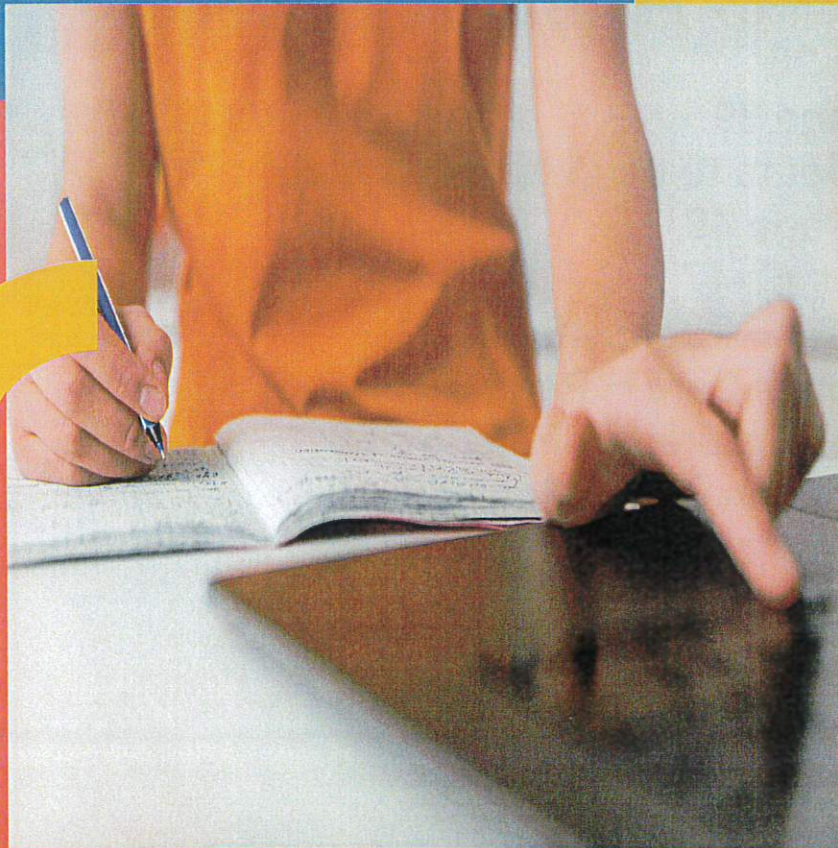




SMITHILLS SCHOOL  
SUCCESS FOR ALL

# HOMework BOOKLET



Year 11  
Spring Term 2

[www.smithillsschool.net](http://www.smithillsschool.net)



## CONTENTS PAGE

1. Guidance on how to use the homework strategy: Look, cover, write, check, correct
2. Student guide to logging into Sparx Maths.

## Subject Knowledge Organisers and Tasks:

### Core Subjects:

English - Pages 7-24

Maths - handouts to be given separately

Science – Pages 25-32

Geography - Page 33

History - Page 34

### Options Subjects:

Art – Page 36

Computer Science – Page 37

Dance – Page 38

Digital IT – Page 39

Drama – handouts to be given separately

Enterprise – Page 40

French - Pages 41-47

Hair and Beauty – Pages 48-50

Health and Social Care – Page 51-56

Hospitality and Catering – Page 57-58

Physical Education (PE) – Page 59

Religious Education (RE) – Page 60

Spanish – Pages 61-65

Urdu – Pages 66-67

## Homework Timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
Green	Maths	Science	English	Maths	Science
	Option W/X	Humanities	Science	Option Y/Z	
	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader
Orange	English	Maths	Science	English	Maths
	Science	Option Y/Z	Humanities	Option W/X	
	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader

## Student Guide to Logging In

- 1 Go to **sparxmaths.com**
- 2 Select **Student Login**
- 3 Carefully select your school from the list
- 4 Select **New Sparx user**
- 5 Enter your:
  - First Name
  - Last Name
  - Date of Birth

6 Click **Submit**

7 You will be prompted to set your own password. The password must be at least 6 characters long and you will need to remember it

8 Confirm your username and password, then click **Check your details**

9 You can now log in to Sparx using your username and password

10 If a password is lost, you can select the option to request a new password from your teacher

Use your Sparx login

Username:

Password:

[Show](#)

[Forgotten Sparx login details?](#)

[New Sparx user?](#)

Fill in your details below to create your account

Your first name:

David

Your last name:

Smith

Your date of birth:

01 February 2010

[Submit](#)

Now set a password, make sure you choose one that you will remember

Choose your password

..... [Show](#)

Your password needs to:

Be 6 or more characters

[Back](#) [Confirm your details >](#)

Let's check you have remembered your log in details

Enter your username:

dav smith

Enter your password:

..... [Show](#)

[Back](#) [Check your details >](#)

## Instructions on how to complete your homework:

1. Write the subject and date in your homework exercise book

2. If you have been given tasks to complete, please do this in your exercise book. If you have been asked to recall information from a knowledge organiser, please use the steps below.



- Look at box/es that your teacher has assigned to you. Repeatedly read the information until you are confident you can remember it. You might find saying them out loud helps you.



- Cover each box so that you cannot see the text.



- Next, in your homework exercise book, write down everything you can remember from each box



- Uncover the box and check your answers, correct any you got wrong or missed
- Repeat this one more time as you should be able to remember more from each box on the second round.

3. Rule a line under the homework you have completed.

4. Repeat the process for your next subject/s.

5. Use the QR link below if you would prefer a visual reminder of how to complete this.



## New homework strategy: The Gist

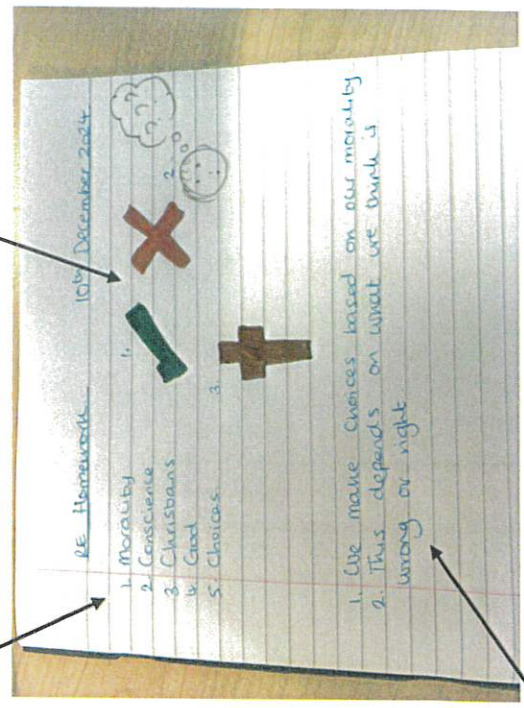
Look at your knowledge organiser and read through the content of one box.

Once you feel confident that you know the content, in your pink homework exercise books, summarise the text into the following:

1. 5 keywords.
2. 3 images.
3. 2 sentences.

### Example:

- 5 key words      3 images



2 sentences

<p><b>1. Key Concepts</b></p> <p><b>1.1. Key Concept 1: The Role of the Church in Society</b></p> <p>Describe the role of the Church in society, including its historical and contemporary functions. Discuss the Church's influence on social, cultural, and political aspects of society.</p>	<p><b>2. Vocabulary</b></p> <p>Define key terms related to the Church and its role in society, such as 'ecclesiastical', 'clergy', and 'parish'.</p>
<p><b>3. Skills</b></p> <p>Apply your understanding of the Church's role in society to analyze a given scenario or text. Evaluate the impact of the Church's actions on the community.</p>	<p><b>4. Assessment Criteria</b></p> <p>Identify the key elements of the Church's role in society and evaluate the effectiveness of its actions.</p>

<p><b>1. Key Concepts</b></p> <p><b>1.1. Key Concept 1: The Role of the Church in Society</b></p> <p>Describe the role of the Church in society, including its historical and contemporary functions. Discuss the Church's influence on social, cultural, and political aspects of society.</p>	<p><b>2. Vocabulary</b></p> <p>Define key terms related to the Church and its role in society, such as 'ecclesiastical', 'clergy', and 'parish'.</p>
<p><b>3. Skills</b></p> <p>Apply your understanding of the Church's role in society to analyze a given scenario or text. Evaluate the impact of the Church's actions on the community.</p>	<p><b>4. Assessment Criteria</b></p> <p>Identify the key elements of the Church's role in society and evaluate the effectiveness of its actions.</p>

# Examples of what your homework books should look like...

**Form 9B**

Handwritten notes on lined paper, including a section titled "National Curriculum was introduced in 1988".

Handwritten notes on lined paper, including a section titled "History" and a table with columns for "Date", "Time", and "Place".

**Form 10B**

Handwritten notes on lined paper, including a section titled "Who was Alfred Lord Tennyson?" and a diagram of a square with side lengths.

Handwritten notes on lined paper, including a section titled "ENGLISH" and a diagram of a river with a bridge.

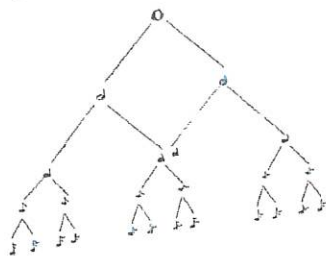
**Form 7H**

Handwritten notes on lined paper, including a section titled "Music" and a list of musical terms: Pitch, Tempo, Duration, Dynamics, Texture, Timber, Structure, Ostinato, Rhythm, Pulse.

Handwritten notes on lined paper, including a section titled "Geography" and a section titled "MATHS" with a table of numbers.

Thursday 10<sup>th</sup> October 2024  
 Muslims view death as a transition from one state of being to another. They believe they follow the path in the afterlife. So, if you follow the law in the Quran and live a good life you will be rewarded in the afterlife. In the death you will be separated from the ugliness in this world.

Day 29 September 2024  
 LSW - Key Concept - Basic note values  
 Minibreve = 4 beats  
 Minim = 2 beats  
 Crotchet = 1 beat  
 Quaver = 1/2 beat  
 Semiquaver = 1/4 beat



- Melody
- Articulation
- Dynamics
- Texture
- Structure
- Harmony
- Increments

**Form 8F**

27<sup>th</sup> September 2024

Sunday 06<sup>th</sup> October 2024 - Maths  
**SPARX MATHS:**

1a)  $\frac{1}{2} + \frac{1}{5} = \frac{7}{10}$

$\frac{5}{10} + \frac{2}{10} = \frac{7}{10}$

20)  $2x = 5 (2x = 3)$

What does x equal?

1b)  $\frac{9}{11} - \frac{9}{4} = \frac{27}{154}$

21)  $28 = 5 (2x - 5)$   
 what does x equal?  
 $WA = 5.3$

1c)  $\frac{1}{7} + \frac{1}{5} + \frac{1}{2} = \frac{59}{70}$

2E)  $6 = 2 (3 - 2p)$   
 what does p equal?  
 $F = -5$

24)  $4 (c + 2) = 28$

What does c equal? 5

3E) 22 out of 40 plants, equal to 55%

28)  $3 (2m + 5) = 9$

What does m equal? 4

3B) Number of matches won = 7

2c)  $2 (5 + 3x) = 28$

What does x equal? 3

Number of matches drawn = 6

Number of matches lost = 7

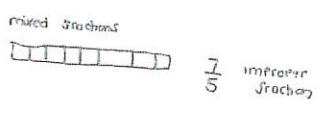
Matches won = 35%

Drawing on the writings of authors and poets, scholars and spiritual leaders can help us find meaning and purpose in our lives.  
 Philosophy - the study of life and existence and a sea of theories, ideas and beliefs.

**WE ALL NEED inspiration AND guidance**

This phrase from paragraph 1, tells us how we need inspiration and guidance.  
 We need inspiration to receive motivation, to release our creativity and to achieve a great well-being.  
 However, we also need guidance to choose the appropriate decisions, how to become someone else, Francis and the Earl of Oxford and the two most popular of candidates.  
 Mrs Goldie  
 SL - 8d/rel

$\frac{1}{4}$  is represented in all images



Add / Subtract unit fraction

$1\frac{1}{2} + 1\frac{1}{2} = 11\frac{1}{2}$

Add and Subtract fractions  
 $\frac{2}{7} + \frac{3}{7} = 5\frac{1}{7}$

Add and Subtract from integers  
 $1\frac{2}{6} = 1\frac{1}{3}$

$3\frac{1}{6} = 3\frac{1}{6}$

**Form 11G**

Symbol equations - Uses symbols to show reaction (Reactants -> products)  
 $2H_2 + O_2 = 2H_2O$

Show the number of atoms/molecules in the reaction, these need to be balanced  
 Monday 21<sup>st</sup> October 2024

**English**

King James 1  
 - Malbeth written between 1603-1606 -> assassination of James VI of Scotland / James I of England  
 - Survived an assassination attempt.  
 - Compliments him by making Banquo a hero in the play.

**Science**

yr	Diagram	Arrangement	Description
1909		Tiny solid spheres that could not be divided	Before discovery of electron John Dalton said 'solid sphere' made up of different elements
1847 Plum pudding		A ball of positive charge with negative electron embedded in it	J.J. Thomson's experiments showed an atom must contain negative charges.
1909 Rutherford alpha particle model		Positively charged nucleus at center surrounded electrons	Ernest Rutherford alpha particle scattering experiment showed that the mass was concentrated at the centre of the atom.
1913 Bohr model		Electrons orbit the nucleus at specific shells	Niels Bohr proposed that electrons orbit the nucleus in specific shells, supported by experimental observations.



**Specialised cells:**  
 Adipocyte - a cluster of lipid droplets  
 Epithelial - covers the surface of organs  
 Fibroblast - produces collagen  
 Neuron - carries electrical signals  
 Red blood cell - carries oxygen  
 Smooth muscle - contracts to move things along  
 Squamous - flat cells  
 Sphincter - muscle that contracts to close a passage  
 Stem cell - can become any type of cell  
 Tendon - connective tissue  
 White blood cell - fights infection

**Keywords:**  
 Cell - basic structural and functional unit of life  
 Cytoplasm - fluid matrix inside the cell  
 Diffusion - movement of particles from high to low concentration  
 Mitochondrion - organelle that produces energy  
 Nucleus - contains genetic material  
 Osmosis - movement of water across a semi-permeable membrane  
 Vacuole - storage organelle  
 Xylem - transports water and minerals  
 Yolk sac - provides nutrients for the developing embryo

**MENTAL MATHS**  
 PRODUCTION - MENTAL MATHS  
 NUMBERS - IN EXPONENTIAL FORM  
 CONCEPTS - SIMILAR

**N/10 METHOD**  
 PROBLEMS

1.  $9 \times 14 = 9 \times 10 + 9 \times 4 = 90 + 36 = 126$

2.  $2 \frac{1}{2} \times 1 \frac{1}{2} = \frac{5}{2} \times \frac{3}{2} = \frac{15}{4} = 3 \frac{3}{4}$

3.  $1 \frac{1}{2} \times 1 \frac{1}{2} = \frac{3}{2} \times \frac{3}{2} = \frac{9}{4} = 2 \frac{1}{4}$

4.  $1 \frac{1}{2} \times 1 \frac{1}{2} = \frac{3}{2} \times \frac{3}{2} = \frac{9}{4} = 2 \frac{1}{4}$

5.  $1 \frac{1}{2} \times 1 \frac{1}{2} = \frac{3}{2} \times \frac{3}{2} = \frac{9}{4} = 2 \frac{1}{4}$

# CORE SUBJECTS



## A Christmas Carol:

### ACTIVITY ONE: The plot Read and summarise Read the plot of 'A Christmas Carol' and summarise

What you have learned into four bullet points at the end of each section. READ A mean-spirited, miserly old man named Ebenezer Scrooge sits in his counting-house on a cold Christmas Eve. His clerk, Bob Cratchit, shivers in the anteroom because Scrooge refuses to spend money on heating coals for a fire. Scrooge's nephew, Fred, pays his uncle a visit and invites him to his annual Christmas party. Two portly gentlemen also drop by and ask Scrooge for a contribution to their charity. Scrooge reacts to the holiday visitors with bitterness and venom, spitting out an angry "Bah! Humbug!" in response to his nephew's "Merry Christmas!" Later that evening, after returning to his dark, cold apartment, Scrooge receives a chilling visit from the ghost of his dead partner, Jacob Marley. Marley, looking haggard and pale, tells his unfortunate story. As punishment for his greedy and self-serving life, his spirit has been condemned to wander the Earth weighted down with heavy chains. Marley hopes to save Scrooge from sharing the same fate. Marley informs Scrooge that three spirits will visit him during each of the next three nights. After the ghost disappears, Scrooge collapses into a deep sleep.

#### SUMMARISE

- 
- 
- 
- 
- 

#### READ

He wakes moments before the arrival of the Ghost of Christmas Past, a strange childlike phantom with a brightly glowing head. The spirit escorts Scrooge on a journey into the past to previous Christmases from his earlier years. Invisible to those he watches, Scrooge revisits his childhood school days, his apprenticeship with a jolly merchant named Fezziwig, and his engagement to Belle, a woman who leaves Scrooge because his lust for money overshadows his ability to love another. Scrooge, deeply moved, sheds tears of regret before the phantom returns him to his bed. The Ghost of Christmas Present, a majestic giant dressed in a green fur robe, takes Scrooge through London to unveil Christmas as it will happen that year. Scrooge watches the large, bustling Cratchit family prepare a miniature feast in its meagre home. He discovers Bob Cratchit's crippled son, Tiny Tim, a courageous boy whose kindness and humility warms Scrooge's heart. The ghost then zips Scrooge to his nephew's to witness the Christmas party. Scrooge finds the jovial gathering delightful and pleads with the spirit to stay until the very end of the festivities. As the day passes, the spirit ages, becoming noticeably older. Toward the end of the day, he shows Scrooge two starved children, Ignorance and Want, living under his coat. He vanishes instantly as Scrooge notices a dark, hooded figure coming toward him.

#### SUMMARISE

- 
- 
- 
- 

**ACTIVITY TWO: Low Stakes Quiz Answer the multiple choice questions.**

**Who is Scrooge's clerk?**

- a) Bob Cratchit
- b) Fred
- c) Jacob Marley
- d) Fezziwig

**Who is Jacob Marley?**

- e) Scrooge's nephew
- f) A charity worker
- g) Scrooge's clerk
- h) Scrooge's old business partner

**How many ghosts does Marley say will visit Scrooge?**

- a) Two
- b) Three
- c) Four
- d) Five

**What is the first thing the Ghost of Christmas Past shows Scrooge?**

- a) His old school days
- b) His apprenticeship with Fezziwig
- c) His relationship with his fiancée, Belle.
- d) Belle's new family

**What is Bob Cratchit's son called?**

- a) Puny Pete
- b) Tiny Tim
- c) Small Sam
- d) Miniature Michael

What does the Ghost of Christmas Present reveal to Scrooge at the end of their time together?

- a) Scrooge's death
- b) The death of Tiny Tim
- c) Two children representing Ignorance and Want
- d) Scrooge's father

Scrooge is shown many things by the Ghost of Christmas Yet to Come including...

- a) vagabonds trying to sell his things.
- b) a poor couple expressing relief at his death.
- c) businessmen discussing his wealth and riches.
- d) his own grave.

What does Scrooge send round to Bob Cratchit's house?

- a) A goose
- b) A turkey
- c) Presents
- d) A bill

## ACTIVITY Three: Stave One quotations

**Revise the key quotations in Stave One by completing the activities.**

**TASK ONE:** Analyse the following quotations by answering the questions.

What language device has been used by Dickens here?  
Why compare Scrooge to an oyster?  
What similarities do they share?

### **'solitary as an oyster'**

What is Dickens' authorial intent? Why make Scrooge such a miserly character?  
What are the connotations of the adjective 'solitary'? Explore multiple interpretations.

What word types are these? What impression do they give you of the weather? What is the significance of the personification of 'biting'?

### **'cold, bleak, biting weather'**

What is Dickens' authorial intent? Why make the weather so horrendous at the beginning?  
How does this set the tone for what is to come? How is

What role does memory play at this point in the novel?  
What is the significance of the adjective 'incessant'?

**“No rest, no peace. Incessant torture of remorse.”**

What are the connotations of 'torture'?  
What is Dickens' authorial intent? Why present readers with the idea that 'remorse' can 'torture' them.

What is the significance of this quotation? What is Marley saying?  
What are the connotations of 'business'?

**“Mankind was my business.”**

Why say 'WAS my business'? Why past tense?  
Why does Dickens include this line?

How does this quotation link to themes of light and dark?  
Why does the spirit describe Scrooge's hands as 'worldly'?

**“Would you so soon put out, with worldly hands, the light I give?”**

How does the light Scrooge is surrounded by contrast with the events of Stave One?  
What is Dickens' authorial intent with this question

Why does the spirit take Scrooge to see Fezziwig?  
What are the connotations of each of the adjectives?

**'He called out in a comfortable, oily, rich, fat, jovial voice.'**

How do these adjectives contrast to the way Scrooge's voice was described in Stave One?  
What is Dickens' authorial intent here?

## Blood Brothers

The musical *Blood Brothers* begins as its Narrator tells the audience about the Johnstone twins, Mickey and Edward, who were separated at birth and died on the same day. We next meet the twins' mother, Mrs. Johnstone, a lower class woman who was abandoned by her husband after giving birth to seven children, and while pregnant with another. She reminisces about the days when she used to go dancing with her husband, who made her feel like Marilyn Monroe. Now, however, her life is a never-ending cycle of unpaid bills and hungry children. She works at the house of Mrs. Lyons, a wealthy woman who longs for a child of her own.

Mrs. Johnstone is devastated to find that she's carrying twins. There's no way she can afford to feed two more mouths. An unlikely solution presents itself, however, in the form of Mrs. Lyons, who pleads to take one of the twins—but only if Mrs. Johnstone swears, on the Bible, never to reveal the truth of their bargain. The Narrator warns that misfortunes will follow. Soon after, Mrs. Johnstone gives birth, and as Mrs. Lyons takes one of her twin boys away, the poorer woman laments all the debts she's had to pay. When she goes home, she lies to her children, telling them that one of the twins has died.

After Mrs. Johnstone returns to work, Mrs. Lyons grows jealous and suspicious, believing that Mrs. Johnstone is paying too much attention to the new baby. She proceeds to fire Mrs. Johnstone—and when the cleaning lady tries to take her baby back, Mrs. Lyons, knowing Mrs. Johnstone to be superstitious, comes up with a fatal lie. She tells Mrs. Johnstone that if two twins, separated at birth, ever learn the truth about their origins, they will die on the spot. Horrified, Mrs. Johnstone agrees to keep their secret. The Narrator warns that one day the Devil will come to punish the two women.

Seven years pass, and Mickey, the twin who stayed with Mrs. Johnstone, grows up in a rough-and-tumble environment. Edward still boys, the two meet by chance, and become fast friends. When they find that they share a birthday, they agree to become "blood brothers," allying against Mickey's bullying older brother, Sammy. When Mrs. Johnstone realizes that the two have met, she is horrified, and sends Edward away. Mrs. Lyons reacts even more violently, and contemplates uprooting her entire family in order to escape.

Despite their mothers' disapproval, Mickey and Edward continue to see each other, and we witness a series of children's games (many involving guns), as the two boys play with their other friend, Linda. The trio gets up to various pranks, eventually drawing the attention of the police, who threaten Mrs. Johnstone while flattering Mr. Lyons. Mrs. Lyons takes this moment to move her family to the country, despite Edward's lack of enthusiasm. Before Edward leaves, however, Mrs. Johnstone gives him a locket with a picture of herself and Mickey, so that he can always remember them. The boys are lonely without each other, but the first act ends on an optimistic note: Mrs. Johnstone's family is being relocated to the country as well, a move that she hopes will remove her children from a life of crime and squalor, and will help her to forget the sins of her past.

## Summarise

- 
- 
- 
- 
- 

As Act Two opens, seven years have passed, and the boys are now fourteen. Both have become interested in girls, but feel awkward and unsure. Mickey and Linda, meanwhile, clearly have romantic feelings for each other, but Mickey's lack of confidence has thus far kept them from any real connection. A moment of violence ruins this relatively calm beginning, as Sammy, now a full-fledged juvenile delinquent, attempts to rob a bus.

Mickey and Edward both struggle at school, with Mickey insulting a teacher, and Edward refusing to take off the locket despite his posh boarding school's dress code. When Mrs. Lyons learns of his disobedience, she's appalled, and she becomes even more upset when she sees the contents of the locket. The Narrator returns once again to remind Mrs. Lyons, and us, that the devil will be coming eventually.



After a failed romantic interaction with Linda, Mickey spots Edward, wishing that he could be suave and cool like “that guy.” Edward, meanwhile, longs for what he sees as Mickey’s freedom. The two meet, and after a moment, joyfully recognize each other. The two decide to see a porn film together, and set off for Mrs. Johnstone’s house together so that Mickey can get money—unaware that Mrs. Lyons is following them. Mrs. Johnstone is shocked but delighted to see her long-lost son. After the boys exit, Mrs. Lyons emerges. She accuses Mrs. Johnstone of stealing Edward’s affection, and claims that her son was never hers. She becomes violent, and attacks Mrs. Johnstone with a kitchen knife. Although eventually disarmed, she curses Mrs. Johnstone, calling her a witch, before exiting.

The boys meet up with Linda and experience yet another scrape with the police, before deciding to spend the summer together. An idyllic sequence follows, in which the trio transitions from fourteen to eighteen, glorying in the joys of youth and summer, even as the Narrator warns that soon, both their joy and their childhood will end. At eighteen, Edward—who has developed feelings for Linda—is going to university, while Mickey is working in a factory. With some encouragement from the self-sacrificing Edward, Mickey asks Linda to be his girlfriend, and she enthusiastically accepts.

In October, Mickey gives Mrs. Johnstone news: Linda is pregnant, and the two will be getting married. Their wedding, however, coincides with a severe economic downturn, and Mickey is fired. By the time that Edward returns for the Christmas holiday, his friend is downtrodden and careworn. Mickey tells Edward that he is still a child, and doesn’t know anything about life, claiming that the idea of blood brothers was just “kid stuff.” A rejected Edward meets up with Linda and confesses his love to her, but leaves after finding that she has married Mickey and is pregnant.

Mickey, impoverished and desperate, agrees to participate in a burglary with Sammy. The crime goes awry, and Sammy murders someone; he and Mickey are sentenced to jail. Imprisoned, Mickey becomes depressed, and is prescribed addictive antidepressants. After he’s released, he continues taking the pills, despite the pleas of his mother and his wife. Eventually, a desperate Linda asks Edward, now a city councilman, for help finding an apartment and getting Mickey a job. After Mickey reacts with anger at her efforts, the devastated Linda seeks comfort with Edward, and begins an affair with him.

As the two carry on their affair, Mickey resolves to stop taking his pills, for Linda’s sake. He’s derailed when Mrs. Lyons—fully unhinged—reveals Linda and Edward’s affair. The enraged Mickey finds a

gun and sets out to confront Edward, followed by a distraught Linda and Mrs. Johnstone. The Narrator warns that the devil has arrived. Finding Edward in the town hall, Mickey accuses him not simply of the affair, but of secretly fathering his child, which Edward denies. As Mickey continues to threaten Edward with the gun, Mrs. Johnstone bursts in and tells the young men the truth: that they are twins, separated at birth. This revelation completely unhinges Mickey, however, as he realizes that he could be the one living Edward's life. As he gesticulates wildly with the gun, he accidentally shoots and kills his twin, and is immediately shot and killed by the police in turn. The play ends with this horrific and bloody tableau, as the Narrator wonders what really killed the twins: superstition, or the British class system?

### Summarise

- 
- 
- 
- 
- 

### Low Stakes Quiz

#### 1. Who are the main characters in the play Blood Brothers?

- a) Mickey and Edward
- B) Mickey and Sammy
- C) Mrs. Johnstone and Mrs. Lyons
- D) All of the characters.

**2. Where is the play set?**

- A) Manchester
- B) Liverpool
- C) London
- D) Liverpool and Skelmersdale

**3. What is the relationship between Mickey and Edward?**

- A) Brothers
- B) Friends
- C) Cousins
- D) Twins separated at Birth

**4. Who adopts Edward after his birth?**

- A) Mrs. Lions
- B) Mrs. Gregory
- C) Mrs. Lyons
- D) Mrs .Johnstone

**5. What job does Mickey have when he grows up?**

- A) Teacher
- B) Shop Keeper
- C) Factory Worker
- D) he doesn't have a job

**6. What is a main theme in the play?**

- A) Love and betrayal
- B) class and fate
- C) revenge and justice
- D) rich and poor

**7. Which of the following songs are not sang by Mrs. Johnstone?**

- A) 'Long long road'
- B) Easy Terms
- C) Marilyn Monroe
- D) living on the never never

**8. Which event causes a tragic turning point in the play?**

- A) The splitting up of the twins
- B) The robbery
- C) Mrs. Lyons
- D) Mrs. Johnstone

**9. Who makes a warning that the twins should never find out they are brothers?**

- A) Mrs. Lyons
- B) Mrs. Johnstone
- C) the narrator
- D) Willy Russell

**10. How does the play end?**

- A) Edward leaves to live somewhere else
- B) Edward marries Linda
- C) Mickey and Edward are both killed
- D) Mrs. Johnstone tells the truth.

How does the quote reflect Mrs. Johnstone's view on fate?  
What are the connotations of each of the key words?

**'the devils got your number'**

How does this quote link to the narrator and his role in the play?  
What is Russell's authorial intent here?

What theme in the play does this quote link to?  
What are the connotations of each of the key words?

**'New shoes on the table take them off'**

How are Mrs. Lyons and Mrs. Johnstone different in their views of superstition?  
What is Russell's authorial intent here?

How does the quote reflect social stereotypes at the time of writing?  
What are the connotations of each of the key words?

## **'the house is your domain'**

How does this quote link to the decision to separate the twins?  
What is Russell's authorial intent here?

How does the quote reflect the way Mrs. Johnstone raises her children?  
What are the connotations of each of the key words?

## **'Allowed to play with matches'**

How does this quote link to the theme of violence ( think about the theme as a whole not just the incident with Sammy in this quotation)?  
What is Russell's authorial intent here?

What does this quote foreshadow?  
What themes does this quote link to?

**“They say that if either twin learns that he was once a pair, they will both immediately die.”**

How does Russell use the death of the twins, what point is he using them to make?  
How does this link to the class system and the message in the play?

What themes does this quote link to?  
What does the quotation suggest about the way Mickey is feeling at this point in the play?

**"(Screaming) You! Why couldn't you have given me away?"**

What does Mickey feel at this point in the play?  
How does this link to the class system and the message in the play?

## Consolidation: Plan a 5 paragraph essay to respond to the following questions.

A Christmas Carol.

Read the extract below and plan a response:

This extract is at the end of Scrooge's time with the Ghost of Christmas Yet to Come. The Spirit stood among the graves, and pointed down to One. He advanced towards it trembling.

The Phantom was exactly as it had been, but he dreaded that he saw new meaning in its solemn shape.

"Before I draw nearer to that stone to which you point," said Scrooge, "answer me one question.

Are these the shadows of the things that Will be, or are they shadows of things that May be, only?"

Still the Ghost pointed downward to the grave by which it stood.

"Men's courses will foreshadow certain ends, to which, if persevered in, they must lead," said

Scrooge. "But if the courses be departed from, the ends will change. Say it is thus with what you show me."

The Spirit was immovable as ever.

Scrooge crept towards it, trembling as he went; and following the finger, read upon the stone of the neglected grave his own name, EBENEZER SCROOGE.

"Am I that man who lay upon the bed?" he cried, upon his knees.

The finger pointed from the grave to him, and back again.

"No, Spirit! Oh no, no!"

The finger still was there.

"Spirit!" he cried, tight clutching at its robe, "hear me. I am not the man I was. I will not be the man I

must have been but for this intercourse. Why show me this, if I am past all hope?"

For the first time the hand appeared to shake.

"Good Spirit," he pursued, as down upon the ground he fell before it: "Your nature intercedes for

me, and pities me. Assure me that I yet may change these shadows you have shown me, by an altered life."

The kind hand trembled.

"I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the



Present, and the Future. The Spirits of all Three shall strive within me. I will not shut out the lessons that they teach. Oh, tell me I may sponge away the writing on this stone!" In his agony, he caught the spectral hand. It sought to free itself, but he was strong in his entreaty, and detained it. The Spirit, stronger yet, repulsed him. Holding up his hands in a last prayer to have his fate aye reversed, he saw an alteration in the Phantom's hood and dress. It shrunk, collapsed, and dwindled down into a bedpost.

Starting with this extract, how does Dickens present the theme of redemption in A Christmas Carol? Write about:

- ☐ how Dickens presents the theme of redemption in this extract
- ☐ how Dickens presents the theme of redemption in the novel as a whole.

[30 marks]

Thesis Statement:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Blood Brothers:

How far does Russell present Mrs.Lyons as a lonely and unhappy character in the play 'Blood Brothers'?

- Think about what Mrs.Lyons says and does.
- How Russell presents her as a declining character in the play.

30 marks  
4 SPAG

Thesis Statement:

Paragraph 2:

Paragraph 3:





Paragraph 4:

# Year 11 Science Infection and Response

Big Picture: why are we studying this now building on Year 7 and Year 10 Cell Biology and organisation. Organisms are organised on a cellular level.

1. Pathogens		Pathogens are microorganisms that cause infectious disease	
Viruses	Bacteria (prokaryotes)	Protists (eukaryotes)	Fungi (eukaryotes)
e.g. influenza, measles, HIV, tobacco mosaic virus	e.g. tuberculosis (TB), Salmonella, Gonorrhoea	e.g. dysentery, sleeping sickness, malaria	e.g. athlete's foot, thrush, rose black spot
DNA or RNA surrounded by a protein coat	No membrane bound organelles (no mitochondria or nucleus). Cell wall. Single celled organisms	Membrane bound organelles. Usually single celled.	Membrane bound organelles, cell wall made of chitin. Single celled or multi-cellular
Bacteria may produce toxins that damage tissues and make us feel ill		Viruses live and reproduce inside cells causing damage	

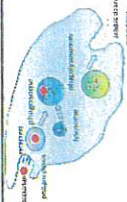
  

3. Defence	
Pathogens may infect plants or animals and can be spread by direct contact, water or air	
	<b>Nose</b> Nasal hairs, sticky mucus and cilia prevent pathogens entering through the nostrils.
	<b>Trachea and bronchus (respiratory system)</b> Lined with mucus to trap dust and pathogens. Cilia move the mucus upwards to be swallowed.
	<b>Stomach acid</b> Stomach acid (pH1) kills most ingested pathogens.
	<b>Skin</b> Hard to penetrate waterproof barrier. Glands secrete oil which kill microbes

2. Diseases				
Pathogen	Disease	Symptoms	Method of transmission	Control of spread
Virus	Measles	Fever, red skin rash.	Droplet infection from sneezes and coughs.	Vaccination as a child.
Virus	HIV	Initially flu like systems, serious damage to immune system.	Sexual contact and exchange of body fluids.	Anti-retroviral drugs and use of condoms.
Virus	Tobacco mosaic virus	Mosaic pattern on leaves.	Enters via wounds in epidermis caused by pests.	Remove infected leaves and control pests that damage the leaves.
Bacteria	Salmonella	Fever, cramp, vomiting, diarrhoea.	Food prepared in unhygienic conditions or not cooked properly.	Improve food hygiene, wash hands, vaccinate poultry, cook food thoroughly.
Bacteria	Gonorrhoea	Green discharge from penis or vagina.	Direct sexual contact or exchange of body fluids.	Use condoms. Treatment using antibiotics.
Protists	Malaria	Recurrent fever.	By an animal vector (mosquitoes).	Prevent breeding of mosquitoes. Use of nets to prevent bites.
Fungus	Rose black spot	Purple black spots on leaves.	Spores carried via wind or water.	Remove infected leaves. Spray with fungicide.

4. White Blood Cells		
Phagocytes	Phagocytosis	Phagocytes engulf the pathogens and digest them.
Lymphocytes	Antibody production	Specific antibodies destroy the pathogen. This takes time so an infection can occur. If a person is infected again by the same pathogen, the lymphocytes make antibodies much faster.
	Antitoxin production	Antitoxin is a type of antibody produced to counteract the toxins produced by bacteria.



Pathogens are identified by white blood cells by the different proteins on their surfaces **ANTIGENS.**

# Year 11 Science Infection and Response

Big Picture: why are we studying this now building on Year 7 and Year 10 Cell Biology and organisation. Organisms are organised on a cellular level

## 5 Vaccination

Used to immunise a large proportion of the population to prevent the spread of a pathogen

Vaccination	Small amount of dead or inactive form of the pathogen	1 <sup>st</sup> infection by pathogen	White blood cells detect pathogens in the vaccine. Antibodies are released into the blood.
		Re-infection by the same pathogen	White blood cells detect pathogens. Antibodies are made much faster and in larger amounts.

A person is unlikely to suffer the symptoms of the harmful disease and it's spread in a population is prevented

## 6. Antibiotics and Painkillers

Most new drugs are synthesised by chemists in the pharmaceutical industry.

Traditionally drugs were extracted from plants and microorganisms

<b>Digitalis</b>	Extracted from foxglove plants, used as a heart drug	<b>Aspirin</b>	A painkiller and anti-inflammatory that was first found in willow bark	<b>Penicillin</b>	Discovered by Alexander Fleming from the <i>Penicillium</i> mould and used as an antibiotic
			<b>Antibiotics have greatly reduced deaths from infectious bacterial disease</b>		
			<i>Bacteria can mutate</i>		
			Sometimes this makes them resistant to antibiotic drugs.		

antibiotics

*e.g. penicillin*

Kill infective bacteria inside the body. Specific bacterial infections require specific antibiotics.

Painkillers and other medicines

*e.g. aspirin, paracetamol, ibuprofen*

Drugs that are used to treat the symptoms of a disease. They do not kill pathogens

## 7. Drugs Trials

New drugs are extensively tested for:	<b>Efficacy</b>	Make sure the drug works
	<b>Toxicity</b>	Check that the drug is not poisonous
	<b>Dose</b>	The most suitable amount to take

Drugs have to be tested and trialled before to check they are safe and effective

It is difficult to develop drugs to kill viruses without harming body tissues because viruses live and reproduce inside cells

<b>Stage 1</b>	Healthy volunteers try small dose of the drug to check it is safe record any side effects	<b>Stage 2</b>	A small number of patients try the drug at a low dose to see if it works	<b>Stage 3</b>	A larger number of patients; different doses are trialled to find the optimum dose	<b>Stage 4</b>	A double blind trial will occur. The patients are divided into groups. Some will be given the drug and some a placebo.
----------------	---	----------------	--	----------------	--	----------------	--

Preclinical trials - using cells, tissues and live animals - must be carried out before the drug can be tested on humans.

Clinical trials use healthy volunteers and patients

Double blind trial: patients and scientists do not know who receives the new drug or placebo until the end of the trial. This avoids bias.

A placebo can look identical to the new drug but contain no active ingredients

# Year 11 Science Quantitative Chemistry

Big Picture: why are we studying this now Chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions and builds on reaction already studied

## 1. Relative Formula Mass

$M_r$	The sum of the relative atomic masses of the atoms in the formula	The sum of the $M_r$ of the reactants in the quantities shown equals the sum of the $M_r$ of the products in the quantities shown.	$2Mg + O_2 \rightarrow 2MgO$ $48g + 32g = 80g$ $80g = 80g$
-------	---	--	--

## 2. Conservation of mass

Conservation of mass	No atoms are lost or made during a chemical reaction	Mass of the products equals the mass of the reactants.
Balanced symbol equations	Represent chemical reactions and have the same number of atoms of each element on both sides of the equation	$H_2 + Cl_2 \rightarrow 2HCl$ Subscript numbers show the number of atoms of the element to its left. Normal script numbers show the number of molecules.

## 3. Limiting Reactants

The reactant that is completely used up	Limits the amount of product that is made	Less moles of product are made.
---	---	---------------------------------

## 4. Mass changes when a reactant or product is a gas

Mass appears to increase during a reaction	One of the reactants is a gas	Magnesium + oxygen $\rightarrow$ magnesium oxide
Mass appears to decrease during a reaction	One of the products is a gas and has escaped	Calcium carbonate $\rightarrow$ carbon dioxide + calcium oxide

## 5. Chemical Measurements

Whenever a measurement is taken, there is always some uncertainty about the result obtained	Can determine whether the mean value falls within the range of uncertainty of the result	<ol style="list-style-type: none"> <li>1. Calculate the mean</li> <li>2. Calculate the range of the results</li> <li>3. Estimate of uncertainty in mean would be half the range</li> </ol>
---	--	--

Example:

1. Mean value is 46.5s
2. Range of results is 44s to 49s = 5s
3. Time taken was 46.5s  $\pm$  2.5s

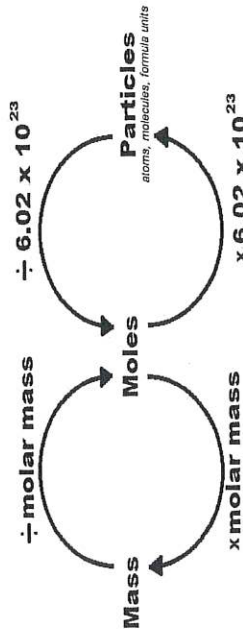
# Year 10 Science Quantitative Chemistry

Big Picture: why are we studying this now Chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions and builds on reaction already studied

## 6. Moles (HT)

Chemical amounts are measured in moles (mol)	Mass of one mole of a substance in grams = relative formula mass	One mole of H <sub>2</sub> O = 18g (1 + 1 + 16) One mole of Mg = 24g
--	--	---

Avogadro constant	One mole of any substance will contain the same number of particles, atoms, molecules or ions.	6.02 x 10 <sup>23</sup> per mole One mole of H <sub>2</sub> O will contain 6.02 x 10 <sup>23</sup> molecules One mole of NaCl will contain 6.02 x 10 <sup>23</sup> Na <sup>+</sup> ions
-------------------	--	---



How many moles of sulfuric acid molecules are there in 4.7g of sulfuric acid (H<sub>2</sub>SO<sub>4</sub>)? Give your answer to 1 significant figure.

$$\text{Number of moles} = \frac{\text{mass (g)}}{A_r} \quad \frac{M_r}{M_r}$$

$$\frac{4.7}{98} = 0.05 \text{ mol} \quad (M_r \text{ of } H_2SO_4)$$

## 7. Concentration of solutions

Measured in mass per given volume of solution (g/dm <sup>3</sup> )	$\text{Conc.} = \frac{\text{mass (g)}}{\text{volume (dm}^3)}$	HT only Greater mass = higher concentration. Greater volume = lower concentration.
--	---	--

## 8. Amount of substances in equations

Chemical equations show the number of moles reacting and the number of moles made	$Mg + 2HCl \rightarrow MgCl_2 + H_2$ One mole of magnesium reacts with two moles of hydrochloric acid to make one mole of magnesium chloride and one mole of hydrogen	If you have a 60g of Mg, what mass of HCl do you need to convert it to MgCl <sub>2</sub> ? $A_r: Mg = 24$ so mass of 1 mole of Mg = 24g $M_r: HCl (1 + 35.5)$ so mass of 1 mole of HCl = 36.5g So 60g of Mg is $60/24 = 2.5$ moles Balanced symbol equation tells us that for every one mole of Mg, you need two moles of HCl to react with it. So you need $2.5 \times 2 = 5$ moles of HCl You will need $5 \times 36.5g$ of HCl = 182.5g
---	--	--

The balancing numbers in a symbol equation can be calculated from the masses of reactants and products

Convert the masses in grams to amounts in moles and convert the number of moles to simple whole number ratios.

# Year 11 Science Energy Change

Big Picture: why are we studying this now Building on Year 9 Reactions topic and chemical change KS4 topics.

## 1. Types of Reaction

Endothermic	Energy is taken in from the surroundings so the temperature of the surroundings decreases	<ul style="list-style-type: none"> <li>Thermal decomposition</li> <li>Sports injury packs</li> </ul>
Exothermic	Energy is transferred to the surroundings so the temperature of the surroundings increases	<ul style="list-style-type: none"> <li>Combustion</li> <li>Hand warmers</li> <li>Neutralisation</li> </ul>

## 2. Reaction Profiles

Show the overall energy change of a reaction

Activation energy

Chemical reactions only happen when particles collide with sufficient energy

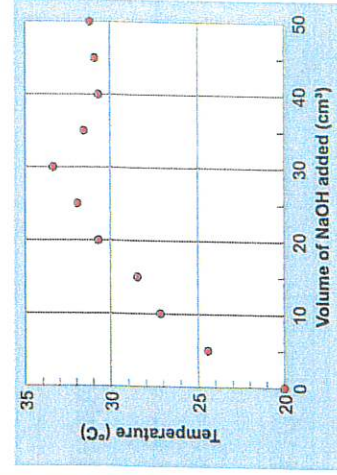
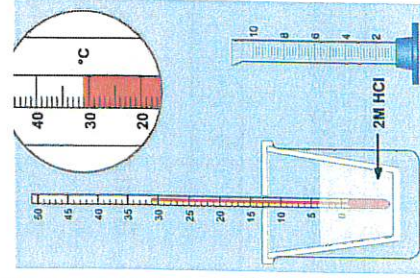
The minimum amount of energy that colliding particles must have in order to react is called the activation energy.

Endothermic		<p>Products are at a higher energy level than the reactants. As the reactants form products, energy is transferred from the surroundings to the reaction mixture. The temperature of the surroundings decreases because energy is taken in during the reaction.</p>
Exothermic		<p>Products are at a lower energy level than the reactants. When the reactants form products, energy is transferred to the surroundings. The temperature of the surroundings increases because energy is released during the reaction.</p>

## 3. Required Practical: Neutralisation (skills)

### Method

- Measure 30cm<sup>3</sup> of 2M HCl using a measuring cylinder and add to a polystyrene cup (good insulator and reduces heat loss).
- Record initial temperature using a thermometer.
- Add 5cm<sup>3</sup> NaOH and stir solution until highest temperature is reached and record it.
- Repeat adding 5cm<sup>3</sup> NaOH at a time until you have added 50cm<sup>3</sup> NaOH. Record temperature each time.



# Year 11 Science Energy Change

Big Picture: why are we studying this now Building on Year 9 Reactions topic and chemical change KS4 topics.

## 4. Reaction Profiles

Reaction profiles	Show the overall energy change of a reaction	Activation energy	Chemical reactions only happen when particles collide with sufficient energy	The minimum amount of energy that colliding particles must have in order to react is called the activation energy.
-------------------	--	-------------------	--	--

Endothermic		<p>Products are at a higher energy level than the reactants. As the reactants form products, energy is transferred from the surroundings to the reaction mixture. The temperature of the surroundings decreases because energy is taken in during the reaction.</p>
Exothermic		<p>Products are at a lower energy level than the reactants. When the reactants form products, energy is transferred to the surroundings. The temperature of the surroundings increases because energy is released during the reaction.</p>

## 5. Bond energies (Higher)

Breaking bonds in reactants	Endothermic process
Making bonds in products	Exothermic process

Overall energy change of a reaction	Exothermic	Energy released making new bonds is greater than the energy taken in breaking existing bonds.
	Endothermic	Energy needed to break existing bonds is greater than the energy released making new bonds.

Calculate the overall energy change for the forward reaction $N_2 + 3H_2 \rightleftharpoons 2NH_3$	Bond energies (in kJ/mol): H-H 436, H-N 391, N≡N 945
Bond energy calculation	<p>Bond breaking: <math>945 + (3 \times 436) = 945 + 1308 = 2253</math> kJ/mol</p> <p>Bond making: <math>6 \times 391 = 2346</math> kJ/mol</p> <p>Overall energy change = <math>2253 - 2346 = -93</math> kJ/mol</p> <p>Therefore reaction is exothermic overall.</p>



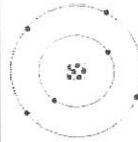
# Year 11 Science Atomic Structure (Physics)

Big Picture: new content not previously covered in KS3. First part of topic is cross over with Chemistry KS4 Atomic Structure

## 1. Atom Structure

Atom	Same number of protons and electrons		
Ion	Unequal number of electrons to protons		
Mass number	Number of protons <u>and</u> neutrons		
Atomic number	Number of protons		
Particle	Charge	Size	
Neutron	None	1	
Proton	+	1	
Electron	-	Tiny	
			Found
			In the nucleus
			Orbits the nucleus

Radius of an atom  
1 X 10<sup>-10</sup>m



Electrons lost

Positive ion

Electrons gained

Negative ion

Isotope

Different forms of an element with the same number of protons but different number of neutrons

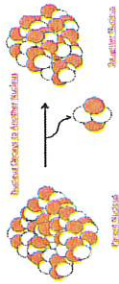
## 2. History of atom

Democritus	Suggested idea of atoms as small spheres that cannot be cut.
J J Thomson (1897)	Discovered electrons– emitted from surface of hot metal. Showed electrons are negatively charged and that they are much less massive than atoms.
Thomson (1904)	Proposed ' <i>plum pudding</i> ' model – atoms are a ball of positive charge with negative electrons embedded in it.
Geiger and Marsden (1909)	Directed beam of alpha particles (He <sup>2+</sup> ) at a thin sheet of gold foil. Found some travelled through, some were deflected, some bounced back.
Rutherford (1911)	Used above evidence to suggest alpha particles deflected due to electrostatic interaction between the very small charged nucleus, nucleus was massive. Proposed mass and positive charge contained in nucleus while electrons found outside the nucleus which cancel the positive charge exactly.
Bohr (1913)	Suggested modern model of atom – electrons in circular orbits around nucleus, electrons can change orbits by emitting or absorbing electromagnetic radiation. His research led to the idea of some particles within the nucleus having positive charge; these were named protons.
Chadwick (1932)	Discovered neutrons in nucleus – enabling other scientists to account for mass of atom.

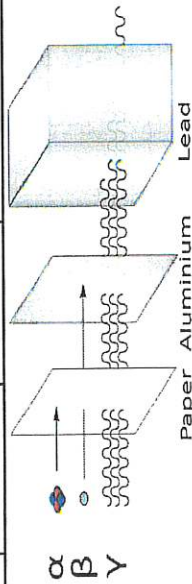
# Year 11 Science Atomic Structure (Physics)

Big Picture: new content not previously covered in KS3. First part of topic is cross over with Chemistry KS4 Atomic Structure

## 3. Nuclear Radiation



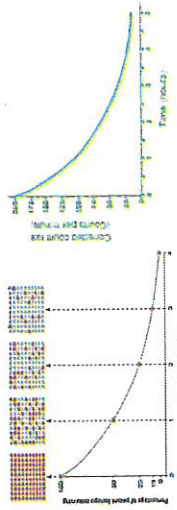
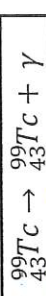
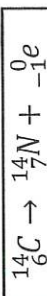
Decay	Range in air	Ionising power	Penetration power
Alpha	Few cm	Very strong	Stopped by paper
Beta	Few m	Medium	Stopped by Aluminium
Gamma	Great distances	Weak	Stopped by thick lead



Radioactive decay	Unstable atoms randomly emit radiation to become stable	
Detecting	Use Geiger Muller tube	
Unit	Becquerel	
Ionisation	All radiation ionises	

## 4. Nuclear Equations and Half life

Decay	Emitted from nucleus	Changes in mass number and atomic number
Alpha ( $\alpha$ )	Helium nuclei ( ${}^4_2\text{He}$ )	-4      -2
Beta ( $\beta$ )	Electron ( ${}^0_{-1}\text{e}$ )	0      +1
Gamma ( $\gamma$ )	Electromagnetic wave	0      0
Neutron	Neutron	-1      0



The time taken to lose half of its initial radioactivity

Contamination	Unwanted presence of radioactive atoms
Irradiation	Person is in exposed to radioactive source
Peer Review	When the findings of one scientist is checked by another scientist

As mass tourism has become more popular, issues have arisen. Modern developments in tourism include:

- 1) Enclave tourism – where tourists pay one price and get all travel, accommodation, food and drink in one place.
- 2) Cruise holidays – cruise ships sell all inclusive packages

Due to the tourists spending their money with a multinational holiday company and not local businesses it means many locals do not benefit from the tourists. The profits are LEAKED back to the MNCs that own the airline, hotels and cruise ships. Those that do benefit from tourists, such as fruit and souvenir sellers, often work in the informal sector.

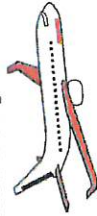
Despite these issues many countries still see the tourist industry as a route to development. It increases the tertiary sectors, but the positive multiplier can also mean more primary and secondary employment. For example, a hotel will buy food from local farmers, who may spend their money on fertilisers or clothing. The impacts of tourism include:

### Benefits

- Generates employment.
- Brings foreign exchange
- Wealth can be invested in service such as health and education
- New facilities provided for tourists can be used by locals

### Costs

- Jobs are often low paid and temporary
- Local culture is destroyed
- Fragile ecosystems, for example sand dunes, are destroyed
- Increased pollution from road and air traffic



### Using aid to develop.

Aid is the transfer of resources from a richer country to a poorer country. Different types of aid include:

- Bilateral aid – between two countries
- Multilateral aid – money donated by richer countries via organisations such as the UN
- Short term emergency aid – immediate relief following a natural disaster
- Long term development aid – a sustained programme of aid which aims to improve the standard of living
- Debt abolition – when richer countries cancel debt owed by poorer countries
- Aid from non-governmental organisations (NGOs): given through charities such as Oxfam.



### For

- Emergency aid saves lives and reduces misery
- Development aid can lead to long term improvements and increase standards of living
- Assistance in developing natural resources benefits global economy
- Aid for industrial development creates jobs and aid for agriculture increases food supply
- Provision of medical training and supplies improves health

### Against

- Aid can increase dependency on the donor country
- Profits from the large projects can go to multinationals and donor countries
- Aid doesn't always reach the people who need it and can be kept by corrupt officials
- Aid can be spent on prestige projects in urban areas rather than in the areas of real need
- Aid can be used as a weapon to exert political pressure on the receiving country



### Water Resources and management

The global consumption of water is rising. This is because:

- Population is rising
- Economic development. The more developed a nation the larger the use of water.
- Increased need by agriculture (e.g. mechanised sprinklers)
- Industrial growth. As more MNCs invest in NICs and LICs the more they will demand water.
- Consumerism – in richer countries we use things like dishwashers and washing machines.

How can we manage the supply of water?

1. Build dams and reservoirs to store water
2. Water supply schemes to "trade" water between countries.
3. Use of groundwater
4. Water conservation e.g. dual flush toilets.



India is a country that is over extracting its groundwater (the water table is 4m lower than in 2000)

- Reasons for this;
  - Some states like Gujarat have a long dry season
  - Surface stores (like reservoirs) are often polluted
  - Cheap electricity has encouraged farmers to dig deeper wells

### Solutions:

- The government can build more dams (this is an example of top down development)
- Farmers could be encouraged to conserve water e.g. rainwater harvesting (this is bottom up development)

India is a good example of a country where development varies between regions; e.g. Bihar is less developed (80% of population live in rural areas, education is poor, birth rate is high, farms and small and many work in this sector) Compared to well developed Maharashtra (3 of the largest cities in the country, centre for banking and insurance, lots of MNCs)

The UK also has regional differences. We have a north/south divide. In the north life expectancy is lower, average wage is lower, house prices are lower – many young people migrate to south for jobs.

A solution would be HS2. This high speed rail would encourage hi-tech companies to locate further north and therefore through jobs, or a positive multiplier bring development to the north.



Aid is the transfer of resources from a richer country to a poorer country. Different types of aid include:

- Bilateral aid – between two countries
- Multilateral aid – money donated by richer countries via organisations such as the UN
- Short term emergency aid – immediate relief following a natural disaster
- Long term development aid – a sustained programme of aid which aims to improve the standard of living
- Debt abolition – when richer countries cancel debt owed by poorer countries
- Aid from non-governmental organisations (NGOs): given through charities such as Oxfam.



### For

- Emergency aid saves lives and reduces misery
- Development aid can lead to long term improvements and increase standards of living
- Assistance in developing natural resources benefits global economy
- Aid for industrial development creates jobs and aid for agriculture increases food supply
- Provision of medical training and supplies improves health

### Against

- Aid can increase dependency on the donor country
- Profits from the large projects can go to multinationals and donor countries
- Aid doesn't always reach the people who need it and can be kept by corrupt officials
- Aid can be spent on prestige projects in urban areas rather than in the areas of real need
- Aid can be used as a weapon to exert political pressure on the receiving country



### Example of aid helping to reduce inequality in an LIC: Malawi

Most people in Malawi are subsistence farmers. The area in Middle Shire is affected by soil erosion during the rainy season. Reasons for this include:

- Rising population meaning deforestation due to increase need for firewood and land to grow food.
- Tobacco is the main cash crop; falling prices means more needs to be grown to generate the same return.

### The Community Vitalization and Afforestation in the Middle Shire (COVAMS) project.

This is a ten year project funded by the Japanese government aimed at reducing soil erosion by:

- Education on the causes
- Training farmers to plough hillsides following contours, slowing runoff.
- Building rock, wood and bamboo barriers across streams to slow the water flow
- Building terraces to reduce runoff
- Supplying fast growing tree species to speed up afforestation.

These types of projects kick start the development process.



### Fair trade – a guaranteed and fair price for a product

- The benefits include:
  - Minimum wages and safe working conditions
  - Restrictions on child labour
  - Protection of the environment
  - Improved schools and healthcare

Fair trade products include tea, coffee and chocolate. They often cost more than non-fair trade products.

### Fair trade: Ghana's cocoa trade

Ghana is a country in west Africa. It trades in gold, oil and cocoa.

1. 2.5 million farmers grow cocoa as their main crop

1. 90% is grown in smallholdings
2. Most cocoa is sold for export
3. 75% is exported to the EU where it is made into chocolate in Germany, Belgium and the UK

1. Production fluctuates depending on the weather, pests and disease
2. The average income for a cocoa farmer is £160 a year.

Fluctuating prices for commodities such as cocoa, tea and sugar makes it harder for farmers in Ghana to earn a fair wage.



### Example of tourism in an NIC: Vietnam

6 million tourists visited Vietnam in 2016. The increase was due to:

- Improved transportation – especially air travel
- Relaxed visa rules and greater private ownership
- Better image: Vietnam war finished over 40 years ago
- Attractive foreign exchange rates make Vietnam a cheap place to visit
- Unique tourist attractions such as:



1. Cu Chi Tunnels – used in the war
2. Temples – of various religions
3. Cuisine – a large variety of foods
4. Halong Bay – famous limestone karsts
5. Lango Co beach – beautiful spit and lagoon feature
6. Wildlife – diverse

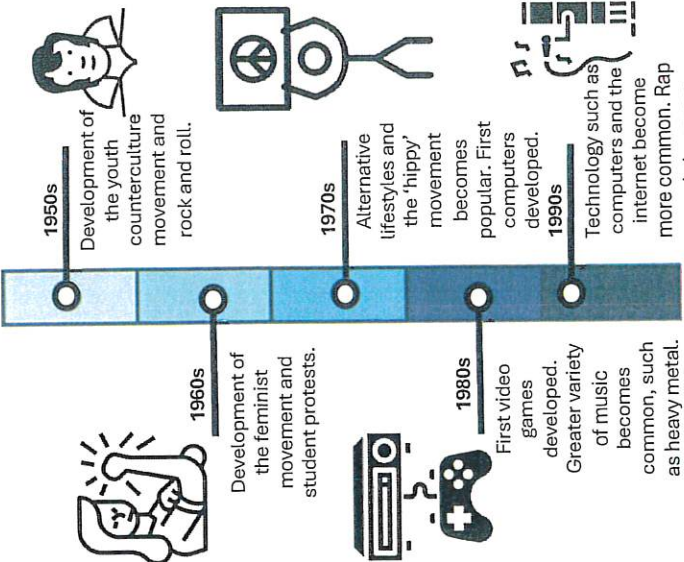
Employs 25,000 directly and 500,000 indirectly, bringing \$16.4 billion to the economy in 2015



Tourism is encouraging new skills and improving language skills


New services such as transport can be used by tourists and locals

## Geography spring term 2 homework revision knowledge organiser- Year 11

1. Key content		2. Vocab	
<ul style="list-style-type: none"> <li>The USA emerged from the Second World War having recovered from the Great Depression and the 1950s saw a new age of affluence, similar to the 'Roaring Twenties'. This new affluence brought huge changes in culture and for different groups in American society.</li> <li>The role of women began to change – having worked in factories and docks while men fought the Second World War, they showed that they were just as important to society as men were. This brought popular feminist movements campaigning for more gender equality in American society. By the year 2000, women were paid more and had more rights at work.</li> <li>New affluence brought freedom for many young Americans. They had more money to spend on music, films and clothes. Rock and Roll singers like Elvis Presley and Little Richard became icons and young people began to rebel against their parents views and expectations.</li> <li>Students became more politically engaged and protested against the war in Vietnam. These protests often turned violent and resulted in the deaths of four students at Kent State University in 1970.</li> <li>Technology also developed, introducing televisions, computers, games and the internet to their homes.</li> </ul>	Drive in cinema	A cinema to watch films while in your car	
	Generation gap	Difference in beliefs between different generations	
	Counterculture	A way of life seen as the opposite to the normal	
	Sexual permissiveness	Freedom to have relationships outside of marriage	
	Feminist	Someone who believes that men and women should be equal in all areas of life	
3. People			
<ul style="list-style-type: none"> <li><b>Elvis Presley:</b> Popular rock and roll singer of the 1950s and 1960s</li> <li><b>Jay-Z:</b> Popular rapper who popularised rap music in the 1990s</li> <li><b>James Dean:</b> American film star who represented rebellious American youth in the 1950s</li> <li><b>Bill Gates:</b> Founder of Microsoft who dominated the development of computers in the 1970s and 80s</li> <li><b>Betty Friedan:</b> Leading feminist thinker who wrote <i>The Feminist Mystique</i> in 1963</li> </ul>		 <p>The timeline shows a progression of social changes:         <ul style="list-style-type: none"> <li><b>1950s:</b> Development of the youth counterculture movement and rock and roll. (Icon: person with a starburst)</li> <li><b>1960s:</b> Development of the feminist movement and student protests. (Icon: person with a raised fist)</li> <li><b>1970s:</b> Alternative lifestyles and the 'hippy' movement becomes popular. First computers developed. (Icon: person with a peace sign)</li> <li><b>1980s:</b> First video games developed. Greater variety of music becomes common, such as heavy metal. (Icon: video game controller)</li> <li><b>1990s:</b> Technology such as computers and the internet become more common. Rap music becomes popular. (Icon: computer monitor and music notes)</li> </ul> </p>	

# OPTIONS SUBJECTS

## Record ideas, observations and insights

- Create a **title page** – your title page should include multiple starting points explaining what you like about the title you have chose.
- Create a **mood board** - Print photos from your gallery and from google  your book full of visual prompts of what we are looking at.
- Draw sketches based on your title 'Food' – take photos and draw them. It always looks good when going through student's work.

**Artist Research** - Find a couple of artists that link directly to your title and explain this. Why you chose them, what you like about them and how you plan to use their work in your build up.

Now that you have had your Exam title for over six weeks – you should have definitely done all of these. For the remaining time you are dedicating to art homework, you should be completing all of these or merely adding to them. Please see me for any additionally extension tasks.



## Present a personal Response

- In eight weeks time you will be asked to create a 'final piece' linking direct to your title – please make sure that you have built up to this with many little sketches showing the links to your photographs and the artists you have mentioned and studied throughout your sketch book.



<p><b>1. Cultural Impact of Technology</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b> The way technology influences daily life, communication, and cultural traditions.</li> <li>- <b>Positive Impacts:</b> <ul style="list-style-type: none"> <li>- Easier global communication (e.g., social media, video calls).</li> <li>- Access to online education and digital entertainment.</li> </ul> </li> <li>- <b>Negative Impacts:</b> <ul style="list-style-type: none"> <li>- Digital divide: Some people lack access to technology due to cost or location.</li> <li>- Loss of traditional skills due to automation.</li> </ul> </li> <li>- <b>Examples:</b> <ul style="list-style-type: none"> <li>- Social media changing how people interact worldwide.</li> <li>- The rise of digital streaming replacing physical media (e.g., Netflix replacing DVDs).</li> </ul> </li> </ul>	<p><b>2. Privacy and Surveillance</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>- <b>Definition:</b> The collection and monitoring of personal data through technology.</li> <li>- <b>Concerns:</b> <ul style="list-style-type: none"> <li>- Data protection and hacking risks.</li> <li>- Governments and companies tracking online activity.</li> </ul> </li> <li>- <b>Laws Protecting Privacy:</b> <ul style="list-style-type: none"> <li>- GDPR (General Data Protection Regulation) in the EU.</li> <li>- UK Data Protection Act (2018).</li> </ul> </li> <li>- <b>Examples:</b> <ul style="list-style-type: none"> <li>- CCTV cameras in public areas for security vs. invasion of privacy.</li> <li>- Websites tracking user activity through cookies.</li> </ul> </li> </ul> </li> </ul>	<p><b>3. Environment</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>- <b>Definition:</b> The effect of technology on the planet, including energy use and electronic waste.</li> <li>- <b>Negative Impacts:</b> <ul style="list-style-type: none"> <li>- <b>E-waste:</b> Discarded electronics contribute to pollution.</li> <li>- <b>Energy Consumption:</b> Data centers and cryptocurrency mining require massive amounts of power.</li> </ul> </li> <li>- <b>Positive Solutions:</b> <ul style="list-style-type: none"> <li>- <b>Renewable Energy:</b> Companies using solar and wind power.</li> <li>- <b>E-recycling:</b> Programs to refurbish and recycle old devices.</li> </ul> </li> <li>- <b>Examples:</b> <ul style="list-style-type: none"> <li>- Apple's recycling program to reuse materials from old iPhones.</li> <li>- The impact of electric cars in reducing carbon emissions.</li> </ul> </li> </ul> </li> </ul>
<p><b>4. Ethics</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>- <b>Definition:</b> Moral questions surrounding technology use.</li> </ul> </li> <li>- <b>Key Issues:</b> <ul style="list-style-type: none"> <li>- AI decision-making: Should machines make ethical choices?</li> <li>- Data usage: Should companies sell user data for profit?</li> <li>- Digital addiction: How should tech companies prevent excessive screen time?</li> </ul> </li> <li>- <b>Examples:</b> <ul style="list-style-type: none"> <li>- AI in self-driving cars: Who is responsible in an accident?</li> <li>- Facebook's responsibility in preventing the spread of fake news.</li> </ul> </li> </ul>	<p><b>5. Legal</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>- <b>Definition:</b> Laws designed to regulate technology use and prevent abuse.</li> </ul> </li> <li>- <b>Key Technology Laws:</b> <ul style="list-style-type: none"> <li>- <b>Computer Misuse Act (1990):</b> Protects against hacking and cybercrime.</li> <li>- <b>Copyright, Designs, and Patents Act (1988):</b> Protects creators' intellectual property.</li> <li>- <b>GDPR (2018):</b> Protects personal data and user privacy.</li> </ul> </li> <li>- <b>Examples:</b> <ul style="list-style-type: none"> <li>- A hacker being prosecuted under the Computer Misuse Act.</li> <li>- A YouTuber receiving a copyright strike for using unlicensed music.</li> </ul> </li> </ul>	

**Big Picture:** This term you will be working towards the completing of Component 3: Responding to a Brief You will be given a theme to create your own group dance piece. You should be demonstrating a range of rehearsals for camera and then a technical, dress and final performance. This knowledge organiser outlines the key information you will need to support you when completing written work both in the classroom and at home, please use it to guide you.

**2. Key concept - Component 3**

Learners will develop their performing arts skills and techniques through creating their own piece of work in response to a theme. In this component, you will develop performing skills and techniques. You will have the opportunity to specialise as a performer or designer. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work to create your own dance repertoire, applying relevant skills and techniques to a performance of your work.

**Task 1 – Research and ideas**

- Research your ideas
- Plan these ideas with your groups
- Consider how you will demonstrate the theme and the brief
- What resources will you need
- What ideas worked
- What ideas didn't work

**Task 2 – Skills and Techniques**

- Technical skills
- Physical skills
- Expressive skills
- Mental skills

**Task 3 – Performance**

- Technical skills
- Physical skills
- Expressive skills
- Mental skills
- Use of performance space

**Task 4 – Evaluation**

- What went well
- What did you enjoy
- How did your piece demonstrate the theme and the brief
- What was your audiences' responses
- What were your strengths
- What were your areas for improvement
- How well did you work and perform with your group

**Technical Skills**

- Action – what the body is doing
- Space – where the body is moving to
- Dynamics – how the body is moving
- Relationships – who you are moving with



**Physical Skills**

- Posture – way the body is held
- Alignment – Correct placement
- Control – start/stop movement, change direction, hold a shape efficiently
- Flexibility – the range of movement
- Strength – muscular power
- Coordination – Efficient combination of body parts
- Extension – lengthening one or more muscles
- Balance – a steady or held position
- Stamina – Ability to maintain physical and mental energy

**Expressive Skills**

- Aspects that contribute to performance and that engage the audience, such as focus and musicality
- Focus
- Musicality
- Demonstration of intent
- Projection
- Spatial awareness



<p><b>1. Firewalls</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> A security system that monitors and controls incoming and outgoing network traffic based on security rules.</li> <li>- <b>Types of Firewalls:</b></li> <li>- <b>Hardware Firewall:</b> A physical device that protects a network.</li> <li>- <b>Software Firewall:</b> A program installed on a device to filter traffic.</li> <li>- <b>Purpose:</b> Blocks unauthorized access while allowing legitimate communication.</li> <li>- <b>Examples:</b></li> <li>- A company uses a firewall to block employees from accessing unsafe websites.</li> <li>- Personal firewalls on Windows or macOS prevent unknown applications from connecting to the internet.</li> </ul>	<p><b>2. Anti-Virus Software</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> A program that detects and removes malware, such as viruses, spyware, and ransomware.</li> <li>- <b>How it Works:</b></li> <li>- Scans files and applications for known threats.</li> <li>- Uses virus definitions and heuristics to identify suspicious behavior.</li> <li>- <b>Importance:</b> Protects systems from data loss, identity theft, and unauthorized access.</li> <li>- <b>Examples:</b></li> <li>- Windows Defender automatically scanning files for threats.</li> <li>- Businesses using McAfee or Norton to protect corporate devices.</li> </ul>	<p><b>3. Device Hardening</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> Strengthening a device's security by reducing vulnerabilities.</li> <li>- <b>Methods of Device Hardening:</b></li> <li>- <b>Removing unnecessary software</b> to reduce attack surfaces.</li> <li>- <b>Disabling unused ports</b> to prevent unauthorized access.</li> <li>- <b>Applying software updates</b> to fix security flaws.</li> <li>- <b>Examples:</b></li> <li>- A company disables USB ports on employee computers to prevent unauthorized data transfers.</li> <li>- A user keeps their phone's operating system updated to protect against new threats.</li> </ul>
<p><b>4. Encryption</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> The process of converting data into unreadable code to prevent unauthorized access.</li> <li>- <b>Types of Encryption:</b></li> <li>- <b>Symmetric Encryption:</b> Uses the same key for encryption and decryption.</li> <li>- <b>Asymmetric Encryption:</b> Uses a public key for encryption and a private key for decryption.</li> <li>- <b>Importance:</b> Protects sensitive data in storage and during transmission.</li> <li>- <b>Examples:</b></li> <li>- HTTPS encrypts web traffic to secure online transactions.</li> <li>- End-to-end encryption in messaging apps like WhatsApp ensures only the sender and receiver can read messages.</li> </ul>	<p><b>5. Improving System Security</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> Measures used to protect computer systems from threats.</li> <li>- <b>Ways to Improve Security:</b></li> <li>- <b>Multi-Factor Authentication (MFA):</b> Adds extra security layers (e.g., passwords + fingerprint scanning).</li> <li>- <b>Regular Software Updates:</b> Fix security vulnerabilities in applications and operating systems.</li> <li>- <b>Access Control:</b> Restricting user access based on roles.</li> <li>- <b>Examples:</b></li> <li>- Using two-factor authentication (2FA) for online banking.</li> <li>- Setting strong password policies in a company's IT system.</li> </ul>	<p><b>6. Security Policies</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> Rules and guidelines that define how an organization manages security risks.</li> <li>- <b>Key Elements of Security Policies:</b></li> <li>- Password management rules (e.g., change every 90 days).</li> <li>- Acceptable use policies (e.g., no personal USB devices on company computers).</li> <li>- Incident response plans for cyberattacks.</li> <li>- <b>Examples:</b></li> <li>- A school enforces a policy requiring students to use complex passwords on their devices.</li> <li>- A business has a cybersecurity policy that mandates employee security training.</li> </ul>

## Key Terminology

**Cost of sale** – the costs of producing each item sold

**Turnover** – total revenue received by an enterprise over a period of time

**Gross Profit** = Turnover – Costs of Sales

**Net Profit** = Gross profit – all other expenses

**Capital** – money used to set up and grow the business

**Retained profit** – net profit used to help fund the growth of the business

**Debtor** – someone that owes money to the enterprise

**Creditor** – someone (suppliers) that the enterpriser owes money to

**Assets** – things the enterprise owns.

**Liabilities** – what the enterprise owes (Current must be paid back within a shorter period of time)

Financial records are important; To calculate costs, revenue and profit To track items ordered and returned To maintain customer records To check invoices have been paid

It is important to keep them accurate so... The correct quantities of goods are delivered Customers are under or over charged Calculations of costs and revenue are accurate Methods of payment – these are different ways an enterprise and customers can pay for goods and services

- 1) Cash (notes and coins) – accepted most places.
- 2) Debit Card – card linked to bank account
- 3) Credit card – allows you to spend up to agreed limit and then pay back at the end of the month or longer
- 4) Direct debit – an instruction to your bank to transfer money to another account on an agreed date
- 5) Cheque – a written agreement to pay an amount of money (now used a lot less)
- 6) Payment technologies – paypal, apple pay etc.

Positive Impacts (Safety, pay large amount in one go, easy to use online, interest free periods, ease of use) Negative impacts (theft, interest charged from bank, available funds in bank)

## Revenue and Costs

**Revenue** – the amount of money taken in by an enterprise....

Can be from sales – for example cash taken over the counter for goods Or Income from assets – e.g. hiring out equipment, interest on savings



**Costs** – **Start up costs** – spent before trading to help set up the enterprise e.g. buying machinery, shop fittings (the money to start up could come from savings, loans etc) **Running Costs** – split into fixed costs and variable costs Fixed – the costs they pay no matter how well they are doing e.g. rent, insurance, rates Variable – linked to the number of items sold e.g. a cake business will need more ingredients as it sells more TOTAL costs = Fixed + Variable costs

Statement of comprehensive income is a summary of the enterprises activities over a period of time (usually a year)

Sales revenue	£	15 000
Cost of sales	£	5 200
Gross profit	£	10 000
Less expenses	£	2 800
Profit	£	1 200
Manufacturing	£	500
Transport	£	1 800
Net Profit	£	3 900

*In financial statements figures are shown in brackets they are negative. The minus signs indicate.*

**Statement of financial position** – a snapshot of the assets and liabilities of an enterprise

These can be analysed to understand the enterprises performance. It will tell you... **Current liabilities** (those that need to be paid back in 1 year) **Long term liabilities** – to be paid back in more than a year **Fixed assets** – those not easily turned into cash **Current Assets** – easily turned into cash

Bank overdraft	£	1 000
Trade payables	£	2 000
Other payables	£	2 000
Current liabilities	£	5 000
Trade receivables	£	2 000
Inventory	£	2 000
Prepaid expenses	£	2 000
Other receivables	£	2 000
Current assets	£	8 000
Fixed assets	£	2 000
Total assets	£	10 000

**Profitability** = the ability of an enterprise to turn its revenue into profit **Liquidity** – how easy it is for an enterprise to turn its assets into cash

Increase profitability by raising prices (without reducing demand) or lower costs **Current Liquidity ratio** or the **working capital ratio** demonstrates the firms ability to meet its short-term commitments.

An ideal ratio of 2:1 is generally agreed. If the ratio is higher, 4:1 it could mean that the firm is inefficient and has too much money tied up in stock. On the other hand, a lower ratio value of 1:1 would mean that it may not be able to meet its debts quickly.

The formula is: **current assets: current liabilities**

Cash Flow forecasting – a prediction of how much money will come into the enterprise (inflow) and how much will go out (outflows)... overall it shows the net cash flow

**Inflows** = revenue from sales, loans, sales of assets **Outflows** = wages, buying raw materials, fuel for vans, rent, insurance, loan repayments etc.

The total receipts over a period of time are known as **gross receipts** – £1000 + £200 = £1200

The total payments over a period of time are known as **gross payments** – £1000 + £100 = £1100

This is a **gross cash flow** (shown in brackets) where total payments are greater than total receipts.

The strong balance at the end of the month suggests that net cash flow and the opening balance.

2019	Jan (€)	Feb (€)	Mar (€)
Cash inflows	1 000	2 000	3 000
Sales on credit	200	750	1 000
Bank loans	1 000	2 000	2 000
Total receipts	1 200	2 750	4 000
Cash outflows	750	900	1 150
Wages and bills	300	250	350
Raw materials	150	325	400
Other bills	150	300	350
Total payments	1 000	1 875	2 150
Net inflow/outflow	(200)	875	1 850
Opening balance	2 000	2 100	2 975
Closing balance	1 800	2 975	4 825

The net cash flow – the net cash flow – is the difference between the total receipts and the total payments. In February, there is a net cash flow (€875).

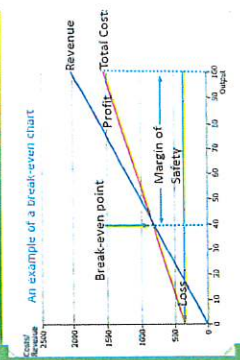
This closing balance is the amount of money available in the business at the end of the month. The opening balance is a net cash flow for the previous month. The net cash flow for the month of February, therefore, is the difference between the net cash flow and the opening balance.

Cash flow analysis allows an enterprise to predict issues which may have in the future... it might show a problem with inflows (e.g. sales in a particular month are low) or outflows e.g. rent is increased when they move to a bigger shop.

Other cash flow problems can be created when an enterprise receives a lot of bills at once (outflows increase), an unexpected bill like when a machine breaks down, debtors take longer to pay than expected.

Good cash flow analysis allows problems to be spotted quickly and put right, it knows when it can afford to expand the enterprise.

**Break Even Analysis** – a calculation (normally on a graph) of the break even point (where revenue = sales). It tells the entrepreneur the point which the enterprise will start making profit.



Sources of finance – when an enterprise needs money it can provide it from their own funds (internal source) or from somewhere else (external)

**Internal...** Retained profit – no interest and doesn't have to be repaid Sale of assets – good if asset is no longer needed Owner funds – an entrepreneurs own money

**External...** Bank overdrafts – can be arranged quickly but high interest rate Credit cards – instant finance but can be high interest rate Trade credit – assets can be purchased from a supplier and paid within 30-90 days

## TASK 1

### Voluntary work

A Belgian magazine has published an item about voluntary work, with suggestions about activities or organisations in which young people can be involved.

A	« 30 heures de famine » est le plus important événement de collecte d'argent au monde. Tu peux aider à sauver des vies en participant à cet événement.
B	On peut aider des enfants à l'école primaire qui ont des difficultés dans une matière particulière. Il faut aimer travailler avec les enfants.
C	On peut organiser une équipe de mini-handball dans une école primaire.
D	Notre association de scoutisme cherche des bénévoles. Nous recherchons des jeunes qui aiment l'aventure.
E	Tu peux aider les vieilles personnes vulnérables. Si tu donnes un peu de ton temps pour aller voir les gens qui habitent seuls, c'est génial.
F	Nos refuges trouvent des familles pour les bêtes abandonnées.

Choose an appropriate activity for the following people and write the correct letter in the box.

1	Someone who wants to help the elderly.	
---	--	--

(1)

2	Someone who likes animals.	
---	----------------------------	--

(1)

3	Someone who wants to help pupils improve their learning.	
---	--	--

(1)

4	Someone who wants to help raise money.	
---	--	--

(1)

(Total 4 marks)

## TASK 2

### Social issues

1	Dans certaines villes on sert des repas à prix réduit aux enfants de 5 à 7 ans à l'école. Pourtant on me dit que ça coûterait trop cher d'appliquer ce système partout dans le pays.
2	En France les jeunes peuvent porter ce qu'ils veulent pour aller au collège, un jean et un tee-shirt par exemple. Cependant, il est interdit de se couvrir la tête, ce qui pose un problème pour certaines musulmanes.

3	J'ai entendu à la télé des parents dire qu'ils vendent leurs propres vêtements pour pouvoir acheter les cahiers et les livres dont leurs enfants ont besoin pour leurs études.
4	Récemment il y a eu beaucoup de chômage, donc les organisations caritatives ont vu une grosse réduction du nombre d'articles donnés par le public, surtout les vêtements, qu'on garde plus longtemps.

Choose a title for each paragraph. Write the correct letter in each box.

A	Severe poverty
B	Downturn for charities
C	Underperforming schools
D	Inequality of funding
E	Protest to promote equality
F	Controversial rules
G	Televised charity appeal

(a)	Paragraph 1	
-----	-------------	--

(1)

(b)	Paragraph 2	
-----	-------------	--

(1)

(c)	Paragraph 3	
-----	-------------	--

(1)

(d)	Paragraph 4	
-----	-------------	--

(1)

(Total 4 marks)

### TASK 3.

#### Social issues

A Crime	F Smoking
B Drug abuse	G Unemployment
C Being overweight	H Inconsiderate behaviour
D Tiredness	I Shoplifting
E Alcohol abuse	

What is the problem mentioned in these statements? Write the correct letter in each box.

(a)	Simon écoute sa musique trop tard le soir. Les voisins ne sont pas contents.	
-----	--	--

(1)

(b)	Je trouve difficile d'arrêter de fumer.	
-----	---	--

(1)

(c)	Roxanne mange trop. Elle est trop grosse maintenant.	
-----	--	--

(1)

(d)	Mon père fait tout pour trouver un emploi, mais sans succès.	
-----	--	--

(1)

(e)	Armand regarde six heures de télé chaque soir. Il est souvent fatigué le lendemain.	
-----	---	--

(1)

(f)	Didier a un gros problème. Il se drogue.	
-----	--	--

(1)

(Total 6 marks)

## TASK 4

### Helping others

Read what these young people say they do to help other people.

		<p><b>Xavier</b></p> <p>J'ai un travail bénévole depuis un an. Je fais le ménage chez un couple de personnes âgées. J'aime bien ça, puisque je vois très rarement mes propres grands-parents.</p>
--	--	---

		<p><b>Marc</b></p> <p>Je distribue de la nourriture à des gens en difficulté. Certaines familles n'ont pas assez à manger; je trouve ça incroyable au 21e siècle. Il y a de plus en plus de pauvreté dans mon quartier, parce que la vie aujourd'hui est très chère.</p>
--	--	--

		<p><b>Emilie</b></p> <p>J'apprends le français à des étrangers. C'est un boulot qui me plaît énormément. Comme je voudrais devenir prof un jour, cette expérience me sera utile dans ma vie professionnelle. En plus, ça me permet de rencontrer des gens intéressants d'Afrique, d'Inde et d'Europe de l'Est.</p>
--	--	--

Read the following sentences.

Write:

- T (True)
- F (False)
- ? (Not mentioned)

**Example**

	Xavier does not have a lot of free time.	?
--	--	---

1	Xavier has been doing voluntary work for a year.	
---	--	--

(1)

2	Xavier spends a lot of time with his grandparents.	
---	--	--

(1)

3	Marc is shocked that some people do not have enough food.	
---	---	--

(1)

4	Members of Marc's family are unemployed.	
---	--	--

(1)

5	Emilie's voluntary work will benefit her in her future career.	
---	--	--

(1)

6	Emilie intends to travel the world when she is a teacher.	
---	---	--

(1)

(Total 6 marks)

## TASK 5

### Social issues

Read these campaign posters.

Choose the correct headline for these campaigns.

Write the correct letter in each box.

(a)	Save water.	
-----	-------------	--

(1)

(b)	Stop racism.	
-----	--------------	--

(1)

(c)	Say no to vandalism.	
-----	----------------------	--

(1)

(d)	Do not drink and drive.	
-----	-------------------------	--

(1)

(e)	Which campaign has already had some impact?	
	Write the correct letter in the box.	

(1)

(Total 5 marks)

## TASK 6

### Charity work

You see this online forum in which French students talk about ways of raising money for charity.

<b>Afifa :</b> A une fête locale, mes amis et moi avons vendu des boissons et des crêpes.
<b>Lucas :</b> Récemment, j'ai nettoyé des véhicules dans un garage.
<b>Manon :</b> J'ai récolté plus de 200 euros en faisant une course à pied.
<b>Nabil :</b> J'ai aidé à organiser une collecte de vêtements en ligne.
<b>Odile :</b> J'ai organisé un concert. On a chanté et on a fait des tours de magie.



**Rose :**

J'ai fait 4 kilomètres à vélo et 200 mètres à la nage.

**Timéo :**

J'ai demandé aux commerçants d'offrir des prix pour une tombola.

Which student has been raising money in the following way?

Write the name of the correct student in each box.

1 Who has used the Internet?

(1)

2 Who has provided refreshments?

(1)

3 Who has asked for prizes as donations?

(1)

4 Who has washed cars?



# Smithills School Hair & Beauty

Subject: Beauty Therapy  
Topic – LO3 – Understand marketing and the role of promotion within the hair and beauty sector

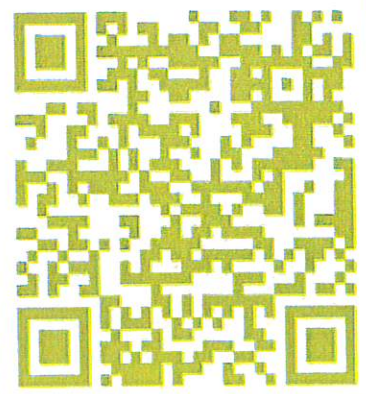
The definition of Marketing is bringing what you do in your business to the attention of a customer. Common examples of marketing are television commercials, social media, magazines, billboards on the side of the road

- Key Vocabulary**
- USP (unique selling points)
  - Customer retention
  - Satisfaction
  - Communication
  - Advertising
  - Gap in the market

A typical exam style question you may be asked on this topic would be –  
**Outline the consequences of high level and low level demand ?**

Market research methods		Examples
Primary	Secondary	Interviews, observation
Qualitative	Quantitative	Statistics, internet
		Can't be measured, emotions
		Can be measured, graphs, data

- The 4 P's in Marketing**
- Place
  - Price
  - Product
  - Promotion



Market Segmentation selects groups of people within a target market

Geographic Segmentation	Different groups of customers based on location and geographic boundaries.
Demographic Segmentation	Different groups of customers based on age, gender, income.
Psychographic Segmentation	Different groups of customers based on behaviour, lifestyle, attitudes and interests.
Behavioural Segmentation	Different groups of customers based on specific reactions to purchasing processes.

A niche market is typically a small to medium sized business but once established then it can move to a mass market business.



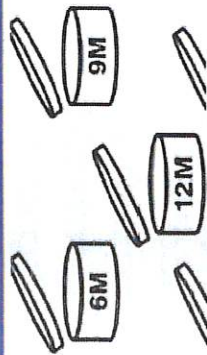
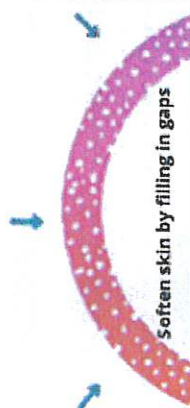
# Smithills School

## Hair & Beauty

**Subject: Beauty Therapy**  
**Topic – LO1 understanding the role of cosmetic ingredients within the hair and beauty sector**

- Key Vocabulary**
- Humectant
  - Emulsifier
  - Preservatives
  - Parabens
  - Stabilizers
  - Astringents
  - Antioxidants
  - Comedogenic

### Emollient



**A typical exam style question you maybe asked on this topic would be –**

**Outline** why is the correct pH value important and what effect it has on the skin?



The reasons for animal testing could practise surgical procedures, medicines and products for safety.

Stimulating effects can boost the circulation causing redness to the skin known as erythema

Ingredients	Products
Sodium laureth sulfate	Shampoo/cleansers
Dihydroxyacetone	Self tan products
Titanium dioxide	Loose and pressed powders
Alpha hydroxy acid (AHA)	Anti-aging moisturisers
Aloe Vera	After sun cream

The ingredients are:

- Phthalates
- Parabens
- Titanium dioxide
- Formaldehyde
- UV filters
- Glycerine
- Hydrogen peroxide
- Pigments
- Lanolin
- Squalene
- Urea



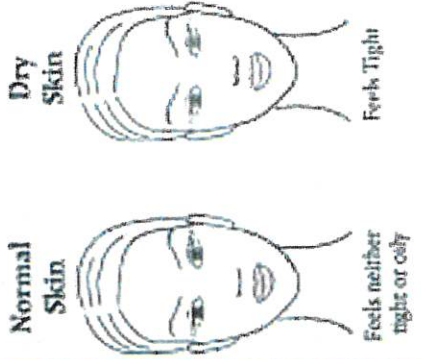
The effect of dangerous and toxic ingredients are skin rash, redness, difficulty breathing organ damage, autoimmune disease, carcinogenic



# Smithills School Hair & Beauty

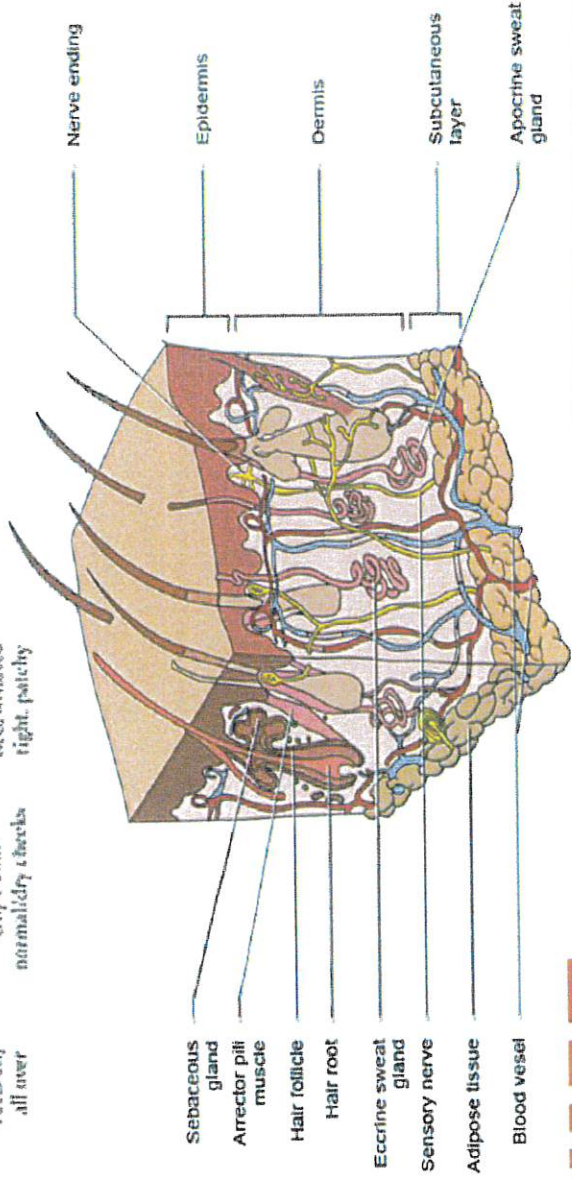
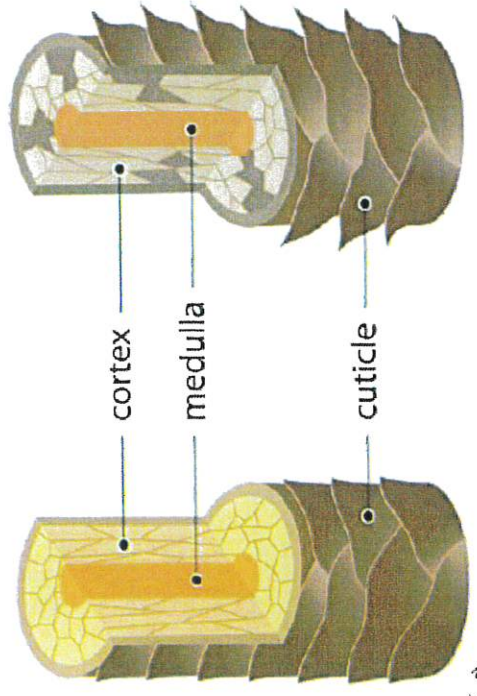
Subject: Beauty Therapy  
Topic – LO1 understanding the role of cosmetic ingredients within the hair and beauty sector

- Diseases & Disorders**
- Ringworm
  - Cold sores
  - Impetigo
  - Scabies
  - Eczema
  - Dermatitis
  - Psoriasis
  - acne



- Key Vocabulary**
- Characteristics
  - Pigmentation
  - Non-infectious
  - Hypodermis
  - Collagen
  - Epidermis
  - Dermis

- There are three layers of the hair:**
- Medulla – Central core of the hair strand
  - Cortex – Second layer of the hair strand
  - Cuticle – Outer covering of the hair strand



A typical exam style question you may be asked on this topic would be – Describe the purpose of the acid mantle on the epidermis ?

- AO1: Knowledge of health and wellbeing.
- AO2: Understanding of health and wellbeing.
- AO3: Apply knowledge and understanding of health and wellbeing.
- AO4: Make connections between aspects of health and wellbeing.

## Your Component 3 set task

Component 3 will be assessed through a series of questions which will be set by Pearson and externally marked. In some questions you will be asked to make an assessment of the healthcare needs of different service users using case studies.

### Revising your skills

Your assessed task could cover any of the essential content in Components 1, 2 and 3. You can revise the Component 3 content in this Revision Guide. This skills section is designed to **revise skills** that might be needed in your assessed task. The section uses selected content and outcomes to provide examples of ways to apply your skills.

Identify and explain factors that affect health and wellbeing in positive and negative ways

**Links**  
Look at pages 47 to 49

Interpret lifestyle indicators

**Links**  
Look at page 55

Using case studies.

**Links**  
Look at page 50

Identify barriers and obstacles to following recommended actions and support available

**Links**  
Look at page 57

Interpret physiological indicators

**Links**  
Look at pages 51 to 53

Complete a table that shows recommended actions that meet a person's needs, wishes and circumstances

**Links**  
Look at pages 51 to 56

- AO1: Knowledge of health and wellbeing.
- AO2: Understanding of health and wellbeing.
- AO3: Apply knowledge and understanding of health and wellbeing.
- AO4: Make connections between aspects of health and wellbeing.

## Identifying factors

You may be asked to identify factors that affect health and wellbeing from a list. These examples are multiple-choice questions.

Identify **one** social factor that can affect health and wellbeing.

- A religion
- B alcohol use
- C bullying
- D employment

Some questions do not require a written response. You choose the correct answer from a list you are given. Write a cross (X) in the box next to the answer you think is correct.

The student has correctly identified that **bullying** is a social factor. Religion is incorrect as it is a cultural factor, alcohol use is a lifestyle factor, and employment is an economic factor.

Read multiple-choice questions carefully and try not to jump to conclusions. If you are not sure, try to eliminate (rule out) answers you know are incorrect.

Try not to take too much time on these answers. If you are not sure go back to them later.

These questions draw on your knowledge of types of factors. You can research information about factors that affect health and wellbeing on pages 2-20.

Identify **two** effects of mental ill health.

- A stress
- B obesity
- C type 2 diabetes
- D anxiety

If you put a cross in the wrong box, put a line through like this  and put a cross in the right one.

Some questions may ask you to identify more than one factor. Read the questions carefully so that you know if you need to put a cross (X) in one or more boxes.

Stress and anxiety are both effects of mental ill health. Obesity and type 2 diabetes are types of physical ill health.

### Now try this

Identify **two** positive effects of cultural identity on health and wellbeing

- A Insecurity
- B participation
- C high self-esteem
- D isolation

Culture refers to the customs, beliefs, identity and practices of groups of people.

## Explaining factors with negative effects

You may need to identify, give, state or explain factors that have negative effects on health and wellbeing. 'State' and 'give' mean that you have to provide information about the negative effect. 'Identify' means that you need to select the correct answer from the information given. 'Explain' means you need to give a reason why the factor has a negative effect.

Identify two negative physical effects associated with smoking.

- emphysema
- liver disease
- type 2 diabetes
- heart attack

If you are asked to identify factors or health conditions make sure that you indicate the most likely answer(s).

Re-read page 9 on the effects of smoking.

### Sample response extract

Hearing loss  
Loss of sleep

These questions require a phrase or one-sentence answer. The student has correctly identified that noise pollution can affect hearing and the ability to sleep.

State two negative effects of noise pollution on health and wellbeing.

You may be asked for one or two examples. Make sure you give the required number so that you don't lose any marks.

Explain two negative effects on a child of a high level of parental conflict.

Questions may ask you for one or more examples.

If you are asked to explain, you must give an effect and go on to give reasons for that effect.

### Sample response extract

A child may have physical symptoms such as headaches because they are anxious and stressed.

A child may not be able to sleep because parents' noise keeps them awake at night.

Using the words 'because' or 'so' after the example will help you to give a full answer. This student has given sound reasons why a child may get headaches or be unable to sleep.

### Now try this

Explain two negative effects that discrimination has on emotional wellbeing.

A person will feel left out or not as important as others.

## Explaining factors with positive effects

Some questions may ask you to identify, give, state or explain positive effects of factors, life events or circumstances.

### Sample response extract

Being included can improve self-esteem.

Give one positive effect that social inclusion can have on the emotional wellbeing of an individual.

Remember the IPES classification. You could be asked about Physical, Intellectual, Emotional and Social factors.



Revise effects of inclusion on page 13.

### Sample response extract

Improves mobility  
Helps to maintain a healthy weight

You may be asked for one or two examples. Make sure you give the required number so that you don't lose any marks.

State two positive effects of regular physical activity on health and wellbeing.

This question requires a phrase or one-sentence answer for each effect. The student correctly identifies that exercise improves flexibility and strengthens muscles and is good for weight control.

### Sample response extract

A student may have higher self-esteem because they are progressing in their education.

A student may feel happy because they feel included in a new group of friends.

The question states that the student must explain emotional effects. This student has done this successfully because they include examples that focus on how the student may be feeling.

Be sure to read the question carefully in case it specifies the type of effect your answer should cover.

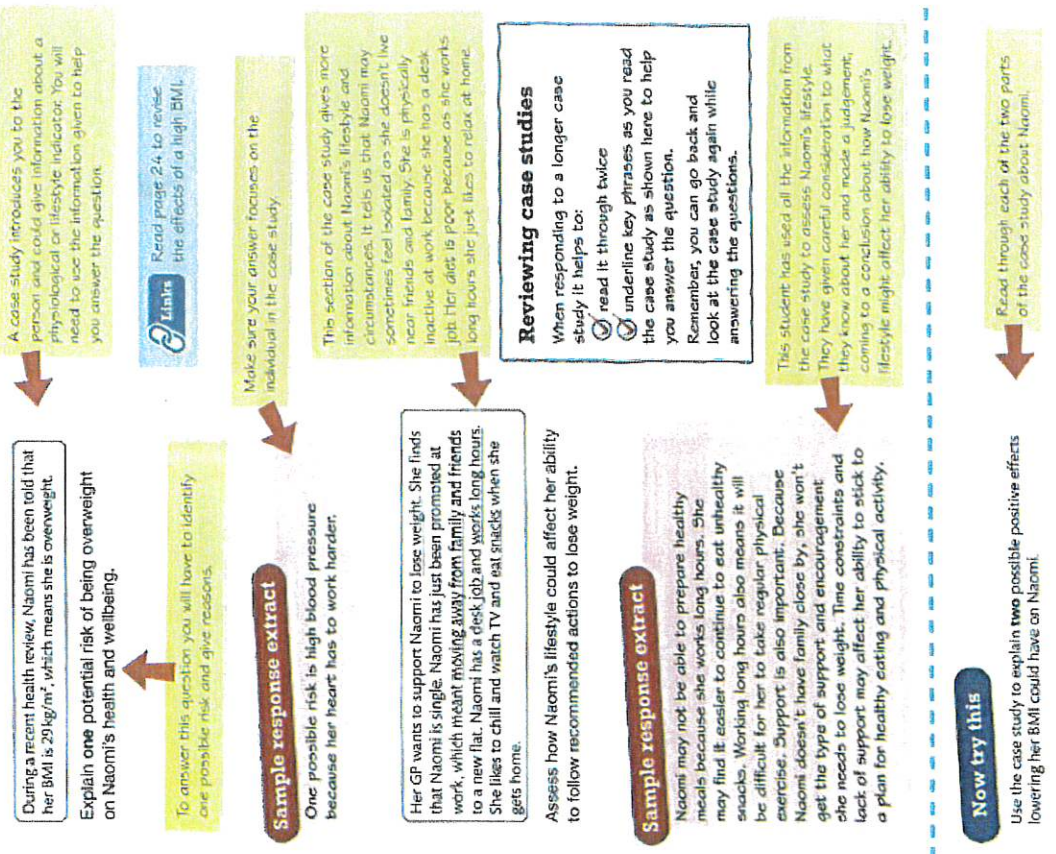
### Now try this

Explain two positive effects that starting college may have on a student's health and wellbeing.

It might help you to think about your own emotional responses when starting school or college.

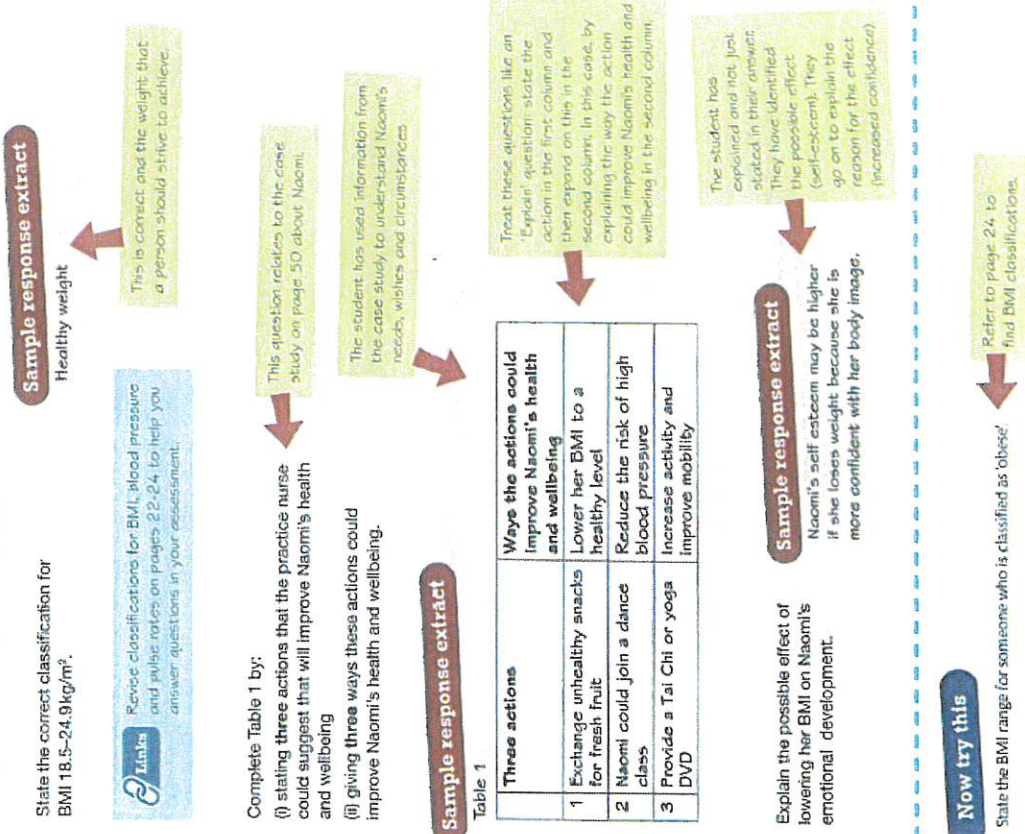
# Responding to case studies

Some questions ask you to respond to information about a specific person. Case studies can tell you about a person's health and lifestyle.



# Explaining physiological indicators – BMI

You may be asked to respond to a question about physiological indicators such as BMI and demonstrate knowledge of how it impacts on a person's health and wellbeing.



## Explaining physiological indicators – pulse

You may be asked to interpret data on a service user's resting pulse rate, predicted maximum pulse rate during exercise and recovery rate, and give a clear and detailed explanation about their current health and any possible physical health risks.

State two positive factors that may affect a pulse rate.

### Sample response extract

a healthy diet being physically active

Read the question carefully. Check the number of answers you need to give and whether you need to consider positive and/or negative effects. In this question you need to give two examples of positive effects.

You will not get any marks if you give two negative effects.

State the NHS guidance for the average RPR (resting pulse rate) of an adult.

### Sample response extract

60–100 bpm (beats per minute).

This student has clearly shown they know the range of a normal pulse rate. Remember that it may differ in children and athletes.

When Dev visits his health centre, he finds his resting pulse rate reading is 101 bpm.

Explain two possible long-term risks of a high pulse rate on Dev's physical health.

Long-term risk is something that will have a serious effect on health and wellbeing.

### Think

Re-read the normal heart rate (pulse) on page 22.

### Sample response extract

In the long term, Dev is at risk of a heart attack because his arteries may thicken. He may have a stroke because the blood vessels to his brain have weakened.

The student shows they understand that Dev's pulse is higher than normal readings. They use what they have learned about the possible effects a high pulse rate may have on health and wellbeing.

### Now try this

Give two possible short-term risks of a high pulse rate.

Read page 22 for short-term risks of a high pulse rate.

## Explaining physiological indicators – blood pressure

You may be given a person's blood pressure readings. Knowing the classifications – low, ideal, pre-high and high – will help you to answer questions about the level of risk to their health and wellbeing.

The nurse took this reading of Seema's blood pressure 130/85 mmHg.

State the classification for Seema's blood pressure.

### Sample response extract

Seema's blood pressure is in the pre-high range.

### Blood pressure readings

Readings show two numbers. Systolic at the top shows the maximum pressure as the heart contracts to push blood into the arteries. Diastolic at the bottom shows the minimum pressure in the arteries between heart beats. Remember, only one number (systolic or diastolic) has to be higher or lower than normal to be an abnormal blood pressure reading.

The student does not need to explain the effects, but just state the classification.

Seema recently moved to a new flat in a large city after the breakdown of her marriage. She's started to drink more alcohol than the recommended 14 units each week, which has increased her weight to an unhealthy level.

Assess the effect of Seema's lifestyle on her health and wellbeing.

To assess something, you need to carefully consider all the factors or events in the information you've been given and identify which are relevant to the question. In this case, these are Seema's lifestyle and the effect it might have on her health. You should make a judgement on their importance and come to a conclusion.

### Sample response extract

Seema's blood pressure may be in the pre-high range. This may be because Seema's heart is working too hard because she is overweight. Her blood pressure may also be raised because she is drinking more alcohol than advised. She may be stressed about her marriage breakdown. In the short term, she may feel dizzy and experience chest pains. If she does not change her lifestyle, her blood pressure may become higher still, increasing her risk of heart disease and stroke.

This student has used the information given to assess why Seema's blood pressure is higher than the ideal. They have considered the factors and made a judgement on how Seema's lifestyle is affecting her health and wellbeing, increasing the risks to her future health.

Finally, the student has come to a conclusion on the possible effects to her health if she does not change her lifestyle.

### Now try this

Give two actions that Seema could take that could help to lower her blood pressure.

Re-read the case study to see how Seema could change her lifestyle.



## Explaining social and cultural factors

You may be given more information about a person in a case study and asked to explain the possible social and emotional effects of additional factors that may affect their health and wellbeing.

Howard is from the Jewish faith. Before he moved, he lived in an area where there was a strong Jewish community. He was an active member of the synagogue where he knew many people and would stay to talk to them after each service.

This information discusses a cultural and religious factor that could have a positive or a negative effect on Howard. Both approaches could be valid.

Explain one negative effect of moving away from his community on Howard's wellbeing.

### Sample response extract

Howard has lost the social interaction that he had with the Jewish community, which is likely to have a negative effect on his emotional and social wellbeing because he no longer has the feelings of safety and security he developed through friendships and companionship.

Explain one positive effect of Howard's faith on his health and wellbeing.

### Sample response extract

Having a strong faith is likely to have a positive effect on Howard's emotional and social health and wellbeing because it may help him deal with worries and stress and give him a feeling of contentment.

### Now try this

Explain another negative effect of not being able to practise his faith on Howard's social and emotional wellbeing.

Revise information about social factors on page 13 and cultural factors on page 14.

If asked about effects of social and cultural factors, make sure you specifically link to these aspects of wellbeing. You might mention social interactions, relationships, self-image and feelings.

If you are asked to explain the effects of social factors on wellbeing you could answer like this:

This response focuses on the social aspect of friendships and social inclusion, and the emotional impact of the loss of social contacts.

This response focuses on the importance of Howard's religion and shared beliefs, and how that may help him to overcome negative factors.

Consider how not being able to attend his synagogue may impact on Howard's feelings about himself and his ability to socialise.

## Interpreting lifestyle indicators

You may be given information about a person's lifestyle, relating to nutrition, smoking, alcohol consumption, substance misuse or inactivity. You will need to interpret the data accurately, making direct reference to published guidance.

Josh drinks around 14 units of alcohol, but only drinks on his weekend off.

Describe how occasional heavy drinking could affect Josh's health and wellbeing.

This introduces Josh and tells you about his alcohol consumption.

### Sample response extract

Josh does not drink more than government recommended 14 units each week but he drinks this at weekends. Drinking heavily over a short time could lead Josh to become alcohol dependent. It may contribute to an increase in his weight. In the future, it would increase his risk of cancers, liver and heart disease.

Look back at page 25 to remind yourself about alcohol and lifestyle indicators.

### Sample response extract

Josh is inactive most of the week but does attend the gym once a week. According to recommended exercise levels, he should take 150 minutes of exercise spread over the week, so his visit to the gym may not be enough to help maintain his physical fitness and may be the cause of his back pain. Not getting enough exercise may result in a loss of lung capacity and reduction in stamina, leading to a raised pulse on blood pressure when he does need to exert himself. Inactivity can lead to obesity and joint pain, and increase his risk of diabetes and heart disease.

The student gives details about Josh's level of physical activity. They make links to government guidelines in order to interpret the information. They refer specifically to Josh's existing health condition (back pain) when explaining risks and then also give examples of other possible increased risks to health.

For a describe question, you just need to give an account of something. You don't need to include a reason.

Josh has been complaining of back pain. He tries to visit the gym each week but at other times takes little exercise.

Assess how Josh's inactivity could affect his health and wellbeing.

If you are asked to assess lifestyle data, you could answer like this. You must give details of the factors and come to a conclusion about the possible effects on the person's current physical health and wellbeing, and risks to their future physical health.

Look back at page 25 to remind yourself about lifestyle indicators and physical activity.

### Now try this

Josh's friends are trying to persuade him to use recreational drugs. State two effects of substance misuse on Josh's health and wellbeing.

Any use of recreational drugs can affect health. Re-read the information about substance misuse on page 11.

# Recommendations and actions

You could be asked to suggest actions for a service user. Health and wellbeing recommendations and actions should be person-centred, so that they take into account the person's needs, wishes and circumstances.

Kesh, aged 15, enjoys sport but gets out of breath and tires very easily. He misses breakfast but goes to the local fast-food shop at lunchtime. Kesh has low self-esteem because he is overweight and wants to lower his BMI.

Read the case study information carefully so that you can suggest actions based on Kesh's needs, wishes and circumstances.

Complete the table below by:

- stating **three** actions that the school nurse could suggest that will improve Kesh's health and wellbeing
- giving **three** ways these actions could improve Kesh's health and wellbeing.

### Sample response extract

Action	Ways the action can improve Kesh's health and wellbeing
Take gentle exercise 15 minutes each day.	It will increase his lung capacity.
Take a healthy lunch box to school.	It could reduce his weight.

Because Kesh gets out of breath easily, the student has recommended he starts with regular, gentle exercise. This will improve his lung capacity so he can breathe more easily. The student understands that visiting the fast-food shop regularly can only increase Kesh's weight. Cutting out fast food and eating more healthy will reduce his weight.

You may be asked about the types of support individuals may need to help them improve their health and wellbeing.

Links  
 Revise information on types of support on pages 35–36.

Explain **two** ways that support can improve the health and wellbeing of Kesh.

### Sample response extract

- A dietitian could help Kesh to plan more nutritious food for his lunchbox that he is more likely to enjoy and eat.
- A parent could encourage and praise Kesh so that he continues to take exercise each day.

These explanations clearly show how each example of support is 'person-centred'. In the first example, the student refers to providing food that Kesh is likely to eat. The student also realises that because Kesh has low self-esteem praise will be important and likely to help him stick to the plan.

### Now try this

Give **two** reasons why it is important to take into account a person's wishes.

Re-read the information about a person-centred approach on page 29.

# Understanding barriers and obstacles

As a healthcare professional, you must be able to understand the possible barriers and obstacles the service user might encounter when carrying out the recommended actions. You should be able to suggest how to overcome these.

### Sample response extract

Tom's recent stroke left him with a speech impairment, which may prevent him from expressing his wishes.

Tom has to rely on public transport to get to his hospital appointments, so may find difficulty in travelling alone to the hospital because of his reduced mobility.

Tom is 82 years old and lives alone in his 4th-floor flat. Tom had a stroke recently which has left him with speech impairment and mobility difficulties. He has to rely on public transport to attend speech therapy and physiotherapy at the local hospital.

Explain **two** barriers that could prevent Tom from improving his health and wellbeing.

Barriers prevent a person from accessing the service. How would it affect you if you couldn't express yourself? You may not consider travelling alone difficult, but is a barrier for a person aged 82.

Tom has been depressed since his partner's death last year. He feels isolated because he has no family living close by.

Explain **two** obstacles that could prevent Tom from improving his health and wellbeing.

An obstacle can block a person from taking actions and moving forward.

When considering barriers, try to put yourself in the position of the person.

You may be asked to give or describe ways to overcome barriers. An example might be to arrange for an advocate to support Tom to express his wishes and transport to get him to the hospital.

### Sample response extract

Tom's depression may deter him from attending his speech therapy and physiotherapy regularly, which will delay his improvement.

Tom may lack motivation to improve because he will not have support and encouragement from a partner or family who live close by.

For each example, the learner has given the obstacle and then used connective words like 'because' and 'which' to help explain how that obstacle could prevent Tom from improving his health and wellbeing.

### Now try this

State **two** barriers that a person with hearing loss may face when accessing services.

Think about how hearing loss would impact your use of services, such as booking/attending appointments.

## Level 1/2 Hospitality and Catering Knowledge Organiser: Unit 1: 1.1.1 - Types of Hospitality and catering provisions



### Hospitality and catering providers

You must understand, be able to name, and explain the two different provisions in hospitality and catering  
**Commercial:** the business aims to make profit from the hospitality and catering provision that they provide.  
**Non-commercial:** the service provider **doesn't** aim to make a profit from the service they provide.



#### Commercial (residential)

**Commercial (residential):** meaning the hospitality and catering provision aims to create a profit from the service they provide, but also offers accommodation.

For example:

- hotels, motels & hostels
- B&B, guest houses and Airbnb
- holiday parks, lodges, pods, and cabins
- campsites and caravan parks.

#### Non-commercial (residential)

**Non-commercial (residential):** the hospitality and catering provision offers accommodation but does not aim to make a profit from the service they provide.

For example:

- hospitals, hospices, and care homes
- armed forces
- prisons
- boarding schools, colleges, and university residences.

#### Commercial (non-residential)

**Commercial (non-residential):** catering establishments that aim to make a profit from their service, but no accommodation is provided.

For example:

- restaurants and bistros
- cafes, tea rooms and coffee shops
- takeaways
- fast food outlets
- public houses and bars
- airlines, cruise ships, long distance trains
- pop up restaurants
- food and drink provided by stadiums, concert halls and tourist attractions
- mobile food vans and street food trucks
- vending machines.

#### Non-commercial (non-residential)

**Non-commercial (non-residential):** catering establishments with no accommodation provided and don't aim to make a profit from their service.

For example:

- schools, colleges, and universities
- meals on wheels
- canteen in working establishments (subsidised)
- charity run food providers.



## Level 1/2 Hospitality and Catering: Unit 1-1.1.1 - Types of service in commercial and non-commercial provisions



### Types of service in commercial and non-commercial provision

You need to be able to understand and know the different types of service within commercial and non-commercial provision. They are split into two main categories of food service and residential service.



#### Food service

The different types of food services in the catering sector are listed below. You should know the meaning of each one and be able to provide examples. For instance;

Table service

- Plate: the food is put on plates in the kitchen and served by waiting staff. Good portion control and food presentation consistent.
- Silver: a waiter will transfer food from a serving dish to the customer's plate using a silver spoon and fork at their table.
- Banquet: a range of foods suitable for large catered events such as weddings, parties, or award ceremonies.
- Family style: the food is placed on serving bowls on the customer's table for customers to share between them.
- Gueridon: is served from a trolley to the customer's table, the food is then cooked and/or finished and presented in front of the customer. Creates an atmosphere of sophistication and entertainment.

Counter service

- Cafeteria: all types of food and drink are shown on a long counter for customers to move along with a tray for them to choose what they want to eat.
- Fast food: the food and drink is displayed on a menu behind the counter, often with pictures. Quick, simple, and usually served with disposable packaging.
- Buffet: a range of foods served on a big serving table where customers walk up to collect their plate and help themselves to food and drink. The food can be hot or cold, and some items could be served by waiting staff.

Personal service

- Tray or trolley: the meals are served on trays from a trolley and customers sometimes order items in advance.
- Home delivery: the customer's order is made over the phone or online, and is then delivered by the business to their address.
- Takeaway: food that's cooked by the business onsite and then eaten elsewhere.

#### Residential service

Listed below are the different types of residential types of service in the hospitality and catering sector. You should know the different types of service offered in various hospitality provisions.

Rooms:

- single/ double/ king/ family
- suite (en-suite bath/ shower room, shared facilities).

Refreshments:

- breakfast/ lunch/ evening meal
- 24-hour room service/ restaurant available.

Leisure facilities:

- spa
- gym
- swimming pool.

Conference and function facilities:

- large rooms
- overhead projector and computer
- pens and paper provided
- refreshments available.



## Level 1/2 Hospitality and Catering: Unit 1-1.1.2 - Types of employment roles and responsibilities within the industry



### Types of employment roles and responsibilities within the industry

There are four main areas within the industry that you should know the roles and responsibilities within. They are listed below.



#### Front of house

- Front of house manager: oversees all staff at the restaurant, provides training, hiring of staff, and ensures good customer service.
- Head waiter: oversees the waiting staff of the restaurant in high-end eating establishments.
- Waiting staff: greets customers, shows them their table, takes food and drink orders from customers, and serves them their order. Makes sure customers' needs are met, and that the food order is made correctly.
- Concierge: advises and helps customers with trips and tourist attractions. Books taxis for customers and parks customer cars.
- Receptionist: takes bookings, deals with questions and complaints from customers, checks-in customers, takes payment, and provides room keys.
- Maître d'hôte: oversees the service of food and drinks to customers. They greet customers, check bookings, reservations, and supervise waiting staff.

#### Housekeeping

- Chambermaid: cleans guests' rooms when they leave, and restocks products that have been used, they also provide new bedding and towels.
- Cleaner: cleans hallways and the public areas of the establishment.
- Maintenance: repairs and maintains the establishment's machines and equipment, such as heating and air conditioning. These responsibilities could also include painting, flooring repair or electrical repair.
- Caretaker: carries out the day to day maintenance of the establishment.



#### Kitchen brigade

- Executive chef: in charge of the whole kitchen, developing menus and overlooking the rest of the staff.
- Sous-Chef: the deputy in the kitchen and is in charge when the executive chef isn't available.
- Chef de partie: in charge of a specific area in the kitchen.
- Commis chef: learning different skills in all areas of the kitchen. Helps every chef in the kitchen.
- Pastry chef: prepares all desserts, pastry dishes and bakes.
- Kitchen assistant: helps with the peeling, chopping, washing, cutting of ingredients, and helps washing dishes and stored correctly.
- Apprentice: an individual in training in the kitchen and helps a chef prepare and cook dishes.
- Kitchen porter/ plongeur: washes the dishes and other cleaning duties.

#### Management

- Food and beverage: responsible for the provision of food and drink in the establishment which will include breakfast, lunch, dinner, and conferences.
- Housekeeping: ensuring laundering of bed linen & towels, ordering of cleaning products and overseeing housekeeping staff duties.
- Marketing: promotes events and offers to increase custom at the establishment, and is responsible for the revenue of the business.



## Level 1/2 Hospitality and Catering - Unit 1-1.1.2: Personal attributes, qualifications and experience

You need to be able to know and understand the different personal attributes, qualifications and experience that an employer would look for to fulfil different job roles in the hospitality and catering industry

#### Personal attributes

The list below names the different personal attributes that employees could need to fulfil different jobs in the industry:

- Team player
- Organised
- Flexible
- Good communicator
- Friendly
- Calm under pressure
- Willingness to learn and develop
- Pleasant
- Hygienic
- Punctual
- Hardworking
- Reliable
- Approachable
- Good listener
- Leadership qualities
- Sense of humour
- Ability to be proactive
- Good attention to detail
- High standard of personal appearance.



#### Qualifications

Apprenticeships and experience in the role or sector are two ways to fulfil certain job roles. Named below are some of the qualifications that could be required to fulfil certain jobs within the hospitality and catering sector.

##### Hospitality sector

- Level 1 Certificate in Business and Administration (office administration).
- Level 2 Certificate in Front of House Reception (hospitality and catering).
- Level 2 Diploma in Reception Operation and Services (hospitality and catering).
- GCSE English / Maths / Hospitality and Catering / Business / IT.

##### Catering sector

- Diploma in Catering.
- NVQ Food preparation and cooking.
- Bachelor's degree/catering management.
- City & Guilds diplomas in professional cookery.
- BTEC HND in professional cookery.
- A foundation degree in culinary arts.
- Health and safety and food hygiene certificates/food hygiene.
- Level 1/2 hospitality and catering.
- GCSE Food and Nutrition.
- Level 3 Food Science and Nutrition.
- First aid.



## The Impact of PEDs on Sport

PEDs don't just impact a single athlete. They can also impact a sport itself.

**Task 1** Explain how the use of PEDs in a sport may lead to these negative effects.

Negative Effect on a Sport	Explanation
Mistrust of results	
Reduced participation	
Damage to the sport's reputation	
Fewer spectators	
Loss of income	

**Task 2** Athletics has been linked with PED use for a number of years. Describe two reasons why an athlete might risk taking PEDs.

- 1) .....
- .....
- .....
- .....
- 2) .....
- .....
- .....
- .....



### Soapbox derby — now, that's got to be a clean sport...

If a sport had a reputation for drug use, for example cycling, would you be put off participating in it? If you were a parent, would you allow your young child to become involved in that sport?

Big Picture:

1. Key Concepts

<p><b>The nature of God 1.1</b> How is God perceived differently in Christianity? Christian beliefs about God. The Trinity - the importance of the Apostle's Creed and the Nicene Creed. The significance of SOWAs for Christians.</p>	<p><b>Creation 1.2</b> What is the importance of Creation for Christians today? Creation and the Trinity. The Creation story with reference to Genesis. The Garden of Eden – God falling out with Adam and Eve for disobeying him (The Fall). Christian attitudes towards the Creation story.</p>	<p><b>Incarnation 1.3</b> How is Jesus Christ seen as the incarnate Son of God? The birth, life, death and resurrection and teachings of Jesus Christ with reference to the Gospels. Hypostatic Union – the religious term to describe the union of Jesus' humanity and divinity in the one person. The importance of the Doctrine of the Incarnation for Christians today.</p>	<p><b>Last Days of Jesus' life 1.4</b> How does the Last Days of Jesus' life impact on Christians today? The Passion – the last days of Jesus' life focusing on his suffering. The Last Supper – with reference to the Gospels where Jesus told his disciples that he would no longer be with them physically. Good Friday and Jesus' arrest, trial and crucifixion. The resurrection and it's significance to Christians.</p>														
<p><b>Atonement and Salvation 1.5</b> What is Jesus's role in atonement and salvation? The Doctrines of The Fall and original sin – the story of Adam and Eve and how they were created perfect in a world without fault. Atonement and redemption – the idea that mankind being reconciled with God. Salvation – this means being granted eternal life with God and Jesus Christ after death. The significance of atonement and salvation for Christians today.</p>	<p><b>Eschatology 1.6</b> What are Christian beliefs about eschatology (end of the world)? The soul – Christians believe that each life has purpose and that death is not the end. The soul being immortal. Judgement- Human beings are accountable for their actions as they will eventually be judged before God and this will determine whether they go to heaven or hell. Heaven – a place described as peaceful and calm where no pain or suffering happens. Hell- a place where sinners go after death and endure eternal pain and suffering. Purgatory – a place where souls are purified and made holy enough to enter heaven. Similarities and differences between Christianity and Islam.</p>	<p><b>The problem of evil and suffering 1.7</b> What are Christian beliefs about evil and suffering? Evil and suffering in the world – with reference to the nature of God. Responses from theists, atheists and agnostics. Natural evil – suffering caused by nature. Moral evil – suffering caused by humans. The Christian response to evil and suffering. The Devil – evil in the world is due to the devil also known as Satan. Linked to the story of The Fall. Irenaenae theodicy – Irenaenae taught the purpose of the world was to develop morality of human beings. Humans need to grow in to the perfect likeness of God. The 'Vale of Soul Making' theodicy – Hick believed that God purposefully allowed evil in the world and left humans incomplete so they could develop their souls themselves. Augustinian theodicy – Augustine believed evil is in the world from the Original sin. Story of Job – suffering is there to test humankind.</p>	<p><b>2. Vocabulary</b></p> <table border="1"> <tr> <td data-bbox="528 439 624 573"><b>Atonement</b></td> <td data-bbox="528 47 624 439">The idea that through confession and reparation of sins, humans are able to restore their relationship with God.</td> </tr> <tr> <td data-bbox="624 439 743 573"><b>Incarnation</b></td> <td data-bbox="624 47 743 439">The belief that God came to Earth in human form (Jesus)</td> </tr> <tr> <td data-bbox="743 439 839 573"><b>Eschatology</b></td> <td data-bbox="743 47 839 439">The belief in life after death</td> </tr> <tr> <td data-bbox="839 439 1038 573"><b>Ascension</b></td> <td data-bbox="839 47 1038 439">The idea that Jesus rose to heaven.</td> </tr> </table>	<b>Atonement</b>	The idea that through confession and reparation of sins, humans are able to restore their relationship with God.	<b>Incarnation</b>	The belief that God came to Earth in human form (Jesus)	<b>Eschatology</b>	The belief in life after death	<b>Ascension</b>	The idea that Jesus rose to heaven.						
<b>Atonement</b>	The idea that through confession and reparation of sins, humans are able to restore their relationship with God.																
<b>Incarnation</b>	The belief that God came to Earth in human form (Jesus)																
<b>Eschatology</b>	The belief in life after death																
<b>Ascension</b>	The idea that Jesus rose to heaven.																
<p><b>3. Skills</b> Discuss differing versions of the Creation story. Evaluate whether the Good Friday is the most important of Jesus' Last Days. Explain why atonement is important to Christians. Explain why the Trinity is important to some Christians. Interpret SOWA and consider their application for and against one of the concepts</p>	<p><b>4. Key SOWA (Sources of wisdom and authority)</b></p> <p>Bible (Old and New Testament)-numerous The Nicene Creed Creation story accounts (Genesis) Incarnation story Last days of Jesus' life Apostle's Creed</p>	<p><b>5. Key Figures</b></p> <table border="1"> <tr> <td data-bbox="1102 931 1190 1099"><b>Jesus</b></td> <td data-bbox="1102 573 1190 931">His birth, life, death and resurrection along with his teachings.</td> </tr> <tr> <td data-bbox="1190 931 1286 1099"><b>God</b></td> <td data-bbox="1190 573 1286 931">The nature of God.</td> </tr> <tr> <td data-bbox="1286 931 1374 1099"><b>Job</b></td> <td data-bbox="1286 573 1374 931">Biblical figure who coped with suffering.</td> </tr> </table>	<b>Jesus</b>	His birth, life, death and resurrection along with his teachings.	<b>God</b>	The nature of God.	<b>Job</b>	Biblical figure who coped with suffering.	<p><b>6. Assessment Criteria</b></p> <table border="1"> <tr> <td data-bbox="1102 439 1190 573"><b>State/Outline</b></td> <td data-bbox="1102 47 1190 439">Give 3 examples in 3 different sentences</td> </tr> <tr> <td data-bbox="1190 439 1286 573"><b>Explain</b></td> <td data-bbox="1190 47 1286 439">2 developed reasons in 2 sentences. (develop with examples / SOWAs or explanation)</td> </tr> <tr> <td data-bbox="1286 439 1414 573"><b>Explain and SOWA</b></td> <td data-bbox="1286 47 1414 439">2 developed reasons in 2 sentences. (develop with examples / SOWAs or explanation) and link in a SOWA to support the points.</td> </tr> <tr> <td data-bbox="1414 439 1528 573"><b>Evaluate</b></td> <td data-bbox="1414 47 1528 439">Higher level answers will state which is the stronger argument and WHY this argument is more compelling.</td> </tr> </table>	<b>State/Outline</b>	Give 3 examples in 3 different sentences	<b>Explain</b>	2 developed reasons in 2 sentences. (develop with examples / SOWAs or explanation)	<b>Explain and SOWA</b>	2 developed reasons in 2 sentences. (develop with examples / SOWAs or explanation) and link in a SOWA to support the points.	<b>Evaluate</b>	Higher level answers will state which is the stronger argument and WHY this argument is more compelling.
<b>Jesus</b>	His birth, life, death and resurrection along with his teachings.																
<b>God</b>	The nature of God.																
<b>Job</b>	Biblical figure who coped with suffering.																
<b>State/Outline</b>	Give 3 examples in 3 different sentences																
<b>Explain</b>	2 developed reasons in 2 sentences. (develop with examples / SOWAs or explanation)																
<b>Explain and SOWA</b>	2 developed reasons in 2 sentences. (develop with examples / SOWAs or explanation) and link in a SOWA to support the points.																
<b>Evaluate</b>	Higher level answers will state which is the stronger argument and WHY this argument is more compelling.																

## Task 1:

### Q1.

*Historia de una escalera*, a play by Antonio Buero Vallejo

You read this extract adapted from the play.

It is a conversation between Don Manuel and Doña Asunción.

<b>Don Manuel</b>	Y Fernando, ¿qué hace?
<b>Doña Asunción</b>	Trabaja en la papelería. Pero no está contento. ¡El salario es tan bajo! Tiene muchos planes. Quiere ser arquitecto, ingeniero... En su tiempo libre le gusta leer y pensar. Siempre en su cama. Y escribe cosas también, poemas. ¡Muy bonitos!

Finish the sentences.

Write the correct letter in each box.

1 Fernando works...

<b>A</b>	as an architect.	<input type="text"/>
<b>B</b>	as an engineer.	<input type="text"/>
<b>C</b>	in a stationery shop.	<input type="text"/>

(1)

2 Doña Asunción thinks that Fernando...

<b>A</b>	does not earn very much.	<input type="text"/>
<b>B</b>	has no plans for the future.	<input type="text"/>
<b>C</b>	enjoys his job.	<input type="text"/>

(1)

3 Fernando likes to spend his time...

<b>A</b>	eating and reading.	<input type="text"/>
<b>B</b>	sleeping and writing.	<input type="text"/>
<b>C</b>	reading and thinking.	<input type="text"/>

(1)

(Total 3 marks)

## Task 2:

### Q2.

**El empleo en España** Lees este mensaje de tu amigo Carlos sobre los empleos en España.

Según un periódico, pronto no necesitaremos pilotos porque los aviones serán automáticos.

En mi colegio, lo interesante es que el 51% de los estudiantes de entre 15 y 17 años quiere ser médico y el 2% veterinario.

El 56% de los estudiantes de entre 12 y 14 años elige ser profesor y el 3% enfermero.

Mi amigo tiene mucho interés en ser policía, pero yo no. Seré futbolista.

**Carlos**

Completa las frases usando palabras de la lista.

Escribe la letra correcta en cada casilla.

A	enfermero
B	futbolista
C	médico
D	piloto
E	policía
F	profesor

- 1 Ser no tiene futuro. (1)
  - 2 En el colegio de Carlos, la mayoría de los estudiantes de entre 15 y 17 años quiere ser . (1)
  - 3 En su colegio, muy pocos estudiantes de entre 12 y 14 años optan por ser . (1)
  - 4 Carlos no quiere ser . (1)
- (Total 4 marks)

### Task 3:

#### Q3.

*El oscuro adiós de Teresa Lanza, una novela de Toni Hill Gumbao* Lees el texto.

Greta disfruta sus estudios, aunque hay algunos temas que le interesan más que otros. Cuando siente curiosidad no puede parar. El problema es que no ha conseguido decidir qué carrera hacer en el futuro porque le interesan tantas cosas.

Greta y su hermano Dante decidieron tomarse un año sabático el año próximo. Los dos planearon un año en Toronto, en Canadá, para perfeccionar el inglés y visitar algunas atracciones.

¿Qué frases son correctas?



Escribe

**A** si solo la frase **A** es correcta.

**B** si solo la frase **B** es correcta.

**A+B** si las frases **A** y **B** son correctas.

1

<b>A</b>	A Greta le interesan igualmente todas las cosas que estudia.	
<b>B</b>	A Greta le gusta mucho estudiar.	

(1)

2

<b>A</b>	Cuando le fascina un tema, Greta lo estudia con entusiasmo.	
<b>B</b>	Greta sabe qué carrera va a comenzar en el futuro.	

(1)

3

<b>A</b>	Greta y Dante van a pasar doce meses fuera de casa.	
<b>B</b>	Greta y Dante comparten los mismos planes para el año que viene.	

(1)

(Total 3 marks)

#### Task 4:

#### Q4.

Rozalén

You read this article about a Spanish singer called Rozalén.

Rozalén es una de las principales cantantes españolas. Su último álbum ha alcanzado el número 1 de los discos más vendidos en España. Además, hace poco tiempo recibió un premio por la mejor canción para una película.

Su padre era sacerdote\*, pero dejó la Iglesia cuando se enamoró de la madre de Rozalén. Rozalén estudió psicología en la universidad porque su padre estaba muy seguro que el camino futuro de su hija no debía ir por el mundo de música. Él no deseaba ver a su hija fracasar.

Después de sus estudios, Rozalén empezó a escribir música y ahora es una de las artistas de mayor éxito en directo. Además, trabaja con ONGs y dona gran parte de su dinero a obras benéficas, sobre todo para proteger a los niños maltratados.

En sus conciertos, está acompañada por un intérprete de lengua de signos. De esta manera, presenta unos espectáculos muy inclusivos.

\*sacerdote – priest

Answer the questions in **English**.

1 What **exactly** has Rozalén won her most recent award for?

---

---

(1)

2 Why did Rozalén's father **not** want her to work in the music industry?

---

---

(1)

3 Who **exactly** benefits most from the money that Rozalén donates to charity?

---

---

(1)

(Total 3 marks)

## Task 5:

### Q5.

#### Mi instituto

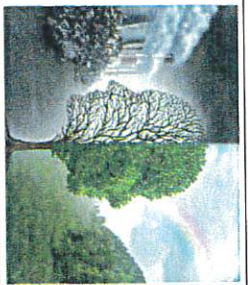
Completa el texto usando palabras de la lista.

Escribe la letra correcta en cada casilla.

<b>A</b>	advertir
<b>B</b>	agotar
<b>C</b>	combatir
<b>D</b>	cometer
<b>E</b>	ensuciar

- 1 Tristemente, muchos jóvenes siguen fumando. Por eso en los pasillos de mi instituto hay avisos para a los estudiantes sobre los peligros del tabaquismo. (1)
  
  - 2 En el patio hay anuncios que nos recuerdan que tiremos los envases en los contenedores de reciclaje. Es importante no los espacios verdes con nuestros desperdicios. (1)
  
  - 3 Los profesores no toleran a los estudiantes que hacen daño o amenazan a otros. Dan castigos rigurosos a los agresores. Con estas medidas han conseguido la intimidación. (1)
- (Total 3 marks)**

**Big Picture: Why are we learning this now?**  
In this double unit we are going to focus on the topic of 'Environment'; why/looking after it is important, how can we protect it and what are the causes of environmental problems.



### 1. Key Concepts

Comparing the past to now:

Pehlay ..... lekin ab .....  
Jab main chota/i tha/i .....  
Bachpan main .....  
Puraanay zamaanay main ... jabkay ....  
Puraanay log ..... say zyada/kam ...

### 2. Processes: Subordinate Clause

Even though ..... [independent sentence]

Halaankay

حالانکہ

### 4. Vocabulary 1: Environment

Mahol	Environment	ماحول
Aloodhgi	Pollution	آلودگی
Fizaabee	Air	فضائی
Dhundh	Fog	دھند
Garmee	Warming	گرمی
Kura Kirkat	Litter	کوڑا کرکٹ
Gaariyon	Car traffic	گاڑیوں کی بھیر
ki bheer		

### 5. Vocabulary 2: Adjectives

Khushboodhaar	خوشبودار
Badhboodhaar	بدبودار
Gandha ilaaqa	گندا علاقہ
Saaf ilaaqa	صاف علاقہ
Thabaabee	تباہی

### 3. Sentence starters

ماحول کی حفاظت کے لیے میں....  
آلودگی ایک بہت بڑا مسئلہ ہے  
کیونکہ.....  
موسم کی تبدیلی کی وجہ یہ ہے کہ....

### 6. Assessment

تم ماحول کو کیسے صاف رکھتے ہو؟  
آلودگی کو کیسے آپ کم کر سکتے ہیں؟  
کوڑا کرکٹ کو کہاں پھینکنا چاہیے اور  
کیوں؟  
اگر تبدیلی نا آئی تو کیا ہوگا؟

## HT 1 & 2: Urdu Homework (in addition to the Knowledge Organiser work)

Each fortnight:

- Visit *dailypakistan.com.pk/daily-bites* website
- Select an article that you are interested in
- Write out the article headline in Urdu
- Translate the headline into English
- Identify 5 difficult Urdu words from the article and translate them into English

