



Knowledge Organiser

Year 11

Summer term A

Name:

Tutor:

What is a Knowledge Organiser?

Knowledge Organisers are a central place where staff have placed key content, skills and knowledge to help you progress. These skills are essential for your success and will need to be memorised and applied in your lessons. There are some techniques for how you can use Knowledge Organisers below:



Look Cover Say Write Check

LOOK ...at the sounds, or parts of the words as you read the word.
 three... **th...r...ee** (phonemic spelling strategy)
 twice... **tw...ice** (onset-rime spelling strategy)
 enormous... **en...or...mous** (syllabic spelling strategy)

COVER ...the word. Try to see the word and all its sounds in your head.
 th...r...ee

SAY ...each sound or part of the word while revealing a finger.
 three... **th - r - ee**
 twice... **tw - ice**
 enormous... **en - or - mous**

WRITE ...the word in alternating colours.
 th-r-ee (phonemic spelling strategy)
 tw-ice (onset-rime spelling strategy)
 en-or-mous (syllabic spelling strategy)

CHECK ...your work.
 [checkmark] [X]

Flashcards

These are a very good and simple self testing tool, they can be physical or electronic.

To make your own, take some card and cut into rectangles, roughly 10cm x 6cm.

Write the keyword on one side and the definition on the other. Go through your cards looking at one side and seeing if you can remember the keyword/definition on the other side.

This video offers a really good guide for using them effectively:

<https://www.youtube.com/watch?v=eVajQPuRmk8>

Questions/Answers, Answers/Questions

Question: In what year was George V's coronation?

Answer: 1910

Ask a parent, carer or study partner to write you questions (or answers) and then you write the answer (or possible question that would correspond to the answer).

You can also write your own questions. If you do this leave it at least a day until you answer them to see what you can remember after a while.

Always check and correct!

A. Keywords

Adjective – a word naming an attribute of a noun, such as *sweet, red, or technical*.

Adverb - modify verbs, adjectives, or other adverbs. E.g. Kindly, slowly, here and often.

Alliteration – the occurrence of the same letter or sound at the beginning of adjacent or closely connected words.

Anecdote - a short amusing or interesting story about a real incident or person.

Assonance – the resemblance of sound between syllables of nearby words, arising particularly from the rhyming of two or more stressed vowels (e.g. *sonnet, porridge*).

Emotive Vocabulary – a word or phrase used to have a greater emotional impact on their audience. E.g. 'Brave gran risks life to save emaciated dog'. Or 'Abandoned children found in filthy, flea-infested flat'

Foreshadowing - a warning or indication of (a future event).

Juxtaposition - the fact of two things being seen or placed close together with contrasting effect.

Metaphor - a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.

Onomatopoeia – the formation of a word from a sound associated with what is named. E.g. 'boing' slap' and 'rustle'.

Personification – the attribution of a personal nature or human characteristics to something non-human.

Plosives – a speech sound - *t, k, p, d, g,* and *b* sounds.

Repetition – the action of repeating something that has already been said or written.

Sibilance – the soft consonant sounds in words. E.g. Sally sells seashells by the seashore.

Simile – a figure of speech involving the comparison of one thing with another using like or as (e.g. *as brave as a lion*).

Triadic structure – a group of three, especially of three closely related things.

Pronoun – a word used in place of a noun. E.g. I, you, we, our, he, she.

Semantic Field - a set of words related in *meaning*.

B. Paper 1

Section A: Reading

Q1. List four things from this part of the text about...4 marks / 5 mins.

Q2. How does the writer use language here to describe...? 8 marks / 10 mins.

Q3. How has the writer structured the text to interest you as a reader? 8 marks / 10 mins.

Q4. 'To what extent do you agree?' 20 marks/ 25 mins.

Section B: Writing

Q5. Write a description suggested by this picture...40 marks / 45 mins.

E. Paper 1 tips!

Q2: * Try to explore at least 5 words from the passage * Look for related words (semantic field) * Always identify the technique used and evaluate the intended effect, 'this suggests that...'

Q3: * Explore the focus within the opening and closing paragraphs * who is the focus/ what is happening? * discuss the mood / atmosphere. Does it change? * Explain the significance of the internal description (thoughts) and external description (setting).

Q4: * Use a range of quotations to support and strengthen your viewpoint * identify the technique used (language or structure) and evaluate how the words create meaning.

Q5: * Choose interesting vocabulary * use a range of toolkit techniques (see key terms) * vary the sentence structures and punctuation used.

F. Expert Modelling: Q5 Descriptive writing

My boots crunched through the powdered snow. They detonated like Christmas crackers every time my feet hit the ground. The world around me was imprisoned in a glair-white silence. Nothing sounded, nothing stirred, nothing sang. Winters slaving fangs had come and gone. Its lacerating winds had stripped the last leaves from the trees, leaving them naked and brooding in a harsh world. They were wrapped in their surgical coats now, groaning under the weight of the snow. Occasionally, a great limb would creak, crack and collapse. It sounded like an explosion going through the forest. Other than that, an alien serenity garbed the forest.

Subject: English

Topic: AQA Language



C. Paper 2

Section A: Reading

1. True or false 4 marks / 5mins.

2. Write a summary of the differences between8 marks / 10 mins.

3. How does Henry use language to try to influence his father? 12 marks / 15 mins.

4. Compare how the two writers convey their different attitudes to... 16 marks / 20 mins.

Section B: Writing

5. Write an article for a broadsheet newspaper in which you explain your point of view on this statement. 40 marks / 45 mins.

D. Paper 2 tips!

Q2: * Summarise and interpret both texts * make connections between the two texts and analyse them – infer similarities / differences * use a range of relevant quotations.

Q3: * Try to explore at least 5 words from the passage * Look for patterns within language (semantic field) * Always identify the technique used and evaluate the intended effect, 'this suggests that...'

Q4: * Compare ideas and perspectives in a perceptive way * Analyse how words / features are used to create meaning * include a judicious range of quotations / terminology.

Q5: * Highlight the form, audience and purpose in the question * What are you being asked to do? Choose interesting vocabulary * use a range of toolkit techniques (see key terms) * vary the sentence structures and punctuation used.

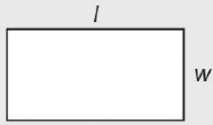
G. Wider thinking / further reading

<http://www.aqa.org.uk/exams->

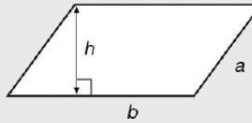
<https://www.bbc.com/education/examspecs/zcbchv4>

A. Area and volume

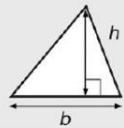
Rectangle = $l \times w$



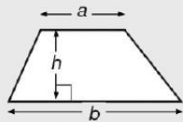
Parallelogram = $b \times h$



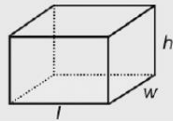
Triangle = $\frac{1}{2} b \times h$



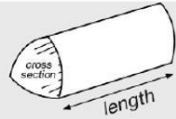
Trapezium = $\frac{1}{2}(a + b)h$



Cuboid = $l \times w \times h$



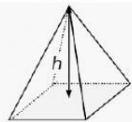
Prism = area of cross section \times length



Cylinder = $\pi r^2 h$



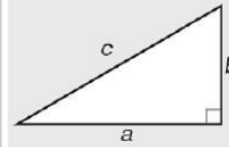
Pyramid = $\frac{1}{3} \times$ area of base $\times h$



B. Right Angled Triangles

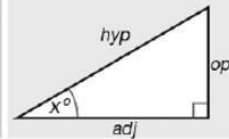
Pythagoras' Theorem

For a right-angled triangle,
 $a^2 + b^2 = c^2$



Trigonometric ratios (*new to F*)

$\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

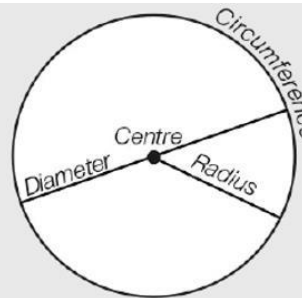


E. Circles

Circumference = $\pi \times$ diameter, $C = \pi d$

Circumference = $2 \times \pi \times$ radius, $C = 2\pi r$

Area of a circle = $\pi \times$ radius squared, $A = \pi r^2$



F. Quadratic Equation

(Higher only) The solutions of $ax^2 + bx + c = 0$,
where $a \neq 0$, are given by $x = \frac{-b \pm \sqrt{(b^2 - 4ac)}}{2a}$

eg:

Solve the equation $2x^2 + 6x - 3 = 0$

$$x = \frac{-6 \pm \sqrt{6^2 - 4 \times 2 \times -3}}{2 \times 2}$$

$$x = 0.44 \text{ or } -0.43$$

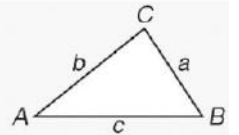
Subject: Maths
Topic: Formulae

B. Trigonometric Formulae (Higher only)

Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$

Area of triangle = $\frac{1}{2} ab \sin C$

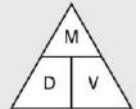


D. Compound Measures

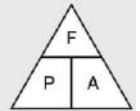
Speed
speed = $\frac{\text{distance}}{\text{time}}$



Density
density = $\frac{\text{mass}}{\text{volume}}$



Pressure
pressure = $\frac{\text{force}}{\text{area}}$



G. Wider thinking / further reading

HegartyMaths clips: 223 - 234

A. Keywords

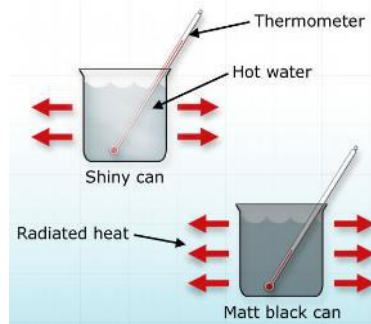
Wave speed	The distance travelled per second by a wave crest or trough
Frequency	The number of wave crest passing a fixed point every second (Hertz Hz)
Wavelength	The distance from one wave crest to the next.
White light	Light that includes all the colours of the spectrum. ROY G BIV
Radio waves	Electromagnetic wave of wavelength greater than 0.10m. Used for radio signals and TV broadcasting.
Microwaves	Used for heating food and mobile phones.
Infrared	Used for heating and remote control signals.
Ultra violet	Used for security pens and is a part of the light given off by the sun.
X-rays	Electromagnetic produced by X-ray tubes. Used for bone scans and airport scanners.
Gamma waves	Electromagnetic radiation emitted from unstable nuclei in radioactive substances.

B. Required Practical: IR Radiation

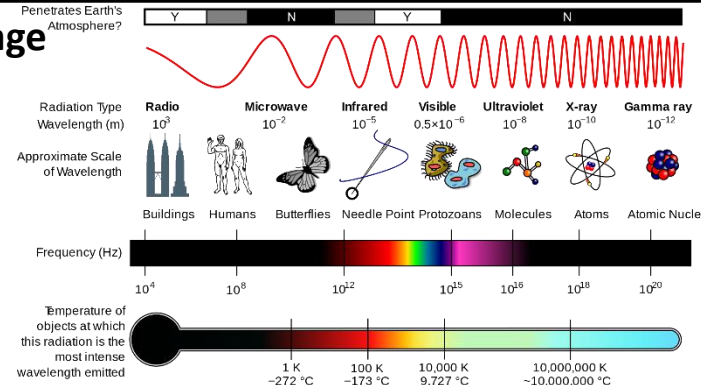
Black objects are **good absorbers** of IR so heat up easily.

Silver objects are poor absorbers but **good reflectors** of IR.

Remember how to carry out this experiment and others like it to demonstrate the same effect.



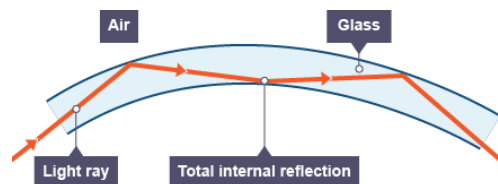
E. Image



F. Expert Modelling: Modern Technology

A key feature of the new GCSE is applying knowledge to technology such as fibre optic cables that deliver superfast broadband.

Optical fibres can transmit visible light over long distances. The light bounces along the cable and is used to transmit data. Very little light is absorbed or scattered.



Subject: Science

Topic: Electromagnetic Spectrum

C. Radio waves

Radio waves are used for **communication**:

- Long **wave** radio (1 to 10K wavelength) can be transmitted around the world because they diffract around the earth's surface and hills.
- **Short wave** radio (10m – 100m wavelength) are reflected off the ionosphere in the atmosphere so can also be transmitted long distances

D. Microwaves

Microwaves

Used to communicate with satellites (e.g. TV, mobile phones).

The signal is sent from a transmitter into space, received by a satellite orbiting the Earth which transmits the signal back to Earth to a satellite dish. Due to long distances there is a time delay.

G. Wider thinking / further reading

<https://www.bbc.com/education/guides/zgf97p3/revision>

A. Keywords

Mon	My favourite
chanteur/chanteuse	singer is
préfér(e), c'est	
J'aime ses paroles	I like the lyrics
J'aime les melodies	I like the tunes
Ça me donne envie de	It makes me want to
Ça me rend...	It makes me
Je fais des achats	I do online shopping
Je fais des recherches	I do research
Je lis des blogs	I read blogs
Je fais mes devoirs	I do my homework
J'envoie des emails	I send emails
Je joue à des jeux en ligne	I play games online
Je suis passionné(e)	I am passionate about
J'ai beaucoup d'abonnés	I have many followers
mentions j'aime	Likes
Mon émission préfér(e)	My favourite programme is
c'est	
Un feuilleton	A soap
Une émission de sport	A sports programme
Un dessin animé	A cartoon
Un documentaire	A documentary
Un jeu télévisé	A game show
Un film d'horreur	A horror film
Un film des guerres	A war film
Un film d'amour	A love film
Les actualités	News
La météo	weather

B. Key Knowledge 1

Avant, quand j'étais jeune	Before, when I was younger
Je lisais	I used to read
J'aimais	I used to like
Maintenant je lis sur mon ordi	Now I read on my computer
Aujourd'hui les jeunes	Today young people
lisent des tweets/des blogs	Read tweets/texts/blogs
passent tout le temps sur les portables	Spend all the time on their phones
je trouve ça génial/dommage/bien	I find that great/a shame/good

E. Image



F. Expert Modelling

Je suis fan de séries américaines depuis longtemps. Une série américaine que je ne rate jamais, c'est The Big Bang Theory. Je la trouve très marrante, mais malheureusement mon père ne le supporte pas!

Hier soir, ma famille et moi avons regardé une série policière qui parle d'un meurtre en Écosse. Pour moi, l'histoire n'était pas du tout crédible.

Personnellement, j'aime bien regarder la télévision parce que ça m'aide à décompresser. Cependant je ne regarde jamais la télé tous les jours. Il est important d'avoir d'autres passe-temps, à mon avis.

Demain soir, je vais aller au centre de loisirs avec un ami. Nous allons faire de la musculation. Ça va être sympa. Je vais être moins paresseux qu'hier.

Subject: French

Topic: Internet, TV and Film



Je le/la regarde tous les soirs	I watch it Every evening
Je le/la trouve formidable/super/génial	I find it super/great/amazing
Je ne le rate/manque jamais	I never miss it
Je ne le/la regarde jamais	I never watch it
J'adore les animateurs	I love the presenters
Les acteurs sont excellents ne sont pas crédibles	The actors are excellent Are not credible

C. Key Knowledge 2

Le scénario n'a aucun rapport avec la réalité	The script has no relationship with reality
Avant je regardais nous regardions	before I used to watch we used to watch
Maintenant j'ai tendance à regarder	now I tend to watch to watch
En replay/streaming	on playback/streaming

G. Wider thinking / further reading

Read Le Monde/ Go on GCSE Bitesize listening and reading tasks. AQA website

A. Keywords

Carbon footprint -the total amount of greenhouse gases produced to directly and indirectly support human activities, usually expressed in equivalent tons of carbon dioxide.

Energy mix - the range of energy sources of a region or country, both renewable and non-renewable.

Fossil fuel - a natural fuel such as coal or gas, formed in the geological past from the remains of living organisms.

Non-renewable energy - resources that will run out or will not be replenished in our lifetimes-or even in many, many lifetimes. Most non-renewable energy sources are fossil fuels: coal, petroleum, and natural gas. Carbon is the main element in fossil fuels.

Renewable energy sources - a resource which is not diminished when it is used; it recurs and cannot be exhausted (for example wind and tidal energy).

Sustainable energy supply - energy that can potentially be used well into the future without harming future generations. Sustainable energy is the combination of energy savings, energy efficiency measures and technologies, as well as the use of renewable energy sources.

Energy conservation - reducing energy consumption through using less energy and becoming more efficient in using existing energy sources.

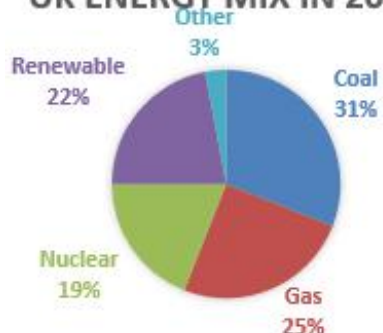
Energy Gap – energy supply take away energy demand.

B. Key Knowledge 1 - Energy Mix

The way that we source our energy has changed. Until the mid-20th Century we were heavily reliant on coal, until oil drilling in the 1950's changed this. We are heading towards a more renewable energy future if the UK government can maintain investment in this area. Households are using less energy due to improvements in heating and heat conservation technologies such as insulation and triple glazing. Industry is using less because many of our heavy industries have shut down, gone abroad or become more energy efficient. In contrast, we are using more energy for transport as the number of cars on our roads has gone up significantly.

E. Image

UK ENERGY MIX IN 2015



F. Expert Modelling: What is meant by the term energy security?

The world's largest consumers of energy are therefore also the places with the greatest supply. These places mainly have energy security, they can provide energy for their citizens at an affordable price. Energy security can also be achieved in countries with smaller reserves, such as in the UK, but often at higher prices as some energy needs to be imported at higher costs. They are also more vulnerable to rises in price or suppliers reducing supplies meaning that energy insecurity becomes an issue. Those countries, often developing, who cannot supply their citizens or where it is too expensive are energy insecure.

Subject: Geography

Topic: Resource Management Energy



C. Key Knowledge 2 - Energy Conservation

Energy conservation means using energy as efficiently as possible and trying to minimise waste. Reducing energy consumption through using less energy and becoming more efficient in using existing energy sources. Some ideas are; fill the dishwasher before using, replacing an old light bulb with an energy saving one as this can reduce lighting costs by up to £78. Cavity wall insulation can save energy users up to £270 a year. Fit reflector panels behind your radiators. These can reflect back into the room. Before you go to bed, turn off the power to appliances such as TV's and stereos.

D. Key Knowledge 3 - Future Options

Although it would be preferable to eliminate fossil fuel use and move towards a sustainable energy future, making fossil fuel use more efficient could be a transitory step on our way. Combined heat and power (CHP) is such technology that could help. It is the use of a power station to generate electricity and useful heat at the same time. It involves using traditional burning of coal, oil or gas in power stations for the production of electricity. However, it uses the waste heat produced in this process to heat water for the use in housing projects, hospitals, schools, etc...

G. Wider thinking / further reading

http://www.coolgeography.co.uk/gcsen/CRM_Energy_North_Sea_Supply.php

A. Keywords

Containment	The actions of the US government to prevent communism spreading to other countries
Red Scare	Growing fear of communism in the USA
Iron curtain	Imaginary barrier to the passage of people and information from Soviet-controlled East to the West of Europe
Blockade	The surrounding/blocking of an area
NATO	North Atlantic Treaty Organisation
Vietnamisation	The US government policy of transferring the fighting of the war in Vietnam from American forces to South Vietnam forces
Détente	An easing of strained relations

B. Key Knowledge 1

The Berlin Crisis 1948-1949

Germany was divided into 4 sections; including Berlin. The western Allies pushed ahead by encouraging the economic recovery of their zones, especially in providing a much needed currency. Stalin feared that a 'western' currency and democratic ideas would spread to the Soviet zone and undermine control of East Berlin. On the 24th June 1948, Stalin cut off road, rail and canal traffic to Berlin from the western zone of Germany in attempt to starve the Allies out of West Berlin, (Berlin Blockade). Truman was determined to stand up to the USSR to show he was serious about containment.

E. Image



F. Expert Modelling:

Nixon's visit changed Sino-US relations which had been cut off for over two decades. It was a thawing of Cold War relations, a time in which America and China entered a new era in their relationship. It also displayed a change in US foreign policy from one of open hostility to communist countries, to one of warmer, more friendly relations. This new friendship between the US and China occurred because it was advantageous to both sides. It was a period of détente in America's relationship with China.

Subject: History

**Topic: Developments the USA
1929-2000**

C. Key Knowledge 2

Reasons for US involvement in the Vietnam War.

Vietnam had been a French colony, but the defeat of the French in 1954 resulted in far greater US involvement. This was part of the US policy of containment in order to stop the spread of communism. The fundamental reason was the Domino Theory.

Reasons for US defeat

Fighting for a cause – The North Vietnamese and Vietcong were fighting for a cause – they refused to surrender.

D. Key Knowledge 3

Gulf War

On the 2nd August 1990 Saddam Hussein, the leader of Iraq, ordered the invasion of Kuwait, one of the leading oil producing countries in the Middle East. President Bush Senior took the lead in pressing for action to remove the Iraqis from Kuwait. He used the argument that it was an act of blatant aggression against a smaller neighbouring country.

The campaign was opened with an air assault – Operation Desert Storm – launched on 16th January 1991.

G. Wider thinking / further reading

<https://www.britannica.com/event/Cuban-missile-crisis>

<http://spartacus-educational.com/USAt TrumanD.htm>

A. Keywords

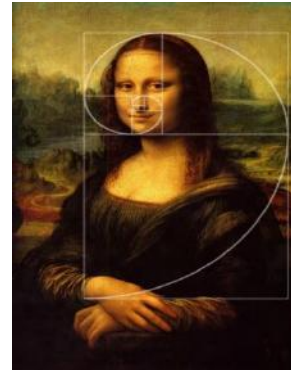
Line	Line is the path left by a moving point. A line can be horizontal, diagonal or curved and can also change length.
Shape	A shape is an area enclosed by a line. Shapes can be geometric or irregular .
Form	Form is a three dimensional shape , such as a cube, sphere or cone.
Tone	This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears.
Texture	This is to do with the surface quality of something. There are two types of texture: Actual texture really exists, so you can feel it or touch it; Visual texture is created using marks to represent actual texture.
Pattern	A design that is created by repeating lines, shapes, tones or colours.
Colour	Red, yellow and blue are primary colours , which means they can't be mixed using any other colours.

B. Key Knowledge 1

The term composition means 'putting together,' and can apply to any work of art or photography that is arranged or put together using conscious thought. There are numerous approaches or "compositional techniques" to achieving a sense of unity within an artwork, depending on the goals of the artist.

For example, a work of art is said to be aesthetically pleasing to the eye if the elements within the work are arranged in a balanced compositional way. However, there are artists such as Salvador Dali whose sole aim is to disrupt traditional composition and challenge the viewer to rethink balance and design elements within art works.

E. Image



F. Expert Modelling



Subject: Art

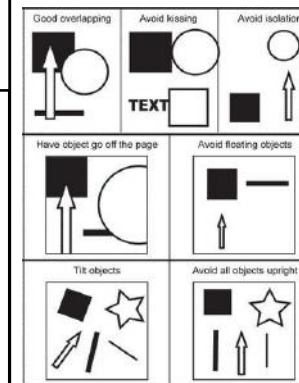
Topic: Composition / Final Piece

C. Key Knowledge 2

Rule of thirds

The rule of thirds is a guideline followed by some visual artists. The objective is to stop the subject and areas of interest from bisecting the image, by placing them near one of the lines that would divide the image into three equal columns and rows, ideally near the intersection of those lines.

D. Key Knowledge 3



Overlap

Crop

Rotate

G. Wider thinking / further reading

www.youtube.com/watch?v=O8i7OKbWmRM

www.youtube.com/watch?v=aHq5KwFvtns

A. Keywords

Starter - A small dish served at the start of a menu. Examples: soup, chicken wings.

Main item - A main dish served in a menu that is the bigger dish than the starter.

Dessert – Traditionally a sweet item served at the end of the meal. Examples: cheesecake, chocolate mousse.

Side dishes - Dishes served with mains. Example: chips, garlic bread, vegetables.

Sauces - A savory or fruit based liquid served with food or desserts. Examples: gravy, cheese sauce, fruit coulis (fruit sauce).

Garnishes - Edible decoration served with food to make it look professional and attractive. Examples: rocket, cucumber, fruits such as strawberries.

Plates and Dinnerware- A backdrop for the food. Small plates with small portions. Should be clean, no thumbprints. No chipped crockery. Keep food off the rim. Wipe drops / spills. Hot plates—hot food, cold plates—cold food.

Molding and shaping - For runny foods, bowls, cups, napkins must be used. Some foods can be naturally piped to create borders and framing. Make nests with pasta and grains. Mold rice dishes in small turbans or soufflé cups. Use cutters to shape certain foods.

B. Key Knowledge 1

Presentation

- The art of telling our guests about the food by the way it is arranged on a serving piece.
- Serve at the best temperature.
- Give foods an attractive appearance.
- Make it easy to identify.
- Highlight all aspects of the dish.

Symmetrical compositions have equal numbers of shapes on both sides of a middle.

E. Image

Use different colours, ingredients, techniques to decorate your plate. Remember your serving dishes are also an important part of presenting dishes.



F. Expert Modelling



Subject: Catering
Topic: Presenting dishes

C. Key Knowledge 2

Presentation techniques

Garnishing

- Must be edible.
- Serve a function.
- Add height.
- Positioned for maximum effect.
- Should look fresh.
- Does not detract from the focal point.



D. Key Knowledge 3

Arranging

Use natural colors, shapes and textures as a guide. Leave some space unfilled. Create a focal point. Main item positioned for easy consumption. Communicate with the service staff, instructing them how to place the food on the table.



G. Wider thinking / further reading

GCSE Catering and Hospitality revision book.

A. Keywords

Anthropometrics - the scientific study of the measurements and proportions of the human body.

Ergonomics - the study of people's efficiency in their working environment.

5th - 95th Percentile - data taken of 90% human measurements when designing.

Exclusive Design - when designers and manufacturers target products at a narrow range of people, e.g. young, wealthy, female.

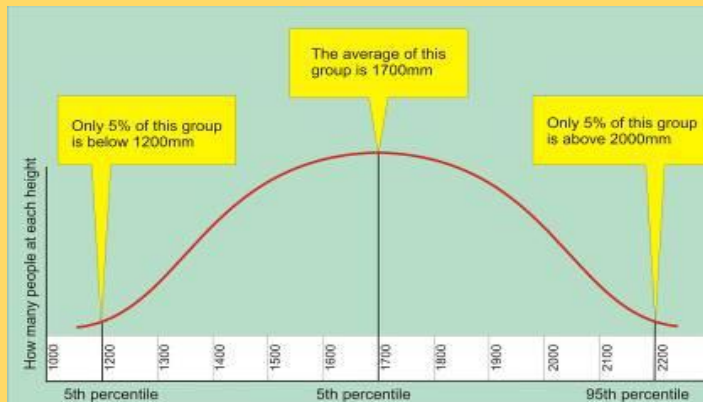
Physiological Issues - the physical limitations of how the body moves with hand/eye coordination, strength and size

Psychological Issues - the use of the five senses when designing; sight, smell, sound, taste and touch.

Sociological Issues - considerations such as personal space, privacy, safety, maintenance, disability when designing.

B. Key Knowledge 1: Human factor issues are concerned with the limitations and abilities of humans and the relationships they have to products. They are often regarded as the most important considerations when designing. Human factors might be broken down into Physiological factors, Psychological factors and Sociological factors.

E. Image: 5th-95th Percentile Chart



F. Expert Modelling: The office chair has been designed to be adjustable. Explain why is this is an advantage to manufacturers.

"The manufacturers only need to make one product that can fit most people. By using the 5th - 95th percentile they will cater for the majority. This will increase sales of the chair and therefore improve the profit made for the company".



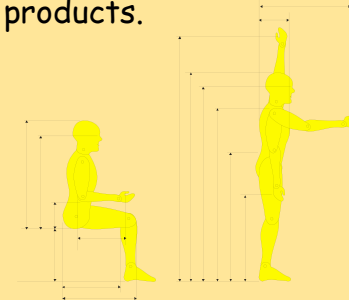
Subject: Product Design
Topic: Human Factors



C. Key Knowledge 2: Anthropometrics

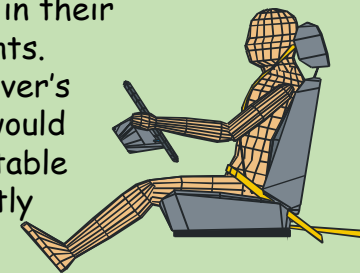
Numerous measurements collected from all ages of humans are used to create data banks where designers can refer to when designing new products.

Designers work from the 5th to the 95th percentile. Which means 90% of the population are catered for. Extremes are not.



D. Key Knowledge 3: Ergonomics

Anthropometric data is a major factor in ergonomics because it is used to create comfortable & safe products for humans to use in their everyday lives. Ergonomics can include the efficiency of people to their products and in their working environments. An example is a driver's environment as it would need to be comfortable and more importantly safe to use.



G. Wider thinking / further reading

www.ergonomics4schools.com/lzone/anthropometry.htm

A. Keywords

Equality – Treating people **fairly** and **not discriminating** against them due to differences e.g. race, gender, religion, age, disability, sexuality.

Diversity – **accepting** and respecting **individual differences** e.g. faith, language, diet, customs.

Advocate - An advocate is someone who **speaks on behalf** of an individual who is unable to speak up for themselves.

Reflective practitioner - A reflective practitioner is someone who regularly looks back at the work they do, and how they do it, to consider how they can improve their practice. It literally means to **“reflect on the work they have done”**.

Vulnerable – An individual who is **unable to take care of themselves** against significant harm or exploitation. This may be because of mental or physical disability or illness.

Protected characteristic – Refers to **nine characteristics** identified by the Equality Act. It is unlawful to discriminate against someone on the basis of a protected characteristic.

Legislation – A **collection of laws** passed by Parliament, which state the rights and entitlements of the individual. Law is upheld through the courts.

Discrimination – This is **acting out of negative prejudices**.

B. Key Knowledge 1: The 5 **rights** (3Cs PE)

- Choice
- Confidentiality
- Consultation
- Protection from harm and abuse
- Equal and fair treatment

E. Image

James Paget University Hospitals NHS Foundation Trust

Name: _____

Ward: _____

Bay: _____

Assistance Req'd? []

Adaptive Cutlery Req'd? []

Please fill in the box next to your choice like this [✓]

If you require a small portion please [✓] below:

Small []

MAIN COURSE—Choose One

1 [] Steak & Kidney Pie & Gravy

2 [] Broccoli & Herb Quiche

James Paget University Hospitals NHS Foundation Trust

Name: _____

Ward: _____

Bay: _____

Assistance Req'd? []

Adaptive Cutlery Req'd? []

Please fill in the box next to your choice like this [✓]

If you require a small portion please [✓] below:

Small []

HOT SUPPER—Choose One

1 [] Homemade Vegetable & Lentil Soup with a Roll

2 [] Cheese & Tomato Omelette with Side Salad [] Bread Roll

F. Consultation

Individuals in health, social care or childcare environments should be asked their opinions and views about the type of care they would like. Their views and opinions should be taken into account wherever possible.

Consultation involves:

- Providing clear information and in a format that individuals can understand.
- Listening to, hearing and respecting the opinions and views of individuals and their representatives.
- Taking into account individuals' needs when involving them (i.e. by overcoming communication barriers, environmental barriers).

Subject: Health and Social Care
Topic: R021 Exam Revision - L01

C. Key Knowledge 2: How do you **support** individuals to maintain their rights? (CUPP)

- Challenging discriminatory behaviour
- Use effective communication
- Provide up-to-date information
- Provide Information about complaints procedure

D. Key Knowledge 3: Why is it important to **maintain** an individual's rights? (SERVICE)

1. To feel **safe**
2. To **empower**
3. To make people **feel valued/raise self esteem**
4. To have your **individual needs** met
5. To instil **confidence** and trust
6. **Equality** of access to services/treatments

G. Wider thinking / further reading

- Cambridge Nationals Revision Guide (email and paper copy provided)
- <https://www.highspeedtraining.co.uk/hub/promoting-equality-diversity-health-social-care/>
- <http://www.ocr.org.uk/qualifications/cambridge-nationals-health-and-social-care-level-1-2-j801-j811-j821/>

A. Keywords

Ethnicity – the cultural group a person belongs to

Age crime curve – a graphic representation of statistics that suggests people commit less crime as they get older

Moral panic – the media exaggerating a problem to make it appear as a threat to the whole of society

Social control – by which order is kept in society

Gender socialisation – the way we are socialised into the norms and values of males and females

Gender role – the expected ways of behaving based on whether someone is male or female

Occupational crime – a crime connected to your job

Status frustration – a person's anger or dissatisfaction with their position in society

Chivalry thesis – the idea that women are treated more favourably by the police and other people in authority

Patriarchy – a male dominated society: men are in charge and are expected to be in charge of important institutions

Ladette – a term that has been applied to women who appear to act like boys

Demonisation of women – the idea that women are treated more harshly by the media when they have committed certain crimes that go against their femininity

Institutional racism – where an organisation's culture and methods of operating are found to be racist throughout

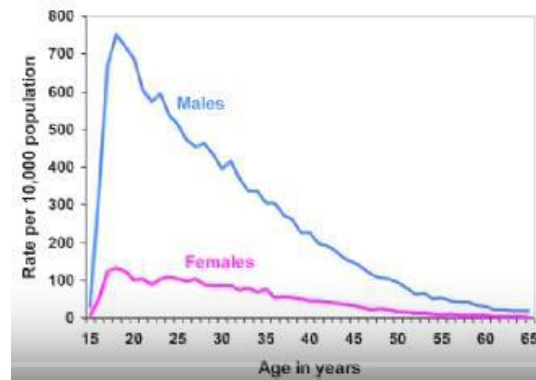
B. Gender

There is a vast difference in the difference of criminal convictions for men and women, with men committing more crime. Feminists argue that the way boys and girls are socialised makes it inevitable boys will commit more crime. Boys are socialised to be active, dominant and aggressive whereas girls are encouraged to be quiet, gentle and obedient.

Feminists further argue that women are controlled more in society due to patriarchy. Women have less opportunity or freedom to commit crime due to commitments in the home. Women are also more likely to be victims of crime.

E. Image

A typical age-crime curve (McVie, 2009)



F. Expert Modelling

Using your sociological knowledge discuss explanations for youth crime (20)

P One reason suggested for why young people commit is subcultures.

E Subcultures have a different set of norms and values compared to mainstream society and this may encourage delinquent behaviour.

E For example, Cohen suggests delinquency is caused by status frustration felt by boys who were failing at school. They needed the approval of others and couldn't achieve that at school where they were labelled as failures. Their reaction was to turn the school's values upside down and could win status in their peer's eyes by breaking the rules.

Subject: Sociology

Topic: Patterns of crime

C. Ethnicity

Since the 1970s, African-Caribbean males have been over represented in crime statistics. Asian men tended to be lower in the statistics but since the 1990s, Asian men have been linked to certain types of crime like terrorism.

Black people are three times more likely to be arrested and more likely to be sent to prisons than white people. Young black men are assumed to be members of gangs and treated more harshly.

However, people from ethnic minority groups are also more likely to be victims due to being poorer.

D. Age

In the UK, youth crime has been the subject of fears for over 50 years. There have been numerous moral panics over the behaviour of youths.

There is an age curve that shows crime increases during the teens and starts to decrease in early 20s. It could be argued that young people commit crime that is easily detected whereas older people may have the opportunity to commit less-visible crime such occupational crime.

Young people are also far more likely to be victims, whereas the elderly are more likely to be fearful of crime.

G. Wider thinking / further reading

<http://www.independent.co.uk/news/science/archaeology/features/some-women-do-kill-abuse-and-torture-a7056136.html>