



Year 10
Knowledge Organiser
M2 2019 (Options)

“Knowledge is a treasure, but practice is the key to it.”
– Lao Tzu

Sapere Aude

What is a Knowledge Organiser?

A Knowledge Organiser (KO) is a set of key facts or information that you need to know and be able to recall to help you master a unit or topic. Each subject has created a list of key facts which covers the basic information that you are expected to learn.

Do I need to bring my Knowledge Organiser to school every day?

Yes, your KO should be brought in every day like your community card and your planner. Your teachers may well want you to use your KOs in lessons. They are yours forever and you may want to annotate or highlight on them when your teacher talks about things in them. They will certainly be used in lessons when you have a cover teacher and you can use them whenever you find yourself with some spare time.

What do I do with my Knowledge Organiser at the end of term?

You should store it, along with previous KOs, in your folder. You are building a revision guide; the information in your KOs are things you will need to continue to know and understand.

What happens if I don't complete my KO homework each night?

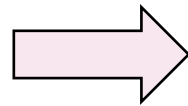
Your mentor will check your KO homework each day using the Homework Timetable and stamp the page for that day to acknowledge successful completion. If you have not completed your KO homework satisfactorily (as set out below) then you will have a compulsory 30 min prep session that same day. If you fail to attend the prep session you will spend the next day in ALC.

What happens if I lose my Knowledge Organiser?

If you lose your KO you will be required to purchase a new one via finance.

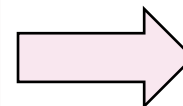
Beginning of each half term:

New Knowledge Organisers (KO) are given to you by your mentors. These are to be stored in your KO folder and brought to school every day.



Every week:

You are expected to show evidence of your learning in each subject. Teachers will start lessons with a "Do Now" activity based around the KOs. Mentors will give house points each morning for outstanding KO homework.



Last week of half term:

You are tested in each subject to show how much knowledge you have learnt.



John 10:10

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

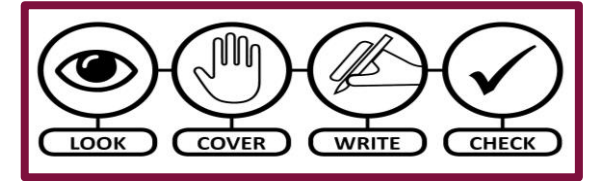


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How to Self-Quiz

Your Knowledge Organiser is a vital document. It contains all the key things from your lessons that you will need to work on committing to your long-term memory.

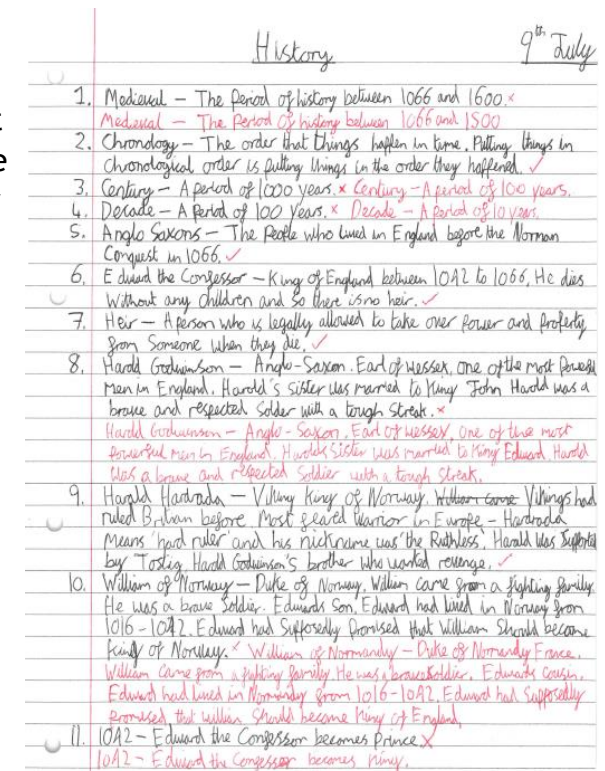
The best method when you are working on memorising things from your Knowledge Organiser is to self-quiz using the look, cover, write, check technique. Use your self-quizzing book for this.



Look	Read the piece of information carefully, two or three times.
Cover	Now cover up what you have just read.
Write	Now try and write down the piece of information you have just read.
Check	Did you write the information down correctly? If not, correct it with a red pen and then repeat!

Each night you should complete one full page (minimum) of self-quizzing in your quiz book. You should write the title (subject) and date at the top of each page. There should be no gaps on the page except for one line underneath the title. You should tick any correct answers and correct any incorrect answers in red pen.

Use the RAG column to self-assess how confident you are on each line once you have completed your self-quizzing.



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



John 10:10



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The Bishop of Winchester Academy Weekly Homework Grid 2019 - 2020

Year 10, Michaelmas 2 - Commencing Monday 4th November

Week	Activity	Monday	Tuesday	Wednesday	Thursday	Friday, Saturday, Sunday	
1 4 th Nov	Self Quizzing	Maths (H) Lines 1-10 Maths (F) Lines 1-12	English Lines 1 - 10 (Language) Lines 1 - 7 (Literature)	History Lines 1 - 7 Geography Lines 1 - 4	Science (Separate) Lines 1 - 9 Science (Combined) Lines 1 - 7 R.S Lines 1-3	Art	1 - 8
						BTEC Sport	1 - 10
						Business	1 - 3
						Computing	1 - 15
						Drama	1 - 18
						Food Tech	1 - 8
						Graphics	1 - 12
						H & SC	1-5
						Media	1 - 9
						Music	1 - 10
						Music Tech	1 - 6
						PE	1 - 5
						Performing Arts	1 - 8
						Photography	1 - 8
						Psychology	1-11
Sociology	1 - 9						
Spanish	203-231						
Sports Leaders	1 - 5						
Sports Science	1 - 5						
2 11 th Nov	Self Quizzing	Maths (H) Lines 11-19 Maths (F) Lines 13-22	English Lines 11 - 15 (Language) Lines 8 - 12 (Literature)	History Lines 8 - 14 Geography Lines 5 - 13	Science (Separate) Lines 10 - 18 Science (Combined) Lines 8 - 14 R.S Lines 4-5	Art	9 - 19
						BTEC Sport	11 - 20
						Business	4 - 7
						Computing	16 - 25
						Drama	19 - 21
						Food Tech	9 - 16
						Graphics	13 - 22
						H & SC	6-10
						Media	10 - 16
						Music	11 - 18
						Music Tech	7 - 11
						PE	6 - 10
						Performing Arts	9 - 13
						Photography	9 - 16
						Psychology	12-16
Sociology	10 - 14						
Spanish	1-231						
Sports Leaders	6 - 10						
Sports Science	6 - 15						



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Week	Activity	Monday	Tuesday	Wednesday	Thursday	Friday, Saturday, Sunday	
3 18 th Nov	Self Quizzing	Maths (H) <i>Lines 20-26</i> Maths (F) <i>Lines 23-31</i>	English <i>Lines 16 - 22 (Language) Lines 13 - 17 (Literature)</i>	History <i>Lines 15 - 21</i> Geography <i>Lines 14 - 20</i>	Science (Separate) <i>Lines 19 - 27</i> Science (Combined) <i>Lines 15 - 21</i> R.S <i>Lines 6-7</i>	Art	20 - 27
						BTEC Sport	22 - 27
						Business	8 - 12
						Computing	26 - 34
						Drama	22 - 25
						Food Tech	17 - 24
						Graphics	23 - 32
						H & SC	11-15
						Media	17 - 26
						Music	19 - 27
						Music Tech	12 - 14
						PE	11 - 15
						Performing Arts	14 - 18
						Photography	17 - 24
Psychology	17-29						
Sociology	15 - 22						
Spanish	1- 41						
Sports Leaders	11 - 20						
Sports Science	16 - 25						
4 25 th Nov	Self Quizzing	Maths (H) <i>Lines 27-40</i> Maths (F) <i>Lines 32-40</i>	English <i>Lines 23 - 28 (Language) Lines 18 - 23 (Literature)</i>	History <i>Lines 22 - 28</i> Geography <i>Lines 21 - 27</i>	Science (Separate) <i>Lines 28 - 36</i> Science (Combined) <i>Lines 22 - 38</i> R.S <i>Lines 8-10</i>	Art	28 - 36
						BTEC Sport	28 - 33
						Business	13 - 17
						Computing	35 - 40
						Drama	26 - 29
						Food Tech	25 - 35
						Graphics	33 - 40
						H & SC	16-20
						Media	27 - 31
						Music	28 - 35
						Music Tech	15 - 19
						PE	16 - 20
						Performing Arts	19 - 26
						Photography	25 - 36
Psychology	30 - 37						
Sociology	23 - 31						
Spanish	126 - 167						
Sports Leaders	21 - 25						
Sports Science	26 - 38						



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Week	Activity	Monday	Tuesday	Wednesday	Thursday	Friday, Saturday, Sunday	
5 2 nd Dec	Self Quizzing	Maths (H) Lines 41-54 Maths (F) Lines 41-49	English Lines 29 - 39 (Language) Lines 24 - 34 (Literature)	History Lines 29 - 36 Geography Lines 28 - 36	Science (Separate) Lines 37 - 46 Science (Combined) Lines 29 - 36 R.S Lines 11-12	Art	37 - 44
						BTEC Sport	34 - 53
						Business	18 - 22
						Computing	41 - 44
						Drama	30 - 31
						Food Tech	36 - 48
						Graphics	41 - 47
						H & SC	21-30
						Media	32 - 37
						Music	36 - 46
						Music Tech	20 - 26
						PE	21 - 29
						Performing Arts	27 - 39
						Photography	37 - 46
						Psychology	38 - 47
						Sociology	32 - 38
Spanish	42 - 94						
Sports Leaders	26 -30						
Sports Science	39 - 41						

Set 1 Science will need to do Science KO homework from the separate Science pages, all other sets from the combined Science pages

You will either be doing a Sports Science qualification or a Sports Leaders qualification in your core PE lessons. You only need to do KO homework for one of these sections, speak to your PE teacher if you are unsure which one applies to you.



GEOGRAPHY - YEAR 10 - M2 Paper 1b: The Living World			RAG
1.	Hot desert	Parts of the world that have high average temperatures and very low precipitation.	
2.	Opportunities in the Hot Desert	<ul style="list-style-type: none"> Valuable minerals for industries and construction. Energy resources such as coal and oil can be found in the Thar desert. Great opportunities for renewable energy such as solar power at Bhaleri. Thar desert has attracted tourists, especially during festivals. 	
3.	Challenges in the Hot Desert	<ul style="list-style-type: none"> Extreme heat makes it difficult to work outside for very long. High evaporation rates from irrigation canals and farmland. Water supplies are limited, creating problems for the increasing number of people moving into area. Access through the desert is tricky as roads are difficult to build and maintain. 	
4.	Desertification	The turning of semi-arid areas (or drylands) into deserts.	
5.	Causes of Desertification	Climate Change Reducing rainfall and rising temperatures have meant less water for plants.	
6.	Causes of Desertification	Fuel Wood People rely on wood for fuel. This removal of trees causes the soil to be exposed.	
7.	Causes of Desertification	Overgrazing Too many animals mean plants are eaten faster than they can grow back. This causes soil erosion.	
8.	Causes of Desertification	Over-Cultivation If crops are grown in the same areas too often, nutrients in the soil will be used up causing soil erosion.	
9.	Causes of Desertification	Population Growth A growing population puts pressure on the land leading to more deforestation, overgrazing and over-cultivation.	
10.	Strategies to Reduce Desertification	Water Management - growing crops that don't need much water.	
11.	Strategies to Reduce Desertification	Tree Planting - trees can act as windbreakers to protect the soil from wind and soil erosion.	
12.	Strategies to Reduce Desertification	Soil Management - leaving areas of land to rest and recover lost nutrients.	
13.	Strategies to Reduce Desertification	Technology - using less expensive, sustainable materials for people to maintain, i.e. sand fences, terraces to stabilise soil and solar cookers to reduce deforestation.	
Subject Specific Vocabulary- Living world			
14.	Abiotic	Relating to non-living things.	
15.	Biotic	Relating to living things.	



GEOGRAPHY - YEAR 10 - M2 Paper 1b: The Living World			RAG
16.	Consumer	Creature that eats animals and/or plant matter.	
17.	Decomposer	An organism, such as a bacterium or fungus, that breaks down dead tissue which is then recycled to the environment.	
18.	Ecosystem	A community of plants and animals that interact with each other and their physical environment	
19.	Food Chain	The connections between different organisms (plants and animals) that rely on one another as their source of food.	
20.	Food Web	A complex hierarchy of plants and animals relying on each other for food.	
21.	Nutrient Cycling	A set of processes whereby organisms extract minerals necessary for growth from soil or water, before passing them on through the food chain and ultimately back to the soil and water.	
22.	Global Ecosystem	Very large ecological areas on the Earth's surface (or biomes), with fauna and flora (animals and plants) adapting to their environment. Examples include tropical rainforest and hot desert.	
23.	Producer	An organism or plant that is able to absorb energy from the sun through photosynthesis.	
24.	Biodiversity	The variety of life in the world or a particular habitat.	
25.	Commercial Farming	Farming to sell produce for a profit to retailers or food processing companies.	
26.	Debt Reduction	Countries are relieved of some of their debt in return for protecting their rainforests.	
27.	Deforestation	The chopping down and removal of trees to clear an area of forest.	
28.	Ecotourism	Responsible travel to natural areas that conserves the environment, sustains the wellbeing of the local people and may involve education. It is usually carried out in small groups and has minimal impact on the local ecosystem.	
29.	Logging	The business of cutting down trees and transporting the logs to sawmills.	
30.	Mineral Extraction	The removal of solid mineral resources from the Earth. These resources include ores, which contain commercially valuable amounts of metals, such as iron and aluminium; precious stones, such as diamonds; building stones, such as granite and solid fuels, such as coal and oil shale.	
31.	Selective Logging	The cutting out of trees, which are mature or inferior, to encourage the growth of the remaining trees in a forest or wood.	
32.	Soil Erosion	Removal of topsoil faster than it can be replaced, due to natural (water and wind action), animal and human activity. Topsoil is the top layer of soil and is the most fertile because it contains the most organic, nutrient-rich materials.	
33.	Subsistence Farming	A type of agriculture producing food and materials for the benefit only of the farmer and his family.	



GEOGRAPHY - YEAR 10 - M2 Paper 1b: The Living World			RAG
34.	Sustainability	Actions and forms of progress that meet the needs of the present without reducing the ability of future generations to meet their needs.	
35.	Appropriate Technology	(Also called Intermediate Technology) Technology that is suited to the needs, skills, knowledge and wealth of local people in the environment in which they live. It usually combines simple ideas with cheap and readily available materials, especially for use in poorer countries, and is environmentally friendly.	
36.	Biodiversity	The variety of life in the world or a particular habitat.	




HISTORY - YEAR 10 - M2 The USA Conflict at Home and Abroad			RAG
1.	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.	
2.	How did President Johnson react?	President Johnson is alleged to have said, "What did you expect? I don't know why we're all surprised. When you put a foot on a man's neck and hold him down for three hundred years, and then let him up, what's he going to do? He's going to knock your block off."	
3.	Why was Martin Luther King shocked by the Watts Riots?	Because of the violence and the fact that the young black Americans felt triumphant. He felt his work had been undone.	
4.	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.	
5.	Martin Luther King's Campaign in the North	After the Watts Riots, King and the SCLC (Southern Christian Leadership Conference) felt that they had ignored and not got support from African Americans in the North. King turned his attention to the northern states, using similar methods such as non-violent marches. It was limited in success, most of those targeted remained in ghettos. By 1967, MLK seemed less interested in the North and turned his attention to the anti-Vietnam movement.	
6.	Progress by Martin Luther King	Successful in desegregating areas of the South using non-violent methods. Famous for the Montgomery Boycott, 'I have a dream', his work with Presidents JFK and Johnson as well as his leadership as a non-violent protester. Frustration in the North meant that MLK achieved limited success there.	
7.	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.	
8.	Overview of the Civil Rights Movement.	Nixon showed little sympathy to civil rights and dealt harshly with groups like the Black Panthers. Some progress in education with integration, by 1974 only 8% of southern black children attended a segregated school.	
9.	1939 Vietnam Becomes Part of Indo-China	Vietnam was known as French Indo-China (this is contemporary Vietnam, Laos and Cambodia). French rule was harsh and unpopular.	




HISTORY - YEAR 10 - M2 The USA Conflict at Home and Abroad			RAG
10.	1940 Japan Invades Vietnam	Indo-China is invaded and occupied by Japan. By 1945 Japan was defeated in WWII and forced to evacuate its conquests, including Vietnam.	
11.	Ho Chi Minh	Ho Chi Minh led the Vietnamese nationalist movement for more than three decades, fighting first against the Japanese, then the French colonial power and then the US-backed South Vietnamese. He was President of North Vietnam from 1954 until his death.	
12.	1945 France Restores Control over South Vietnam	Ho Chi Minh had attempted to claim independence for Vietnam, claiming it a democratic republic. America was sympathetic to the Vietnamese people. This was short lived; France restored their control of South Vietnam with 50,000 troops.	
13.	Viet Minh	The Viet Minh was a communist guerrilla force founded in 1941 to fight against the joint Japanese and French occupation of Vietnam during World War II.	
14.	1949 Chinese Communist party Win the Civil War	Mao Zedong, leader of the party, supported the Viet Minh with supplies of artillery. However, this caused the US to become concerned that communism would sweep across Asia (domino theory).	
15.	Domino Theory	The theory that a political event in one country will cause similar events in neighbouring countries, like a falling domino causing an entire row of upended dominoes to fall. For example, the spread of communism.	
16.	1954 France Loses the Battle of Dien Bien Phu	Battle of Dien Bien Phu and France leaves Indo-China. Only 3,000 of the 16,500 French troops survived.	
17.	Diem's Leadership.	<p>Diem was a puppet leader of the South Vietnamese government.</p> <p>His leadership was supported by the Americans, who stabilised his government with financial, military and political support.</p> <p>Diem's reign of terror in Vietnam caused huge amounts of opposition to his rule. For example, as a Catholic, Diem persecuted the Buddhists of Vietnam by removing their land and refusing to allow them to fly the Buddhist flag during Buddha's birthday.</p>	



HISTORY - YEAR 10 - M2 The USA Conflict at Home and Abroad			RAG
18.	Short Term Causes of the Vietnam War (President Eisenhower)	Fear of the domino theory (the idea that if one country becomes communist then surrounding countries will also become communist) increased American involvement in Vietnam. Vietnam is split into North and South at the Geneva Conference (1954). Opposition grows because of Diem's election and terror campaign.	
19.	Geneva Agreement 1954	 <p>Vietnam was to be temporarily split along the 17th Parallel.</p>	
20.	Guerrilla Warfare	The Vietcong used the cover of the jungle, which they knew well, to their advantage. They fought a hit-and-run guerrilla war against inexperienced American soldiers, many of whom were young conscripts. The threat of an invisible enemy and hidden traps like punji sticks - sharpened sticks of bamboo which were laid in traps - had a demoralising psychological impact on US troops.	
21.	President Kennedy (1961-63)	Kennedy was determined to get tough on communism. Kennedy initiated the 'Strategic Hamlet Policy' which meant that peasants were moved to fortified villages, guarded by troops. This caused resentment and increased support for the Vietcong. He was assassinated in 1963.	
22.	ARVN	The Army of the Republic of Vietnam consisted of the ground forces of the South Vietnamese military from its inception in 1955.	
23.	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".	
24.	Qang Duc Sets Himself Alight, 1963	Qang Duc was a Vietnamese Mahayana Buddhist monk who burned himself to death at a busy Saigon road intersection on 11 June 1963. He was protesting the persecution of Buddhists by the South Vietnamese government led by Diem.	



HISTORY - YEAR 10 - M2 The USA Conflict at Home and Abroad			RAG
25.	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.	
26.	President Johnson	Gulf of Tonkin led to Congress agreeing to the invasion of Vietnam. Tactics used by the Americans included: Operation Ranch Hand (weed killers). Agent Blue and Agent Orange), Operation Rolling Thunder (bombing campaign), Search and Destroy (search for the Vietcong and destroy them) and Napalm (slow burning petrol mixture).	
27.	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.	
28.	Ho Chi Minh Trail		
29.	Tet Offensive	Key features of the event include the widespread attack by the Vietcong in over 100 cities on Tet (New Year). The public in America saw it as a defeat and public opinion about the conflict began to turn.	



HISTORY - YEAR 10 - M2 The USA Conflict at Home and Abroad			RAG
30.	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.	
31.	Madman Theory	The madman theory is a political theory commonly associated with President Nixon's foreign policy. He and his administration tried to make North Vietnam think Nixon was irrational and volatile. According to the theory, those leaders would then avoid provoking the United States, fearing an unpredictable American response.	
32.	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.	
33.	Nixon Doctrine	Nixon said that the USA would honour treaty commitments it had made, but would not make any more military commitments. Its allies would have to take care of their own security. It would help any ally against nuclear weapons. It would provide aid, training but no troops.	
34.	Bombing Campaign of Cambodia	In March 1969, President Nixon authorised secret bombing raids in Cambodia , a move that escalated opposition to the Vietnam War in Ohio and across the United States. Nixon believed North Vietnam was transporting troops and supplies through neighbouring Cambodia into South Vietnam. This was an illegal act of war as Cambodia was a neutral country and Nixon did not have permission from Congress.	
35.	Bombing Campaign of Laos	From 1964 to 1973, the US dropped more than two million tonnes of ordnance on Laos during 580,000 bombing missions. This is equal to a planeload of bombs every 8 minutes, 24 hours a day, for 9 years. The bombings were part of the US bombing campaign to disrupt supplies getting to North Vietnam along the Ho Chi Minh trail.	
36.	Bombing Campaign of North Vietnam	The bombing campaign was a sustained bombing campaign intended to place increasing pressure on the North Vietnamese leadership to negotiate a peaceful settlement to the war.	



ART & DESIGN - YEAR 10 - M2			RAG
1.	Photoshop	An image editing software developed and manufactured by Adobe Systems Inc. Photoshop is considered one of the leaders in photo editing software.	
2.	Natural Forms	Natural forms are objects in nature in their original form. E.g. leaves, flowers, pine cones, sea weed, shells, bones, insects, stones, fossils, crystals, feathers, birds, fish, animals.	
3.	Sustainable Art	Sustainable art is art in harmony with the key principles of sustainability, which include ecology, social justice, non-violence and grassroots democracy.	
4.	Natural Colour Scheme	A colour scheme based on the colours you find in nature (e.g. greens, browns).	
5.	Decipher	To succeed in understanding, interpreting or identifying (something).	
6.	Portray	To 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	To depict (a particular subject) in a work of art.	
9.	Symbolic	Involving the use of symbols or symbolism.	
10.	Denotes	Be a sign of; indicate.	
11.	Derives	To receive or obtain from a source or origin.	
12.	Analyse	Examine (something) methodically and in detail, typically in order to explain and interpret it.	
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.	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.	
18.	Experimentation	Experimentation with different materials, processes and ideas.	
19.	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.	
20.	Analyse	Examine (something) methodically and in detail, typically in order to explain and interpret it.	
21.	Context	The circumstances that form the setting for an event, statement or idea and in terms of which it can be fully understood.	



ART & DESIGN - YEAR 10 - M2			RAG
22.	Narrative	A spoken or written account of connected events; a story.	
23.	Research	The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.	
24.	Time Management	The ability to use one's time effectively or productively, especially at work.	
25.	Negative Space	Negative space is the empty space around the subject or focus of the photograph.	
26.	Annotations	Written explanation and evaluation of your work.	
27.	Artists Analysis	Analysing an artist's work. Discussing what an artist's work is about and how it could influence your own project.	
28.	Health and Safety	The process by which you ensure you use tools and processes safely.	
29.	Mounting	Presenting your work professionally by framing art work with black paper.	
30.	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.	
31.	Interpret	Explain the meaning of (information or actions).	
32.	Aesthetic	Concerned with beauty or the appreciation of beauty.	
33.	Proportion	A part, share, or number considered in comparison to a whole.	
34.	Discussion	The action or process of talking about something in order to reach a decision or to exchange ideas.	
35.	Conclusion	A judgement or decision reached by reasoning.	
36.	Collaboration	The action of working with someone to produce something.	
37.	Problem Solving	The process of finding solutions to difficult or complex issues.	
38.	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.	
39.	A01	Develop ideas through investigations, demonstrating critical understanding of sources.	
40.	A02	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	
41.	A03	Record ideas, observations and insights relevant to intentions as work progresses.	
42.	A04	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	
ART & DESIGN - YEAR 10 - M2			RAG



43.	A04	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	
44.	Development	Developing ideas, experiments and responses to project theme.	



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BUSINESS STUDIES - YEAR 10 - M2			RAG
Marketing			
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 10 - M2			RAG
Marketing			
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?	



COMPUTER SCIENCE - YEAR 10 - M2			RAG
1.	Iterative Testing	Step by step testing to ensure that small sections of the code work, before new parts are added and then retested. Important to allow <i>traceback</i> to find what caused any errors.	
2.	Terminal Testing	Significant testing done once a program is complete under a range of conditions and on multiple hardware - often called Alpha Testing.	
3.	Beta Testing	Making a small release of the software to a group of tech-literate enthusiasts to broaden the usage-testing and get lots of feedback prior to full release.	
4.	Syntax Error	An error in the typing of the code. Missing punctuation, spacing etc.	
5.	Test Data	Data chosen to test the program. Testers use a specific range of data.	
6.	Data Range	The data that will be used to check the code works correctly.	
7.	Valid Data	Obvious data which should definitely pass.	
8.	Valid Extreme	Unusual data - the highest and lowest data - on the very edge of what should pass.	
9.	Invalid Extreme	Data, of the correct type, which is on the very edge of what should fail.	
10.	Invalid Data	Data, of the correct type, that should definitely fail.	
11.	Erroneous Data	Data that is the wrong type and should fail.	
12.	Expected Outcome	The data the code should output if it is running correctly.	
13.	Syntax Error	An error in the code - incorrectly typed, missing punctuation etc.	
14.	Logical Error	An error which, although allows the code to run, produces incorrect outcomes.	
15.	EOF Error	The End of File has been reached, whilst the computer is waiting for a snippet to be completed.	
16.	Type Error	Attempting to use data incorrectly - adding 1 to a string etc.	
17.	Name Error	Using a variable before its declaration.	
18.	Indentation Error	Loops or functions are incorrectly indented.	
19.	Authentication	Having different levels of user, and preventing everyday users from being able to significantly change a system.	
20.	Maintainability	Building software which is modular to enable sections to be updated and replaced without having to write the whole program again from scratch.	
21.	Code Comments	Annotating code so that the person maintaining or working with your code in the future is able to understand your thought process.	
22.	Indentation	Making code more readable by laying it out in a manner that keeps sections of code separate.	
23.	Iterative Testing	Step by step testing to ensure that small sections of the code work, before new parts are added and then retested. Important to allow <i>traceback</i> to find what caused any errors.	



COMPUTER SCIENCE - YEAR 10 - M2			RAG
24.	Terminal Testing	Significant testing done once a program is complete under a range of conditions and on multiple hardware - often called Alpha Testing.	
25.	Beta Testing	Making a small release of the software to a group of tech-literate enthusiasts to broaden the usage-testing and get lots of feedback prior to full release.	
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41.	Authentication	Having different levels of user, and preventing everyday users from being able to significantly change a system.	
42.	Maintainability	Building software which is modular to enable sections to be updated and replaced without having to write the whole program again from scratch.	
43.	Code Comments	Annotating code so that the person maintaining or working with your code in the future is able to understand your thought process.	
44.	Indentation	Making code more readable by laying it out in a manner that keeps sections of code separate.	



DRAMA - YEAR 10 - M2			RAG
Key Words			
1.	Theatre Practitioner	A modern term to describe someone who both creates theatrical performances and who produces a theoretical discourse that informs his or her practical work. A theatre practitioner may be a director, a dramatist, an actor or—characteristically—often a combination of these traditionally separate roles.	
2.	Stock Characters	Easily recognised, stereotypical characters	
3.	Breaking the Fourth Wall	Breaking the imaginary wall between the actors and performers by speaking clearly to the audience.	
4.	Naturalistic	Like-life, realistic, believable. The method founded by Konstantin Stanislavski.	
5.	Performance Conventions	Techniques used in a particular type of performance, such as soliloquies in Shakespeare, or direct address in an epic play.	
6.	Episodic	A series of loosely connected scenes.	
7.	Devising	A way of creating drama that begins not with writers or a script, but is based on the collaborative efforts of a group of people.	
8.	Aim	What you have the intention of achieving.	
9.	Stimulus	A resource in drama used to start a creative process by providing context, inspiration or focus.	
10.	Cyclorama	A cloth stretched tight in an arc around the back of a stage set, often used to depict the sky.	
11.	Direct Address	Speaking directly to the audience.	
12.	Objective	What the character wants.	
13.	Stylised	Non-realistic, done in a particular manner, perhaps emphasising one element.	
14.	Symbolic	Using something that represents something else.	
15.	Theme	The subject of the performance.	
16.	Hot Seat	One performer sits in a chair and, in character, answers questions.	
17.	Conflict	When two or more characters' desires are in opposition (external conflict) or when a character experiences opposing emotions (internal conflict).	
18.	Verbatim	Using exactly the same words as were used originally.	



DRAMA - YEAR 10 - M2			RAG
Sections of Coursework			
19.	Section One	<p>The student must explain:</p> <ul style="list-style-type: none"> • their initial response to the stimuli presented by the teacher and the stimulus they chose • the ideas, themes and settings they have considered for the devised piece in response to the stimulus they chose • their research findings • their own dramatic aims and intentions • the dramatic aims and intentions of the piece as a whole. 	
20.	Section Two	<p>The student must explain:</p> <ul style="list-style-type: none"> • how they developed and refined their own ideas and those of the pair/group • how they developed and refined the piece in rehearsal • how they developed and refined their own theatrical skills during the devising process • how they responded to feedback • how they as individuals used their refined theatrical skills and ideas in the final piece 	
21.	Section Three	<p>Students should analyse and evaluate:</p> <ul style="list-style-type: none"> • how far they developed their theatrical skills • the benefits they brought to the pair/group and the way in which they positively shaped the outcome • the overall impact they had as individuals <p>Students should also analyse:</p> <ul style="list-style-type: none"> • areas for further development (i.e. the aspects that didn't go as well as they'd hoped) 	
Mark Scheme for Devising			
22.	Grade 1 1-5	<ul style="list-style-type: none"> • I can remember some lines and cooperate with others on stage • I can work well with others to devise Drama • I am able to use one physical or vocal skill in a performance • I can remember some lines and cooperate with others on stage 	
23.	Grade 3 6-10	<ul style="list-style-type: none"> • I can sustain fairly convincing characters with some confidence • I am able to use more than one physical and vocal skill in a performance • I can confidently perform on my own • I am able to use two effective techniques in a performance 	



DRAMA - YEAR 10 - M2			RAG
24.	Grade 5/6 11-15	<ul style="list-style-type: none"> • I can convey well-sustained and convincing characters with confidence and some originality and support others well on stage • I can perform in theatrical experiences which demonstrate insight, originality and inspiration • I can use an array of vocal and physical skills to portray highly believable character(s) • I can show a very good variety of emotional range in performance and my personal interpretation is entirely sensitive to context • I can use an array of techniques in a performance, considering style and form, to create a very good piece of Drama 	
25.	Grade 9 16-20	<ul style="list-style-type: none"> • I can perform with a very high degree of professionalism • I can use a highly extensive and impressive range of vocal and physical skills to portray a highly believable character(s), deeply illustrating depth and motivation • I can show an outstanding variety of emotional range in performance and my personal interpretation is entirely sensitive to context • I can perform a highly stylised piece of theatre which contains an extensive range of techniques, creating an exceptional performance 	
Devising Log Section One and Two Mark Scheme			
26.	Section One Good Response	<ul style="list-style-type: none"> • The explanations given in the devising log evidence good skills in creating and developing ideas to communicate meaning • There is evidence of a creative and engaged response to the stimulus • The explanation is clear and most points are explored in some detail • A number of precise details are provided 	
27.	Section One Excellent Response	<ul style="list-style-type: none"> • The explanations given in the devising log evidence excellent skills in creating and developing ideas to communicate meaning • There is evidence of a highly developed and highly creative response to the stimulus • The explanation is very clear and points are comprehensively explored • Precise details are provided throughout 	



DRAMA - YEAR 10 - M2			RAG
28.	Section Two Good Response	<ul style="list-style-type: none"> The explanations given in the devising log evidence good skills in creating and developing ideas to communicate meaning There is evidence of considerable and mostly effective development and refinement of skills and the piece The explanation is clear and most points are explored in some detail A number of precise details are provided 	
29.	Section Two Excellent Response	<ul style="list-style-type: none"> The explanations given in the Devising log evidence excellent skills in creating and developing ideas to communicate meaning. There is evidence of extensive and highly effective development and refinement of skills and the piece. The explanation is very clear and points are comprehensively explored. Precise details are provided throughout. 	
Devising Log Section Three Mark Scheme			
30.	Good Response	<ul style="list-style-type: none"> Response demonstrates developed and secure skills in identifying and investigating how far they developed their theatrical skills and how successfully they contributed to the devising process and to the final devised piece (analysis) Response demonstrates developed and secure skills in assessing the merit of different approaches and formulating judgements about the overall impact they had as an individual (evaluation) Response is developed and clear Points are explored and supported with a number of examples 	
31.	Excellent Response	<ul style="list-style-type: none"> Response demonstrates highly developed skills in identifying and investigating how far they developed their theatrical skills and how successfully they contributed to the devising process and to the final devised piece (analysis). Response demonstrates highly developed skills in assessing the merit of different approaches and formulating judgements about the overall impact they had as an individual (evaluation). Response is critical and insightful. Points are comprehensively explored and supported in depth with thorough exemplification. 	



DRAMA: BTEC PERFORMING ARTS - YEAR 10 - M2			RAG
Key Words			
1.	Theatre Practitioner	A modern term to describe someone who both creates theatrical performances and who produces a theoretical discourse that informs his or her practical work. A theatre practitioner may be a director, a dramatist, an actor or—characteristically—often a combination of these traditionally separate roles.	
2.	Naturalism/ Realism	Like-life, realistic, believable. The method founded by Konstantin Stanislavski.	
3.	Breaking The Fourth Wall	Breaking the imaginary wall between the actors and performers by speaking clearly to the audience.	
4.	Epic Theatre	Episodic drama that seeks to provoke objective in understanding of a social problem through loosely connected scenes and to address the audience directly with analysis. The audience should “not emotionally identify” with the characters.	
5.	Physical Theatre	Emphasis on movement rather than dialogue but still remaining on par with the narrative. Techniques include movement, gesture and dance. It can be used to explore complex social and cultural issues.	
6.	Devising	A way of creating drama that begins, not with writers or a script, but is based on the collaborative efforts of a group of people.	
7.	Aim	What you have the intention of achieving.	
8.	Stimulus	A resource in drama used to start a creative process by providing context, inspiration or focus.	
Component 1 Sections			
9.	Component 1: Learning Aim A1	Examine professional practitioners’ performance work - <ul style="list-style-type: none"> To examine live theatre and to develop an understanding of the practitioners’ work. 	
10.	Component 1: Learning Aim A2	To explore the practitioners’, roles, responsibilities and skills - <ul style="list-style-type: none"> Performance roles: actor, dancer, singer Non-Performance roles: movement, designer, writer Responsibilities: rehearsing, performing 	
11.	Component 1: Learning Aim B1	Processes used in performance - <ul style="list-style-type: none"> Responding to stimuli Exploring strategies to develop performance material Sharing ideas and intentions Providing notes or feedback on improvements 	



DRAMA: BTEC PERFORMING ARTS - YEAR 10 - M2			RAG
12.	Component 1L: Learning Aim B2	Techniques and approaches used in performance - <ul style="list-style-type: none"> • Incorporate Brechtian techniques • Incorporate Stanislavskian techniques • Incorporate physical theatre / frantic assembly techniques 	
13.	Research Element for Component 1	<ul style="list-style-type: none"> • Three performances to be researched: Blood Brothers, Teechers and An Inspector Calls • To discuss how both performers and non-performers contributed to the shaping of the work you have researched • How the roles and responsibilities were used in the three plays 	
Assessment			
14.	Component 1 Aim A Final Assessment	<p>You must compare the process and techniques used to create a piece of theatre, evidencing your research within <u>each</u> of the performances you have studied. You can produce this as either -</p> <ul style="list-style-type: none"> • A written word document (with pictures) not exceeding 1000 words • A PowerPoint presentation • A large show-me board <p>The final assessment should include:</p> <ul style="list-style-type: none"> • Key characteristics of the various practitioners • Creative intentions and purpose (purpose of the play, target audience, themes, how themes are communicated in the play) • Context of play (political, social, historical) • Synopsis of play • Initial reactions after watching the play • Production elements • Link opinions and theories together with justifications as to why the director/writer/actor may have made particular choices 	
15.	Mock Assessment 1: Aim A1 Professional practitioners' performance material, influences and creative intentions	In groups, to rehearse and develop a script as a stage or film performance. Focus on acting styles and the theme. Each student sets two targets for themselves. Peer assessment for each group performance.	



DRAMA: BTEC PERFORMING ARTS - YEAR 10 - M2			RAG
16.	Mock Assessment 2: Aim A2 Practitioners' roles, responsibilities and skills	<ul style="list-style-type: none"> To examine and discuss practitioners' work in order to develop an understanding on influences, outcomes and purpose. Live theatre examples will be shown, focusing on performance styles. <p>Assessment:</p> <ul style="list-style-type: none"> To complete an extended writing piece based on the discussion above, presenting practitioners' influences, outcomes and purpose. This can be in the form of writing, show-me board or presentation. 	
17.	Mock Assessment 3: Aim B1 Processes used in performance	To explore short extracts of repertoire in class in order to develop understanding of the processes, techniques and approaches used in performance from one or all of the three performance disciplines: acting, dance and musical theatre. Vital that logbook notes are taken during the lessons.	
18.	Mock Assessment 4: Aim B2 Techniques and approaches used in performance	<ul style="list-style-type: none"> To explore West Side Story Prologue and identify acting movement skills used In pairs, create a plan on how to perform your own version of part of the prologue (creative intentions) In groups, devise non-dialogue physical acting movement to the prologue music on WSS 	
Mark Schemes Learning Aim A			
19.	Learning Aim A.1 Pass 1	Outline some key features of practitioners' work, using limited examples from one or more performance styles.	
20.	Learning Aim A.1 Pass 2	Outline the roles, responsibilities and skills of practitioners, using limited examples from one or more performance styles.	
21.	Learning Aim A.1 Merit 1	Outline some stylistic qualities of practitioners' work, using examples of performance from one or more performance styles.	
22.	Learning Aim A.1 Merit 2	Outline the roles, responsibilities and skills of practitioners, using examples from one or more performance styles.	
23.	Learning Aim A.2 Pass 1	Describe the stylistic qualities of practitioners' work, with reference to relevant examples across three performance styles.	
24.	Learning Aim A.2 Pass 2	Describe the roles, responsibilities and skills of practitioners, using relevant examples across three performance styles.	
25.	Learning Aim A.2 Merit 1	Discuss the stylistic qualities of practitioners' work using appropriate examples to justify how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles.	



DRAMA: BTEC PERFORMING ARTS - YEAR 10 - M2			RAG
26.	Learning Aim A.2 Distinction 1	Assess the stylistic qualities of practitioners' work using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles.	
Mark Schemes Learning Aim B			
27.	Learning Aim B.1 Pass 3	Identify the processes, skills and approaches used by practitioners to create performance work, with limited reference to examples of repertoire.	
28.	Learning Aim B.1 Pass 4	Outline the interrelationships between components used in performance, with reference to limited examples of repertoire.	
29.	Learning Aim B.1 Merit 3	Identify the processes, skills and approaches used by practitioners to create performance work, with basic reference to examples of repertoire.	
30.	Learning Aim B.1 Merit 4	Outline the interrelationships between components used in performance, with reference to basic examples of repertoire.	
31.	Learning Aim B.2 Pass 3	Describe the processes, skills and approaches used by practitioners to create performance work, with relevant reference to examples of repertoire.	
32.	Learning Aim B.2 Pass 4	Describe the interrelationships between components used in performance, with reference to relevant examples of repertoire.	
33.	Learning Aim B.2 Merit 2	Discuss the interrelationships between processes, skills and approaches used by practitioners, with appropriate reference to examples of repertoire used to demonstrate how they contribute to performance work.	
34.	Learning Aim B.2 Distinction 2	Explain the interrelationships between processes, skills and approaches used by practitioners, with considered reference to examples of repertoire used to demonstrate how they contribute effectively to performance work.	
35.	Level 1 Pass	Learner evidence satisfies all Level 1 Pass criteria.	
36.	Level 1 Merit	Learner evidence satisfies either: <ul style="list-style-type: none"> • All Level 1 Merit criteria <li style="text-align: center;">Or • All Level 1 Pass criteria and Learning Aim B.2 Pass 3, Learning Aim B.2 Pass 4. 	



DRAMA: BTEC PERFORMING ARTS - YEAR 10 - M2			RAG
37.	Level 2 Pass	Learner evidence satisfies all Level 2 Pass criteria	
38.	Level 2 Merit	Learner evidence satisfies either: <ul style="list-style-type: none"> • All Level 2 Merit criteria <li style="text-align: center;">Or • All Level 2 Pass criteria and Learning Aim B.2 Distinction 2. 	
39.	Level 2 Distinction	Learner evidence satisfies all Level 2 Distinction criteria.	



FOOD & COOKERY - YEAR 10 - 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-celled 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 and 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 10 - 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.	À 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.	Entrée	A French word, which in the UK, USA and Canada often means a main course on a menu. In some other countries, entrée 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. This 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 10 - 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.	



GRAPHICS - YEAR 10 - M2			RAG
1.	Agency	A business or organization 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 organization 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 and 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.	RGB	(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.	



GRAPHICS - YEAR 10 - M2			RAG
22.	Interpret	Explain the meaning of (information or actions).	
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	Succeeding in understanding, interpreting, or identifying (something).	
27.	Portray	Depicting (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	Depicting (a particular subject) in a work of art.	
30.	Storyboard	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	Examining (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, and in terms of which it can be fully understood.	
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 or the process of being so manufactured.	
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.	



GRAPHICS - YEAR 10 - M2			RAG
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.	
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.	



HEALTH AND SOCIAL CARE - YEAR 10 - M2 Life Stages			RAG
1.	Mathematical Concepts	Logic of number, mass and volume.	
2.	Memory	The ability to acquire, store and recall information across time.	
3.	Directed Thinking	Concentrating on one thing at a time.	
4.	IQ	Intelligence Quotient	
5.	EQ	Emotional Quotient	
6.	Holding a Conversation	Maintaining a 2 way discussion by the use of questions and responses.	
7.	Communication	Keeping a conversation going through verbal and non-communication.	
8.	Developing Language	Learning new words and vocabulary.	
9.	Verbal	Tone and pitch.	
10.	Non-verbal	Gestures and postures.	
11.	Emotional	A feeling that affects behaviour.	
12.	Family	People should feel secure within their family home - those they live with and those that are part of the extended family.	
13.	Positive	Happy and constructive feelings you have.	
14.	Negative	Sad or harmful feelings you can have.	
15.	Self-concept	The idea you have about yourself.	
16.	Stress	Can be caused by too much pressure.	
17.	Anxiety	Too much stress can make someone anxious which is always negative.	
18.	Noise	Too much noise can make someone stressed.	
19.	Pollution	Chemicals which can affect a person's health.	
20.	Poor Housing	Dirty/too small etc. living conditions.	
21.	Social	The way we behave with others/and where we are.	
22.	Development	The way in which something grows and matures.	
23.	Relationships	This can involve friendships, romantic and non-romantic and family bonds.	
24.	Interaction	A social exchange between 2 or more individuals.	
25.	Social Class	The class someone is in can affect their opportunities.	
26.	Urban Area	A town has more facilities.	
27.	Rural Area	A village has fewer facilities.	
28.	Status	How well respected someone is.	



HEALTH AND SOCIAL CARE - YEAR 10 - M2 Life Stages			RAG
29.	Profession	Job	
30.	Culture	A set of norms belonging to one group.	



John 10:10

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



Sapere Aude

MEDIA STUDIES - YEAR 10 - M2			RAG
Component 1 A & B GCSE (5 weeks)			
1.	Underrepresentation	Certain social groups (usually minority groups) may be rarely represented or be completely absent from media products.	
2.	Uses and Gratifications Theory	Bulmer and Katz theory on the reasons why we access media - education, personal identity, social interaction, entertainment.	
3.	Subject Specific Lexis	Language used for specific audiences and ideas.	
4.	Diegetic Sound	Sound heard within a scene.	
5.	Non-Diegetic Sound	Sound added to shot which is not audible to characters, i.e. sound track.	
6.	Camera Shot	The amount of information given within a frame.	
7.	Camera Angle	The way the camera is angled in a shot to give different meanings.	
8.	Dutch Tilt	Angle often used on horror films to give a sense of unease.	
9.	High Angle	Camera held at a high angle to give a sense of superiority to the subject.	
10.	GQ	Magazine produced since 1937 by Conde Nast for men aged 25-45.	
11.	Cover Lines	Text on front cover which hints at articles inside.	
12.	Puff	A burst of colour on a front cover to draw attention to it, often a competition or an offer.	
13.	Superimposed	When one image is placed over another.	
14.	Tagline	Catch phrase linked to the title.	
15.	Hyperbole	Exaggeration	
16.	Ethnicity	The cultural background or race you belong to.	
17.	Diversification	Where media organisations who have specialised in producing media products in one form move into producing content across a range of forms.	
18.	Audience Response	How audiences react to media products, e.g. by accepting the intended meanings (preferred reading).	
19.	Four Cs	This stands for Cross Cultural Consumer Characteristics and was a way of categorising consumers into groups through their motivational needs. The main groups were Mainstreamers, Aspirers, Explorers, Succeeders and Reformers.	
20.	Fan	An enthusiast or aficionado of a particular media form or product.	
21.	Public Service Broadcaster	A radio and television broadcaster that is independent of government, financed by public money and is seen to offer a public service by catering for a range of tastes.	



MEDIA STUDIES - YEAR 10 - M2			RAG
Component 1 A & B GCSE (5 weeks)			
22.	Vertical Integration	Vertically integrated companies own all or most of the chain of production for the product. For example, a film company that also owns a chain of multiplex cinemas (to exhibit their films) and merchandise outlets.	
23.	Horizontal Integration	Horizontally integrated companies own companies that perform the same role in the media.	
24.	Pre-Production	Planning a media text and organising filming crew, cast, set production, etc.	
25.	Production	The act of actually making a media text, i.e. filming.	
26.	Post-Production	The final stage of creating a media text, i.e. editing, adding sound and visual effect.	
27.	Pride	Monthly lifestyle magazine published since 1990 for females of colour between 25-45.	
28.	FGM	Female Genital Mutilation.	
29.	Direct Address	In visual terms this is where the model is looking directly in the camera so therefore at the audience.	
30.	Naomi Harris	Actress who played a Bond girl but also Calypso from Pirates of the Caribbean.	
31.	Metrosexual	Heterosexual urban man who enjoys shopping, fashion and similar interests traditionally associated with women or homosexual men.	
32.	TWWTGG	The Man With The Golden Gun - 1974 - starring Roger Moore.	
33.	Ian Fleming	Author of the James Bond novels.	
34.	Protagonist	Main character who is often the hero.	
35.	Oil Crisis	Energy Crisis in 1973 - Arab nations stopped supplying oil to USA.	
36.	Martial Arts	Fighting style from Asia which was very popular in the 70s - Bruce Lee.	
37.	Antagonist	Character who often tries to stop the protagonist achieving their goal.	



MUSIC - YEAR 10 - M2			RAG
1.	Monophonic	Having a single line of melody.	
2.	Homophonic	Having a melody with an accompaniment.	
3.	Polyphonic	Having multiple melodic lines simultaneously.	
4.	Heterophony	The simultaneous variation of a single melodic line.	
5.	Unison	Two or more musical parts sounding the same pitch, usually at the same time.	
6.	Octaves	All voices or instruments are singing or playing the same melodic line.	
7.	Solo	One performer	
8.	Duet	Two performers	
9.	Call & Response	A form of interaction between a speaker and an audience in which the speaker's statements ("calls") are punctuated by responses from the listeners.	
10.	Imitation	The repetition of a melody in a polyphonic texture shortly after its first appearance in a different voice.	
11.	Ground Bass	A repeated bass pattern especially in baroque music (1750 onwards).	
12.	Rondo Form	ABACADAE etc.	
13.	Variations	Theme played in altered forms.	
14.	Ternary	Aba form	
15.	12 Bar Blues	Jazz with the chord sequence I I I IV IV I I V IV I V	
16.	Minuet and Trio	A common form used in classical music and composition.	
17.	Repetition	Music repeated unchanged.	
18.	Recapitulation	The return of the opening passage towards the end of a piece.	
19.	Decoration	Ornaments and additional notes added to melody.	
20.	Sequence	A phrase repeated higher or lower in pitch.	
21.	Imitation	Voices and instruments copying one another usually after a short gap.	
22.	Strophic form	Verse and chorus ABABABA etc.	
23.	Ritornello	A recurring sequence in baroque music (played tutti).	
24.	Canon	A melody which can be repeated, delayed and layered over itself.	
25.	Ostinato	Repeated pattern in music.	
26.	Riff	An ostinato in jazz and pop.	

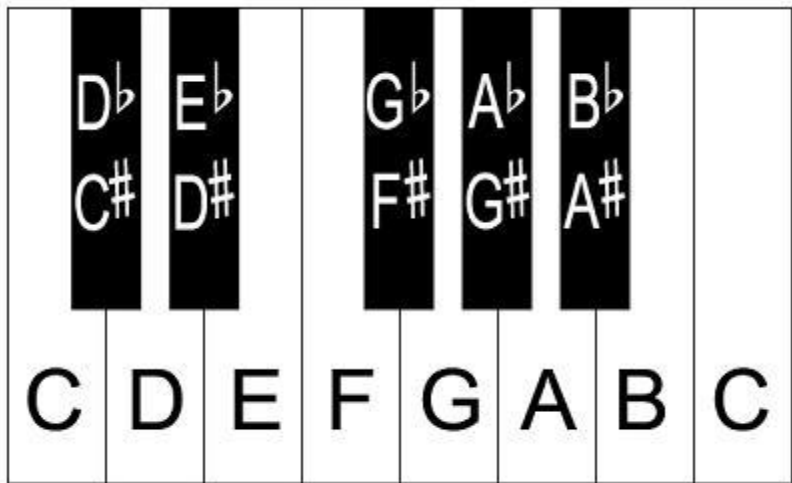


MUSIC - YEAR 10 - M2			RAG
27.	Motif	A short musical idea which can be developed.	
28.	Episode	A passage of music which moves away from the main theme.	
29.	improvised	Made up, without notation, spontaneous.	
30.	Raga	Indian music built over a particular style.	
31.	Alap	The opening section in a raga, usually in free time and improvised.	
32.	Jhor	The next section in a raga where the tempo becomes more defined.	
33.	Jhala	The main and final section in a raga. Tempo increases and the table plays.	
34.	Middle eight	A contrasting section of a pop song.	
35.	Through Composed	Starts and keeps going with little clear structure.	
36.	Grave	Slowly and solemnly	
37.	Lento	Slow	
38.	Largo	Slow and dignified	
39.	Adagio	Slow, but not as slow as largo	
40.	Adante	Moderately slow	
41.	Allegro	Moderately fast	
42.	Vivace	Lively and fast	
43.	Presto	Very fast	
44.	Accelerando	Gradually speeding up	
45.	Rallentando	Gradually slowing down	
46.	Rubato	The temporary disregarding of strict tempo to allow an expressive quickening or slackening, usually without altering the overall pace.	



MUSIC TECH – YEAR 10 – M2

Logic Pro X

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.	Keyboard Layout	
3.	DAW	Digital Audio Workstation. Software that allows you to record, mix and produce your own music.
4.	Plugin	A computer program designed to extend your sequencer package with extra effects, audio processing or instrumentation.
5.	Mono	Mono or Monophonic is a signal carried on a single channel. On a stereo system the signal would be duplicated.
6.	Panning	Placing a sound in the stereo field e.g. in the left or right speaker.
7.	Track	In software, tracks generally contain audio and MIDI layers. There are many kinds of 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.
8.	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.
9.	Stereo	Stereophonic is a signal carried on two channels, left and right to represent a sound image for the human ears.
10.	Tempo	How fast or slow a piece of music is. 60bpm (beats per minute) is a tempo of 1 beat per second.



MUSIC TECH – YEAR 10 – M2**Logic Pro X**

11.	Loop	A repeated passage. Often used to refer to samples that are imported into a sequence and repeated.
12.	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.
13.	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.
14.	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.
15.	Software Synthesizer	MIDI sound-generating circuitry utilises mathematical functions which alter a stream of digital numbers.
16.	Waveform	A sound signal which has a particular shape when displayed on an oscilloscope.
17.	WAV File	A commonly used file for storing digital audio information. More common on PC-based computers.
18.	Sample	A sample is a short pre-recorded sound. A digital recording of a naturally occurring sound.
19.	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.
20.	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.
21.	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.
22.	Rhythm	The combination and patterns of different note lengths around a beat
23.	Metre	The patterns of the beats. Can be regular or irregular
24.	Silence	No sound, or pauses within the music
25.	Melody	The tune. A mixture of pitches and rhythms.
26.	Dynamics	How loud of how quiet a piece of music or instrument is.



PE: BTEC SPORT - YEAR 10 - M2 Unit 1			RAG																																
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) <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Rating</th> <th>How Hard you are Exercising</th> </tr> </thead> <tbody> <tr><td>6</td><td>No. exertion at all</td></tr> <tr><td>7</td><td>Very, very light</td></tr> <tr><td>8</td><td></td></tr> <tr><td>9</td><td>Very light</td></tr> <tr><td>10</td><td></td></tr> <tr><td>11</td><td>Light</td></tr> <tr><td>12</td><td></td></tr> <tr><td>13</td><td>Somewhat hard</td></tr> <tr><td>14</td><td></td></tr> <tr><td>15</td><td>Hard</td></tr> <tr><td>16</td><td></td></tr> <tr><td>17</td><td>Very hard</td></tr> <tr><td>18</td><td></td></tr> <tr><td>19</td><td>Extremely hard</td></tr> <tr><td>20</td><td>Maximal Exertion</td></tr> </tbody> </table>	Rating	How Hard you are Exercising	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	
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19.	RPE and HR Calculation	RPE x 10 = HR (bpm)																																	



PE: BTEC SPORT - YEAR 10 - M2 Unit 1			RAG
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.	



PE: BTEC SPORT - YEAR 10 - M2 Unit 1			RAG
28.	Continuous Training (Aerobic Endurance Training)	Long, slow, steady-state or distance training; good for beginners or low level fitness, or those recovering from injury.	
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	<ul style="list-style-type: none"> 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.	



PE: BTEC SPORT - YEAR 10 - M2 Unit 1			RAG
44.	Multistage Fitness Test	Measures aerobic endurance.	
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	



PE: GCSE - YEAR 10 - M2 Socio Cultural Influences in Sport			RAG
1.	Sportsmanship	Involves behaviour that shows fair play, respect for opponents and gracious behaviour, whether winning or losing.	
2.	Etiquette	This is about the accepted way of behaving in a particular situation whilst observing the rules and regulations of the physical activity.	
3.	Gamesmanship	The use of unethical, although often not illegal, methods to win or gain an advantage in a game or sport.	
4.	Deviance	This involves human behaviour that goes against societal norms and values, and against the law. Violence in sport: <u>Reasons for player violence:</u> <ol style="list-style-type: none"> 1. Instinctive response 2. Frustration 3. Copying others 4. Anger 	
5.	PEDs	<u>Performance Enhancing Drugs:</u> Anabolic Steroids: Allow people to train for longer and harder, increasing strength/aggression. Beta Blockers: Used to control heart rate and high blood pressure. Stimulants: E.g. amphetamines. Increase brain stimulation and alertness.	
Sports Psychology			
6.	Motor Skill	An action that has a target and requires voluntary body movement to achieve this goal.	
7.	Skilful Movement	A predetermined objective is accomplished with maximum efficiency and with minimal energy used.	
8.	Efficiency	No wasted energy e.g. when hitting a ball in cricket.	
9.	Pre-determined	E.g. the trampolinist knows her routine before she starts.	
10.	Aesthetic	A basketball player shoots the ball using the correct technique that looks good.	
11.	Perception	A concept that involves interpretation of stimuli. Not all stimuli are perceived and what is perceived depends on experience and ability.	
12.	Cognitive Skills	Involve the intellectual ability of the performer. These skills affect the perceptual process and help us make sense of what is required in a situation.	
13.	Complex Skills	Sporting example: slip catch in cricket, a diagonal pass made by a midfielder in football when faced with pressure.	
14.	Simple Skills	Sporting example: kicking a football over a short distance.	
15.	Goal Setting	Encouraging individuals to stick to a routine and to motivate performers.	



PE: GCSE - YEAR 10 - M2 Socio Cultural Influences in Sport			RAG
16.	SMART Targets	<ul style="list-style-type: none"> • Specific • Measurable • Achievable • Realistic • Timed 	
17.	Performance Goals	Related to the performance or technique of the activity.	
18.	Outcome Goals	Concerned with the end result, whether you win or lose.	
19.	Anxiety	The feeling of fear that we experience that something might go wrong either in the present or in the future.	
20.	Cognitive Anxiety Management Techniques	Ways of coping that affect the mind and therefore can control anxiety. Example: CBT (Cognitive Behavioural Therapy)	
21.	Somatic Anxiety Management Techniques	Ways of coping that affect the body directly such as relaxation.	
22.	Mental Preparation Techniques	Used by those who participate in physical activities to help combat both cognitive and somatic anxiety.	
23.	Imagery	Can help improve both concentration and relaxation through creating pictures in our minds.	
24.	Mental Rehearsal	Can involve both internal and external imagery: External imagery: Watching yourself from outside of your body via film. Internal imagery: Imagine yourself performing the activity and visualising success.	
25.	Selective Attention	Concentrating on relevant tasks and not becoming distracted by irrelevant information.	
26.	Positive Thinking	Talking to yourself or thinking through how successful you will be.	
27.	Self Talk	Helps with self-confidence and with raising levels of aspiration.	
28.	Guidance	Visual: Coach demonstration of a skill. Verbal: Coach telling a pupil to watch the ball when catching. Manual: Coach supporting a gymnast in a vault. Mechanical: Learner swimmer using armbands/trampolinist wearing a harness.	
29.	Kinaesthetic Sense	The sense we get through movement. Proprioceptors found in muscles, ligaments and joints pick up signals to the brain to tell us what we need to do.	



PHOTOGRAPHY - YEAR 10 - M2			RAG
31.	Photography	Comes from two old Greek words “phos” meaning light and “graph” meaning to draw.	
32.	Bracketing	Taking a series of images at different exposures.	
33.	Bulb	The “B” setting on your camera where the shutter remains opened as long as the button or cable release (remote trigger) is pressed.	
34.	EV	Exposure Value is a number that represents the various different combinations of aperture and shutter speed that can create the same exposure effect.	
35.	Prime or Fixed Lens	Any lens that does not zoom and is a set focal length.	
36.	Camera Resolution	The dimensions your cameras sensor is capable of capturing (expressed in megapixels).	
37.	Manual	The user is setting the ISO, shutter speed and aperture.	
38.	Shutter Priority	The user is selecting ISO and shutter speed, the camera is then choosing the aperture to make a correct exposure.	
39.	Aperture Priority	The photographer selects the ISO and aperture and the camera picks the shutter speed.	
40.	Ambient Light	The light that is occurring in the scene without adding any flash or light modifiers (referred to as available light).	
41.	Main Light	The main light source for a photograph.	
42.	Fill Light	The light source that is secondary to the mail light. It is used to “fill” in the shadows to a desired degree.	
43.	Lighting Pattern	The way the light falls on the subjects face.	
44.	Speedlight	Small portable flash which can attach to your camera’s hot shoe or stand-alone if activated remotely.	
15.	Reflector	A device that is used to reflect light, generally back towards the subject.	
16.	Light Meter	A device that measures the amount of light in a scene.	
17.	Remote Flash Trigger	A device used to fire speed lights off camera.	
18.	Hard Light	Harsh or undiffused light, e.g. produced by bright sunlight, a small speed light or an on-camera flash.	



PHOTOGRAPHY - YEAR 10 - M2			RAG
19.	Soft Light	Diffused light, e.g. from an overcast sky, north facing window with no direct light or a large studio soft box.	
20.	Flash Sync	The synchronization of the firing of an electronic flash and the shutter speed.	
21.	Golden Hour	Also called “magic hour”, is the hour right before sunset or right after sunrise.	
22.	Selfie	A self portrait.	
23.	Colour Space	The range of colour that can be reproduced on a computer monitor or in print.	
24.	Diffuser	Any device that diffuses, spreads out or scatters light in some manner.	
25.	Megapixel	The unit of measure used to describe the size of the sensor in a digital camera.	
26.	Negative Space	The area which surrounds the main subject in your photo.	
27.	Orientation	The way you take and display your photographs.	
28.	RAW Files	File format that contains all of the data captured during the exposure in an unedited format.	
29.	Audio	Where sound can be recorded along with video.	
30.	Autofocus	The ability of the camera and lens to keep the subject in focus during an exposure.	
31.	Colour Palette	The set of available colours.	
32.	Memory card	This is a removable device used in digital cameras to store the image data captured by the camera.	
33.	Pixel	Short for picture element, pixels are the tiny compounds that capture the digital image data recorded by your camera.	
34.	Resolution	Refers to the number of pixels, both horizontally and vertically, used to either capture or display an image.	
35.	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.	
36.	Saturation	The depth of the colours within a photographic image.	
37.	SD Card (Secure Digital)	Secure Digital memory cards have enabled camera manufacturers to further reduce the size of digital cameras.	
38.	Time-Lapse	A series of photographs captured over a period of time.	



PHOTOGRAPHY - YEAR 10 - M2			RAG
39.	Watermark	In digital photography, a watermark refers to information that is embedded in the image data to protect the copyrights of the image.	
40.	Fish Eye Lens	Produces images with a strong visual distortion.	
41.	Image Stabilisation	This cuts down blur by compensating on pan and tilt movements. It helps against camera shake when not using a tripod.	
42.	Lens Hood	It blocks the sun or other light sources to prevent glare and lens flare.	
43.	Overexposure	An image or part of an image that receives too much light to be a proper exposure.	
44.	Underexposure	An image or part of an image that doesn't receive sufficient light for proper exposures.	
45.	Red Eye	Red Eye occurs when a camera captures light reflecting from the retina at the back of your subject's eye.	
46.	Contrast	An image with high contrast will exhibit a full range of tones from black to white, with dark shadows and bright highlights.	



PSYCHOLOGY - YEAR 10 - M2 Psychological Problems			RAG
1.	Cognitive	Aim to change faulty thinking and make thoughts more rational (logical/balanced).	
2.	Behaviour Activation	Planning and doing a pleasant activity creates positive emotions.	
3.	Reductionist	Antidepressant medication targets neurotransmitters only and ignores other factors.	
4.	Holistic	CBT focuses on all psychological problems which is treating the whole person.	
5.	CoBAIT Trial	Cognitive behavioural therapy as an adjunct to medication for treatment-resistant depression.	
6.	Independent Variable	What is being manipulated by the researcher.	
7.	Dependent Variable	What is being measured by a researcher to see if changing the IV has had any effect.	
8.	Extraneous Variables	Extraneous variables are any variables that you are not intentionally studying in your experiment or test.	
9.	Reliability	If you repeat a study you get the same result.	
10.	Validity	Study/tool measures what it intended to measure.	
11.	Generalisability	Measure of how well a researcher thinks their experimental results from a sample can be extended to the population as a whole.	
12.	Addiction	A mental health problem in which an individual takes a substance or engages in a behaviour that is pleasurable but eventually becomes compulsive with harmful consequences. Addiction is characterised by physical and/or psychological dependence, tolerance and withdrawal.	
13.	Dependence	Frequently using a substance or carrying out a behaviour can result in a compulsion to continue such behaviours/use. When the behaviour is not repeated or the substance is not present, withdrawal symptoms will occur.	
14.	Substance Abuse	Using a substance in a way that is harmful or dangerous, often the result of consistent use or misuse.	
15.	Substance Misuse	Using a substance in ways, or in quantities, that may be damaging and that is different to the recommended manner of use.	
16.	ICD - 10	International classification of diseases version 10 (ICD-10). A European standard for diagnosing health.	
17.	Hereditary	Being passed genetically from parent to child.	
18.	Genetic Vulnerability	Having a biological predisposition/susceptibility towards developing conditions or disorders that can be hereditary.	



PSYCHOLOGY - YEAR 10 - M2 Psychological Problems			RAG
19.	Twin Studies	Research conducted using twins. It is assumed that twins share a similar environment, so by comparing MZ and DZ twins, researchers can conduct a natural experiment, where the independent variable is a degree of genetic similarity. This mean the influence of genetic factors can be assessed.	
20.	Monozygotic Twins (MZ)	Have the same genes.	
21.	Dizygotic Twins (DZ)	Non-identical twins, share about 50% of the same genes.	
22.	Peer Influence	The effect that those who are similar to us can have on our opinions, behaviours and choices.	
23.	Social Norms	Refers to a behaviour or belief that is standard, usual or typical of a group of people.	
24.	Social Learning Theory	Theory by Albert Bandura, explains how other people influence our behaviour. This is done though observation, vicarious reinforcement, imitation and direct reinforcements.	
25.	Observation	Watching another person's behaviour.	
26.	Imitation	Acting out a behaviour which another person has displayed.	
27.	Vicarious Reinforcement	Watching another person gain a reward from acting out a certain behaviour.	
28.	Direct Reinforcement	Getting a reward from acting out a certain behaviour.	
29.	Social Identity Theory	Social behaviour is determined by the character and motivations of the person as an individual (interpersonal behaviour) as well as by the person's group membership	
30.	Aversion Therapy	A treatment to help people stop undesirable behaviours (e.g. substance abuse). The person experiences some form of discomfort when carrying out the undesirable behaviour. This results in the behaviour becoming associated with the discomfort and therefore being less likely to be engaged in, in the future.	
31.	Classical Conditioning	Learning by association. Occurs when two stimuli are repeatedly paired together - an unconditioned (unlearned) stimulus (UCS) and a 'new' neutral stimulus. The neutral stimulus eventually produces the same response that was first produced by the unlearned stimulus alone.	
32.	Adherence	Attachment or commitment to a person, cause, or belief.	
33.	Holistic	The belief that all the parts of something (e.g. human behaviour) are connected and are only fully able to be understood by looking at the 'bigger picture' or referring to the whole.	



PSYCHOLOGY - YEAR 10 - M2 Psychological Problems			RAG
34.	Reductionist	The belief that something (e.g. human behaviour) is only fully able to be understood by simplifying it to its most fundamental and basic parts.	
35.	12-Step Recovery Programme	A self-help group based on the idea first formulated by Alcoholics Anonymous which set out 12 principles to follow in overcoming addiction.	
36.	Self-Help Groups	A number of individuals who gather together in order to provide mutual support for one other.	
37.	Self-Management Programmes	Educational programmes in addition to regular treatment and disease-specific education that are aimed at supporting and empowering people so that they can take responsibility for their own wellbeing.	
38.	Conformity	When perceived group pressure leads to people changing their opinions or behaviours in order to fit in with socially accepted conventions and norms.	
39.	Naive Participants	Participants who are unaware of the true aim of the study.	
40.	Confederate	A person one works with, especially in something secret; an accomplice.	
41.	Asch Effect	The extent to which people conform even in unambiguous situations, when the answer is clearly wrong.	
42.	Communist	A communist is a person who believes the woes we are experiencing today are not owing to the faults of individuals but to the economic system of capitalism under which we live.	
43.	Individualist	Individualism is the moral stance, political philosophy, ideology or social outlook that emphasises the moral worth of the individual. Individualists promote the exercise of one's goals and desires and so value independence and self-reliance, and advocate that interests of the individual should achieve precedence over the state or a social group.	
44.	Collectivist	Collectivism is a value that is characterised by emphasis on cohesiveness among individuals and prioritisation of the group over the self.	
45.	Group Size	The more people there are in a group, the greater the pressure to conform to the group opinion. However, Asch found that increasing the group size to more than 3 did not increase the chance of conforming.	
46.	Anonymity	No one knows who the person is. Asch found that when participants were allowed to write their answers down anonymously there was less conformity.	
47.	Task difficulty	As the difficulty of the task increases, the answer becomes less certain, increasing the chance of conforming.	



SOCIOLOGY - YEAR 10 - M2			RAG
Cultural Transmission			
Socialisation and Diversity			
1.	Socialisation	The way we learn morals and values from society .	
2.	Primary Socialisation	Learning morals and values from parents, friends and relatives.	
3.	Secondary Socialisation	Learning morals and values from school, doctors, etc.	
4.	Agents of Socialisation	The people who we learn our morals and values from.	
5.	Diversity	How spread apart from a particular 'norm' a society or culture is.	
6.	Cultural Diversity	A wide variety of ethnic groups within a society.	
7.	Feral Children	Children lacking socialisation.	
8.	Gender Construction	Creating gender differences that exist in society.	
9.	Gender Socialisation	Learning typical behaviour for a gender (i.e. boys will play with cars, girls will play with dolls).	
Social Control and Culture			
10.	Class	Stratification of groups in society based on economics, money and ascribed status.	
11.	National Identity	Cultural factors that make a society independent, such as religion (i.e. value and legal system is based on Protestantism).	
12.	Ethnicity	Belonging to social group that has shared national or cultural tradition.	
13.	Social Control	Society is regulated by norms, values and social structure.	
14.	Cultural Transmission	The act of learning and passing on information from one culture (including subculture) to another.	
Debates in Sociology and Culture			
15.	Ethics	Moral codes shared by society and individuals.	
16.	Consent	An individual/society's permission to participate in research.	
17.	Paternalism	Men treat fellow adults like children and make decisions for them (i.e. doctor making decisions for an elderly patient).	
18.	Value	Sense of worth provided by society.	
19.	Moral	Set of values that an individual lives by to be good.	
20.	Free Will v Determinism	We have complete freedom over our choices verses we are determined by biology or by a ruling system to never be completely free in our decision making.	
21.	Nature v Nurture	Biology v things we have learnt through society.	
22.	Alternative Families	Non-nuclear families (i.e. same sex, single parent) are more acceptable v religion and functionalism.	
Exam Question Terms			
23.	Short Answer Question	Question that has marks between 1 and 4 marks.	
24.	Extended Response Questions	Three questions: 10 marks, 10 marks, 20 marks.	



SOCIOLOGY - YEAR 10 - M2			RAG
Cultural Transmission			
25.	Describe	Write about what you see/what something is, i.e. describe what white collar crime is.	
26.	Explain	Elaborate/unpack/extend, i.e. explain why we have a police service in the UK.	
Practical Issues Affecting Research			
27.	Access	How easy it will be for the Sociologist to find and research the chosen people.	
28.	Time	How long a piece of research will take to design, undertake and be analysed.	
29.	Gatekeeper	The power of some people, groups or organisations to limit access to something valuable or useful. For example, doctors act as gatekeepers as they have the power to allow or refuse entry to patients.	
30.	Cost	How much a piece of research will cost to design, undertake and the data analysed.	
31.	Closed Community	A closed community intentionally limits links with outsiders and outside communities. Closed communities may be of a religious, ethnic or political nature. Governance of closed societies varies.	
Ethical Issues Affecting Research			
32.	Informed Consent	Informed consent is a process for getting permission before conducting research with a person or for disclosing personal information. Informed consent is collected according to guidelines from the British Sociological Association research ethics.	
33.	Validity	Information or research is valid if it is true to life. It measures what happens accurately and reflects reality in some way.	
34.	Ethics	Moral principles that govern a person's behaviour or the conducting of an activity.	
35.	Anonymity	When someone's name is not given or known in the research process.	
36.	Objective/ Objectivity	To be scientific and value free.	
37.	Laboratory Experiment	A laboratory experiment is an experiment that is carried out in a controlled environment.	
38.	Field Experiment	A field experiment is an experiment that takes place in a natural environment.	



SPANISH - YEAR 10 - 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	



SPANISH - YEAR 10 - M2 En Mi Ciudad			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 río/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 nivel del mar	at...metres above sea level	
50.	Tiene...	It has...	
51.	unos impresionantes paisajes naturales	some amazing natural landscapes	
52.	varias 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 / otoño / 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	



SPANISH - YEAR 10 - M2 En Mi Ciudad			RAG
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	



SPANISH - YEAR 10 - M2 En Mi Ciudad			RAG
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	
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...	



John 10:10

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



Sapere Aude

SPANISH - YEAR 10 - M2 En Mi Ciudad			RAG
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.	De compras	Shopping	
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.	Los pros y los contras de la ciudad	The pros and cons of living in a city	
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	



SPANISH - YEAR 10 - M2 En Mi Ciudad			RAG
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	
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.	





John 10:10

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



Sapere Aude