



The Totteridge Academy

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Part of United Learning

Summer Term

2021-2022



Knowledge Organiser

Name:

Tutor Group:

Tutor & Room:

*“If you are not willing to learn, no one can help you.
If you are determined to learn, no one can stop you.”*

Contents

- 1-2.** English - Frankenstein by Mary Shelley (1818)
- 3.** Mathematics - Notation, Simplifying and Index Laws, Expanding and Factorising, Expressions and substitution, Simplifying and Index Laws, Linear Equations, Linear Inequalities, Perimeter and Area
- 4.** Mathematics - Pythagoras, Properties of Shapes, Circles, Angles, Volume and Surface Area
- 5-8.** Scienc - Unit B2: Organisation in Animals
- 9.** Science - Unit B2: Organisation in Plants
- 10-12.** Science - Unit C2: Structure and bonding
- 13.** R.E - The origins of the universe, The value of the world
- 14.** R.E - The use and abuse of resources, Pollution
- 15.** R.E - The use and abuse of animals
- 16.** R.E - Origins of human life
- 17.** R.E - Abortion
- 18.** R.E - Euthanasia
- 19.** R.E - Death and the afterlife
- 20.** French - Les pays francophones: Maintenant at avant – Francophone countries: Now and before
- 21.** French - Les opinions et les comparaisons – Opinions and comparisons between countries and cultures
- 22-23 .** French - The world around us
- 24.** Spanish - Los países hispanos: Ahora y antes – Spanish speaking countries: Now and before
- 25.** Spanish - Opiniones y comparaciones - Opinions and comparisons between countries and cultures
- 26-27.** Spanish - Nuestro mundo – The world around us
- 28.** Geography - Climate Change
- 29.** Geography - Life in an NEE
- 30-31.** History - The rise of Dictators
- 32-33.** History - Totalitarian states
- 34-35.** History - The Second World War and the Holocaust
- 36-37.** History - Post-war Britain
- 38.** Art & Design - Natural forms
- 39.** Design Technology - Geometric Jewellery Rotation
- 40.** Design Technology - Plastics Rotation
- 41.** Design Technology - Diet and Nutrition
- 42-44.** Drama - Live Theatre Evaluation
- 45-46.** Music - Music Keywords
- 47-48.** PE

Frankenstein by Mary Shelley (1818)

Key vocab:

1.	Romanticism – Romantics believed in the power and beauty of nature.
2.	Gothic Fiction – Includes supernatural and sublime ideas.
3.	Enlightenment/Industrial age – Romanticism was a reaction to these.
4.	Nature Vs Nurture, Passion over Reason – Key romantic ideas.

When?		Key idea	Key quotes
Prologue. Walton's letters to his sister. His passion is to reach the North Pole.	5.	Letter 1 – Captain Robert Walton writes to his sister Margaret to tell her he is ready for his journey. He is passionate about the natural world he will encounter, and excited about gaining new knowledge to benefit all .	Walton: 'My daydreams become more fervent and vivid.' 'I shall satiate my ardent curiosity with the sight of a part of the world never before visited.'
	6.	Letter 2 – Walton is lonely and feels nobody understands him .	Walton: 'I desire the company of a man who could sympathise with me.'
	7.	Letter 3 – Walton writes that he expects his ambition to be fulfilled.	Walton: 'What can stop the determined heart and resolved will of man?'
	8.	Letter 4 – Trapped in the ice he sees a mysterious stranger , then meets Victor Frankenstein who explains how his ambitions led to his downfall .	Frankenstein: 'Do you share my madness? Have you drunk of the intoxicating draught? Hear me... and you will dash the cup from your lips.'
Chapters 1-4. Victor's early life & family, his early interest in science and arrival at University.	9.	Ch. 1 – Victor describes his perfect childhood , and how he developed a powerful love for his adopted cousin Elizabeth.	Frankenstein: 'my parents seemed to draw inexhaustible stores of affection from a mine of love to bestow.' Frankenstein: 'Elizabeth was mine – to protect, love and cherish'.
	10.	Ch. 2 – Victor develops his love for Science and learning, inspired by obscure scientists like Paracelsus and Cornelius Agrippa.	Frankenstein: 'I studied the wild fancies of these writers with delight.'
	11.	Ch. 3 – Victor's mother dies. He goes to Ingolstadt to study. He dislikes Krempe , but admires Professor Waldman , who shares his passion .	Frankenstein: 'I will pioneer a new way, explore unknown powers and unfold to the world the deepest mysteries of creation'.
	12.	Ch. 4 – Victor spends two years ignoring his family to research the secret of life . Sometimes he stays up all night and spends time in graveyards and charnel houses.	Frankenstein: 'My application ... became so eager that the stars often disappeared in the light of the morning.'
Chapters 5-10. Victor's creation comes to life, and he must deal with the consequences.	13.	Ch. 5 – The creature awakens. Victor realises that he has driven himself to the brink of destruction chasing an impossible dream . He becomes very ill and is nursed back to health by Henry Clerval .	Frankenstein: 'Now that I had finished the beauty of the dream vanished and breathless horror and disgust filled my heart.'
	14.	Ch.7 – Victor receives a letter telling him that his brother has been killed. He makes his way back to Geneva. During a violent and impressive storm , he sees the creature and realises that he is responsible for William's death.	Frankenstein: 'I discovered my lovely boy stretched on the grass livid and motionless'. Frankenstein: 'Vivid flashes illuminating the lake making it appear like a vast sheet of fire.' Frankenstein: 'The deformity of its aspect... it was the filthy demon.'
	15.	Ch. 8 – Justine is sentenced to death for William's murder. Victor knows that the creature is the murderer and feels terrible guilt .	Frankenstein: 'Torn by remorse, horror and despair, I beheld those I loved spend vain sorrow upon the first hapless victims to my unhallowed arts.'
	16.	Ch. 9 – Blaming himself, and enraged by the deaths of William and Justine, Victor goes into the mountains to seek revenge on the creature.	Frankenstein: 'I wished to see him again that I might... avenge the deaths of William and Justine.' Frankenstein: 'I listened with the extremist agony, I... was the true murderer.'
	17.	Ch. 10 – Victor and the creature confront each other in the Alps. Victor is furious but he does begin to feel sympathy when the creature describes how he has been mistreated by humanity .	Creature: 'I ought to be thy Adam, but I am rather the fallen angel.' Creature: 'I was benevolent and good; misery made me a fiend.' Frankenstein: 'For the first time I felt the duties of a creator towards his creature'.

Frankenstein by Mary Shelley (1818)

When?		Key idea	Key quotes
Chapters 11 – 16. The creature begins to tell Victor his story. He describes the events of his life since Victor abandoned him - these include William's murder.	18.	Ch. 11 – The creature describes how at first, he was completely unaware of his surroundings. As his journey progressed, he realised that mankind was always going to treat him as an outsider . He found a shelter next to a family dwelling.	<i>Creature: 'I was a poor, helpless, miserable wretch.' Creature: 'I sat down and wept.' Creature: 'Here then I retreated and lay down happy to have found a shelter, however miserable, from the [...] barbarity of man.'</i>
	19.	Ch 12 – The creature considers how he might be rejected further by humanity.	<i>Creature: 'I imagined they would be disgusted until by my gentle demeanour, I should win... their love.'</i>
	20.	Ch 15 – The creature learns to read and reflects on the nature of his isolation . The creature learns about Frankenstein through the journal and becomes enraged . He introduces himself to the cottagers who react with violence, to the creature's dismay.	<i>Creature: 'My person was hideous and my stature gigantic. What did this mean? Who was I? What was I? Whence did I come?' Creature: 'Satan had his companions, fellow devils, to admire and encourage him but I am solitary and abhorred.' Creature: 'I could have torn him limb from limb as the lion rends the antelope.'</i>
	21.	Ch 16 – The creature , spurned by all humanity , goes to Geneva to seek revenge . He encounters William, Victor's brother, and describes how he killed him.	<i>Creature: 'Cursed, cursed creator. Why did I live?' Creature: 'My daily vows rose for revenge.' Creature: 'I gazed on my victim and my heart swelled with exultation and hellish triumph.'</i>
Chapters 17 – 24. The creature asks Victor to make him a companion. Victor initially agrees but then changes his mind; enraged, the creature kills Elizabeth. Victor dies after telling Walton his story. Walton abandons his own plans.	22.	Ch 17 – Victor initially refuses because he is worried about the consequences but feels sympathy for the creature and fear over what might happen if he refuses. He agrees to create a companion for the creature , who tells Victor he will be watching.	<i>Creature: 'If I cannot inspire love I will cause fear.' Frankenstein: 'I concluded that the justice due to him and my fellow creatures demanded that I should comply with his request.'</i>
	23.	Ch 20 – Victor is overcome with horror at what he is doing and destroys the companion in front of the creature. The creature swears revenge .	<i>Frankenstein: 'The wretch saw me destroy the creature on whose future existence he depended for happiness ...' Creature: 'Beware, for I am fearless and therefore powerful... I shall be with you on your wedding night.'</i>
	24.	Ch 21 – To his horror, Victor learns Clerval has been murdered .	<i>Frankenstein: 'the agonies I endured... I was carried out in strong convulsions.'</i>
	25.	Ch 23 – The creature murders Elizabeth on her wedding night; Victor vows revenge .	<i>Frankenstein: 'A grin was on the face of the monster.' Frankenstein: 'My rage is unspeakable...'</i>
26.	Ch 24 – Victor spends the rest of his life chasing the creature. He completes his story to an amazed Walton and then dies. Walton finds the creature crying over Victor's death. The creature tells Walton that he will now kill himself. Walton realises the danger of unchecked ambition and turns his crew home.	<i>Frankenstein: 'I was cursed by some devil and carried about [...] an eternal hell.' Frankenstein: 'I must pursue and destroy the being to whom I gave existence' Creature: 'You hate me; but your abhorrence cannot equal that with which I regard myself.' Creature: 'I shall die. I shall no longer feel the agonies which now consume me.'</i>	

Notation		
Expression	No equals sign	$2x - 12 + 3x$
Equation	Has an equals sign	$2x - 12 + 3x = 20$
Identity	True no matter what	$5(x-3) \equiv 5x - 15$
Formula	Equals with more than one unknown	Area of a Trapezium = $\frac{(a+b)h}{2}$

Simplifying and Index Laws		
It's always wise	To factorise	Simplify $\frac{18m^3 + 12m^2}{3m^2 + 2m} = \frac{6m^2(3m+2)}{m(3m+2)} = 6m$
Simplifying fractions	fac - to - rise	$\frac{6b^5}{27+3b} \times \frac{9+b}{b^5} = \frac{6}{3} = 2$

Expanding and Factorising		
What do we look for?	Common Factors	Factorise $6xy^2 - 9x^2y - 12xy$ $3xy(2y - 3x - 4)$
$Ax^2 + bx + c$		<p>expanding</p> $a(x+b) = ax + ab$ <p>factorising</p> <p>check by expanding</p>

Expressions and substitution		
Substitution	Replace with brackets	a = 5 and b = -2. Calculate $6a - 3b$ $= 6(5) - 3(-2)$ $= 30 + 6$ $= 36$

Linear Equations		
Successful elimination	With an inverse operation	Solve $\frac{3x}{3} + \frac{5}{-5} = \frac{8}{-5}$ $x - 1 = -1.6$ $x = -0.6$
If you do it to one side	Do it to the other	$x = 9$
x on both sides	Get rid of the smallest x	Solve $11 - 3x = 2x + 1$ $+3x \quad +3x$ $11 = 5x + 1$ $-1 \quad -1$ $10 = 5x$ $\div 5 \quad \div 5$ $2 = x$

Linear Inequalities		
Inequalities with negative x	Move the x and make it positive	Solve $-2x > 10$ $+2x \quad +2x$ $0 > 10 + 2x$ $-10 \quad -10$ $-10 > 2x$ $\div 2 \quad \div 2$ $-5 > x$
Inequalities with two sides	Solve both sides	Solve & represent on a number line $3 < x + 7 \leq 9$ $-7 \quad -7 \quad -7$ $-4 < x \leq 2$
Inequality <>	Open dot	
Inequality <=	Solid dot	

Perimeter and Area		
Converting units of area	Draw a rectangle Convert the lengths	Convert 12mm^2 to cm^2 <p>choose lengths that give an area of 12mm^2 $4\text{mm} \times 3\text{mm} = 12\text{mm}^2$ $= 0.4\text{cm} \times 0.3\text{cm}$ \rightarrow convert the lengths to cm $0.4 \times 0.3 = 0.12\text{cm}^2$</p>

Pythagoras		
Right angled triangle	Pythagoras or Trig	
Side side side	Pythag Pythag Label the longest side	$\text{short side}^2 + \text{short side}^2 = \text{longest side}^2$ $x^2 + 12^2 = 13^2 \text{ checks}$ <p>Start with the thing you don't know!</p> <p>13 is the longest side on its own?</p>

Properties of Shapes		
Properties of shapes	List the options Rule them out	A quadrilateral has 2 angles of 60° and its diagonals bisect. What could it be?
6 quadrilaterals, what - are - they?	Square, Rectangle, Trapezium Kite, Rhombus, Parallelogram	
Diagonals bisect	All parallelograms	Ans: parallelogram & rhombus

Circles		
Circumference of a circle	$\pi \times d$	$C = \pi d$
Area of a circle	$\pi \times \text{radius squared}$	$A = \pi r^2$
Arc length	Fraction of the circle times $\pi \times d$	Arc length = $\frac{30}{360} \times \pi d$
Area of a sector	Fraction of the circle times πr^2	Area of sector = $\frac{30}{360} \times \pi r^2$

Angles		
Angles in a triangle	Add up to 180°	$a+b+c=180^\circ$
Angles in a quadrilateral	Add up to 360°	$a+b+c+d=360^\circ$
Angles on a straight line	Add up to 180°	$a+b=180^\circ$
Opposite angles	In a parallelogram are equal	$a=b$ $c=d$
Vertically opposite	Angles are equal	$a=b$
Parallel lines	Fs and Zs	$a=b$
Fs	Corresponding angles are equal	$a=b$
Zs	Alternate angles are equal	$a=b$
Co-interior angles	Add up to 180°	$a+b=180^\circ$
Exterior angles	Add up to 360°	$5n = \frac{360}{5}$ $n = \dots$ $a+b=180^\circ$
Interior and exterior	Add up to 180°	$a+b=180^\circ$

Volume and Surface Area		
Volume of a prism	CSA x Length	<p>Area of triangle = $\frac{6 \times 3}{2}$</p> <p>Volume of prism = $\frac{\text{cross sectional area (CSA)}}{2} \times \text{length}$</p> $= \frac{6 \times 3}{2} \times 10$
Surface area	Area of each face Add - them - up	<p>Area A Area A Area B Area B Area C Area C Total Surface Area</p>

Year 9 Unit B2: Organisation in Animals

1	What is digestion of food?	Breaking down large, complex food molecules into smaller ones
2	Why is digestion important?	Digestion produces small molecules that can be absorbed into our blood
3	How do our teeth help us digest food?	They break the food into smaller pieces, to increase the total surface area
4	What are two functions of saliva in digestion?	1. To moisten food to allow easier swallowing 2. To start chemical digestion by enzymes
5	What are the 7 main food groups?	In any order: fats, proteins, carbohydrates, fibre, minerals, vitamins and water
6	Which of the 7 main food groups are large polymer molecules?	Fats, carbohydrates and proteins
7	Which of the food group molecules begins to be digested in the mouth?	Carbohydrates (don't write carbs!)
8	Which of the food group molecules begins to be digested in the stomach?	Proteins
9	What is the name of the enzyme that digests carbohydrates?	Amylase (a type of carbohydrase)
10	What is the name of the enzyme that digests proteins?	Protease
11	What is the name of the enzyme that digests fats and lipids?	Lipase
12	What is the function of the mouth in digestion?	To mechanically break up food into smaller pieces to increase surface area
13	What is a polymer?	A large molecule made up of repeating units of similar or identical small molecules
14	How does stomach acid help digestion?	1. It breaks up large particles of proteins 2. It provides an optimum pH for protease enzymes
15	What is an enzyme?	A protein which can speed up a reaction without being used up itself.
16	What is the order in which food passes through the digestive system?	Mouth -> oesophagus -> stomach -> small intestine -> large intestine -> rectum -> anus
17	What is the function of the small intestine?	To absorb sugars, lipids, amino acids, vitamins and minerals from digested food.
18	Give an adaptation of the small intestine which improve absorption of digested molecules	Structures called villi increase the surface area for increased diffusion into the blood
19	What is the function of the large intestine?	To absorb water from digested food
20	What is bile?	A substance that emulsifies fat and neutralises stomach acid
21	What is the function of the liver in digestion?	To produce bile
22	What is the function of the gall bladder?	To store bile until it can be released into the small intestine
23	What is the function of the rectum?	To store undigested material before excretion
24	Name where carbohydrase is made in the body	Salivary glands, pancreas and small intestine
25	What do carbohydrases break down and what is produced?	Carbohydrates to simple sugars (e.g. amylase breaks down starch to glucose)

Year 9 Unit B2: Organisation in Animals

26	Name where protease is made in the body	Stomach, pancreas and small intestine
27	What do proteases break down and what is produced?	Proteins to amino acids
28	Name where lipase is made in the body	Pancreas and small intestine
29	What do lipases break down and what is produced?	Lipids (fats) to fatty acids and glycerol
30	What are the products of digestion used for?	To build new carbohydrates, lipids and proteins in cells
31	What is the test for protein in food?	Add Biuret reagent to a sample or solution of the food. Reagent turns from blue to purple or violet
32	What is the test for glucose (sugar) in food?	Add Benedict's reagent to a sample or solution of the food, heat to 75 degrees Celsius. Reagent turns from blue to orange/red
33	What is the test for starch in food?	Add iodine solution to a sample or solution of the food. Reagent turns from orange to blue/black
34	What is the test for fats or lipids in food?	Add ethanol or Sudan III to a sample of the food, then shake. The upper layer will be cloudy white (red if using Sudan III)
35	What is the active site of an enzyme?	Part of the surface which joins to a substrate and where the reaction happens
36	What is a substrate?	The molecule that an enzyme will join with and change (for example, break it down)
37	Why is the active site of an enzyme called 'complementary'?	It fits the shape of the substrate perfectly
38	Name two factors that can affect the shape of an enzyme's active site	pH and high temperature
39	What happens when an enzyme is denatured?	Its active site changes shape so it can't join to the substrate
40	In Biology, what do we mean by 'tissue'?	A group of identical (or very similar) cells working together to do a particular job
41	In Biology, what do we mean by 'organ'?	A collection of different types of tissue that all work together to perform a specific function
42	In Biology, what is an organ system?	A group of organs that work together to perform a particular function
43	Name one organ system in humans	For example: digestive system, nervous system, circulatory system, skeletal system, reproductive system, endocrine system
44	Which system transports substances around the body?	The circulatory system
45	Why is our heart an example of an organ?	It is a group of different tissues that work together to pump blood round the body
46	What are the walls of the heart made from?	Muscle cells and tissue
47	Name the two types of chambers in the heart	Atrium and ventricle
48	Which are the upper chambers of the heart?	Atria (singular: atrium)
49	Which are the lower chambers of the heart?	Ventricles
50	When the muscles in the atria contract, where does the blood go to?	To the ventricles

Year 9 Unit B2: Organisation in Animals

51	When the muscles in the ventricles contract, where does the blood go to?	Out of the heart, either into the pulmonary artery or into the aorta
52	What is the job of the heart valves?	To prevent backflow of blood in the heart
53	To where does blood flow after leaving the right hand side of the heart?	The lungs
54	To where does blood flow after leaving the left hand side of the heart?	The rest of the body, except the lungs
55	Through which blood vessel does blood flow away from the heart?	Arteries
56	Through which blood vessel does blood flow back into the heart?	Veins
57	Name the blood vessel by which blood leaves to the rest of the body from the heart	Aorta
58	Name the blood vessel by which blood arrives back to the heart from the rest of the body	Vena cava
59	Name the blood vessel by which blood leaves the heart to the lungs	Pulmonary artery
60	Name the blood vessel by which blood leaves the lungs to go back to the heart	Pulmonary vein
61	Which blood vessels have thick walls containing muscle tissue and elastic fibres?	Arteries
62	Which blood vessels have thinner walls and contain valves?	Veins
63	Name two key adaptations of capillaries	Very thin wall (only one cell thick) to reduce distance diffusion has to occur across; very narrow to reduce the distance that diffusion has to occur across
64	Where is the "natural" pacemaker of the heart located?	The right atrium
65	Where are the lungs located?	The upper part of the body (thorax)
66	What protects the lungs?	The rib cage
67	What separates the lungs from the abdomen (lower part of body)?	The diaphragm
68	What gas diffuses into the bloodstream from the lungs?	Oxygen
69	What gas diffuses out of the bloodstream into the lungs?	Carbon dioxide
70	Name the structure which carries air from the nose and mouth to the lungs	Trachea
71	Name the two structures which branch off from the Trachea	Bronchi (singular: bronchus)
72	Name the structure which branch off from the bronchi	Bronchiole(s)
73	What are the small gas exchange structures in the lungs called?	Alveoli (singular: alveolus)
74	Describe some adaptations that alveoli have to make them an efficient gas exchange surface	Any from: Thin walls (one cell thick); rich capillary network; efficient movement of blood through capillaries; folded inner surface; alveoli contain mucus
75	How does having thin walls improve diffusion in the alveoli?	It decreases the distance that gases have to travel
76	How does a rich capillary network around the alveoli improve diffusion of gases?	It increases the size of the gas exchange surface
77	How does the movement of blood in the capillaries surrounding the alveoli improve diffusion of gases?	It maintains the concentration gradient between the alveoli and the blood

Year 9 Unit B2: Organisation in Animals

78	How does the folded inner surface of the alveoli increase the diffusion of gases?	It increases the surface area
79	How does the mucus in the alveoli improve diffusion?	It dissolves gases from the air for more efficient gas exchange
80	Is blood a cell, tissue or organ?	A tissue
81	What is the component of blood called that carries all of the blood cells in it?	Plasma
82	What are the three main cell types found in blood?	Red blood cells, white blood cells, platelets
83	Which gas dissolves in blood plasma for transport from the organs to the lungs?	Carbon dioxide
84	What does blood transport from the small intestine to other organs?	Soluble products of digestion
85	What major gas do red blood cells transport?	Oxygen
86	What major organelle do red blood cells lack?	A nucleus
87	What do red blood cells contain that allows them to carry oxygen?	Haemoglobin
88	What do white blood cells do?	Defend the body against microorganisms
89	What do platelets do?	Help clot the blood at wound sites
90	What are the coronary arteries?	Blood vessels that supply the heart muscle tissue with blood
91	What occurs in coronary heart disease (CHD)?	The coronary arteries become blocked with fatty deposits, narrowing them
92	How can coronary heart disease cause heart attacks?	Lack of blood to heart muscle cells means they can't release energy and contract
93	How do stents treat coronary heart disease?	Re-opens the blocked coronary artery, restoring blood flow
94	How do statins treat coronary heart disease?	Decreases the blood concentration of cholesterol, which reduces build-up of fatty deposits in the coronary arteries.
95	Why are faulty heart valves life-threatening?	They allow back-flow of blood in the heart
96	Name two sources of replacement heart valves	1. Mechanical 2. Biological (e.g. pigs or sheep).
97	Describe a treatment used in the case of total heart failure	Heart transplant
98	Name a risk of surgical intervention in heart disease	Infection
99	When would an artificial heart be used?	1. To allow the heart to rest and recover 2. To keep the patient alive whilst they wait for a transplant

Year 9 Unit B2: Organisation in Plants

1	Name three plant tissues	Any from: epidermal, palisade mesophyll, spongy mesophyll, xylem, phloem, meristem
2	Name three plant organs	Leaves, stems and roots
3	What is the role of the epidermal tissue in plants?	To cover and protect
4	What is the role of the palisade mesophyll tissue in plants?	This is where photosynthesis happens
5	What is the role of the spongy mesophyll tissue in plants?	This is where gas exchange occurs
6	What is the role of the xylem tissue in plants?	Transport of water (and dissolved ions) from the roots
7	What is the role of the phloem tissue in plants?	Transport of dissolved sugars (from the leaves)
8	What is the role of the meristem tissue in plants?	To divide into cells at the growing tips of shoots and roots
9	What is transpiration?	The movement of water from the roots to the leaves, eventually leaving the leaves via evaporation
10	Name some factors which affect the rate of transpiration in plants	1. Temperature 2. Humidity 3. Air movement 4. Light intensity
11	What is translocation?	The movement of sugars from the leaves to the rest of the plant through phloem vessels
12	Describe the adaptations of xylem tissue	Hollow tubes strengthened by lignin
13	Describe the adaptations of phloem tissue	Elongated cells with pores in the end cell walls to aid the movement of dissolved sugars
14	What is the role of stomata?	Provides a hole through which water, oxygen and carbon dioxide can move in and out of the leaf
15	What is the role of guard cells?	To control the opening and closing of stomata to control water loss and gas exchange in the plant

Year 9 Unit C2: Structure and bonding

1	What charge do electrons have?	-1
2	What charge will an ion of lithium take?	1+ (one electron in the outer shell, needs to lose it)
3	What charge will an ion of beryllium take?	2+ (two electrons in the outer shell, needs to lose them both)
4	What charge will an ion of barium take?	2+ (group 2 so two electrons in the outer shell, needs to lose them both)
5	What charge will an ion of fluorine take?	1- (7 electrons in the outer shell, needs to gain one)
6	If something has gained electrons, what charge will it have?	Negative
7	If something has lost electrons, what charge will it have?	Positive (because they have lost a negative!)
8	What charge will an ion of oxygen take?	2- (6 electrons in outer shell so needs to gain two)
9	What charge will an ion of selenium take?	2- (group 6, so has 6 electrons in the outer shell and needs to gain two)
10	Explain in terms of electrons what occurs when lithium bonds with chlorine	One electron transferred from lithium to chlorine
11	Why do atoms transfer electrons in ionic bonding?	So that they can have full outer shells
12	Explain in terms of electrons what occurs when lithium bonds with fluorine	One electron transferred from lithium to fluorine
13	Explain in terms of electrons what occurs when magnesium bonds with oxygen	Two electrons transferred from magnesium to oxygen
14	Explain in terms of electrons what occurs when beryllium bonds with oxygen (3 marks)	Two electrons transferred from beryllium to oxygen
15	Explain in terms of electrons what occurs when magnesium bonds with chlorine	One electron transferred from magnesium to two different chlorine atoms
16	Explain in terms of electrons what occurs when sodium bonds with oxygen	Two electrons transferred to an oxygen atom from two different sodium atoms
17	Why do sodium ions and chlorine ions form an ionic bond?	There is an electrostatic force of attraction between oppositely charged ions
18	Why don't sulphur ions and oxygen ions form ionic bonds with each other?	Both have negative charges so would repel
19	What is the name for a substance made of billions of oppositely charged ions joined together?	Giant ionic lattice
20	Define giant ionic lattice	A huge 3D network of ions
21	State the melting points of ionic substances	High
22	Explain why ionic substances have high melting points	Strong bonds between oppositely charged ions are hard to break
23	Will NaCl(s) conduct electricity?	No
24	Will NaCl (aq) conduct electricity?	Yes (aq stands for aqueous which means it is dissolved in water)
25	Will NaCl (l) conduct electricity?	Yes
26	What does molten mean?	Melted
27	Explain why ionic compounds do not conduct electricity when solid	Because the ions are not free to move
28	Explain why ionic compounds conduct electricity in solution	Because the ions are free to move
29	Explain why ionic compounds conduct electricity when molten	Because the ions are free to move

Year 9 Unit B2: Organisation in Animals

30	What does soluble mean?	Dissolves in water
31	What does insoluble mean?	Does not dissolve in water
32	Magnesium carbonate is insoluble. What do you need to do before it will conduct electricity?	Melt it
33	Sodium fluoride is soluble. Explain what the easiest way for it to conduct electricity is	Dissolve it in water because this does not require high temperatures
34	Explain why chlorine and fluorine form covalent bonds	They are both non-metals
35	Complete the sentence: In covalent bonds, electrons are _____	Shared
36	In ionic bonds, electrons are _____	Transferred
37	What is the name given to the structure of diamond, graphite and silicon dioxide?	Giant covalent
38	How many bonds does each carbon have in diamond?	4
39	Explain why diamond has a high melting point	Giant structure with strong covalent bonds between the atoms, requires a lot of energy to break
40	Explain why most giant covalent substances do not conduct electricity (3 marks)	There are no electrons/ions/charged particles that are free to move
41	Explain why graphite conducts electricity	Has delocalised electrons between the layers that can move through the graphite
42	Making full reference to structure and bonding in graphite, explain how it conducts electricity	Each carbon has 3 bonds, 1 electron is delocalised, free to carry charge through the graphite
43	Explain why graphite can act as a lubricant	Weak forces between layers which are free to slide over each other
44	What is graphene?	One layer of graphite
45	What is a fullerene?	Substance made of carbon atoms arranged in a cage
46	What type of substance are methane and water?	Simple molecular (or simple molecules)
47	What is a molecule?	A group of atoms chemically bonded together
48	Describe the structure of simple covalent molecules	Strong covalent bonds between atoms, weak forces holding the molecules together
49	What are intermolecular forces?	Weak forces between molecules which hold them together
50	Explain why methane has a low melting point	It is a simple molecular substance with weak forces between the molecules (which are easy to break)
51	What is a polymer?	Millions of small molecules joined together in a chain to form a large molecule
52	Describe the main features of metals in terms of their structure	Positive metal ions arranged in layers with delocalised electrons
53	Explain why metals can conduct electricity	Delocalised electrons are free to carry charge
53	Explain why metals can conduct electricity	Delocalised electrons are free to carry charge
54	Explain why pure metals are soft	Layers of metal ions are free to slide over each other

Year 9 Unit C2: Structure and bonding

55	What is an alloy?	A mixture of two or more elements, at least one of which is a metal
56	Give a reason for alloying a metal	To make it harder, to make it less reactive
57	Explain why alloys can be harder than pure metals	Different size of atoms disturb the layers to stop them sliding over each other
58	In terms of electrons, what do group 1 elements have in common?	1 electron in the outer shell
59	In terms of electrons, what do group 7 elements have in common?	7 electrons in the outer shell
60	In terms of electrons, what do group 0 elements have in common?	Full outer shell
61	What is more reactive, lithium or sodium?	Sodium
62	What is more reactive, chlorine or bromine?	Chlorine
63	Define inert	Unreactive
64	Explain why the noble gases are inert	They have full outer shells, so do not need to gain or lose electrons
65	What is a trend?	A pattern in properties
66	State the trend in the melting points of the alkali metals	Gets lower down the group
67	What state is fluorine at room temperature?	Gas
68	What state is chlorine at room temperature?	Gas
69	What state is bromine at room temperature?	liquid
70	What state is iodine at room temperature?	solid
71	Balance the equation: $2\text{Li} + \text{H}_2\text{O} \rightarrow \text{LiOH} + \text{H}_2$	$2\text{Li} + 2\text{H}_2\text{O} \rightarrow 2\text{LiOH} + \text{H}_2$
72	Balance the equation: $2\text{K} + \text{H}_2\text{O} \rightarrow \text{KOH} + \text{H}_2$	$2\text{K} + 2\text{H}_2\text{O} \rightarrow 2\text{KOH} + \text{H}_2$
73	Name LiOH	Lithium hydroxide
74	Name KOH	Potassium hydroxide
75	Explain why the group 1 elements are called alkali metals	They are metals that form alkalis when they react with water
76	What is a displacement reaction?	A reaction in which a more reactive element takes the place of a less reactive element in a compound
77	Explain why the following reaction does not proceed: $\text{KBr} + \text{I}_2$	Iodine is less reactive than bromine so cannot displace it
78	Balance the below equation and explain why it is a displacement reaction: $\text{KBr} + \text{Cl}_2 \rightarrow \text{KCl} + \text{Br}_2$	$2\text{KBr} + \text{Cl}_2 \rightarrow 2\text{KCl} + \text{Br}_2$; chlorine has displaced bromine as it is more reactive
79	Explain why fluorine is more reactive than chlorine	Fewer shells/electrons, less shielding (or stronger attraction from nucleus), easier to gain electrons
80	Explain why potassium is more reactive than lithium (3 marks)	More shells/electrons, less shielding (or weaker attraction from nucleus), easier to lose electrons
81	Explain why bromine is less reactive than chlorine (3 marks)	More shells/electrons, more shielding (or weaker attraction from nucleus), harder to gain electrons
82	Explain why sodium is less reactive than caesium (3 marks)	Fewer shells/electrons, less shielding (or stronger attraction from nucleus), harder to lose electrons

Religion and Life

Topics covered:

1. Origins of the universe
2. Value of the world
3. Use of resources
4. Pollution
5. Use of animals
6. Origins of human life
7. Abortion
8. Euthanasia
9. Death and afterlife

Remember: If a question is asking you for the **similarities** it means **two things the same**. If it says **contrasting** it is asking you to say **both for and against**

1. The origins of the universe

Christianity:

- ✓ The universe was designed and created by God.
- ✓ They believe God created the world out of nothing, 'ex-nihilo'.
- ✓ The Genesis creation story gives an account of how God created the universe.
- ✓ Christians have differing opinions on whether the creation story actually happened (see Christianity knowledge sheet and creation.)

'In the beginning God created the heavens and the earth'. Genesis 1

Islam:

- ✓ Muslims also believe the world was created by God in six days.
- ✓ Most Muslims understand the original text of six days to mean six phases, or periods of time.
- ✓ Unlike the Bible, the Qur'an does not specify exactly what took place during each period.
- ✓ The Qur'an does not mention a day of rest.

'Your Lord is God, who created the heavens and earth in six Days, then established Himself on the throne'. Qur'an 7:54

Science:

- ✓ The Big Bang Theory is the leading scientific explanation for how the universe began.
- ✓ It suggests that all matter was compressed into a small hot mass. A massive expansion of space took place and the condensed matter was flung in different directions. It has been expanding ever since creating the universe.

2. The value of the world

- ✓ The world is complex and fascinating. When you look at the world you have to wonder how it was all made.

Stewardship:

- ✓ For **Christians** they believe God has given the privilege of living on the earth but with the responsibility of looking after it.
- ✓ The special responsibility to care for and protect the planet it called stewardship.
- ✓ As stewards of the earth Christians believe people have been appointed by God to respect and manage the world. In return we can use it in a sustainable way for our survival.
- ✓ In **Islam** stewardship is known as khalifah. Muslims believe that God gave humans the responsibility of looking after the planet.
- ✓ People should protect the environment. On the Day of Judgement humans will be answerable to God concerning how well they have fulfilled this role.

'It is He who has made you successors on the earth'. Qur'an 6:165

Dominion:

- ✓ In **Christianity** some believe that humans were given the power and authority to rule over the world. This is called dominion.
- ✓ A minority of Christians believe that people can do what they like with the earth and everything in it because humans are in charge.

'Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground'. Genesis 1:28

Religion and Life

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3. The use and abuse of resources

- ✓ Worldwide over 90 million barrels of oil are used a day.
- ✓ The problem of deforestation is a serious one. Around 7.3 million hectares of forest are lost each year.
- ✓ Many other non-renewable resources are being used up very quickly, and once they are gone the world will have to adapt drastically in order to live without them.

Renewable resources:

- ✓ Scientists are developing alternatives to non-renewable resources.
- ✓ While renewable resources (wind, wave power, and sunlight), can theoretically give us unlimited energy, in practice there are currently lots of problems with them, which is why conserving energy is important to people.

Christianity:

- ✓ Christians believe they should avoid waste, conserve energy and reduce the demand for natural resources.
- ✓ They believe they can do things like; walking, cycling and public transport instead of using cars, use products which don't have a lot of packaging, turn off lights which aren't being used and reusing bags when shopping, can all help to save natural resources and conserve energy.

Muslims:

- ✓ In the Hadiith, Muslims are advised to only take what is necessary from the world.
- ✓ Each Muslim has a responsibility to help look after the environment and not overuse the world's resources.

'Do not seek from it more than what you need'. Hadiith.

4. Pollution

- ✓ Pollution puts the health of humans, animals and plants at risk.
- ✓ There are many types of pollution which include: air pollution, land pollution and water pollution.

Christianity:

- ✓ Christians believe the world is on loan to humans who have a duty to care for it.
- ✓ The **parable of the talents (Matthew 25)** warns that God will judge how responsible people have been.
- ✓ Polluting the world is not good stewardship, as God's creation is being abused.
- ✓ Pollution also harms people, so it is not **'loving one's neighbour'** or considering future generations.
- ✓ Christians believe they must help to protect the natural world from being harmed by pollution.

'The earth is the LORD'S , and everything in it'. Psalm 24:1

Islam:

- ✓ Muslims believe that the environment should be nurtured, valued and restored to what God intended it to be.
- ✓ Irresponsible behaviour that leads to pollution is seen as unacceptable.
- ✓ In cases where the consequences are fatal, particularly to human life, pollution is haram (forbidden) in Islam.

Religion and Life

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5. The use and abuse of animals:

Muslims beliefs about animals:

- ✓ Muslims believe God made all living creatures and they all worship him in their own way.
- ✓ Each animal is valuable to God, has rights and should be treated with respect and compassion.
- ✓ Islam teaches that animals have been made for the benefit of humans but they are not to be used abused.
- ✓ They must not be beaten unnecessarily nor used to fight each other for human entertainment.
- ✓ All animal cruelty is to be avoided and factory farming is haram (forbidden).
- ✓ Muhammad is seen as a role model in the way he treated animals. There is a story where he cut off a part of his cloak rather than disturb a sleeping cat.
- ✓ He also told a man to return a bird's eggs when he saw the distress of the mother bird.

'All the creatures that crawl on the earth and those that fly with their wings are communities like yourselves'. Qur'an 6:38

Christian beliefs about animals:

- ✓ Christians believe animals were created by God for humans to use and care for.
- ✓ Many believe God values animals but that humans are more important because they were created in God's image and have souls.
- ✓ The Bible teaches that animals are to be treated kindly, but we have permission from God to use them as food.

'Everything that lives and moves about will be food for you'. Genesis 9:3

'The righteous care for the needs of their animals'. Proverbs 12:10

Muslim beliefs on animal experimentation:

- ✓ In Islam causing harm to an animal, doing anything that may harm an animal's life, body or genetic order is not allowed.
- ✓ Causing them stress and forcing them to do a job beyond their power is not allowed either.
- ✓ If such actions were to protect and preserve human life, such as the development of medicines, an exception may be allowed, as long as the animal is treated humanely and with care.
- ✓ All suffering must be kept to an absolute minimum.
- ✓ For example, forcing an animal to smoke to find the effects of smoking is not allowed.
- ✓ Testing cosmetics on animals is also seen as wrong.

Christian beliefs on animal experimentation:

- ✓ In modern societies Christians generally support limited animal testing.
- ✓ Christians believe that all human life is sacred, using animals to develop new drugs may benefit millions of people and save many lives.
- ✓ They believe animals can be used as long as there is no other way to safely develop medicines and it is carried out as caringly as possible.
- ✓ Testing cosmetics on animals was banned in the UK in 1998, and most Christians support the ban.

Muslim beliefs on the use of animals for meat:

- ✓ Muslims are allowed to eat meat which has been killed according to Shari'ah law.
- ✓ For food to be permissible, it must have been farmed and killed according to Muslim teaching.
- ✓ The Qur'an expressly forbids the eating of pig meat and it is also haram to eat any animal which has not been ritually slaughtered or has died in the wild.
- ✓ To provide food is an example of a just cause but hunting for entertainment and pleasure is not.

'Whoever kills a sparrow or anything bigger than that without a just cause, God will hold him accountable on the Day of Judgement'. Hadith

Christian beliefs on the use of animals for meat:

- ✓ Christians have the choice whether to eat meat or not.
- ✓ They should also be sensitive to the beliefs of others about what they wish to eat.
- ✓ Most Christians eat meat. Those who decide not to, usually do so because they are against killing animals, as they believe that animals should not be harmed.
- ✓ Others object to the animal cruelty which can occur in large factory farms.

'The one who eats everything must not treat with contempt the one who does not, and the one who does not eat everything must not judge the one who does, for God has accepted them'. Romans 14:3

Religion and Life

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6. Origins of human life

Science:

- ✓ Charles Darwin came up with the theory of evolution. He suggested that creatures appeared in the sea, which over a long period of time, evolved into other species.
- ✓ Some became able to survive on land as well as in the sea. Some then developed the ability to fly. This is called evolution.
- ✓ According to the theory of evolution, humans evolved over millions of years from other animals on land.
- ✓ Scientists have discovered bones from several extinct species, which they claim as possible ancestors of the human race.

Christianity:

- ✓ Fundamentalist Christians believe that the origin of human life was exactly as recorded in Genesis, with God creating each species separately.
- ✓ Whilst some accept adaptation in species, they do not believe there is enough evidence to prove that creatures evolve.
- ✓ Some Christians believe in God as the creator, but also accept the theory of evolution.
- ✓ They believe the Bible is concerned with 'why' it happened, rather than the 'how'.
- ✓ Some Christians say it happened because God designed and created the beginning of life and set everything in motion to develop over the course of history.
- ✓ They believe that evolution is the way God designed life to advance and evolve.

So God created mankind in his own image, in the image of God he created them; male and female he created them'. Genesis 1:27

Islam:

- ✓ Muslims believe that after God made the universe, he made the first human being called Adam.
- ✓ Muslims believe the whole of the human race is descended from Adam and Eve.
- ✓ Some Muslims reject the idea of evolution altogether, and believe that God formed all the different species. Others accept all forms of evolution except where it applies to humans.

'You [humans] were lifeless and He gave you life'. Qur'an 2:28

Religion and Life

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7. Abortion

- ✓ Abortion is the removal of a foetus from the mother's womb.
- ✓ This can happen naturally through miscarriage, but abortion usually refers to the medical procedure of deliberately ending the pregnancy.
- ✓ Before 1967 abortion was illegal in the UK. Abortion is currently allowed up to the 24th week of a pregnancy, in a licenced clinic if two doctors agree.

Christianity:

- ✓ Christians believe in the sanctity of life. God has given each person a purpose in life therefore abortion is wrong.
- ✓ Many Christians believe that life starts at conception, abortion therefore is wrong as you are killing a life. The only time it may be acceptable is to save the mother's life.
- ✓ Others oppose abortion but believe it is acceptable in some circumstances such as the result of rape or if the child would be severely disabled.
- ✓ Some say it is the 'lesser of two evils' and the kindest thing to do, for example if the quality of life for the baby is near non-existent.

'Before I formed you in the womb I knew you, before you were born I set you apart'. Jeremiah 1:5

'As God's chose people, holy and dearly loved, clothe yourselves with compassion, kindness, gentleness and patience'.

Colossians 3:12

Islam:

- ✓ For Muslims they are taught to value life. The Qur'an does not explicitly refer to abortion.
- ✓ It is generally forbidden, but should be allowed in particular circumstances, such as if the mother's life is at risk.
- ✓ Some believe it should be allowed if the foetus will be born with either physical or mental disabilities or if conception was a result of rape.
- ✓ The abortion should be carried out as early as possible and definitely before ensoulment (somewhere between 40-120 days of pregnancy).
- ✓ In Islam, having an abortion after ensoulment is seen as taking a life.

'Do not kill your children for fear of poverty – We shall provide for them and for you – killing them is a great sin'. Qur'an 17:31

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8. Euthanasia

- ✓ Euthanasia means 'good death'. The intention is to end the life of someone who is in pain or has poor quality of life due to a serious illness but they can't take their own life.
- ✓ There are three types of euthanasia; voluntary – where a person asks a doctor to end their life for them; non-voluntary – where a person is too ill to request to die, but a doctor will end it because it's in their best interests; and involuntary – where a person is able to consent, but does not and their life is ended anyway.
- ✓ All forms of euthanasia are currently illegal in the UK and treated as murder or manslaughter.

Christianity:

- ✓ Many believe taking a life is interfering with God's plan. They think it is comparable to murder and open to abuse.
- ✓ Most believe it goes against the sanctity of life, and only God has the right to take life away.
- ✓ Some Christians do support euthanasia and believe that it should be used if it is the most loving thing to do.
- ✓ They believe God has given people free will so they should be able to choose when to end their lives.

'Thou shall not kill'. Exodus.

'Blessed are the merciful'. Matthew 5:7

Islam:

- ✓ Muslims believe in the sanctity of life. They believe all life is a gift from God and therefore should be valued and looked after.
- ✓ No person has the right to take life away, only God decides when it will be ended.
- ✓ No one knows the plan for the person who is suffering, there may be a reason for it.
- ✓ Euthanasia is forbidden in Islam and is considered a sin against God, the community and the individual.
- ✓ To end a life prematurely is going against God, because it is interfering with God's plan.

'Do not take life, which God has made sacred, except by right'. Quran 17:33

'No soul may die except with God's permission at a predestined time'. Qur'an 3:145

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9. Death and the afterlife

Christianity:

- ✓ Christians believe humans receive eternal life as a gift from God, and so a belief in the afterlife is dependent on a belief in God.
- ✓ The afterlife either begins upon death or at the **Day of Judgement** when Jesus will return to judge the living and the dead.

Judgement:

- ✓ Christians believe it is God who judges the fate of those who die.
- ✓ He will take into account the life of the person and the extent to which they have tried to get close to him.
- ✓ Jesus makes it clear that in serving others, they are serving him.
- ✓ Christians believe that simply treating other people well and in accordance with Christian morality is not enough to guarantee a good afterlife.
- ✓ They believe that Jesus is the Son of God and in order to gain a good afterlife you have to have faith in him and following his teaching.

'And the life everlasting'. The Apostles Creed
'I am the way and the truth and the life. No one comes to the Father except through me'. John 14:6

Heaven:

- ✓ Traditional paintings show it as beyond the clouds and where God sits on a huge throne watching the earth.
- ✓ It is seen as a place of peace, joy and freedom from pain. Whether it is spiritual or physical is unclear.

Hell:

- ✓ Often seen as the opposite of heaven.
- ✓ Christians understand it to be a state of existence without God.
- ✓ It is often depicted as a place of eternal suffering, terror, fire and torture ruled by the devil.
- ✓ It leaves a difficult question as to, if heaven is reserved for Christians, where do non-Christians go?
- ✓ Many believe that all those who try to follow God will be accepted by him and not be sent to hell.

The parable of the sheep and the goats indicates heaven is a reward for both faith and good actions – only one is insufficient. Islam:

Islam:

- ✓ For Muslims death isn't the end but the start of a new stage of life called Akhira. After death you lie in the grave waiting for the day of Judgement; this is called Barzakh.
- ✓ Angels are sent to question them about their life.
- ✓ If they are good and honest they will be rewarded; if they are bad and untruthful they will be punished.

The Day of Judgement

- ✓ When God's purpose for the world has been fulfilled He will destroy it.
- ✓ The world will be transformed into a new world.
- ✓ Everyone who has ever lived will be resurrected and judged by God.
- ✓ If people are given the book of deeds in their right hands they will go to heaven, if it is in their left they will go to hell.

Heaven and Hell

Heaven:

- ✓ Described as the gardens of happiness.
- ✓ It is a reward for faith and good deeds.

'A reward for what they used to do'. Quran 56:24

Hell:

- ✓ Described as a place of fire and great torment.
- ✓ Punishment for those who reject God and do evil.

'They will dwell amid scorching wind and scalding water in the shadow of black smoke, neither cool nor refreshing'. Quran 56:42-4

1. Les pays francophones: Maintenant at avant – Francophone countries: Now and before

Décris ta région <i>Describe your area</i>	Il y a un centre commercial. <i>There is a shopping centre.</i>	<table border="1"> <tr> <td rowspan="2">C'est plus <i>It's more</i></td> <td>connu(e)</td> <td><i>well-known</i></td> </tr> <tr> <td>touristique</td> <td><i>touristy</i></td> </tr> <tr> <td rowspan="3">C'est moins <i>It's less</i></td> <td>moche</td> <td><i>unattractive</i></td> </tr> <tr> <td>beau/belle</td> <td><i>beautiful</i></td> </tr> <tr> <td>peuplé(e)</td> <td><i>populated</i></td> </tr> <tr> <td rowspan="2">C'était plus <i>It was more</i></td> <td>desert(e)</td> <td><i>deserted</i></td> </tr> <tr> <td>tranquille</td> <td><i>peaceful</i></td> </tr> <tr> <td rowspan="2">C'était moins <i>It was less</i></td> <td>bruyant(e)</td> <td><i>noisy</i></td> </tr> <tr> <td>animé(e)</td> <td><i>lively</i></td> </tr> </table>	C'est plus <i>It's more</i>	connu(e)	<i>well-known</i>	touristique	<i>touristy</i>	C'est moins <i>It's less</i>	moche	<i>unattractive</i>	beau/belle	<i>beautiful</i>	peuplé(e)	<i>populated</i>	C'était plus <i>It was more</i>	desert(e)	<i>deserted</i>	tranquille	<i>peaceful</i>	C'était moins <i>It was less</i>	bruyant(e)	<i>noisy</i>	animé(e)	<i>lively</i>
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	animé(e)		<i>lively</i>																					
Maintenant? <i>Now?</i>	On peut faire une promenade. <i>You can go for a walk.</i>																							
En ce moment? <i>At the moment?</i>	The town is quieter. <i>La ville est plus tranquille.</i>																							
	Il y a moins de pollution. <i>There is less pollution.</i>																							
	La plupart des restaurants sont fermés. <i>Most of the restaurants are shut.</i>																							
Et avant? <i>And before?</i>	Il y avait plus de choses à faire sans ma région. <i>There was more to do in my area.</i>																							
	Il y avait beaucoup de circulation. <i>There was a lot of traffic.</i>																							
	Il y avait plus de... / moins de... – <i>There used to be more... / less...</i> Il y avait plus de magasins – <i>There used to be more shops.</i> Il y avait moins de circulation – <i>There used to be less traffic.</i>																							
	C'était plus / moins – <i>It (generally) was more / less</i> animé / calme / pollué / propre – <i>busy / calm / polluted / clean</i> La ville (elle) était animée / calme / polluée / propre – <i>The town (it) used to be...</i>																							
	On pouvait... – <i>You used to be able to...</i> On pouvait aller au parc. – <i>You used to be able to go to the park.</i>																							
	J'habitais... – <i>I used to live...</i>																							

2. Les opinions et les comparaisons – Opinions and comparisons between countries and cultures

Le climat est <i>The climate is</i>	plus <i>more</i>	chaud <i>hot</i> froid <i>cold</i> tropicale <i>tropical</i> humide <i>humid</i>	que le climat en Martinique. <i>than the climate in Martinique.</i>
Le paysage est <i>The scenery is</i>	aussi <i>as</i>	spectaculaire <i>spectacular</i> magnifique <i>magnificent</i> beau <i>beautiful</i> urbain <i>urban</i>	que le paysage en France. <i>than the scenery in France.</i>
Ma ville est <i>My town is</i>	moins <i>less</i>	charmante <i>charming</i> belle <i>beautiful</i> tranquille <i>peaceful</i> culturelle <i>cultural</i> moderne <i>modern</i> vieille <i>old</i> jolie <i>pretty</i> grande <i>big</i> petite <i>small</i>	que Paris. <i>than Paris.</i>
Il fait très chaud à Martinique <i>It's very hot in Martinique</i>			tandis qu'il pleut beaucoup dans ma région. <i>whereas it rains a lot in my region.</i>
Le paysage est plus spectaculaire dans le sud de la France <i>The scenery is more spectacular in the south of France</i>			en comparaison de ma ville où il n'y a pas de montagnes. <i>in comparison to my town where there are no mountains.</i>
Paris a plus d'attractions pour les touristes <i>Paris has more tourist attractions</i>			en comparaison de ma région, où il n'y a rien à faire. <i>in comparison to my region where there's nothing to do.</i>
Marseille est très animée <i>Marseille is very lively</i>			mais ma ville est plus tranquille. <i>but my town is more peaceful.</i>
Il y a des plantes tropicales à Martinique <i>There are tropical plants in Martinique</i>			tandis que la faune et la flore n'est pas tropicale dans ma région. <i>whereas the wildlife is not tropical in my region.</i>

3.The world around us

<p>Quels droits ont les enfants dans le monde? What rights do children have?</p>	<p>KEY STRUCTURES</p> <ul style="list-style-type: none"> • J'ai le droit de/d'... I have the right to • Je n'ai pas le droit de/d'... I don't have the right to • Les enfants/jeunes ont le droit de/d' Children/young people have the right to • Les enfants/jeunes n'ont pas le droit de/d' Children / young people don't have the right to • Je peux / on peut / ils peuvent I can / we can / they can • Je ne peux pas / on ne peut pas / ils ne peuvent pas I can't / we can't / they can't • Il faut We have to • Il ne faut pas We mustn't 	<p>Complement (Infinitive phrases)</p> <p>avoir une identité have an identity</p> <p>avoir une nationalité have a nationality</p> <p>avoir une famille have a family</p> <p>avoir accès à l'eau have access to water</p> <p>manger eat</p> <p>aller à l'école go to school</p> <p>être protégé(e)s be protected</p> <p>être soigné(e)s be cared for</p> <p>aimer love</p> <p>sortir seul(e) go out alone</p> <p>voter vote</p>	<p>Opinions</p> <ul style="list-style-type: none"> • C'est essentiel It's essential • C'est nécessaire It's necessary • C'est important pour moi It's important for me • Ce n'est pas juste! It isn't fair
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	Time expression	KEY STRUCTURE 1	Quantifier	Complement	Connective	KEY STRUCTURE 2	Adjective
<p>Parle-moi des problèmes environnementaux dans ta région maintenant et avant Today and before – talk to me about the environmental problems in your region</p>	<p>Avant Before</p> <p>Quand j'étais plus jeune When I was younger</p>	<p>il y avait there used to be</p> <p>il n'y avait pas there didn't used to be</p>	<p>beaucoup de/d' a lot of trop de/d' too much</p> <p>assez de/d' enough</p> <p>plus de/d' more</p>	<p>bruit noise</p> <p>circulation traffic</p> <p>déchets/ordures par terre rubbish on the ground</p> <p>pollution (de l'air / de l'eau) (air / water) pollution</p> <p>usines factories</p> <p>transport en commun public transport</p> <p>espaces verts green spaces</p> <p>faim hunger</p> <p>gaz d'échappement exhaust fumes</p>	<p>à cause de ça because of that</p> <p>du coup therefore</p> <p>donc so</p>	<p>c'était it used to be</p> <p>ce n'était pas it didn't used to be</p> <p>c'est it is</p> <p>ce n'est pas it isn't</p>	<p>pollué polluted</p> <p>sale dirty</p> <p>propre clean</p> <p>inquiétant worrying</p> <p>catastrophique catastrophic</p> <p>bien/mauvais pour la santé good/bad for your health</p> <p>grave serious</p>
	<p>Maintenant Now</p> <p>De nos jours Nowadays</p>	<p>il y a there is</p> <p>il n'y a pas there isn't</p>	<p>moins de/d' less</p>				

3.The world around us			
Qu'est-ce qu'on peut faire pour protéger l'environnement? <i>What should you do to protect the environment?</i>	Sentence starter	KEY STRUCTURE 1	Complement (infinitive phrase)
	Pour protéger l'environnement <i>To protect the environment</i> Pour sauver notre planète <i>To save our planet</i>	on devrait / nous devrions <i>we should</i> on ne devrait pas / nous ne devrions pas <i>we shouldn't</i> on peut / nous pouvons <i>we can</i> on ne peut pas / nous ne pouvons pas <i>we can't</i> il faut <i>we must</i> il ne faut pas <i>we mustn't</i> on doit <i>we should</i> on ne doit pas <i>we should</i>	recycler le verre/le papier <i>recycle glass/paper</i> trier les déchets <i>sort the rubbish</i> faire du compost <i>make compost</i> faire des achats responsables <i>make responsible purchases</i> consommer moins d'énergie <i>consume less energy</i> éteindre les appareils électriques et la lumière <i>turn off electrical appliances and the light</i> utiliser les transports en commun <i>use public transport</i> acheter des produits verts / bio <i>buy green / organic products</i> économiser l'eau <i>save water</i> refuser les sacs en plastique <i>refuse plastic bags</i>
Comment veux-tu aider à l'avenir ? <i>How do you want to help in the future?</i>	Quand je serai plus âgé(e) à l'avenir <i>When I'm older In the future</i>	je veux <i>I want</i> je ne veux pas <i>I don't want</i> je voudrais <i>I would like</i> je ne voudrais pas <i>I wouldn't like</i> j'ai l'intention de/d' <i>I intend to</i>	aider les autres / les SDF / les pauvres <i>help others / the homeless / the poor</i> collecter les fonds (pour) <i>raise funds for</i> faire du travail bénévole <i>volunteer</i>

1. Los países hispanos: Ahora y antes – Spanish speaking countries: Now and before

Describe tu barrio <i>Describe your area</i>	Hay un centro commercial. <i>There is a shopping centre.</i>
¿Ahora? <i>Now?</i>	Se puede ir de paseo. <i>You can go for a walk.</i>
¿En este momento? <i>At the moment?</i>	El pueblo es más tranquilo. <i>The town is quieter.</i>
	Hay menos contaminación. <i>There is less pollution.</i>
	La mayoría de los restaurants están cerrados. <i>Most of the restaurants are shut.</i>
¿Antes? <i>Before?</i>	Había más cosas que hacer en mi barrio. <i>There was more to do in my area.</i>
	Había mucho tráfico. <i>There was a lot of traffic.</i>
	Había más... / menos... – <i>There used to be more... / less...</i> Había más tiendas. – <i>There used to be more shops.</i> Había menos tráfico. – <i>There used to be less traffic.</i>
	Era más / menos – <i>It (generally) was more / less</i> animado / tranquilo / contaminado/ limpio – <i>busy / calm / polluted / clean</i> La ciudad era animada / tranquila / contaminada / limpia – <i>The city (it) used to be...</i>
	Se podía... – <i>You used to be able to...</i> Se podía ir al parque – <i>You used to be able to go to the park...</i>
	Vivía en... – <i>I used to live in...</i>

<i>Es más</i> <i>It's more</i>	conocido	<i>well-known</i>
	turística	<i>touristy</i>
<i>Es menos</i> <i>It's less</i>	feo	<i>unattractive</i>
	bonito/a	<i>beautiful</i>
<i>Era más</i> <i>It was more</i>	poblado/a	<i>populated</i>
	desierto/a	<i>deserted</i>
<i>Era menos</i> <i>It was less</i>	tranquilo/a	<i>peaceful</i>
	ruidoso/a	<i>noisy</i>
	animado/a	<i>lively</i>

2.Opiniones y comparaciones - Opinions and comparisons between countries and cultures

El clima es <i>The climate is</i>		caluroso <i>hot</i> frío <i>cold</i> tropical <i>tropical</i> humido <i>humid</i>	que el clima en Colombia. <i>than the climate in Colombia.</i> *With 'tan,' use 'como' <i>instead of que</i>
El paisaje es <i>The scenery is</i>	más <i>more</i>	espectacular <i>spectacular</i> magnífico <i>magnificent</i> bonito <i>beautiful</i> urbano <i>urban</i>	que el paisaje en España. <i>than the scenery in Spain.</i> *With 'tan,' use 'como' <i>instead of que</i>
Mi pueblo es <i>My town is</i>	tan * <i>as</i>	encantador <i>charming</i> bonito <i>beautiful</i> tranquilo <i>peaceful</i> cultural <i>cultural</i> moderno <i>modern</i> viejo <i>old</i> hermoso <i>pretty</i> grande <i>big</i> pequeño <i>small</i>	que Madrid. <i>than Madrid.</i> *With 'tan,' use 'como' <i>instead of que</i> e.g. Mi pueblo es tan bonito <i>como Madrid (My town is as</i> <i>beautiful as Madrid)</i>
Hace calor en Colombia <i>It's very hot in Colombia</i>		mientras que llueve mucho en mi región. <i>whereas it rains a lot in my region.</i>	
El paisaje es más espectacular en el sur de España <i>The scenery is more spectacular in the south of Spain</i>		en comparación con mi pueblo donde no hay montañas. <i>in comparison to my town where there are no mountains.</i>	
Madrid tiene más monumentos <i>Paris has more tourist attractions</i>		en comparación con mi región, donde no hay nada que hacer. <i>in comparison to my region where there's nothing to do.</i>	
Barcelona es muy animado <i>Barcelona is very lively</i>		pero mi pueblo es más tranquilo. <i>but my town is more peaceful.</i>	
Hay plantas y flores tropicales en Peru <i>There are tropical plants and flowers in Peru</i>		mientras que no hay fauna tropical en mi región. <i>whereas the wildlife is not tropical in my region.</i>	

3. Nuestro mundo – The world around us

<p>¿Qué derechos tienen los niños? What rights do children have?</p>	<p>KEY STRUCTURES 1</p> <ul style="list-style-type: none"> Tengo derecho a I have the right to No tengo derecho a I don't have the right to Los niños/jóvenes tienen derecho a Children/young people have the right to Los niños/jóvenes no tienen derecho a Children/young people don't have the right to Puedo/podemos/pueden I can / we can / they can Tengo que I have to No tengo que I don't have to 		<p>Complement 1 (Infinitive phrases) dar la opinión give opinions jugar play salir (solo/sola) go out (alone) ir al insti/colegio go to school tener una identidad have an identity tener una nacionalidad have a nationality tener una familia have a family tener acceso al agua have access to water comer eat vivir en armonía to live in harmony</p>				
	<p>KEY STRUCTURES 2</p> <ul style="list-style-type: none"> Tengo derecho I have the right No tengo derecho I don't have the right Los niños/jóvenes tienen derecho Children/young people have the right Los niños/jóvenes no tienen derecho Children/young people don't have the right 		<p>Complement 1 (Infinitive phrases) dar la opinión give opinions jugar play salir (solo/sola) go out (alone) ir al insti/colegio go to school tener una identidad have an identity tener una nacionalidad have a nationality tener una familia have a family tener acceso al agua have access to water comer eat vivir en armonía to live in harmony</p>				
<p>Ahora y antes – hálame de los problemas medioambientales en tu región Today and before – talk to me about the environmental problems in your region</p>	<p>Time expression</p>	<p>KEY STRUCTURE 1</p>	<p>Quantifier</p>	<p>Complement</p>	<p>Connective</p>	<p>KEY STRUCTURE 2</p>	<p>Adjective</p>
	<p>Antes Before Cuando era pequeño/a When I was young</p>	<p>había there used to be no había there didn't used to be tenía it used to have no tenía it didn't used to have</p>	<p>mucho/a/os/as a lot of demasiado/a/os/as too much suficiente(s) enough más more menos less</p>	<p>ruido noise tráfico traffic basura rubbish polución / contaminación (del aire / del agua / de los ríos / mares) (air / water / river / sea) pollution espacios verdes green spaces fábricas factories medios de transporte público modes of public transport una red de transporte público a network of public transport</p>	<p>por lo tanto therefore por eso therefore entonces so</p>	<p>era it used to be no era it didn't used to be estaba it used to be no estaba it didn't used to be es it is no es it isn't está it is no está it isn't</p>	<p>sostenible sustainable sucio dirty limpio clean</p>

3. Nuestro mundo – The world around us

¿Qué se puede hacer para proteger el medioambiente?	Sentence starter	KEY STRUCTURE 1	Complement (infinitive phrase)
<p>¿Cómo quieres ayudar en el futuro?</p> <p>How do you want to help in the future?</p>	<p>Para proteger el medioambiente <i>To protect the environment</i></p> <p>Para limpiar las calles <i>To clean the streets</i></p> <p>Para reducir la contaminación <i>To reduce pollution</i></p> <p>Para luchar contra el calentamiento global <i>To fight against global warming</i></p> <p>Cuando sea mayor <i>When I'm older</i></p> <p>En el futuro <i>In the future</i></p>	<p>se debería <i>you should</i></p> <p>se debería <i>you shouldn't</i></p> <p>hay que <i>you must</i></p> <p>se puede <i>you can</i></p> <p>quiero <i>I want</i> no quiero <i>I don't want</i> me gustaría <i>I would like</i> no me gustaría <i>I wouldn't like</i></p> <p>tengo la intención de <i>I intend to</i></p>	<p>reciclar el papel / el plástico / el vidrio <i>recycle paper / plastic / glass</i></p> <p>usar transporte público <i>use public transport</i></p> <p>reducir el consumo de electricidad <i>reduce your consumption of electricity</i></p> <p>ahorrar energía en casa <i>save energy at home</i></p> <p>apagar la luz <i>switch off the light</i></p> <p>cerrar el grifo <i>close (switch off) the tap</i></p> <p>conservar el agua <i>save water</i></p> <p>desenchufar los aparatos eléctricos <i>unplug electric apparatus</i></p> <p>ir en bici <i>cycle</i></p> <p>comprar productos verdes <i>buy green products</i></p> <p>cerrar las ventanas <i>close windows</i></p> <p> ducharse en vez de bañarse <i>shower instead of having a bath</i></p> <p>malgastar el agua <i>waste water</i></p> <p>tirar la basura al suelo <i>litter</i></p> <p>usar bolsas de plástico <i>use plastic bags</i></p> <p>ayudar a los demás <i>help others</i></p> <p>luchar contra la injusticia <i>fight against injustice</i></p> <p>recaudar fondos <i>raise funds</i></p> <p>trabajar de voluntario/a en... <i>volunteer in...</i></p> <p>una tienda benéfica <i>a charity shop</i></p> <p>un refugio de animales <i>an animal shelter</i></p> <p>una asociación de ayuda al refugiado <i>a charity for refugees</i></p>

Topic: Climate Change

1. Climate change is the process of Earth's climate changing over time. It can change between glacial periods (colder) and interglacial periods (warmer).



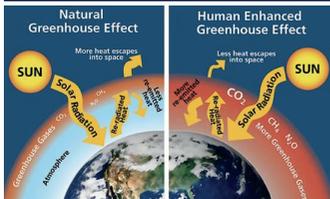
2. Evidence of past climate change

- **Ice Cores:** Scientists drill into the ice and pull out cores to analyse. Low levels of carbon dioxide present indicates cooler periods. This method is very detailed and reliable.
- **Tree Rings:** When trees die, they can be cut to show concentric rings in the trunk. Narrow rings indicate cooler, drier years. Wider rings represent warmer, wetter years.
- **Historical sources/diaries:** Show the weather through paintings. Less reliable as it is one person's point of view.



3. Human causes of climate change: The enhanced greenhouse effect

- Human activities such as transport, farming and energy increase in the amount of greenhouse gases in the Earth's atmosphere.
- The increased greenhouse gases allow the short-wave solar energy into warm the Earth, but they trap the outgoing long-wave solar radiation. This increases the Earth's temperature and causes global warming.



4. Natural causes of climate change

1. Volcanic Eruptions

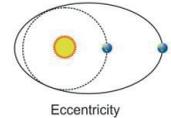
- Dust and gas from eruptions block out solar radiation so the Earth cools.

2. Sun spots

- Less sun spots result in less solar energy, which can lead to cooler temperatures.
- More sun spots result in more solar energy, which can lead to warmer temperatures.

3. Milankovitch cycle: Orbit change (Eccentricity)

- The shape of the Earth's orbit changes from elliptical to circular over 100,000 years. Circular orbit → warmer periods; Elliptical orbit → cooler periods.



5. Mitigation (trying to reduce climate change by reducing greenhouse gasses) and **adaptation** (changing our behaviour to cope with the changes of climate change) help us to resolve climate change.

Mitigation	Adaptation
<p>Afforestation (planting more trees):</p> <ul style="list-style-type: none"> • Trees remove CO₂ from atmosphere through photosynthesis and are cheap. • Trees release moisture which forms clouds, reducing incoming solar radiation. • It will only encourage countries to keep using fossil fuels so any benefits would be lost. • There is not enough land to plant enough trees to absorb predicted CO₂ levels. <p>Alternative energy production (e.g. solar and wind):</p> <ul style="list-style-type: none"> • Burning less fossil fuels = less CO₂ • Expensive for developing countries and not completely reliable as they rely on the weather. 	<p>Coping with floods:</p> <ul style="list-style-type: none"> • The Thames Flood Barrier (London) is a physical barrier which holds back flood water due to rising sea levels; it is expensive though. • Houses can be built on stilts in developing countries. These may not be as effective. <p>Managing water supply (water meters):</p> <ul style="list-style-type: none"> • Seeing your usage easily may discourage people from using too much water as they want to save money. • Water meters may not change usage in rich countries as the cost may not be off-putting.

Topic: Life in an NEE

1. NEEs are Newly Emerging Economies. These countries have experienced high rates of economic development as well as rapid industrialisation (from farming to manufacturing). They have significant improvements in quality of life. The main NEEs are BRIC (Brazil, Russia, India and China) and MINT (Mexico, Indonesia, Nigeria and Turkey).

2. Characteristics of NEEs

- Large coastlines: To export (sell) goods and services.
- Large amounts of raw materials: To export and increase Gross Domestic Product (total value of goods and services produced in a country in a year).
- Large land mass: To provide raw materials and build industries.
- Large young population: To work and produce goods.

3. Emerging countries have some of the fastest rates of **urbanisation** (an increase in the % of people living in towns and cities). This is due to:

- 1. Rural to urban migration**
 - The movement of people from the countryside to cities.
- 2. Urban pull factors**
 - Things that attract people to live in cities e.g. better quality housing, so they can have safety and shelter.
- 3. Rural push factors**
 - Things that make people want to leave rural areas e.g. a lack of jobs, people leave to get more disposable income.

4. Consequences of rapid urbanisation result in inequality and differences in quality of life.

- 1. Informal housing e.g., squatter settlements and favelas**
 - A lack of housing means people live in poorly built houses which lack sanitation (clean drinking water and sewage). 25% of people in Rio de Janeiro, Brazil, live in favelas where only 50% of waste is collected. This can lead to diseases which lower a person's quality of life.
- 2. Informal economy**
 - A lack of jobs mean that people get jobs which are not taxed, workers do not have contracts or rights e.g. cutting hair on the street or crime.
- 3. Traffic congestion**
 - An increase in population means that roads can become congested, resulting in longer commutes, more air pollution and reduced productivity for businesses.

5. Impacts of Transnational Corporations (TNCs) CASE STUDY: Foxconn, China

TNCs are corporations that operate across more than one country e.g. Apple, Nike, McDonalds

Positive (+)	Negative (-)
<ul style="list-style-type: none"> • Over 300,000 jobs for people were created. This generates more tax so the government can invest in services e.g. healthcare and education. • Better wages (\$152 a month vs \$62 average). This gives people more disposable income so they afford better healthcare. • Learning new technological skills. This gives locals more employment opportunities in the future so they may migrate to higher paid jobs. • Investment in infrastructure e.g. roads and railways by TNCs. This can attract more TNCs so that it could be an important economic hub. 	<ul style="list-style-type: none"> • Hard working conditions (60 hour weeks with no breaks/talking). This means people are scared and unhappy. Some even tried to commit suicide and jump out of the buildings windows in 2011. • Foxconn pay little tax to the Chinese government. This means less invest into education and healthcare so development is not as rapid as it should be. • Increased air and water pollution. Lowers quality of life and waste affects wildlife. • Foxconn is footloose. This means it can move at any time, people can become unemployed.

TOPIC 3: THE RISE OF DICTATORS

Timeline							
<p>1. A revolution overthrew the Tsar in Russia</p> <p>February 1917</p>	<p>3. Armistice was signed, ending the First World War</p> <p>November 1918</p>	<p>5. The Treaty of Versailles was signed by Germany and the Allies and set out the terms for peace</p> <p>June 1919</p>	<p>7. Vladimir Lenin died. Joseph Stalin begins to seize power of the USSR</p> <p>1924</p>	<p>9. Oswald Mosley founded the British Union of Fascists (BUF)</p> <p>1932</p>	<p>11. The Battle of Cable Street took place in London's East End</p> <p>Oct 1936</p>	<p>13. Hitler annexed Austria and part of Czechoslovakia and was not stopped by Britain or France</p> <p>1938</p>	<p>15. Hitler invaded Poland, beginning the Second World War</p> <p>Sept 1939</p>
<p>October 1917 2. The Bolshevik Revolution in Russia</p>	<p>Jan-Aug 1919 4. Race riots occurred in seaports across Britain, caused by a lack of jobs and racist attitudes among white communities</p>	<p>1922 6. The Russian Civil War ended in Bolshevik victory</p>	<p>1929 8. Beginning of the Great Depression</p>	<p>1933 10. Adolf Hitler was appointed Chancellor of Germany</p>	<p>1936 12. Hitler remilitarised the Rhineland</p>	<p>August 1939 14. The Nazi-Soviet Non-Aggression Pact was signed</p>	

TOPIC 3: THE RISE OF DICTATORS

Key people			
16. Adolf Hitler	Leader of the Nazi party and fascist dictator of Germany from 1933-1945		
17. Benito Mussolini	Fascist dictator of Italy from 1922-1943		
18. Charles Wootton	Black seaman who was murdered by a white mob during the 1919 race riots in Liverpool		
19. Francisco Franco	Fascist dictator of Spain from 1939-1975		
20. Karl Marx	German economist who developed the theory of Communism		
21. Joseph Stalin	Dictator of the USSR until 1953, who seized power after Lenin's death		
22. Leon Trotsky	Stalin's main rival for leadership of the USSR		
23. Neville Chamberlain	British Prime Minister from 1937-40 who supported appeasement and convinced Hitler to sign the Munich Agreement		
24. Oswald Mosley	British former Labour MP who set up the British Union of Fascists in 1932		
25. Vladimir Lenin	Leader of the Bolsheviks, who launched the 1917 October Revolution and created the USSR		
Key words			
26. Anti-Semitism	Prejudice and hatred of Jewish people	37. Fuhrer	German term meaning 'Leader', used to refer to Hitler
27. Appeasement	British and French policy of allowing Hitler to take what he wanted in the hope that this would avoid war	38. Great Depression	Severe worldwide economic collapse that lasted for much of the 1930s
28. Aryan race	An idealistic race that the Nazis believed white Germans represented	39. Nazis	Anti-Semitic fascist German party, led by Adolf Hitler
29. Blackshirts	Name given to supporters of the BUF after the uniforms they wore	40. Pogrom	Violent attack on a minority group
30. Bolsheviks	Radical Russian Communist party who founded the USSR	41. Proletariat	The working class or those who depend on wage labour for their living
31. Bourgeoisie	The middle class, or those who make money through trade or industry	42. Provisional Government	Temporary government formed to govern Russia after the February Revolution
32. Capitalism	Social system based on the freedom to buy, sell and trade	43. Soviet	Originally a council of workers or soldiers formed in Russia after the February Revolution; later a term for citizens of the Soviet Union
33. Communism	Social system based on the equal distribution of land and resources	44. SS (Schutzstaffel)	The military unit that carried out Nazi policies
34. Communist Manifesto	Short book by Karl Marx and Friedrich Engels that lays out the basic ideas of Communism	45. Third Reich	Germany under the Nazis, expressing desire to build a new German empire
35. Concentration camp	A guarded compound where people are held prisoner in harsh conditions with no rights	46. Totalitarianism	Any political system that aims for total control over all aspects of people's lives
36. Fascism	Political ideology based on nationalism, racism and intolerance of opposing ideas	47. Tsar	Emperor of Russia before the revolution

TOPIC 4: TOTALITARIAN STATES

Timeline											
SOVIET UNION (USSR)	Feb 1917	Oct 1917	June 1918	March 1921	Jan 1924	1928	1932-33	1937-38	1941-5	March 1953	
	1. Tsar Nicholas II is removed	2. October Revolution – Bolsheviks take power	3. Start of the Russian Civil War. Communism is introduced	4. Lenin announces the New Economic Policy (NEP)	5. Lenin dies. Stalin gets rid of his rivals and soon takes power	6. Stalin begins industrialisation and collectivisation	7. Famine kills between 5-7 million people, including up to 5m in Ukraine	8. 'Great Terror' – 1 million people are purged from the Party and executed	9. The USSR enters WW2 after Germany invades. Victory in 1945	10. Stalin dies. Communists remain in power until 1991	
GERMANY	1918	1923	1929-33	Jan 1933	Mar 1933	Aug 1934	1935	1936	1939	1941	1945
	11. Germany surrenders in WW1. Start of the Weimar Republic	12. Hyperinflation – money loses value	13. Great Depression – high unemployment; extremists gain popularity	14. Hitler becomes chancellor after the Nazis get most votes	15. Dachau (first concentration camp) opened.	16. Hitler became 'Führer' – dictatorship in place	17. Nuremberg Laws extend racial discrimination	18. Berlin Olympics. Height of Nazi propaganda	19. Hitler Youth made compulsory	20. Germany invades USSR. Start of genocide against Jews, Poles, Slavs	21. Hitler commits suicide as Germany loses WW2. End of Nazi regime

TOPIC 4: TOTALITARIAN STATES

Key people

22. Adolf Hitler	Leader of the Nazi Party (NSDAP) and leader of Germany 1933-1945
23. Joseph Goebbels	Propaganda Minister of Nazi Germany
23. Heinrich Himmler	Head of the SS, which ran the Nazi system of police and concentration camps
24. Joseph Stalin	Leader of the Soviet Union from Lenin's death until he died in 1953
25. Alexandra Kollontai	A leading Bolshevik whose work helped improve the position of women in the USSR in the early 1920s
26. Olga Zapregeava	Russian peasant whose family was forced to join a collective farm in 1931
27. Sophie Scholl	German student who was part of the White Rose group

Key words

28. Totalitarian	A government which controls every aspect of people's lives	43. Propaganda	Information or ideas, which are often false or selective, used to make people believe something
29. Dictator	A leader who has complete power to do whatever they want, and often uses violence and force to keep control	44. Indoctrinate	Train people to believe something
30. Communism	A system where property and businesses are publicly owned (or owned by the government) and everyone is completely equal (in theory)	45. Cult of Personality	Using propaganda to present a leader as perfect, heroic and someone that should be worshipped
31. Capitalism	A system where property/businesses can be privately owned, and some people can make more money than others	46. Censorship	Stopping people from saying or publishing certain things
32. Fascism	Extreme right-wing beliefs, which include a dictator, one-party state, militarism, nationalism, and racism	47. Terror	Violent action/threats designed to cause fear in a population
33. Ideology	A set of beliefs, often about politics or society (e.g. communism/capitalism/fascism/liberalism)	48. Police state	A country where the government uses the police (or secret police) to watch and control the population
34. Regime	A period or type of rule	49. Denounce	Accuse someone of something/turn them in for committing a crime
35. Antisemitism	Hatred of Jewish people	50. Conform	Act like others, even if you don't really agree with what you're doing
36. Left-wing	Political beliefs which usually support equality and sharing power and wealth	51. Gestapo	The Nazi Secret Police
37. Right-wing	Political beliefs which accept some people having more power/wealth than others; often favours tradition	52. Concentration Camp	A place where many people can be kept prisoner – especially political enemies/minority groups
38. Economic policies	Government actions that affect a country's wealth/trade/businesses	53. Gulag/ Labour camp	A camp where people are kept under armed guard and are forced to work.
39. Social policies	Government actions that affect people's daily lives	54. Revolution	A dramatic change in a country's political system and society, often involving violence
40. Collectivisation	Removing small, individual farms and creating large-scale farms owned by the government	55. Opponent	Someone who disagrees with something and tries to change it
41. Industrialisation	When an economy moves away from agriculture, and starts making more in factories (e.g. steel/coal)	56. Bolshevik	The Communist party in Russia, led by Lenin and then Stalin
42. Volksgemeinschaft	'People's Community' – Nazi idea that Germans should form an ideal, traditional society working for the good of the nation	57. NKVD	Stalin's secret police (this was renamed from Lenin's Cheka, and later became the KGB)
		58. Red Army	The army of the Bolsheviks/ Soviet Union

TOPIC 5: THE SECOND WORLD WAR AND THE HOLOCAUST

Timeline										
Jan 1933 1. Hitler comes to power in Germany	Nov 1938 3. Kristallnacht – pogrom in Germany	1 Sep 1939 5. Germany invades Poland – Jews forced into cities and later ghettos	22 June 1941 7. Germany invades the USSR. Einsatzgruppen begin mass shootings, e.g. Ponary & Babi Yar	20 Jan 1942 9. Wannsee Conference formalises the Final Solution	May 1942 11. Start of mass murder at Auschwitz of Jews from across Europe	17 Dec 1942 13. The Allies publicly condemn mass murder of Jews and promise justice	Mar 1943 15. New gas chambers purpose-built at Auschwitz-Birkenau	Aug-Oct 1943 17. Uprisings at Treblinka and Sobibor	Jan-May 1945 19. Germany defeated. Camps liberated by Allied armies. Many survivors are put in 'Displaced Persons Camps'	1961 22. Adolf Eichmann is captured, put on trial in Israel, and executed
15 Sep 1935 2. Nuremberg Laws	18 Aug 1939 4. T4 euthanasia programme starts killing disabled people	June 1940 6. Germany defeats France, Belgium & Netherlands	Dec 1941 8. Gassing of Jews begins in the first death camp, Chelmo	Mar-July 1942 10. Death camps open at Belzec, Sobibor and Treblinka	23 July 1942 12. Deportations begin from the Warsaw Ghetto to Treblinka	Feb 1943 14. Sinti & Roma arrive in Auschwitz	Apr 1943 16. Warsaw Ghetto Uprising	May 1944 18. Deportations of Hungarian Jews to Auschwitz	Jan 1945 20. Death march from Stutthof and Auschwitz	1953 21. Yad Vashem set up in Israel to preserve memory of Holocaust victims
Key people										
23. Adolf Hitler	Führer (leader) of Germany; bears most responsibility for WW2 & the Holocaust									
24. Joseph Goebbels	Propaganda Minister – persuaded many Germans to support antisemitic acts									
25. Heinrich Himmler	Head of the SS – coordinated all the camps and mass shootings									
26. Reinhard Heydrich	A leading Nazi who played a central role in developing the Final Solution									
27. Hans Frank	Head of the 'General Government' (Nazi-occupied Poland)									
28. Adolf Eichmann	Key organiser of the Holocaust, especially the murder of Hungarian Jews in 1944									
29. Josef Mengele	Doctor who performed horrific medical experiments in Auschwitz, esp. on twins									
30. Rudolf Höss	Commandant (head) of Auschwitz									
31. Adam Czerniakow	Head of the Jewish Council in the Warsaw ghetto; committed suicide rather than deport children									
32. Chaim Rumkowski	Head of the Jewish Council in the Lodz Ghetto; deported children and elderly so others might survive by being productive									
33. Emanuel Ringelblum	Collected diaries/ documents to record what happened in the Warsaw Ghetto									
35. Anne Frank	Jewish girl who kept a diary while hiding in Amsterdam; they were found and sent to camps. Anne died in Bergen-Belsen									
36. Irena Sendler	A Polish Catholic social worker who smuggled 2500 children out of the Warsaw ghetto to safety									

TOPIC 5: THE SECOND WORLD WAR AND THE HOLOCAUST

Key words			
37. Holocaust	The murder of 6 million Jews by the Nazis and their collaborators. Known in Hebrew as the 'Shoah'	53. Final Solution	The official Nazi plan to murder all the Jews of Europe
38. Antisemitism	Hatred of Jewish people	54. Kristallnacht	'Night of Broken Glass' – a pogrom against the German Jewish community, on 9-10 Nov 1938
39. Stereotype	A widely held belief about a group of people, which is simplified and usually false	55. Ghetto	A section of a city where Jews were forced to live and unable to leave; horrific overcrowding and starvation
40. Prejudice	Having negative opinions about people based on stereotypes	56. Deportation	Removing people by force and transporting them somewhere else (often to a ghetto or camp)
41. Discrimination	Treating a group of people worse, often because of their race/religion	57. Einsatzgruppen	SS 'Death squads' that followed the German army into the USSR and killed over 1.5 million in mass shootings
42. Persecution	Abusive treatment of a group of people over a long period of time, aiming to subjugate or expel them	58. Concentration Camp	A prison camp set up to keep political and racial enemies in horrific conditions
43. Propaganda	Information or ideas, which are often false or selective, used to make people believe something	59. Labour Camp	A place where many people are kept prisoner and are forced to work, usually doing hard manual labour
44. Scapegoat	A person or group who is unfairly blamed for something	60. Death Camp (extermination camp)	A camp designed for mass murder in a systematic, efficient and industrialised way, usually by gassing
45. Blood Libel	The false accusation that Jews murder Christian children and use their blood in rituals (e.g. to make matza)	61. Gas Chamber	Prisoners were locked in these sealed rooms, which were then filled with poisonous gas to murder them
46. Pogrom	Large-scale acts of violence, destruction and murder against a minority (usually Jewish) community	62. Crematorium	A place where bodies are burnt (cremated)
47. Shtetl	Small Jewish village/town, where many Jews lived in Eastern Europe before the Holocaust	63. Sonderkommando	Jewish prisoners in death camps who were forced to bury or burn the bodies and sort victims' clothing
48. Star of David	 Symbol of the Jewish people. Jews had to wear a blue star on an armband or a yellow star on their clothing	64. SS (Schutzstaffel)	The organisation of elite Nazi troops which controlled police and camps, which carried out the mass murder
49. Aryan	The 'master race' in Nazi belief – 'pure' (non-Jewish) Germans, especially with blond hair and blue eyes	65. Death March	Forced marches of camp prisoners at the end of WW2 to move them away from advancing Allied armies
50. Euthanasia	Killing someone to end their suffering. This was the Nazis' excuse for murdering people with disabilities	66. Righteous Gentile	A non-Jewish person who risked their life to protect Jews. Also known as 'Righteous Among the Nations'
51. Eugenics	'Improving' the human race by preventing 'undesirable' people having children (e.g. with sterilisation or murder)	67. Collaborator	Someone from occupied countries who worked with the Nazis to implement their policies/kill Jews
52. Genocide	Deliberate destruction of a national/ethnic/cultural group, including (but not limited to) mass murder	68. Resistance	Fighting back against a regime or refusing to follow their rules

TOPIC 6: POST-WAR BRITAIN

Timeline										
1. End of Second World War May 1945	3. Formation of NHS July 1948	5. Commonwealth Immigrants Acts 1962 and 1968	7. Battle of Brighton 1964	9. First Notting Hill Carnival 1966	11. Abortion Act 1967	13. Dagenham Women's Strike 1968	15. Mangrove 9 tried for 'inciting a riot' 1970	17. Winter of Discontent 1978-79	19. Miners' Strike 1984-85	21. Stonewall founded 1989
June 1948 2. HMS Windrush arrives in Britain	1958 4. Notting Hill race protests	1963 6. Bristol Bus Boycott	1965 8. Abolition of the death penalty	1967 10. Homosexuality decriminalised	1968 12. Rivers of Blood speech	1970 14. Equal Pay Act passed	1971 16. Attempt to legislate against trade union action	1981 18. Black People's Day of Action	1988 20. Thatcher's government passed Section 28	
Key people										
22. Aneurin (Nye) Bevan	Labour Minister of Health 1945-51									
23. Clement Attlee	Labour Prime Minister 1945-51									
24. William Beveridge	Social policy expert whose 1942 report recommended that government should fight the five Giants of 'Want, Disease, Ignorance, Squalor and Idleness'									
25. Winston Churchill	Conservative Prime Minister 1940-45 and 1951-55									
26. Claudia Jones	Trinidadian journalist who founded the West Indian Gazette in 1958 and was a key figure in founding the Notting Hill Carnival									
27. Altheia Jones-LeCointe	Trinidadian doctor, also the leader of the British Black Panther movement									
28. Paul Stephenson	Social worker and community activist, he led the Bristol Bus Boycott									
29. Harold Wilson	Labour Prime Minister 1964-70, 74-76									
30. Barbara Castle	Labour MP who held important positions in Harold Wilson's government, including passing the Equal Pay Act									
31. Enoch Powell	Conservative MP that made a speech that fuelled racism and divisions in society, known as the Rivers of Blood speech									
32. Edward Heath	Conservative Prime Minister 1970-74									
33. James Callaghan	Labour Prime Minister 1974-79									
34. Margaret Thatcher	Conservative Prime Minister 1979-1990									

TOPIC 6: POST-WAR BRITAIN

Key Words

35. Abortion	The deliberate termination of a pregnancy	52. Lobbying	Attempt to try and influence government decisions by talking to the MPs who vote on laws
36. Boycott	When people refused to buy or use something as a protest	53. Mangrove 9	A group of British black activists tried for inciting a riot at a 1970 protest against the police targeting of The Mangrove, a Caribbean restaurant in Notting Hill
37. Blitz	A fast violent attack, usually with bombs, dropped by an aircraft	54. Mods and Rockers	Two conflicting British youth subcultures of the early/mid 1960s to early 1970s
38. British Empire	The group of countries that in the past were ruled or controlled by the UK	55. NHS	National Health Service - the free British health service set up in 1948
39. Capital punishment	The legally authorised killing of someone as a punishment	56. Picket	Protesting outside the place you are protesting against
40. Civil disobedience	Refusing to obey laws or pay taxes, as a peaceful form of protest	57. Pro-life campaigns	People who oppose abortion and believe a fertilised egg is the start of a life
41. Commonwealth	A group of countries that used to be part of the British Empire	58. Public health	Preventing disease, prolonging life, and promoting health through the organised efforts of society
42. Decriminalisation	To stop treating something as illegal	59. Rationing	Giving every person a fixed amount of food, fuel or clothing when there are shortages
43. Decolonisation	The process of state(s) leaving an empire to become independent nation(s)	60. Rioting	When a large number of people behave in a noisy, violent, and uncontrolled way
44. Exploitation	Taking advantage of someone in order to profit from their work	61. Section 28	A law which made it illegal to teach about gay and lesbian relationships
45. Feminism	The belief and process of gaining greater social, economic, and political equality for women	62. Stonewall	A campaign group and social movement set up to campaign for the equality of lesbian, gay, bi and trans people across Britain
46. Grassroots activism	A community-led, local, movement that tried to create progress for their causes, e.g., in health, education and housing	63. Strikes	To refuse to continue doing something
47. HMS Windrush	The ship that arrived at Tilbury docks in 1948 carrying passengers from the West Indies who were emigrating to Britain	64. Trade Union	An organisation that represents workers and protects their rights and pay
48. Industrial action	An act by an employee or employer to prevent work from happening, e.g. strikes, go-slows, overtime bans	65. Welfare state	A system where government looks after people, especially the old, children, sick and unemployed
49. Institutional racism	When an organisation's systems treat a specific race unfairly	66. Winter of Discontent	Name given to the winter of 1978-79 when there were lots of strikes
50. Legislation	The process of making or enacting laws	67. Women's Liberation Movement	A political alignment of feminism that emerged in the late 1960s and continued into the 1980s promoting political, intellectual, and cultural change
51. Liberalisation	The easing of restrictions on something, usually political, such as legalising abortion		

YEAR 9 ART & DESIGN

NATURAL FORMS – INTO GCSE – Knowing the Assessment Objectives

1	I will respond to a variety of artists based on the theme of Natural Forms – AO1
2	I will learn to use a variety of Materials, Techniques and Processes – AO2
3	I will learn to record my ideas through annotation and drawing from Primary and Secondary sources - AO3
4	I will create finished pieces to conclude the theme of Natural Forms - AO4

ARTISTS THAT USE NATURAL FORMS IN THEIR OWN WORK: Louise Bourgeois, Lucy Arnold and Christopher Marley



Louise Joséphine Bourgeois (1911 -2010) was a French-American artist. Although she is best known for her large-scale sculpture and installation art, Bourgeois was also a prolific painter and printmaker.



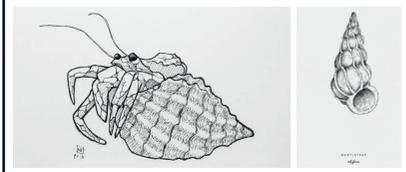
We will be looking closely at the work of artists Lucy Arnold and Christopher Marley, who use insects and their colourful bodies to create stunning art. We will be using a variety of materials, techniques and processes to create a montage of butterfly wings up close.

SKILLS WE WILL BE LEARNING THIS TERM



To respond to the work of Christopher Marley we will be making rubber stamps and printing a repeat pattern to create this Mandala style artwork. Sharing stamps with your partner will impact your pattern design, as you will have an alternative image to work with on your own artwork.

DRAWING SKILLS WE WILL BE LEARNING THIS TERM



- This term we will be practicing our observational drawing skills by working from both Primary and Secondary sources.
- You will practice your observation skills by drawing using tonal pencils, fineliners and water colours.
- You will have become familiar with the drawing techniques used in observational drawing and the graduation of tonal scale to create the illusion of 3 dimensions in your artworks.

Geometric Jewellery Rotation

Key Terms	Definitions
1 Customer	A person who will buy OR use your product.
2 Client	A person or company asking you to work for them.
3 Design Brief	A guide for a project given to you by the client.
4 Ore	The solid material which metal is taken from.
5 Ferrous metal	A metal which contains Iron.
6 Non-Ferrous metal	A metal which does not contain iron.
7 Alloy	A metal made from 2 or more metals to improve its properties.
8 Pewter	Alloy metal which will melt at low temperatures. Contains many metals including Tin & Copper.
9 Mould	A hollow container designed for casting.
10 Casting	The process of using the mould to pour molten metal inside and create a shape when the metal has cooled.
11 Sprue hole	The gap where the metal enters the mould.
12 Sprue	The metal which is left over from moulding which takes the shape of the sprue hole.
13 Hearth	The base of the furnace in the workshop used for heating metal.

14. 6R's

Which R?	Definitions
R Reduce	Minimise the amount of material and energy used in the production or use of the product.
R Recycle	Take an existing product that has become waste and reprocess the material to use in a new product.
R Reuse	Take an existing product that's become waste and use the material or parts for another purpose, without processing it.
R Repair	When a product breaks down or doesn't function properly, you should be able to fix it.
R Refuse	Don't use or buy a product if you think you don't need it or if it is bad for the environment.
R Rethink	Ask if we can sustain our current way of life and the way we design and make. Come up with new solutions.

Tools	Name	Use
15 	Hacksaw	Saw designed to cut metal. Can be used with some plastics.
16 	File	A tool used to remove material and shape metal or plastic.
17 	Metal Working Vice	Used to grip pieces of metal to allow you to work on it with tools.
18 	Wet and Dry paper	Abrasive paper used to create a finish on metal. Use rough paper first, moving to finer.
19 	Brasso – Polishing solution	Liquid containing small particles to polish the surface of metal.
20 	Pillar Drill	Used to cut holes in materials. Creates an accurate hole.

Plastics Rotation

Key Terms	Definitions
1 CAD	Computer Aided Design.
2 CAM	Computer Aided Manufacture.
3 CNC	Computer Numerical Control.
4 GSM	Grams per square meter.
5 Paper & boards	Come in different weights and sizes and are measured in gsm.
6 Paper	Anything under 200 gsm.
7 Examples	Layout paper, tracing paper, bleed proof paper.
8 Boards	Anything over 200 gsm.
9 Board examples	Corrugated cardboard, foam core board, foil lined board.
10 Thermoforming Plastics	Plastics that can be heated and formed multiple times .
11 Examples (Thermoforming)	High Intensity Polystyrene (HIPS), Polypropylene (PP), Polymethyl Methacrylate (acrylic).
12 Thermosetting plastics	Plastics that can only be heated and formed once .
13 Examples (Thermosetting)	Epoxy Resin (ER), Urea Formaldehyde (UF), Melamine Formaldehyde (MF).
14 Bauhaus	German art school (1919-1933) that started the famous Bauhaus approach to design – function over form .
15 Bauhaus characteristics	Space, machine aesthetic, geometric shapes, patterns.
16 Marcel Breuer	Architect and furniture designer in the 1900s who worked at the Bauhaus.
17 Marcel Breuer's work	Wassily Chair, Cesca Chair, Model B 64.
18 Isometric projection	A sketching technique to create 3 dimensional drawings.
19 Plan View	A view of a product from above (2 dimensional). Also known as the top view.
20 Side View	A view of a product for one side (2 dimensional).

Material	Name	Use
21. 	Layout paper	Rough sketches and quick designs.
22. 	Bleed-proof paper	Important presentations and when using marker pens..
23. 	Corrugated cardboard	Packaging because the fluted centre increases the material's impact resistance.
24. 	Foam-core board	Modelling.

27 – Access fm	
A Aesthetics	S Safety
C Customer	S Size
C Cost	F Function
E Environment	M Materials

Diet and Nutrition

Key Terms	Definitions
1 Health and safety	Rules you should follow in the kitchen to keep you safe while cooking and preparing food.
2 Cross-contamination	When bacteria from raw meat is spread onto vegetables . Puts people at risk of food poisoning. Avoided by using different equipment to prepare and cook raw meat and vegetables.
3 The Eatwell Guide	The main source of nutritional information in the diet – five food groups: Fruit and vegetables, carbohydrates, protein, dairy and alternatives, oils and spreads. Gives food portion information to people.
4 Nutritional Values	The amount of nutrients – both macro (big) and micro (small) – that a given dish provides you with.
5 Micronutrients	Nutrients such as vitamins and minerals, including calcium, vitamin A, B, C, D, E and K.
6 Elasticity and thickeners	Chemicals or compounds added to food to change the characteristic and make the food thicker – corn starch added to casseroles to thicken the sauce.
7 Sensory analysis	Using the senses – sound, texture, aesthetics, hearing, smell and umami – to decide how successful a dish is.
8 Heat transfer	Conduction, convection and radiation – frying = conduction, boiling = convection, grilling = radiation.
9 Fermentation	Micro-organisms – such as yeast – breaking down the carbohydrates in food into alcohol substances. We use different amounts of fermentation for different foods.
10 Method	The steps that are written down about how to make the dish.
11 Ingredients	The different food products that are needed to make a dish.

Equipment for cooking

12		Piping bag	Used to apply various liquid-based food to other foods – batter or icing. Part of shaping and moulding
13		Palette knife	Used to smooth or lift different types of foods or decorative foods, such as smoothing buttercream icing
14		Baking tray	Used to cook or bake food items. Different types of trays are available

15. The Eatwell Guide



Fruit and veg
Dairy and Alternatives
Carbohydrates
Oils and Spreads
Protein

16. Heat transfer



Conduction
– direct heat -
frying

Convection – heat
rising through liquid
or air - boiling

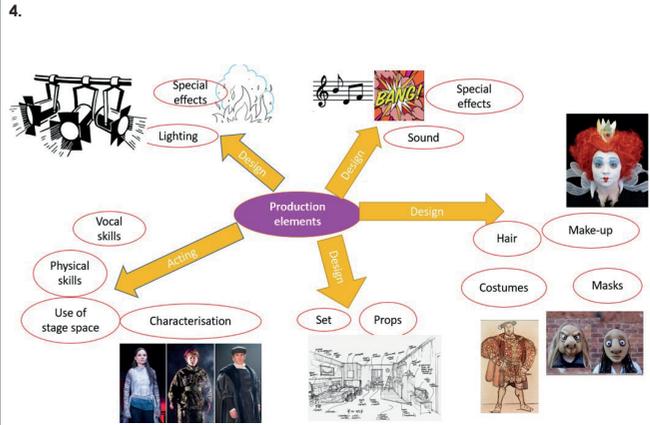
Radiation – heat
from light ray
transfer – bbq/

Drama - Live Theatre Evaluation

Question areas

- Evaluate** – Good and bad. Say whether the production element you are writing about was successful in communicating the intended effect/impact or not
- Analyse** – Identify the techniques that were used and explain their intended impact on the audience (using drama key terms)
- Describe** – Clearly and concisely describe the moment as it happened on stage so the examiner can visualise it in their mind

Key terms - Production elements



- 4.**
- 5. Semiotics** – The acting and/or design can communicate abstract concepts, themes and symbols. As an example, a design could include a large, dead tree to suggest the themes of death in a play
- 6. Design elements** – Set/props, lighting, costume, sound (music and sound effects, live and/or recorded)
- 7. Character traits/aspects** – Characterisation, physical skills/movement, vocal skills/voice, use of space/proxemics
- 8. Staging** – Selecting a performance space, adapting/modifying the performance space designing ideas for a play. Includes ideas for all design elements
- 9. Performance space** – Thrust, in the round, traverse, proscenium arch, end on, apron, black box, promenade, site specific
- 10. Acting** – Vocal skills, physical skills, characterisation, use of stage space/ proxemics, interaction with other characters, handling of props. Using all the key terms write notes on three key moments
- 11. Costume** – Type, period, fabric, colour, fit and condition, accessories, hair, make-up, masks
- 12. Set** – Type, period, size and scale, colours, entrances and exits, levels, ramps, revolves, drapes, curtains, flats, backdrops, projections/multimedia
- 13. Lighting** – Types, colours, angles and positions, special effects, transitions, blackouts, fades
- 14. Sound** – Types, music, volume/amplification/intensity, direction, live or recorded, positioning, sound effects

Research the play

15. Plot	The storyline of a play	18. Context	When and where the play is set
16. Character	A person in the narrative/plot	19. Possible intentions of the playwright	Why the playwright wrote the play what message did they wanted to convey to an audience?
17. Theme	An idea or message that the writer highlights during the play	20. Original performance conditions	When and where was the play was first performed?

Making notes about the performance

21. Director	Responsibility for the practical and creative interpretation of a dramatic script	23. Key scenes	As well as the beginning and end choose three key scenes to make notes on. You should consider the climax of the play, tension, something is revealed or changes, dramatic moments
22. Artistic vision/Intention	What does the director want the audience to think, feel or learn by watching the play?	24. Tension/Climax	When the audience are waiting for something to happen and the scene builds to a moment of climax. (Silence, stillness, sudden, slow, staring or pausing used by the actor.) Design elements and acting are used to create tension in the play

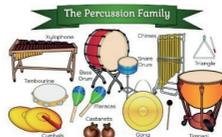
Using key terms - Acting				
Characterisation	25. Motivation	What a character wants or needs in a scene		
	26. Style	The way in which something is performed e.g. naturalistically		
	27. Subtext	The unspoken meaning, feelings and thoughts beneath the lines		
Physical skills and vocal skills	28. Movement	Changing positions or moving across the space	38. Pitch	The vocal register - high or low
	29. Posture	The way they stand and hold themselves	39. Pace	How quickly or slowly something is done
	30. Gesture	Movements of hands, head, leg usually convey a message/meaning	40. Pause	A hesitation or silence
	31. Facial expressions	The feelings (or lack of them) shown on the face	41. Emphasis	Stressing or highlighting something
	32. Use of stage space	How an actor moves around the space, using levels, direction	42. Inflection	Saying a word in a particular way to stress its meaning
	33. Interaction/Proxemics	How a character reacts to other characters. Proxemics mean moving towards or away from another character and the distance between the characters	43. Accent	A way of pronouncing words associated with a country, region or social class
	34. Handling of props	How a prop is handled during a performance	44. Volume	Degree of loudness
	35. Choreography/stage fights	Setting movements to create meaning/ blocking movements to create the impression of violence	45. Delivery	How dialogue is said to convey meaning
	36. Stage business	Minor movements or blocking that an actor does to establish a situation (reading a book/ closing a window)	46. Emotional range/ tone	Feelings are expressed by the way the line is said
	37. Pace and pause of movement	The speed of the movement and use of stillness to convey a meaning, feeling or atmosphere	47. Phrasing	Use of hesitation, metre and/or grouping

Using key terms – Design

Lighting and sound	38. Backlight	Light projected from upstage	63. Fogger	Creates smoke
	49. Barndoors	Metal flaps used to shape the light	64. Gobos	Creates patterns of light
	50. Flood/wash	Unfocussed wash of light/light covers the whole stage	65. Pyrotechnics	Creates fire effect
	51. Floor lighting	Light on a low stand (creates shadows)	66. Smoke and haze machine	Creates mist or fog
	52. Followspot	Powerful lantern that follows the actor around the stage	67. Strobe	Short bursts of bright light
	53. Footlights	Low lights downstage	68. Abstract	Not realistic
	54. Fresnel	A lantern with a soft beam	69. Motivational sound/sound effects	Effect required by the script (gunshots)
	55. General cover	Light on the acting areas	70. Musical theme or motif	Recurring section of music
	56. Pinspot	Tightly focused on a small area	71. Naturalistic	Realistic sounds
	57. Profile	Creates clear outlines	72. Recorded or live sound	Prerecord or happens during the performance
	58. Blackout	No lighting	73. Acoustics	Quality of sound
	59. Crossfade	Change from one state to another	74. Fade/snap	Gradual/sudden off or on
	60. Fade/snap	Light slowly on and off/quickly on and off	75. Soundscape	Build-up of sounds to create an atmosphere or environment
	61. Colour filter	Plastic used to alter the colour	76. Reverb	Echoing
62. Focus	How sharp or defined the light is	82. Furnishings/stage furniture	Chairs, tables (set dressings - cushion, paintings etc.)	
Set	77. Box set	A setting of a complete room often naturalistic	83. Fly	Raise and lower scenery from above the stage
	78. Backcloth/drop	Hangs at the rear of the scene	84. Gauze or scrims	Curtains that go transparent when lit a certain way
	79. Cyclorama	Curved screen filling the rear of the stage	85. Symbolic	Representing something usually non-naturalistic
	80. Trap/trapdoor	Door in the floor of the stage	86. Multimedia and projections	Film or images used in the performance
	81. Flat and truck	Scenery on a flat frame/platform on wheels		

YEAR 9 MUSIC

Afrebeat Keywords	
Afrebeat	Style created by Fela Kuti, fusing highlife with African rhythms and jazz
Highlife	A style from Ghana featuring horns and guitars
Social and political commentary	Fela Kuti used his music's lyrics to encourage people to have resilience against unfair governments and take pride in their identity
Afrebeat Keywords	
Neo-tango	Style of music that combines traditional Argentinian tango with electronic musical elements
Tango	An Argentinian style which blended South American, African and European dance genres
Syncopation	When the rhythms stress the off-beats
Electronic instruments	Instruments that are not acoustic i.e. they need electricity to make sound
Synthesizer	Electronic keyboard where the pitches can be set to different sounds
Drum machine	Device that imitates the sounds of drums and can be programmed to repeat beats



Bhangra Keywords		
Bhangra	A style of music that developed in the UK in the 1970s. It combines North Indian and western dance styles.	
Dhol	Indian drum which plays the chaal rhythm	
Tumbi	Indian string instrument which often plays the repeating riff	
Tabla	Set of two Indian drums	
Chaal rhythm	Repeating rhythm found in most bhangra music: Da-na-na-na-da-da-na	
Punjabi	Language used in much Bhangra music	

Hamilton Keywords	
The American War of Independence	1775-1783 – the war in which the American colonies fought for independence from British rule
Fusion	When a song uses musical characteristics of more than one genre
Musical theatre	Plays where much of the dialogue is sung instead of spoken
Hip Hop	Genre which gave birth to rap and DJing
Rap	Reciting lyrics in time to the beat
Chord sequence	A series of chords that repeats in a particular order
Hook	A short memorable melodic phrase that repeats throughout a piece
Baseline	The lowest-pitch part in the music

YEAR 9 MUSIC

Ukulele/Guitar/Bass Guitar Keywords		
1.	Fret	The thin strips of metal set into the neck of a ukulele to allow you to change notes
2.	String	The four strings of the instrument (G – C – E – A)
3.	Fingerboard	The area of the neck over which the strings run and into which the frets are mounted
4.	Body	The rounded wooden main section of the instrument
5.	Neck	The piece of wood that holds the fingerboard and runs between the body and the headstock
6.	Peg	The tuning peg that is turned to tighten or loosen the string
7.	Strumming	A style of playing which involves running the fingers over the strings in rhythm
8.	Down stroke	Strumming action moving from top to bottom (from G to A)
9.	Up stroke	Strumming action moving from bottom to top (from A to G)
10.	Plucking	To play a single note/string

Keyboard Keywords		
11.	Key (on the keyboard)	The white or black buttons on the keyboard
12.	Fingering	How the hands are used to play the keys
13.	Melody	The main tune, played by the left hand
14.	Bass Line	The lowest part in the texture, played by the left hand on the keyboard
15.	Sharp	# The black note to the right of the key
15.	Flat	b The black note to the left of the key
16.	Notes on the keyboard	

Drum Kit Keywords		
17.		
18.	Count-in	When the drummer counts the group in to start
19.	Pulse	The constant beat
20.	Tempo	The speed of the music

YEAR 9 PE

9.28	Identify the five principles of training (SPORT).	9.32	Identify the three training seasons used in a full season.
	<ul style="list-style-type: none"> • S = Specificity • P = Progression • O = Overload • R = Reversibility • T = Tedium 		<ul style="list-style-type: none"> • Pre-season (or preparation season) • Peak season (or competition season) • Post-season (or transition season)
9.29	Define each of the five principles of training (SPORT).	9.33	Describe the aim of each training season from Q9.
	<ul style="list-style-type: none"> • Specificity = ensuring training is linked to the demands of the activity E.g. a marathon runner using continuous training • Progression = gradual increases in training E.g. training at 65% of MHR instead of 60% • Overload = working harder (see Q9) • Reversibility = not losing the benefits gained from previous training E.g. a reduction in strength after a six-week holiday • Tedium = avoiding boredom in the training E.g. using a mixture of training methods 		<p>Pre-season:</p> <ul style="list-style-type: none"> • Improve general aerobic fitness • Improve sport specific fitness components <p>Peak season:</p> <ul style="list-style-type: none"> • Maintain fitness levels • Improve sport specific skills <p>Post-season:</p> <ul style="list-style-type: none"> • Rest/recovery • Gentle aerobic fitness to avoid reversibility
9.30	Identify the three principles of overload (FIT).	9.34	Define lactic acid.
	<ul style="list-style-type: none"> • F = Frequency • I = Intensity • T = Time 		<ul style="list-style-type: none"> • A waste product created by muscles during anaerobic exercise
9.31	Define each of the three principles of overload (FIT).	9.35	Define DOMS.
	<ul style="list-style-type: none"> • Frequency = training more often E.g. training three times per week instead of twice • Intensity = training harder E.g. training at a higher % of MHR • Time = training for longer E.g. training for 1 hour instead of 45 minutes 		<ul style="list-style-type: none"> • Delayed Onset of Muscle Soreness • Where muscles become sore/uncomfortable 24-48 hours after anaerobic exercise
		9.36	Identify the four methods of recovery which can be used following training.
			<ul style="list-style-type: none"> • Cool-down • Sports massage • Ice bath • Adaption to diet

9.37	Describe how each method of recovery is completed.	9.39	Define sedentary lifestyle. • A person's choice to engage in little physical activity
	<p>Cool-down: • 10-minute gentle jog followed by stretching</p> <p>Sports massage: • Applying pressure (hands and elbows) to areas of tension</p> <p>Ice bath: • Sitting in bath of ice/water for 5-10 minutes</p> <p>Adaption to diet: • Consuming more water, carbohydrates and protein</p>	9.40	Identify consequences of a sedentary lifestyle. • Weight gain/obesity • Heart problems (e.g. hypertension) • Diabetes • Poor sleep • Low self-esteem
		9.41	Define obesity. • A person with a large fat content (BMI >30)
		9.42	Identify causes of obesity. • High calorie consumption combined with minimal physical activity
		9.43	Identify effects of obesity. • <i>Physical effects: cancer, heart disease, diabetes</i> • <i>Mental effects: depression, loss of confidence</i> • <i>Social effects: inability to socialise</i> • <i>Effects on performance: reduced flexibility, reduced cardiovascular endurance</i>
9.38	Describe the aim of each method of recovery.	9.44	Define dehydration. • The harmful reduction of water in the body
	<p>Cool-down: • Maintains elevated breathing rate/heart rate • Removes lactic acid</p> <p>Sports massage: • Prevents DOMS • Increases range of motion (flexibility)</p> <p>Ice bath: • Prevents DOMS • Reduces swelling</p> <p>Adaption to diet: • Water = rehydration • Carbohydrates = provides body with energy • Protein = muscle growth and repair</p>	9.45	Identify causes of dehydration. • Not drinking enough fluids • Over-exercising
		9.46	Identify effects of dehydration. • Blood thickens • Increased heart rate • Fatigue

Notes



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