



Huish Episcopi Academy

The best in everyone™

Part of United Learning

Knowledge Organisers

Year 11

Spring Term A

Name:

Tutor Group:

Respect

•

Ambition

•

Resilience

Huish Episcopi Academy Year 11 English Literature Knowledge Organiser – A Christmas Carol

| Context | | |
|---------|---|---|
| 1 | Author | Charles Dickens |
| 2 | Published | December 1843 |
| 3 | Era | Victorian |
| 4 | Genre | Allegorical; ghost story; polemic; political & social commentary |
| 5 | Setting | Victorian London (& rural Britain) |
| 6 | Structure | Five stave cyclical novella |
| 7 | Dickens' construction of secular Christmas values | <ul style="list-style-type: none"> • Secular means 'non-religious' • Until the mid 1800s, Christmas was solely a religious festival • Dickens popularised the cultural elements we associate with Christmas today: food, decorations, music, games • Celebrates the values of goodwill, benevolence and forgiveness |
| 8 | Malthusian Theory | <ul style="list-style-type: none"> • Thomas Malthus was a controversial economist upon which Malthusian Theory is named • In response to concerns about over-population, Malthus suggested that the 'surplus population' (the poor) should be left to starve |
| 9 | The Poor Law | <ul style="list-style-type: none"> • 1834 • Passed by the government to deter poor people from claiming financial help • Forced poor people who could not depend on themselves into workhouses |
| 10 | The Supernatural | <ul style="list-style-type: none"> • Refers to things that are above or beyond what is natural; otherworldly • Victorian society was fascinated by ghosts and spirituality |

| Authorial Intent | | |
|------------------|------------------------|---|
| 1 | To encourage... | ...his Victorian readers to acknowledge the suffering and the plights of the poor. |
| 2 | To expose... | ...his readers to the injustices of the class system. |
| 3 | To refute... | ...traditional, Malthusian attitudes towards the poor and expose the dangers of ignorance and want. |
| 4 | To warn... | ...his readers of the terrifying consequences of forsaking philanthropy. |
| 5 | To present... | ...a scathing social commentary on Victorian society and criticise the misanthropic views of his wealthy reader. |
| 6 | To celebrate... | ...the contentment of close family relationships and the joys of the festive season: a time for kindness, peace and charity. |
| Themes | | |
| 1 | Poverty | <ul style="list-style-type: none"> • Dickens felt strongly that Victorian society ignored the poverty of the working class and underclass. • While the rich enjoyed excess and comfort, the poor were forced to live in dreadful conditions of destitution. |
| 2 | Greed | <ul style="list-style-type: none"> • Dickens suggests greed is the cause of poverty. • If the avaricious rich would acknowledge the plight of the poor, the cycle of poverty could be broken. |
| 3 | Charity & Philanthropy | <ul style="list-style-type: none"> • Dickens perceived charity as a social & moral obligation and duty, particularly for the rich. • Sharing wealth could end the suffering of the poor and bring about a happier and more content society for all. |
| 4 | Christmas Spirit | <ul style="list-style-type: none"> • Dickens associates Christmas Spirit with generosity, compassion and kindness. • Characters such as the Ghost of Christmas Present & Fezziwig embody the ideals of Christmas Spirit |
| 5 | Family & Relationships | <ul style="list-style-type: none"> • Dickens attaches the values of Christmas Spirit with family and uses it to show the contentment that comes from relationships that allow you to demonstrate these values. |
| 6 | Redemption | <ul style="list-style-type: none"> • The idea of being saved from evil or sin. • The moral message of the story is that all can be redeemed, even the most misanthropic in society. |

Huish Episcopi Academy Year 11 English Literature Knowledge Organiser – A Christmas Carol

| Key Terminology and Vocabulary | | |
|--------------------------------|---------------------|--|
| 1 | Stave | Chapters in the novella, but we normally associate staves with music, as if the book is a Christmas carol, and each chapter is part of the song. |
| 2 | Symbolism | The use of symbols to represent ideas or qualities. |
| 3 | Intrusive narrator | A narrator who interrupts the story to provide a commentary to the reader on some aspect of the story or on a more general topic. |
| 4 | Circular structure | Circular narratives cycle through the story one event at a time to end back where the story originated. |
| 5 | Allegory | A story that can be interpreted to reveal a hidden meaning, typically a moral or political one. |
| 6 | Allegorical figures | An allegorical figure is a character that serves two purposes: first, they are an important person in the story in their own right, and, second, they represent abstract meanings or ideas. |
| 7 | Foreshadowing | Foreshadowing is a literary device in which a writer gives an advance hint of what is to come later in the story. |
| 8 | Didactic | A type of literature that is written to inform or instruct the reader, especially in moral or political lessons. |
| 9 | Polemic | A strong verbal or written attack on someone or something. |
| 10 | Malthusian | Population growth will outstrip agricultural growth, leading to economic disaster. |
| 11 | Purgatory | A place or state of suffering inhabited by the souls of sinners. |
| 12 | Misanthropic | Having or showing a dislike of other people; unsociable. |
| 13 | Philanthropic | Seeking to promote the welfare of others; generous and benevolent. |
| 14 | Avaricious | Having or showing an extreme greed for wealth or material gain. |
| 15 | Benevolent | Well-meaning and kindly. |
| 16 | Solitude | The state or situation of being alone. |
| 17 | Resolute | Admirably purposeful, determined, and unwavering. |
| 18 | Remorse | Deep regret or guilt for a wrong committed. |
| 19 | Redemption | Being saved or saving someone from evil, sin or suffering. |
| 20 | Capitalism | An economic, political, and social system in which property, business, and industry are privately owned. The system is directed towards making the greatest possible profits for the owners of production. |
| 21 | Inequality | The difference in social status, wealth, or opportunity between people or groups. |
| 22 | Injustice | A situation in which there is no fairness, justice, or equality in the treatment of a person or persons. |

| Characters & Plot | | |
|-------------------|------------------------------------|--|
| 1 | Ebenezer Scrooge | <ul style="list-style-type: none"> The novella's protagonist A cold, isolated miser whose experience with the ghosts result in his redemption |
| 2 | The Cratchit Family | <ul style="list-style-type: none"> Bob Cratchit is Scrooge's only employee: a poor clerk, treated cruelly by Scrooge but content with the love of his family Tiny Tim is Bob's disabled son who rises above his own suffering to think of others |
| 3 | Fred | <ul style="list-style-type: none"> Scrooge's nephew (his sister Fan's son). The antithesis to Scrooge: excitable, generous, forgiving |
| 5 | Marley (& Ghost of) | <ul style="list-style-type: none"> Scrooge's dead business partner Appears to warn Scrooge of the errors of his ways that Marley is now in purgatory for |
| 6 | The Ghost of Christmas Past | <ul style="list-style-type: none"> Allegorical of memory Shows Scrooge is past Christmases Symbolic of hope and enlightenment |
| 7 | Fezziwig | <ul style="list-style-type: none"> Scrooge's old employer (deceased) The antithesis to Scrooge: generous, kind employer, community man |
| 8 | Belle | <ul style="list-style-type: none"> Scrooge's ex-fiancée She broke off their engagement because of Scrooge's greed and obsession with money |
| 9 | The Ghost of Christmas Present | <ul style="list-style-type: none"> Symbolises Christmas Spirit Embodies and models generosity and kindness Gives to those 'most in need' |
| 10 | Ignorance & Want | <ul style="list-style-type: none"> Two emaciated and animalistic children They personify the concept of Ignorance & Want They humanise the plight of the poor |
| 11 | The Ghost of Christmas Yet to Come | <ul style="list-style-type: none"> The most ominous of the spirits, sent to frighten Scrooge This 'phantom' does not speak and is faceless to symbolise the uncertainty of the future |

| 1. Context | | |
|---|--|---|
| <p>Playwright: Shakespeare (April 23rd 1564-April 23rd 1616)</p> <p>Dates: written around 1606</p> <p>Published: in 'the First Folio, 1623</p> <p>Era: Jacobean</p> <p>Genre: Tragedy = A play ending with the suffering and death of the main character.</p> <p>Set: Scotland,</p> <p>Structure: Five Act Play</p> | | <p>Macbeth. The plot is partly based on fact. Macbeth was a real 11th Century king who reigned Scotland from 1040-1057.</p> <p>The play was most likely written in 1606 – the year after the Gunpowder Plot of 1605 – and reflects the insecurities of Jacobean politics.</p> |
| <p>The Divine Right of Kings says that a monarch is not subject to earthly authority and that they have the right to rule directly from the will of God.</p> <p>It implies that only God can judge an unjust king. Any attempt to depose, dethrone or restrict his powers is against God.</p> <p>The action of killing a king is called regicide and is considered a terrible crime.</p> | | <p>King James I of England (and VI of Scotland) came to the throne in 1603 following the death of Queen Elizabeth I. The play pays homage to the king's Scottish lineage.</p> <p>King James was convinced about the reality of witchcraft and its great danger to him leading to witch trials.</p> |
| <p>Shakespearean Tragedy. The climax must end in a tremendous catastrophe involving the death of the main character; the character's death is caused by their own flaw(s) (hamartia) yet the character has something the audience can identify with.</p> | | <p>The Great Chain of Being was a belief in a strict religious hierarchy (see key vocabulary) of all things which was believed to have been decreed by God.</p> <p>The chain starts from God and progresses downward (angels, demons, stars, moon, kings, princes, nobles, commoners, wild animals, domesticated animals, trees, other plants, precious stones, precious metals, and other minerals)</p> |
| Conventions of a Shakespearean Tragedy | | |
| A tragic hero who falls from greatness through a flaw of their own character. | Hamartia – the flaw in the tragic hero that destroys them. | A hero of status – the central characters are people of importance, with power and status to lose. |
| External conflict – his tragedies feature conflict between characters, and always lead to death. | Internal conflict – there are frequent moments of self-doubt or internal torment. | Supernatural elements – Many of Shakespeare's tragedies feature supernatural influences. |

Year 11 English Lit MACBETH Knowledge Organiser

| 2. Key Characters | |
|--|---|
| Macbeth: The eponymous protagonist is the tragic hero of this play. He is both ambitious and ruthless. He falls from loyal and respected warrior to a paranoid, tyrannical king, before dying in battle in Act V. | |
| Lady Macbeth: A strong, ambitious and manipulative woman who exerts pressure on Macbeth to pursue his ambition of becoming king by murdering Duncan. Unable to deal with the guilt of these actions and is driven to madness and suicide. | |
| The Witches / Weird Sisters: Supernatural and manipulative beings who seem to be able to predict the future. They are unearthly and omniscient. | |
| Banquo: Macbeth's close friend and ally is astute and loyal. Macbeth sees him as a threat. He is virtuous, admired by audiences, and mistrustful of the supernatural witches. | |
| Duncan: King of Scotland at the beginning of the play. He is a virtuous, strong and respected leader, held up as the model of good kingship by others in the play. He is murdered by Macbeth in Act 2. | |
| Macduff: A soldier who is loyal to Duncan and is suspicious of Macbeth. His family is murdered by Macbeth's soldiers and he eventually exacts revenge by killing Macbeth. He was born by caesarian section and therefore was "not of woman born". | |
| Malcolm: Duncan's son and next in line to the throne. He is described as a good man in the play. | |
| 3. Central Themes | |
| Ambition | The play is about the corrupting power of ambition. Both Lady Macbeth and Macbeth are urged to action by the prophecies of the witches, but they still commit their crimes themselves because they want greater power. Their ambition leads them to violence and death. |
| Kingship and Tyranny | The play contrasts the kind and wise rule of Duncan, who is described as a virtuous (good) king, with the brutal rule of Macbeth, who quickly becomes called a tyrant. The play shows how Macbeth has no divine right to rule and upsets the natural order by killing Duncan. |
| Order and Disorder | The play subverts the natural order of the world. Macbeth's actions are based on a supernatural belief in a prophecy. It depicts an anarchic world: Macbeth inverts the order of royal succession; his wife inverts the patriarchal hierarchy; the unnatural world disrupts the natural. The disruption underpins the conflict that is not only external and violent but internal as Macbeth and his wife come to terms with what they've done. |
| Appearance and Reality | Characters in the play are often not what they seem. Lady Macbeth and Macbeth are duplicitous towards Duncan, the witches equivocate (not say what they really mean) and cannot be trusted, Lady Macbeth seeks to manipulate Macbeth. |

| 4. Key Vocabulary | |
|---------------------|---|
| Ambition | A desire to achieve something e.g. Macbeth and kingship |
| Hubris | Having excessive pride or self-confidence |
| Tyrant | A ruler who rules through fear and violence |
| Corrupt | Acting dishonestly OR being in a state of decay |
| Patriarchal | A society where power is in the hands of men |
| Duplicious | Lying and being false. Two-faced. Deceitful |
| Façade | A false front, mask or illusion. Hiding one's true feelings |
| Prescient | Having knowledge of things before they happen – the witches |
| Nihilistic | The belief that everything is meaningless |
| Courageous | Being very brave |
| Supernatural | Things that are not a part of the natural world |
| Fate | Events being already decided and out of a person's control |
| Treachery | Betraying someone's trust |
| Regicide | The killing of a king |

| 5. Key Terminology, Symbols and Devices | |
|---|---|
| Motif | A recurring image or idea that has symbolic importance. The best example in Macbeth would be blood. |
| Soliloquy | When a character is alone on stage and speaks their thoughts aloud to themselves. |
| Iambic Pentameter | A line of a play or poem that has ten syllables organised into five pairs of syllables, where the second in each pair is emphasised. e.g. "When <i>you</i> durst <i>do</i> it <i>then you were</i> a man" |
| Foreshadowing | When a hint or warning is given about a later event. |
| Dramatic Irony | When a character is unaware of something that the audience is aware of, so they don't know the full significance of their words. |
| Symbolism | When something symbolises a set of ideas e.g. "The raven himself is hoarse" – raven symbolic of death, supernatural. |
| Aside | When a character pauses in a conversation to speak only to the audience or another character, unheard by the rest. |

| The Big Ideas | Notes | The Methods | Notes |
|---|-------|---|-------|
| 1. Shakespeare uses the play to demonstrate the terrible consequences of disrupting the natural order . His rule is unnatural and brings only disorder and sickness. His death restores balance. | | 1. Shakespeare uses blood as a metaphor for guilt through the play. As the guilt increases, the volume of blood increases. | |
| 2. Shakespeare uses the play to demonstrate the consequences of engaging with the supernatural . | | 2. Shakespeare uses apparitions to present the consequences of ungodly behaviour and is ambiguous about whether they are real or imagined. | |
| 3. Shakespeare uses Macbeth's role as a tragic hero to highlight how vulnerable people are to the destructive temptation of power . | | 3. Shakespeare's characterisation of Macbeth and Lady Macbeth establishes the idea that ungodly deeds do not go unpunished. | |



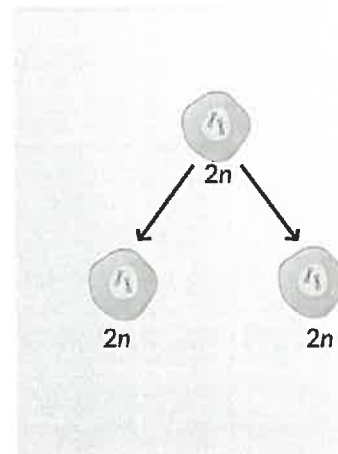
Huish Episcopi Academy Year 11 BIOLOGY Knowledge Organiser B6 INHERITANCE AND SELECTION

REPRODUCTION AND GENETICS

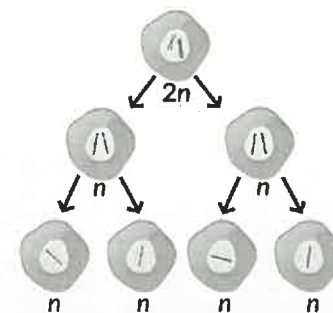
| | | |
|----|----------------------|--|
| 1 | Mitosis | Cell division that results in 2 daughter cells that are identical to the parent cell and have the same amount of DNA. Used for growth and repair |
| 2 | Meiosis | Cell division that results in 4 unique daughter cells that contain half the amount of DNA of the parent cell. These are gametes |
| 3 | Sexual reproduction | 2 parents, genetic variation in offspring |
| 4 | Asexual reproduction | Only one parent, produces clones (genetically identical offspring) |
| 5 | Gamete | Sex cell e.g. sperm/pollen and egg |
| 6 | DNA | Polymer, made up of two strands forming a double helix |
| 7 | Gene | Small section of DNA on a chromosome, that code for a particular protein |
| 8 | Genome | Entire genetic material of an organism |
| 9 | Chromosomes | Humans have 46 chromosomes in each cell, except gametes have 23 (half) |
| 10 | Sex chromosomes | Females – XX, males - XY |

TYPES OF CELL DIVISION

Mitosis



Meiosis

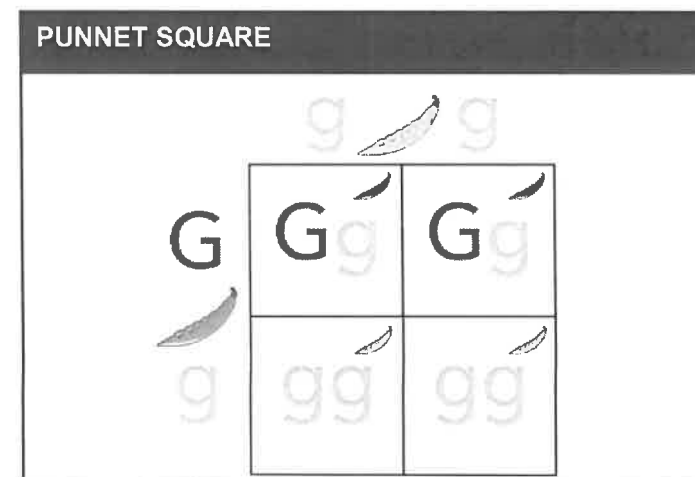


| Mitosis (in all body cells) | Meiosis (in testes and ovaries) |
|--|--|
| 2 daughter cells | 4 daughter cells |
| Daughter cells = genetically identical | Daughter cells = not genetically identical |
| Cell divides once | Two divisions |
| Daughter cells have same number of chromosomes as original cell | Daughter cells have half the chromosomes as original cell |
| Used for growth and repair. | Produces gametes for sexual reproduction |

Huish Episcopi Academy Year 11 Biology Knowledge Organiser B6 Inheritance and Selection

| INHERITANCE | | |
|-------------|---|---|
| 1 | Allele | A version of a gene |
| 2 | Dominant | Only 1 copy of allele is needed for condition to be expressed (e.g. DD or Dd) |
| 3 | Recessive | 2 copies of the allele are needed for condition to be expressed (e.g. ff) |
| 4 | Homozygous | Same alleles present (e.g. FF or ff) |
| 5 | Heterozygous | Different alleles present (e.g. Ff) |
| 6 | Genotype | The combination of alleles |
| 7 | Phenotype | The characteristic expressed |
| 8 | Polydactyly | Condition where individual has extra fingers and toes – caused by a dominant allele |
| 9 | Cystic fibrosis | Disorder of cell membranes – caused by recessive allele |
| 10 | Characteristics controlled by a single gene | Fur colour in mice, red-green colour blindness in humans |

| EVOLUTION | | |
|-----------|---------------------|---|
| 1 | Mutation | A random change in DNA that often has no effect but sometimes leads to a new characteristic |
| 2 | Species | A group of organisms that can successfully breed. |
| 3 | Evolution | A change in inherited characteristics of a population over time through natural selection |
| 4 | Extinction | No remaining individuals of a species still alive on Earth |
| 5 | Fossils | Remains of plants or animals from millions of years ago |
| 6 | Selective breeding | Process where humans breed plants and animals for particular genetic characteristics |
| 7 | Genetic engineering | process which involves modifying the genome of an organism by introducing a gene from another organism to give a desired characteristic |



Huish Episcopi Academy Year 11 Science Knowledge Organiser Unit C8 Chemical analysis

Key words

| | | |
|---|-------------------|--|
| 1 | Pure substances | Made up of one compound or element only |
| 2 | Impure substances | Made up of more than one element and/or compound |
| 3 | Formulation | A mixture that has been designed as a useful product |

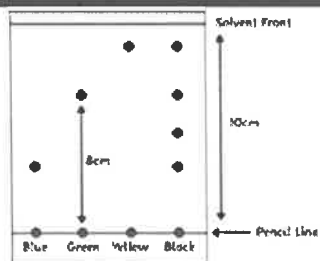
Chromatography required practical

| | | |
|---|----------------------|--|
| 1 | Chromatography | Technique used to separate mixtures of soluble substances |
| 2 | Mobile phase | The solvent. This moves through the stationary phase. |
| 3 | Stationary phase | The paper. This does not move |
| 4 | R _f Value | This is the ratio of the distance moved by a substance to the distance moved by the compound |

R_f calculation

$$R_f = \frac{\text{distance moved by substance}}{\text{distance moved by solvent}}$$

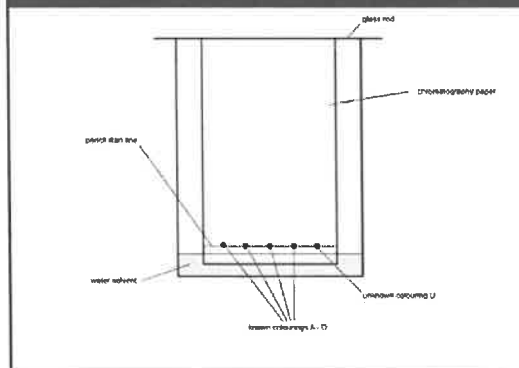
$$R_f \text{ of green spot} = 8 \div 10 = 0.8$$



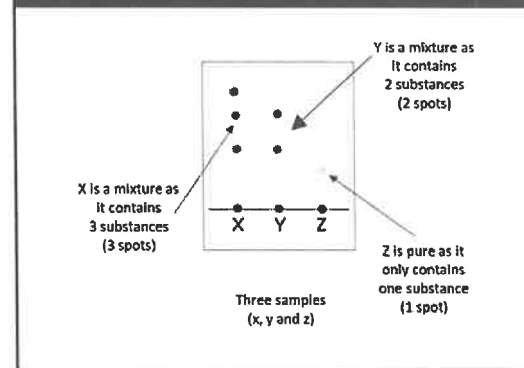
Tests for gases

| | | |
|---|---------------------------------|--|
| 1 | Oxygen, O ₂ | Add a glowing splint. The splint will relight. |
| 2 | Hydrogen, H ₂ | Add a lit splint. It will burn with a squeaky-pop sound. |
| 3 | Chlorine, Cl ₂ | Add damp blue litmus paper. The litmus paper becomes bleached and turns white |
| 4 | Carbon dioxide, CO ₂ | Bubble the gas through the lime water. The limewater turns cloudy. |

Chromatography apparatus



Chromatogram

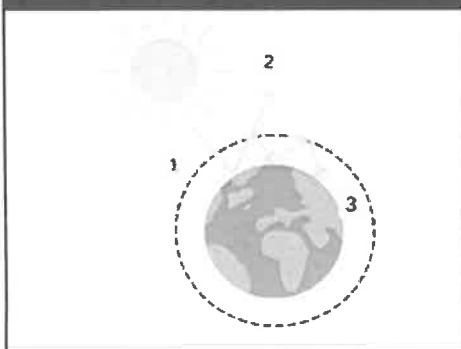


Huish Episcopi Academy Year 11 CHEMISTRY Knowledge Organiser C9 EARTH'S ATMOSPHERE and C10 USING RESOURCES

1. C9 EARTH'S ATMOSPHERE KEY WORDS

| | | |
|---|-------------------|---|
| 1 | Atmosphere | Layers of gases around the Earth |
| 2 | Carbon footprint | Total amount of greenhouse gases emitted over the lifetime of a product, event or service – including manufacture, use and disposal |
| 3 | Condensation | When a gas cools past its boiling point and turns into a liquid |
| 4 | Greenhouse effect | When longer wavelength radiation is trapped as heat in the Earth's atmosphere, warming the planet |
| 5 | Locked up carbon | Carbon from the Earth's early atmosphere that is now trapped in rocks or fossil fuels |
| 6 | Photosynthesis | Chemical reaction in green plants where carbon dioxide and water are used to make glucose and oxygen |
| 7 | Precipitate | A solid that is formed from soluble substances in a solution |

GREENHOUSE EFFECT



2. GREENHOUSE EFFECT

| | |
|---|---|
| 1 | Short wave electromagnetic (EM) radiation from the sun, penetrates the atmosphere. |
| 2 | Earth absorbs energy and re-emits longer wave EM radiation (infra-red) |
| 3 | Greenhouse gases in the atmosphere absorb EM radiation |
| 4 | Atmosphere maintains more heat; temperature remains higher than it would otherwise be |

2. C10 USING RESOURCES

| | | |
|----|---------------------------------|--|
| 1 | Anaerobic digestion | Digestion by bacteria without the presence of oxygen |
| 2 | Desalination | Removal of salt from water e.g. from the sea |
| 3 | Finite | Something that will run out eventually |
| 4 | Groundwater | Water that is trapped in rocks underground |
| 5 | Life cycle assessment | Shows the total environmental cost of a product |
| 6 | Organic matter | Decaying animal or plant material |
| 7 | Ozone | Gas used to sterilise drinking water (O ₃) |
| 8 | Potable water | Water that is safe to drink (NOT necessarily pure) |
| 9 | Recycling | Using a material again for another purpose e.g. melting metals down and reshaping them |
| 10 | Renewable | A resource that reforms as quickly as it is used and so will not run out |
| 11 | Sewage | Waste water from homes and industry |
| 12 | Sterilisation | Killing bacteria and other microbes |
| 13 | Sustainable | When a material or resource is replaced as it is being used so that it will be available for future generations to use |
| 14 | Bioleaching (Higher and Triple) | A method of extracting copper using bacteria |
| 15 | Phytomining | A method of extracting copper from the ground using plants |

Huish Episcopi Academy PHYSICS Knowledge Organiser P7 MAGNETS AND ELECTROMAGNETISM

1. MAGNETS

| | | |
|---|----------------------|--|
| 1 | Magnetic field | Where magnetic force is experienced. Shape shown by iron filings. Direction shown by a plotting compass |
| 2 | Poles | The ends of a magnet, where magnetic force is strongest |
| 3 | Repulsion | Force between two like poles (N to N or S to S) |
| 4 | Attraction | Force between two unlike poles (N to S) |
| 5 | Permanent magnet | Produces its own magnetic field Materials like steel can be made into permanent magnets |
| 6 | Induced magnet | A material like iron, that becomes magnetic when placed in a magnetic field. Temporary magnet, that loses its magnetism when removed from a magnetic field. Will not be repelled by a permanent magnet only attracted. |
| 7 | Magnetic materials | Iron (steel), cobalt and nickel |
| 8 | Magnetic field lines | Field lines are drawn from North to South. The closer the field lines the stronger the field. |
| 9 | Uniform field | A magnetic field where the field lines are parallel, equally spaced and in the same direction. |

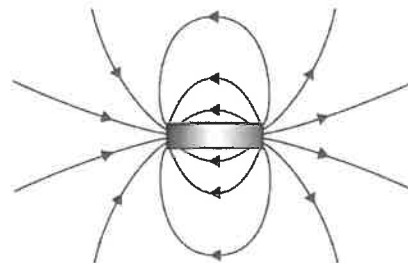
2. ELECTROMAGNETS

| | | |
|---|---------------------|--|
| 1 | Electromagnet | Created by a flow of charge through a wire (current flows + to -) |
| 2 | Solenoid | Coil of wire. Magnetic field similar to bar magnet |
| 3 | Increasing strength | <ul style="list-style-type: none"> Coil the wire, or add more turns in the coil Increase the current Add an iron core |
| 4 | Current direction | <ul style="list-style-type: none"> Current flows from positive to negative |

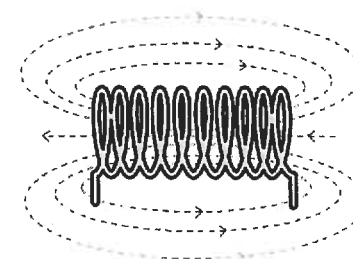
3. HIGHER COMBINED AND TRIPLE - MOTORS

| | | |
|---|--------------------------|---|
| 1 | Motor effect | A current carrying wire will experience a force when placed across a magnetic field |
| 2 | Electric motor | A coil of wire carrying a current across a uniform magnetic field that continues to rotate due to the split ring commutator reversing the direction of current every half turn. |
| 3 | Fleming's left-hand rule | Used to determine direction of rotation of motor |

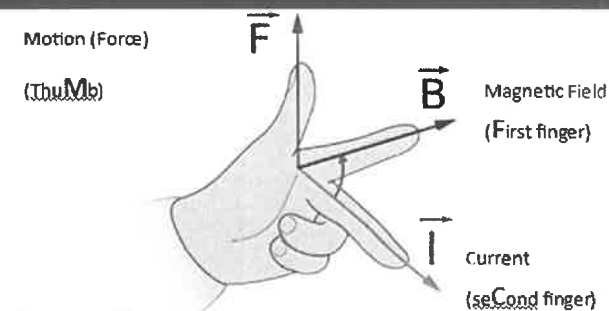
FIELD AROUND BAR MAGNET



FIELD AROUND SOLEOID



HIGHER COMBINED AND TRIPLE – FLEMING'S LEFT HAND RULE



Religious Studies – Philosophy and Ethics

Theme 4 - Issues of Human Rights and Social Justice



- Christian beliefs about the dignity of human life and agape in action
- An example of conflict between personal conviction and the laws of a country
- Censorship, freedom of religious expression and religious extremism

Key Concepts

| | | | |
|--------------------------------------|--|-----------------------|--|
| Censorship | Limiting access to materials considered offensive or a threat. | Extremism | Believing and supporting ideas far from that which people consider reasonable. |
| Discrimination | Treating people differently. | Prejudice | Pre-judging people. |
| Personal Conviction | What a person strongly believes. | Human Rights | Basic entitlements of all human rights. |
| Relative and Absolute Poverty | Relative poverty is in relation to standards of where the person lives. Absolute poverty is acute state of deprivation. | Social Justice | Promoting a fair society by challenging injustice and valuing diversity. |

Christian beliefs toward the dignity of human life

Humans are created by God and in the **Image of God (Genesis 1)** and therefore all **life is sacred**. Jesus taught that all life should be valued, e.g. the story of the **Good Samaritan**, and his compassionate actions showed that all humans should be respected.

Agape in action

Everyone should be treated with selfless and **unconditional love - agape**. Christian charities, e.g. **Tearfund** and **Christian Aid**, show **agape** in action as they practice the command of Jesus to 'love your neighbour'. Both charities work in many countries to help when natural disasters occur or on long-term projects. Many Christians have shown **agape** through their work for others e.g. **Martin Luther King**, **Oscar Romero**.

An example of conflict between personal conviction and laws of a country

An example might include **Oscar Romero** who was a **priest** in El Salvador and spoke out against **injustices** and corruption to protect the poor. He believed it was important to follow the teachings of **Jesus** and that all humans have a **dignity of life**. He held meetings that were **censored** by the government. He was killed in his chapel when **celebrating mass**. Other examples might include the work of **Martin Luther King** to protest against **segregation** of races in America.

Censorship, freedom of religious expression and religious extremism

The **UN Declaration of Human Rights** states everyone has the right to **freedom of opinion and expression**. This creates a difficult balance between **censorship** (used to suppress information or to protect) and **freedom of expression**. People express their religion in many ways e.g. what they wear, what they read, where they **worship** etc. **Religious extremism** is when actions might harm others. Often religious extremism is a result of believers **interpreting religious scriptures literally**.

Key Sources of Authority

- 'So God created mankind in his own image' - **Genesis 1:26-27**
- **Conscience and personal conviction**
- **UN Declaration of Human Rights**
- **Teachings and practices of Jesus**

Key Connections

Each area of study will connect with other areas in **Component 1 and Component 2 (Christianity)**. Consider how...

- examples of conflict between personal conviction and laws of a country relate to **persecution of Christians (Component 2)**
- dignity of life relates to **sanctity of life (Component 1)**.

Exam Practice

- Describe one example of when personal conviction has conflicted with laws of a country. (5)
- Describe why some religious believers agree with censorship. (5)

Huish Episcopi Academy Year 11 History Knowledge Organiser – Challenges to Elizabeth's early reign

| Key Terms | | |
|-------------------------------|------------------------|---|
| 1 | Justices of the Peace | a key part of local government and were responsible for maintaining law and order, implementing national policies, and addressing local issues. |
| 2 | Yeomanry | Free peasants who owned their own land. |
| 3 | Merchants | Wealthy businessmen who bought and sold goods. |
| 4 | Extraordinary taxation | Occasional, additional taxation to pay for unexpected expenses, especially war. |
| 5 | Militia | A military force of ordinary people, rather than soldiers, raised in an emergency. |
| 6 | Patronage | To give someone encouragement or financial. |
| 7 | Divine Right | The idea that God appointed monarchs. |
| 8 | Legitimate | A monarch should be born to a reigning king and queen in wedlock to be lawfully entitled to rule. |
| 9 | Subsidies | Special additional taxes which had to be agreed by Parliament. |
| 10 | Auld Alliance | Name used to describe the friendship between Scotland and France |
| 11 | Puritans | Radical Protestants who sought to reform the Church even further. |
| 12 | Recusants | Catholics who were unwilling to attend church services under Elizabeth's religious settlement. |
| 13 | Vestments | Robes the clergy wear. |
| 14 | Abdicate | A king or queen giving up their throne |
| Key Individuals and Key Dates | | |

| | | |
|----|------------------------|---|
| 15 | November 1558 | Elizabeth I becomes Queen of England. |
| 16 | 1558 | Auld Alliance |
| 17 | 1559 | Calais returned to France. (Treaty of Cateau-Cambrésis). |
| 18 | 1559 | Religious Settlement |
| 19 | 1566 | Papal Bull instructs Catholics not to attend Church of England church services. |
| 20 | 1566-68 | Dutch revolt. |
| 21 | 1568 | Mary Queen of Scots flees to England and is imprisoned at Carlisle Castle. |
| 22 | 1568 | Genoese loan taken by Elizabeth. |
| 23 | King Philip II | King of Spain. |
| 24 | Pope Pius V | Head of the Catholic Church. |
| 25 | Mary, Queen of Scots | Queen of Scotland and Elizabeth's cousin. |
| 26 | Mary of Guise | Mother of Mary, Queen of Scots. |
| 27 | Sir William Cecil | Secretary of State. |
| 28 | Sir Francis Walsingham | Elizabeth's 2nd Secretary of State & Spymaster. |
| 29 | The Duke of Alba | Spanish Duke who crushed the Dutch Revolt. |
| 30 | Thomas Percy | Catholic Earl of Northumberland who was one of the Northern Earls who revolted. |
| 31 | Thomas Howard | Protestant Northern Earl who revolted and was supposed to marry Mary, Queen of Scots. |

Huish Episcopi Academy Year 11 History Knowledge Organiser – Challenges to Elizabeth at home and abroad 1569-1588

| Key Terms | | |
|-------------------------------|-----------------------------|--|
| 1 | Council of the North | Used to implement Elizabeth's laws and authority in the north of England |
| 2 | Depose | To remove a monarch from the throne |
| 3 | Papal bull | A written order issued by the Pope |
| 4 | Hanged, drawn and quartered | The punishment for treason, to be hanged until almost dead, your intestines cut out and then to be sliced into four pieces |
| 5 | Priest hole | A secret hiding place in a home for Catholic priests smuggled into England illegally |
| 6 | Agents provocateurs | French term for agents who penetrate groups suspected of wrongdoing |
| 7 | Cipher | A secret way of writing in code |
| 8 | Foreign policy | A government's strategy for dealing with other nations |
| 9 | Mercenary | A soldier who fights for money rather than a nation or religion |
| 10 | Circumnavigate | To travel all the way around the world |
| 11 | Privateer | Merchants or explorers with their own armed ships that capture other ships with the authorisation of their government |
| 12 | Armada | Spanish word meaning a naval fleet or fleet of warships |
| 13 | Fireships | Empty ships set on fire and sent in the direction of the enemy |
| 14 | Galleons | A large sailing ship with several decks used by the Spanish as warships |
| Key Individuals and Key Dates | | |

| | | |
|----|--------------------|---|
| 15 | 1569 | Revolt of the Northern Earls |
| 16 | 1570 | Pope Pius V excommunicates Elizabeth |
| 17 | 1571 | Ridolfi Plot |
| 18 | 1576 | The Spanish Fury & Pacification of Ghent |
| 19 | 1577-80 | Francis Drake circumnavigates the globe |
| 20 | 1580 | Francis Drake is knighted |
| 21 | 1583 | Throckmorton Plot |
| 22 | 1584 | Treaty of Joinville |
| 23 | 1585 | All Catholic priests ordered to leave the country |
| 24 | 1585 | Treaty of Nonsuch |
| 25 | 1586 | Babington Plot |
| 26 | 1587 | Mary Queen of Scots executed |
| 27 | 1587 | Drake 'singes Philip II's beard' |
| 28 | 1588 | The Spanish Armada |
| 29 | Sir Francis Drake | Privateer (pirate) & explorer – worked for Elizabeth |
| 30 | Sir Walter Raleigh | Explorer in charge of colonising the New World |
| 31 | The Duke of Alba | Spanish Duke who was in charge of crushing the Dutch Revolt |

Huish Episcopi Academy Year 11 Geography Knowledge Organiser Unit 5 Changing Economic World

Measuring Development

| | | |
|---|-------------------------------|---|
| 1 | Development | How socially and economically advanced a country is |
| 2 | Human Development Index (HDI) | A combination of Literacy rate, Life expectancy and GDP. A more accurate way of measuring development |
| 3 | GDP per capita | A country's income divided by the number of people that live there |
| 4 | Infant Mortality | How many children die under the age of 1 |
| 5 | Adult Literacy | How many people can read and write |
| 6 | Life expectancy | The number of years you are expected to live |
| 7 | Demographic transition model | A graph which shows how population change is linked with development |

The development gap

| | | |
|---|---------------------------|---|
| 1 | The Development gap | The gap between the poorest and richest nations of the world |
| 2 | Disparities in health | In the poorest counties treatable diseases such as malaria are still a large cause of death |
| 3 | Migration | People often want to migrate from poorer countries to rich countries for a better life |
| 4 | Foreign Direct Investment | Investment from foreign countries into industry to help boost employment and GDP |
| 5 | Fair Trade | When farmers are paid a fair price for the produce increasing their disposable income |
| 6 | Appropriate technology | Low tech solutions which are suitable for the country |
| 7 | Aid | When money or goods are given to a country to help them |

Nigeria and example of an NEE

| | | |
|---|----------------------------|--|
| 1 | Changing economy | Nigeria has moved from Primary industry to manufacturing and services |
| 2 | Mokoko | An informal settlement in Lagos |
| 3 | Bodo | The area affected by a large-scale oil spill |
| 4 | Environmental issues | Rapid development can harm the environment e.g slums, air pollution and oil spills |
| 5 | Transnational corporations | Large companies who operate in more than one country e.g Shell |
| 6 | Absolute poverty | 2/3 of Nigerians still live on \$1.25 a day |
| 7 | Inequality | The North of Nigeria is poorer than the south |
| 8 | Colonialism | Nigeria was a British colony which affected its development |

The UK Economy

| | | |
|---|----------------------------|--|
| 1 | Changing economy | The UK has moved from Manufacturing to a service-based economy |
| 2 | Post industrial economy | Manufacturing has declined and new industries take its place |
| 3 | Science and business parks | Found on the edge of cities where new business cluster together |
| 4 | Infrastructure | Motorways, Railways, ports and airports. Good transport infrastructure boosts the economy. |
| 5 | North-South Divide | Due to deindustrialisation the North of the UK is poorer than the South |
| 6 | Deindustrialisation | The closure of heavy industry, which has often moved abroad where it is cheaper |
| 7 | Sustainable industry | Industry which considers its environmental impact and carbon footprint |

Huish Episcopi Academy Year 11 Knowledge Organiser Term 3 Module 8 Social Issues and the Environment

| UNIT 1. Social Issues | | |
|-----------------------|---------------------|-------------------|
| 1 | Los sin techo/hogar | Homeless (people) |
| 2 | Una O.N.G. | A charity |
| 3 | Un tienda benéfica | A charity shop |
| 4 | Recaudar fondos | To collect funds |
| 5 | Donar | To donate |
| 6 | Un donativo | A donation |

| UNIT 2 . Useful Sentence Starters (All followed by the infinitive) | | |
|--|-------------------------------|-------------------------------|
| 1 | Es imprescindible | It is imperative |
| 2 | Se debe | You must |
| 3 | Se debería | You ought to |
| 4 | Es importante | It's important |
| 5 | Tenemos la responsabilidad de | We have the responsibility to |
| 6 | La gente tiene el derecho de | People have the right to |
| 7 | Se puede | You can |
| 8 | Se podría | You would be able to |

| UNIT 3. Environment | | |
|---------------------|----------------------------|------------------------------------|
| 1 | El medioambiente | The environment |
| 2 | Reciclar | To recycle |
| 3 | El reciclaje | Recycling |
| 4 | El cubo de reciclaje | Recycling bins |
| 5 | Cerrar el grifo | To turn off the tap |
| 6 | Apagar las luces | To turn off the lights |
| 7 | Encender la luz | To turn on the light |
| 8 | Ahorrar energía | To save energy |
| 9 | Malgastar | To waste |
| 10 | Los recursos naturales | Natural resources |
| 11 | Separar la basura | To separate the rubbish |
| 12 | Ducharse en vez de bañarse | To have a shower instead of a bath |
| 13. | Ir en bici | To go by bike |
| 14. | El calentamiento global | Global warming |
| 15. | Prohibir | To ban |
| 16. | Permitir | To allow |

Huish Episcopi Academy Year 11 Knowledge Organiser Term 4 Module 8

UNIT 4. Connectives

| | | |
|---|-------------|----------------------|
| 1 | Además | Moreover/in addition |
| 2 | Sin embargo | However |
| 3 | Así que | Therefore |
| 4 | Aún así | Even still |
| 5 | Por eso | Because of that |
| 6 | Asimismo | In the same way |

UNIT 5. Expressing Personal Opinion

| | | |
|---|-----------------------------|------------------------|
| 1 | En mi opinión | In my opinion |
| 2 | Desde mi punto de vista | From my point of view |
| 3 | A mi ver | The way I see it |
| 4 | A mi parecer | The way it seems to me |
| 5 | Me parece que | It seems to me that |
| 6 | (no) estoy de acuerdo (con) | I (don't agree) with |
| 7 | Creo que sí/no | I (don't) think so |
| 8 | No soy partidario de | I am not in favour of |

UNIT 6. being a volunteer

| | | |
|----|--------------------------------|----------------------------|
| 1 | Ser voluntario | To be a volunteer |
| 2 | Un año sabático | A gap year |
| 3 | El deporte nos une | Sport unites us |
| 4 | Te da un sentido de | It gives you a feeling of |
| 5 | Crea | It creates |
| 6 | Fomenta | It promotes |
| 7 | Es una manera de | It is a way of |
| 8 | El orgullo nacional | National pride |
| 9 | Colectivo | Collective |
| 10 | Participar | To participate |
| 11 | Te enseña a +inf | It teaches you to |
| 12 | Te hace más / menos +adjective | It makes you more/less ... |
| 13 | Maduro | Mature |
| 14 | Responsable | Responsible |
| 15 | Fue una experiencia +adj. | It was a ...experience |
| 16 | Quiero volver a hacerlo | I want to do it again |

1. Le plus grand problème pour la planète, c'est...

| | | |
|----|---|-------------------------------------|
| 1 | le changement climatique | Climate change |
| 2 | le déboisement | deforestation |
| 3 | la destruction de la couche d'ozone | Destruction of ozone layer |
| 4 | la destruction des forêts tropicales | Destruction of tropical forests |
| 5 | la disparition des espèces | Disappearance of species |
| 6 | la guerre | war |
| 7 | le manque d'eau douce | Lack of drinking water |
| 8 | la sécheresse | drought |
| 9 | l'incendie | fire |
| 10 | la fuite de pétrole | Oil leak |
| 11 | le tremblement de terre | earthquake |
| 12 | l'eau potable | Drinking water |
| 13 | Beaucoup d'animaux sont en train de disparaître | A lot of animals are disappearing |
| 14 | La population de la Terre n'arrête pas d'augmenter. | Earth population keeps on growing |
| 15 | Les ressources naturelles ne sont pas infinies. | Natural resources are not limitless |

2. Que devrait-on faire pour sauver notre planète? (1)

| | | |
|---|---|--|
| 1 | Actuellement, je ne fais pas grand-chose pour protéger l'environnement. | Currently, I do not do much to protect the environment |
| 2 | Je fais déjà pas mal de choses | I already do quite a few things |
| 3 | Je pourrais / On devrait... | I could/we should |
| 4 | trier les déchets | Sort out waste |

Que devrait-on faire pour sauver notre planète? (2)

| | | |
|---|--|---|
| 1 | éteindre les appareils électriques et la lumière en quittant une pièce | Turn off electrical equipment and light when leaving a room |
| 2 | baissier le chauffage et mettre un pull | Turn down heating and wear a jumper |
| 3 | générer moins de déchets | Generate less waste |
| 4 | utiliser moins d'eau | Use less water |
| 5 | favoriser des produits bio pour éviter les ingrédients chimiques | Favor green products to avoid chemicals |
| 6 | tirer la chasse d'eau moins fréquemment | Flush toilets less often |
| 7 | fermer le robinet pendant qu'on se lave les dents | Turn tap off when cleaning teeth |

Que devrait-on faire pour sauver notre planète? (3)

| | | |
|---|--|---|
| 1 | acheter des produits verts | Buy green products |
| 2 | aller au collège à vélo | Bike to school |
| 3 | privilégier le covoiturage | Favor carsharing |
| 4 | boire l'eau du robinet | Drink tap water |
| 5 | utiliser du papier recyclé | Use recycled paper |
| 6 | utiliser les transports en commun | Use public transport |
| 7 | recupérer l'eau de pluie pour arroser le jardin | Collect rain water to water garden |
| 8 | apporter une bouteille d'eau au lieu de prendre un gobelet jetable | Carry bottle of water instead of using plastic cups |

HEA Year 11 French Knowledge Organiser Module 8 – Un oeil sur le monde 2/2

D'où vient ton tee-shirt? *Where does your T-shirt come from?*

| | | |
|----|---|---|
| 1 | On devrait réfléchir à l'impact sur l'environnement | We should think about the impact on the environment |
| 2 | Les produits pas chers sont souvent fabriqués dans des conditions de travail inacceptables. | Cheap products are often made in unacceptable working conditions. |
| 3 | Leur journée de travail est trop longue. | Their working day is too long. |
| 4 | Les ouvriers sont sous-payés. | The workers are underpaid. |
| 5 | Trop de travailleurs sont exploités/exposés à des risques. | Too many workers are exploited/exposed to risks. |
| 6 | Si un produit est bon marché, je ne l'achète pas. | If a product is cheap, I don't buy it. |
| 7 | À mon avis, on devrait ... | In my opinion, people should ... |
| 8 | boycotter les grandes marques qui ne respectent pas leurs ouvriers | boycott big brands that don't respect their workers |
| 9 | forcer les grandes marques à garantir un salaire minimum | force big brands to guarantee a minimum wage |
| 10 | acheter des habits issus du commerce équitable | buy fairly traded clothes |

Les grands événements - *Big events*

| | | |
|---|--|--|
| 1 | Un avantage de cet événement, c'est que ça... | An advantage of this event is that it... |
| 2 | permet aux gens de passer un bon moment | allows people to have a good time |
| 3 | crée un sentiment de fierté national | creates a sense of national pride |
| 4 | En plus, ça ... met en avant la culture | What's more/Moreover, it ...promotes culture |
| 5 | la ville hôte est souvent endettée après l'événement | the host city is often in debt after |
| 6 | ça laisse une empreinte carbone très importante | it leaves a significant carbon footprint |
| 7 | J'estime/Je trouve/Je suis persuadé(e) que/qu' ... | I reckon/find/am convinced that ... |
| 8 | les festivals sont une chose positive/négative pour un pays/une région | festivals are positive/negative for a country/region |
| 9 | il y a du pour et du contre | there are pros and cons |

Faire du bénévolat - *Volunteering*

| | | |
|----|---|--|
| 1 | sensibiliser | To raise awareness |
| 2 | Je soigne les animaux. | I look after animals |
| 3 | Je travaille sur un stand d'Oxfam | I work on an Oxfam stand |
| 4 | Je soutiens les SDF. | I support homeless people |
| 5 | Je participe à des projets de conservation | I participate in conservation projects |
| 6 | J'aide des enfants du primaire à faire leurs devoirs. | I help primary children with their homework |
| 7 | Je rends visite à une personne âgée. | I visit an elderly person. |
| 8 | Je fais partie de l'organisation X. | I belong to X organisation |
| 9 | Il y a beaucoup de personnes qui ont besoin d'un peu de gentillesse | There are lots of people in need of kindness |
| 10 | On a la responsabilité d'aider les autres et de ne pas se focaliser sur soi-même. | We have the responsibility to help others and not be self-centered |
| 11 | C'est important de participer à la vie en société. | It's important to participate in society. |
| 12 | Ça me donne le sentiment d'être utile. | It makes me feel useful. |
| 13 | Ça me donne plus confiance en moi. | It builds my self-confidence |
| 14 | Ça me permet d'élargir mes compétences. | It allows me to widen my skills. |

Key ideas

| | | |
|---|---|------------------------------|
| 1 | Ce qui est important pour moi dans la vie c'est | What is important in life is |
| 2 | le réchauffement climatique | Global warming |
| 3 | On peut/Il est possible de ... | It's possible to |
| 4 | parrainer un enfant en Afrique | Sponsor a child in Africa |
| 5 | Il faut ... | You must |
| 6 | Ce qui me préoccupe/m'inquiète | What worries me |

Huish Episcopi Academy Year 11 German Knowledge Organiser – Unsere Welt – Our World

Was ist dir wichtig? – What is important to you?

| | | |
|----|---|---------------------------------|
| 1 | Ich habe Angst vor (+ dative) | I am scared of... |
| 2 | Diskriminierung | discrimination |
| 3 | Ich mache mir Sorgen um (+ accusative) | I am worried about... |
| 4 | Ich bin mit (meiner Gesundheit) zufrieden | I am satisfied with (my health) |
| 5 | Ich hoffe auf eine bessere Zukunft | I am hoping for a better future |
| 6 | Ich spreche über... (+ accusative) | I speak about... |
| 7 | ...die Flüchtlinge | refugees |
| 8 | ...die Ausbildung | education |
| 9 | ...den Welthunger | World hunger |
| 10 | die Arbeit | Work |
| 11 | der Beruf | Career |
| 12 | das Wichtigste | The most important thing |
| 13 | das Gute/das Schlechte | The good thing/the bad thing |

Die Umwelt – The environment

| | | |
|----|--------------------------------------|-------------------------------|
| 1 | Laut einer Studie | According to a study |
| 2 | der Verlust von Bäumen und Tierarten | The loss of trees and species |
| 3 | die Luftverschmutzung | Air pollution |
| 4 | das extreme Wetter | Extreme weather |
| 5 | der Klimawandel | Climate change |
| 6 | die steigenden Temperaturen | Rising temperatures |
| 7 | das größte Problem | The biggest problem |
| 8 | Ich stimme (nicht) zu | I (dis)agree |
| 9 | dagegen | Against it, on the other hand |
| 10 | teilnehmen an | To take part in |

Was machst du, um die Umwelt zu schützen? – What do you do to protect the environment?

| | | |
|----|--------------------------------|-----------------------------------|
| 1 | Ich kaufe nachhaltige Produkte | I buy sustainable products |
| 2 | umweltfreundliche Produkte | Environmentally friendly products |
| 3 | gebrauchte Kleidung | used/2 nd hand clothes |
| 4 | modische Kleidung | Fashionable clothing |
| 5 | Ich spare Strom | I save electricity |
| 6 | Ich werfe...weg | to throw... away |
| 7 | Ich recycle Dosen | I recycle tins/cans |
| 8 | Ich trinke aus einer... | I drink from a... |
| 9 | ...wiederverwendbaren Tasse | Reusable cup |
| 10 | ...Wegwerftasse | Disposable cup |
| 11 | Ich mache das Licht aus | I switch off the light |
| 12 | Ich trenne den Müll | I separate the litter/rubbish |

Internationale Verantwortungen – International responsibilities

| | | |
|----|-----------------------------------|---------------------------------|
| 1 | Was kann/muss/soll man machen...? | What can/must/should one do...? |
| 2 | um eine bessere Welt zu schaffen | To create a better world |
| 3 | der Mensch | person |
| 4 | der Naturschutz | Protection of nature |
| 5 | der Rassismus | racism |
| 6 | die Lösung | The solution |
| 7 | anfangen | To begin |
| 8 | beenden | Against it, on the other hand |
| 9 | entscheiden | To take part in |
| 10 | Arm | poor |
| 11 | Weltweit | Worldwide |
| 12 | gegen | Against |

Huish Episcopi Academy Year 11 German Knowledge Organiser – Unsere Welt – Our World

| Dialog ist wichtig – Dialogue is important | | |
|--|---------------------------------|---|
| 1 | Du hast gesagt, dass... | You have said that... |
| 2 | Aber ich denke, dass... | But I think that... |
| 3 | Das glaube ich nicht | I don't believe that/ I don't think so. |
| 4 | Das stimmt, aber... | That's true, but... |
| 5 | Du hast Recht. | You are right. |
| 6 | Ich bin der Meinung, dass... | I am of the opinion that... |
| 7 | Ich behaupte trotzdem, dass... | I nonetheless maintain that... |
| 8 | Vor allem | Above all |
| 9 | Aber viele Leute sagen, dass... | But many people say that... |
| 10 | Einerseits....andererseits... | On the one hand...on the other... |
| 11 | Ich bin überzeugt, dass... | I am convinced that... |
| 12 | Weder... noch... | Niether...nor... |
| 13 | Im Gegenteil | The opposite |
| 14 | übrigens | By the way, what's more |

Huish Episcopi Academy Year 11 BTEC Music Knowledge Organiser - Component 3 Key Terms

| Key terms for use in Component 3 | | |
|----------------------------------|------------------|---|
| Revisiting musical styles | | |
| 1 | Baroque | Western Classical music composed between 1600 – 1750; much use of the harpsichord, early string instruments and voices |
| 2 | Classical | Typically refers to the time between approximately 1750 and 1820; emphasis on clarity, balance and elegance. |
| 3 | Romantic | Western Classical music composed from 1810 to 1910, focus on intense emotion, expanded musical forms and orchestral size |
| 4 | Orchestral | Refers to music performed by an orchestra in any number of styles or formats |
| 5 | Minimalism | 20th century composing style, built and developed from short musical cells |
| 6 | Serialism | 20th century method of composition which uses systems and rows rather than conventional tonal and harmonic writing |
| 7 | Samba | Percussive music and dance style from Brazil |
| 8 | African Drumming | Musical tradition from Sub-Saharan regions that plays a central role in culture and communication |
| 9 | Bhangra | A folk music and dance originating from the Punjab region of the Indian subcontinent. |
| 10 | Gamelan | Indonesian ensemble music from Bali and Java, primarily featuring percussive instruments like gongs and metallophones |
| 11 | World Fusion | A genre of music that combines traditional and folk music from various cultures with modern western styles |
| 12 | Leitmotif | A short recurring musical phrase to represent a character, place or idea. Used in both film and Western Classical music genres. |
| 13 | Soundscape | Atmospheric music without strict attention to pulse or traditional melody |
| 14 | Theme tunes | Original music written for film / tv / game |
| 15 | Jingles | Short catchy tune / song written for an advert |

Huish Episcopi Academy Year 11 BTEC Music Knowledge Organiser - Component 3 Key Terms

Key terms for use in Component 3

Revisiting musical styles

| | | |
|----|----------------|--|
| 16 | Diegetic Music | Music which can be heard by both the audience, and characters on screen |
| 17 | Non-Diegetic | Music which can only be heard by the audience |
| 18 | Foley | The addition of recorded sound effects after the shooting of a film |
| 19 | Ambient | A genre that emphasizes tone and atmosphere over traditional musical structures like rhythm and melody |
| 20 | Blues | Precursor to Jazz, combining European and American music with West African music |
| 21 | Jazz | 20th Century style, characterised by improvisation, syncopation and a unique blend of African and European traditions. |
| 22 | 50s-60s | e.g. Rock 'n' roll, British invasion, folk revival, Motown and soul, psychedelic |
| 23 | 70-80s | e.g. heavy metal, prog, punk, disco, reggae, synth pop, hip-hop, post punk, hardcore |
| 24 | 90s on | e.g. grunge, Britpop, rave, techno, house/techno, drum and bass, nu-metal, pop punk, dubstep, reggaeton, grime, trap. |

Other useful terms:

| | | |
|----|-----------------|--|
| 25 | Performance | The act of singing or playing music on an instrument |
| 26 | Production | Use of music technology to record, create, manipulate and mix music |
| 27 | Brief | A document that outlines the creative vision, objectives, and practical requirements for a project |
| 28 | Target Audience | People identified as likely customers; likely a similar demographic to the people creating from the brief. |

Huish Episcopi Academy – Year 11 Drama GCSE Knowledge Organiser – Spring Term

Section A: Costume & Sound Terminology

| | | |
|----|--------------|--|
| 1 | Fit | How the costume fits the actor, eg tight, oversized |
| 2 | Condition | Conveys info about a character's circumstances eg, scruffy=poor |
| 3 | Fabric | What a costume is made of. Can indicate social status, eg a wealthy character=silk dress |
| 4 | Accessory | Something you wear or have in addition to clothing because it is decorative or useful |
| 5 | SFX | Acronym for Special Effect used for Make-up/Lighting etc |
| 6 | Diagetic | Sound expected as part of the story |
| 7 | Non-Diagetic | Sound that doesn't exist within the world of the play |
| 8 | Volume | How loud or quietly the sounds are played/performed |
| 9 | Recorded | Pre-made sound effects produced digitally |
| 10 | Live | Sounds made either on stage or off stage by actors |

Section B: Performance Skills

| | | |
|----|-------------------|---|
| 1 | Projection | How loud or quiet your voice is |
| 2 | Pitch | How high or low (deep) your voice is |
| 3 | Pace | The speed an actor delivers their lines or performs actions |
| 4 | Emphasis | The stress placed on certain words or phrases in dialogue |
| 5 | Tone | The emotion heard in your voice |
| 6 | Gesture | Movements of the hands/arms that express ideas/emotions |
| 7 | Eye Contact | Looking direct into another character's eyes or avoiding this |
| 8 | Facial Expression | Movement of facial muscles to convey emotions/reactions |
| 9 | Posture | The way an actor holds and positions their body |
| 10 | Body Language | Non-verbal communication conveyed through movement |

Huish Episcopi Academy Year 11 GCSE Physical Education Knowledge Organiser 2.3 Health, Fitness and Well-being

| Key Terms | | |
|-----------|---------------------------------------|--|
| 1 | Definition of a balanced diet | A diet that contains the correct proportions of carbohydrates, fats, proteins, vitamins, minerals and water necessary to maintain good health. |
| 2 | Composition of a balanced diet | 50% carbohydrate: 30-35% fat: 15-20% protein |
| 3 | Energy balance | Energy input = energy expenditure. This equation must balance for your weight to remain constant. |

| Diet and exercise | | |
|-------------------|----------------------------------|---|
| 1 | Carbo-loading | Depleting stores of glycogen by cutting down on carbohydrates and keeping to a diet of protein for a few days. Light training and then a high carbohydrate diet for 3 days before the event. Shown to increase the stores of glycogen and helps to offset fatigue. |
| 2 | Fluids | Those that exercise can lose up to 1 litre of water per hour during exercise. Must drink plenty of water to ensure full hydration and prevent dehydration. Small amounts are often best. |
| 3 | Vitamins and mineral supplements | Body requires more if you exercise regularly. More vitamins above what you require can be bad for your health. |

| Components of a balanced diet | | |
|-------------------------------|---------------|--|
| 1 | Carbohydrates | Primarily involved in energy production. Simple and complex |
| 2 | Proteins | Building blocks for body tissue and are essential for repair. |
| 3 | Fats | Important role in insulating the body. Saturated fats Unsaturated fats |
| 4 | Minerals | Essential for health and chemical reactions in the body. Macro minerals Trace elements |
| 5 | Vitamins | Vital for the functioning of our metabolism and the prevention of disease. |
| 6 | Fibre | This helps the digestive system work effectively. It also reduces cholesterol. |
| 7 | Water | Essential for good health and hydration. Carries nutrients in the body and helps with the removal of waste products. Helps to regulate body temperature. |

Huish Episcopi Academy GCSE – Product Design – KO - Core Knowledge – Natural & Manufactured Timbers – Topic 2

1. Hardwoods

| 1 | Hardwoods | This wood comes from trees that lose their leaves during autumn. | | |
|---|-----------|--|--|--|
| 2 | Hardwood | Trees are slow-growing and therefore less amounts are available, which makes it more expensive | | |
| | Material | Appearance | Properties | Uses |
| 3 | Oak | Moderate brown colour with close, straight grain. | Oak is a tough and durable hardwood, it polishes well. | High quality furniture, doors, skirting and staircases. |
| 4 | Beech | Is pink-tinted, closely grained. | Is a very tough and durable material and is smooth to finish. | It is popular with products that require a hardwearing and robust material. |
| 5 | Mahogany | Is a dark red/ brown with very close grain. | It cuts and polishes easily and gives a deep finish. | Popular for furniture and cabinet making. |
| 6 | Ash | Light coloured, smooth-grained. | Durable, flexible and attractive timber. | Ideal for tool handles. It is also makes good oars, flooring, hockey sticks and rackets. |
| 7 | Balsa | White to oatmeal in colour with high silky lustre. | It is buoyant and provides very efficient insulation against heat and sound. | Used in crafts such as model aircraft. |

2. Softwoods

| 1 | Softwoods | Come from evergreen trees, possibly bearing pinecones and needles, not leaves. | | |
|---|-----------|--|------------------------------------|--|
| 2 | Softwoods | Grow quicker and in more locations. They are readily available and less expensive. | | |
| | Material | Appearance | Properties | Uses |
| 3 | Pine | Is a pale-yellow coloured wood with darker brown grain. | It is lightweight, easy to work. | For construction and furniture products. |
| 4 | Larch | Is a darker shade with brown grain. | It is water resistant and durable. | Used for exterior cladding and boats. |
| 5 | Spruce | Light, yellowish-white to reddish-white. | It is flexible and durable. | Used for sounding boards in pianos and construction. |

3. Natural timber availability

| | | |
|---|----------------------|--|
| 1 | Stock forms | Hardwoods and softwoods are available in a variety of forms including plank, board, strip, square and dowel. |
| 2 | Sawing and seasoning | Natural timbers need to be cut at the sawmill and seasoned before use. Many are planed and cut to standard sizes ready for sale. |

4. Finishes for hardwoods and softwoods

| | | |
|---|-----------------------|---|
| 1 | Surface finishes | can be aesthetic and functional. High-traffic areas like floors might require a hard-wearing and sealing finish like polyurethane, which can be oil or water based, and matt, semigloss or high gloss finish. |
| 2 | Enhancement finishes | Waxes and oils are popular to provide enhancement of the natural grain in the wood. |
| 3 | Preservative finishes | Stains and varnishes help to add colour to natural wood, and even change colours to match colour schemes. Preservatives are sometimes used to provide protection and ensure the wood is long-lasting |

5. Manufactured board

| 1 | Man-made | Like MDF, plywood and chipboard are all manufactured boards | | |
|---|-----------------|---|--|---|
| 2 | Man-made boards | Are made from wood fibres, normally collected from recycled wooden materials, bonded together with resins to form sheets. | | |
| | Material | Appearance | Properties | Uses |
| 3 | MDF | Light brown, it has no grain. | MDF is easy to work. | It is popular for interior DIY furniture. |
| 4 | Chipboard | Is made from small 'chips' of timber bonded together | It is a strong material which will withstand pressure | Kitchen worktops can be made using chipboard with an additional veneer applied |
| 5 | Plywood | Plywood has a variety of facing layers so its appearance changes | It is made from layers of wood, bonded together at an angle of 90 degrees to increase strength and rigidity. | Sometimes, the facing layers can be high quality, e.g. birch, to provide a better aesthetic finish. |

6. Finishes for manufactured boards

| | | |
|---|--------------------|---|
| 1 | Veneers | Man-made boards like plywood are often finished depending on the visibility of the veneers. |
| 2 | Stains / Paints | MDF can be stained to match other natural woods, or it can be painted. |
| 3 | Veneers | Chipboard can look unattractive and is normally finished with a veneer e.g. a melamine layer. |
| 4 | Sprays / Varnishes | Face veneers / MDF can be finished using a spray-on lacquer or a paint-on varnish. |

Huish Episcopi Academy GCSE Textiles Knowledge Organiser Core knowledge - Topic 3

| 1. New and emerging technologies | | |
|----------------------------------|--|--|
| 1 | Automation | Involves the use of automatic equipment in manufacturing |
| 2 | Robotics | Robots can be programmed to carry out automated tasks. |
| | Advantages of automation and robotics <ul style="list-style-type: none"> Increased efficiency and productivity Fewer errors and greater accuracy Reduced labour costs | Disadvantages of automation and robotics <ul style="list-style-type: none"> Expensive to set up and maintain Replaces human labour Requires highly skilled workers to operate equipment |
| 3 | CAM | Computer aided manufacture, CAM machines manufacture designs, for example an embroidery machine |
| 4 | CAD | Computer aided design, allows users to draw designs and model products. |
| | Advantages of CAD and CAM <ul style="list-style-type: none"> More accuracy Offers views of 3D models from all angles Increase speed and efficiency | Disadvantages of CAD and CAM <ul style="list-style-type: none"> Can be difficult to learn Expensive software and equipment Requires maintenance |
| 5 | Flexible manufacturing systems | (FMS) consists of CNC machines that work alongside a production line that can be programmed to perform different tasks depending on manufacture requirements. |
| 6 | Lean manufacturing | Minimises waste in the manufacturing process, saving money and resources. |
| 7 | Just in time production | (JIT) a process where stock arrives just in time for manufacture reducing the need for warehouse storage. |
| | Advantages of JIT <ul style="list-style-type: none"> Minimises stock levels and the need for warehouse space Stock is less likely to go out of date Reduces the risk of losing money through stolen or damaged stock | Disadvantages of JIT <ul style="list-style-type: none"> Lack of stock if the supplier delays Increased transport costs due to more frequent deliveries Little room for production mistakes |

| 2. Scales of production | | |
|-------------------------|------------------------------|---|
| 1 | Scales of production | Products are made using different types of production. The method depends on the type of product being made. |
| 2 | One off production | Products made to meet specific customer requirements, production can be time consuming and costly. |
| 3 | Batch production | A specific quantity of a product is made, this is useful when making small quantities. |
| 4 | Mass production | Used to produce large quantities of identical products quickly. The production process is broken down into different tasks sometimes called a sub assembly. |
| 5 | Continuous production | This production method runs 24 hours a day 7 day a week. Identical products are made without interruption. |

| 3. Production aids and QC | | |
|---------------------------|-------------------------------------|---|
| 1 | Reference points | A reference point or datum, is a point where all measurements are taken, increasing accuracy. |
| 2 | Templates, jigs and patterns | Tools to help improve the accuracy of repetitive designs. Patterns are templates that can be used in textiles. |
| 3 | Quality control | Used to check the quality of a product against a set of standards. |
| 4 | Quality assurance | Quality assurance is the process for preventing quality failures involved in all stages of a product's development: production, testing, packaging, and delivery. |
| 5 | Tolerance | The margin of error that is considered acceptable to not affect the products functionality. |

Huish Episcopi Academy Year 11 - Food Preparation and Nutrition – NEA 2

| 1. NEA Overview | | |
|-----------------|--------------|---|
| 1 | NEA Overview | In year 11 students in Food, Preparation & Nutrition undertake two coursework tasks set by the exam board which are worth 50% of the final grade awarded. |
| 2 | NEA Overview | NEA 1 – 15% of grade. NEA 2 – 35% of grade. |
| 3 | NEA Overview | Each student is issued either a digital or hard copy (or both) of the coursework guide. |
| 4 | NEA Overview | All the homework's set will link to the coursework – a schedule of where students can find the set homework on google classroom. |

| 2. NEA 2 Breakdown | | |
|--------------------|-----------------------------|---|
| 1 | NEA 2 Brief | Plan, prepare, cook and present a range of healthy & nutritious dishes suitable for serving in a school that is launching a new international menu at lunchtime. Present three dishes. |
| 2 | NEA 2 Coursework | Candidates are required to produce a typed or written report that does not exceed 20 pages. |
| 3 | NEA 2 Photographic evidence | Photographs must be provided that support a candidate's practical work including a label showing their full name and candidate number next to their dish. |
| 4 | NEA 2 Mark Scheme | The total number of marks available for this task is 30 marks (15% of entire GCSE grade) |

| 3. Section A: Research (6 marks) | | |
|----------------------------------|----------------|--|
| 1 | NEA 2 Research | Relevant, concise and accurate research that shows discrimination when selecting and acquiring information to answer the task. |
| 2 | NEA 2 Research | Detailed understanding and analysis of the dietary group, life stage or culinary tradition. |
| 3 | NEA 2 Research | Selected a varied range of relevant dishes closely reflecting the research and chosen task. |

| 4. Section B: Demonstrating technical skills (18 marks) | | |
|---|---------------------|--|
| 1 | NEA 2 Demonstrating | Competently executes a wide range of complex technical skills/processes (e.g. filleting fish or cutting vegetables with precision and accuracy e.g. Julienne) to produce excellent quality dishes. |
| 2 | NEA 2 Demonstrating | Selects and uses appropriate equipment confidently and accurately. |
| 3 | NEA 2 Demonstrating | Extensive review of technical skills that leads to appropriate and justified final dishes. |

| 5. Section C: Planning for the final menu (8 marks) | | |
|---|-------------------------------|--|
| 1 | NEA 2 Planning the final menu | Detailed review and full justification of the choice and appropriateness of the final three dishes related to the task and research e.g. nutrition, ingredients, cooking methods |
| 2 | NEA 2 Planning the final menu | Detailed, realistic, logical and accurate plan including selecting appropriate techniques for the making of the final dishes. |
| 3 | NEA 2 Planning the final menu | The time plan will include accurate timings, reference to food safety, relevant and accurate dovetailing. |

Huish Episcopi Academy Year 11 - Food Preparation and Nutrition – NEA 2

| Section D: Making the final dishes (30 marks) | | |
|---|----------------------------------|---|
| 1 | NEA 2 Making the final dishes | Completely executes a wide range of complex technical skills and processes to an excellent standard (such as filleting fish and cutting vegetables with precision and accuracy e.g. Julienne) in the making of the final 3 dishes |
| 2 | NEA 2 Making the final dishes | Selects and uses appropriate equipment with precision and accuracy. |
| 3 | NEA 2 Making the final dishes | The final 3 dishes show a high level of demand, complexity and challenge. |
| 4 | NEA 2 Making the final dishes | Final 3 dishes include a wide range of finishing techniques such as garnishing and decoration e.g. piping. All dishes are accurately presented with attention to detail and finished to an excellent standard. |
| 5 | NEA 2 Making the final dishes | Excellent evidence of time management. All three dishes produce very successfully within a 3-hour period. Student followed time plan closely using the correct sequence with excellent linking and application of food safety principles. |

| Section E: Analyse and Evaluate (8 marks) | | |
|---|-----------------------------|--|
| 1 | NEA 2 Analysis and Evaluate | Accurate nutritional analysis for the 3 final dishes which is fully explained with conclusions and recommendations. Accurate and excellent knowledge of nutrition is demonstrated. |
| 2 | NEA 2 Analysis and Evaluate | Detailed and appropriate sensory testing with detailed analysis and evaluation. |
| 3 | NEA 2 Analysis and Evaluate | Final details are costed with the results of this costing analysed and explained. |
| 4 | NEA 2 Analysis and Evaluate | Detailed, relevant and creative improvements suggested for the final dishes. |



1.4 Making the business effective – Key Terms

| Key word | Definition |
|-------------------------|---|
| Limited liability | The level of risk is limited to the amount of money that has been invested in the business or promised as investment |
| Assets | Items you own, such as a house or car |
| Incorporated | A business that is registered as a company, so the business and the owners are separate in the eyes of the law |
| Unlimited liability | The level of risk goes beyond the amount invested, so the personal assets of the business owner can be used to pay off the business's debts |
| Unincorporated | A business that is not registered as a company, so the owners and the business are the same body in the eyes of the law |
| Sole trader | A type of unincorporated business that is owned by just one person |
| Partnership | A business that is owned by a group of two or more people who share the financial risk, the decision-making and the profits |
| Private limited company | An incorporated business that is owned by shareholders |
| Shareholders | Investors who are the part-owners of a company. They invest in the business in return for a share of the profits and voting rights at the AGM |
| Franchise | When one business gives another business permission to trade using its name and products in return for a fee and share of its profits |
| Franchisor | An established business that gives permission to an entrepreneur to trade using its name and products |
| Franchisee | An entrepreneur who pays a fee to trade using the name and products of an established business |
| Business plan | A document that outlines how an entrepreneur is going to set up a new business |



Huish Episcopi Academy Year 11 Psychology Knowledge Organiser – Psychological Problems

Psychological Problems – Key terms

| | | |
|---|-----------------------------------|--|
| 1 | 12-step recovery programmes | Self-help groups with 12 principles to help members quit using substances like drugs and alcohol. |
| 2 | Addiction | Losing control over substance use or behavior, with intense focus on it. Withdrawal symptoms occur without continued use. |
| 3 | Antidepressants | Medications used to prevent and treat conditions like depression, anxiety, and OCD. |
| 4 | Attributions | Reasons we use to explain situations and behavior of ourselves and others. |
| 5 | Aversion therapy | A treatment to stop undesirable behaviors, like substance abuse, by associating them with discomfort. |
| 6 | Bipolar depression | A mood disorder causing shifts between emotional highs/mania and lows/depression. |
| 7 | Cognitive behaviour therapy (CBT) | Talking therapy that helps manage problems and emotions by addressing how thoughts, beliefs, and attitudes influence actions. Effective for various issues like depression, anxiety, and eating disorders. |

Psychological Problems – Key Terms

| | | |
|----|--|--|
| 8 | Dependence | Compulsion to continue using a substance or behavior due to frequent use. Withdrawal symptoms occur when the behavior is not repeated or the substance is absent. |
| 9 | International Classification of Diseases (ICD) | Global list of symptoms and features for physical and mental health problems, providing standard measures for diagnosis. Produced by the World Health Organization (WHO). |
| 10 | Mental health problems | Diagnosable conditions affecting thoughts, feelings, and behaviors, reducing an individual's ability to cope and function in daily life and society. |
| 11 | Negative schemas | Pessimistic mental framework about self, the world, and the future based on past information and experiences. Leads individuals to focus on perceived negatives when receiving or understanding new information. |
| 12 | Serotonin | Neurotransmitter commonly seen as a brain chemical regulating mood stability and feelings like happiness and anxiety. |
| 13 | Substance abuse | Using a substance to induce certain feelings in a harmful or dangerous manner, often resulting from consistent use or misuse. |
| 14 | Substance misuse | Using a substance to treat an ailment but in ways or quantities that may be damaging and differ from the recommended use. |
| 15 | Unipolar depression | A mood disorder causing continual sadness, loss of interest in everyday life, and reduced energy and activity levels. |

2.4 Boolean logic

| | | |
|---|----------------|---|
| 1 | AND gate | A digital logic gate that outputs true (1) only if all its inputs are true (1). If any input is false (0), the output is false (0). |
| 2 | OR gate | A digital logic gate that outputs true (1) if at least one of its inputs is true (1). If all inputs are false (0), the output is false (0). |
| 3 | NOT gate | A digital logic gate that outputs the opposite of its input. If the input is true (1), the output is false (0), and vice versa. |
| 4 | Truth tables | Used to show the output of a logic gate or circuit for all possible input combinations. They help in understanding how logic gates work. |
| 5 | Logic diagrams | Graphical representations of logic circuits, showing the connections and functions of different logic gates. |

2.5.1 Languages

| | | |
|---|----------------------|---|
| 1 | High-level languages | High-level languages are programming languages that are easy for humans to read and write, such as Python, Java, and C++. They are abstracted from the machine code. |
| 2 | Low-level languages | Low-level languages are programming languages that are closer to machine code, such as assembly language. They provide more control over hardware but are harder to read and write. |
| 3 | Translators | Translators are programs that convert code from one programming language to another. They include compilers, interpreters, and assemblers. |
| 4 | Compilers | A compiler is a type of translator that converts high-level code into machine code all at once, creating an executable program. |
| 5 | Interpreters | An interpreter is a type of translator that converts high-level code into machine code line by line, executing the code as it translates. |

2.5.2 The integrated development environment (IDE)

| | | |
|---|----------------------|--|
| 1 | Code editors | Software tools used by programmers to write and edit code. They often include features like syntax highlighting and error checking. |
| 2 | Error diagnostics | Tools and techniques used to identify and fix errors in code. They help programmers debug their programs. |
| 3 | Run-time environment | The environment in which a program runs, including the hardware and software resources available to it. |
| 4 | Pretty printing | The process of formatting code to make it more readable, often by adding indentation and line breaks. |
| 5 | Code stepping | A debugging technique where the programmer executes code one line at a time to observe its behaviour and identify errors. |
| 6 | Code auto-completion | Code auto-completion is a feature in code editors that predicts and suggests code as the programmer types, speeding up the coding process and reducing errors. |



Huish Episcopi Academy Year 11 Health and Social Care Knowledge Organiser Spring One Component Three

| A Component 3 Factors affecting health and wellbeing | | | D Component 3 Factors affecting health and wellbeing | | |
|--|--------------------|---|--|---------------------|--|
| 1 | community | a group of people who live in the same place or share common interests, responsibilities, and social connections. | 1 | neglect | failure to provide necessary care, attention or protection that a person. |
| 2 | pride | a positive sense of self-worth or group identity. | 2 | air pollution | the presence of toxic gases, particles or biological materials in the atmosphere. |
| 3 | gender roles | socially expected behaviours, tasks, or responsibilities associated with being male, female, or other genders. | 3 | noise pollution | unwanted or harmful sound. |
| 4 | gender identity | how a person understands and experiences their own gender e.g., man, woman, nonbinary | 4 | light pollution | excessive or misdirected artificial light that brightens the night sky. |
| 5 | sexual orientation | a person's pattern of emotional, romantic, or sexual attraction to others. | 5 | land pollution | degradation of soil and land surfaces through litter, hazardous waste, chemicals or industrial activity. |
| B Component 3 Factors affecting health and wellbeing | | | E Component 3 Factors affecting health and wellbeing | | |
| 1 | economic | relating to the production, distribution, and consumption of goods and services. | 1 | water pollution | contamination of rivers, lakes, oceans or groundwater by harmful substances. |
| 2 | employment | work that people do to earn money. | 2 | life events | significant occurrences in a person's life. |
| 3 | financial | relating to money management, income, savings, credit, and access to banking or loans. | 3 | marriage | a legally or socially recognized union between two people that creates rights and responsibilities between them. |
| 4 | resources | assets or supports people use to meet needs. | 4 | divorce | the legal dissolution of a marriage. |
| 5 | poverty | a state where people lack sufficient income or resources to meet basic needs . | 5 | bereavement | the period of mourning and emotional pain after the death of someone close. |
| C Component 3 Factors affecting health and wellbeing | | | F Component 3 Factors affecting health and wellbeing | | |
| 1 | housing | places where people live. | 1 | inheritance | assets, property or money passed to someone after another person's death. |
| 2 | rural | describes areas with low population density. | 2 | imprisonment | being confined or deprived of liberty as a legal punishment. |
| 3 | urban | describes cities or towns with high population density. | 3 | expected | likely to happen based on prior knowledge or plans. |
| 4 | home environment | the physical and emotional conditions inside a person's living space. | 4 | unexpected | not anticipated; occurring without warning or prior planning. |
| 5 | abuse | harmful treatment of a person that can be physical, emotional, sexual, or financial. | 5 | person-centred care | an approach to health and social care that places the individual's needs, preferences and values at the centre of planning and delivery. |