



Be Kind.

Work Hard.



Take
Responsibility.

Need To Know Book

Year 11

Autumn 2023

Name: _____

Form Group: _____

Contents

Page

Content	Page Number
Need to Know Instructions	5
Art	
• Art	7 – 12
• Photography	13 – 18
Computing	
• Business	19 – 28
• Computer Science	29 – 36
• DIT	37 – 42
• Media	43 – 70
Design and Technology	
• Catering and Hospitality	71 – 82
• Design Tech	83 – 94
Drama	95 – 102
English	103 – 130
Geography	131 – 140
History	141 – 166
Maths	167 – 176
Modern Foreign Languages	
• French	177 – 182
• Spanish	183 – 186
Music	
• Music	187 – 220
• Performing Arts	221 – 228
PE	
• Core PE	229 – 236
• Option PE	237 – 246
Religious Education	247 – 250
Science	251 – 264



Knowledge Retrieval Sheet

What are knowledge retrieval sheets?

Here at Little Lever School, we think it is really important that you know what the essential knowledge is for each subject that you study. Learning takes place not only in the classroom, but in all areas of the school building, and at home. These [knowledge retrieval sheets](#) contain all the essential knowledge you will need to help revise and make progress towards achieving your best in all of your subjects.

Work Hard.



Take Responsibility.

By using your [knowledge retrieval sheets](#) each week you will be able to transfer your knowledge from your short-term memory, and make it stick. Within all your lessons, you will be asked to retrieve knowledge from your long-term memory. This might be in the form of quizzes or longer responses. These might require you to use lots of information you have already stored from previous lessons and from your own life experiences. These [Need to Know Books](#) will help you to check how much you can remember.

We have designed your [knowledge retrieval sheets](#) so that they are simple for you to use both in school and at home. You can even get others to help you. Below are some options for how you might use each sheet to make the knowledge stick in your brain so that you will be able to remember it.

Using Knowledge Retrieval Sheets- 5 Top Tips:



1

'Look, Cover, Say, Write, Check'- Look at a fact on your sheet, cover it up with your hand or a piece of paper. Say it out loud, write the fact down without checking and then uncover and check if you were correct.

2

'If this is the answer, what is the question?'- Quiz yourself by covering up facts on your sheet. For example, you could cover up the definition of key vocabulary and try to remember what the key vocabulary means.

3

Independent low-stakes quizzing- Use the questions on the back of each sheet to test yourself. You should write the answers on a separate sheet of paper so that you can use the question sheet again in future.

4

Paired low-stakes quizzing- Give your book or a sheet to someone else. (Could be a friend, teacher or family). They can ask you the questions on the back of any sheet and use the facts on the front to check if you are correct.

5

Flashcard Revision- Make flashcards using your knowledge sheets. Can you summarise the essential knowledge into your own words to put onto a pocket-sized revision card?

Art and Photography



Helping every person achieve things they never thought they could.

Year 11 Art: Assessment Objectives (AO1 + AO2)

A01

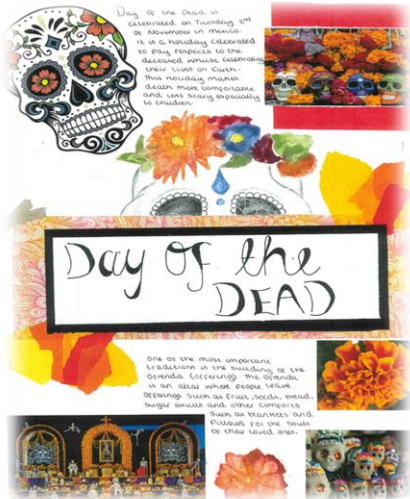
EXPLORE

DEVELOP
DEVELOP IDEAS

INVESTIGATE & RESEARCH
OTHER ARTISTS WORK

ANALYSE

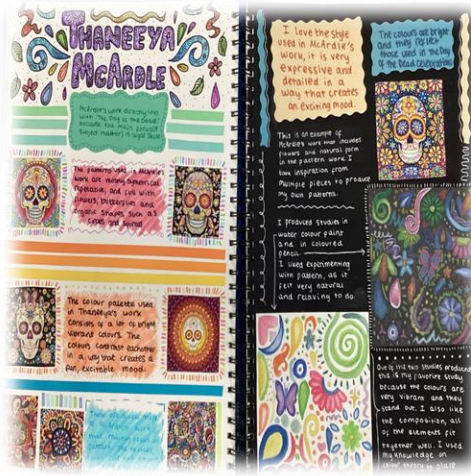
ANNOTATE



A01

These are the things that you should consider including in AO1:

- Artist research pages.
- Visits to exhibitions and galleries.
- Your own responses in the style of the artist.
- Interviews with artists/ photographers.
- Annotate and analyse what you have found out.



A02

These are the things that you should consider including in AO2

- Experimenting in response to your chosen artists.
- Use relevant materials and techniques to experiment with
- Experiment with new materials, tools and techniques as well as familiar ones.
- Try out different combinations of media and techniques
- Practise and refine your use of your chosen media, tools and techniques

A02

REVIEW

REFINE
EXPERIMENT

EXPLORE DIFFERENT IDEAS
AND MEDIA

A RANGE OF TECHNIQUES
& PROCESSES

SELECT

IMPROVE

Year 11 Art: Assessment Objectives (AO1 + AO2)

A01

EXPLORE

DEVELOP
DEVELOP IDEAS

INVESTIGATE & RESEARCH
OTHER ARTISTS WORK

ANALYSE

ANNOTATE

What are the things you should consider including in AO1?

List at least 5 things that you would include.



What are the things you should consider including in AO2?

List at least 5 things that you would include.

A02

REVIEW

REFINE

EXPERIMENT

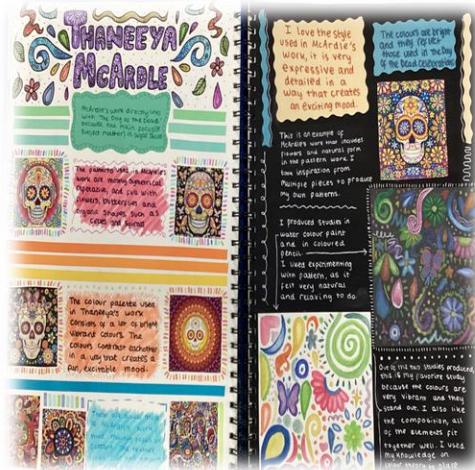
EXPLORE DIFFERENT IDEAS

AND MEDIA

A RANGE OF TECHNIQUES
& PROCESSES

SELECT

IMPROVE



Year 11 Art: Assessment Objectives (AO3 + AO4)

A03

EVIDENCE

RECORD

PRESENT IDEAS

PRIMARY OBSERVATION

DRAWING, PAINTING,
PRINTING, PHOTOGRAPHY,
WRITING, PHOTOGRAPY...

ANNOTATE

DIFFERENT MEDIA

AO3

These are the things that you should consider including in AO3:

- Title page.
- Mind Map.
- Mood-boards.
- Bullet points
- Notes/Annotation
- Longer paragraphs
- Photographs.
- Observational drawings
- Sketches
- Designs
- Diagrams
- Drawing using Photoshop



AO4

These are the things that you should consider including in AO2

- Plans and drawings of final piece ideas.
- Mini mock-ups and experiments for final piece.
- Creating an original final piece, that is clearly inspired by your research and creative journey.
- Evaluation of final piece (how does your piece link to the project theme?)

A04

OUTCOME

PRESENT
FINAL IDEAS

DEVELOPED AS PLANNED

CLEARLY RESPONDS TO
ARTISTS EXPLORED

CONNECTION

CONCLUSION

Year 11 Art: Assessment Objectives (AO3 + AO4)

A03

EVIDENCE

What are the things you should consider including in AO3?

List at least 5 things that you would include.

RECORD

PRESENT IDEAS

PRIMARY OBSERVATION

DRAWING, PAINTING,
PRINTING, PHOTOGRAPHY,
WRITING, PHOTOGRAPHY...

ANNOTATE

DIFFERENT MEDIA



What are the things you should consider including in AO4?

List at least 4 things that you would include.

A04

OUTCOME

PRESENT
FINAL IDEAS

DEVELOPED AS PLANNED

CLEARLY RESPONDS TO
ARTISTS EXPLORED

CONNECTION

CONCLUSION

Year 11 Photography:

Term	Terminology Definitions:
1. Shutter Speed	<p>The amount of time the camera's shutter is open for. Longer shutter speeds (1/10s, 1s, 3s, etc) allow more light in but will cause blurring of anything moving.</p> <p>Shorter shutter speeds let less light in and can capture moving subjects as still or 'frozen'.</p>
2. Exposure	<p>This is the amount of light entering the camera's sensor. Too much light and the image is overexposed, not enough light and it's under exposed.</p> <p>Exposure is determined by a combination of shutter speed, aperture, and ISO.</p>
3. Aperture	<p>The opening (or 'pupil') of your lens is called aperture, which can be made smaller or bigger to change the amount of light being let in.</p> <p>A wide aperture (such as f/1.4) lets more light in, allowing for a faster shutter speed or lower ISO, and a shallow depth of field (How much of the image is in focus). A narrower aperture (such as f/8) lets less light through, requiring a slower shutter speed or higher ISO, but results in more of your image being in focus.</p>
4. F-Stop	<p>F-Stop or F-number is the aperture size or aperture stop in a number that controls the size of the lens opening. Therefore controlling the amount of light entering the camera.</p> <p>Smaller f-stops, like f/1.4 or f/2, indicate a wider aperture, while larger F stops, like f/11 or f/16, indicate a narrower aperture.</p>
5. Bokeh	<p>This is produced by blurring the background of an image and is popular in portraits as it forces you to focus on the subject. Most photographers look for smooth bokeh so as to not distract from the rest of the image.</p> <p>Using this technique, light sources can appear as smooth blobs of colour.</p>



Year 11 Photography:

Term	Terminology Definitions:
1. Shutter Speed	
2. Exposure	
3. Aperture	
4. F-Stop	
5. Bokeh	



Year 11 Photography:



Term	Terminology Definitions:
6. Depth of Field	<p>The distance between the closest and furthest subjects in a scene that looks sharp in an image. A wide aperture (f/1.4, f/2, etc.) produces a shallow depth of field, which can be used to isolate a subject.</p> <p>And narrow aperture (f/11 or f/16), produces a wide depth of field which keeps everything in focus.</p>
7. Focal Point	<p>This is the way to describe the main part of the image or a point of interest within the image.</p> <p>It is where the viewers eye is drawn to the most.</p>
8. Rule of Thirds	<p>A common compositional tool that states that one should divide the image frame into equal vertical and horizontal thirds, then place points of interest at the intersections of the dividing lines.</p>
9. Macro	<p>Photographing objects that are extremely small.</p> <p>Macro lenses can usually capture more detail than we can see with the naked eye. Normally macro photographers would use a lens with a 1:1 ratio, which is the size of the subject on the sensor.</p>
10. Raw	<p>A raw file is the data taken from the sensor without any sort of image processing applied. As opposed to a JPEG produced by the camera.</p> <p>Though bigger in file size, photographers prefer RAW files because they allow for more creative range in post processing and higher image quality before exporting the final image in a file format such as JPEG.</p>

Year 11 Photography:

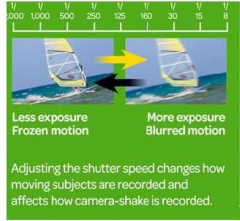


Term	Terminology Definitions:
6. Depth of Field	
7. Focal Point	
8. Rule of Thirds	
9. Macro	
10. Raw	

Year 11 Photography:

Shutter Speed

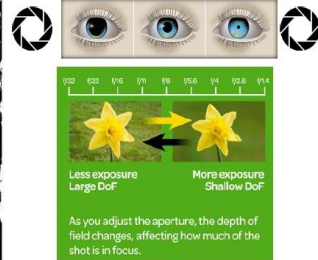
The amount of time the camera's shutter is open for.



Longer shutter speeds (1/10 s, 1 s, 3 s, etc.) allow more light in but will cause blurring of anything moving.
Shorter shutter speeds (1/200 s, 1/1,000 s, etc.) let less light in and can capture moving subjects as still or 'frozen'

Aperture

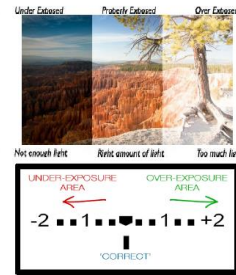
The opening (or 'pupil') of your lens is called aperture, which can be made smaller or bigger to change the amount of light being let in.



A wide aperture (such as f/1.4) lets more light in, allowing for a faster shutter speed or lower ISO, and a shallow depth of field (how much of the image is in focus).
A narrower aperture (such as f/8) lets less light through, requiring a slower shutter speed or higher ISO, but results in more of your image being in focus.

Exposure

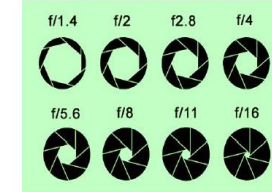
Is the amount of light entering the camera's sensor. Too much light and the image is overexposed and not enough light and it's underexposed.



Exposure is determined by a combination of shutter speed, aperture, and ISO.

F-Stop

Or f-number is the aperture size or aperture stop in a number that controls the size of the lens opening. Therefore controlling the amount of light entering the camera.



Smaller f-stops, like f/1.4 or f/2, indicate a wider aperture, while larger f-stops, like f/11 or f/16, indicate a narrower aperture.

Bokeh

Is produced by blurring the background of an image and is popular in portraits as it forces you to focus on the subject.



Most photographers look for smooth bokeh so as to not distract from the rest of the image. Using this technique, light sources can appear as smooth blobs of colour.

GCSE Photo Terminology

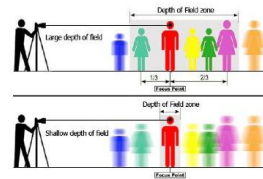
Focal Point



Is a way to describe the main part of the image or a point of interest within the image. It is where the viewer's eye is drawn to most.

Depth of Field

The distance between the closest and farthest subjects in a scene that look sharp in an image (abbreviated to DOF).



A wide aperture (f/1.4, f/2, etc.) produces a shallow depth of field, which can be used to isolate a subject.
A narrow aperture (f/11, f/16, etc.) produces a wide depth of field, which keeps everything in focus.

Rule of Thirds



A common compositional tool that states that one should divide the image frame into equal vertical and horizontal thirds, then place points of interest at the intersections of the dividing lines.

Macro

Photographing objects that are extremely small.



Macro lenses can usually capture more detail that we can see with the naked eye. Normally macro photographers would use a lens with a 1:1 ratio, which is the size of the subject on the sensor.

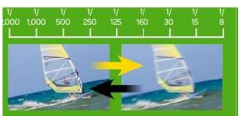
Raw



A raw file is the data taken from the sensor without any sort of image processing applied (as opposed to a JPEG produced by the camera). Though bigger in file size, photographers prefer raw files because they allow for more creative range in post-processing and higher image quality before exporting the final image in a file format like JPEG.

Year 11 Photography:

The amount of time the camera's shutter is open for.



Less exposure
Frozen motion

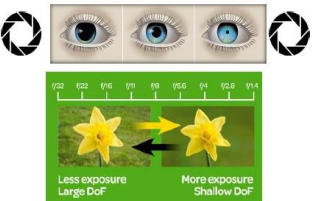
More exposure
Blurred motion

Adjusting the shutter speed changes how moving subjects are recorded and affects how camera-shake is recorded.

Longer shutter speeds (1/10 s, 1 s, 3 s, etc.) allow more light in but will cause blurring of anything moving.

Shorter shutter speeds (1/200 s, 1/1,000 s, etc.) let less light in and can capture moving subjects as still or 'frozen'

The opening (or 'pupil') of your lens is called aperture, which can be made smaller or bigger to change the amount of light being let in.



Less exposure
Large DoF


More exposure
Shallow DoF

As you adjust the aperture, the depth of field changes, affecting how much of the shot is in focus.

A wide aperture (such as f/1.4) lets more light in, allowing for a faster shutter speed or lower ISO, and a shallow depth of field (how much of the image is in focus).

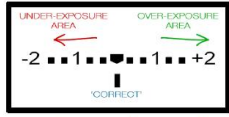
A narrower aperture (such as f/8) lets less light through, requiring a slower shutter speed or higher ISO, but results in more of your image being in focus.

Is the amount of light entering the camera's sensor. Too much light and the image is overexposed and not enough light and it's underexposed.



Under Exposed Properly Exposed Over Exposed

Not enough light Right amount of light Too much light



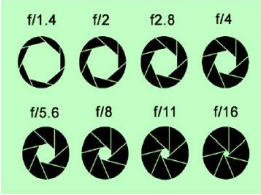
UNDER-EXPOSURE AREA OVER-EXPOSURE AREA

-2 1 1 +2

CORRECT

Exposure is determined by a combination of shutter speed, aperture, and ISO.

Or f-number is the aperture size or aperture stop in a number that controls the size of the lens opening. Therefore controlling the amount of light entering the camera.




f/1.4 f/2 f/2.8 f/4

f/5.6 f/8 f/11 f/16


Smaller f-stops, like f/1.4 or f/2, indicate a wider aperture, while larger f-stops, like f/11 or f/16, indicate a narrower aperture.

Is produced by blurring the background of an image and is popular in portraits as it forces you to focus on the subject.



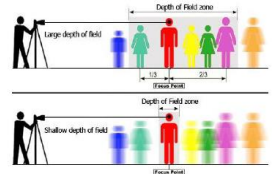
Most photographers look for smooth bokeh so as to not distract from the rest of the image. Using this technique, light sources can appear as smooth blobs of colour.

GCSE Photo Terminology- what are the key terms?



Is a way to describe the main part of the image or a point of interest within the image. It is where the viewer's eye is drawn to most.

The distance between the closest and farthest subjects in a scene that look sharp in an image (abbreviated to DOF).




Large depth of field

Shallow depth of field


A wide aperture (f/1.4, f/2, etc.) produces a shallow depth of field, which can be used to isolate a subject.

A narrow aperture (f/11, f/16, etc.) produces a wide depth of field, which keeps everything in focus.




A common compositional tool that states that one should divide the image frame into equal vertical and horizontal thirds, then place points of interest at the intersections of the dividing lines.

Photographing objects that are extremely small.



Macro lenses can usually capture more detail that we can see with the naked eye. Normally macro photographers would use a lens with a 1:1 ratio, which is the size of the subject on the sensor.



A raw file is the data taken from the sensor without any sort of image processing applied (as opposed to a JPEG produced by the camera). Though bigger in file size, photographers prefer raw files because they allow for more creative range in post-processing and higher image quality before exporting the final image in a file format like JPEG.

Computing, Business and Media



Helping every person achieve things they never thought they could.

The Dynamic Nature of Business

Why do new business ideas come about:

- Changes in technology
- Changes in what consumers want
- Products & services becoming obsolete

How do new business ideas come about?

- Original ideas
- Adapting existing products/services/ideas

Risk and Reward

Risk:

- Business failure
- Financial loss
- Lack of security

For example:

One risk is lack of security as an entrepreneur may have previously had a job and guaranteed income however income will depend on how well the enterprise performs.

Reward:

- Business success
- Profit
- Independence

For example:

One reward is independence as previously the entrepreneur would have had a manager telling them what to do. This independence may result in higher motivation because the entrepreneur is free to make their own decisions.

Revenues, Costs and Profits

Total costs

$TC \text{ (total cost)} = TFC \text{ (total fixed costs)} + TVC \text{ (total variable costs)}$

Revenue

$\text{Revenue} = \text{price} \times \text{quantity}$

Break even

$\text{Break even point in units} = \frac{\text{fixed cost}}{(\text{sales price} - \text{variable cost})}$

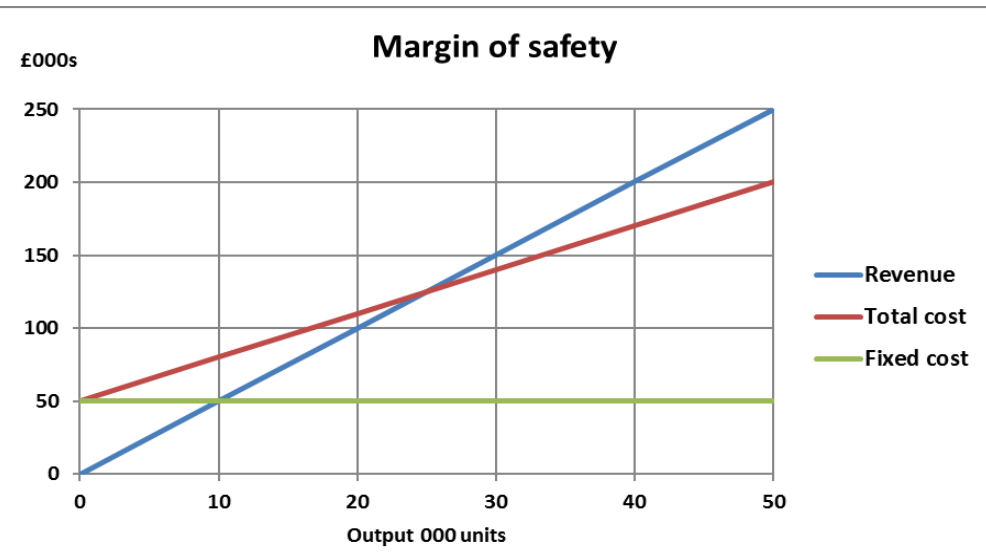
$\text{Break even point in costs / revenue} = \text{break even point in units} \times \text{sales price}$

Margin of safety

$\text{Margin of safety} = \text{actual or budgeted sales} - \text{break even sales}$

Interest (on loans)

$\text{Interest (on loans) in \%} = \frac{\text{total repayment} - \text{borrowed amount}}{\text{borrowed amount}} \times 100$



The Dynamic Nature of Business

Why do new business ideas come about:

- -
- -
- -

How do new business ideas come about?

- -
- -

Risk and Reward

What is risk?

- -
- -
- -

For example:

What is reward?

- -
- -
- -

For example:

Revenues, Costs and Profits

Total costs

$$TC \text{ (total cost)} = \text{[]} + \text{[]}$$

Revenue

$$\text{Revenue} = \text{[]}$$

Break even

$$\text{Break even point in units} = \frac{\text{fixed cost}}{(\text{sales price} - \text{variable cost})}$$

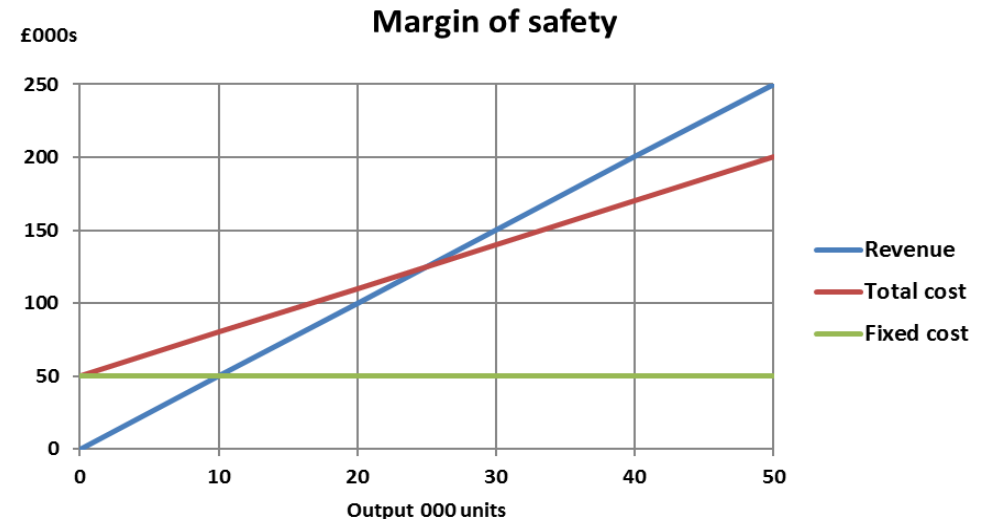
$$\text{Break even point in costs / revenue} = \text{break even point in units} \times \text{sales price}$$

Margin of safety

$$\text{Margin of safety} = \text{[]} - \text{[]}$$

Interest (on loans)

$$\text{Interest (on loans) in \%} = \frac{\text{[]}}{\text{[]}} \times 100$$



Revenues, Costs and Profits

Break Even Level of output is where Total Costs = **Total Revenue**.

In this example, the break even level of output is 25

Margin of Safety is the difference between the break even level of output and the actual level of output. If the actual output in this example was 50, the margin for safety would be 25 (50 – 25).

Calculating the Break Even Level of Output

Examples: Sony's fixed costs for the PlayStation 3 are £2,400,000 and variable costs are £140 per console. Calculate the break-even point when the PlayStation 3 was priced at £300. Show your working out and the formula used.

$$\text{Break even point in units} = \frac{\text{fixed cost}}{(\text{sales price} - \text{variable cost})}$$

- The selling price of a PlayStation 3 is £300.
- The variable cost of production is £140.
- Every time a PlayStation is sold, Sony makes £160 above the variable cost of production (300 – 140).
- This £160 is called a **contribution**

How many £160s are needed to pay off the fixed cost of £2 400 000?

- £2,400,000 / 160 = 15 000
- The break-even level of output is 15 000.

Cash and Cash Flow

Net cash-flow

Net cash-flow = cash inflows – cash outflows in a given period

Opening and closing balances

Opening balance = closing balance of the previous period

Closing balance = opening balance + net cash-flow

Cash flow forecasts

- A forecast of all the cash flowing into and out of the business.
- Shows opening balance at start of each month and closing balance at end.
- Normally produced monthly but can be any time frame e.g. weekly.

Opening Balance

- Cash available at the start of the month.

Closing Balance

- Cash available at the end of the month.



Revenues, Costs and Profits

Break Even Level of output is where...

Margin of Safety is...

Calculating the Break Even Level of Output

Examples: Sony's fixed costs for the PlayStation 3 are £2,400,000 and variable costs are £140 per console. Calculate the break-even point when the PlayStation 3 was priced at £300. Show your working out and the formula used.

$$\text{Break even point in units} = \frac{\text{fixed cost}}{(\text{sales price} - \text{variable cost})}$$

- -
- -
- -
- -

How many £160s are needed to pay off the fixed cost of £2 400 000?

- -
- -

Cash and Cash Flow

Net cash-flow

Net cash-flow =

_____ - _____

Opening and closing balances

Opening balance =

Closing balance =

What are cash flow forecasts?

- -
- -
- -

What is an opening balance?

- -

What is a closing balance?

- -



What does a cash flow forecast look like?

	Jan (£)	Feb (£)	Mar (£)	Jun (£)
Cash In (Receipts)	4000	4500	5500	6500
Cash Out (Payments)	13000	2250	2000	2500
Net cash flow	(9000)	2250	3500	4000
Opening Balance	0	(9000)	(6750)	(3250)
Closing Balance	(9000)	(6750)	(3250)	750

Remember: a number in brackets means it is a negative (-) number

Why is having cash important for a business?

- The importance of cash to a business:
- To pay suppliers, overheads and employees
- To prevent business failure (insolvency)
- The difference between cash and profit
- Cash can only be recorded when it has actually been received by the business.
- Profit is recorded as soon as the sale is agreed (even though no money may have changed hands)

Stakeholder

Impact on business activity

Shareholders (Owners)	<ul style="list-style-type: none"> •Sets aims and objectives •Provide funding and investment to start and expand the business
Employees	<ul style="list-style-type: none"> •Provide good service which results in repeat purchase •Impacts on business reputation if they don't do their job well
Customers	<ul style="list-style-type: none"> •Buy products and services •Make recommendations on how to improve (reviews, research) •Recommend the business to friends and on social media
Managers	<ul style="list-style-type: none"> •Manage employees and monitor quality •Communicate the business' needs to employees
Suppliers	<ul style="list-style-type: none"> •Provide the business with the materials it needs •Affects the amount that can be sold (e.g. if the supplier cannot provide raw materials on time, production stops) •Their prices impact on the business' costs
Local Community	<ul style="list-style-type: none"> •Support the business by buying its goods and services •Object to the business if it has a negative impact on the community / environment
Pressure Groups	<ul style="list-style-type: none"> •Challenges the business' behaviour, such as the packaging it uses •Improves employees' conditions, such as health and safety or fair wages •Influences customers' opinions of the business
The Government	<ul style="list-style-type: none"> •Can change the amount of tax the business has to pay which impacts on the business' costs •Passes new laws that may affect how and what the business does (and impact on costs to make changes)

What does a cash flow forecast look like?

	Jan (£)	Feb (£)	Mar (£)	Jun (£)
Cash In (Receipts)	4000	4500	5500	6500
Cash Out (Payments)	13000	2250	2000	2500
Net cash flow	(9000)	2250	3500	4000
Opening Balance	0	(9000)	(6750)	(3250)
Closing Balance				

Remember: a number in brackets means it is a negative (-) number

Why is having cash important for a business?

- -
- -
- -
- -
- -
- -

Stakeholder	Impact on business activity
Shareholders (Owners)	
Employees	
Customers	
Managers	
Suppliers	
Local Community	
Pressure Groups	
The Government	

Year 11: GCSE Business

Discuss the impact of pressure groups on a business

Pressure groups highlight the negative activity of a business therefore this can damage the business' company image. This could mean that customers are less likely to buy from the business. Therefore revenue will decrease.

However, if the business changes its behaviour as a result of pressure group activity then their company image will be improved. This may lead to an increase in customers which would lead to higher market share.

Conflict (disagreement) between stakeholders

- Shareholders (Owners) want the highest profit possible
- Employees want the highest wages possible
- Customers want the lowest prices possible
- Managers want the highest bonus possible
- Suppliers want to sell at the highest prices possible
- Local Community want the smallest environmental impact possible
- Pressure Groups want the business to behave in an ethical way
- The Government want the business to follow laws and pay their taxes

Question 1: What are some factors that can lead to the emergence of new business ideas?

Answer: Changes in technology, changes in consumer preferences, and the obsolescence of products and services can all contribute to the emergence of new business ideas.

Question 2: How do new business ideas come about?

Answer: New business ideas can originate from original thinking or by adapting existing products, services, or ideas to meet the needs of the market.

Question 3: What are some risks associated with starting a business?

Answer: Some risks include the possibility of business failure, financial loss, and a lack of security, as entrepreneurs often rely on the performance of their venture for income.

Question 4: What are some rewards that can be obtained from starting a business?

Answer: Starting a business can lead to rewards such as business success, profitability, and independence. Entrepreneurs have the opportunity to make their own decisions and experience higher motivation compared to working under a manager's direction.

Question 5 Explain one possible conflict that may exist between stakeholders.

Answer: Shareholders will want the highest profit possible so that they receive high dividends (share of the profits). However, employees will want the highest wages possible. Paying higher wages would increase the business' costs and therefore (if revenue stays the same) profit would be lower meaning that the shareholders would be unhappy.

Question 6: What does a cash flow forecast typically show?

Answer: A cash flow forecast shows the projected cash inflows and outflows for a business, usually on a monthly basis. It includes the opening balance at the start of each month and the closing balance at the end.

Question 7: Why is having cash important for a business?

Answer: Cash is important for a business because it is necessary to pay suppliers, cover overhead expenses, and compensate employees. It helps prevent business failure or insolvency. It is important to understand that cash and profit are not the same, as cash is recorded only when it is actually received by the business, whereas profit is recorded when a sale is agreed, even if no money has changed hands yet.

Year 11: GCSE Business

Discuss the impact of pressure groups on a business

Conflict (disagreement) between stakeholders

- -
- -
- -
- -
- -
- -
- -
- -

Question 1: What are some factors that can lead to the emergence of new business ideas?

Answer:

Question 2: How do new business ideas come about?

Answer:

Question 3: What are some risks associated with starting a business?

Answer:

Question 4: What are some rewards that can be obtained from starting a business?

Answer:

Question 5 Explain one possible conflict that may exist between stakeholders.

Answer:

Question 6: What does a cash flow forecast typically show?

Answer:

Question 7: Why is having cash important for a business?

Answer:

Python Programming Language Subset

Data Types

There are 4 data types used in the Python Programming Language:

- **Integer** – a whole number (e.g. 5, 71, -23)
- **Float / Real** – a number with a decimal place (e.g. 45.76, 3.1236, -56.1)
- **String** – a sequence of characters, that can contain text, symbols and numbers, that the computer is not expected to understand (e.g. “Fred”, “The cat sat on the mat”, “%\$£1234ABC”)
- **Boolean** – a condition set to either True, or False.

Data type	PLS
integer	int
real	float
Boolean	bool
character	str

Structured data types

A structured data type is a sequence of items, which themselves are typed. Sequences start with an index of zero.

Data type	Explanation	PLS
string	A sequence of characters	str
array	A sequence of items with the same (homogeneous) data type	list
record	A sequence of items, usually of mixed (heterogenous) data types	list

Operators

Arithmetic operators

Arithmetic operator	Meaning
/	division
*	multiplication
**	exponentiation
+	addition
-	subtraction
//	integer division
%	modulus

Relational operators

Logical operator	Meaning
==	equal to
!=	not equal to
>	greater than
>=	greater than or equal to
<	less than
<=	less than or equal to

Logical/Boolean operators

Operator	Meaning
and	both sides of the test must be true to return true
or	either side of the test must be true to return true
not	inverts

Python Programming Language Subset

Data Types

There are 4 data types used in the Python Programming Language:

- -
- -
- -
- -

Data type	PLS
integer	
real	
Boolean	
character	

Structured data types

A structured data type is a sequence of items, which themselves are typed. Sequences start with an index of zero.

Data type	Explanation	PLS
string		str
array		list
record		list

Operators

Arithmetic operators

Arithmetic operator	Meaning
/	
*	
**	
+	
-	
//	
%	

Relational operators

Logical operator	Meaning
==	
!=	
>	
>=	
<	
<=	

Logical/Boolean operators

Operator	Meaning
and	
or	
not	

Programming Constructs

Assignment

Assignment is used to set or change the value of a variable.

```
<variable identifier> = <value>
```

```
<variable identifier> = <expression>
```

Variable Example:

```
1 name = "Fred"
```

Constants:

Constants are conventionally named in all uppercase characters .

```
1 ROOMS = 100
```

The value of a variable can change, if necessary, while a program is running, however the value of a constant will not change while a program is running.

Section

if <expression>: <command>	If <expression> is true, then command is executed.
if <expression>: <command> else: <command>	If <expression> is true, then first <command> is executed, otherwise second <command> is executed.
if <expression>: <command> elif <expression>: <command> else: <command>	If <expression> is true, then first <command> is executed, otherwise the second <expression> test is checked. If true, then second <command> is executed, otherwise third <command> is executed. Supports multiple instances of 'elif'. The 'else' is optional with the 'elif'.

```
1 age = int(input("How old are you? "))
2
3 if age < 4:
4     print("You don't need to go to school yet.")
5 elif age >=4 and age < 11:
6     print("You are in primary school.")
7 elif age >= 11 and age < 16:
8     print("You need to go to high school.")
9 else:
10    print("You no longer need to go to school.")
```

Repetition

while <condition>: <command>	Pre-conditioned loop. This executes <command> while <condition> is true.
---------------------------------	--

Programming Constructs

Assignment

Assignment is used to :

```
<variable identifier> = <value>
```

```
<variable identifier> = <expression>
```

Variable Example:

```
1 name = "Fred"
```

Constants:

Constants are conventionally named in all

```
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```

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Section

```
if <expression>:
    <command>
```

If

```
if <expression>:
    <command>
else:
    <command>
```

If

```
if <expression>:
    <command>
elif <expression>:
    <command>
else:
    <command>
```

If

```
1 age = int(input("How old are you? "))
2
3 if age < 4:
4     print("You don't need to go to school yet.")
5 elif age >= 4 and age < 11:
6     print("You are in primary school.")
7 elif age >= 11 and age < 16:
8     print("You need to go to high school.")
9 else:
10    print("You no longer need to go to school.")
```

Repetition

```
while <condition>:
    <command>
```


Iteration

<code>for <id> in <structure>: <command></code>	Executes <command> for each element of a data structure, in one dimension.
<code>for <id> in range (<start>, <stop>): <command></code>	Count-controlled loop. Executes <command> a fixed number of times, based on the numbers generated by the range function. <stop> is required. <start> is optional.
<code>for <id> in range (<start>, <stop>, <step>): <command></code>	Same as above, except that <step> influences the numbers generated by the range function. <stop> is required. <start> and <step> are optional.

Iteration Example 1:

The following example of iteration will store each item from the array in the 'name' variable in turn:

```
1 namesList = ["Tina", "Bob", "Jane", "Fred"]
2
3 for name in namesList:
4     print(name)
```

Iteration Example 2:

The following example of iteration will use the index variable as a counter, that will increase by +1 on each loop, starting at 0 and ending when the stop value is reached:

```
1 for index in range(0,11):
2     number = index * 4
3     print(index, "x 4 =", number)
```

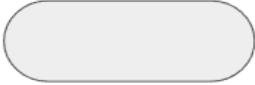


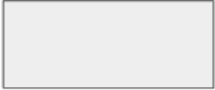

Inputs and Outputs

Screen and keyboard

<code>print (<item>)</code>	Displays <item> on the screen
<code>input (<prompt>)</code>	Displays <prompt> on the screen and returns the line typed in

```
1 school = input("What school do you go to? ")
2 print(school, "is a great school.")
```

Flowcharts

Symbol	Name	Function
	Start/Stop	Represents the beginning (start) and end (stop) of a program.
	Arrows	Connects the flowchart symbols together and defines the 'flow' of the program.
	Input/Output	Input of digital data or digital output such as on or off, or move forward or backward.
	Process	Pauses the processing of the flowchart for a given number of seconds.
	Decision	Creates a 'branch' in the program with two outcomes. True (yes) or False (no).

Iteration

for <id> in <structure>: <command>	
for <id> in range (<start>, <stop>): <command>	
for <id> in range (<start>, <stop>, <step>): <command>	

Iteration Example 1:

The following example of iteration will store each item from the array in the 'name' variable in turn:

```
1 namesList = ["Tina", "Bob", "Jane", "Fred"]
2
3 for name in namesList:
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Iteration Example 2:

The following example of iteration will use the index variable as a counter, that will increase by +1 on each loop, starting at 0 and ending when the stop value is reached:



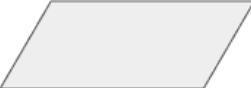
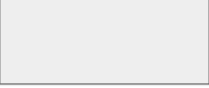

```
1 for index in range(0,11):
2     number = index * 4
3     print(index, "x 4 =", number)
```

Screen and keyboard

print (<item>)	
input (<prompt>)	

```
1 school = input("What school do you go to? ")
2 print(school, "is a great school.")
```

Flowcharts

Symbol	Name	Function
	Start/Stop	
	Arrows	
	Input/Output	
	Process	
	Decision	



Flowchart Algorithm

Example:

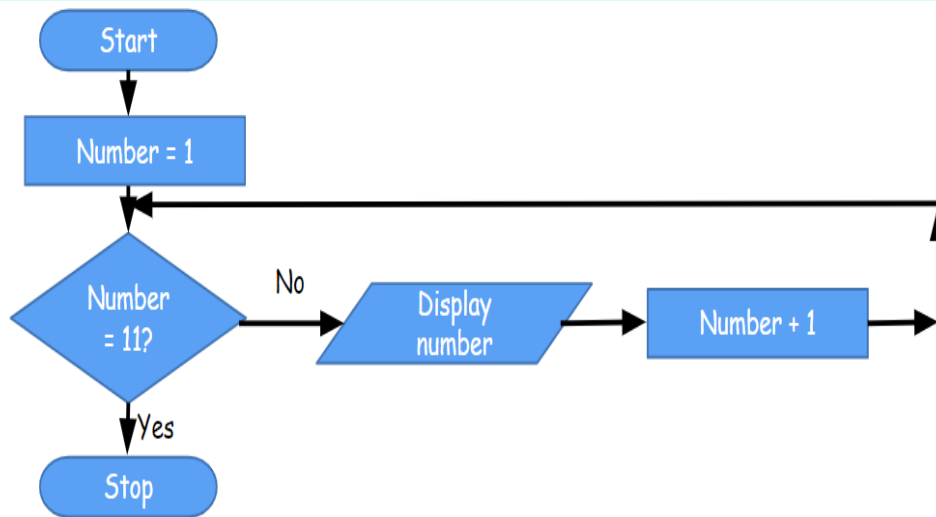
Written Description of the Problem:

Write an algorithm that will display the numbers 1 to 10 only.

Decomposed Problem:

- PROCESS: Set number to 1
- DECISION: Is number equal to 11?
- FALSE OUTPUT: Display number, number = number+1
- TRUE OUTPUT: Stop

Flowchart Algorithm:



1. State the names of the 4 data types used in the Python programming language and give examples. **Complete the table below.**

Data Type	Example Data Values
String	
	-9.43, 56.0987, 45.7, 0.00

2. State the type of operator that the examples below belong to.

Operators	Operator Type
+, -, *	
<, >=, !=	
AND, NOT	

3. Write the code, in the box below, that would initialise a variable called 'num_1' and you should assign it any suitable **integer** value.



Questions

4. Write the code, in the box below, that would initialise the **constant 'SIDES'** and assign it the integer value of 6.

5. Write the code, in the box below, using **selection** (an IF Statement), that will ask a user if it is raining, and if the response is yes, it will output the string "Take an umbrella.", and if the response is not yes, it should output the string "Enjoy the outdoors."

6. Write the code, in the box below, using **repetition** (a WHILE loop), that will output only the numbers from 10 down to 1 on separate lines.

7. Write the code, in the box below, using **iteration** (a FOR loop), that will output each of the strings in the array called animals below.

```
animals = [ "Dog" , "Cat" , "Horse" , "Cow" ]
```

8. Write the code, in the box below, using **iteration** (FOR loop), that will output the 8 times table from 1 x 8, up to 20 x 8.

Example output format:

1 x 8 = 8

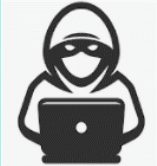
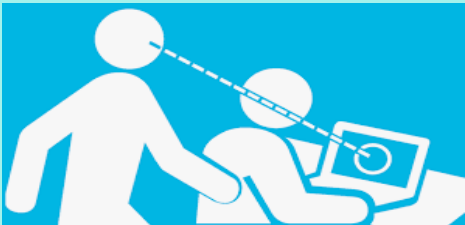
2 x 8 = 16 etc...

9. Draw a flowchart that for the following **algorithm**

The user will be asked for two integers.

- If the numbers are the same, the algorithm should output "The numbers are equal."
- If the first number is greater than the second, the algorithm should output "The first number is greater than the second number"
- If the second number is greater, the algorithm should output "The second number is greater than the first number"

Year 11 BTEC DIT: Cyber Security

Why are systems attacked? pg22	External Threats pg23+24	Internal Threats pg25	Impact of a Security Breach pg26
<ul style="list-style-type: none"> • Data theft – e.g. stealing customer payment information. • Personal fun/challenge – some hackers enjoy the challenge of defeating system security and gain notoriety from peers. • Industrial Espionage – Some businesses or individuals may try to access other businesses’ systems to steal designs, plans, or trade secrets to get an edge on the competition. • Financial gain – some cyberattacks are motivated by money. e.g. theft of payment details, stealing goods, and Ransomware. • Personal attack – e.g. disgruntled form employees, or customers with a grudge may attack an organisations systems. • Disruption – Individuals, organisations and countries may try to prevent an organisation from functioning. 	<ul style="list-style-type: none"> • Social Engineering – Shoulder surfing and phishing. • Malware: <ul style="list-style-type: none"> Viruses Worms Trojans Spyware Botnets Rootkits Ransomware • Hackers • Denial of Service (DDoS) • Man in the middle attacks • Natural Disasters  	<p>Visiting untrustworthy websites: Employees might visit untrustworthy sites, or follow links in emails, which could install malware on the system.</p> <p>Accidental/Unintended disclosure of data: Unwittingly giving out personal, or confidential data with good intention.</p> <p>Stealing/leaking information: Employees might be approached by rival organisations to supply them with data, plans, or trade secrets.</p> <p>Overriding security controls: Employees might override security controls to allow them to install unauthorised software, gain confidential information, or to allow unauthorised users to use the system.</p> <p>Use of portable storage devices (USB sticks): Employees might insert USB memory sticks that might contain viruses into a work computer, which then could infect the system.</p> <p>Downloading from the internet: Employees could download music, games, or other files from the internet, which could contain malware. Many organisations have policies and firewalls</p>	<p>Data loss: If data is deleted, lost, or encrypted by ransomware is could be difficult, impossible, or costly to retrieve.</p> <p>Damage to public image: If a security breach is reported in the media, customers might lose trust in an organisation and choose not to buy from them again.</p> <p>Financial loss: If a company loses money as the result of an attack, from fines, or theft, or ransom, it could affect profits and reduce future investment in the business.</p> <p>Reduced productivity: Time take to deal with a security breach and resolve problems might mean staff are not working normally, time is wasted and productivity lost.</p> <p>Downtime: When a security breach is discovered, systems my need to be shut down for investigation. This may affect the running of the organisation</p> <p>Legal action: If a security breach affects personal data, this could lead to fines as a result of legal action , and damages being paid to those affected.</p>

Year 11 BTEC DIT: Cyber Security

Describe why systems are attacked	What are external threats?	Describe internal threats	What are the impacts of a security breach?
<ul style="list-style-type: none"> • Data theft – • Personal fun/challenge – • Industrial Espionage – • Financial gain – • Personal attack – • Disruption – 		<p>Visiting untrustworthy websites:</p> <p>Accidental/Unintended disclosure of data:</p> <p>Stealing/leaking information:</p> <p>Overriding security controls:</p> <p>Use of portable storage devices (USB sticks):</p> <p>Downloading from the internet:</p>	<ul style="list-style-type: none"> • - • - • - • - • - • -

Year 11 BTEC DIT: Cyber Security

User Access Restrictions pg27+28

Advantage of physical security:

Electronic locks record who enters or leaves.

Disadvantage of physical security:

Keys/swipe cards may be lost, copied, or stolen. PIN numbers might be written down by users.

Advantage of passwords:

Simple and cheap security method to set up

Disadvantage of passwords:

Strong passwords are difficult to remember, and do not protect from phishing.

Advantage of biometric security:

Alternative to hard to remember passwords, and difficult to copy.

Disadvantage of biometric security:

Expensive to setup as specialist equipment is needed.

Advantage of access restrictions:

Users who need to view files can do so but cannot cause problems by making unauthorised changes

Disadvantage of access restrictions:

Technical staff needed to setup. Access levels need to be just right.

Advantage of 2FA:

Higher level of security than just a password, nothing additional to remember

Disadvantage of 2FA:

It can require additional hardware or software.

Data Level Protection pg29

How a firewall protects a system:

A firewall prevents unwanted internet traffic from accessing a system. It filters data, blocking illegitimate access, or cyber threats.

Benefits of using a firewall:

- Firewalls help block suspicious or malicious data, such as hackers trying to access a system.
- Software firewalls are easy to install and update.

Drawbacks of using firewalls:

- Hardware firewalls can be expensive.
- Configuring firewalls can be complex.
- They sometimes block legitimate traffic.

Ways that interface design can be used to protect data:

- Obscuring data entry, covering passwords with ****
- Using autocomplete for login details avoids typing in usernames and passwords.
- CAPTCHA tests can prevent bots from making repeated logins.

Data Level Protection (Device Hardening) pg29

Measures that can be taken to 'harden' or protect a device against malware and cyber attacks:

- Antivirus / anti-malware software protects computers from known malware and removes, or quarantines malware.
- Restrict user access with authentication (e.g. passwords, biometrics, 2FA etc...)
- Ensure security patches are installed and up to date.
- Install firewall software
- Uninstall software that is no longer required, or unsupported
- Remove old user accounts
- Use strong passwords
- Ensure default passwords on routers and other devices are changed.

Year 11 BTEC DIT: Cyber Security

Explain user access restrictions below:	Describe data level protection below:	What is data level protection?
Advantage of physical security :	How a firewall protects a system:	Measures that can be taken to 'harden' or protect a device against malware and cyber attacks:
Disadvantage of physical security :		<ul style="list-style-type: none"> • -
Advantage of passwords :		<ul style="list-style-type: none"> • -
Disadvantage of passwords :	Benefits of using a firewall:	<ul style="list-style-type: none"> • -
Advantage of biometric security :		<ul style="list-style-type: none"> • -
Disadvantage of biometric security :	Drawbacks of using firewalls:	<ul style="list-style-type: none"> • -
Advantage of access restrictions :		<ul style="list-style-type: none"> • -
Disadvantage of access restrictions :		<ul style="list-style-type: none"> • -
Advantage of 2FA :	Ways that interface design can be used to protect data:	<ul style="list-style-type: none"> • -
Disadvantage of 2FA :		<ul style="list-style-type: none"> • -

Year 11 BTEC DIT: Cyber Security

Improving System Security pg32

Key term: Penetration testing

- Penetration testing involves ethical white-hat hackers attempting to break into a system to test whether it is properly protected.
- The ethical hacker will then explain to an organisation, how to tighten security vulnerabilities.

Advantage of penetration testing:

Testing uses methods that real hackers use so is a realistic test. Vulnerabilities can be spotted and fixed

Disadvantage of penetration testing:

Can be expensive, and just because one hacker could not breach the system, other hackers still could.

Key Term: Ethical Hackers

White-hat hackers:

An independent security specialist who is authorised to test a system for security weaknesses.

Grey-hat hackers:

An independent security specialist who might discover an organisation's security vulnerabilities without permission and sometimes break the law.

Policies pg33

Internet usage policy: What internet websites and apps can and cannot be visited/used when at work.

Email policy: Appropriate use of email and how to deal with attachments from unknown sources.

External devices policy: Rules on whether USB sticks and portable hard drives are permitted.

Password policy: Rules for making a strong password (complexity) and guidelines for keeping passwords secure.

Software policy: Rules on how software should be used and on downloading and installing software (is it allowed?).

Personal devices policy: Rules about use of personal devices, such as smartphones and connecting them to company systems.

Disposal of equipment policy: Rules about deleting data before disposing of a device and following environmentally friendly rules for disposal.

Backup policy: How data is backed up, who backs it up and how often.

Disaster Recovery Policy pg36+37

Disaster recovery policy: A disaster recovery policy sets out a plan for what to do if digital systems become unavailable, due to a cyber attack, equipment failure, data loss, fire, terrorism, or other problem/threat.

1. Investigate

Identify the type of attack. When did it start? How bad is it? What parts of the system are affected?

2. Respond

Depending how bad the attack is: Inform relevant stakeholders, such as customers and ICO; Report to the police if a crime has been committed.

3. Manage

Contain the attack: Disconnect, or shut down affected systems to prevent spread. Keep evidence for an investigation.

4. Recover

Disinfect digital systems, restore data from backups, return systems to full working order.

5. Analyse

Identify the source of the attack. How did they gain access? Modify procedures, policies and system configuration as required to protect from further attack. Train staff how to prevent similar problems.

Year 11 BTEC DIT: Cyber Security

Improving System Security	Describe each policy below:	What are the steps to disaster recovery policy?
<p>Key term: Penetration testing</p> <ul style="list-style-type: none">• Penetration testing involves ethical white-hat hackers attempting to break into a system to test whether it is properly protected.• The ethical hacker will then explain to an organisation, how to tighten security vulnerabilities. <p>Advantage of penetration testing:</p> <p>Disadvantage of penetration testing:</p>	<p>Internet usage policy:</p> <p>Email policy:</p> <p>External devices policy:</p> <p>Password policy:</p> <p>Software policy:</p> <p>Personal devices policy:</p> <p>Disposal of equipment policy:</p> <p>Backup policy:</p>	<p>Disaster recovery policy: A disaster recovery policy sets out a plan for what to do if digital systems become unavailable, due to a cyber attack, equipment failure, data loss, fire, terrorism, or other problem/threat.</p> <p>1. _____</p> <p>Identify the type of attack. When did it start? How bad is it? What parts of the system are affected?</p> <p>2. _____</p> <p>Depending how bad the attack is: Inform relevant stakeholders, such as customers and ICO; Report to the police if a crime has been committed.</p> <p>3. _____</p>
<p>Key Term: Ethical Hackers</p> <p>White-hat hackers:</p> <p>Grey-hat hackers:</p>		<p>Contain the attack: Disconnect, or shut down affected systems to prevent spread. Keep evidence for an investigation.</p> <p>4. _____</p> <p>Disinfect digital systems, restore data from backups, return systems to full working order.</p> <p>5. _____</p> <p>Identify the source of the attack. How did they gain access? Modify procedures, policies and system configuration as required to protect from further attack. Train staff how to prevent similar problems.</p>

Media Research Methods

Type of research	Advantages	Disadvantages
<p>Primary</p> <p>New information, collected first-hand.</p>	<ul style="list-style-type: none"> • Up to date information • Questions are specific to your needs • Sample is specific to your needs, e.g. teenagers • Not available to the competition 	<ul style="list-style-type: none"> • Time consuming to collect • Often more expensive
<p>Secondary</p> <p>Information that already exists as it has been collected by someone else.</p>	<ul style="list-style-type: none"> • It is usually cheaper than primary research • It is less time consuming because the information can be easily found 	<ul style="list-style-type: none"> • The information gathered may not be specific or relevant to you. • The information may be out of date • The information is also available to your competitors

Quantitative data: data collected in the form of numbers, statistics. Large amounts can be easily analysed.

Qualitative data: data collected in the form of people's thoughts and opinions. Gain deeper insights into reasons for choices but much harder to analyse.

Primary Research Methods:

1. **Observations:** Actively observing media products and audience behaviours. Example: , monitoring viewers' reactions to a film or watching how people interact with a website interface.
2. **Discussions:** Engaging in conversations with peers to gather a range of different perspectives and insights on media-related topics. Example: discussion on the impact of social media on youth culture.
3. **Interviews:** Conducting one-on-one or group interviews with target audience members to gain in-depth information about their views and perspectives. Example: asking viewers about their media consumption habits.
4. **Surveys:** Using questionnaires or online surveys to collect quantitative data from a large number of respondents. Example: surveying viewers about their favourite TV shows and reasons for watching.
5. **Focus groups:** Bringing together a small group of individuals to participate in a guided discussion. Example: gather feedback from the audience about their specific thoughts and feelings about a new TV show.

Secondary Research Methods:

1. **Television:** You can watch TV shows or interviews about the media product to understand its production process and the intentions of the creators.
2. **Magazines:** You can read magazine articles or interviews with the creators or critics to gain insights and opinions about the media product.
3. **Films:** You can watch documentaries or behind-the-scenes features about the making of the media product to learn about its impact and techniques used.
4. **Internet:** You can search for online reviews, analysis, or fan discussions to gather different perspectives and opinions on the media product.
5. **Books:** You can read books written by experts or scholars that analyse similar media products or explore relevant theories and concepts to gain a deeper understanding and context for your analysis.

Media Research Methods

Type of research	What are the advantages?	What are the disadvantages?
<p>Primary</p> <p>New information, collected first-hand.</p>	<ul style="list-style-type: none"> • - • - • - • - 	<ul style="list-style-type: none"> • - • - • -
<p>Secondary</p> <p>Information that already exists as it has been collected by someone else.</p>	<ul style="list-style-type: none"> • - • - 	<ul style="list-style-type: none"> • - • - • -

What is quantitative data?

What is qualitative data?

Primary Research Methods:

1. What are observations?
2. What are discussions?
3. What are interviews?
4. What are surveys?
5. What are focus groups?

Secondary Research Methods:

1. How can television be used as a method?
2. How can magazines be used?:
3. How are films used?
4. How can the Internet be used as research?
5. How can books be used?



Decoding meaning in media products

Semiotics	The study of signs and symbols and what they mean.
Denotation	The basic or literal meaning of a sign or symbol, what it directly represents. The denotation of a rose is a type of flower with petals, thorns, and a pleasant fragrance.
Connotation	all the extra feelings and ideas (hidden meanings) we connect to a sign or symbol. Example: The connotation of a dove often represents peace and purity due to its association with those concepts in various cultures.
Signs	Used to communicate ideas, concepts, or messages.
Symbols	Special signs with extra meanings.
Signifiers	Things we see or hear that carry the meaning of signs or symbols.
Encoding	When someone creates meaning and attaches messages to signs, like a filmmaker making a movie with a message. Example: Imagine you and your friends are making a funny video together. Each of you decides on the jokes, actions, and expressions to use, which is like encoding your own unique funny message into the video.
Decoding	When people interpret or understand the messages and meanings in signs or media. Example: when you watch a film or TV show you may pick up on the characters emotions or actions which helps you understand what is happening in the story more easily.
Anchorage	Using words or other visuals to guide how we interpret an image or media, like a caption giving more information. Example: A caption accompanying a photograph clarifying the context or providing additional information about the image.
Polysemy	Signs or symbols can have many different meanings or interpretations. Example: The word "bank" can have multiple meanings, such as a financial institution or the edge of a river.
Intertextuality	When texts (like stories or movies) are connected to each other and have references or ideas from other texts, making the meaning more interesting and complex. Example: the movie "Shrek" containing references and parodies of classic fairy tales like Cinderella, Snow White, and Pinocchio to add depth and humour to the story.



Decoding meaning in media products

What is semiotics ?	
Define denotation	
Define connotation	
What do signs do?	
What are symbols ?	
What are signifiers ?	
What is encoding ?	
What is decoding ?	
What does anchorage mean?	
What does polysemy mean?	
What is intertextuality ?	

Year 11: BTEC Media



Purpose of Media Products

Media products, such as movies, TV shows, advertisements, and articles will have different purposes. The purpose is simply **‘the point’** of the media product. The reason why it was created.

Call to Action	Encouraging the audience to take specific actions or make a change. Examples: Campaigns urging people to recycle, volunteer, or support a cause	To Recount	Sharing personal experiences or stories. Examples: Autobiographies, personal blogs, or vlogs.
To Shock	Provoking strong emotional reactions, often to draw attention or create a memorable impact. Examples: News stories highlighting shocking events or horror movies aiming to scare viewers.	To Describe	Providing detailed information about a person, place, or object. Examples: Travel guides, product reviews, or descriptive articles.
To persuade	Convincing the audience to adopt a particular viewpoint or belief. Examples: Political speeches, advertisements promoting a product or service, or opinion articles.	To Inform	Presenting facts, news, or updates to keep the audience knowledgeable. Examples: News articles, weather reports, or educational websites.
To Argue	Presenting different perspectives on a topic and providing evidence to support a particular viewpoint. Examples: Debates, documentaries exploring controversial issues, or opinion pieces.	To Encourage	Motivating the audience to pursue goals, self-improvement, or positive actions. Examples: Inspirational speeches, self-help books, or motivational videos.
To Explain	Clarifying complex concepts or providing step-by-step instructions. Examples: Educational videos, science documentaries, or instructional articles.	To Raise Awareness	Drawing attention to social, environmental, or health issues. Examples: Public service announcements, documentaries on climate change, or charity campaigns.
To Advertise	Promoting a product, service, or event to encourage the audience to purchase or participate. Examples: TV commercials, online banners, or social media posts promoting a new movie release.	To Intrigue	Engaging the audience's curiosity and keeping them interested. Examples: Mystery novels, movie trailers, or cliff-hanger TV series.
To Document	Capturing real events, people, or places for historical or informational purposes. Examples: News reports, historical documentaries, or photojournalism.	To Entertain	Providing enjoyment, relaxation, or amusement. Examples: Movies, TV shows, music, or online games.
		To Instruct	Teaching or imparting knowledge and skills. Examples: How-to videos, DIY articles, or cooking recipes.

Year 11: BTEC Media



Purpose of Media Products- Complete below:

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Call to Action	
To Shock	
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To Document	

To Recount	
To Describe	
To Inform	
To Encourage	
To Raise Awareness	
To Intrigue	
To Entertain	
To Instruct	

Codes and Conventions

- **Codes:** Systems of signs and symbols used in media to convey meaning.
- **Conventions:** Established practices or techniques that are commonly used and expected by the audience. Example: A horror film has spooky music and scary characters. A magazine always has a big cover image and a masthead at the top.

Understanding the codes and conventions in media helps us interpret and understand messages effectively. These can include visual cues, storytelling techniques, camera angles, sound effects, and more. Example: you can often tell you are watching a certain genre of film within the first few minutes simply by observing visual clues, music and the types of characters.

1. What is the purpose of media products that aim to "raise awareness"? Provide an example.

The purpose of media products that aim to raise awareness is to draw attention to social, environmental, or health issues. They seek to inform and educate the audience about important topics. An example could be a documentary on the impact of plastic pollution on marine life, urging viewers to take action to protect the oceans.

2. Explain the meaning of "codes and conventions" in the context of media.

Codes are systems of signs and symbols used in media to convey meaning, while conventions are established practices or techniques that are commonly used and expected by the audience. Codes and conventions help shape the way messages are communicated in media, including visual cues, storytelling techniques, camera angles, sound effects, and more.

Media Producers

Types of media producers:

- **Media conglomerates:** Large corporations that own multiple media outlets and have control over various aspects of the industry. Examples: Comcast Corporation, News Corp
- **Public service broadcasters:** Organisations funded by public resources, with a mandate to provide educational, informative, and culturally enriching content. Examples: BBC, Channel 4
- **Independent media producers:** Small-scale or individual creators who produce media outside of major corporate structures. Example: A24 is an American independent entertainment company that specialises in film and television production, as well as film distribution, based in Manhattan, New York City.
- **Community media organisations:** Non-profit or volunteer-based initiatives that focus on serving local communities and promoting community participation. Example: Radio Regan has been on the air in the Manchester area since 1999. The organisation operates 3 full time community radio stations and provides training opportunities for the areas young people and people from disadvantaged areas.



Codes and Conventions

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2. Explain the meaning of "codes and conventions" in the context of media.

Media Producers

Types of media producers (describe below):

- **Media conglomerates:**
- **Public service broadcasters:**
- **Independent media producers:**
- **Community media organisations:**



Year 11: BTEC Media

Ethos/aims of the media producer:

The ethos/aims of a media producer refers to their guiding principles and values that shape their approach to content creation.

This can include a commitment to:

Quality	Media producers who prioritise quality aim to create content that is well-made, engaging, and of high standards, like a filmmaker who focuses on making movies that look and sound amazing.
Diversity	Media producers committed to diversity make sure that their content represents different cultures, backgrounds, and perspectives, like a TV show that includes characters from various ethnicities and tells stories about people from different walks of life.
Inclusivity	Inclusive media producers strive to make their content accessible and relatable to a wide range of people, like a website that provides closed captions or subtitles for people who are deaf or hard of hearing.
Impartiality	Media producers aiming for impartiality present information or stories without taking sides or being biased, like a news outlet that provides different viewpoints on a topic and lets viewers form their own opinions.
Accessibility	Media producers focused on accessibility make sure their content can be easily accessed by everyone, including people with disabilities, like a website that is designed to be easy to navigate and provides options for larger text or audio descriptions.
Innovation	Innovative media producers come up with new and creative ideas to make their content exciting and fresh, like a video game that uses virtual reality technology or a movie with ground-breaking special effects.

How media products fulfil their purpose:

- **Production values:** The use of technologies, costs of production, and style/design contribute to the overall quality and visual/audio experience of a media product.
- **Participants:** Actors, presenters, hosts, directors, and contributors play vital roles in bringing the content to life.
- **Content:** Storylines, characters, featured people, articles, artwork, or gameplay are elements that engage the audience and convey the intended message or experience.
- **Synergy and marketing:** Cross-media links, connections with other media products, and promotional campaigns help reach a wider audience and create buzz.
- **Distribution:** Media products are delivered through various platforms, such as television, cinema, radio, streaming services, or websites.



Year 11: BTEC Media

Ethos/aims of the media producer:

The ethos/aims of a media producer refers to their guiding principles and values that shape their approach to content creation.

Define the principles/values below:

Quality	
Diversity	
Inclusivity	
Impartiality	
Accessibility	
Innovation	

Explain how these media products fulfil their purpose:

- Production values:
- Participants:
- Content:
- Synergy and marketing:
- Distribution:



Audience Participation

Audience interpretation refers to the process by which individuals understand and make sense of media messages or content. It involves how individuals perceive, analyse, and assign meaning to the information they receive from various media sources such as television, films, newspapers, social media, etc. Audience interpretation is influenced by several factors:

- **Demographics:** involve characteristics that define audience segments, including age, gender, family status, ethnicity, and socio-economic scale (A, B, C1, C2, D, E). These factors provide insights into the composition and diversity of audiences.
- **Psychometric Audience Profile:** considers how individuals think and examines their values, attitudes, and lifestyles (VALs). The Young and Rubicam 4Cs model categorises audiences into different segments:

The Aspirer	Are driven by the desire for success, status, and recognition. They strive to achieve their goals and often seek products and media that align with their aspirations.
The Explorer	Are curious, adventurous, and open to new experiences. They actively seek out unique and innovative content, enjoying variety and novelty in their media consumption
The Mainstreamer	Value tradition, conformity, and maintaining social norms. They are likely to engage with popular, widely accepted media products that align with mainstream cultural values.
The Reformer	Are socially and environmentally conscious. They prioritise social change, justice, and equality. They are drawn to media that reflects their values and supports causes they believe in.
The Resigned	Individuals often feel disempowered or marginalised. They may have a negative outlook and may engage with media products that reflect their frustrations or provide an escape from their realities.
The Struggler	Face financial and personal challenges, often living in economically deprived conditions. They may seek media products that offer practical solutions, inspiration, or a sense of hope.
The Succeeder	Have achieved success and are financially secure. They may engage with media that reinforces their achievements, offers luxury and high-quality experiences, or appeals to their refined tastes.

Audience Participation- Define the types below:

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The Aspirer	
The Explorer	
The Mainstreamer	
The Reformer	
The Resigned	
The Struggler	
The Succeeder	

Year 11: BTEC Media

Audience Types

Mass Audience	A large and diverse audience consuming media products without specific targeting.
Specialised Audience	A smaller, niche audience with specific interests or characteristics
Target/Main Audience	The primary intended audience for a media product.
Secondary Audience	Audiences beyond the primary target, who may also engage with the product.
Tertiary Audience	Audiences further removed from the primary target, but still potentially exposed to the product.

Audience Theories:

Passive Audience Theory: The hypodermic needle model and media effects theory suggest that audiences can be directly influenced by the media, absorbing messages without critical thought.

Stuart Hall's Reception Theory: Recognizes that media producers encode preferred readings into products, but audiences respond differently. Reception theory identifies three different modes of audience response:

- **Dominant/Preferred Reading:** Some audiences interpret media products in line with the intended message of the producer. They accept and reinforce the dominant or preferred meaning encoded in the media text.
- **Negotiated Reading:** Other audiences negotiate their interpretation of media products, combining elements of agreement and resistance. They acknowledge some aspects of the intended message but also bring their own perspectives and values into the interpretation.
- **Oppositional Reading:** Certain audiences interpret media products in direct opposition to the intended message of the producer. They reject or challenge the dominant meaning encoded in the media text, bringing their own alternative interpretations and viewpoints.

Audience Engagement Theory:

Recognizes that audiences can consume media products passively or actively, depending on factors such as the situation, social context, and level of audience involvement. This includes primary, secondary, and tertiary levels of engagement.



Audience Types- describe below:

Mass Audience	
Specialised Audience	
Target/Main Audience	
Secondary Audience	
Tertiary Audience	

- Define **Dominant/Preferred Reading**:
- Define **Negotiated Reading**:
- Define **Oppositional Reading**:

What is the **Audience Engagement Theory**:

Audience Theories:

What is **Passive Audience Theory**?

What is **Stuart Hall's Reception Theory**?



Year 11: BTEC Media

Blumler and Katz Uses and Gratification Theory

This theory suggests that audiences actively choose and engage with media products based on their personal needs and desires. This includes:

Information	People seek media to acquire knowledge, stay informed about current events, and satisfy their curiosity. They use media to gather information on various topics of interest, such as news, weather updates, educational content, or advice.
Personal Identity	Individuals use media to shape their self-perception and reinforce their personal values and beliefs. They seek content that reflects and reinforces their identities, such as television shows, movies, or social media platforms that align with their interests, cultural background, or personal ideologies.
Entertainment	Media serves as a source of relaxation, escapism, and amusement. People use media to entertain themselves, enjoy fictional narratives, engage in leisure activities, or simply have a good time. Examples include watching movies, playing video games, or listening to music.
Social interaction	Media enables social connection and facilitates communication between individuals. People use media to interact with others, maintain relationships, and engage in social communities. This includes social media platforms, online forums, video conferencing tools, or even traditional forms of media like newspapers or television programs that promote social discussion.

Genre

Genre is a way to categorise different types of stories or media based on similar themes, settings, or styles, like adventure, mystery, or fantasy. It is often easy to spot products from different genres because they generally have similar characteristics.

Example: Some generic characteristics of fantasy stories include magical or imaginary elements, such as wizards, mythical creatures, and enchanted worlds. The top 5 movie genres are:

Drama: These are movies that tell serious and emotional stories about people's lives. They make you feel different emotions and show how characters deal with their problems. *Some examples are "The Shawshank Redemption," "Schindler's List," and "The Godfather."*

Action: These movies are all about excitement! They have lots of fast-paced scenes, cool stunts, and big fights. You'll see brave heroes doing daring things and going on adventures. *Some examples are James Bond movies, "Mission: Impossible," and "Mad Max: Fury Road."*

Comedy: These movies are meant to make you laugh and have a good time. They tell funny stories and have silly jokes and funny characters. You'll find yourself giggling and smiling while watching them. *Some examples are "Anchorman: The Legend of Ron Burgundy," "Bridesmaids," and "Superbad."*

Science Fiction: These movies take you to different worlds and show amazing futuristic things. They often have cool technology, space travel, or robots. They make you think about what could happen in the future and explore interesting ideas. *Some examples are "Star Wars," "Blade Runner," and "The Matrix."*

Thriller/Suspense: These movies keep you on the edge of your seat! They have thrilling and suspenseful stories with lots of twists and surprises. You'll feel excited and curious to know what happens next. *Some examples are "Psycho," "The Silence of the Lambs," and "Inception."*

Year 11: BTEC Media

Blumler and Katz Uses and Gratification Theory

This theory suggests that audiences actively choose and engage with media products based on their personal needs and desires. This includes:

Information

Personal Identity

Entertainment

Social interaction

Genre

Describe the characteristics of the top 5 movie genres below:

Drama:

Action:

Comedy:

Science Fiction:

Thriller/Suspense:

Year 11: BTEC Media

Understanding Narrative Elements in Media

Storytelling devices: Storytelling devices are tools that storytellers use to make their stories interesting and exciting. These tools help them tell the story in a way that captures the audience's attention and keeps them engaged.

Various techniques enhance storytelling, such as;

Foreshadowing	Hinting at future events
Red Herrings	Misleading clues
Subplots	Secondary story lines
Flashbacks/forwards	Narrative jumps in time
Parallel action	Intercutting between multiple storylines
Enigmas	Mysterious elements
Cliffhangers	Suspenseful endings



Storytelling in Non-Fiction:

- **Inverted pyramid structure:** Non-fiction storytelling often follows a structure where the most important information is presented first (who? what? where? when? why? how?) in the lead, followed by supporting details and quotations in the body, and additional related information in the tail.
- **Storytelling devices:** Non-fiction storytelling may involve interviews/quotations with people involved, experts, or members of the public, facts and figures to support the narrative, and the use of language to engage and inform the audience.

Narrative Structures

Narrative structures refer to the organisation and arrangement of elements within a story or narrative. It encompasses how the story is constructed, how events unfold, and how the plot is organised to create a coherent and engaging experience for the audience or readers.

Linear: A straightforward narrative progression from beginning to end, following a chronological order.

Non-linear: The narrative is presented out of chronological order, using techniques like flashbacks or parallel storylines.

Open/Closed: Open narratives leave room for interpretation or unresolved elements, while closed narratives provide a clear resolution.

Single/Multi-strand: Single-strand narratives focus on a single main storyline, while multi-strand narratives involve multiple interconnected storylines.

Todorov: Had a theory for structuring engaging narratives. He said that all stories go through this cycle: equilibrium, disruption, recognition, repair and new equilibrium.

Year 11: BTEC Media

Understanding Narrative Elements in Media

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Red Herrings	
Subplots	
Flashbacks/forwards	
Parallel action	
Enigmas	
Cliffhangers	



Storytelling in Non-Fiction:

- What is the inverted pyramid structure?
- What are storytelling devices?

Narrative Structures- define below:

Narrative structures refer to the organisation and arrangement of elements within a story or narrative. It encompasses how the story is constructed, how events unfold, and how the plot is organised to create a coherent and engaging experience for the audience or readers.

Linear:

Non-linear:

Open/Closed:

Single/Multi-strand:

Todorov:

Point of View (POV)

POV refers to the perspective or vantage point from which the story is presented or narrated. It represents the lens through which the events, characters, and emotions of the story are conveyed to the audience or readers.

Subjective	The subjective camera angle renders the audience an active participant of the event. Either by seeing the event through the character's eyes. Or by trading places with another person in the picture (e.g., first-person) This reflects their thoughts, emotions, and biases.
Objective	Objective camera angle provides a side-line view of the action. Through the objective viewpoint, the audience looks on, perhaps from the eyes of an unseen observer. Example: In a film, positioned within a passing character e.g. a random person within a crowd looking at the action.
Privilege Spectator	An external perspective that provides insight into the thoughts and actions of multiple characters. Example: In a film you could be positioned high up (like a fly on the wall) and you get to witness something that none of the other characters can see.

Characterisation

Character development: Characters grow and change. Complex characters have strengths, weaknesses, and flaws. They face challenges, learn, and transform. Character arc shows the journey, growth, and evolving relationships.

Hero/Protagonist	The main character who sets out on a journey or quest.
Villain/Antagonist	The character who opposes or creates conflicts for the hero.
Donor/Provider	The character who gives the hero a magical object, information, or assistance to aid their quest.
Helper	A character who assists the hero throughout their journey.
Princess/Damsel	The character in need of rescue or with whom the hero seeks a relationship.
False Hero	A character initially believed to be the hero but later revealed as deceptive or unworthy

Point of View (POV)

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Objective	
Privilege Spectator	

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Villain/Antagonist	
Donor/Provider	
Helper	
Princess/Damsel	
False Hero	

Year 11: BTEC Media

Media Representation and Perspectives

Representation in the media is how people, places, issues, and events are shown. Here are some important points to remember:

1. Audience Positioning and Perspective:

- Media can shape how we see and think about things.
- Different perspectives can influence our understanding of a story.
- For example, a news report might focus on different angles depending on the intended audience.

2. Audience Identification:

- Media tries to make us relate to characters or situations.
- We may see ourselves in the heroes or villains of a story.
- For example, a movie might have a young hero we can look up to and connect with.

3. Use of Stereotyping:

- Stereotyping is when groups of people are shown in simplified or exaggerated ways.
- It can create biases and unfair judgments.
- For example, a TV show might show a certain group always behaving in a certain way, which isn't true for everyone.

4. Positive and Negative Representations:

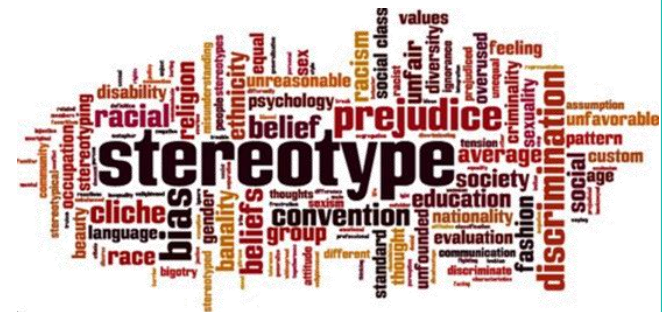
- Media can show people, places, and events in positive or negative ways.
- Positive representations can inspire and uplift us.
- Negative representations can reinforce stereotypes and hurtful ideas.
- For example, a magazine might portray a diverse group of friends having fun together, promoting inclusivity.

How can media products position the audience and influence their beliefs and attitudes?

Media products can position the audience through storytelling techniques, camera angles, music choices, and persuasive messaging. By appealing to emotions, presenting certain viewpoints, and shaping narratives, media can shape the audience's beliefs, values, and attitudes.

What are the consequences of stereotyping in media representations?

Stereotyping in media can lead to unfair judgments, perpetuate harmful biases, and create misunderstandings about certain groups of people. It can contribute to discrimination, marginalisation, and the reinforcement of negative stereotypes, affecting individuals and communities negatively.



Year 11: BTEC Media

Media Representation and Perspectives

Representation in the media is how people, places, issues, and events are shown.
What are the important things to remember?

1. Audience Positioning and Perspective:

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-
-

2. Audience Identification:

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3. Use of Stereotyping:

-
-
-

4. Positive and Negative Representations:

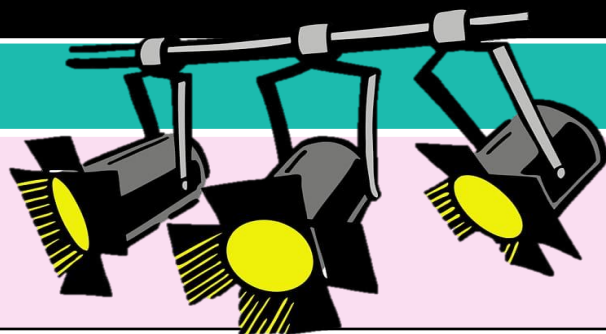
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How can media products position the audience and influence their beliefs and attitudes?

What are the consequences of stereotyping in media representations?



Media Production Techniques



Mise en Scène: refers to the arrangement of visual elements within a scene in media production. It includes various components that contribute to the overall look and feel of a scene.

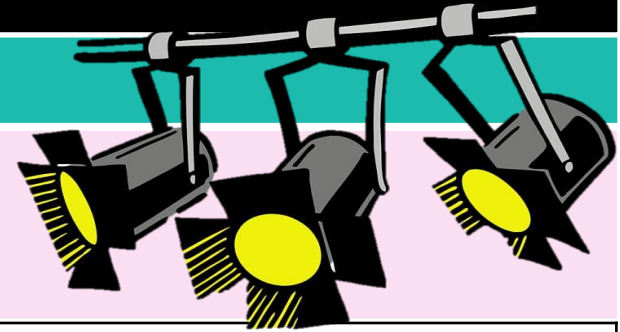
Top 5 components of Mise en Scène:

Setting	This is where the scene happens, like a place or environment. It includes things like buildings, landscapes, or inside spaces. The setting helps create the look and feel of the scene.
Costume and Makeup	This is about the clothes, accessories, and makeup that the characters wear. It shows what they look like and helps us understand their personality and role in the story.
Lighting	This is how the scene is lit up. Different types of lighting can make things look different and create different moods. For example, bright lighting can make things feel happy, while dark lighting can make things feel mysterious or scary.
Props and Objects	These are the things that the characters use or have around them in the scene. Props can give us important clues, show what time period the story is in, or help tell the story in other ways.
Acting and Performance	This is about how the actors act out their characters. They use their faces, bodies, and emotions to bring the characters to life. The way they talk, move, and express themselves helps make the scene more interesting and believable.

Lighting

Low key	This kind of lighting makes the scene look dramatic and mysterious. It uses strong contrasts between light and dark.
High key	This lighting makes the scene bright and evenly lit. It's often used in happy or funny scenes.
Back	When the light comes from behind the subject, it creates a special effect. It makes the subject look like they have a glowing halo around them and emphasises their shape.
Side	This is when the light comes from the side. It adds depth to the scene and makes things look more textured.
Soft	Soft lighting makes the scene look gentle and diffused. It reduces harsh shadows and makes people look nicer.
Hard	Hard lighting makes the scene look strong and direct. It creates clear, sharp shadows and a more intense feeling.
Realistic	This lighting tries to look like natural light sources, making the scene feel real and authentic.
Ambient	This is the general light that fills up the whole scene. It helps set the mood or show where the scene is taking place.
Expressive	This lighting is used to create specific feelings or emotions in the scene. It adds to the story and makes it more exciting.

Media Production Techniques



Mise en Scène: refers to the arrangement of visual elements within a scene in media production. It includes various components that contribute to the overall look and feel of a scene.

Describe below the top 5 components of Mise en Scène?

Lighting

Setting		Low key	
Costume and Makeup		High key	
Lighting		Back	
Props and Objects		Side	
Acting and Performance		Soft	
		Hard	
		Realistic	
		Ambient	
		Expressive	

Media Production Techniques

Camerawork		Use of Sound	
Low-angled shot	When the camera is below the subject, it makes them look really powerful, strong, or scary.	Diegetic	This is the sound that comes from the world of the story. It includes things like the characters talking or making sounds in the movie or show.
Extreme close up	This is when the camera zooms in really close to show a small detail of something. It makes that detail seem really important or intense.	Non-diegetic	This is sound that doesn't come from the story world. It includes background music or a voice that talks to us but the characters can't hear.
Long shot	When the camera is far away, it captures the whole scene or subject. It helps us understand where everything is happening and how big things are.	Sound effects	These are special sounds that are added to make the scene more exciting or to create certain feelings. They are not real sounds that were recorded during filming.
Medium shot	This shot shows the subject from the waist up. It's a good balance between being close enough to see details and far enough to understand the surroundings.	Sound mixing	This is when different sounds are combined and adjusted so that they sound good together. It's like making sure all the sounds are at the right volume and can be heard clearly.
Eye level shot	This is when the camera is at the same height as the subject's eyes. It helps us see things from a neutral and relatable perspective.	Sound bridge	This is when the sound from one scene continues into the next scene. It helps the scenes flow smoothly together.
High angle shot	The camera is positioned above the subject, making them look small, weak, or in a vulnerable position.	Ambient	These are the sounds that you would hear in the background of a scene. They help create the feeling of being in that place.
Point of view shot	This shot shows the scene from the character's perspective. It makes us feel like we're seeing what the character sees and experiencing the scene through their eyes.	Synchronised	This is when the sound matches what you see on the screen. For example, if a character is walking, you will hear their footsteps. It makes everything feel more real.
		Voice over	This is when a voice speaks over the movie or show but you don't see who is talking. It's like someone is telling you extra information or giving their thoughts.

Media Production Techniques

Camerawork		Use of Sound	
Low-angled shot		Diegetic	
Extreme close up		Non-diegetic	
Long shot		Sound effects	
Medium shot		Sound mixing	
Eye level shot		Sound bridge	
High angle shot		Ambient	
Point of view shot		Synchronised	
		Voice over	

Editing Techniques



Cut: This is when one shot is quickly replaced by another shot. It's like changing from one picture to another really fast.

Fade In: This is when a scene gradually appears on the screen. It starts from a black screen and gets brighter until you can see the scene clearly.

Fade Out: This is the opposite of fade in. It's when a scene slowly disappears from the screen. It goes from bright to dark until it's all black.

Dissolve: This is when one shot fades away while another shot gradually appears. It's like the two shots blend together smoothly.

Wipe: In this editing technique, the next shot moves across the screen and "wipes away" the previous shot, revealing the new scene.

Flashback: This is when the story pauses and shows a scene from the past. It helps us understand something that happened before the current time in the story.

Shot-Reverse-Shot: This is when the camera goes back and forth between two characters who are talking to each other. It shows their reactions and interactions during the conversation.

Cross Cutting: This is when the movie or show cuts between two or more different scenes happening at the same time. It can create suspense or show how the scenes are connected to each other.

Eyeline Match: This editing technique connects what a character is looking at with the next shot showing what they are seeing. It helps us understand their point of view and what they are paying attention to.

Editing Techniques



Cut:

Fade In:

Fade Out:

Dissolve:

Wipe:

Flashback:

Shot-Reverse-Shot:

Cross Cutting:

Eyeline Match:

Design and Technology



Helping every person achieve things they never thought they could.

Year 11 Design and Technology: our world

Technology Push is when research and development in new technology, drives the development of new products.

Technology push is when products are **re-designed because of changes in materials or manufacturing methods.**

This might mean that **new materials have become available**, with improved properties; or that improvements in manufacturing processes mean a manufacturer can **make the product cheaper or more efficiently**, which reduces manufacturing costs and carbon footprints

Market Pull

Market pull is when product ideas are produced in response to market forces.

Examples of market influences include:

- A demand from consumers for new or improved products.
- A competing product is launched by another manufacturer.
- A manufacturer wants to increase their of share the market.

Global Production

Products are sold and manufactured worldwide: we need to consider the positive and negative implications of this and how the products we design affect people, jobs & the environment.

- Developments in transport makes it easier for manufactures to ship materials, components and products worldwide.
- Allows for materials and components to be sourced in one country, manufactured into products or part-products in another and ship worldwide.
- Manufacturing costs can be reduced through automation or global production impacting jobs.
- Mobile technology & the internet make it easier to communicate with people all over the world.
- Greater competition among manufactures, reducing cost

CAD/CAM/CNC

CAD - Computer Aided Design

An effective method of drawing, editing and presenting design work digitally.

CAM - Computer Aided Manufacture

Using machinery to produce products. CAM machines run from instructions produced from CAD drawings.

CNC - Computer Numerically Controlled

Machine tools that are controlled by a computer.

Product Lifecycle

Product life cycle an important part of marketing. It covers the 4 stages a product goes through from its initial introduction to the market until it is replaced as it is not selling well or has been used.



The introduction stage is when the product is 1st developed, the 2nd is growth and manufacturing, maturity would be as the product is used by the customer and decline in and the end of its life when the product is disposed of.

Carbon Footprint

The impact human activities have on the environment in terms of the amount of green house gases produced, measured in units of carbon dioxide



Year 11 Design and Technology: our world

CAD/CAM/CNC

What is technology push?
(give examples)

What is market pull?
(Provide examples)

What is CAD?

What is CAM?

What is CNC?

What is product lifecycle? Explain the stages below:

Global Production- what are the positive and negative implications?

Products are sold and manufactured worldwide: we need to consider the positive and negative implications of this and how the products we design affect people, jobs & the environment.

- -
- -
- -
- -
- -

What is carbon footprint?



Year 11 Design and Technology: our world

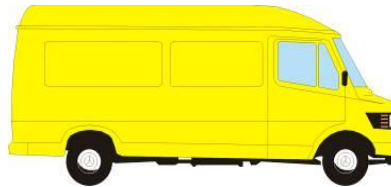
6 Rs - Sustainability

1. **Recycle** and reprocess the materials
2. **Re-use** materials/components/products for another purpose
3. **Reduce** the amount of energy and resources used throughout the whole product life cycle
4. **Repair** products/design them to be easily repaired
5. **Rethink** our current lifestyles and the way we design and make
6. **Refuse** products which are unnecessary or wastefully use resources

Product Miles

How many miles does the product travel?

- Source material to primary processor
- Material to factory
- Product to distributor
- Distributor to retail outlet
- Retail outlet to home



Scale of Productions

There are 4 scale of production:

- prototype or one-off production
- batch production
- mass production
- continuous production

Planned Obsolescence

When a manufacturer plans or designs a product to have a short, useful life. It could mean that after a period of time, the product:

- becomes unfashionable
- will no longer function.

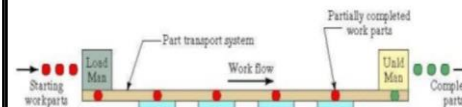
Just-in-Time (JIT)

Just-in-time (JIT) production is a method of organizing a factory so that materials and components are ordered to arrive at the product assembly plant just in time for production.

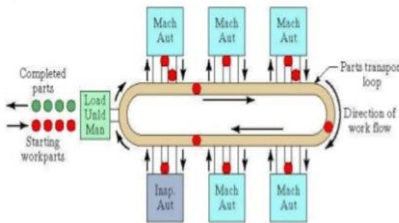
- triggered by a customer order.
- The correct amounts of materials are ordered in to cover the order, and these arrive just as they are needed by production.
- This saves money on storage, reduces waste and ensures there is no money wasted producing stock that will remain unsold.

Flexible Manufacturing Systems

1. Progressive Layout



2. Loop Layout



Production is organized into cells of automated machines performing different tasks. Often along a conveyor line.

Lean Manufacture

Focuses on maximizing productivity while reducing waste when manufacturing.

- Reduced lead times and operating costs
- Improved product quality and customer satisfaction
- Resource savings and better sustainability
- Flexibility through small batch sizes and low inventories
- Better management of process complexity

Year 11 Design and Technology: our world

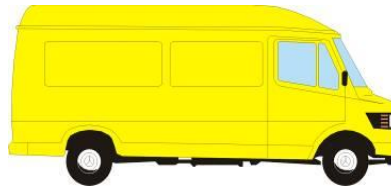
What are the 6 Rs of sustainability?

1. -
2. -
3. -
4. -
5. -
6. -

Product Miles

How many miles does the product travel?

- Source material to primary processor
- Material to factory
- Product to distributor
- Distributor to retail outlet
- Retail outlet to home



Scale of Productions

What are the 4 scales of production?

- -
- -
- -
- -

Planned Obsolescence

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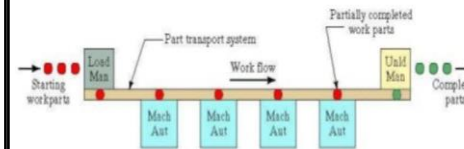
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- -

What is Just-in-Time (JIT) production? Give examples.

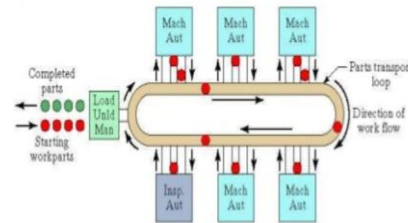
Just-in-time (JIT) production is:

Flexible Manufacturing Systems

1. Progressive Layout



2. Loop Layout



Production is organized into cells of automated machines performing different tasks. Often along a conveyor line.

What is lean manufacture?

Year 11 Design and Technology: Timbers

Timber Classifications

Hardwood

- comes from deciduous trees
- trees lose their leaves in winter
- trees have broad leaves
- is slower growing than softwood
- has seeds that are housed in fruit
- is generally more expensive than softwood
- generally good resistance to decay.



Softwood

- comes from coniferous trees
- is evergreen
- trees have needles rather than leaves
- is quick growing
- has seeds that are housed in cones
- is extensively used in joinery
- is generally less expensive than hardwood
- has generally poor resistance to decay.



Manufactured boards are usually made from timber waste and adhesive. To make them more aesthetically pleasing they are often veneered. They are cheap to buy but will need protective coatings for longevity.

Chip board

Medium Density Fibreboard (MDF)

Plywood

Stock Forms

Timber and man-made boards are available in different standardised forms.

Timber cut at a sawmill, it is referred to as sawn finish and uses include garden fence posts and some building work. This type of finish is rough and has not been treated or machined further.

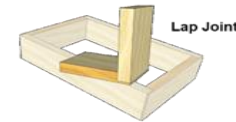
Timber that is sold at DIY shops or from a timber merchant can often be bought with planed edges that have been machined smooth.

Manufactured boards are in sheet form and in standard sizes with various thicknesses depending on the material.

Traditional Joints



Dowel Joint



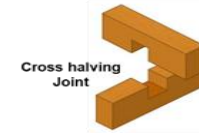
Lap Joint



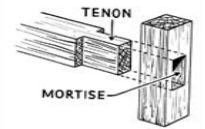
Mitre Joint



Finger Joint



Cross halving Joint

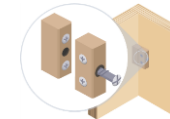


TENON

MORTISE

Fixings and Fastenings

Temporary fixings will often be done using fastening components, such as screws or knock-down fittings, which are most commonly used in joining flat-pack furniture.



Surface finishes.

Physical properties of timbers can be changed, such as colour and texture, by applying a surface finish to the wood.

- staining
- varnishing
- oiling
- waxing
- painting
- laminating

Year 11 Design and Technology: Timbers

Timber Classifications

Hardwood- list the characteristics:

- -
- -
- -
- -
- -
- -
- -



Softwood- list the characteristics

- -
- -
- -
- -
- -
- -
- -



Manufactured boards are usually made from timber waste and adhesive. To make them more aesthetically pleasing they are often veneered. They are cheap to buy but will need protective coatings for longevity. **Give 3 examples below:**

-
-
-

Stock Forms

Timber and man-made boards are available in different standardised forms.

Timber cut at a sawmill, it is referred to as sawn finish and uses include garden fence posts and some building work. This type of finish is rough and has not been treated or machined further.

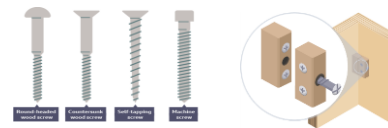
Timber that is sold at DIY shops or from a timber merchant can often be bought with planed edges that have been machined smooth.

Manufactured boards are in sheet form and in standard sizes with various thicknesses depending on the material.

Traditional Joints- draw 4 different joints below:

Fixings and Fastenings

Temporary fixings will often be done using fastening components, such as screws or knock-down fittings, which are most commonly used in joining flat-pack furniture.



Surface finishes- list below:

- -
- -
- -
- -
- -

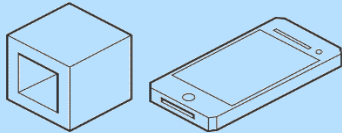
Year 11 Design and Technology: Design Skills

Isometric Drawings,

A good way of showing measurements and how components fit together. Unlike perspective drawings, they don't get smaller as the lines go into the distance.

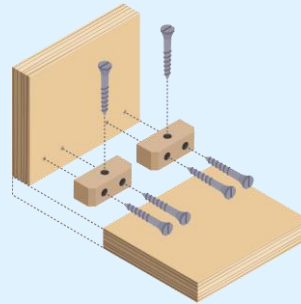
There are three main rules to isometric drawing:

- horizontal edges are drawn at 30 degrees
- vertical edges are drawn as vertical lines
- parallel edges appear as parallel lines



Exploded Diagrams.

Exploded diagrams show how a product can be assembled and how the separate parts fit together, with dotted lines showing where the parts slide into place. The diagrams also show components that would usually be hidden in a solid drawing.



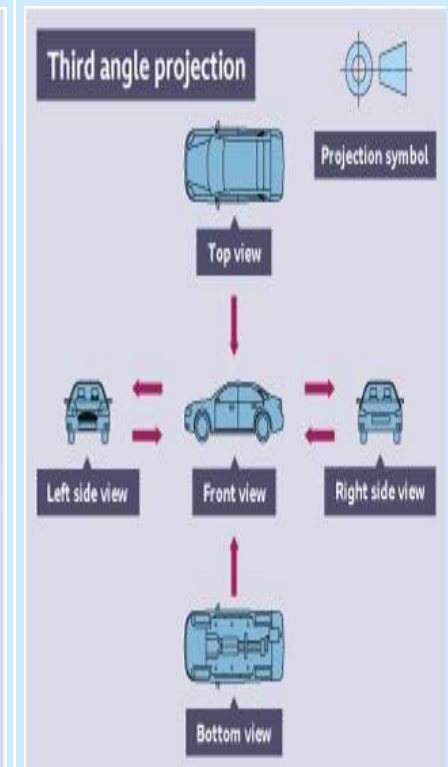
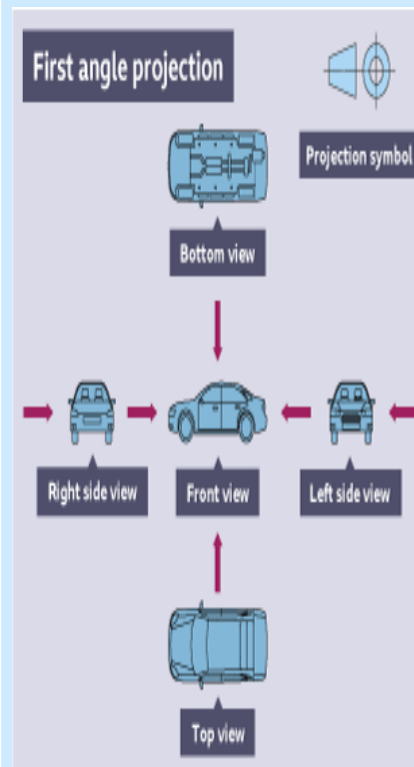
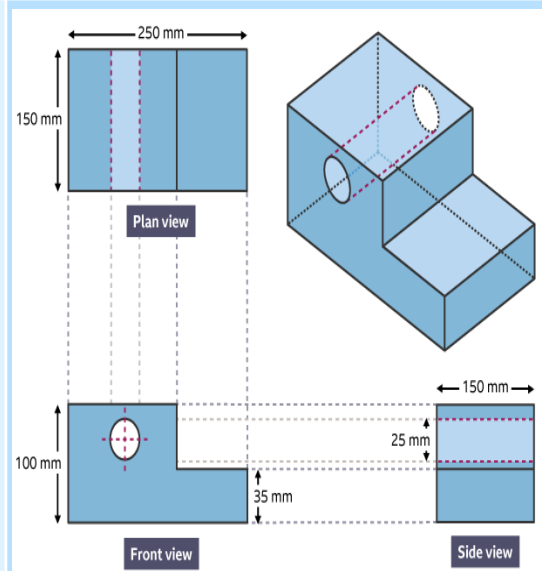
Orthographic projections have a set of standard lines to show different aspects of the diagram. These lines allow complex shapes to be drawn simply in 2D.

Outlines	
Construction lines	
Hidden details	
Dimension arrow	
Centre line	

Orthographic Drawing.

Orthographic projections are working drawings in either a **first or third angle projection** and show each side of a design without perspective, ie a 2D drawing of a 3D object.

They are used to show an object from every angle to help manufacturers plan production. Starting with a front view of a product, construction lines show where areas join and are used to draw a side and plan (top) view, ensuring that the drawing is accurate from all angles. These drawings are to scale and must show dimensions.

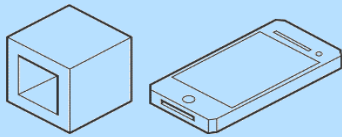


Year 11 Design and Technology: Design Skills

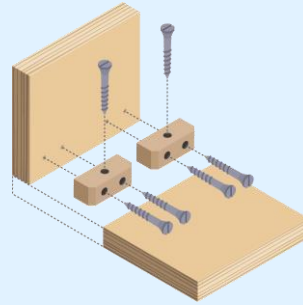
Isometric Drawings,

What are the 3 rules for isometric drawings?

- -
- -
- -



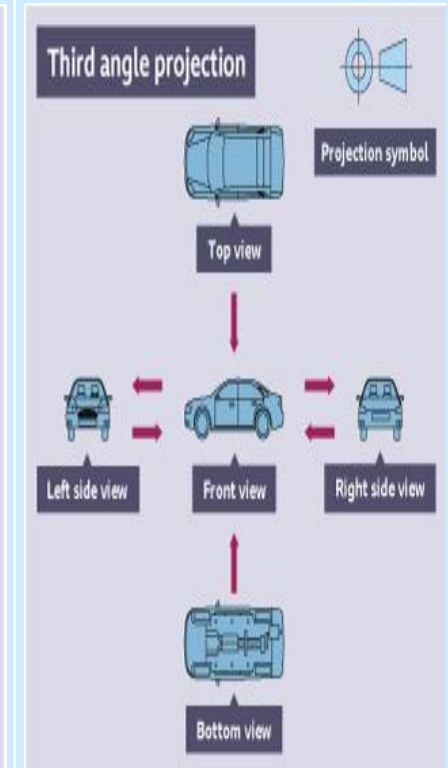
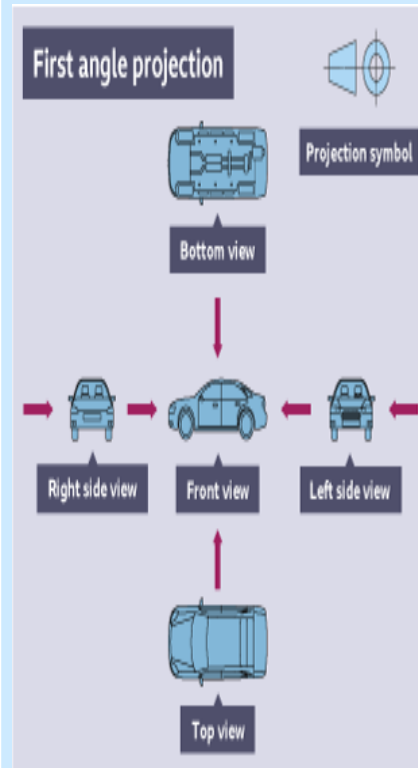
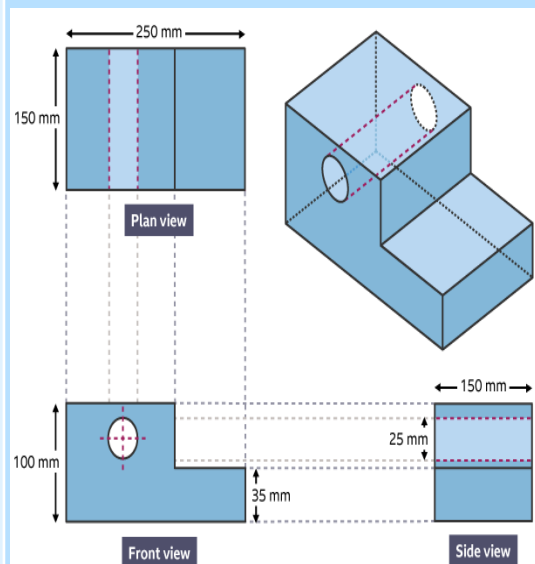
What is an exploded diagram?



Orthographic projections have a set of standard lines to show different aspects of the diagram. These lines allow complex shapes to be drawn simply in 2D. **What are the lines called?**



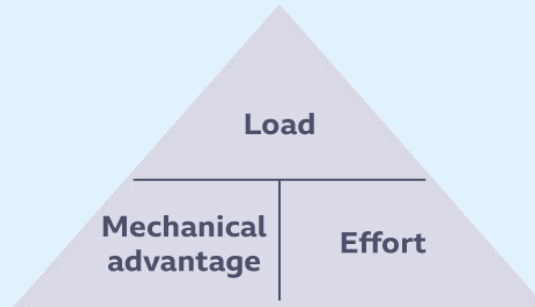
What are orthographic drawings?



Year 11 Design and Technology: Mechanical Components

Different Types of Motion

- **Rotary** - moves in a complete circle, e.g. a wheel turning.
- **Linear** - moves in a straight line, e.g. a train moving down a track.
- **Oscillating** - moves backwards and forwards in part of a circle, e.g. a pendulum of a mechanical clock.
- **Reciprocating** - moves backwards and forwards in a straight line, e.g. a piston or pump.



1. mechanical advantage = load ÷ effort
2. load = mechanical advantage × effort
3. effort = load ÷ mechanical advantage

Lever

There are three different types of levers. They are based on the order of fulcrum and load in a different order:

First order levers (Class 1) place the fulcrum between the effort and the load. Examples would be a seesaw, which places the fulcrum in the centre and allows equally weighted children to lift each other up

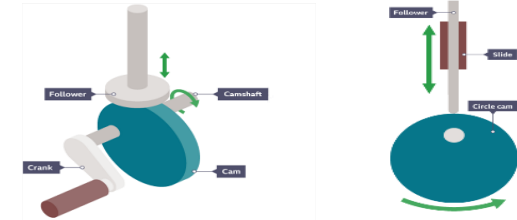
Second order levers (Class 2) place the fulcrum at one end of the lever and the effort at the other, with the load in the centre. The closer together the fulcrum and load are, the easier it is to lift the load. Examples include wheelbarrows, nutcrackers and some bottle openers.

Third order levers (Class 3) place the effort between the fulcrum and the load. If the effort and the fulcrum are further apart, it becomes easier to lift. Examples include tweezers or fishing rods.

Cams Mechanism

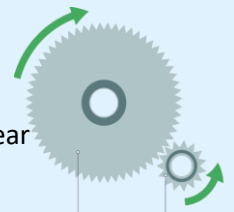
A cam mechanism has two main parts:

- a **cam** - attached to a crankshaft, which rotates
- a **follower** - touches the cam and follows the shape, moving up and down



Gear Trains

Gear trains are when two or more gears are joined together. In a simple gear train, the drive gear turns in the opposite direction to the driven gear.



$$\text{Gear ratio} = \frac{\text{number of teeth on driven gear}}{\text{number of teeth on the drive gear}}$$

Pulleys

Pulleys use mechanical advantage, similar to levers, to lift up loads. Pulleys are wheel shaped with a groove that allows a cord to sit inside the groove.

Belts can be attached around different-sized pulleys to drive shafts to change speed. As with gears, the bigger the wheel, the slower the speed. The velocity ratio between two pulleys can be calculated.

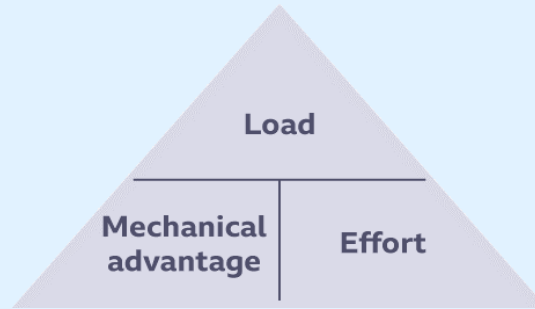
$$\text{Velocity ratio} = \frac{\text{diameter of the driven pulley}}{\text{diameter of the driver pulley}}$$

$$\text{Output speed} = \text{input speed} \div \text{velocity ratio}$$

Year 11 Design and Technology: Mechanical Components

What are the different types of motion?

- -
- -
- -
- -



1. mechanical advantage = load ÷ effort
2. load = mechanical advantage × effort
3. effort = load ÷ mechanical advantage

Lever

There are three different types of levers.

They are based on the order of fulcrum and load. **Describe them below:**

First order levers (Class 1)

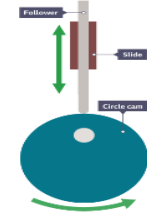
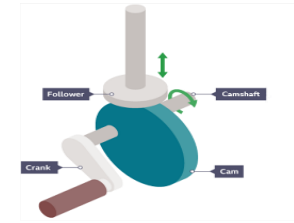
Second order levers (Class 2)

Third order levers (Class 3)

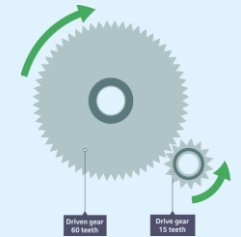
Cams Mechanism

A cam mechanism has two main parts- what are they?

- -
- -



Gear Trains How do we work out the gear ratio of a gear train?



Pulleys How does a pulley work?

Belts How can we calculate the velocity ratio of a belt mechanism?

Year 11 Hospitality and Catering- Understanding the importance of nutrition

Macro-nutrients

Carbohydrates - Carbohydrates are mainly used in the body for energy. There are two types of carbohydrates which are:

- **Starch** - Examples include bread, pasta, rice, potatoes and cereals.
- **Sugar** - Examples include sweets, cakes, biscuits & fizzy drinks.

Fat - This is needed to insulate the body, for energy, to protect bones and arteries from physical damage and provides fat soluble vitamins. There are two main types of fat which are:

- **Saturated fat** - Examples include butter, lard, meat and cheese.
- **Unsaturated fat** - Examples include avocados, plant oils such as sunflower oil, seeds and oily fish.

Protein - Protein is mainly used for growth and repair in the body and cell maintenance. There are two types of protein which are:

- **High biological value (HBV) protein** - Includes meat, fish, poultry, eggs, milk, cheese, yogurt, soya and quinoa.
- **Low biological value (LBV) protein** - Includes cereals, nuts, seeds and pulses.

Micro-nutrients

Vitamins

Fat soluble vitamin A - Main functions include keeping the skin healthy, helps vision in weak light and helps children grow. Examples include leafy vegetables, eggs, oily fish and orange/yellow fruits.

Fat soluble vitamin D - The main function of this micro-nutrient is to help the body absorb calcium during digestion. Examples include eggs, oily fish, fortified cereals and margarine.

Water soluble vitamin B group - Helps absorb minerals in the body, release energy from nutrients and helps to create red blood cells. Examples include wholegrain foods, milk and eggs.

Water soluble vitamin C - Helps absorb iron in the body during digestion, supports the immune system and helps support connective tissue in the body which bind cells in the body together. Examples include citrus fruits, kiwi fruit, cabbage, broccoli, potatoes and liver.

Micro-nutrients

Minerals

Calcium - Needed for strengthening teeth and bones. Examples include dairy products, soya and green leafy vegetables.

Iron - To make haemoglobin in red blood cells to carry oxygen around the body. Examples include nuts, beans, red meat and green leafy vegetables.

Sodium - Controls how much water is in the body and helps with the function of nerves and muscles. Examples include salt, processed foods and cured meats.

Potassium - Helps the heart muscle to work correctly and regulates the balance of fluid in the body. Examples include bananas, broccoli, parsnips, beans, nuts and fish.

Magnesium - Helps convert food into energy. Examples include wholemeal bread, nuts and spinach.

Dietary fibre (NSP) - Helps digestion and prevents constipation. Examples include wholegrain foods (wholemeal pasta, bread and cereals), brown rice, lentils, beans and pulses.

Water - Helps control temperature of the body, helps get rid of waste products from the body and prevents dehydration. Foods that contain water naturally include fruits and vegetables, milk and eggs

Year 11 Hospitality and Catering- Understanding the importance of nutrition

Name the 3 macro-nutrients and provide examples:

Micro-nutrients

What do each of these vitamins do? (Provide examples)

Fat soluble vitamin A –

Fat soluble vitamin D –

Water soluble vitamin B group –

Water soluble vitamin C -

Micro-nutrients

Describe what each mineral below does. Provide examples:

Calcium -

Iron –

Sodium -

Potassium -

Magnesium -

Dietary fibre (NSP) -

Water -

Year 11 Hospitality and Catering- Understanding the importance of nutrition

Nutrition at different life-stages

Adults:

Early – Growth in regard to height of the body continues to develop until 21 years of age. Therefore, all micro-nutrients and macro-nutrients especially carbohydrates, protein, fats, vitamins, calcium and iron are needed for strength, to avoid diseases and to maintain being healthy.

Middle – The metabolic rate starts to slow down at this stage, and it is very easy to gain weight if the energy intake is unbalanced and there isn't enough physical activity.

Elderly – The body's systems start to slow down with age and a risk of blood pressure can increase as well as decrease in appetite, vision and long-term memory. Because of this, it is essential to keep the body strong and free from

Children:

Babies – All nutrients are essential and important in babies, especially protein as growth and development of the body is very quick at this stage. Vitamins and minerals are also important. You should try to limit the amount of salt and free sugars in the diet.

Toddlers – All nutrients remain very important in the diet at this stage as growth remains. A variety of foods are needed for toddlers to have all the micro-nutrients and macro-nutrients the body needs to develop.

Teenagers – The body grows at a fast pace at different times at this stage as the body develops from a child to an adult, therefore all nutrients are essential within proportions. Girls start their menstruation which can

Special Dietary Needs

Different energy requirements based on:

Lifestyles / Occupation / Age / Activity level

The amount of energy the body needs is determined with each of the above factors e.g. active lifestyle or physical activity level would need more energy compared to a person being sedentary.

Dietary requirements:

Religious beliefs – Different religions have different dietary requirements.

Vegetarian – Avoids eating meats and fish but does eat dairy products and protein alternatives such as Quorn and tofu.

Vegan – Avoids all animal foods and products but can eat all plant-based foods and protein alternatives such as tofu and tempeh.

Pescatarian – Follows a vegetarian diet but does eat fish products and seafood.

Medical conditions:

Allergens – Examples of food allergies include milk, eggs, nuts and seafood.

Lactose intolerance – Unable to digest lactose which is mainly found in milk and dairy products.

Gluten intolerance – Follows a gluten free diet and eats alternatives to food containing wheat, barley and rye.

Diabetes (Type 2) – High level of glucose in the blood, therefore changes include reducing the amount of fat, salt and sugar in the diet.

Cardiovascular disorder – Needing a balanced, healthy diet with low levels of salt, sugar and fat.

Iron deficiency – Needing to eat more dark green leafy vegetables, fortified cereals and dried fruit.

Year 11 Hospitality and Catering- Understanding the importance of nutrition

Describe nutrition at each different life-stage:

Adults:

Early –

Middle –

Elderly –

Children:

Babies –

Toddlers –

Teenagers –

Define the different special dietary needs below:

Different energy requirements based on:

Lifestyles / Occupation / Age / Activity level

The amount of energy the body needs is determined with each of the above factors e.g. active lifestyle or physical activity level would need more energy compared to a person being sedentary.

Dietary requirements:

Religious beliefs –

Vegetarian –

Vegan –

Pescatarian –

Medical conditions:

Allergens –

Lactose intolerance –

Gluten intolerance –

Diabetes (Type 2) –

Cardiovascular disorder –

Iron deficiency –

Year 11 Hospitality and Catering- How cooking methods can impact on nutritional value

Water Based Methods

Boiling

Up to 50% of vitamin C is lost when boiling green vegetables in water.
The vitamin B group is damaged and lost in heat.

Poaching

The vitamin B group are damaged in heat and dissolve in water.

Steaming

Steaming is the best cooking method for keeping vitamin C in foods.
Only up to 15% of vitamin C is lost as the foods do not come into contact with water.

Roasting

Roasting is a method of cooking in high temperatures and so this will destroy most of the group C vitamins and some of the group B vitamins.

Grilling

Using this cooking method can result in losing up to 40% of group B vitamins.
It is easy to overcook protein due to the high temperature used in grilling foods.

Baking

Due to high temperatures in the oven, it is easy to overcook protein and damage the vitamin C and B group vitamins.

Frying

Using fat whilst frying increases the amount of vitamin A the body can absorb from some vegetables

Cooking in fat will increase the calorie count of food e.g. deep fat frying foods.

Stir-frying

The small amount of fat used whilst stir-frying increases the amount of vitamin A the body can absorb from some vegetables.

Some vitamin C and B are lost due to cooking in heat for a short amount of time.



Year 11 Hospitality and Catering- How cooking methods can impact on nutritional value

Describe how the following water based methods can impact nutritional value:

- Boiling
- Poaching
- Steaming

Describe how the following cooking methods can impact nutritional value:

- Roasting
- Grilling
- Baking

Describe how the following cooking methods can impact nutritional value:

- Frying
- Stir-frying



Year 11 Hospitality and Catering- factors affecting menu planning

Factors affecting menu planning

You need to be aware of the following factors when planning menus:

- **cost (ingredients as well as business costs)**
- **portion control (value for money without waste)**
- **balanced diets/current national advice**
- **time of day (breakfast, lunch, and dinner menus as well as small plates and snacks)**
- **clients/customers (a menu with prices that will suit the people who visit your establishment).**

Equipment available

You need to know and understand the type of equipment needed to produce a menu. The choice of dishes will be influenced by the equipment available to the chef.

This includes kitchen equipment such as:

- hobs, ovens, and microwaves
- fridge, freezer and/or blast chiller
- specialist equipment, for example a sous vide or pizza oven
- hand-held equipment, for example electric whisks or hand-blenders
- other electric equipment, for example food processors.

Skills of the chef

The skills of the chef must be suited to the type of provision and the menu offered.

A Michelin starred restaurant will require a chef who has complex skills in preparation, cooking and presentation of dishes.

A café will require a chef who has a range of medium and complex skills to produce a suitable menu.

A large restaurant will normally have a full kitchen brigade while a smaller establishment may only have a single chef with one or two assistants.

Time available

The type of provision will influence the amount of time a customer may be willing to wait for their dish to be prepared. **Can the chef prepare, cook, and present more than one dish at the same time? Can some items be made in advance?**

Organoleptic properties

Organoleptic properties are the sensory features of a dish (appearance, aroma, flavour, and texture).

The chef will need to think about how the dish will look and taste. **Is there a range of colours? Do the flavours go well together? Are there a variety of textures?**

Time of year

The time of year can affect menu choices. Light and cold dishes such as salads are better suited to the summer months. Hearty dishes such as stews are more suited to the winter. Special dishes linked to holidays such as Christmas and Valentine's Day may also be included.

The availability of **seasonal produce** can also affect menu choices as certain commodities, for example strawberries, are less expensive when in season.

Environmental issues

The chef will need to think about environmental issues when planning a menu.

- Can the chef **reduce** the amount of ingredients bought as well as reducing food waste?
- Can the chef **reuse** ingredients to create new dishes for example stale bread made into bread-and-butter pudding?
- Can the kitchen **recycle** waste wherever possible?

Running the kitchen sustainably will save money.

Year 11 Hospitality and Catering- factors affecting menu planning

Explain how costs affect menu planning:

How does the available equipment impact menu planning?

Why are the skills of the chef important?

How does time impact menu planning?

Explain seasonality and give 3 examples of season foods.

What environmental issues should a chef consider when planning and why?

What are organoleptic properties and why are they important?

Year 11 Hospitality and Catering- how to plan production

Production Plans- these should ALWAYS include:

Commodity list with quantities

This means naming all the ingredients needed to make all dishes and how much of each one e.g. grams (g), ounces (oz), millilitres (ml), etc.

Equipment list

Naming all pieces of equipment you would need to cook the dishes, which also includes specialist equipment such as pasta machines and ice cream makers as well as saucepans, chopping boards, knives, etc.

Serving

Once you have finished cooking your dish or dishes, you need to state how you would present your dish/dishes, e.g. on plate, bowl, etc., as well

Storage

In your plan, you should state where different kinds of ingredients need to be stored, e.g. raw chicken in the fridge or frozen fruit in the freezer and at what temperatures these pieces of equipment need to be (fridge needs to be 0–5 degrees and freezer needs to be -18 degrees).



Mise en place

This is all the preparation you undertake before cooking. Examples of this include weighing out ingredients, collecting equipment and washing hands.

Cooking

Throughout your plan, you will need to state how you ensure food is cooked correctly, e.g. chicken is white in the middle, using a temperature probe, etc.

Cooling and hot holding

Cooling dishes correctly within 1.5hrs to 8 degrees and keeping hot dishes for service at 63 degrees should be mentioned in your plan for relevant dishes, as well as how you would ensure these temperatures are met, e.g. by using temperature probes.

Timing

You need to state realistic timings of how long each step is likely to take throughout your plan to give accurate information of how long your dishes take to complete.

Sequencing or dovetailing

This means you fit together the different steps in logical order when planning to cook more than one dish.

Contingencies

This means stating, in the plan, what you would do to deal with a problem if something were to go wrong.

Health, safety and hygiene

Stating in the plan, points regarding the health, safety and hygiene. The use of temperature probes to ensure foods are cooked, correctly using colour coded chopping boards or washing hands after handling raw meat are a few examples.

Quality points

These include naming any quality points to consider in the preparation, cooking and serving stage of the plan. Examples could include checking foods are in use by/best before dates, dishes are cooked to minimum temperatures, ingredients stored in correct places and correct temperature, etc.

Year 11 Hospitality and Catering- how to plan production

Production Plans- these should ALWAYS include:

What is a commodity list?

What does **Mise en place** mean?

List the correct temperatures for cooling and hot holding

What are the correct storage plans for food? Give examples:

What is timing an important part of production plans?

What is dovetailing?

What are contingencies?

What health, safety and hygiene requirements should you set out in your plans?

What are quality points? Provide examples:



Year 11 Hospitality and Catering- presentation techniques

Serving dishes: Start with the plate – varied sizes, shapes and colours can add immediate impact to your dish. Dishes served in bowls or dessert glasses should be placed on a plate to aid serving.

Elements: Each dish will consist of several elements – the main protein, accompaniments, garnish and decoration.

Volume: Do not overcrowd the plate – leave some space so that the diner can see each element of the dish. The rule of thumb is that only two-thirds of the plate should be full.

Height: Food can be stacked to add height to the overall dish, but each element should be visible.

Colour: Accompaniments, garnishes and decoration can add colour to dishes where the main elements are similar in colour. An example is fish and chips: bright green peas and a slice of yellow lemon will enhance the overall appearance of the meal.

Functionality: The dish should be beautiful to look at, but easy for the diner to eat.

Temperature: Hot food should be served on hot plates. Cold food should be served on chilled plates.

Accompaniments

Accompaniments should be chosen to complement the main part of the dish. Examples include:

Carbohydrate accompaniments:

Savoury: bread, dauphinoise potatoes, pilau rice.

Sweet: shortbread, brandy snaps, macaron.

Fruit and vegetable accompaniments:

Savoury: pea purée, roasted root vegetables, griddled asparagus.

Sweet: berry compote, fruit kebabs, grilled peaches.

Sauces:

Savoury: gravy, red wine jus, parsley sauce.

Sweet: custard, salted caramel sauce, chocolate sauce.

Portion control

It is important that the customer is satisfied with their portion without the plate being overcrowded. Keeping portion control accurate allows hospitality and catering provisions to order adequate supplies of ingredients. Accurate portion control will also help prevent food waste.

Garnish

Garnishes are additions to a dish which both add to the overall taste and enhance the overall appearance.

Savoury: parmesan crisps, crispy onions, caviar, watercress, lemon wedges, fresh herbs, salsa, edible flowers.

Sweet: chocolate dipped strawberries, tuile biscuits, chopped nuts, tempered chocolate work, spun sugar work, edible flowers.

Decoration

Decoration adds drama to the finished dish but it is not meant to be eaten or add to the overall flavour of the dish. Examples include: whole spices added to pilau rice

Year 11 Hospitality and Catering- presentation techniques

Explain each of the presentations considerations below:

Serving dishes:

Elements:

Volume:

Explain each of the presentations considerations below:

Height:

Colour:

Functionality:

Temperature:

What are accompaniments?

Carbohydrate accompaniments:

Savoury:

Sweet:

Fruit and vegetable accompaniments:

Savoury:

Sweet:

Sauces:

Savoury:

Sweet:

What is portion control?

What are garnishes?

Savoury:

Sweet:

What are food decoration? Provide examples:

Drama



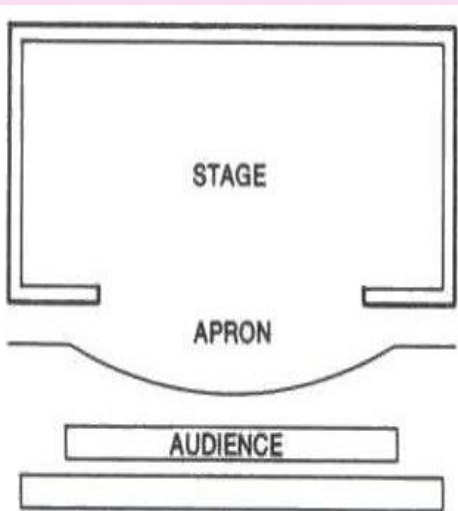
Helping every person achieve things they never thought they could.

Year 11 Drama: Staging Types

Proscenium Arch

Common in large theatres and opera houses.

The proscenium refers to the frame around the stage; **the area in front of the arch is called the apron**. The audience faces one side of the stage directly and may sit at a lower height or on tiered seating.



Advantages:

- Stage pictures are easy to create, as the audience look roughly at the same angle.
- Backdrops and large scenery can be used without blocking sightlines.
- There is usually fly space and wings for storing scenery.
- The frame around the stage adds to the effect of a fourth wall; creating a self-contained world.

Disadvantages:

- Some audience members may feel distant from the stage.
- The auditorium could feel formal and rigid.
- Audience interaction may be more difficult.

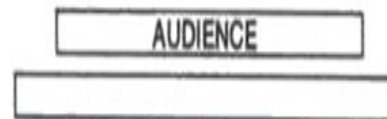
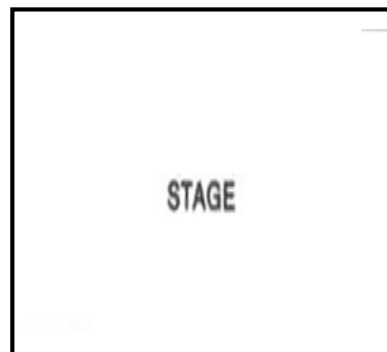


End On

This is similar to proscenium arch, as the audience faces one side of the stage directly and may sit at a lower height or on tiered seating.

However, **it doesn't have the large proscenium or apron**.

Our studio is set up as end on.



Advantages:

- The audience all have a similar view.
- Stage pictures are easy to create.
- Large backdrops or projections may be used.

Disadvantages:

- Audience members in the back rows may feel distant from the stage.
- It doesn't have the proscenium frame, which can enhance some types of staging.
- It may not have wings or a fly area.

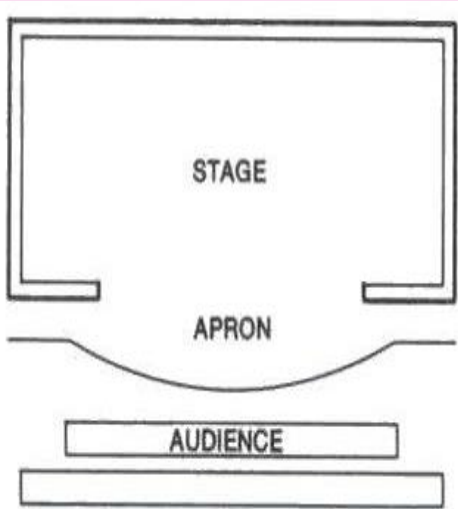


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What are the advantages?

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What are the disadvantages?

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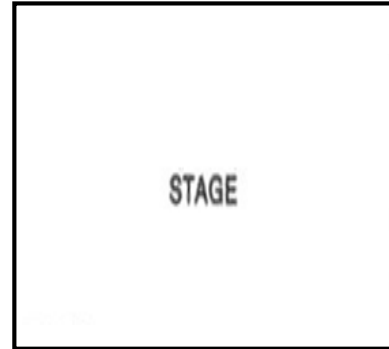


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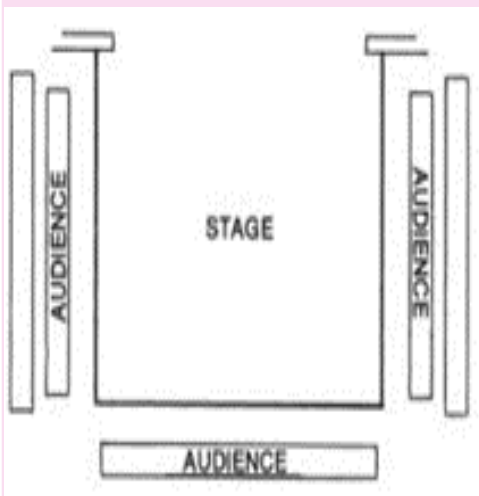
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Year 11 Drama: Staging Types

Thrust

When the stage in front of the proscenium protrudes into the auditorium, so that the audience are sitting on three sides. **This is one of the oldest types of staging;** Greek amphitheatres and Elizabethan theatres like Shakespeare's Globe are both types of thrust stages



Advantages:

- As there is no audience on one side of the stage, backdrops, flats and large scenery can be used.
- The audience might feel closer to the stage – there are 3 front rows.
- Fourth wall can be achieved while having the audience close to the action.

Disadvantages:

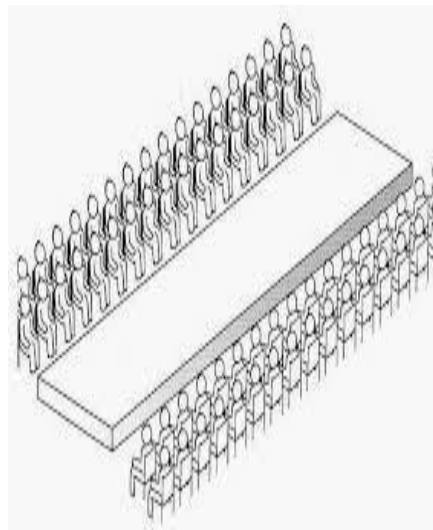
- Audience members in the back rows may feel distant from the stage.
- It doesn't have the proscenium frame, which can enhance some types of staging.
- It may not have wings or a fly area.



Traverse

The acting area is a long central space and the audience sits on two sides facing each other.

This type of staging can feel *like a catwalk show*.



Advantages:

- The audience feel very close to the stage as there are two long front rows.
- Audience members can see the reactions of the other side of the audience.
- The extreme ends of the stage can be used to create extra acting areas.

Disadvantages:

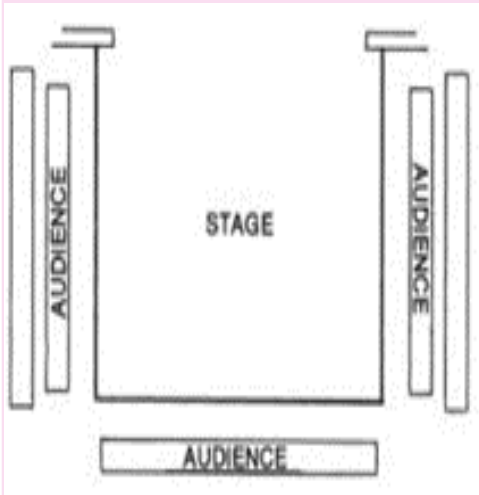
- Big pieces of scenery, backdrops or set can block sightlines
- The acting area is long and thin, which can make some blocking challenging.
- Actors must be aware of making themselves visible to both sides of the audience.



Year 11 Drama: Staging Types

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What are the advantages?

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What are the disadvantages?

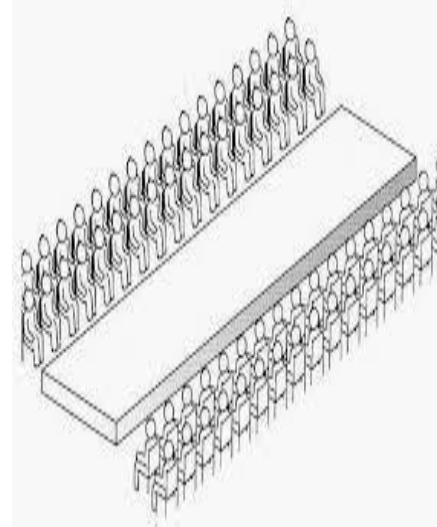
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What are the disadvantages?

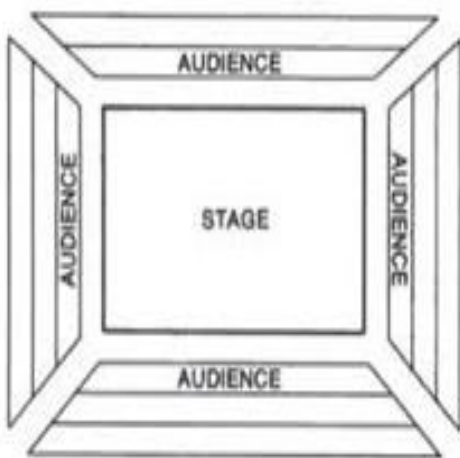
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Year 11 Drama: Staging Types

In the Round

The stage is positioned in the centre of the audience and the audience are seated around all areas of the stage. The stage/audience can either be curved (creating a circle), or more like a square or rectangle. There are usually several 'tunnel-like' entrances, these are called **vomitories**.



Advantages:

- The audience is close to the stage as there is an extended first row.
- The actors enter and exit through the audience which can make them feel more engaged.
- There is no easily achieved fourth wall separating the audience from the actors – it is easy to interact with them.

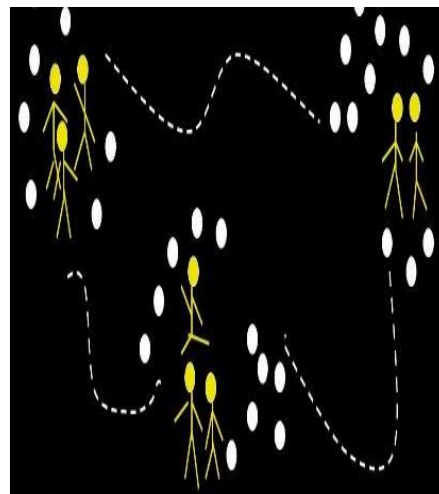
Disadvantages:

- Designers cannot use backdrops or flats as they would obscure the view of the audience.
- Stage furniture has to be chosen carefully so that audience sightlines aren't blocked.
- Actors must continually move around so that the audience can see them and critical interactions.



Promenade

The performance areas are set in various locations in a venue. Promenade means 'to walk' and the audience follows the action on foot, moving from one performance area to another. Promenade staging is often used in site specific performances (a performance in a location that is not a conventional theatre, e.g. a street, a warehouse)



Advantages:

- Interactive style of theatre where the audience feels involved.
- No set changes or need for movement of big bulky items.
- Enables audience to be more engaged as they move from one piece of action to the next.

Disadvantages:

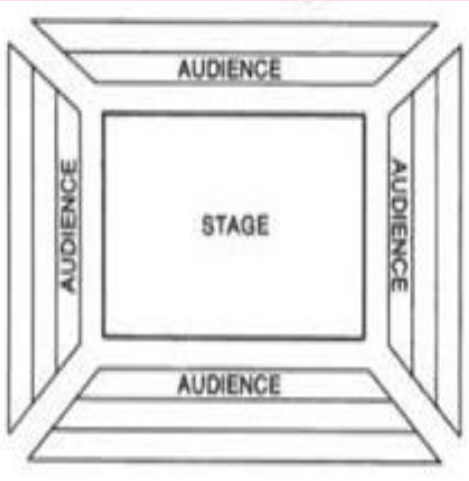
- The audience may find moving around the space difficult or might get tired.
- Actors and or crew need to be skilled at moving the audience around and controlling their focus.
- There can be health and safety risks



Year 11 Drama: Staging Types

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What are the advantages?

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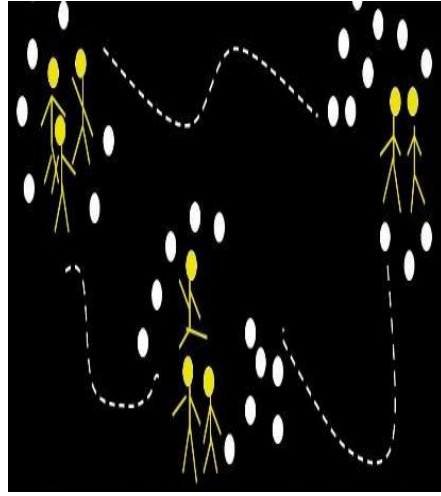
What are the disadvantages?

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What are the advantages?

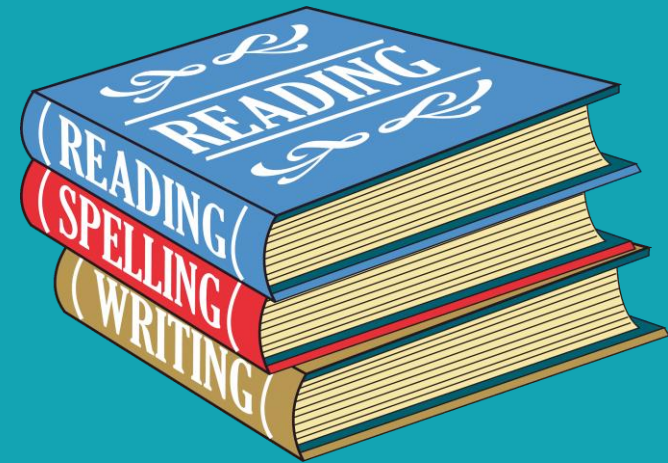
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What are the disadvantages?

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English



Helping every person achieve things they never thought they could.

Year 11 English: 'A Christmas Carol' by Charles Dickens

1. Charles Dickens wrote the novella in the **Victorian era**, where society believed that if you were poor it was because you were idle (lazy). This was a misconception.



2. Working class people actually worked very hard, for **long hours, little pay** and in **unsafe conditions**. They were exploited by Capitalist factory owners, who prioritised profit over their welfare. Children were also **exploited** as **child labourers**. As most middle and upper class business owners had the same attitudes, working class people were **trapped in poverty** with no opportunities to escape, through training or education.



3. The government has **Laissez Faire** attitudes towards poverty, meaning they knew it was a problem, but did not see it as their responsibility to fix it. It suited them to believe the poor did not deserve help, as **it justified their decision** to ignore them. **The Poor Law** (1834) introduced workhouses as a way to help poor people, but they were designed to humiliate and punish the poor.

4. Dickens alludes to the words of the economist **Thomas Malthus**, who claimed that war, famine and disease has positive impacts on the country's wealth, as it '**decreased the surplus population**'. By this he meant there would be fewer working class people requiring resources. He claimed that with a growing population, **poverty was inevitable** as there would never be enough resources to support everyone. Dickens disagreed. He argued there are enough resources – they just need to be **shared more fairly**.



5. Victorian Britain was a **God fearing society**. Dickens believed that many middle/upper class people were **hypocritical** as they ignored the **Christian values of generosity and charity**. He also used Scrooge's transformation to highlight that we are all capable of **redemption** if we accept our sins and vow to change.

Knowledge of Context

Writing about Literature

P Point

Answer the question

E Evidence

Embed a quote, or pattern of quotes that juxtapose or reinforce each other

A Analyse

Explain the inferences behind the quote in detail using as/so/because/which

Z Zoom

Explain the connotations of a powerful word or technique has and the effect of this

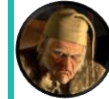
E Effect

Explain what the writer's intention is/ what they are trying to teach the reader

L Link to Context

Explain how these ideas link to the real world

Characters



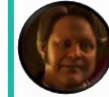
Ebenezer Scrooge
Miserly money lender



Bob Cratchit
Scrooge's poor clerk



Jacob Marley
Scrooge's deceased business partner



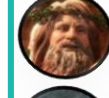
Fred Scrooge
Scrooge's nephew



Tiny Tim
Bob's disabled son



The Ghost of Christmas Past



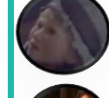
The Ghost of Christmas Present



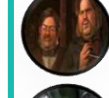
The Ghost of Christmas Yet to Come



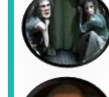
Belle
Scrooge's ex fiancé



Fan
Scrooge's sister



Portly Gentlemen
Charity Collectors



Ignorance and Want
Symbolic children



Fezziwig
Scrooge's old boss

Year 11 English: 'A Christmas Carol' by Charles Dickens

1. In what **era** was the novella written?
2. What **misconception** did people commonly believe about the poor?



3. What was life like for **working class** people in the Victorian era?
4. How did factory owners **exploit** their workers?
5. How were **children** exploited?
6. Why were working class people **trapped** in poverty?



7. What was the Victorian **government's attitude** to poverty?
8. Why did it suit the Victorian government to have this view?
9. What was the **Poor Law of 1834**?

10. Who was **Thomas Malthus**?
11. What were Malthus' views on poverty and **population growth**?
12. What did Malthus believe would have a positive effect on the economy (Britain's wealth)?
13. What were Dickens' views on Malthus?



14. Why did Dickens believe that the upper and middle class Christians were **hypocrites**?
15. What is **redemption**?

Knowledge of Context

Writing about Literature

What does each part of PEAZEL ask you to do?

P **Point**

E **Evidence**


A **Analyse**


Z **Zoom**


E **Effect**

L **Link to Context**

Characters

 **Ebenezer Scrooge**
Miserly money lender

 **Bob Cratchit**
Scrooge's poor clerk

 **Jacob Marley**
Scrooge's deceased business partner


 **Fred Scrooge**
Scrooge's nephew

 **Tiny Tim**
Bob's disabled son


 **The Ghost of Christmas Past**

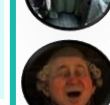
 **The Ghost of Christmas Present**

 **The Ghost of Christmas Yet to Come**

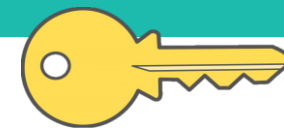
 **Belle**
Scrooge's ex fiancé

 **Fan**
Scrooge's sister

 **Portly Gentlemen**
Charity Collectors

 **Ignorance and Want**
Symbolic children

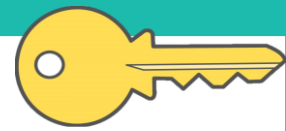
 **Fezziwig**
Scrooge's old boss



<p><i>"Secret and self contained and solitary as an oyster"</i></p> <p>Description of Scrooge Stave 1</p>	<p><i>"If they had rather die they had better do it, and decrease the surplus population"</i></p> <p>Scrooge, Stave 1</p>	<p><i>"Are there no prisons? Are the (...) workhouses still in operation?"</i></p> <p>Scrooge, Stave 1</p>	<p><i>"Dismal little cell"</i></p> <p>Description of Bob Cratchit's working conditions</p>	<p><i>"The fog came pouring in through every chink and every keyhole"</i></p> <p>Description of the weather, Stave 1</p>
<p><i>"I wear the chains I forged in life. I made them link by link and yard by yard"</i></p> <p>Marley, Stave 1</p>	<p><i>"Mankind was my business!"</i></p> <p>Marley, Stave 1</p>	<p><i>"Would you so soon put out the light I give?"</i></p> <p>Ghost of Christmas Past, Stave 2</p>	<p><i>"A solitary child, neglected by his friends"</i></p> <p>Description of Scrooge as a child, Stave 2</p>	<p><i>"Yo ho my boys!"</i></p> <p>Fezziwig, Stave 2</p>
<p><i>"Gain engrosses you" "Another idol has displaced me...a golden one"</i></p> <p>Belle, Stave 2</p>	<p><i>"Bore a little crutch and his limbs were supported by an iron frame"</i></p> <p>Description of Tiny Tim Stave 3</p>	<p><i>"To Mr Scrooge! The founder of the feast!"</i></p> <p>Bob Cratchit, Stave 3</p>	<p><i>"Yellow, meagre, ragged, scowling, wolfish"</i></p> <p>Description of Ignorance and Want, Stave 3</p>	<p><i>"Reeked of crime and filth and misery"</i></p> <p>Description of London slums</p>
<p><i>"Overrun by grass and weeds"</i></p> <p>Description of Scrooge's grave, Stave 4</p>	<p><i>"Oh, tell me I may sponge away the writing on this stone!"</i></p> <p>Scrooge Stave 4</p>	<p><i>"No fog. No Mist. Clear, bright, jovial light. Sweet, fresh air"</i></p> <p>Description of the weather, Stave 5</p>	<p><i>"I'm as light as a feather, as happy and an angel, as merry as a schoolboy"</i></p> <p>Scrooge, Stave 5</p>	<p><i>"God bless us. Everyone!"</i></p> <p>Tiny Tim, Stave 5</p>

Year 11 English: 'A Christmas Carol' by Charles Dickens

Complete the key quotations below:



<p><i>"Secret and...</i></p> <p>Description of Scrooge Stave 1</p>	<p><i>"If they had rather...</i></p> <p>Scrooge, Stave 1</p>	<p><i>"Are there no...</i></p> <p>Scrooge, Stave 1</p>	<p><i>"Dismal...</i></p> <p>Description of Bob Cratchit's working conditions</p>	<p><i>"The fog ...</i></p> <p>Description of the weather, Stave 1</p>
<p><i>"I wear the...</i></p> <p>Marley, Stave 1</p>	<p><i>"Mankind...</i></p> <p>Marley, Stave 1</p>	<p><i>"Would you so...</i></p> <p>Ghost of Christmas Past, Stave 2</p>	<p><i>"A solitary...</i></p> <p>Description of Scrooge as a child, Stave 2</p>	<p><i>"Yo ho...</i></p> <p>Fezziwig, Stave 2</p>
<p><i>"Gain...</i></p> <p>Belle, Stave 2</p>	<p><i>"Bore a little...</i></p> <p>Description of Tiny Tim Stave 3</p>	<p><i>"To Mr...</i></p> <p>Bob Cratchit, Stave 3</p>	<p><i>"Yellow...</i></p> <p>Description of Ignorance and Want, Stave 3</p>	<p><i>"Reeked of...</i></p> <p>Description of London slums</p>
<p><i>"Overrun...</i></p> <p>Description of Scrooge's grave, Stave 4</p>	<p><i>"Oh, tell me...</i></p> <p>Scrooge Stave 4</p>	<p><i>"No fog...</i></p> <p>Description of the weather, Stave 5</p>	<p><i>"I'm as light...</i></p> <p>Scrooge, Stave 5</p>	<p><i>"God bless...</i></p> <p>Tiny Tim, Stave 5</p>

Year 11 English: 'Macbeth' by William Shakespeare

1. Macbeth was written in 1606 the **Jacobean era**, under the reign of **James 1**. Shakespeare deigned the play to please the king, setting it in **Medieval Scotland** (as James 1 was Scottish) in the 1000s and explored the theme of the **supernatural**, as this was a fascination of the king.



2. A common belief in the Jacobean era was that everything had its place in the universe, which had been set out by God. This order was called **The Great Chain of Being** that included everything from God and the monarch at the top to plants and rocks at the bottom. If the order was disrupted, the universe would **descend into chaos** to correct the chain.

3. Alongside this was the belief in **The Divine Right of Kings**. This was the belief that the monarch was **chosen by God** to be their representative on Earth. Therefore, their word was God's word. If you displeased the monarch, you would displease God and be punished. James 1 often spoke about this belief, to **keep his God-fearing people under control**.

4. James 1 spent much of his reign feeling insecure as a protestant king. In 1605, a group of Catholic rebels attempted to assassinate the king by exploding the Houses of Parliament, as they wished England to be ruled by a protestant monarch. This was know as **The Gunpowder Plot**. Even though the plot failed, James was left feeling vulnerable. A year later, Shakespeare wrote Macbeth to warn his audience that anyone who commits **regicide** will be punished in life and after death.

5. Many critics argue that the play is very closely linked to **The Original Sin** – this is one of the first stories of The Bible. In the Garden of Eden, the devil (in the form of a serpent) tempts Eve to persuade Adam to eat the forbidden fruit. Christians believe that as we all descend from Adam and Eve, we **have all inherited the capacity to sin**. No person is fully good or fully evil and we should all use our free will to choose righteousness.



Characters



Macbeth
Thane and later king



Lady Macbeth
Macbeth's Wife



Duncan
King at the start of the play



Malcolm
Duncan's son and heir



Donalbain
Duncan's youngest son



Banquo
Macbeth's friend



Fleance
Banquo's son



The Weird Sisters
Three Witches



Macduff
Thane of Fife



Lady Macduff
Macduff's wife



Ross
A Scottish Thane



Hecate
Queen of the witches



Macdonwald
Traitor

Knowledge of Context

Year 11 English: 'Macbeth' by William Shakespeare

Questions	Answers
1. When was the play written?	
2. Who was King at the time?	
3. When was the play set?	
4. How did Shakespeare design the play to interest the King?	
5. What was The Great Chain of Being?	
6. What was at the top of the chain?	
7. What was at the bottom of the chain?	
8. What would happen in the chain was disrupted?	
9. What was The Divine Right of Kings?	
10. Why did James 1 talk about this belief a lot?	
11. What happened in The Gunpowder Plot?	
12. How did this leave James 1 feeling?	
13. How does the play reflect this?	
14. What is the story of The Original Sin?	
15. What do Christians believe about Good and Evil?	

Who are they?



_____ Thane and later king



_____ Macbeth's Wife



_____ King at the start of the play



_____ Duncan's son and heir



_____ Duncan's youngest son



_____ Macbeth's friend



_____ Banquo's son



_____ Three Witches



_____ Thane of Fife



_____ Macduff's wife



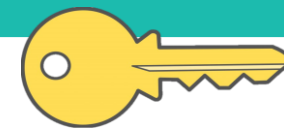
_____ A Scottish Thane



_____ Queen of the witches



_____ Traitor



<p><i>"Fair is foul and foul is fair, hover through fog and filthy air"</i></p> <p>The witches</p>	<p><i>"So foul and fair a day I have not seen"</i></p> <p>Macbeth's first line</p>	<p><i>"O valiant cousin! Worthy gentlemen"</i></p> <p>Duncan, about Macbeth</p>	<p><i>"Unseamed him from knave to chaps and placed his head upon our battlements"</i></p> <p>Soldier about Macbeth killing Macdonaldwald</p>	<p><i>"Whose horrid image doth unfix my hair and make my seated heart knock against my ribs"</i></p> <p>Macbeth when he heard the witches' prophecies</p>
<p><i>"I do fear thy nature is too full of the milk of human kindness"</i></p> <p>Lady Macbeth, about Macbeth</p>	<p><i>"Come you spirits (...) unsex me here (...) fill me with direst cruelty"</i></p> <p>Lady Macbeth before Macbeth returns home</p>	<p><i>"Take my milk for gall" "Make thick my blood"</i></p> <p>Lady Macbeth to the spirits before Macbeth returns home</p>	<p><i>"I would have plucked my nipple from its boneless gums and dashed it's brains out, had I so have sworn to you"</i></p> <p>Lady Macbeth manipulating Macbeth</p>	<p><i>"I have no spur to prick the sides of my intent, only vaulting ambition"</i></p> <p>Macbeth to himself</p>
<p><i>"Look like the innocent flower but be the serpent under it"</i></p> <p>Lady Macbeth to the Macbeth</p>	<p><i>"Will all Great Neptune's Oceans wash this blood clean from my hands"</i></p> <p>Macbeth after regicide</p>	<p><i>"I fear thou has played most foully for it"</i></p> <p>Banquo, after Macbeth is King</p>	<p><i>"False face must hide what the false heart doth know"</i></p> <p>Macbeth to himself</p>	<p><i>"Fly good Fleance! Fly!"</i></p> <p>Banquo when murderers attack him</p>
<p><i>"Never shake thy gory locks at me"</i></p> <p>Macbeth to Banquo's ghost</p>	<p><i>"All the perfumes of Arabia will not sweeten this little hand"</i></p> <p>Lady Macbeth sleepwalking</p>	<p><i>"Til Birnham Wood move to Dunsinane I shall not taint with fear"</i></p> <p>Macbeth before his death</p>	<p><i>"Turn hellhound. Turn"</i></p> <p>Macduff to Macbeth before he kills him</p>	<p><i>"The dead butcher and his fiendlike queen"</i></p> <p>Malcolm as King, about Macbeth</p>



<p><i>"Fair is...</i></p> <p>The witches</p>	<p><i>"So foul...</i></p> <p>Macbeth's first line</p>	<p><i>"O valiant...</i></p> <p>Duncan, about Macbeth</p>	<p><i>"Unseamed him...</i></p> <p>Soldier about Macbeth killing Macdonaldwald</p>	<p><i>"Whose horrid image..</i></p> <p>Macbeth when he heard the witches' prophecies</p>
<p><i>"I do fear thy nature...</i></p> <p>Lady Macbeth, about Macbeth</p>	<p><i>"Come you spirits (...)</i></p> <p>Lady Macbeth before Macbeth returns home</p>	<p><i>"Take my... "Make thick..</i></p> <p>Lady Macbeth to the spirits before Macbeth returns home</p>	<p><i>"I would have plucked..</i></p> <p>Lady Macbeth manipulating Macbeth</p>	<p><i>"I have no spur...</i></p> <p>Macbeth to himself</p>
<p><i>"Look like the..</i></p> <p>Lady Macbeth to the Macbeth</p>	<p><i>"Will all Great ...</i></p> <p>Macbeth after regicide</p>	<p><i>"I fear thou..</i></p> <p>Banquo, after Macbeth is King</p>	<p><i>"False face...</i></p> <p>Macbeth to himself</p>	<p><i>"Fly good...</i></p> <p>Banquo when murderers attack him</p>
<p><i>"Never shake...</i></p> <p>Macbeth to Banquo's ghost</p>	<p><i>"All the perfumes...</i></p> <p>Lady Macbeth sleepwalking</p>	<p><i>"Til Birnham Wood...</i></p> <p>Macbeth before his death</p>	<p><i>"Turn..</i></p> <p>Macduff to Macbeth before he kills him</p>	<p><i>"The dead...</i></p> <p>Malcolm as King, about Macbeth</p>

Year 11 English: 'An Inspector Calls' by JB Priestley

1. JB Priestley wrote the play in **1945** after World War II. He set it in 1912 (**Edwardian era**) to teach the post war audience that Britain needed change and **cannot go back to the inequality of 1912.**



2. **WWI and WWII changed British society dramatically.** For the first time, the social classes were mixed: in the army, in the workplace; due to evacuation. It was clear that the war could not have been won without the sacrifices made by the working class. Therefore, in the post war era, many people recognised that all people had a responsibility over each other, regardless of their social class.

3. Priestley wrote the play to **criticise Capitalism** (prioritising profit and business over the welfare of people). He was a Socialist (who prioritised people over profit). **He promoted his socialist views** on his BBC radio programme and used 'An Inspector Calls' to discredit Capitalism and promote Socialism.

4. In the **General Election of 1945**, **Winston Churchill** (Conservative Party) was confident he would be voted into power, after leading Britain to victory. However, The Labour Party, who represent the rights of the working class, won for the first time in history. **The Labour Party** (led by Clement Atlee) continued to expand **The Welfare State** (free education and healthcare for all) as a way to protect all people from the horrors of poverty.

5. Edwardian Britain was a **patriarchal society**. Men had the power, made the decisions and had their views heard. Women were seen to be owned by their fathers or husbands. Whilst women were under pressure to secure a good husband, men were under pressure to provide for (and maintain control over) their family. **By 1945, women were becoming more self sufficient** and independent, due to their service to Britain in war time and **the Suffragette movement** (where women campaigned for the vote).



Knowledge of Context



Characters

-  **Arthur Birling**
Factory Owner
-  **Sybil Birling**
Arthur's Wife
-  **Sheila Birling**
Daughter
-  **Eric Birling**
Son
-  **Gerald Croft**
Sheila's fiancé
-  **Inspector Goole**
Police Inspector
-  **Eva Smith/Daisy Renton**
-  **Edna**
Maid

Places

-  **Milwards**
Department Store
-  **The Palace Bar**
Theatre Bar
-  **Brumley**
Town where they live

Year 11 English: 'An Inspector Calls' by JB Priestley

Questions	Answers
1. When was the play written?	
2. When was the play set?	
3. Why did Priestley set it then?	
4. How did the social classes mix during war time?	
5. How did Britain change between 1912 and 1945?	
6. Why did Britain become fairer after WWII?	
7. What is Capitalism?	
8. What is Socialism?	
9. What Were Priestley's views on these?	
10. Who won the General Election in 1945?	
11. Who thought they would win, why?	
12. What is a Welfare State?	
13. What is a patriarchal society?	
14. What was a man's role in Edwardian Britain?	
15. What 2 events gave women more respect and independence?	

Who are they?



Factory Owner



Arthur's Wife



Daughter



Son



Sheila's fiancé



Police Inspector

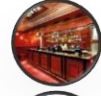


Maid

Where is it?



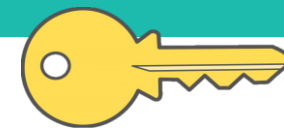
Department Store



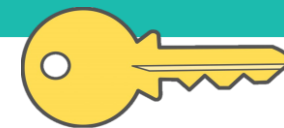
Theatre Bar



Town where they live



<p><i>Rather portentous man, provincial in his speech</i></p> <p>Stage direction describing Arthur</p>	<p><i>Half shy, half assertive</i></p> <p>Stage direction describing Eric</p>	<p><i>Rather cold woman and her husband's social superior</i></p> <p>Stage direction describing Sybil</p>	<p><i>Very pleased with life and rather excited</i></p> <p>Stage direction describing Sheila</p>	<p><i>Well bred man about town</i></p> <p>Stage direction describing Gerald</p>
<p><i>Creates an impression of massiveness, solidity and purposefulness</i></p> <p>Stage direction describing Goole</p>	<p><i>"It's my duty to keep labour costs down"</i></p> <p>Arthur- Act 1</p>	<p><i>"Community and all that nonsense"</i></p> <p>Arthur- Act 1</p>	<p><i>"Unsinkable! Absolutely unsinkable!"</i></p> <p>Arthur- Act1</p>	<p><i>"We are responsible citizens not criminals"</i></p> <p>Gerald- Act 1</p>
<p><i>"But these girls aren't cheap labour; they're people"</i></p> <p>Sheila- Act 1</p>	<p><i>"He could have kept her on instead of throwing her out"</i></p> <p>Eric- Act 1</p>	<p><i>"I hate all those hard eyed, dough faced women"</i></p> <p>Gerald- Act 2</p>	<p><i>"Girls of that class -"</i></p> <p>Sybil- Act 2</p>	<p><i>"We have done a great deal of useful work in helping deserving cases."</i></p> <p>Sybil- Act 2</p>
<p><i>"I was in that state where a chap can easily turn nasty."</i></p> <p>Eric- Act 3</p>	<p><i>"She was pretty and a good sport"</i></p> <p>Eric- Act 3</p>	<p><i>"Look Inspector – I'd give thousands, yes thousands"</i></p> <p>Arthur- Act 3</p>	<p><i>"There are millions and millions and millions of Eva Smiths and John Smiths"</i></p> <p>Goole- Act 3</p>	<p><i>"We are all members of one body (...) responsible for each other"</i></p> <p>Goole- Act 3</p>



<i>Rather portentous..</i>	<i>Half shy...</i>	<i>Rather cold...</i>	<i>Very pleased...</i>	<i>Well bred...</i>
Stage direction describing Arthur	Stage direction describing Eric	Stage direction describing Sybil	Stage direction describing Sheila	Stage direction describing Gerald
<i>Creates an...</i>	<i>"It's my duty...</i>	<i>"Community...</i>	<i>"Unsinkable! ...</i>	<i>"We are responsible..</i>
Stage direction describing Goole	Arthur- Act 1	Arthur- Act 1	Arthur- Act1	Gerald- Act 1
<i>"But these girls...</i>	<i>"He could have...</i>	<i>"I hate all those...</i>	<i>"Girls of...</i>	<i>"We have done...</i>
Sheila- Act 1	Eric- Act 1	Gerald- Act 2	Sybil- Act 2	Sybil- Act 2
<i>"I was in that state...</i>	<i>"She was pretty...</i>	<i>"Look Inspector –</i>	<i>"There are millions...</i>	<i>"We are all members</i>
Eric- Act 3	Eric- Act 3	Arthur- Act 3	Goole- Act 3	Goole- Act 3

Comparing Poetry

P Point

Answer the question

E Evidence

Embed a quote, or pattern of quotes that juxtapose or reinforce each other

A Analyse

Explain the inferences behind the quote in detail using as/so/ because/which

Z Zoom

Explain the connotations of a powerful word or technique has and the effect of this

E Effect

Explain what the writer's intention is/ what they are trying to teach the reader

L Link to Context

C Compare to second poem in detail

Poetic Devices

Metaphor: comparing two things without using "like" or "as," creating vivid and imaginative descriptions.

Imagery: using descriptive language to create sensory experiences, painting a vivid picture in the reader's mind.

Enjambment: when a sentence or phrase continues onto the next line without a pause or punctuation, creating a flow and adding emphasis.

Semantic Field: a group of words related to a specific theme or topic, creating a focused and consistent image.

Caesura: a pause or break in the middle of a line of poetry, often marked by punctuation.

Ambiguity: using language or descriptions that can be interpreted in more than one way, allowing for different meaning.

Symbolism: using objects, images, or actions to represent deeper meanings or ideas.

Allusion: making references to well-known people, events, or stories from literature, history, or mythology.

Repetition: repeating words, phrases, or lines for emphasis.

Onomatopoeia: using words that imitate or mimic sounds, adding a sense of realism or creating a particular mood.

Comparing Poetry

What does each part of
PEAZELC need you to do?

- P** Point
- E** Evidence
- A** Analyse
- Z** Zoom
- E** Effect
- L** Link to Context
- C** Compare to second poem in detail

Poetic Devices

Define each device below:

A metaphor is:

Imagery is:

Enjambment is:

A semantic field is:

Caesura is:

Ambiguity is:

Symbolism is:

An allusion is:

Repetition is:

Onomatopoeia is:

Year 11 English: Power and Conflict Poetry

Kamikaze by Beatrice Garland

"Kamikaze" by Beatrice Garland tells the story of a Japanese pilot who contemplates a suicide mission during World War II. It explores the conflict between personal identity and societal pressures. The poem raises questions about the value of individuality and the consequences of blindly following orders, as the pilot is ostracised by his family and community for deciding to return from the mission.

Garland uses lots of natural imagery to explore the impact of war on nature but also to question whether war and conflict is a natural way to behave.



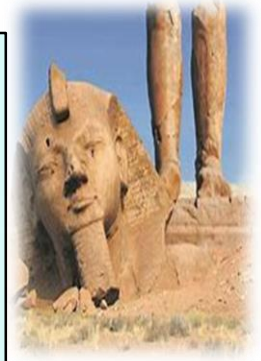
Key Quotes	"Shaven head full of powerful incantations"	"one-way journey into history"	"He must have wondered which had been the better way to die"
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In WWII, Japanese people were socially conditioned to glorify Kamikaze pilots. If they returned from the suicide mission they would bring shame upon themselves and their families.

Poetic Form	Explanation	Examples
Sonnet	A poem of 14 lines, traditionally a love poem	Ozymandias
Narrative Poem	Tell a story to present an individual's experience	The Prelude, Kamikaze, Poppies
Dramatic Monologue	A single character speaks directly to an audience.	My Last Duchess
Free Verse Poem	Poems that do not follow any specific rhyme or rhythm patterns	Tissue, War Photographer

Ozymandias by Percy Shelley

"Ozymandias" tells the story of a broken statue that once represented a powerful king. Time and nature have destroyed the statue, showing the fleeting nature of human accomplishments. The poem teaches us that even the mightiest rulers and empires will eventually fade away, reminding us of the importance of humility. The poem is written in the form of a sonnet (traditional love poem) to symbolise the self love of the pharaoh and the ego of mankind.



Key Quotes	"My name is Ozymandias, King of Kings, Look upon my works you mighty and despair"	"the hand that mocked them and the heart that fed"	"the decay of that colossal wreck"
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Shelley was a Romantic poet who had a deep appreciation for nature and criticised the government, monarchy and absolute power.

London by William Blake



"London" by William Blake is a poem that explores the negative aspects of city life during the Industrial Revolution. It describes the author's observations of poverty, despair, and the loss of innocence among the people he encounters. The poem criticises the government and the monarchy's Laissez Faire attitudes that contribute to their suffering and emphasises the need for compassion and social change. Blake includes an allusion to the French Revolution, where the people of France revolted and beheaded the monarchy, to glamourise the idea of a revolution in Britain.

Key Quotes	"Mind-forged manacles I hear"	"Soldiers sigh runs in blood down palace walls"	"Where the chartered Thames does flow"
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Blake was a Romantic poet who did not trust the government or the monarchy and wished to draw attention to the suffering of the poor (particularly children) in his work.

Year 11 English: Power and Conflict Poetry

Kamikaze by Beatrice Garland

1. What story is told in the poem?
2. What conflict is explored?
3. What questions does the poem raise?
4. Why does the poet use lots of natural imagery in the poem?

Key Quotes	"Shaven head...	"one-way...	"He must have wondered..."
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In WWII, how did Japanese people view Kamikaze pilots?

Poetic Form	Explanation	Examples
Sonnet		Ozymandias
	Tell a story to present an individual's experience	
Dramatic Monologue		My Last Duchess
	Poems that do not follow any specific rhyme or rhythm patterns	

Ozymandias by Percy Shelley

1. What is the focus of the poem?
2. What destroys the statue?
3. What does the poem teach us?
4. What form is the poem written in?

Key Quotes	"My name is..."	"the hand that..."	"the decay..."
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What did Romantic poets write about?

London by William Blake



1. What does the poem focus on?
2. What does the poet see as he walks around the city?
3. What does the poem criticise?
4. What allusion does Blake include?

Key Quotes	"Mind-forged..."	"Soldiers sigh..."	"Where the..."
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What did Blake want to change about society?

Year 11 English: Power and Conflict Poetry

The Prelude by William Wordsworth

In "The Prelude" by William Wordsworth, the speaker reflects on a childhood experience of being overwhelmed by the power of nature. He remembers a moment when he rows a boat on a lake, and suddenly a majestic mountain emerges from behind a curtain of mist, leaving him in awe. The moment frightens and humbles him and he dreams about it for a long time after.

The poem is written in one long stanza with enjambment throughout, to emphasise the lack of control the speaker feels when faced with nature.



Key Quotes	"went heaving through the water like a swan"	"huge peak. Black and huge as if with voluntary power instinct."	"huge and mighty forms (...) were a trouble to my dreams"
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Wordsworth was a Romantic poet who had a deep appreciation for nature's everlasting power and often used nature to escape from conflict in his family

My Last Duchess by Robert Browning



"My Last Duchess" by Robert Browning is a poem in which a wealthy Duke speaks about his former wife, who he had killed because of her alleged flirtatiousness. The Duke reveals his jealousy and possessiveness, as well as his desire for control and power. It offers a chilling insight into the mind of a man who sees women as objects to be possessed and controlled. Browning writes the poem as a dramatic monologue to represent the Duke's ego, status and control, as he is the only character talking without interruption. We only hear his perspective on his relationship.

Key Quotes	"None puts back the curtains I have drawn for you but I"	"White mule she rode around the terrace"	"Notice Neptune taming a sea horse which Claus of Innsbruck cast in bronze for me!"
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Browning was a Romantic poet of the Victorian era, which was a patriarchal time period that placed a high importance on the social status of the bourgeoisie.

The Charge of the Light Brigade by Lord Tennyson



"The Charge of the Light Brigade" recounts a heroic but tragic event of The Battle of Balaclava in the Crimean War. It describes the courage and loyalty of a brigade of British cavalry soldiers as they obey a misunderstood order to charge into enemy lines, despite being outnumbered and facing certain death. The poem honours their bravery and self-sacrifice, but raises questions about how far army leaders can be trusted. Tennyson uses biblical allusions to 'the valley of death' to imply that God was with these heroic men.

Key Quotes	"Into the valley of death, into the mouth of hell"	"There's not to reason why. There's but to do and die"	"The noble 600"
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At this time, most poetry presented war as heroic, glorious and an exciting adventure; writing such a critical poem was unusual for this time period.

Exposure by Wilfred Owen



"Exposure" by Wilfred Owen is a powerful war poem that captures the harsh reality of soldiers in World War I, that was a contrast to the glory of war promised by Government propaganda. It vividly describes the freezing conditions, fear, and despair they face. Through haunting imagery and vivid descriptions, Owen exposes the brutality and futility of war, urging us to remember its devastating consequences. Owen personifies the wind to emphasise its power and how the soldiers were just as vulnerable to the destructive forces of nature as the German army.

Key Quotes	"Our brains ache in the merciless iced winds that knife us"	"But nothing happens"	"war lasts, rain soaks clouds sag stormy"
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Owen was a WW1 soldier who died in action. He wrote about the horrors of war criticising the way war was glorified in propaganda.

Year 11 English: Power and Conflict Poetry

The Prelude by William Wordsworth

1. What does the speaker reflect on in the poem?
2. What happens on the speakers' journey across the lake?
3. How does the experience affect the speaker?
4. How is the poem structured?



Key Quotes

"went heaving..."

"huge peak..."

"huge and mighty..."

What was Wordsworth inspired by?

My Last Duchess by Robert Browning



1. What is the poem about?
2. What does the poem reveal about the Duke?
3. How does the Duke view women?

Key Quotes

"None puts back..."

"White mule..."

"Notice Neptune..."

Who had power in Victorian society?

The Charge of the Light Brigade by Lord Tennyson

1. What battle is the poem about?
2. Why were the soldiers in this battle so heroic?
3. What questions does the poem raise?
4. Why does Tennyson use Biblical Allusions?



Key Quotes

"Into the valley..."

"There's not to..."

"The noble..."

Why was this poem unusual for the time period?

Exposure by Wilfred Owen



1. What does the poem focus on?
2. What is described in the poem?
3. What does Owen want the reader to remember from the poem?
4. Why does Owen personify the wind?

Key Quotes

"Our brains ache..."

"But nothing.."

"war lasts..."

What did Owen frequently criticise in his poetry?

Year 11 English: Power and Conflict Poetry

Storm on the Island by Seamus Heaney

This is a poem that explores the power of nature and its impact on human beings. Set on a remote island, the poem describes the fear and vulnerability experienced during a storm. Heaney emphasises the resilience of people and the need to unite in the face of adversity. The poem is an extended metaphor, that symbolises 'The Troubles' in Northern Ireland. This is created by the semantic field of war, that is used throughout the poem.



Key Quotes

"spits like a tamed cat turned savage"

"We are bombarded by empty air"

"sea is company, exploding comfortably down the cliffs"

The Irish Troubles was a conflict in Northern Ireland (1960s-1990s) between Irish Nationalists (who wanted an independent Ireland) and Unionists (who wanted to remain part of the United Kingdom). The conflict involved bombings, shootings, riots and officially ended with the signing of the Good Friday Agreement in 1998.

Bayonet Charge by Ted Hughes



"Bayonet Charge" by Ted Hughes portrays the chaos and horror of war. It follows a soldier who impulsively charges into battle, driven by fear and survival instincts. Through vivid descriptions and intense imagery, Hughes exposes the brutality and dehumanising nature of war, questioning its purpose and consequences. Hughes uses the symbol of a distressed "yellow hare" to symbolise how the soldier himself is in turmoil. This could also be a symbol for how war destroys nature as well as mankind.

Key Quotes

"suddenly he awoke and was running"

"Yellow hare that rolled like a flame and crawled in a threshing circle"

"Terror's touchy dynamite"

Many soldiers in WW1 were shocked at the horrific and traumatic conditions of war when they reached the trenches; propaganda had promised them glory and adventure but the reality of conflict juxtaposed this.

Remains by Simon Armitage

"Remains" by Simon Armitage is a poem that explores the psychological impact of war on an individual. It follows a soldier haunted by guilt after shooting a looter in a conflict, as the forced used to 'tackle' him could be seen as unreasonable. The poem raises questions about the morality of war and the lasting trauma it inflicts on those involved. Armitage repeats the phrase 'probably armed, possibly not' to emphasise the uncertainty the soldier feels as he considers how he took a human life.



Key Quotes

"probably armed, possibly not"

"tosses his guts back into his body"

"The drink and the drugs won't flush him out"

Many soldiers face Post Traumatic Stress Disorder (PTSD) after they have returned from war.

Poppies by Jane Weir



"Poppies" by Jane Weir explores the emotions of a mother whose son has gone off to war. It delves into her memories of him, the anxiety and fear she experiences, and her longing for his safe return. The poem reflects on the sacrifices and heartache associated with conflict. At the end of the poem it is suggested that he has died, yet we are left uncertain, representing the constant uncertainty felt by families of soldiers in war time. When the mother removes the 'white cat hairs' from her son's uniform, it symbolises her removing his childhood innocence and the comfort of home.

Key Quotes

"I resisted the impulse to run my fingers through the gelled blackthorns of your hair"

"The world overflowing like a treasure chest"

"I traced the inscriptions on the war memorial and leant against it like a wishbone"

Weir is a mother to two sons so empathises with the grief felt by mothers of fallen soldiers. The poppy is a symbol of remembrance in all wars.

Year 11 English: Power and Conflict Poetry

Storm on the Island by Seamus Heaney

1. What is the poem about?
2. What happens in the poem?
3. What does the poet emphasise?
4. What is the poet an extended metaphor for?



Key
Quotes

"spits like...

"We are...

"sea is company..."

What were the Irish Troubles?

Bayonet Charge by Ted Hughes



1. What is the poem about?
2. What does the poem make us realise and question?
3. List 2 things the 'yellow' hare' could symbolise.

Key
Quotes

"suddenly he...

"Yellow hare..."

"Terror's..."

Why were the soldiers of WWI shocked when they reached the trenches?

Remains by Simon Armitage

1. What is the message of the poem?
2. What/who is the poem about?
3. What does the poem question?



Key
Quotes

"probably armed..."

"tosses his guts..."

"The drink and..."

What is PTSD?

Poppies by Jane Weir



1. Who is the focus of the poem?
2. What does the speaker think about in the poem?
3. What happens at the end of the poem?

Key
Quotes

"I resisted the..."

"The world overflowing..."

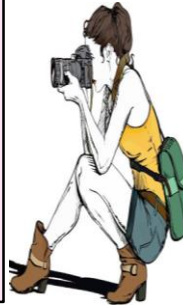
"I traced the inscriptions..."

What is the poppy used to symbolise?

Year 11 English: Power and Conflict Poetry

War Photographer by Carol Ann Duffy

This poem explores the experiences of a photographer capturing the horrors of war. It highlights the contrast between the photographer's detached professional life and the emotional impact of witnessing suffering. It raises questions about the morality of taking these images, the impact they have in the media and the responsibility of bearing witness. Duffy lists countries where war occurs from across the world, to symbolise widespread and inescapable conflict.



Key Quotes	“Fields which don’t explode beneath the feet of children running in nightmare heat”	“Blood stained into foreign dust”	“their eyeballs prick with tears”

The media buy the most shocking war photographs to share. This can be seen as spreading awareness but also making money from people’s suffering

The Emigree by Carol Rumens



“The Emigree” by Carol Rumens is about a refugee who has left their home country and reflects on their memories of it. The speaker describes their city with vivid imagery and fondness, while also acknowledging the hardships and changes that forced them to leave. The poem explores themes of identity, nostalgia, and the impact of political events on individuals. The speaker personifies her home country to emphasise her unbreakable loyalty and connection to it.

Key Quotes	“It may be at war, it may be sick with tyrants”	“I am branded by an impression of sunlight”	“I have no passport. There is no way back at all”

Refugees are often villainised as being invaders. Rumens emphasises that they are victims of war who have not chosen to seek refuge but have become desperate.

Tissue by Imtiaz Dharker

“Tissue” by Imtiaz Dharker reflects on the significance of paper in our lives. It explores how paper, like human connections, can be fragile yet powerful. The poem encourages us to value the small moments and relationships that shape our lives, reminding us of their value.

Dharker uses an ambiguous title that could refer to fragile paper or human flesh. This is to highlight that human life is as delicate as tissue paper.



Key Quotes	“Paper that lets the light shine through, this is what could alter things”	“Maps too. The sun shines through their borderlines”	“Fine slips from grocery shops (...) might fly our lives like paper kites”

Dharker explores how paper overpowers humans and causes conflict across the world (maps, religious documents, money).

Checking Out Me History by John Agard



This explores the importance of learning about neglected or overlooked figures from history, particularly those of non-Western backgrounds. The speaker challenges the traditional curriculum and calls for a more inclusive representation of diverse cultures and achievements. The poem celebrates the strength and resilience of individuals who have been marginalised, encouraging readers to question and reclaim their own histories.

Agard juxtaposes the ‘nonsense’ of nursery rhymes with the inspirational stories of non-western figures to question the National Curriculum.

Key Quotes	“Dem tell me what dem want to tell me”	“Blind me to my own identity”	“Florence Nightingale” “Mary Seacole”

Agard criticises the ‘Eurocentric’ view of history and white supremacy in the education he received as a child in Britain.

Year 11 English: Power and Conflict Poetry

War Photographer by Carol Ann Duffy

1. What is the poem about?
2. What does the poem raise questions about?
3. Why does Duffy list countries affected by war?



Key Quotes

“Fields which...

“Blood stained...

“their eyeballs...

How can publicising images of war be seen as positive as well as negative?

Tissue by Imtiaz Dharker

1. What does the poem reflect on?
2. How does the poem present paper?
3. What does the poem teach us?
4. Why does the poet use an ambiguous title?



Key Quotes

“Paper that lets...

“Maps too...

“Fine slips from...

How does the poem 'Tissue' relate to the theme of conflict?

The Emigree by Carol Rumens

1. What is the poem about?
2. What does the speaker discuss in the poem?
3. What themes are explored in the poem?
4. Why does the speaker personify their home country?



Key Quotes

“It may be at war...

“I am branded...

“I have no passport...

How are refugees often judged?

Checking Out Me History by John Agard

1. What is the poem about?
2. What does the speaker want to change about what is taught at school?
3. What does the poem celebrate?
4. How does the poet use juxtaposition?



Key Quotes

“Dem tell me...

“Blind me...

“Florence...

What did Agard intend to teach his audience with this allegorical poem?

Question 1

List four things you learn about...

- 4 marks
- 5 mins (as part of your reading time)

Find answers from the correct lines

Write in full sentences with the key word from the question

Two answers per line

Question 2

How does the writer use language to...?

- 8 marks
- 10-12 mins
- 3 x ZE paragraphs

Zoom

Pick a powerful word or language technique + Identify the connotations created

Effect

Explain in detail the meanings created the reader's response (as/so/because/which)

Question 3

How does the writer structure the text to interest the reader?

- 8 marks
- 10-12 mins
- 2 PEA paragraphs
 - 1 PEA about the opening
 - 1 PEA about the ending

Point	What does the writer do/use to interest the reader? (choose from WATCH)
Evidence	Quote
Analyse	Explain how this makes the reader intrigued and curious

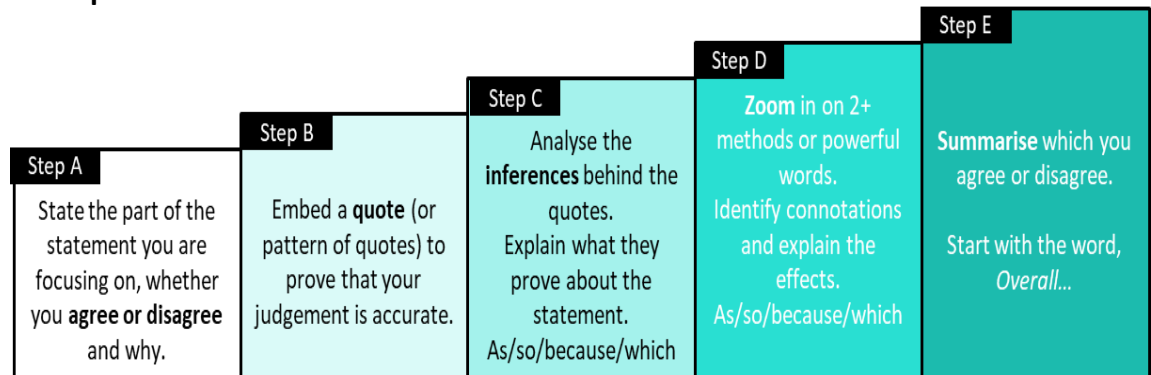
- W** **Withholding Information** – What does the writer not tell us to make us curious?
- A** **Atmosphere** – What atmosphere is created and why is this intriguing?
- T** **Topics/Themes** – Which topics and themes do we focus on? Why does this hold our attention?
- C** **Characters** – Why are we engaged by the character?
- H** **Hints** – What do we expect to happen next? What is foreshadowed?

Question 4

How far do you agree or disagree (with the statement)?

- 20 marks
- 20 mins
- Split the statement

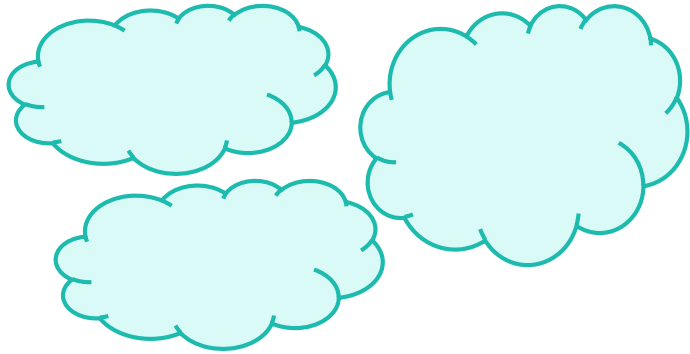
Complete 1 STEP METHOD paragraph on each part of the statement (2 in total).



Question 1

List four _____

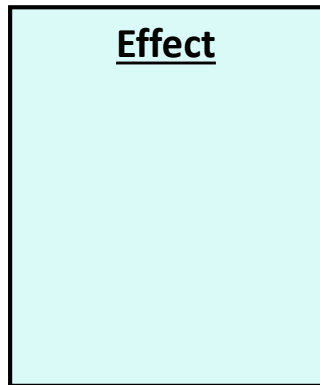
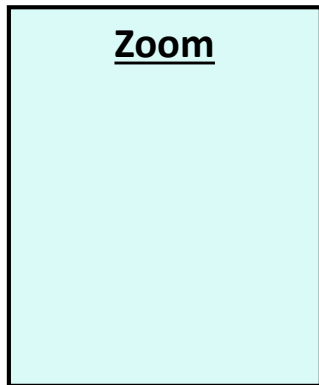
- 4 marks
- 5 mins (as part of your reading time)



Question 2

How does the writer use _____

- 8 marks
- 10-12 mins
- 3 x ZE paragraphs



Question 3

How does the writer _____

- 8 marks
- 10-12 mins
- 2 PEA paragraphs
 - 1 PEA about the opening
 - 1 PEA about the ending

Point	
Evidence	
Analyse	

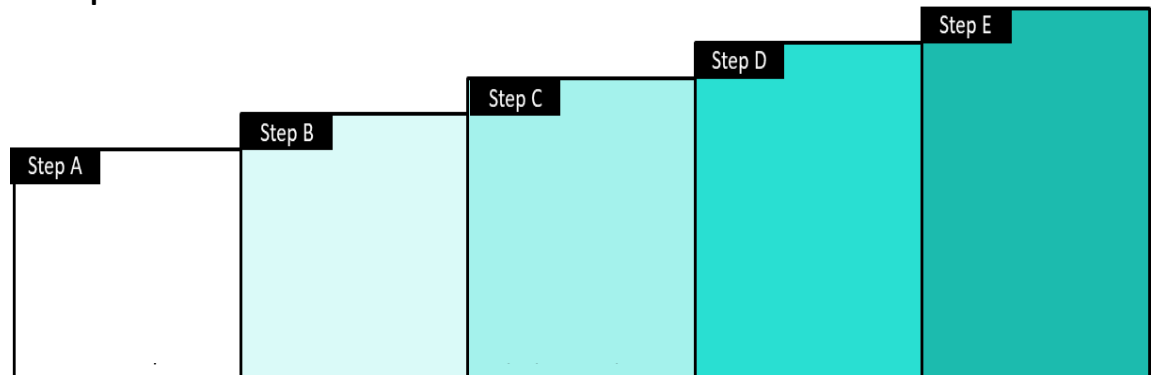
- W** _____ – What does the writer not tell us to make us curious?
- A** _____ – What atmosphere is created and why is this intriguing?
- T** _____ – Which topics and themes do we focus on? Why does this hold our attention?
- C** _____ – Why are we engaged by the character?
- H** _____ – What do we expect to happen next? What is foreshadowed?

Question 4

How far do you _____

- 20 marks
- 20 mins
- Split the statement

Complete 1 STEP METHOD paragraph on each part of the statement (2 in total).



Question 5

Write a descriptive story.

Choose from...

- A picture stimulus
- A written stimulus
- 45 minutes
- 40 marks
 - 24 marks – Content and Organisation
 - 16 marks – Technical Accuracy

Technical Accuracy =
Spelling, punctuation and grammar

Proof Read!

Content and Organisation =
The way you craft and structure your piece

Paragraph structure:

1	Hook	A dramatic opening that withholds information
2	Description	Detailed description of setting and character
3	Flashback	Descriptions of past event and how it impacts the present
4	One Liner	Dramatic sentence
5	Climax	Detailed description of one major event
6	Cliff Hanger	Unanswered questions at the end. Link to the hook

Show Don't Tell

Quality over Quantity

Varying sentence length
Use your sentence lengths to reflect the pace of the action in the **narrative**. Short sentences can show a faster pace and create drama and tension whereas longer sentences tend to slow it down.

Punctuation Marks

... () : :
? ! -

Capital Letters Start of every sentence. Proper nouns (names). Abbreviations.	Full Stops At the end of a statement or piece of information.	Question Marks At the end of a question
Brackets and Dashes Add extra information (subordinate clauses) much like commas.	Colon Before a colon is a full sentence. After colon is a list or explanation.	Semi Colon Links to full sentences that are linked by topic or idea
Exclamation Marks At the end of an emotional or exaggerated sentence	Apostrophes To show possession or missing letters in a contraction (e.g. can't)	Commas Separate items in a list or used to add extra information
Ellipsis Creates a dramatic pause		

Vary the way that you start sentences to keep your writing interesting and lively.

Start your sentence with a...	Example
Verb – an action word	Running for her life , Sarah shouted at the bus to stop.
Simile - comparing something to something else	As quiet as a whisper , he turned to me.
Preposition – indicates the position of someone or something	Beyond the gate, the road stretched far away.
Adverb – modifies or describes a verb, adjective or another adverb	Cautiously , he moved away from the lion.
Connective – joining word	Despite the sunshine, Mr Tucker was wearing a heavy coat.

Year 11 English: English Language Paper 1

Section B: Writing Section

Question 5

Write a _____.

Choose from...

- A picture stimulus
- A written stimulus
- 45 minutes
- 40 marks
 - 24 marks – Content and Organisation
 - 16 marks – Technical Accuracy

Technical Accuracy =
Spelling, punctuation and grammar

Proof Read!

Content and Organisation =
The way you craft and structure your piece

Paragraph structure:

1	Hook	
2	Description	
3	Flashback	
4	One Liner	
5	Climax	
6	Cliff Hanger	

Quality over Quantity

Why/when should we vary sentence length?

Punctuation Marks		
Capital Letters	Full Stops	Question Marks
Brackets and Dashes	Colon	Semi Colon
Exclamation Marks	Apostrophes	Commas
Ellipsis		

... () : :
? ! -

Show Don't Tell

Vary the way that you start sentences to keep your writing interesting and lively.

Start your sentence with a...	Example
_____ – an action word	Running for her life , Sarah shouted at the bus to stop.
_____ - comparing something to something else	As quiet as a whisper , he turned to me.
_____ – indicates the position of someone or something	Beyond the gate, the road stretched far away.
_____ – modifies or describes a verb, adjective or another adverb	Cautiously , he moved away from the lion.
_____ – joining word	Despite the sunshine, Mr Tucker was wearing a heavy coat.

Geography



Helping every person achieve things they never thought they could.

Year 11 Geography: The Changing Economic World

Key Vocabulary

1	Colony	Political control over another country
2	Communicable disease	Disease spread from one person to another
3	Demographic transition model	Model showing population change over time
4	Development gap	Difference in standard of living and wellbeing between HICs and LICs.
5	GDP per capita	Gross Domestic Product per person, wealth of a nation divided by population
6	GNI per capita	Gross National Income is wealth made by a nation and its businesses divided by the population
7	Infant mortality	Number of babies that die per 1000 births under the age of one.
8	Literacy rate	Percentage of people who can read and write
9	Natural increase	The birth rate is higher than the death rate
10	Quality of life	Level of health and comfort experienced.
11	Transnational corporation	Company operating in more than one country.

Measuring Development

12	Classifying countries	HIC's → GNI per capita higher than \$12,536
		LIC's → GNI per capita lower than, \$1035
		NEE's → rapid industrialisation
13	Measuring	A development indicator → numerical data (Birth rate)
		Economic indicators → GNI and GDP per capita
		Human Development Index → life expectancy, literacy and GNI → value of 0-1



Year 11 Geography: The Changing Economic World

Key Vocabulary

1	What is a colony ?	
2	What is communicable disease ?	
3	What is the demographic transition model ?	
4	What is the development gap ?	
5	What is GDP per capita ?	
6	What is GNI per capita ?	
7	Define infant mortality	
8	Define literacy rate	
9	What is natural increase ?	
10	What is meant by quality of life ?	
11	What is transnational corporation ?	

Measuring Development

12	What is a HIC ?
13	What is a LIC ?
14	What is a NEE ?
15	What is a development indicator ?
16	What are the two main economic indicators of development?
17	What is HDI ?



Year 11 Geography: The Changing Economic World

Global Development is Uneven

18	Causes	Arid climate
19		Former colonies
20		Sell primary products
21	Consequences	LIC's invest low in healthcare
22		HIC's have higher disposable income
23		Disparities in global wealth North America 35% of global wealth Africa 1% of global wealth
24		International migration

Demographic Transition Model

30	Stage 1	Birth rate and death rate are both high
31	Stage 2	Death rate decreases Birth rate is still high
32	Stage 3/4	Birth rate decreases Death rate stays low
33	Stage 5	Low birth rate and Low death rate

Strategies to reduce the development gap:

25	Investment- HIC Businesses spend money in other countries
26	Intermediate technology- Local people in LICs use simple and cheap technology
27	Fairtrade- Farmers get a fair price for their produce
28	Aid- Government of one country give money, goods and services to another country
29	Tourism- In Kenya: → 226,000 jobs were created in tourism in 2013 → 12% of the GDP from tourism → Ecotourism ensures local people gain employment



Year 11 Geography: The Changing Economic World

Global Development is Uneven

18	Name a physical cause of uneven development	
19	Name a historical cause of uneven development	
20	Name an economic cause of uneven development	
21	What are the main health issues in LICs? Why?	
22	What do HIC's have more of economically?	
23	Give a piece of evidence to support disparities in global wealth	
24	How can people lead to uneven development?	

Demographic Transition Model

30	What happens in stage 1 of the DTM?
31	What happens in stage 2 of the DTM?
32	What happens in stage 3 and 4 of the DTM?
33	What happens in stage 5 of the DTM?

Strategies to reduce the development gap:

25	How can investment help a country to develop?
26	What is intermediate technology?
27	What is fair trade?
28	What is aid?
29	Give three piece of evidence that tourism is helping Kenya's economy to grow



Year 11 Geography: The Changing Economic World



Key Vocabulary

1	Employment structure	Proportion of the workforce employed in each economic sector
2	Globalisation	The world becoming more interconnected by trade and culture
3	Industrialisation	Development of industries in a country or region
4	Manufacturing	To make something in a factory using machinery
5	National	Relating to one nation/country
6	Quaternary sector	Industry based on knowledge and skills e.g. Scientific research
7	Tertiary (service) industry	Economic activities that provide services e.g. teacher or nurse

Is Nigeria Developed?

8	GNI per capita US \$2970	10	Life expectancy 54 years
9	Birth rate 38 per 1000	11	Percentage in poverty 40%

Nigeria- Characteristics

12	Location	<ul style="list-style-type: none"> • West Africa Atlantic coast • Bordered by Cameroon
13	Climate	<ul style="list-style-type: none"> • North Nigeria hot and dry • South warm and wet
14	Nigeria's regional importance	Over 70% work in agriculture
15		Fastest growing African economy
16	Nigeria's global importance	2.7% of global oil from Nigeria
17		USA was greatest consumer; → USA discovered their oil → India now biggest oil importer
18		Agricultural produce has declined → oil is in higher demand → Australia still buys 30% of Nigeria's cotton
19		Part of the commonwealth

Year 11 Geography: The Changing Economic World



Key Vocabulary

1	Define employment structure	
2	What is globalisation ?	
3	What is industrialisation ?	
4	What is manufacturing ?	
5	Define national	
6	What is the quaternary sector ?	
7	What is the tertiary (service) industry ?	

Is Nigeria Developed?

8	What is Nigeria's GNI per capita?	10	What is the life expectancy in Nigeria?
9	What is the birth rate in Nigeria?	11	What percentage of people live in poverty in Nigeria?

Nigeria- Characteristics

12	Describe the location of Nigeria	
13	Describe the climate of North and South Nigeria	
14	What percentage of people in Nigeria work in agriculture?	
15	What is the economy in Nigeria like compared to the rest of Africa?	
16	What % of oil worldwide comes from Nigeria?	
17	Which country is Nigeria's biggest buyer of oil? Why did this change recently?	
18	Why has the demand for agricultural produce declined in Nigeria?	
19	What is Nigeria a part of?	

Year 11 Geography: The Changing Economic World

Nigeria's changing industrial structure:

20	Since the 1990s Nigeria has experienced a decline in primary industry
21	Secondary industry has grown with more TNC's and industrialisation
22	Increase in tertiary sector retail and finance
23	28% of GDP is from manufactured goods

Shell in Nigeria:

24	Positives <ul style="list-style-type: none"> • Companies provide employment • Local businesses benefit as factories buy their resources
25	Negatives <ul style="list-style-type: none"> • Local workers often low paid • Working condition are often poor • Much of profit goes back to HICs
26	Health clinics for pregnant women
27	Provide scholarships to young people

Does Nigeria still need aid?



28	40% of people still live in poverty
29	Net for Life is a charity which provides → education on how to prevent malaria → gives out anti-mosquito nets
30	2014 the World Bank gave US \$500million → fund development projects → give grants to businesses

Evaluating development in Nigeria:

31	2008/2009 large oil spills devastated town of Bodo
32	Growth of industry resulted in harmful pollutants going directly into drains
33	Since 1990, life expectancy increased from 46 to 54 years in 2018
34	Access to safe water increased from: 46% in 1990 to 67% in 2013

Year 11 Geography: The Changing Economic World

Nigeria's changing industrial structure:

20	How has Nigeria's primary industry changed since 1990s?
21	How has the secondary industry changed in Nigeria?
22	How has the tertiary industry changed in Nigeria? Give two examples.
23	What % of Nigeria's GDP comes from manufactured goods?

Shell in Nigeria:

24	Give three advantages of TNCs
25	Give three disadvantages of TNCs
26	How do Shell help young women?
27	How do Shell help young people?

Does Nigeria still need aid?



28	Why does Nigeria still require aid?
29	How do Nets For Life help Nigeria to develop?
30	How much money did the World Bank give to Nigeria in 2014 and for what purpose?

Evaluating development in Nigeria:

31	What happened in Bodo in 2008/09?
32	How does industrialisation in Nigeria cause water pollution?
33	How has life expectancy changed in Nigeria?
34	How has percentage of people with access to safe water changed?

History



Helping every person achieve things they never thought they could.

Year 11 History: America- opportunity for all

Topic	Question	Answer	
Why was there an economic boom in the 1920s	1	What are the signs of an economic boom?	Successful businesses, rising wages, and low unemployment
	2	How did WWI contribute to the economic boom?	Other countries damaged, increased demand for US goods, Money loaned to allies with interest
	3	How did Republican Policies contribute to the boom in the 1920s?	Laissez-Faire/Low taxes on business so they re-invest, low taxes on people so they spend. Tariffs on imports so people buy American goods.
	4	What was hire purchase? How did it contribute to the boom?	Buy now, pay later. Meant more people could afford to buy consumer goods, which increased demand.
	5	What is the cycle of prosperity?	A successful economy. More demand leading to increased production, higher employment, more disposable income, more spending.
	6	Why was mass production so important to the economy in the 1920s?	Helped to produce consumer goods quickly and cheaply so more people could buy them
	7	How did the stock market contribute to the USA's economic boom?	Normal people could buy shares in businesses and made money as their value increased.
1920s Society and Entertainment	8	What type of dance was danced to Jazz?	The Charleston
	9	What year was the first 'talkie' film, called the 'Jazz Singer'?	1927
	10	Name one famous actress made a celebrity by the 'star system'	Clara Bow
	11	Why were more people able to watch spectator sports such as baseball in the 1920s?	More disposable income, more car ownership



Year 11 History: America- opportunity for all

Topic	Question	Answer
Why was there an economic boom in the 1920s	1	What are the signs of an economic boom?
	2	How did WWI contribute to the economic boom?
	3	How did Republican Policies contribute to the boom in the 1920s?
	4	What was hire purchase? How did it contribute to the boom?
	5	What is the cycle of prosperity?
	6	Why was mass production so important to the economy in the 1920s?
	7	How did the stock market contribute to the USA's economic boom?
1920s Society and Entertainment	8	What type of dance was danced to Jazz?
	9	What year was the first 'talkie' film, called the 'Jazz Singer'?
	10	Name one famous actress made a celebrity by the 'star system'
	11	Why were more people able to watch spectator sports such as baseball in the 1920s?



Year 11 History: America- opportunity for all



Topic	Question	Answer	
Racial tension in 1920s	12	What were the Jim Crow Laws?	Laws which enforced segregation of whites and blacks in public places in the South
	13	Members of the KKK were white supremacists. What does this mean?	They believed that the white race was superior/better and wanted to stop African Americans from getting the rights they deserved.
	14	How many members of the KKK were there at its peak in 1925?	6 million
	15	African Americans had the right to vote in the 1920s, but there were three things which discriminated against them from using it. What were they?	Intimidation.. Literacy (reading and writing test, which many AAs couldn't). Poll tax (had to pay money to vote, which many AAs couldn't afford).
Red Scare	16	Russia became communist in 1917. Describe three aspects of what communism is	One party runs the whole country, business owned and run by the state (government), the lives of individuals tightly controlled
	17	Why were so many Americans scared of communism?	The were worried it would ruin their way of life.
	18	Describe America's capitalist society	Governments are elected in free and fair elections, businesses are owned by individuals who enjoy the profit, individual freedom in very important
	19	What were the Palmer Raids in 1919?	A series of raids led by the Mitchell Palmer to capture, arrest and 'send home' suspected communists from the United States. 6000 suspects were arrested

Year 11 History: America- opportunity for all



Topic	Question	Answer
Racial tension in 1920s	12	What were the Jim Crow Laws?
	13	Members of the KKK were white supremacists. What does this mean?
	14	How many members of the KKK were there at its peak in 1925?
	15	African Americans had the right to vote in the 1920s , but there were three things which discriminated against them from using it. What were they?
Red Scare	16	Russia became communist in 1917. Describe three aspects of what communism is
	17	Why were so many Americans scared of communism?
	18	Describe America's capitalist society
	19	What were the Palmer Raids in 1919?

Year 11 History: America- opportunity for all



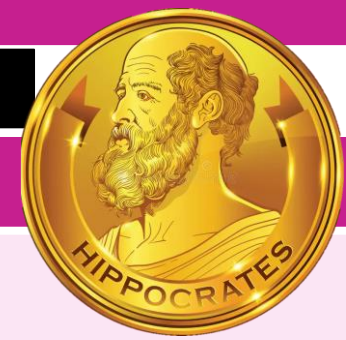
Topic	Question	Answer
Roosevelt's election	20 What did Franklyn D Roosevelt offer the American people?	A new deal
	21 How did Roosevelt campaign for the presidency?	He toured the country, sometimes making 15 speeches a day
	22 How had Roosevelt helped the depression before becoming president?	He spent \$20 million as Governor of New York to help unemployment.
New deal	23 What were the 'three Rs' of the New Deal?	Relief, recovery, reform.
	24 How did the New Deal try to kickstart the American economy	Spending would lead to a cycle of recovery.
	25 How did the New Deal discriminate against women?	The average wage for a women in 1937 was \$525 compared to \$1000 for men
	26 Why is the TVA an example of permanent change for the better?	Thousands of jobs were created, the land became fertile and quality of life greatly improved.
1950s prosperity	27 What did American Express create in 1958?	A worldwide credit card network that allowed people to purchase items and pay off instalments every month.
	28 How did America's fear of communism help the economy in the 1950s?	The government massively increased military spending
	29 How did the 4 million babies born each year during the 1950s help the economy?	Each infant was thought to be worth \$800 to the producers of baby and child products.

Year 11 History: America- opportunity for all



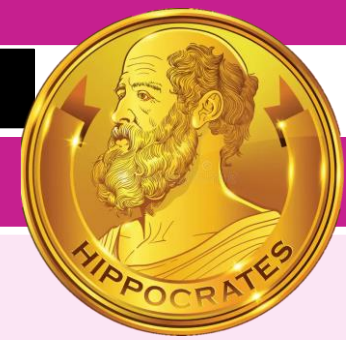
Topic	Question	Answer
Roosevelt's election	20	What did Franklyn D Roosevelt offer the American people?
	21	How did Roosevelt campaign for the presidency?
	22	How had Roosevelt helped the depression before becoming president?
New deal	23	What were the 'three Rs' of the New Deal?
	24	How did the New Deal try to kickstart the American economy
	25	How did the New Deal discriminate against women?
	26	Why is the TVA an example of permanent change for the better?
1950s prosperity	27	What did American Express create in 1958?
	28	How did America's fear of communism help the economy in the 1950s?
	29	How did the 4 million babies born each year during the 1950s help the economy?

Year 11 History: Britain- health and the people



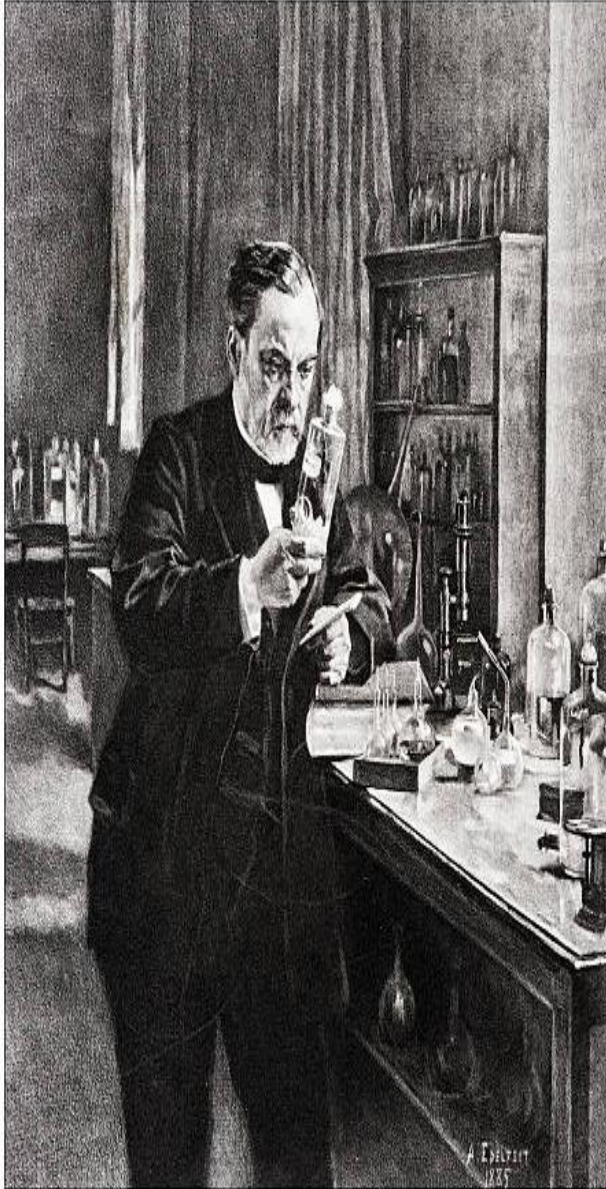
Topic	Question	Answer
Medieval causes, treatments hospitals and the church	1 Which two Ancient physicians still dominated medicine in Medieval times?	Hippocrates and Galen
	2 Who controlled the training of physicians in medieval times?	The church
	3 Who was locked up by the church for urging doctors to question Galen's work?	Roger Bacon
	4 Why did church hospitals believe in care, not cure.	It wasn't a human's place to mess with God's plans
Medieval Public Health	5 List three problems all surgeons have to deal with	Blood loss, infection, pain
	6 Name a new type of technology developed in medieval surgery	The arrow cup was invented to remove arrowheads without causing more damage to the body
	7 Name the attitude taken by government to cleaning up towns and improving public health	Laissez-faire (leave alone)
	8 Describe living conditions in medieval towns	Dirty, cramped, no clean piped water, few sewage systems, cesspits
	9 Why was Coventry advanced in its attitude to public health?	Local council fined people for not keeping the area in front of their house clean.
	10 Why did monasteries have better public health?	Clean piped water, sewage and drainage systems, good diet and natural remedies from gardens, access to ancient texts which taught about exercise, good diet and fresh air.

Year 11 History: Britain- health and the people



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Medieval causes, treatments hospitals and the church	1	Which two Ancient physicians still dominated medicine in Medieval times?	
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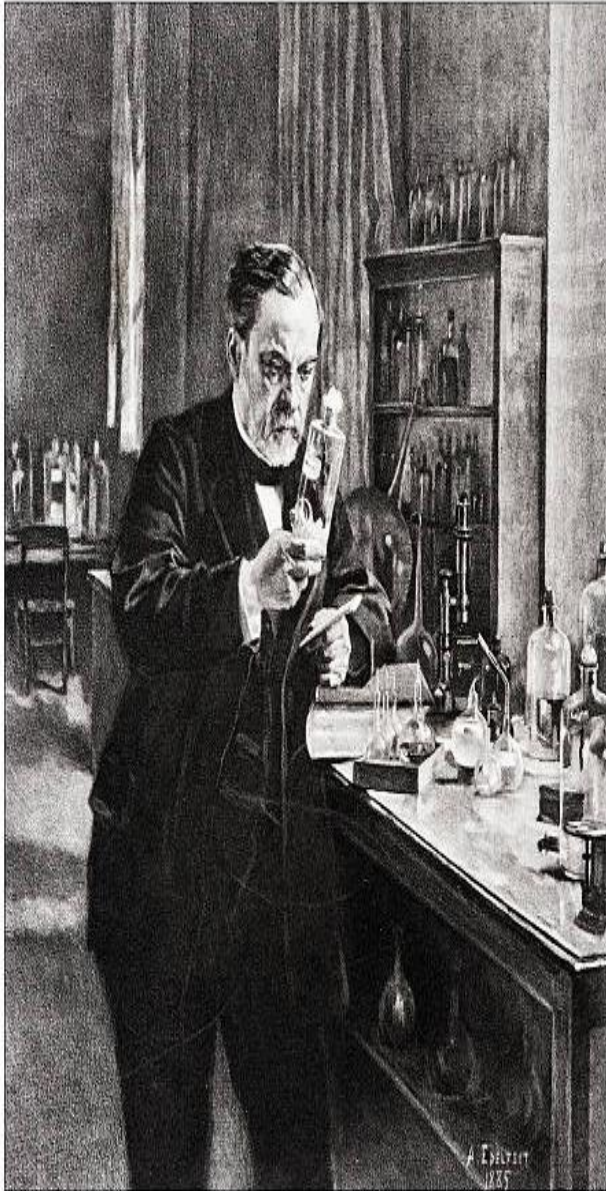
Year 11 History: Britain- health and the people



Renaissance ideas, technology and its contribution to medicine- vaccines and theories

Topic	Question	Answer
11	What does 'renaissance' mean?	Rebirth
12	How was an increase in wealth a factor?	More people could afford to use doctors
13	Why was the invention of the printing press important?	Multiple copies of books could be published which helped spread medical knowledge
14	Why was the discovery of the New World important?	New foods and new plants for medicines were discovered
15	What orders from the Mayor of London proved to be quite useful?	Plague victims had to stay in their house, pubs and entertainments closed, fires lit on streets
16	What orders from the Mayor of London did not help?	All dogs and cats caught and killed.
17	How did John Hunter help spread medical knowledge?	He taught trainee surgeons and wrote books
18	How did the Royal Society and many other doctors react to vaccination?	They rejected Jenner's findings
19	Who discovered chloroform as an anaesthetic?	James Simpson (1847)
20	What was the name given to Pasteur's discovery?	Germ theory
21	How did Robert Kock develop the germ theory further?	He discovered that different diseases were caused by specific germs

Year 11 History: Britain- health and the people



Renaissance ideas, technology and its contribution to medicine- vaccines and theories

Topic	Question	Answer
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Year 11 History: Conflict and tension in Asia



Topic	Question	Answer
Tension builds in Asia	1 Describe Russia's Communist beliefs.	Individual people do not own land, factories, or machinery. Instead, the government or the whole community owns these things. Everyone is supposed to share the wealth that they create
	2 Describe America's capitalist beliefs	Citizens, not governments, own and run companies. These companies compete with other companies for business and profits
	3 What is the Truman Doctrine?	A speech given by President Truman which promised to help any country at risk of being taken over by Communism.
	4 Kim Il Sung was the dictator of North Korea. What is a dictator?	A form of government in which a person or a small group rules with almost unlimited power.
US, UN and China Respond	5 Why did Kim il Sung start a conflict by invading South Korea?	He believed the whole of Korea would be better as a unified communist state.
	6 What is the United Nations?	International organisation, aiming to keep peace, security & friendly relations
	7 Why did Mao send 200,000 Chinese troops into Korea to fight UN troops?	He had warned UN troops not to move further North, which they ignored. China saw this as an act of aggression.
Winners and Losers in Korea	8 How did the USA win and lose as a result of the war?	WIN – Stopped the spread of Communism into South Korea. LOSE – the cost -30,000 troops died. Defence spending increased to \$60 billion
	9 How did China win and lose as a result of the war?	WIN - Closer relations with the USSR. -Gained respect of other Communist countries. -Korea was now a 'buffer state' for China. LOSE – Around half a million casualties. -Worsened relationship with USA and loss of trade
	10 How did Korea lose as a result of the war?	1.3 million casualties, including civilians. Industry and agriculture were destroyed.

Year 11 History: Conflict and tension in Asia



Topic	Question	Answer	
Tension builds in Asia	1	Describe Russia's Communist beliefs.	
	2	Describe America's capitalist beliefs	
	3	What is the Truman Doctrine?	
	4	Kim Il Sung was the dictator of North Korea. What is a dictator?	
US, UN and China Respond	5	Why did Kim il Sung start a conflict by invading South Korea?	
	6	What is the United Nations?	
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Winners and Losers in Korea	8	How did the USA win and lose as a result of the war?	
	9	How did China win and lose as a result of the war?	
	10	How did Korea lose as a result of the war?	

Year 11 History: Conflict and tension in Asia



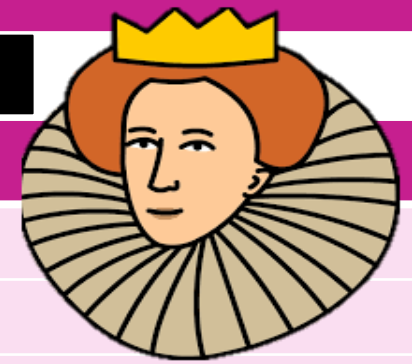
Topic	Question	Answer	
Civil War in South Vietnam	11	After World War II there was an eight year war between which sides in Vietnam? Which international countries financially supported each side?	The French (supported by the USA) and the Vietminh (supported by China)
	12	Discrimination is when a group of people are treated differently because of something they are. Name two groups which were discriminated against in South Vietnam by Diem.	Peasants. Buddhists.
	13	How did Thich Quang Duc protest against Diem's treatment of Buddhists?	Set himself alight in front of the media, whilst others handed out information leaflets describing how they were being treated.
	14	How many tonnes of food, weapons and supplies did the Vietminh send to the Vietcong in South Vietnam via the Ho Chi Minh trail?	60 tonnes a day
US involvement begins	15	What was Eisenhower's Domino Theory?	If one country fell under the control of Communists, it would have a knock on effect, and soon other countries would fall .
	16	Kennedy increased American Involvement by creating a programme which moved peasants off of their land and into fenced camps to protect them from being influenced by the Vietcong. What was this programme called?	The Strategic Hamlets Programme.
	17	The Gulf of Tonkin resolution allowed the US to 'take all necessary measures to keep peace and security' in the area. In reality, what did this mean?	US forces had government permission to invade Vietnam and fight the communists.
	18	How did Johnson invade in 1965?	"Operation Rolling Thunder (US bombing campaign against North Vietnam). Also sent 3,500 US troops into Vietnam. "

Year 11 History: Conflict and tension in Asia



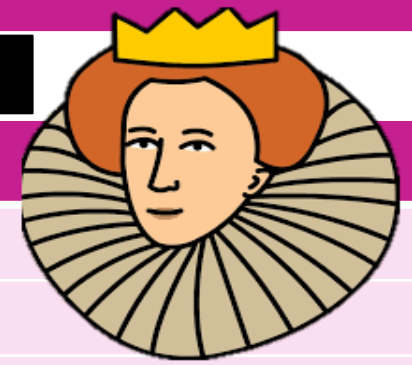
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Year 11 History Elizabethan England



Topic	Question	Answer
Elizabeth and her Government	1 Which Dynasty ruled in this period?	Tudor
	2 Who were seen to be England's main rivals?	Spain, France (the papacy?)
	3 How had Henry VIII caused a rivalry with the Papacy?	Broken with the Catholic Church/Papacy to divorce first wife. Set up Protestant Church of England.
	4 Which of Elizabeth's siblings had reigned before her?	Edward. Mary.
	5 Why was Elizabeth seen by some as an 'unrightful heir'?	She was born to Henry's second wife Anne Boleyn whilst he was still married.
	6 Who was Elizabeth's Catholic cousin who some claimed had a stronger claim to the throne?	Mary Queen of Scots.
	7 Why did Elizabeth grow up as an independent, strong character?	Her mother was executed by her father. She was sent away from Court. Well educated.
	8 Why did Elizabeth grow up to be cautious and brave?	She was accused of treason by her brother and sister.
	9 Why does Elizabeth keep Mary Queen of Scots under house arrest when she arrives in England?	Because she is a potential catholic threat to Elizabeth's crown
	10 What was the royal court?	Made up of 500 nobles advisors and servants who revolve around the Queen. Wherever she went, the court followed. It was the centre of political power.
	11 Who were the most influential part of Elizabeth's court?	The Privy Council
	12 Name three members of Elizabeth's Privy Council	Francis Walsingham, William Cecil, Robert Dudley

Year 11 History: Elizabethan England



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	10 What was the royal court?	
	11 Who were the most influential part of Elizabeth's court?	
	12 Name three members of Elizabeth's Privy Council	

Year 11 History: Elizabethan England



Elizabeth and her Government

Topic	Question	Answer	
Elizabeth and her Government	13	How did Elizabeth use patronage?	She would hand out jobs and titles to encourage loyalty
	14	What was a royal progress?	Elizabeth would tour the country, visiting loyal subjects and keeping an eye on others.
	15	What was Elizabeth's thinking behind divide and rule?	She would put rivals on the privy council to encourage them to compete & work harder. At least one would support her.
	16	Why was Elizabeth put under pressure to marry?	Produce an heir, stop Mary QoS becoming Queen, form a powerful alliance
	17	Name 2 of Elizabeth's suitors	King Phillip of Spain, Robert Dudley, Francis, Duke of Anjou
	18	Why did Elizabeth refuse to marry?	Loss of authority to a man, giving birth was risky, past experiences of family and marriage had been bad, being single could be used to her advantage.
	19	What did Elizabeth use parliament for?	Raising taxes, making laws.
	20	How did Elizabeth manage parliament?	She issued statements about authority, arrested MPs who went too far, dismissed parliament when she wished.
	21	What issues did Elizabeth and parliament conflict over	Religion, freedom of speech, marriage & succession, monopolies.
	22	How did the Earl of Essex initially upset Elizabeth?	They argued during a meeting, she hit him & he nearly drew his sword.

Year 11 History: Elizabethan England



Elizabeth and her Government

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	20	How did Elizabeth manage parliament?	
	21	What issues did Elizabeth and parliament conflict over	
	22	How did the Earl of Essex initially upset Elizabeth?	

Year 11 History: Elizabethan England



Topic	Question	Answer
Elizabeth and her Government	23 How did Essex make things worse regarding Ireland?	He made peace without permission, returned home without permission & entered Elizabeth's chambers & caught her undressed.
	24 How did Essex rebel?	Took 4 privy councillors hostage, marched to London with 200 supporters
	25 How was the Essex rebellion stopped?	Essex was labelled a traitor and most of his followers fled.
	26 What were the consequences of the Essex rebellion?	Essex was executed, most of his supporters were fined, Elizabeth showed she wouldn't tolerate challenges to her authority.
Life in Elizabethan Times	27 Name two Elizabethan sailors	Walter Raleigh, Francis Drake, John Hawkins
	28 What made exploration possible?	Better defences to explore hostile territory, better navigation e.g. the astrolabe, better ships that were faster
	29 What was the impact of Elizabethan voyages?	England became involved in the slave trade, England became wealthier after raiding Spanish ships & ports as well as trade in the East, England's naval power grew, England's colonies began to grow e.g. North America.
	30 Who were the gentry?	A new social class, often wealthy landowners with important positions. Richer than peasants, but not born with titles.
	31 How did homes change in the Great rebuilding?	They showed off wealth & taste rather than defence. They used lots of expensive glass. They used symmetry and replaced halls with a great chamber. They would be built with the intention of attracting the queen to visit.

Year 11 History: Elizabethan England

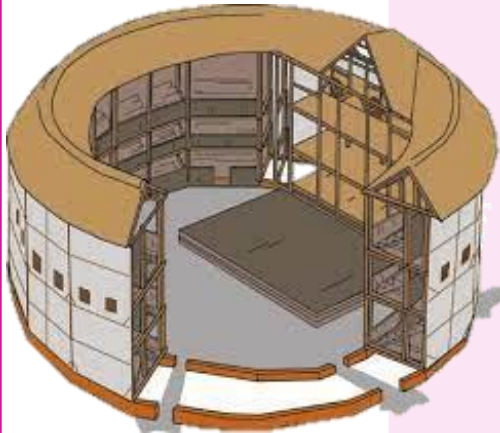


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Year 11 History: Elizabethan England



Life in Elizabethan Times

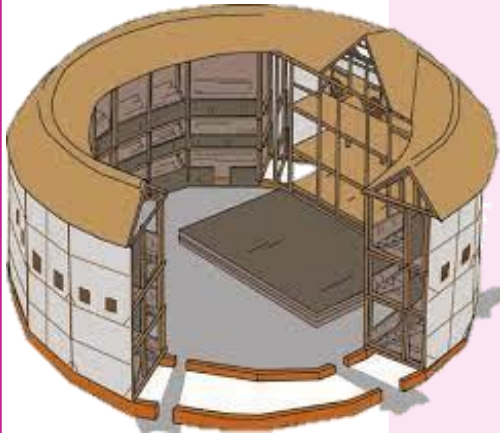


Topic	Question	Answer
Life in Elizabethan Times	32 Who were the Lord Chamberlain's men?	A theatre troupe or company who were funded by a patron.
	33 Why would people fund a theatre troupe?	To impress the Queen, who loved theatre.
	34 Describe an Elizabethan theatre such as the Globe	The pit is where ordinary people stood in the open weather, the galleries had covered seats for the rich, the Lord's rooms were most expensive and sat behind the stage for all to see. Ticket price depended on where you were and an opportunity to show how rich you were
	35 Why was theatre so popular?	It was affordable, new & exciting, carried political messages, entertaining.
	36 Why did some oppose theatre?	Large gatherings could spread disease, Puritans saw it as sinful and a distraction from prayer, theatres were dangerous with drunkenness and crime.
	37 Why was poverty an problem in Elizabethan England?	Henry VIII had closed monasteries responsible for helping the poor. Bad harvests led to increases in food prices. Population increases led to rent increases. A flu outbreak killed 200,000 people.
	38 Who were the undeserving poor?	Untrustworthy beggars who weren't interested in working e.g. Counterfeit cranks, clapper dudgeons, Tom O' Bedlams.
	39 How did people try to deal with poverty initially?	Stocks, whippings, holes burnt in ears, hangings.
	40 What did the poor Law do?	Taxed the wealthy to pay for the care of the poor. Fit & healthy paupers given work. Those who refused whipped or sent to house of correction.

**Year 11 History:
Elizabethan England**



Life in Elizabethan Times



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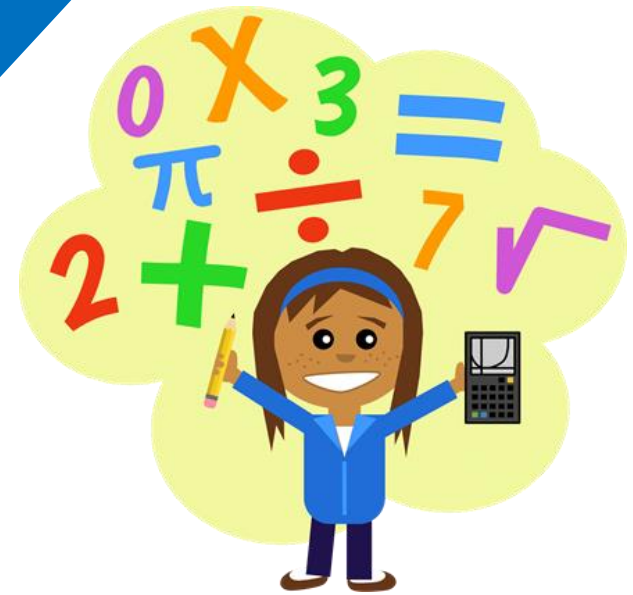
Year 11 History: Elizabethan England

Topic	Question	Answer	
Trouble at Home and Abroad	41	Who were the Puritans?	Extreme protestants, unwilling to compromise their faith.
	42	Who were the Jesuits?	Missionaries sent to England to help restore Catholicism.
	43	How did Elizabeth demonstrate her 'Middle way'?	The Act of supremacy, which made her Governor, rather than head of the church. The Act of uniformity, which created an English prayer book, allowed Catholics to worship in private, allowed candles and colourful robes, made attendance at Anglican churches compulsory.
	44	What was the Northern rebellion?	Plan to kill Elizabeth & marry Duke of Norfolk to Mary QoS. Earls of Westmoreland & Northumberland took control of Durham Cathedral & had a catholic mass. Marched south with 4600 men, but fled. Northumberland executed.
	45	What was the Papal bull?	Message from the Pope excommunicating the Queen, encouraging rebellion.
	46	Describe two catholic plots to kill Elizabeth and replace her with Mary QoS	Ridolfi plot (Marry Mary QoS to Norfolk, Catholics to invade). Throckmorton plot (Kill Elizabeth, replace with Mary QoS. French invade). Babington plot (Kill Elizabeth, replace with Mary QoS. Mary agrees)
	47	What was the impact of Mary QoS's execution?	Catholics lose their alternative monarch. Mary became a martyr. Outrage was caused in France and Spain.
	48	What led to conflict with Spain?	Elizabeth turned Phillip down, Spain saw it as their duty to return Catholicism to England. Spain was keen to follow the Papal Bull. English sailors had raided Spanish ships & ports with license from Elizabeth.
	49	How did the Spanish plan to invade England?	Sail 151 ships, 7000 sailors and 34,000 soldiers to the Netherlands & collect more men. Sail in a crescent formation. Invade England with support from English Catholics.

Year 11 History: Elizabethan England

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Maths



Helping every person achieve things they never thought they could.

Year 11 Maths:

Key Vocabulary

1	Integer	<ul style="list-style-type: none"> A whole number Can be positive, negative or 0 	e.g. 2, 4, 23, -1, -1000,
2	Multiple	<ul style="list-style-type: none"> In a number's times table The product of that number with an integer 	First 3 multiples of 3: 3, 6, 9 Not multiples of 20: 1, 2, 4, 5, 2.5,
3	Lowest Common Multiple	<ul style="list-style-type: none"> The first number that appears in both times tables 	12: 12, 24, 36, 48, 60, 72, 20: 20, 40, 60, 80, ... The LCM of 12 and 20 is 60
4	Factor	<ul style="list-style-type: none"> Whole numbers that divide into another number exactly 	Factors of 12: 1, 2, 3, 4, 6, 12 Not factors of 12: 0, -6, 24
5	Highest Common Factor	<ul style="list-style-type: none"> The biggest number that will divide into the given numbers 	12: 1, 2, 3, 4, 6, 12 20: 1, 2, 4, 5, 10, 20 The HCF of 12 and 20 is 4
6	Prime Number	<ul style="list-style-type: none"> Only has 2 factors, 1 and itself Both factors are different numbers 	The first 8 prime numbers are: 2, 3, 5, 7, 11, 13, 17, 19
7	Product of Prime Factors	<ul style="list-style-type: none"> Finding the prime factors that will multiply together to give that number 	$20 = 2 \times 2 \times 5$ $20 = 2^2 \times 5$
8	Base	<ul style="list-style-type: none"> Whatever the power is applied to It can be a number, a variable (letter) or both. 	In 3^2 the base is 3 In x^5 the base is x

Key Vocabulary

9	Index/Indices	<ul style="list-style-type: none"> The power Written as a small number to the right and above the base number Says how many times to use the number in a multiplication 	The part in red in each example is an index $3^2 \ 5^x \ 5y^3 \ 8^{\frac{1}{3}}$
10	Simplify	<ul style="list-style-type: none"> Using the index laws to rewrite the question in a simpler way 	$(3x^2)^3 = 27x^6$ $3x^6 \times 2x^4 = 6x^{10}$ $4x^3 \div 2x^{-1} = 2x^4$
11	Evaluate	<ul style="list-style-type: none"> Calculating the actual value 	Evaluate $3^2=9$
12	Reciprocal	<ul style="list-style-type: none"> A number multiplied by its reciprocal has an answer of 1 	$3 \times \frac{1}{3} = 1$



Year 11 Maths:

Key Vocabulary

1	Define an integer	
2	What are multiples ?	
3	What is the lowest common multiple of two numbers?	
4	What are factors ?	
5	What is the highest common factor of two numbers?	
6	What are prime numbers ?	
7	How do you represent a number as the product of its prime factors ?	
8	What is a base ?	

Key Vocabulary

9	What are indices ?	
10	What does simplify mean?	
11	What does the word evaluate mean?	
12	Define a reciprocal	



Year 11 Maths:

Key Facts

Index Law of multiplication

$$x^a \times x^b = x^{a+b}$$

13

When the bases are the same and are being multiplied together; we add the indices.

Index Law of division

$$x^a \div x^b = x^{a-b}$$

14

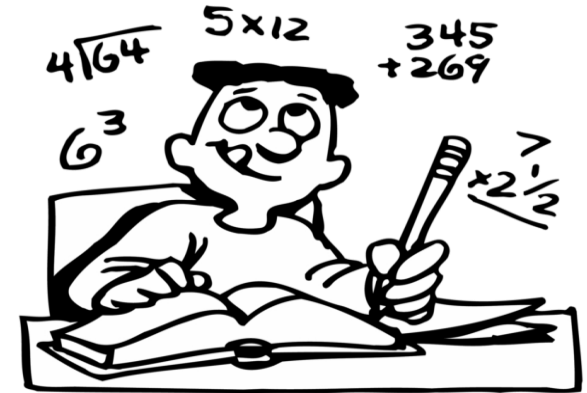
When the bases are the same and are being divided; we subtract the indices.

Index Law of the zero index

$$x^0 = 1$$

15

Anything raised to the power of 0 is 1.



Index Law of “powers of powers”

$$(x^a)^b = x^{ab}$$

16

When a base with an index is raised to another index, the indices are multiplied.

Index Law of negative indices

$$x^{-a} = \frac{1}{x^a}$$

17

A base with a negative index is the same as the reciprocal of the base with a positive index.

Year 11 Maths:

Key Facts

13

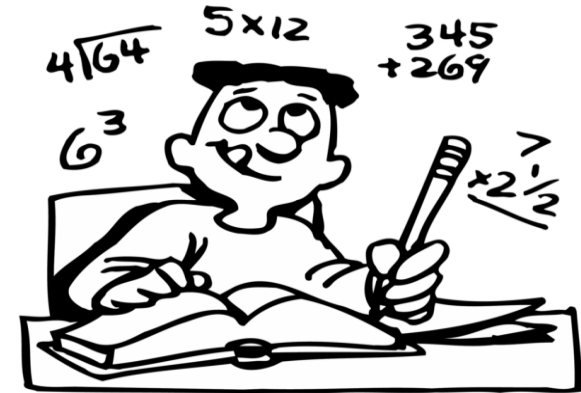
What is the index law of multiplication?

14

What is the index law of division?

15

What does the law of the zero index tell us?



16

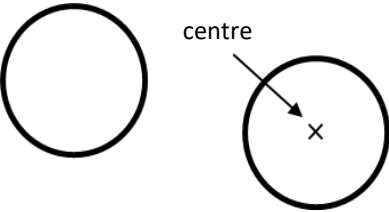
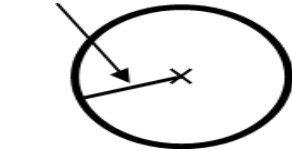
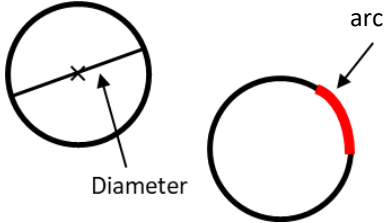
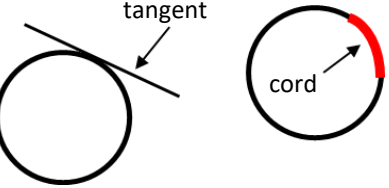
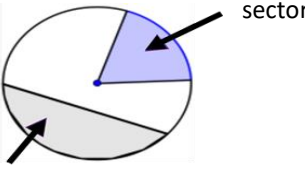
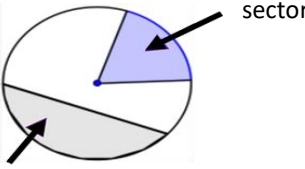
What is the index law of “powers of powers”

17

How do you evaluate negative indices?

Year 11 Maths:

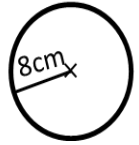
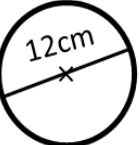
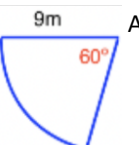
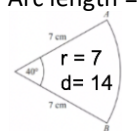
Key Vocabulary

1	Circle	<ul style="list-style-type: none"> A round shape Every point on its edge is at a fixed distance from the centre 	
2	Centre	<ul style="list-style-type: none"> A fixed point in the middle Spheres also have centres 	
3	Circumference	<ul style="list-style-type: none"> The perimeter of a circle Around the outside 	
4	Radius	<ul style="list-style-type: none"> Line joining the centre to circumference 	
5	Diameter	<ul style="list-style-type: none"> Line through the centre Touches two points on the circumference 	
6	Arc	<ul style="list-style-type: none"> Curved line which can be part of a circumference 	
7	Tangent	<ul style="list-style-type: none"> A line on the outside of a circle that touches the circle at only one point 	
8	Chord	<ul style="list-style-type: none"> Line joining the end of an arc 	
9	Sector	<ul style="list-style-type: none"> A shape formed by an arc and two radii 	
10	Segment	<ul style="list-style-type: none"> Section between a chord and an arc 	

Key Facts

11	<ul style="list-style-type: none"> Pi or $\pi = 3.141592653\dots$ π is an irrational number
12	<ul style="list-style-type: none"> The radius is half the diameter
13	<ul style="list-style-type: none"> The diameter is double the radius
14	<ul style="list-style-type: none"> The length of an arc is a fraction of the circumference
15	<ul style="list-style-type: none"> The area of a sector is a fraction of the circle's area

Key Formulae

16	Area of a circle = πr^2 $r = \text{radius}$	 $\begin{aligned} \text{Area} &= \pi \times 8^2 \\ &= 64\pi \\ &= 201.0619\dots \\ &= 201.1 \text{ (1dp)} \end{aligned}$
17	Circumference of a circle = πd $d = \text{diameter}$ (or Circumference = $2\pi r$)	 $\begin{aligned} \text{Circumference} &= \pi \times 12 \\ &= 12\pi \\ &= 37.69911\dots \\ &= 37.7 \text{ (1dp)} \end{aligned}$
18	Area of a sector = $\frac{\theta}{360} \times \pi r^2$ $\theta = \text{angle}$	 $\begin{aligned} \text{Area} &= \frac{60}{360} \times \pi \times 9^2 \\ &= \frac{1}{6} \times \pi \times 81 \\ &= 42.4115\dots \\ &= 42.4 \text{ (1dp)} \end{aligned}$
19	Arc length = $\frac{\theta}{360} \times \pi d$ $\theta = \text{angle}$	 $\begin{aligned} \text{Arc length} &= \frac{40}{360} \times \pi \times 14 \\ &= \frac{1}{9} \times \pi \times 14 \\ &= 4.88692\dots \\ &= 4.9 \text{ (1dp)} \end{aligned}$

Year 11 Maths:

Key Vocabulary

1	What is a circle?	
2	Where is the centre?	
3	Describe the circumference	
4	Draw a circle and label its radius	
5	Draw a circle and label its diameter	
6	What is an arc?	
7	Describe a tangent to a circle	
8	What is a chord?	
9	Describe the sector of a circle	
10	What is a segment?	

Key Facts

11	What is π to 2 decimal places?
12	If you know the diameter, how would you work out the radius?
13	If you know the radius, how would you work out the diameter?
14	What is the relationship between length of an arc and the circumference of a circle?
15	What is the relationship between the area of a sector and the area of a circle?

Key Formulae

16	What is the formula for area of a circle?
17	What is the formula for circumference? What is the other formula for circumference?
18	What is the formula for area of a sector?
19	What is the formula for arc length?

Year 11 Maths: HIGHER TIER ONLY

Quadratic Formula:

1	<ul style="list-style-type: none"> To solve quadratic equations of the form $ax^2 + bx + c = 0$ where $a \neq 0$ 	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
---	---	--

Sine Rule:

2	<ul style="list-style-type: none"> To calculate missing sides 	$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$
3	<ul style="list-style-type: none"> To calculate missing angles 	$\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$

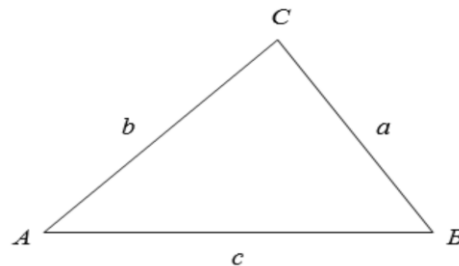
Cosine Rule:

4	<ul style="list-style-type: none"> To calculate missing sides 	$a^2 = b^2 + c^2 - 2bc \cos A$
5	<ul style="list-style-type: none"> To calculate missing angles 	$\cos A = \frac{b^2 + c^2 - a^2}{2bc}$

Area of any Triangle:

6	<ul style="list-style-type: none"> Formula to calculate the area of any triangle 	$\text{Area} = \frac{1}{2} ab \sin C$
---	---	---------------------------------------

The **sine rule**, **cosine rule** and **area of any triangle** formula can be used in any triangle ABC where a , b and c are lengths of sides:



Using the formulae

7	Use the quadratic formula to solve: $3x^2 + 7x - 5 = 0$ $a = 3, b = 7, c = -5$	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ $x = \frac{-7 \pm \sqrt{(7)^2 - 4 \times 3 \times -5}}{2 \times 3}$ $x = 0.573 \text{ or } x = -2.907$
8	Use the sine rule to calculate the length BC.	$\frac{a}{\sin A} = \frac{c}{\sin C}$ $\frac{13.2}{\sin(40)} = \frac{c}{\sin(114)}$ $a = \frac{13.2}{\sin(114)} \times \sin(40) = 9.3m$
9	Used the sine rule to calculate the angle ABC.	$\frac{\sin A}{a} = \frac{\sin B}{b} \quad \frac{\sin(60)}{17} = \frac{\sin B}{19}$ $\sin B = \frac{\sin(60)}{17} \times 19$ $B = \sin^{-1}\left(\frac{\sin(60)}{17} \times 19\right) = 75.4^\circ$
10	Use the cosine rule to calculate the length CB.	$a^2 = b^2 + c^2 - 2bc \cos A$ $a^2 = 8^2 + 15^2 - 2 \times 8 \times 15 \times \cos(70)$ $a^2 = 206.915 \dots$ $a = \sqrt{\text{Ans}} = 14.4cm$
11	Use the cosine rule to calculate the angle BAC.	$\cos A = \frac{b^2 + c^2 - a^2}{2bc}$ $\cos A = \frac{10^2 + 8^2 - 14^2}{2 \times 10 \times 8}$ $\cos A = -0.2$ $A = \cos^{-1}(-0.2) = 101.5^\circ$
12	Calculate the area of this triangle.	$\text{Area} = \frac{1}{2} ab \sin C$ $\text{Area} = \frac{1}{2} \times 15 \times 8 \times \sin(70)$ $\text{Area} = 56.4cm^2$

Year 11 Maths: HIGHER TIER ONLY

Quadratic Formula:

1	What is the quadratic formula?	
---	--------------------------------	--

Sine Rule:

2	What is the sine rule to calculate missing sides?	
3	What is the sine rule to calculate missing angles?	

Cosine Rule:

4	What is the cosine rule to calculate missing sides?	
5	What is the cosine rule to calculate missing angles?	

Area of any Triangle:

6	What is the formula that can be used to calculate the area of any triangle?	
---	---	--

Using the formulae

7	How would you use the quadratic formula to solve: $3x^2 + 7x - 5 = 0$	
8	How would you use the sine rule to calculate a length?	
9	How would you use the sine rule to calculate an angle?	
10	How would you use the cosine rule to calculate a length?	
11	How would you use the cosine rule to calculate an angle?	
12	How would you use the area sine rule to calculate the area of a non-right angled triangle?	

Modern Foreign Languages



Helping every person achieve things they never thought they could.

Year 11 French: Recap

To have... (Verb)

Avoir	To have
J'ai	I have...
Tu as	You have...
Il a	He has...
Elle a	She has...
On a	One has (We have)
Nous avons	We have...
Vous avez	You have (formal/plural)
Ils ont	They have... (Masculine/mixed)
Elles ont	They have... (feminine)

To live... (Verb)

Habiter	To live
J'habite	I live...
Tu habites	You live...
Il habite	He lives...
Elle habite	She lives...
On habite	One lives (We live)
Nous habitons	We live...

To be... (Verb)

Être	To be
Je suis	I am...
Tu es	You are...
Il est	He is...
Elle est	She is...
On est	One is (We are)
Nous sommes	We are...
Vous êtes	You are... (formal/plural)
Ils sont	They are... (Masculine/mixed)
Elles sont	They are... (feminine)



Year 11 French: Recap

To have... (Verb) Complete below:

	To have
	I have...
	You have...
	He has...
	She has...
	One has (We have)
	We have...
	You have (formal/plural)
	They have... (Masculine/mixed)
	They have... (feminine)

To live... (Verb) Complete below:

	To live
	I live...
	You live...
	He lives...
	She lives...
	One lives (We live)
	We live...

To be... (Verb) Complete below:

	To be
	I am...
	You are...
	He is...
	She is...
	One is (We are)
	We are...
	You are... (formal/plural)
	They are... (Masculine/mixed)
	They are... (feminine)



Year 11 French: Recap

Grammar Explanation

Immediate Future Tense

To use the immediate future tense, take the appropriate form of the verb **aller** (to go) and add the infinitive verb.

For example:

Je vais + manger = je vais manger
= I am going to eat.

Nous allons + voyager = nous allons voyager
= we are going to travel.

Below are some high frequency infinitives for you to practise with:

Aller = to go

Jouer = to play

Regarder = to watch

Visiter = to visit

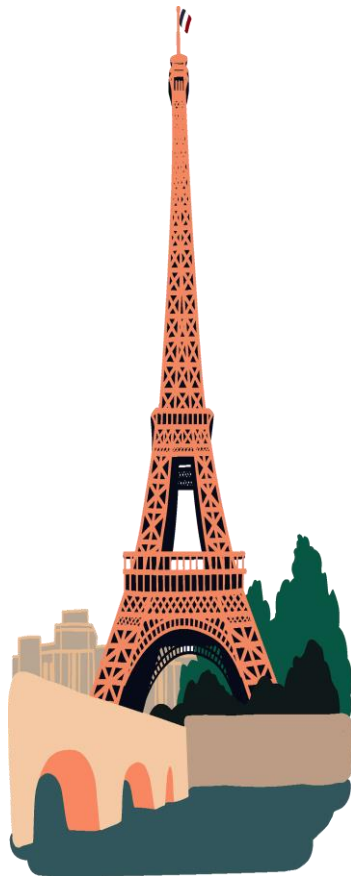
Faire = to do

Manger = to eat

Avoir = to have

Être = to be

Prendre = to take



Grammar Explanation

Perfect (past) Tense

When forming the perfect tense, you take the correct form of **avoir** and add the past participle. For most **-er** verbs, you form the past participle by taking the ER off the infinitive verb and adding an **é**. For example, **manger = mangé**. You then use the appropriate form of **avoir**, such as **j'ai mangé** = I have eaten, **il a mangé** = he has eaten

Voyager (to travel) = **voyagé** (travelled)

Manger (to eat) = **mangé** (eaten)

Loger (to stay - somewhere you have paid for) = **logé**

Forming the past participle is different for -re verbs and -ir verbs but we will learn these at a later stage.

Some verbs have irregular stems, such as:

Faire (to do) = **fait** (did). For example, **j'ai fait** = I did

However, some verbs use **être** instead of **avoir** when forming the perfect tense. One of these verbs is **aller**. For **aller**, you form the stem by taking the **er** off and adding **é**. You then use **être** to form the past tense, for example, **je suis allé** (masculine) or **je suis allée** (feminine).

The verb rester (to stay) also takes être.

Year 11 French: Recap

Grammar Explanation

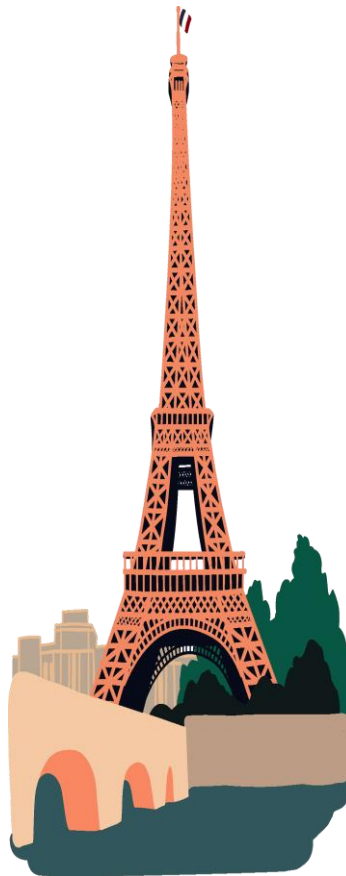
How do we use the Immediate Future Tense?
For example:

Je vais + manger = _____
= I am going to eat.

Nous allons + voyager = _____
= we are going to travel.

Below are some high frequency infinitives for
you to practise with:

- _____ = to go
- _____ = to play
- _____ = to watch
- _____ = to visit
- _____ = to do
- _____ = to eat
- _____ = to have
- _____ = to be
- _____ = to take



Grammar Explanation

How do we form the **Perfect (past) Tense**?

Voyager (to travel) = _____ (travelled)

Manger (to eat) = _____ (eaten)

Loger (to stay - somewhere you have paid for) = _____

Forming the past participle is different for -re verbs and -ir verbs but we will learn these at a later stage.

Some verbs have irregular stems, such as:

Faire (to do) = _____ (did). For example, _____ = I did

However, some verbs use **être** instead of **avoir** when forming the perfect tense. One of these verbs is..

Year 11 Spanish: Recap

Tener (To have)

Tengo	I have
Tienes	You have
Tiene	He/She/It has
Tenemos	We have
Tenéis	You (plural) have
Tienen	They have



Ser (To be)

Soy	I am
Eres	You are
Es	He/She/It is
Somos	We are
Sois	You (plural) are
Son	They are

Ir (To go) Present tense

Fui	I went
Fuiste	You went
Fue	He/She/It went
Fuimos	We went
Fuisteis	You (plural) went
Fueron	They went

Grammar Explanation

There is a three-step method that will make conjugating regular Spanish verbs very easy for you. In order to conjugate verbs that end with **-ar** in the preterite tense you:

- Find the infinitive (full verb)
- Cut off the **-ar**
- Add the new ending (**é, aste, ó, amos, asteis, aron**)

English subject pronoun	Spanish subject pronoun	ar ending	Viajar (to travel)
I	yo	é	viajé
you	tú	aste	viajaste
he/she	él/ella	ó	viajó
we	nosotros/nosotras	amos	viajamos
you (plural)	vosotros/vosotras	Asteis	viajasteis
they	ellos/ellas	aron	viajaron



Year 11 Spanish: Recap

How to form the immediate future tense:

To say what you are going to do, you can use the near immediate future tense.

This is formed by using the correct part of the verb **ir** (to go), plus the infinitive of another verb.

Voy a ir al cine

I am going to go to the cinema

Va a jugar al fútbol

He is going to play football

Ir (to go)	Preposition	Infinitive
Voy (<i>I am going</i>)	a	Jugar - to play
Vas (<i>you are going</i>)		Ver - to see
Va (<i>he/she is going</i>)		Hacer - to do
Vamos a (<i>we are going</i>)		Montar - to ride
Van a (<i>we are going</i>)		Ser - to be
		Tener - to have

Grammar Explanation

There is a three-step method that will make conjugating regular Spanish verbs very easy for you.

For **ER** and **IR** verbs you:

- Find the infinitive (full verb)
- Cut off the **-er** or **-ir**
- Add the new ending (**í, iste, ió, imos, isteis, ieron**)

English subject pronoun	Spanish subject pronoun	ar ending	Comer (to eat)
I	yo	í	comí
you	tú	iste	comiste
he/she	él/ella	ió	comió
we	nosotros/nosotras	imos	comimos
you (plural)	vosotros/vosotras	isteis	comisteis
they	ellos/ellas	ieron	comieron

Year 11 Spanish: Recap

How do we form the immediate future tense?

I am going to go to the cinema

He is going to play football

Ir (to go)	Preposition	Infinitive
_____ (I am going)	a	_____ - to play
_____ (you are going)		_____ - to see
_____ (he/she is going)		_____ - to do
_____ (we are going)		_____ - to ride
_____ (we are going)		_____ - to be
_____		_____ - to have

Grammar Explanation

There is a three-step method that will make conjugating regular Spanish verbs very easy for you.

For **ER** and **IR** verbs you:

- -
- -
- -

English subject pronoun	Spanish subject pronoun	ar ending	Comer (to eat)
I	-	-	-
you	-	-	-
he/she	-	-	-
we	-	-	-
you (plural)	-	-	-
they	-	-	-

Music and Performing Arts



Helping every person achieve things they never thought they could.

Year 11 Music: Areas of Study

Ternary

Section A	Section B	Section A
The initial ideas are introduced. This section usually ends with a perfect cadence in the tonic key.	A contrasting section that is sometimes known as an episode.	Either an exact repeat or slightly altered version of the first section.

Variation

Theme	Variation 1	Variation 2	Variation 3
This could be in a certain structure- perhaps binary or ternary.	Some ways in which the theme could be transformed are: <ul style="list-style-type: none"> • Decoration and embellishment • A change of instrumentation, temp, key, harmony, metre or rhythm • Developing the theme using a variety of devices such as imitation, inversion, sequence, diminution or augmentation • Presentation the theme at a different pitch • Developing harmonies and rhythms with a tune • Introducing additional or new melodies • Varying the style 		

Binary

Section A	Section B
Starts in the tonic key but modulates to a related key at the end of the section. This section is usually unfinished when played on its own.	Starts in the same key as the end of section A but the music works its way back to the tonic. It is usually longer than the A section but balances the piece.

Baroque

Simple melodies, ornaments, terraced dynamics, energetic and relentless rhythmic movement, major/minor, keys mainly string instruments with some woodwind, use of the harpsichord, basso continuo.

Bach, Handel, Vivaldi, Corelli, Lully,

Classical

Balanced, regular phrases, functional harmony, wider range of dynamics, focus on piano, elegant and graceful 'symmetrical' style, frequent changes of mood and timbre, Alberti bass.

Haydn, Mozart, Beethoven

Romantic

Melodies were lyrical, distinct thematic ideas, leitmotifs, expressive, richer harmonies with chromaticism, more variation in dynamics, rhythms and creative freedom, programmatic music, larger brass section.

Schubert, Mendelssohn, Chopin, Schumann, Wagner

Musical Forms & Devices

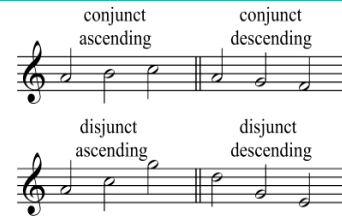
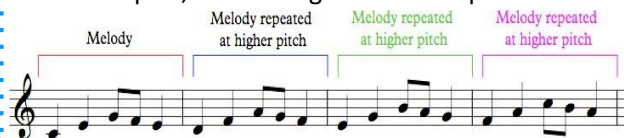
Forms

Devices

AoS1

Sequence

Repetition of a melodic or harmonic phrase in the same part, but at a higher or lower pitch



Arpeggio/Broken Chord

When the notes of a chord are played separately in succession



Motif

A short, musical idea, melodic or rhythmic



Repetition

When sounds, sequences, melodies or rhythms are repeated



Ornamentation

Decorate or embellish the music. Popular examples of ornaments are trill, mordents and turns.

Year 11 Music: Areas of Study

Ternary

Section A	Section B	Section A
The initial ideas are introduced. This section usually ends with a perfect cadence in the tonic key.	A contrasting section that is sometimes known as an episode.	Either an exact repeat or slightly altered version of the first section.

Variation

Theme	Variation 1	Variation 2	Variation 3
This could be in a certain structure- perhaps binary or ternary.	Some ways in which the theme could be transformed are:		

Binary

Section A	Section B
Starts in the tonic key but modulates to a related key at the end of the section. This section is usually unfinished when played on its own.	Starts in the same key as the end of section A but the music works it way back to the tonic. It is usually longer than the A section but balances the piece.

Baroque

Simple _____, ornaments, terraced dynamics, energetic and relentless rhythmic movement, major/minor, keys mainly string instruments with some woodwind, use of the _____, basso continuo.

Bach, Handel, Vivaldi, Corelli, Lully,

Classical

Balanced, _____ phrases, functional harmony, wider range of dynamics, focus on piano, elegant and graceful 'symmetrical' style, frequent changes of mood and timbre, alberti bass.

Haydn, _____, Beethoven

Romantic

Melodies were _____, distinct thematic ideas, leitmotifs, expressive, richer harmonies with chromaticism, more variation in dynamics, rhythms and creative freedom, programmatic music, larger brass section.

Schubert, _____, Chopin, Schumann, Wagner

Sequence

Repetition of a melodic or harmonic phrase in the same part, but at a _____ or _____ pitch

Melody

Melody repeated at higher pitch

Melody repeated at higher pitch

Melody repeated at higher pitch

conjunct ascending

conjunct descending

disjunct ascending

disjunct descending

Imitation

A contrapuntal device, when a melodic idea is _____ in another part

Arpeggio/Broken Chord

When the notes of a chord are played _____ in succession

Motif

A _____ musical idea, melodic or rhythmic

Repetition

When sounds, sequences, melodies or _____ are repeated

Trill

Mordents

Appoggiatura

Acciaccaturas

Turns

Ornamentation

Decorate or embellish the music. Popular examples of ornaments are trill, mordents and turns.

Forms

Devices

AoS1

Musical Forms & Devices

Year 11 Music: Areas of Study

In Jazz & Blues, the drummer keeps a steady beat. The bass player lays down a 'groove' and supports the improvisation sections. The keyboard player comps and improvises the chords whilst the other instruments improvise virtuosic solos.

Baroque

Basso Continuo

Double bass and harpsichord providing harmony



Classical

String Quartet

2 Violina, a viola & cello. 4 movements.

Romantic

String Quartets with a piano. Experimentation with different combinations of instruments to improve tone quality and overall sound.



A small group of classical musicians.

Individual tone colour or tone quality. The tone colour of different combinations of instruments can result in very different effects. It is its relative loudness and 'feel' compared with other sounds.



Jazz & Blues

12-bar blues

Head arrangement

Key features in most jazz bands are: the instruments, use of improvisation, the pentatonic scale, head arrangement, melodic riffs, blues notes, use of the blues scale, call and response and jazz virtuoso with solo sections.



Modern Jazz band

Jazz band

There are various instrumental ensembles that accompany the singers onstage.

Musicals use various vocal ensembles which are known as the chorus. This features multiple vocal parts like **Soprano, Alto, Tenor and Bass.**



Large-scale musicals can use a full orchestra of musicians, but smaller shows may only use a small rock band.



AoS2

Music for Ensemble

Chamber Ensemble

Musical Theatre

Sonority

Texture

Ensemble

Monophonic

Single melodic line or parts together in unison

Homophonic

One melody heard with an accompaniment of chords

Polyphonic

A number of melodies heard at one, like imitation and counterpoint

A group of performers, usually between 2 and 8.

Examples include: basso continuo, string quartet, jazz and blues trios, a rhythm section and vocal ensembles (duets, trios, backing vocals).

Year 11 Music: Areas of Study complete the missing knowledge

In Jazz & Blues, the drummer keeps a steady _____. The bass player lays down a '_____' and supports the improvisation sections. The keyboard player comps and improvises the chords whilst the other instruments improvise virtuosic solos.

Baroque

Basso Continuo
Double bass and _____ providing harmony



Classical

String Quartet
2 Violina, a viola & cello. 4 movements.

Romantic

String Quartets with a piano.
Experimentation with different combinations of _____ to improve tone quality and overall sound.



A small group of classical musicians.

Sonority
Individual tone colour or tone quality. The tone colour of different combinations of instruments can result in very different effects. It is its relative loudness and 'feel' compared with other sounds.

Jazz & Blues

12-bar blues

Head arrangement



Classic Blues band

Key features in most jazz bands are: the instruments, use of improvisation, the _____ scale, head arrangement, melodic riffs, blues notes, use of the blues scale, call and response and jazz virtuoso with solo sections.



Modern Jazz band

There are various instrumental ensembles that accompany the singers onstage.

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AoS2

Music for Ensemble

Chamber Ensemble

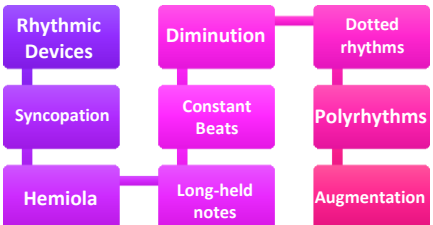
Musical Theatre

Sonority	Texture
Monophonic	
Homophonic	
Polyphonic	

Ensemble

A group of performers, usually between 2 and 8. Examples include: basso continuo, string quartet, jazz and blues trios, a rhythm section and vocal ensembles (duets, trios, backing vocals).

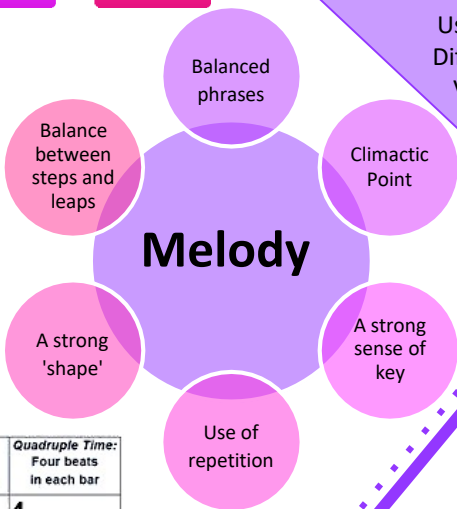
Year 11 Music: Areas of Study



Tempo
 Allegro – fast/lively
 Andante – walking pace
 Adagio – slowly
 Accelerando – gradually getting faster
 Ritardando – gradually getting slower
 Rubato – not sticking to time, free

Harmony

Diatonic – chords that relate to specific keys.
Chromatic – chords that are not in the key.
Dissonant – chords that clash causing tension and conflict.



Duple Time: Two beats in each bar	Triple Time: Three beats in each bar	Quadruple Time: Four beats in each bar
2 4	3 4	4 4

Simple Time

The main beat is a crochet beat

Duple Time: Two beats in each bar	Triple Time: Three beats in each bar	Quadruple Time: Four beats in each bar
6 8	9 8	12 8

Compound Time

Silent movies were accompanied by pianists or small orchestras in the theatres. This was normally music written specifically for the film, existing classical music or popular music of the time. Sound with pictures was developed in 1927 with the film *'The Jazz Singer'*.

Use of dynamics
 Different timbres
 Vary textures
 Tonality

Elements

Devices

AoS3 Film Music

Origins

Function

To create atmosphere; to underscore the dialogue; for scene changes or montages; to set the era, time or period; to correspond with the visuals (mickey-mousing); to arouse a collective emotion from the audience; to build tension and suspense.

Music for Film

Diegetic: music contained within the action e.g. a club singer performing on stage
Non-Diegetic: the background music supporting the on-screen action. This is not heard by the on-screen actors but the audience.

Layering

Building up musical ideas to fill out the texture

Leitmotif

A short musical theme or idea linked with a character, object, place or idea.

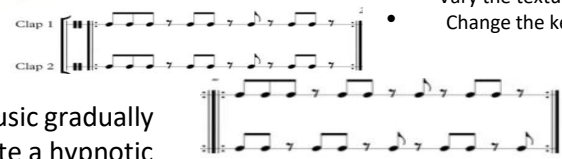


Thematic Transformation

- Add or subtract from the idea
- Change the instrumentation
- Change the pitch, dynamics, tempo or note-values
- Use inversion, augmentation or diminution
- Alter some of the musical characteristics
- Vary the texture
- Change the key

Minimalism

Small cells of music gradually evolving to create a hypnotic effect.



Pedal notes

A harmonic device where the same note is sustained or repeated.



Ostinato

Melodic, rhythmic or harmonic patterns

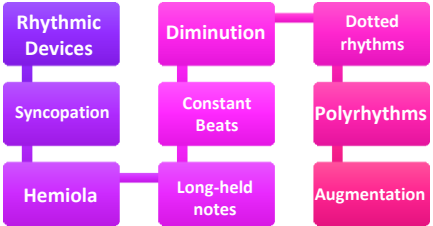


Cluster chords

Clashing notes together to build suspense.



Year 11 Music: Areas of Study

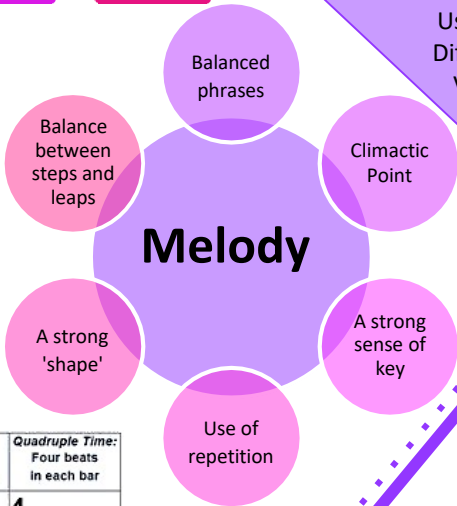


Tempo

Allegro – _____
 Andante – _____
 Adagio – _____
 Accelerando – _____
 Ritardando – _____
 Rubato – _____

Harmony

_____ – chords that relate to specific keys.
 _____ – chords that are not in the key.
 _____ – chords that clash causing tension and conflict.



Use of dynamics
 Different timbres
 Vary textures
 Tonality

Elements

Devices

AoS3

Film Music

Duple Time: Two beats in each bar	Triple Time: Three beats in each bar	Quadruple Time: Four beats in each bar
2 4	3 4	4 4

Simple Time

The main beat is a _____

Duple Time: Two beats in each bar	Triple Time: Three beats in each bar	Quadruple Time: Four beats in each bar
6 8	9 8	12 8

Compound Time

Silent movies were accompanied by pianists or small orchestras in the theatres. This was normally music written specifically for the film, existing _____ or popular music of the time. Sound with pictures was developed in 1927 with the film *'The Jazz Singer'*.

Origins

Function

To create _____; to underscore the dialogue; for scene changes or montages; to set the era, time or period; to correspond with the visuals (mickey-mousing); to arouse a collective emotion from the audience; to build _____ and _____.

Music for Film

_____ : music contained within the action e.g. a club singer performing on stage
 _____ : the background music supporting the on-screen action. This is not heard by the on-screen actors but the audience.

Layering

Building up musical ideas to fill out the texture

Leitmotif

A short musical theme or idea linked with a _____, _____, place or idea.



Thematic Transformation

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- Vary the texture
- Change the key

Minimalism

Small cells of music gradually evolving to create a hypnotic effect.



Pedal notes

A harmonic device where the same note is _____ or _____.



Melodic, rhythmic or harmonic patterns



Cluster chords

Clashing notes together to build suspense.



Year 11 Music: Areas of Study

Pop

Commercial genre which has mass audience appeal.



Electric Guitar

Supports the rhythm by strumming the chords

Melody

Hooks – catchy & memorable
Repetition and symmetry

Harmony

Most chords are in **root position**.
There is **parallel movement** towards the tonic. The chords stick to the key using mainly (I, ii, IV, V, vi and sometimes vii^o).



Digital Electronic Rock

A genre of rock music that relies on electronic and digital instruments: synths, moogs and drum machines. These genres are: House, Techno, Trance, Dubstep, Indietronica. The reproduction of acoustic sounds can also be edited: remixing, panning, delay, reverb, phasing and looping.

Rock & Pop



Drum kit

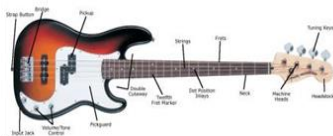
A collection of different sized drums and cymbals. Drummers keep the beat and add fills to add interest.

Structure

Most rock & pop structures are in verse- chorus form or 32-bar song form.

Rock

Harsher and more serious form of popular music.



Bass Guitar

Strings are plucked or 'slapped'. Bass holds the low notes in a bass line.

AoS4

Popular Music

Bhangra

Bhangra emerged in the UK as a type of fusion which features music from the Punjab region of India combined with other popular styles.



Tempo

Fast/moderate, lively, upbeat.

Melody

Quite repetitive, simple, limited in range, uses embellishments to decorate, often dips at the end of phrases, uses microtonal intervals. Ideas are sung or played. Shouted phrases of 'Hoi!'

Chaal

The chaal rhythm is played by the dhol in a kind of swing rhythm.

Structure

Traditional verse-chorus

Rhythm

Chaal rhythm, syncopation, 4 beats in a bar.

Technology

Uses drum machines, synths, samples, mixing and scratching.

Lyrics

Punjabi language, often mixed with English covering social subjects.



Year 11 Music: Areas of Study complete the missing words below

Pop

Commercial genre which has mass audience appeal.

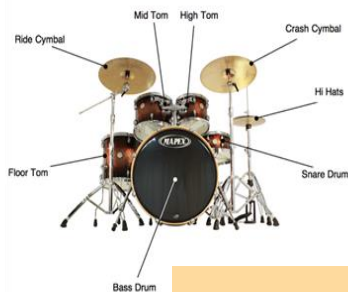


Supports the rhythm by strumming the chords

Melody

Hooks – catchy & memorable
Repetition and symmetry

Rock & Pop



A collection of different sized drums and cymbals. Drummers keep the beat and add fills to add interest.

Structure

Most rock & pop structures are in verse- chorus form or 32-bar song form.

Harmony

Most chords are in **root position**. There is **parallel movement** towards the tonic. The chords stick to the key using mainly (I, ii, IV, V, vi and sometimes vii^o).



Harsher and more serious form of popular music.



Strings are plucked or 'slapped'. Bass holds the low notes in a bass line.

Rock

Bhangra emerged in the UK as a type of fusion which features music from the Punjab region of India combined with other popular styles.

Bhangra

Traditional Punjab music used the folk instruments of the country, with the main emphasis on percussion and string instruments.



Fast/moderate, lively, upbeat.

Quite repetitive, simple, limited in range, uses embellishments to decorate, often dips at the end of phrases, uses microtonal intervals. Ideas are sung or played. Shouted phrases of 'Hoi!'

The chaal rhythm is played by the dhol in a kind of swing

_____ rhythm.

Traditional verse-chorus

Chaal rhythm, syncopation, 4 beats in a bar.

Uses drum machines, synths, samples, mixing and scratching.

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AoS4

Popular Music

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Fusion

Fusion is what happens when two or more different musical styles or genres are blended. Ray Charles combined musical elements of gospel and jazz-influenced blues. The Pogues combines Celtic music with punk by playing with traditional Irish instruments. Afro Celt Sound System combine African, Celtic and Dance Music through instrumentation and elements.



Year 11 Music: Areas of Study

1738-39

The Baroque period

- Complex melodic lines with ornamentation
- Terraced dynamics
- Polyphonic texture
- Harpsichord and strings
- Basso Continuo

Instrumentation

Instrumentation: (Transverse)
Flute String Orchestra
Harpsichord (Basso Continuo).

Tonality

Section A begins in **B minor** and ends in **F# minor**
Section B: the opposite, beginning in **F# minor** and ending in **B minor**.

Dynamics

Mostly **forte**
Use of **terraced dynamics**



Melody

The movement is based on two short musical **ideas** (X and Y).
The flute part has a two-octave pitch **range**.
The movement includes **ornaments** and **compositional devices** typical of the Baroque era:

Trills: Bars 8¹, 10¹, 15², 27², 30¹ and 32¹

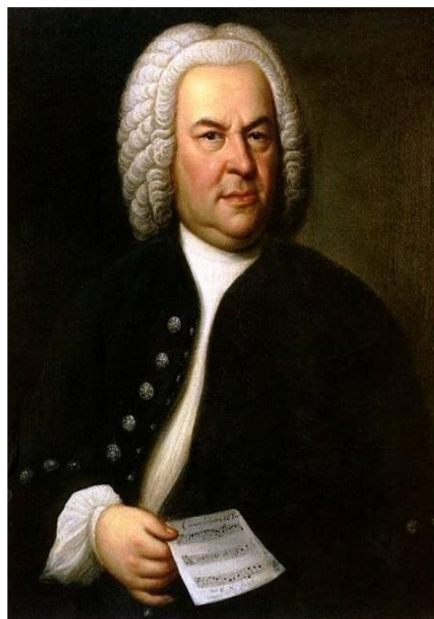
Appoggiaturas: Bars 33¹ and 40¹

Sequences: 6²– 10¹ and bars 28²– 32¹.

Badinerie BACH

Rhythm

Simple ostinato rhythms, forming the basis of the two short musical ideas (X and Y)
Consist almost totally of **quavers** and **semi-quavers**.
The time signature is 2/4 throughout



Tempo
Allegro

Texture

Homophonic (**melody and accompaniment**).
Flute and the cello provide the main musical material
1st violin participates occasionally
2nd violin and viola provide harmony with less busy musical lines.

Structure

Binary form (AB),
with each section repeated once (AABB)

Section A	Bars 0 ² – 16 ¹	16 bars
Section B	Bars 16 ² – 40 ¹	24 bars

Harmony

Diatonic throughout.
Section A **modulates** from the **tonic** to the **dominant minor** and Section B does the opposite.
Imperfect and **perfect cadences** are clearly presented throughout.
Chords frequently occur in **inversion** with occasional use of **V7** in third inversion.
A **Neapolitan sixth chord** is used in bar 35.
Suspensions also occur in bars 8¹, 10¹ and 32¹.

Year 11 Music: Areas of Study complete the missing words below

1738-39

The Baroque period

- Complex melodic lines with ornamentation
- Terraced dynamics
- Polyphonic texture
- Harpsichord and strings
- Basso Continuo

Instrumentation

Instrumentation: (Transverse)
Flute String Orchestra
Harpsichord (Basso Continuo).

Tonality

Section A begins in **B minor** and ends in [REDACTED]
Section B: the opposite, beginning in **F# minor** and ending in **B minor**.

Dynamics

Mostly [REDACTED]
Use of **terraced dynamics**



Melody

The movement is based on two short musical **ideas** (X and Y).
The flute part has a two-octave pitch **range**.
The movement includes [REDACTED] and **compositional devices** typical of the Baroque era:

Trills: Bars 8¹, 10¹, 15², 27², 30¹ and 32¹

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Sequences: 6² – 10¹ and bars 28² – 32¹.

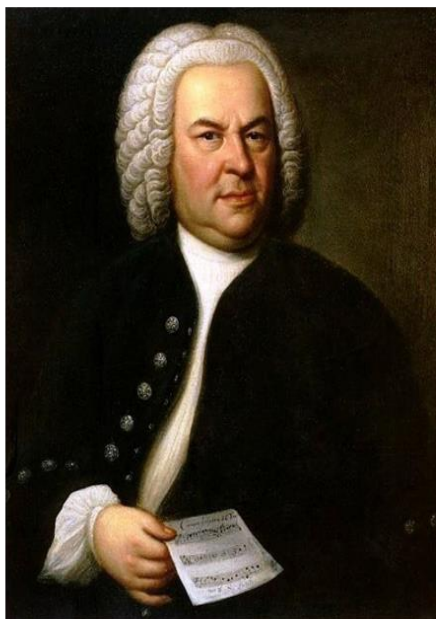
Badinerie

BACH

Rhythm

Simple ostinato rhythms, forming the basis of the two short musical ideas (X and Y)
Consist almost totally of **quavers** and **semi-quavers**.

The time signature is [REDACTED]



Tempo
Allegro

Texture

Homophonic (**melody and accompaniment**).
Flute and the cello provide the main musical material
1st violin participates occasionally
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[REDACTED] form (AB),
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Section A	Bars 0 ² – 16 ¹	16 bars
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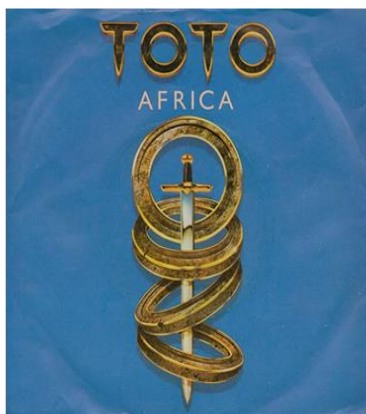
Harmony

[REDACTED] throughout.
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Imperfect and **perfect cadences** are clearly presented throughout.
Chords frequently occur in **inversion** with occasional use of **V7** in third inversion.
A [REDACTED] **sixth chord** is used in bar 35.
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Year 11 Music: Areas of Study

1981
Toto IV
David Paich & Jess Porcaro

Africa TOTO



Instrumentation
Rock Band: drum kit (keeps the groove) with additional percussion, lead guitar (plays solos and chords), bass guitar (holds the bassline), synthesizers (emphasizes the chords and leads the solo instrumental section), lead singer (sings the lyrics and melody). And male backing vocals (harmonies).

Texture
Homophonic: melody and accompaniment

Melody
Mostly conjunct (moving in step) and includes occasional use of the pentatonic scale. The pitch range of the vocal line is just less than two octaves on the printed score, but it is wider on the recording with the vocal improvisations towards the end of the song.

Harmony
The harmony is **diatonic**, the chords used are based on the key of the piece. Power chords and inversions.

Rhythm
Ostinato rhythms, consisting almost totally of quavers, with constant use of syncopation. The time signature is 2/2 (split common time) throughout.

Tempo
Moderately fast

Dynamics
Mainly mezzo forte, choruses are forte



Intro	Verse 1/2	Chorus 1/2	Link	Instrumental	Chorus 3	Outro
Bars 1-4	Bars 5-39 Bars 14-39	Bars 40-57	58-65	66-82	Bars 40-92	Bars 93-96
B major	B major	A major	B major	B major	A major	B major
Syncopated chordal riff A running into ostinato riff B based on E pentatonic scale.	Mostly syllabic, syncopated rhythms that are conjunct. Final chord is sustained for drum fill.	Vocal texture builds on each line, mostly syllabic with melisma on the final melody.	Same as intro but only repeated once instead of three times.	Chords based on the verse but with instrumental melody based on riff B.	New e. guitar riff, lyrics are repeated with solo vocal improvisation	Same as intro, texture gradually decreases as the music repeats to fade out.

Year 11 Music: Areas of Study complete the missing words below

1981
Toto IV

& Jess Porcaro

Africa
TOTO

Texture

_____ :: melody and accompaniment

Melody

Mostly _____ (moving in step) and includes occasional use of the pentatonic scale. The pitch range of the vocal line is just less than two octaves on the printed score, but it is wider on the recording with the vocal improvisations towards the end of the song.

Tempo

Moderately fast

Dynamics

Mainly _____
forte, choruses are forte

Instrumentation

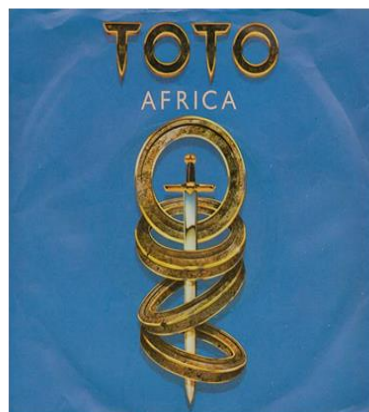
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Harmony

The harmony is _____ the chords used are based on the key of the piece. Power chords and inversions.

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Year 11 Music: Areas of Study

Direction Rising Falling

Repetition Doing the same thing again, without any changes.

Contrast Doing something completely different.

Imitation Doing the same thing again, with some changes (similar).

Ostinato A short repeated idea.

Chromatic The melody uses notes that aren't in the scale / key of the piece.

MELODY

High or low. **Range**

Big or Small.

Interval The distance between two notes

**Count the start note & end note*

Conjunct (Moving In Step) **Type of movement**

Disjunct (Moving In Leaps)

Sequence Doing the same shape idea but at a different pitch.

Triadic The tune is based on notes from the chords / triads.

Ornaments Trills **Mordents**

Written *tr* Played *tr* Written *tr* Performed *tr*

Scale The series of notes in a key that are used to make the melody

I II IIIIV V VI VII
1. Tonic 2. Supertonic 3. Mediant 4. Subdominant 5. Dominant 6. Submediant 7. Leading Note etc...

Year 11 Music: Areas of Study complete the missing words

Rising Falling

Doing the same thing again, without any changes.

Doing something completely different.

Doing the same thing again, with some changes (similar).

A short repeated idea.

The melody uses notes that aren't in the scale / key of the piece.

MELODY

High or low. Range

Big or Small.

The distance between two notes

Type of movement

Doing the same shape idea but at a different pitch.

The tune is based on notes from the chords / triads.

Trills Mordents

The series of notes in a key that are used to make the melody

Year 11 Music: MAD T-SHIRTS

Not Dynamics...

Articulation is **the way** the performer plays / sings the note, not how loud they do it. That would be Dynamics instead.

ARTICULATION

(How the notes are played)

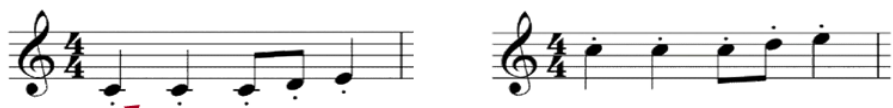
More Than One...

You can write more than one type of articulation for the same note. For example:



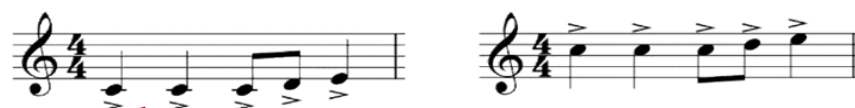
Staccato

Staccato means short and detached /seperated. **You will likely hear a gap between each note.*



Accented

Give extra emphasis or force to the marked notes.



Legato

To play the music smoothly, without breaks between notes.

Slurred

Playing the notes in a legato style, without breaks between notes.



How? Some examples:

String Instruments - Play the notes without changing the direction of the bow.



Brass & Wind Instruments - Only tongue the first note, not the others.

Glissando

**You can glissando upwards or downwards*

A slide between two notes.

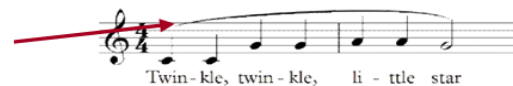
Marked with a **glissando** on the score.



Some Associated Markings On Vocal Music...

Phrase markings

Slurs drawn onto the score to show singers what to sing in one breath.



Syllabic

Where the music is written with one note per syllable.



Melismatic

Where the music is written with more than one note per syllable.



**A slur is used to show the notes on one syllable*

Year 11 Music: MAD T-SHIRTS complete the missing words

ARTICULATION

(How the notes are played)

More Than One...

You can write more than one type of articulation for the same note. For example:



Articulation is **the way** the performer plays / sings the note, not how loud they do it. That would be Dynamics instead.

Staccato means short and detached /seperated. *You will likely hear a gap between each note.



Shown by writing a **dot** just above/below the head of the note.

Give extra emphasis or force to the marked notes.



Shown by writing an **accent** above/below the head of the note.

To play the music smoothly, without breaks between notes.

Playing the notes in a legato style, without breaks between notes.



Shown with a **slur** on the score.

How? Some examples:

String Instruments - Play the notes without changing the direction of the bow.



Brass & Wind Instruments - Only tongue the first note, not the others.

A slide between two notes.

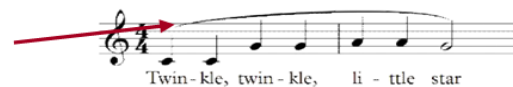
*You can glissando upwards or downwards

Marked with a **glissando** on the score.



Some Associated Markings On Vocal Music...

Slurs drawn onto the score to show singers what to sing in one breath.



Where the music is written with one note per syllable.



Where the music is written with more than one note per syllable.



*A slur is used to show the notes on one syllable

Year 11 Music: MAD T-SHIRTS

Describing What You Hear

Comment on any changes - don't sum up the whole example with one word (unless it doesn't change!)

The music starts... then... the music ends...

On The Score

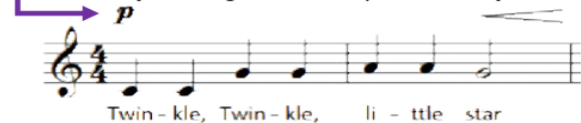
Dynamics are marked underneath the music, to show the instrument how loudly it should play:



If it is a piano, the dynamics usually go in-between the two staves:



For singers, dynamics usually go above the staff, so that they don't get mixed up with the lyrics:



DYNAMICS

(The volume of the music)

Writing Dynamics

Dynamics can create contrast in music.

Dynamics can add expression to the music.

Dynamics can allow the listener to hear the most important lines in the music.

Marking	Italian Term	Meaning
pp	Pianissimo	Very Quiet
P	Piano	Quiet
mp	Mezzo Piano	Moderately Quiet
mf	Mezzo Forte	Moderately Loud
f	Forte	Loud
ff	Fortissimo	Very Loud
	Crescendo	Getting Louder
	Diminuendo	Getting Quieter
sfz	Sforzando	Sudden Accent

Shh



Change gradually

Baroque Period:

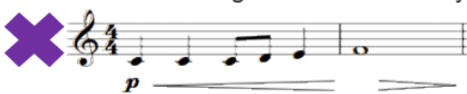
Dynamics were rarely used (no crescendos and diminuendos). Use of Terraced Dynamics.

Classical Period: Some dynamics, to add contrast.

Romantic Period: Lots of crescendos & diminuendos and a large range of dynamics to add expression.

Writing Your Own Dynamics

If using crescendos and diminuendos, make sure you say how loud/quiet you want the music to get. This will clearly show what you want.



Year 11 Music: MAD T-SHIRTS complete the missing words

Describing What You Hear

Comment on any changes - don't sum up the whole example with one word (unless it doesn't change!)

The music starts... then... the music ends...

On The Score

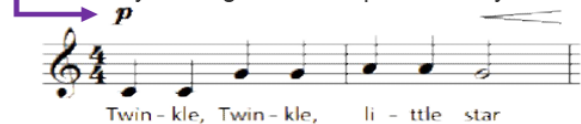
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DYNAMICS

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Marking	Italian Term	Meaning
pp		
p		
mp		
mf		
f		
ff		
	Crescendo	Getting Louder
	Diminuendo	Getting Quieter
	Scorzando	Sudden Accent

Shh



Change gradually

Period: Dynamics were rarely used (no crescendos and diminuendos). Use of Terraced Dynamics.

Period: Some dynamics, to add contrast.

Period: Lots of crescendos & diminuendos and a large range of dynamics to add expression.

Writing Your Own Dynamics

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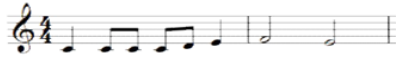


Year 11 Music: MAD T-SHIRTS

TEXTURE

Monophonic

Music with only one part (one note at a time).



*You can have as many players or singers as you want on the same part so long as it is the only part. No chords!

Antiphonal

Two groups of musicians play/respond to each other from two different performing positions.



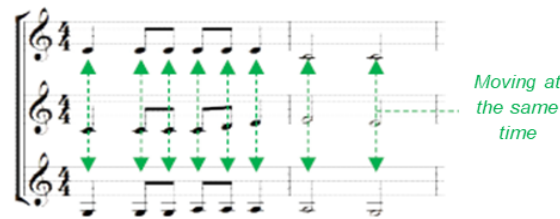
Melody & Accompaniment

A melody (tune) plus some accompanying chords or ideas.



Homophonic

All parts move in chords at the same time.



*Homo-*phonic* = same-sound... they have the same rhythm

Polyphonic

Several (2 or more) independent lines of music.



*Poly-*phonic* = many-sounds... several (two or more) different tunes.

Call And Response

One idea played/sung and then another performer(s) responding.



Octaves

When parts move together, an octave apart.



*Same note name but different pitch.

What Is The Instrument's Role

Melody – The tune.

Accompaniment – The parts supporting the tune.

Countermelody – A second melody that fits with the main tune.

Bass Line – The lowest sounding part.

Alberti Bass

Accompaniment found mainly in the left hand part of piano music.

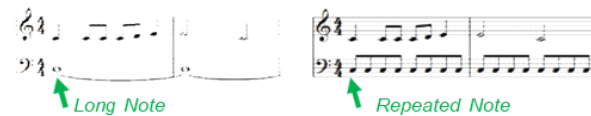
Don't play all three notes of the triad together; break them up into four equal notes. Usually lowest, highest, middle, highest.



Why doesn't Mr Edwards like playing an Alberti Bass? It gives him the EBGBs.

Pedal

A long or repeated note – usually in the bass.



Drone

Long or repeated notes – usually a 5th apart.



Basso Continuo

The part given to instruments in The Baroque Period that played the bass line and chords, accompanying the melody, using **figured bass**.

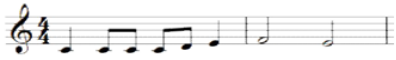


*Harpichord, bass viol, organ, lute...

Year 11 Music: MAD T-SHIRTS complete the missing words

TEXTURE

Music with only one part (one note at a time).



*You can have as many players or singers as you want on the same part so long as it is the only part. No chords!

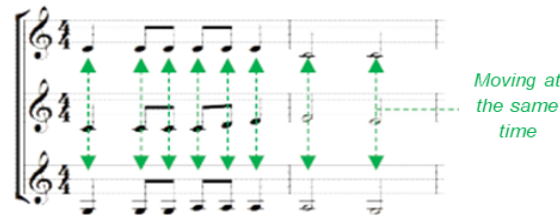
Two groups of musicians play/respond to each other from two different performing positions.



A melody (tune) plus some accompanying chords or ideas.



All parts move in chords at the same time.



*Homo-*phonic* = same-sound... they have the same rhythm

Several (2 or more) independent lines of music.



*Poly-*phonic* = many-sounds... several (two or more) different tunes.

One idea played/sung and then another performer(s) responding.



When parts move together, an octave apart.

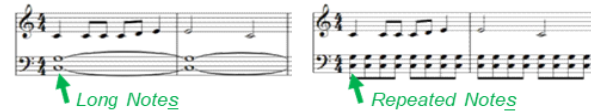


*Same note name but different pitch.

A long or repeated note – usually in the bass.



Long or repeated notes – usually a 5th apart.



Accompaniment found mainly in the left hand part of piano music.

Don't play all three notes of the triad together; break them up into four equal notes. Usually lowest, highest, middle, highest.



Why doesn't Mr Edwards like playing an Alberti Bass? It gives him the EBGBs.

— The tune.

— The parts supporting the tune.

— A second melody that fits with the main tune.

— The lowest sounding part.

The part given to instruments in The Baroque Period that played the bass line and chords, accompanying the melody, using **figured bass**.



*Harpisichord, bass viol, organ, lute...

Year 11 Music: MAD T-SHIRTS

Structure – The order that things happen in.

First... then... this is followed by... at the end.

STRUCTURE

Song Form

Intro Verse Chorus Middle 8 Bridge Outro

Binary Form - Music in two parts

Section A and Section B.



Section B contrasts Section A in some way. Usually both sections are repeated.

Rondo Form – The opening section keeps returning, with contrasting sections in between.

Section A, Section B, Section A, Section C, Section A.

A – First section / idea



B – Contrasting section / idea



A – First section / idea



C – New contrasting section / idea



A – First section / idea



* The contrasting sections are called 'episodes'.

Ternary Form - Music in three parts

Section A, Section B, Section A.



The 2nd Section A can be an exact repeat of the 1st Section A, or a slightly altered version.

Strophic Form - Same music repeated each section.

Section A, Section A, Section A.



e.g. Hymns, Folk Songs...

Minuet & Trio – Dance founded in 17th-18th Century Europe. In Triple time and moderato. Both are in binary form. Trio is like a second Minuet but contrasting in some way.

Minuet		Trio		Minuet	
Section A (Repeated)	Section B (Repeated)	Section A (Repeated)	Section B (Repeated)	Section A (No Repeat)	Section B (No Repeat)
In tonic key. Ends with key change.	In related key. Ends with change back to tonic key.	More contrast – new key or change of instruments. Ends with key change.	In related key. Ends with key change back to starting key of trio.	Keys are same as first time playing Minuet.	

Variation Form – A theme / section is then followed by other sections (variations), changing and developing the first theme / section in different and imaginative ways.

Theme	Variation 1	Variation 2	Variation 3
The original idea / section	There are many ways you can transform the theme: Change the instrumentation, tempo, key, harmony, metre, rhythm... Use imitation, inversion, sequence, diminution, augmentation... Developing harmonies without the tune... Introducing new tunes... Varying the style...		

Year 11 Music: MAD T-SHIRTS complete the missing words

Form – The order that things happen in.
First... then... this is followed by... at the end.

Form – Music in two parts
 Section A and Section B.



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Form – The opening section keeps returning, with contrasting sections in between.

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STRUCTURE

Form – Music in three parts
 Section A, Section B, Section A.



Form
 Intro Verse Chorus Middle 8 Bridge Outro

Form – Same music repeated each section.
 Section A, Section A, Section A.



All verses have the same music.

e.g. Hymns, Folk Songs...

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HARMONY & TONALITY

(The chords and keys used in the music)

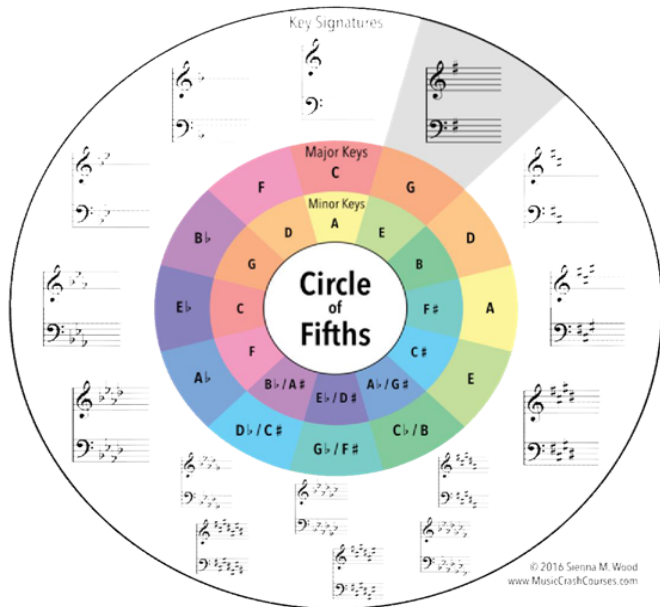
Key Signature

The sharps or flats at the start of a piece of music, showing what key the music is in.

Modulation

Musical word for key change. Most common changes: to **Dominant** or **relative Major/Minor**.

Major and Minor Key Signatures



*When you write music in a minor key you also need to raise the 7th note (leading note) up one small step - e.g. A minor uses G[#]s, not Gs.

Identifying The Tonality...

- Tonal** - In a major or Minor Key
- Atonal** - There is no sense of key
- Modal** - Uses 'old-fashioned' scales called modes
- Pentatonic** - The music only uses 5 notes

Chords

- Triad** - A chord with three notes (See below)
- Power Chord** - Only playing the Root and Fifth of a triad (used in Rock music)
- Dissonance** - Clashing notes played together
- Consonance** - Notes that fit / sound nice together
- Primary Chords** - The three most commonly used chords used in music: I, IV, V
- Secondary Chords** - The other chords: II, III, VI, VII
- Chord Sequence** - The order the chords in a piece of music follow (containing cadences at the ends of phrases)

Cadences

The last two chords in a phrase. Only sounds 'complete' if ends on chord I.

Sounds Complete		
Perfect Cadence	V <i>Dominant</i>	I <i>Tonic</i>
Plagal Cadence	IV <i>Subdominant</i>	I <i>Tonic</i>
Sounds Incomplete		
Imperfect Cadence	I <i>Tonic</i>	V <i>Dominant</i>
Interrupted Cadence	V <i>Dominant</i>	V <i>Minor Chord</i>

*Sometimes the final cadence of a piece in a minor key ends with a major chord instead of the expected minor chord. This effect is known as a **Tierce de Picardie**.

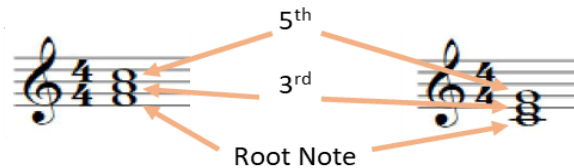
Diatonic

Music only uses notes that are found in the key signature of the piece

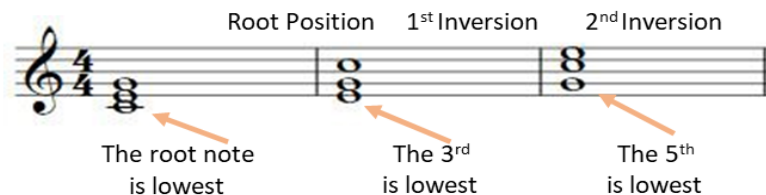
Chromatic

Music uses the notes found in the key of the piece but also adds in extra accidentals (# / b)

Triad A Chord with three notes:



Inversions Changing which note of a chord is the lowest sounding:



Year 11 Music: MAD T-SHIRTS complete the missing words

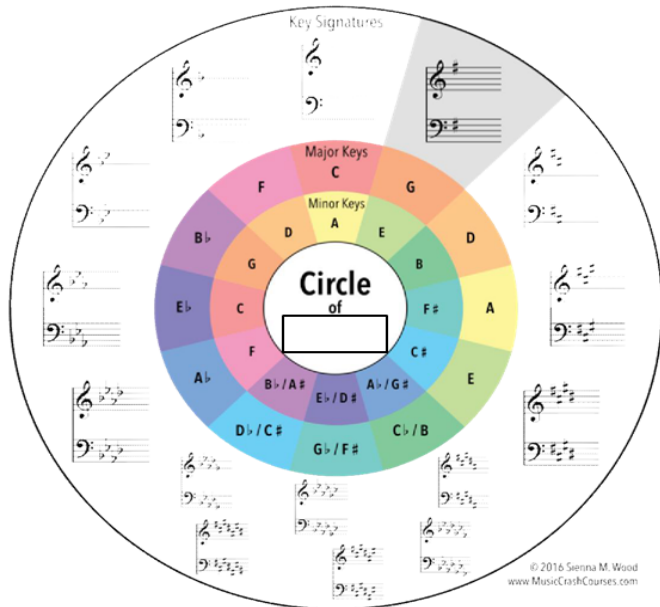
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(The chords and keys used in the music)

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Musical word for key change. Most common changes: to **Dominant** or **relative Major/Minor**.

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In a major or Minor Key
There is no sense of key
Uses 'old-fashioned' scales called modes
The music only uses 5 notes

- A chord with three notes (See below)
- Only playing the Root and Fifth of a triad (used in Rock music)

- Clashing notes played together
Notes that fit / sound nice together
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Sounds Incomplete

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Cadence	V <i>Dominant</i>	^{*Can be other} Minor Chord

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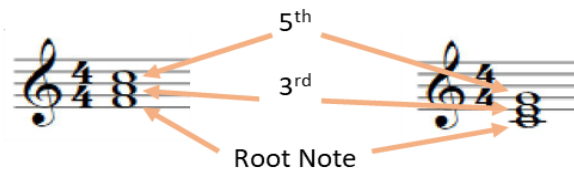
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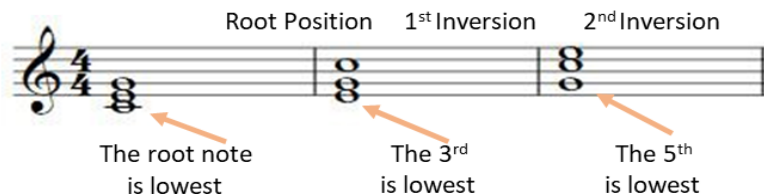
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Inversions Changing which note of a chord is the lowest sounding:



Year 11 Music: MAD T-SHIRTS

Instrumental Ensembles

- Solo - 1 performer
- Duet - 2 performers
- Trio - 3 performers
- Quartet - 4 performers

INSTRUMENTATION

(The instruments you can hear and what they are doing – sometimes called 'orchestration')

Instruments Of The Orchestra



Rock & Pop Instruments

Electric Guitar Acoustic Guitar
Singers

Bass Guitar Keyboard / Synthesizer

Drum Kit Saxophone Trumpet

**Lead instrument = Often an electric guitar ('lead guitar').
Plays melody or harmonises with the singer & often has a solo.*

Types Of Voices

Soprano	(Female)	HIGH
Treble	(Boy)	⋮
Alto	(Female)	⋮
Countertenor	(Male Alto)	⋮
Tenor	(Male)	⋮
Bass	(Male)	LOW

**SATB Choir: Soprano, Alto, Tenor & Bass*

Jazz Instruments

Rhythm Section

Backup / Accompaniment for the melody. Sometimes still improvise and get solos.

- *The Groove: Double Bass
- *The Beat: Drum Kit
- *The Chords: Piano
(Sometimes Guitar)

Front Line Instruments

Instruments that play melodies / improvise. Stand in front of the rhythm section.

- *Trombone
- *Saxophone



Musical Periods

Baroque Period (1600-1750)

- *Small orchestra - Mostly Strings + Basso Continuo
- *Basso Continuo - The part given to instruments playing the bass line & chords accompanying the melody. (Harpichord, bass viol, organ, lute...)

Classical Period (1750-1810)

- *Basso Continuo gradually stopped being used
- *Pianoforte introduced & Clarinet invented
- *String Quartet very popular (Violin x2, Viola, Cello)

Romantic Period (1810-1910)

- *Piano music very popular (Instrument further improved)
- *Large Orchestra
- *Tone / construction of instruments improved

Instrumental Techniques - The way you play / use an instrument.

String Instruments

- *Pizzicato (*Pizz.*) - Plucking the strings
- *Arco / Bowed - Using a bow on the strings
- *Double Stopping - Playing two strings at the same time

String & Brass Instruments

- *Con Sordino (*Con Sord.*) - Playing with a mute (changes the sound produced)
- *Tremolo - Quickly repeating the same note (*trembling*)

Voices

- *Falsetto - A technique used by men to sing at a much higher pitch

Voices, Brass, Woodwind and String Instruments

- *Vibrato - Make the note waver up and down to add expression

Some Examples

Other Vocal Terms

Acapella

Singing without any accompanying instruments.

Chorus

Music written for a choir.

Backing Vocals

Sing harmonies / support the lead singer.

Year 11 Music: MAD T-SHIRTS complete the missing words

Instrumental Ensembles

- 1 performer
- 2 performers
- 3 performers
- 4 performers

INSTRUMENTATION

(The instruments you can hear and what they are doing – sometimes called 'orchestration')

Instruments Of The Orchestra



Rock & Pop Instruments

Electric Guitar



Singers



Bass Guitar



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Types Of Voices

- (Female) HIGH
- (Boy)
- (Female)
- (Male Alto)
- (Male)
- (Male) LOW

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Backing Vocals

Reading Rhythms

You need to be able to read all the different note lengths if you want to pass GCSE music. If you keep forgetting, look over them again!

RHYTHM & TEMPO

(The Patterns Of Note Lengths & Silences)

(The Speed Of The Music)

Working Out The Tempo

Tap your toe to the pulse of the music and think, 'how fast am I tapping'.

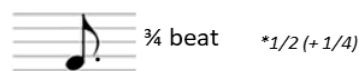
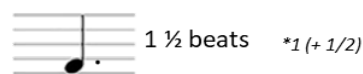
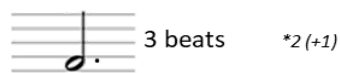
**if you tap your whole foot you might put off other pupils.*

Durations

Beats	Note	Rest	Name
4			Semibreve
2			Minim
1			Crotchet
1/2			Quaver
1/4			Semiquaver

Dotted Notes

If a dot is added to a note (or rest), add on half of what the note is already worth:



Pause

If this symbol is written, stop the pulse of the music & pause on the note.



Tempo Markings

Marking	Meaning
Allegro / Vivace	Fast or Lively
Allegretto	Quite Fast (Not as fast as Allegro)
Moderato / Andante	Moderate / A Walking Pace
Adagio / Lento	Slowly
Accelerando	Gradually Speed Up
Ritardando / Rallentando rit. rall.	Gradually Slow Down
= 60 ^{*60bpm}	60 beats per minute (One every second)
= 120 ^{*120bpm}	120 beats per minute (Two every second)

Syncopation

Playing off (or in-between) the beat / pulse

On The Beat

Playing on one of the beats that you would 'tap your toe' to



Off-beat

Playing in-between the beats you would 'tap your toe' to



Triplet

Three notes played evenly in the space of two notes:



Swung Rhythms

**A main feature of Jazz*

Written rhythms are played differently to give a swing feeling.



Rubato

**Translates as 'to steal time'*

Not sticking strictly to the tempo - to add feeling (Romanic Period!)

Year 11 Music: MAD T-SHIRTS complete the missing knowledge

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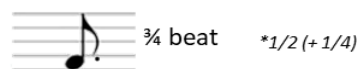
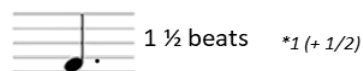
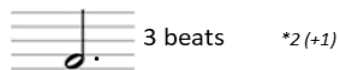
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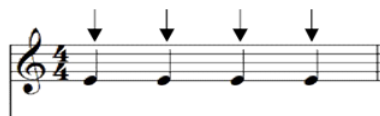
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Not sticking strictly to the tempo - to add feeling (Romantic Period!)

Common Time

4/4 is also known as common time. Instead of 4/4 you can write:



TIME SIGNATURE / METRE

(How the pulse is grouped into bars)

Cut Common Time

2/4 is also known as cut-common time. Instead of 2/4 You can write:



Time Signatures

Written at the start of the music (and anywhere it changes) to show how many beats there are per bar, plus what type of beat

Simple Time Signatures **Each beat can be divided into two equal halves*

4 crotchet beats per bar 3 crotchet beats per bar 2 crotchet beats per bar

Compound Time Signatures **Each beat is dotted and can't be divided into two equal halves*

4 dotted crotchet beats per bar (12 quavers) 3 dotted crotchet beats per bar (9 quavers) 2 dotted crotchet beats per bar (6 quavers)

Listening Examples

Go to Youtube to hear some examples of different metres:

2/4	Slaidburn March	<i>*A march is usually in 2/4 (Left, Right, Left, Right... = 1, 2, 1, 2...)</i>
3/4	Shostakovich's Waltz No.2	<i>*A waltz is a dance, usually in 3/4</i>
4/4	All That Jazz (from Chicago)	<i>*Chicago is a Musical</i>
5/4	Take Five (By Dave Brubeck)	<i>*Listen out for the jazz style</i>
7/4	The start of Money (By Pink Floyd)	<i>*Listen out for the opening bass riff</i>
6/8	We Are The Champions (By Queen)	<i>*Queen are a famous British Rock Band</i>
12/8	The Way You Make Me Feel (By Michael Jackson)	<i>*Count 1&a 2&a 3&a 4&a</i>

Irregular Time Signatures

Time signatures that can't be divided into equal groups of 2 or 3.

NOT EQUAL LENGTHS

Regular Time Signatures


Time signatures that can be divided into equal groups of 2 or 3.

EQUAL LENGTHS

Writing Your Own Music


You must make sure every bar adds up to the correct number of beats. Changing metre is a good way to create contrast in your work.

Year 11 Music: MAD T-SHIRTS complete the missing words

Time
4/4 is also known as common time. Instead of 4/4 you can write: 

TIME SIGNATURE / METRE

(How the pulse is grouped into bars)

Cut Common Time
2/4 is also known as cut-common time. Instead of 2/4 you can write: 

Time Signatures

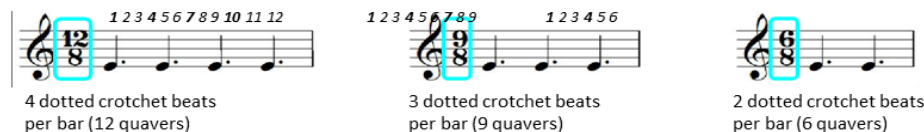
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Time Signatures *Each beat is dotted and can't be divided into two equal halves



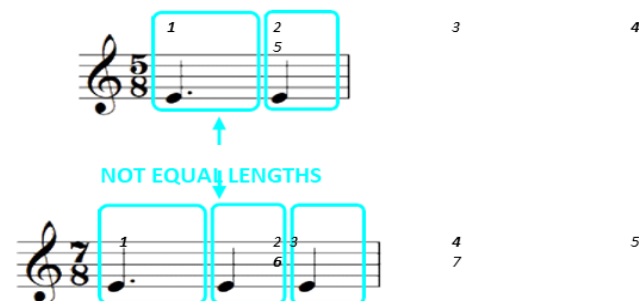
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Time Signatures

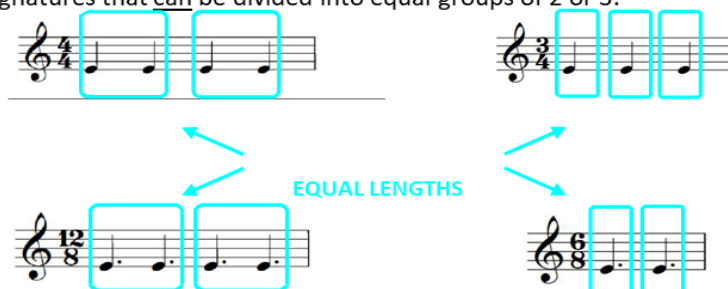
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Year 11 Music: MAD T-SHIRTS

Western Classical Music

Baroque Period 1600-1750	Classical Period 1750-1810	Romantic Period 1810-1910
Bach, Vivaldi, Handel	Mozart, Haydn, Beethoven	Chopin, Schubert, Wagner
Ornaments	Balanced, regular phrases	Use of the leitmotif
Terraced Dynamics	Alberti Bass	Music more expressive
Major & Minor Keys	Wider range of dynamics	Huge range of dynamics
Harpisichord	Pianoforte introduced	Use of chromatic chords
Small Orchestra (Mostly Strings)	Wider range of mood	Unusual Key Changes
Basso Continuo	Orchestra got bigger Elegant/Graceful style	Large Orchestra Use of Rubato

STYLE

Minimalism

- *Started in 20th Century
- *Composers - Philip Glass...
- *Based upon **Repetition**
- *Uses small motifs that **gradually change**
- ***Slow changing harmony**

Jazz & Blues

*The 12 Bar Blues

I	I	I	I
IV	IV	I	I
V	IV	I	I/V

- ***Improvisation** - Performers make up music in the performance
- ***Rhythm Section** - Drums, Double Bass, Piano/Guitar
- ***Front Line Instruments** - Saxophones, Trumpets, Trombones
- ***Walking Bass** - The bass plays a steady rhythm & walks up/down the notes of the chord or scale.

*Swung rhythms

*Extended chords: 7th, 9th...

*Blue notes – ‘bending’ some notes by a semitone



Fusion -Mixing more than one style of music together

For example...

Bhangra - Came to UK in 1980s. Mixing traditional Indian music & pop music.

Tempo	Structure	Melody
Lively and Upbeat	Verse / Chorus structure	Quite repetitive. Simple. Decorated.
Rhythm	Instruments	Technology
Syncopation. 4 beats per bar.	Indian instruments (e.g. Dhol, Tabla, Sitar) & Pop Instruments	Drum machines. Synths. Scratching.

Pop & Rock Music

- ***Pop** - Commercial music which appeals to lots of people
- ***Rock** - Generally ‘more aggressive’ but also includes rock-ballads.
- ***Instruments** - (See instruments sheet!)

Intro	The beginning. Sets the mood & style. Usually just instruments.
Verse	Tells the story. Lyrics change each time but tune stays the same.
Chorus	The main message of the song. Same words and tune each time.
Bridge	A section that links two other sections.
Middle 8	A contrasting section of new ideas – usually 8 bars long.
Outro	Extra bit of music to finish off the song.

***Riff** - A repeated pattern. Can help make the song memorable.

*Examples:

The Who Jimmy Hendrix The Beatles
Pink Floyd The Sex Pistols The Clash
AC/DC David Bowie Queen

Film Music

***Genre** - Action, Adventure, Horror, Romance, War, Sci-fi, Western...

*Composers - John Williams, James Horner, Jerry Goldsmith

*Think, how do the **musical features represent what is happening on-screen?**

e.g.

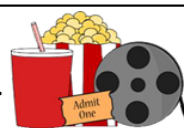
Car Chase: Fast tempo, loud dynamics, sudden changes in melody direction...

WWII Film: Military instruments, fanfare, monophonic to represent isolation...

Large Theme Park Scene: Big Orchestra, Loud Dynamics, Fast/exciting rhythms...

Horror Scene: Dissonant chords and use of repeated pattern to build tension...

***Leitmotif** - A short musical idea linked to a specific character / thing



Musical Theatre

*A theatrical story told through music, singing, acting and dance

*Types: Jukebox, Film-to-stage, Sung-through (no speaking), Disney...

*Composers - Andrew Lloyd Webber, Leonard Bernstein, Stephen Sondheim...

***Overture** - The music played before the musical begins, usually featuring the musical's main themes.

***Solo** - Song for one character ***Duet** - Song for two characters

***Chorus** - Song for usually the whole ‘company’ to sing

***Recitative** - A song which does not have a memorable tune (more speech-like), often used to fill in the story if the show is all sung.



Year 11 Music: MAD T-SHIRTS complete the missing knowledge

Western Classical Music

1600-1750	1750-1810	1810-1910
Bach, Vivaldi, Handel	Mozart, Haydn, Beethoven	Chopin, Schubert, Wagner
Ornaments	Balanced, regular phrases	Use of the leitmotif
Terraced Dynamics	Alberti Bass	Music more expressive
Major & Minor Keys	Wider range of dynamics	Huge range of dynamics
Harpisichord	Pianoforte introduced	Use of chromatic chords
Small Orchestra (Mostly Strings)	Wider range of mood	Unusual Key Changes
Basso Continuo	Orchestra got bigger	Large Orchestra
	Elegant/Graceful style	Use of Rubato

STYLE

Minimalism

- *Started in 20th Century
- *Composers - Philip Glass...
- *Based upon [redacted]
- *Uses small motifs that **gradually change**
- ***Slow** [redacted]

Jazz & Blues

*The 12 Bar Blues

I	I	I	I
IV	IV	I	I
V	IV	I	I/V

- * [redacted] - Performers make up music in the performance
- * **Rhythm Section** - Drums, Double Bass, Piano/Guitar
- * **Front Line Instruments** - Saxophones, Trumpets, Trombones
- * [redacted] - The bass plays a steady rhythm & walks up/down the notes of the chord or scale.

* [redacted]

* **Extended chords:** 7th, 9th...

* **Blue notes** – ‘bending’ some notes by a semitone



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For example...

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Musical Theatre

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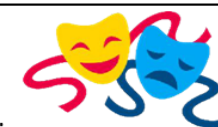
* Composers - Andrew Lloyd Webber, Leonard Bernstein, Stephen Sondheim...

* **Overture** - [redacted]

* **Solo** - Song for one character * **Duet** - Song for two characters

* **Chorus** - Song for usually the whole ‘company’ to sing

* **Recitative** - A song which does not have a memorable tune (more speech-like), often used to fill in the story if the show is all sung.



Year 11 Performing Arts: Eduqas Tech Award



Term	Definition
Audio Interface	<ul style="list-style-type: none"> A device capable of converting audio signal from a microphone or guitar/ synth into a digital signal so it can enter a computer. Audio interfaces usually connect to a computer via a USB cable
Bouncing	<ul style="list-style-type: none"> Exporting a track to a format like an mp3 or wav file
Channel	<ul style="list-style-type: none"> Refers to one track of audio on a computer, part of the mixer or mixing desk
Chorus	<ul style="list-style-type: none"> The chorus effect is an audio modulation effect that splits the original signal in the audio circuit into multiple signals, resulting in a chorus delayed signal that comes right after and alters the dry signal's pitch. It thickens the tone and creates an epic feeling. Although it is best-used washing sounds and making supporting layers of your mix ambient, the chorus effect can have many purposes. One of the most obvious examples is how it can make your guitar feel like a "chorus" of guitars.
Clipping	<ul style="list-style-type: none"> Another word for 'distorting' or 'peaking'
Compression	<ul style="list-style-type: none"> Compression, along with reverb, is probably one of the most used effects in a DAW. Simply put, compression makes the loudest bits quieter, and the quietest bits louder (it 'compresses' the extremes). When done correctly, this usually produces a more pleasant listening experience
DAW	<ul style="list-style-type: none"> DAW is an acronym that means 'digital audio workstation'. It is sometimes spelt out when spoken (dee, ay, double you), or pronounced like 'door' (which sounds silly and can be confusing, especially if you are explaining something and you are standing by an actual door). It can refer to any software used for sequencing and creating music; whether recorded or synthesised. GarageBand, Logic, Soundtrap and Cubase are examples of popular DAWs
Delay	<ul style="list-style-type: none"> The delay audio effect is a made-by-man audio processing technique that stores a copy of the original signal in a storage medium and plays it back when defined by the producer. The most commonly used one is slapback delay, a type of delay which plays back the reflection right after the original input. The delay audio effect can be used to push an element back in the mix or to give it a wider stereo image. This time-based audio effect makes productions more interesting by adding rhythmic variety and adding more depth to the mix.
Distortion	<ul style="list-style-type: none"> In theory, the distortion effect is any type of alteration in the audio waveform. In music, the most common type of distortion is produced by adding a lot of gain to your audio . By doing so you create a fuzzy or gritty feeling to your electrical instrument.
Effects	<ul style="list-style-type: none"> Many DAW packages have a number of built-in effects, including reverb, echo, delay. These and others can be used creatively in composition. For learners composing using electronic or traditional instruments, these effects could be created with devices such as loop stations.

Year 11 Performing Arts: Eduqas Tech Award



Term	Definition
What is audio interface ?	
Define bouncing	
What is a channel ?	
Define chorus	
What is clipping ?	
What is compression ?	
What is DAW ?	
Define delay	
Explain distortion	
What are effects ?	

Year 11 Performing Arts: Eduqas Tech Award

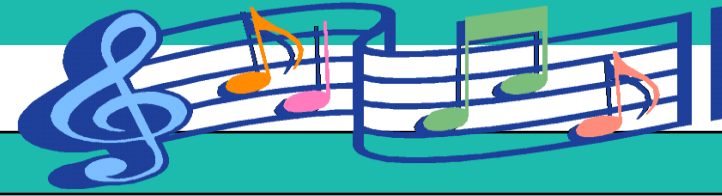


Term	Definition
Envelope (ADSR)	<ul style="list-style-type: none"> In music technology, envelope describes the 'shape' of a sound. For example, hitting a piano key will create an immediate, loud 'start' of the sound (attack), followed by a reduction in volume (decay). This quieter sound will continue for a time (sustain), before fading to nothing (release). The acronym ADSR is used to describe these four stages in a sound's envelope. As well as describing sounds, playing with envelope parameters is a vital part of synthesised sound
EQ	<ul style="list-style-type: none"> EQ, or equalisation, is a versatile tool that is used to make your music sound better (in a nutshell). With EQ, you can boost (turn up) or cut (turn down) various frequencies in a track or project.
Equalization	<ul style="list-style-type: none"> Equalization is a producing technique that controls volume in the audio frequency spectrum. We can equalize or completely filter (volume 0) by dropping/raising the volume of certain frequencies or even a frequency range. Equalization is key to having a good mix, it creates space for instruments to breathe and be heard without interference from other instruments. It enhances the stereo experience because each sound is in its place, if well equalized of course.
FX	<ul style="list-style-type: none"> Short for 'effects'. Common effects include reverb, chorus, distortion, and flange - processes or devices applied to a signal to alter its sound
Gain	<ul style="list-style-type: none"> How loud a signal is before it goes through an amplifier. Can be another word for volume, and another word for guitar distortion
Latency	<ul style="list-style-type: none"> Latency is the delay between inputting a signal (such as playing a key on a controller), the processing of the signal in the DAW, and the playback of that signal. Poor latency can cause problems, like out of time recordings, or audio effects that don't work as intended. The most common solution is to buy more expensive equipment
Live and recorded sound	<ul style="list-style-type: none"> Live sound is being performed in the moment, whereas recorded sound has already been performed and stored for playback at a later point. A music technology composition could include a combination of live and recorded sound, with or without effects being added to either or both.
Loop	<ul style="list-style-type: none"> A repeated section of a song, often using imported samples
Mastering	<ul style="list-style-type: none"> The final stages after mixing has been complete, the icing on the cake which makes tracks on a wider body of work sound uniform, and often also makes them louder
MIDI	<ul style="list-style-type: none"> Another acronym (musical instrument digital interface), this is pronounced as a word (like the French for 'midday'). MIDI is complicated, so just remember a 'MIDI track' is one that can be easily edited in a DAW.



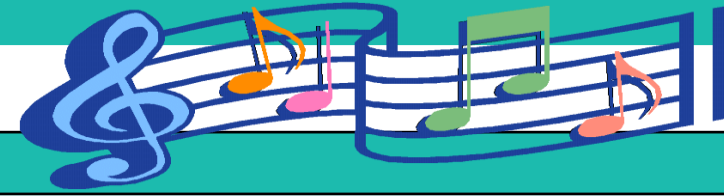
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Year 11 Performing Arts: Eduqas Tech Award



Term	Definition
MIDI Controller	<ul style="list-style-type: none"> A controller is a device which sends 'musical' information to the computer, often using MIDI. MIDI controllers often look like a (musical) keyboard, and send information such as frequency (pitch), duration, or velocity (dynamics), to a DAW. They can be used to 'trigger' (start) certain events in live performance, such as beginning/ending a loop, or adding/changing an effect. They don't always look like keyboards; you may see drum pads, a guitar controller, or even a wind controller (that you blow into) used to send data to your computer
Mixing	<ul style="list-style-type: none"> Applying processing and levelling audio recordings with the goal of making a balanced and listenable end product
Mixing Desk	<ul style="list-style-type: none"> A unit which can control the routing and processing of audio signals. Some may have the functionality to connect to a computer, but not always. They are used commonly for live music or larger recording studio set ups. This is represented in GarageBand by each track's controls (Volume, Pan etc)
Panning	<ul style="list-style-type: none"> Panning is the act of distributing the audio signal in a stereo field with panning controls. It can make sounds appear to come from different places in the left-right audio spectrum, therefore creating more space and width in the mix.
Plug-In	<ul style="list-style-type: none"> A piece of software either included in a DAW or that can be loaded within a DAW and used for audio/MIDI processing. These can be used for effects such as EQ, Compression & Reverb
Quantising/ Quantisation	<ul style="list-style-type: none"> When working with MIDI tracks, quantising can be used to 'make music sound in time'. It does this by 'snapping' each note to a predetermined point in the bar, depending on the settings. For example, 1/4 quantising will snap each note to the nearest quarter note, or crotchet, or 4th of a bar (it makes sense, trust me). A general rule of thumb is to quantise to the shortest note value in a phrase (so if semi-quavers are used, try 1/16 quantisation). Be aware that this doesn't fix really out of time music, and it can remove some of the organic, musical qualities of a track
Recordings	<ul style="list-style-type: none"> During the process of composing and producing a music technology composition a number of recordings will probably be made. These may be "dry" so that effects can be added later or may incorporate effects from the point of recording. At the end of the process, they should be mixed down into a final stereo recording.
Reverb	<ul style="list-style-type: none"> Reverb is a complex echo resulting from multiple echoes reflecting on a hard surface many times, and with different amplitudes. These reverberations happen around us daily, but we're too busy to pay attention. If you take time to notice next time you're in an indoor pool or a church, that feeling of multiple echoes vibrating back to you when you speak is reverb. The sound waves bounce so fast that they lay on top of each other, creating what we call reverberations. This audio effect is a great way to create a feeling of spaciousness in your mix and can help unify all the elements of your song. It generally works great on vocals and guitars.

Year 11 Performing Arts: Eduqas Tech Award



Term	Definition
What is a MIDI controller ?	
Define mixing	
What is a mixing desk ?	
Define panning	
What is a plug-in ?	
Define quantising/quantisation	
Define Recordings	
What is a reverb ?	

Year 11 Performing Arts: Eduqas Tech Award

Term	Definition
Sample	<ul style="list-style-type: none">• A sample is any pre-existing piece of audio that can be imported into a project and used as part of a track. The recorded 'loops' that come with GarageBand are samples, as is the hook from <i>Bootylicious</i> by Destiny's Child (it originally comes from the track <i>Edge of Seventeen</i> by Stevie Nicks).• Finding, editing, and reusing samples is a key part of much electronically produced music
Sampling	<ul style="list-style-type: none">• Taking a short audio recording and manipulating this to include it in a new composition.• For example, the tempo and/or pitch of the sample could be changed, it could be reversed, it could be cut into smaller samples and rearranged, or short sections could be repeated to give a stuttering effect.
Scores and lead sheets	<ul style="list-style-type: none">• The way in which music is written down, either as a traditional score (such as may be produced in software like Sibelius) or in a lead sheet which communicates the information in a different way, possibly graphically, using chord symbols, software screenshots with annotation, or in tab notation used by guitarists and drummers
Software instrument	<ul style="list-style-type: none">• A virtual instrument (usually opened within a DAW), which interprets MIDI data and outputs it as the sound of an instrument
Tempo	<ul style="list-style-type: none">• The speed of music. In BPM (beats per minute), 60 BPM for example is one beat a second
Velocity	<ul style="list-style-type: none">• The force at which a note is played



Year 11 Performing Arts: Eduqas Tech Award

Term	Definition
What is a sample ?	
Define sampling	
What are scores and lead sheets ?	
Define software instrument	
Define tempo	
Define velocity	



PE

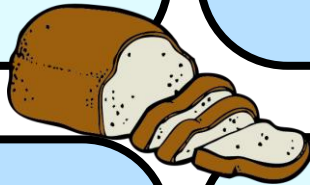


Helping every person achieve things they never thought they could.

Carbohydrates

Carbohydrates are a source of energy. Athletes need to consume large quantities of carbohydrates to fuel their training and performance.

Examples: Bread, pasta, rice and potatoes.



Fats

Fats are a source of energy. Fats are essential for health however too much can limit an athlete's performance due to increased weight.

Examples: Olive oil, nuts, soya beans, full fat dairy.



Minerals

Essential for many processes, e.g. bone growth/strength, nervous system, red blood cells, immune system. Need small amounts only.

Examples: milk, canned fish, broccoli, brown rice.



Water

The body needs to be hydrated to stay healthy. Failing to replace lost fluids can result in dehydration.

This is a more serious condition than lack of food. Women should drink around 1.6 litres (approx. 8 glasses) of fluid and men should drink around 2 litres (approx. 10 glasses) of fluid per day.

Protein

Tissue growth – known as the body's building blocks. Athletes frequently use protein supplements in their diet and will consume protein immediately after training, sometimes as a 'shake'.

Examples: meat, fish, dairy.

Vitamins

Essential for many processes, e.g. bone growth, metabolic rate, immune system, nervous system. Need small amounts only.

Examples:

- A – dairy, oily fish;
- B – vegetables, wholegrain cereals;
- C – citrus fruit, broccoli, sprouts;
- D – oily fish, eggs, fortified cereals.

Fibre

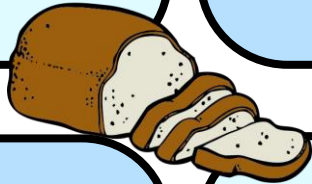
Fibre is a type of carbohydrate that the body can't digest. Though most carbohydrates are broken down into sugar molecules (glucose), fibre cannot be broken down into sugar molecules, and instead it passes through the body undigested.



Year 11 Core PE: Diet and nutrition- summarise each food group below:

Carbohydrates

Examples:



Fats

Examples:



Mineral

Examples:



Water

Protein

Examples:

Vitamins

Examples:

Fibre



Year 11 Core PE: Components of fitness

Cardiovascular Endurance

Cardiovascular endurance is the ability to continuously exercise without tiring. The more oxygen that can be transported around the body the longer muscles can utilise or use this oxygen.

Example: triathlon



Speed

The ability to move quickly across the ground or move limbs rapidly through movements.

Example: 100m sprinting



Power

Power is a combination of strength and speed

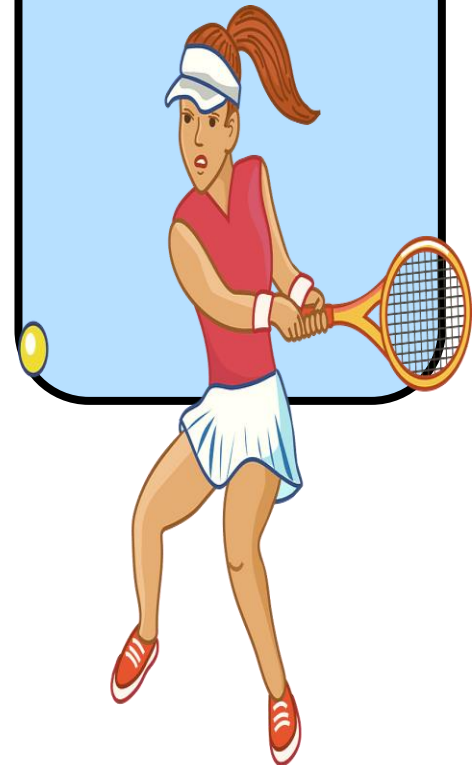
Example: weight lifting



Coordination

The ability to use different (two or more) parts of the body together smoothly and efficiently.

Example: Tennis



Components of fitness

Muscular Endurance

Muscular endurance is the ability to continue contracting a muscle, or group of muscles, against resistance, such as weights or bodyweight, over a period of time.

Example: cycling



Strength

The maximum force a muscle or group of muscles can apply against a resistance in a single maximum effort.

Example: rugby player



Flexibility

The amount or range of movement that you have around a joint.

Example: gymnastics



Year 11 Core PE: Components of fitness

Cardiovascular Endurance

Example:



Speed

Example:



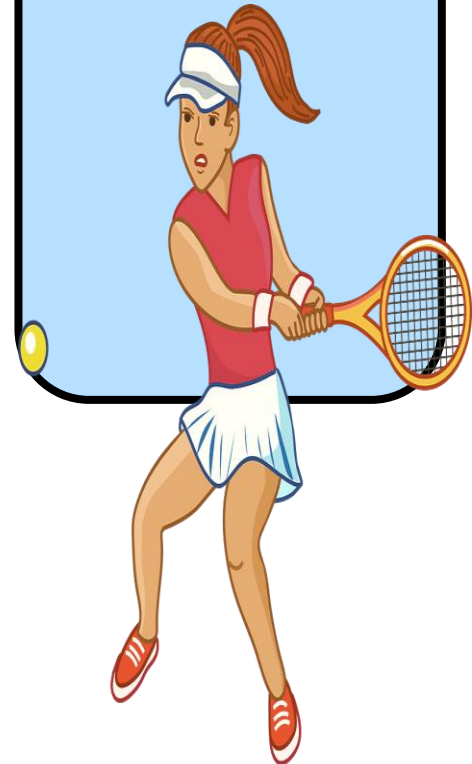
Power

Example:



Coordination

Example:



Explain the different components of fitness- give examples

Muscular Endurance

Example:



Strength

Example:




Flexibility

Example:



Hydration



Our body is made up of more than 60% water. That is more than half of our body weight. Our body constantly loses water through sweating, going to the toilet and breathing.


To remain healthy and avoid dehydration it is important to replace this water throughout the day.

NHS guidelines advise drinking around six to eight glasses a day.


Our bodies lose more water than usual if we are very active or when the weather is particularly warm, due to sweating more.

Before, during and after exercise we benefit from drinking water and eating foods with a high water content.

Athletes need to stay hydrated to get the most out of their bodies.



Sleep



Sleep is very important in keeping physically and mentally healthy.

When we sleep, our bodies and minds have the time to rest, recover and process all the things that have happened throughout the day.

When we are young, our bodies are growing and changing quickly, so we need more sleep than adults to be able to cope with everything that is happening.

It is generally recommended that children and young people get between 9 and 11 hours sleep every night.


Below are some key points as to how lack of sleep can affect athletes performance: brain function, illness, physical capabilities and tactical performance.

Types of Training

Continuous Training: any form of training that maintains the heart rate at a desired level over a sustained period of time. An example would be cycling for 30 minutes at an intensity that raises the heart rate.


Fartlek Training: method of training that uses periods of exercise and rest. An example would be running at full sprint for 10 seconds, walking for 1 minute followed by a medium intensity jog for 4 minutes.

Plyometrics Training: exercises with short bursts of high intensity. An example of this is reverse lunge with knee ups.




Circuit Training: involves exercising at a variety of different stations with different activities. An example of this would be having six stations where an athlete completes 30 seconds of activity at each station.

Interval Training: exercising with periods of rest planned into the session. An example is completing 10 x 30m sprints with 20 seconds rest in between each effort.



Flexibility Training: a certain exercise that will improve a person's range of motion around a joint. An example is active static stretching.



Weight Training: method of training using weights. This can be free standing weights, body weight exercises, resistance bands or weight machines.

Hydration

Our body is made up of more than...

To remain healthy and avoid dehydration it is important...

NHS guidelines advise drinking around...

Our bodies lose more water than usual if we are very...

Before, during and after exercise we benefit from...

Athletes need to stay hydrated to...

Sleep

Sleep is very important in...

When we sleep...

When we are young...

It is generally recommended that children and young people get between...

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Types of Training

Continuous Training:

Fartlek Training:

Plyometrics Training:

Circuit Training:

Interval Training:

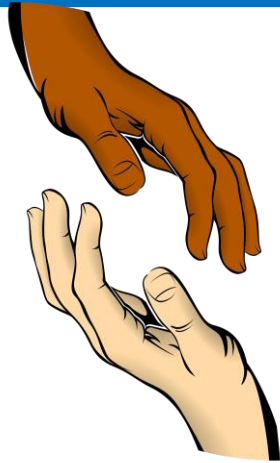
Flexibility Training:

Weight Training:

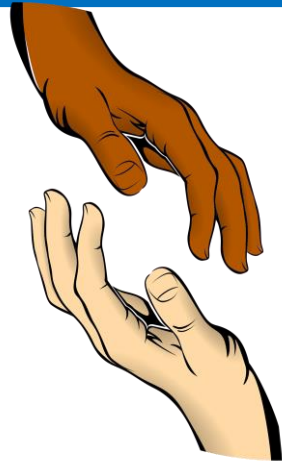




- Gender
- Children
- Ethnic groups
- Retired people/ people over 60
- Families with children
- Carers
- People with family commitments
- Young children
- Teenagers
- People with disabilities
- Parents (Single or couples)
- Unemployed/economically disadvantaged people



Year 11 Option PE: What are the different user groups?



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Year 11 Option PE: Barriers

People from different ethnic backgrounds

- Lack of awareness or information
- Cultural norms and lack of provision
- Lack of role models
- Lack of coaches from ethnic groups
- Fear of discrimination/racism



Gender

- Stereotyping
- Gender imbalance (within pundits on television)
- Lack of role models
- Imbalance in funding
- Sexist attitudes against a particular gender can make performers feel uncomfortable about taking part.



Carers

- Commitments
- Lack of time
- Lack of disposable income
- Lack of appropriate activity



Retired people/ people over 60

- Lack of confidence
- Lack of fitness
- Increased likelihood of illness
- Limited access to transport
- Cannot afford the cost of participation
- Discrimination from others
- Family commitments
- Lack of self-esteem/low confidence



Families with children

- **Family commitments** - looking after children can be time consuming.
- **Childcare cost** - priorities to childcare over leisure.
- **Limited childcare** - can be difficult to find childcare in order to take part in leisure.
- **Transport issues** - partner may need car, public transport may be difficult with children.
- **Lack of time** - work and family commitments prioritised.
- **Appeal of alternative leisure activities** - may be more appealing to attend a parent and child group to meet other families.
- **Partner may wish to exercise** - difficult to find time for both parents to exercise.



Year 11 Option PE: Barriers

People from different ethnic backgrounds

- -
- -
- -
- -
- -



Gender

- -
- -
- -
- -
- -



Carers

- -
- -
- -
- -



Retired people/ people over 60

- -
- -
- -
- -
- -
- -
- -



Families with children

- -
- -
- -
- -
- -
- -
- -



Year 11 Option PE: Barriers

People with family commitments

- Commitments
- Lack of time
- Lack of disposable income
- Lack of appropriate activity



Young Children

- Lack of role models
- Lack of awareness
- Lack of money / disposable income
- Lack of transport / facilities
- Lack of appropriate activity options
- Negative attitude towards participation
- Distractions
- School / homework commitments



People with disabilities

- Lack of access to specialist facilities.
- Lack of access to specialist equipment.
- Lack of transport.
- Few role models.
- Expense of equipment and participation.
- No suitable programmed sessions
- Lack of mobility to be able to do the sport
- Discrimination of others
- Lack of specialist staff
- Lack of confidence, lack of self esteem.

Teenagers

- Lack of role models to inspire this user group.
- Lack of awareness that suitable activities for teenagers exist.
- Lack of money / disposable income.
- Lack of access to facilities and transport.
- Lack of appropriate activity options.
- Negative attitude towards participation.



Year 11 Option PE: Barriers

People with family commitments

- -
- -
- -
- -



Young Children

- -
- -
- -
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- -
- -
- -
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- -



People with disabilities

- -
- -
- -
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- -



Teenagers

- -
- -
- -
- -



Values



I Inclusion
N National pride
F Fair play
E Excellence
C Citizenship
T Tolerance and Respect
T Team Spirit

D Determination
I Inclusion
C Courage
E Equality
R Respect
E Excellence
F Friendship

WADA

W World
A Anti-
D Doping
A Agency

- Serves as the independent international body responsible for coordinating and monitoring the global fight against doping and sport.
- Founded on the principles that athletes have a fundamental right to participate in 'doping free' sport and that doping endangers athlete health and the integrity of sport.

Values



I
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F

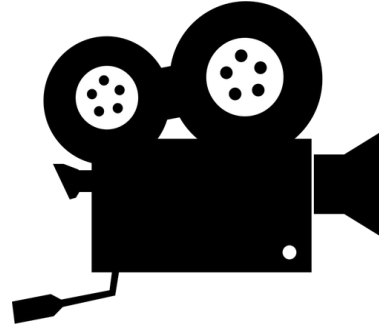
WADA

W
A
D
A

- Serves as the...
- Founded on the principles that...

Technology in sport

- Technology can be used to enhance performance.
- Equipment such as graphite tennis rackets, graphite golf clubs and carbon-fibre road bikes can all be used to enhance performance.
- Clothing can be protective or made with breathable fabric to prevent overheating.
- Footwear can be made to improve grip, movement and overall performance



Analysis

- Technology is used in sport to analyse performance.
- Equipment such as heart rate monitors heart rate and allows athletes to analyse their performance.
- Video and Tracking analysis to record performance allowing coach and athlete to watch back on technique.

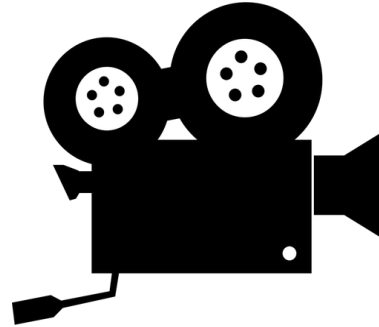
Recovery and rehabilitation

- Technology can be used to recover and rehabilitate quicker.
- By using:
- Ice baths to reduce swelling.
 - Using foam rollers to disperse waste products.
 - Using hypoxic chambers to recover from injury quicker.



Technology in sport

- -
- -
- -
- -



Analysis

- -
- -
- -

Recovery and rehabilitation

Technology can be used to recover and rehabilitate quicker.

By using:

- -
- -
- -



Religious Education



Helping every person achieve things they never thought they could.

Year 11 RE: Islam

- Islam was founded in the 7th Century.
- It shares some ideas with Judaism and Christianity.
- Followers of Islam are called Muslims.
- Muslims believe in one God, Allah.
- The main holy book for Muslims is the Qur'an.
- Muslims also follow the sunnah (the way) and the teachings of the Prophet Muhammad.



Six Beliefs of Sunni Islam

1. **Tawhid** – One God
2. **Malakian** - Angels
3. **Kutubullah** – Holy Books
4. **Risalah** - Prophets
5. **Akhirah** – life after death
6. **Al Qadr** - predestination

Five Roots of Shi'a Islam

1. **Tawhid** – One God
2. **Adl** – divine justice
3. **Nubuwwah** - prophets
4. **Imamah** – authority of the imam.
5. **Mi'ad** – The Day of Judgement.

The two main branches of Islam are Sunni and Shi'a .

Main Differences	Sunni	Shi'a
Leadership	Believe the Prophet's best friend, Abu Bakr, should be the caliph (successor) after the Prophet's death.	Believe the caliph should be related to the Prophet Muhammad and that Muhammad named his cousin, Ali, to be the next caliph following his death.
Beliefs	Their main beliefs are known as the Six Beliefs or Six Articles of Faith	Their main beliefs are known as the Five Articles of Faith or Five Roots.

How do Muslims express their belief in Tawhid?

1. Through reciting the Shahadah and other prayers.
2. Through everything that Muslims do as one, united group, for example, praying, fasting, giving to charity or going on hajj (pilgrimage).

How do Muslims express their belief in Malaikah?

When Muslims end their prayers they turn their head to the right and left and say 'peace be upon you' to the angels.

How do Muslims express their belief in prophets?

1. They learn about different prophets and try to follow their example.
2. Many Muslims are named after prophets

How do Muslims express their belief in the Qur'an?

1. They read it in private and public.
2. They may try to learn the Qur'an off by heart.
3. They keep it wrapped up and in a high place when it is not being used.
4. They perform wudu (a ritual was) before touching it.
5. They place it on a special stand, called a kursi.

How do Muslims express their belief in an afterlife?

They attend Muslim funerals.

How do Muslims express their belief in Al Qadr?

1. They teach about the need to accept God's will.
2. Many seek blessings on Laylat al-Qadr (The Night of Power)

Year 11 RE: Islam

- Islam was founded in the ____ Century.
- It shares some ideas with ____ and ____.
- Followers of Islam are called ____.
- Muslims believe in one God, ____.
- The main holy book for Muslims is the ____.
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Six Beliefs of Sunni Islam

Five Roots of Shi'a Islam

The two main branches of Islam are Sunni and Shi'a .

Main Differences	Sunni	Shi'a
Leadership		
Beliefs		

How do Muslims express their belief in Tawhid?

- 1.
- 2.

How do Muslims express their belief in Malaikah?

How do Muslims express their belief in prophets?

- 1.
- 2.

How do Muslims express their belief in the Qur'an?

- 1.
- 2.
- 3.
- 4.
- 5.

How do Muslims express their belief in an afterlife?

How do Muslims express their belief in Al Qadr?

- 1.
- 2.

Science



Helping every person achieve things they never thought they could.

Year 11 Science: Ecology

Farmers optimise conditions for making compost for use as a natural fertiliser.

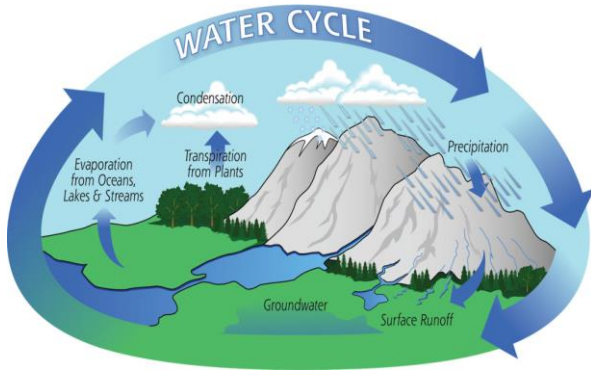
Ecosystem

Environment	The conditions surrounding an organism; abiotic and biotic.
Habitat	Place where organisms live e.g. woodland, lake.
Population	Individuals of a species living in a habitat at the same time.
Community	Populations of different species living in a habitat at the same time.

Organisms require a supply of materials from their surroundings and from the other living organisms.

Bacteria respire when breaking down dead organisms releasing CO₂.

Anaerobic decay in biogas generators produces methane gas, used as a fuel.



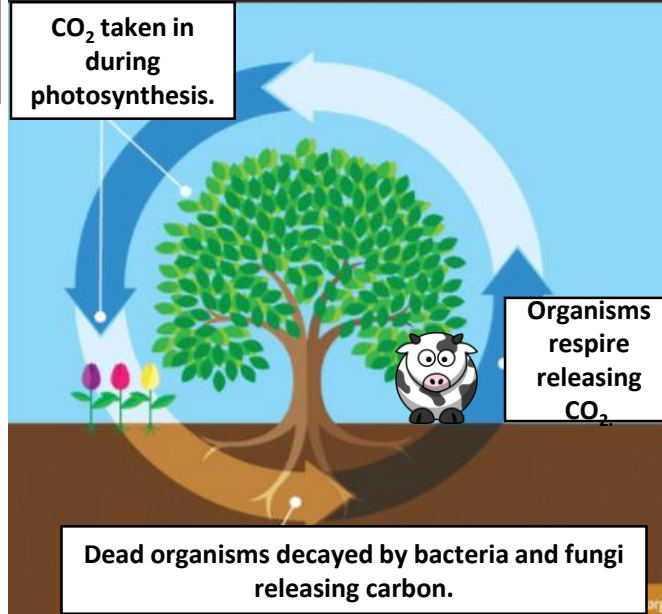
Factors affecting rate of decay

Temperature, water, oxygen

Increase the rate of decay. In enzyme controlled reactions raising the temperature too high will denature the enzymes.

THE CARBON CYCLE

CO₂ taken in during photosynthesis.



Organisms respire releasing CO₂

Dead organisms decayed by bacteria and fungi releasing carbon.

Materials are recycled to provide the building blocks for future organisms

Surviving and reproducing

Competition

Plants in a community or habitat compete with each other for light, space, water and mineral ions.

Animals compete with each other for food, mates and territory.





Interdependence

Species depend on each other for food, shelter, pollination, seed dispersal etc. Removing a species can affect the whole community

Decomposition and material cycling

Food chains

Feeding relationships in a community

Producer	Primary consumer	Secondary consumer	Tertiary consumer
			
Grass	→ Grasshopper	→ Mouse	→ Owl
All food chains begin with a producer e.g. grass that is usually a green plant or photosynthetic algae.		Consumers that kill and eat other animals are predators and those eaten are prey.	

Photosynthetic organisms are the producers of biomass for life on Earth

Breakdown of dead organisms releases mineral ions into the soil.

Year 11 Science: Ecology

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Habitat	
Population	
Community	

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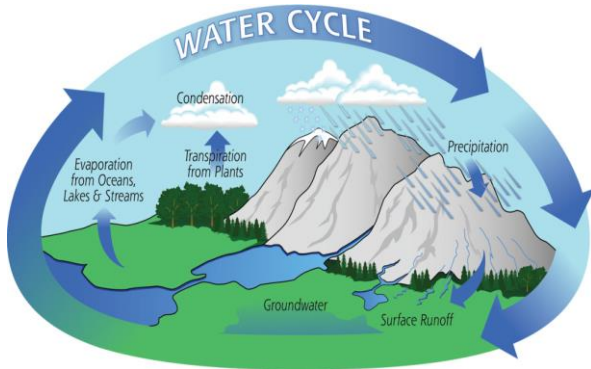
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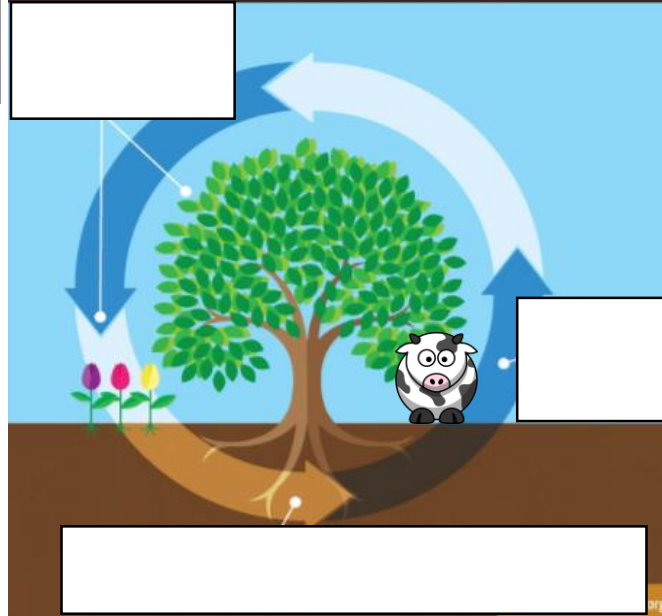
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Factors affecting rate of decay

THE CARBON CYCLE

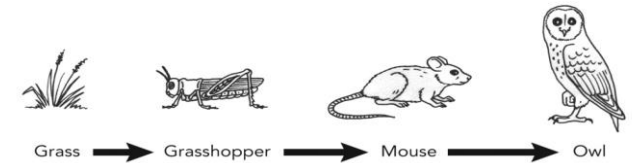


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Year 11 Science: Ecology



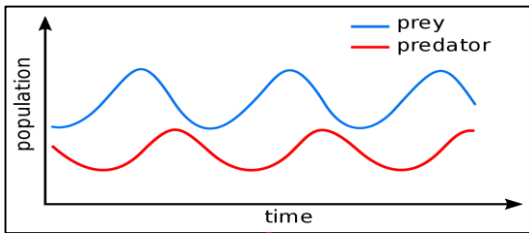
Abiotic	Biotic
Non-living factors that affect a community	Living factors that affect a community
Living intensity.	Availability of food.
Temperature.	
Moisture levels.	New predators arriving.
Soil pH, mineral content.	
Wind intensity and direction.	New pathogens.
Carbon dioxide levels for a plant.	
Oxygen levels for aquatic organisms.	One species outcompeting so numbers are no longer sufficient to breed

EXAMPLE: climate change is leading to more dissolved CO₂ in oceans lowering the pH of the water affecting organisms living there.



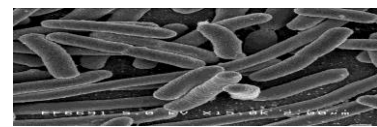
EXAMPLE: Introduction of grey squirrels to UK increased competition for food for red squirrels. The greys also carry a pathogen that kills reds.

Organisms adaptations enable them to survive in conditions where they normally live.

Adaptations may be structural, behavioural or functional.



In a stable community the numbers of predators and prey rise and fall in cycles.

Adaptations		
Plants	Animals	Extremophiles
Cactus in dry, hot desert	Polar bear in extreme cold artic	Deep sea vent bacteria
		
No leaves to reduce water loss, wide deep roots for absorbing water.	Hollow hairs to trap layer of heat. Thick layer of fat for insulation.	Populations form in thick layers to protect outer layers from extreme heat of vent.

Year 11 Science: Ecology



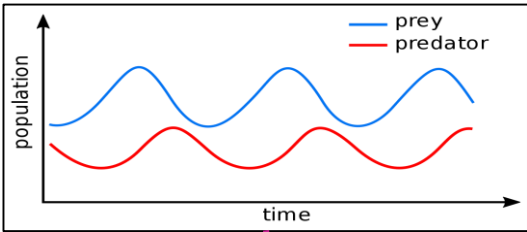
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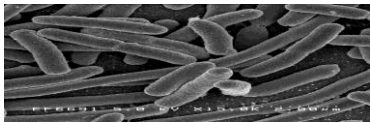
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Year 11 Science: Ecology

Maintain a great biodiversity	Ensures the stability of ecosystems	By reducing the dependence on one species to another for food, shelter, maintenance of the physical environment.
	Future of human species	Many human activities are reduction biodiversity and only recently measures have been taken to stop it.

Human activity can have a negative impact on biodiversity

Biodiversity and the effect of human interaction on the ecosystem

Waste management	Rapid growth in human population and higher standard of living	More resources used and more waste produced.
		Pollution in water; sewage, fertiliser or toxic chemicals.
		Pollution in air; smoke or acidic gases.
		Pollution on land; landfill and toxic chemicals.

Waste, land use and deforestation

Land use

Biodiversity is the variety of all different species of organisms on Earth, or within an ecosystem

Experimental methods are used to determine the distribution and abundance of a species.

Large scale deforestation

In tropical areas (e.g. rain forest) has occurred to:

Provide land for cattle and rice fields, grow crops for biofuels.

Humans reduce the amount of land and habitats available for other plants, animals and microorganisms.

Building and quarrying.

Farming for animals and food crops.

Dumping waste.

Destruction of peat bogs to produce cheap compost for gardeners/farmers to increase food production.

Sampling techniques	Quadrats	Organisms are counted within a randomly placed square
	Transects	Organisms are counted along a line (transect) of the ecosystem.



Deforestation reduces biodiversity and removes a sink for increasing the amount CO₂ in the atmosphere.

This conflicts with conserving peat bogs and peatlands as habitats for biodiversity and reduce CO₂ emissions.

The decay or burning of peat release CO₂ into the atmosphere.

Processing data	
Median	Middle value in a sample.
Mode	Most occurring value in a sample.
Mean	The sum of all the value in a sample divided by the sample number.

Environmental changes affect the distribution of species	Temperature	These changes might be seasonal, geographic or caused by human interaction.
	Availability of water	
	Composition of atmospheric gases	



Example: Several species of bird migrate from cold winter conditions to warmer conditions closer to the equator.

Year 11 Science: Ecology

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	Future of human species	

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Processing data	
Median	
Mode	
Mean	

Environmental changes affect the distribution of species		



Example: Several species of bird migrate from cold winter conditions to warmer conditions closer to the equator.


Year 11 Science: Ecology

Factors affecting food security	Enough food is needed to feed a changing population	Increasing birth rate.
		Changing diets in developing countries.
		New pests and pathogens affecting farming.
		Environmental changes e.g. famine when rains fail.
		Cost of agriculture input.
		Conflicts (war) affecting water or food availability

Farming techniques
Increasing efficiency of food production
Reduce energy waste, limiting movement, control temperature, high protein diet to increase growth.



Biotechnology
Meeting the demands of a growing population
Fungus <i>Fusarium</i> to produce mycoprotein. Requires glucose syrup, aerobic conditions. Biomass is harvested and purified.
GM bacterium produces insulin to treat diabetes.
GM crops to provide more/nutritional food (golden rice).

Sustainable fisheries	Fish stocks in oceans are declining	Maintain/grow fish stocks to a sustainable level where breeding continues or certain species may disappear. By controlling net size, fishing quotas.
		

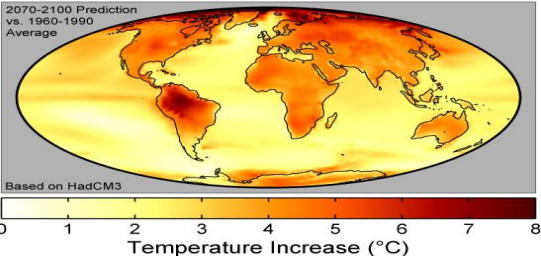


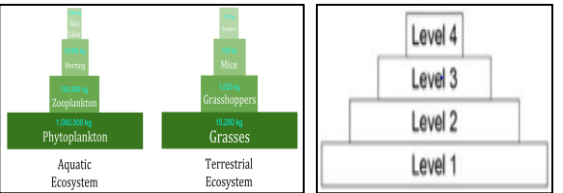
Decomposers break down dead plants and animal matter by secreting enzymes. Small soluble food molecules then diffuse into the microorganism.

Human activity can have a positive impact on biodiversity
Scientists and concerned citizens
Put in place programmes to reduce the negative impacts of humans on ecosystems and biodiversity
Breeding programmes for endangered species.
Protection and regeneration of rare habitats.
Reintroduction of field margins and hedgerows in agricultural areas where farmers grow only one type of crop.
Reduction of deforestation and CO ₂ emissions by some governments.
Recycling resources rather than dumping waste in landfill.

Some of the programmes potentially conflict with human needs for land use, food production and high living standards.

Some people have concerns about the treatment of animals.

Global warming	Levels of CO₂ and methane in the atmosphere are increasing.	Decreased land availability from sea level rise, temperature rise damages delicate habitats, extreme weather events harm populations of plants and animals.
	Global Warming Predictions	



Transfer of biomass	
Biomass is lost between the different trophic levels	
Producers transfer about 1% of the incident energy from light for photosynthesis.	Large amounts of glucose is used in respiration, some material egested as faeces or lost as waste e.g. CO ₂ , water and urea in urine.
Approximately 10% of the biomass from each trophic level is transferred to the level above.	

Year 11 Science: Ecology

<p>Factors affecting food security</p> <p><i>Enough food is needed to feed a changing population</i></p>	

<p>Farming techniques</p> <p>Increasing efficiency of food production</p>



<p>Biotechnology</p> <p>Meeting the demands of a growing population</p>

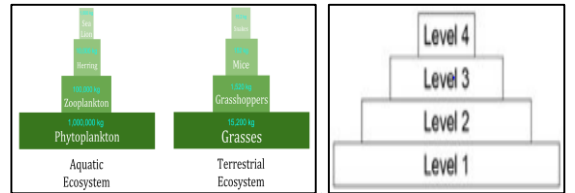
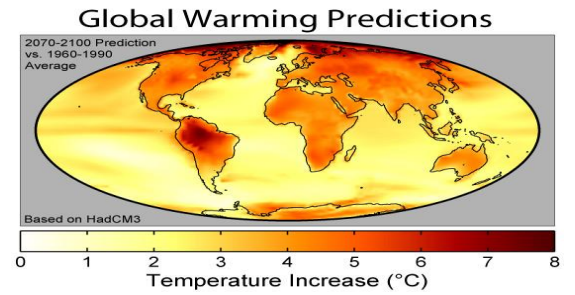
<p>Sustainable fisheries</p> <p>Fish stocks in oceans are declining</p>
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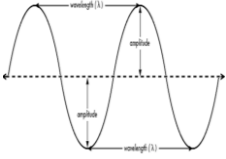


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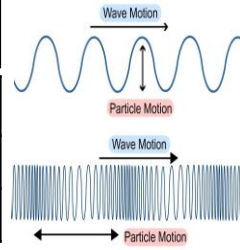
Some people have concerns about the treatment of animals.

<p>Transfer of biomass</p> <p>Biomass is lost between the different trophic levels</p>

Year 11 Science: Waves



Wave speed	Wave speed = frequency X wavelength	$V = f \times \lambda$
Wave period	Wave period = $1 \div$ frequency	$T = 1 \div f$
Speed	Speed = distance \div time	$v = d \div t$



Transverse wave	Vibration causing the wave is at right angles to the direction of energy transfer	Energy is carried outwards by the wave.	Water waves, all electromagnetic waves
Longitudinal wave	Vibration causing the wave is parallel to the direction of energy transfer	Energy is carried along the wave.	Sound waves, waves in springs

Wavelength	Distance from one point on a wave to the same point of the next wave
Amplitude	The maximum disturbance from its rest position
Frequency	Number of waves per second
Period	Time taken to produce 1 complete wave

Transverse and Longitudinal waves

Waves in air, fluids and solids

Measuring speed

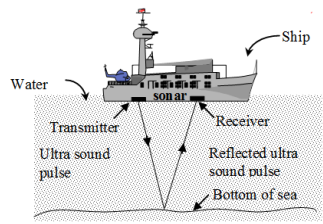
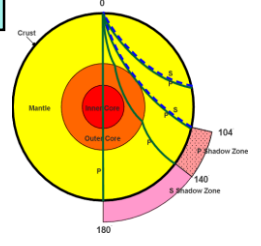
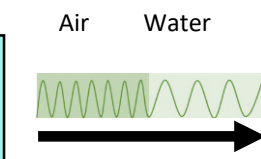
- In water, use a ripple tank.
- In air, use echoes.

Properties

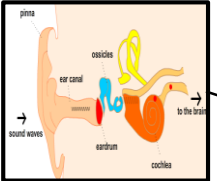
Sound waves travelling through different mediums, the frequency stay constant.

Angle of incidence = angle of reflection ($i = r$)

Reflection	Wave bounces off the surface.
Refraction	Waves changes direction at boundary.
Transmitted	Passes through the object.
Absorbed	Passes into but not out of a substance, transfers energy and heats up the object.



Ultra sound	Partially reflected off boundary	Used for medical and foetal scans.
Sonar	Reflected off objects	Used to determine depth of objects under the sea.



Hearing

Frequencies between 20 – 20,000 Hz

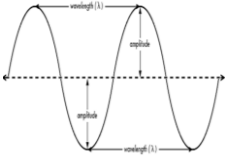
Longitudinal waves cause ear drum to vibrate, amplified by three ossicles which creates pressure in the cochlea.

Light refracts as it slows down in a denser substance

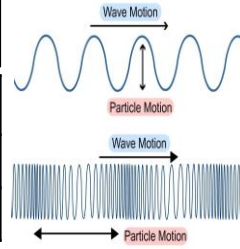
Seismic waves

P wave	S wave	Seismograph
Longitudinal	Transverse	Shows P and S waves arriving at different times.
Fast	Slow	
Travel through solids and liquids	Travels through solids	By using the time the waves arrive at the monitoring centres, the epicentre of earthquake can be found. ($v = x \div t$).
Produced by earthquakes.		

Year 11 Science: Waves



Wave speed		$v = f \times \lambda$
Wave period		$T = 1 \div f$
Speed		$v = d \div t$



Transverse wave			
Longitudinal wave			

Wavelength	
Amplitude	
Frequency	
Period	

Transverse and Longitudinal waves

Waves in air, fluids and solids

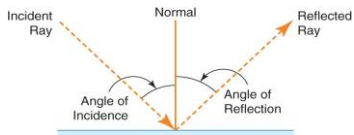
Measuring speed

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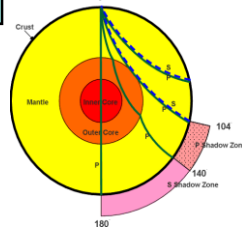
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Air Water



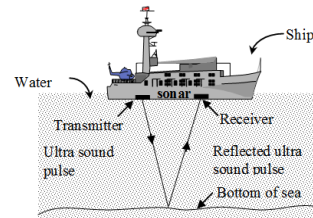
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Reflection	
Refraction	
Transmitted	
Absorbed	

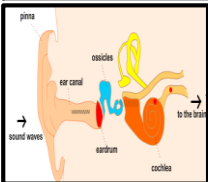
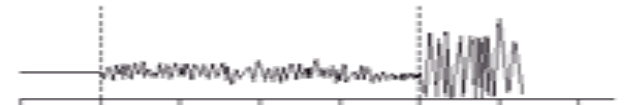


Light refracts as it slows down in a denser substance

Seismic waves



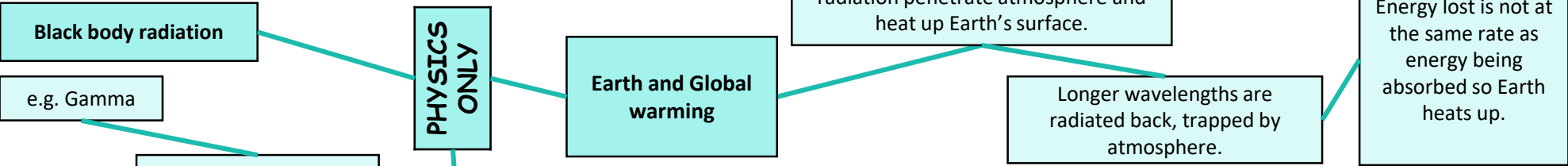
Ultra sound		
Sonar		



Hearing	Frequencies between 20 – 20,000 Hz
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P wave	S wave	Seismograph
		Shows P and S waves arriving at different times.
		By using the time the waves arrive at the monitoring centres, the epicentre of earthquake can be found. ($v = x \div t$).

Year 11 Science: Waves



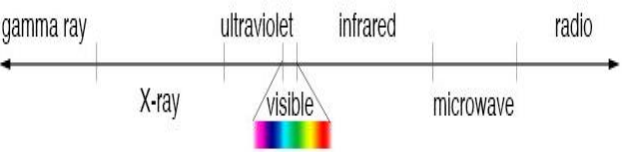
Electromagnetic waves

Electromagnetic wave Continuous spectrum of transverse waves

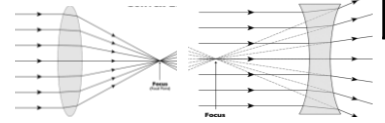
Black body radiation	All objects absorb or reflect infrared radiation	A perfect black body object absorbs all infrared radiation
Constant temperature	Rate of absorption = rate of radiation	Intensity and wavelength of energy affects temperature.

	Units
Distance	Metres (m)
Wave speed	Metres per second (m/s)
Wavelength	Metres (m)
Frequency	Hertz (Hz)
Period	Seconds (s)

Magnification = image size ÷ object size



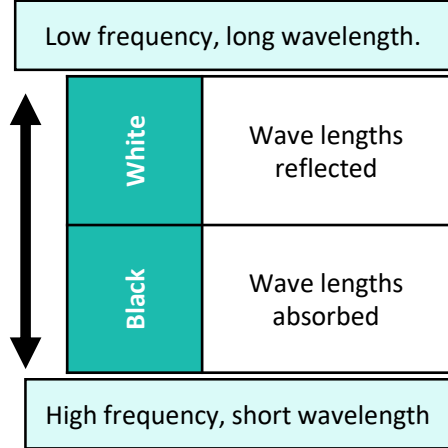
Convex	Real or virtual images.
Concave	Only virtual images.



2F	Image same size, upside down, real.
2F - F	Image larger, upside down, real.
< F	Image bigger, right way, virtual.

Specular	Flat surface reflection.
Diffuse	Rough surface reflection.

EM wave	Danger	Use
Radio	None known	Communications, TV, radio.
Microwave	Burning if concentrated.	Mobile phones, cooking, satellites.
Infrared		Heating, remote controls, cooking.
Visible	Damage to eyes.	Illumination, photography, fibre optics.
Ultra violet	Sunburn, skin cancer.	Security marking, disinfecting water.
X-ray	Cell destruction / mutation, cancer.	Broken bones, airport security.
Gamma		Sterilising, detecting and killing cancer.



Year 11 Science: Waves

Black body radiation

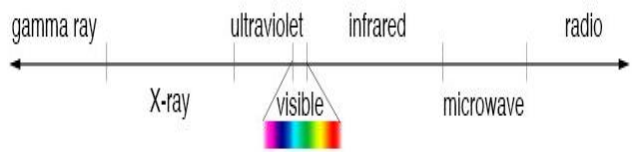
e.g. Gamma

Short wavelengths have high frequency and high energy.

Electromagnetic waves

Electromagnetic wave

$$\text{Magnification} = \frac{\text{image size}}{\text{object size}}$$



PHYSICS ONLY

Earth and Global warming

Ultraviolet, visible light, infra-red radiation penetrate atmosphere and heat up Earth's surface.

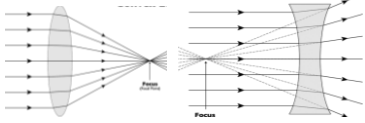
Longer wavelengths are radiated back, trapped by atmosphere.

Energy lost is not at the same rate as energy being absorbed so Earth heats up.

Black body radiation		
Constant temperature		

	Units
Distance	
Wave speed	
Wavelength	
Frequency	
Period	

Convex	
Concave	



2F	
2F - F	
< F	

Specular	
Diffuse	

EM wave	Danger	Use
Radio		
Microwave		
Infrared		
Visible		
Ultra violet		
X-ray		
Gamma		

Low frequency, long wavelength.

White	
Black	

High frequency, short wavelength

