

Y11 GCSE Art & Design

These are the skills & the key information that you will need to know & use in your 'Organic Forms' Project

Colour Vocabulary

Tertiary colours – Primary + Secondary

Shades – Colours + black
Tints – Colours + white

Harmonious – Colours from the same section on the colour wheel

Muted or subdued colour scheme – refers to colour with a low saturation. Greyed, dulled or desaturated.



Monoprinting

A technique which is known as the most painterly among printmaking as it is essentially printed painting. It has lines and images that can only be made once = MONO



Markmaking

To give your monoprints and drawings more interesting textures try to use a range of linear effects to represent different surfaces in the image. Do this by changing direction, pressure or length of mark or use different drawing tools such as pencils, biro, end of a brush



Methods of Recording

Observational Drawing	Drawing from looking at objects in front of you
Secondary Source Drawing	Drawing from printed images or photos
Photographs	Using a camera/phone to record images observed
Sketches	Light, quick & basic drawings used as a starting point

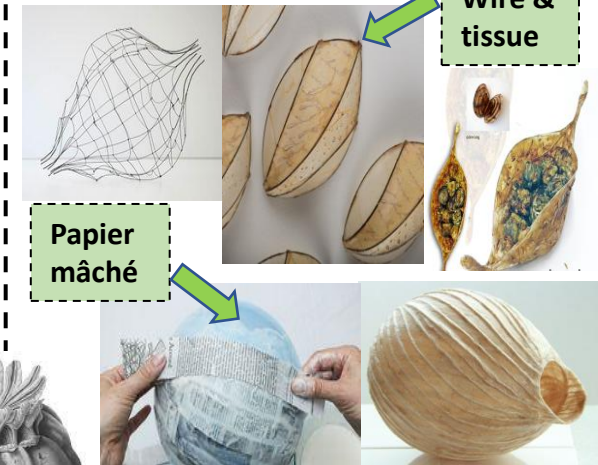


Assessment objectives



AO1 Understanding	Develop ideas through investigations, demonstrating understanding of sources
AO2 Creative Making	Refine work by exploring ideas & experimenting with appropriate media, materials, techniques & processes
AO3 Recording	Record ideas , observations & insights relevant to intentions as work progresses
AO4 Presenting	Present a personal and meaningful response that realises intentions & demonstrates understanding of visual language

3D Techniques



Key Terms

Media	The substance that artists use to make artwork
Materials	The same as media but it can include the basis for artwork eg canvas, paper, clay.
Processes	The creative journey of what you do to develop your artwork from beginning to end.
Techniques	The method, procedure or way that something is done eg drawing, painting or printing are all different techniques
Design	A plan for the construction of an object or the preliminary planning to solve any problems
Refine	To make small changes which improve the idea in some way. Adapt, modify, transform or correct your work.



Tonal shading

Formal Elements of Art

COLOUR **LINE** **TONE**
TEXTURE **SHAPE** **PATTERN**
FORM

Y11 GCSE Organic Forms

Artist Research Page TWISBOQ

- Title** - Artist name
- Writing** - Artist info
- Images** - Artist images
- Study** - own copy of artist's work
- Background** - creative & relevant to style
- Opinion** - own opinion of artwork
- Quote** - from the artist

Mindmap

An example of a visual moodboard of ideas on the theme using a **collage** of collected images

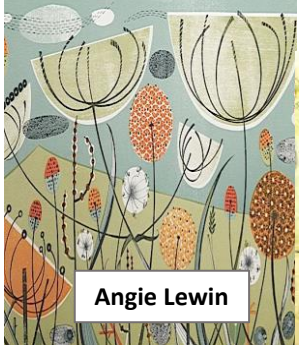


Annotation = written explanations that record your thoughts and explain the thinking behind an idea or analyse a technique

Key Words & Definitions

Organic Forms	From the natural or living world. Irregular, free-flowing, curvy & not symmetrical
Nature	Shells, seed pods, plants, flowers, fruit,, leaves, sea life, insects
Seed pods	Plants that are members of the legume family like peas and beans
Composition	The arrangement of elements within a work of art
Surface texture	Refers to the way an object feels to the touch or looks as it may feel.
Experiment	Test the properties of different materials & how they might be used effectively in your work. Don't be afraid to try new things!
Papier mâché	French for "chewed paper" and is a substance mixed from paper pieces and pulp and used to create 3d projects
Wire Art	The creation of sculpture /jewellery out of flexible wire to make 2d & 3d forms
Contour drawing	French word for outline. Drawing the basic outline of an object.

Artist links



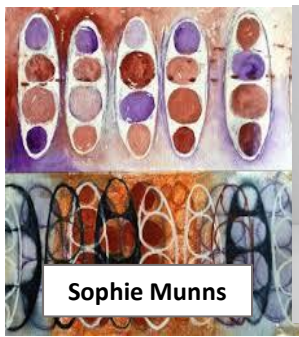
Angie Lewin



Manok Cohen



Sabrina Meyns



Sophie Munns



Odine Lang



Painting Vocabulary

Intensity	The brightness or dullness of a colour	Scumbling	Uses layers of small scribbled marks to build up texture
Opaque	Colours that you can't see through	Bleeding	The action of one colour running into another
Translucent	Colours that you can see through	Tonking	A method of removing excessive paint by rubbing paper
Monochrome	A single colour and its tints and shades	Stippling	Applying small dots of colour with the point of a brush
Wash	Diluted paint or ink layer of colour	Sgraffito	Scratching or cutting through a layer of paint colour
Palette	A series of colours that you paint with	Dry Brush	A paint brush that is relatively dry & small amount of thick paint



Knowledge Organiser 11 : Programming Fundamentals 1

1. Key Terms

Variable	A value stored in memory that can change while the program is running
Constant	A value that does not change while the program is running, and is assigned when the program is designed
Operator	A character that represents an action, e.g. "+" is a mathematical Operator
Assignment	Giving a variable or constant a value
Casting	Converting a variable from one data type to another
Input	A value that is entered into the program after the program has started running
Output	A value that produced by the program and either saved or displayed to the user

2. Correct Use of Data Types

Integer	A positive or negative whole number used when arithmetic will be required
Real / Float	A positive or negative decimal number
Character	A single alphanumeric
String	Multiple characters joined together [n.b. use this for credit card numbers]
Boolean	True or False – usually determined by a logic statement

3. The Three Basic Programming Constructs

Sequence	Executing one instruction after another
Selection	Program branching depending on a condition
Iteration	sometimes called looping, is repeating sections of code. Condition controlled or count controlled

4. Common Arithmetic Operators

+	Addition
-	Subtraction
*	Multiplication
/	Division
^	Exponentiation
MOD	Modulus

5. Common Comparison Operators

==	Is equal to
!=	Is not equal to
<	Is lesser than
>	Is greater than
<=	Is lesser than or equal to
>=	Is greater than or equal to

5. The Common Boolean Operators



6. Basic String Manipulation (general)

string.length	Obtains the length of the string in characters
string.upper	Converts the string to uppercase
string.lower	Converts the string to lowercase
string.left(n)	Gets the left-most n characters of the string
string.right(n)	Gets the right-most n characters of the string
string.substring(a,b)	Gets b characters of the string starting at position a
ASC(char)	Returns the numerical ASCII value of char

Note : this is NOT the way things are done in any particular programming language. In particular Python does things differently

7. Basic File Handling Operations (OCR Reference Language)

myFile=open("...")	Open a file
myFile.close()	Close a file
myFile.readLine()	Read a line from a file
myFile.writeLine()	Write a line to a file
myFile=("...")	Create a new file
string.substring(a,b)	Gets b characters of the string starting at position a
A Workflow	<pre>myFile = open ("sample.txt") while NOT myFile.endOfFile() print (myFile.readLine()) endwhile myFile.write("Hello") myFile.close()</pre>

Note : this is NOT the way things are done in any particular programming language. In particular Python does things differently

Knowledge Organiser 12 : Programming Fundamentals 2

1. Storing Data in Records	
In Text Files	<ul style="list-style-type: none"> Stored on the secondary storage (hard disk/SSD/flash). Used to store data when the application is closed. Useful for small volumes of data. E.g. configuration files. Each entry is stored on a new line or separated with an identifier such as a comma or tab. Can require a linear search to find/read data which is slow (if there is no order to the data or record structure). Structured text files E.g. CSV, XML & JSON are popular for storing and exchanging data between applications
In Arrays and Lists	<ul style="list-style-type: none"> Stored in RAM. Used to store data when a program is running. Useful for small volumes of data an algorithm is using. Can be single or multi-dimensional allowing for tables of data to be stored. Uses indexes to refer to data items. Efficient algorithms or linear searches can be used to find data
In Databases	<ul style="list-style-type: none"> Often stored on remote servers. Often used to store data shared by many users, e.g. ticket booking system. Data is stored in records and fields. Uses advanced data structures to store data efficiently. Uses very efficient algorithms to search and sort data executed on the servers. More secure than text files. The order of the fields in the database is independent of the code
Record Structure	<ul style="list-style-type: none"> A collection of related fields. A field is a variable. Each field in a record can have a different data type. Note the dot syntax when using records: record<dot>Field e.g. car1.Make

2. SQL	
SELECT	which fields to be returned. * can be used to indicate all fields
FROM	which table. Databases can have more than one table, each with their own unique name
WHERE	records meet a condition. LIKE and % can be used as a wildcard
Example	SELECT name, age, iq FROM person WHERE name LIKE 'FIS%'

3. Arrays	
Definition	An array is a series of memory locations - or 'boxes' - each of which holds a single item of data, but with each box sharing the same name. All data in an array must be of the same data type
Use	<ul style="list-style-type: none"> Indexes usually start at 0 for the first data item (known zero indexed). Arrays may be single or multiple dimensions. Visualise dimensions as a column (single dimension) or table (two dimension) In Memory two dimensional arrays are still stored in a linear fashion

4. Sub programs	
Why Use them	<ul style="list-style-type: none"> Larger programs are developed as a set of sub-programs called subroutines. Structuring code into sub-programs makes the code easier to read and debug. Each sub-program can easily be tested. Sub-programs can be saved into libraries and reused in other programs
Functions	Functions return values and create reusable program components.
Procedures	Procedures create a modular structure to a program making it easier to read. They do not return values

5. Random Numbers	
Deterministic	Programs that run on computer systems are deterministic - with exactly the same inputs they should produce exactly the same outputs.
Real World	Randomness is easy to produce in the real world - spinning a wheel, rolling a dice and so on are millennia-old techniques but producing the same randomness in a computer program is actually rather tricky
Computer	<ul style="list-style-type: none"> Computers do not produce random numbers at all They use complex mathematical techniques to produce a series of numbers that may appear random but are really only an approximation to randomness (called pseudo-random numbers) We refer to them as random numbers anyway
OCR Reference Language	myVariable = random (1,6) will produce a random number between 1 and 6

Key Term	Definition	Explanation	How to write about this
Concept of performance	The key ideas for the piece. This could incorporate the style and purpose of the piece	What is the piece about and how is it going to be portrayed to the target audience	You will need to explain what the piece is about and how this is specifically relates to the theme set and the target audience. Do not give a lengthy description of the narrative of the piece.
Style of performance	The style of performance can include the dance style but also the presentation and structure and form	This could include jazz, ballet, contemporary, musical theatre but also be narrative, post-modern, theatrical, abstract, rondo, episodic etc	You will need to explain what dance style and performance you have chosen and why it is relevant to the theme and the target audience. You will also want to identify the structure and form of the piece and why it is relevant to the theme.
Purpose of the performance	Why the piece is created	The purpose will fall in to one or more of the following categories: to educate, to inform, to entertain, to celebrate, to challenge viewpoints, to provoke, to raise awareness	You will need to identify the purpose of the performance piece and how this purpose is relevant and appropriate to the theme and brief. You will also want to explain how you are making the purpose of the piece clear to the audience- what features are you going to include to do this
Target audience	The people you are creating the piece for.	The target audience may be defined by their age, interest, or groups they fit in to	You will need to identify a specific target audience that are appropriate to the set theme. You will need to explain why they are appropriate. You will also want to explain how you are making the purpose of the piece clear to the audience-what features are you going to include to do this.
Performance space	The location and place you are planning your performance for	The performance space, maybe a stage space e.g., proscenium arch, thrust, in the round, transverse, studio theatre, site specific	You will need to identify your intended performance location and type of performance space and explain how your choice is relevant to the theme and the target audience. You will also want to link this to the selected style of performance.
Planning and managing resources	The things you need to create and perform your piece	this could include anything you need to create or perform your piece such as music, projections, props, rehearsal space, costume, rehearsal schedule, risk assessment	You will need to explain what resource you require, why needed/why relevant to the set them and target audience and how to manage their use. For example, the music you are going to use, who is in charge of editing it, bringing it to rehearsals, having it ready for performance, also consider the cost of resources.
Exploration of themes	The different way you have experimented with ideas for your piece	This could include mind mapping, researching, structured improvisation	You will need to explain how you have worked to explore your ideas, research and how these connected to your interpretation of the set theme. You will want to explain how you explored these ideas practically in the studio and the movement ideas these generated and how these connected to the theme.

Subject terminology	Definition	Language techniques	Definition	Example	
Perspective	The writer's point of view or opinion about a subject or issue.	Alliteration	When a writer uses a series of words that begin with the same letter or sound . Alliteration is often used to emphasise a particular phrase or idea.	<i>We want a <u>better, brighter</u> future for all children.</i>	
Tone	The writer's attitude or feelings towards a subject or issue. For example, a writer might feel <i>distressed, outraged, impassioned, disgusted, regretful, fearful, amused, defeatist or awed</i> .	Direct address	When a writer uses a pronoun or name for the person they are speaking to , in order to gain their attention or make them feel personally involved.	<i><u>You</u> are the key to this entire idea succeeding - we will be with <u>you</u> all the way. I can't thank <u>you</u> enough!</i>	
Point of view/viewpoint	A particular attitude or way of looking at an issue.	Emotive language	When a writer uses vocabulary which will make the audience feel sad, concerned or outraged (for example).	<i>Thousands of <u>innocent</u> animals are at risk because of our <u>selfishness, ignorance and disregard</u> for kindness.</i>	
Line of argument	The reasons that a writer gives to support a particular idea or view.	Facts	Something that can be proven to be true .	<i>Global warming <u>is</u> happening.</i>	
Word classes	Definition	Example	Opinions	A personal viewpoint (often presented as if it is a fact).	<i><u>In my view</u>, this is the best thing to have ever happened.</i>
*Verb	A verb is a word or set of words that shows actions and feelings .	<i>He <u>thought</u> of an idea. She <u>understood</u> what a verb was.</i>	Rhetorical question	When a writer asks a question to produce an effect or to make the reader/ audience think . It does not require a reply.	<i>Who doesn't want to achieve success in their life?</i>
*Adverb	*An adverb is a describing word that adds more detail to a verb. They show the way or manner in which something is being done.	<i>She <u>instinctively</u> understood what a verb was. <u>Rapidly</u>, he thought of an idea.</i>	Statistics	A fact that is supported by numerical data (you can make these up, as long as they are sensible).	<i><u>80% of people agreed</u> that this would change their community for the better.</i>
	Adverbs can show: Time: <i>when</i> something happens. Place: <i>where</i> something happens. Frequency: <i>how</i> often something happens.	<i>Now, then, today, later, earlier, soon. Near, here, inside, somewhere. Usually, frequently, occasionally, rarely.</i>	Anecdote	A short dramatic, interesting or amusing story about a real incident or person.	<i>In March 2020, the coronavirus pandemic became front page news and <u>my life changed forever when</u>...</i>
*Noun	*Nouns are names, places and things .	<i>The <u>sunshine</u> was blinding. His <u>knowledge of grammar</u> was impressive.</i>	Hyperbole	When a writer uses deliberately exaggerated language.	<i>I am <u>drowning</u> in the amount of homework I need to do. The deadlines are <u>killing me!</u></i>
	* Concrete nouns are nouns that you can see, hear, taste, touch or smell (i.e. they can be experienced through the senses).	<i>Sky, medicine, thunder, chair, cake.</i>	Repetition	When a word/ phrase is obviously repeated throughout a sentence/ paragraph/ whole text .	<i><u>No animal</u> deserves to be mistreated. <u>No animal</u> should ever suffer. <u>No animal</u> must ever become a victim of human cruelty.</i>
	* Abstract nouns are ideas and concepts .	<i>Love, justice, happiness, sadness, hope.</i>	Allusion	A reference to something else , such as a historical event, a person, a place or another text.	<i>As <u>David Attenborough</u> once said...</i>
*Pronoun	Words used instead of a noun i.e. 'he', 'she', 'they', 'it'.	<i>The idea filled <u>her</u> with happiness. The basketball rolled until <u>it</u> hit the wall.</i>	*Imperative	A sentence that is used to issue a command or instruction , make a request , or offer advice .	<i><u>Remember</u> this moment.</i>
*Adjective	An adjective is a describing word that adds more detail to a noun.	<i>His <u>impressive</u> knowledge of grammar filled him with confidence. The <u>blinding</u> sunlight meant that it was difficult to see.</i>	*Inclusive pronouns	When a writer uses inclusive pronouns such as <i>we</i> and <i>us</i> to establish a common bond and persuade the reader/ audience to share the same opinions.	<i>I know that <u>we</u> all feel the same about this issue.</i>
*Preposition	A preposition is a word that tells you where or when something is in relation to something else.	<i>The house was <u>on</u> a hill <u>beside</u> a tree. The cat lurked <u>under</u> the bed.</i>	Modal verbs	These are auxiliary verbs (also called helping verbs) like <i>can, will, could, shall, must, would, might, and should</i> . Modal verbs can make something sound more forceful, urgent or likely to happen .	<i>We <u>must</u> act now and then change <u>will</u> happen.</i>
Sentence types	Examples	Rule of three	The use of three words, phrases or sentences one after the other to describe something in a memorable way.	<i><u>Homes</u> have been lost; <u>jobs</u> shed; <u>businesses</u> shattered.</i>	
*Imperative (giving a command)	<i>Change the way you think.</i>	Eye-witness/ expert quotation	Direct speech from a person who witnessed an event/ who has an in-depth understanding of the topic.	<i>The reality is that it is becoming harder to recruit nurses. The British Nursing Association said this situation is "hugely concerning" and a stark example of "extreme workforce pressure".</i>	
*Declarative (stating information)	<i>It is wrong to assume that everybody feels the same as you.</i>	Flattery	When a writer deliberately compliments the reader/ audience.	<i>The very fact that you are reading this article suggests that you are a compassionate and understanding individual who cares about the freedom of all people.</i>	
*Interrogative (asking a question)	<i>Was it everything you wished for?</i>	Irony/sarcasm	When the literal meaning and the intended meaning are the opposite , typically for humorous or emphatic effect.	<i>There is nothing I enjoy more than being trolled on Twitter by people who have absolutely no understanding of the situation.</i>	
*Exclamatory (expressing a heightened emotion)	<i>I'm outraged!</i>	*Metaphorical language	Writers also use techniques such as imagery, metaphor, motifs, personification, semantic fields, similes and symbolism when they are writing persuasively.		

Statement of financial position

	£	£
Fixed assets		
Computer	500	
Vehicle	2 000	
		2 500
Current assets		
Inventory	4 000	
Debtors	600	
Cash in bank	2 000	
		6 600
Current liabilities		
Creditors	700	
Overdraft	300	
		1 000
Net current assets		5 600
Total assets less current liabilities		8 100
Financed by		
Owners capital	5 000	
Retained profit	3 100	
		8 100

This column identifies the *value* of individual items

This column identifies the *total value* of individual items

The total fixed assets are $500 + 2000 = 2500$

Total of current assets

Total of current liabilities

Net current assets = current assets – current liabilities
 $6600 - 1000 = 5600$

Owners funds = owners capital + net profit for the year
 $= 5000 + 3100 = 8100$

This figure will be reduced if the owner takes money out of the business to pay themselves a salary. It would be shown as 'drawings'

A statement of financial position is a financial snapshot of the assets and liabilities of an enterprise on a particular day, usually the last day of the enterprises financial year.

Purpose of a financial statement of position
 This shows:

- The value of all the enterprises assets and liabilities
- The source of capital used by the enterprise to finance its operations

Preparing a statement of financial position
 To prepare a statement of financial position correctly, you first need to categorise the enterprises assets into fixed and current assets and liabilities into current and long-term liabilities.

Learning Aim B : Financial records

Statement of financial position

Information in the statement of financial position

Current liabilities: Debts that need to be repaid within one year

Capital: Shareholders funds or retained profit

Fixed assets: Assets not easily converted into cash

Current assets: Assets easily converted into cash



Total assets owned by the enterprise (fixed assets + current assets)

Long-term liabilities: Debts that have to be paid over more than a year

Total liabilities owed by the enterprise (current liabilities + long-term liabilities)

BTEC
Enterprise

You can find a lot of information about the enterprise in the statement of financial position. The information can be analysed to understand the enterprise's performance. From this, you can make suggestions to advise the enterprise on the actions it may need to take.



Can the enterprise pay its short-term liabilities?

What to look for – calculate the net current assets (current assets – current liabilities)

What it means – if the net current assets figure is negative the business may not have enough cash to pay its long term debts.

Possible actions to take – increase sales, reduce credit terms to customers, sell off fixed assets, reduce expenses.

Can the enterprise take a long-term loan to help grow the business?

What to look for – the figure for long term liabilities

What it means – if long-term liabilities are large, the business may find it difficult to get additional business finance.

Possible actions to take – sell of fixed assets or use cash to pay off some long-term loans.

What is the value of debtors?

What to look for – debtors in current assets

What it means – if the figure is large compare with other current assets, there may be a risk that some customers will not pay the money they owe to the business.





Possible actions to take – reduce the amount of trade credit provided to new customers; chase up customers who owe money.





Has the enterprise made a profit?

What to look for – the figure retained profit

What it means – compare the figure with the retained profit from the previous year – has it increased or decreased?

Possible actions to take – increase sales, reduce the cost of sales, reduce expenses.

Christianity Beliefs and Teachings		Key vocabulary and religious teachings		Key Questions
Key Ideas				
The Nature of God Christians believe that God is omnibenevolent. The Bible frequently describes God as loving. Christians also believe that God is all-powerful. The Bible gives many examples of God showing his power, including in the creation of the world, and when he parted the Red Sea so the Israelites could leave Egypt. 		Omnibenevolent*	The state of being all-loving and infinitely good – a characteristic often attributed to God	What would it mean for Christians if God was not omnibenevolent and omnipotent?
		Omnipotent*	The all-powerful, almighty and unlimited nature of God	
		For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life. John 3:16		
		But you, Lord, are a compassionate and gracious God, slow to anger, abounding in love and faithfulness. Psalms 86:15		
Evil and Suffering The existence of evil in the world poses a problem for Christians. If God is omnipotent and omnibenevolent, why does he not stop suffering? Christians may respond to this by saying that evil is a test from God (as seen in the book of Job), suffering is a result of sin, suffering is a result of free will or that suffering allows us to become better people		Free will	Having the ability to make our own decisions and choices	Does the problem of evil and suffering prove God does not exist?
		'Is God willing to prevent evil, but not able? Then he is not omnipotent. Is he able, but not willing? Then he is malevolent. Is he both able and willing? Then whence cometh evil? Is he neither able nor willing? Then why call him God?' Epicurus		
		¹² The LORD said to Satan, "Very well, then, everything he has is in your power, but on the man himself do not lay a finger." Job 1:12		
The Trinity  Christians believe in one God who reveals himself as three persons – the Father who created the world, the Son who became incarnate in the person of Jesus and the Holy Spirit who is God's continued presence in the world today.	Trinity*	The three persons of God; Father, Son and Holy Spirit	Is Christianity really a monotheistic religion?	
	Monotheism	Belief in one God		
	'I and the Father are one' John 10:30			
	'Believe me when I say that I am in the Father and the Father is in me' John 14:11			
Creation in Genesis  The Christian creation stories can be found in Genesis 1-3. Genesis 1 describes God creating the universe in six days and resting on the seventh. Genesis 2 gives a slightly different account of what happened and describes Eve being created from Adam's rib. Genesis 3 describes Adam and Eve giving in to temptation.	Literalist	Believe the events of Genesis happened exactly as described	Should all Christians believe that the Genesis accounts are literally true?	
	Non-Literalists	Believe the message of the stories in Genesis – that God created the world – is true, but the events didn't happen as described.		
	'And God saw that it was good.' Genesis 1:9			
	'Then the LORD God made a woman from the rib ^{bl} he had taken out of the man, and he brought her to the man.' Genesis 2:22			
Creation in John's Gospel John's account of creation describes the word as being alongside God at creation. Christians interpret this as being Jesus.	Logos	Greek for 'word'. Refers to God's creative spirit	Why is the logos important to Christians?	
	He was with God in the beginning John 1:2			
Jesus' Incarnation Christians believe that Jesus was God incarnated. They believe the events in Jesus' life prove this – e.g. the virgin birth, Jesus' ability to perform miracles.	Incarnation*	God becoming human in the form of Jesus	Why do Christians believe Jesus was divine?	
	'The Word became flesh and made his dwelling among us' John 1:14			
	'You will conceive and give birth to a son, and you are to call him Jesus.' Luke 1:31			
Jesus' Crucifixion  Jesus was put to death because his teachings conflicted with the Jewish authorities. He was sentenced to death, mocked by soldiers and crucified at a place called Golgotha. He was crucified alongside two criminals and mocked by the crowd.	Atonement*	The belief that Jesus' death on the cross healed the rift between humans and God	Why is Jesus' crucifixion important for Christians?	
	Blasphemy	Showing a lack of respect to God		
	Messiah	Means 'anointed one'. Used to refer to Jesus.		
	'And when Jesus had cried out again in a loud voice, he gave up his spirit.' Matthew 27:50			

Jesus' Resurrection 	The resurrection is the most important Christian belief. It is recorded in all four gospels, although they differ on how the details of what happened. They all agree that on the Sunday after his crucifixion, some of Jesus' followers went to the tomb and found it empty.	<u>Resurrection*</u>	The belief that Jesus rose from the dead on Easter Sunday, conquering death	Do you agree that the resurrection is the most important Christian belief?
		'but when they entered, they did not find the body of the Lord Jesus' Luke 24:3		
		'And if Christ has not been raised, our preaching is useless and so is your faith.' 1 Corinthians 15:14		
Jesus' Ascension	40 days after the resurrection, Jesus ascended (rose up) to his father in heaven.	While he was blessing them, he left them and was taken up into heaven. Luke 24:51		Why is the ascension important?
Salvation and Atonement	Christians believe that the actions of Adam and Eve in the Garden of Eden mean that all humans are born with original sin. God sent Jesus to earth to atone for (take away) that sin through his death on the cross.	Salvation	To be saved from sin	Should we see all humans as sinful because of the actions of Adam and Eve?
		This is my blood of the covenant, which is poured out for many for the forgiveness of sins. Matthew 26:28		
		'Surely he took up our pain and bore our suffering,' Isaiah 53:4		
Salvation and Law	Christians believe that the Bible is a book of divine Law – the rules and law of God by which Christians choose to live. By following the law, Christians hope to gain eternal life in heaven with God.	Scripture	A Holy Book	 Are there any times when the Bible may not be a good source of authority?
Salvation, Grace and the Spirit	After Jesus ascended to heaven, God sent the Holy Spirit to bring the gift of grace to the apostles. Many Christians believe they continue to receive this gift today through receiving the sacraments.	Grace	A gift given by God to help Christians live good lives.	Do all Christians need grace to live a good life?
		'All of them were filled with the Holy Spirit and began to speak in other tongues ^[a] as the Spirit enabled them' Acts 2:4		
Eschatological Beliefs 	Belief in life after death is central to Christianity. St Paul taught that if Christians do not believe in life after death, there is no point in being a Christian. In John's Gospel, there are many signs which point to an afterlife, including when Jesus promises his disciples there is space for them in his father's house	Eschatological	The 'last things' – e.g. heaven, hell	Why are beliefs about life after death so important for Christians?
		Jesus said to her, "I am the resurrection and the life" John 11:25		
		"I am the way and the truth and the life. No one comes to the Father except through me." John 14:6		
Judgement	Christians believe that the parable of the sheep and the goats and the story of the rich man and Lazarus teaches that they will be judged when they die. If they live a good life, they will be able to go to heaven. If they do not live a good life, they will be sent to hell.	"Then they will go away to eternal punishment, but the righteous to eternal life." Matthew 25:46		Is a person really being 'good' if they are only doing it to get in to heaven?
		"He said to him, 'If they do not listen to Moses and the Prophets, they will not be convinced even if someone rises from the dead.'" Luke 16:31		
Resurrection	Christians believe that even though their physical body will die, their soul goes on to live with God in heaven. At the end of time, their physical body will be resurrected and they will have eternal life with God	'Listen, I tell you a mystery: We will not all sleep, but we will all be changed' 1 Corinthians 15:51		 Is there any proof that we will be raised from the dead after we die?
NB: Keywords with a * and underlined could be asked as an a type questions				

Christian Practices Knowledge Organiser

Forms of Worship

'Where two or three are gathered in my name I am there with them.'

Liturgical worship is doing the same thing each week. There is an order to the service. Most religious services like this will have it all written down a special book called a liturgy. Eucharist is an example of liturgical worship. **Non Liturgical or informal** worship is a style of worship that changes each time. Pentecostal Christians worship in this way. Christians who worship in this way will often feel that the Holy Spirit is entering them during worship. They may speak in tongues or and complete laying on of hands. **Individual worship** is important, it is in addition to attending church. Many Christians feel it is important to form a personal relationship with God.

The Nature and Importance of Prayer

'Go to your room, close the door and pray to your Father who is in heaven.' Matthew- Bible

Prayer is how Christians communicate with God. Jesus taught the disciples to pray. Protestants believe all Christians have direct access to God through Christ 'No one gets to the Father except by me.' Prayer makes faith deeply personal, praying together can give huge spiritual support

Types of prayer: Adoration- deep love and respect for God. Confessional – statement of faith through prayer. Contemplation- meditation. Penitential- (penance) saying sorry/repenting. Praise – giving thanks (might include hymns). Thanksgiving- saying thank you. Supplication- asking for something

Extempore prayer- spontaneous and personal

Pilgrimages

Walsingham-In Norfolk. Holy place since 1601 when the widow of the lord of the manor had a vision of the Virgin Mary asking her to build a replica of her house in Nazareth. Both Catholics and Anglicans can visit. Important because represents the place Jesus birth was announced. Pilgrims visit the holy house, say prayers and light candles for loved ones. Catholics attend a huge outdoor mass (with Communion). Visit the slipper chapel to give thanks to God for a safe journey and walk a mile without shoes as pilgrims in the past would have done

Taize-In France. Accepts Christians from all denominations (ecumenical). Run by monks with a devotion to peace and justice. Started in 1940 and is the largest growing place of pilgrimage (approx. 100, 00 young people go to Taize a year) Christians ages 18-30 visit and join the monks in worship 3 times a day. Pilgrims spend time studying the Bible, reflecting in silence and meeting in discussion groups. Resolution of conflict is at the heart of Taize

The Sacraments

Eucharist/Holy Communion: Holy Communion=remembrance of Jesus' sacrifice. Through this sacrament Christians receive God's grace (blessing). "Drink, this is my blood poured out for the forgiveness of sins...." Bread=body wine=blood

Baptism: It is a sign renouncing sins and welcoming into the Christian community. Renewal and a new life with God. "Repent and be baptized, every one of you, in the name of Jesus Christ" some denominations only baptize adults as Jesus was an adult at his baptism.

Marriage: joining two people before God in a lifelong committed relationship. "A man will leave his father and mother and be united to his wife"

Confirmation: renewal of your baptism promises. A sign of your being a part of the Christian faith

Penance: asking for forgiveness. Catholics do this in a confession box in Church. 'Forgive as the Lord forgave you.'

Ordination: dedicating life to God e.g. being ordained as a priest/vicar. Jesus said be 'fishers of men'.

Anointing the sick: blessing given to the sick/dying to reassure them and give spiritual strength

Specialist language:

Secular	Non-religious. E.g. secular school
Persecution	Persecution – persistently cruel treatment, often due to religion or belief (persecuted people might be unjustly imprisoned or even killed)
Reconciliation	Restore peace and harmony/ make up
Pilgrimage	A pilgrimage is a journey to a sacred/holy place. It is usually an act of religious devotion.
Ecumenical movement	representing or promoting unity within the different Christian Churches.
Evangelism	Preaching the gospel to others with the intention of converting them to the Christian faith

Easter

Easter is the most important festival in the Christian calendar. It remembers the death and resurrection of Jesus. 'I am the way the truth and the life. No one gets to the Father except by me.'

Lent is 40 days leading up to Easter and is to remember the time Jesus spent in the desert fasting and praying (the devil tried to tempt him but he resisted). Ash Wednesday is the first day of lent. Christians often give something up for lent to remember Jesus being tested

Maundy Thursday marks the last supper when Jesus broke bread and wine and told his disciples it was his body and blood 'poured out for the forgiveness of sins'. Good Friday marks the day Jesus died on the cross. It is a day of mourning and special services will be held. Catholics may fast on this day.

Easter Sunday remembers Jesus' resurrection reminding Christians that he died for their sins and rose again showing the soul lives on and the righteous can have eternal life in heaven.

Christmas

The celebration of the Birth of Jesus. Advent begins 4 Sundays before Christmas- traditionally Christians would have fasted during advent (advent calendars countdown to Christmas day). Christingle services take place in Churches where you might make an orange and a candle to symbolise Jesus being the 'light of the world.'

Midnight mass takes place on Christmas Eve and is a special church service to reflect on the Life of Jesus and that God sent him to save sins.

Christianity in Britain

Churches are closing because of failing attendance but 2011- 59% of population said they were Christians.

UK public holidays are influenced by Christmas and Easter- School holidays fall over these festivals. Laws like 'Do not Kill' reflect Biblical teachings from the 10 commandments. Lots of people marry in a church even if they're not religious. Meetings of both houses of parliament open with prayers. Typically people swear on a Bible to tell the truth in court (although you can request otherwise). Restricted Sunday trading hours (Keep the Sabbath holy)

Tearfund

'Rich people who see a brother in need, yet close their hearts against them, cannot claim that they love God.'

-Support children in Colombia by setting up sports clubs (a safe space away from gangs)

-Provide food parcels and hygiene products in Syria

-Educate about more effective farming methods in difficult to cultivate areas such as Africa

Raises public awareness about poverty and discrimination and campaigns against the causes of poverty. Puts 'love your neighbour' into action.

Mission and Evangelism

'Therefore go and make disciples of all nations,

How? Handing out leaflets (tracts) , Public speaking, Knocking door to door, School assemblies (open the book), Coffee mornings

Mission- it is the mission of the Church to pass on the message of salvation to all. Sharing faith to save souls

Open Doors

Established in 1955. They distributes Bibles to people who may have had them confiscated or who cannot access them in the first place. They train Christian leaders to deal with trauma and suffering they may face if persecuted for their faith and speak on behalf of persecuted Christians to raise awareness eg lobbying MPs in the UK government.

Human Rights and Social Justice – Christianity

- All people are children of God
- *'All made in the image of God'*
- Agape – selfless and unconditional love and how Christians should treat every human
- Follow the example set by Jesus who himself campaigned for social justice
- Many Christian charities follow the principles of agape *'Love one another.'*
- Christians should take a stand against unfairness and injustice
- Follow the example of Martin Luther King Jnr and Oscar Romero

Martin Luther King Jnr

-Baptist minister who fought racism and -discrimination in the US
 -Started the Civil Rights movement.
 -Non-violent protest. Speeches. Marches.
"Turn the other cheek" "all one in Christ" "do not seek revenge"

Sister Helen Prejean

-Roman Catholic nun, who fights against the death penalty in the USA.
 -Visits schools, universities and other organisations to speak about why the death penalty is wrong. She also has written a number of books. She believes that all life is sacred.

Personal Conviction

Some people's beliefs mean they take action. Sometimes this is in conflict with the law of the land they live in. E.g.
 Martin Luther King (see above)
 Sister Helen Prejean (see above)
 Guru Gobind Singh (see second column)
 Supporters of Euthanasia may campaign to legalise.
 Supporters of Capital Punishment
 Pro-Life (anti-abortion) Protesters

Amnesty International – work to campaign for human rights worldwide They use non-violent protest. Are against death penalty. They try to shine a light on cases people may not have heard of to raise awareness of human rights abuses.

Censorship

Should we be free to say whatever we like? What about comments that are racist or offensive to certain groups?

Issues of Humans Rights Knowledge Organiser

Human Rights and Social Justice – Sikhism

-All people have a divine spark, making all people equal in the eyes of Waheguru.
 - *"Recognise the Lord's light within all"*
 -The Sikh Guru's often took action to protect human rights not just of Sikhs but people of other faiths. Guru Nanak said *"there is neither Hindu nor Muslim."*
 -Sikhism rejects the caste system.
 -Guru Nanak started the practice of langar to show that all were equal.
 -Guru Gobind Singh gave all Sikh men the last name Singh and women the last name Kaur so that no one could identify anyone's caste.

Guru Gobind Singh

-Set up the Khalsa to be an army to protect the Sikh community who were being persecuted by the Mughals.
 -He gave the Khalsa a uniform of the 5 Ks.
 -He led the Khalsa into many battles with the Mughals in the pursuit of equality.

Human Rights and Social Justice – Humanist

-Humanists oppose racism, sexism, torture and persecution It is up to the individual to make a fair and just society to help is all enjoy the one life we have.
 -Every human life has dignity
 -Humanists were amongst the founders of the UN and they support many human rights organisations

Religious Extremism

Fine line between being strongly religious and taking your religion to extremes
 -Westboro Baptist Church – Christian extremists (homosexuality)
 -Anti-abortion extremists – Robert Lewis Dear shot dead 3 people at an abortion clinic in 2015

Freedom of religious expression

France has banned all religious symbols from schools. Is this right? Should religious believers be allowed to wear the symbols of their faith? Crosses? 5 Ks? Turban?
 Religious people spread their faith by:
 -Taking part in a **mission** to spread their religion to other countries
 -Evangelising – trying to convert someone to their faith
 -Leaflets (tracts), door-to-door visits, preaching in public places.

Christian attitudes to wealth

Being wealthy is allowed as it is earned and used honestly
 Jesus taught money doesn't make people happy. *'love of money is the root of all evil'*
'you cannot serve both God and Money'
 Have a duty to help the poor as told in the Parable of the sheep and goats and story of Lazarus
 Gambling encourages greed
'love one another because love comes from God.'

Sikh attitudes to wealth

The value of money is in the good it can do, rather than what it is. Wealth should be used to promote equality.
 Sikh's are encouraged to give **dasvandh**, at least 1/10 of their income to help others.
 You should earn your wealth through honest means – **Kirat Karna**.
 The Guru Granth Sahib reminds Sikhs that wealth cannot be taken into the afterlife. (Story of Duni Chand and the needle)
Vand Chanka – giving/charity and **Seva** includes Dhan seva giving **Attachment** to material possessions one of the **5 evil passions**.

Prejudice and Discrimination - Christianity

-All humans created equal *"in the image of God"*
-Moses told to "not deprive the foreigner of justice" – treat refugees and immigrants well
 -Jesus spent most of his time helping the outcasts of society – women, prostitutes, beggars, lepers
"There is neither Jew, nor gentile, male or female, for you are all one in Christ." Bible
 -Racism is wrong – Story of the Good Samaritan
 -Work of Martin Luther King Jnr

Prejudice and Discrimination - Sikh

All humans are created equal – we all have a divine spark.
 Guru Nanak opposed caste and set up the langar to show that all people are equal.
 Sikh women can join the Khalsa and can become Granthis.
"From her kings are born."
"There is neither Hindu or Muslim" – regardless of religion people should be treated equally.

Tear Fund

International Christian charity that helps anyone in need, their aim is to end poverty. They work with local church groups across the globe. They believe they are following the example of Jesus


Khalsa Aid

Sikh relief charity run by Ravi Singh.
 They go to places that have been struck by disaster and bring supplies e.g Floods in the UK.
 Some of their most recent work has been helping refugees

Liberation Theology

Jesus devoted his life to helping to liberate (free) people from unjust conditions. Some Catholic Christians believe they should stand up against unfair governments, Eg Oscar Romero in El Salvador.

Key concepts 2-mark q's

<p>Censorship</p> 	<p>Suppressing and limiting access to materials considered to be obscene, offensive or a threat to security.</p>
<p>Discrimination</p> 	<p>Act of treating groups of people or individuals differently based on prejudice.</p>
<p>Extremism</p> 	<p>Believing in and supporting ideas that are very far from what most people consider correct or reasonable.</p>
<p>Human Rights</p> 	<p>The basic entitlement of all human beings, simply because they are human. The Human Declaration of Human Rights set these out.</p>
<p>Personal Conviction</p> 	<p>Something a person strongly feels or believes in e.g. racism is wrong.</p>
<p>Relative Poverty</p> 	<p>A standard of poverty measured in relation to the standards of a society in which a person lives, for example, living on less than the average income.</p>
<p>Absolute poverty</p> 	<p>An acute state of deprivation, where a person cannot access the most basic of human needs such as shelter and food.</p>
<p>Social justice</p> 	<p>Promoting a fair society by challenging injustice and valuing diversity. Ensuring that everyone has access to provisions, equal opportunities and rights.</p>

Global Issues GCSE Foundation Tier French Knowledge Organiser

Key Ideas

- Les problèmes de l'environnement
- Ce qu'il faut faire pour l'environnement
- Ce qu'il y a dans ton quartier
- Comment tu vas aider l'environnement
- La pauvreté
- Comment aider les pauvres

Key Phrases

pour protéger l'environnement	to protect the environment
je vais prendre une douche	I'm going to have a shower
je voudrais éteindre la lumière	I'm going to switch the light off
j'utilise moins la voiture	I use the car less
il y a trop de...	there are too many...
il n'y a pas assez de...	there are not enough...
il faut...	we must...
il y a trop de chômage	there is too much unemployment



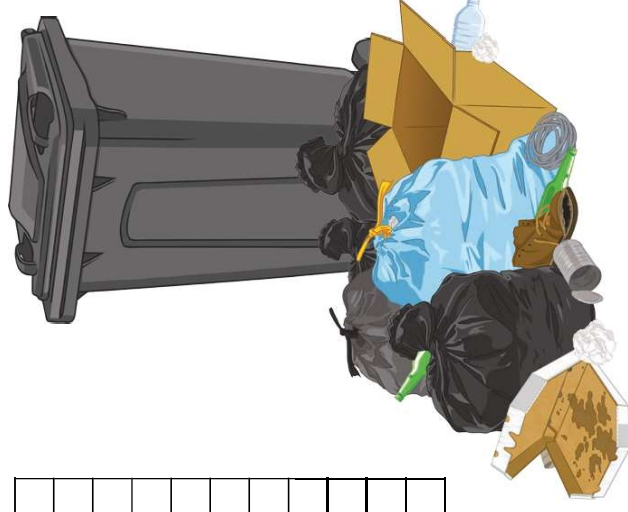
Key Vocabulary

Les noms

le bain	bath
la boîte (en carton)	(cardboard) box
le centre de recyclage	recycling centre
le chômage	unemployment
le chauffage central	central heating
les déchets (m)	rubbish
la douche	shower
l'environnement (m)	environment
l'inondation (f)	flood
les ordures (f)	rubbish
la pauvreté	poverty
le pétrole	oil
la piste cyclable	cycle lane
la poubelle	dustbin
le réchauffement de la Terre	global warming
le robinet	tap
le sac en plastique	plastic bag
le sans-abri/le SDF	homeless person

Les adjectifs

pollué(e)	polluted
Les verbes	
allumer	to switch on
cultiver	to grow
détruire	to destroy
disparaître	to disappear
éteindre	to switch off
faire du recyclage	to recycle
gaspiller	to waste
jeter	to throw (away)
protéger	to protect
sauver	to save
utiliser	to use



Tricky Pronunciation

recycler	to recycle	utiliser	to use
gaspiller	to waste	la piste cyclable	cycle lane

Tricky spellings

gaspiller	to waste	Check for the double 'l'
disparaître	to disappear	Check for the "hat" on the 't'

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
falloir - must	il faut		
devoir - to have to	je dois; il doit; elle doit; on doit; nous devons		

Key Questions

Qu'est-ce que tu fais pour protéger l'environnement ?

What do you do to protect the environment?

Comment est la circulation dans ta ville ?

What is the traffic like in your town /city?

Qu'est-ce-que tu vas faire dans le futur pour protéger l'environnement ?

What are you going to do to protect the environment in the future?

Utilises-tu les transports en commun ?

Do you use public transport?

Est-ce- qu'il y a beaucoup de SDF dans ta ville ?

Are there many homeless people in your town/city?



False Friends

utiliser	to use
----------	--------

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 (**I visited**); j'ai vu (**I saw**); j'ai voyagé (**I travelled**); j'ai mangé (**I ate**); j'ai bu (**I drank**).



Global Issues GCSE Higher Tier French Knowledge Organiser

Key Ideas

- Les problèmes de l'environnement
- Ce qu'il faut faire pour protéger l'environnement
- L'importance du recyclage
- Ce qu'il y avait dans ton quartier et comment il a changé
- Comment tu aideras l'environnement
- Les causes de la pauvreté
- Ce qu'il faudrait faire pour aider les pauvres

Key Phrases

je me fais des cheveux blancs	I worry
il y a un nombre considérable de gens qui vivent dans la pauvreté	there is an enormous number of people who live in poverty
les gouvernements doivent mieux travailler ensemble	governments must work better together
il faudrait accueillir plus / moins de réfugiés	we should welcome more/fewer refugees
ce qui m'inquiète le plus c'est...	what worries me the most is...
on a plus d'inondations que jamais	we have more floodings than ever
la mauvaise qualité de l'air provoque des maladies	the poor air quality causes illnesses

Key Vocabulary

Les noms

l'attaque (f)	attack
la bande	gang
la campagne	campaign
le charbon	coal
la couche d'ozone	ozone layer
le déboisement	deforestation
l'effet de serre (m)	greenhouse effect
l'emballage (m)	packaging
l'énergie renouvelable (f)	renewable energy
l'ennui (m)	worry/problem
l'état (m)	state
le gaz carbonique	carbon dioxide
le gaz d'échappement	exhaust fumes
la guerre	war
le harcèlement	bullying/harassment
l'immigré (m)	immigrant
l'incendie (m)	fire
la manifestation	demonstration
la marée	tide

Les verbes

le niveau	level
la paix	peace
le paysage	landscape/countryside
les produits bio (m)	green products
le réfugié	refugee
le souci	worry/concern
le témoin	witness
le trou	hole
la vague	wave
le voyou	yob/hooligan

Les adjectifs

effrayant(e)	frightening
égal(e)	equal
entouré(e)	surrounded
lourd(e)	heavy/serious
mondial(e)	worldwide
reconnaissant(e)	grateful

agresser	to attack
améliorer	to improve
augmenter	to increase
croire	to believe
empêcher	to prevent
endommager	to damage
harcéler	to bully/harass
inonder	to flood
s'inquiéter	to worry
lutter	to struggle/fight
mentir	to lie
(se) plaindre	to complain
produire	to produce/provide
ramasser	to pick up
soutenir	to tolerate/put up with
supprimer	to suppress/eliminate
voler	to steal/fly



Tricky Pronunciation

améliorer	to improve
renouvelable	renewable
le harcèlement	harassment/bullying
la couche d'ozone	ozone layer
le gaz d'échappement	exhaust fumes

Tricky spellings

le harcèlement	harassment/bullying	Check the 'h' and accent on the 'è'
effrayant(e)	frightening	Check the double 'f'
reconnaissant(e)	grateful	Check the double 'n' and double 's'
l'emballage	packaging	Check the double 'l'
le gaz d'échappement	exhaust fumes	Check the double 'p'

Key Verbs

Infinitif	Présent	Passé	Futur	Conditionnel	Imparfait
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		j'étais; il était; elle était; nous étions
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		j'avais; il avait; elle avait; nous avions
falloir - must	il faut	il a fallu	il faudra	il faudrait	il fallait
devoir - to have to	je dois; il doit; elle doit; on doit; nous devons	j'ai dû; il a dû; elle a dû; nous avons dû	je devrai; il devra; elle devra; nous devrons	je devrais; il devrait; elle devrait; nous devrions	je devais; il devait; elle devait; nous devions

Key Questions

Qu'est-ce que tu fais pour protéger l'environnement ?

What do you do to protect the environment?

Quels sont les avantages de se déplacer à pied ?

What are the advantages of walking?

Comment sont les transports en commun dans ta ville ?

What is public transport like in your city/town?

Comment ton quartier a-t-il changé au cours des années ?

How has your neighbourhood changed over the years?

Quelle place tient le recyclage dans ta vie de famille ?

How important is recycling in your family?

Comment est la circulation dans ta ville ?

What is the traffic like in your town /city?

Qu'est-ce que feras dans le futur pour protéger l'environnement ?

What will you do to protect the environment in the future?

Quelles sont les causes de la pauvreté ?

What are the causes of poverty?

Que faudrait-il faire pour aider les pauvres ?

What should we do to help the poor?

Idiomatic expressions: Impress the examiner!

se faire des cheveux blancs

to worry

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 (**I visited**); j'ai vu (**I saw**); j'ai voyagé (**I travelled**); j'ai mangé (**I ate**); j'ai bu (**I drank**).

False Friends

utiliser

to use

More Advanced Grammatical Structures

- Use **direct object pronouns** to avoid repetition of a noun. In French, these go in front of the verb e.g. je les aime (**I like them**); il les oublie toujours (**he always forgets them**); elle l'a vu (**she saw it**).
- Use the **different ways to express the future** e.g. j'espère recycler plus souvent (**I'm hoping to recycle more often**); j'ai l'intention de prendre mon vélo plutôt que le bus (**I intend to take my bike rather than the bus**); je songe à trier mes déchets (**I'm thinking of sorting my rubbish**); je compte utiliser moins d'emballages (**I intend to use less packaging**).
- Use the **comparative** to emphasize your point e.g. il y a plus de circulation qu'avant (**there's more traffic than before**); il faudrait moins d'emballages (**there should be less packaging**).
- Use **synonyms** e.g. la misère = la pauvreté (**poverty**); la pollution atmosphérique = la pollution de l'air (**air pollution**).



1. NATURAL HAZARDS

Natural Hazards - A natural hazard is a natural process which **has the potential** to cause death, injury or disruption to humans, property and possessions.

Natural disaster – When a natural hazard cause death, injury or disruption to humans, property and possessions.

Tectonic or Geological hazards – are hazards caused by the movement of tectonic plates. e.g. earthquakes, volcanoes and tsunamis.

Atmospheric or Meteorological hazards – are caused by extreme weather e.g. hurricane, storms and flooding

2. FACTORS AFFECTING HAZARD RISK

Risk is the chance or probability of being affected by a natural hazard. People who choose to live next to a river, but themselves at a greater risk of flooding.

Factors which affect hazard risk:

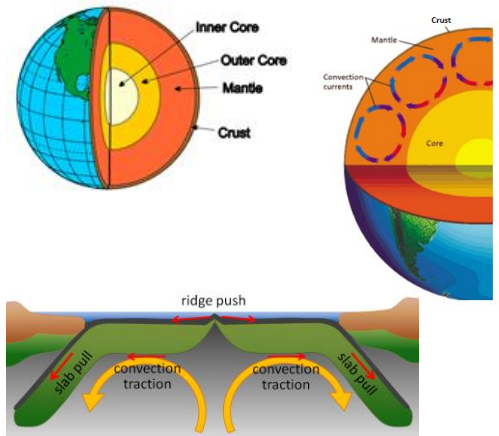
- Urbanisation – Densely populated areas are at a greater risk from earthquakes, and tropical storms.
- Poverty – In poorer parts of the world people are forced to live in areas of high risk e.g. areas that are likely to flood.
- Farming – River floodplains and volcanic lava fields create fertile land for farming, when people choose to live there, they put themselves at risk.
- Climate Change – Some areas of the world will become wetter and some will become drier leading to hazards such as flooding or drought.

3. TECTONIC THOERY

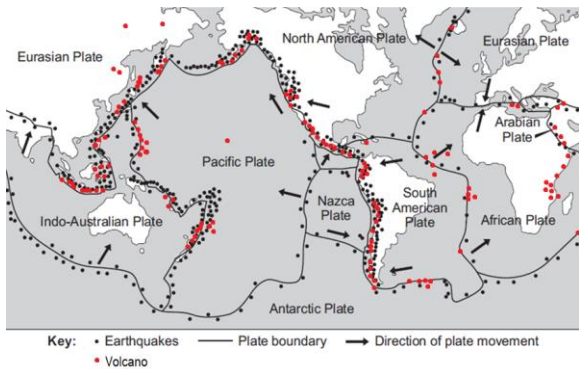
- The Earth has 4 layers. The core (divided into inner and outer), mantle and crust.
- The crust is split into major sections called tectonic plates.
- There are 2 types of crust: Oceanic - thin and dense (heavier) and Continental thicker but less dense (lighter).
- These plates move due to convection currents in the mantle and, where they meet, tectonic activity (volcanoes and earthquakes) occurs.

There are two theories of why plates move:

- The cores temperature is around 6000°C, the magma around it rises towards the crust. Here the magma cools and sinks back down towards the core. This movement is known as **convection currents** which moves the plates of the crust.
- Ridge Push occurs at constructive margins where the newly erupted lava cools and becomes heavier and slides down away from the ridge. Meanwhile at destructive margins the denser oceanic plate sinks into the mantle under gravity which pulls the rest of the plate along behind it. This theory is known as **ridge push and slab pull**.



4. DISTRIBUTION OF EARTHQUAKES AND VOLCANOES

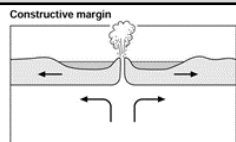


The majority of earthquakes and volcanoes are found along plate margins (where the plates meet)

There are two types of plate; oceanic (covered by ocean) and continental (land)

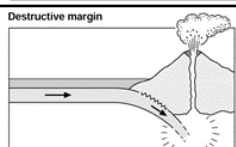
The most active region in the world is around the edge of the Pacific plate, this area is known as the ring of fire.

5. PLATE MARGINS



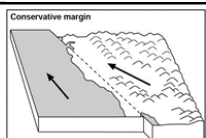
Constructive

Two plates are moving away from each other. Volcanoes form as magma rises to the surface. Earthquakes occur during eruptions. Earthquakes and volcanoes are less violent at constructive plate margins.



Destructive

A continental and oceanic plate move towards each other. The denser (heavier) oceanic plate subducts (sinks) under the continental plate where it melts and forms magma. A build up of friction between the plates leads to sudden powerful earthquakes and violent volcanoes.



Conservative

Two plates slide past each other in opposite directions or in the same direction at different speeds. A build up of friction between the two plates can lead to the sudden release of pressure causing earthquakes but not volcanoes.

6. EFFECTS OF TECTONIC HAZARDS

Primary Effects – are directly caused by the earthquake/volcano
 Secondary Effects – are a result of primary effects.

Primary - Earthquakes	Secondary - Earthquakes
<ul style="list-style-type: none"> - Property and buildings destroyed. - People injured or killed. - Ports, roads, railways damaged. - Pipes (water and gas) and electricity cables broken. 	<ul style="list-style-type: none"> - Business reduced as money spent repairing property. - Blocked transport hinders emergency services. - Broken gas pipes cause fire. - Broken water pipes lead to a lack of fresh water.
Primary – Volcanoes	Secondary - Volcanoes
<ul style="list-style-type: none"> - Property and farm land destroyed. - People and animals killed or injured. - Air travel halted due to volcanic ash. - Water supplies contaminated. 	<ul style="list-style-type: none"> - Economy slows down. Emergency services struggle to arrive. - Possible flooding if ice melts - Tourism can increase as people come to watch. - Ash breaks down leading to fertile farm land.

7. RESPONSES TO TECTONIC HAZARDS

IMMEDIATE RESPONSES	LONG TERM RESPONSES
<ul style="list-style-type: none"> - Issue warnings if possible. - Rescue teams search for survivors. - Treat injured. - Provide food and shelter, food and drink. - Recover bodies. - Extinguish fires. 	<ul style="list-style-type: none"> - Repair and re-build properties and infrastructure. - Improve building regulations - Restore utilities. - Resettle locals elsewhere. - Develop opportunities for recovery of economy. - Install monitoring technology.

8. COMPARING EARTHQUAKES



NEPAL - April 2015. Magnitude 7.8



NEW ZEALAND – February 2011. Magnitude 6.3

PRIMARY EFFECTS

9000 deaths 23000 injured Historic buildings including Dharahara Tower 26 hospitals and 50% of schools destroyed \$5 billion of damage.	185 people were killed. 2,000 injured. The city's cathedral spire collapsed. Water and sewage pipes were damaged. \$30 billion of damage.
---	---

SECONDARY EFFECTS

Avalanche on Mount Everest killing 19 people. Loss of income from tourism (8.9% of Nepal's GDP). Rice seed stored in homes was ruined as homes collapsed.	Businesses were closed for a long time. Christchurch couldn't hold the five Rugby World Cup matches. Schools were closed for two weeks due to the damage.
---	---

IMMEDIATE RESPONSES

Nepal requested international help. UK's DEC raised \$126 million. Red Cross- tents for 225,000 people.	International aid was provided (around \$6-7 million). Aid workers from charities such as the Red Cross came to help. Areas were zoned to assess damage.
---	--

LONG TERM RESPONSES

Rebuilding. World Heritage Sites reopen June 2015. Longer climbing season & only allowed to climb if you have experience.	\$898 million in building insurance claims. Water and sewerage were restored to the city by August 2011. Temporary housing was provided.
---	--

9. WHY PEOPLE LIVE IN AREAS AT RISK

- Infrequency of events
- Tourism generates money for locals
- Geothermal areas can be an energy source.
- Fertile Soils improves quality of crops
- Building Design decreases the potential damage

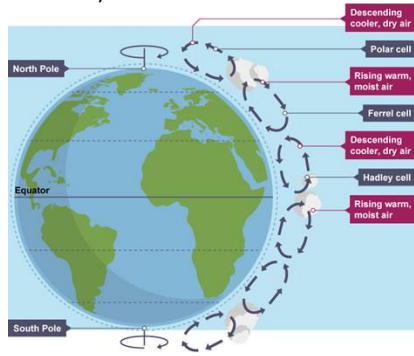
10. REDUCING THE RISKS

- Monitoring** – using equipment to detect warning signs.
- Protection** – designing buildings to withstand hazards
- Prediction** – using historical evidence to predict next events.
- Planning** – identifying and avoiding most places at risk

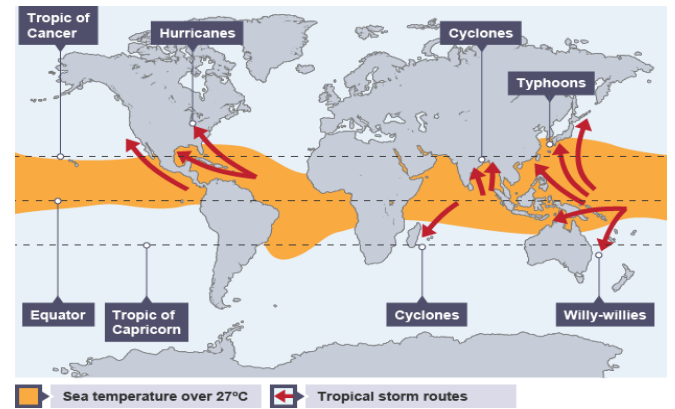
11. ATMOSPHERIC CIRCULATION

Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth. At the equator, the sun's rays are most concentrated. This means it is hotter. This one fact causes global atmospheric circulation at different latitudes.

High pressure = dry Low pressure = wet
 As the air heats it rises – causing low pressure. As it cools, it sinks, causing high pressure. Winds move from high pressure to low pressure. They curve because of the Coriolis effect (the turning of the Earth)



12. DISTRIBUTION OF TROPICAL STORMS



Tropical storms are located 5° to 30° north or south of the equator, between the Tropic of Cancer and the Tropic of Capricorn but not normally at the equator.

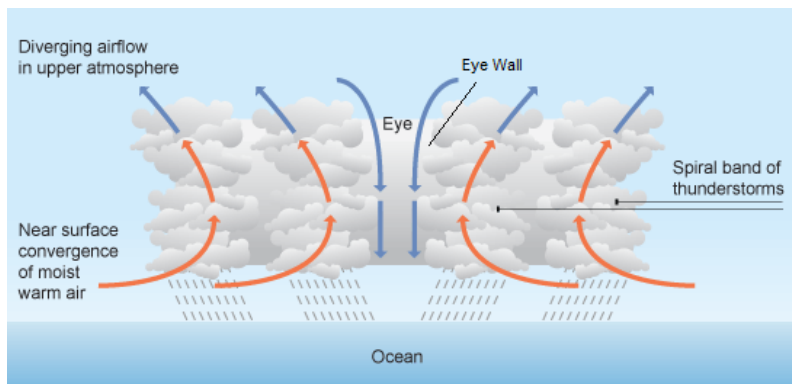
13. CONDITIONS NEEDED

- High sea temperatures/sea temperatures above 27°C
- They form over the oceans, where water provides moisture/gives energy
- Because at the Equator there isn't enough spin from the earth's rotation (Coriolis effect)
- Heat makes air unstable/makes the air rise rapidly

14. FORMATION OF A TROPICAL STORM

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

15. STRUCTURE AND FEATURES OF A TROPICAL STORM



- The centre is the **eye** this is a small area where cold air sinks towards the ground and warms up. There are no clouds here and conditions are calm.
- On either side of the eye is a tall bank of cloud called the **eye wall**. Here are the strongest winds, rain, thunder and lightening.
- Beyond the eye wall there are further banks of clouds with thunderstorms.

16. CLIMATE AND TROPICAL STORMS

- Distribution - Rising sea temperatures could influence the distribution of tropical storms, with more storms forming further north and south of the tropics.
- Intensity – If global warming continues, some scientists believe tropical storms will have higher wind speeds and therefore a bigger intensity.
- Frequency – some scientists believe that tropical storms will become more frequent in a warmer climate.

KEY TERM

DEFINITION

Extreme Very severe or serious.

Inevitable Certain to happen.

Exacerbate To make a problem worse.

17. EFFECTS OF TROPICAL STORMS		18. RESPONSES TO TROPICAL STORMS	
PRIMARY EFFECTS	SECONDARY EFFECTS	MONITORING & PREDICTION	
<ul style="list-style-type: none"> • The intense winds of tropical storms can destroy whole communities, buildings and communication networks. • As well as their own destructive energy, the winds can generate abnormally high waves called storm surges. • Sometimes the most destructive elements of a storm are these subsequent high seas and flooding they cause to coastal areas. 	<ul style="list-style-type: none"> • People are left homeless, which can cause distress, poverty and ill health due to lack of shelter. • Shortage of clean water and lack of proper sanitation makes it easier for diseases to spread. • Businesses are damaged or destroyed causing employment. Shortage of food as crops are damaged. 	<ul style="list-style-type: none"> • Using radar, satellites and aircraft to monitor storms. Computer models are then used to calculate a predicted path from the storm • Predicting where and when a tropical storm will happen gives people time to evacuate and protect their homes & businesses. 	
		PROTECTION	PLANNING
		<ul style="list-style-type: none"> • Buildings can be designed to withstand tropical storms (e.g. put on stilts or made from concrete) • Flood defences can be built along rivers or coastal areas to protect from the storm surge. 	<ul style="list-style-type: none"> • Emergency services can train to prepare for disasters • Governments can plan evacuation routes to get people away from the storm quickly • Individuals will create their own evacuation plan.

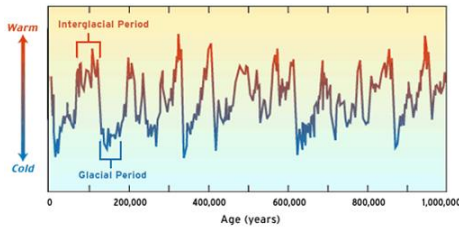
19. TYPHOON HAIYAN	
PRIMARY EFFECTS	SECONDARY EFFECTS
<ul style="list-style-type: none"> • 6300 killed • 600 000 displaced • 40 000 homes destroyed or damaged • Wind damage to buildings, powerlines & crops • 400mm of rain caused widespread flooding 	<ul style="list-style-type: none"> • 14 million affected • 6 million jobs lost • Shortages of power, water, food and shelter, leading to outbreaks of disease • Infrastructure including schools destroyed. • Looting and violence in Tacloban
SHORT TERM RESPONSES	LONG TERM RESPONSES
<ul style="list-style-type: none"> • Rapid overseas aid including NGOs • US helicopters assisted search and rescue • Field hospitals to help the injured • 1200 evacuation centres set up. 	<ul style="list-style-type: none"> • UN and international financial aid • Rebuilding of infrastructure • Rice farming and fishing quickly established • Homes rebuilt in safer areas • More cyclone shelters built.

20. UK WEATHER HAZARDS
<ul style="list-style-type: none"> • Cold spells – the coldest temperature on record was – 27.2°C • Heatwaves – this leads to periods of drought – the highest ever recorded temperature was 40.3°C. Drought is becoming more frequent, especially in the south east where rainfall levels are low compared to the rest of the UK. • Storms – these can cause storm surges, coastal flooding and strong winds and rain that disrupts travel. • Flash Floods – persistent heavy rainfall is the cause of most flooding in the UK. Scientists believe climate change will lead to more frequent flooding in the UK. • Heavy snowfall – this affects mainly upland areas, this has become less frequent in recent years,

21. EXTREME WEATHER EVENTS – BOSCASTLE 2004		
CAUSES		
<ul style="list-style-type: none"> • With a 1 in 400 probability of occurring, Boscastle's 2004 flash flood is considered an extreme weather event. • Heavy localised rainfall - 89 mm of rain fell in an hour • The entire South-West of the country had faced stormy weather in the days leading up to the flood. • A depression formed in the Atlantic shortly before the flood with the remains of Hurricane Alex which slowed down on the land making the rainfall more intense. The storm was localised (this meant it stayed in one place and surrounding areas received a mere 3mm of water). • A convergence of the prevailing South-Westerly winds and the path of the depression cause a vertical uplift of air. This led to the creation of cumulonimbus clouds and more rainfall. 		
SOCIAL IMPACTS	ECONOMIC IMPACTS	ENVIRONMENTAL IMPACTS
<ul style="list-style-type: none"> • 58 properties flooded and 4 were swept away by the flood • Fortunately no-one died but there was one injury - a broken thumb! • Health risk from raw sewage contaminating flood water. 	<ul style="list-style-type: none"> • 32 cars were swept away and never to be seen again • A range of infrastructure was badly damaged e.g. bridges/roads • Damage to buildings and services was £2 million. 	<ul style="list-style-type: none"> • Damage was caused to local wildlife habitats. • There was coastal pollution as debris and fuel from cars flowed out into the sea.

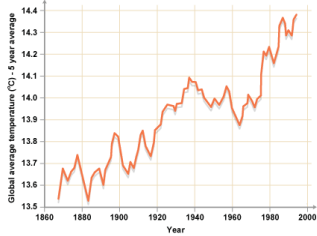
22. CLIMATE CHANGE

The Quaternary period is the most recent geological time period. Spanning from 2.6 million years ago. During this time temperature has shifted from cold glacial periods that last 100,000 years and warm inter-glacial periods that last 10,000 years.

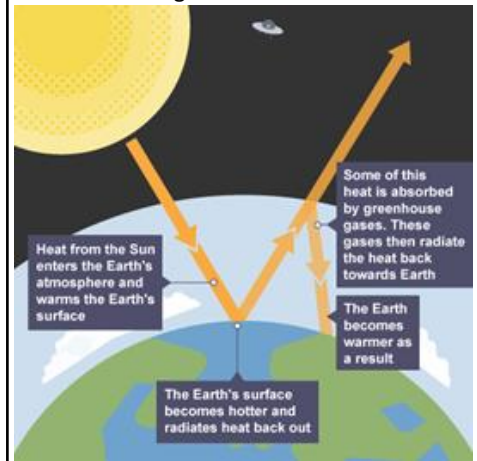


The last glacial period ended 15,000 years ago and since then the climate has been warming.

Global warming is the term used to describe a sharp rise in global temperatures.



The enhanced greenhouse effect:



23. EVIDENCE FOR CLIMATE CHANGE

- **Ice Cores** – Ice sheets are made up of layers of ice. By analysing the gases trapped in the layers of ice, scientists can tell what the temperature was each year.
- **Temperature Records** – Since 1850 the global temperatures have been measured accurately using thermometers.
- **Pollen Analysis** – Pollen from plants is preserved in sediment. Scientists can identify which species of plants were living at that time and this can determine what the climatic conditions would be.
- **Tree Rings** – As a tree grows it forms a new ring each year. Tree rings are thicker in warm wet conditions.

24. CAUSES OF CLIMATE CHANGE

NATURAL CAUSES

- **Orbital Changes** – The way the earth moves round the sun changes. E.g. the path of the earth's orbit switches from a perfect circle to an oval.
- **Volcanic Activity** - Volcanic material ejected can reflect sunlight away, reducing global temperatures temporarily.
- **Solar Output** – Dark spots on the Sun are called Sun spots. They increase the amount of energy Earth receives from the Sun.

HUMAN CAUSES

- **Burning Fossil fuels** – release carbon dioxide with accounts for 50% of greenhouse gases.
- **Agriculture** – accounts for around 20% of greenhouse gases due to methane production from cows. Larger populations and growing demand for meat and rice increase contribution of methane.
- **Deforestation** – logging and clearing land for agriculture increases carbon dioxide in the atmosphere and reduces ability for plants to absorb carbon through photosynthesis.

25. EFFECTS OF CLIMATE CHANGE

ENVIRONMENTAL

- Warmer temperatures will lead to the melting of ice on land, leading to sea level rise. This will flood low lying countries such as the Maldives.
- Sea ice is shrinking, leading to the loss of polar habitats.
- Precipitation patterns are changing
- The distribution of ecosystems may change which would lead to a change in biodiversity. This may lead to the extinction of species.

SOCIAL

- Deaths due to heat have increased.
- Problems with water availability caused by changing precipitation patterns.
- Health may decline as diseases such as malaria would increase in hot and humid conditions
- The cost of damage from flooding in the UK is set to rise from £2.1 billion to £12 billion.

26. MANAGING CLIMATE CHANGE

MITIGATION









Mitigation strategies aim to reduce the causes of climate change.

- **Alternative energy production** - removing the use of fossil fuels will reduce CO2 production.
- **Afforestation** – helps to absorb carbon dioxide through photosynthesis.
- **Carbon Capture** – takes carbon dioxide from emission sources is stored underground.
- **International Agreements** – most countries in the world agree to monitor emissions e.g. Paris Agreement 2015

ADAPTATION

Adaptation strategies help people adjust to climate change.









- **Changes in agricultural systems** – new crop types that are more suitable to the climate will be needed.
- **Managing water supplies** – for example by installing water efficient devices and increasing supply through desalination plants.
- **Reducing risk from rising sea levels** - would involve constructing defences such as the Thames Flood Barrier or restoring mangrove forests, or raising buildings on stilts.

<p>(a) Elizabethan education </p> <ol style="list-style-type: none"> Most poor children were taught at home by their parents. Boys were taught work skills (boys) and girls were taught household skills. Boys from the nobility would mainly be taught at home by a tutor but they might go to the house of another noble family to finish their education and make contacts. 100 new Grammar Schools were built during Elizabethan times. These offered free places to bright boys from poorer families. There were two Universities – Oxford and Cambridge. ‘Jesus College’ opened at Oxford university in 1571. This was designed to train new Protestant priests and clergymen. In 1558 only 20% of men and 10% of women could read and write. By the time of Queen Elizabeth’s death in 1603 30% of men and 10% of women could read and write. 	<p>(b) Elizabethan leisure </p> <ol style="list-style-type: none"> Richer Elizabethans would play bowls, tennis or go hunting. They could also employ household musicians. Poorer Elizabethans would play football, bet on blood-sports such as cock fighting, drink alcohol or dance. The first theatre in Britain since Roman times was opened in 1576 by James Burbage. A second theatre ‘The Curtain’ was opened in 1577 and ‘The Rose’ was opened in 1587. Poorer people could pay 1 penny to stand in the ‘pit’ at the base of the stage. Richer Elizabethans sat in seats above the stage. It cost 3 pence to sit in the covered ‘galleries’. Books were popular with everyone. However only 20-30% of men could read so the poor tended to buy books for the pictures. The rich read translations of Greek and Roman classics. 	<p>(c) Causes of poverty in Elizabethan times </p> <ol style="list-style-type: none"> The population increased by 25% and there were more people than jobs available. There was a series of poor harvests during the 1550s and 1560s. Poor harvests caused food prices to rise faster than wages (inflation). The cloth trade was the only important industry in sixteenth century England. Wool was exported to Europe, especially the Netherlands. However, this trade collapsed in the 1550s. Landlords increased rents for farmers (rack renting). This meant that farmers charged even more for their produce. The monasteries had been closed down by Henry VIII. Without the monasteries there was nowhere for the poor to go for help. This meant that more and more people became vagabonds – moving between towns to look for work and surviving by begging for money. 	<p>(d) Elizabeth’s response to poverty </p> <p>There was a widespread fear of vagabonds in Elizabethan England. This was based on the belief that vagabonds were criminals who chose not to work. This belief was encouraged by books by Thomas Harman. There was also a concern that vagabonds spread the Black Death and did not know their place in the social hierarchy. Three Poor Laws were passed by Elizabeth:</p> <ol style="list-style-type: none"> The 1563 Poor Law Divided the poor into ‘deserving poor’ and ‘idle poor’. The 1572 Poor Law Tried to discourage vagabondage. Anyone found guilty of being a vagabond was whipped and burned through the right ear. The ‘deserving poor’ were to be helped by the local community. The 1576 Poor Law Said that towns should find work for the poor. Also stated that vagabonds should be imprisoned in ‘Houses of Correction’.
<p>(e) Reasons for Elizabethan exploration </p> <ol style="list-style-type: none"> Valuable luxury items could be found in Asia and South America – these could be traded for huge profits. Poverty in England forced men to look for work at sea. In 1568 English trade with the Netherlands was banned by Spain – new markets were needed for English goods. New technology such as the astrolabe had made voyages easier. New triangular-shaped sails called ‘lateen sails’ made voyages faster as they caught the wind more easily. Voyages could spread the Protestant religion to new parts of the World. 	<p>(f) Drake’s circumnavigation of the World </p> <ol style="list-style-type: none"> Francis Drake sailed around the World between 1577 and 1580. In August 1578 he discovered a new and safer route around the southern tip of America. In March 1579 he captured the Spanish treasure ship the <i>Cacafuego</i>. He made many trade agreements for example with the spice island of Ternate. He returned with £140,000 which paid off England’s entire debt. Drake’s exploits proved that the Spanish sailors were not invincible. The Spanish gave him the nickname ‘<i>El Draque</i>’ (meaning ‘the Dragon’). 	<p>(g) Why England wanted colonies in Virginia </p> <ol style="list-style-type: none"> In 1585 England tried to establish a colony in Virginia. The expedition was organised by Sir Walter Raleigh. Spices, tobacco and sugar could be grown in Virginia. England would be less dependent on trade with Spain and its colonies. Spain had gained a huge Empire in South America. England wanted its own empire. An empire could provide a way to spread the Protestant religion. Virginia could provide a base to attack the Spanish colonies in the New World. Privateers could also use it as a base to raid Spanish ships. 	<p>(g) Why did the Spanish Armada fail? </p> <p>The first colony (1585)</p> <ol style="list-style-type: none"> When the colonists arrived in June 1585 a storm destroyed a lot of their supplies. The settlers also arrived too late to plant crops so had to rely on local native tribes for food. The tribes had no immunity to European diseases and believed the settlers were using magic. <p>The second colony (1587)</p> <ol style="list-style-type: none"> The colonists returned to the same area. The natives were still suspicious. No extra supplies could be sent due to the threat of Spanish invasion.

KEY TERMS

Astrolabe	An instrument that can be used to navigate by the stars.
Blood-sports	A sport which involves animals fighting each other or a human.
Cock fighting	A sport in which two roosters have sharp metal attached to their feet and beaks. They then fight to the death.
Colonists	Someone who moves to a new country to set up a community.
Deserving poor	People who were seen as being poor for an acceptable reason, for example old age or illness.
Galleries	A balcony in a theatre which overlooks the stage.
Grammar Schools	Schools which admit pupils on the basis of ability. Usually pupils have to pass an exam before they are accepted.
Houses of Correction	An early form of prison in which vagabonds would be forced to work hard in an attempt to change them from beggars into good workers.
Idle poor	People who were seen as being poor because of their own laziness.
New World	The name given to North and South America during the Elizabethan period.
Vagabond	A homeless person who moves around the country begging for money.

HISTORY – WEIMAR AND NAZI GERMANY UNIT ONE, THE WEIMAR REPUBLIC – 1918-1929

<p>(a) Germany at the end of WWI </p> <ol style="list-style-type: none"> 1. Britain had blockaded Germany and by 1918 food shortages were causing starvation. The Navy had mutinied and a Communist revolution was a possibility. 2. The Kaiser was forced to abdicate in November 1918. 3. Frederick Ebert took over leadership of Germany. He was the leader of the Social Democrats (the largest political party in Germany). 4. On the 11th November he signed an armistice with Britain. 5. Many Germans believed that they should never have surrendered and could still have won the war - they called the politicians who agreed to the armistice 'November Criminals'. 	<p>(b) The Birth of the Weimar Republic </p> <ol style="list-style-type: none"> 1. Ebert spent the months of November 1918 to July 1919 setting up a new democracy. 2. The new democracy was called the Weimar Republic, this was because it was set up in the town of Weimar. 3. The constitution said that elections to the Reichstag would be based on proportional representation. This was a fair system but often led to weak governments as many different parties were involved in each government. 4. The constitution said that Germany would be led by a Chancellor. However the Chancellor would be chosen by a President. 	<p>(c) Challenges from the Left and Right </p> <p>LEFT</p> <ol style="list-style-type: none"> 1. In January 1919 the German Communist Party (called the Spartacists) attempted a revolution. 2. The revolution failed because Ebert used the Freikorps to stop the revolution. The Freikorps then killed many communists including the Spartacist leaders Rosa Luxembourg and Karl Liebknecht. <p>RIGHT</p> <ol style="list-style-type: none"> 1. In March 1920 the Freikorps, led by Wolfgang Kapp, tried to take control of Germany. 2. The so called Kapp Putsch failed because the Communists organised a major strike. 	<p>(d) The Treaty of Versailles </p> <ol style="list-style-type: none"> 1. The Treaty of Versailles was the peace settlement at the end of WWI and was signed in June 1919. 2. The Treaty forced Germany to pay £6.6 billion in reparations to Britain, France and Belgium. This was for all the damage caused during WWI. 3. 13% of Germany's land was taken away and given to other countries including France and Poland. 4. Germany's army was limited to just 100,000. 5. Germans blamed the Weimar Republic for agreeing to Treaty. They said they had been 'stabbed in the back'.
<p>(e) The hyperinflation crisis </p> <ol style="list-style-type: none"> 1. In 1922 Germany said that they could not afford to pay the reparations. 2. As a result, in January 1923 the French invaded Germany's main industrial area – the Ruhr. The workers in the Ruhr went on strike and refused to work for the French. 3. To pay the striking workers the Weimar government printed more money. Too many notes were printed and this caused prices to get out of control. 4. By November hyperinflation meant that a loaf of bread cost 200,000 billion marks. Many Germans lost their savings and blamed the Weimar Republic. 	<p>(f) Recovery in Germany, 1924-29 </p> <ol style="list-style-type: none"> 1. From 1924 Germany began to recover. This recovery was led by Gustav Stresemann who was German Chancellor and later Foreign Minister. 2. To deal with hyperinflation Stresemann cancelled all of the notes in Germany's old currency and started again with the Rentenmark 3. Stresemann agreed the Dawes Plan (1924) with the USA which gave Germany longer to pay the reparations and a \$25 billion loan. The loan and lower repayments on the reparations gave Germany money to recover. 4. Germany later agreed the Young Plan (1929) which reduced the amount of reparations to £2 billion. 	<p>(g) Improving relations with other countries. </p> <ol style="list-style-type: none"> 1. In 1925 Stresemann agreed the Locarno Pact. This said that Germany accepted the borders agreed with the Treaty of Versailles. This improved relations with other European countries. 2. In 1926 Germany was accepted as a member of the League of Nations. 3. In 1928 Germany was one of 62 countries to sign the Kellogg-Briand Pact. This was a promise by all the countries that they would try to avoid war in the future. 4. On the 3rd October 1929 Stresemann died. On the 24th October the Wall Street Crash in America destroyed Germany's recovery. 	<p>(h) Society in Germany, 1924-29 </p> <ol style="list-style-type: none"> 1. The years between 1924 and 1929 are often called the 'Golden Years' of the Weimar Republic as life improved after the difficult period of 1918 – 1924. 2. The real value of wages increased by 25% between 1924 and 1929. 3. Women gained more job opportunities, were given the right to vote and by 1926 there were 32 women in the Reichstag. 4. German artists such as Otto Dix and film directors like Fritz Lang became World famous. 5. German Bauhaus architecture was also internationally respected.

KEY TERMS

Abdicate	When a King or Queen stands down and stops being the monarch. After the Kaiser stood down Germany no longer had a monarchy.
Armistice	When two sides at war agree to stop fighting. A truce.
Blockade	When one country stops goods from entering another country. During WWI Britain blockaded Germany by sea.
Chancellor	The name given to the Prime Minister in Germany.
Constitution	The set of rules that say how a country should be run.
Freikorps	A group of ex-soldiers from WWI who volunteered as a private army to fight Communists.
League of Nations	An organisation set up after WWI. It allowed countries to meet and discuss their problems, rather than going to war.
Mutiny	When an army or navy refuses to fight or follow orders from the commanders.
Putsch	The German word for an attempt to seize power by a small group of people.
Reichstag	The name of the German parliament.
Reparations	Money paid as compensation for damage.

MATHS 11A1 11A2 11A3			SPARX Code(s)	KO Pages
Spring 1				
REVISION				
Wk 1	Revision	PAST PAPER JUNE 2017 1H		
		Laws of Indices inc negative and fractional	U235 U694	9
Standard Form		U330 U161	8	
SURDS		U872 U338 U633 U707	11	
Wk 2		PAST PAPER JUNE 2017 2H		
		Changing the Subject of a Formula	U556 U557	12
		Using and Finding Nth Term of Quadratic Sequences	U206	16
		Ratio Problems	U687 U577 U721 U676	30-32
Wk 3		PAST PAPER JUNE 2017 3H		
		Fractions inc Recurring decimals	U793 U224 U550	4-6
		Percentages	U349 U554 U773 U286	33
		Compound Interest & Depreciation	U332 U988	34
Wk 4		PAST PAPER NOV 2017 1H		
		Angles on Parallel Lines and Polygons	U655 U427	36-37
	3D Pythagoras and Trigonometry	U541 U283 U545	51	
	Arc length and Area of sectors	U604 U950 U221 U373	41	
Wk 5	PAST PAPER NOV 2017 2H			
	Linear Graphs	U741 U742 U315 U477 U848	22-24	
	Capture-Recapture			
	Averages and Range from a Continuous Table	U569 U877	58, 59	
Wk 6	PAST PAPER NOV 2017 3H			
	Pie Charts	U508, U172		
	Scatter Graphs	U199, U277	61	
	Tree Diagrams	U558 U729	56	
Wk 7	PAST PAPER JUNE 2018 1H			
	Set Notation and Venn Diagrams	U748	56	
	Conditional Probabilities	U246 U699 U806	55	
	Tranformations	U849 U799 U696 U196 U519	40	
FEBRUARY HALF TERM				

MATHS 11K1 11K2 11K3		SPARX Code(s)	KO Pages	
SPRING 1				
Wk 1	Revision	<i>PAST PAPER JUNE 2017 1F</i>		
		<i>Converting between Standard Form and Ordinary Numbers</i>	U534 U330	
		<i>Multiply and Divide with Standard Form</i>	U264	
<i>Prime factor decomposition / HCF and LMCM</i>		U250	5, 6	
<i>PAST PAPER JUNE 2017 2F</i>				
Wk 2		<i>Expand single brackets</i>	U179	13
		<i>Expand 2 single brackets and simplify by collecting like terms</i>	U179	13
<i>PAST PAPER JUNE 2017 3F</i>				
Wk 3		<i>Factorise by a common factor</i>	U365	14
		<i>Expand double brackets</i>	U768	
		<i>Factorise quadratic expressions into two brackets</i>	U178	
<i>PAST PAPER NOV 2017 1F</i>				
Wk 4		<i>Substitute positive and negative numbers into Formulae</i>	U201	16
		<i>Basic Angles Rules</i>	U390, U730	45
<i>PAST PAPER NOV 2017 2F</i>				
Wk 5	<i>Angles on Parallel Lines</i>	U655	46	
	<i>Angles in polygons</i>	U427	49	
	<i>Find percentages of amounts with and without a calculator</i>	U553 U349	32	
<i>PAST PAPER NOV 2017 3F</i>				
Wk 6	<i>Percentage increase and decrease</i>		32	
	<i>Reverse percentages / Compound and simple interest</i>	U286 U533 U332		
<i>PAST PAPER JUNE 2018 1F</i>				
Wk 7	<i>Ratio Problems</i>	U687 U176 U577	28	
	<i>Exchange Rates / Best Buy / Recipe Problems</i>	U610	29	
	<i>Solve 2 step equation / Solve equations with variable on both sides</i>	U755 U325 U870	15	
<i>PAST PAPER JUNE 2018 2F</i>				
FEBRUARY HALF TERM				

Global Issues: GCSE Foundation Tier Spanish Knowledge Organiser

Key Ideas

- los problemas del medio ambiente
- lo que debemos hacer para proteger al medio ambiente
- qué hay en tu barrio
- cómo vas a ayudar al medio ambiente
- la pobreza
- cómo ayudar a los pobres



Key Vocabulary

Los sustantivos

el combustible	fuel
el calentamiento global	global warming
el carril bici	cycle lane
el centro de reciclaje	recycling centre
el desempleo/el paro	unemployment
el grifo	tap
el medio ambiente	environment
el petróleo	oil
la basura	rubbish
la bolsa de plástico	plastic bag
la caja (de cartón)	(cardboard) box
la calefacción central	central heating
la ducha	shower
la inundación	flood
la papelera	dustbin

la pobreza	poverty
los sintecho	homeless people

Los adjetivos

contaminado/a	polluted
peligroso/a	dangerous
preocupante	worrying

Los verbos

apagar	to switch off
aumentar	to increase
desaparecer	to disappear
destruir	to destroy
disminuir	to decrease
encender	to switch on
malgastar	to waste
proteger	to protect

reciclar	to recycle
salvar	to save
tirar	to throw (away)
usar	to use



Key Verbs

Infinitivo	Presente	Pasado (Pretérito)	Futuro
hacer - to do	yo hago ; él/ella hace ; nosotros/as hacemos	yo hice ; él/ella hizo ; nosotros/as hicimos	yo haré ; él/ella hará ; nosotros/as haremos
ser - to be	yo soy ; él/ella es ; nosotros/as somos	yo era ; él/ella era ; nosotros/as éramos	yo seré ; él/ella será ; nosotros/as seremos
estar - to be	yo estoy ; él/ella está ; nosotros/as estamos	yo estuve ; él/ella estuvo ; nosotros/as estuvimos	yo estaré ; él/ella estará ; nosotros/as estaremos
tener - to have	yo tengo ; él/ella tiene ; nosotros/as tenemos	yo tuve ; él/ella tuvo ; nosotros/as tuvimos	yo tendré ; él/ella tendrá ; nosotros/as tendremos
deber - to have to	yo debo ; él/ella debe ; nosotros/as debemos	yo debí ; él/ella debía ; nosotros/as debíamos	Yo deberé ; él/ella deberá ; nosotros/as

Key Phrases

para proteger al medio ambiente	to protect the environment
voy a ducharme	I'm going to have a shower
voy a apagar las luces	I'm going to switch the light off
utilizo/ uso el coche menos	I use the car less
hay demasiado(s)/a(s)	there are too many
no hay suficiente(s)	there are not enough
debemos	we must
hay demasiado desempleo	there is too much unemployment



Useful Grammatical Structures

- Use **modifiers** to modify an adjective. Examples include: bastante (quite); un poco (a bit).
- Use **intensifiers** to intensify an adjective. Examples include: realmente (really); muy (very); particularmente (particularly); totalmente (totally); completamente (completely).
- Use **connectives** and conjunctions to make longer sentences. Examples include: porque (because); ya que (as/because); pero (but); sin embargo (however); cuando (when); although (aunque).

Tricky Pronunciation: Practise these with your teacher!

el carril bici	cycle lane
ducharse	to shower
reciclar	to recycle
los sintechno	homeless people



False Friends

utilizar	to use
----------	--------

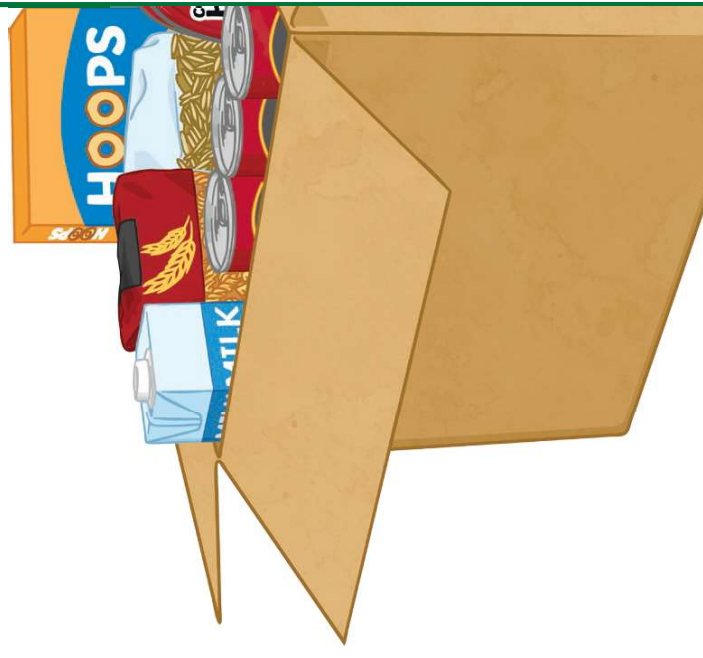
Tricky spellings

la calefacción	heating	Check there are two 'cc' and an accent on the 'o'.
desaparecer	to disappear	Check there is a single 's' and a single 'p'.



Key Questions

1. ¿Qué haces para proteger al medio ambiente?
What do you do to protect the environment?
2. ¿Cómo es el tráfico en tu pueblo/ ciudad?
What is the traffic like in your town/city?
3. ¿Qué vas a hacer para proteger al medio ambiente en el futuro?
What are you going to do to protect the environment in the future?
4. ¿Utilizas transporte público?
Do you use public transport?
5. ¿Hay muchos sintechno en tu pueblo/ ciudad?
Are there many homeless people in your town/city?
6. ¿Qué podemos hacer para ayudar a los pobres?
What must we do to help homeless people?



Global Issues: GCSE Higher Tier Spanish Knowledge Organiser

Key Ideas

- los problemas del medio ambiente
- lo que debemos hacer para proteger al medio ambiente
- la importancia del reciclaje
- qué hay en tu barrio
- cómo ayudarás al medio ambiente
- las causas de la pobreza
- lo que deberíamos hacer para ayudar a los pobres



Useful Grammatical Structures

- Use **modifiers** to modify an adjective. Examples include: bastante(quite); un poco (a bit).
- Use **intensifiers** to intensify an adjective. Examples include: realmente (really); muy (very); particularmente (particularly); totalmente (totally); completamente (completely).

Key Vocabulary

Los sustantivos

el ataque	attack
el acoso	bullying/harassment
el atasco	traffic jam
el carbón	coal
el dióxido de carbono	carbon dioxide
el efecto invernadero	greenhouse effect
el envase	packaging
el estado	state
el huracán	hurricane
el incendio	fire
el inmigrante	immigrant
el nivel	level
el refugiado	refugee
el vertedero	rubbish dump/tip
la campaña	campaign
la capa de ozono	ozone layer
la energía renovable	renewable energy
la guerra	war
la igualdad	equality
la lluvia ácida	acid rain
la manifestación	demonstration
la marea negra	oil spill
la preocupación	worry
la selva	jungle/tropical forest

le deforestación	deforestation
le testigo	witness
los gases de escape	exhaust fumes
los productos orgánicos	green products
los residuos	refuse/waste/rubbish

Los adjetivos

peligroso/a	dangerous
recargable	rechargeable
renovable	renewable
sucio/a	dirty
nocivo/a	harmful

Los verbos

aumentar	to increase
agotar	to exhaust, to use up
amenazar	to threaten
apagar	to turn off (lights, etc.)
combatir	to fight, to combat
cultivar	to till, to grow, to cultivate
dañar	to harm, to damage
desaparecer	to disappear
ducharse	to have a shower
echar la culpa	to blame

encender	to turn on (lights, TV etc.)
ensuciar	to make dirty, to soil, to make a mess
estropear	to ruin, to spoil
malgastar	to waste, to misuse, to squander
reutilizar	reuse
salvar	to save



Key Phrases

me preocupa	I worry
hay una enorme cantidad de gente que vive en la pobreza	there are an enormous amount of people who live in poverty
los gobiernos deben trabajar mejor juntos	governments must work better together
deberíamos acoger más/ menos refugiados	we should welcome more/less refugees
lo que más me preocupa es	what worries me the most is
tenemos más inundaciones que nunca	we have more floodings than ever
la contaminación del aire causa enfermedades	the poor air quality causes illnesses

More Advanced Grammatical Structures

- Use **direct object pronouns** to avoid repetition of a noun. In Spanish, these go in front of the verb e.g. ella lo leyó (she read it); él siempre los olvida (he always forgets them); nosotros lo vimos (we saw it).
- Use the **different ways to express the future** e.g. Espero reciclar más a menudo (I'm hoping to recycle more often); Tengo la intención de coger mi bicicleta en vez del autobús (I intend to take my bike rather than the bus); Intento usar menos envases (I intend to use less packaging).
- Use **the comparative** to emphasize your point e.g. hay más tráfico que antes (there's more traffic than before); debería haber menos envases (there should be less packaging).
- Use **synonyms** e.g. la miseria = la pobreza (poverty); la contaminación atmosférica = la contaminación del aire (air pollution).

Tricky Pronunciation: Practise these with your teacher!

renovable	renewable
la capa de ozono	ozone layer
los gases de escape	exhaust fumes

Idiomatic Expressions: Impress the Examiner!

por ricos/pobres que sean	however rich/poor they may be
que yo recuerde	as far as I remember

False Friends

utilizar	to use
----------	--------

Tricky spellings

el carbón	coal	Check the accent on the 'ó'.
el dióxido de carbono	carbon dioxide	Check the accent on the first 'o'.
renovable	renewable	Check the 'v' (not 'w').
el huracán	hurricane	Check the accent on the last 'a'.

Key Verbs

Infinitivo	Presente	Pasado	Futuro	Condicional	Imperfecto
hacer - to do	yo hago ; él/ella hace ; nosotros/as hacemos	yo hice ; él/ella hizo ; nosotros/as hicimos	yo haré ; él/ella hará ; nosotros/as haremos	yo haría ; él/ella haría ; nosotros/as haríamos	yo hacía ; él/ella hacía ; nosotros/as hacíamos
ser - to be	yo soy ; él/ella es ; nosotros/as somos	yo era ; él/ella era ; nosotros/as éramos	yo seré ; él/ella será ; nosotros/as seremos	yo sería ; él/ella sería ; nosotros/as seríamos	yo era ; él/ella era ; nosotros/as éramos
estar - to be	yo estoy ; él/ella está ; nosotros/as estamos	yo estuve ; él/ella estuvo ; nosotros/as estuvimos	yo estaré ; él/ella estará ; nosotros/as estaremos	yo estaría ; él/ella estaría ; nosotros/as estaríamos	yo estaba ; él/ella estaba ; nosotros/as estábamos
tener - to have	yo tengo ; él/ella tiene ; nosotros/as tenemos	yo tuve ; él/ella tuvo ; nosotros/as tuvimos	yo tendré ; él/ella tendrá ; nosotros/as tendremos	yo tendría ; él/ella tendría ; nosotros/as tendríamos	yo tenía ; él/ella tenía ; nosotros/as teníamos
deber - to have to	yo debo ; él/ella debe ; nosotros/as debemos	yo debí ; él/ella debió ; nosotros/as debimos	yo deberé ; él/ella deberá ; nosotros/as deberemos	yo debería ; él/ella debería ; nosotros/as deberíamos	yo debía ; él/ella debía ; nosotros/as debíamos

Key Questions

1. ¿Qué haces para proteger el medio ambiente?
What do you do to protect the environment?
2. ¿Cuáles son las ventajas de andar?
What are the advantages of walking?
3. ¿Cómo es el transporte público en tu ciudad/pueblo?
What is public transport like in your city/town?
4. ¿Cómo ha cambiado tu barrio a través de los años?
How has your neighbourhood changed over the years?
5. ¿Qué importancia tiene el reciclaje en tu familia?
How important is recycling in your family?
6. ¿Cómo es el tráfico en tu pueblo/ciudad?
What is the traffic like in your town/city?
7. ¿Qué harás para proteger el medio ambiente en el futuro?
What will you do to protect the environment in the future?
8. ¿Cuáles son las causas de la pobreza? What are the causes of poverty?
9. ¿Qué deberíamos hacer para ayudar a los pobres?
What should we do to help the poor?



GCSE TEXTILES AO1

Develop ideas through investigation, demonstration and critical understanding of sources.

What is a Source?

A source can be anything you are inspired by, examples are listed below that can be included in your sketchbook.

A Theme Mind Map:

Mind map all the things you can think of relating to your topic, this can include images.

Mood Board: Collect images linked to your theme and add to a mood board, annotate.

Artist/Designer Analysis: Look at an existing Artist/Designer and complete an Analysis of their work.

Take your own photographs: You can use your own photos as a source of inspiration. Annotate them explaining how they link to your theme.

How to Analyse a Designer/Artist:

- Introduce their work, key facts only.
- Are there any social, environmental, moral, issues surrounding their work?
- Consider what key features appear regularly in your designers work, why might that be?
- What colours do they use a lot of? What effect does this give?
- Who do you think their designs are aimed at? Why?
- Explain what you like/ dislike about the designs and why.
- What techniques has the designer used? Why? Could different techniques be used to create different effects?
- How will this designer inspire your work?
- How does the designer fit the theme?
- What techniques will you sample and why?

Below are some examples of what you need to do when you have analysed a source :

Complete a Textile Sample using your source as inspiration.

Do some initial sketches.

Compare 2 different sources.

Key words:

Aesthetics

Style

Process

Trend

Connotation

Textile Technique

Colour

Line

Tone

Form

Texture

Shape

Decoration

Repetition

Scale

Structure

Pattern

Composition

Annotation

illustration

Key

points:

There is a difference between analysing and stating. Analysing will always get you more marks.

Denotation:

Literally stating what something is.

Connotation:

Explaining the meaning of something, what it connotes.

GCSE TEXTILES AO2

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

- **How do I meet the assessment objectives?**
- **Refine work:** Quality over quantity. Go back to old samples and develop them. Compare samples, what works? What does not work?
- **Explore ideas:** This can be as a sketch or textile sample. Try to create the idea in your head and remember if it does not work, don't worry it is a sample.
- **Experimenting with appropriate media, materials and techniques:** Practice creating samples using a wide range of techniques and the correct materials. Don't be afraid to experiment and combine different techniques, think outside the box.

How to evaluate a sample:

What have you done?
What techniques have you used?
What inspired you?
How does it relate to your theme?
How have you created it?
What do you like or dislike?
Was it successful, if not, why?
How could you improve it?
What else could you try?
Is there anything you would change? Why?
How will you develop your work now?

Never throw away a sample! Samples are for experimentation, if you are unhappy with the outcome evaluate them so that we can improve!

Once you have completed a sample:

Make a colour copy for the samples you are pleased with. Cut the sample in half, further further develop half the sample using different techniques. Sketch an idea to show how you would use this sample for your final piece. Evaluate your samples to help you refine your ideas and techniques.

Techniques to try:

Batik
Batik Sgraffito
Machine stitching
Embroidery
Pleating
Silk painting
Screen Printing
Applique
Beading
Couching
Felting
Weaving
Pattern construction
Patchwork
Quilting
Ruffles
Embellishment
CAD
Fabric Dyeing
Fashion illustration

GCSE Textiles A03

Record ideas, observations and insights relevant to intentions as work progress.

Developing Ideas:

Once you have recorded your ideas develop them by:

Varying aspects of your Design ideas for example shape, size features etc.

Use observational sketches to develop repeat patterns. Take photographs and then annotate them.

Throughout your annotation underline any key points you have made or keywords used.

How to annotate a design:

What textile techniques have you used in your designs and why?

How does the sample link to the samples you have made?

Is your design inspired by any of your sources?

How and why?

What materials have you used and why?

How does this design link to your theme?

What developments would you make to your designs and why?

Media you can use to record ideas:

Pencil

Pen

Collage

Chalk

Pencil crayons

Watercolour

Acrylic paint

Photographs

Charcoal

ink

How can I record my ideas?

- Recording ideas is really important to show the examiner your thought process and design development. Ways to record your ideas :

- Design Ideas:** Draw out your design ideas, they should be clearly inspired by your samples and sources. Annotate these to explain parts of your designs.

- Observational drawing:** Sketching objects that relate to your theme and help to inspire design ideas.

- Take Photographs:** Take photographs of sources for inspiration or take photos when you are making samples as evidence.

- Annotation:** Annotate to explain your thought, this can be in the form of bullet points.

Key Points to remember:

All designs should clearly relate to AO1 and AO2.

All designs should show how your sources have inspired them, include this in your annotation.

All designs should have at least three different textile techniques that you have sampled.

Annotation can be written or typed, bullet points, key words or paragraphs.

GCSE Textiles A04

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

- **How can I meet the assessment objective?**
- **Give a personal and meaningful response:** Your response to a source should be personal to you. What your feelings and reactions are. It must be meaningful by relating to your source inspiration. Everything must link.
- **Demonstrate understanding of visual language:** Combine different textures, colours and techniques in an aesthetically pleasing way.
- **Aesthetics:** The way things look.

Ways of showing a personal response:

Create your own ideas.
Develop your own ideas.
Create samples inspired by a source.
Create a developed sample inspired by a combination of sources.
Produce a final Piece in fashion or interiors.

Creating a final piece: A04 is shown throughout your sketchbook but a final piece secures marks.

Develop your design ideas.
Select the design you would like the most to make.
Sketch out your final design, planning the techniques you will use.
Plan your making process step by step.

Reflection on entire project:

What was your original theme and how you were inspired?
How did you begin your research?
How do your samples reflect your own ideas?
What would you do differently?
If you were to develop the theme further what would you do and why?

Key points:

A personal response is:

Any response where it is your own work.
Not just your final piece but all work in your sketchbook.
Inspired by Artists but do not copy them as this is not personal ie not your own work.
Recording the step by step process of creating any developed sample and final piece, you can do this with photographs, sketches and annotation.