



**Huish Episcopi Academy**  
The best in everyone  
Part of United Learning

# Knowledge Organisers

## Year 11

### Spring Term A

Name:

Tutor Group:

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Respect   •   Ambition   •   Resilience

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

Context		Authorial Intent	
1	Author	Charles Dickens	...his Victorian readers to acknowledge the suffering and the plights of the poor.
2	Published	December 1843	...his readers to the injustices of the class system.
3	Era	Victorian	...traditional, Malthusian attitudes towards the poor and expose the dangers of ignorance and want.
4	Genre	Allegorical; ghost story; polemic; political & social commentary	...his readers of the terrifying consequences of forsaking philanthropy.
5	Setting	Victorian London (& rural Britain)	...a scathing social commentary on Victorian society and criticise the misanthropic views of his wealthy reader.
6	Structure	Five stave cyclical novella	...the contentment of close family relationships and the joys of the festive season: a time for kindness, peace and charity.
<b>Themes</b>			
7	Dickens' construction of secular Christmas values	<ul style="list-style-type: none"> <li>• Secular means 'non-religious'</li> <li>• Until the mid 1800s, Christmas was solely a religious festival</li> <li>• Dickens popularised the cultural elements we associate with Christmas today: food, decorations, music, games</li> <li>• Celebrates the values of goodwill, benevolence and forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Dickens felt strongly that Victorian society ignored the poverty of the working class and underclass.</li> <li>• While the rich enjoyed excess and comfort, the poor were forced to live in dreadful conditions of destitution.</li> </ul>
8	Malthusian Theory	<ul style="list-style-type: none"> <li>• Thomas Malthus was a controversial economist upon which Malthusian Theory is named</li> <li>• In response to concerns about over-population, Malthus suggested that the 'surplus population' (the poor) should be left to starve</li> </ul>	<ul style="list-style-type: none"> <li>• Dickens suggests greed is the cause of poverty.</li> <li>• If the avaricious rich would acknowledge the plight of the poor, the cycle of poverty could be broken.</li> </ul>
9	The Poor Law	<ul style="list-style-type: none"> <li>• 1834</li> <li>• Passed by the government to deter poor people from claiming financial help</li> <li>• Forced poor people who could not depend on themselves into workhouses</li> </ul>	<ul style="list-style-type: none"> <li>• Dickens perceived charity as a social &amp; moral obligation and duty, particularly for the rich.</li> <li>• Sharing wealth could end the suffering of the poor and bring about a happier and more content society for all.</li> <li>• Dickens associates Christmas Spirit with generosity, compassion and kindness.</li> <li>• Characters such as the Ghost of Christmas Present &amp; Fezziwig embody the ideals of Christmas Spirit</li> </ul>
10	The Supernatural	<ul style="list-style-type: none"> <li>• Refers to things that are above or beyond what is natural; otherworldly</li> <li>• Victorian society was fascinated by ghosts and spirituality</li> </ul>	<ul style="list-style-type: none"> <li>• Dickens attaches the values of Christmas Spirit with family and uses it to show the contentment that comes from relationships that allow you to demonstrate these values.</li> <li>• The idea of being saved from evil or sin.</li> <li>• The moral message of the story is that all can be redeemed, even the most misanthropic in society.</li> </ul>

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

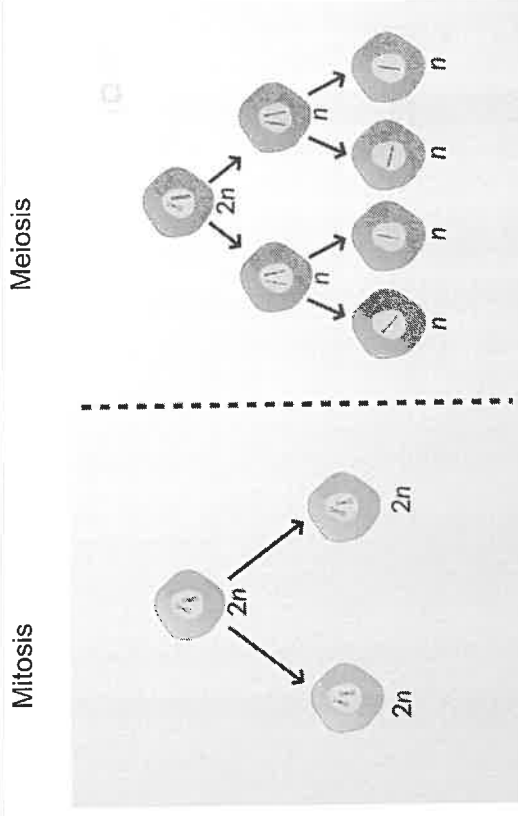
Key Terminology and Vocabulary	
1	<b>Stave</b> Chapters in the novella, but we normally associate staves with music, as if the <b>book</b> is a Christmas carol, and each chapter is part of the song.
2	<b>Symbolism</b> The use of symbols to represent ideas or qualities.
3	<b>Intrusive narrator</b> A narrator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

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

1. 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

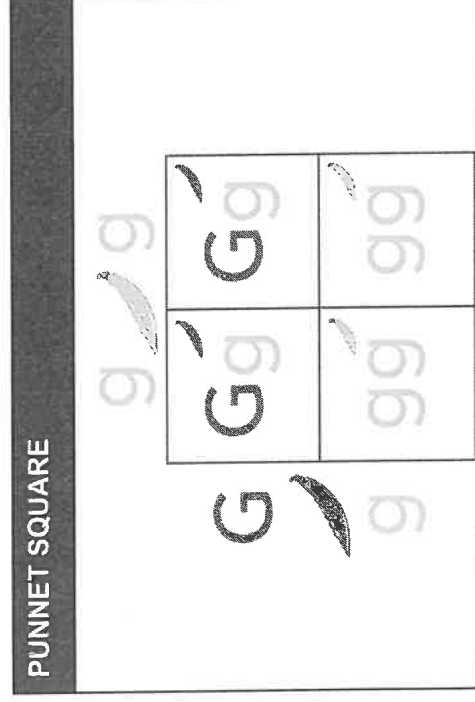


Mitosis (in all body cells)	Meiosis (in testes and ovaries)
2 daughter cells	4 daughter cells
Daughter cells = genetically identical	Daughter cells = not genetically identical
Cell divides once	Two divisions
Daughter cells <b>have same number of</b> chromosomes as original cell	Daughter cells <b>have half the</b> 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

2. 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

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



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

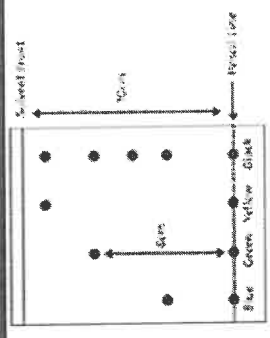
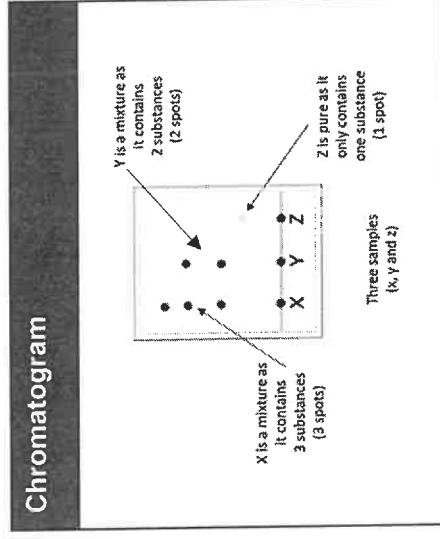
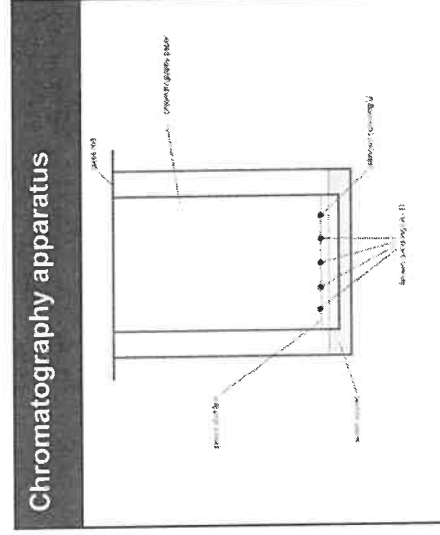
Key words	
1	Pure substances Made up of one compound or element only
2	Impure substances Made up of more than one element and/or compound
3	Formulation A mixture that has been designed as a useful product

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

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	Rf Value This is the ratio of the distance moved by a substance to the distance moved by the compound

**Rf calculation**

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

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



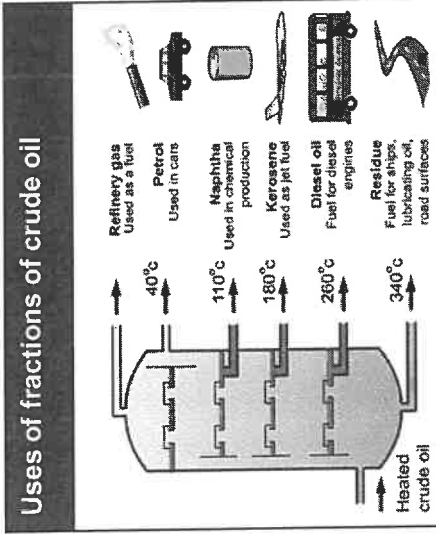
## Huish Episcopi Academy Year 11 Science Knowledge Organiser Unit C7 Organic chemistry

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	$CH_4$	<pre>       H             H-C-H               H           </pre>
Ethane	$C_2H_6$	<pre>       H   H                 H-C-C-H                   H   H           </pre>
Propane	$C_3H_8$	<pre>       H   H   H                     H-C-C-C-H                       H   H   H           </pre>
Butane	$C_4H_{10}$	<pre>       H   H   H   H                         H-C-C-C-C-H                           H   H   H   H           </pre>



## Huish Episcopi Academy Year 11 PHYSICS Knowledge Organiser P7 MAGNETS AND ELECTROMAGNETISM

### 1. MAGNETS

1	Magnetic field	Where magnetic force is experienced. Always goes N to S
2	Poles	The ends of a magnet, where magnetic force is strongest
3	Repulsion	Force between two like poles (N to N or S to S)
4	Attraction	Force between two unlike poles (N to S)
5	Permanent magnet	Produces its own magnetic field
6	Induced magnet	A material that becomes magnetic when placed in a magnetic field. Temporary magnet. Cannot be repelled
7	Magnetic materials	Iron (steel), cobalt and nickel

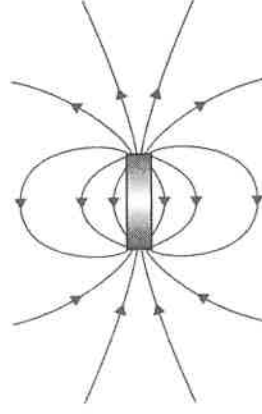
### 2. ELECTROMAGNETS

1	Electromagnet	Created by a flow of charge through a wire (current flows + to -)
2	Solenoid	Coil of wire. Magnetic field similar to bar magnet
3	Increasing strength	3 C's: <ul style="list-style-type: none"> <li>• Coil the wire, or add more coils</li> <li>• Increase the current</li> <li>• Add an iron core</li> </ul>

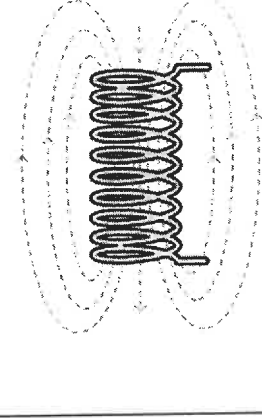
### 3. HIGHER COMBINED AND TRIPLE - MOTORS

1	Motor effect	When a wire carrying a current is placed in a magnetic field, the field interact causing a force to be exerted
2	Electric motor	A coil of wire carrying a current in a magnetic field rotating
3	Fleming's left hand rule	Used to determine direction of rotation of motor

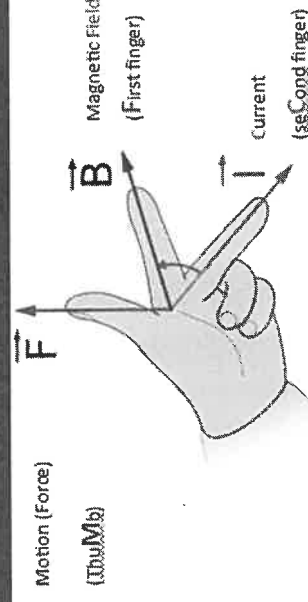
#### FIELD AROUND BAR MAGNET



#### FIELD AROUND SOLENOID



### HIGHER COMBINED AND TRIPLE – FLEMING'S LEFT HAND RULE





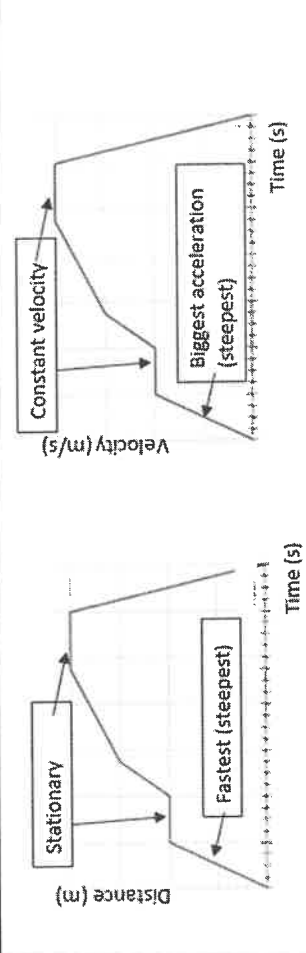
## Huish Episcopi Academy Year 11 PHYSICS Knowledge Organiser P5 FORCES

FORCES and MOTION	
1	Scalar quantity has a magnitude (size) only
2	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

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)

### HALF LIFE



## Huish Episcopi Academy Year 11 RE Knowledge Organiser ISLAM - Beliefs

Nature of God	
1	Tawhid The oneness of God. Not divided into other beings. Not created. No children. Unique
2	99 Beautiful names King, protector, light, eternal
3	Omnipotent All-powerful and all knowing
4	Transcendent Beyond and outside the universe. Existed before the universe.
5	Immanent God is present everywhere. God is within all things. God is involved with life on earth.
6	Beneficent All loving – all good. Generosity seen in his gift to humans of everything that they need.
7	Fair and Just Treats everyone fairly and justly. Will judge everyone. Will reward or punish people.

Risalah - Prophethood	
1	<b>Adam</b> <ul style="list-style-type: none"> <li>Made from the “<b>soil of many colours</b>”</li> <li>Built the first <b>Kaaba</b></li> <li><b>Forgiven</b> by Allah for the first sin</li> </ul>
2	<b>Ibrahim</b> <ul style="list-style-type: none"> <li>Destroyed polytheist idols &amp; rescued by Allah</li> <li>Willing to <b>sacrifice</b> his son (<b>Ismail</b>) for Allah</li> <li><b>Rebuilt</b> the Kaaba- footprints are there</li> </ul>
3	<b>Isa</b> <ul style="list-style-type: none"> <li><b>Not</b> God- just a man.</li> <li>Performed <b>miracles</b>- spoke to Maryam (mother) at birth to say He is a “servant of God”, breathed life into clay birds</li> <li>Will return to defeat the “false messiah”</li> </ul>
4	<b>Muhammad</b> <ul style="list-style-type: none"> <li>Orphaned at a young age, married Khadija.</li> <li>Spread Islam in a polytheistic Mecca.</li> <li>Jibril revealed Qur’an to him over <b>23</b> years.</li> <li>His sayings are recorded in the <b>Hadith</b>.</li> <li>Known as the ‘<b>seal of the prophets</b>’</li> </ul>

Malaikah - Angels	
1	<b>Jibril</b> <b>Revelation</b> –reveals <b>good news</b> (e.g. <b>Qur’an</b> ) Has seen <b>beauty</b> of Paradise and <b>horror</b> of Hell <b>Cleansed</b> Muhammad’s heart on <b>Night Journey</b>
2	<b>Mikail</b> <b>‘Nourisher’</b> - nourishes <b>plants</b> with rain Nourishes human <b>souls</b> by protecting us Keeps <b>Shaytan</b> (satan) out of <b>Paradise</b>
3	<b>Israfil</b> Will blow <b>horn in Jerusalem</b> to start <b>Judgement Day</b> All humans will gather on <b>Mount Arafat</b>
4	<b>Raqib and Atid</b> <b>‘ Noble recorders’</b> Record our deeds and niyyah (thoughts).

Akhirah - Afterlife	
1	<b>BARZAKH</b> Soul taken by <b>Azrail</b> to barzakh.
2	<b>3 QUESTIONS</b> Two angels ask <b>3</b> questions- <i>who is your prophet/ god/your religion?</i> Determines barzakh <b>comfort</b>
3	<b>JUDGEMENT</b> <b>Raqib and Atid</b> present us with our book, then read aloud and weighed.
4	<b>AS-SIRAT</b> Bridge over Jannah into Jannah- <b>‘thin as a hair /sharp as a sword’</b>
5	<b>JANNAH</b> Garden as eternal reward <b>‘Rivers of milk and honey’</b> 7 stages of Heaven 1 <sup>st</sup> stage= water ( <b>Adam</b> ) 7 <sup>th</sup> stage = divine light ( <b>Abraham</b> )
6	<b>JAHANNAM</b> Physical/mental torture “Garments of fire” 7 stages of torture- darkness Potentially just <b>temporary</b>

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

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

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

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

Measuring Development		Nigeria and example of an NEE	
1	Development	How socially and economically advanced a country is	1 Changing economy Nigeria has moved from Primary industry to manufacturing and services
2	Human Development Index (HDI)	A combination of Literacy rate, Life expectancy and GDP. A more accurate way of measuring development	2 Mokoko A slum in Lagos
3	GDP per capita	A country's income divided by the number of people that live there	3 Bodo The area affected by a large-scale oil spill
4	Infant Mortality	How many children die under the age of 5	4 Environmental issues Rapid development can harm the environment e.g slums, air pollution and oil spills
5	Adult Literacy	How many people can read and write	5 Transnational corporations Large companies who operate in more than one country e.g Shell
6	Life expectancy	The number of years you are expected to live	6 Absolute poverty 2/3 of Nigerians still live on \$1.25 a day
7	Demographic transition model	A graph which shows how population change is linked with development	7 Inequality The North of Nigeria is poorer than the south
The development gap			
1	The Development gap	The gap between the poorest and richest nations of the world	8 Colonialism Nigeria was a British colony which affected its development
2	Disparities in health	In the poorest countries treatable diseases such as malaria are still a large cause of death	
3	Migration	People often want to migrate from poorer countries to rich countries for a better life	
4	Foreign Direct Investment	Investment from foreign countries into industry to help boost employment and GDP	
5	Fair Trade	When farmers are paid a fair price for the produce increasing their disposable income	
6	Appropriate technology	Low tech solutions which are suitable for the country	
7	Aid	When money or goods are given to a country to help them	
The UK Economy			
1	Changing economy	The UK has moved from Manufacturing to a service-based economy	
2	Post industrial economy	Manufacturing has declined and new industries take its place	
3	Science and business parks	Found on the edge of cities where new business cluster together	
4	Infrastructure	Motorways, Railways, ports and airports. Good transport infrastructure boosts the economy.	
5	North-South Divide	Due to deindustrialisation the North of the UK is poorer than the South	
6	Deindustrialisation	The closure of heavy industry, which has often moved abroad where it is cheaper	
7	Sustainable industry	Industry which considers its environmental impact and carbon footprint	

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

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

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

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

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

UNIT 4. Connectives	
1	Además
2	Sin embargo
3	Así que
4	Aún así
5	Por eso
6	Asimismo

UNIT 6. being a volunteer	
1	Ser voluntario
2	Un año sabático
3	El deporte nos une
4	Te da un sentido de
5	Crea
6	Fomenta
7	Es una manera de
8	El orgullo nacional
9	Colectivo
10	Participar
11	Te enseña a +inf
12	Te hace más / menos +adjective
13	Maduro
14	Responsable
15	Fue una experiencia +adj.
16	Quiero volver a hacerlo

UNIT 5. Expressing Personal Opinion	
1	En mi opinión
2	Desde mi punto de vista
3	A mi ver
4	A mi parecer
5	Me parece que
6	(no) estoy de acuerdo (con)
7	Creo que sí/no
8	No soy partidario de

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

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

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

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

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

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

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

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

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

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

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

### Les grands événements - Big events

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

### Faire du bénévolat - Volunteering

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

### Key ideas

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



## 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

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) Riffs use a three chord pattern A – G#m – C#m.

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

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

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

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 11 Drama GCSE Knowledge Organiser – Spring Term

### Section A: Costume & Sound Terminology

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

### Section B: Performance Skills

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

## Huish Episcopi Academy Year 11 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 5 Higher Blood pressure
2	Increased risk of Coronary heart disease (CHD) 6 Increased risk of obesity
3	Increased risk of Type 2 diabetes 7 Poor fitness
4	Poor posture 8 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 – Topic 2

1. Hardwoods		
Material	Appearance	Properties
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.
4	Beech	Is a very tough and durable material and is smooth to finish.
5	Mahogany	Is a dark red/ brown with very close grain.
6	Ash	Light coloured, smooth-grained.
7	Balsa	White to oatmeal in colour with high silky lustre.

2. Softwoods		
Material	Appearance	Properties
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.
4	Larch	Is a darker shade with brown grain.
5	Spruce	Light, yellowish-white to reddish-white.

3. Natural timber availability	
1	Stock forms
2	Sawing and seasoning

4. Finishes for hardwoods and softwoods	
1	Surface finishes
2	Enhancement finishes
3	Preservative finishes

5. Manufactured board	
1	Man-made
2	Man-made boards

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
2	Stains / Paints
3	Veneers
4	Sprays / Varnishes

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

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

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

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



## Huish Episcopi Academy GCSE Textiles Knowledge Organiser Core Knowledge Topic 2

### 1. Design Principles

1	Research	Research involves the collection and analysis of information and images to increase understanding of a topic or theme.
2	Mood board	An arrangement of images, materials, pieces of text, intended to inspire a project.
3	Client profile	A summary of a specific customer type that is based on information such as, demographics, income, gender, age, location.
4	Product analysis	Examining a current product to get ideas for a new product or design.
5	Design brief	The instructions that a client gives to a designer about what they want a product to be like.
6	Design Specification	A list of criteria a product should meet
7	Prototype	Built so that the product and production methods can be evaluated before the product is manufactured
8	Iterative design	A design strategy that involves constantly evaluating and improving a products design
9	Evaluate	To check that a product meets the criteria set out in the design specification

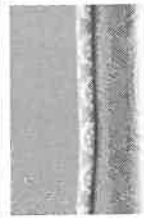
### 2. Joining and shaping fabric

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

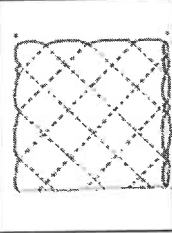
### 3. Printing processes

1	Block printing	Block printing is a technique for printing text, images or patterns. It is a method of printing on textiles or paper.
2	Poly Print	Polystyrene tile printing, is a versatile way of relief printing. Patterns can be easily pressed or drawn using a ballpoint pen
3	Lino printing	Lino Printing involves carving a pattern or design into a linoleum, rubber or vinyl surface that can then be printed from.
4	Screen Printing	This is the process of transferring a stencilled design by hand onto a flat surface using a mesh screen. Fabric and paper are the most commonly screen-printed surfaces
5	Flatbed screen printing	This process is used where large runs of printed fabric are needed e.g. retail. Advantages include being able to print intricate designs much faster. The process can also be carried out using cylinders instead of screens known as rotary screen printing.

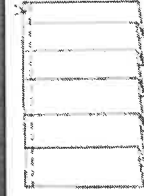
#### Piping



#### Quilting



#### Gathering and Pleating



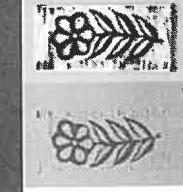
#### Block printing



#### Poly print



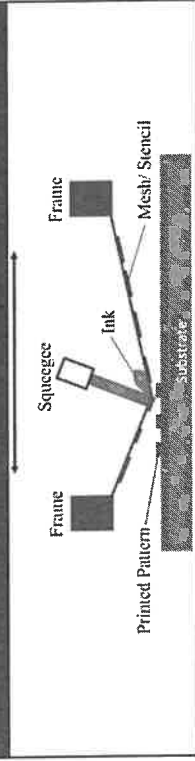
#### Lino printing



#### Screen printing



#### Flat bed screen printing



## Huish Episcopi Academy GCSE Textiles Knowledge Organiser - Core Knowledge Topic 2

### 4. Printing processes 2 – surface treatments and finishes

1	Stencilling	A stencil is a piece of card with a design that is cut out and through which, paint is forced onto a surface to be printed.
2	Foil printing	A speciality printing process which uses glue, heat, and metallic foil. This is used to create different shiny designs and graphics on various materials.
3	Vinyl printing	Vinyl designs are put cut out of pieces of coloured vinyl. A heat press is utilized to transfer each piece of vinyl onto the material.
4	Heat transfer printing	This process uses disperse dyes that transfer from paper to fabric with heat. This technique only works well with synthetic fabric.
5	Mark making	Mark making is a term used for the creation of different patterns, lines, textures and shapes.
6	Digital printing	Uses CAD / Cam to create complex design which are printed onto fabric



Stencilling



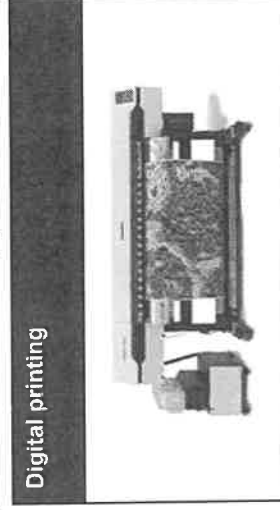
Foil printing



Heat transfer printing



Vinyl printing



Digital printing



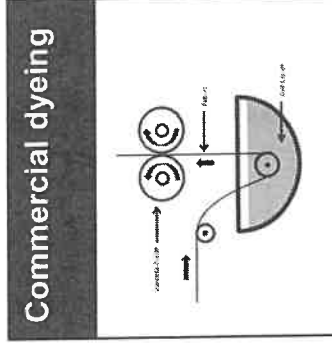
Mark making

### 5. Dyeing processes – surface treatments and finishes

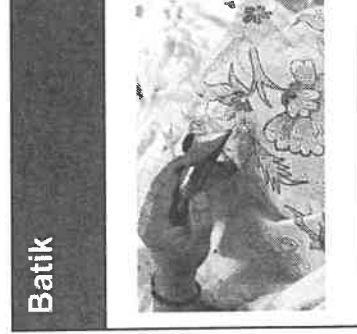
1	Dyeing	Dyes are used to change the colour of fabric. There are two main types of dyes, Natural – from plants insects and minerals and synthetic – manmade chemical compounds widely used to product bright consistent colours
2	Commercial Dyeing	Used in industry to dye large volumes of fabric, allowing manufacturers to work more efficiently
3	Batik (resist dyeing)	Usually done by hand a resist acts as a barrier between the fabric and the dye. Batik is a method of resist dyeing that originates from Indonesia.
4	Tie-dye	Uses elastic bands to create a barrier between the dye and the fabric.



Dyeing



Commercial dyeing



Batik



Tie dye

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

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

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

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

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

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



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

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

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

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

1. GENRE	
<b>Director</b>	<ul style="list-style-type: none"> <li>• John Hughes is considered 'an auteur' of the teen genre.</li> </ul>
<b>Representations</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Audience appeal</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

2. NARRATIVE	
<b>Character types</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Representations</b>	<ul style="list-style-type: none"> <li>• A classic Hollywood Narrative structure is used, the happy ending offers the audience pleasure and reward.</li> </ul>

3. HISTORICAL CONTEXT	
<b>1980s</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Politics</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

4. SOCIAL CONTEXT	
<b>Parent relationships</b>	80's concept of teenager was not new and not a threat. No need to battle parents.
<b>Teenage identity</b>	Obsession with labels and designer goods meant that status was tied into external symbols of wealth.
<b>'Latchkey Kids'</b>	<ul style="list-style-type: none"> <li>• 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'.</li> </ul>
<b>MTV</b>	<ul style="list-style-type: none"> <li>• Launched in 1981 and became the voice of the teen generation.</li> </ul>

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

5. MICRO ELEMENTS

<p><b>Cinematography (including Lighting)</b></p>	<p>Opening Scene</p>	<ul style="list-style-type: none"> <li>POV shot of parents, audience as the 'child' in the scene. Ironic they don't have power</li> <li>Ferris opens curtains there is a shot from the outside looking in = Ferris' position as a privileged prince in his tower.</li> </ul>
	<p>Parade Scene</p>	<ul style="list-style-type: none"> <li>Establishing and wide shots in this scene shows off Chicago's landmarks and the impressive architecture. Series of longshots down the parade route.</li> <li>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.</li> </ul>
<p><b>Sound</b></p>	<p>Opening Scene</p>	<ul style="list-style-type: none"> <li>Music is used to appeal to the teen audience, to anchor the feeling of excitement and demonstrate how cool Ferris is in this scene.</li> </ul>
	<p>Parade Scene</p>	<ul style="list-style-type: none"> <li>The choice of a Beatles song implies 'Beatlemania' a form of hero worship.</li> <li>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</li> </ul>
<p><b>Editing</b></p>	<p>Opening scene</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
<p><b>Mise en Scene</b></p>	<p>Opening Scene</p>	<ul style="list-style-type: none"> <li>Classic suburban, upper middle-class home, a 'white house'. This is iconographic of the American dream</li> <li>Ferris' room 80's teen in consumerist America (a TV stereo, synthesizers and a computer)</li> <li>Performance breaks the 4th wall. The audience are invited into his world, he talks to us like we are his friends,</li> <li>The text on screen 'Faking out parents' - The text is like a public service video, giving us instruction</li> </ul>
	<p>Parade Scene</p>	<ul style="list-style-type: none"> <li>The American flag appears in almost all of the shots</li> <li>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.</li> <li>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'.</li> <li>At the end of the scene Ferris brandished a silver cane - he is the ringmaster, a rock star, a hero.</li> </ul>

Topic 2.3.1 Operations		Topic 2.3.2 Working with suppliers																																								
<p><b>BUSINESS: Creating informed, discerning employees, consumers and future leaders</b></p> <p><b>Key Vocabulary</b></p> <p><b>Good</b> – a tangible item that exists in a physical sense, e.g. a car</p> <p><b>Service</b> – an experience or non-physical item, e.g. a trip to a theme park</p> <p><b>Job production</b> – one-off production of a one-off item for each individual customer</p> <p><b>Batch production</b> – producing a limited number of identical products</p> <p><b>Flow production</b> – continuous production of identical products, which gives scope for high levels of automation</p> <p><b>Productivity</b> – a measure of efficiency, usually output per person per time period</p> <p><b>Automation</b> – using machines that can operate without people</p> <p><b>Robots</b> – machines that can be programmed to do tasks that can be done by humans, e.g. spray painting</p> <p><b>Flexibility</b> – the ability to switch quickly and easily from one task to another</p> <p><b>CAD</b> – Computer Aided Design</p> <p><b>CAM</b> – Computer Aided Manufacture</p>	<p><b>Wider Business World</b></p> <p><b>Morgan cars</b> – produced by job production</p> <p><b>Ford cars</b> – considered to be the first mass produced car in the world</p>	<p><b>Wider Business World</b></p> <p><b>Supermarkets</b> – most run JIT systems to have more selling space and save costs on storage</p> <p><b>Restaurants</b> – may limit their menu choices to ensure ingredients are fresher and less stock is wasted</p>	<p><b>Wider Business World</b></p> <p><b>Cashflow</b> – holding less stock improves cashflow because the stock is more likely to be sold before payment to suppliers is due</p> <p><b>External factors</b> – changes to economic factors can affect the type of products consumers demand</p> <p><b>Customer needs</b> – if quality is a concern more than price, this will need to be considered when choosing a supplier</p> <p><b>Location</b> – this could affect the logistics for a business</p>																																							
<p><b>Core Knowledge</b></p> <p>The purpose of production is to create goods and services.</p> <table border="1"> <thead> <tr> <th>Production Method</th> <th>Advantages</th> <th>Disadvantages</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td><b>Job</b></td> <td> <ul style="list-style-type: none"> <li>Unique products</li> <li>High quality</li> <li>Higher prices</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Need highly skilled workers</li> <li>Lengthy process</li> <li>Higher cost per unit</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Tailoring, bridges, Olympic Stadium</li> </ul> </td> </tr> <tr> <td><b>Batch</b></td> <td> <ul style="list-style-type: none"> <li>Variety and choice for customers</li> <li>Materials purchased in bulk, lowering production costs</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Work is repetitive</li> <li>Equipment must be cleaned after each batch</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Bread, clothing</li> </ul> </td> </tr> <tr> <td><b>Flow</b></td> <td> <ul style="list-style-type: none"> <li>Bulk buyer leads to lower unit costs</li> <li>Production 24/7</li> <li>Consistent quality</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>High capital investment</li> <li>Less flexibility to adapt products</li> <li>Very repetitive work</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Canned food, bottled drinks</li> </ul> </td> </tr> </tbody> </table> <p><b>Impact of technology:</b></p> <ul style="list-style-type: none"> <li>Lower costs in long term due to lower labour costs; improved quality so less wastage</li> <li>Increased productivity due to no breaks or holidays</li> <li>Improved quality / consistency</li> <li>Lower costs can lead to competitive prices</li> </ul>	Production Method	Advantages	Disadvantages	Examples	<b>Job</b>	<ul style="list-style-type: none"> <li>Unique products</li> <li>High quality</li> <li>Higher prices</li> </ul>	<ul style="list-style-type: none"> <li>Need highly skilled workers</li> <li>Lengthy process</li> <li>Higher cost per unit</li> </ul>	<ul style="list-style-type: none"> <li>Tailoring, bridges, Olympic Stadium</li> </ul>	<b>Batch</b>	<ul style="list-style-type: none"> <li>Variety and choice for customers</li> <li>Materials purchased in bulk, lowering production costs</li> </ul>	<ul style="list-style-type: none"> <li>Work is repetitive</li> <li>Equipment must be cleaned after each batch</li> </ul>	<ul style="list-style-type: none"> <li>Bread, clothing</li> </ul>	<b>Flow</b>	<ul style="list-style-type: none"> <li>Bulk buyer leads to lower unit costs</li> <li>Production 24/7</li> <li>Consistent quality</li> </ul>	<ul style="list-style-type: none"> <li>High capital investment</li> <li>Less flexibility to adapt products</li> <li>Very repetitive work</li> </ul>	<ul style="list-style-type: none"> <li>Canned food, bottled drinks</li> </ul>	<p><b>Key Vocabulary</b></p> <p><b>Stock</b> – items held by a firm for use or sale. Also called inventory</p> <p><b>Bar gate stock graph</b> – a diagram to show changes in the level of stock over time</p> <p><b>Maximum stock level</b> – highest level of stock to be held by a business</p> <p><b>Minimum stock level</b> – also called buffer stock level. The lowest level of stock held to avoid running out</p> <p><b>Re-order level</b> – the level of stock that will trigger the business to order more</p> <p><b>Lead time</b> – number of days or weeks that it takes from ordering stock until it arrives</p> <p><b>Order quantity</b> – the number of items ordered by the business</p> <p><b>JIT</b> – Just in Time. Running the business with so little stock that supplies have to arrive 'just in time' before they run out</p> <p><b>JIC</b> – holding buffer stock levels, 'just in case' there is a sudden increase in demand</p> <p><b>Procurement</b> – obtaining the right supplies from the right supplier</p> <p><b>Logistics</b> – ensuring that the right supplies will be ordered and delivered on time</p>	<p><b>Core Knowledge</b></p> <p>The operations department has a role to ensure that there is enough stock to meet demand, so they must work closely with suppliers as well as managing the stock that is in the business effectively.</p> <p>The amount of stock held is shown in a bar gate graph:</p> <table border="1"> <thead> <tr> <th>Time (Weeks)</th> <th>Stock Level</th> </tr> </thead> <tbody> <tr><td>0</td><td>200</td></tr> <tr><td>1</td><td>400</td></tr> <tr><td>2</td><td>600</td></tr> <tr><td>3</td><td>400</td></tr> <tr><td>4</td><td>600</td></tr> <tr><td>5</td><td>400</td></tr> <tr><td>6</td><td>600</td></tr> <tr><td>7</td><td>400</td></tr> <tr><td>8</td><td>800</td></tr> <tr><td>9</td><td>400</td></tr> <tr><td>10</td><td>200</td></tr> </tbody> </table> <p><b>Benefits of JIT</b></p> <ul style="list-style-type: none"> <li>Less storage space needed saving costs</li> <li>Fresher produce due to more frequent deliveries</li> <li>Less capital tied up in stock</li> </ul> <p><b>Limitations of JIT</b></p> <ul style="list-style-type: none"> <li>Greater risk of running out and disappointing customers</li> <li>No bulk-buying discounts</li> </ul>	Time (Weeks)	Stock Level	0	200	1	400	2	600	3	400	4	600	5	400	6	600	7	400	8	800	9	400	10	200
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<p><b>BUSINESS: Creating informed, discerning employees, consumers and future leaders</b></p> <p><b>Key Vocabulary</b></p> <p><b>Don't be a "man on the street"</b></p> <ul style="list-style-type: none"> <li>Remember not all business that hold stock are shops – it could be a factory, restaurant, bakery</li> <li>The cheapest supplier may not be the best if they are not reliable</li> <li>Not all businesses will be able to get trade credit from a supplier – trust may need to be built first</li> </ul>	<p><b>Wider Business World</b></p> <p><b>Technology</b> – has had an impact on production</p> <p><b>Marketing</b> – creates the demand for the product</p> <p><b>Finance</b> – introducing technology will incur costs and affect cash flow</p> <p><b>Human Resources</b> – if staff lose their jobs they will be entitled to redundancy payments</p> <p><b>Legislation</b> – operations will need to follow Health &amp; Safety law</p>	<p><b>Key Vocabulary</b></p> <p><b>Good</b> – a tangible item that exists in a physical sense, e.g. a car</p> <p><b>Service</b> – an experience or non-physical item, e.g. a trip to a theme park</p> <p><b>Job production</b> – one-off production of a one-off item for each individual customer</p> <p><b>Batch production</b> – producing a limited number of identical products</p> <p><b>Flow production</b> – continuous production of identical products, which gives scope for high levels of automation</p> <p><b>Productivity</b> – a measure of efficiency, usually output per person per time period</p> <p><b>Automation</b> – using machines that can operate without people</p> <p><b>Robots</b> – machines that can be programmed to do tasks that can be done by humans, e.g. spray painting</p> <p><b>Flexibility</b> – the ability to switch quickly and easily from one task to another</p> <p><b>CAD</b> – Computer Aided Design</p> <p><b>CAM</b> – Computer Aided Manufacture</p>	<p><b>Wider Business World</b></p> <p><b>Technology</b> – has had an impact on production</p> <p><b>Marketing</b> – creates the demand for the product</p> <p><b>Finance</b> – introducing technology will incur costs and affect cash flow</p> <p><b>Human Resources</b> – if staff lose their jobs they will be entitled to redundancy payments</p> <p><b>Legislation</b> – operations will need to follow Health &amp; Safety law</p>																																							

Huish Episcopi Academy Year 11 Business Knowledge Organiser – Theme 2 unit 3

Topic 2.3.3 Managing Quality		Topic 2.3.4 Sales Process	
<p><b>BUSINESS: Creating informed, discerning employees, consumers and future leaders</b></p> <p><b>Key Vocabulary</b></p> <p><b>Quality control</b> – putting measures in place to check that the customer receives an acceptable level of quality</p> <p><b>Quality assurance</b> – a system based on preventing quality problems by involving all staff within the production team to understand their role in maintaining highest quality standards</p> <p><b>Warranty</b> – the guarantee by a producer that it will repair any faults in a product for a specific period of time</p>	<p><b>Wider Business World</b></p> <p><b>Gordon Ramsey</b> – in his restaurant the Head Chef will check every plate of food before it is sent out</p> <p><b>Hotels</b> – have a check list for cleaners to ensure that all rooms are same standard</p>	<p><b>BUSINESS: Creating informed, discerning employees, consumers and future leaders</b></p> <p><b>Key Vocabulary</b></p> <p><b>Sales process</b> – the process of persuading a customer to buy the products</p> <p><b>Product knowledge</b>- how well staff know the features of the products and service issues, e.g. such as the precise terms of a warranty</p> <p><b>Customer engagement</b> – the attempt to make a customer feel part of something rather than an outsider</p> <p><b>Customer feedback</b> – comments, praise or criticisms given to the company by customers</p> <p><b>Post-sales service</b> – anything provided after you have paid for and received the product, e.g. updates, wrong or a way of promoting customer engagement</p>	<p><b>Wider Business World</b></p> <p><b>Kia</b> – have a 7 year warranty on new cars</p> <p><b>Pizza Hut</b> – have a guarantee of receiving your starter within so many minutes of ordering</p> <p><b>Burberry</b> – send regular email updates to customers to make them feel part of the brand, rather than just a customer</p>
<p><b>Core Knowledge</b></p> <p>Quality is about meeting a minimum standard to satisfy customer expectations</p> <p><b>Quality control</b></p> <ul style="list-style-type: none"> <li>Finished goods are inspected</li> <li>Checks for defects rather than preventing them</li> <li>Costly as it can lead to a high level of wastage</li> <li>Workers less involved in process so may be less motivated</li> </ul> <p><b>Quality assurance</b></p> <ul style="list-style-type: none"> <li>Quality is checked at every stage in the production process – more time consuming, but defective products are dismissed before being completed</li> <li>Aims to prevent defects</li> <li>Staff need training – costly in short term; more motivating in long term</li> </ul> <p><b>Importance</b></p> <ul style="list-style-type: none"> <li>Lowers costs through less wastage</li> <li>As production costs lower, profit margins increase</li> <li>Quality can improve reputation and build brand loyalty leading to a competitive advantage</li> </ul>	<p><b>Core Knowledge</b></p> <p>To succeed in the sales process the following need to be provided:</p> <ul style="list-style-type: none"> <li>Strong product knowledge and therefore helpful advice from staff</li> <li>Speedy and efficient service</li> <li>Customer engagement</li> <li>Responses to customer feedback</li> <li>Excellent post-sales service</li> </ul> <p><b>Benefits of good customer service:</b></p> <ul style="list-style-type: none"> <li>Customers feel valued, are loyal and more likely to repeat purchased</li> <li>Harder for competitors to steal customers if they are loyal customers to the business</li> <li>Satisfied customers tell others – this could attract more and make a business a reputable employer</li> <li>Developing a reputation for good customer service can develop into a competitive advantage</li> </ul>	<p><b>Wider Business World</b></p> <p><b>Motivation</b> – motivated staff are more likely to deliver a high-quality service</p> <p><b>Customer needs</b> – quality is one of the needs of customers</p> <p><b>Promotion</b> – quality can be used as a promotion tool</p> <p><b>Consumer law</b> – products must be 'fit for purpose'; a minimum quality measure</p> <p><b>Technology</b> – led to an increase in reviews online, which impacts a firm's reputation</p>	<p><b>Core Knowledge</b></p> <p><b>Don't be a "man on the street"</b></p> <ul style="list-style-type: none"> <li>Remember quality is important for goods as well as services</li> <li>Don't confuse quality control and quality assurance</li> <li>Quality assurance can not be put in place quickly – staff need to be trained and it takes time to be embedded into the culture of the business</li> </ul>
<p><b>BUSINESS: Creating informed, discerning employees, consumers and future leaders</b></p> <p><b>Key Vocabulary</b></p> <p><b>Sales process</b> – the process of persuading a customer to buy the products</p> <p><b>Product knowledge</b>- how well staff know the features of the products and service issues, e.g. such as the precise terms of a warranty</p> <p><b>Customer engagement</b> – the attempt to make a customer feel part of something rather than an outsider</p> <p><b>Customer feedback</b> – comments, praise or criticisms given to the company by customers</p> <p><b>Post-sales service</b> – anything provided after you have paid for and received the product, e.g. updates, wrong or a way of promoting customer engagement</p>	<p><b>Wider Business World</b></p> <p><b>Customer needs</b> – the sales process is about meeting those needs</p> <p><b>Recruitment</b> – to provide excellent service the right staff need to be employed</p> <p><b>Training</b> – staff will need to be trained about products</p> <p><b>Quality and operations</b> – information about the product will need to be provided</p> <p><b>Technology</b> – more customer feedback is available</p>	<p><b>Core Knowledge</b></p> <p><b>Don't be a "man on the street"</b></p> <ul style="list-style-type: none"> <li>Do not assume that negative reviews will make a business fail – these can be ignored or people may have little choice</li> <li>Remember that not everyone uses social media so this may not be a good way to get customer engagement for some businesses</li> </ul>	<p><b>Wider Business World</b></p> <p><b>Customer needs</b> – the sales process is about meeting those needs</p> <p><b>Recruitment</b> – to provide excellent service the right staff need to be employed</p> <p><b>Training</b> – staff will need to be trained about products</p> <p><b>Quality and operations</b> – information about the product will need to be provided</p> <p><b>Technology</b> – more customer feedback is available</p>

Topic 2.4.1 Business Calculations		Topic 2.4.2 Understanding Business performance										
<p><b>BUSINESS: Creating informed, discerning employees, consumers and future leaders</b></p> <p><b>Key Vocabulary</b></p> <p><b>Revenue</b> – the money that a business receives from selling its goods and services. Also called Turnover or Income</p> <p><b>Cost of sales</b> – the name for the costs that are directly involved in the making of a product for a manufacturer or the provision of a service for a service provider</p> <p><b>Gross profit</b> – the amount left after the cost of buying or making the product has been deducted from revenue</p> <p><b>Expenses</b> – costs of the business that are not directly involved in the making of the product, e.g. rent, rates</p> <p><b>Net profit</b> – overall profit made by a business. What is left after deducting all costs.</p> <p><b>Gross profit margin</b> – expressed gross profit as a percentage of sales revenue</p> <p><b>Net profit margin</b> – expresses net profit as a percentage of sales revenue</p> <p><b>ARR</b> – Average Rate of Return. Expresses the average yearly profit as a percentage of the sum invested. Shows profitability and can be compared with interest rates on bank deposits</p>	<p><b>Wider Business World</b></p> <p><b>RyanAir</b> – has a greater Net profit margin than other airlines as it keeps costs down by not offering meals on board</p>	<p><b>BUSINESS: Creating informed, discerning employees, consumers and future leaders</b></p> <p><b>Key Vocabulary</b></p> <p><b>Line graph</b> – shows data represented as lines, making it easy to identify trends</p> <p><b>Bar graph</b> – data represented so that the height of the bar represents the quantity involved. Good for making comparisons</p> <p><b>Pie chart</b> – shows data represented in a circle, with each slice of the pie representing a proportion of the whole, e.g. market share</p>	<p><b>Wider Business World</b></p> <p><b>Government</b> – use line charts to show changes in taxation, inflation etc; pie charts to show how taxation is distributed</p>									
<p><b>Core Knowledge</b></p> <p><b>Key formulas:</b></p> <p><b>Gross profit</b> = Revenue – cost of sales</p> <p><b>Net Profit</b> = Gross profit – expenses</p> <p><b>Gross profit margin</b> = (Gross profit ÷ Sales revenue) x 100</p> <p><b>Net profit margin</b> = (Net profit ÷ Sales revenue) x 100</p> <p><b>ARR</b> = (lifetime profit ÷ years the investment will last) ÷ initial investment x 100</p> <p>In all cases the higher the number the better, BUT these must be compared to other businesses and previous performance</p>	<p><b>Core Knowledge</b></p> <p>Data can be figures or visually represented. The most common types of visual representation are graphs.</p> <table border="1"> <thead> <tr> <th>Line graphs</th> <th>Bar charts</th> <th>Pie charts</th> </tr> </thead> <tbody> <tr> <td>Good for data shown over many time periods and for comparisons with how one factor affects another</td> <td>Good for data over 2-3 time periods Good for comparing size / number of several different items</td> <td>Good for showing proportions</td> </tr> <tr> <td>Pros Too many lines can be confusing Assumptions can be made about trends continuing</td> <td>Cannot be easily used to compare data over many time periods</td> <td>Show big differences clearly but not small differences Cannot show trends over a number of years</td> </tr> </tbody> </table>	Line graphs	Bar charts	Pie charts	Good for data shown over many time periods and for comparisons with how one factor affects another	Good for data over 2-3 time periods Good for comparing size / number of several different items	Good for showing proportions	Pros Too many lines can be confusing Assumptions can be made about trends continuing	Cannot be easily used to compare data over many time periods	Show big differences clearly but not small differences Cannot show trends over a number of years	<p><b>Core Knowledge</b></p> <p>A business can use a variety of data:</p> <ul style="list-style-type: none"> <li>Financial data – profit margins, profit levels, ARR, break-even point, cash flows</li> <li>Marketing data – analysis of sales figures, market research data</li> <li>Market data – analysis of data such as market size, changes in market size, figures for difference segments</li> </ul> <p><b>Limitations of data:</b></p> <ul style="list-style-type: none"> <li>A need to understand why trends are happening and the causes of these trends</li> <li>Bas can be in place when interpreting data</li> <li>Some numbers will be estimates not facts</li> </ul>	<p><b>Synoptic Links</b></p> <p><b>Business calculations</b> – profit and profit margin calculations can be used to access financial performance</p> <p><b>HR</b> – data on staff retention and performance can be used</p> <p><b>Operations</b> – productivity and quality data can also be measures of performance</p> <p><b>Marketing</b> – data on sales figures and market research</p> <p><b>External influences</b> – economic factors may affect a business performance</p> <p><b>Aims</b> – the importance of each measure can be different depending on the aims of the business</p>
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<p><b>Don't be a "man on the street"</b></p> <ul style="list-style-type: none"> <li>Remember not all investments will be profitable</li> <li>Even if an investment is not profitable, this does not mean a business should dismiss it – it may be needed to maintain a competitive position</li> <li>A business can not lose profit – it makes a profit OR a loss</li> <li>A loss in one year does not always indicate failure – this may be due to high one-off costs</li> </ul>	<p><b>Don't be a "man on the street"</b></p> <ul style="list-style-type: none"> <li>Remember that data may be biased or unreliable – always check the source</li> <li>One set of data along is not much help – a business will need to compare to previous years or competitors to put the data into context</li> <li>Financial data alone is not the whole picture – consider what external factors may have caused a change, as well as HR and Marketing data</li> <li>Don't confuse market data and marketing data</li> </ul>											

## Huish Episcopi Academy Year 11 Psychology Knowledge Organiser – Psychological Problems

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

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

### 2.4 Boolean logic

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

### 2.5.1 Languages

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

### 2.5.2 The integrated development environment (IDE)

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





**Huish Episcopi Academy Year 11 Health and Social Care**

**Knowledge Organiser Spring One Component Three**

A Component 1 Human Lifespan Development	
1	data interpretation Process of understanding, organising and interpreting given data for making a conclusion.
2	diet The kinds of food that a person or community habitually eats.
3	exercise Activity requiring physical effort carried out for physical fitness.
4	lifestyle factors The adaptable behaviours and ways of life that influence an individual's health and wellbeing.
5	Relationships The way in which people are connected.

D Component 1 Human Lifespan Development	
1	isolation Without contact of others.
2	bullying To harm, intimidate or coerce someone who is perceived as more vulnerable.
3	discrimination The unjust or prejudicial treatment of different categories of people.
4	culture The ideas, customs and social behaviour of a particular group of people.
5	religion A particular system of faith and worship.

B Component 1 Human Lifespan Development	
1	physical activity Any body movement that requires energy expenditure.
2	inactivity A state of not moving or taking action.
3	smoking Inhaling and exhaling smoke or visible vapour.
4	alcohol A substance found in drinks such as beer, wine and liquor but also in some medicines, mouth wash etc.
5	expected An anticipated event.

E Component 1 Human Lifespan Development	
1	community A group of people living in the same place or having common characteristics.
2	pride A feeling of satisfaction in oneself or in those you associate with.
3	gender roles How we are expected to act, speak, dress, groom and conduct ourselves based on assigned gender.
4	gender identity Describes how a person feels about their gender.
5	sexual orientation A person's attitude, belief or feelings in relation to sex.

C Component 1 Human Lifespan Development	
1	unexpected An event that is not expected or regarded as likely to happen.
2	inclusion Being included within a group or a structure.
3	exclusion Not included within a group or a structure.
4	drugs A medicine or a substance that has a physiological effect when introduced to the body.
5	retirement The action of leaving or stopping work or a job.

F Component 1 Human Lifespan Development	
Choose 15 words that you feel are the most important.	
Link these key words as a mind map.	
Explain each of your connections.	
Justify your connections by giving an example	