ART – YEAR 11 – M2		RAG
1.	**Symbolic**	Involving the use of symbols or symbolism.	
2.	**Denotes**	Be a sign of; indicate.	
3.	**Derives**	To receive or obtain from a source or origin.	
4.	**Analyse**	Examine (something) methodically and in detail, typically in order to explain and interpret it.	
5.	**Decipher**	Succeed in understanding, interpreting or identifying (something).	
6.	**Portray**	Depict (someone or something) in a work of art or literature.	
7.	**Visual Impact**	Visual impact describes the degree to which an image has visible presence or is particularly noticeable.	
8.	**Represent**	Depict (a particular subject) in a work of art.	
9.	**Focal Point**	The point at which rays or waves meet after reflection or refraction or the point from which diverging rays or waves appear to proceed.	
10.	**Analyse**	Examine (something) methodically and in detail, typically in order to explain and interpret it.	
11.	**Context**	The circumstances that form the setting for an event, statement or idea and in terms of which it can be fully understood.	
12.	**Narrative**	A spoken or written account of connected events; a story.	
13.	**Connotation**	An idea or feeling which a word invokes for a person in addition to its literal or primary meaning.	
14.	**Semiotics**	The study of signs and symbols and their use or interpretation.	
15.	**Symbolizes**	Represent by means of symbols.	
16.	**Suggestive**	Tending to suggest an idea.	
17.	**Research**	The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.	
18.	**Mood Board**	A collection of images, such as market research, inspirational images and colour palettes, that shows a concept and gives a designer's work direction.	
19.	**Annotations**	Written explanation and evaluation of your work.	
20.	**Artists Analysis**	Analysing an artist's work. Discussing what an artist's work is about and how it could influence your own project.	
21.	**Interpret**	Explain the meaning of (information or actions).	
22.	**Aesthetic**	Concerned with beauty or the appreciation of beauty.	

ART – YEAR 11 – M2			RAG
23.	Perspective	The art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth and position in relation to each other.	
24.	Proportion	A part, share or number considered in comparative relation to a whole.	
25.	Health and Safety	The process by which you ensure you use tools and processes safely.	
26.	Discussion	The action or process of talking about something in order to reach a decision or to exchange ideas.	
27.	Conclusion	A judgement or decision reached by reasoning.	
28.	Collaboration	The action of working with someone to produce something.	
29.	Problem Solving	The process of finding solutions to difficult or complex issues.	
30.	Personal and Meaningful Response	Ensuring that your response to themes is personal and establishes links to appropriate contextual sources.	
31.	AO1	Develop ideas through investigations, demonstrating critical understanding of sources.	
32.	AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	
33.	AO3	Record ideas, observations and insights relevant to intentions as work progresses.	
34.	AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	
35.	Final Outcome	A piece of work made at the end of a project.	
36.	Theme	A topic selected for artistic representation. Themes are open to different interpretations and relate to what the piece is about rather than the specific things it shows.	
37.	Experimentation	Experimentation with different materials, processes and ideas.	
38.	Development	Developing ideas, experiments and response to project theme.	
39.	Modernism	The activities and creations of those who felt the traditional forms of art, were becoming ill-fitted to their tasks and outdated in the industrialised world.	
40.	Expressionism	A modernist movement, originating in Germany at the beginning of the 20th century. It's typical trait is to present the world solely from a subjective perspective, distorting it radically for emotional effect.	

ART – YEAR 11 – M2		RAG
41.	**Impressionism** A 19th-century art movement characterized by relatively small, thin yet visible brush strokes, open composition and emphasis on accurate depiction of light in its changing qualities.	
42.	**Pop Art** Emerged in the United Kingdom and the United States during the mid to late 1950s. The movement presented a challenge to traditions of fine art by including imagery from popular and mass culture, such as advertising.	
43.	**Surrealism** A cultural movement that began in the early 1920s, and is best known for its visual artworks and writings. Artists painted unnerving, illogical scenes with photographic precision.	
44.	**Cubism** An early-20th-century avant-garde art movement that revolutionized European painting and sculpture. In Cubist artwork, objects are analysed, broken up and reassembled in an abstracted form.	
45.	**Art Nouveau** An international style of art, architecture, especially the decorative arts. It was inspired by natural forms and structures, particularly the curved lines of plants and flowers.	
46.	**Post Modernism** A late 20th-century style and concept in the arts, architecture, and criticism, which represents a departure from modernism and is characterized by the self-conscious use of earlier styles and conventions, a mixing of different artistic styles and media, and a general distrust of theories.	

1.	Aerobic Endurance	The ability of the cardiorespiratory system to work efficiently.	
2.	Muscular Endurance	The ability of the muscular system to work efficiently, muscles can repeatedly contract over a period of time.	
3.	Flexibility	Moving the joints through their full range of movement.	
4.	Speed	Time taken to cover a distance (m/s).	
5.	Muscular Strength	Maximum force a muscle can exert (kg or N).	
6.	Body Composition	Ratio of fat to fat-free mass in the body.	
7.	Agility	Changing direction quickly.	
8.	Balance	Maintaining your centre of mass over a base of support Static balance – balancing without moving Dynamic balance – balancing whilst moving	
9.	Coordination	Ability of parts of the body to work together.	
10.	Power	Work done in a unit of time Power = force (kg) x distance (m) / time (min or s)	
11.	Reaction Time	Time taken to respond to a stimulus.	
12.	Heart Rate (HR)	Beats per minute.	
13.	Radial Artery	Site on wrist where HR can be measured.	
14.	Carotid Artery	Site on neck where HR can be measured.	
15.	Heart Rate Training Zone	Lower and upper values you should be training between Cardiovascular fitness = 60-85% of HRmax	
16.	Maximum HR (HRmax)	220-age	
17.	Training Zone Calculations	Lower training zone = 0.6 x HRmax Upper training zone = 0.85 x HRmax	
18.	RPE Scale	Rate of Perceived Exertion – identifies exercise intensity 6-20 (Borg Scale) **Borg Scale (6-20)** | Rating	How Hard you are Exercising
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6	No, exertion at all
7	Very, very light
8	
9	Very light
10	
11	Light
12	
13	Somewhat hard
14	
15	Hard
16	
17	Very hard
18	
19	Extremely hard
20	Maximal Exertion		
19.	RPE and HR Calculation	RPE x 10 = HR (bpm)	
20.	Basic Principles of Training	FITT Frequency – how many times you train Intensity – how hard you train	

		Time – how long you train for Type – how you train (method)	
21.	Additional Principles of Training (SPORRVIA)	Specificity – training should be specific to your sport Progressive Overload – training needs to be hard enough to cause adaptation, gradually increasing your training workload Reversibility – effects of training are reversed if you stop training or are injured Rest and Recovery – allows the body to repair and adapt Variation – vary training to avoid boredom Individual Differences/Needs – programme should be designed to meet your training goals, needs, ability, level of fitness Adaptation – body increases ability to cope with training	
22.	Static Stretching (Flexibility Training)	Stretching a muscle to its limit, hold for 10-20 seconds, part of warm up Static Active – performed by sports performer on their own Static Passive – using another person or object to perform a stretch	
23.	Ballistic Stretching (Flexibility Training)	Fast, jerky movements, e.g. bouncing or bobbing, can lead to injury if not flexible.	
24.	Proprioceptive Neuromuscular Facilitation (PNF) (Flexibility Training)	Inhibits stretch reflex, good for rehabilitation 1.Stretch muscle to limit 2.Contract muscle for 6-10 seconds (push against partner) 3.Relax the muscle and perform static passive stretch	
25.	Circuit Training (Strength, Power, Muscular Endurance Training)	Moving from one exercise to another using stations; stations should work different muscle groups.	
26.	Free Weights (Strength, Power, Muscular Endurance Training)	Barbells or dumb-bells used for free weights, resistance machines used for fixed weights, need a spotter.	
27.	Plyometrics (Strength, Power, Muscular Endurance Training)	Develops sport-specific explosive power using jumping and skipping exercises.	
28.	Continuous Training	Long, slow, steady-state or distance training; good for beginners or low level fitness, or for those recovering from injury.	

		PE: BTEC SPORT – YEAR 11 – M2 Unit 1	RAG
	(Aerobic Endurance Training)		
29.	Fartlek Training (Aerobic Endurance Training)	Varying the intensity of training without rest.	
30.	Interval Training (Aerobic Endurance Training)	Alternating work periods with rest or recovery, low intensity, long work periods and short rests.	
31.	Hollow Sprints (Speed Training)	Sprint, jog/walk, sprint 1.Sprint for 20m 2.Jog/walk for 20m 3.Sprint for 20m	
32.	Acceleration Sprints (Speed training)	Pace increased from standing start to jogging, then maximum sprint.	
33.	Interval Training (Speed Training)	Alternating work periods with rest or recovery, high intensity, short work periods and long rests.	
34.	Fitness Testing	• Provides coach with baseline data to compare to normative data • Base of training programme • Gives clear goals and targets to aim for	
35.	Normative Data	Baseline data to compare fitness test results to.	
36.	Pre-test Procedures	1.Gaining informed consent 2.Callibration of equipment	
37.	Submaximal Fitness Tests	Participant performs test at less than their maximal effort.	
38.	Maximal Fitness Tests	Participant performs test at their maximal effort.	
39.	Reliability	Repeatability – whether you can perform the test again in the same conditions.	
40.	Validity	Accuracy of the fitness test – is it a true reflection of what you were trying to measure?	
41.	Practicality	How easy the test is to carry out.	
42.	Sit and Reach Test	Measures flexibility.	
43.	Grip Dynamometer Test	Measures strength.	
44.	Multistage Fitness Test	Measures aerobic endurance.	

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PE: BTEC SPORT – YEAR 11 – M2 Unit 1			RAG
45.	Forestry Step Test	Measures aerobic endurance (submaximal).	
46.	35m Sprint Test	Measures speed.	
47.	Illinois Agility Run Test	Measures agility.	
48.	Vertical Jump Test	Measures power.	
49.	One Minute Press-up Test	Measures muscular endurance.	
50.	One Minute Sit-up Test	Measures muscular endurance.	
51.	Body Mass Index Test (BMI)	Measures body composition.	
52.	Bioelectrical Impedance Analysis (BIA)	Measures body composition.	
53.	Skinfold Test	Measures body composition Sites for males – chest, abdominals, thigh Sites for females – triceps, suprailiac, thigh	

BUSINESS STUDIES – YEAR 11 – M2 Marketing			RAG
1.	Market Research	Finding out what potential customers might want and need and are willing to pay, also what they like and don't like.	
2.	Primary Research	Questionnaire - a set of questions asked to a group of respondents. Survey - a way to find out what people want. Focus group - a small targeted group of people. Observation - watching people to find out what they do.	
3.	Secondary Research	Internet - online way to find information often using search engines. Social media - interactive ways to find out what people like or want. Published literature - the written word could be in the form of books. Government publication - data found out by govt and published. Journals - specific magazines related to certain topics.	
4.	Marketing Mix	Product - what the business is selling. Price - how much the business is selling the product/service for. Promotion - how the business will get the message to customers. Place - where the product will be sold. People - those persons involved with the selling of a product. Process - the systems and processes that deliver the product to customers. Physical environment - what the customer experiences.	
5.	Boston Matrix	Cash cow - high market share with low market growth - steady earner. Dog - low market share, low market growth, get rid of these. Star - high market share, high market growth, generate high income. Problem child - low market share, high market growth - should you continue?	
6.	Product Life Cycle	Introduction - product launched into market. Growth - sales start to increase. Saturation - sales at maximum level. Decline - sales start to decline.	
7.	Market Segmentation	Splitting your target market into groups. Demographics - segment by age, gender, race, religion. Geographics - segment by where people live. Psychographics - segment by what people are interested in. Socio economic group - segment by income level and education.	
8.	Market	A place where buyers and sellers come together.	
9.	Target Market	Your ideal people that you wish to sell your products or services to.	

		BUSINESS STUDIES – YEAR 11 – M2 Marketing	RAG
10.	Sampling	A way of selecting a group of whom you will carry out your research. Cluster – divide population into separate groups. Convenience – drawing on people that are close to hand. Stratified – select a sample representative of different groups. Quota – picking a set number of people e.g. 20 men Random – choosing people without thinking.	
11.	Pricing Strategies	Penetration – low price to start to get product into the market. Skimming – high price initially to recoup some costs of research and development. Cost plus – what it costs to make plus a percentage mark up. Competitor – pricing similar to other products that are your competition. Psychological – pricing at a price like £9.99 just below £10.	
12.	MINTEL	Marketing Intelligence – an organisation that carries out market research for businesses and publishes the results.	
13.	Brand	An identifying mark which is used to create recognition, a company that uses a particular name.	
14.	Branding	A way to promote a particular product or company by means of advertising or distinctive design.	
15.	Logo	A symbol or other small design adopted by an organisation to identify its products.	
16.	Slogan	A short and striking or memorable phrase used in advertising.	
17.	Brand Loyalty	The tendency of some consumers to continue buying the same brand of goods rather than competing brands.	
18.	Purchase and User Types	Impulse – buys without planning to, off the cuff. Rare – buys not often, maybe yearly. Occasional – buys more frequently, maybe monthly. Medium – buys fairly frequently, maybe weekly. Heavy – buys and uses all the time i.e. daily.	
19.	Pitch	Presenting to a group or audience your product ideas.	
20.	Design Mix	A triangle which contains three aspects of design that all products need to address in the research and development stage. The design mix takes into account economic manufacture, function and aesthetics.	
21.	Quantitative Research	Research where responses can be broken down into numeric data such as how many?	
22.	Qualitative research	Research where the response gives detailed answers such as why?	

CHILD DEVELOPMENT – YEAR 11 – M2 Unit 1: An introduction to working with children aged 0-5			RAG
1.	Implications	A likely consequence of something.	
2.	Danger	The possibility of something unwelcome or unpleasant happening.	
3.	Necessary	Needed to be done, achieved, or present; essential.	
4.	Policy	A course or principle of action adopted or proposed by an organization or individual.	
5.	Redundant	No longer in employment.	
6.	Responsibility	The state or fact of being accountable or to blame for something.	
7.	Referral	An act of referring someone or something for consultation, review or further action.	
8.	Safeguarding	Protect from harm or damage with an appropriate measure.	
9.	Security	The state of being free from danger or threat.	
10.	Professional	In a manner worthy of, or appropriate to, a professional person; skilfully.	
11.	Stranger Danger	Protecting children against the threat of a stranger.	
12.	Role Model	Someone to look up to and to lead others in their actions.	
13.	Confidential	The state of keeping or being kept secret or private.	
14.	Social Media	Websites and applications that enable users to create and share content or to participate in social networking.	
15.	Equality	The state of being equal, especially in status, rights or opportunities.	
16.	Diversity	A range of different things that make people different.	
17.	Management	The process of dealing with or controlling things or people.	
18.	Referral	An act of referring someone or something for consultation, review or further action.	
19.	Declarations of Interest	When you are teaching your own child, you need to declare this as you may be biased towards them.	
20.	Bias	Inclination or prejudice for or against one person or group, especially in a way considered to be unfair.	
21.	Liaising	Act as a link to assist communication between people or groups.	
22.	Escalating Behaviour	Behaviour that is getting more extreme.	
23.	Sensitive Information	Information that raises concerns and should be kept confidential.	
24.	Preparing Materials	You may need to plan activities for the children.	
25.	Setting Manager	The person who has responsibility for all the staffing.	
26.	Shadowing	The process of following someone to learn from them.	
27.	Child Protection Officer or Safeguarding Officer	The person responsible for making sure that the policy is kept up to date and that all staff are trained about the child's welfare.	

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CHILD DEVELOPMENT – YEAR 11 – M2		RAG
Unit 1: An introduction to working with children aged 0-5		
28.	The SENCO	Special Educational Needs Co-ordinator. The person who is responsible for making sure that the special educational needs of children are met.	
29.	First Aider	Those who can use first aid in a medical situation.	
30.	Key Person	Their role is to make a close working relationship with parents and carers and with the small group of children they are allocated to.	
31.	Inclusive Practice	To have a policy that ensures those with SEND are included in all activities.	
32.	SEND	Special educational needs and disabilities: children who have learning difficulties or a disability that makes it harder for them to learn.	
33.	Communication and Language	How children can let adults know what they want and how they are feeling.	
34.	Physical Development	Ability to move around.	
35.	Personal, Social and Emotional Development	The ability to mix with others and behave in appropriate ways based on emotional help.	
36.	Medical Needs	If a child has any medical conditions where they will need medication or close observation.	
37.	Sensory Needs	Children's senses generally relate to children's sight or hearing in EYS (early years).	
38.	Equal Opportunities	The right to be treated equally with others and not discriminated against due to age, gender, race or disability.	
39.	Discrimination	Treating a person differently due to race, age, gender or disability.	
40.	Anti-bias Practice	What the setting does to make sure that all children are treated fairly.	
41.	Educational Health Care Plan	A legal document which describes a child's special, health and social care needs. It sets out the help that should be given to them.	
42.	Learning Style	The way students at school work best.	
43.	Visual Learning Style	Learning through looking or seeing.	
44.	Auditory Learning Style	Learning through hearing.	
45.	Tactile/ Kinaesthetic Learning Style	Learning through touching and doing.	
46.	Metacognition	How we think about learning, and our own awareness and knowledge of the process so that we can evaluate it.	
47.	Initiation	Always start the process of getting on with your work as soon as you can, after the lesson, so you don't forget.	
48.	Mnemonics	Making a sentence from the first letter from each word to help you remember information, e.g. Richard Of York Gave Battle In Vain.	
49.	Chunks	Breaking a long piece of work into smaller chunks to help you to make it easier to revise.	
50.	Evaluation	Looking over work and feedback and assessing how you think it has gone.	

COMPUTER SCIENCE – YEAR 11 – M2			RAG
1.	Hardware	Hardware is the physical components of a computer - e.g. the input devices, output devices, primary storage (memory) and secondary storage (backing store), Central Processing Unit etc.	
2.	Software	Software are the sets of instructions/programs that are loaded into the memory of the computer and then executed in order to perform a task or to control the operation of the computer.	
3.	Systems Software	Systems software are the programs that control and monitor the operation of the hardware. They allow the user to communicate with and manage the operation of the hardware. Examples of systems software are: • operating system • utility program	
4.	Application Software	Application software are the programs that are consciously used to solve end-user problems or perform work related tasks – e.g. writing a letter, keeping accounts, printing invoices, etc. Examples of application software: • word processor • spreadsheet • desktop publisher	
5.	Utility Software	Utility programs are non-essential small programs that maintain the performance of the hardware or assist the user with common tasks. Examples of utility programs include: • anti-virus software (i.e. virus detection and cleaning) • disk defragmentation software • backup and recovery software • firewall software	
6.	Computer System	A typical computer has the following internal components: • processor • clock • main memory (RAM) • ROM • data bus, address bus, control bus	
7.	Processor – Central Processing Unit (CPU)	The Central Processing Unit (Processor) is the chip that controls the operation of the computer by decoding and executing the program code and performing both logical and arithmetical operations.	
8.	Clock (System Clock)	The system clock is an internal device that generates a steady stream of pulses at a constant rate – these pulses are used to synchronise all the operations of a computer. Note that the clock-rate of a computer is one of the factors that dictates a computer's speed.	
9.	Main memory – RAM (Random Access Memory)/Primary Store/IAS (Immediate Access Store)	Main memory is the area in which program instructions and data are loaded prior to, and during, their processing by the CPU.	

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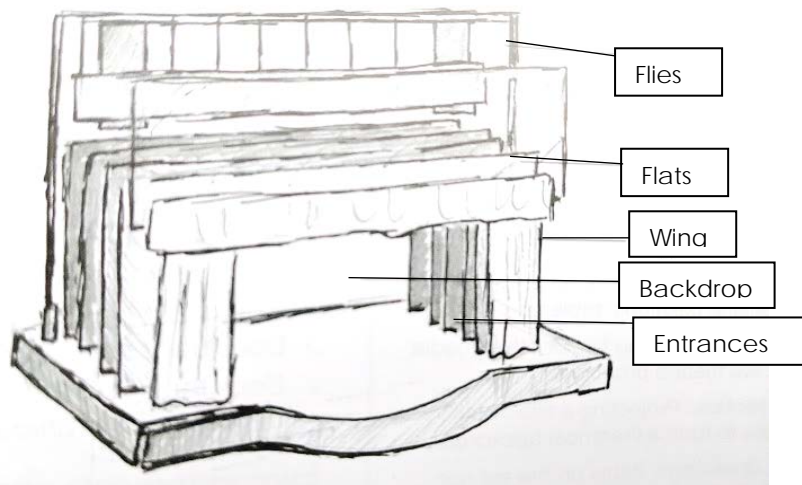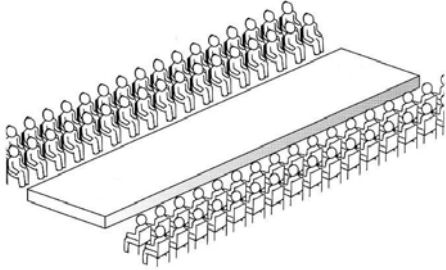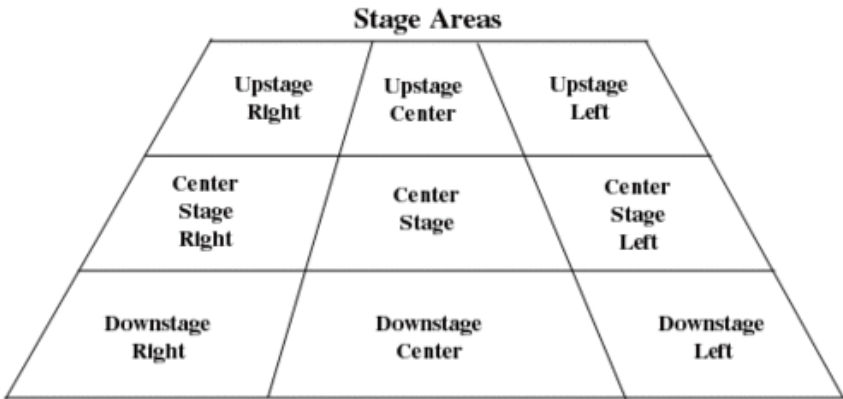| COMPUTER SCIENCE – YEAR 11 – M2			RAG
10.	ROM – Read Only Memory	ROM is computer memory, which contains pre-recorded data that can be read, but not modified or deleted.	
11.	Address Bus	The address bus is the set of parallel lines that carries the memory location of where data is to be read from or written to.	
12.	Data Bus	The data bus is the set of parallel lines that carry the program instructions and data between the internal components such as CPU and the main memory or main memory and secondary storage.	
13.	Control Bus	The control bus is the set of parallel lines that carries 'control' signals that provide status information and controls the flow of data.	
14.	Secondary Storage	Secondary storage is a long-term store for programs and data that are not currently being processed. Note that secondary storage is needed because: • main memory is volatile • main memory is finite	
15.	Peripheral	A peripheral is a device that is connected to a computer via one of the I/O ports. Common peripherals include: • mouse • keyboard • monitor • printer	
16.	Network	A computer network consists of two or more computers that are connected and configured to allow users to share resources and communicate electronically. Advantages of a network (compared to stand-alone operation): • files/databases can be shared - multiple users can access and update the same database and these updates will be available to all the other users immediately • hardware resources can be shared - for example a single printer can be used by a whole department (saves money and space) • users can communicate electronically – via email or similar technologies • software upgrades are easier - software is upgraded on a central server and then distributed to all the clients Disadvantages of a network: • if the network develops fault, it may not be possible to access the shared resources • a badly managed network may operate less efficiently than stand-alone computers • it can be difficult to make a network secure from hackers	
17.	Local Area Network (LAN)	A local area network is a collection of computers and peripherals that are connected together within a small geographical area - usually a single building or site.	
18.	Wide Area Network (WAN)	A wide area network is a collection of computers that are connected together over a large geographical area. These may different parts of the same town, different towns, countries or even different continents.	
19.	Network Adapter (Network Interface Card/NIC)	A Network Adapter is the small electronic circuit board that controls the sending and receiving of data down a communications channel.	

COMPUTER SCIENCE – YEAR 11 – M2			RAG
20.	MAC Address	The MAC address is the unique, 12-digit, number that is assigned to a network adapter and is used to identify computers that are sending and receiving data on a LAN.	
21.	Topology	Topology describes the way in which the computers and other devices are interconnected. There are three common topologies: • bus • star • ring	
22.	Bus Network	A bus is a network topology in which all the computers are interconnected using a single cable. Advantage of a bus network: • easier and cheaper to set up than other types of network because only a single cable is used Disadvantage of a bus network: • a cabling fault will affect all the computers on the network • a cabling fault is difficult to locate without specialist equipment	
23.	Star Network	A star is a network topology where the nodes are arranged in a radial, star-like, configuration and are connected to a central computer. All communications are between the central computer and each node. Note that modern star networks connect each node to a 'hub' instead of a central computer. The central computer is also connected to the hub. Advantages of a star topology are: • if one cable fails the rest of the network is not affected – each node has its own, dedicated cable to the hub/central computer • the data transmission rate can vary on each link – this allows old and new computers to communicate with each other • cabling faults are easy to isolate – the hubs usually use LEDs to indicate working connections. Disadvantages of a star network are: • central computer/hub failure affects all users – although local processing can still take place in some systems • cabling can be difficult – individual cables must go between each computer and the hub (This can add to the time that installation takes, which in turn adds to the installation cost) • hubs can be expensive.	
24.	Ring Network	A ring is a network topology where each workstation is connected to one another in the shape of a closed loop. Advantages of a ring topology are: • there is no dependence on a central computer – each node can handle data transmission to and from itself • very high transmission rates are possible – even under heavy network load Disadvantages are: • extending an existing ring can be difficult – significant rewiring is often required • not very secure – data travels all the way around the ring and so there are plenty of opportunities for messages to be intercepted	

		• if one node breaks down, transmission between the other nodes might be disrupted - each node of a ring actually 'takes in' the data and then retransmits it	
25.	IP Address	An IP address is a four-part number that uniquely identifies a computer on the Internet. Note that each part of an IP address is a one-byte number between 0 and 255. Thus: • 192.168.1.23 is a valid IP address • 153.723.23.87 is not a valid IP address - the second number is more than 255.	
26.	The Internet	The Internet is a world-wide interconnection of networks and computers that use TCP/IP as their communications protocol.	
27.	World Wide Web	The World Wide Web is a collection of servers on the Internet that share HTML (and other) documents using the Hypertext Transfer Protocol (HTTP).	
28.	Hyperlink (Link)	A hyperlink is highlighted text or an image within a hypertext document (e.g. a web page), that takes the user to another document (or another place within the same document), when it is clicked.	
29.	Domain Name	A domain name is the unique, user-friendly identity of an Internet site. Examples of domain names: • bbc.co.uk • aqa.org.uk Note that a domain name usually consists of two or three parts: • the name of the organisation/business - aqa, bbc, chigwell-school, etc. • type of organisation - org, co, ac, etc. • country code (always two characters, if used) - uk, au, de, etc. Notes: • a domain name maps to a single IP Address	
30.	Uniform Resource Locator (URL)	The Uniform Resource Locator is a naming convention that uniquely identifies the location of a computer, directory or file on The Internet and the protocol used to access it.	
31.	Low Level Languages	A low level language is a computer programming language that is close to machine code and requires a detailed knowledge of how a computer works.	
32.	Machine Code	Machine code is the sequence of binary codes that can be executed by the computer without any form of translation.	
33.	Assembly Language	Assembly language is a low level programming language which has the same set of commands as machine code, but allows the commands to be entered as mnemonics instead of numbers.	
34.	High Level Languages	A high level language is a computer programming language that uses English-like keywords and does not require a detailed knowledge of how a computer works.	

DRAMA – YEAR 11 – M2			RAG
1.	Gobos	Metal cut-outs that are used to project patterns, such as leaves, stars, swirls or waves.	
2.	Gels	Coloured transparencies that are used to create different coloured lighting. Also known as filters.	
3.	Fresnel	A common stage lantern which provides a soft-edged beam of light. It can be used to cover a large area of the stage creating a 'wash' of 'light'. They often have 'barn doors', which are metal flaps at the side to provide some control of the spillage of light. They are usually fitted with a colour slot in which colour filters can be inserted.	
4.	Reverb	An echoing effect.	
5.	Furnishings	Furniture on the set, such as chairs, cushions, tables.	
6.	Multimedia	Using film or other media in a live theatre production.	
7.	Projection	Projecting a film or still image to form a theatrical backdrop.	
8.	Set Dressings	Items on the set not actually used as props, but that create detail and interest in it, such as vases or framed pictures on a wall.	
9.	Lighting Rig	The structure that holds the lighting equipment in the theatre.	
10.	Backdrop	A large painted cloth hung as part of the scenery.	
11.	Drapes	Curtains or other hanging fabric.	
12.	Flat	A piece of scenery mounted on a frame.	
13.	Stage		

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Sapere Aude

14.	Wing Spaces	Areas to the side of the stage. This is the area where actors, unseen by the audience, wait to enter and where props and set pieces may be stored.	
15.	Traverse	A stage configuration is when the acting takes place on a long central area with the audience seated on either side facing each other.	
16.	Stage Areas		
	Exam Technique		
17.	Section C: Response to Live Theatre	32 Marks – 40 Minutes 1) Name the production you saw, which theatre you saw it in and who directed it. (NAME, TYPE OF THEATRE, STAGE LAYOUT, GENRE/STYLE) 2) Describe the extract you are going to discuss. Give a brief outline (1 or 2 sentences) of what has happened in the play up to this point. 3) Give your FIRST specific example of why the acting in this extract/scene was particularly successful. • Give a spoken line of text. Describe HOW it was performed (vocal skill or physical skill - i.e. accents/ projection/ gestures/ movement/physical characterisation/ facial expression/mannerisms/gestures. SFBMV (PPPPAID): Space, Face, Body, Movement, Voice (pitch, pause, pace, projection, accent, inflection, dialect) • Describe WHY it was performed that way • Analyse how effective it was (e.g. it made the audience understand the character more/evoked sympathy/created humour. Link to the question.)	

		4) Give your SECOND specific example of why the acting in this extract/scene was particularly successful. +DETAILS 5) Give your THIRD specific example of why the acting in this extract/scene was particularly successful. +DETAILS 6) Give your FOURTH specific example of why the acting in this extract/scene was particularly successful. +DETAILS 7) Conclusion 8) Top Marks: Will aim for more moments in detail. 9) Top Marks: Will link to the question throughout.	
18.	Section B: Question 4	20 Marks – 25 Minutes (Extract + Play as whole) 1. Statement about the character overall. 2. Introduce character and their role and character development within the play as a whole. 3. Introduce the extract, explaining where in the play it is and what the character is like at this point. 4. EXTRACT: Give aim 1. Describe the Moment + Break down a quote with the skills used with the Intended effect 5. EXTRACT: Give aim 2. Describe the Moment + Break down a quote with the skills used with the Intended effect 6. PLAY AS A WHOLE: Give aim 3. Describe the Moment + Break down a quote with the skills used with the Intended effect 7. PLAY AS A WHOLE: Give aim 4. Describe the Moment + Break down a quote with the skills used with the Intended effect 8. Final point: EXTRACT OR PLAY AS A WHOLE: Give aim 5. Describe the Moment + Break down a quote with the skills used with the Intended effect 9. Conclusion 10. Top Marks: Will link the extract aims to the play as a whole – similar or contrasting. 11. Top Marks: Will cover both physical and vocal skills + quotes for every moment. 12. Top Marks: Will link to the question throughout.	
19.	Section B: Question 3	12 Marks – 15 Minutes (Part of Extract) 1. Statement about the character overall. 2. Introduce the extract, explaining where in the play it is and what the character is like at this point. 3. Give aim 1. Describe the Moment + Break down a quote with the skills used with the Intended effect 4. Aim 2 + Moment + Break down a quote + Skills used with the Intended effect 5. Aim 3 + Moment + Break down a quote + Skills used with the Intended effect	

DRAMA – YEAR 11 – M2	RAG

		6. IF TIME: Aim 4 + Moment + Break down a quote + Skills used with the Intended effect 7. Top Marks: Will link to the question throughout.	
20.	Section B: Question 2	8 Marks – 10 Minutes (1 Line) 1. One very brief sentence showing that you understand the context of the line. 2. Give your first skill used in relation the line and the reason for it. 3. Give your second skill used in relation the line and the reason for it. 4. Give your third skill used in relation the line and the reason for it. 5. Top marks: aim for two reasons for each skill you describe. 6. Top Marks: aim for both physical and vocal skill for each moment you describe. 7. Top Marks: Will link to the question throughout.	
21.	Section B: Question 1	4 Marks – 5 Minutes (DESIGN) 1. One very brief sentence showing that you understand the context and intention behind what you're creating. 2. Around four high quality sentences describing the design element, with very precise detail.	
22.	Section A	Multiple Choice 4 Marks – 2 Minutes	
	What to Write in Live Theatre		

23.	Acting	• the creation of a convincing character in terms of: age, gender, social background, ethnicity, status, personality traits, idiosyncrasies, attitudes
		• believable relationships established with other characters, for example: familial/ romantic/ commercial/ hierarchical
		• the skills applied:
		  o vocal: pitch, pace, pause, emphasis, accent physical: movement, gesture, posture, gait, poise, balance, tactility, spatial relationships
		  o facial expression: eye contact
		  o physical appearance of the performer/character – age, height, build, colouring, facial features
		• use of costume and props
		• use of space and setting
		• interaction with other characters; listening and response
		• delivery of specific lines	

24.	Sound	•the action in the production, that was supported by sound, for example: tense, thrilling, exciting, apprehensive or scary moments of action, comical, joyful, magical, amazing or uplifting moments of action, romantic, sentimental or sad moments of action • the ways in which sound supported the action, for example: underscoring moments of high tension with non-diegetic sound to highlight tense or dangerous action, use	

		of strings: discordant notes, percussion instruments: steady or steadily increasing tempo of beats, abstract sound, cliché sounds of imminent danger, cries, shrieks, screams, using music to create a romantic atmosphere in sections of romantic action to support the mood or to accompany physical theatre sequences: • classical or contemporary music, with or without lyrics • musical accompaniment – live or recorded • using music or non-diegetic and diegetic sound to highlight moments of comedy in a subtle or blatant manner.	
25.	Costume	• the style of the production with reference to some of the following: its performance style, its period setting, the designer's and/or director's application of style through costume •an explanation of how style was communicated through: costume design fundamentals; style, colour, fabric, texture, materials, condition, fit, shape, authentic costumes to match the period of the play/production, ornamentation, costume accessories: headgear, footwear, gloves, ties, tails, day or evening wear; uniformity, conformity or unconventional costume, casual or formal attire, dresses, skirts, blouses, sleeves; waistlines, hemlines, trousers, shirts, jackets, ties; lapel width, tie width, hats, stoles, shawls, coats, cloaks, capes, fantasy costumes, fairies, witches, ghosts, anthropomorphized creatures, monsters, beasts, make-up and mask, where appropriate, jewellery, personal props.	
26.	Set	How the set created a memorable experience for the audience, with reference to some of the following: the impact the set had on the audience and how it enhanced their experience, use of set to enhance the mood/atmosphere, designer's intentions/interpretations, the period, location and context of the production, set dressing, special features or hallmarks of the style/genre of the production that were memorable. An explanation of how a memorable experience was created through set with reference to some of the following: the layout and configuration of the set, composite, reduced or discrete settings, scale, use of levels, ramps, steps, split staging, positioning of audience and entrances/exits, use of gauzes/backdrops/cyclorama, use of projections, multimedia, use of texture, materials, colour, revolves, trucks, projections, smoke machines and flying, actors' use of the set to enhance meaning/message.	

	FOOD & COOKERY – YEAR 11 – M2		RAG
1.	Risk Assessment	A way of identifying risks in activities, situations or when using objects.	
2.	Bacteria	Microscopic, single-celled living organisms, some of which cause food poisoning.	
3.	Contaminate	Making a food unsafe to eat by allowing it to come into contact with microbes that will grow and multiply in it.	
4.	Cross-contamination	How microbes are spread from one place onto some food.	
5.	Food Spoilage	When something happens which makes food unfit and unsafe to eat.	
6.	Micro-organism	Tiny plants and animals that are only clearly visible under a microscope.	
7.	Moulds	Tiny organisms related to mushrooms.	
8.	Pathogenic	Something that is capable of causing illness in people.	
9.	Toxins	Another name for poisons; if something is toxic, it is poisonous.	
10.	Yeasts	Microscopic single-called fungi that ferment foods containing sugar.	
11.	Allergen	Something that causes an allergy.	
12.	Anaphylaxis	A severe and potentially life threatening allergic reaction, which affects body systems such as breathing, the heart and circulation, the digestive system and the skin.	
13.	Food Allergy	A condition where the body's immune system reacts unusually to specific foods and causes a range of mild to severe symptoms.	
14.	Food Intolerance	A long-term condition where certain foods cause someone to feel unwell and have a range of symptoms; it is usually not life threatening.	
15.	Diet	The food people eat every day.	
16.	Good Nutrition	Eating a wide variety of foods, that are mostly unprocessed and drinking plenty of water.	
17.	Sources	The foods in which nutrients are found.	
18.	Whole Foods	Foods that have not had any nutrients removed during processing.	
19.	Life Stages	Stages of development that people go through during their life.	
20.	Basal Metabolic Rate	The amount of energy needed to keep a person alive and their body working normally. It varies according to age, gender, body size, their **Physical Activity Level**.	
21.	Physical Activity Level	How physically active someone is and the amount of energy they need.	
22.	Coagulated	The heat causes denatured proteins to join together and change the appearance and texture of food.	
23.	Denatured	The heat has caused protein to change its chemical nature.	

	FOOD & COOKERY – YEAR 11 – M2		RAG
24.	Gelatinised	The heat causes the starch granules in the food to swell with the water they have absorbed, and the sauce starts to thicken. When the sauce reaches boiling point, the granules burst and release the starch.	
25.	Á la Carte	A menu where the dishes are all listed and priced separately under different headings.	
26.	Cyclic Menu	A set of menus with limited choices that are rotated every week, two weeks or month.	
27.	Du Jour Menu	A menu that changes each day.	
28.	Entrėe	A French word, which in the UK, USA and Canada often means a main course on a menu. In some other countries, entrėe means the dish served before the main course, i.e. the starter.	
29.	Menu	List of food items (dishes) to choose from.	
30.	Table d'hôte	A set menu with limited choices, which has a set price for the meal (e.g. a two-or-three course meal).	
31.	Climate Change	Changes in the Earth's temperature that can lead to unusual and extreme weather conditions.	
32.	Greenhouse Effect	The atmosphere allows solar radiation through to reach the Earth but reflects some of the heat radiated from the Earth back, leading to raised temperatures.	
33.	Greenhouse Gases	The gases that form a layer around the earth which traps heat.	
34.	Carbon Footprint	A measure of how much food production contributes towards the production of greenhouse gases.	
35.	Food Provenance	Where food and the ingredients in them originally come from before they reach the Hospitality and Catering industry.	
36.	Fossil Fuels	Fuels such as coal, oil and gas that were created over millions of years by fossilised plants and animals.	
37.	Non-renewable Energy	Energy produced from fossil fuels, which cannot be renewed once they are used up.	
38.	Appetising	Food prepared, cooked and served so well that people want to eat it.	
39.	Organoleptic	The qualities of food that people experience with their senses.	
40.	Senses	The ability of the body to react to things through sight, taste, sound, smell and touch.	
41.	Freezer burn	When frozen food has not been properly wrapped, it becomes damaged and dried out by the cold air and oxygen inside the freezer, which spoils its flavour, texture and appearance.	
42.	Pasteurisation	This means heating fresh milk to 72 degrees for 15 seconds in order to kill pathogenic micro-organisms that may be in it.	
43.	Rancid	Unpleasant odours and flavours that develop in old, stale foods that contain fat.	

FOOD & COOKERY – YEAR 11 – M2	RAG

44.	Tainted	When a food picks up the smell of another food being stored close to it, e.g. eggs in a refrigerator can be tainted by uncovered fish being stored nearby.	
45.	Dextrin	Small groups of glucose molecules that are formed when a starchy food is exposed to dry heat, e.g. when toasting a slice of bread.	
46.	Gluten	The protein formed in wheat flour when liquid is added to it.	
47.	Palatability	What makes a food acceptable and good to eat.	

PE: GCSE – YEAR 11 – M2 Unit 2 Physical Training			RAG
1.	Aerobic Endurance	The ability of the cardiorespiratory system to work efficiently.	
2.	Muscular Endurance	The ability of a muscle or muscle group to undergo repeated contractions, avoiding fatigue.	
3.	Flexibility	The range of movement possible at a joint.	
4.	Speed	Time taken to cover a distance (m/s).	
5.	Muscular Strength	Maximum force a muscle can exert (kg or N).	
6.	Agility	The ability to move and change direction quickly (at speed) whilst maintaining control.	
7.	Balance	The maintenance of the centre of mass over the base of support. Static balance – balancing without moving Dynamic balance – balancing whilst moving	
8.	Coordination	The ability of parts of the body to work together.	
9.	Power	Work done in a unit of time. Power = force (kg) x distance (m) / time (min or s)	
10.	Reaction Time	Time taken to respond to a stimulus.	
11.	FITT Principles of Training	Frequency – how many times you train per week Intensity – how hard you train Time – how long you train Type – how you train (method)	
12.	Specificity	Training should be specific to your sport.	
13.	Progress	Once adaptations have occurred, the performer should make even more demands on the body.	
14.	Overload	Training needs to be hard enough to cause stress and discomfort. Adaptation and progress will follow because the body will respond, adapting to the stress.	
15.	Reversibility	Effects of training are reversed if you stop training or are injured.	
16.	Circuit training (Strength, Power, Muscular Endurance training)	Moving from one exercise to another using stations; stations should work different muscle groups.	
17.	Weight Training (Strength, Power, Muscular Endurance training)	Barbells or dumb-bells used for free weights, resistance machines used for fixed weights, need a spotter.	

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			RAG
18.	Plyometrics (Strength, Power, Muscular Endurance training)	Develops sport-specific explosive power using bounding jumping and hopping exercises.	
19.	Continuous training (Aerobic Endurance training)	Long, slow, steady-state or distance training; good for beginners or low level fitness or for those recovering from injury for at least 30 minutes.	
20.	Fartlek training (Aerobic Endurance training)	Varying the intensity of training without rest.	
21.	Interval training (Aerobic Endurance training)	Alternating work periods with rest or recovery, low intensity, long work periods and short rests.	
22.	Fitness Testing	• Provides coach with baseline data to compare to normative data • Base of training programme • Gives clear goals and targets to aim for	
23.	Normative Data	Baseline data to compare fitness test results to.	
24.	Pre-test procedures	1. Gaining informed consent 2. Callibration of equipment	
25.	Reliability	Repeatability – whether you can perform the test again in the same conditions.	
26.	Validity	Accuracy of the fitness test – is it a true reflection of what you were trying to measure?	
27.	Practicality	How easy the test is to carry out.	
28.	Sit and Reach Test	Measures flexibility.	
29.	Hand Grip Dynamometer Test	Measures strength.	
30.	1 Repetition Max Test	Measures strength.	
31.	Multistage Fitness Test	Measures cardiovascular endurance.	
32.	12 minute Cooper Run	Measures cardiovascular endurance.	
33.	30m Sprint test	Measures speed.	
34.	Illinois Agility Run test	Measures agility.	

			RAG
35.	Vertical Jump Test	Measures power.	
36.	Standing Jump Test	Measures power.	
37.	One Minute Press-up Test	Measures muscular endurance.	
38.	One Minute Sit-up Test	Measures muscular endurance.	
39.	Stork Stand Test	Measures balance.	
40.	Wall Throw Test	Measures coordination.	
41.	Ruler Drop Test	Measures reaction time.	
42.	5 Components of a Warm Up	• Pulse raiser • Mobility • Stretching • Dynamic Movements • Skill Rehearsal	
43.	Benefits of a Warm up	• Allows body to prepare for exercise and decreases the likelihood of injury and muscle soreness • Releases Adeline to speed up the delivery of oxygen • Increases muscle temperature which prevents injury	
44.	Cool Down	• Low Intensity exercises • Stretching	
45.	Benefits of a Cool Down	• Helping body transition back to resting • Lower HR • Lower Body temperature • Reduce breathing rate • Increase removal of waste products + lactic acid • Reducing muscle soreness • Aiding recovery through stretching	
46.	Minimising the risk of injury in physical activity and sport	• Personal protective equipment • Correct clothing and footwear • Appropriate Levels of Competition • Lifting and carrying equipment safely • Warm up and Cool Down	
47.	Sports Injuries	• Head injuries • Spinal Injury • Fractures • Dislocations • Sprains and Strains • Blisters	
48.	Risk Assessment	• Hazards – Equipment, spillages, clothing, playing area • Risks - Assessment used to minimise injury to participants	

		GEOGRAPHY – YEAR 11 – M2 Paper 1 & 2: Hazards and Economic World	
1.	Destructive Plate Margin	When the denser plate subducts beneath the other, friction causes it to **melt and become molten magma**. The magma forces its ways up to the surface to form a volcano. This margin is also responsible for **devastating earthquakes**.	
2.	Constructive Plate Margin	Here two plates are **moving apart** causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the **Mid Atlantic Ridge**.	
3.	Conservative Plate Margin	A conservative plate boundary occurs where plates **slide past each other** in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.	
	Managing Volcanic Eruptions		
4.	Warning Signs	Small earthquakes are caused as magma rises up. Temperatures around the volcano rise as activity increases. When a volcano is close to erupting it starts to release gases.	
5.	Monitoring Techniques	Seismometers are used to detect earthquakes. Thermal imaging and satellite cameras can be used to detect heat around a volcano. Gas samples may be taken and chemical sensors used to measure sulphur levels.	
6.	Preparation	• Creating an exclusion zone around the volcano • Having an emergency supply of basic provisions, such as food • Being ready and able to evacuate residents • Trained emergency services and a good communication system	
	Earthquake Management		
7.	PREDICTING	• Satellite surveying (tracks changes in the earth's surface) • Laser reflector (surveys movement across fault lines) • Radon gas sensor (radon gas is released when plates move so this finds that magma is rising) • Seismometer (measures earthquakes) • Water table level (water levels fluctuate before an earthquake) • Scientists also use seismic records to predict when the next event will occur	
8.	PROTECTION	**You can't stop earthquakes**, so earthquake-prone regions follow these three methods to reduce potential damage: • Building earthquake-resistant buildings • Raising public awareness • Improving earthquake prediction	
	Global Pattern of Air Circulation		
9.	Global pattern of Air Circulation	Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth.	
10.	Hadley Cell	Largest cell which extends from the **Equator** to between **30° to 40° north & south**.	
11.	Ferrel Cell	Middle cell where air flows **poleward** between **60° & 70°** latitude.	
12.	Polar Cell	**Smallest & weakest** cell that occurs from the poles to the Ferrel cell.	

		GEOGRAPHY – YEAR 11 – M2 Paper 1 & 2: Hazards and Economic World	
13.	Distribution of Tropical Storms.	They are known by many names, including hurricanes (North America), cyclones (India) and typhoons (Japan and East Asia). They all occur in a band that lies roughly 5-15° either side of the Equator.	
	Management of Tropical Storms		
14.	Protection	Preparing for a tropical storm may involve construction projects that will improve protection.	
15.	Aid	Aid involves assisting after the storm, commonly in LICs.	
16.	Development	The scale of the impacts depends on the whether the country has the resources cope with the storm.	
17.	Planning	Involves getting people and the emergency services ready to deal with the impacts.	
18.	Prediction	Constant monitoring can help to give advanced warning of a tropical storm.	
19.	Education	Teaching people about what to do in a tropical storm.	
20.	Primary Effects of Tropical Storms	• The intense winds of tropical storms can destroy whole **communities**, **buildings** and **communication networks**. • As well as their own destructive energy, the winds can generate abnormally high waves called **storm surges**. • Sometimes the most destructive elements of a storm are these subsequent **high seas and flooding** they cause to coastal areas.	
21.	Secondary Effects of Tropical Storms	• People are **left homeless**, which can cause distress, poverty and ill health due to lack of shelter. • **Shortage of clean water** and **lack of proper sanitation** makes it easier for diseases to spread. • **Businesses are damaged** or destroyed causing employment. • Shortage of food as **crops are damaged**.	
	What is Climate Change?		
22.	Climate change	Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years.	
	Recent Evidence for Climate Change		
23.	Global Temperature	Average global temperatures have increased by more than **0.6°C since 1950**.	
24.	Ice sheets & Glaciers	Many of the world's glaciers and ice sheets are melting. For example, the Arctic sea ice has declined by **10% in 30 years**.	
25.	Sea Level Change	Average global **sea level has risen by 10-20cms** in the past 100 years. This is due to the additional water from ice and thermal expansion.	
26.	Enhanced Greenhouse Effect	Recently there has been an increase in **humans burning fossil fuels** for energy. These fuels (gas, coal and oil) emit **greenhouse gases**. This is making the Earth's atmosphere thicker, therefore trapping more solar radiation and causing **less to be reflected**. As a result, the Earth is becoming warmer.	
	Evidence of Natural Change		
27.	Orbital Changes	Some argue that climate change is linked to how the Earth orbits the Sun, and the way it wobbles and tilts as it does it.	
28.	Sun Spots	Dark spots on the Sun are called Sun spots. They increase the **amount of energy the Earth receives** from the Sun.	

29.	Volcanic Eruptions	Volcanoes release large amounts of **dust containing gases**. These can **block sunlight** and results in cooler temperatures.	
	Managing Climate Change		
30.	Carbon Capture	This involves new technology designed to reduce climate change.	
31.	Planting Trees	Planting trees increases the amount of carbon which is absorbed from the atmosphere.	
32.	International Agreements	Countries aim to cut emissions by signing international deals and by setting targets.	
33.	Renewable Energy	Replacing fossil fuels based energy with clean/natural sources of energy.	
	The Changing Economic World		
34.	Development	Development is an improvement in living standards through better use of resources.	
35.	Economic Development	This is progress in economic growth through levels of industrialisation and use of technology.	
36.	Social Development	This is an improvement in people's standard of living. For example, clean water and electricity.	
37.	Environmental Development	This involves advances in the management and protection of the environment.	
38.	Demographic Transition Model	The demographic transition model (DTM) shows population change over time. It studies how birth rate and death rate affects the total population of a country.	
39.	STAGE 1	High Death Rate, High Birth Rate. E.g. Tribes	
40.	STAGE 2	Birth Rate Low, Declining Death Rate. E.g. Kenya	
41.	STAGE 3	Rapidly falling Death Rate, Low Birth Rate. E.g. India	
42.	STAGE 4	Low Death Rate, Low Birth Rate. E.g. The UK	
43.	STAGE 5	Slowly Falling Death Rate, Low Birth rate. E.g. Japan	
44.	LICs	Poorest countries in the world. GNI per capita is low and most citizens have a low standard of living.	
45.	NEEs	These countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages.	
46.	HICs	These countries are wealthy with a high GNI per capita and standards of living. These countries can spend money on services.	
	Reducing the Global Development Gap		
47.	Microfinance Loans	This involves people in LICs receiving smalls loans from traditional banks. + Loans enable people to begin their own businesses - It's not clear whether they can reduce poverty at a large scale.	
48.	Aid	This is given by one country to another as money or resources. + Improves literacy rates, building dams, improving agriculture. - Can be wasted by corrupt governments or they can become too reliant on aid.	
49.	Fair Trade	This is a movement where farmers get a fair price for the goods produced. + Paid fairly so they can develop schools & health centres. -Only a tiny proportion of the extra money reaches producers.	
50.	Foreign-direct Investment	This is when one country buys property or infrastructure in another country. + Leads to better access to finance, technology & expertise. - Investment can come with strings attached which that country will need to comply with.	

51.	Debt Relief	This is when a country's debt is cancelled or interest rates are lowered. + Means more money can be spent on development. - Locals might not always get a say. Some aid can be tied under condition from donor country.	
52.	Technology	Includes tools, machines and affordable equipment that improve quality of life. + Renewable energy is less expensive and polluting. - Requires initial investment and skills in operating technology	
	Economic Change in the UK		
53.	UK in the Wider World	The UK has one of the largest economies in the world. The UK has huge political, economic and cultural influences. The UK is highly regarded for its fairness and tolerance. The UK has global transport links i.e. Heathrow and the Eurostar.	
54.	Causes of Economic Change	De-industrialisation and the decline of the UK's industrial base. Globalisation has meant many industries have moved overseas, where labour costs are lower. Government investing in supporting vital businesses.	
55.	Towards Post-Industrial	The quaternary industry has increased, whilst secondary has decreased. Numbers in primary and tertiary industries has stayed steady. Big increase in professional and technical jobs.	
56.	Developments of Science Parks	Science Parks are groups of scientific and technical knowledge based businesses on a single site. • Access to transport routes • Highly educated workers • Staff benefit from attractive working conditions • Attracts clusters of related high-tech businesses	

GRAPHICS – YEAR 11 – M2			RAG
1.	Agency	A business or organisation providing a particular service on behalf of another business, person, or group.	
2.	Time Management	The ability to use one's time effectively or productively, especially at work.	
3.	Technology	The application of scientific knowledge for practical purposes, especially in industry.	
4.	Research	The systematic investigation into and study of materials and sources, in order to establish facts and reach new conclusions.	
5.	Client	A person or organisation using the services of a lawyer, or other professional person or company.	
6.	Workshop	A meeting at which a group of people engage in intensive discussion and activity on a particular subject or project.	
7.	Leading (typography)	In typography, leading refers to the **distance between the baselines of successive lines of type**.	
8.	Kerning (typography)	In typography, kerning is the process of **adjusting the spacing between characters in a proportional font**.	
9.	Tracking (typography)	In **typography**, letter-spacing, usually called **tracking** by typographers, refers to a consistent degree of increase (or sometimes decrease) of space between letters to affect density in a line or block of text.	
10.	JPEG File	A format for compressing image files.	
11.	PNG File	A PNG file is an **image file stored in the Portable Network Graphic (PNG) format**.	
12.	Vector Image	Vector images are **graphical representations of mathematical objects such as lines, curves, polygons**.	
13.	PDF File	A file format for capturing and sending electronic documents in exactly the intended format.	
14.	Negative Space	Negative space, is the **empty space around the subject or focus of the photograph**.	
15.	GIF File	A lossless format for image files that supports both animated and static images.	
16.	Crop Marks	A visible trace of a buried construction revealed by the uneven growth or survival of plants above the remains of structures or ditches, due chiefly to variation in water retention by the soil.	
17.	RBG	**(Red Green Blue) A designation for motherboards and peripherals that display colours for a visual effect.**	
18.	CMYK	**CMYK** refers to the four inks used in some colour printing: cyan, magenta, yellow, and key (black).	
19.	Serif	A slight projection finishing off a stroke of a letter in certain typefaces.	
20.	Sans Serif	A style of type without serifs.	
21.	Collaboration	The action of working with someone to produce something.	
22.	Interpret	Explain the meaning of (information or actions).	

GRAPHICS – YEAR 11 – M2			RAG
23.	Aesthetic	Concerned with beauty or the appreciation of beauty.	
24.	Adobe Photoshop	An image editing software developed and manufactured by **Adobe** Systems Inc. **Photoshop** is considered one of the leaders in photo editing software.	
25.	Adobe Illustrator	**Adobe Illustrator** or **Illustrator** is a vector graphics editing program published by **Adobe**.	
26.	Decipher	To succeed in understanding, interpreting, or identifying (something).	
27.	Portray	To depict (someone or something) in a work of art or literature.	
28.	Visual Impact	Visual impact describes the **degree to which an image has visible presence, or is particularly noticeable**.	
29.	Represent	To depict (a particular subject) in a work of art.	
30.	Story Board	A sequence of drawings, typically with some directions and dialogue, representing the shots planned for a film or television production.	
31.	Narrative	A spoken or written account of connected events; a story.	
32.	Focal Point	The point at which rays or waves meet after reflection or refraction or the point from which diverging rays or waves appear to proceed.	
33.	Analyse	Examine (something) methodically and in detail, typically in order to explain and interpret it.	
34.	Context	The circumstances that form the setting for an event, statement or idea.	
35.	Design brief	A design brief is a **document for a design project developed by a person or team in consultation with the 'client'**.	
36.	Watercolour	Artists' paint thinned with water giving a transparent colour or a wash of colour.	
37.	Collage	A piece of art made by sticking various different materials, such as photographs and pieces of paper or fabric, on to a backing.	
38.	Innovation	A new method, idea, product, etc.	
39.	Production	The action of making or manufacturing from components or raw materials.	
40.	Software	The programs and other operating information used by a computer.	
41.	Interactive	(Of two people or things) influencing each other.	
42.	Corporate	Relating to a large company or group.	
43.	Interface	A device or program enabling a user to communicate with a computer.	
44.	Presentation	A speech or talk in which a new product, idea or piece of work is shown and explained to an audience.	
45.	Website	A set of related web pages located under a single domain name, typically produced by a single person or organization.	

GRAPHICS – YEAR 11 – M2			RAG
46.	Design	A plan or drawing produced to show the look and function or workings of a building, garment or other object before it is made.	
47.	Accuracy	The quality or state of being correct or precise.	
48.	Strategy	A plan of action designed to achieve a long-term or overall aim.	
49.	Mind Map	A diagram in which information is represented visually, usually with a central idea placed in the middle and associated ideas arranged around it.	
50.	Technique	A way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.	
51.	Perspective	The art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth and position in relation to each other.	
52.	Proportion	A part, share or number considered in comparison to a whole.	
53.	Discussion	The action or process of talking about something in order to reach a decision or to exchange ideas.	
54.	Conclusion	A judgement or decision reached by reasoning.	
55.	Collaboration	The action of working with others to produce something.	
56.	Problem solving	The process of finding solutions to difficult or complex issues.	
57.	Potential	Latent qualities or abilities that may be developed and lead to future success or usefulness.	
58.	Adobe InDesign	Adobe InDesign is a **software application** that can be used to create works such as posters, flyers, brochures, magazines, newspapers and books.	
59.	Modernism	A style or movement in the arts that aims to depart significantly from classical and traditional forms.	
60.	Contemporary	Belonging to or occurring in the present.	

	HEALTH AND SOCIAL CARE - YEAR 11 - M2 RO21 – Essential Values of Care		RAG
1.	Data Protection Act 2018	Legislation which makes data protection fit for the digital age, this involves making sure individuals data is protected online. It empowers people to take control of their data by having the right to know which information is held and how it is being used. Data must only be used for the purpose that it is intended, kept up to date and kept for no longer than necessary.	
2.	GDPR	General Data Protection Regulation. This applies automatically to all 28 member states of the European Union. The regulation aims to give people greater power over their data and make companies more transparent in how they deal with sensitive information.	
3.	Mental Health Act 2007	Protects people who are suffering with mental health problems. Under this Act, doctors have the right to detain the individual and the circumstances in which a person who has a mental disorder can be treated without consent are identified. Individuals can be admitted to psychiatric hospitals without their consent.	
4.	Sectioning/ Sectioned	Admitting someone into a psychiatric hospital against their will.	
5.	Detain	If people suffering with mental health problems are considered a danger, they can be held against their will in hospital for assessment or detained in hospital for treatment.	
6.	Health and Safety at Work Act 1974	Legislation sets out what service providers must do to keep their staff safe. They must ensure that the working environment does not put anyone at risk e.g. by providing adequate training. It also sets out what employees must adhere to, to keep themselves and others safe. For example, do not misuse equipment that is provided which meets health and safety regulations, such as fire extinguishers.	
7.	Health and Safety Executive	The official supervisory body for the health, safety and welfare of the people working within the UK.	
8.	Redress	To obtain justice after being discriminated against or receiving inadequate care.	
9.	Personal Hygiene	Having a high level of personal cleanliness that helps to reduce the spread of infection.	
10.	Safety Procedures	Guidelines about how to deal with situations/equipment which could impact on safety of individuals e.g. a fire.	

11.	Emergency Procedures	Plan of action to be conducted in a certain order or manner, in response to an **emergency** event.	
12.	Moving and Handling	Refers to the **handling** of service users. This may need to occur in health and social care settings as a service user may need help to move from a bed to a chair. Staff need to be trained on moving and handling techniques to avoid injury. They may use equipment such as hoists to move the service user safely.	
13.	Hoist	Device used for lifting or lowering an individual. May be used for a service user who wants to get from a bed into a chair.	
14.	Equipment Considerations	Ensuring that equipment is fit for purpose, checking equipment regularly for damage and repairing or disposing of it necessary and providing appropriate training for specialist equipment.	
15.	Security Measures	Putting in place procedures which stop intruders from entering into building, maintaining the safety of the service users and practitioners inside, e.g. locking doors and windows.	
16.	Healthy Diet	Healthy eating means eating a variety of foods that give you the nutrients you need to maintain your health, feel good, and have energy. These nutrients include **protein, carbohydrates, fat, water, vitamins, and minerals.**	
17.	Government Guideline	Recommendations by the government on what we should eat and in what quantities, e.g. 5 a Day, Eat Well Plate.	
18.	5 a Day	Government suggestion of how many portions of fruits and vegetables you should eat per day.	
19.	Eat Well Plate	The Eat Well Plate is a pictorial summary of the main food groups and their recommended proportions for a healthy diet. 	

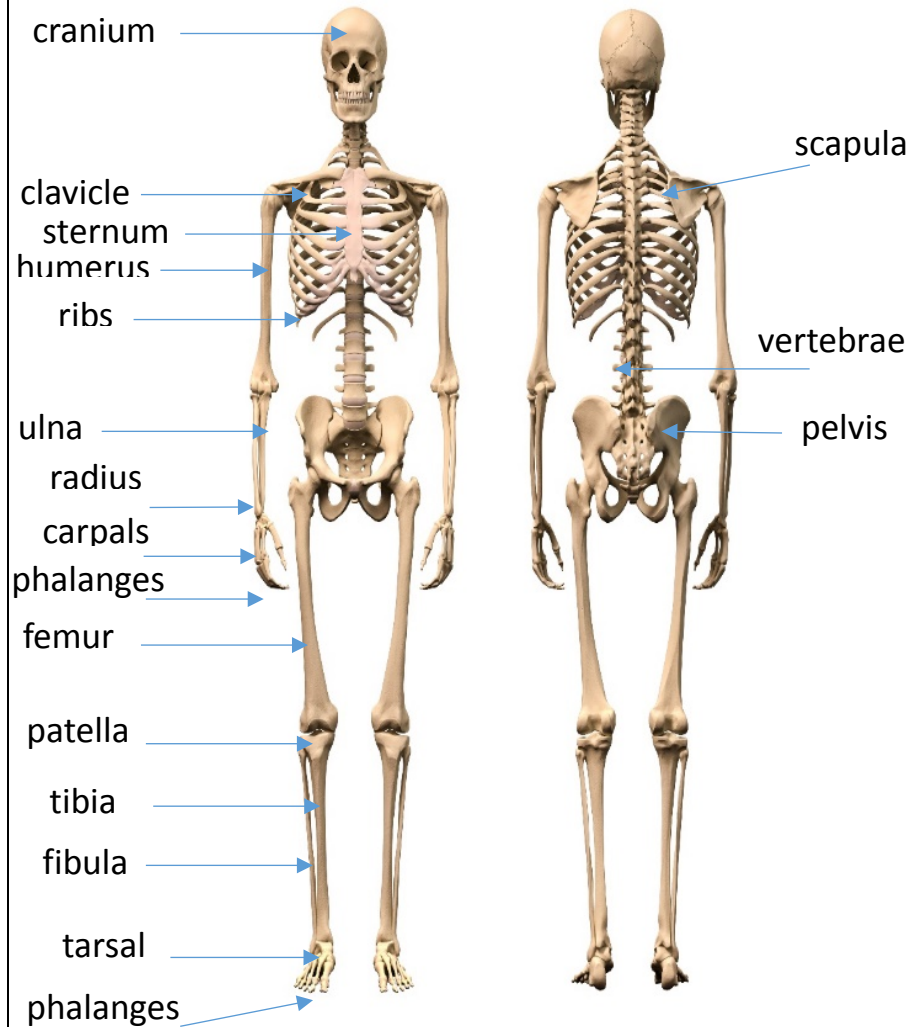| 20.	Food Groups	Five food groups including, protein, fats and sugars, dairy, carbohydrates, fruit and vegetables.	
21.	Protein	Protein is an essential nutrient. It is responsible for multiple functions in your body including building tissue, cells and muscle and making hormones and anti-bodies.	
22.	Fat	Needed to provide insulation and help in the absorption of vitamins.	
23.	Saturated Fat	A type of fat which builds up plaque in the arteries, reducing the amount of oxygenated blood which can get to the heart. **Saturated fats** can be found in dairy products, vegetable oils and meat.	
24.	Carbohydrates	Provide fuel to the body; every gram of carbohydrates has 4 calories. Carbohydrates are essential to keep the body from using protein for energy, e.g. bread and rice.	
25.	Complex Carbohydrates	Complex carbohydrates such as whole grains help to sustain energy over a longer period of time, as they are harder to break down, e.g. Whole grain bread, whole grain rice.	
26.	Dairy	**Dairy** is packed with nutritional value. It is an important source of nutrients for growing children and teens. Dairy is in calcium which helps bone health.	
27.	Fruits and Vegetables	**Fruit** and **vegetables** should make up around one third of what we eat each day. They are a very important part of a healthy, balanced diet, as they are good sources of fibre, as well as having lots of essential vitamins and minerals.	
28.	Micro Nutrients	Vitamins: A, B group, C, D, E, K Minerals: calcium, iron	
29.	Macro Nutrients	Macronutrients (carbohydrates, proteins and fats)	
30.	Vitamins	Any of a group of organic compounds which are essential for normal growth and nutrition and are required in small quantities in the diet because they cannot be synthesised by the body.	
31.	Vitamins A	Vitamin A helps form and maintain healthy teeth, bones, soft tissue, mucus membranes, and skin.	
32.	Vitamin B	B-complex vitamins all work together to **support cellular metabolism**. B vitamins **help the body metabolise carbohydrates, proteins and fats into glucose**, which the body uses for energy.	

33.	Vitamin C	Vitamin C is needed for the **growth and repair of tissues in all parts of your body**. It is used to form an important protein used to make skin, tendons, ligaments, and blood vessels. It is also used to heal wounds and form scar tissue.	
34.	Vitamin D	Vitamin D is crucial for the **maintenance of your strong bones and overall health of your body**. Vitamin D can help the body to **absorb calcium** (from food and other supplements), which is the main building block for the skeletal system and bones health.	
35.	Vitamin E	Vitamin E helps maintain healthy skin and eyes, and strengthen the body's natural defence against illness and infection (the immune system).	
36.	Vitamin K	Vitamin K is needed for blood clotting, which means it helps wounds heal properly.	
37.	Minerals	**Minerals** are important for your body to stay healthy. Your body uses **minerals** for many different jobs, including keeping your bones, muscles, heart, and brain working properly.	
38.	Calcium	Calcium helps to build strong bones and teeth, makes sure blood clots normally and helps to regulate muscle contractions, including heartbeat.	
39.	Iron	Iron is important in making red blood cells, which carry oxygen around the body.	
40.	Metabolism	Metabolism describes all the chemical processes that go on continuously inside your body to keep you alive and your organs functioning normally, such as breathing, repairing cells and digesting food.	

PE: HEALTH AND FITNESS – YEAR 11 – M2 Unit 1			RAG
	Skeletal System		
1.	**Location of Bones**	cranium clavicle sternum humerus ribs ulna radius carpals phalanges femur patella tibia fibula tarsal phalanges scapula vertebrae pelvis	
2.	**Axial Skeleton**	The central part of the skeleton. Cranium, ribs, sternum, vertebrae.	
3.	**Appendicular Skeleton**	The outer part of the skeleton. Clavicle, scapula, humerus, radius, ulna, carpals, phalanges, pelvis, femur, patella, tibia, fibula, tarsals, phalanges.	
4.	**Function of the Skeletal System**	• Give shape – affects height and build • Support to the body – keep us upright and hold the rest of the body in place • Allow movement – provides attachment for muscles so when they contract we move • Protect vital organs – e.g. cranium protects brain • Produce blood cells – in the bone marrow red and white blood cells are produced • Store minerals – including calcium and phosphorus	
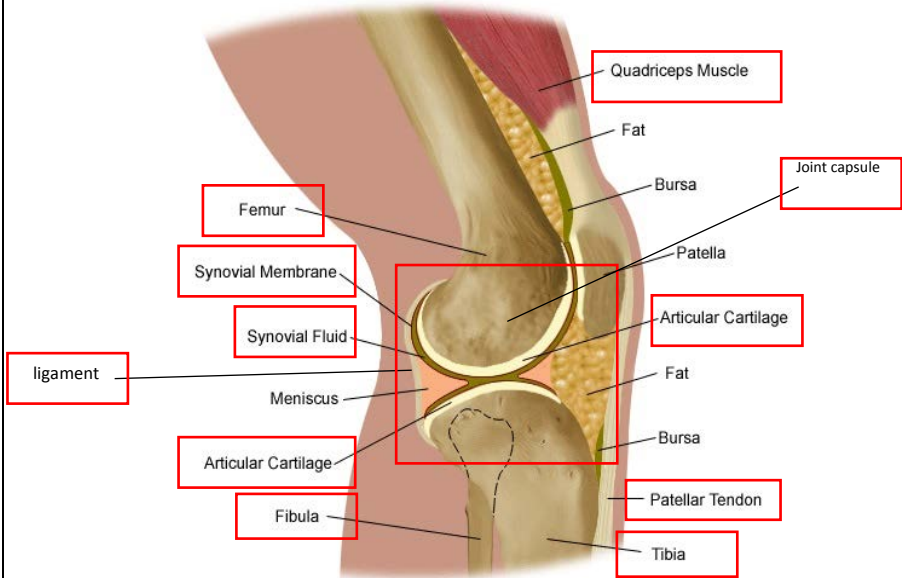
5.	Types of Bones	- Long bones – mainly used for movement, ends are covered in cartilage to absorb shock and help protect the bone e.g. femur and humerus - Flat bones – protect the vital organs and are anchor points for muscle attachment e.g. scapula, sternum, ribs - Short bones – provide support and stability with little movement e.g. carpals and tarsals - Irregular bones – non-uniform shape e.g. vertebrae protect the spinal cord	
6.	Types of Joints	- Fixed joints – do not allow any movement e.g. cranium - Slightly moveable joints – slightly separated by a layer of fibrous cartilage e.g. vertebrae - Synovial joints – freely moveable, bones joined together with a joint capsule e.g. hip or elbow	
7.	Synovial Joint	Freely moveable joint Hinge – allows flexion and extension at the knee and elbow Ball and Socket – allows wide range of movement at the shoulder and hip **Anatomy of the Knee** 	
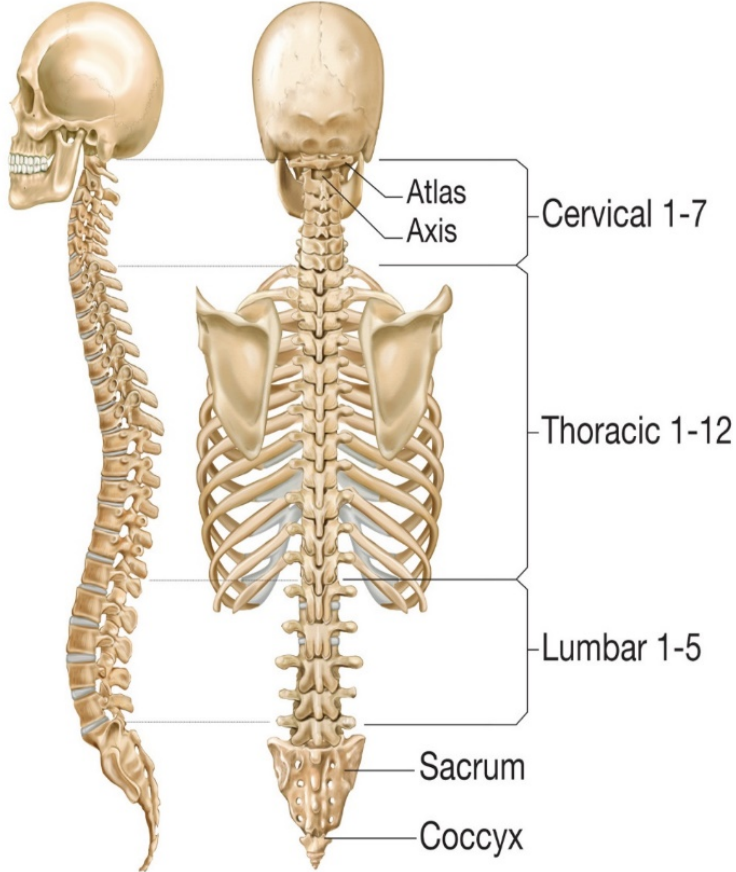
8.	Types of Synovial Joints	• Hinge – allows movement in only one direction e.g. elbow • Ball and Socket – round end fits into a cup-shaped socket e.g. hip • Condyloid – ellipsoidal joints, similar to ball and socket e.g. wrist • Gliding – allow movement over a flat surface e.g. clavicle • Pivot – circular bone fits over a peg of another bone allowing controlled rotational movement e.g. vertebrae • Saddle – similar to condyloid but surfaces are concave and convex e.g. thumb	
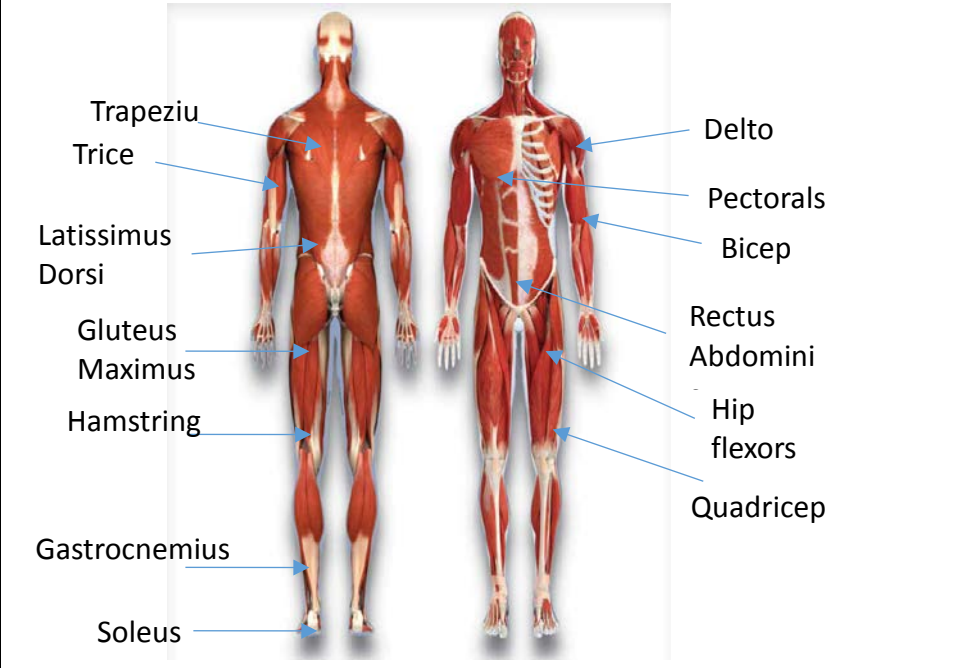
(f) Ball-and-socket joint (hip joint)

(a) Pivot joint (between C1 and C2 vertebrae)

(b) Hinge joint (elbow)

(e) Condyloid joint (between radius and carpal bones of wrist)

(c) Saddle joint (between trapezium carpal bone and 1st metacarpal bone)

(d) Plane joint (between tarsal bones)
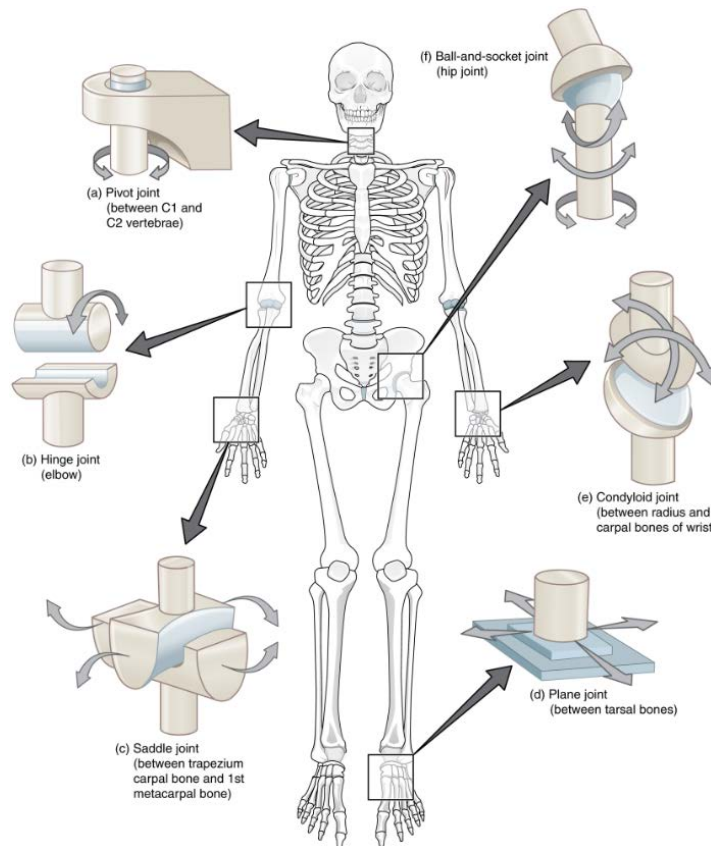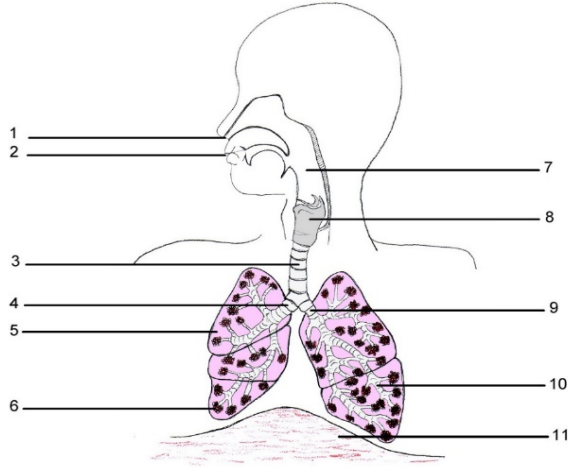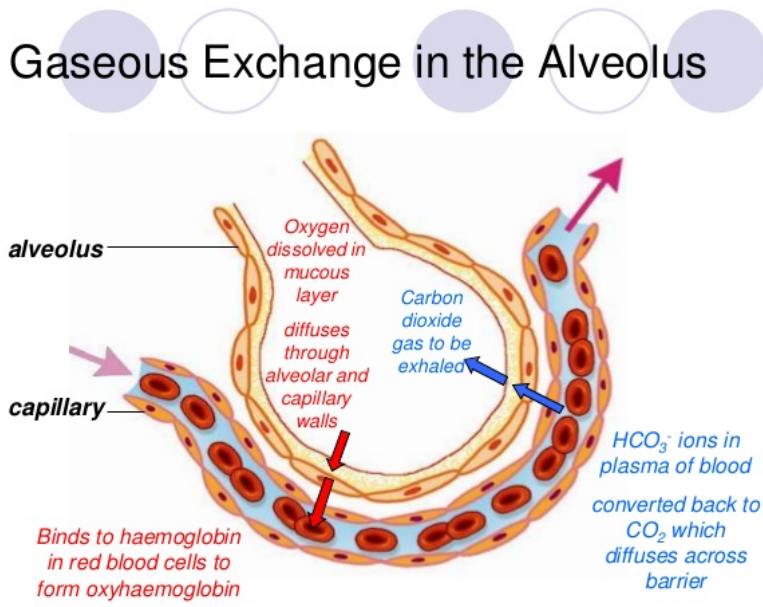
9.	Types of Movement at Joints	**Flexion** – decrease in angle around a joint – preparing to pass a ball in netball/football **Extension** – increasing the angle around a joint – execution phase of passing a netball/football **Abduction** – movement of the body away from the middle of the body – block in volleyball **Adduction** – movement towards the middle of the body - tackle in rugby **Rotation** – pivoting or twisting movement – turning your head to the side **Circumduction** – is a combination of abduction and adduction (circular motion) - bowling in cricket	

10.	Components of a Joint	**Ligaments** - attach bone to bone (tissue), assist with stability, reinforce joint capsule **Cartilage** - protective tissue on end of bones, reduces friction and acts as a shock absorber **Tendons** - connect muscle to bone allow movement **Synovial membrane** - produces synovial fluid **Synovial fluid** - lubricates joints **Joint capsule** - holds bones in place	
11.	Structure of the Spine		
12.	Posture	How your body is positioned when you are sitting, standing and lying down. Good posture = places your body in a position where the stress on supporting ligaments, tendons and muscles is limited.	
13.	Lordosis	An excessive inward curve of lumbar region the spine.	
14.	Kyphosis	Top of the back is more rounded than normal.	

PE: HEALTH AND FITNESS - YEAR 11 - M2 Unit 1			RAG
	Muscular System		
15.	Location of Muscles	Trapeziu Trice Latissimus Dorsi Gluteus Maximus Hamstring Gastrocnemius Soleus Delto Pectorals Bicep Rectus Abdomini Hip flexors Quadricep	
16.	Types of Muscles	**Cardiac muscle** - only found in the heart, involuntary, striated, very resistant to fatigue, without oxygen. **Smooth muscle** - found in the walls of the organs, involuntary, unstriated, without oxygen. **Skeletal muscle** - attached to bones for movement, voluntary, striated, work with or without oxygen, can stretch and contract.	
17.	Function of the Muscular System	• Produce movement • Either shorten, lengthen or remain the same length	
18.	Antagonistic Pairs	Muscles that work together to contract and relax Bicep curl - bicep and tricep Agonist - working muscle that contracts to produce movement (bicep) Antagonist - working muscle that relaxes, opposite to the agonist (tricep) Fixator - Muscle that stabilises the agonist muscle (scapular)	

19.	Muscle Contraction Types	• Isotonic
		  – Muscle contracts and changes length
		  – **Concentric** - muscle shortens as it contracts
		  – **Eccentric** - when a muscle returns to its normal length after shortening against resistance
		• Isometric
		  – Muscle is actively engaged to hold a static position but does not change in length when contracting	

20.	Muscle Fibre Types	**Type 1** - slow twitch, red, slow contraction speed, slow fatigue speed, long distance sports. **Type 2** - fast twitch, white, fast contraction speed, fast fatigue speed, short distance sports.	

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Sapere Aude

	Respiratory System		
21.	Respiratory System	External - exchange of gases between the lungs and heart Internal - exchange of gases between the blood and the body cells	
22.	Pathway of Air through the Respiratory System	1. Nose 2. Mouth 7. Pharynx 8. Larynx 3. Trachea 5. Lungs 4/9. Bronchi 10. Bronchioles 6. Alveoli 11. Diaphragm The Human Respiratory System	
23.	Inspiration	Breathing in - external intercostal muscles contract and move up, diaphragm contracts and moves down.	
24.	Expiration	Breathing out - external intercostal muscles relax and move down, diaphragm relaxes and moves down.	
25.	Gaseous Exchange	Exchange of gases (oxygen and carbon dioxide) down a concentration gradient from high to low. Basic function of alveoli. Takes place through diffusion. Gaseous Exchange in the Alveolus	
26.	Diffusion	Movement of substances from a high concentration to a lower concentration.	
27.	Breathing Rate	How many breaths per minute.	
28.	Tidal Volume	Volume of air inspired or expired per breath.	

	PE: HEALTH AND FITNESS – YEAR 11 – M2 Unit 1		RAG
29.	Minute Ventilation	Volume of air inspired or expired in one minute (VE = TV x F)	
	Cardiovascular System		
30.	Cardiovascular System	Heart and blood vessels delivering oxygen to the body.	
31.	Structure of the Heart		
32.	Pathway of Blood through the Heart	• Body • Deoxygenated blood through vena cava • Into right atrium • Into right ventricle • Through the pulmonary artery to lungs • Blood is re-oxygenated • Through pulmonary vein • Into left atrium • Into left ventricle • Into aorta to body Blood becomes deoxygenated as it releases oxygen and nutrients and picks up waste products	
33.	Blood Cells	Transport oxygen to the body and carbon dioxide to the lungs.	
34.	Arteries	Blood vessels carrying oxygenated blood at high pressure from the heart.	
35.	Veins	Blood vessels carrying deoxygenated blood at low pressure from the body back to the heart, have valves to prevent the backflow of blood.	
36.	Capillaries	Blood vessels that are one cell thick and allow gaseous exchange of oxygen and carbon dioxide.	
37.	Vascular Shunt	Mechanism that directs blood to where there is greater demand e.g. more blood to the working muscles.	
38.	Vasoconstriction	Reducing the diameter of the arteries to reduce blood flow.	
39.	Vasodilation	Increasing the diameter of the arteries to increase blood flow.	

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40.	Cardiac Cycle	Events that happen in a single heartbeat. • Heart relaxes and fills with blood • Heart then contracts and pumps blood to the arteries	
41.	Deoxygenated Blood	Blood returning to the heart rich in carbon dioxide.	
42.	Oxygenated Blood	Blood leaving the heart/lungs rich in oxygen.	
43.	Heart Rate	Amount of beats per minute.	
44.	Stroke Volume	Volume of blood pumped out the left ventricle per beat.	
45.	Cardiac Output	Volume of blood pumped out of the left ventricle per minute (Q = SV x HR)	
46.	Radial Artery	Site on wrist where HR can be measured.	
47.	Carotid Artery	Site on neck where HR can be measured.	
48.	Maximum HR (HRmax)	220-age	
49.	Blood Pressure	**Systolic pressure** – the higher blood pressure measurement that occurs when the heart beats and pushes blood through the arteries **Diastolic pressure** – the lower blood pressure measurement that occurs when the heart rests between beats **Ranges** – 120/80mmHg – 90/60mmHg	
50.	High Blood Pressure	Caused by smoking, being overweight, drinking alcohol, stress. 140/90mmHg	
51.	Low Blood Pressure	Caused by poor diet, lack of exercise. 90/60mmHg	
52.	Aerobic Exercise	Low to moderate intensity exercise that uses oxygen for a long duration. Glucose + oxygen = energy + carbon dioxide + water	
53.	Anaerobic Exercise	High intensity exercise that does not use oxygen for a short duration. Glucose = energy + lactic acid	
54.	Lactic Acid	Fatiguing waste product of the anaerobic energy system.	
	Effects of Exercise on the Body		
55.	Short Term Effects of Exercise	See table below	

Short term effect	Explanation
Breathing rate increases	Body's muscles need more oxygen for energy
Heart rate increases	HR increases to force blood to get to the muscles quicker (oxygen)
Stroke volume increases	SV increases to pump more blood out
Cardiac output increases	Q increases as HR and SV does

		Blood pressure increases	Increases flow of blood to muscles		
		Sweating	As body temperature increases you sweat to cool down		
		Body temperature increases	70% of the energy is lost as heat, this is removed by the body as blood is pushed closer to the skin		
		Hydration levels decrease	Sweat causes body fluid to be lost and hydration levels decrease - blood becomes thick (viscous) and decision-making is negatively affected		
		Muscle fatigue occurs	Muscles start to build up with lactic acid		
		Delayed onset of muscle soreness (DOMS) occurs	Small tears in the muscle fibres from exercise - occurs 24-48 hours after exercise		
56.	Long Term Effects of Exercise	Long term CV/aerobic light-intensity training	Weight training – lightweight high reps	Weight training – heavy weights low reps	
		Body shape may change – more muscle tone Improvements in specific components of fitness e.g. CV Improved muscular endurance Improved ability to withstand fatigue Increase in size of heart (hypertrophy) Lower blood pressure Lower resting heart rate (bradycardia) Improved ability to use oxygen More red blood cells made	Body shape may change – more muscle tone (mesomorph) Improvements in specific components of fitness e.g. ME Slight increase in the size of the heart (hypertrophy) Slightly lower resting heart rate (bradycardia)	Body shape may change – more muscle bulk/size (mesomorph) Improvements in specific components of fitness e.g. muscular strength/power	

PE: HEALTH AND FITNESS – YEAR 11 – M2 Unit 1		RAG
57.	**Mesomorph**	Body shape characterised by large muscular shoulders.	
58.	**Ectomorph**	Body shape characterised by lean, skinny, low muscle mass, often tall.	
59.	**Endomorph**	Body shape characterised by large fat content.	
60.	**Health**	A state of complete physical mental and social wellbeing and not merely the absence of disease or infirmity.	
61.	**Physical Health and Wellbeing**	All of the body's systems working well, so you are free from illness, and therefore able to carry out everyday tasks and complete your job or daily demands without fatigue.	
62.	**Mental Health and Wellbeing**	Coping with the normal stresses of life, working productively while being able to make a contribution to your community where you live. This includes being rational and sensible in different situations.	
63.	**Social Health and Wellbeing**	Basic human needs being met (e.g. clothing, food and shelter) while suffering little stress in social circumstances. An individual has friendship and support and enjoys the company of other people.	
64.	**Fitness**	The ability to cope with daily demands without suffering undue fatigue.	
65.	**Cardiovascular Endurance**	Ability of the heart and lungs to supply oxygen to the working muscles.	
66.	**Muscular Endurance**	Ability of a muscle to undergo repeated contractions avoiding fatigue.	
67.	**Flexibility**	The range of movement at a joint.	
68.	**Muscular Strength**	The ability to overcome a resistance • Static – maximal strength applied to immoveable object • Dynamic – repeated contractions applied to a moving object • Explosive (power) - strength x speed	
69.	**Body Composition**	The ratio of fat mass to fat-free mass in the body.	
70.	**Agility**	The ability to change direction at speed.	
71.	**Balance**	Maintaining your centre of mass over a base of support. Static balance and dynamic balance.	
72.	**Coordination**	The ability of your body parts to work together to move smoothly and accurately.	
73.	**Power**	Explosive strength – strength x speed	
74.	**Reaction Time**	Time taken to respond to a stimulus.	
75.	**Speed**	Time taken to cover a distance.	

PE: HEALTH AND FITNESS – YEAR 11 – M2 Unit 1			RAG
76.	FITT Principle of Training	• F- Frequency – the number of training sessions you complete over a period of time • I – Intensity – how hard you train (prescribed using HR or RPE) • T – Time – how long you train for • T – Type – how you train. The appropriate methods should be selected according to needs and goals	
77.	Principles of Training	**Specificity -** Training should be specific to the sport/activity/goals **Progression -** Increase your training gradually **Overload -** Training needs to be intense enough to cause the body to change **Reversibility -** Training effects are reversed. Training is not intense enough or recovery is too long **Tedium -** Varying the training to prevent boredom	

	HISTORY – YEAR 11 – M2 The Reigns of King Richard I and King John, 1189-1216		RAG
1.	Why did Richard become king?	Richard was the eldest surviving son of Henry II (King of England) and Eleanor of Aquitaine (Queen of England). Richard was also Eleanor's favourite son.	
2.	The cause for the Third Crusade in 1189	In 1187 Saladin had taken control of Jerusalem.	
3.	The cost of Richard's ransom	100,000 marks	
4.	When did Richard die?	6th April 1199	
5.	What was the Chateau Gaillard?	A castle built by Richard overlooking the Vexin.	
6.	When did John become King?	1199	
7.	Which pope did John have a dispute with?	Innocent III	
8.	Why did John's relationship with the barons deteriorate?	-Finances -Fairness -Favourites -France	
9.	When was the Magna Carta sealed by John?	15th June 1215	
10.	When did John die?	18th October 1216	
11.	What was the Royal Demesne?	The 20% of land held directly by the king.	
12.	What was tallage?	Tallage was a compulsory land tax paid by anybody living on the Royal Demesne.	
13.	What was a wardship fine?	If a baron died while his heir was still young, his land returned to the king, and the heir, along with his siblings, became ward of the king. In return for looking after the dead baron's children, the king got to keep all the money made on the dead baron's land until his heir became an adult.	
14.	What was a forest fine?	Due to the forest laws, there were rules about what somebody could and could not do in the king's forest. Anybody who broke these rules would be fined.	
15.	Manorial estate	The land surrounding a lord or baron's house that was controlled by the lord or baron that lived there.	
16.	Town government	Towns were created by royal charter which gave towns: -Freedom from control of the local lord. -Their own law courts and a form of self-government run by aldermen.	

17.	Town guilds	A guild was a group of tradesmen that had the same trade (weavers, dyers, goldsmiths). -Members had to pay an entrance fee and give a guarantee they would pay their taxes. -When they become part of the guild a tradesmen had an unrestricted right to trade.	
		Crime and Punishment Revision	
18.	Deterrent	A reason for punishing people that is given to put people off doing the crime (e.g. the punishment was harsh to act as a deterrent).	
19.	Retribution	A reason for punishing people that is given to take revenge against a criminal.	
20.	Reform	A reason for punishing people that is given to change how a criminal behaves (to get them away from a life of crime).	
21.	Removal	A reason for punishing people that is given to remove criminals from the streets.	
22.	Compensation	A reason for punishing people that is given to make criminals pay back for their wrongdoing.	
23.	Conscientious objection	Refusing to fight/going against conscription.	
24.	The Whitechapel Vigilance Committee	Set up on 10th September 1888 to patrol the streets to catch the Ripper by local businessmen, annoyed at the police's inability to catch the Ripper. It was counter-productive.	
25.	The Bertillon system	The system brought in after the Ripper murders in 1894 to measure suspects and records their measurements.	
26.	How did the police improve after the Ripper murders?	1901 – H Division installs a telephone 1909 – H Division adopts bicycles	
		USA Revision	
27.	Watts Riots, 1965	Many young, black Americans, frustrated at ghettos, high rates of unemployment and continued discrimination, rioted between 1965-67. More than 130 people were killed and $700million worth of damage.	
28.	Kerner Report, 1968	President Johnson ordered an investigation to find out the causes behind the Watts Riots, 1965-1967. The report stated the causes were: pervasive discrimination; segregation in employment, education and housing; white repression and racism; police brutality; racial violence.	
29.	Assassination of Martin Luther King, 1968.	There was rioting across the country and 46 people died, 3000 people were injured. The civil rights campaign slowed down without a charismatic leader such as MLK.	
30.	ARVN	The Army of the Republic of Vietnam consisted of the ground forces of the South Vietnamese military from its inception in 1955.	

John 10:10

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31.	Vietcong	In 1960 The National Liberation Front was set up and they began the use of Guerrilla warfare. They consisted of 12 nationalist groups (from Buddhist to communist) from the South and demanded the removal of Diem. The US nicknamed them "Vietcong".	
32.	Gulf of Tonkin	In August 1964, North Vietnamese patrol boats attacked US vessels in the Gulf of Tonkin. The US politicians in Congress were furious. They passed a resolution that allowed US forces to 'take all necessary measures to prevent further aggression and achieve peace and security'. President Johnson now had effective permission to pursue full war in Vietnam. On 8 March 1965, 3500 US marines landed at Da Nang. By 1968, the number of troops was 536,000.	
33.	Ho Chi Minh Trail	The Ho Chi Minh trail was not just one trail but a series of trails. The Ho Chi Minh trail was used by the North Vietnamese as a route for its troops to get into the South. They also used the trail as a supply route - for weapons, food and equipment. The Ho Chi Minh trail ran along the Laos/Cambodia and Vietnam borders and was dominated by jungles. In total the 'trail' was about 1,000 kilometres in length.	
34.	Tet Offensive	Key features of the event include the widespread attack by the Vietcong in over 100 cities on Tet (New Year). The extent to which it was a military defeat for the USA, its influence on US public opinion about the conflict.	
35.	President Nixon (1969-74)	After the Tet Offensive, Johnson agreed not to re-run for president and Nixon was elected. Nixon's tactics to try and leave Vietnam included: Vietnamisation; madman theory; the Nixon Doctrine; and the Bombing of Cambodia, Laos and North Vietnam.	
36.	Vietnamisation	Nixon introduced a policy of 'Vietnamisation', also known as the Nixon Doctrine, in a speech on 25 July 1969. It meant that the USA was beginning the process of withdrawing troops from Vietnam, while helping to strengthen the South Vietnamese army with the aim of getting it to take over the war against communism.	
	Cold War Revision		
37.	Kennan Telegram	In 1946, George Kennan, an official at the US Embassy in Moscow, was asked to provide a summary of what the Soviets were up to. His response became known as The Long Telegram because, at 8,000 words, it was indeed long! What Kennan's telegram said was that the USSR was heavily armed and feared the outside world. It was determined to spread communism and therefore there could be no peaceful co-existence between the USSR and the USA. However, the USA was stronger than the USSR and so communism could be 'contained'.	

38.	Novikov Telegram	The Soviet response to The Long Telegram was The **Novikov Telegram**, in which the Soviet ambassador to the USA, Nikolai Novikov, warned that the USA had emerged from World War Two economically strong and bent on world domination. As a result, the USSR needed to secure its <u>buffer zone</u> in Eastern Europe. These two telegrams set the scene for the Cold War in Europe. The USSR would attempt to dominate Eastern Europe and spread communism where possible. The USA would commit to a policy of '<u>containment</u>'.	
39.	Iron Curtain Speech	On 5 March 1946, the by-now former British prime minister, Winston Churchill, condemned the Soviet expansion in Eastern Europe in his famous Iron Curtain Speech. In that speech he famously noted that from Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the continent. What Churchill meant by this was that the Allies had spent six years fighting for the freedom from Fascism in Europe, only to have half the continent now under Soviet dictatorship.	
40.	Causes of the Berlin Airlift	1. Using money from the Marshall Aid programme, the Allies were helping the Germans to rebuild their economy – they had learnt their lesson from the <u>Treaty of Versailles</u> and did not want to make Germany financially crippled again. This meant introducing a new, stable currency and more jobs for workers in the Western sectors. Stalin was angered by this. 2. Under the Marshall Plan, the USA supplied goods to German shops for workers to buy. This was a nice way of showing the communists that America's capitalist economy was flourishing. 3. At a meeting in London in January 1948, Britain and the USA joined their zones together to create 'Bizonia' and make it easier to administer them. (France would later join and they'd change the name to West Germany.)	
41.	Causes of the Hungarian Uprising	1. Hungarians had no <u>freedom of speech</u>. Even something as simple as listening to Western music could lead to arrest. 2. Thousands of Soviet troops and officials were stationed in Hungary, and these were a drain on the Hungarian economy, creating economic hardship for ordinary people. 3. The Russian language was being forced upon the people - with Hungarian street signs being replaced with Russian versions, and Russian being imposed as the language in schools.	

			RAG
42.	Events of the Hungarian Uprising	Hungary announced that it would leave the Warsaw pact. The Soviets invaded and Nagy's supporters put up a fight. They begged for help from the west but none came. The soviet army was brutal and around 20,000 Hungarians were killed.	
43.	Consequences of the Hungarian Uprising	Thousands of Soviet tanks and soldiers entered Hungary to crack down on the protests. Many Hungarians tried to flee but were blocked from leaving the country; others were killed or injured. Many thousands of Hungarians were arrested and 26,000 Hungarians were tried, with additional imprisonments and executions as a result. Nagy was caught and executed.	
	Richard and John Revision		
44.	The reasons the crusaders went on crusade	-Pope Gregory offered an indulgence to anybody who went on crusade. -Anybody who went on crusade did not have to pay the Saladin tithe. -Richard I was the great grandson of a King of Jerusalem (Fulk of Anjou) and wanted to defend his family's honour.	
45.	When did Richard die?	6th April 1199	
46.	Why did John face problems in the continental lands?	-John married Isabelle of Angouleme. (Isabelle was already betrothed to somebody else and John took her.) -John refused to attend Philip's court in 1202. -John had Arthur of Brittany murdered. This led to many nobles defecting to the King of France, Philip.	
47.	How did John lose Normandy in 1204?	-John returned to England in 1203; this meant the Norman barons had thought John had deserted them. -John did not have a huge amount of money to pay for the war because of Richard's crusade and ransom. - When Philip took control of the Chateau Gaillard he was then able to take control of Normandy.	
48.	Which pope did John have a dispute with?	Innocent III	
49.	What were the causes of John's dispute with the papacy?	-John wanted to control the church, but the pope would not accept this. -John wanted to choose his own Archbishop of Canterbury but the pope disagreed.	
50.	When was the interdict?	1208-1213	
51.	When was John excommunicated?	1213	
52.	Pogrom	Violent attacks on the Jewish population.	

		HISTORY – YEAR 11 – M2 The Reigns of King Richard I and King John, 1189-1216	RAG
53.	Causes of the 1189-90 pogrom	-Christians regarded money lending as unchristian and many Christians were angry because money lending made Jews wealthy. -Jews were accused of being 'Christ killers', because according the Bible the Jews had condemned Jesus to death. -The Jews in London gave Richard a present for his coronation and many Christians thought it was an insult.	
54.	When did the Jews become the property of the King?	1201 as part of King John's charter.	
55.	How did Richard and John exploit the Jews?	-In 1194 the Jews were forced to pay £3,375 towards Richard's ransom. -In 1207 John demanded a tallage (land tax) of £2,700. -In 1210 John demanded a tallage of £44,000.	

	MEDIA STUDIES – YEAR 11 – M2 Creative iMedia RO84		RAG
1.	Work Plan	Used to help plan a project to make sure it is completed on time.	
2.	Tasks	Work plans should include a list of all the tasks and activities that need to happen for the project to succeed.	
3.	Workflow	Work plans should show how all the work will flow together, e.g. will it be linear (one thing after another) or non-linear (many things happening at the same time).	
4.	Timescale	Work plans should show how long each task is expected to take.	
5.	Resources	Work plans should show which resources and equipment are needed at each stage of production. E.g. IMAX camera needed for shooting special effects sequence.	

6.	Milestones	Work plans should be divided up into different milestones so that progress can be easily judged. Milestones could simply include planning, making and testing, or they could be much more detailed.
		Testing of gaming and software often goes through multiple milestones called:
		     – Alpha
		     – Beta
		     – Release Candidate	

7.	Contingencies	Work plans should include time for when things do not go to plan. For example, if working alone you could become ill and need to build in time. Larger scale productions like films will often plan in time for reshoots (called pick-ups).	
8.	Visualisation Diagram	A draft of a media product to help to see if ideas work and meet the brief.	
9.	Annotations	Labels to identify different aspects used in a product.	
10.	Colours	Reasons for choices in colour.	
11.	Images	Reasons for choices in image selection.	
12.	Text/Language	Reasons for language choices made.	
13.	Websites	Media texts stored and accessed on the internet.	
14.	House Style	This is used to make it clear that the page you are on is part of the same website and creates a uniform style.	
15.	Tabs	Buttons on the page to take a user to different pages within the website.	
16.	Hyperlinks	Links to take you to external websites linked to the same topic.	
17.	Audio/Visual	Websites can contain moving images as well as still images.	
18.	Version Control	This is where you save each new version of the same product so you can refer back if you need to.	
19.	Naming Conventions	Names are used on files to make it clear what the file is and who it is for.	

		MEDIA STUDIES - YEAR 11 - M2 Creative iMedia RO84	RAG
20.	Professional	This is how media producers need to work in the media industry.	
21.	Organisation	This means that when you search for a file to send to a client or to review it is easily found.	
22.	Extreme Long Shot	Often used at the beginning of a scene to show where the scene will take place. For this reason, this type of shot is often called an establishing shot.	
23.	Extreme Close Up	Extreme close ups are used to show small details, such as a character's eyes.	
24.	Close Up	A close up usually shows a character's face. Often used when filming conversations. Another very popular shot in TV and film.	
25.	Mid Shot	A mid shot is often used when filming conversations. It is one of the most frequently used shots in film and television.	
26.	Long Shot	In a long shot, it is usually possible to recognise people but there is also a great deal of background.	
27.	Camera Angle	The angle at which the subject is shot; it makes an important contribution to cinematic storytelling.	
28.	Over the Shoulder	This shot is filmed from behind a person who is looking at the subject. It is common to switch between over the shoulder shots during conversations.	
29.	High Angle	The camera is positioned above the subject, looking down at an angle. The angle makes the subject appear smaller, powerless and more vulnerable.	
30.	Low Angle	A low angle is shot from below. This shot makes the subject(s) seem powerful and dominant.	
31.	Aerial	The camera is positioned high in the air, usually from a helicopter. This is often used in establishing shots where the camera flies over city streets.	
32.	Static	The camera doesn't move at all. Usually filmed on a tripod for stability	
33.	Pan	The camera turns horizontally (left/right) when mounted on a tripod.	
34.	Tilt	The camera turns vertically (up/down) when mounted on a tripod.	

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		MEDIA STUDIES - YEAR 11 - M2 Creative iMedia RO84	RAG
35.	Dolly	A dolly is a moving platform that the camera is mounted on. Sometimes a camera can be mounted on the back of a car. Skateboards and supermarket trolleys are ideal low budget dollies.	
36.	Dolly Zoom	A dolly zoom is a fantastic effect used to show when a character is unsettled, disturbed or worried. Achieved by adjusting the zoom while moving the camera towards or away from the character.	

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MUSIC TECH – YEAR 11 – M2 Logic Pro X			RAG
	Knowing your DAW		
1.	MIDI	Musical Instrument Digital Interface. A standard for connecting and remotely operating electronic instruments and related devices such as computers and effects units.	
2.	DAW	Digital Audio Workstation. Software that allows you to record, mix and produce your own music.	
3.	Plugin	A computer program designed to extend your sequencer package with extra effects, audio processing or instrumentation.	
4.	Mono	Mono or Monophonic is a signal carried on a single channel. On a stereo system the signal would be duplicated.	
5.	Panning	Placing a sound in the stereo field e.g. in the left or right speaker.	
6.	Track	In software, tracks generally contain audio and MIDI layers. There are many kinds or tracking devices e.g. multi-track software/ hardware, stereo (2 track), 4 track, 8 track..., MIDI sequencing etc.. Tracks are nothing more than an organising tool commonly, most sequencers allow an unlimited number of tracks within each song.	
7.	Reverb	Reverb or reverberation is the natural reflection of sounds from surfaces giving the impression of space. This can be produced electronically by reverb units emulating aspects of natural reverb.	
8.	Stereo	Stereophonic is a signal carried on two channels, left and right to represent a sound image for the human ears.	
9.	Tempo	How fast or slow a piece of music is. 60bpm (beats per minute) is a tempo of 1 beat per second.	
10.	Loop	A repeated passage. Often used to refer to samples that are imported into a sequence and repeated.	
	Understanding the Functions of the DAW		
11.	Mixing	The process of combining sounds. A master mix is the final result of the combination of all the component signals after they have been processed and combined.	
12.	FX	Short for 'effects'. Processes applied to a signal to alter its sound quality in some way, or the devices used to do so. Common effects include reverb, delay, chorus, distortion, flange and phasing.	
13.	Synthesizer	A synthesizer is a device driven by a microprocessor which contains a programmable chip. Originally, a synthesizer produced an audio signal by the direct manipulation of electrical signals.	
14.	Software Synthesizer	MIDI sound-generating circuitry utilises mathematical functions which alter a stream of digital numbers.	
15.	Waveform	A sound signal which has a particular shape when displayed on an oscilloscope.	
16.	WAV file	A commonly used file for storing digital audio information. More common on PC-based computers.	

MUSIC TECH – YEAR 11 – M2 Logic Pro X			RAG
17.	Sample	A sample is a short pre-record sound. A digital recording of a naturally occurring sound.	
18.	Sampling	Sampling is actually emulating the sound of an acoustical instrument by digitizing (converting to digital sound) the waveforms produced by the instrument. There are hardware samplers and software samplers.	
	Musical Elements		
19.	Timbre	The quality of a sound that distinguishes it from other sounds of the same pitch and volume. It is the distinctive tone colour of an instrument or a singing voice.	
20.	Texture	The sound quality of a piece, dependent on features like the number of parts, the tone quality of the instruments and or voices, and the spacing between the parts.	
21.	Rhythm	The combination and patterns of different note lengths around a beat.	
22.	Metre	The patterns of the beats. Can be regular or irregular.	
23.	Silence	No sound, or pauses within the music.	
24.	Melody	The tune. A mixture of pitches and rhythms.	

PERFORMANCE SKILLS – YEAR 11 – M2			RAG
	Funding Organisations		
1.	Trust	A trust is an organisation which raises money to fund projects. They will then give a grant to a project that has applied through their processes.	
2.	Foundation	A foundation is a non-profitable organisation that donates funds to specific projects. They raise funds privately through a range of methods then donate money to small projects.	
3.	Arts Council England	The aim of Arts Council England (ACE) is to create cultural experiences that enrich people's lives through various art projects, events, festivals and performances. They help to raise the profile of the arts by supporting individuals, communities and organisations to fulfil their creative and artistic goals.	
4.	Lottery Funding	'The Big Lottery Fund' uses money raised by players of The National Lottery to help communities to achieve their ambitions by awarding grants.	
5.	Charitable Foundations	Performers, artists, film makers not only apply to the Arts Council to fund their projects. They may also access other sources of funding, including Charitable Trusts and Foundations, this is a source of private funding.	
	Unions		
6.	What is the Aim of a Union?	A union's main aim within the Performing Arts Industry is to help protect and support performing artists in the workplace. They focus upon improving standards and working conditions in the interest of the performer. Unions can negotiate pay, contracts, working conditions and workers' rights.	
7.	Equity	Equity is a UK based trade union which can be accessed by any live or recording working artist or by those working in creative practice. E.g. actors, singers, dancers, directors, stage managers.	
8.	BECTU	BECTU (Broadcasting, Entertainment Communications and Theatre Union) is the UK's main media and entertainment trade union.	
9.	Musicians Union	The Musicians Union protects the rights of the musician and the music they produce.	
	Employment		
10.	Professional	Working for gain.	
11.	Royalties	A portion of proceeds entitled due to owning the 'rights'.	
12.	Gross Income	Earnings before tax.	

PERFORMANCE SKILLS – YEAR 11 – M2			RAG
13.	Self Employed	Take payment in full and have to calculate and submit own tax return.	
14.	PAYE	Pay as you earn - tax automatically comes off your wages before you receive it.	
	Business Organisations		
15.	What is a Business Organisation?	A business organisation is often made up of a group of people, large or small, who are interested and motivated to achieve the aims of the organisation and to make it a success. E.g. Record labels, theatre companies, dance companies, booking agencies, management companies.	
16.	Record Labels	Record Labels are a large investor in the music artists' career and creative development. Their main aim and function is to **market** and **promote** the artist and gain as much public awareness of the brand. This is how they make money.	
17.	Booking Agencies	A Booking Agency is responsible for booking **live performances** including concerts, gigs and tours. They are responsible for developing the musicians' or artist's career in relation to their live performance.	
18.	Management Companies	Management companies are more commonly used in the music industry and their main role is to facilitate the union of people and projects to achieve success in the music industry.	
19.	Theatre Company	**Theatre Companies** produce plays, create new theatre and perform existing performance material and repertoire. There are small scale independent companies alongside larger scale theatre companies including the Royal Shakespeare Company.	
20.	Dance Company	There are a vast range of dance companies based in the UK and worldwide, from small independent companies to large scale dance companies such as Rambert Dance Company, Matthew Bourne – New Adventures and Candoco.	
	Employment		
21.	Voluntary	To work/offer your services for free. You will not be paid for the work but will gain experience.	
22.	Casual	Paid work without the restriction of a contract that might mean you have a set number of hours or give notice to leave. You may be employed as and when needed.	
23.	Permanent	If you had a permanent job you would be contracted to an employer for a set number of hours. There is no stated end to the contract of employment. This is usually the most financially secure type of employment.	

PERFORMANCE SKILLS – YEAR 11 – M2			RAG
24.	Fixed Term	There is an end date stated in the contract. This may be weeks, months or years. For example, the contract may be to cover another employee who is off on maternity leave. This means when they return your contract ends.	
25.	Full Time/ Part Time	Full time work is often a minimum of 32 hours up to 40 hours a week. Part time work is usually anything less than 30 hours.	
26.	PRS	Performing Right Society is a representative service for songwriters, composers and publishers.	
27.	PPL	Phonographic Performance Limited- is a licensing company for music practitioners.	
28.	BECS	British Equity Collecting Society - negotiate and manage administrative tasks for performers.	

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PHOTOGRAPHY – YEAR 11 – M2			RAG
1.	Fish Eye Lens	Produces images with a strong visual distortion.	
2.	Image Stabilisation	This cuts down blur by compensating on pan and tilt movements. It helps against camera shake when not using a tripod.	
3.	Lens Hood	It blocks the sun or other light sources to prevent glare and lens flare.	
4.	Resolution	The total number of pixels that can be displayed on a screen/digital sensor at any one time.	
5.	Overexposure	An image or part of an image that receives too much light to be a proper exposure.	
6.	Underexposure	An image or part of an image that doesn't receive sufficient light for proper exposures.	
7.	Red Eye	Red Eye occurs when a camera captures light reflecting from the retina at the back of your subject's eye.	
8.	Contrast	An image with high contrast will exhibit a full range of tones from black to white, with dark shadows and bright highlights.	
9.	Time-Lapse	A series of photographs captured over a period of time.	
10.	Watermark	In digital photography, a watermark refers to information that is embedded in the image data to protect the copyrights of the image.	
11.	SD Card (Secure Digital)	Secure Digital memory cards have enabled camera manufacturers to further reduce the size of digital cameras.	
12.	Memory Card	This is a removable device used in digital cameras to store the image data captured by the camera.	
13.	Pixel	Short for picture element, pixels are the tiny compounds that capture the digital image data recorded by your camera.	
14.	Resolution	Refers to the number of pixels, both horizontally and vertically, used to either capture or display an image.	
15.	RGB colour	An additive colour model in which red, green and blue light are added together in various ways to reproduce a broad array of colours for representation and display as images on computers and other digital devices.	
16.	Saturation	The depth of the colours within a photographic image.	
17.	Audio	Where sound can be recorded along with video.	
18.	Autofocus	The ability of the camera and lens to keep the subject in focus during an exposure.	

PHOTOGRAPHY – YEAR 11 – M2			RAG
19.	Colour Palette	A palette is the set of available colours.	
20.	Colour Space	The range of colours that can be reproduced on a computer or in print.	
21.	Megapixel	The unit of measure used to describe the size of the sensor in a digital camera.	
22.	Negative Space	The area which surrounds the main subject in your photo.	
23.	Orientation	Refers to the way you take and display your photographs.	
24.	RAW Files	File format that contains all of the data captured during the exposure in an unedited format.	
25.	Soft Light	Diffused light such as from an overcast sky, north facing window with no direct light, or a large studio soft box.	
26.	Flash Sync	The synchronization of the firing of an electronic flash and the shutter speed.	
27.	Golden Hour	Also called "magic hour" is the hour right before sunset or right after sunrise.	
28.	Selfie	A self portrait.	
29.	Colour Space	The range of colour that can be reproduced on a computer monitor or in print.	
30.	Diffuser	Any device that diffuses or spreads out or scatters light in some manner.	
31.	Remote Flash Trigger	A device used to fire speed lights off camera.	
32.	Hard Light	Harsh or undiffused light such as produced by bright sunlight, a small speed light, or an on-camera flash.	
33.	Aperture Priority	The photographer selects the ISO and aperture and the camera picks the shutter speed.	
34.	Ambient Light	Referred to as available light, is the light that is occurring in the scene without adding any flash or light modifiers.	
35.	Main Light	The main light source for a photograph.	
36.	Fill Light	The light source that is secondary to the main light. It is used to "fill" in the shadows to a desired degree.	
37.	Lighting Pattern	The way the light falls on the subjects face.	
38.	Speedlight	Small portable flash which can attach to your camera's hot shoe, or stand-alone if activated remotely.	

PHOTOGRAPHY – YEAR 11 – M2			RAG
39.	Reflector	A device that is used to reflect light, generally back towards the subject.	
40.	Light Meter	A device that measures the amount of light in a scene.	
41.	Photography	Comes from two old Greek words "phos" meaning light and "graph" meaning to draw.	
42.	Bracketing	Taking a series of images at different exposures.	
43.	Bulb	The "B" setting on your camera where the shutter remains opened as long as the button or cable release (remote trigger) is pressed.	
44.	EV	Exposure Value is a number that represents the various different combinations of aperture and shutter speed that can create the same exposure effect.	
45.	Prime or Fixed Lens	Any lens that does not zoom and is a set focal length.	
46.	Camera Resolution	Expressed in megapixels, camera resolution is the dimensions your camera's sensor is capable of capturing.	
47.	Manual	The user is setting the ISO, shutter speed and aperture.	
48.	Shutter Priority	The user is selecting ISO and shutter speed, the camera is then choosing the aperture to make a correct exposure.	
49.	Photoshop	Digital software that allows you to edit and adjust images.	
50.	Adjustment Layer	A layer that lets you apply colour and tonal adjustments to your image without permanently changing pixel values.	
51.	Background	The background layer is the bottommost layer in the layers palette.	
52.	Blur	Blur is softening of the detail in an image or parts of an image.	
53.	Filter	Automated ways to alter the look of an image.	
54.	Opacity	Opacity is the extent to which something blocks light. You can change the opacity of layers and filters.	
55.	Resize	To change the physical dimensions of an image, a canvas, or a window.	
56.	Sepia tone	A photograph in warm shades of brown.	
57.	Zoom	To magnify or reduce the view of an image.	
58.	Sharpen	An image enhancement technique in which the contrast between specific pixels is enhanced.	

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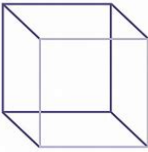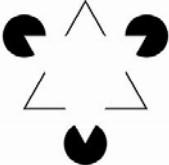
PHOTOGRAPHY – YEAR 11 – M2			RAG
59.	**Resolution**	The amount of detail in an image. Digital images are measured by the number of pixels per inch.	
60.	Grayscale	An image that includes only black, white, and shades of grey.	

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PSYCHOLOGY – YEAR 11 – M2 Paper 1 Perception			RAG
1.	Ambiguity	The way in which some images can be perceived in more than one way.	
2.	Fiction	A figure is perceived even though it is not part of the image presented.	
3.	Misinterpreted Depth Cue	The brain sees linear perspective in the picture, creating an impression of distance, and mistakenly applies the rule of size constancy.	
4.	Size Constancy	The brain's ability to perceive familiar objects as the same size, despite changes in the size of the image on the retina.	
5.	Necker Cube		
6.	Kaniza Triangle		
7.	Unconscious	Done or existing without one realising.	
8.	Scale	When an object with a known size is compared to something in the distance such as a building or tree, the sense of scale is increased. It reveals extreme distances and gives the image real depth. This creates a strong impression of diminishing scale or perspective.	
9.	Vertical	At right angles to a horizontal plane; in a direction, or having an alignment, such that the top is directly above the bottom.	
10.	Horizontal	Parallel to the plane of the horizon; at right angles to the vertical.	
11.	Gibson's Theory	Perception doesn't draw on past experiences.	
12.	Sufficient Information for Direct Perception	Sensation and perception are the same. The eyes detect everything we see - no need to make an inference.	
13.	Optic Flow Patterns	When moving, things in the distance appear to be still and everything else rushes past. Gives us information about speed and distance.	
14.	Motion Parallax	A monocular depth cue. When we are moving past an object, it appears to move faster than objects that are further away.	
15.	Nature vs Nurture	When perception is based on biology vs when perception is learnt from experience and our environment.	
16.	Ecological Validity	When the research study has been conducted in the real/natural world so results can be generalised to real life examples.	

			RAG
17.	Gregory's Constructivist Theory of Perception	It says that sensation and perception are different.	
18.	Construct	Brain uses previous information and new information to make a conclusion.	
19.	Inference	The brain fills in the gap we have to form a logical conclusion from visual cues.	
20.	Visual Cues	Visual illusions occur because of incorrect conclusions from visual cues.	
21.	Culture (see no. 24)	Social world we live in affects what our senses pick up.	
22.	Hudson's Aim	Do different cultures perceive depth cues in 2D images differently?	
23.	Hudson's Method	Showed 2D images to black and white children, schooled and unschooled. They were asked, 'Which is nearer: the man, the elephant or the antelope?'	
24.	Hudson's Study Conclusion	Different results from different cultures mean that we have a different perceptual set based on nurture.	
25.	Cross Cultural	Relating to different cultures or comparison between them.	
26.	Emotion	The tendency for our brain to notice exciting things and block threatening things.	
27.	McGinnies' Study Aim	To know if thought provoking things are noticed more than neutral things.	
28.	McGinnies' Study Method	Students were shown neutral and taboo words and had to say the words out loud. Emotional arousal was measured through the GSR.	
29.	McGinnies' Study Conclusion	Emotion affects perceptual set, in this case perceptual defence.	
30.	Objectivity	A feature of science, and if something is objective it is not affected by the personal feelings and experiences of the researcher. The researcher should remain value-free and unbiased when conducting their investigations.	
31.	Motivation	Wanting something increases its attractiveness.	
32.	Gilchrist and Nesberg's Study Aim	To find out if food deprivation affects the perception of food.	
33.	Gilchrist and Nesberg's Study Method	Hungry (no food for 20 hours) and not hungry. Participants were shown a slide of a meal and had to adjust the light to make it the same lighting level as the slide shown.	
34.	Gilchrist and Nesberg's Study Conclusion	Sensitivity is greater when food deprived; hunger is a motivating factor that affects the perception of food.	
35.	Validity	When results from another study support the results of the current study.	
36.	Expectation	Beliefs based on past experiences can affect how much we attend to things.	

			RAG
37.	Bruner and Minturn's Study Aim	To find out if an ambiguous figure is seen differently if context is changed.	
38.	Bruner and Minturn's Study Method	Participants were shown a sequence of letters or numbers with an ambiguous figure in the middle.	
39.	Bruner and Minturn's Study Conclusion	Shows expectation is affected by the context in which the figure is presented.	
40.	Independent Groups Design	When each participant only does one condition in the experiment; problems can occur due to participant variables.	
41.	Artificial	Fake – experiment conducted in an unnatural environment.	
42.	Ecological Validity	A study which can be related and applied to real life.	
43.	Validity	Measuring what you intended to measure.	
44.	Reliability	Having consistency in results if the study is repeated/standardised procedure.	
45.	Inter-Rater Reliability	When 2 or more observers agree with the same results after watching the same behaviours.	
46.	Demand Characteristics	When you work out the aim of the study and change your behaviour.	
47.	Social Desirability	When you change answers on a self-report to fit into society and have approval.	
48.	Nature	When theories can support a biological point of view.	
49.	Nurture	When theories can support a learnt point of view.	
50.	Reductionism	When a theory only looks at one area of psychology to give a conclusion and ignores other areas.	

SPANISH – YEAR 11 – M2 En Mi Ciudad		RAG
1.	==En mi ciudad==	==In my town==	
2.	un ayuntamiento	a town hall	
3.	un bar / muchos bares	a bar / lots of bars	
4.	un castillo (en ruinas)	a castle (in ruins)	
5.	un cine	a cinema	
6.	un mercado	a market	
7.	un museo / unos museos	a museum / some museums	
8.	un parque	a park	
9.	un polideportivo	a sport centre	
10.	un puerto	a port	
11.	muchos restaurantes	lots of restaurants	
12.	un teatro	a theatre	
13.	una biblioteca	a library	
14.	una bolera	a bowling alley	
15.	una iglesia	a church	
16.	una piscina	a swimming pool	
17.	una playa / unas playas	a beach / a few beaches	
18.	una plaza mayor	a town square	
19.	una pista de hielo	an ice ring	
20.	una oficina de correos	a post office	
21.	una tienda / muchas tiendas	a shop / lots of shops	
22.	muchos lugares de interés	lots of sights	
23.	algo / mucho que hace	something / a lot to do	
24.	No hay nada que hacer.	There is nothing to do.	
25.	Vivo en un pueblo histórico / moderno.	I live in a historic village / modern village.	
26.	tranquilo / ruidoso	quiet / noisy	
27.	turístico / industrial	tourist / industrial	
28.	bonito / feo	pretty / ugly	
29.	Está situado/a, en.. el norte / el sur / el este /el oeste... del país.	It is situated in... of the country. The north / the south / the east / the west	
30.	==¿Por dónde se va al / a la...?==	==How do you get to the...?==	
31.	¿Dónde está el / la...?	Where is the...?	
32.	¿El / La .... está cerca / lejos?	Is the ...nearby/far away?	
33.	sigue todo recto	go straight on	
34.	gira a la derecha/ izquierda	turn right/ left	
35.	toma la primera/ segunda/ tercera	take the first/ second/ third	
36.	calle a la derecha/ a la izquierda	road on the right/ left	
37.	pasa el puente/ los semáforos	go over the bridge / the traffic lights	

			RAG
38.	cruza la plaza/ la calle	cross the square/ the street	
39.	está...	it is...	
40.	en la esquina / al final de la calle	on the corner / at the end of the street	
41.	al lado del museo / enfrente del museo	next to the museum / opposite the museum	
42.	==¿Cómo es tu zona?==	==What is your area like?==	
43.	está situado/a en un valle	it is situated in a valley	
44.	entre el desierto y la sierra	between the desert and the mountains	
45.	al lado del rio/mar Mediterráneo	by the river / Mediterranean sea	
46.	está...	It is...	
47.	rodeado/a de volcanes/ sierras	surrounded by volcanoes / mountains	
48.	lleno/a de bosques/ selvas	full of woods / forests	
49.	a...metros sobre el nível del mar	at...metres above sea level	
50.	Tiene...	It has...	
51.	unos impresionantes paisajes naturales	some amazing natural landscapes	
52.	varías influencias culturales	various amazing natural landscapes	
53.	el bullicio de una ciudad	the hustle and bustle of a city	
54.	el clima es...	the climate is...	
55.	soleado / caluroso / seco / templado / frío	sunny / hot / dry / mild / cold	
56.	llueve (muy) poco / a menudo	it rains (very) little /often	
57.	en primavera / verano / otono / invierno	in spring / summer / autumn / winter	
58.	Hay mucha marcha.	There is lots going on.	
59.	Es...	It is...	
60.	mi ciudad natal / mi lugar favorito	my home town / favourite place	
61.	acogedor/a atractivo/a	welcoming / attractive	
62.	famoso/a / conocido/a por	famous for/ well-known for	
63.	una región muy húmeda	a very humid region	
64.	una zona muy montañosa / pintoresca	a mountainous / picturesque area	
65.	tan fácil desplazarse	so easy to get around	
66.	se puede...	you can… / one can...	
67.	estar mucho tiempo al aire libre	spend lots of time in the open air	
68.	subir a la torre	go up the tower	
69.	hacer un recorrido en autobús	do a bus tour	
70.	disfrutar de las vistas / del ambiente	enjoy the views / the atmosphere	
71.	viajar en el AVE	travel on the AVE high-speed train	
72.	pasear por los lagos artificiales	to go through the artificial lakes	
73.	apreciar la arquitectura variada	appreciate the variety of architecture	
74.	aprovechar el buen tiempo	make the most of the good weather	
75.	se pueden...	you can... / one can...	
76.	probar platos típicos	try local dishes	

77.	practicar deportes acuáticos	do water sports	
78.	ver edificios de estilos muy diferentes	see buildings with very different styles	
79.	alquilar bolas de agua	hire water balls	
80.	practicar senderismo y ciclismo	go hiking / trekking and cycling	
81.	En la oficina de turismo	At the tourist office	
82.	¿Me puede dar...?	Can you give me...?	
83.	un plano de la ciudad	a map of the town / city	
84.	más información sobre...	more information about...	
85.	¿Cuánto cuesta una entrada?	How much is a ticket?	
86.	para adultos / niños	for adults / children	
87.	¿Dónde se pueden sacar las entradas?	Where can you get tickets?	
88.	¿A qué hora...?	What time...?	
89.	sale el autobús?	does the bus leave?	
90.	abre....?	does...open?	
91.	¿Hay visitas guiadas?	Are there guided tours?	
92.	¿Me puede recomendar...?	Can you recommend...?	
93.	un restaurante típico	a typical restaurant	
94.	un hotel / una excursión	a hotel / a trip	
95.	¿Qué haremos mañana?	What will we do tomorrow?	
96.	Sacaré muchas fotos.	I will take many photos.	
97.	Subiremos al teleférico.	We will go up on the cable car.	
98.	Bajaremos a pie.	We will go down on foot.	
99.	Pasaremos entre las nubes.	We will go through the clouds.	
100.	Iremos a la playa / a la montaña / de excursión en barco	We will go to the beach / to the mountains / on a boat trip.	
101.	Haremos piragüismo.	We will go canoeing.	
102.	Podremos hacer paddlesurf.	We will be able to go paddle surfing.	
103.	Podrás comprar regalos.	You will be able to buy presents.	
104.	será genial / mejor	it will be great / better	
105.	nos llevará	he/she will take us	
106.	estoy (muy) a gusto	I am feeling (very much) at home	
107.	¡Buena idea!	Good idea!	
108.	de acuerdo	OK	
109.	¡Qué pena! / ¡Qué mal (rollo)!	What a shame! / What a nightmare!	
110.	¡Qué triste!	How sad!	
111.	¿Qué tiempo hará?	What will the weather be like?	
112.	Hará sol / viento.	It will be sunny / windy.	
113.	habrá...	there will be...	
114.	nubes / claros / chubascos	clouds / clear spells / showers	
115.	una ola de calor	a heat wave	
116.	truenos y relámpagos	higher / lower temperatures	
117.	granizos / brisas fuertes	hail / strong winds	
118.	periodos soleados	sunny periods	
119.	lloverá (bastante)	it will rain (quite a bit)	
120.	Las temperaturas subirán / bajarán.	The temperatures will rise / fall.	
121.	El tiempo...	the weather....	
122.	será variable	will be variable	
123.	se despejará	will clear up	
124.	cambiará	will change	

I came to give life – life in all its fullness
High Expectations – No Excuses

John 10:10

Sapere Aude

125.	no nos importará	will not matter to us	
126.	**Las tiendas**	**Shops**	
127.	el banco	bank	
128.	el estanco	tobacconist's	
129.	la cafetería	café	
130.	la estación de trenes	train station	
131.	la farmacia	pharmacy / chemist	
132.	la frutería	greengrocer's	
133.	la joyería	jeweller's	
134.	la librería	book shop	
135.	la panadería	bakery	
136.	la papelería	stationery shop	
137.	la pastelería	cake shop	
138.	la peluquería	hairdresser's	
139.	la pescadería	fish shop	
140.	la tienda de ropa	clothes shop	
141.	la zapatería	shoe shop	
142.	un regalo	a present	
143.	sellos	stamps	
144.	una carta / unas cartas	a letter / a few letters	
145.	recoger	to pick up	
146.	mandar	to send	
147.	horario comercial / horas de apertura	business hours / opening hours	
148.	de lunes a viernes	from Monday to Friday	
149.	abre a la(s)... / cierra a la(s)...	it opens at... / it closes at...	
150.	no cierra a mediodía	it doesn't close at midday	
151.	cerrado domingo y festivos	closed on Sundays and public holidays	
152.	abierto todos los días	open every day	
153.	**Recuerdos y regalos**	**Souvenirs and presents**	
154.	el abanico	fan	
155.	el chorizo	chorizo (sausage)	
156.	el llavero	key ring	
157.	el oso de peluche	teddy bear	
158.	los pendientes	earrings	
159.	la gorra	cap	
160.	la taza	mug	
161.	las golosinas	sweets	
162.	las pegatinas	stickers	
163.	¿Me puede ayudar?	Can you help me?	
164.	quiero comprar...	I want to buy...	
165.	¿Tiene uno/a/os/as más barato/a/os/as?	Do you have a cheaper one / cheaper ones?	
166.	un billete de (cincuenta) euros	a (fifty) euro note	
167.	tengo cambio	I have change	
168.	**Quejas**	**Complaints**	
169.	quiero devolver...	I want to return...	
170.	está roto/a	it is broken	
171.	tiene un agujero / una mancha	it has a hole / a stain	
172.	falta un botón	it's missing a button	

173.	¿Puede reembolsarme (el dinero)?	Can you reimburse me (the money)?	
174.	Podemos hacer un cambio.	We can exchange (it).	
175.	¿Qué me recomienda?	What do you recommend?	
176.	Te queda bien.	It suits you.	
177.	Te quedan demasiado grandes.	They are too big on you.	
178.	una talla más grande / pequeña	a bigger / smaller size	
179.	en rebajas	on sale	
180.	me lo/la/los/las llevo.	I will take it / them.	
181.	<mark>De compras</mark>	<mark>Shopping</mark>	
182.	normalmente voy... / suelo ir...	Usually I go... / I tend to go...	
183.	a los centros comerciales	to shopping centres	
184.	a las tiendas con mis amigos	shopping with my friends	
185.	nunca me ha gustado	I have never liked...	
186.	comprar en...	To shop in...	
187.	las cadenas / las grandes almacenes	chain stores / department stores	
188.	las tiendas de diseño / segunda mano	designer shops / second-hand shops	
189.	comprar por Internet / en la red	shopping on the internet / online	
190.	hacer cola	queueing	
191.	porque...	because...	
192.	es más económico / práctico / cómodo	it's cheaper / more practical / more convenient	
193.	es un buen sitio para pasar la tarde	It is a good place for spending the afternoon.	
194.	hay más variedad / demasiada gente	there is more variety / there are too many people	
195.	los precios son más bajos	the prices are lower	
196.	hay más ofertas	there are more offers	
197.	ropa alternativa / de moda	alternative clothing / fashionable clothing	
198.	gangas	bargains	
199.	artículos de marca	branded items	
200.	<mark>Los pros y los contras de la ciudad</mark>	<mark>The pros and cons of living in a city</mark>	
201.	Lo mejor de vivir en la ciudad	The best thing about living in a city	
202.	es que...	is that...	
203.	es tan fácil desplazarse	it's so easy to get around	
204.	hay una red de transporte público	there is a public transport system	
205.	hay tantas diversiones	there are so many things to do	
206.	hay muchas posibilidades de trabajo	there are lots of job opportunities	
207.	Lo peor es que...	The worst thing is that...	
208.	el centro es tan ruidoso	the centre is so noisy	
209.	hay tanto tráfico / tantos coches	there is so much traffic / so many cars	
210.	se lleva una vida tan frenética	life is so frenetic	
211.	la gente no se conoce	people don't know each other	
212.	En el campo...	In the countryside...	
213.	el transporte público no es fiable	public transport is not reliable	
214.	hay bastante desempleo	there is quite a lot of unemployment	
215.	no hay tantos atascos como antes	there are not as many traffic jams as before	
216.	yo conozco a todos mis vecinos	I know all my neighbours	

	SPANISH – YEAR 11 – M2 En Mi Ciudad		RAG
217.	¡Qué harías?	What would you do?	
218.	Introduciría más zonas peatonales.	I would introduce more pedestrian areas	
219.	Renovaría…	I would renovate…	
220.	algunos edificios antiguos	some old buildings	
221.	las zonas deterioradas en las afueras	the dilapidated areas on the outskirts	
222.	Mejoraría el sistema de transporte.	I would improve the transport system.	
223.	Pondría / Crearía más áreas de ocio.	I would put in / create more leisure areas.	
224.	Construiría un nuevo centro comercial.	I would build a new shopping centre	
225.	Invertiría en el turismo rural.	I would invest in rural tourism	
226.	Controlaría el ruido.	I would limit the noise.	
227.	Destino Arequipa	Destination Arequipa	
228.	Vi / Vimos lugares interesantes.	I saw / We saw interesting places.	
229.	Tuvimos un guía.	We had a guide.	
230.	Nos hizo un recorrido.	He/She did a tour for us.	
231.	Nos ayudó a entender toda la historia.	He/she helped us to understand all of the history	
232.	Recorrí a pie el centro histórico.	I walked around the historic centre.	
233.	Compré tantas cosas.	I bought so many things.	
234.	Alquilé una bici de montaña.	I hired a mountain bike.	
235.	Cogí un autobús turístico.	I took a tourist bus.	
236.	subimos / bajamos	we went up / we went down	
237.	Aprendí mucho sobre la cultura.	I learned a lot about the culture.	
238.	Me quedé impresionado con la ciudad.	I was really impressed by the city.	
239.	Había vistas maravillosas.	There were amazing views.	
240.	La comida estaba muy buena.	The food was very good.	
241.	La gente era abierta.	The people were open.	
242.	*Lo que me gustó más fue…*	What I liked most was / were…	
243.	¡Fue una experiencia única!	It was a once in a lifetime experience!	
244.	¡Qué miedo!	How scary!	
245.	Volveré algún día.	I will go back one day.	
246.	Aprenderé a hacer surf.	I will learn to surf.	
247.	Trabajaré como voluntario/a.	I will work as a volunteer.	

I came to give life – life in all its fullness
High Expectations – No Excuses

Sapere Aude

	TEXTILES – YEAR 11 – M2		RAG
1.	Colour	Colour plays an important part in how a piece of art or design looks and the emotions it provokes.	
2.	Line	A line is a mark made on a surface that joins different points.	
3.	Form	Refers to 3D objects which have a height, width and depth.	
4.	Tone	The transition from dark to light.	
5.	Texture	How something feels.	
6.	Shape	Shapes are 2D. Geometric shapes are perfect and regular. Organic shapes are irregular and natural.	
7.	Pattern	A pattern is a design in which lines, shapes, forms or colours are repeated.	
8.	Composition	The placement or arrangement of visual elements in a work of art.	
9.	Decoration	Used to give fabrics or garments an interesting visual appearance.	
10.	Repetition	Used when creating a pattern.	
11.	Scale	Scale (within the creative arts) refers to the size of something.	
12.	Structure	How something has been constructed.	
13.	Surface	The surface of an object, fabric, material or embellishment.	
14.	Weaving	The process of creating fabric using warp and weft yarns.	
15.	Ink	Used for drawing onto paper and other materials.	
16.	Fabric Dye	Dye is used in a range of colours to enhance and change the quality of a fabric.	
17.	Dyeing	Soaking fabric in a pigment/dye to colour it.	
18.	Overlocker	Machine which gives a professional look to textiles.	
19.	Trend	Something which is popular for a short time.	
20.	Component	Items added to fabric to make textile products e.g. button.	
21.	Develop	To take forward, change, improve or build on an idea, theme or starting point.	
22.	Explore	To investigate, examine and look into with an open mind about what might be found and developed.	
23.	Record	To document ideas, thoughts, insights and responses to starting points in visual and written annotated form.	
24.	Refine	To improve, enhance and change elements of your work for the better	
25.	Research	To study in detail, discover and find information about.	
26.	Analyse	To examine in depth, study thoroughly, question, investigate and consider your own opinion or visual investigation of something.	
27.	Apply	To use knowledge, skills and understanding to employ appropriate techniques when developing and progressing ideas.	
28.	Consider	To think through, review, reflect on and respond to information or a theme, subject or starting point.	

	TEXTILES – YEAR 11 – M2		RAG
29.	Create	To conceive, make, craft or design something new.	
30.	Demonstrate	To show, exhibit, prove or express such things as subject specific knowledge, understanding and skills.	
31.	Pattern	Templates from which textile items can be made.	
32.	Seam	Stitching used to join two pieces of fabric together.	
33.	Hem	Bottom of a textile item joined to itself.	
34.	Pleats	Folds of fabric held in place by stitching.	
35.	Darts	Construction details to make a garment fit.	
36.	Mock Up	Rough model.	
37.	Prototype	Detailed model.	
38.	Toile	Accurate model of clothing using calico.	
39.	Collection	Series of sample garments.	
40.	Grading	Producing a variety of sizes from a single design.	
41.	Interfacing	Used for strengthening and stiffening fabric.	
42.	Wadding	Used as flat padding for quilting.	
43.	Bias Binding	Used on the edges of products to cover raw edges and create decorative effect.	
44.	Patchwork	Small sections of fabric sewn together to form a design.	
45.	Quilting	Texture created by sewing through layers of fabric and wadding often in geometrical patterns.	
46.	Fair Trade	Producers get a fair realistic price for their product that covers the price of producing it.	
47.	Eco Label	Used on products that contain no harmful substances and cause minimum damage to the environment.	
48.	Flammable	Likely to catch fire.	
49.	Colourfast	How well a fabric keeps dyes applied to it, even after washing.	
50.	Sustainable	Something which can be manufactured with little or no negative impact on the environment and workers.	
51.	AO1	Develop ideas through investigations, demonstrating critical understanding of sources.	
52.	AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	
53.	AO3	Record ideas, observations and insights relevant to intentions as work progresses.	
54.	AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	
55.	Final outcome	A piece of work made at the end of a project.	
56.	Theme	A topic selected for representation. Themes are open to different interpretations and relate to what the piece is about rather than the specific things it shows.	
57.	Experimentation	Experimentation with different materials, processes and ideas.	

	TEXTILES – YEAR 11 – M2		RAG
58.	Development	Developing ideas, experiments and response to project theme.	
59.	Paper Cut	A piece of art made by cutting into paper with a craft knife (Rob Ryan's work is an example of this).	
60.	Line Drawing	A drawing using an outline only.	