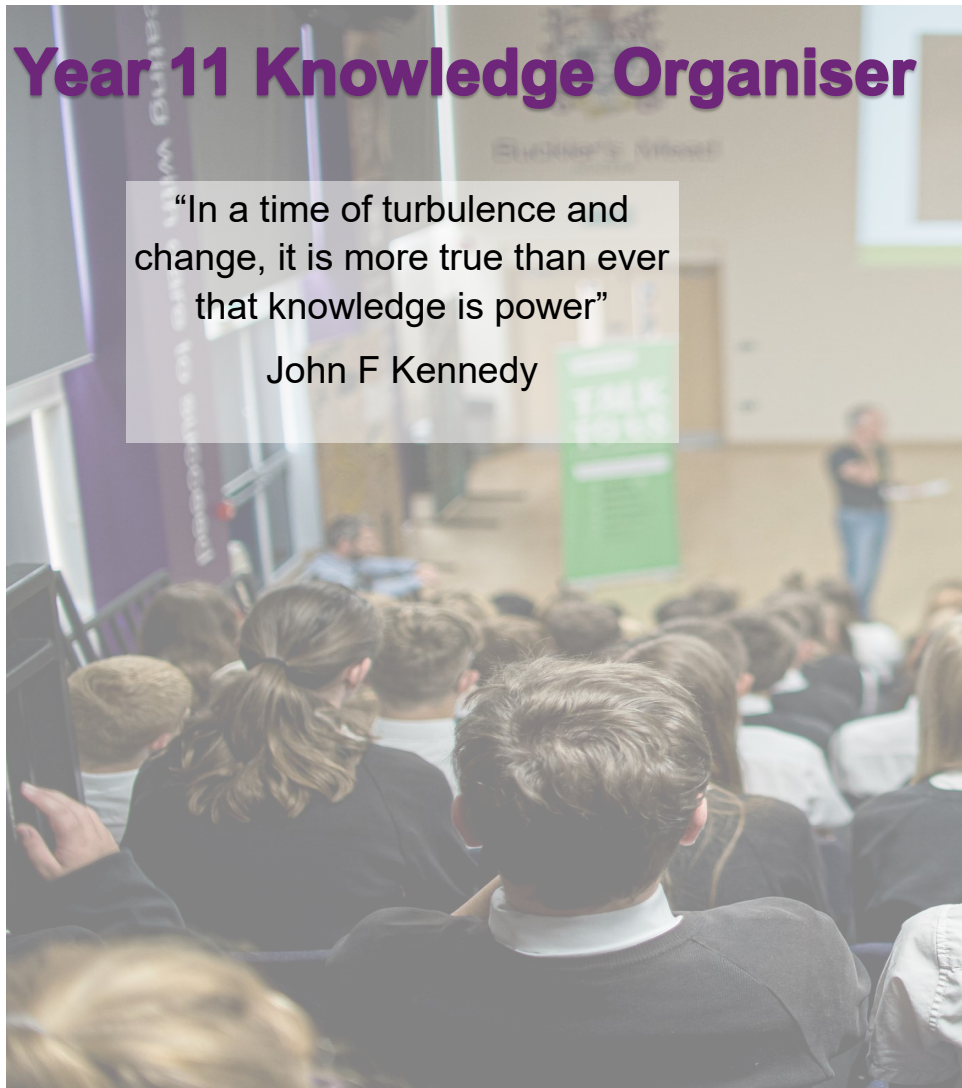# Year 11 Knowledge Organiser

"In a time of turbulence and change, it is more true than ever that knowledge is power"

John F Kennedy

Cycle 2

Buckler's Mead Academy

Inspiring Education for All

Name:

Tutor:

Ready, Responsible, Respect

How to use your knowledge Organiser
Self –Quizzing.

Your knowledge organiser contains all of the key information you need to know for each subject area.

Your knowledge organiser will allow you to revise this key information and make sure it is stored and retrieved from your long-term memory

The best way to use this resource is by self-quizzing through the **"look, cover, write and check"**

First look through and read the information on a section of your knowledge organiser

Then Cover the section so you can no longer see the information

Next Try and **write out or mind map** the key definitions or facts that you need to know

Now uncover the section of your Knowledge Organiser and check how correct you were

Finally Correct anything that you wrote down that was incorrect

Look	Cover	Write	Check

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Urban Art

KEY WORDS
Assessment objectives
Deadlines
Target
Experiment
Annotate

A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

REFINE EXPERIMENT
EXPLORE TECHNIQUES AND SKILLS
SELECT
EXPLAIN
PHOTOGRAPHS
IDEAS

Primary drawings and photographs of the 'things that you intend to include in your final piece.

A03 Record ideas, observations and insights relevant to intentions as work progresses

RECORD INTENTIONS
LINK IDEAS
OBSERVATION
PLANNING
PRIMARY RESEARCH
RELEVANT

Experimentation is key. The more the better. You should try out different ways of executing your final idea.

A04 OUTCOME
PRESENT FINAL IDEAS
DEVELOPED AS PLANNED
CLEARLY RESPONDS TO ARTISTS EXPLORED
CONNECTION
CONCLUSION

Your final piece must be well planned and should link to an artist or process that you have used in this project

You must produce 3 different ideas.
Choose your favourite
Experiment with composition, colour, media and equipment.

	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk 7 Hand In Deadline
Task	Observational drawing and photographs	EXPERIMENT with colour, composition, media, materials, techniques			Final Piece		Evaluation
SMHW	Continue	Continue	Continue	Independent work on your sketch book pages			

Art & Photography

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Knowledge Organiser Y10 Photography NO: 1
Name...

Shallow depth of field.

When this is used in the photograph only one area is in focus (clear and sharp), sections behind and/or in front are out of focus (blurry)

The camera used a small aperture (f1.8)

Large depth of field.

When this is used in the photograph the whole depth of the photo is in focus (clear and sharp) from the front to the back of the image.

The camera used a wide aperture (f22)

Rule of Thirds
Imagine that your image is divided into 9 equal segments by 2 vertical and 2 horizontal lines. The rule of thirds says that you should position the most important elements in your scene along these lines.

Balancing Elements
Placing your main subject off-centre, as with the rule of thirds, creates a more interesting photo, but it can leave a void in the scene which can make it feel empty.

Leading Lines
When we look at a photo our eye is naturally drawn along lines. By thinking about how you place lines in your composition, you can affect the way we view the image.

Symmetry and Patterns
We are surrounded by symmetry and patterns, both natural and man-made., They can make for very eye-catching compositions, particularly in situations where they are not expected.

Cropping
Often a photo will lack impact because the main subject is so small it becomes lost among the clutter of its surroundings. By cropping tight around the subject you eliminate the background.

Background
A Photograph, Still life, landscape or portrait, using a plain and unobtrusive background that doesn't distract or detract from the subject.

Analysis of a Photograph

Does it contain any photographic rules?
Does it use the rule of thirds, golden section, leading lines and how does this effect the image?

What is the section you look at first and why?
Does it have any defocused areas, is this a distraction or does it help?
Where are the shadows and highlights, (the dark and the light sections) in this image?
Shadow and highlight control, does it look real or faked or photoshopped?

What is the section you look at first and why?
Is it a sharp image and what section or subject is this sharpness applied to? Why has this been done?

Where and how has the image been taken?
What is the subject of the photo, can you read the photo to tell me what's in it?

Art & Photography

GCSE Citizenship – Rights and Responsibilities – The Law

Key terms

Civil law - Law that deals with disputes between individuals or groups. There are civil courts which award damages (a money payment).

Common law - Law made by the decisions of judges over the years.

Criminal law - Law which deals with individuals who break the law, and which punishes offenders because they have broken laws that Parliament has stated we must all obey.

Human Rights - Basic rights and freedoms which all people are entitled to.

Judiciary - Branch of the state that is responsible for enforcing the law. It comprises Judges and other legal officials.

Juries - A group of local people who are chosen randomly to make a decision in a legal case.

Justice - The fairness as a result of the application of a Law, usually by a judge, in society.

Legislature - The law making body of the state ie the Parliament.

Rights - A right is something we are entitled to by law.

Trade Unions - A group of workers in the same trade or profession who have joined together to protect their rights.

Appeals - apply to a higher court for a reversal of the decision of a lower court.

Defendant - a person in a court of law who is accused of having done something wrong.

Tribunal - This is where a dispute is settled, quite often an employment related one for example, someone who feels they were dismissed from their job unfairly.

UK Supreme Court – The highest court of appeals in the UK.

The principals of law

1. Justice
2. Fairness
3. Presumption of innocence
4. Equality

The nature of laws
They offer legal certainty

They are properly enacted and clear in their purpose

They operate with equality and fairness

Laws are not retrospective

There is due legal process in enforcing the law

The UK Justice System – The Police

Roles:

Maintain law and order; protect members of the public; detect and investigate crime.

Powers: Stop and search; Power to Arrest; Entry, search and seize.

What rights protect citizens in global conflict situations?

Universal Declaration of Human Rights

International Criminal Court

European Arrest Warrant

The importance of Magna Carta for our rights in the UK

Magna Carta was a document signed by King John in 1215. Today, it is interpreted as the first time it was written down that nobody (not even the King) was above the law.

The difference between civil and criminal law

Criminal cases are brought on behalf of the state against the citizen for breaking the law of the land. Civil cases relate to disputes between individuals or organisations and are resolved by the award of damages.

The UK Justice System – The Judiciary

The judiciary examines issues and cases where the citizen is accused of breaking the law, and has to make a judgement as to whether they have.

A sentence is then given if they are guilty.

The judiciary also deals with citizens who appeal against an outcome.

If citizens do not agree, they can appeal at the next level of court.

The judiciary is politically neutral and should not show bias.

The UK Justice System – Judges

In control of a trail in a court room and grant adjournments (breaks in the proceedings).

Hear evidence to help decide a case. Direct a jury on evidence they have heard in regard to the law before deciding on a sentence.

The UK Justice System – Legal Representatives

There are three main branches:

Legal executives – employed by solicitors to carry out work in specialised areas i.e. house purchases

Solicitors – carry out most of the work in magistrates and county courts. Also do private work for clients such as buying houses, making wills and advising on tax matters.

Barristers – present cases in court. Work in Magistrates and Crown Courts. Specialise in criminal or civil law and have studied law at university.

Outline of court structure in England & Wales
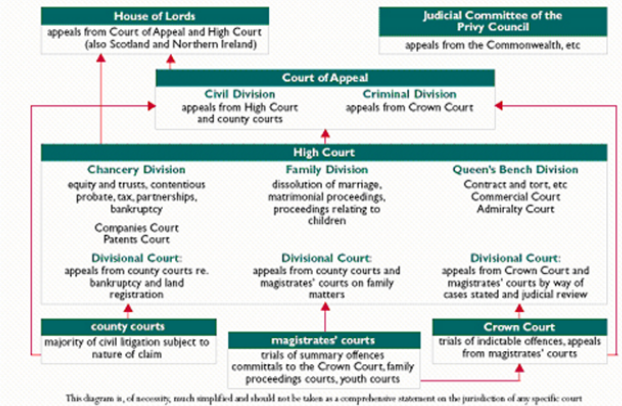
The UK court system

The diagram shows the court structure for England and Wales. Scotland and Northern Ireland follow a similar structure, but there are slight differences.

To try and summarise:

Criminal cases will start at a Magistrates Court. If a defendant wishes to appeal a decision, they can do this at the High Court, and further at the UK Supreme Court.

For serious criminal cases, these will then move from the Magistrates Court to the Crown Court where a jury is used to decide on innocence. If the defendant wishes to appeal the decision, they can do this at the Court of Appeal, and then the UK Supreme Court if necessary. An appeal is where you challenge the original judgement of the case.

For Civil Cases, they start at the County or Family court, and then go through the same appeals process as Criminal Cases.

The separate flow chart shows how a Tribunal works. This is where a dispute is settled, quite often an employment related one for example, someone who feels they were dismissed from their job unfairly.

GCSE Citizenship

Islam Beliefs

Key Words
Monotheism- belief in one God
Tawhid- the oneness of God.
Quran- Sacred text in Islam believed to be the word of Allah given to the Prophet Muhammad.
Sunni and Shia- the main sects (groups) of Islam.
Adalat- the justice of Allah
Imamate- respect for the twelve Imams who were chosen by Allah to lead the faith after Muhammad's death (Shia Belief)
Day of Judgement- The Belief the world will end and Allah will judge all people.
Transcendent-God is beyond and outside the universe.
Immanent- God is a part of the universe.
Merciful- shows compassion and is forgiving,
Just- God treats all people fairly.
Omnipotent- God is all powerful.
Jibril and Mika'il- God's arch angels
Archangel- God's most important angels.
Predestination- the idea that God knows and decides everything that happens.
Inshallah- 'Allah wills it'.
Akirah- the belief in everlasting life after death.
Jannah- Heaven
Jahannam- Hell
Barzakh- after death when as person waits to be judge by God on the day of Judgement.
Risalah- the belief that God had messengers or Prophets.

Sunni Islam
Follow the Six Articles of Faith- Remember Sunni-x
1. Tawhid 2. Angels 3. Holy Books 4. Prophets 5. Day of Judgement 6. Inshallah.

Key points- Abu Bakr was the rightful leader after Muhammad's death, The Quran and Sunnah (Muhammad's teachings/actions) are the only sources of authority. They are the majority group in Islam.

Shia Islam
Follow the Five Roots of the Faith- Remember 5hia
1. Tawhid 2. Prophethood 3. Adalat 4. Imamate 5 Resurrection

Key points- Ali (Muhammad's cousin) was the the rightful leader after Muhammad's death, the Leader of Shia (Ima) should be a descendent of Allah and chosen by God and the Quran, Sunnah and Shia leader are sources of authority.

Key Beliefs about Allah- OFFKAPS
One, Forgiving (merciful) , Fair (Just) Kind (Benevolent), All Powerful (Omnipotent), Part of the universe (immanent) Separated from the universe (transcendent)

Angels
* Created from light, pure and sinless, constantly serve God, no freewill, give messages from God, take care of people, record people's deeds, take people's souls to God.
* Jibril- messenger to the Prophet Muhammad. Taught him to recite the words of Allah.
* Mika'il- angel of mercy, sends rain and thunder, helps to provide nourishment and food and rewards people.

Predestination
* Everything happens because of the will of God
* "Only what God has decreed will happen to us" Quran
* God has created all people so we must act according to his will.
* God created time and is outside of it, so He can see everything that happens.
* God knows the choices people will make, but they still have free will to make those choices.

Life after Death
* Muslim believe that after death they enter a state of waiting (Barzakh) before the day of Judgement.
* On the day of Judgement God decides whether someone goes to Jannah or Jahannam,
* This belief means that Muslims take responsibility for their actions, make sure the read the Quran and follow the duties of Islam, gives them hope when they suffer and makes them challenge injustice.

Prophethood
* A person who is a gift from Allah to help them understand His message.
* There have been over 1000 Prophets
* Adam was the first and Muhammad was the final prophet.
* Adam- God created man from soil, God gave Adam knowledge, God told angels to bow down before Adam, God created a companion for Adam called Eve, Adam and Eve disobeyed God, God expelled them from paradise and Allah forgave him.
* Ibrahim- fulfilled all God's tests and commands, taught the belief in one God when people worshipped many gods, role model for Muslims, showed strong faith in God, rebuilt the Ka'aba, destroyed the idols that were worshipped and was willing to sacrifice his son.

Muhammad*
* The last and most important prophet.
* Grew up in Makkah a city of sin, drunks and idol worship.
* Visited by Jibril whilst in a cave on Mt Hira.
* Taught to recite the word of God because he could not read or write.
* Persecuted by the people of Makkah and left for Medinah.
* Before he left Makkah Jibril took him on a miraculous journey to Jerusalem and into Heaven where he spoke to the prophets.
* Medinah became the first Muslim city.
* Returned to Makkah after winning several battles and destroyed the idols.

Holy Books
* The Quran is the most important book.
* The Quran is the message given to Muhammad from Jibril.
* It is written in Arabic,.
* Contains historical accounts and advice from God about how to follow him.
* Treated with care and respect by washing before touching, kept on the highest book shelf, not allowed to be touching the floor and kept in a cloth.
Other books- Tawrat- given to Moses/Musa, Psalms- given to David Gospels- given to Jesus & The scrolls of Abrahm- given to Ibrahim.

GCSE Religious Studies

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PERFORMANCE THEME : underlying message, or 'big idea.

ACTING STYLES:

<u>Verbatim:</u> word for word; every single word from an audio file in text.

<u>Symbolism:</u> used to represent something different than what you will see at face value.

<u>Melodrama:</u> a sensational dramatic piece with exaggerated characters and exciting events intended to appeal to the emotions.

<u>Epic:</u> theatre which avoids illusion and often interrupts the story line to address the audience directly with analysis, argument, or documentation (i.e., placards)

<u>Comedy:</u> a literary genre and a type of dramatic work that is amusing and satirical in its tone, mostly having a cheerful ending.

<u>Absurdism:</u> theatre in which standard or naturalistic conventions of plot, characterization, and thematic structure are ignored or distorted to convey the irrational or fictive (created by the imagination) nature of reality and the essential isolation of humanity in a meaningless world.

<u>Classical:</u> an umbrella term for different **acting** techniques used together. It encompasses the use of the whole body, the full range and quality of the voice, the **actor's** imagination, the **actor's** ability to personalize, improvise, use external stimuli, and analyse scripts.

<u>Forum Theatre:</u> Audience stopping the performance and improving the action through feedback or by taking on the role of one character.

<u>Naturalism:</u> attempts to create an illusion of reality in terms of the setting and performances, should be realistic and not flamboyant or theatrical.

<u>Theatre of Cruelty:</u> developed by Antonin Artaud, aimed to shock audiences through gesture, image, sound and lighting. Artaud believed gesture and movement to be more powerful than text. Sound and lighting could also be used as tools of sensory disruption.

<u>Commedia dell' Arte:</u> a form of popular theatre that emphasized ensemble acting (small group). Its improvisations were set in a firm framework of masks and stock situations.

ACTING FOR THE SCREEN VERSES ACTING ON STAGE: http://en-acting-what-are-the-differences/#:~:text=When%20acting%20for%20screen%2C%20actors,can%20look%20unrealistic%20on%20screen

CLASSICAL ACTING: an umbrella term for different **acting** techniques used together. It encompasses the use of the whole body, the full range and quality of the voice, the **actor's** imagination, the **actor's** ability to personalize, improvise, use external stimuli, and analyse scripts.

https://en.wikipedia.org/wiki/Classical_acting

METHOD ACTING: a **technique** or type of **acting** in which an **actor** aspires to encourage sincere and emotionally expressive performances by fully inhabiting the role of the character. It is an emotion-oriented **technique** instead of classical **acting** that is primarily action-based.

https://strasberg.edu/about/what-is-method-acting/#:~:text=The%20Method%20trains%20actors%20to,can%20fire%20the%20actors%20imagination.&text=As%20Lee%20Strasberg%20said%2C%20Method,done%20whenever%20they%20acted%20well.

CREATIVE INTENTIONS (reference performance style, theme, and target audience): refers to the decisions, made by theatre makers to communicate deeper **meaning** through their work. Without an artistic **intention** a piece of drama lacks a purpose or a message for its intended audience.

ROLES, RESPONSIBILITIES AND SKILLS IN THE PERFROMING ARTS:

Drama

Engineering Component 2 You will investigate the selection of materials, proprietary components, making processes and disassembly of a given engineered product. You will plan, reproduce, inspect and test a single component			

	Engineering Component 2A Task; Understand materials, components and processes for a given engineered project	Engineering Component 2B Task; to produce a design proposal for an engineered product to meet the requirements of a customer	Engineering Component 2C Task; to plan the manufacture and safely reproduce/inspect/test a given engineered product
Engineering	**Evidence** ✓ Annotated assembly and detailed drawings ✓ A list of components, materials and processes used ✓ Research notes ✓ Notes to evaluate the materials, components and processes you have researched ✓ Images in support of your work	**Evidence** ✓ An observation record ✓ Annotated photographs of your labelled components ✓ Inspection/dimensional data sheets ✓ Written commentary showing a description of each component, their purpose and how they link/work/fit together ✓ A PDS with justification	**Evidence** ✓ Your original production plan ✓ A copy of your production plan showing your further notes after discussion with your assessor ✓ Observation records ✓ Annotated photographs of you making your component ✓ Inspection/dimensional data-a record of the measurements and other observations on quality, plus comments about any errors and how to resolve them ✓ Written commentary showing your evaluation of the success of your production plan and production of the component and any improvements ✓ Your finished component

Key words	Components = *A part of something*	Annotation= *to make notes on a drawing*	Proprietary/product specific components= *Components that you can find anywhere they are universal/components that are specific to the product only*	Disassembly= *taking a product a part for analysis*
	Properties= *the characteristics of a material*	PDS- Product Design Specification= *a list of criteria to product must have*	Accuracy, quality control = *checking at every stage that the measurements and quality are correct*	Making processes such as *marking out, cutting out/wasting, filing, finishing*

	1	2	3	4	5	6
Tools						
	Engineers square	Metal working vice	Pillar drill	Centre punch	scriber	Vernier caliper

Design & Technology — Engineering

Modelling

Making a model allows designers to visualise and test how a product looks and performs in 3D and is a great way of checking a product's viability.

Modelling can be time-consuming and expensive, but a physical model allows a person to see and handle a product unlike viewing it on a screen through **computer aided design (CAD)**.

Computer aided manufacture (CAM) models made on a 3D printer using a CAD drawing are very accurate but also expensive, time-consuming and limited to 3D-printable materials.

Product designers can use easy-to-form and easily accessible materials, eg **balsa**, **jelutong** and cardboard, to create cheap models quickly and cheaply.

Quick textile designs can be modelled out of newspaper and more detailed models can be made from cotton or **calico**. Fabric models are called **toiles** and can be made on a **mannequin** to test the **dimensions** and drape of a **garment**.

Breadboards are used in the early development of electronic products. They are boards containing a series of holes that **electrical components** can be pushed into to allow current flow without making a permanent join. Components can then be easily swapped to improve or fix a **circuit**.

Advantages of physical modelling	Disadvantages of physical modelling
Allows a designer to physically handle a design and view from all sides	Can be time-consuming and complicated
Changes can be made quickly and easily	3D printed models can be expensive and have limited materials available
Materials such as cardboard can be found cheaply and easily	Models can't generally be used for testing as they don't use the same materials that the product will be made of
Models can be scaled up or down in size	
Models can be used to show to a client and get feedback on before production	

A **flowchart** can be produced describing the order of production, including quality assurance, quality control and tolerance. Machinery should also be referenced together with relevant safety considerations

Prototypes can be full-size, working models of a product, and are the next stage of development after modelling. They are often made from the same material as the product and often have fully **functioning** parts. Prototyping is expensive, so a product needs to have already been modelled and tested.

Reasons for prototyping

- a **manufacturing specification** can be produced from a prototype and allows for the planning of cost, materials and **quantities**

- following **client** and user feedback, small changes and improvements in **aesthetics** and **function** can be made before production starts

- **user trials** with a prototype can check functionality, marketability and whether a product is fit for purpose before spending money on production

- specialist tools and equipment can be planned for and costed for when the product is later produced for the **mass market**

- prototyping can help work out the cost of manufacturing a product, including how much material is needed and what machinery is required.

A **manufacturing specification** is created after the design is finalised and should contain enough information to enable a third party to manufacture the design. This begins with a detailed drawing with dimensions often produced using computer aided design (CAD) software. A parts list should then be prepared, detailing the materials that will be used.

Evaluating

Evaluating ideas, models and feedback is an ongoing process, utilised in continuing to adapt and improve products to make them more useful, appealing and profitable.

Without the iterative cycle of **evaluation** and improvement from both the client and the target market, the product may not be the best on the market. This will allow another manufacturer to produce a better product that will be more successful.

Fitness for purpose

Designers will have written a **design specification**, developed from the **design brief** and based on the results of completed research. This is where a specific list of **criteria** is written that a designer can follow as a set of rules. During the iterative design process, this specification should be referenced to and designs evaluated against it to ensure the final solution is the best fit.

Considerations might include:

- How does the product fit within the range of sizes specified?

- Does the product fit the client's taste?

- Do the materials and components fit within the specified cost limits?

- Does the product appeal to the **target market**?

- Will the design comply with current safety standards?

- Will the product have a minimal impact on the environment?

Design & Technology

You must be able to know and understand the reasons why food is cooked and how heat is transferred to food. You must know the methods used for cooking foods and how to maintain the nutritional value of food through preparation and you must know the reasons for selecting different cooking methods.

Key Terms	
Radiation	Transferring heat by infrared waves which pass through the surface of the food.
Conduction	Transferring heat through a solid object into food e.g. a fried egg.
Convection	Transferring heat through air or liquid to cook food e.g. rice.
Coagulation	During cooking, proteins denature and coagulate.
Maillards reaction	When protein and a carbohydrate are heated with a dry heat, this reaction occurs and flavour compounds are created.
Plasticity	Because fats contain water, they soften upon heating. This property is called plasticity. The chemical make up of fat determines its hardness at room temperature and how quickly it will soften or melt.
Dextrinization	The browning of starch with heat.
Caramelisation	This happens when sugar is heated, the food gradually turns brown and flavour the changes e.g. caramel.
Gelatinisation	The change that starches undergo during cooking.

Why do we cook food?

To kill pathogenic bacteria : make food safe to eat

To improve the flavour of food

To make food edible and aid digestion

To make food aesthetically appealing

To preserve food

To change the properties of food e.g. egg coagulates to make a fried egg

To add texture and colour to food e.g. caramelising

To improve the shelf life of food

To give a variety of food in the diet

To have hot food in cold weather

Vitamins and minerals are unstable. **Water-soluble vitamins** (B and C) are dissolved in water and these vitamins can be easily destroyed during food storage and preparation. Nutritional losses are caused by: enzyme activity in the food, oxidation, heat, light, alkalinity and solubility in water or fat.

All foods lose some vitamin content as they are processed and/or cooked. The water-soluble vitamins (B and C) are the most susceptible. It is therefore important to use the correct cooking techniques:

- cook vegetables in the minimum amount of water
- cook vegetables for the minimum amount of time
- consider steaming vegetables or stir frying where water is not used as a heat medium
- use vegetable water to make gravy and sauces.

Design & Technology — Food & Nutrition

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Methods of cooking	
Moist methods of cooking	Boiling, simmering, poaching : fast method of cooking.
	Steaming : perfect for maximum nutritional value of vegetables, can steam traditional puddings e.g. Christmas.
	Braising/stewing/sous vide : slow method of cooking, good for tough cuts of meat to make them tender.
Dry heat	Roasting, smoking, BBQ in general.
	Grilling : bacon.
	Dry frying, stir frying in very little fat.
Oil and fats	Deep frying : battered fish, scotch eggs.
	Shallow frying : frying in a small amount of fat.
	Roasting: in the oven in hot fat e.g. beef joint.

Key points

1. Cooking food makes it safe, allows it to keep for longer and makes it more palatable.
2. Cooking methods can achieve specific characteristics in food.
3. Heat is transferred by conduction, convection and radiation. Cooking commonly uses a combination of heat transfer methods.
4. Heat alters the flavour, texture, appearance and volume of food because of the effect of heat on the water, fat, protein and starch that is found in food.
5. When **proteins** are heated, they undergo irreversible changes. Eggs will change from a liquid to a solid. The white coagulates (sets) at 60-65°C, the yolk 65 -70°C and a whole egg 68°C. This also happens in meat, for example, the change from a raw beef patty to a cooked beef burger.
6. **Starch** particles will not dissolve in cold liquids. The liquid must be heated so the particles swell and rupture. At 60°C, liquid is absorbed by the starch. The particles will swell and rupture, heating continues to 80°C and the mixture becomes thick and viscous. The starch has gelatinised (a gel has formed). Upon cooling, it sets and becomes solid.

Design & Technology — Food & Nutrition

Key Terminology & Definitions	
Abstract Noun	An abstract noun is a concept, idea, belief or emotion. It is not tangible. (You cannot experience it with your five senses.)
Concrete Noun	A noun is a person, place or thing. A concrete noun is something tangible that you can experience with one of your five senses.
Proper Noun	A name or place. All proper nouns must begin with a capital letter.
Adjective	A describing word
Verb	An action or doing word
Nomenclature	The deliberate allocation of a name to a person or thing.
Simile	When something is described by saying it is similar to something else.
Metaphor	When something is described as being something else to highlight the similarities
Personification	When a human quality is given to an inanimate object
Semantic Field	A set of words grouped together that relate to a specific subject
Pronoun	Words that refer to the participants in a discourse (ex. I, you, he, she, they)
Adverb	A word that describes how a verb is being performed
Narrative	An account of events, a story
Description	An account of a person, object or event
Method	A procedure used to achieve something. We refer to writers' methods and their achievements.
Genre	A style/category of art (including literature)
Reader Response	How the reader feels, what they understand or have learned after reading a text
Archetype	A stereotypical example of something
Dialogue	Written speech by characters
Mood/Tone/Atmosphere	The feeling that a text carries or creates in a reader
Symbol	Something that stands for or represents an abstract concept
Flashback/ flashforward	A jump back or forward in time
Cyclical structure	When a story ends where it began, usually to emphasise whether anything has changed or not
Shift	When the writer changes your attention and focusses it on something else
Linear	The story starts at a certain time and moves forwards logically.
Non linear	The story jumps through time regularly, or there is no concept of time

English

Language Paper Two Knowledge Organiser

Key Terminology & Definitions	
Imperative	An imperative verb can be used to give instructions. It can work on its own, for example: Stop! Go! It comes from the infinite form of the verb. They can be in first person or third person.
Active voice	This is where the subject of the sentence is also the agent (the thing doing the verb) ex: John's dad fixed the car.
Passive voice	This is where the agent (the thing doing the verb) appears after the verb. For example: My car is being repaired by John's dad.
Main clause	A group of words with a subject, object and verb. All sentences must contain a main clause
Simple sentence	A sentence made up of a main clause and nothing else
Subject	The part of a sentence that contains the person/thing doing the verb
Object	The thing or person involved in the verb
Verb	A doing word
Noun	A person, place or thing. Nouns are either concrete or abstract.
Adjective	A describing word
Comparative dis-course markers	Words that introduce a comparison: however, whilst, similarly, whereas etc.
Symbols	Something that stands for or represents an abstract concept
Emotive vocabulary	Words that cause a strong emotional reaction in a reader
Repetition	Repeated words, phrases or sentence structures
Anecdote	A short personal story
Metaphor	A description of something by saying it is something else
Semantic field	A set of words grouped together that relate to a specific subject
Overview	A statement that explains an opinion without using the word agree/disagree
Topic sentence	A sentence at the start of a paragraph that indicates what the paragraph will be about
Compound sen-tence	Two simple sentences joined with a conjunction
Subordinate clauses	Extra information contained within two commas that need the rest of a main clause to make sense
Anaphora	is the repetition of a word or a phrase at the beginning of successive clauses or sentenc-es.
Conjunction	Words used to connect clauses; and, but, yet, though, if etc.
Pronouns	A word that refers to the participants in the discourse
Statistics	Numerical data
Spellings (the most commonly misspelt words on language P2)	
Disgust, beginning, specific, precise, apprehensive, definitely, necessary, disappear, disappoint, appearance, com-pletely, a lot, happened, received, really, tomorrow, weird, tired, normal, interrupt, exaggerate, braking, satis-fied, decided, probably, interested, relief, possibly, his/he's, says	

English

Community

Opportunity

"Inspiring Education for All"

Enjoyment

Success

Key people

Presidents during the Civil Rights movement

John F Kennedy
The president behind the 'New Frontier'. Assassinated in 1963. Was a supporter of Civil Rights

Lyndon B Johnson
The President who replace JFK. Also introduced the 'Great Society'. Also passed Civil Rights legislation.

Political figures

Martin Luther King
One of the most famous peaceful civil rights leaders

Malcolm X
Follower of the Nation of Islam. Believed in using violence as form of protest

Betty Friedan
Author of *The Feminine Mystique* – turning point in attitudes to women

Celebrities

Elvis Presley
Rock and Roll singing heart throb

The American Dream
During the 1950s, the phrase 'American Dream' became popular across the world. The 'dream' was one of wealth, freedom and happiness. White Americans aimed for the dream, and those sections of society that felt excluded from the economic benefits of post-war America aimed to achieve the same status as the wealthy. Immigrants from other countries moved to the USA following the 'dream', in the belief that anything was possible in liberal America for those who worked hard and dreamed big. This image was strengthened by a boom in advertising on TV. These adverts would show Americans what success looked like, and it always involved buying more products.

Key words

Key word	Definition
Black Power Movement	African-American movement emphasising racial pride and equality
Civil Rights	The right of citizens to political and social freedom and equality
Feminism	The advocacy of women's rights on the ground of the equality of the sexes.
Great Society	Johnson introduced many social reforms to help tackle the problems of unemployment, bad housing and medical
McCarthyism	Campaign against alleged communists in the US government and other institutions.
Popular Culture	Culture based on the tastes of ordinary people rather than an educated elite.. Music, art, film, literature etc.
Suburbs	Residential areas built outside towns and cities
Consumerism	Encouraging people to buy goods in increasing amounts
Rock and Roll	New style of music made famous by Elvis. Very popular with teenagers. Often had sexualised lyrics.
Red Scare	Communist spies found in the USA, fear of communism spread like wildfire
HUAC	The House of Representatives Un-American Activities Committee. Connected to McCarthyism.
Little Rock	Court case involving African American students who were due to attend a previously white school.
Montgomery Bus Boycott	African American refusal to use the busses in America after the actions of Rosa Parks.
Sit-in	African Americans using 'white only' sections of restaurants etc and refusing to leave
Black Panther Party	Formed 1966 and had 5000 members. Seen as violent but also provided help such as education and soup kitchens.
The Nation of Islam	Argued that there should be racial separation as white culture was corrupt.
NOW	National Organisation for Women. Had up to 40,000 members. Mainly middle class and middle aged. Campaigned for rights.
Women's Liberation Movement	Younger women who used a more direct approach and became knows as women's lib.

Key events

Society and economy
- The economy was now far stronger having produced weapons for the war
- Women were still struggling with equality. It was seen by a lot of men that a woman's place was in the home
- The American Dream dominated society. The idea that all Americans were able to live their best life
- Rock and Roll dominated the charts and teenagers made this music their own. They had money of their own, $10 - $15 a week compared to $1 - $2 a week in the 1940s.
- Communism created huge levels of fear in society. The USSR was deeply feared by the American Government and the American people.

Racial tension
- America was still segregated. African Americans and White Americans were educated and entertained separately. This was the time period in which segregation would be challenged.
- Men like Martin Luther King, Malcom X, President Kennedy and President Johnson would all make contributions to this.
- The courts were used to force de-segregation. Many opposed this. The most famous cases being in Little Rock and Montgomery.
- Progress was slow. Martin Luther King's passive resistance methods were soon challenged by the direct action of men like Malcom X.

America and the 'Great Society'
- President Kennedy started to move towards the idea that the Government would become more involved in the lives of every day Americans. He did work around Civil Rights, Education, Health Care and the economy. Kennedy was assassinated before he could complete his work.
- President Johnson had been Kennedy's Vice President. He continued the work of Kennedy and called it the Great Society. He raised the minimum wage from $1.25-$1.40, cleared up slums, provided medical care for the elderly and low income families. His work was overshadowed by his Government's involvement in the Vietnam War.

Women
- Women were also pushing for changes. Equal pay was wanted, equal job opportunities and rights over their own bodies.
- Two movements were set up NOW and Women's Lib. These had very different types of women in them and they wanted very different things. This made them less effective as they were divided.
- Roe Vs Wade was a stand out court case that saw women gain more rights over their own bodies and changed American abortion laws.
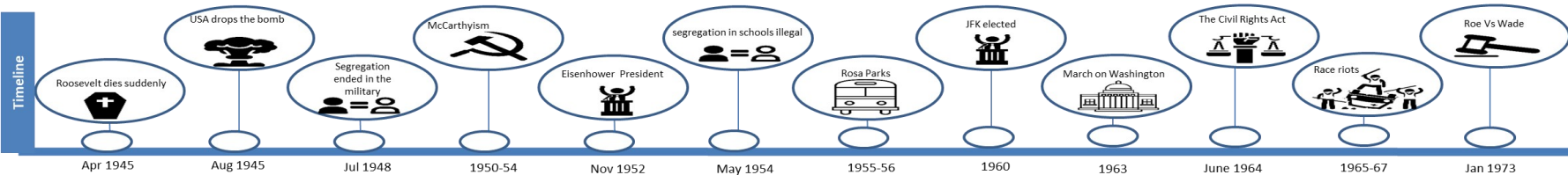
Timeline

Event	Date
Roosevelt dies suddenly	Apr 1945
USA drops the bomb	Aug 1945
Segregation ended in the military	Jul 1948
McCarthyism	1950-54
Eisenhower President	Nov 1952
segregation in schools illegal	May 1954
Rosa Parks	1955-56
JFK elected	1960
March on Washington	1963
The Civil Rights Act	June 1964
Race riots	1965-67
Roe Vs Wade	Jan 1973

History

Knowledge Organiser for Mathematics — VOCABULARY

Fraction

Ratio

Proportion

Percentage

Numerator

Denominator

Division

Equivalent

Integer

Decimal

Recurring

Polygon

Congruent

Regular

Reciprocal

Scale factor

Inverse

Operator

Terminating

Unitary

Simplest form

Simple Interest

Compound Interest

Greater than

Product

Less than

Perpendicular

Knowledge Organiser for Mathematics — USEFUL LINKS

* https://vle.mathswatch.co.uk/

* PASSWORD: bucklers123

* https://corbettmaths.com/

* https://www.drfrostmaths.com/

* PASSWORD:

* https://www.bbc.co.uk/bitesize

* https://www.khanacademy.org/
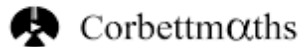
Knowledge Organiser for Mathematics — FORMULAE

Edexcel GCSE (9-1) Maths: need-to-know formulae
www.edexcel.com/gcsemathsformulae

Areas

Rectangle = $l \times w$

Parallelogram = $b \times h$

Triangle = $\frac{1}{2} b \times h$

Trapezium = $\frac{1}{2}(a + b)h$

Circles

Circumference = $\pi \times$ diameter, $C = \pi d$

Circumference = $2 \times \pi \times$ radius, $C = 2\pi r$

Area of a circle = $\pi \times$ radius squared, $A = \pi r^2$

Pythagoras

Pythagoras' Theorem
For a right-angled triangle,
$a^2 + b^2 = c^2$

Trigonometric ratios (new to F)

$\sin x° = \frac{opp}{hyp}$, $\cos x° = \frac{adj}{hyp}$, $\tan x° = \frac{opp}{adj}$

Quadratic equations

The Quadratic Equation
The solutions of $ax^2 + bx + c = 0$,
where $a \neq 0$, are given by $x = \frac{-b \pm \sqrt{(b^2 - 4ac)}}{2a}$

Volumes

Cuboid = $l \times w \times h$

Prism = area of cross section × length

Cylinder = $\pi r^2 h$

Pyramid = $\frac{1}{3} \times$ area of base $\times h$

Compound measures

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

Density
$density = \frac{mass}{volume}$

Pressure
$pressure = \frac{force}{area}$

Trigonometric formulae

Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$

Area of triangle = $\frac{1}{2} ab \sin C$

Foundation tier formulae   Higher tier formulae

Maths

Community   Opportunity   *"Inspiring Education for All"*   Enjoyment   Success

France and French speaking countries: Holidays and Tourism

Useful verbs 🎵

Adorer	to love
Aimer	to like
Aller	to go
Arriver	to arrive
Boire	to drink
Casser	to break
Jouer	to play
Laisser	to leave (something)
Louer	to hire/rent
Manger	to eat
Marcher	to work (function)
Nager	to swim
Partir	to leave
Perdre	to lose
Préférer	to prefer
Résérver	to reserve
Rester	to stay
Se bronzer	to sunbathe
Visiter	to visit
Voir	to see
Vouloir	to want to
Voyager	to travel

Key points: ⬇

Holiday locations/resorts
Holiday accommodation
Holiday activities.
Types of holiday
Past, future, ideal holidays
Holiday accommodation complaints

"To" and "In" and countries 💬

Use "au" for masculine countries
e.g. Au Canada
Use "en" for feminine countries
e.g. En France
Use "aux" for plural countries
e.g. Aux États-Unis

Question Practice: 👍

BASIC : Où passes-tu tes vacances normalement ?
Normalement je vais en Espagne avec ma famille.

BETTER : Qu'est-ce que tu as fait en vacances l'année dernière ? *L'année dernière nous sommes allés au Mexique parce que j'ai de la famille là – bas.*

BEST : Où vas-tu passer tes vacances cette année ?
Nous n'avons pas encore décidé. Peut-être que nous irons en Grèce. J'aimerais visiter dans un pays chaud parce que j'aime me bronzer.

When it is applicable try to use a variety of tenses. Using the past, present and future tenses in your spoken and written French shows that you can vary structures and extend your responses.

- the present tense to talk about activities you do regularly *e.g. je vais à la piscine.*
- the imperfect tense for things that used to happen regularly in the past *e.g. il faisait beau.*
- the perfect tense to say what you have done *e.g. je suis allé en France.*
- the immediate future to say what you are going to do *e.g. ce soir je vais manger au restaurant.*
- the future tense to say what you will do *e.g. j'irai au Canada.*
- the conditional tense to say what you would do *e.g. j'aimerais visiter les Alpes.*

Countries 💬

L'Afrique	Africa
L'Allemagne	Germany
L'Algérie	Algeria
L'Angleterre	England
Les Antilles	Caribbean
L'Asie (f)	Asia
L'Australie	Australia
L'Autriche (f)	Austria
La Belgique	Belgium
Le Canada	Canada
La Chine	China
Le Danemark	Denmark
L'Écosse	Scotland
L' Espagne	Spain
Les États-Unis	USA
La France	France
La Grande Bretagne	Great Britain
La Grèce	Greece
L'Inde	India
L'Irlande	Ireland
L'Italie	Italy
Le Luxembourg	Luxembourg
Le Maroc	Morocco
Le Mexique	Mexico
La Norvège	Norway
La Nouvelle Zéalande	New Zealand
Les Pays Bas	Netherlands
Le Pays de Galles	Wales
La Pologne	Poland
Le Portugal	Portugal
La Russie	Russia
La Suède - Sweden	Sweden
La Suisse - Switzerland	Switzerland

Vocabulary

L'appartement	apartment
L'ascenseur	lift
Les bagages	luggage
La campagne	countryside
Le camping	camp site
La caravane	caravan
La chambre	room
La demi-pension	halfboard
La douche	shower
L'emplacement	pitch
L'étranger	abroad
La ferme	farm
Le gîte	self-catering cottage
Le guide	guide
L'hôtel	hotel
Le lit	bed
Le logement	accommodation
La mer	sea
La nuit	night
La pension complète	full board
La plage	beach
Le premier étage	first floor
Le rez-de -chaussée	ground floor
Le robinet	tap
Le sable	sand
Le séjour	stay
La serviette	towel
Sale	dirty
La salle de bains	bathroom
Le souvenir	souvenir
La télé	TV
La tente	tent
Le touriste	tourist
La valise	suitcase
La vue	view
Le WC	toilet

MFL—French

Me, My Family and Friends GCSE Foundation Tier French Knowledge Organiser

Key Vocabulary

Les noms

l'amour (m)	love
la barbe	beard
le beau-père	step-father/father in law
la belle-mère	step-mother/mother in law
les cheveux (m)	hair (on head)
le copain / la copine	friend, mate
le demi-frère	half-brother/step-brother
la demi-sœur	half-sister/step-sister
la femme	wife
la fille	daughter
le fils	son
le frère	brother
la grand-mère	grandmother
le grand-père	grandfather
les grands-parents (m)	grandparents
les lunettes (f)	glasses/spectacles
le mari	husband
la mort	death
la naissance	birth
le nom	name/surname
l'oncle (m)	uncle
le / la partenaire	partner
le petit ami	boyfriend
la petite amie	girlfriend
la petite -fille	granddaughter
le petit-fils	grandson
le prénom	first name

les rapports (m)	relationships
le sens de l'humour	sense of humour
la sœur	sister
la tante	aunt
les yeux (m)	eyes

Les adjectifs

aimable	kind
aîné(e)	elder
bavard(e)	chatty/talkative
beau / belle / bel	beautiful
bête	stupid/silly
bouclé(e)	curly
célibataire	single
court(e)	short
égoïste	selfish
fâché(e)	angry
frisé(e)	curly
généreux / généreuse	generous
gentil / gentille	kind/nice
gros / grosse	fat
heureux / heureuse	happy
injuste	unfair
jeune	young
joli(e)	pretty
laid(e)	ugly
long / longue	long
méchant(e)	naughty/nasty

mi-long	medium length
mort(e)	dead
né(e) le...	born on the...
paresseux / paresseuse	lazy
pénible	annoying
raide	straight
séparé(e)	separated
sportif / sportive	sporty
sympa	kind/nice
de taille moyenne	medium height
timide	shy
tranquille	quiet/calm
travailleur / travailleuse	hard-working
triste	sad
unique (fils / fille unique)	only (child)
vieux / vieil / vieille	old

Les verbes

s'appeler	to be called
avoir...ans	to be...years old
se disputer	to argue
dire	to say/tell
s'entendre avec	to get on with
se faire des amis	to make friends
se marier	to get married/to marry
partager	to share
sortir	to go out

Key Ideas

- La composition de ta famille
- Les relations avec ta famille et tes amis
- Les qualités d'un bon ami / d'une bonne amie
- Ce que tu fais avec ta famille et tes amis
- Ton opinion du mariage

Key Phrases

je m'appelle	my name is
j'ai ...ans –	I have ....years (age)
dans ma famillle il y a	in my family there is/are
je m'entends avec –	I get on with
je ne m'entends pas avec	I don't get on with
je me dispute avec	I argue with
j'ai les cheveux....	I have hair... (description of hair colour, style etc)
mon père / ma mère est.....	my father/mother is...
mon meilleur ami / ma meilleure amie est...	my best friend (m/f) is...
mes parents sont	my parents are...
un bon ami / une bonne amie est	a good friend (m/f) is....
à mon avis le mariage c'est...	in my opinion marriage is...

MFL—French

Key Verbs

Infinitif	Présent	Passé	Futur
faire – to do	je fais; il fait; elle fait; nous faisons	j'ai fait; il a fait; elle a fait; nous avons fait	je ferai; il fera; elle fera; nous ferons
être – to be	je suis; il est; elle est; nous sommes	j'ai été; il a été; elle a été; nous avons été	je serai; il sera; elle sera; nous serons
avoir – to have	j'ai; il a; elle a; nous avons	j'ai eu; il a eu; elle a eu; nous avons eu	j'aurai; il aura; elle aura; nous aurons
aller – to go	je vais; il va; elle va; nous allons	je suis allé(e); il est allé; elle est allé(e); nous sommes allé(e)(s)	j'irai; il ira; elle ira; nous irons
sortir – to go out	je sors, il sort, elle sort, nous sortons	je suis sorti(e), il est sorti, elle est sorti(e), nous sommes sorti(e)(s)	je sortirai, il sortira, elle sortira, nous sortirons,

Key Questions

- **Il y a combien de personnes dans ta famille ?** How many people are there in your family ?
- **Tu t'entends bien avec ta famille ?** Do you get on with your family?
- **Comment est ta personnalité ?** What is your personality like?
- **Tu peux décrire un membre de ta famille ?** Can you describe a member of your family?
- **Qu'est-ce-qu' un bon ami / une bonne amie ?** What is a good friend (m/f)?
- **Qu'est-ce-que tu aimes faire avec ta famille ?** What do you like doing with your family?
- **Qu'est-ce-que tu vas faire avec tes amis le week-end prochain ?** What are you going to do with your friends next weekend?
- **Quelle est ton opinion sur le mariage ?** What is your opinion on marriage?
- **Voudrais-tu des enfants dans le futur ?** Would you like children in the future?

Useful Grammatical Structures

- Use **modifiers** to modify an adjective. Examples include: assez (quite); plutôt (rather); un peu (a bit)
- Use **intensifiers** to intensify an adjective. Examples include: vraiment (really); très (very); particulièrement (particularly); totalement (totally); complètement (completely); si (so)
- Use **connectives and conjunctions** to make longer sentences. Examples include: parce que (because); car (as/because); mais (but); cependant (however); quand (when)
- Use the **perfect tense with avoir or être** to describe past events. Examples include: je suis allé(e) (I went; je suis arrivé(e) (I arrived); j'ai visité; j'ai vu (I saw); j'ai voyagé (I travelled); j'ai mangé (I ate); j'ai bu (I drank)

False Friends

l'enfant (m)	child

Tricky Pronunciation - practise these with your teacher!

la famille	family
les cheveux (m)	hair
les yeux (m)	eyes
la fille	girl/daughter
le fils	son
vieux / vieil / vieille	old
gentil / gentille	kind

Tricky Spellings

je m'appelle	my name is	Check: two p's and –elle at the end
la famille	family	Check: two l's
vieux / vieil / vieille	old	Check the vowel combination
je m'entends avec	I get on with	Check the s at the end of entends

MFL—French

Commu- | Opportunity | *"Inspiring Education for All"* | Enjoyment | Success

Germany and German-speaking countries: Holidays and tourism

eduqas

Conversation prompts

Was für Urlaub machst du gern? Ich habe Strandurlaub am liebsten

Was machst du gern im Urlaub? Normalerweise mache/spiele/gehe/besuche/kaufe ich …

Was machst du letztes Jahr gemacht? Letztes Jahr bin ich … gefahren / Ich habe … gemacht/gespielt/besucht/gegessen/getrunken/gekauft

Ist es wichtig, in Urlaub zu fahren? Es ist sehr/nicht wichtig, in Urlaub zu fahren / Ich glaube, dass … / Ich denke, dass … / Ich finde …

Was wäre dein Traumurlaub? Mein Traumurlaub wäre … / Ich würde … essen/trinken / Ich möchte … wohnen

Talking about a past holiday

Das Hotel war	**The hotel was…**	*Der Urlaub war…*	**The holiday was…**
…super	great	… schrecklich	awful
…riesengroß	massive	… wunderbar	fantastic
Es hatte	**It had…**	*Ich bin geschwommen*	**I swam**
…gute Einrichtungen	good facilities	*Ich habe viel gegessen*	**I ate lots**
…schöne Aussichten	nice views	*Ich habe Deutsch gesprochen*	**I spoke German**
…Klimaanlage	air-conditioning	*Ich habe am Strand gespielt*	**I played on the beach**
Es war	**It was…**	*Ich habe mich gesonnt*	**I sunbathed**
…heiß und sonnig	hot and sunny	*Ich habe Monumente besucht*	**I visited monuments**
…eiskalt und windig	freezing and windy	*Ich habe Souvenirs gekauft*	**I bought souvenirs**
Am besten war	**The best thing was…**	*Ich habe in einem Hotel gewohnt*	**I stayed in a hotel**
…das Essen	the food	*Ich bin ins Museum gegangen*	**I went to the museum**
…das Nachtleben	the nightlife	*Ich habe Eis gegessen*	**I ate ice cream**
		Es war entspannend	**It was relaxing**

Advantages and disadvantages of tourism

Vorteile	*Nachteile*
Tourismus schafft viele Arbeitsplätze.	Manche Touristen zeigen keinen Respekt.
Tourismus ist gut für die Wirtschaft.	Hotels zerstören die Landschaft.
Tourismus ist eine wichtige Industrie.	Tourismus kann umweltfeindlich sein.
	Touristen sind oft unhöflich.
einerseits – **on one hand**	*andererseits* – **on the other hand**

Booking a room

Ich möchte	**I would like**
Ich brauche	**I need**
Vollpension	**full board**
Halbpension	**half board**
ein Doppelzimmer	**a double room**
ein Einzelzimmer	**a single room**
ein Zimmer für zwei Nächte	**a room for two nights**
ein Zimmer mit Balkon	**a room with a balcony**

Accommodation

der Unterkunft	**accommodation**
bleiben	**to stay**
die Jugendherberge	**youth hostel**
der Campingplatz	**campsite**
das Zelt	**tent**
das Hotel	**hotel**
das Gasthaus	**guest house**
der Balkon	**balcony**
die Terrasse	**terrace**
das Bett	**bed**
das Schwimmbad	**swimming pool**
das Hallenbad	**indoor pool**
das Freibad	**outdoor pool**

Types of holiday

Ökotourismus	**ecotourism**	*die Busfahrt*	**coach trip**
Abenteuerurlaub	**adventure tourism**	*Wanderurlaub*	**walking holiday**
Kultururlaub	**cultural holiday**	*Strandurlaub*	**beach holiday**
Aktivurlaub	**active holiday**	*die Kreuzfahrt*	**cruise**
Winterurlaub	**winter holiday**	*Radurlaub*	**cycling holiday**

MFL—German

Me, My Family and Friends GCSE Foundation Tier German Knowledge Organiser

Key Ideas

- Die Familienmitglieder
- Die Familienverhältnisse
- Beschreib dein Freund/deine Freundin
- Was machst du mit deiner Familie/ mit deinen Freunden?
- Heiraten oder nicht?

Key Vocabulary

Verben

auf die Nerven gehen	to get on one's nerves
gute/schlechte Laune haben	to be in a good/bad mood
streiten (sich mit)	to argue
küssen	to kiss
auskommen (mit)	to get on (with)
aussehen	to look like
heiraten	to get married/to marry
kennenlernen	to get to know
besuchen	to visit

Key Phrases

Ich heiße...	my name is...
Ich bin ... Jahre alt	I am ... years of age
In meiner Familie gibt es...	in my family there is/are...
Ich verstehe mich gut mit...	I get on with...
Ich verstehe mich nicht gut mit...	I don't get on with...
Ich streite mich mit...	I argue with...
Ich habe ... Haare	I have hair... (description of hair colour, style etc.)
Mein Vater heißt/Meine Mutter heißt...	my father/mother is called...
Mein bester Freund heißt/Meine beste Freundin heißt...	my best friend (m/f) is called...
Meine Eltern sind...	my parents are...
Ein guter Freund/Eine gute Freundin ist...	a good friend (m/f) is...
Meiner Meinung nach ist die Ehe...	in my opinion marriage is...

Adjektive

lieb	kind
alt	old
humorvoll	humorous
hübsch	pretty
komisch	funny/comical/strange/odd
lockig	curly
ledig	single
kurz	short
egoistisch	selfish
ehrlich	honest
frech	cheeky
großzügig	generous
nett	nice
dick	fat
glücklich	happy
ernst	serious
jung	young
gemein	mean
hässlich	ugly
lang	long
schüchtern	shy
streng	strict
tot	dead
zusammen	together
faul	lazy
nervig	annoying
glatt	straight
getrennt	separated
sportlich	sporty
ordentlich	tidy
mittelgroß	medium height
lebhaft	lively
ruhig	quiet, calm
fleißig	hard-working
traurig	sad
allein	alone
geduldig	patient

Substantive

die Liebe	love
der Bart	beard
der Stiefvater/Schwiegervater	step-father/father-in-law
die Stiefmutter/Schwiegermutter	step-mother/mother-in-law
das Haar	hair (on head)
der Freund/die Freundin	(boy)friend/(girl)friend
der Halbbruder/der Stiefbruder	half-brother/step-brother
die Halbschwester/die Stiefschwester	half-sister/step-sister
die Frau	wife/woman
die Tochter	daughter
der Sohn	son
der Bruder	brother
die Großmutter/Oma	grandmother
der Großvater/Opa	grandfather
die Großeltern (pl)	grandparents
die Brille	glasses/spectacles
der Mann	husband/man
der Streit	argument
die Geburt	birth
der Vorname/Nachname	first name/surname
die Zwillinge (pl)	twins
die zivile Partnerschaft	civil partnership
der/die Jugendliche	youth
der/die Erwachsene	adult
der Spitzname	nickname
die Leute (pl)	people
der Junge	boy
das Mädchen	girl
das Geschlecht	sex/gender
die Hochzeit	wedding
der Brieffreund/die Brieffreundin	pen pal
das Enkelkind	grandchild

MFL—German

Key Vocabulary

Infinitiv	Präsens	Vergangenheit	Futur
gehen = to go	ich gehe; du gehst; er geht; Sie geht; wir gehen	ich bin gegangen; du bist gegangen; er ist gegangen; wir sind gegangen	ich werde gehen; du wirst gehen; er wird gehen; sie wird gehen; wir werden gehen
haben = to have	ich habe; du hast; er hat; sie hat; wir haben	ich habe gehabt; du hast gehabt; er hat gehabt; sie hat gehabt; wir haben gehabt	ich werde haben; du wirst haben; er wird haben; sie wird haben; wir werden haben
machen = to do	ich mache; du machst; er macht; sie macht; wir machen	ich habe gemacht; du hast gemacht; er hat gemacht; sie hat gemacht; wir haben gemacht	ich werde machen; du wirst machen; er wird machen; sie wird machen; wir werden machen
wohnen = to live	ich wohne; du wohnst; er wohnt; sie wohnt; wir wohnen	ich habe gewohnt; du hast gewohnt; er hat gewohnt; sie hat gewohnt; wir haben gewohnt	ich werde wohnen; du wirst wohnen; er wird wohnen; sie wird wohnen; wir werden wohnen
denken = to think	ich denke; du denkst; er denkt; sie denkt; wir denken	ich habe gedacht; du hast gedacht; er hat gedacht; wir haben gedacht	ich werde denken; du wirst denken; er wird denken; sie wird denken; wir werden denken

False Friends

still	quiet

Useful Grammatical Structures

The verb **sein** in the present tense is very useful for this topic.

ich bin = i am   du bist = you are   er ist = he is   sie ist = she is   wir sind = we are

- Use **modifiers** to modify an adjective. Examples include: ziemlich (quite); ein bisschen/etwas (a bit/rather).
- Use **intensifiers** to intensify an adjective. Examples include: wirklich (really); sehr (very); besonders (particularly); total (totally); völlig (completely); so (so).
- Use **coordinating and subordinating conjunctions** to make longer sentences. Examples include: denn (because); aber (but); weil (because); obwohl (although)
- Use **wenn** to mean **when** if you are referring to the future, present or a habitual action in the past; use **als** to refer to a specific event in the past; use **wann** when you ask a question.
- Use the **perfect tense with haben or sein** to describe past events. Examples include: ich bin gegangen (I went; ich bin gekommen (I came); ich bin gefahren (I travelled); ich habe gesehen (I saw); ich habe gegessen (I ate); ich habe getrunken (I drank).

Tricky Pronunciation

Practise these with your teacher!

die Familie	family
ich verstehe mich gut (mit)...	I get on well (with)...
meiner meinung nach...	in my opinion...

Tricky Spellings

weil	ei not ie
wohne	not whone
Schwester/Geschwister	pay attention to sch

Key Questions

1.	Wie viele Personen gibt es in deiner Familie?	How many people are there in your family?
2.	Verstehst du dich gut mit deiner Familie?	Do you get on well with your family?
3.	Wie bist du?	What is your personality like?
4.	Wie sieht deine Schwester/dein Bruder aus?	What does your sister/brother look like?
5.	Wie ist ein guter Freund/eine gute Freundin?	What is a good friend (m/f)?
6.	Was machst du gern mit deiner Familie?	What do you like doing with your family?
7.	Was machst du nächstes Wochenende mit deinen Freunden?	What are you going to do with your friends next weekend?
8.	Was hast du letztes Wochenende mit deiner Familie/mit deinen Freunden gemacht?	What did you do last weekend with your family/friends?
9.	Was denkst du über die Ehe?	What is your opinion on marriage?
10.	Möchtest du Kinder haben?	Would you like to have children?

MFL—German

Community   Opportunity   *"Inspiring Education for All"*   Enjoyment   Success

Year 11 Knowledge Organiser

JOB ROLES
Musician
Composer
Songwriter
Record producer
Conductor
Live Sound Technician
Roadie
Instrument Technician
Artistic Manager
Venue Manager
Studio Manager
Promoter
Marketer
A&R
Sound Engineer
Session Musician
Mastering Engineer
Manufacturer
Music Journalist
Blogger
Broadcaster
Software Programmer
DJ
Retailer
Distributer

EMPLOYMENT TYPES
Full Time
Part Time
Freelance
Self-Employed
Permanent
Casual

VENUES

The O2

HEALTH & SAFETY

SECURITY

SECURITY

ORGANISATIONS
Record Companies/
Record Label

- **Major Label**

- **Independent Labels**

Music Publishing
Self Publishing
Promotion Companies
PR and Marketing
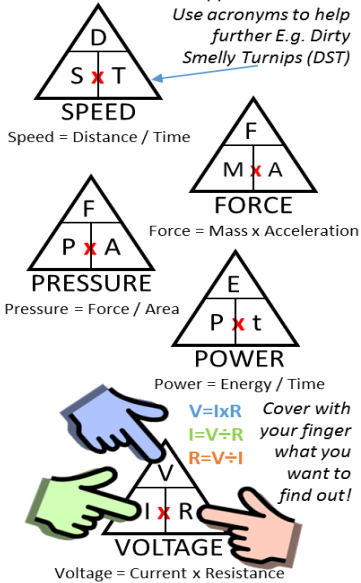Hire and Transport
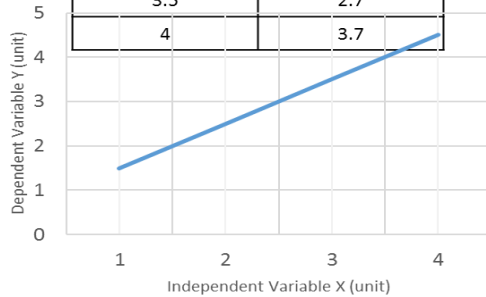
AGENCIES

UNIONS

TRADE BODIES

Music

SCIENCE NUMERACY

Remembering "formula triangles" makes recall & application easier! Use acronyms to help further E.g. Dirty Smelly Turnips (DST)

SPEED
Speed = Distance / Time

FORCE
Force = Mass x Acceleration

PRESSURE
Pressure = Force / Area

POWER
Power = Energy / Time

$V = I \times R$
$I = V \div R$
$R = V \div I$

Cover with your finger what you want to find out!

VOLTAGE
Voltage = Current x Resistance

Standard Form:

0.001	=	1×10^{-3}
0.01	=	1×10^{-2}
0.1	=	1×10^{-1}
10	=	1×10^{1}
100	=	1×10^{2}
1,000	=	1×10^{3}
10,000	=	1×10^{4}
100,000	=	1×10^{5}

Averages:
Values: a, b, c, d
Average = (a+b+c+d)÷4
The reason we ÷4 is because there were 4 values. Remember, the average can **never** be less than the **smallest** or bigger than the **biggest** value.

tera	T	$\times 10^{12}$
giga	G	$\times 10^{9}$
mega	M	$\times 10^{6}$
kilo	k	$\times 10^{3}$
centi	c	$\times 10^{-2}$
milli	m	$\times 10^{-3}$
micro		$\times 10^{-6}$
nano	n	$\times 10^{-9}$

| Independent Variable: X-Values	Dependent Variable: Y-Values
0	0
0.5	0.6
0.7	**2.7**
1.8	1.5
2	2
2.6	1.8
3.5	2.7
4	3.7

Anomalous results (outliers) are results which are inconsistent with other observations. An outlier may be due to variability in the measurement or it may indicate experimental error; the latter are sometimes excluded from the data set.

A graph showing how Independent Variable "X" affects Dependent Variable "Y"

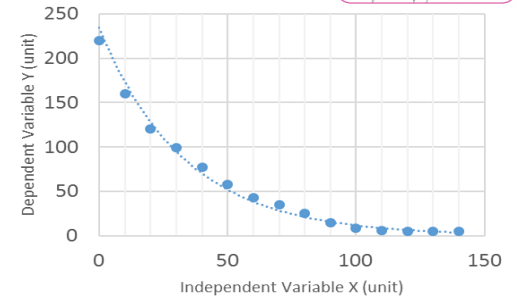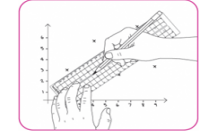*Dependent Variable Y (units!!)* vs *Independent Variable X (units!!)*
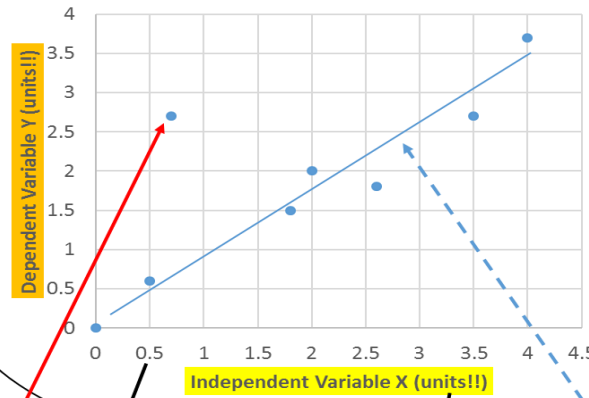
Linear Scale – Start at Zero unless there is a very good reason not to. ALWAYS go up in even sized steps / chunks! Logarithmic scales aren't generally necessary at GCSE level.

Don't forget to include an axis TITLE **and** units! Put units in brackets after the axis title. E.g. (cm), (secs), (mins).

0	0	0	0	0	0
20	15	10	5	2	0.5
40	30	20	10	4	1
60	45	30	15	6	1.5
80	60	40	20	8	2
100	75	50	25	10	2.5
120	90	60	30	12	3
140	105	70	35	14	3.5
160	120	80	40	16	4
180	135	90	45	18	4.5
200	150	100	50	20	5

Use these scales to help you choose an appropriate scale for your graph.

A line of best fit is usually straight or simply curved. After discounting anomalous results (or outliers), the line should be as close to all points as possible.

Interpreting Graphs:
The graph above shows a positive linear correlation between X and Y. As X increases, Y also increases proportionately. An example of this might be the distance travelled over time by an object moving at a steady speed.

Interpreting Graphs:
The graph above shows a positively skewed normal distribution (because it leans to the left). It shows that X=5 is the most common X variable value.
This could be something like the number of leaves (Y) found of a particular length (X) on a tree.

Interpreting Graphs:
The graph above shows a negative exponential correlation between X and Y. As X increases, Y decreases by a lessening amount. The line of best fit in this case is curved.
This could be something like the viscosity of oil as the temperature increases.

Science

AQA GCSE Physics – Equations & Formulae (specification 8463 & 8464)

Unit 1: Energy

Equations to Learn

kinetic energy = $\frac{1}{2}$ × mass × speed²	$E_K = \frac{1}{2}mv^2$
GPE = mass × gravitational field strength × height	$E_p = mgh$
power = $\frac{\text{work done}}{\text{time taken}}$ = $\frac{\text{energy transferred}}{\text{time taken}}$	$P = \frac{W}{t} = \frac{E}{t}$
efficiency = $\frac{\text{useful energy output}}{\text{total energy input}}$ efficiency = $\frac{\text{useful power output}}{\text{total power input}}$	

Equations given in the exam

elastic potential energy = 0.5 × spring constant × (extension)²	$E_e = \frac{1}{2}ke^2$
change in thermal energy = mass × specific heat capacity × temperature change	$\Delta E = mc\Delta\theta$

Unit 2: Electricity

Equations to Learn

charge flow = current × time	$Q = It$
potential difference = current × resistance	$V = IR$
total resistance = resistance of component 1 + resistance of component 2	$R_T = R_1 + R_2$
power = current × potential difference	$P = IV$
power = (current)² × resistance	$P = I^2R$
energy transferred = power × time	$E = Pt$
energy transferred = charge flow × potential difference	$E = QV$

Unit 3: Particle Model of Matter

Equations to Learn

density = $\frac{\text{mass}}{\text{volume}}$	$\rho = \frac{m}{V}$

Equations given in the exam

change in thermal energy = mass × specific heat capacity × temperature change	$\Delta E = mc\Delta\theta$
thermal energy for a change in state = mass × specific latent heat	$E = mL$
^ for a gas: pressure × volume = constant	$pV = constant$

Unit 6: Waves

Equations to Learn

wave speed = frequency × wavelength	$v = f\lambda$

Equations given in the exam

time period = $\frac{1}{\text{frequency}}$	$T = \frac{1}{f}$
^ magnification = $\frac{\text{image height}}{\text{object height}}$	$M = \frac{h_{image}}{h_{object}}$

Unit 7: Magnetism and Electromagnetism

Equations given in the exam

* Force = magnetic flux density × current × length of conductor in magnetic field	$F = BIl$
* $\frac{\text{potential difference across primary coil}}{\text{potential difference across secondary coil}} = \frac{\text{number of turns in primary coil}}{\text{number of turns in secondary coil}}$	$\frac{V_P}{V_S} = \frac{N_P}{N_S}$
* ^ p.d across primary × current in primary = p.d. across secondary × current in secondary	$V_P I_P = V_S I_S$

Unit 5: Forces

Equations to Learn

weight = mass × gravitational field strength	$W = mg$
work done = force × distance (moved along the line of action of the force)	$W = Fs$
force = spring constant × extension	$F = ke$
moment of a force = force × distance (perpendicular to the direction of the force)	$M = Fd$
pressure = $\frac{\text{force normal to a surface}}{\text{area of that surface}}$	$p = \frac{F}{A}$
distance travelled = speed × time	$s = vt$
acceleration = $\frac{\text{change in velocity}}{\text{time taken}}$ = $\frac{\text{final velocity-initial velocity}}{\text{time taken}}$	$a = \frac{\Delta v}{t} = \frac{v-u}{t}$
resultant force = mass × acceleration	$F = ma$
* momentum = mass × velocity	$p = mv$

Equations given in the exam

* ^ Pressure = height of column × density of liquid × gravitational field strength	$p = h\rho g$
^ (final velocity)² – (initial velocity)² = 2 × acceleration × distance	$v^2 - u^2 = 2as$
* ^ Force = $\frac{\text{change in momentum}}{\text{time taken}}$	$F = \frac{m\Delta v}{t}$

Unit 4: Atomic Structure & Unit 8: Space

There are no equations in these sections of the course

* Higher tier only

^ Separate Physics only

Science