



Huish Episcopi Academy
The best in everyone
Part of United Learning

Knowledge Organisers

Year 11

Autumn Term 2

Name:

Tutor Group:

Respect

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Ambition

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Resilience

Year 11 English Literature Knowledge Organiser – Power and Conflict Poetry

Themes:	Conflict, Suffering, Reality of War
Context:	Intrigued by job of recording horrific events Location is ambiguous and therefore universal
Form/structure:	Enjambment – reinforces the disorder and confusion. Rhyme reinforces the idea that he is trying to bring order to chaos Contrasts: Imagery of rural England and nightmare war zones
Images/language	'all flesh is grass' 'Running children...nightmare heat' 'he has a job to do'

War Photographer

Themes:	Conflict, Suffering, Reality of War, Patriotism
Context:	Controversial message for Victorian audience
Form/structure:	Ballad - a form of poetry to remember history 6 verses First stanza tight structure= strict cavalry formation. Structure loosens = chaos of battle Rhythm = horses galloping and increases pace. -Repetition emphasises huge loss.
Images/language:	'valley of death' 'jaws of death' 'honour the...noble'

Charge of the Light Brigade

Themes:	Power of Nature, Fear
Context:	Relates to 'The Troubles' in Northern Ireland
Form/structure:	Blank verse and enjambment = conversational and anecdotal 'We' - first person plural creates community, and 'You' (direct address) to immerse reader -Three sections: Confidence, Fear, Calm before storm
Images/language	'tame cat turned savage' 'Exploding comfortably'

Storm on the Island

Themes:	Power of Nature, Control, Identity
Context:	Dharker was born in Pakistan and grew up in Glasgow Fragility of humanity
Form/structure:	Short stanzas create many layers, Lack of rhythm or rhyme creates an effect of freedom Enjambment creates effect of freedom and movement.
Images/language:	'might fly our lives like paper kites' 'Paper that lets light shine through'

Tissue

Themes:	Conflict, Suffering, Nature, Reality of War, Patriotism
Context:	Owen was a soldier Wanted to highlight tragedy and pity of war He had a strong sense of duty
Form/structure:	Motif of Cold imagery conveys Suffering -Repetition of "but nothing happens" creates circular structure = never ending -Strict rhyme scheme ABBA = emphasises the monotony.
Images/language:	'Our brains ache' 'the merciless iced east winds that knife us...' 'we' 'our' pronouns - shared

Exposure

Themes:	Power, Protest, Identity, Childhood
Context:	Poet born in Caribbean and moved to the UK. -His poetry challenges racism and prejudice.
Form/structure:	Dramatic monologue Black history sections arranged as serious lessons to be learned; 'traditional history' as nursery rhymes Lacks punctuation = breaks rules
Images/language:	Repetition of "Dem tell me"; frustration. 'I carving out me identity'

Checking Out Me History

Year 11 English Literature Knowledge Organiser – Power and Conflict Poetry

Themes:	Conflict, Power, Identity, Protest, Bravery, Childhood
Context:	The home country of the speaker is not revealed – gives a timeless relevance. Relevant to many people in current world climate
Form/structure:	First person. The last line of each stanza is the same: "sunlight": reinforces positivity of the city and poem. The first two stanzas have lots of enjambment – conveys freedom. The final stanza has lots of full-stops – conveys she is now trapped.
Images/language:	'I left it as a child' 'I am branded by an impression of sunlight' Personifies city: 'I comb its hair and love its shining eyes' 'My city takes me dancing' 'My city hides behind me'

Emigree

Poppies

Themes:	Bravery, Reality of War, Suffering, Childhood
Context:	Conflict is deliberately ambiguous to give the poem a timeless relevance to all mothers and families. Critical tone; soldiers can become intoxicated by glamour of the military
Form/structure:	This is an Elegy, a poem of mourning. Free verse, stream of consciousness addressing her son directly – poignant No rhyme scheme makes it melancholic Enjambment gives it an anecdotal tone
Images/language:	War "blockade", "bandaged", "reinforcements" Childhood "play at being Eskimos", "bedroom" Mother's P.O.V "I was brave, as I walked with you, to the front door"

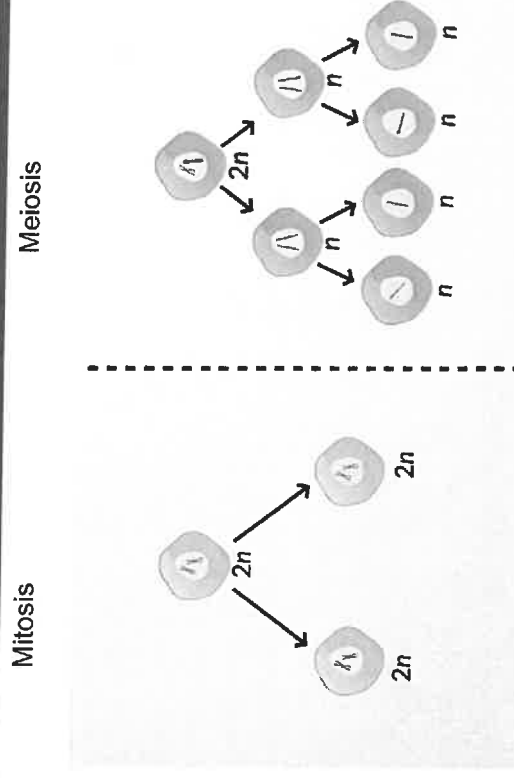
Bayonet Charge

Themes:	Conflict, Power, Reality of War, Nature, Bravery, Patriotism
Context:	Likely set in World War 1. Hughes' father had survived battle in WWI Contrast between the idealism of patriotism and the reality of fighting and killing
Form/structure:	Starts 'in media res': to convey shock and pace. Enjambment = momentum of the charge. Time stands still in the second stanza to convey the soldier's reflection Contrasts the visual and sound imagery of battle = confusion
Images/language:	'cold clockwork of the stars and nations' 'The patriotic tear that brimmed in his eye Sweating like molten iron'

REPRODUCTION AND GENETICS

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

TYPES OF CELL DIVISION



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

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

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

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

PUNNET SQUARE

G	G	G
G	GG	Gg
g	Gg	gg

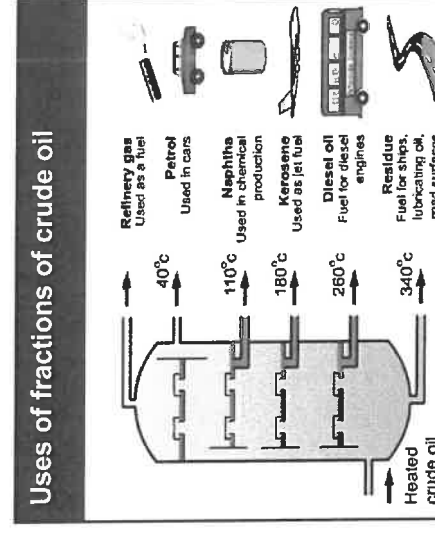
Huish Episcopi Academy Year 11 Science Knowledge Organiser Unit C7 Organic chemistry

Crude oil	
1	Crude oil A mixture made up mostly of hydrocarbons from the remains of plants and animals millions of years ago.
2	Hydrocarbon A compound made from hydrogen and carbon atoms only
3	Fractional distillation A process that separates crude oil into different fractions depending on its boiling point
4	Cracking The breakdown of a long chain hydrocarbon into smaller ones

Alkanes and alkenes	
1	Alkane A saturated hydrocarbon, single bonds between carbon atoms
2	General formula for an alkane C_nH_{2n+2}
3	Alkene An unsaturated hydrocarbon, containing a double bond between two adjacent carbon atoms
4	Test for an alkene Bromine water changes from orange to colourless

Properties and uses of hydrocarbons	
1	Flammability The ability of a chemical to burn or ignite
2	Viscosity A measure of a fluid's resistance to flow
3	Boiling point The temperature at which a liquid changes into a gas
4	Complete combustion Hydrocarbon burns in an unlimited supply of oxygen; carbon dioxide and water are formed
5	Incomplete combustion Hydrocarbon burns in a limited supply of oxygen; carbon monoxide, carbon and water are formed

Alkanes		
Name	Formula	Structure
Methane	CH_4	$\begin{array}{c} H \\ \\ H-C-H \\ \\ H \end{array}$
Ethane	C_2H_6	$\begin{array}{c} H & H \\ & \\ H-C & -C-H \\ & \\ H & H \end{array}$
Propane	C_3H_8	$\begin{array}{c} H & H & H \\ & & \\ H-C & -C & -C-H \\ & & \\ H & H & H \end{array}$
Butane	C_4H_{10}	$\begin{array}{c} H & H & H & H \\ & & & \\ H-C & -C & -C & -C-H \\ & & & \\ H & H & H & H \end{array}$



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

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

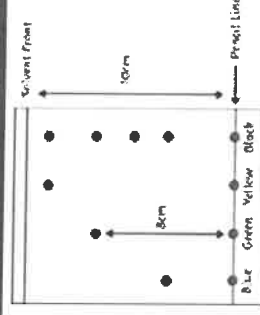
Chromatography required practical

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

R_f calculation

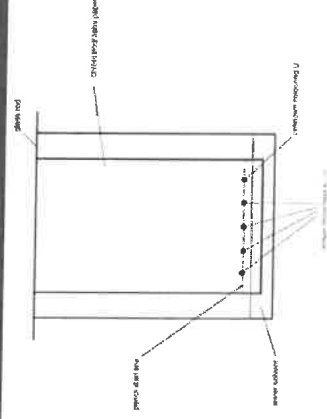
$$R_f = \frac{\text{distance moved by substance}}{\text{distance moved by solvent}}$$

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

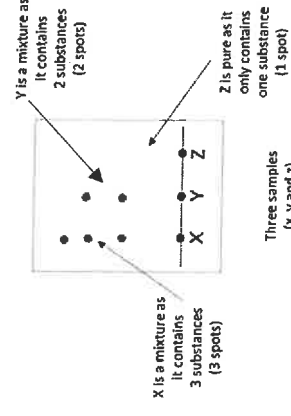


Tests for gases		
1	Oxygen, O ₂	Add a glowing splint. The splint will relight.
2	Hydrogen, H ₂	Add a lit splint. It will burn with a squeaky-pop sound.
3	Chlorine, Cl ₂	Add damp blue litmus paper. The litmus paper becomes bleached and turns white
4	Carbon dioxide, CO ₂	Bubble the gas through the lime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

Chromatography apparatus



Chromatogram



Huish Episcopi Academy Year 11 Religious Studies Knowledge Organiser Unit 1 Christianity

1. Key Vocabulary/terms

Atonement	Belief that Jesus' death on the cross healed the rift between humans and God.
Ascension	Jesus left this world to return to the father in heaven.
Eschatology	Refers to beliefs about the 'last things': death, judgement, heaven and hell.
Evangelism	Preaching the Christian Gospel with the intention of converting others to the Christian faith.
Evolution	
Heaven	To be in the presence of God for eternity.
Hell	To be without God.
Incarnation	God became flesh/human in the person of Jesus Christ.
Just	Bringing about what is right and fair.
Omnipotent	All powerful.
Omniscient	All knowing.
Omnibenevolent	All loving; all good.
Resurrection	To rise from the dead (spirit returning to same body).
Salvation	To be saved from sin.
Sin	A thought or action that separates humans from God.
Theodicy	An argument put forward to defend God.
Transcendent	Outside of time and space.
Trinity	The belief that the one God can be experienced through the Father, the Son and the Holy Spirit.
The Word	Another term for God the Son or Jesus. The Word existed from the beginning and was involved in creation.

2. Interpretations

Literal	Things happen or have happened exactly as described.
Modern/progressive	A willingness to question tradition and interpret Biblical teachings through a current lens. Interpretation is required to understand old teachings.

3. Quotations

Monotheism	"We believe in one God" Nicene Creed
Creation	"In the beginning, God created the heavens and the earth" Genesis "In the beginning was the Word, and the Word was with God, and the Word was God". John
Incarnation	"She was found to be pregnant through the Holy Spirit" Matthew "The Word became flesh and made his dwelling among us"
Crucifixion	"father into your hands I commit my spirit".
Resurrection	"and if Christ has not been raised, our preaching is useless" St Paul. "While he was blessing them, he left them and was taken up into heaven " Luke "He ascended into heaven and is seated at the right hand of the Father" Apostles Creed.
Judgement	" For I was hungry and you gave me something to eat" Matthew "I am the way, the truth and the life. No one comes to the Father except through me" John
Salvation	"It is by grace you have been saved" St Paul "Faith by itself, if it is not accompanied by action, is dead" James

Huish Episcopi Academy Year 11 History Knowledge Organiser -- Ending of the Cold War

Key Terms		
1	détente	a relaxation of tensions, leading to a period of peace
2	interim	temporary or short-term
3	ratification	formal approval of an agreement by a country's parliament
4	economic sanctions	measures taken to damage a country's economy
5	abdicate	to step down from office or power
6	Perestroika	Russian for reconstruction
7	Glasnost	Russian for openness
8	boycott	refusing to attend / participate in something
9	doctrine	a belief or philosophy
10	revolution	to overthrow a government or leader
11	reunification	joining previously separate areas to form one country again
12	Islamic/ Muslim fundamentalism	a country run under a strict interpretation of Muslim law and teachings
13	refugee	a person who has been forced to leave their country
Key Dates		
14	1972	SALT 1
15	1975	Helsinki Accords, Apollo-Soyuz space mission

Key Dates		
16	1979	SALT 2 treaty agreed (not ratified)
17	1979, December	Soviet invasion of Afghanistan begins
18	1980	Carter Doctrine
19	1980, July	boycott of the Moscow Olympics
20	1981, January	Ronald Reagan becomes US President. 'Second Cold War' begins
21	1981	martial law declared in Poland
22	1983	SDI announced by President Reagan
23	1984	Soviet boycott of LA Olympics
24	1985	Gorbachev becomes leader of USSR. Geneva Summit
25	1986	Reykjavik Summit
26	1987	Intermediate Range Nuclear Force Treaty (INF)
27	1988	Moscow Summit
28	1989, November	fall of Berlin Wall
29	1990	Gorbachev wins Nobel Prize
30	1991, July	Warsaw Pact dissolved
31	1991, December	Gorbachev overthrown
32	1991, December	USSR dissolves into many independent countries

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	Batista Right-wing capitalist dictator of Cuba
3	Brain-drain The loss of skilled workers from a country
4	Brezhnev Doctrine The announcement that the SU would intervene in any satellite state where communism was threatened
5	Brinkmanship Pushing disagreements to the point of war
6	Defect Leave and join the enemy's side
7	ExComm Group of JFK's government officials
8	Free City A city with its own independent government
9	Geopolitics A country's influence around the world
10	Geostrategy Using location to create a military plan
11	H-bomb Hydrogen bomb, 1,000 times more powerful than the A-bomb
12	ICBM Intercontinental ballistic missile
13	'Ich bin ein Berliner' 'I am a Berliner'
14	La Brigada CIA-trained group of Cuban exiles
15	Socialism A word used interchangeably with communism in the 20 th century
16	Ultimatum A final demand which is backed up with a threat

Key Dates	
17	1949-1958 3 million East Germans defected to the FDR
18	1958 Khrushchev's Ultimatum
19	1959, Jan Cuban Revolution
20	1959, May Geneva Summit Castro nationalised US-owned industry in Cuba
21	1959, Sep Camp David Summit
22	1960, Feb SU agreed to buy Cuban sugar
23	1960, May Paris Summit
24	1961, April Bay of Pigs invasion
25	1961, June Vienna Summit
26	1961, Aug Berlin Wall constructed
27	1961, Sep Khrushchev offers weapons to Cuba
28	1962, Oct Cuban Missile Crisis
29	1963, June JFK's Berlin visit Telephone 'hotline' set up
30	1963, Aug Test Ban Treaty
31	1967 Outer Space Treaty
32	1968 Nuclear Non-Proliferation Treaty Soviet invasion of Czechoslovakia

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

1. HICs	
1.	Regeneration Strategies to improve an area e.g. the construction of infrastructure.
2.	Integrated transport system (ITS) When different transport methods connect, making journeys smoother and public transport more appealing.
3.	Urban greening The process of increasing and preserving open spaces in urban areas e.g. public parks and gardens.
4.	Deprivation The extent to which an individual or community is lacking or deprived of services
5.	Brownfield site Land that has been used, abandoned and now awaits reuse – often in urban areas.
6.	Greenfield site A plot of land, often in a rural area that has not been built on before.
7.	Urban sprawl Unplanned growth of urban areas into surrounding rural areas.
8.	Rural-urban fringe A zone of transition between a built-up area and the countryside, where there is often competition for land use.
9.	Commuter settlements A place where people live and travel elsewhere for work.
10.	Urban sustainability A way of life that causes minimal damage to the environment, a strong economy and a strong sense of community
11.	Water conservation Conserving and recycling water rather than wasting it. E.g recycling rainwater
12.	Energy conservation Reducing energy consumption by using less energy and existing sources more sustainably. Having solar panels on buildings

2. Field work		
1.	Data presentation	How you present your data in graphs
2.	Data collection method	The ways we collected data e.g EQ survey
3.	Results	What the data we collected tells us
4.	Conclusion	What judgements can we make based on the results collected
5.	Evaluation	What went well and what could go better
6.	Bias	When opinions affect the results we collected
7.	Field sketch	A drawing of a location with labels
8.	Environmental quality survey (EQS)	Giving areas a score (positive or negative) based on criteria
9.	Radar graph	A way of presenting EQS
10.	Risk assessment	Thinking about any dangers before we go on the trip
11.	Human title	Has the regeneration of Bristol Temple Quarter been successful?
12.	Physical title	What are the processes taking place on Monmouth Beach?

Huish Episcopi Academy Year 11 Knowledge Organiser : A currar

¿Qué haces para ganar dinero?		
1	El dinero de bolsillo	Pocket money
2	Tengo que	I have to
3	Poner y quitar la mesa	Set and clear the table
4	Fregar los platos	To wash the dishes
5	Hacer la cama	To make my bed
6	Pasar la aspiradora	To vacuum
7	Planchar la ropa	To iron my clothes
8	Lavar el coche	To wash the car
9	Hacer las tareas domésticas	To do the housework
10	Paseo el perro	I walk the dog
11	Corto el césped	I cut the grass
12	Cocino	I cook
13	Gano cinco libras or semana	I earn £5.00 per week
14	Mis padres (no) me dan dinero	My parents (don't) give me money
15	Recibo dinero por mi cumple	I receive money for my birthday

¿Qué quieres hacer en el futuro?		
1	Tengo intención de + inf.	I intend to
2	Planeo + inf.	I plan to
3	Si pudiera	If I were able to
4	Casarme	To get married
5	Formar una familia	To have children
6	Viajar por el mundo	To travel the world
7	Aprobar mis exámenes	To pass my exams
8	Conseguir un buen trabajo	To get a good job
9	Estudiar una carrera universitaria	To study for a degree
10	Montar mi propio negocio	To set up my own business
11	Me interesa(n)	I'm interested in
12	Si tuviera tiempo y dinero	If I had time and money
13	Quiero ser independiente	I want to be independent
14	Quiero tener responsibilidad	I want to have responsibility
15	Si fuera rico	If I were rich...
16	Iría a	I would go to
17	Compraría	I would buy

HEA Year 11 French Knowledge Organiser Module 1 – Education and future projects

Après le college – after finishing school (1)

1	Faire du bénévolat	To do some volunteering
2	Travailler à temps partiel	To work part-time
3	Faire un apprentissage	To do an apprenticeship
4	Aller à la fac/à l'université	Go to uni
5	Pratiquer les langues	Practice speaking languages
6	Obtenir un bon emploi	Get a good job
7	Passer le bac(calauréat)	Take my A'levels
8	Gagner un bon salaire	Earn a good wage
9	Laisser tomber	Give up
10	Obtenir une licence	graduate
11	Voyager autour du monde	Travel the world
12	J'ai l'intention de	I intend to
13	Je veux	I want
14	Je voudrais	I would like
15	J'espere + INF	I am hoping to

Après le college – after finishing school (2)

1	Si j'obtiens de bonnes notes	If I get good grades
2	Si je travaille beaucoup	If I work hard
3	Quand je terminerai mes examens	When I finish my exams
4	Quand j'aurai seize ans	When I am 16

Present tense

1	Je vais	I go
2	Ce que j'aime le plus	What I like the most
3	Ce que je n'aime pas	What I don't like
4	Je dois y aller)	I have to go there
5	Je suis souvent fatigué	I am often tired
6	Nous devons toujours lever la main	We always have to raise our hand
7	C'est assez strict	It is quite strict

Imperfect tense

1	Mon école était différente	My school was different
2	Je n'avais qu'un prof	I only had one teacher
3	Ce que j'aimais	What I liked
4	Les profs étaient gentils	The teachers were nice
5	Il n'y avait pas	There was no..
6	Les autres élèves étaient mes amis	The other students were my friends
7	Nous devions toujours lever la main	We always had to raise our hands
8	Ma meilleure amie posait toujours des questions	My best friend always used to ask questions

Opinions

1	Ca me rend + adj	It make me + adj
2	Ca me donne envie de	It makes me want to
3	Ce n'est pas mon truc	It's not my thing
4	Je crois que/je pense que	I believe that/ I think that



HEA Year 11 French Knowledge Organiser Module 1 – Education and future projects

Mes projets – My projects (1)		
1	Je voyagerai	I will travel
2	Partout dans le monde	Round the world
3	Je monterai	I will set up
4	Ma propre entreprise	My own company
5	Je gagnerai	I will earn
6	Beaucoup d'argent	A lot of money
7	J'achèterai	I will buy
8	Une grande maison	A big house
9	Je conduirai	I will drive
10	Une belle voiture	A nice car
11	J'aiderai les autres	I will help others
12	Je travaillerai comme médecin	I will work as a GP

Mes projets – My projects (2)		
1	Je serai heureux(se)	I will be happy
2	J'irai	I will go
3	A l'université	To university
4	J'aurai	I will have
5	Une famille	A family
6	Quand j'aurai 30 ans	When I am 30
7	Je serai vétérinaire	I will be a vet
8	Je ferai du bénévolat	I will do some volunteering
9	Je serai riche	I will be rich

Mes projets – My projects (3) + photocard		
1	Je ferai des études supérieures	I will carry on studying
2	Parce que je veux aider les gens malades	Because I want to help sick people
3	J'ai envie de voir d'autres pays	I really want to visit other countries
4	Je rêve d'acheter une vieille ferme	I am dreaming of buying an old farm
5	La vie familiale est très importante pour moi	Family life is very important for me
6	Sur la photo il y a 4 personnes	On the photo there are 4 people
7	Ils sont en train de parler	They are talking
8	Ils sont dans un bureau	They are in an office
9	Ils semblent contents	They look happy
10	A mon avis	For me
11	Un employé	An employee
12	Est ponctuel, professionnel et ambitieux	Is punctual, professional and ambitious
13	Parce que c'est essentiel	Because it is essential
14	Comme qualités professionnelles	As professional attributes

Negatives		
1	Ne...pas	Not
2	Ne...jamais	never
3	Ne...rien	nothing
4	Ne...personne	noone
5	Ne...plus	Not anymore
6	Ne...que	Only, nothing but



Huish Episcopi Academy Year 11 German Knowledge Organiser – die Freizeit und die Gesundheit (Free Time and Health)

Freizeitsaktivitäten – Free Time Activities		
1	Briefmarken sammeln	To collect stamps
2	Sport treiben/machen	To do/play sport
3	Schach/Karten spielen	To play chess/cards
4	am Computer spielen, im Internet surfen	To play on the computer, to surf the net
5	mit Freunden reden	To chat/talk with friends
6	Freunden treffen	To meet friends
7	Zeit mit meinem besten Freund verbringen	To spend time with my best friend
8	turnen	To do gymnastics
9	klettern*	To climb/go climbing
10	fernsehen (separable: fern/sehen)	To watch tv
11	Videos gucken	To watch/look at videos
12	Filme sehen	To watch films
13	Bücher lesen	To read books
14	eislaufen* (separable: eis/laufen)	To go ice skating ("ice running)
15	wandern*	To go hiking/walking
16	faulenzten	To laze about
17	nichts tun	To do nothing
18	Musik hören	To listen to music
19	Ringen	Wrestling
20	Ich bin abenteuerlustig	I am adventurous/adventure-seeking

Was machst du gern? – What do you like doing?

1	Ich (gehe/spiele/etc) gern	I like (going/playing/etc)
2	Ich (gehe/spiele/etc) lieber	I prefer (going/playing/etc)



Wie kann man gesund leben? – How can you live healthily?		
1	Um fit und gesund zu bleiben,...	(in order) to stay fit and healthy
2	...kann/könnte/sollte man	...you can/could/should
3	eine gute Diät machen	Have (lit: make) a good diet
4	Obst und Gemüse essen	eat fruit and vegetables
5	nicht übergewichtig sein	Not be overweight
6	Muskeltraining machen	Do weight training
7	Mitglied in einem Sportverein sein	Be a member of a sports club
8	Drogen/Rauchen vermeiden	Avoid drugs/smoking
9	acht Stunden pro Nacht schlafen	Sleep 8 hours per night
10	frische Luft schnappen	Get some fresh air
11	wenig Alkohol trinken	Drink little/not much alcohol
12	um mein Lebensstil zu verbessern, werde ich...	To improve my lifestyle, I will...

Gründe - Reasons

1	weil es gefährlich ist	Because it's dangerous
2	weil es Lungenkrebs verursacht	Because it causes lung cancer
3	weil es tödlich ist	Because it's lethal/deadly
4	weil es süchtig macht	Because it is addictive ("makes addicted")
5	weil es gesund ist	Because it's healthy
6	weil es vitaminreich/ zuckerreich ist	Because it's rich in vitamins/ sugary
7	weil es den Körper stark macht	Because it makes your body strong

Huish Episcopi Academy Year 11 German Knowledge Organiser – die Freizeit und die Gesundheit (Free Time and Health)

Musik	
1	Ich spiele seit (vier Jahren) Klavier
2	Geige
3	Schlagzeug
4	Meine Lieblingsgruppe ist...
5	ich mag die Liedtexte
6	ich bin Mitglied in einer Orchester
7	ich bin (gar nicht) musikalisch
8	begabt
9	ich höre gern (Pop/Rap/Rock)musik

Einen Film beschreiben – describing a film	
1	Ich habe (...) gesehen
2	Ich habe es (großartig) gefunden
3	ein Film/eine Sendung über...
4	die Krieg/ die Liebe/das Leben von...
5	es hat eine packende Thematik
6	die Handlung war...
7	die Schauspieler waren...
8	die Spezialeffekte waren...
9	enttäuschend
10	humorvoll
11	aktionsreich
12	beeindruckend
13	(nicht) überzeugend
14	(un)realistisch
15	spannend
16	Ich würde den Film/die Sendung (nicht) empfehlen

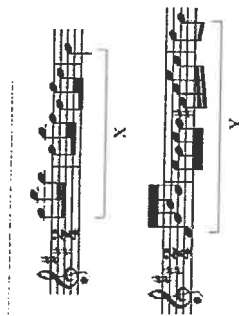
Filme und Fernsehen – Films and TV	
1	Ich bin von (...) begeistert
2	Ich sehe gern fern
3	Ich sehe lieber Sendungen online
4	Komödie(n)
5	Krimi(s)
6	Liebesfilm(e)
7	Zeichentrickfilm(e)
8	Serie, Serien (pl)
9	Dokumentation(en)
10	Sendung(en)
11	die Nachrichten
12	die Zuschauer, das Publikum

I watched (...)
I found it (great)
a film/programme about...
War/love/the life of...
It has an exciting subject matter/topic
The plot/storyline was...
The actors were...
The special effects were....
disappointing
Humorous, amusing
Action-packed
impressive
(not) convincing
(un)realistic
exciting, suspenseful
I would (not) recommend the film/programme

Huish Episcopi Academy Year 11 MUSIC Knowledge Organiser J.S. Bach: Badinerie

Section 1: Background			
1	Composer	J.S. Bach (1685 – 1750)	
2	Music Era	Baroque period (1650-1725)	
3	Composition Title	Badinerie is the last of seven movements from a larger piece called Orchestral Suite No. 2.	
4	Date of composition	1738-1739	

Section 3: Instrumentation		
1	Instrumentation	Flute, String Orchestra and harpsichord
2		The score has five parts (flute, violin 1, violin 2, viola and cello) The harpsichord reads from the cello line and plays the notes with their left hand whilst filling in the chords on their right hand.

Section 2: Melody	
1	The movement is based on two musical motifs Motifs X and Y 
2	Melody
3	Both motifs begin with an anacrusis
4	Motif X is entirely disjunct
5	Motif Y combines disjunct and conjunct movement
6	The melody uses trills
7	The melody uses appoggiaturas
	The melody uses sequences

Section 4: Structure		
1	Structure	The piece in is Binary form (AB)
2		Section A is 16 bars long
3		Section B is 24 bars long
4		Each section is repeated AABB

Section 5: Tonality		
1	Tonality	Section A begins in B minor (tonic) and ends in F# minor (dominant minor)
2		Section B begins in F# minor (dominant minor) and ends in B minor (tonic)
3		Section A modulates from B minor through A major, before arriving at F# minor
4		Section B modulates from F# minor through E minor, D major, G major and D major before arriving at B minor.

Huish Episcopi Academy Year 11 MUSIC

Section 6: Harmony

	Harmony	
1		Diatonic with a mixture of root position and inverted chords' uses V7 and a Neapolitan sixth chord in bar 35
2		Imperfect and perfect cadences throughout.
3		Both sections end with a perfect cadence

Section 7: Texture

	Texture
1	Homophonic: melody and accompaniment
2	The flute and cello provide the musical material, however the 1 st violin participates occasionally
3	The 2 nd violin and viola provide harmony with less busy musical lines

Section 8: Tempo, Metre and Rhythm

1	Tempo	Allegro (quick, lively, bright) although not marked on the score
2	Metre and Rhythm	Simple duple time – 2/4 – with two crotchet beats in every bar
3		Uses ostinato rhythms which form the basis of two musical ideas (X and Y), consisting almost totally of quavers and semiquavers

Section 9: Dynamics

Dynamics	
1	Mostly forte throughout, although there are no markings on the score
2	On some recordings, terraced dynamics (sudden changes) are included.

Section 10: Alto Clef

Alto Clef	
3	
2	
1	

The viola reads the alto clef



Huish Episcopi Academy Year 11 Drama Knowledge Organiser Term 2

UNIT 2: GCSE Drama

Section A		Staging/Sound
1	Set	Objects, flats and furniture we see on stage to help create the setting
2	Thrust	The audience are seated on three sides of the acting area in a U shape
3	Traverse	The audience are seated on two sides of the acting area, a bit like a catwalk.
4	Theatre in the Round	The audience are seated on all four sides of the acting area, in the shape of a circle or a square
5	End On	The audience are seated at the end of the acting area.
6	Promenade	The audience follow the action around a venue
7	Proscenium Arch	The action takes place on a raised stage with a prominent arch around the top of the end on stage.
8	Revolve	Stage which turns in a circle
9	Diagetic	Sound that is within the context of the story and able to be heard by the characters.
10	Non-Diagetic	Sound that is not within context of play and therefore only heard by the audience
Section B		Acting Terminology
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 Commercialisation of Physical activity and Sport

Key Terms	
1	Sport Organised competition between individuals or teams that includes physical activity
2	Commercialisation The influence of commerce, trade or business on an industry to make a profit
3	Sponsorship The giving of money or goods to performers in order to get good publicity and/or increase profit.
4	Media Different forms of communication that can inform, educate, and entertain people.
5	The Golden Triangle This is a term used to show the links and relationship between sponsorship, sporting events and the media

Positive effects of the media		Negative effects of the media
1	Provides a shop window to help promote or sell a sport, a person or a product.	Can over-sensationalise the negative aspects of sport such as cheats, drugs or poor behaviour.
2	Provides funding via advertising and sponsorship.	Can assert too much control over sport.
3	Makes sport more exciting, entertaining and interesting and therefore more attractive to people.	Can under-represent minority groups including those with a disability.
4	Provides role models.	
5	Can influence rules and times of play to make the sport more accessible to people	

Different types of Media	
1	Social – Facebook, Twitter, Instagram
2	Internet- YouTube, Chat forums, Gaming
3	TV/Visual- Terrestrial (BBC, ITV etc), Freeview, Sky, Cinema, Documentaries
4	Newspapers/magazines- Tabloids, broadsheets, glossy magazines, Local paper, periodicals.

Positive effects of sponsorship		Negative effects of sponsorship
1	Provides money for athletes to train and compete full time.	Companies only want to sponsor successful athletes' or teams.
2	Pays for competitions (eg. The 'Barclays' premiership)	A narrow range of sports attract the most sponsorship
3	Gives sponsors free advertising	Sponsorship deals can be very fragile an injury, loss of form or poor behaviour can cause them to stop.
4	Tax concessions are given to businesses.	Some products such as tobacco advertising may not be morally advisable
5	Can boost an image of a company, a sport or a sports star.	

Huish Episcopi Academy Year 11 GCSE Physical Education Knowledge Organiser 2.3 Health, Fitness and Wellbeing

Key Terms	
1	Health The state of emotional, physical and social well-being
2	Fitness The ability to meet the demands of your environment
3	Well-being Positive mental state of being happy and healthy

Consequences of a sedentary lifestyle - Emotional	
1	Lack of self-esteem / confidence No endorphins released
2	Poor stress management Stress can be relieved through exercise
3	Negative body image Negative feelings about body shape

Consequences of a sedentary lifestyle - Physical	
1	Increased risk of Injury Higher blood pressure
2	Increased risk of Coronary Heart Disease (CHD) Increased risk of obesity
3	Increased risk of Type 2 diabetes Poor fitness
4	Poor posture Low bone density

Consequences of a sedentary lifestyle - Social	
1	Small friendship group Lack of social interaction
2	Feeling isolated Potential to feel isolated and not part of a community
3	Loneliness Lack of people to talk to and interact with

Huish Episcopi Academy GCSE – Product Design – KO - Core Knowledge – Natural & Manufactured timbers

1. Hardwoods				
	Material	Appearance	Properties	Uses
1	Hardwoods	This wood comes from trees that lose their leaves during autumn.		
2	Hardwood	Trees are slow-growing and therefore less amounts are available, which makes it more expensive		
3	Oak	Moderate brown colour with close, straight grain.	Oak is a tough and durable hardwood, it polishes well.	High quality furniture, doors, skirting and staircases.
4	Beech	Is pink-tinted, closely grained.	Is a very tough and durable material and is smooth to finish.	It is popular with products that require a hardwearing and robust material.
5	Mahogany	Is a dark red/ brown with very close grain.	It cuts and polishes easily and gives a deep finish.	Popular for furniture and cabinet making.
6	Ash	Light coloured, smooth-grained.	Durable, flexible and attractive timber.	Ideal for tool handles. It is also makes good oars, flooring, hockey sticks and rackets.
7	Balsa	White to oatmeal in colour with high silky lustre.	It is buoyant and provides very efficient insulation against heat and sound.	Used in crafts such as model aircraft.
2. Softwoods				
	Material	Appearance	Properties	Uses
1	Softwoods	Come from evergreen trees, possibly bearing pinecones and needles, not leaves.		
2	Softwoods	Grow quicker and in more locations. They are readily available and less expensive.		
3	Pine	Is a pale-yellow coloured wood with darker brown grain.	It is lightweight, easy to work.	For construction and furniture products.
4	Larch	Is a darker shade with brown grain.	It is water resistant and durable.	Used for exterior cladding and boats.
5	Spruce	Light, yellowish-white to reddish-white.	It is flexible and durable.	Used for sounding boards in pianos and construction.



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The best in everyone

3. Natural timber availability				
1	Stock forms	Hardwoods and softwoods are available in a variety of forms including plank, board, strip, square and dowel.		
2	Sawing and seasoning	Natural timbers need to be cut at the sawmill and seasoned before use. Many are planed and cut to standard sizes ready for sale.		
4. Finishes for hardwoods and softwoods				
1	Surface finishes	can be aesthetic and functional. High-traffic areas like floors might require a hard-wearing and sealing finish like polyurethane, which can be oil or water based, and matt, semigloss or high gloss finish.		
2	Enhancement finishes	Waxes and oils are popular to provide enhancement of the natural grain in the wood.		
3	Preservative finishes	Stains and varnishes help to add colour to natural wood, and even change colours to match colour schemes. Preservatives are sometimes used to provide protection and ensure the wood is long-lasting		
5. Manufactured board				
1	Man-made	Like MDF, plywood and chipboard are all manufactured boards		
2	Man-made boards	Are made from wood fibres, normally collected from recycled wooden materials, bonded together with resins to form sheets.		
	Material	Appearance	Properties	Uses
3	MDF	Light brown, it has no grain.	MDF is easy to work.	It is popular for interior DIY furniture.
4	Chipboard	Is made from small 'chips' of timber bonded together	It is a strong material which will withstand pressure	Kitchen worktops can be made using chipboard with an additional veneer applied
5	Plywood	Plywood has a variety of facing layers so its appearance changes	It is made from layers of wood, bonded together at an angle of 90 degrees to increase strength and rigidity.	Sometimes, the facing layers can be high quality, e.g. birch, to provide a better aesthetic finish.
6. Finishes for manufactured boards				
1	Veneers	Man-made boards like plywood are often finished depending on the visibility of the veneers.		
2	Stains / Paints	MDF can be stained to match other natural woods, or it can be painted.		
3	Veneers	Chipboard can look unattractive and is normally finished with a veneer e.g. a melamine layer.		
4	Sprays / Varnishes	Face veneers / MDF can be finished using a spray-on lacquer or a paint-on varnish.		

Huish Episcopi Academy Year 11 D&T – NEA – Research / Design Brief & Specification and Generating Ideas

1. NEA – Overview	
1	Overview In year 11 students in Product Design & Textiles undertake a coursework task set by the exam board which is worth 50% of the final grade awarded.
2	Overview Each student is issued either a digital or hard copy (or both) of the coursework guide.
3	Overview All the homework's set will link to the coursework – 1 page per week
4	Overview The tasks set will take approximately 1 hour per week.
5	Overview The NEA is worth 100 marks & will be approx. 20 pages

3. NEA – Design Brief & Specification (10 marks)	
1	DB & Specification Comprehensive design brief which clearly justifies how they have considered their user/client's needs and wants and links directly to the context selected.
2	DB & Specification Comprehensive design specification with very high level of justification linking to the needs and wants of the client/user. Fully informs subsequent design stages.

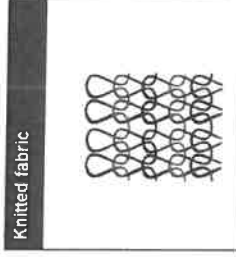
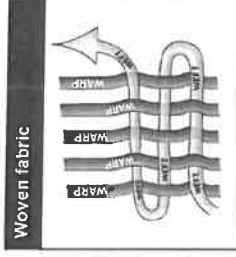
2. NEA – Research (10 marks)	
1	Research Design possibilities identified and thoroughly explored, directly linked to a contextual challenge demonstrating excellent understanding of the problems/opportunities.
2	Research A user/client has been clearly identified and is entirely relevant in all aspects to the contextual challenge and student has undertaken a comprehensive investigation of their needs and wants, with a clear explanation and justification of all aspects of these.
3	Research Comprehensive investigation into the work of others that clearly informs ideas.
4	Research Excellent design focus and full understanding of the impact on society including; economic and social effects.
5	Research Extensive evidence that investigation of design possibilities has taken place throughout the project with excellent justification and understanding of possibilities identified.

4. NEA – Generating design ideas	
1	Design ideas Imaginative, creative and innovative ideas have been generated, fully avoiding design fixation and with full consideration of functionality, aesthetics and innovation.
2	Design ideas Ideas have been generated, that take full account of on-going investigation that is both fully relevant and focused.
3	Design Ideas Extensive experimentation and excellent communication is evident, using a wide range of techniques.
4	Design Ideas Imaginative use of different design strategies for different purposes and as part of a fully integrated approach to designing.

Huish Episcopi Academy GCSE Textiles Knowledge Organiser Core knowledge topic 1

1. Fibres and fabrics

1	Fibres and fabrics	Textiles are also called fabrics and can be natural or synthetic . There are three main ways of turning fibres into fabrics
2	Weaving	Fabric made of warp & weft yarns going under & over each other to create a non-stretchy fabric
3	Knitted	Fabric made of yarn looped together to create a stretchy fabric
4	Non-Woven	Non-woven fabrics are made from webs of fibres held together e.g. by heat, glue or by tangling the fibres under pressure
5	Blended Fabrics	Blended fabrics are made by spinning different fibres together to make a new yarn which can give you better properties. Cotton and polyester 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		
	Fibre	Appearance	Properties	Used in these fabrics
2	Cotton	Smooth	Strong, durable, absorbent, cool to wear, creases, shrinks easily, flammable, withstands high temperatures	Denim, corduroy, calico
3	Wool	Soft or coarse	Warm, absorbent, crease resistant, low flammability, can shrink when washed, slow drying	Knitted fabrics, Tweed, felt
4	Silk	Very smooth and glossy	Smooth, lightweight, lustrous surface, weak when wet, creases easily	Organza, chiffon, satin
				T-shirts, underwear, pyjamas, shirts, socks, towels, jeans
				Jumpers, carpets, blankets, coats, suits, upholstery
				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

	Fibre	Appearance	Properties	Used in these fabrics	Uses
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 on 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

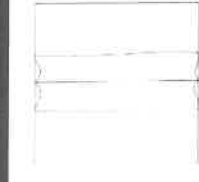
6. Seams

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.
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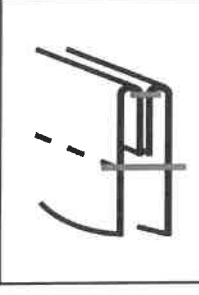
7. Joining and shaping fabric

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

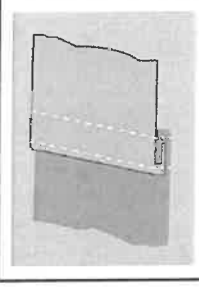
Plain (flat) seam



French seam



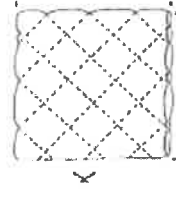
Flat fell seam



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. 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.	

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.

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

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

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 A - Vegetable Cuts

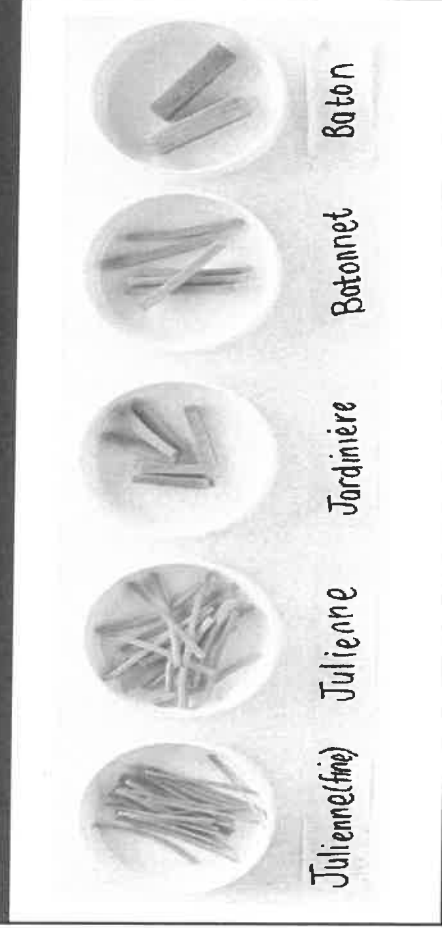


Diagram B – Prevent Cross Contamination

Prevent Cross Contamination

Use correct colour coded chopping boards and knives at all times

RAW MEAT

RAW FISH

COOKED MEATS

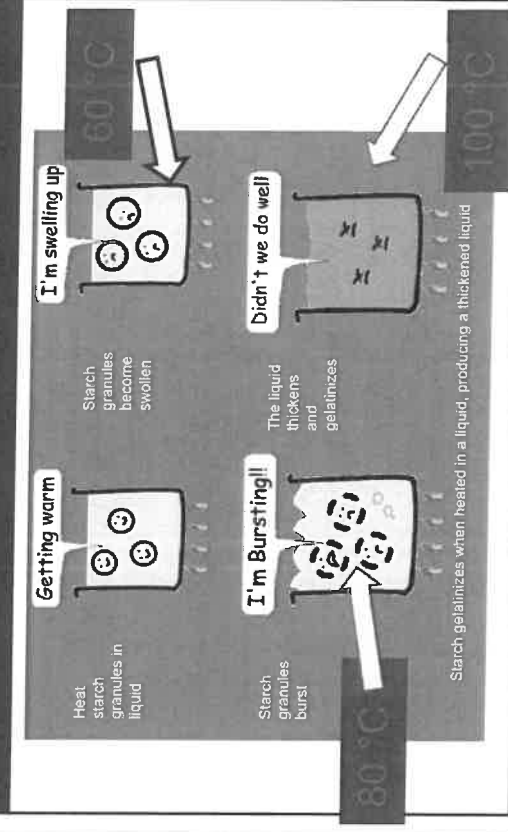
SALADS & FRUITS

VEGETABLES

DAIRY PRODUCTS

ALLERGENS

Diagram C - Vegetable Cuts



Huish Episcopi Academy Year 11 Film Studies Knowledge Organiser Component 1 Section A Rebel Without a Cause

1. GENRE	
Director	• Nicholas Ray
Year of release	1955
Studio	Warner Brothers
Star marketing	James Dean and Natalie Wood

2. NARRATIVE	
1. Narrative	The method and means by which you construct the events of a story into a plot
2. Narrative structure	Follows a five act structure
3. Narrative viewpoint	Teen POV. A mistrust of authority figures, parents are overtly criticized for being too weak, or too dominant, they can't win at all. But this message clearly appeals to the target audience
4. Binary Oppositions	Create conflict – key oppositions are children vs. their parents and teenagers vs. adults

3. Key Film Form

Mise-en-scene – Use of the colour red in costumes	Judy's dress and lipstick symbolise at the start her desire to stand out and be noticed.
	Jim's red jacket creates a connection to this idea and also comes to symbolise danger.
	Plato later wears the red jacket. It foreshadows his death. All three central characters wear red. Teenagers standing out

4. CONTEXT

1. Setting	Set in a suburb of Los Angeles in the early 1950s
2. 1950s	Considered the birth of the teenager
3. Teens	Young people had more money (a disposable income); products such as music, film and fashion were targeted at this group. They were powerful consumers and therefore a powerful 'voice' in consumerist America.
4. Opportunities	Better education, which led them to question the world.
5. Politics	It was a time of peace, so young men were not at war, a confusing era for young men who could not identify with their war time fathers or have a war to fight and prove themselves.
6. Society	This new social group was considered by some as threatening, unruly and out of control, the film reflected and responded to this concern.
7. Representation	This film offers a sympathetic representation of teenagers, blaming the parents for their delinquency.
8. Rights	More people were speaking out against inequality and civil rights in this time. The film demonstrated the desire for young people to do the right thing. Jim wants to confess and desires justice, it is the older generation that get in the way of this, and they do not listen

Huish Episcopi Academy Year 11 Film Studies Knowledge Organiser Component 1 Section A FERRIS BUELLER'S DAY OFF

1. GENRE	
Director	• John Hughes is considered 'an auteur' of the teen genre.
Representations	• Teen films have a critical view of authority and High School, the character of 'Rooney' embodies this but the Ferris' parents are seen in a sympathetic light. High School is simply shown to be boring 'Buller, Buller.....' but not dangerous.
Audience appeal	• The appeal of teen films is that it allows the audience, whatever age they may be, to re-live their High School Years, and in this film, it allows us to re-live high school as the most popular kid in school.

2. NARRATIVE	
Character types	• Ferris offers us an alternative to the usual 'outsider' protagonist that usually guides us through High School. Instead we have the POV of the most popular boy in school.
Representations	• A classic Hollywood Narrative structure is used, the happy ending offers the audience pleasure and reward.

4. SOCIAL CONTEXT	
Parent relationships	80's concept of teenager was not new and not a threat. No need to battle parents.
Teenage identity	Obsession with labels and designer goods meant that status was tied into external symbols of wealth.
'Latchkey Kids'	• Generation X, were called this due to changes in society. These teens had less adult supervision than previous generations. Could come and go as they pleased leaving door 'on the latch'.
MTV	• Launched in 1981 and became the voice of the teen generation.

3. HISTORICAL CONTEXT	
1980s	• Economic boom meant that teens found it easier to afford cars and such, led to selfish teens. Ferris is annoyed because he got a computer and not a car.
Politics	• The US was the most powerful nation in the world and was winning the Cold War. This feeling of invincibility can be seen in scenes like 'The Parade' where the whole country appears to be unified.

Huish Episcopi Academy Year 11 Film Studies Knowledge Organiser Component 1 Section A FERRIS BUELLER'S DAY OFF

5. MICRO ELEMENTS	
Cinematography (including Lighting)	Opening Scene - POV shot of parents, audience as the 'child' in the scene. Ironic they don't have power - Ferris opens curtains there is a shot from the outside looking in = Ferris' position as a privileged prince in his tower.
	Parade Scene - Establishing and wide shots in this scene shows off Chicago's landmarks and the impressive architecture. Series of longshots down the parade route. - The camera is placed in the crowd looking up at Ferris, we are part of the masses, and he is in an elevated position on the float and in society as a wealthy white male.
Sound	Opening Scene Music is used to appeal to the teen audience, to anchor the feeling of excitement and demonstrate how cool Ferris is in this scene.
	Parade Scene - The choice of a Beatles song implies 'Beatlemania' a form of hero worship. - The sound of the crowd and the music heard in offices, connoting that this celebration of America, of youth, cannot be stopped and is embraced by all generations
Editing	Opening scene - Introduction of Jeannie is staggered - CU of the foot tapping, then CU of hands on hips before the reveal of the face. It is the edits here (no slow pan/male gaze shot) that show she is introduced as the aggressor or antagonist. - There are a few scenes in the film that adopt a MTV/Music Video style montage. The opening montage actually starts with the MTV ad.
	Opening Scene - Classic suburban, upper middle class home, a 'white house'. This is iconographic of the American dream - Ferris' room 80's teen in consumerist America (a TV stereo, synthesizers and a computer) - Performance breaks the 4th wall. The audience are invited into his world, he talks to us like we are his friends, - The text on screen 'Faking out parents' - The text is like a public service video, giving us instruction
Mise en Scene	Opening Scene - The American flag appears in almost all of the shots - This scene is a celebration of America's greatness and diversity, an advert for the American dream, happy smiling faces of different ages, status and race all dancing together. - Ferris is positioned at the centre of the crowd, the heart of this joyous mass hysteria, representing that the white middle class male is 'king' in this culture, the crowd worship him, he can 'do anything'. - At the end of the scene Ferris brandished a silver cane - he is the ringmaster, a rock star, a hero.
	Parade Scene

Theme 2 unit 2 Section 1: Marketing Mix: Product

Key Vocabulary

Design mix – the combination of aesthetics, function and cost that are the combined design priorities for a product

Aesthetics – how things appeal to the senses, i.e. look, smell, sound

Function – how well the product or service works for the consumer

Economic manufacture – making a product cheaply enough to make it profitable

Product life cycle – the theory that every product goes through the same stages

Introduction phase – phase of the product life cycle when a product is developed and launched onto the market

Growth phase – phase of the product life cycle where sales are growing; costs will be very high

Maturity phase – phase where sales and revenue is at the highest point

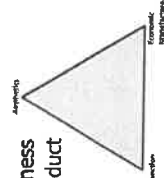
Decline phase – phase when sales are dropping

Extension strategy – an attempt to prolong sales of a product to avoid the decline phase

Product differentiation – the extent to which consumers see your product as distinct from rivals

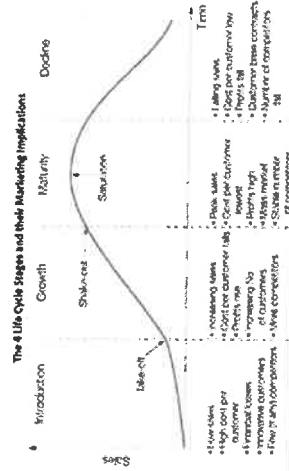
Core Knowledge

The **design mix** is a diagram to show how a business must consider the aesthetics and function of a product as well as the cost.



When creating a product a business will want it to stand out from rivals. This is known as **product differentiation**. Businesses can use **branding** or **USPs**.

The **Product life cycle** shows the stage that every product goes through. A business will use **extension strategies** to extend the life cycle.



Don't be a "man on the street"

- Don't assume everyone prefers branded products – some consumers will consider cost more important
- Remember that all products will see a decline in sales, eventually, but the time this takes will differ
- Just because a product is in decline does not mean it must be withdrawn – it may still contribute a considerable amount of revenue

Theme 2 unit 2 Section 1: Marketing Mix: Pricing strategy

Core Knowledge

Price is what consumers pay for the product. It is essential that the price charged is appropriate for the product and for the **target market**

A business can use a variety of strategies:

- **Penetration** – setting a low price to start with to enter a market
- **Skimming** – setting a high price to start to recoup research costs
- **Competition based** – setting a price based on what rival products are charging

Influences on pricing strategies:

- **Technology** – consumers can compare prices easily so it is important a business is competitively priced
- **Competition** – the fewer rivals a business has, the more they are able to set their own price
- **Market segments** – the business needs to consider the income levels of their customers and how sensitive they are to price changes
- **Product life cycle** – price will change throughout the life cycle of the product

Don't be a "man on the street"

- Remember that putting the price up will not always lead to more revenue and profit for a business, as some customers will not pay the extra
- Don't assume that everyone looks for the lowest price – sometimes other factors are more important

Theme 2 unit 2 Section 3: Marketing Mix: Promotion

Key Vocabulary

Promotional strategy – a medium to long term plan for communicating with customers

Sponsorship – paying to have a brand associated with an individual, event or team

Branding – giving your product or service a name that helps recall and recognitions and gives a sense of personality

e-newsletters – updates on the activities of a business sent electronically

Viral advertising – when people start to spread your message for you through social means

Sales promotion – a short term strategy such as BOGOF

Pressure group – a group of people who join together to try to influence government policy or business policy for a particular cause

e-commerce – buying and selling on-line

product placement – when a business product or brand is seen in tv shows or films

publicity – promotion that is not paid for, e.g. being discussed on a TV show

Core Knowledge

Promotion methods are used to inform consumers about products and persuade them to buy them.

Mass market products can use mass media, such as Television, national newspapers or radio. These are expensive, but *cheap per customer*. **Niche market** products, or smaller businesses can use local radio, local newspapers or social media.

Businesses may use **sponsorship** to build their **brand** through selecting a business that reflects their values, e.g. Red Bull sponsors extreme sports.

New products may offer **product trials**, e.g. free tastes or samples.

Impact of technology:

- Targeted advertising online through the use of cookies
- Viral advertising via social media, e.g. the Ice bucket challenge to raise awareness and donations to ALPS
- Apps for engaging with customers
- E-newsletters and emails

Don't be a "man on the street"

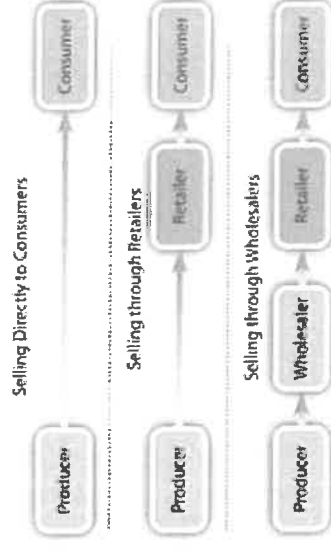
- Remember promotion is not just advertising – it includes lots of other strategies as well
- Don't just say "TV" or "in a newspaper" – be specific, i.e. which channels? Which programs? What time? Link to the target market
- Social media is not "free" – it costs in time and in search optimisation



Theme 2 unit 2 Section 1: Marketing Mix: Place

Core Knowledge

Place is NOT to be confused with location. It is about how the product gets to the consumer and which other businesses it needs to pass through, not the physical location of the premises.



The more third parties in the channel, the greater the mark-up and so the higher the price for the consumer

Key Vocabulary

Distribution – how ownership changes as a product goes from producer to consumer

Producer – the business or individual who makes the product / service

Wholesaler – a business that buys in bulk from a producer and sells onto to retailers in smaller quantities

Retailer – a shop or chain of shops, usually selling from a building on the high street or shopping centre

Agent – a business that sells something on behalf of the producer but never owns the product, e.g. a travel or estate agent

Customer – the person or business who buys the product

e-tailer – an electronic retailer

Mark-up – the additional amount added to the price of the product as it moves through the distribution channel

Third-party platform – an e-commerce website or service that is run by an unrelated business where businesses can sell their products

Don't be a "man on the street"

- Remember that not ALL customers have access to the internet or like online shopping, so selling exclusively online may not be appropriate for all businesses
- Amazon is a third party – a significant number of its products are produced by other businesses



BUSINESS: Creating informed, discerning employees, consumers and future leaders	Topic 2.2.5 Marketing Mix and business decisions		
Key Vocabulary Marketing mix – the four elements that work together to make the marketing of a business or product successful Product – the actual product the business produces / sells. Cost, aesthetics and function need to work together Price – what the customer is charged for the product Promotion – the methods used to inform customer about a product and persuade them to buy it Place – the distribution methods used to get the product from the producer to the consumer Competitive advantage – something a business does that is better than all of its rivals	Core Knowledge Each element of the marketing mix can influence another • Product design can influence the price charged, especially if costs increase • The type of product will affect the distribution channel (place) used; if e-tailing is to be used, the product will need to be designed so that posting is easy • If the business wishes to charge a premium price, it will need to use premium retailers (place) and use promotion strategies that enhance this message of quality • Promotional offers may lower price • A distribution channel that uses wholesalers and retailers will increase the price Building competitive advantage: • Product – unique features, quality, design • Price – selling at the cheapest price in a market • Promotion – creating a memorable or catchy campaign can make a product stand out • Place – more stores that rivals, effective websites	Wider Business World Dyson – has a competitive advantage due to uniqueness of product Lindor chocolate – unique product, higher price, promotion suggests luxury / handmade, sold in department stores as well as supermarkets. An integrated mix. 	Synoptic Links Customer needs – each element of the marketing mix, must meet needs Market research – needs to be completed to understand customer needs Market segmentation – identifying different groups of people Finance – a budget must be agreed for Marketing Objectives – the marketing mix will depend on what the business wants to achieve
Don't be a "man on the street" • Remember that each element must be considered • Marketing decisions must be linked to the business overall objectives • Marketing decisions must be relevant to the individual business and the market it is in – just doing more promotion, or lowering price will not guarantee success			

Huish Episcopi Academy Year 11 Psychology Knowledge Organiser – Brain and Neuro Psychology

Brain and Neuropsychology Topic Terms	
1	Auditory area (of the brain) An area of the temporal lobe that receives and processes sounds
2	Autonomic Nervous System The part of the peripheral nervous system that is responsible for autonomic (without thinking) functions. E.g. heartbeat
3	Brain stem At the base of the brain, controls messages between the brain and the rest of the body. It also controls bodily functions such as breathing and heart rate.
4	Central nervous system Made up of the brain and spinal cord - the body's processing centre. The main functions are coordinating incoming sensory messages and sending outgoing motor messages to and from the brain.
5	Cerebellum A small, wrinkled structure at the base of the brain above the spinal cord. Important for motor skills such as movement, coordination and balance.
6	Cognitive neuroscience The scientific study of the ways in which cognitive processes (E.g. perception) and the biological structures of the brain and the nervous system work together.
7	Cortex The outer layer of the brain where higher cognitive functions, such as speech, thinking and emotions, happen.
8	CT Scan (computerised tomography) A non-invasive, imaging machine scans the body or the brain using a series of X-rays and then creates a detailed 3D image (like sliced bread to See Tumors (CT))

Brain and Neuropsychology Topic Terms	
9	Excitation A neurotransmitter binding with the next neuron and increasing the likelihood that the next neuron will fire an electrical impulse.
10	Fight or flight An automatic reaction to actual or perceived threats. Triggers the ANS to release adrenalin and the body to take a number of steps so that an individual is ready for action (to fight or run away). E.g. heartbeat faster
11	fMRI scan (functional magnetic resonance imaging) A non-invasive, imaging machine that scans the brain using radio waves. It measures blood oxygen levels and magnetic activity in order to show which parts of the brain are most active.
12	Frontal lobe At the front of the brain. Viewed as the brain's behaviour and emotional control centre; controls cognitive processes such as thought and memory and manages emotions and personality.
13	Inhibition A neurotransmitter binding with a receptor on the next neuron and decreasing the likelihood that the next neuron will fire an electrical impulse.
14	Interpretative cortex Area of the brain where memories, or our interpretations of them, are stored.
15	Language areas of the brain Particular areas of the brain that allow us to use and understand spoken and written words . Includes Wernicke's area in the temporal lobe and Broca's area in the frontal lobe.
16	Localised function Different areas of the brain that are responsible for specific behaviours or functions.

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.

Huish Episcopi Academy Year 11 Health and Social Care Knowledge Organiser Autumn Two Component Two & Three

A 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.

B 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 you have given

C Component 3 Health and Wellbeing

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 3 Health and Wellbeing

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	predisposition	A liability or tendency to suffer from a particular condition.
5	cardiovascular disease	Occurs when the flow of oxygen-rich blood to the heart muscle is blocked or reduced.

E Component 3 Health and Wellbeing

1	pulse rate	The number of times your heart beats per minute.
2	recovery	A return to a normal state of health, mind, or strength.
3	blood pressure	The amount of force your blood uses to get through your arteries.
4	obesity	Abnormal or excessive fat accumulation that presents a risk to health.
5	diabetes type 2	A common condition that causes the level of sugar (glucose) in the blood to become too high

F Component 3 Health and Wellbeing

1	BMI	Body mass index (BMI). BMI is a measure of whether you're a healthy weight
2	psychological	Related to the mental and emotional state of a person.
3	addictive behaviours	Compulsively engaging in the same behaviour despite having negative or harmful consequences to your wellbeing.
4	anxiety	A feeling of worry, nervousness.
5	stress	A state of mental or emotional strain or tension.