

1 – Observational drawing

Observational drawing is drawing what you see in front of you as realistically as possible.

You'll preferably draw from real objects or by using a photographs if that isn't possible.

Tips for observational drawing:

- Keep you pencil sharp
- Look at the object / person you are drawing
- Start drawing light lines: they are easier to rub out
- Look at object / person you are drawing (again)
- Draw rough shapes first and make sure you have the proportions right before you add detail
- Look at what you are drawing (again)

2 – Colour vocabulary

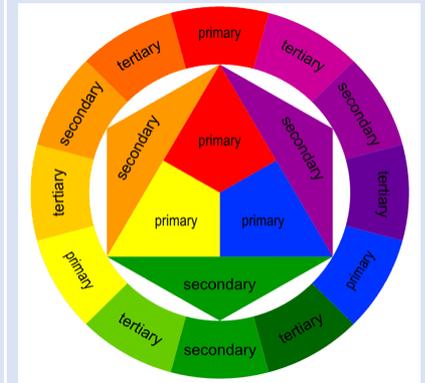
Primary colours – The primary colours are **red, yellow and blue**. They cannot be made, but are used to make all other colours.

Secondary colours - Secondary colours are made by mixing 2 primary colours.

Tertiary colours are made by mixing a primary and secondary colour together.

Complementary colours are opposite sides on the colour wheel.

Harmonious colours and next to each other on the colour wheel.



3 – Coloured pencil techniques

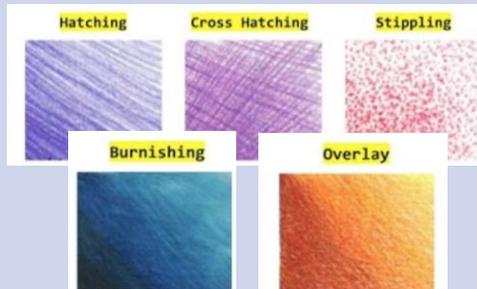
Hatching: lines are drawn in one direction.

Cross hatching: lines are drawn in two or more directions.

Stippling: Dots which are close together or far apart.

Overlay: Layering multiple colours

Burnishing: Blending colours using a white pencil.



4 – Ben Rothery

Ben is a detail-obsessed illustrator who lives in London. He creates intricate and delicate illustrations inspired by his love of nature.

He is best known for his beautiful illustrations of animals and insects.



5 - Definitions

Symmetry: when something is made up of identical parts facing each other.

Proportions: the size relationships between different parts. For instance the height compared to the width.

Pattern: a design that is created by repeating a shape. It can be a design on a fabric or a natural pattern, such as the markings on an animal's fur.

1: John Godber

- John Godber is an English dramatist—primarily known for his observational comedies
- Godber was born in 1956, in Upton, near Pontefract, West Yorkshire
- He trained as a teacher of drama at Bretton Hall College
- He became the artistic director of Hull Truck Theatre Company in 1984
- A 1993 survey for *Plays and Players* magazine cited Godber as the third most performed playwright in the UK, after Shakespeare and Alan Ayckbourn
- His plays are performed all over the world
- In 2011, Godber became creative director at Theatre Royal Wakefield and set up The John Godber Company as its resident company.

2: The Playwright

- **Playwrights**, often known as writers, dramatists, or scriptwriters, write the story for the theatrical productions.
- The story or script is written in a specific format. The playwright writes the dialogue of a character next to, or under, their name. They also include descriptions of settings, and stage directions for the actors and actresses to take to production.
- **Playwrights** have an extremely difficult job. They must not only write a good script but also must find a producer willing to finance the production. In some instances, a producer may have an idea that they want developed, and will hire a playwright to write a suitable script.



3: Theatrical Skills

- **direct address:** when a character speaks directly to the audience
- **stereotype:** a fixed general image or set of characteristics
- **improvisation:** a piece of drama that is made up on the spot by performers without using any prepared material
- **flashback:** a scene which shows events from before the main action of the play
- **mime:** the use of movements, gestures and facial expressions to communicate an idea without words
- **marking the moment:** a technique that draws the audience's attention to an important moment

4: Godber's Style

- **fast pace:** moving or developing very quickly
- **slick:** something done in a smooth and efficient way
- **comedy:** a play characterised by its humorous or satirical tone and its depiction of amusing people or incidents
- **synchronised:** to cause two or more things to happen at the same time and speed as each other
- **movement:** where (and how) an actor moves on stage, what this communicates to the audience, and the effect this has upon the drama

Lesson 1

Cyber security - to protect systems, networks, programs, devices and data from **cyber** attacks.

Data – is facts and figures/information

Customer – a person who buys goods or services.

Privacy policy - The types of information collected by the website or app

Data theft - is the act of stealing information stored on corporate databases, devices, and servers

Why is customer data valuable to businesses - Data can be used to help build a **profile** of the customer and therefore convert the data into information.

Internet bots - are automated programs that perform tasks repeatedly.

Lesson 2

Social engineering - is a set of methods used by cybercriminals to deceive individuals into handing over information that they can use for fraudulent purposes.

Shouldering - (also known as **shoulder surfing**) is an attack designed to steal a victim's password or other sensitive data.

Name generator attacks - These are attacks in which the victim is asked in an app or a social media post to combine a few pieces of information or complete a short quiz to produce a name

Phishing - A **phishing attack** is an attack in which the victim receives an email disguised to look as if it has come from a reputable source, in order to trick them into giving up valuable data.

Blagging - (also known as **pretexting**) is an attack in which the perpetrator invents a scenario in order to convince the victim to give them data or money.

Lesson 3

Hacking - Gaining unauthorised access to or control of a computer system

Ethical hacking - is the exploitation of an IT system with the permission of its owner to determine its vulnerabilities and weak points

Hactivists are rarely motivated by theft, but are more interested in creating disruption to cause public embarrassment or to promote a cause.

Script kiddies - are hackers (not necessarily kids) who use tools downloaded from the internet that allow them to hack with little technical knowledge.

Denial of service attack (DoS) - This is a cyberattack in which the criminal makes a network resource unavailable to its intended users.

Distributed denial of service attack (DDoS) - This uses the same concept as a DoS attack, but this time it is **multiple computers** making the attacks at the same time

Lesson 4

Malware - is software that is designed to gain access to your computer with malicious intent.

Viruses - are a malicious form of **self-replicating** software.

Worms - Worms replicate themselves but do not attach themselves to files as a virus does. Instead, worms spread through the network and use the system's resources.

Ransomware - locks a computer, encrypts files, and therefore prevents the user from being able to access the data.

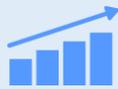
Trojan - is a piece of software that appears to perform a useful function (such as a game) but unbeknown to the user it also performs malicious actions.

Spyware - is unwanted software that monitors and gathers information on a person and how they use their computer.

Adware - . It infects a computer and causes it to download or display malicious adverts or pop-ups when the victim is online

Lesson 5

Worldwide spending on cybersecurity is forecasted to reach **\$133.7 billion** in 2022



68% of business leaders feel their cybersecurity risks are **increasing**

2% of breaches featured **hacking**, 28% involved **malware**, and 32–33% included **social engineering**

Firewall - A firewall checks incoming and outgoing network traffic. It scans the data to make sure it doesn't contain anything malicious and that it follows the rules set by the network.

Anti-malware - Anti-malware is software that scans any file that is able to execute code. The anti-malware will have a list of **definitions** of sequences of code that they are aware are malicious. If the code in your files matches the definitions, the files are **quarantined**

Auto-updates - Auto-updates refers to software that **automatically** checks for available updates for the software you have on your computer

User authentication - verify the identify of someone who connects to a network resource.

User permissions

- If individual accounts are compromised, the potential damage is limited
- Users have less chance of introducing malware to the network if they can't install software
- There is less chance users will accidentally or deliberately tamper with data they shouldn't be able to see

Lesson 6

What could be put in place to make Networks even more secure?

- Secure passwords (password managers)
- A maximum number of attempts to log in before an account is locked
- CAPTCHA
- Biometrics
- Two-factor authentication (2FA)



Prevention strategies

- Anti-malware
- Firewall
- Password rules
- Auto-updates
- Two-factor authentication
- Biometrics
- CAPTCHA
- Staff training



Check this website for live threats around the world

threatmap.checkpoint.com

1. Methods

- **foreshadowing:** clues or hints of a future event
e.g. *Steinbeck utilises foreshadowing in the novella, to hint at future events.*
- **cyclical Structure:** structure is cyclical when the conditions at the end are in some way the same as the start
e.g. *'Of Mice and Men' has a cyclical structure.*
- **simile:** comparison of one thing to another, using 'like' or 'as'
e.g. *He snorted into the water like a horse.'*
- **colloquialisms:** words or phrases that are informal
e.g. *'He's just a bindle-stiff.'*
- **vulgarisms:** a word or expression that is offensive
e.g. *Curley uses an array of vulgarisms to cause offense to Lennie.*

2. Vocabulary

- **illustrates (verb):** to make something clear or visible
e.g. *The novella illustrates the patriarchal society in which the characters live.*
- **depicts (verb):** to portray in words; describe
e.g. *Steinbeck depicts Slim as 'God-like'.*
- **educates (verb):** to develop the mental, moral or social understanding of someone
e.g. *Steinbeck educates us about the impact of racial discrimination in the 1930s.*
- **transcends (verb):** be or go beyond the range or limits of (a field of activity or conceptual sphere)
e.g. *Slim's morals transcend the time period in which he is characterised.*
- **alludes (verb):** suggest or call attention to indirectly; hint at
e.g. *Curley's wife's mannerisms allude to her loneliness.*

3. Grammar – Speech Marks

- Punctuation is used in direct speech to separate spoken words, or dialogue, from the rest of a story. The words spoken by a character sit inside speech marks:
- *"Did you hear that noise?" whispered George.*
- Every time there is a new speaker in the conversation, a new line is used. Each new section of dialogue is like beginning a new paragraph, so in a printed novel you will see that each new line is also indented - this is when a line starts further in from the margin. Each new line of direct speech should also start with a capital letter:
- *"I think there is something moving in the bushes," George said.*
"I can't see anything," said Lennie.
- Each section of direct speech should end with a punctuation mark. If there is no reporting clause then this is likely to be a full stop, question mark or exclamation mark:
- *"Listen! I definitely heard something that time!"*

4. Themes

- **Friendship:** friendships are symbiotic relationships, where people share their talents and qualities to help one another. In 'Of Mice and Men', there are many of these friendships: George and Lennie, Crooks and Lennie, and George and Slim. These friendships show how each pair benefit from companionship.
- **The American Dream:** a happy way of living that is thought of by many Americans as something that can be achieved by anyone in the U.S. especially by working hard and becoming successful
- **Loneliness:** Loneliness is an inevitable part of life, which many individuals struggle with. It is an emotional response to a lack of companionship and communication with others, which has a huge impact in one's overall behaviour. Some impacted individuals may try to end their loneliness; others become hopeless and bitter. Steinbeck uses characters to reflect on the discriminative time period that ultimately lead to the characters' loneliness.

5. Context – The Great Depression

John Steinbeck was born in 1902 in Salinas, California, a region that became the setting for much of his fiction, including 'Of Mice and Men' which was written in 1937.

The novella (a piece of narrative fiction, longer than a short story but shorter than a novel) is set in the 1930s against the backdrop of the United States' economic catastrophe, the Great Depression.

The Great Depression

- In 1929, the US stock market Wall Street Crash plunged the USA into economic depression.
- 16 million shares were sold on the stock market which caused the US economy to completely collapse.
- The Great Depression was a worldwide period of economic uncertainty and decline.
- The situation was made worse by the 1930s Dust Bowl, where dust storms swept across America destroying crops.

Migrant Workers

- Unemployment during the Great Depression rose to 25%.
- As a result, many farmers migrated to California to look for work, as this state was perceived to have spare land and a lot of work.
- However, because so many people moved to California (an estimated 1.3 million), work was not so easy to find.
- Ranch workers often moved from one place to another looking for work, as jobs on ranches would be temporary and seasonal.
- Wages for men like these were low and jobs were scarce, so the lifestyle that they lived was very insecure.

6. Context - Oppression in society (1900s)

Oppression - prolonged cruel or unjust treatment or exercise of authority

Race and Segregation

- **Racism:** prejudice or discrimination directed against someone of a different race based on the belief that one's own race is superior.
- Racial discrimination was not illegal in 1930s America.
- White and black people were segregated and black people were considered as second class citizens.
- Black people were paid less than white people and they had to work harder than everyone else, often given the more 'dirty work'.
- Jim Crow Laws, were laws in America enforced between 1876 and 1965 that provided a legal basis for segregating and discriminating against African-Americans.

Disability

- People with disabilities were treated very unsympathetically by the majority of society.
- Abnormal behaviour and low levels of economic productivity were thought of as a burden to society.
- Anything 'abnormal' or different such as disability was ridiculed or feared.

Age

- The Depression hit the elderly particularly hard. Those who were retired or close to retirement watched a lifetime of savings disappear, and they weren't well enough to work or couldn't find the jobs that would allow them to rebuild their lost investments.

Gender

- Women were not treated equally compared to men.
- Instead of working, most of society believed that a woman's place was in the home. This was largely because of the patriarchal society (male dominated) in which women at the time lived, where women were considered inferior to men.

1: Social Media Vocabulary

un adolescent	a teenager	s'abonner	to subscribe
un étranger	a stranger	acheter	to buy
l'écran	screen	cliquer	to click
l'appareil	device	se connecter	to login
le harcèlement	bullying	enregistrer	to save
l'inconvénient	disadvantage	envoyer	to send
l'internet	internet	éviter	to avoid
le mot de passe	password	mettre	to put
le risque	risk	passer du temps	to spend time
le vol d'identité	identity theft	poster	to post
la confiance	trust	recevoir	to receive
l'informatique	ICT	supprimer	to delete
l'identité	identity	trouver	to find
la sécurité	safety		
les réseaux sociaux	social media	surfer	to browse
		tchatter	to chat
l'ordinateur	computer	télécharger	to download
le portable	mobile	utiliser	to use

2: Infinitive Structures

Impersonal expressions may start with 'il' but have nothing to do with 'he' - the 'il' refers to 'it' or 'one'.

il faut = it is necessary to (you must)
on peut = you can

il vaut = it is better to

These expressions are always followed by a verb in the infinitive. For example:

Il faut respecter les autres - You must respect others
On peut utiliser un portable - You can use a mobile phone
Il vaut tchatter les amis - It is better to chat with friends

We can also make these expressions negative:
 Il **ne** faut **pas** = you must not
 On **ne** peut **pas** = you can not

3: Comparatives and Superlatives

When using **comparatives**, remember that your adjective has to agree with the subject of the sentence.

plus... que → more... than
 e.g. Le français est **plus** amusant **que** le sport.

moins... que → less... than
 e.g. La géographie est **moins** fascinante **que** l'histoire

aussi... que → as... as
 e.g. Les maths sont **aussi** difficiles **que** l'anglais.

Superlatives are used when something is the best, least, most etc.

le/la/les plus... → the most ...
 eg. Le français est le sujet **le plus** intéressant.

le/la/les moins... → the least
 e.g. La biologie est la matière **la moins** inspirante.

4: Present Tense

To **conjugate** verbs in the present tense we remove the – infinitive ending and add the correct ending to match the person doing that action:

Pronoun	ER verb ending	Example tchatter = to chat
je	e	je tchatte
tu	es	tu tchattes
il/elle/on	e	il/elle/on tchatte
nous	ons	nous tchattons
vous	ez	vous tchattez
ils/elles	ent	ils/ells tchattent

regarder → je regarde = I watch/I am watching
 finir → nous finissons = we finish/we are finishing
 attendre → vous attendez = you wait/you are waiting

5: Present Tense (IR and RE verbs)

To **conjugate** verbs in the present tense we remove the – infinitive ending and add the correct ending to match the person doing that action:

Pronoun	IR verb ending	RE verb ending
je	is	s
tu	is	s
il/elle/on	it	-
nous	issons	ons
vous	issez	ez
ils/elles	iissent	ent

finir → nous finissons = we finish/we are finishing
 attendre → vous attendez = you wait/you are waiting

6: Perfect Tense

We use the perfect tense to describe what has happened in the past. It is made up of three parts:

- A pronoun or noun (e.g. je, nous, or a name)
- The auxiliary verb (usually avoir, but sometimes être)
- A past participle (e.g. regardé, fait)

Past participles

Verb ending	ER	IR	RE
Past participle ending	é	i	u

Some past participles are irregular, for example:
 dire → dit (said) faire → fait (did)
 écrire → écrit (wrote) voir → vu (saw)

For verbs which take être the past participle must agree with the subject. For example:
 elle est allée – she went
 nous sommes allés - we went

1: Evidence of Climate Change	2: Cause of Climate Change	3: Impacts on the UK
<ul style="list-style-type: none"> • Climate - The average weather conditions over the course of a year. • Quaternary - This is a period of time from 2.6 million years ago to the present day. <p>Climate change has occurred since the Earth was formed and for the past 800,000 years, where we have reliable data, climate change has been a natural phenomena.</p> <p>To prove that climate change was a natural event we looked at the relationship between CO2 , global temperature and sea levels.</p> <p>However, to see current climate change we use evidence from a range of sources such as, satellite images, photographs and atmospheric data.</p>	<ul style="list-style-type: none"> • Human— This is something caused by ourselves. • Natural—This is something which we have no control over. <p>Climate change is a natural occurring event which has been accelerated due to human activity.</p> <p>Human causes of climate change are due to our everyday activities such as burning fossil fuels, deforesting our rainforests, drinking milk and eating meat.</p> <p>Natural causes of climate change are due to changes in the Earth’s orbit of the Sun, solar activity and volcanic eruptions.</p>	<ul style="list-style-type: none"> • Extreme Weather—These are events that are unusual due to their severity. <p>The weather in 2020 was at record levels for rainfall in February and record dry days in April.</p> <p>One of the major impacts of climate change is the melting of the polar ice caps at the North and South Pole.</p> <p>Rising sea levels will claim areas of land which have a human use. From fertile farmland to urban areas such as Liverpool and Cardiff, all of the United Kingdom will be affected by rising sea levels. This is due to the UK being an island nation that has traded with the world.</p>
4: Impacts on Asia and the Middle East	5: Impacts on Africa	6: What can you do?
<ul style="list-style-type: none"> • Uninhabitable— This is a place where humans cannot live. • Scarcity— This is where there is a lack of resource such as food, water or energy. <p>Russia is impacted by climate change with the melting of the permafrost.</p> <p>The Himalayan Glaciers will melt which results in an increase in flooding. In addition the glaciers are a water source for 1.9 billion people which is disappearing.</p> <p>Parts of the Middle East will become uninhabitable due to rising temperatures. Food and water will become more scarce in the region which will increase conflict between nations.</p>	<ul style="list-style-type: none"> • Arid—This is where water is a scarce. • Desertification— This is the increased size of a desert. <p>The Western Sahel Region of Africa is threatened by the encroaching of the Sahara Desert.</p> <p>Land is being swallowed up by the desert due to a lack of rainfall and deforestation.</p> <p>Farmland is lost by the desert growing and there are less opportunities for humans in the region. This means people are migrating to the cities in the South or North to the European Union.</p> <p>86% of Burkina Faso’s GDP is at risk due to water scarcity and disappearance of farmland.</p>	<ul style="list-style-type: none"> • Adapting—This is a making something suitable for a new use or purpose. • Carbon Footprint— This is amount of carbon used in everyday life. <p>To help reduce the causes of climate change we need to reduce our carbon footprint. This means we need to walk, cycle and use public transport more.</p> <p>In addition, we need to consider our buying habits. We need to look for products which don’t use palm oil or are farmed on land which used to be rainforest.</p> <p>We need to eat food which is locally produced and reduce the amount of animal based products.</p>

1: Women in Hitler's Germany	2: Hitler Youth Movement	3: Ordinary Germans
<ul style="list-style-type: none"> · Hitler believed that the role of women was to keep the home nice for the family. · He believed that their lives should focus on the three 'K's, translated into English as the Church, cooking and children. · Women were not expected to wear make-up or trousers and had to follow tradition. They were expected to have numerous children. <p>Language of the Lesson Traditional - customs, methods or beliefs that have existed for a long time without changing</p>	<ul style="list-style-type: none"> - By 1939 membership to the youth party was compulsory for boys, while girls had to join the sister organisation, the League of German Maidens. - This was the youth organisation of the Nazi party where boys were prepared for the army whilst girls were taught domestic skills. · Girls were taught how to be a good mother. Boys were encouraged to take part in sport and teamwork, training in useful skills and Nazi theory. <p>Language of the Lesson leisure - the time when you are not working and can relax and do things that you enjoy</p>	<ul style="list-style-type: none"> - Strength Through Joy - This was a large state-operated leisure programme to promote the benefit of the Nazi party for the people. This resulted in more holidays being taken and family time being valued. - As part of their appeal the Nazi's had promised 'bread and work' to the workers after the poverty they had experienced in the 1930s. - Hitler believed in 'Autarky' and needed Germany to be self-sufficient in case of a war. <p>Language of the Lesson policy - a set of ideas or plans used as a basis for making decisions.</p>
4: Terror	5: Religion in Nazi Germany	6: Treatment of Minorities
<ul style="list-style-type: none"> · The Nazis used the secret police, the SS and the Gestapo, to control everyone's lives. - The Nazi party introduced new laws that banned people from listening to foreign radio stations, say anything against Hitler or tell an anti-Nazi joke. - Wardens were given 40 households each to spy on and report any suspicious behaviour. <p>Language of the Lesson terrorise - keeping someone in a state of fear by making it seem likely they will be attacked</p>	<ul style="list-style-type: none"> · Hitler tolerated the Christian faith and he didn't actively encourage worship of the faith. · Hitler and the Nazi Party were anti-Semitic towards the Jewish Faith. Hitler wanted to eliminate the Jewish people. <p>Key Date: 1935 – Hitler Passes the Nuremburg Laws which promote Anti-Semitism.</p> <p>Language of the Lesson terrorise - keeping someone in a state of fear by making it seem likely they will be attacked</p>	<ul style="list-style-type: none"> · Hitler believed that non-Germans should not have human rights. He taught the population that some groups were sub-human. - Other groups were also targeted as 85% of gypsies in Nazi Germany were killed. Physically disabled people and black people were sterilised. - Untermensch – This is the German word for 'sub-human'. <p>Language of the Lesson undesirable - not wanted or desirable because harmful, objectionable, or unpleasant</p>

1. Square Numbers

$1^2 = 1$

$7^2 = 49$

$2^2 = 4$

$8^2 = 64$

$3^2 = 9$

$9^2 = 81$

$4^2 = 16$

$10^2 = 100$

$5^2 = 25$

$11^2 = 121$

$6^2 = 36$

$12^2 = 144$

2. Graphs

Cartesian co-ordinates - the ordered pair of (x,y) to define a point in a quadrant

Quadrant - One of four regions separated by the x and y axis.

x - coordinate – The first number given in a coordinate which is the horizontal value

y - coordinate – The second number given in a coordinate which is the vertical value

Horizontal—parallel to the horizon

Horizontal graphs are in the form $y = n$

Vertical – at right angles to horizontal plane

Vertical graphs are in the form $x = n$

Origin—A fixed point at which measurements are taken from. This is usually (0,0)

3. Straight Line Graphs

y-intercept – Where a line crosses the y – axis

Linear graph – produces a continuous straight line

$y = mx + c$ – This is often the form of a linear graph where **m** is the gradient and **c** is the y intercept

When we talk about the **steepness** of a line we are referring to its gradient

Lines are **parallel** if they have the same **gradient**

e.g. $y=3x+4$ and $y=3x-2$ are parallel

A linear sequence that is **ascending** results in a positive gradient

A linear sequence that is **descending** results in a negative gradient

Non Linear graph - does not produce a continuous straight line

*$y = x^2$ is an example of a **non linear graph***

4. Equations and Inequalities 1

Equation - a statement that two things are equal, it contains expressions on both sides of the equal sign.
e.g. $5 = 2x + 1$

Solution – the answer when you solve an equation

Inverse operations - used to solve equations. Addition and subtraction, multiplication and division are inverse operations.

Inequality - when one quantity is not equal to another. We use the following symbols:

- \neq not equal
- \leq less than or equal to
- $<$ less than
- \geq greater than or equal to
- $>$ more than
- equal to

Solution set - a set of all the solutions to an equation

5. Equations and Inequalities 2

Formula - a mathematical rule expressed with symbols
e.g. $f = ma$

The plural of formula is **formulae**

Subject of a formula - the single variable that is equal to everything else
In the example above force is the subject

We can **re-arrange** a formula to change the subject of it. This is done using inverse operations.

Substitute - where we replace a letter with a number.

Evaluate - to calculate the value of.
e.g. if $y = 7$ evaluate $5y$. Answer $5 \times 7 = 35$

6. Types of Numbers

Highest common factor (HCF) - the greatest number that is a factor of two or more numbers

Multiples of a number are found by multiplying that number by an integer.

e.g. the multiples of 4 and 4, 8, 12, 16...

Lowest common multiple (LCM) - the common multiple of two or more numbers which has the least value.

Prime numbers - have exactly 2 factors – itself and one
One is not a prime number as it only has 1 factor

Even numbers - any number that is divisible by 2
Even numbers are written algebraically as **$2n$**

Odd numbers - leave a remainder of 1 when they are divided by 2

Odd numbers are written algebraically as **$2n + 1$**

1: Evolution of pop music

blues: musical form which was originated in the Deep South of the United States around the 1860s by African-Americans.

jazz: music in which improvisation is typically an important part.

rock and roll: a type of popular dance music originating in the 1950s, characterised by a heavy beat and simple melodies.

pop: any commercially oriented music intended to be received and appreciated by a wide audience

2: The guitar

READING TAB

Notes played at the same time

Notes played one at a time

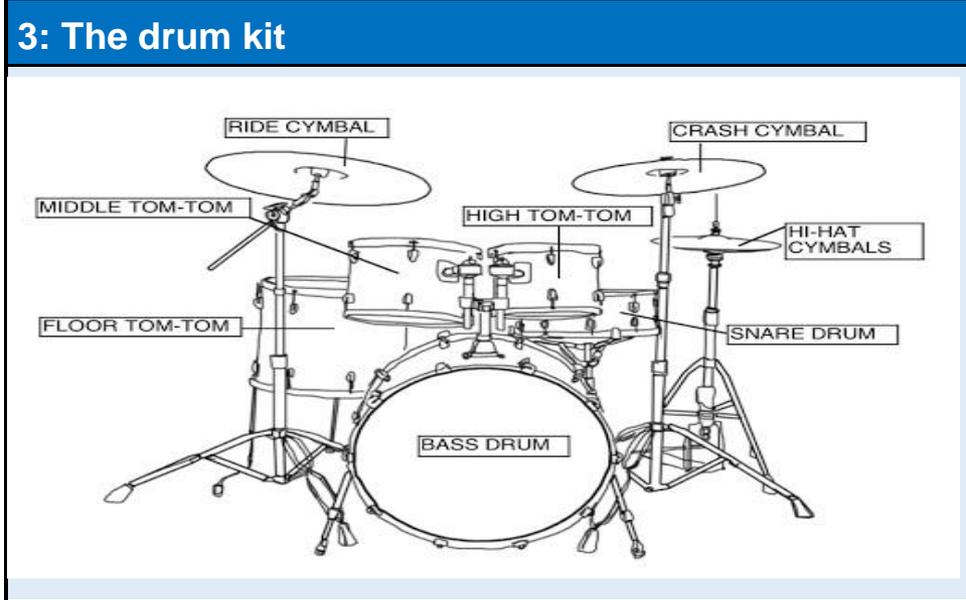
Thinnest string

Thickest string

0= open string

Numbers tell you where to put your fingers

amplifier: an electronic device which is used to allow an electric instrument to be heard.



4: The bass guitar

bass clef: where the lower pitches are notated.

Spaces: A C E G

Lines: G B D F A

1 – The life of Siddhartha Gotama	2 – The impact of suffering on Siddhartha	3 – The Four Noble Truths
<p>Before he became known as the Buddha, Siddhartha Gotama was a Prince who lived in Lumbini (in modern Nepal) around 563 BCE. His father wanted him to be a great king and he shielded him from seeing any form of suffering in the world. Siddhartha never left the walls of the palace. He never witnessed poverty, pain, illness or even old age.</p> <p>The king was concerned that if Siddhartha left the palace, he would dedicate his life to trying to solve all problems that cause suffering. Siddhartha was wise and he knew that there was more to the world and he asked his friend to help him escape. When Siddhartha left the palace, he saw four sights that had a huge impact on his life: old age, illness, death and a holy man.</p>	<p>The final of the four sights Siddhartha saw was of a samana – a holy man who wore simple clothes and begged. Siddhartha saw that this man was happy even though he had nothing. Siddhartha became a samana and started his spiritual journey.</p> <p>Siddhartha searched for happiness for many years and finally settled on ‘the Middle Way’: not having too much or too little of anything. He believed that when people find the truth about life they become ‘enlightened’.</p> <p>The discoveries he made during his search for Enlightenment are called the Three Signs of Being. These are anicca (everything changes), dukkha (suffering exists) and anatta (there is no permanent self or soul).</p>	<p>The first step to Enlightenment is to follow the 4 noble truths:</p> <ol style="list-style-type: none"> 1. Illness – nothing is perfect and all lives involves suffering. Everything in the world is dukkha. 2. Craving – people are selfish and they are always wanting more. This craving causes dukkha. 3. A cure exists – if people are satisfied, and understand the world, then dukkha will end. This is not easy, but it is possible. 4. Cure – the way to stop craving more is to follow the Middle Way. The eightfold path will help reach this point. <p>The Buddha said “I teach suffering, its origin, cessation and path”.</p>
4 – The Eightfold Path	5 – Buddhist Worship	6 - Wesak
<p>The Buddha believed that only the Middle Way could help lead you to Nirvana. The best way to find the Middle Way is to follow the eightfold path. This is a guide for living in the right way with the right attitudes:</p> <ol style="list-style-type: none"> 1. Right understanding – seeing that there is suffering in the world 2. Right attitude – committing to developing the right mental attitude 3. Right speech – speak in a positive, truthful and helpful way 4. Right action – be honest, content & faithful 5. Right livelihood – earn a living in an honest way 6. Right effort – work hard 7. Right mindfulness – be aware of your thoughts and their consequences 8. Right contemplation – concentrate the mind, get rid of bad thoughts 	<p>Worship is about paying respect to someone or something. Buddhists do not believe in a god, so their worship often takes a different form.</p> <p>Some Buddhists pay respect to the Buddha when they worship. He founded the faith and for that they are very thankful.</p> <p>Some acts of Buddhist worship take place at a shrine and include chanting, making offerings and listening to scriptures being read.</p> <p>Many Buddhists perform puja, which is worship at home with a personal shrine.</p> <p>Buddhists remove their shoes before an act of worship as a mark of respect. They sometimes bow their heads towards a Buddharupa, with their hands help together in a prayer like position. This is called anjali mudda.</p>	<p>Buddhists in different areas of the world might celebrate their own festivals, but one festival that all Buddhists celebrate is Wesak.</p> <p>Wesak is held on the day of the full moon in the month of Wesak, which is in May or June in Britain. It is a festival to remember 3 important events in the life of the Buddha: his birth, his Enlightenment and his death.</p> <p>At Wesak, people visit temples and monasteries and show their respect to the Buddha by pouring scented water over the Buddharupa. People give each other cards and presents. At night, the Buddharupa is taken out of the temple and people light candles and carry lanterns around it. This surrounds the Buddha in light to represent how he taught people how to become Enlightened.</p>

Key Word	Definition	Example Sentence
Suffering	The state of undergoing pain, distress or hardship.	Siddhartha had been shielded from seeing any suffering in his life, until he left the palace.
Samana	A wandering holy man.	One of the four sights Siddhartha saw when he left the palace was a Samana.
The Middle Way	A way of life that is found in the middle of indulgence (having too much) and asceticism (having very little).	Siddhartha believed that following the Middle Way would lead to enlightenment.
Enlightenment	Having the spiritual knowledge and awareness that frees you from a state of suffering and allows you to escape life on earth.	Siddhartha reached Enlightenment when he started living the Middle Way.
3 Signs of Being	Anicca – everything changes; dukkha – suffering is present in the world; anatta – the lack of belief in a permanent soul.	The discoveries that the Buddha made during his Enlightenment are called the Three Signs of Being.
Dharma	The teachings of the Buddha.	The Buddha taught for about 50 years and his dharmas are still followed now.
4 Noble Truths	All life involves suffering; this suffering is caused by craving and wanting more; there is a chance that this suffering can end; the way to stop suffering is to follow the Middle Way.	Buddhists believe that if the Four Noble Truths are accepted, people can stop living a life of suffering.
8 Fold Path	A guide for living in the right way with the right attitudes. A guide for following the Middle Way.	The Eightfold Path teaches Buddhists how to treat others, how to think about yourself, and how to see the world.
Nirvana	The state of perfect peace when one reaches Enlightenment.	Buddhists believe that the soul can escape reincarnation and reach Nirvana once it is Enlightened.
Puja	An act of worship.	Buddhists often perform puja at home.
Shrine	A place regarded as holy, often marked with an icon or image.	Buddhists often have shrines in their homes, with images or statues of the Buddha to aid their worship.
Buddharupa	The Sanskrit name for a statue of the Buddha.	Buddhist shrines often include a Buddharupa.
Monasteries	A building or complex of buildings which house monks or nuns (men or women who dedicate their life to a religion).	Buddhist monks live in monasteries and dedicate their life to trying to reach Enlightenment.

1: The Role of the Environmental Health Officer

Environmental health officers make sure people's surroundings are safe, healthy and hygienic.

Salary £25,000 to £60,000 average per year
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Hours 35-40 per week

- Inspecting business for food safety standards
- Follow up complaints
- Follow up outbreaks of food poisoning
- Collecting samples for testing
- Giving evidence in prosecutions
- Maintaining evidence
- Submitting reports
- Issue food hygiene rating



2: High Risk Foods

Foods high in protein and Foods high in moisture are described as high risk

Examples of high risk foods are :-

- Eggs
- Meat, poultry and other meat products
- Milk and dairy products
- Fish and Shellfish
- Cooked rice
- Stocks, sauces, gravies and soups
- Foods which are handled and those which are reheated-
- **However, preserved foods, or those with high concentrations of vinegar, salt or sugar, are low-risk

3: Food Handlers

Have regular training in food safety

- Be dressed in clean 'whites' or other uniform
- Have hair tied back (and ideally wear a hat)
- Have short, clean nails – no nail varnish or jewellery
- Be in good health (no upset stomachs)
- Have 'good 'habits, e.g. no coughing or sneezing over food
- Wash their hands after handling raw meat, after blowing nose, after going to the toilet etc
- Cuts should be covered with a blue plaster