



**Huish Episcopi Academy**

The best in everyone™

Part of United Learning

# Knowledge Organisers

## Year 11

### Autumn Term A

|              |
|--------------|
| Name:        |
| Tutor Group: |

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Respect

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Ambition

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Resilience

## Huish Episcopi Academy Year 11 ENGLISH Knowledge Organiser POWER AND CONFLICT POETRY

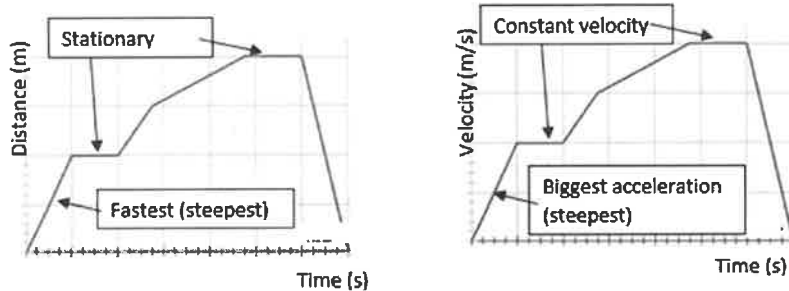
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| <p style="text-align: center;"><b>Ozymandias</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Power of <b>nature</b> greater than the <b>power of man</b></li> <li><b>Arrogance</b> and pride of humans – identity</li> </ul> <p><b>References:</b></p> <p><i>'a shattered visage' 'two vast and trunkless legs'</i><br/> <i>'Boundless and bare'</i><br/> <i>'I am Ozymandias, King of Kings'</i><br/> <i>'Look on, ye mighty, and despair'</i></p>           | <p style="text-align: center;"><b>London</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Anger at the suffering of the lower classes caused by those in <b>power</b></li> <li>Corruption of <b>human power</b></li> </ul> <p><b>References:</b></p> <p><i>'Marks of weakness, marks of woe'</i><br/> <i>'the mind-forged manacles'</i><br/> <i>'blackening church'</i><br/> <i>'runs in blood down palace walls'</i></p> | <p style="text-align: center;"><b>The Prelude</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li><b>Power of nature</b>/insignificance of man</li> <li>Presence/significance of a '<b>higher power</b>'</li> </ul> <p><b>References:</b></p> <p><i>'a huge peak, black and huge'</i><br/> <i>'there was a darkness'</i><br/> <i>'troubled pleasure'</i><br/> <i>'and were a trouble to my dreams'</i></p>              | <p style="text-align: center;"><b>My Last Duchess</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li><b>Human power and arrogance</b></li> <li>Imbalance of <b>power</b> in relationships</li> </ul> <p><b>References:</b></p> <p><i>'that's my last duchess painted on the wall' 'none puts by the curtain I have drawn but I'</i><br/> <i>'since she ranked my gift of a 900 year old name with anybody's gift'</i><br/> <i>'Neptune taming a seahorse'</i></p>              | <p style="text-align: center;"><b>CotLB</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Effects/reality of conflict</li> <li>Impact of human power/decisions</li> </ul> <p><b>References:</b></p> <p><i>'Into the valley of Death rode the six hundred'</i><br/> <i>'theirs not to reason why, theirs but to do or die'</i><br/> <i>'cannon to the right, cannon to the left'</i><br/> <i>'but not, not the six hundred'</i></p>                                                |
| <p style="text-align: center;"><b>Exposure</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li><b>Power of nature</b> over man – nature as the enemy</li> <li>Reality of <b>life in conflict</b> (multiple people)</li> </ul> <p><b>References:</b></p> <p><i>'the merciless iced East winds'</i><br/> <i>'their eyes are ice'</i><br/> <i>'but nothing happens'</i><br/> <i>'what are we doing here?'</i><br/> <i>'is it that we are dying?'</i></p>             | <p style="text-align: center;"><b>Storm on the Island</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li><b>Power of nature</b>/insignificance of human power</li> <li><b>The power</b> &amp; beauty of nature</li> </ul> <p><b>References:</b></p> <p><i>'we are prepared' vs. 'we just sit tight'</i><br/> <i>'spits like a tame cat turned savage'</i></p>                                                               | <p style="text-align: center;"><b>Bayonet Charge</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li><b>Reality of conflict</b> – soldier's experience of horror</li> <li><b>Power of man</b> – even nature is caught up in the conflict</li> </ul> <p><b>References:</b></p> <p><i>'Suddenly he awoke and was running'</i><br/> <i>'The patriotic tear'</i><br/> <i>'the yellow hare that rolled like a flame'</i></p> | <p style="text-align: center;"><b>Remains</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>The impact of the mind/power of <b>memories</b></li> <li>Trauma and aftermath of conflict on individuals</li> </ul> <p><b>References:</b></p> <p><i>'end of story except not really'</i><br/> <i>'his bloody life in my bloody hands'</i><br/> <i>'I see every round as it rips through his life'</i><br/> <i>'he's here in my head when I close my eyes' 'sleep' 'dream'</i></p> | <p style="text-align: center;"><b>Poppies</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Impact of conflict and <b>loss</b> on an individual (indirect – speaker is not in conflict)</li> <li>Power of human emotion</li> </ul> <p><b>References:</b></p> <p><i>'individual war graves'</i><br/> <i>'gelled blackthorns'</i><br/> <i>'the world overflowing like a treasure chest'</i><br/> <i>'I listened, hoping to hear your playground voice catching on the wind'</i></p> |
| <p style="text-align: center;"><b>War Photographer</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li><b>Impact of conflict</b> on an individual – not a soldier, but personal experience</li> <li><b>Memories</b> and preservation of experiences of war</li> </ul> <p><b>References:</b></p> <p><i>'he is finally alone'</i><br/> <i>'all flesh is grass'</i><br/> <i>'home again to ordinary pain'</i><br/> <i>'a hundred agonies in black and white'</i></p> | <p style="text-align: center;"><b>Tissue</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li><b>Human power/life is fragile and temporary</b> – we try to control what cannot be controlled</li> <li><b>Impermanence of power</b></li> </ul> <p><b>References:</b></p> <p><i>'paper that lets the light shine through'</i><br/> <i>'the names and histories'</i><br/> <i>'raise a structure never meant to last'</i></p>     | <p style="text-align: center;"><b>The Emigree</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li><b>Power of memories</b> – individual experience</li> <li><b>Impact of conflict</b> on individuals</li> </ul> <p><b>References:</b></p> <p><i>'there once was a country, I left it as a child' 'I am branded by an impression of sunlight'</i><br/> <i>'I have no passport, there's no way back at all'</i></p>       | <p style="text-align: center;"><b>CoMH</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Institutions' corruption of <b>power</b> impacting education</li> <li>Individual <b>identity</b> and culture</li> </ul> <p><b>References:</b></p> <p><i>'dem tell me wha dem want to tell me'</i><br/> <i>'dem never tell me bout dat'</i><br/> <i>'I carving out me identity'</i></p>                                                                                               | <p style="text-align: center;"><b>Kamikaze</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>The impact of the mind/power of <b>memories</b></li> <li>Impact of conflict and <b>loss</b></li> </ul> <p><b>References:</b></p> <p><i>'Her father embarked at sunrise'</i><br/> <i>'but halfway there, the thought'</i><br/> <i>'and though he came back, my mother never spoke again'</i><br/> <i>'which would have been the better way to die'</i></p>                            |

## Huish Episcopi Academy Year 10 PHYSICS Knowledge Organiser P5 FORCES

### FORCES and MOTION

|    |                   |                                                                                                         |
|----|-------------------|---------------------------------------------------------------------------------------------------------|
| 1  | Scalar            | A scalar quantity has a magnitude (size) only                                                           |
| 2  | Vector            | A vector quantity has both a magnitude (size) and a direction                                           |
| 3  | Contact force     | A force caused by objects physically touching each other                                                |
| 4  | Non-contact force | Forces where the objects are separated, they do not need to be physically touching.                     |
| 5  | Resultant force   | Result of forces interacting (sum or difference)                                                        |
| 6  | Weight            | The force acting on an object due to gravity (caused by Earth's gravitational field)                    |
| 7  | Centre of mass    | Point at which an object's weight is considered to act                                                  |
| 8  | Newton-metre      | Device to measure weight in Newtons (N)                                                                 |
| 9  | Free fall         | Acceleration when free falling = $9.8 \text{ ms}^{-2}$                                                  |
| 10 | Terminal velocity | When air resistance and weight are equal, no resultant force acts so object reaches a constant velocity |

### HALF LIFE



### NEWTONS LAWS OF MOTION

|   |                         |                                                                                                        |
|---|-------------------------|--------------------------------------------------------------------------------------------------------|
| 1 | First Law               | If no resultant force is acting on an object, it will continue to move at same speed in same direction |
| 2 | HT ONLY – Inertia       | The tendency of objects to continue in their state of rest or of uniform motion                        |
| 3 | Second law              | Force = mass x acceleration                                                                            |
| 4 | HT ONLY – Inertial mass | A measure of how difficult it is to change the velocity of an object ( )                               |
| 5 | Third law               | For a pair of interacting objects, the forces they exert on each other are equal but opposite          |
| 6 | ~                       | Approximately equal symbol                                                                             |

### STOPPING DISTANCE

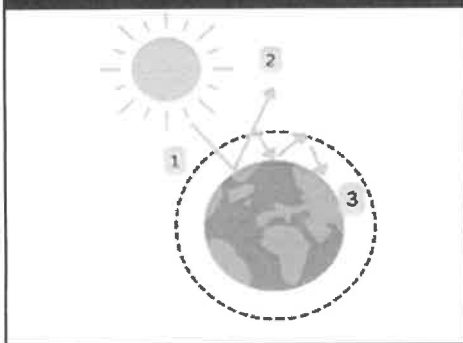
|   |                                       |                                                                                                                                                       |
|---|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Stopping distance                     | The sum of the distance travelled during the reaction time plus the distance travelled under the braking force (Thinking distance + braking distance) |
| 2 | Reaction time                         | Typically 0.2 to 0.9s                                                                                                                                 |
| 3 | Factors that affect thinking distance | Speed, tiredness, drugs and alcohol. Distractions may also affect a driver's ability to react                                                         |
| 4 | Factors that affect braking distance  | Speed, adverse road and weather conditions (wet/icy) and poor condition of the vehicle (worn brakes/tyres)                                            |
| 5 | Dangers                               | Rapid deceleration can lead to overheating of brakes and/or loss of vehicle control                                                                   |
| 6 | Stopping distance                     | The sum of the distance travelled during the reaction time plus the distance travelled under the braking force (Thinking distance + braking distance) |

## 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

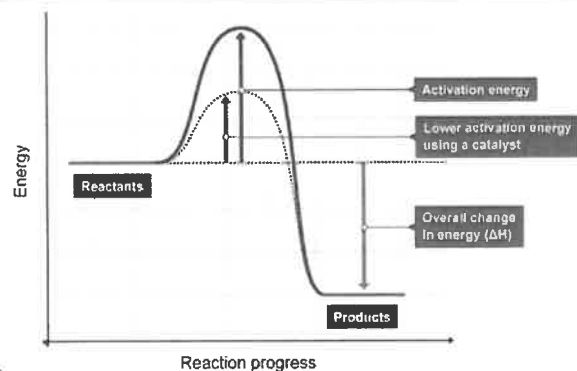
|    |                                 |                                                                                                                        |
|----|---------------------------------|------------------------------------------------------------------------------------------------------------------------|
| 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 <sub>3</sub> )                                                                 |
| 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 Year 11 SCIENCE Knowledge Organiser Unit C6 Rates of Reaction

### Unit 1.

|   |                                                         |                                                                                                                                                                                                               |
|---|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Rate of reaction</b>                                 | mass/volume of product formed or used up per unit time.                                                                                                                                                       |
| 2 | <b>The rate of reaction depends on (particle model)</b> | 1. frequency of collisions between reacting particles<br>2. energy transferred during collisions<br>3. activation energy – the minimum energy that particles must have to successfully collide and form bonds |
| 3 | <b>Mean rate of reaction</b>                            | Quantity of reactant used/time taken<br>OR<br>Quantity of product formed/time taken                                                                                                                           |
| 4 | <b>Factors affecting rate of reaction</b>               | 1) concentrations of reactants in solution<br>2) pressure of reacting gases<br>3) surface area of solid reactants<br>4) temperature of the reactants<br>5) presence of catalysts                              |

### Effect of catalysts on rate of reaction



### Unit 2.

|   |                     |                                                                                                                  |
|---|---------------------|------------------------------------------------------------------------------------------------------------------|
| 1 | Catalysts           | Increase the rate of reaction by providing an easier pathway for the reaction that has a lower activation energy |
| 2 | Activation energy   | Minimum amount of energy needed to start a reaction                                                              |
| 3 | Dynamic equilibrium | When the forward and backward reactions of a reversible reaction are occurring at the same rate                  |

### Unit 3. Methods

|   |                                                                                                                    |  |
|---|--------------------------------------------------------------------------------------------------------------------|--|
| 1 | <b>Measure the volume of gas produced.</b> e.g. magnesium metal & dilute hydrochloric acid produces hydrogen gas   |  |
| 2 | <b>Timing the formation of product,</b> e.g. sodium thiosulfate & hydrochloric acid makes a cloudy yellow solution |  |
| 3 | <b>Measure the change in mass</b> e.g. calcium carbonate in dilute acid will release CO <sub>2</sub> into air      |  |

## Huish Episcopi Academy Year 11 SCIENCE Knowledge Organiser Unit P6 Waves

### UNIT 1. Describing Waves

|   |                          |                                                                                                                                |
|---|--------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Amplitude</b>         | Height from centre line                                                                                                        |
| 2 | <b>Wavelength</b>        | The distance from peak to peak                                                                                                 |
| 3 | <b>Frequency</b>         | The number of waves passing a point each second                                                                                |
| 4 | <b>Period</b>            | The time for one wave to pass a given point                                                                                    |
| 5 | <b>Oscillation</b>       | Movement back and forth                                                                                                        |
| 6 | <b>Wave</b>              | Transfer of energy with no transfer of particles                                                                               |
| 7 | <b>Transverse wave</b>   | Oscillations perpendicular to direction of energy transfer (e.g. EM wave, ripples on water)                                    |
| 8 | <b>Longitudinal wave</b> | Oscillations are parallel to direction of energy transfer (e.g. sound). Show areas of compression and rarefaction (spread out) |

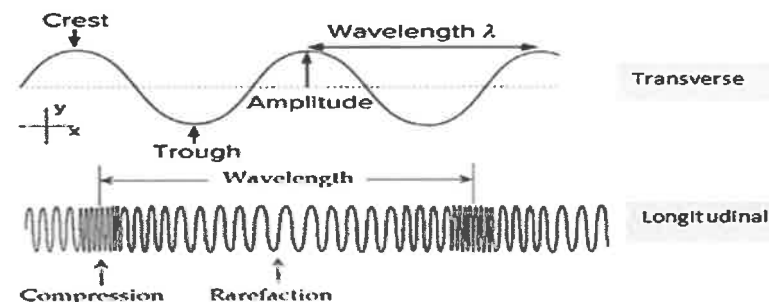
### UNIT 2. Uses and Risks of EM Radiation

|   | Wave                 | Use                                                | Why it is suitable                                                                  |
|---|----------------------|----------------------------------------------------|-------------------------------------------------------------------------------------|
| 1 | <b>Radio Waves</b>   | Television and radio                               | Reflected by ionosphere so can broadcast over long distances                        |
| 2 | <b>Microwaves</b>    | Satellite communications, cooking food             | Able to pass through the atmosphere to satellites. Has a heating effect             |
| 3 | <b>Infrared</b>      | Electrical heaters, cooking food, infrared cameras | Has a heating effect. Emitted by objects so can be detected                         |
| 4 | <b>Visible Light</b> | Fibre optic communications                         | Able to pass along a cable by total internal reflection                             |
| 5 | <b>Ultraviolet</b>   | Energy efficient lamps, sun tanning                | Increases amount of melanin (brown pigment) in skin                                 |
| 6 | <b>X-Rays</b>        | Medical imaging and treatments                     | Absorbed by bone but transmitted through soft tissue                                |
| 7 | <b>Gamma Rays</b>    | Medical imaging and treatments                     | Able to pass out of body and be detected by gamma cameras. Can kill cancerous cells |

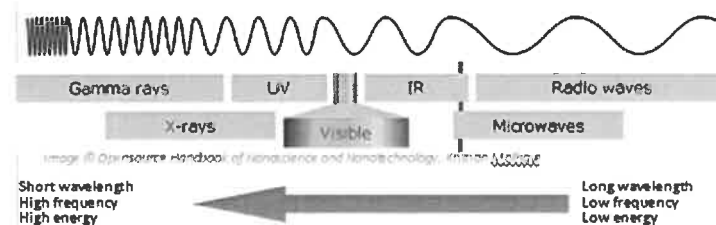
### UNIT 3. Properties of EM Waves and Sound waves

| Property                     | EM wave                                               | Sound wave             |
|------------------------------|-------------------------------------------------------|------------------------|
| Medium it can travel through | Can travel through anything, even a vacuum (space)    | Solids, liquids, gases |
| Type of wave                 | Transverse                                            | Longitudinal           |
| Risk                         | UV, x-rays and gamma rays are ionising (damage cells) | No danger              |
| Speed                        | 300,000,000 m/s                                       | 330 m/s                |

### Wave diagrams



### Electromagnetic Spectrum (EM)



## Huish Episcopi Academy Year 11 Religious Education Knowledge Organiser – Autumn A – Life and Death

| CREATION                |                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Genesis 1               | <ul style="list-style-type: none"> <li>God created universe ex nihilo in 6 days and rested on 7<sup>th</sup>.</li> <li>Created humans Imago Dei.</li> </ul>                                                                                                                                                                                                 |
| Genesis 2               | <ul style="list-style-type: none"> <li>Adam= dust, Eve=rib</li> <li>Adam receives “breath of life” (soul)</li> </ul>                                                                                                                                                                                                                                        |
| CHRISTIANITY            |                                                                                                                                                                                                                                                                                                                                                             |
| Creationist Evangelical | <ul style="list-style-type: none"> <li>Genesis= factual, historical account.</li> <li>World is 10,000 years old (Adam &amp; Eve’s family tree)</li> </ul>                                                                                                                                                                                                   |
| Progressive Catholic    | <ul style="list-style-type: none"> <li><b>Allegory</b>- Genesis is not fact but has hidden meanings e.g. “breath of life” shows God is close to us.</li> <li><b>Theistic guided evolution</b>- God guided evolution over 7 ‘yom’ (period of time)</li> <li><b>Big Bang</b>- God is the first cause of the Big Bang (proposed by George LeMaitre)</li> </ul> |
| NON-RELIGIOUS           |                                                                                                                                                                                                                                                                                                                                                             |
| Big Bang                |                                                                                                                                                                                                                                                                                                                                                             |
| Stephen Hawking         | Physicist who developed the Big Bang theory- showed universe is expanding from a singularity (13.7 billion years ago)                                                                                                                                                                                                                                       |
| Evolution               |                                                                                                                                                                                                                                                                                                                                                             |
| Charles Darwin          | <ul style="list-style-type: none"> <li>A scientist who discovered evolution.</li> <li><b>Natural selection</b>- Useful, random mutations are passed down and species gradually change.</li> </ul>                                                                                                                                                           |
| Richard Dawkins         | <ul style="list-style-type: none"> <li>To say world needs a designer is a ‘God of the gaps’ argument.</li> <li>Apparent ‘design’ in the world is a result of natural selection.</li> </ul>                                                                                                                                                                  |

| ABORTION AND EUTHANASIA |                                                                                                                                                                                                                      |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ABORTION                |                                                                                                                                                                                                                      |
| CATHOLIC                | <ul style="list-style-type: none"> <li>Sinful- <i>“Before I formed you in the womb I knew you”</i>- Bible</li> <li><i>“Abortion is not the lesser of two evils”</i> Pope Francis</li> </ul>                          |
| ISLAM                   | <ul style="list-style-type: none"> <li>Acceptable before the foetus receives a ‘ruh’ (soul) at 120 days.</li> <li><i>“God wants to lighten your burden”</i> so may be acceptable.</li> </ul>                         |
| HUMANIST                | <ul style="list-style-type: none"> <li>We have autonomy (control) over our bodies, not God.</li> <li>Utilitarianism- <i>“Greatest good...”</i> Reduces backstreet abortions (40,000 deaths a year)</li> </ul>        |
| EUTHANASIA              |                                                                                                                                                                                                                      |
| CATHOLIC                | <ul style="list-style-type: none"> <li><i>“It is a false act of compassion”</i>- Pope Francis (as suicide is a sin)</li> <li><i>“Thou shall not kill”</i> 10 Commandments</li> </ul>                                 |
| ISLAM                   | <ul style="list-style-type: none"> <li><i>“The term of every life is fixed by Allah”</i>- Qur’an</li> <li>Passive euthanasia may be acceptable if it is artificially sustaining life.</li> </ul>                     |
| HUMANIST                | <ul style="list-style-type: none"> <li>Dignity in Dying- = campaign to legalise euthanasia in the UK- supported by 84% of the UK.</li> <li>We should have autonomy over our bodies (e.g. Tony Nicklinson)</li> </ul> |

| ENVIRONMENT             |                                                                                                                                                                                                                                                                       |                                                                                                                                                              |                                                                                                                                                          |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHRISTIANITY            |                                                                                                                                                                                                                                                                       |                                                                                                                                                              |                                                                                                                                                          |
| Stewardship             | A God-given special responsibility to care for creation                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li><i>“Care and cultivate”</i> Garden of Eden.</li> <li><i>Imago Dei- We represent God on earth.</i></li> </ul>          | Christian Climate Action- Work with Extinction Rebellion e.g. block London roads.                                                                        |
| Dominion                | God-given power to rule over nature on God’s behalf.                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li><i>“Fill the earth and subdue it”</i></li> <li><i>“Rule over the fish of the sea and birds of the sky”</i></li> </ul> | Permission to use world’s resources in a sustainable way e.g. fossil fuels, meat industry.                                                               |
| HUMANIST                |                                                                                                                                                                                                                                                                       |                                                                                                                                                              |                                                                                                                                                          |
| Humanist Climate Action | A group of UK Humanist volunteers who campaign for policies that are low-carbon and promote sustainability.                                                                                                                                                           |                                                                                                                                                              | ‘Plant a humanist forest’- A 2022 project.                                                                                                               |
| Speciesism              | <ul style="list-style-type: none"> <li>A term coined by Peter Singer to describe the idea that humans treat other species unfairly e.g. meat industry.</li> <li>All sentient beings (ability to experience pain/pleasure) should have the same protections</li> </ul> |                                                                                                                                                              | <ul style="list-style-type: none"> <li>Christianity is a root cause of speciesism due to Imago Dei.</li> <li><i>“Christianity is our foe”</i></li> </ul> |
| Utilitarianism          | Moral philosophy based on <i>‘greatest good for greatest number’</i> .                                                                                                                                                                                                |                                                                                                                                                              | Reduce extinction rates.                                                                                                                                 |

| Quality of life                                                  | Sanctity of life                    | Afterlife                                  | Evolution                                                                       | Global Citizenship                                                   | Euthanasia                                                     | Abortion                                              | Environmental Sustainability                                                  | Soul                                   |
|------------------------------------------------------------------|-------------------------------------|--------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------|
| The standard of health or happiness experienced by an individual | All life is sacred and given by God | The belief that life continues after death | The process where physical characteristics of living creatures change over time | The idea that we should work as a community to look after the world. | Assisted suicide- ending a patient’s life to relieve suffering | The deliberate termination of a foetus up to 24 weeks | To use natural resources responsibly to preserve them for future generations. | Non-physical, immortal part of a human |

## Huish Episcopi Academy Year 11 Religious Education Knowledge Organiser – Autumn A – Life and Death

| THE SOUL                |                                                                                           |
|-------------------------|-------------------------------------------------------------------------------------------|
| <b>Dualism</b>          | The belief that we are made up of a spiritual soul & physical body                        |
| CHRISTIANITY            |                                                                                           |
| <b>God-given</b>        | God breathed first soul into Adam through the “breath of life”                            |
| <b>Immortal</b>         | Unlike our current bodies, our soul will live forever.                                    |
| <b>Judgement</b>        | We will be judged on the content of our souls, not our bodies.                            |
| ISLAM                   |                                                                                           |
| <b>Ruh</b>              | The Arabic word for soul.                                                                 |
| <b>Allah-given</b>      | Allah breathed a “ruh” into Adam’s nostrils                                               |
| <b>Fitrah</b>           | Our souls have inner knowledge of Allah & good/evil.                                      |
| HUMANIST                |                                                                                           |
| <b>Materialism</b>      | The belief that only the physical/empirical world is all there is.                        |
| <b>No soul</b>          | As there is no scientific evidence for a soul, Humanists deny its existence.              |
| <b>Bertrand Russell</b> | A Humanist philosopher: <i>“When I die, my body shall rot. No part of shall survive.”</i> |

| FUNERALS              |                                                                                                                                  |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------|
| CHRISTIANITY          |                                                                                                                                  |
| <b>Bible (Psalms)</b> | Bible read e.g. <i>“I know the Lord is my by side”</i> to comfort.                                                               |
| <b>Light Candles</b>  | Represent Jesus as the light of the world & path to Heaven.                                                                      |
| <b>Church</b>         | Held in a Church with friends & family.<br><i>“Where two or more gather in my name, I am there”</i>                              |
| ISLAM                 |                                                                                                                                  |
| <b>White shroud</b>   | Wrapped in a white shroud.<br>Shows all are <i>“Equal as the teeth of a comb”</i>                                                |
| <b>Burial</b>         | Buried with their head facing Mecca, to increase chance of Jannah on Judgement Day.                                              |
| <b>Shahadah</b>       | <i>“There is no God but Allah and Muhammed is his messenger”</i> is whispered into deceased’s ear as they are returning to Allah |
| HUMANIST              |                                                                                                                                  |
| <b>Celebrant</b>      | A Humanist Celebrant conducts the service/                                                                                       |
| <b>Music/eulogy</b>   | Music with meaning and messages from relatives may be shared but with no reference to God or faith                               |

| JUDGEMENT AND AFTERLIFE  |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                 |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHRISTIANITY             |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                 |
| Bodily Resurrection      | On Judgement Day we will be raised with new, immortal bodies.                                                                                                                                                                                             | <i>“The body is sown perishable and raised imperishable”</i>                                                                                                                                    |
| Parable of Sheep & Goats | Jesus will judge everybody and those who have helped others will go to Heaven.                                                                                                                                                                            | <i>“When I was hungry, you fed me”- Jesus</i>                                                                                                                                                   |
|                          | TRADITIONAL: PHYSICAL                                                                                                                                                                                                                                     | MODERN: SPIRITUAL                                                                                                                                                                               |
| Heaven                   | <ul style="list-style-type: none"><li>• Rapture: Some believe we will physically ascend, like Jesus.</li><li>• God created the <i>“Heavens and the Earth”</i></li><li>• God’s dwelling, angels, a new “tree of life.”</li></ul>                           | <ul style="list-style-type: none"><li>• A feeling of closeness to God and comfort</li><li>• <i>“Heaven is within you”</i></li><li>• Universalism- All souls will eventually be saved.</li></ul> |
| Hell                     | <ul style="list-style-type: none"><li>• An eternal place of torture-darkness and fire.</li><li>• <i>“Weeping and gnashing of teeth”</i></li></ul>                                                                                                         | <ul style="list-style-type: none"><li>• Sinners will simply not be resurrected.</li><li>• <i>“Sinners will not reach eternal life”</i></li></ul>                                                |
| ISLAM                    |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                 |
| Azrail                   | <ul style="list-style-type: none"><li>• The angel of death is commanded to take our soul as <i>“the term of every life is fixed by Allah”</i></li></ul>                                                                                                   |                                                                                                                                                                                                 |
| Barzakh                  | <ul style="list-style-type: none"><li>• A cold sleep our soul waits in after death.</li></ul>                                                                                                                                                             |                                                                                                                                                                                                 |
| Judgement                | <ul style="list-style-type: none"><li>• Angels Raqib and Atid present your book of deeds to Allah.</li></ul>                                                                                                                                              |                                                                                                                                                                                                 |
| As-Sirat                 | <ul style="list-style-type: none"><li>• Bridge over Jahannam into Jannah which is <i>“thin as a hair and sharp as a sword”</i></li></ul>                                                                                                                  |                                                                                                                                                                                                 |
| Jannah                   | <ul style="list-style-type: none"><li>• Paradise, described as a garden with <i>“rivers of milk &amp; honey”</i></li><li>• 7 stages- the prophets are already in Jannah.</li><li>• A tree with any fruit the person desires, and endless shade.</li></ul> |                                                                                                                                                                                                 |
| Jahannam                 | <ul style="list-style-type: none"><li>• A place of torture where people wear <i>“garments of fire”</i></li><li>• 7 stages- the 7<sup>th</sup> stage is for hypocrites.</li></ul>                                                                          |                                                                                                                                                                                                 |
| HUMANIST                 |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                 |
| No afterlife             | <ul style="list-style-type: none"><li>• There is no immortal part to us- only our legacy.</li><li>• The concept of a ‘judgement’ is illogical and unfair.</li></ul>                                                                                       | <ul style="list-style-type: none"><li>• Bertrand Russell- <i>“the things we care for will continue”</i></li></ul>                                                                               |

### Huish Episcopi Academy Year 11 History Knowledge Organiser – Crises of the Cold War

| Key Terms |                   |                                                                                                    |
|-----------|-------------------|----------------------------------------------------------------------------------------------------|
| 1         | Balance of Power  | The struggle between the US and SU to match each other's strength                                  |
| 2         | Brain-drain       | The loss of skilled workers from a country                                                         |
| 3         | Brezhnev Doctrine | The announcement that the SU would intervene in any satellite state where communism was threatened |
| 4         | Brinkmanship      | Pushing disagreements to the point of war                                                          |
| 5         | Defect            | Leave and join the enemy's side                                                                    |
| 6         | Free City         | A city with its own independent government                                                         |
| 7         | H-bomb            | Hydrogen bomb, 1,000 times more powerful than the A-bomb                                           |
| 8         | ICBM              | Intercontinental ballistic missile                                                                 |
| 9         | Ultimatum         | A final demand which is backed up with a threat                                                    |
| 10        | MAD               | Mutually Assured Destruction                                                                       |

| Key Dates |             |                                                                       |
|-----------|-------------|-----------------------------------------------------------------------|
| 14        | 1949-1958   | 3 million East Germans defected to the FDR                            |
| 15        | 1958        | Khrushchev's Ultimatum                                                |
| 16        | 1959, Jan   | Cuban Revolution                                                      |
| 17        | 1959, May   | Geneva Summit                                                         |
| 18        | 1959, Sep   | Camp David Summit                                                     |
| 19        | 1960, Feb   | SU agreed to buy Cuban sugar                                          |
| 20        | 1960, May   | Paris Summit                                                          |
| 21        | 1961, April | Bay of Pigs invasion                                                  |
| 22        | 1961, June  | Vienna Summit                                                         |
| 23        | 1961, Aug   | Berlin Wall constructed                                               |
| 24        | 1961, Sep   | Khrushchev offers weapons to Cuba                                     |
| 25        | 1962, Oct   | Cuban Missile Crisis                                                  |
| 26        | 1963, June  | JFK's Berlin visit<br>Telephone 'hotline' set up                      |
| 27        | 1963, Aug   | Test Ban Treaty                                                       |
| 28        | 1967        | Outer Space Treaty                                                    |
| 29        | 1968        | Nuclear Non-Proliferation Treaty<br>Soviet invasion of Czechoslovakia |

### Huish Episcopi Academy Year 11 History Knowledge Organiser – Origins of the Cold War

| Key Terms |                 |                                                                      |
|-----------|-----------------|----------------------------------------------------------------------|
| 1         | Buffer Zone     | Friendly countries on the border of the SU                           |
| 2         | Comecon         | Economic organisation of Eastern Bloc countries                      |
| 3         | Cominform       | Political organization of Eastern Bloc countries                     |
| 4         | Containment     | To stop the spread of communism                                      |
| 5         | Cold War        | A war of rivalry and threats that does not include physical fighting |
| 6         | Grand Alliance  | The wartime alliance between the USA, SU and GB                      |
| 7         | Imperialism     | Empire-building                                                      |
| 8         | Isolationism    | Not engaging in foreign affairs                                      |
| 9         | NATO            | Military alliance of Western countries                               |
| 10        | Satellite State | Eastern European country under the control of the SU                 |
| 11        | Soviet Union    | Communist Russia also known as USSR and SU                           |
| 12        | Superpower      | A very powerful country                                              |
| 13        | Truman Doctrine | The US declaration of the policy of containment                      |
| 14        | Warsaw Pact     | Military alliance of Eastern Bloc countries                          |
| 15        | Eastern Bloc    | SU and its allies                                                    |

| Key Terms |              |                                           |
|-----------|--------------|-------------------------------------------|
| 17        | 1943         | Tehran Conference                         |
| 18        | 1944         | Operation Overlord and Bagration          |
| 19        | 1945, Feb    | Yalta Conference                          |
| 20        | 1945, July   | Creation of A-bomb and Potsdam Conference |
| 21        | 1945, August | Hiroshima and Nagasaki bombed             |
| 22        | 1945-1949    | Creation of the satellite states          |
| 23        | 1946         | Churchill's Iron Curtain speech           |
| 24        | 1947         | Truman Doctrine and Cominform announced   |
| 25        | 1948         | Marshall Plan began                       |
| 26        | 1948-1949    | Berlin Blockade and Airlift               |
| 27        | 1949         | Comecon, NATO, FRG and GDR announced      |
| 28        | 1952         | US develop H-bomb                         |
| 29        | 1953         | Death of Stalin and SU develop H-bomb     |
| 30        | 1955         | Warsaw Pact                               |
| 31        | 1956         | Hungarian Uprising                        |

## Huish Episcopi Academy Year 11 Geography Knowledge Organiser Section A: Urban issues and challenges

### 1. HICs

|     |                                   |                                                                                                                  |
|-----|-----------------------------------|------------------------------------------------------------------------------------------------------------------|
| 1.  | Urbanisation                      | When an increasing percentage of a country's population comes to live in towns and cities.                       |
| 2.  | Regeneration                      | Strategies to improve an area e.g. the construction of infrastructure.                                           |
| 3.  | Integrated transport system (ITS) | When different transport methods connect, making journeys smoother and public transport more appealing.          |
| 4.  | Urban greening                    | The process of increasing and preserving open spaces in urban areas e.g. public parks and gardens.               |
| 5.  | Deprivation                       | The extent to which an individual or community is lacking or deprived of services                                |
| 6.  | Dereliction                       | Abandoned buildings and wasteland.                                                                               |
| 7.  | Brownfield site                   | Land that has been used, abandoned and now awaits reuse – often in urban areas.                                  |
| 8.  | Greenfield site                   | A plot of land, often in a rural area that has not been built on before.                                         |
| 9.  | Urban sprawl                      | Unplanned growth of urban areas into surrounding rural areas.                                                    |
| 10. | Rural-urban fringe                | A zone of transition between a built-up area and the countryside, where there is often competition for land use. |
| 11. | Commuter settlements              | A place where people live and travel elsewhere for work.                                                         |
| 12. | Urban sustainability              | Involves creating an environment that meets the social, economic and environmental needs of existing residents   |
| 13. | Water conservation                | Conserving and recycling water rather than constantly using it up                                                |
| 14. | Energy conservation               | Reducing energy consumption by using less energy and existing sources more sustainably.                          |

### 2. NEES / LICs

|     |                       |                                                                                                                                                       |
|-----|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Megacity              | An urban area with a total population of more than 10 million people.                                                                                 |
| 2.  | Rural-urban migration | The movement of people from the countryside to the city due to 'push' and 'pull' factors.                                                             |
| 3.  | 'Push' factors        | Reasons why people want to leave a region e.g. war, natural hazards or lack of job opportunities.                                                     |
| 4.  | 'Pull' factors        | Reasons why people want to move into a certain area e.g. good access to healthcare and education opportunities.                                       |
| 5.  | Natural increase      | The birth rate minus the death rate of a population.                                                                                                  |
| 6.  | Squatter settlements  | An area of (often illegal) poor-quality housing, lacking in services like water supply, sewerage and electricity. Known as favelas in Rio de Janeiro. |
| 7.  | Informal economy      | Unskilled work e.g. street seller which requires little money to set up. Workers don't pay taxes.                                                     |
| 8.  | Infant mortality rate | The number of babies that die under one year of age, per 1000 live births.                                                                            |
| 9.  | Life expectancy       | The average number of years a person is expected to live.                                                                                             |
| 10. | Inequalities          | The difference between poverty and wealth, as well as wellbeing and access to jobs, housing, education etc.                                           |
| 11. | NGOs                  | Non-governmental Organisation e.g. Oxfam – focused on helping to solve social problems.                                                               |
| 12. | Quality of life       | Refers to the wellbeing of individuals or groups of people.                                                                                           |
| 13. | Traffic congestion    | When there is too great a volume of traffic for roads to cope with, and traffic slows to a crawl.                                                     |

## Huish Episcopi Academy Year 11 Knowledge Organiser Module 6 : De Costumbre

| En la tienda |                                |                                                  |
|--------------|--------------------------------|--------------------------------------------------|
| 1            | Ir de compras                  | To go shopping                                   |
| 2            | Quisiera / me gustaría comprar | I would like to buy                              |
| 3            | Estoy buscando                 | I am looking for                                 |
| 4            | Un recuerdo para               | A souvenir for                                   |
| 5            | Un regalo para                 | A present for                                    |
| 6            | ¿Cuánto vale /cuesta?          | How much is it?                                  |
| 7            | Me lo /la /los /las llevo      | I will take it / them                            |
| 8            | ¿Tiene otro más /menos ...?    | Do you have another one which is more / .less..? |
| 9            | Caro                           | expensive                                        |
| 10           | Barato                         | cheap                                            |

| De Compras |                                |                               |
|------------|--------------------------------|-------------------------------|
| 1          | Estar de rebaja                | To be on sale                 |
| 2          | Unas gangas                    | Bargains                      |
| 3          | Un descuento                   | A discount                    |
| 4          | ¿Dónde están los probadores?   | Where are the changing rooms? |
| 5          | ¿De qué talla?                 | What size?                    |
| 6          | ¿Puedo probarlo /la /los /las? | Can I try it / them on?       |

| Mi Rutina Diaria |                                        |                                         |
|------------------|----------------------------------------|-----------------------------------------|
| 1                | Suelo despertarme                      | I usually wake up                       |
| 2                | Tengo costumbre de levantarme          | I am in the habit of getting up         |
| 3                | Voy a acostarme                        | I am going to go to bed                 |
| 4                | Pienso ducharme                        | I am thinking about having a shower     |
| 5                | Temprano                               | Early                                   |
| 6                | Tarde                                  | Late                                    |
| 7                | De prisa                               | In a hurry                              |
| 8                | Con cuidado                            | Carefully                               |
| 9                | A las seis de la mañana                | At 6.00 am                              |
| 10               | A las siete de la tarde                | At 7.00 pm                              |
| 11               | Paso mi tiempo + gerund                | I spend my time doing                   |
| 12               | Paso mi tiempo libre escuchando música | I spend my free time listening to music |
| 13               | Salgo de casa                          | I leave the house                       |
| 14               | Vuelvo a casa                          | I return home                           |
| 15               | Me preparo para..                      | I get ready to...                       |
| 16               | Estoy listo /a                         | I am ready                              |
| 17               | Estoy dispuesto /a ...                 | I am willing to..                       |

## Huish Episcopi Academy Year 11 Knowledge Organiser : De Costumbre

| Las Fiestas- Festivals |                               |                           |
|------------------------|-------------------------------|---------------------------|
| 1                      | Se celebra (n)                | Is/ are celebrated        |
| 2                      | Se caracteriza por            | It is characterised by    |
| 3                      | Se decora (n)                 | Is / are decorated        |
| 4                      | Se come (n) /se bebe (n)      | Is / are eaten / drunk    |
| 5                      | La gente se disfraza de       | The people dress up as... |
| 6                      | Un desfile                    | A parade                  |
| 7                      | Se lanza (n)                  | Is / are thrown           |
| 8                      | Los fuegos artificiales       | Fireworks                 |
| 9                      | Se quema (n)                  | Is /are burned            |
| 10                     | Celebré                       | I celebrated              |
| 11                     | La boda                       | wedding                   |
| 12                     | El bautizo                    | The baptism               |
| 13                     | Tuve una fiesta de cumpleaños | I had a birthday party    |
| 14                     | Me pasé bomba                 | I had a great time        |

|    |                               |                               |
|----|-------------------------------|-------------------------------|
| 1  | Fue una experiencia           | It was a ....experience       |
| 2  | Inolvidable                   | Unforgettable                 |
| 3  | Fantástico                    | Fantastic                     |
| 4  | Guay                          | Cool                          |
| 5  | Desastroso                    | Disastrous                    |
| 6  | Espeluznante                  | Terrifying                    |
| 7  | Siempre he querido ver        | I have always wanted to see   |
| 8  | Nunca había visitado ...antes | I had never visited...before  |
| 9  | Es mi sueño + inf             | It is my dream to             |
| 10 | Ojalá pudiera + inf.          | If only I were able to...     |
| 11 | Me encantaría volver allí     | I would love to go back there |
| 12 | El día de Los Muertos         | The day of the dead           |
| 13 | La feria                      | The fair / festival           |
| 14 | Nochebuena                    | Christmas Eve                 |
| 15 | Nochevieja                    | New Year's eve                |
| 16 | Pascuas                       | Easter                        |
| 17 | Semana Santa                  | Holy Week (Easter)            |

## Huish Episcopi Academy Year 11 French Knowledge Organiser – Education et travail – Education and Work

| School subjects and places in school – les matières et l'école |                             |                        |
|----------------------------------------------------------------|-----------------------------|------------------------|
| 1                                                              | allemand (m.)               | <i>German</i>          |
| 2                                                              | chimie (f.)                 | <i>chemistry</i>       |
| 3                                                              | dessin (m.)                 | <i>art</i>             |
| 4                                                              | devoirs (m.pl.)             | <i>homework</i>        |
| 5                                                              | E.M.T. (f.)                 | <i>technology</i>      |
| 6                                                              | E.P.S. (f.)                 | <i>PE</i>              |
| 7                                                              | langue (f.)                 | <i>language</i>        |
| 8                                                              | matière (f.)                | <i>subject</i>         |
| 9                                                              | sciences naturelles (f.pl.) | <i>natural science</i> |
| 10                                                             | bâtiment (m.)               | <i>building</i>        |
| 11                                                             | bureau (m.)                 | <i>office</i>          |
| 12                                                             | terrain de sport (m.)       | <i>sports pitch</i>    |

| L'école (1) - School |                       |                                     |
|----------------------|-----------------------|-------------------------------------|
| 1                    | apprentissage (m.)    | <i>apprenticeship</i>               |
| 2                    | baccalauréat (m.)     | <i>exam equivalent of a'levels</i>  |
| 3                    | collège (m.)          | <i>school (11-15 yrs)</i>           |
| 4                    | cours (m.)            | <i>lesson</i>                       |
| 5                    | déjeuner (m.)         | <i>lunch</i>                        |
| 6                    | diplôme (m.)          | <i>diploma, certificate, degree</i> |
| 7                    | école maternelle (f.) | <i>nursery school</i>               |
| 8                    | école primaire (f.)   | <i>primary school</i>               |
| 9                    | élève (m., f.)        | <i>pupil</i>                        |

| L'école (2) - School |                      |                                                   |
|----------------------|----------------------|---------------------------------------------------|
| 1                    | emploi du temps (m.) | <i>timetable</i>                                  |
| 2                    | enseignement (m.)    | <i>teaching</i>                                   |
| 3                    | étudiant (m.)        | <i>student</i>                                    |
| 4                    | faute (f.)           | <i>mistake, error</i>                             |
| 5                    | formation (f.)       | <i>training, education</i>                        |
| 6                    | licence (f.)         | <i>degree</i>                                     |
| 7                    | lycée (m.)           | <i>college</i>                                    |
| 8                    | programme (m.)       | <i>syllabus</i>                                   |
| 9                    | récréation (f.)      | <i>break</i>                                      |
| 10                   | rentrée (f.)         | <i>return to school in september</i>              |
| 11                   | retenue (m.)         | <i>detention</i>                                  |
| 12                   | scolaire             | <i>educational, school</i>                        |
| 13                   | terminale            | <i>final year of secondary school (17-18 yrs)</i> |
| 14                   | trimestre (m.)       | <i>term</i>                                       |

| Times of the year – le temps dans l'année |                          |                          |
|-------------------------------------------|--------------------------|--------------------------|
| 1                                         | avenir (m.)              | <i>future</i>            |
| 2                                         | grandes vacances (f.pl.) | <i>summer holiday(s)</i> |
| 3                                         | heure (f.)               | <i>hour</i>              |
| 4                                         | journée (f.)             | <i>day</i>               |
| 5                                         | Le matin (m.)            | <i>In the morning</i>    |
| 6                                         | L'après-midi (m.)        | <i>In the afternoon</i>  |

## Huish Episcopi Academy Year 11 French Knowledge Organiser – Education et travail – Education and Work

| Les métiers – jobs (1) |                               |                                |
|------------------------|-------------------------------|--------------------------------|
| 1                      | agent de police (m.)          | <i>police officer</i>          |
| 2                      | animateur (m.)                | <i>co-ordinator, organiser</i> |
| 3                      | animatrice (f.)               | <i>co-ordinator, organiser</i> |
| 4                      | apprenti (m.)                 | <i>apprentice</i>              |
| 5                      | caissier (m.)                 | <i>cashier</i>                 |
| 6                      | caissière (f.)                | <i>cashier</i>                 |
| 7                      | coiffeur (m.)                 | <i>hairdresser</i>             |
| 8                      | comptable (m.)                | <i>accountant</i>              |
| 9                      | conseiller d'orientation (m.) | <i>careers advisor</i>         |
| 10                     | employé (m.)                  | <i>employee</i>                |
| 11                     | employeur (m.)                | <i>employer</i>                |
| 12                     | facteur (m.)                  | <i>postman</i>                 |
| 13                     | gendarme (m.)                 | <i>policeman</i>               |
| 14                     | homme d'affaires (m.)         | <i>businessman</i>             |
| 15                     | informaticien (m.)            | <i>computer scientist</i>      |

| Work in general – Le travail en général |                                                    |                     |
|-----------------------------------------|----------------------------------------------------|---------------------|
| 1                                       | carrière (f.)                                      | <i>career</i>       |
| 2                                       | chômage (m.)                                       | <i>unemployment</i> |
| 3                                       | emploi (m.) / métier (m.)/boulot (m.)/travail (m.) | <i>job</i>          |
| 4                                       | réunion (f.)                                       | <i>meeting</i>      |

| Verbs (1) |           |                            |
|-----------|-----------|----------------------------|
| 1         | aider     | <i>to help</i>             |
| 2         | apprendre | <i>to learn</i>            |
| 3         | bavarder  | <i>to chat</i>             |
| 4         | chercher  | <i>to look for, search</i> |
| 5         | discuter  | <i>to discuss, argue</i>   |
| 6         | durer     | <i>to last</i>             |
| 7         | envoyer   | <i>to send</i>             |

| Verbs (2) |                |                              |
|-----------|----------------|------------------------------|
| 1         | étudier        | <i>to study</i>              |
| 2         | expliquer      | <i>to explain</i>            |
| 3         | faire un stage | <i>to do work experience</i> |
| 4         | gagner         | <i>to earn, win</i>          |

| Verbs (3) |                      |                      |
|-----------|----------------------|----------------------|
| 1         | imprimer             | <i>to print</i>      |
| 2         | oublier              | <i>to forget</i>     |
| 3         | perdre               | <i>to lose, miss</i> |
| 4         | permettre            | <i>to allow</i>      |
| 5         | poser sa candidature | <i>to apply</i>      |
| 6         | sauver               | <i>to save</i>       |
| 7         | travailler           | <i>to work</i>       |
| 8         | voyager              | <i>to travel</i>     |

## Huish Episcopi Academy Year 11 German Knowledge Organiser: meine Ecke (my corner – where I live)

| Wo wohnst du? - Where do you live? |                                                      |                                                     |
|------------------------------------|------------------------------------------------------|-----------------------------------------------------|
| 1                                  | Ich wohne...                                         | I live                                              |
| 2                                  | in einem Dorf                                        | In a village                                        |
| 3                                  | in einer Kleinstadt                                  | in a small town                                     |
| 4                                  | In einer Großstadt                                   | In a city                                           |
| 5                                  | in der Stadtmitte / am Stadtrand                     | In the town centre / on the outskirts               |
| 6                                  | in den Bergen / an der Küste                         | In the mountains / on the coast                     |
| 7                                  | auf dem Land / an einem See                          | In the countryside / by a lake                      |
| 8                                  | das liegt im <u>Norden/Süden/Osten/Westen</u> von... | That is situated in the North/South/East/West of... |
| 9                                  | der Ort ist hübsch/beliebt                           | The place is pretty/popular                         |
| 10                                 | die Gegend/der Bereich ist sicher                    | The area is safe                                    |
| 11                                 | schmutzig/sauber                                     | dirty/clean                                         |
| 12                                 | die Umgebung ist besonders schön                     | The surroundings are especially beautiful           |
| 13                                 | es gibt...                                           | There is..                                          |
| 14                                 | ...malerische Landschaft                             | ..picturesque landscape                             |
| 15                                 | (k)einen Flughafen                                   | (not) an airport                                    |
| 16                                 | (k)eine Bibliothek/Bank                              | (not) a library/ bank                               |
| 17                                 | (k)eine Post/ Schule                                 | (not) a post office / school                        |
| 18                                 | (k)eine Universität                                  | (not) a university                                  |
| 19                                 | (k)ein Fitnesszentrum / Kino                         | (not) a gym / cinema                                |
| 20                                 | (k)ein Geschäft                                      | (not) a shop                                        |
| 21                                 | (k)ein Schwimmbad/ Museum                            | (not) a swimming pool / museum                      |
| 22                                 | (k)ein Krankenhaus / Theater                         | (not) a hospital / theatre                          |
| 23                                 | (k)ein Stadion / Schloss                             | (not) a stadium / castle                            |
| 24                                 | viel Verkehr                                         | Lots of traffic                                     |

| Wie fährst du? - How do you travel? [a] |                                     |                                   |
|-----------------------------------------|-------------------------------------|-----------------------------------|
| 1                                       | Man kann/muss/soll...               | You can/must/should...            |
| 2                                       | fahren / reisen / fliegen           | drive or go/travel/fly            |
| 3                                       | mit dem Schiff/Boot                 | By ship/boat                      |
| 4                                       | mit dem Auto/Wagen                  | By car                            |
| 5                                       | mit dem Zug/mit der Bahn            | by train/ by rail                 |
| 6                                       | mit dem Flugzeug                    | By aeroplane                      |
| 7                                       | mit der Straßenbahn                 | by tram                           |
| 8                                       | auf dem Land                        | In the countryside                |
| 9                                       | ich wohne um die Ecke               | I live around the corner          |
| 10                                      | Ich wohne weit weg (von der Schule) | I live fair away (from school)    |
| 11                                      | die Schule ist ganz nah             | By ship/boat                      |
| 12                                      | es ist eine lange/kurze Fahrt       | It is a long/short journey        |
| 13                                      | die Fahrt dauert nur zehn Minuten   | The journey only takes 10 minutes |
| 14                                      | es geht um schnellsten              | It is the quickest way            |

| Ich komme zu Besuch – I am coming to visit |                                            |                                                |
|--------------------------------------------|--------------------------------------------|------------------------------------------------|
| 1                                          | Ich möchte eine Fahrkarte nach...bitte     | I would like a ticket to... please             |
| 2                                          | Einfach oder hin und zurück?               | Single or return?                              |
| 3                                          | eine Rückfahrkarte                         | A return ticket                                |
| 4                                          | Was kostet das?                            | How much does that cost?                       |
| 5                                          | Wann fährt der Zug ab?                     | When does the train leave?                     |
| 6                                          | Wann kommt der Zug an?                     | When does the train arrive?                    |
| 7                                          | Gibt es (...) in der Nähe?                 | Is there (...) nearby?                         |
| 8                                          | Gehen Sie geradeaus                        | Go straight on                                 |
| 9                                          | Nehmen Sie die erste Straße links / rechts | Take the first street on the left/right        |
| 10                                         | (...) liegt auf der rechten/linken Seite   | (...) is situated on the right/left -hand side |

## Huish Episcopi Academy Year 11 German Knowledge Organiser: meine Ecke (my corner – where I live)

### Einkaufen: Kleidungen – Shopping: Clothes

|    |                                       |                                      |
|----|---------------------------------------|--------------------------------------|
| 1  | Ich brauche                           | I need                               |
| 2  | einen warmen Pullover                 | A warm jumper                        |
| 3  | eine schwarze Hose                    | Black trousers                       |
| 4  | ein blaues Hemd                       | A blue shirt                         |
| 5  | ein tolles Kleid                      | a great dress                        |
| 6  | klein / groß                          | Small / big                          |
| 7  | billig / teuer                        | Cheap / expensive                    |
| 8  | kurz/lang                             | short/long                           |
| 9  | eng / weit                            | tight OR narrow / wide               |
| 10 | Wo kann ich ihn/sie/es anprobieren?   | Where can I try it (m/n/f) on?       |
| 11 | Wo kann ich ihn/sie/es zurückbringen? | Where can I bring it back/return it? |
| 12 | Was kosten sie?                       | How much do they cost?               |
| 13 | Ich nehme ihn/sie/es.                 | I'll take it (m/f/n).                |

### Wo gehst du gern einkaufen? - Where do you like going shopping?

|    |                                             |                                            |
|----|---------------------------------------------|--------------------------------------------|
| 1  | Ich kaufe (nicht) gern (...) ein            | I (dis)like shopping (...)                 |
| 2  | ...im Einkaufszentrum                       | ...In the shopping centre                  |
| 3  | ...online / mit einer App                   | ...online/ on an app                       |
| 4  | weil das einfacher/billiger ist             | Because it is easier/cheaper               |
| 5  | man kann Zeit sparen                        | You can save time                          |
| 6  | Man kann schöne Sachen finden               | You can find beautiful things              |
| 7  | man kann Waren <b>sofort</b> zurückschicken | You can send goods back <b>immediately</b> |
| 8  | Man bekommt bessere Rabatte                 | You get better discounts                   |
| 9  | Man bekommt bessere Preise                  | You get better prices                      |
| 10 | Die Waren kommen direkt nach Hause          | The goods come straight to your house      |

### Die Geschäfte - Shops

|   |                          |                 |
|---|--------------------------|-----------------|
| 1 | die Apotheke             | The pharmacy    |
| 2 | die Bäckerei             | The bakery      |
| 3 | das Kleidungsgeschäft    | Clothes shop    |
| 4 | das Schreibwarengeschäft | Stationery shop |
| 5 | das Uhrengeschäft        | Watch shop      |

### Mein idealer Wohnort – My ideal place to live

|   |                                   |                                    |
|---|-----------------------------------|------------------------------------|
| 1 | Wo würdest du am liebsten wohnen? | I would like a ticket to... please |
| 2 | Wenn ich viel Geld hätte,         | If I had lots of money...          |
| 3 | ...würde ich (...) wohnen         | I would live (...)                 |
| 4 | grün / alt / hell                 | Green / old / light                |
| 5 | es gibt viele Bäume               | There are lots of trees            |
| 6 | Es wäre...                        | It would be...                     |

### Bei mir zu Hause – At (my) home

|   |                                        |                                      |
|---|----------------------------------------|--------------------------------------|
| 1 | Im Badezimmer wasche ich mir die Haare | I wash my hair in the bathroom       |
| 2 | Im Büro arbeite ich                    | I work in the office                 |
| 3 | Im Esszimmer/Essecke esse ich          | I eat in the dining room/ diing area |
| 4 | In der Küche frühstücke ich            | I eat breakfast in the kitchen       |
| 5 | In der Garage parken wir das Auto      | We park the car in the garage        |
| 6 | Im Wohnzimmer sehe ich fern            | I watch TV in the living room        |
| 7 | Im Schlafzimmer schlafe ich            | I sleep in the bedroom               |

## Huish Episcopi Academy Year 11 Music Knowledge Organiser Describing Music Revision

| Melody       |              |                                                                           |
|--------------|--------------|---------------------------------------------------------------------------|
| 1            | Melody       | The main tune of a piece of music                                         |
| 2            | Register     | Whether the notes are high or low in pitch                                |
| 3            | Range        | The distance from the lowest note to the highest note in a piece of music |
| 4            | Sequence     | A musical phrase which is repeated at a higher / lower pitch              |
| 5            | Scalic       | Melody follows the notes of a scale.                                      |
| 6            | Broken Chord | The notes of the chord played one after the other                         |
| 7            | Conjunct     | The melody moves by step                                                  |
| 8            | Disjunct     | The melody moves with leaps/intervals                                     |
| 9            | Ornaments    | Decorations to the notes                                                  |
| 10           | Riff         | A repeated musical pattern                                                |
| Articulation |              |                                                                           |
| 1            | Sustained    | Notes that are held                                                       |
| 2            | Legato       | Notes that are played smoothly                                            |
| 3            | Staccato     | Notes that are played short                                               |
| 4            | Pizzicato    | Plucking the strings.                                                     |
| 5            | Arco         | Using a bow to play a stringed instrument.                                |
| 6            | Accent       | Notes which are emphasised                                                |

| Dynamics   |                |                                       |
|------------|----------------|---------------------------------------|
| 1          | Dynamics       | How loud or quiet a piece of music is |
| 2          | Pianissimo     | Very quiet                            |
| 3          | Piano          | Quiet                                 |
| 4          | Mezzo Piano    | Fairly quiet                          |
| 5          | Mezzo Forte    | Fairly loud                           |
| 6          | Forte          | Loud                                  |
| 7          | Fortissimo     | Very loud                             |
| 8          | Crescendo      | Gradually getting louder              |
| 9          | Diminuendo     | Gradually getting quieter             |
| Time/Tempo |                |                                       |
| 1          | Tempo          | How fast or slow a piece of music is  |
| 2          | Metre          | The number of beats in a bar          |
| 3          | Simple Metre   | 2/4, 3/4, 4/4,                        |
| 4          | Compound Metre | 6/8, 9/8, 12/8                        |
| 5          | Accelerando    | Gradually getting faster              |
| 6          | Rallentando    | Gradually getting slower              |
| 7          | Allegro        | Fast                                  |
| 8          | Moderato       | Moderate                              |
| 9          | Lento          | Slow                                  |

## Huish Episcopi Academy Year 11 Music Knowledge Organiser Africa by Toto

### Background Details

|   |                                                                                                 |
|---|-------------------------------------------------------------------------------------------------|
| 1 | Composed by band members David Paich and Jeff Porcaro.                                          |
| 2 | Recorded by the American rock band Toto in 1981 for their fourth studio album entitled Toto IV. |
| 3 | Released in 1982 and reached number one in America on 5 February 1983                           |
| 4 | Genre: soft rock                                                                                |

### Form and Structure

|   |                     |                       |
|---|---------------------|-----------------------|
| 1 | Intro               | Bars 1 – 4            |
| 2 | Verse 1 / Verse 2   | Bars 5 – 39 / 14 - 39 |
| 3 | Chorus 1 / Chorus 2 | 40 - 57               |
| 4 | Link 1 / Link 2     | 58 - 65               |
| 5 | Instrumental        | 66 - 82               |
| 6 | Chorus 3            | 40 - 92               |
| 7 | Outro               | 93 - 96               |

### Metre and Rhythm

|   |                  |                                                   |
|---|------------------|---------------------------------------------------|
| 1 | 2/2              | Split common time – with two minim beats in a bar |
| 2 | Ostinato rhythms | Repeating rhythms                                 |
| 3 | Syncopation      | Off – beat rhythm                                 |

### Harmony

|   |                 |                               |                                                                                                                        |
|---|-----------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------|
| 1 | Diatonic        | Chords that belong to the key | Mixture of root position and 1 <sup>st</sup> inversion chords                                                          |
| 2 | Harmonic rhythm | The rate of the chord change  | Mostly once per bar                                                                                                    |
| 3 | Chord Pattern   | A succession of chords        | Chorus uses standard chord pattern vi (F#m) – IV (D) – I (A) – V (E)<br>Riffs use a three-chord pattern A – G#m – C#m. |

### Melody

|   |                      |                                              |
|---|----------------------|----------------------------------------------|
| 1 | Conjunct             | Moving in step                               |
| 2 | Wide vocal Range     | The bottommost note to the uppermost note    |
| 3 | Pentatonic scale     | 5 note scale (used in the riff b)            |
| 4 | Vocal Improvisations | Vocals made up on the spot (towards the end) |
| 5 | Riffs                | Short repeated patterns                      |

### Instrumentation

|   |                                                                                                                                |
|---|--------------------------------------------------------------------------------------------------------------------------------|
| 1 | Rock Band (drum kit with additional percussion, lead and bass guitars, synthesisers, male lead vocals and male backing vocals) |
|---|--------------------------------------------------------------------------------------------------------------------------------|

### Texture

|   |                          |
|---|--------------------------|
| 1 | Melody and Accompaniment |
|---|--------------------------|

### Tonality

|   |                                                                                |
|---|--------------------------------------------------------------------------------|
| 1 | The majority of the song is in B major whilst the choruses are all in A major. |
|---|--------------------------------------------------------------------------------|

## Huish Episcopi Academy Year 10 Drama Knowledge Organiser Term 1

| UNIT 1: Introduction to Drama – Section A  |                   |                                                                                                |
|--------------------------------------------|-------------------|------------------------------------------------------------------------------------------------|
| Section A      Lighting Design Terminology |                   |                                                                                                |
| 1                                          | Wash              | A broad spread of light covering a large area of the stage                                     |
| 2                                          | Floodlight        | The light that provides a wide, even spread of light                                           |
| 3                                          | Blackout          | A sudden or gradual complete extinguishing of all stage lights                                 |
| 4                                          | Cue               | A signal for a lighting change, often timed with specific moments in the performance           |
| 5                                          | Gobo              | A stencil placed in front of a light source to control the shape of the emitted light          |
| 6                                          | Gel               | A coloured plastic film placed in front of a light to change the colour of the beam            |
| 7                                          | Crossfade         | A transition where one set of lights gradually dims while another set simultaneously brightens |
| 8                                          | Fade              | A gradual increase or decrease in the intensity of light                                       |
| 9                                          | Profile Spot      | A type of spotlight that produces a sharp, focused beam of light                               |
| 10                                         | Follow Spot       | A powerful, movable spotlight that "follows" an actor as they move around the stage            |
| Section B      Performance Skills          |                   |                                                                                                |
| 1                                          | Projection        | How loud or quiet your voice is                                                                |
| 2                                          | Pitch             | How high or low your voice is                                                                  |
| 3                                          | Pace              | The speed at which an actor delivers their lines or performs their actions                     |
| 4                                          | Emphasis          | The stress or importance placed on certain words or phrases in dialogue                        |
| 5                                          | Tone              | The emotion shown in your voice                                                                |
| 6                                          | Gesture           | Movements of the hands, arms, or body that express ideas or emotions                           |
| 7                                          | Eye Contact       | Looking directly into another character's eyes, or avoiding this                               |
| 8                                          | Facial Expression | Movements of the facial muscles to convey emotions and reactions                               |
| 9                                          | Posture           | The way an actor holds and positions their body                                                |
| 10                                         | Body Language     | The non-verbal communication conveyed through an actor's movements                             |



## Huish Episcopi Academy Year 11 GCSE Physical Education Knowledge Organiser 2.1 Ethics and Sport

| Key Terms |               |                                                                                                                                 |
|-----------|---------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1         | Sportsmanship | Ethical, appropriate, polite and fair behaviour whilst participating in a game or athletic event                                |
| 2         | Gamesmanship  | Where the laws of the game are interpreted in ways, which whilst not illegal, are not in the spirit of the game.                |
| 3         | Etiquette     | The customs we observe surrounding the rules and regulations of physical activity                                               |
| 4         | Violence      | Physical acts committed in sport that go beyond the accepted rules of play or accepted levels of contact within a contact sport |
| 5         | Deviance      | Behaviour that is either immoral or seriously breaks the norms of the sport                                                     |

| Performance enhancing Drugs (PEDs) Examples |                   |                                                              |                                                                               |
|---------------------------------------------|-------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------|
|                                             |                   | What is it?                                                  | Used for?                                                                     |
| 1                                           | Anabolic Steroids | Synthetic hormones that enhance physical performance         | Allow athletes to train harder and longer. Increasing strength and aggression |
| 2                                           | Beta Blockers     | A drug used to control heart rhythm and lower blood pressure | Keeps the athlete calm and steady                                             |
| 3                                           | Stimulants        | Drugs used to raise physiological arousal in the body        | Work as a brain stimulant, which increases alertness                          |

| Use of drugs or banned substance can lead to: |                                |
|-----------------------------------------------|--------------------------------|
| 1                                             | <b>Addiction</b>               |
| 2                                             | <b>Anxiety</b>                 |
| 3                                             | <b>Depression</b>              |
| 4                                             | <b>Lowering of self esteem</b> |

| Reasons for violence |                                            |
|----------------------|--------------------------------------------|
| 1                    | We can't help it – an instinctive response |
| 2                    | We get frustrated                          |
| 3                    | We copy others                             |
| 4                    | We simply get angry                        |

## Huish Episcopi Academy Year 11 BTEC PE Knowledge Organiser: A1 The Importance of Fitness for Successful Participation in Sport

### Component 3. A1 Types of Sports Requiring Specific Components of Fitness

|    |                    |                                                                  |                                             |
|----|--------------------|------------------------------------------------------------------|---------------------------------------------|
| 1  | Aerobic Endurance  | Ability to sustain activity for long periods (>30 mins)          | Marathon running, cycling                   |
| 2  | Muscular Endurance | Ability of muscles to work repeatedly without fatigue (>30 mins) | Rowing, long-distance swimming              |
| 3  | Muscular Strength  | Ability to exert force                                           | Shot put, weightlifting                     |
| 4  | Speed              | Quick movement over a short distance                             | 100m sprint                                 |
| 5  | Flexibility        | Range of movement around a joint                                 | Gymnastics, martial arts                    |
| 6  | Body Composition   | Ratio of fat to muscle                                           | Low fat: gymnastics; High muscle: sprinting |
| 7  | Power              | Explosive strength and speed combined                            | Basketball jump shot, gymnastics vault      |
| 8  | Agility            | Quick changes of direction                                       | Netball dodging, freestyle skiing           |
| 9  | Reaction Time      | Quick response to stimulus                                       | Goalkeeper save, sprint start               |
| 10 | Balance            | Maintain stability and posture                                   | Yoga, beam routine in gymnastics            |
| 11 | Coordination       | Use of multiple body parts/equipment                             | Tennis (hand-eye with racquet)              |

### Component 3. A2 Principles of Training

|    |                        |                                           |
|----|------------------------|-------------------------------------------|
| 1  | Frequency              | How often sessions occur (e.g., per week) |
| 2  | Intensity              | How hard you train                        |
| 3  | Time                   | Duration of training                      |
| 4  | Type                   | Method chosen to improve fitness          |
| 5  | Progressive Overload   | Gradually increasing demands to improve   |
| 6  | Specificity            | Training matches sport/goal               |
| 7  | Individual Differences | Tailored to the person                    |
| 8  | Adaptation             | Body changes due to training              |
| 9  | Reversibility          | Fitness lost if training stops            |
| 10 | Variation              | Change methods to avoid boredom           |
| 11 | Rest & Recovery        | Time for body to repair and adapt         |

### Component 3. A3 Exercise Intensity and Measurement

|   |                 |                                           |
|---|-----------------|-------------------------------------------|
| 1 | Heart Rate (HR) | Measure beats per minute                  |
| 2 | Target Zones    | Aerobic & anaerobic zones based on HR max |
| 3 | Borg Scale      | RPE (6–20) $\times$ 10 $\approx$ HR       |
| 4 | 1RM / 15RM      | Max reps for strength/endurance           |
| 5 | Technology      | HR monitors, smart watches, apps          |

## Huish Episcopi Academy GCSE – Product Design – KO - Core Knowledge – Past & Present Designers

Students should investigate, analyse and evaluate the work of past and present designers and companies to inform their own designing.

Students should investigate the work of a **minimum of two** of the following designers:

Alexander McQueen • Aldo Rossi • Aljoud Lootah • Charles Rennie Macintosh • Coco Chanel • David Adjaye • Elsie Owusu • Ettore Sottsass • Gerrit Reitveld • Harry Beck • Joe Casely-Hayford • Karim Rashid • Kusheda Mensah • Louis Comfort Tiffany • Marcel Breuer • Mary Quant • Morag Myerscough • Norman Foster • Philippe Starck • Pierre Davis • Raymond Templier • Rei Kawakubo • Sir Alec Issigonis • The Singh Twins • Vivienne Westwood • William Morris • Yinka Ilori • Zaha Hadid.

Students should investigate the work of a **minimum of two** of the following companies:

Alessi • Apple • Braun • Dyson • Gap • Primark • Under Armour • Zara

## Huish Episcopi Academy Year 11 D&T - Knowledge Organiser – Core Knowledge – Material Properties

When choosing materials or components for a design, manufacturers must consider the ***mechanical and physical properties*** required to ensure that the materials will perform the tasks.

### Mechanical properties

Elements of a material that resist deformation from external forces or loads

### Mechanical properties

|                     |                                                                                    |
|---------------------|------------------------------------------------------------------------------------|
| <b>Strength</b>     | Ability to withstand force. Eg: by resisting squashing or stretching.              |
| <b>Elasticity</b>   | Ability to return to original shape once deforming is removed                      |
| <b>Plasticity</b>   | Ability to permanently deform without breaking when subjected to force.            |
| <b>Malleability</b> | Ability to be permanently deformed in all directions without fracture.             |
| <b>Ductility</b>    | Ability to be deformed by bending, twisting or stretching, drawn out into lengths. |
| <b>Hardness</b>     | Ability to resist deformation, indentation or penetration.                         |
| <b>Toughness</b>    | Ability to withstand sudden stress or shocks.                                      |
| <b>Brittleness</b>  | Inability to withstand sudden stress or shocks.                                    |
| <b>Durability</b>   | Ability to withstand deterioration over time.                                      |
| <b>Stability</b>    | Ability to resist changes and shape over time.                                     |
| <b>Stiffness</b>    | Ability to resist bending.                                                         |

### Physical properties

Elements of a material that can be defined and measured, such as colour, size or weight

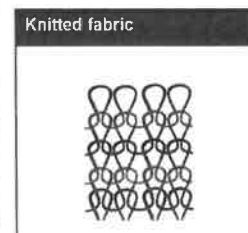
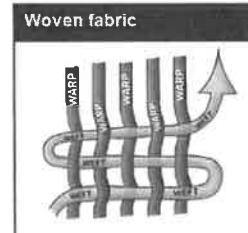
### Physical properties

|                                |                                                                                                                               |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>Density</b>                 | Compactness of a material, defined as mass per unit volume.                                                                   |
| <b>Electrical conductivity</b> | Ability to conduct electricity.                                                                                               |
| <b>Thermal conductivity</b>    | Ability to conduct heat.                                                                                                      |
| <b>Size</b>                    | Dimensions of a material.                                                                                                     |
| <b>Corrosion</b>               | Metal is eaten away as it reacts with oxygen and water in the air.<br>Rust is formed through the corrosion of iron and steel. |
| <b>Aesthetics</b>              | Appearance of a material.                                                                                                     |
| <b>Optical</b>                 | Ability to absorb or reflect light.                                                                                           |
| <b>Joining</b>                 | Ability for a material to be joined to other materials.                                                                       |
| <b>Magnetism</b>               | Attraction to magnetic materials.                                                                                             |

## Huish Episcopi Academy GCSE Textiles Knowledge Organiser Core knowledge topic 1

### 1. Fibres and fabrics

|   |                    |                                                                                                                                                                                                                                                                                                                                                                                           |
|---|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Fibres and fabrics | Textiles are also called <b>fabrics</b> and can be <b>natural or synthetic</b> . There are three main ways of turning fibres into fabrics                                                                                                                                                                                                                                                 |
| 2 | Weaving            | Fabric made of <b>warp &amp; weft yarns</b> going under & over each other to create a non-stretchy fabric                                                                                                                                                                                                                                                                                 |
| 3 | Knitted            | Fabric made of <b>yarn looped together</b> to create a stretchy fabric                                                                                                                                                                                                                                                                                                                    |
| 4 | Non-Woven          | <b>Non-woven fabrics</b> are made from <b>webs of fibres</b> held together e.g. by heat, glue or by tangling the fibres under pressure                                                                                                                                                                                                                                                    |
| 5 | Blended Fabrics    | <b>Blended fabrics</b> are made by spinning different fibres together to make a new yarn which can give you better properties. <b>Cotton and polyester</b> is one of the most common blended fibre, it has the advantages of cotton e.g. strong, durable, soft & comfortable and the polyester means it has the added properties of drying more quickly and be more resistant to creases. |



### 2. Natural fibres

|   |                |                                                                                 |                                                                                                            |                              |                                                            |
|---|----------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------|
| 1 | Natural fibres | Natural fibres come from plants and animals and are renewable and biodegradable |                                                                                                            |                              |                                                            |
|   | <b>Fibre</b>   | <b>Appearance</b>                                                               | <b>Properties</b>                                                                                          | <b>Used in these fabrics</b> | <b>Uses</b>                                                |
| 2 | Cotton         | Smooth                                                                          | Strong, durable, absorbent, cool to wear, creases, shrinks easily, flammable, withstands high temperatures | Denim, corduroy, calico      | T-shirts, underwear, pyjamas, shirts, socks, towels, jeans |
| 3 | Wool           | Soft or coarse                                                                  | Warm, absorbent, crease resistant, low flammability, can shrink when washed, slow drying                   | Knitted fabrics, Tweed, felt | Jumpers, carpets, blankets, coats, suits, upholstery       |
| 4 | Silk           | Very smooth and glossy                                                          | Smooth, lightweight, lustrous surface, weak when wet, creases easily                                       | Organza, chiffon, satin      | Dresses, ties, underwear, upholstery, furnishings          |

### 3. Synthetic Fibres

|   |                  |                                                                                                                |                                                                                     |                              |                                                                                |
|---|------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------|
| 1 | Synthetic Fibres | Synthetic fibres are made from fossil fuels and chemicals and aren't biodegradable or from sustainable sources |                                                                                     |                              |                                                                                |
|   | <b>Fibre</b>     | <b>Appearance</b>                                                                                              | <b>Properties</b>                                                                   | <b>Used in these fabrics</b> | <b>Uses</b>                                                                    |
| 2 | Elastane         | Soft                                                                                                           | Smooth, strong, very stretchy, springs back into shape, crease resistant, flammable | Lycra                        | Blended with other fibres for use in swimwear, sportswear, leggings, underwear |
| 3 | Polyester        | Smooth                                                                                                         | Strong, durable, crease resistant, low flammability, not absorbent                  | Fleece                       | Sportswear, clothing, bedding, raincoats, medical textiles                     |
| 4 | Polyamide        | Can have many different finishes                                                                               | Strong, hard wearing, crease resistant, not absorbent, easily damaged by sun        | Nylon                        | Clothing, rope, swimwear, sportswear, tights                                   |

#### 4. Textiles- tools and equipment

|    |                                  |                                                                                                                           |
|----|----------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 1  | Fabric shears                    | Have long sharp blades to cut fabric more easily and neatly                                                               |
| 2  | Pinking shears                   | To cut fabric with a zig zag edge, help to prevent fabric fraying                                                         |
| 3  | Pins                             | Used to hold fabric together before stitching                                                                             |
| 4  | Needles                          | Used for hand stitching, available in many different sizes for different types of fabrics and thread.                     |
| 5  | Measuring and marking            | Pattern masters and flexible tape measures help to measure. Tailors chalk is used to mark fabric                          |
| 6  | Irons                            | Heat, pressure, and steam are used to press out creases in fabric and seams                                               |
| 7  | Sewing machine                   | Speeds up sewing and produces neat, even stitches for a high-quality finish                                               |
| 8  | Overlocker                       | Use to finish the edges of fabric to stop them from fraying, by trimming and closing the edge of the fabric with a casing |
| 9  | CAM – Computer aided manufacture | CAM has lots of different uses in the textiles industry, from embroidery, knitting, cutting and automated machines        |
| 10 | Stock form                       | Stock form – Fabric is sold in standard widths e.g. 90cm/ 115cm and 150cm                                                 |

#### 5. Components and fastenings

|   |                       |                                                                                                         |
|---|-----------------------|---------------------------------------------------------------------------------------------------------|
| 1 | Zips                  | Zips can be plastic or metal; some zips are fixed, and some are open-ended e.g. on jackets              |
| 2 | Velcro                | Comes in two half's, one with loops and one with hooks, its hardwearing and safe on children's products |
| 3 | Toggles and buttons   | Can be made from plastic, metal or wood. They are sewn on and require a buttonhole or loop to fasten    |
| 4 | Press studs / poppers | Used to fasten an item that can needs to be opened and closed quickly. e.g. baby grow                   |

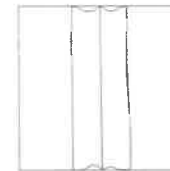
#### 6. Seams

- |   |                                                                                                                                                                                                            |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Seams are held together with stitches they need to hold fabric securely and be strong enough to stand up to the strains of the product. The common seams are Plain seam, French seam and a Flat fell seam. |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### 7. Joining and shaping fabric

- |   |                        |                                                                                                                                            |
|---|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Piping                 | Piping can be used on seams to add decoration or to strengthen a product, it stands out from the seam adding definition                    |
| 2 | Quilting               | Quilting uses wadding between two layers of fabric which is then stitched in a pattern. Quilting adds warmth to a product e.g. bodywarmer. |
| 3 | Gathering and pleating | Gathering and pleating use excess material to create detail, a better fit or shape to a product                                            |

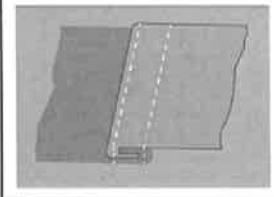
Plain (flat) seam



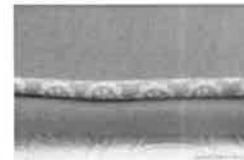
French seam



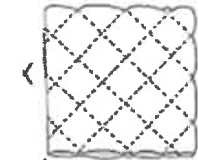
Flat fell seam



Piping



Quilting



Gathering and Pleating



## Huish Episcopi Academy Year 11 - Food Preparation and Nutrition – NEA 1

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

| 2. NEA 1 Breakdown |                   |                                                                                                                                                                                             |
|--------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                  | NEA 1 - Breakdown | Candidates are required to <b>investigate</b> and <b>evaluate</b> the <b><u>working characteristics, functional and chemical properties of ingredients</u></b> identified in the set tasks. |
| 2                  | NEA 1 - Breakdown | Candidates are required to produce a <b>written report of 1500–2000 words.</b>                                                                                                              |
| 3                  | NEA 1 - Breakdown | <b>Photographs and/or visual recordings</b> must be provided that support a candidate's investigation.                                                                                      |
| 4                  | NEA 1 - Breakdown | The <b>total number</b> of marks available for this task is <b>30 (15% of entire GCSE grade)</b>                                                                                            |

| 3. Research (6 marks) |                  |                                                                                                                                   |
|-----------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 1                     | NEA 1 – Research | Relevant, detailed and concise research into how ingredients work and the reasons why.                                            |
| 2                     | NEA 1 – Research | Detailed explanation shows a high level of understanding of how the research has been used to inform the practical investigation. |
| 3                     | NEA 1 – Research | Planned and justified a detailed investigation, related to the research with a clear and focused hypothesis or prediction.        |

| 4. Investigation (15 marks) |                       |                                                                                                                                                                                               |
|-----------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                           | NEA 1 – Investigation | Practical investigations show detailed and high level knowledge and understanding of how ingredients work and why with a clear link to the hypothesis or prediction.                          |
| 2                           | NEA 1 – Investigation | A wide range of testing has been carried out to formulate the results.                                                                                                                        |
| 3                           | NEA 1 – Investigation | Practical investigations are recorded and meticulously explained using methods such as: graphs, tables, charts, sensory analysis methods, labelled diagrams, annotated photographic evidence. |

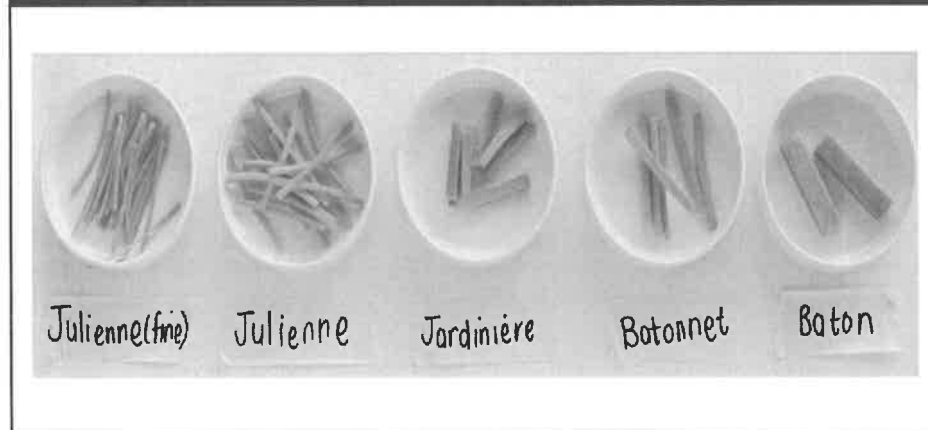
| 5. Analysis & Evaluation (9 marks) |                               |                                                                                                                                           |
|------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                  | NEA 1 – Analysis & Evaluation | Detailed, accurate interpretation and analysis of the results with justified conclusions for all aspects of the hypothesis/investigation. |
| 2                                  | NEA 1 – Analysis & Evaluation | The report demonstrates an in-depth and specialist understanding of how ingredients work and why.                                         |
| 3                                  | NEA 1 – Analysis & Evaluation | Detailed explanation/reflection of how the results can be applied when preparing and cooking food.                                        |
| 4                                  | NEA 1 – Analysis & Evaluation | The report is communicated in a structured and coherent manner with accurate use of technical language.                                   |

## Huish Episcopi Academy – Food & Nutrition Knowledge Organiser – Core Knowledge – Food Preparation Skills

### 1. Food Preparation Skills

|   |                 |                                                                                                                                  |
|---|-----------------|----------------------------------------------------------------------------------------------------------------------------------|
| 1 | Knife Skills    | Bridge hold and claw grip are two techniques for holding and cutting fruit and vegetables when chopping and slicing.             |
| 2 | Vegetables cuts | Julienne, Brunoise, Macedoine, Jardiniere – other examples see image below.                                                      |
| 3 | Aesthetics      | The art of making food look good or attractive, for example by using garnishes on savoury dishes or decorations on sweet dishes. |
| 4 | Chopping Boards | Different coloured chopping boards are used for different preparation task                                                       |

### Diagram A - Vegetable Cuts



### 1. Food and Preparation Skills

|   |                                              |                                                                                                                  |
|---|----------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 1 | Food Spoilage                                | Is when food loses quality and becomes inedible.                                                                 |
| 2 | Water Based methods using the hob            | Boiling, steaming, poaching, simmering, blanching.                                                               |
| 3 | Dry heat and fat based methods using the hob | Dry-frying, shallow frying, stir frying,                                                                         |
| 4 | Using the oven                               | Baking, Roasting, Casseroles and tagines, Braising,                                                              |
| 5 | Using the grill                              | Grilling under heat, grilling over heat, barbecuing                                                              |
| 6 | Skewer                                       | Is a long metal or wooden pin used to secure food on during cooking. It is used to hold together pieces of food. |
| 7 | Starch based sauce stages.                   | Take note of what happens at each temperature. Diagram C.                                                        |

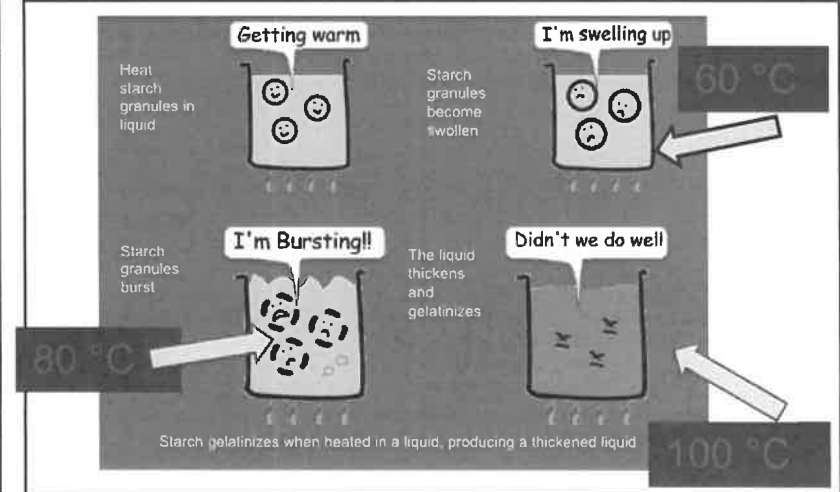
### Diagram B – Prevent Cross Contamination

#### Prevent Cross Contamination

Use correct colour coded chopping boards and knives at all times

- RAW MEAT
- RAW FISH
- COOKED MEATS
- SALADS & FRUITS
- VEGETABLES
- DAIRY PRODUCTS
- ALLERGENS

### Diagram C - Vegetable Cuts



| Business GCSE              |                                                                                                                                                                                                                        | Exam Technique               |                                                                                                                                                      |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>State<br/>1 mark</b>    | <b>State</b> is often a one-mark question, requiring a short phrase answer or one or two words.<br>If the question refers to a specific business, then context must be included in the answer by using the case study. | <b>Analyse<br/>6 marks</b>   | write an extended answer, requiring expansion and exploration of a business concept or issue. The answer will be placed in context by the question   |
| <b>Explain<br/>3 marks</b> | <b>Explain</b> questions (3 marks).<br>BLT                                                                                                                                                                             | <b>Justify<br/>9 marks</b>   | write an extended answer, using information provided in order to recommend one of two options to a business owner                                    |
| <b>Outline<br/>2 marks</b> | give two linked points about a business concept or issue, placed in context in the question                                                                                                                            | <b>Evaluate<br/>12 marks</b> | write an extended answer, using knowledge of specification content to reach a supported conclusion about a business situation.                       |
| <b>Calculate</b>           | use mathematical skills to reach the answer, based on given data. Calculators may be used and workings should be given                                                                                                 | <b>BLT</b>                   | Use the connectives Because, leading to, therefore – to extend your answer and ensure you have a chain of analysis                                   |
| <b>Discuss<br/>6 marks</b> | write an extended answer, requiring expansion and exploration of a business concept or issue. These questions will not have context but students may bring one in for illustration purposes                            | <b>A<br/>J<br/>I<br/>M</b>   | Answer the question<br><br>Justify your response<br><br>It depend upon....<br><br>The most important reason from the case study for my answer is.... |

**Huish Episcopi Academy Year 11 Business GCSE Knowledge Organiser – Essential Formula**

| <b>Business GCSE</b>                       |                                                                                                                              | <b>Essential Formula</b>            |                                                        |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------------|
| <b>Total Costs</b>                         | Total costs = total fixed costs + total variable costs                                                                       | <b>Margin of safety</b>             | actual or budgeted output – break even point           |
| <b>Revenue</b>                             | Revenue = sales price per unit x quantity sold<br>Revenue = gross profit + cost of sales<br>Revenue = profit + cost of sales | <b>Average rate of return (%) =</b> | average annual profit /<br>cost of investment x 100    |
| <b>Profit/Loss</b>                         | Profit/loss = revenue – total costs                                                                                          | <b>Gross profit margin (%) =</b>    | Gross profit /<br>sales revenue x 100                  |
| <b>interest (on loans)</b>                 | Interest (on loans) in % =<br>(total repayment – borrowed amount x 100)/<br>borrowed amount                                  | <b>Net profit margin (%) =</b>      | net profit /<br>sales revenue x 100                    |
| <b>Break even point using the formulae</b> | fixed costs /<br>(sales price per unit – variable cost per unit)                                                             | <b>Percentage change</b>            | : $\frac{(\text{change})}{\text{original}} \times 100$ |

## 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.                                                                                            |

### 2.3 Producing robust programs: Defensive design considerations

|   |                     |                                                              |
|---|---------------------|--------------------------------------------------------------|
| 1 | Anticipating Misuse | Designing software to handle unexpected or incorrect use.    |
| 2 | Authentication      | Verifying the identity of a user before granting access.     |
| 3 | Input Validation    | Ensuring that the data entered by users is correct and safe. |

### 2.3 Producing robust programs: Maintainability

|   |                     |                                                                                    |
|---|---------------------|------------------------------------------------------------------------------------|
| 1 | Use of Sub Programs | Breaking down a program into smaller, manageable pieces (functions or procedures). |
| 2 | Naming Conventions  | Using clear and consistent names for variables, functions, and other identifiers.  |
| 3 | Indentation         | Using spaces or tabs to structure code visually.                                   |
| 4 | Commenting          | Adding notes to the code to explain what it does.                                  |

### 2.3 Producing robust programs: Testing

|   |                        |                                                                                                   |
|---|------------------------|---------------------------------------------------------------------------------------------------|
| 1 | The Purpose of Testing | Ensuring that software works as intended and is free of bugs.                                     |
| 2 | Iterative Testing      | Testing during the development process, often repeatedly.                                         |
| 3 | Final/Terminal Testing | Testing the complete product before release.                                                      |
| 4 | Syntax Errors          | Mistakes in the code that prevent it from running (e.g., missing semicolons, incorrect keywords). |
| 5 | Logic Errors           | Code runs but produces incorrect results (e.g., wrong calculations, incorrect conditions).        |
| 6 | Normal Data            | Typical data that the program is expected to handle.                                              |
| 7 | Boundary Data          | Data at the edge of acceptable input ranges.                                                      |
| 8 | Invalid/Erroneous Data | Data that should be rejected by the program.                                                      |
| 9 | Refining Algorithms    | Improving algorithms to make them more efficient and effective.                                   |



### A Component 2 Services and Values Coursework Preparation 1

#### Task 1: How healthcare services work together to meet the needs of an individual

Produce a report on how different healthcare services work together to meet the needs of a **74-year-old** who has recently been diagnosed with **arthritis**. Your report must include:

- how **primary** healthcare services could meet the specific healthcare needs of the individual
- how **secondary** healthcare services could meet the healthcare needs of the individual
- how the **primary** and **secondary** healthcare services could work together to meet the specific needs of the specified individual.

### B Component 2 Services and Values Coursework Preparation 2

#### Task 2: How social care services meet the needs of an individual

Produce a report on how social care services can meet the needs of an **eight-year-old** who requires **24-hour care** for a long-term health issue. Your report must include:

- how **social care services** could meet the specific needs of the specified individual
- how **voluntary care** services could meet the specific needs of the specified individual
- how **informal care** options could meet the specific needs of the specified individual.

### C Component 2 Services and Values Coursework Preparation 3

**Task 3: Barriers an individual could face when accessing services in health or social care.** Produce a report on the **barriers** an individual could face when **accessing services** in health or social care and **provide suggestions of how these could be overcome**.

Based on a **34-year-old**; they have a learning disability, a speech impairment, and are severely obese. They live in a residential care home and don't like crowds or loud noises and use taxis to travel around. They need to attend hospital to see a speech and language therapist. Your report must include:

- the barriers the specified individual may face when accessing the services
- for each barrier, make realistic suggestions for how the health or social care services could minimise or remove the barrier

### F Component 1 Human Lifespan Development

|   |                   |                                                                           |
|---|-------------------|---------------------------------------------------------------------------|
| 1 | Positive          | a desirable or <u>constructive</u> quality or attribute.                  |
| 2 | Negative          | a word or statement that <u>expresses</u> denial or <u>disagreement</u> . |
| 3 | Holistic          | characterized by the treatment of the whole person.                       |
| 4 | Health indicators | a way of measuring specified health characteristics.                      |
| 5 | Observed          | To notice something and register it as being significant.                 |

### D Component 2 Services and Values Coursework Preparation 4

**Task 4 – How healthcare professionals demonstrate the skills, attributes and values required when delivering care to an individual.** Produce a report to show how healthcare professionals might demonstrate the skills, attributes and values required when delivering care to an elderly man with a diagnosis of coronary heart disease, made worse by him smoking cigarettes. Your report should include:

- how the skills of **problem solving** and **dealing with difficult situations** can be demonstrated by the professionals supporting the individual described
- how the attributes of **trustworthiness** and **patience** can be demonstrated by the professionals supporting the individual described
- how the values of **communication** and **courage** can be demonstrated by the professionals supporting the individual described
- reasons why the skills, values and attributes that you have included are important when providing the specified individual with care.

### E Component 2 Services and Values Coursework Preparation 5

**Task 5 – How the skills, attributes and values of care professionals can help an individual to overcome potential obstacles**

Use the case study on **Jack**, GOOGLE CLASSROOM, to produce a report on how the skills, attributes and values required of care professionals can help him to overcome potential obstacles. Your report must include:

- the potential obstacles that Jack may face during his care
- how these obstacles impact on Jack's recovery
- how care professionals who show the following could help Jack to overcome each potential obstacle: skills of **problem solving** and **dealing with difficult situations**, attributes of **trustworthiness** and **patience**, values of **communication** and **courage**, provide justification to support the reasons given.

### G Component 1 Human Lifespan Development

|   |                      |                                                                                                                            |
|---|----------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1 | Inherited conditions | A condition caused by a genetic variant that has been passed down from parent to child.                                    |
| 2 | Cystic fibrosis      | An inherited condition that causes sticky mucus to build up in the lungs and digestive system.                             |
| 3 | Haemophilia          | A rare disorder in which the blood doesn't clot in the typical way because it doesn't have enough blood-clotting proteins. |
| 4 | Pulse rate           | The number of times your heart beats per minute.                                                                           |
| 5 | Recovery             | A return to a normal state of health, mind, or strength.                                                                   |