b> Failure rates for different methods of birth control based on data from the American Academy of Paediatrics</p>	
Concepts you have seen before:	
Reproduction, contraception	

Section A: Key Vocabulary	
Tier 3	Definition
<b>Activation energy (n)</b>	The minimum amount of energy needed by colliding particles for a reaction to happen.
<b>Bond energy (n)</b>	Energy needed to break one mole of a specified covalent bond.
<b>Catalyst (n)</b>	A substance that increases the rate of a reaction without itself being used up.
<b>Displacement reaction (n)</b>	A reaction where a more reactive element takes the place of a less reactive element in a compound.
<b>Endothermic (adj.)</b>	A reaction in which energy is transferred to the reactants from the surroundings. The temperature of the surroundings decreases.
<b>Exothermic (adj.)</b>	A reaction in which energy is transferred from the reactants from the surroundings. The temperature of the surroundings increases.
<b>Equilibrium (n)</b>	A reversible chemical reaction in which no net change in the amounts of reactants and products occurs.
Tier 2	Definition
<b>Product (n)</b>	A substance formed in a reaction.
<b>Thermal (adj.)</b>	Relating to heat
<b>Concepts you have seen before:</b> Collision theory, the particle model, states of matter, word and symbol equations.	

Section B: Important Ideas / Concepts / Questions
Rates of Reaction
<p>During chemical reactions, new substances are formed. The rate of the reaction is how quickly the reactants become the products. For a reaction to occur, we need the particles to collide and do so with enough energy. This minimum energy is called the activation energy.</p> <p>We can control the rate of reaction by altering different variables:</p> <ul style="list-style-type: none"> <li>- <b>Concentration</b> of solutions. More particles in the same space, more frequent collisions</li> <li>- <b>Surface area</b> of solids. Greater surface area allows particles to collide more frequently</li> <li>- <b>Pressure</b> in gases. Increased pressure moves the particles closer to each, more frequent collisions.</li> <li>- <b>Temperature.</b> Increased temperature increases the kinetic energy store in particles so they move quicker (more likely to collide) and are more likely to have enough energy to collide successfully.</li> </ul>
Reaction profiles – exothermic and endothermic
 <p>Heat energy</p> <p>reactants</p> <p>activation energy</p> <p>products</p> <p>overall energy change</p> <p>Progress of reaction</p> <p>Heat energy</p> <p>reactants</p> <p>activation energy</p> <p>products</p> <p>overall energy change</p> <p>Progress of reaction</p>
<p>If a reversible reaction is exothermic in one direction, it is endothermic in the opposite direction. The same amount of energy is transferred in each case.</p>

Section C: Representing different substances.
Effect of Catalysts
<p>Catalysts can be added to reactions to increase the rate. They provide an alternative easier route for the reaction, lowering the activation energy. Catalysts do not take part in the reaction so are reusable.</p>  <p>Energy</p> <p>without catalyst</p> <p>activation energies</p> <p>energy of reactants</p> <p>with catalyst</p> <p>overall energy change during the reaction</p> <p>energy of products</p> <p>Progress of reaction</p> <p>In some chemical reactions, the products of the reaction can react to produce the original reactants. Such reactions are called reversible reactions and are represented by...</p> $A + B \rightleftharpoons C + D$
Measuring rate of reaction
 <p>gas syringe</p> <p>dilute sulfuric acid</p> <p>magnesium (granules or ribbon)</p> <p>Volume of gas produced (cm<sup>3</sup>)</p> <p>The magnesium granules react faster.</p> <p>The magnesium ribbon reacts slower.</p> <p>Time (s)</p>
<p>When a gas is produced in a reaction, we can record the volume collected over time or the change in mass of the reaction if the gas is allowed to escape.</p>

Section A: Key Vocabulary	
Tier 3	Definition
Displacement (n)	Distance without a change in direction.
Equilibrium (n)	An object at rest is in equilibrium. The resultant force is zero. And have no overall turning effect.
Gravitational Field Strength (n)	The gravitational force in newtons that acts on a mass of one kilogram. The value on the Earth's surface is taken to be 9.8 N/kg
Magnitude (n)	The size of a quantity
Resultant Force (n)	When more than 2 forces are acting on an object, the sum of these forces.
Scalar (adj)	A quantity with magnitude (size) only. Speed, distance and time are scalar quantities.
Vector (adj)	A quantity with both magnitude and a direction. Velocity, acceleration and force are vector quantities.
Tier 2	Definition
Force (n)	Strength or energy as an attribute of physical action or movement.
Mass (n)	How much matter an object contains. Mass is constant for an object and does not change with location. Measured in kg.
Weight (n)	An objects relative mass or the quantity of matter contained by it, giving rise to a downward force. Measured in N.
<b>Concepts you have seen before:</b>  Distance, speed, time and forces.	

Section B: Important Ideas / Concepts / Questions
Free Body Force Diagrams and Resultant Forces
<p>A free body diagram shows the forces acting on an object (usually shown as a box or dot). It is important to label each arrow to show the <b>magnitude</b> of the force it represents.</p> <p>A number of forces acting on an object may be replaced by a single force that has the same effect as all the original forces acting together. This is called the resultant force. If the resultant force is zero, the forces are balanced. When the resultant force on an object is not zero, the object will move in the direction of the imbalance.</p>
Weight and Gravitational Field Strength
<p>Weight is the force acting on an object due to gravity. The force of gravity close to the Earth is due to the gravitational field around the Earth.</p> <p>The weight of an object can be calculated using the equation:  <math display="block">W = m \times g</math> <ul style="list-style-type: none"> <li>weight, <math>W</math>, in newtons, N</li> <li>mass, <math>m</math>, in kilograms, kg</li> <li>gravitational field strength, <math>g</math>, in newtons per kilogram, N/kg. On Earth, this is 9.8N/kg</li> </ul> <p>The weight of an object and the mass of an object are directly proportional.</p> </p>

Section C: Key diagrams
Vector Quantities
<p>Displacement is a vector quantity that refers to "how far out of place an object is". It is the object's overall change in position.</p> <p>Force is a vector quantity and can be described as contact or non-contact.</p> <ul style="list-style-type: none"> <li>Contact forces include friction, air resistance, tension and normal contact force.</li> <li>Non-contact forces are gravitational force, electrostatic force and magnetic force.</li> </ul>
Vector Diagrams (HT only)
<p>A single force can be resolved into two components acting at right angles to each other. The two component forces together have the same effect as the single force and can be represented in a vector diagram.</p>

# Year 11– History – Conflict and Tension: Stalemate and End of the First World War – Autumn Term



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Western Front (n)	A line of trenches ranging from the sea to the Alps.
ANZAC (n)	Australian and Newlands troops.
Depth-Charge (n)	A bomb dropped into the water that exploded at a certain depth to destroy U-Boats.
Zeppelin (n)	Large bomber airship
Q-Ship (n)	Heavily armed warship disguised as a supply ship that lured U-boats into making attacks before firing on them.
No man's land (n)	An area of land between two countries or armies that is not controlled by anyone.
Tier 2 Vocabulary	Definition
War of Attrition (n)	To wear down the enemy's strength until resistance was no longer possible. Idea created in 1916 by the German commander Falkenhayn.
Blockade (n)	Prevent access to an area.
Stalemate (n)	A point where neither side are winning.
Over the top (n)	The order given to soldiers in the trenches to charge over the top of them towards the enemy.
Poison Gas (n)	First poison gas attack was in April 1915 by the Germans. They released chlorine gas in No Man's Land which wafted into the British trenches.
Reconnaissance (n)	The observation of an area to spot an enemy.
Armistice (n)	An agreement made by opposing sides in a war to stop fighting for a certain time.

Section B: Key Concepts/Ideas/Questions
<p><b>Battle of Verdun</b> Verdun was fought in February 1916 between the French and the Germans. This 6 month battle led to the war of attrition. By July 700,000 men had lost their lives.</p> <p><b>Battle of the Somme</b> The <b>Battle of the Somme</b> took place in July 1916 and was fought by the English and the Germans. It began mainly to relieve pressure for the French at Verdun. Between July and November 1916, 1.25 million men lost their lives. This is a controversial battle with <b>General Haig</b> being the leader for the British, causing public outrage.</p> <p><b>Battle of Passchendaele.</b> The <b>Battle of Passchendaele</b>, July 1917, highlights key <b>technological changes in warfare</b> with artillery killing 10,000 Germans in one stroke. The weather condition at Passchendaele was very muddy which caused lots of problems during the battle.</p> <p><b>The war on other fronts</b> World War One didn't just take place on the Western Front.</p> <p><b>Gallipoli Campaign, 1915</b> This saw a land invasion from the British, French and the ANZAC forces. This was led by <b>Winston Churchill</b> and was seen as a huge failure for Britain as they were ambushed by the Turkish soldiers on the beaches.</p> <p><b>Battle of Jutland in May 1916</b> This was the only battle at sea during World War One. The key players in this battle were Germany and Britain. During this battle <b>England lost 14 ships and 6000 sailors</b> whereas Germany lost <b>13 ships and 2500 sailors</b>.</p> <p><b>Sinking of the RMS Lusitania</b> In early 1915, Germany introduced a policy of <b>unrestricted submarine warfare</b> in the Atlantic. On the 7th May 1915, the Lusitania was struck by a torpedo causing the death of 1,195 people, including 123 Americans.</p> <p><b>Ending the war</b> By 1917, America had entered the war following Germany breaking its pledge to stop its U-boat campaign. By March 1918, Russia had surrendered to Germany but the German economic situation was unsustainable, due to the continued <b>Naval Blockade</b>. An Armistice was signed between the Entente and Germany in November 1918.</p>

Section C: Subject Specific	
<b>Sept 1914</b>	Battle of the Marne: Battle which took place in September 1914 by the river Marne in France. France were pushing Germany back. Argued to be a turning point in the war.
<b>Oct 1914</b>	The Race to the Sea: An attempt to 'out flank' (get around the end of) the French troops; took place on 12th October. German troops moved towards the sea and British and French troops attempted to stop them.
<b>Nov 1914</b>	Trench warfare began
<b>April 1915</b>	First poison gas attack
<b>Feb 1915</b>	Gallipoli Campaign started
<b>Feb 1916</b>	Battle of Verdun: The German attempt in February 1916 to capture the French forts in Verdun.
<b>May 1916</b>	Battle of Jutland: Major sea battle in First World War between Germany and Britain.
<b>July 1916</b>	Battle of the Somme: Battle in July 1916 aimed to relieve pressure for the French at Verdun.
<b>April 1917</b>	America enters the First World War
<b>July 1917</b>	Battle of Passchendaele: Battle in July 1917 also known as the Third Battle of Ypres. "Battle of Mud".
<b>1916- 1917</b>	The blockade of Germany begins
<b>March 1918</b>	Germany launch the Spring Offensive
<b>Aug 1918</b>	The Allies launch the Hundred Days Offensive

**Concepts seen before:** Offensive, treaty, Allies, war, troops.

## Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Royal Court (n)	The nobles, advisors and others who surrounded the monarch.
Personal monarchy (n)	Where politics and government revolve around the monarch and their royal court.
Progresses (v)	Royal tours or visits by the Queen and her court, to the stately homes of nobles.
Patronage (n)	Using wealth, power and influence to promote individuals who owe their patrons (e.g. the Queen) loyalty.
Divide and rule (phrase)	Where Elizabeth appointed (hired) men to her Privy Council that had different opinions and would compete for her affection/attention.
Secretary of State (n)	The leader of the Privy Council; a very powerful position.
Privy Council (n)	A monarch's private councillors.
Justice of the Peace (n)	A Justice of the Peace (JP) is a magistrate (officer) who enforces laws in minor cases.
Tier 2 vocabulary	Definition
Catholicism (n)	A form of Christianity, known as the Roman Catholic Church. The Pope is in charge.
Protestantism (n)	A form of Christianity, which grew in Europe during the Reformation from 1517-1648.
Church of England (n)	The Protestant Church in England after Henry VIII broke with Rome in 1529.
Annul (v)	To declare something invalid, such as a marriage.
House of Lords (n)	This is the upper house of Parliament in England of nearly 100 lords, bishops and judges.
House of Commons (n)	This is the lower house of Parliament of about 450 men. They were mostly gentry who owned land, but some were lawyers and government officials. They were elected by the wealthy.
Monopoly (n)	A royal license giving individuals the right to sell or make a product. No one else could sell or make that product.
Militia (n)	A non-professional army raised to fight for a particular cause e.g. to defeat a rebellion.
Imprison (v)	To be put in prison.
Exile (v)	Being banned, barred or excluded from your country.
Renovate (v)	To restore or repair something, often a building.

## Section B: Key Ideas

### Elizabeth I: Profile

- Her father was King Henry VIII, and her mother was Anne Boleyn. She was beheaded.
- She had two siblings: her brother Edward VI who was a Protestant, and her sister Mary I who was a Catholic.
- Elizabeth reigned as Queen of England from 1558-1603. A 45 year reign.
- Elizabeth was Protestant, inherited a religiously divided England, and never married.
- Elizabeth's lack of marriage led to a succession crisis; her Privy Council did not know who would take over as a monarch when she died.



### Robert Dudley: Profile

- Born in 1533, his father had been executed at the beginning of Mary I's (Bloody Mary's) reign as Queen.
- Like Elizabeth I, he spent much of Mary's reign imprisoned (locked) in the Tower of London.
- A childhood friend and favourite of Elizabeth, he was good looking and there were many rumours of romance between Dudley and Elizabeth.
- A member of the Royal Court, he was made Master of the Horse, making him personally responsible for Elizabeth's safety.
- He became a Privy Councillor in 1562.
- He was given the title of Earl of Leicester in 1564.



## Section C: Chronology

1509-1547	Henry VIII is King of England.
1532-34	Henry VIII Breaks with Rome and England moves from being a Catholic country to Protestant.
1559	Elizabeth I becomes Queen of England after her brother Edward VI and Mary I die.
1559	Elizabeth holds her very first Parliament session.
1559	A rebellion in northern Ireland against English rule occurred.
1562	Elizabeth I nearly dies of smallpox and Parliament became increasingly worried that she would die without an heir.
1562	Robert Dudley is made a Privy Councillor.
1566	Parliament started to discuss potential marriage matches for Elizabeth. Parliament ignored Elizabeth's orders to stop discussions, and Peter Wentworth was imprisoned.
1568	Mary, Queen of Scots was exiled from Scotland to England and became a threat to Elizabeth's reign as queen.

### Concepts you have seen before:

**Heir**—a person who inherits a role or title e.g. becoming the monarch of a country.

**Monarch**—a king, queen or emperor.

**Pope**—Head of the Catholic Church.

**Archbishop**—the most senior Church figure in England.



## Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Recusancy Fines (n)	A fine issued to a person who refuses to attend Church of England services.
Regnans in Excelsis (n)	The name of the <b>Papal Bull</b> that Pope Pius V issued excommunicating Elizabeth from the Catholic Church. Called 'Reigning on High' in English.
Seminary (n)	A training college for priests.
Counter-Reformation (n)	The reforms to the Catholic Church to spread Catholicism, in response to the Protestant Reformation.
Rosary beads (n)	A Catholic item, linked to prayer, which Elizabeth made it illegal to own from 1571.
Puritans (n)	Protestants who were unwilling to compromise their faith. They challenged the Religious Settlement.
Separatist Church (n)	Protestants who wanted to set up a new, separate church from the Church of England. Also called 'Brownists' after their leader, Robert Browne.
Propheying (v)	Meetings involving the <b>clergy</b> for prayer, discussion, and criticizing Elizabeth's Church of England.
Episcopal (adj.)	A church hierarchy (structure) based on bishops and archbishops. Elizabeth kept this Catholic structure.
Iconoclasm (n)	The action of smashing and destruction of religious images, sculptures and statues.
Privateers (n)	A ship's captain with the royal permission from a monarch to attack and raid foreign ships for items.
Tier 2 vocabulary	Definition
Excommunicate (v)	Officially remove from the Catholic Church. Ordered by the Pope.
Act (n)	This is a bill that has been enshrined (made into) a law.
Missionaries (n)	People whose aim is to spread their religious faith.
House arrest (n)	Being imprisoned (locked up) in a house rather than in prison.
Clergy (n)	All people who work in the Church and provide religious duties e.g. priest, bishop, archbishop, Pope.
Execute (v.)	To carry out a death sentence; to kill.
Death warrant (n)	An official order for the execution of a person.
Martyr (n)	Someone who has died for their religious beliefs.
Raid (n)	A surprise attack on the enemy.

## Section B: Key Ideas

### Causes of war with Spain

- 1. Religious Differences:** England was Protestant and Spain was Catholic.  




- 2. Marriage:** Phillip had been married to Mary I, Elizabeth's sister and wanted to marry Elizabeth. Elizabeth refused.  

- The Pope called for all Catholics to challenge Elizabeth in his 1570 Papal Bull.  

- Elizabeth sent soldiers to help Protestants rebelling against Spanish rule in the Netherlands.  

- 5. Privateers:** Sir Francis Drake and other sailors had spent years raiding Spanish ports and stealing treasure in the 1570s.  


### Changes to naval warfare

- A new type of triangular sail called a **lateen** meant ships were faster and more manoeuvrable.  

- More powerful weapons such as canons meant sailors could fire at their enemies from a distance. Stronger ships meant heavier and more powerful weapons could be carried.  

- More accurate navigation was achieved with new inventions like the **astrolabe**. This was a type of compass used for planning **voyages** (journeys).  


## Section C: Chronology

1542	Mary Queen of Scots becomes Queen of Scotland aged just 6 days old.
1559	Elizabeth I doesn't accept a proposal of marriage from King Phillip II of Spain.
1559	Religious Settlement introduced intended to bring unity and compromise between Catholic and Protestants in England.
1560	Francis II, King of France dies, leaving Mary, Queen of Scots a widow.
1568	Mary Queen of Scots is forced to abdicate and flees to England
1569	Revolt of the Northern Earls. Also called the Rising of the North. Plot formed over concerns of Protestantism in the Church.
1571	The Ridolfi Plot, started by an Italian banker planned to assassinate Elizabeth I and replace her with Mary, Queen of Scots.
1572	MPs begin pressuring Elizabeth to have Mary Queen of Scots executed in order to keep England secure.
1572	Protestants in the Netherlands begin a revolt against the Catholic Spanish rule in their country.
1583	Throckmorton Plot started by Catholic rebels working on a French invasion of England.
1586	The Babington Plot used as an attempt to rescue Mary, Queen of Scots from prison and murder Elizabeth I.
1587	Mary Queen of Scots is executed for treason.
1588	King Phillip II of Spain launches the Spanish Armada, their navy, in an attack against England and Elizabeth I.
1601	Robert Devereux, the Earl of Essex, rebels against Elizabeth I after making peace with Irish rebels without Elizabeth's permission.
1601	Robert Devereux, the Earl of Essex is executed for treason.

### Words and themes you have seen before:

Plots, rebellions, Catholic, Protestant, Religious Settlement, Reformation, priests, Archbishop, reform, bishops, monarch, Pope.

Section A: Key Vocabulary		Section B: Key learning		Section C: Tropical rainforest characteristics
Tier 2 vocabulary	Definition	ECOSYSTEM	Key Characteristics	<p><b>Key characteristics</b></p> <ul style="list-style-type: none"> <li>- Average temperature 27°C</li> <li>- More than 2000 mm of rainfall per year</li> <li>- Wet season (December to May)</li> <li>- Infertile soils</li> <li>- Shallow roots</li> </ul> <p><b>Interdependence of climate, water, soils, plants, animals and people</b></p> <ul style="list-style-type: none"> <li>- Small changes to biotic and abiotic factors can have serious knock on effects</li> <li>- Biomass is the largest nutrient store and the biggest transfer is from soil to biomass.</li> <li>- Fertility is quickly lost from the soil if trees are cut down</li> <li>- Poor soils due to leaching (the washing away of nutrients).</li> <li>- Thick litter layer. Rapidly breaks down due to climate</li> </ul> <p><b>Issues related to biodiversity</b></p> <ul style="list-style-type: none"> <li>- More than half the world's species are found in the rainforest</li> <li>- Human exploitation is a major threat</li> <li>- Many extinct and endangered species are leading to a decrease in ecosystem productivity.</li> </ul> <p><b>Animal adaptations</b></p> <ul style="list-style-type: none"> <li>- <u>Long limbed spider monkey</u> – sharp nails to peel bark to get to sap</li> <li>- <u>Anteaters</u> – long tongues; good smell and hearing; sharp claws to open ant hills</li> <li>- <u>Parrots</u> – sharp beak for nuts and fruit; 4 toes per foot to clamber</li> <li>- <u>Sloths</u> – hook to grip branches</li> </ul>
Ecosystem (n)	A community of plants and animals that interact with each other and the physical environment	Tropical Rainforests	<ul style="list-style-type: none"> <li>•Along equator (Asia, Africa / South America)</li> <li>•6% earth's surface</li> <li>•25°C – 30°C and over 250mm rain per year</li> </ul>	
Tier 3 vocabulary	Definition	Temperate Grassland	<ul style="list-style-type: none"> <li>•40° - 60° N of the equator (N America and E Europe)</li> <li>•Centre of continents away from the sea</li> <li>•Short grasses</li> <li>•Wet and dry seasons</li> </ul>	
Abiotic (n)	Relating to non living things	Coniferous Forest	<ul style="list-style-type: none"> <li>•60°N (Scandinavia / Canada)</li> <li>•Cone bearing evergreen</li> <li>•No sunlight for part of the year</li> </ul>	
Biotic (n)	Relating to living things	Deciduous forests	<ul style="list-style-type: none"> <li>•Higher latitudes (W Europe, N America, New Zealand)</li> <li>•5 – 20°C and between 500 – 1500 mm rain per year</li> <li>•4 distinct seasons</li> <li>•Lose leaves in the winter to cope with the cold</li> </ul>	
Consumer (n)	Creature that eats herbivores and / or plant matter	Tundra	<ul style="list-style-type: none"> <li>•Above 60°N (Arctic Circle)</li> <li>•Less than 10°C and less than 500mm per year rain</li> <li>•Cold, icy and dry means 2 month growing season</li> </ul>	
Decomposer (n)	An organism that breaks down dead tissue which is then recycled to the environment	Mediterranean	<ul style="list-style-type: none"> <li>•30- 40°N and S on west coast of continents</li> <li>•Drought resistant small trees and evergreen shrubs</li> </ul>	
Food chain (n)	The connections between different organisms that rely on one another as their food source	Tropical Grasslands	<ul style="list-style-type: none"> <li>•Between equator and tropics</li> <li>•20 – 30°C and between 500- 1500 mm of rain per year</li> <li>•Wet and dry seasons</li> </ul>	
Food web (n)	A complex hierarchy of plants and animals relying on each other for food	Deserts	<ul style="list-style-type: none"> <li>•Tropics (Sahara and Australia)</li> <li>•Over 30°C and less than 300 mm per year rain</li> <li>•20% of land's surface</li> </ul>	
Nutrient cycling (v)	A set of processes whereby organisms extract minerals necessary for growth from soil and water before passing them on through the food chain			<p><b>Concepts you have seen before:</b></p> <p>Ecosystems (rainforests year 8), climate change (Y9), nutrient cycles (science), habitat destruction (Y9)</p>
Global ecosystem (n)	Large biomes with flora and fauna adapting to their environment			

Section A: Key Vocabulary	
Tier 2 vocabulary	Definition
Biodiversity (n)	The variety of life in the world or a particular habitat.
Deforestation (v)	The chopping down and removal of trees to clear an area of forest.
Logging (v)	The business of cutting down trees and transporting the logs to sawmills.
Mineral extraction (v)	The removal of solid mineral resources from the earth. These resources include ores, which contain commercially valuable amounts of metals, such as iron and aluminium; precious stones, such as diamonds; building stones, such as granite; and solid fuels, such as coal and oil shale.
Soil erosion (n)	Removal of topsoil faster than it can be replaced, due to natural (water and wind action), animal, and human activity.
Sustainability (n)	Actions and progress that meet the needs of the present without reducing the ability of future generations to meet their needs.
Tier 3 vocabulary	Definition
Commercial farming (v)	Farming to sell produce for a profit to retailers or food processing companies.
Debt reduction (v)	Countries are relieved of some of their debt in return for protecting their rainforests.
Ecotourism (n)	Responsible travel to natural areas that conserves the environment, sustains the wellbeing of the local people, and may involve education. It has minimal impact on the local ecosystem.
Selective logging (v)	The cutting out of trees which are mature or inferior, to encourage the growth of the remaining trees in a forest or wood.
Subsistence farming (v)	A type of agriculture producing food and materials for the benefit only of the farmer and his family.

Section B: Case study—Amazon Rainforest	
<b>Subsistence farming</b> (20-25%) Many indigenous people farm in this way. Each farm is small.	<b>Commercial farming</b> (65-80%) Cattle ranching is popular—around 200 million cattle.
<b>Mineral extraction</b> (minimal) Gold, Iron ore and copper are mined. Deep pit mines are dug	<b>Road building</b> (minimal) 4,000km Trans-Amazonian Highway connects the Brazilian coast to Peru and Colombia
<b>Logging</b> (2-3%) Trees such as mahogany are very valuable to sell.	<b>Energy development</b> (minimal) Balbina hydroelectric dam flooded 2,400km <sup>2</sup> of forest
<b>Settlement and Population growth</b> (minimal) As populations grow through natural increase and migration there is an increasing need for homes, this increases pressure to deforest areas for settlements.	
<b>Economic development</b> •Brings in jobs and income •Destroys resources in the long term •Livelihoods of locals destroyed •2008 \$6.9 billion from cattle •Rubber tappers lost jobs •Mercury from gold mining poisons fish	<b>Soil erosion</b> •Land left unprotected from heavy rain leads to landslides and flooding •Nutrients are washed away decreasing nutrients in the soil •Rivers silt up
<b>Contribution to climate change</b> •Trees cut down change the water cycle and make it drier and warmer •Rainforests are the lungs of the earth and so when deforested there is ore carbon dioxide in the air and less oxygen. Burning also releases carbon to the air (Greenhouse effect)	<b>Others</b> •Loss of biodiversity - 137 species a day •Loss of indigenous tribes (90 since 1990) •Tribal people moving to towns and cities and have drugs and alcohol issues. Loss of indigenous knowledge •Conflicts between developers and indigenous people

Strategies to manage development	
<b>Selective logging and replanting</b> •Only fell fully grown trees on 30 – 40 year cycle •Replanting – collect seeds from primary forest; grow in nurseries and replant •Forest Stewardship Council – mark sustainably sourced timber	
<b>Conservation and education</b> •Education of locals key •WWF (NGO) – education; train conservation workers; provide practical help; buy threatened areas and set up nature reserves	
<b>Ecotourism</b> •Minimises damage to environment and benefits locals •Small visitor numbers •Waste and litter disposed of properly •Locals employed so incentive to preserve environment	
<b>International agreements about use of tropical hardwoods</b> •International Tropical Trade Agreement 2006 and 2011 – restricts trade in hardwood from rainforests •Needs to be felled from sustainably managed areas and stamped with registration numbers •UN Sustainable development goals include protection of forests	
<b>Debt reduction</b> •Debt for nature swops – in 2010 USA converted debt of \$13.5 million from Brazil and used the funds to protect the rainforest •HICs wipe off debts of debts of LICs	
<b>Concepts you have seen before:</b> Ecosystems (rainforests year 8), climate change (Y9), nutrient cycles (science), habitat destruction (Y9), stakeholders (Y10)	

Section A: Key vocabulary	
Tier 1 & 3 Vocabulary	Definition
<b>En ville</b> Il y a ... un château un centre de loisirs un marché un musée un parc/jardin public un stade un supermarché un théâtre une bibliothèque une cathédrale une église une gare (SNCF) une mairie une mosquée une pharmacie une poste (un bureau de poste) des hôtels	<b>In town</b> There is/are ... a castle a leisure centre a market a museum a park a stadium a supermarket a theatre a library a cathedral a church a (train) station a town hall a mosque a chemist a post office hotels
<b>Où j'habite</b> J'habite ... Ma famille et moi habitons ... On habite ... dans une ville historique/touristique dans un petit village au bord de la mer au centre-ville à la campagne/montagne en ville en Angleterre/Écosse/Irlande (du Nord)/ Afrique au Maroc/pays de Galles aux Antilles à Paris/Birmingham	<b>Where I live</b> I live ... My family and I live ... We live ... in an historic/touristy town in a small village at the seaside in the town centre in the countryside/mountains in town in England/Scotland/(Northern) Ireland/Africa in Morocco/Wales in the West Indies in Paris/Birmingham
<b>Quel temps fera-t-il?</b> Il y aura ... du vent du soleil du tonnerre de la grêle de la pluie des averses des éclairs des éclaircies	<b>What will the weather be like?</b> There will be ... wind sun thunder hail rain showers lightning sunny intervals

Section B: Core text		
J'habite dans un petit village	1	I live in a little village
qui se trouve à la montagne,	2	which is located in the mountains,
dans le sud de la France.	3	in the south of France.
Il y a un marché tous les samedis	4	There is a market every Saturday
et un beau château,	5	and a beautiful castle,
où on peut voir un spectacle son et lumière.	6	where you can see a sound and light show.
C'est un des plus vieux châteaux en France	7	It is one of the oldest castles in France
et ça me plaît.	8	and that pleases me.
Le problème c'est qu'il n'y a rien pour les jeunes.	9	The problem is that there isn't anything for young people.
C'est dommage.	10	It's a pity.
Avant, mon village était sale à cause de tous les touristes	11	Before my village used to be dirty because of all the tourists
mais maintenant c'est plus propre	12	but now is cleaner
parce qu'il y a beaucoup de poubelles.	13	because there are lots of bins.
Le weekend prochain, s'il y a du soleil,	14	Next weekend, if it is sunny,
on ira à la piscine en plein air.	15	we will go to the open-air swimming pool.
Ça sera chouette !	16	That will be great.

## Section C: Tier 3 Vocabulary and Structures

### Negatives

Most negative expressions work like *ne ... pas* (not)

They are in two parts and go around the verb:

*ne ... rien* (nothing)

*ne ... jamais* (never)

*ne ... plus* (no longer, not any more)

With *il y a* (there is/are), negatives go around the *y a* and *ne* shortens to *n'*:

*Il n'y a rien à faire.* – There is nothing to do.

*Il n'y a jamais de bus.* – There are never any buses.

*Il n'y a plus de magasins.* – There are no longer any shops.

### Irregular adjectives

The following adjectives are irregular:

masc sg	fem sg	masc pl	fem pl
beau	belle	beaux	belles
vieux	vieille	vieux	vieilles

- Most adjectives go after the noun, eg *une ville intéressante*.
- But some go before the noun, e.g. *un grand château, un petit village, une belle plage, de vieux bâtiments, de jolies maisons*.
- NB *des* changes to *de* when the adjective comes before the noun.

### Si clauses

*Si* (*s'* before the vowel *i*) means "if".

Use *si* + a weather phrase + the future tense to describe future plans.

*S'il pleut, on va aller au cinéma.* – If it rains, we're going to go to the cinema.

Concepts seen before: adjective endings, negative constructions. Different tenses, such as past, present and future

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Section A: Key vocabulary	
Tier 1 & 3 Vocabulary	Definition
<b>En vacances</b>	<b>On holiday</b>
l'Algérie	Algeria
l'Allemagne	Germany
l'Angleterre	England
l'Autriche	Austria
la Belgique	Belgium
la Croatie	Croatia
l'Espagne	Spain
les États-Unis	USA
la France	France
le Japon	Japan
le Pakistan	Pakistan
les Pays-Bas	Netherlands
le pays de Galles	Wales
la Pologne	Poland
la Suisse	Switzerland
Normalement, je passe mes vacances en/au/à l'/aux ...	Normally, I spend my holidays in ...
Je vais au bord de la mer/à la campagne/à la montagne.	I go to the seaside/the countryside/the mountains.
Je voyage en train/avion/ferry/voiture.	I go by train/plane/ferry/car.
Je fais du camping.	I go camping.
<b>Des vacances de rêve</b>	<b>Dream holidays</b>
Je logerais ...	I would stay ...
dans un gîte à la campagne	in a holiday cottage in the countryside
dans un hôtel 4 étoiles	in a 4-star hotel
dans une auberge de jeunesse	in a youth hostel
dans une caravane	in a caravan
dans une chambre d'hôte	in a bed and breakfast
dans une tente, sur une île déserte sur un bateau	in a tent on a desert island on a boat
Je voyagerais ...	I would travel ...
avec mes copains/copines	with my friends
avec ma famille	with my family
avec mes parents	with my parents
avec mes grands-parents	with my grandparents
avec mon lycée	with my school
avec une organisation	with an organisation
seul(e)	alone
Je regarderais le coucher du soleil.	I would watch the sunset.
Je nagerais avec les poissons tropicaux.	I would swim with tropical fish.
Je ferais des randonnées.	I would go hiking.

Section B: Core text	
En vacances mon logement idéal serait un hôtel de luxe au bord de la mer.	On holiday my ideal accommodation would be a luxury hotel by the sea.
Il serait charmant et bien situé.	It would be charming and well-situated.
Il y aurait un grand lit confortable	There would be a big comfortable bed
et une belle vue.	and a beautiful view.
Normalement je voyage en bateau car c'est pratique	Normally I travel by boat because it's practical
mais si j'avais la choix, je voyagerais en train	but if I had the choice I would travel by train
parce que c'est plus aventureux.	because it's more adventurous.
Récemment je suis allé au restaurant chinois	Recently I went to a Chinese restaurant
ou j'ai pris le plat du jour.	where I had the dish of the day.
À mon avis, c'était savoureux et de bon marché	In my opinion it was tasty and good value
cependant le serveur n'était pas poli.	however the waiter was not polite.
L'année prochaine je vais passer mes vacances en Grèce avec ma famille.	Next year I am going to spend my holidays in Greece with my family.
Je vais nager dans la mer	I am going to swim in the sea
et le soir je vais regarder le coucher du soleil	and in the evening I am going to watch the setting of the sun.
Ça va être chouette.	It is going to be great!

## Section C: Tier 3 Vocabulary and Structures

### Using three time frames

Use the **present tense** to say what you normally do.

Use the **perfect tense** to say what happened in the past.

Use the **near future tense** to say what you are going to do.

present	perfect	near future
je vais	je suis allé (e )	je vais aller
je fais	j'ai fait	je vais faire
je passe	j'ai passé	je vais passer

Use the **imperfect** to say 'was' or 'were'

C'était ... it was .... Il y avait ... there was/there were

You use the **conditional** to say 'would'.

Je regarderais ... I would watch ...

Take the future stem and add the **imperfect endings**:

Je regarderais nous regarderions

Tu regarderais vous regarderiez

Il/elle/on regarderait ils/elles regarderaient

Some verbs, including vouloir, faire, avoir and être, have irregular stems:

je voudrais I would like

je ferais I would do

il y aurait there would be

ce serait it would be

You use comparative adjectives to compare things:

plus + adjective + que more ... than

plus pratique que more practical than

moins + adjective + que less ... than

moins cher que less expensive than

The word for 'better' is mieux.

Concepts seen before: adjective endings, negative constructions. Different tenses, such as past, present and future

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## Section A: Key vocabulary

Tier 1 & 3 Vocabulary	Definition
<b>Verkehrsmittel</b>	<b>Forms of transport</b>
Ich fahre ...	I travel ...
mit dem Zug / Bus / Auto / Rad	by train / bus / car / bike
mit der U-Bahn / S-Bahn / Straßenbahn	by underground / urban railway / tram
Ich fliege mit dem Flugzeug.	I travel by plane.
Ich fliege.	I fly.
Ich gehe zu Fuß.	I go on foot. / I walk.
<b>Ferienunterkunft</b>	<b>Holiday accommodation</b>
das Hotel(s)	hotel
das Gasthaus(-häuser)	guest house / bed and breakfast
die Ferienwohnung(en)	holiday apartment
die Jugendherberge(n)	youth hostel
der Campingplatz(-plätze)	campsite
(Der Bahnhof) liegt (100 m) entfernt.	(The station) is (100 m) away.
der Computerraum(-räume)	computer room
der Fernsehraum(-räume)	TV room
der Garten (Gärten)	garden
der Spielraum(-räume)	games room
der Supermarkt(-märkte)	supermarket
der Waschkabine(n)	laundrette
die Klimaanlage(n)	air conditioning
das Freibad(-bäder) mit Sauna(s)	open-air pool with sauna
Er/Sie/Es ist ... / sieht ... aus.	It is / looks ...
modern	modern
praktisch	practical / handy
ruhig	quiet
altmodisch	old-fashioned
chaotisch	chaotic
schmutzig	dirty
(un)bequem	(un)comfortable
<b>Die Speisekarte</b>	<b>Menu</b>
die Vorspeise(n)	starter
die Hauptspeise(n)	main course
die Nachspeise(n)	dessert
die Beilage(n)	side dish
die Getränkekarte(n)	drinks menu
das Tagesgericht(e)	dish of the day
Bedienung inbegriffen	service included
gefüllt	filled, stuffed
gemischt	mixed
geröstet	roast
hausgemacht	homemade
das Bier vom Fass	draught beer
der Fruchtsaft	fruit juice
der Wein	wine

## Section B: Core text

Normalerweise fahre ich mit meiner Familie nach Spanien.	1	Normally go I with my family to Spain.
Wir bleiben in einem kleinen Gasthaus	2	We stay in a small guesthouse,
und ich liege jeden Tag am Strand.	3	and I lie every day on the beach.
Ich übernachtete nicht gern auf einem Campingplatz.	4	I overnight not happily on a campsite.
Machmal fahren wir mit dem Auto	5	Sometimes travel we with the car,
weil das billig ist, obwohl der Reisebus noch billiger ist.	6	because that cheap is, although the coach even cheaper is.
Jedoch fahren wir meistens mit dem Flugzeug.	7	However, go we mostly with the plane,
weil das am schnellsten und am bequemsten ist.	8	Because that at the fastest and at the most comfortable is.
Letztes Jahr sind wir in einer Jugendherberge geblieben.	9	Last year are we in a youth hostel stayed.
Es war total schrecklich.	10	It was totally terrible.
Es gab keine Klimaanlage und das Zimmer war schmutzig.	11	It gave no air conditioning and the room was dirty.
Es war auch sehr laut und ich konnte nicht schlafen.	12	It was also very loud and I could not sleep.
Nächstes Jahr möchte ich nach Italien fahren.	13	Next year would like I to Italy to go.
Ich würde gern Rom besichtigen	14	I would happily Rom visit,
und wir könnten sehr viel Pizza essen.	15	and we could very much pizza eat.
Das wäre prima!	16	That would be great!

### High Frequency vocab - contractions

Some words contract in French as they do in English (it is → it's), but in German there is no apostrophe.

zu + dem → zum	to the (masc/neut)
zu + der → zur	to the (fem)
in + das → ins	into the (neut)
in + dem → im	in the (masc/neut)

## Section C: Tier 3 Vocabulary and Structures

### Comparatives and superlatives

To compare two things, add **-er** to the end of the adjective:

<i>schnell</i> → <i>schneller</i>	fast → faster
<i>billig</i> → <i>billiger</i>	cheap → cheaper

When comparing two or more items, use **als** for 'than'

*Ein Rad ist langsamer als ein Auto.*

A bicycle is slower than a car.

To say something is 'the most...' use **am** before the adjective and **-sten** to the end of the adjective:

<i>schnell</i> → <i>am schnellsten</i>	fast → fastest
<i>billig</i> → <i>am billigsten</i>	cheap → cheapest

Some common adjectives are irregular:

Adjective	Comparative	Superlative	
<i>lang</i>	<i>länger</i>	<i>am längsten</i>	long/er/est
<i>groß</i>	<i>größer</i>	<i>am größten</i>	big/ger/gest
<i>nah</i>	<i>näher</i>	<i>am nächsten</i>	near/er/est
<i>gut</i>	<i>besser</i>	<i>am besten</i>	good/better/best

### The subjunctive (conditional)

To convey hypothesis (e.g. If I had/were... I would...) use the subjunctive forms of *haben* or *sein*: **hätte(n)** or **wäre(n)**

*Wenn ich Geld hätte, würde ich im Café essen.*

If I had money, I would eat in the café.

*Wenn ich älter wäre, würde ich in der Kneipe trinken.*

If I were older, I would drink in the pub.

You can also use the subjunctive forms of *können* + infinitive at the end of the clause to say what you could do:

*Wenn ich mehr Geld hätte, könnte ich in diesem Restaurant essen.* If I had more money, I could eat in this restaurant.

Concepts seen before: adjective endings, negative constructions. Different tenses, such as past, present and future

# Dance—Section A—Autumn Term

Section A: Key vocabulary	
Composition	
Tier 3 Vocabulary	Definition
Stimulus	A starting point for a dance
Motif	A small phrase of movement
Motif Variation	Ways of changing an original motif
Highlight	An interesting point in the dance
Action	What you do
Space	Where you do it
Dynamic	How you do it
Relationship	With whom you dance with



"Our lives begin to end the day we become silent about things that matter." Martin Luther King



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Segregation	Setting people apart.
Oppression	Cruel or unjust treatment
Identity	Who you are and what you believe.
Injustice	Unfair treatment.
Politics	Activities linked to the Government.
Discrimination	Unjust treatment because of a difference.
Isolation	Being separated from others.
Freedom	The right to speak, act and think as you choose
Tier 2 Vocabulary	Definition
Vocal Skills	The way in which a performer delivers a script. Pitch, pace, pause, accent, volume...
Physical Skills	The way in which a performer physical shows something to an audience such as gesture, stillness, movement, facial expression, posture...
Design	The design of either the lighting, sound, set, props, costume and makeup...
Director	The person who tells the actors what is expected and how to do it.

## Section B: Stage Types and Design

Upstage Right (UPR)	Upstage Centre (USC)	Upstage Left (USL)
Stage Right (SR)	Centre Stage (CS)	Stage Left (SL)
Downstage Right (DSR)	Downstage Centre (DSC)	Downstage Left (DSL)

Remember to talk about entrances and Exits too...

This can be used for dramatic effect!

Four types of stage

Proscenium arch

Thrust

Traverse

In the round

### Set Design

- Is it naturalistic or non-naturalistic?
- Think about levels
- Can the set be used to create special effects?
- How will scene changes take place to show the three locations?
- Set and Props can be used to create meaning
- Always explain your ideas behind the set design

### Lighting

- The lighting used depends on your style of the production
- Is your lighting practical?
- What mood and atmosphere is created?
- Does it heighten the impact of key moments?

### Sound

- How does the sound help your overall vision?
- Is it establishing the setting?
- Is it pre-recorded or live?
- How is it adding to the overall mood and atmosphere?

### Costume

- Are the costumes realistic to reflect the plays context?
- The costume should be able to support the action taking place.
- What does the costume reveal about the characters?
- Always justify your costume choice with a reason.

## Section C: Noughts and Crosses

**Plot Overview:** Sephy is a Cross - a member of the ruling class. Callum is a Nought - a member of the underclass who were once slaves to the Crosses. The two have been friends since early childhood. But that's as far as it can go. Until the first steps are taken towards more social equality and a limited number of noughts are allowed into Cross schools. Against a background of prejudice and distrust, intensely highlighted by violent terrorist activity by noughts, a romance builds between Sephy and Callum - a romance that is to lead both of them into terrible danger...

### Example Questions from previous papers:

- Analyse and evaluate how lighting and sound in two key scenes communicate meaning to the audience.  
In your answer refer to:
  - The style of the production
  - How lighting and sound are used to create atmosphere and communicate meaning.
  - Your response to the performance as an audience member.
- Analyse and evaluate how costume, hair and make-up were used in two key scenes to communicate meaning to the audience.  
In your answer refer to:
  - The production style
  - How costume, hair and make-up were used create character and communicate meaning.
- Analyse and evaluate how movement skills were used in two key scenes to communicate meaning to the audience.
  - The acting style
  - How movement skills were used to create character and communicate meaning.
  - Your response to the performance as an audience member.

Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
<b>Base (n)</b>	The number of characters used in a number system.
<b>Decimal (n)</b>	0 to 9 number system humans use.
<b>Binary (n)</b>	Number system used by computers, 0 and 1 simulates on and off (machine code).
<b>Hexadecimal (n)</b>	Number system that uses 0-9 then A-F. Has 16 values in total (uses nibbles of data).
<b>Bit pattern (n)</b>	The combination of 0 and 1s that represent data e.g. 01110001.
<b>Bit (n)</b>	A single 0 or 1.
<b>Byte (n)</b>	8 bits.
<b>Nibble (n)</b>	4 bits.
<b>Conversion (v)</b>	Changing from one form to another.
<b>Binary shift (v, n)</b>	Moving data in columns left or right resulting in multiplying or dividing by multiples of 2.
<b>Character set (n)</b>	A list of values assigned to binary, ASCII and UNICODE are 2 character sets.

Place values for binary this bit pattern is 93 in decimal.

128	64	32	16	8	4	2	1
0	1	0	1	1	1	0	1

Section B: Images and sound
<p><b>To calculate the file size of images</b> made of pixels, you will need the <b>dimensions (height and width in pixels)</b> of the image and the <b>colour depth</b>. Colour depth is the number of colours that a pixel can be, usually in bits. For example an image with 8 colour options in a pixel would have a colour depth of 3 bits per pixel.</p> <p>To calculate file size you multiply the dimensions by the colour depth and this is the file size in bits.</p> <p>Image 20 pixels by 20 pixels with 8 colour depth would be <math>20 \times 20 \times 3 = 1200</math> bits</p> <p><b>File size = resolution x colour depth</b></p> <p><b>To calculate the file size of a sound clip</b>, you need to know the <b>sample rate, sample resolution and length</b> of the sound clip in seconds. Sounds are recorded by taking a value of the amplitude every set time interval (thousands of times a second) this is called the sample rate. The sample resolution is the number of different amplitudes that can be recorded in bits. To calculate the file size you multiply sample rate by sample resolution by length. Sound clip recorded at 1000 samples a second with a sample resolution of 4 bits (16 options) and 10 seconds long would be <math>1000 \times 4 \times 10 = 40000</math> bits.</p> <p><b>File size = sample rate x sample resolution x time</b></p>

Section C:			
<b>Compression</b>			
Compression is the process of reducing file sizes to take up less storage space.			
Compression can be <b>lossy</b> or <b>lossless</b> . Lossy compression techniques lose quality as part of the compression. Lossless compression does not lose any quality as part of the compression.			
	Dec	Hex	Char
	65	41	A
	66	42	B
	67	43	C
	68	44	D
	69	45	E
	70	46	F
	71	47	G
	72	48	H
	73	49	I
	74	4A	J
	75	4B	K
	76	4C	L
	77	4D	M
	78	4E	N
	79	4F	O
	80	50	P
	81	51	Q
	82	52	R
	83	53	S
	84	54	T
	85	55	U
	86	56	V
	87	57	W
	88	58	X
	89	59	Y
	90	5A	Z
<b>Scales</b>			
Bit (single 0 or 1)			
Nibble (4 bits)			
Byte (8 bits)			
Kilobyte (1,000 bytes or 1 KB)			
Megabyte (1,000 KB)			
Gigabyte (1,000 MB)			
Terabyte (1,000 GB)			
Petabyte (1,000 TB)			
<b>Character sets</b>			
Characters sets are tables of characters stored against a value of binary or hexadecimal. For example 95 is A.			
<b>ASCII</b> and <b>Unicode</b> are 2 character sets. ASCII includes English only where as Unicode includes all languages but takes up more storage space.			

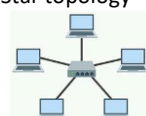

**Concepts seen before:**

Binary conversion, Hexadecimal, file sizes.



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Protocol (n)	Set of rules that computing devices use to communicate.
Network (n)	Two or more devices connected together.
Defragmentation (v)	Defragmentation is the process of rearranging the data on a storage medium, such as a hard disk drive, for efficient storage and access.
Compression(v)	Compression is a technique that reduces file size.
Malware (n)	Malicious software – programs that will damage a computing device or its data.
Peripheral (n)	A device that plugs into a computing device to give greater functionality.
Tier 2 Vocabulary	Definition
Interception (v)	The action receiving electronic transmissions before they reach the intended recipient.
Penetration (v)	Entering or making your way through something.
Ethical (n)	Doing the right thing.
Legal (n)	Doing something within the rules of law.
Cultural (n)	The ideas, customs, and social behaviour of a society.
Environmental (n)	The impact of human activity on the natural world.
Privacy (n)	Protecting information about an entity (person).
Management (v)	The process of dealing with or controlling things.

Section B: Key Concepts
<p>Forms of attack:</p> <ul style="list-style-type: none"> <li>• Malware</li> <li>• Social engineering, e.g. phishing, people as the 'weak point'</li> <li>• Brute-force attacks</li> <li>• Denial of service attacks</li> <li>• Data interception and theft</li> <li>• SQL injection</li> </ul> <p>Common prevention methods:</p> <ul style="list-style-type: none"> <li>• Penetration testing</li> <li>• Anti-malware software</li> <li>• Firewalls</li> <li>• User access levels</li> <li>• Passwords</li> <li>• Encryption</li> <li>• Physical security</li> </ul> <p>The purpose and functionality of operating systems:</p> <ul style="list-style-type: none"> <li>• User interface</li> <li>• Memory management and multitasking</li> <li>• Peripheral management and drivers</li> <li>• User management (Allocation of an account, Access rights, Security)</li> <li>• File management (Naming, Allocating to folders, Moving files, Saving.</li> </ul> <p>The purpose and functionality of utility software:</p> <ul style="list-style-type: none"> <li>• Encryption software</li> <li>• Defragmentation</li> <li>• Data compression</li> </ul> <p>Impacts of digital technology on wider society including:</p> <ul style="list-style-type: none"> <li>• Ethical issues</li> <li>• Legal issues</li> <li>• Cultural issues</li> <li>• Environmental issues</li> <li>• Privacy issues</li> </ul> <p>Legislation relevant to Computer Science:</p> <ul style="list-style-type: none"> <li>• The Data Protection Act 2018</li> <li>• Computer Misuse Act 1990</li> <li>• Copyright Designs and Patents Act 1988</li> <li>• Software licences (open source and proprietary)</li> </ul>

Section C: Networks
<p><b>LAN</b> – Local Area Network cover relatively small geographical areas. Often owned and controlled/managed by a single person or organisation.</p> <p><b>WAN</b> – Wide Area Network usually cover a wide geographic area. The Internet is the biggest example of a WAN. Often under collective or distributed ownership.</p> <p>The number of devices connected to a system and the bandwidth effect the performance of a network.</p> <p>The hardware needed to connect stand-alone computers into a Local Area Network:</p> <ul style="list-style-type: none"> <li>• Wireless access points</li> <li>• Routers</li> <li>• Switches</li> <li>• NIC (Network Interface Controller/Card)</li> <li>• Transmission media</li> </ul> <p>Modes of connection:</p> <ul style="list-style-type: none"> <li>• Wired - Ethernet</li> <li>• Wireless - Wi-Fi, Bluetooth</li> </ul> <p>Star topology</p>  <p>Mesh Topology</p>  <p>The Internet is a worldwide collection of computer networks which includes:</p> <ul style="list-style-type: none"> <li>• DNS (Domain Name Server)</li> <li>• Hosting</li> <li>• The Cloud</li> <li>• Web servers and clients</li> </ul> <p>Common <b>protocols</b>:</p> <ul style="list-style-type: none"> <li>• TCP/IP (Transmission Control Protocol/Internet Protocol)</li> <li>• HTTP (Hyper Text Transfer Protocol)</li> <li>• HTTPS (Hyper Text Transfer Protocol Secure)</li> <li>• FTP (File Transfer Protocol)</li> <li>• POP (Post Office Protocol)</li> <li>• IMAP (Internet Message Access Protocol)</li> <li>• SMTP (Simple Mail Transfer Protocol)</li> </ul>
<p><b>Concepts seen before:</b></p> <p>Basics of networking devices, passwords</p>



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
<b>Pay per view</b>	This is where people pay to watch a sports event per each time they want to view it i.e. a high profile boxing match
<b>Minority Sports</b>	Minority sports are sports that do not get the same <b>media</b> exposure as popular sport
<b>Saturation (n)</b>	The process or state that occurs when a place or thing is filled completely with people or things, so that no more can be added
<b>Coverage (n)</b>	The treatment of an issue by the media. "the programme won an award for its news coverage"
Tier 2 Vocabulary	Definition
Identify (v)	Name the key point.
Describe (v)	Recall facts, events or process in an accurate way.
Explain (v)	Make something clear, or state the reasons for something happening.
Evaluate (v)	Using the information supplied to consider evidence for and against when making a judgement.
Demonstrate (v)	To show how to do something.
Practise (v)	To do repeatedly in order to improve or gain skill.

## Section B: How sport is covered across the media

### Terrestrial TV:

is free to watch as long as you have a TV License. You can watch channels such as BBC, ITV and Channel 4. Some international matches are shown on these channels, along with the FA Cup Final. Satellite TV is usually paid for through a monthly subscription.



**Written Press:** Newspapers cover sport in the back section. They mainly focus on football, rugby and cricket, but do give some coverage to other sports.

Sports magazines usually offer coaching tips, information on the latest equipment and interviews with professionals. Sports books can be in the form of autobiographies, books on the history of The game or a certain team and books on tactics. Fanzines are magazines written by fans for fans. They usually include interviews, match reviews and information on the team



### Internet:

Players and teams often use social media to engage with fans and keep them up to date.

Podcasts can be listened to online and discuss various topics in sport. A blog discusses different topics in sport, they usually focus on one sport.

Live streams allow people to watch a match Live online.



### Radio:

Most radio stations can also be listened to online. National radio coverage covers the whole country. They will usually cover some sport in their news section, but this will focus on the top teams.

Local radio stations cover a smaller area and will give more coverage to local teams.

## Section C: Effects the Media can have on Sport

### Positive:

- **Increased exposure of minority sports.**
- **Increased promotional opportunities.**
- **Education on rules and regulations**
- **Increased income which benefits sport.**
- **Inspiring people to participate.**
- **Competit**



### Negatives:

- **Decline in live spectatorship.** Sport is so easily accessible from home and online that this can lead to less people going to watch the game live.
- **Loss of traditional sporting values.**
- **Media coverage of inappropriate behaviour of athletes.** Inappropriate behaviour both on and off the pitch is often documented by the media.
- **Increased pressure on officials.** Decisions can often be scrutinised and hype around certain events can often make their job harder.
- **Newspapers are dominated by a few sports.** Male dominated sports are often featured more in newspapers.
- **Saturation.** There is so much sport coverage that some people may get fed up with it.

### Concepts seen before:

Discussion in core PE lessons related to media and the influence it has on sport.

## Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Components (n)	Part or element of the brief
Composition (n)	The way in which something is made up
Equality (n)	All are equal in status
Inclusivity (n)	Equal access to opportunity
Pollution (n)	The introduction of harmful materials into the environment
Specification (n)	A detailed description of what is required to complete something
Story board (n)	A visual representation of the plan
Sustainability (v)	The ability to maintain or support a process continuously over time
Timeline (n)	A schedule for when a process or procedure will be carried out.
Tier 2 Vocabulary	Definition
Aim (v)	Want to achieve
Action plan (n)	A list of steps to take to achieve the goal.
Analyse (v)	Examine in detail
Target audience (n)	A particular group of people the product is aimed at.
Brief (n)	A set of instructions given to a person about a job or task.
Client (n)	A person or organization using the services
Constraints (n)	A limitation or restriction.

## Section B: Key Concepts/Ideas/Questions

**Creative design brief** – visual design; copy; advertising and websites.  
E.g. magazines; text books; product launches; fashion shows.

**Product design brief** – new product design (e.g. target audience; packaging; ingredients) or plans for a theatre production (e.g. characters; costumes; scenes and settings)

### Problem solving techniques



5 Whys technique?

Mind maps



**WORD Play**

Group work



## Section C: Subject Specific

**Primary research** – research you conduct yourself

**Secondary research** – Research which has been conducted by somebody else.

**Qualitative research** – qualities or characteristics. It is collected using questionnaires, interviews, or observation.

**Quantitative research** - uses hard data, numbers, quantities and ranges.

### SMART targets

**Specific** - a goal must be focused.

**Measurable** - a goal must have some kind of number attached so you have a way to know if you are reaching the goal.

**Achievable** - a goal must be reachable; you can do it.

**Realistic** - you must be able to accomplish the goal

**Time bound** - the goal must be reached within a specific length of time.

### Sources of information for ideas:

Internet; social media; professional and trade magazines; journals and periodicals; books; historical achieves; photographs; paintings; films; television; theatre; newspapers; business owners; industry professionals; customers.

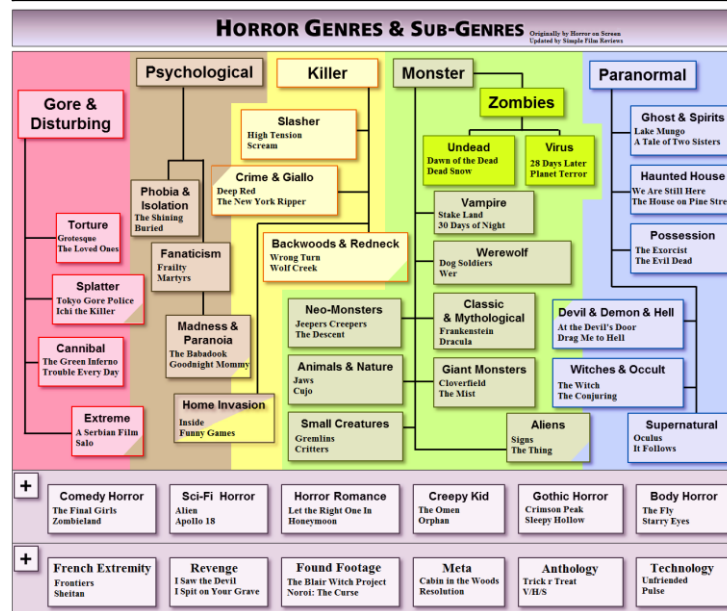
### Concepts seen before:

**Environmental, social and economic challenges – Science & geography.**

**Inclusivity – Religious studies.**

Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
<b>Narrative</b> (noun)	An account of connected events- a story.
<b>Plot</b> (noun)	The sequence of events in a film .
<b>Camera Movement</b> (noun)	How the camera moves.
<b>Camera Shots</b> (noun)	How much space the audience sees in a frame.
<b>Mise-en-scene</b> (noun)	The arrangement of everything in shot.
<b>Setting</b> (noun)	Where the film takes place.
<b>Costume</b> (noun)	What a character is wearing.
<b>Cinematography</b> (noun)	Camerawork in a film
Tier 2 Vocabulary	Definition
<b>Analyse</b> (verb)	Examine something and explain the decisions made around it.
<b>Connotations</b> (noun)	An idea a word/item invokes
<b>Summarise</b> (verb)	statement of the main points.
<b>Represents</b> (verb)	Shows or stand for.
<b>Symbolises</b> (verb)	To represent something through an item.

Section B: Key Concepts/Ideas/Questions
<b>BIG QUESTIONS:</b> <ol style="list-style-type: none"> <li>1. What are the conventions of the horror genre?</li> <li>2. What are the sub-genres of horror?</li> <li>3. What are the aesthetics of horror?</li> <li>4. How has horror changed over time?</li> <li>5. Which horror openings influence my own ideas?</li> <li>6. How is film form used in horror?</li> <li>7. How do I plan my piece of work?</li> </ol>



Section C: Subject Specific
<b><u>What Is the Horror Genre?</u></b> <p>Horror is a genre of literature, film, and television that is meant to <b>scare, startle, shock, and even repulse audiences</b>. The key focus of a horror novel, horror film, or horror TV show is to elicit a sense of dread in the reader through frightening images, themes, and situations.</p>
<b><u>What are the 5 conventions of horror?</u></b> <ul style="list-style-type: none"> <li>• Music and Sound Effects.</li> <li>• Lighting Design.</li> <li>• Framing the Horror.</li> <li>• Camera Movement and Editing.</li> </ul>
<b>Concepts seen before:</b> <p>This unit builds upon the analysis skills you already use in English! Film Studies is a GCSE option subject we offer at Lees Brook and could lead to future careers within the media industry.</p>

**Notes page**





**Notes page**



Your equipment you need for learning every day:

