



"Knowledge is
of no value
unless you put
it into
practice"

Anton Chekov

YEAR 9

KNOWLEDGE ORGANISER

EDITION 1
2025-2026

Name:



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Nobel Peace Prize laureate, Former Secretary-General of the United Nations (1997-2006)



Knowledge is power.
Information is liberating.
Education is the premise
of progress, in every
society, in every family.



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How to use your Knowledge Organiser

What is a Knowledge Organiser and how will it help me ?

It is an organised collection of knowledge that you need to know and learn for every topic you study in every subject. It will help you to be successful in your tests and exams.

Your teacher will use the knowledge organiser in your lessons. They will ask you to refer to various sections - they might talk this through and/or ask you to make key notes in your books or to highlight certain sections on your knowledge organiser.

Your teacher will set homework, where you will be asked to learn key knowledge from your knowledge organiser - you will then be tested in lessons regularly via short quizzes.

Do I have to bring my Knowledge Organiser every day ?

Yes, you do. It is one of our key expectations that you bring your knowledge organiser to every lesson, every day in your special Knowledge Organiser bag. Your Form Tutor will check this every morning.

Is there anything I could use to support me when using my knowledge organiser ?





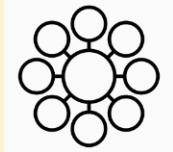









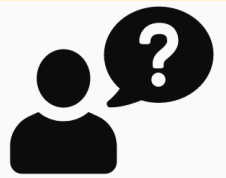



Some people find post-it's handy to stick onto their knowledge organiser pages - these are useful for extra notes.

Small white revision/flash cards are helpful so you can write key facts down. These can then be placed up around the house to help your revision.

How should I use my Knowledge Organiser to help me learn ?

There are lots of ways to use your knowledge organiser - the key to success is to find what works for you. The table below shows you some different ways to use them.

How to use a knowledge organiser – A step by step guide

	Look, Cover, Write, Check	Definitions to key words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	<p>Look at and study a specific area of your knowledge organiser.</p> 	<p>Write down the key words and definitions.</p> 	<p>Use your knowledge organiser to condense and write down key facts and information on your flash cards</p> 	<p>Use your knowledge organiser to create a new quiz. Write down questions using your knowledge organiser.</p> 	<p>Create a mind map with all the information you can remember from your knowledge organiser.</p> 	<p>Ask a partner or family member to have the knowledge organiser or flash cards in their hands</p> 
Step 2	<p>Cover or flip the knowledge organiser over and write down everything you remember.</p> 	<p>Try not to use your knowledge organiser to help you.</p> 	<p>Add pictures to help support. Then self quiz yourself using the flash cards. You can write questions on one side and answers on the other.</p> 	<p>Answer the questions and remember to use full sentences.</p> 	<p>Check your knowledge organiser to see if there were any mistakes with the information you have made.</p> 	<p>They can then test you by asking you questions on different sections of your knowledge organiser</p> 
Step 3	<p>Check what you have written down. Correct any mistakes in green pen and add anything you missed. Repeat.</p> 	<p>Use your green pen to check your work.</p> 	<p>Use a parent/carer or friend to help quiz you on the knowledge.</p> 	<p>You can also use family to help quiz you. Keep self-quizzing until you get all questions correct.</p> 	<p>Try to make connections that links information together.</p> 	<p>Write down your answers.</p> 



Literacy is defined as the ability to read, write, speak and listen, in a way that lets us communicate effectively and make sense of the world.

<u>Sentence Type</u>	<u>Definition</u>	<u>Example</u>
Simple sentence	A simple sentence is a sentence that is made up of just one independent clause.	She often reads books.
Compound sentence	A sentence that has at least two independent clauses joined by a comma, semicolon or conjunction.	I really need to go to work, but I am too sick to drive.
Complex sentence	A sentence with one independent clause and at least one dependent clause.	Screaming madly, he ran away from the house.

<u>Phrases and Clauses</u>	<u>Definition</u>	<u>Example</u>
Main Clause	Makes sense by itself.	Screaming madly, (subordinate clause) he ran away from the house. (main clause)
Subordinate Clause	Gives extra information and does not make sense if you read it without the main clause.	




Splendid Subordination!




Use these conjunctions in varied places in your multi-clause sentences:

if because as

before after until unless since when

Can you use a subordinate clause in different places in your sentences?

<u>First, second and third person voices voices</u>		<u>Example</u>	<u>Memory Clue</u>
First person	When the writer is talking about himself or herself (using words like I, we).	I am late.	
Second person	When the writer speaks to the reader (you).	You are late.	
Third person	When the writer speaks about someone or something else (they, he, she, it).	He is late.	

<u>Verb Tenses</u>		<u>Example</u>	<u>Memory Clue</u>
Past Tense	Used to talk about past actions, states of being, or events.	Lisa went to the supermarket yesterday.	
Present Tense	Refers to the action or event that takes place or is taking place in the present.	James goes to the gym every day.	
Future Tense	A verb tense which indicates that something has not happened yet but will happen in the future.	I am going to learn to ski.	



Literacy is defined as the ability to read, write, speak and listen, in a way that lets us communicate effectively and make sense of the world.

<u>Punctuation</u>	<u>Definition</u>
! Exclamation mark	This is used to express strong feelings, excitement or orders. "Oh, that is excellent!"
, Comma	Used to show a pause. This can be to: <ul style="list-style-type: none"> • separate two parts of a sentence, sometimes joined by a connective, e.g. First came the lightning, then the thunder. • separate words in a list • separates a phrase or clause that gives extra information, e.g. Fred, a boy in my class, was late for school.
[] Brackets	Used to mark off extra information that isn't part of the main sentence. E.g., England (last year's winners) will play India in November.
: Colon	A colon is often used at the start of a list. E.g., To do well in your test you will need: good revision notes, a nutritious breakfast and a decent night's sleep.
; Semi-colon	A semi-colon indicates a stronger pause than a comma and has two main functions: <ul style="list-style-type: none"> • to separate main clauses that are in some way connected, e.g. That night I crept out of the house; I would never see it again.

<u>Punctuation</u>	<u>Definition</u>
' Apostrophe	Apostrophe' Apostrophes have two functions: <ul style="list-style-type: none"> • to show that a letter(s) has been left out, e.g. <i>I'm, haven't.</i> • to show possession, e.g. <i>Newcastle's team, last year's winner.</i>
, Comma	Used to show a pause. This can be to: <ul style="list-style-type: none"> • separate two parts of a sentence, sometimes joined by a connective, e.g. First came the lightning, then the thunder. • separate words in a list • separates a phrase or clause that gives extra information, e.g. Fred, a boy in my class, was late for school.
- Hyphen	A hyphen (-) is a punctuation mark used to connect two or more words (or parts of words) to show that they form one unit of sense. They are shorter than dashes and must not be confused with them. E.g. re-sign, check-out, clean-cut, father-in-law.

Using punctuation for effect, meaning and impact:

"I understand. Whatever happens, you'll always be my little angel." He'd sobbed brokenly, beads of sweat standing out on his forehead, soft brown eyes full of pain - as he struggled to take his final breaths.



Times tables:

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Rounding:

Example 1:

1st decimal place

Check the digit to the right of the number of decimal places needed

3.8742

3.8742 = 3.9(1dp)

Example 2:

more than 5 so round up

27.6273

2nd decimal

27.63 to 2dp

Types of Number:

Square numbers are highlighted on the grid in yellow. They are made by multiplying a number by itself.



Cube numbers are made by multiplying a number by itself 3 times.

1, 8, 27, 64, 125, 216, 343, ...



Multiplying with negatives:

+ x + = +

- x - = +

+ x - = -

- x + = -

Dividing with negatives:

+ ÷ + = +

- ÷ - = +

+ ÷ - = -

- ÷ + = -

Adding/Subtracting with negatives:

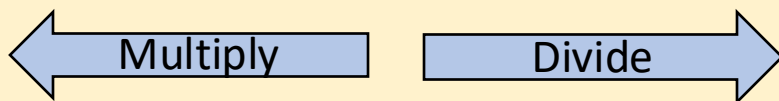
+ + → +

- - → +

+ - → -

- + → -

Prime Numbers only have two factors
2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, ...
These numbers are **only** in the 1 times table and their own times table.

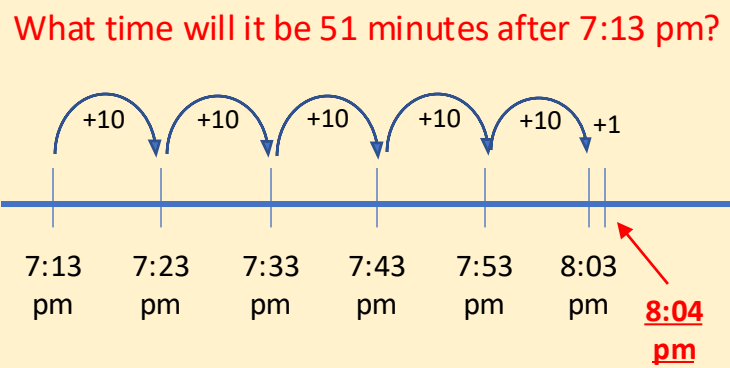


Th	H	T	U	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
Thousands	Hundreds	Tens	Units		Tenths	Hundredths	Thousandths

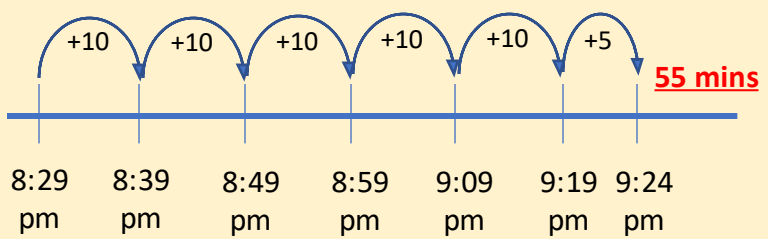


Problem solving with Time

Draw a timeline to help you!



From 8:29 pm, how many minutes until 9:24 pm?



Percentages

To find...	You do...
50%	$\div 2$
10%	$\div 10$
1%	$\div 100$
20%	$\div 5$
25%	$\div 4$

Order of Operations

BIDMAS

() x^y \div or \times $+$ or $-$

Brackets Indices Divide & Multiply Add & Subtract

Inequalities

$<$ less than \leq less than or equal to

\neq not equal to

$>$ greater than \geq greater than or equal to

Adding unlike decimals

$49.365 + 7.2$

Line up the decimal points

Put zeros in the empty places

Add in columns

Drag down the decimal point

24-hour format

13:00	1:00 PM
14:00	2:00 PM
15:00	3:00 PM
16:00	4:00 PM
17:00	5:00 PM
18:00	6:00 PM
19:00	7:00 PM
20:00	8:00 PM
21:00	9:00 PM
22:00	10:00 PM
23:00	11:00 PM

12-hour format



Expanding double brackets

To expand double brackets, we need to multiply all terms in one bracket by all the terms in the other. We use the multiplication grid to help us out:

Example :

Expand & Simplify:

$$(x + 3)(x - 2)$$

x	x	+ 3
x	x^2	$+ 3x$
- 2	$- 2x$	$- 6$

$x^2 + 3x - 2x - 6$

$x^2 + x - 6$

Step 1: Split up each term onto the sides of the multiplication grid, including the positive/negative sign.

Step 2: Multiply all 4 terms together

Step 3: Write all these 4 terms down, making sure to include all positive/negative signs.

Step 4: Collect the like terms to simplify the answer.

Factorising quadratics

Factorising quadratics is the opposite of expanding. The aim is to put a quadratic expression in the form $x^2 + bx + c$ back into double brackets.

Top tip: The numbers in the bracket multiply to make c and add to make b

Example :

Factorise:
 $x^2 + 6x + 8$

Step 1: List the factors of +8:

1 and 8
2 and 4

Step 2: Which add to make +6?

1 and 8
2 and 4

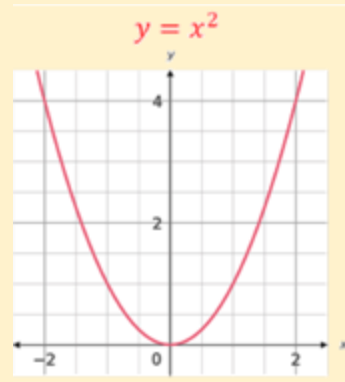
Step 3: Complete the brackets
 $(x + 2)(x + 4)$

Quadratics Graphs

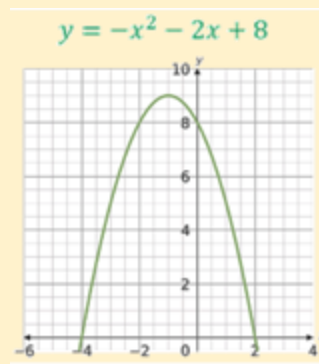
Quadratic graphs have the general form:

$$ax^2 + bx + c$$

These form a U or \cap shape, examples are shown below:



When a (the coefficient of x^2) is positive, it produces a U shape

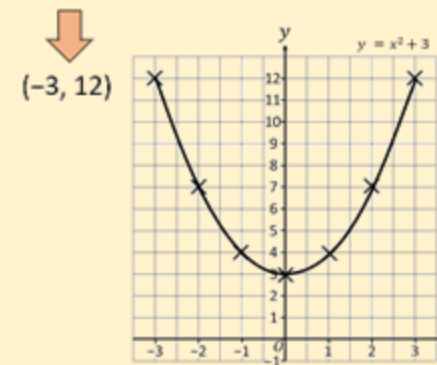


When a (the coefficient of x^2) is negative, it produces a \cap shape

Plotting quadratics graphs

Plot the graph of: $y = x^2 + 3$

x	-3	-2	-1	0	1	2	3
x^2	9	4	1	0	1	4	9
+3	3	3	3	3	3	3	3
y	12	7	4	3	4	7	12



To plot quadratics, we use a table of values just like with linear graphs.

Break down each part of the equation into separate rows to make the calculation easier.

Take care plotting positive and negative coordinate. Think about the general shape it should be making

Connect the coordinates with **one smooth line**. Do not use a ruler as it is a curve, not straight lines.

KEY VOCABULARY

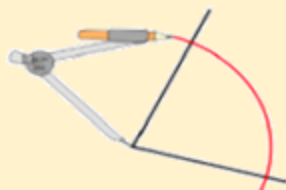
Word	Definition
Quadratic	An expression or equation containing a squared term. E.g. x^2
Expression	A group of numbers, letters and mathematical operations
Coefficient	A number that multiplies an algebraic letter. E.g. $4x^2$ The coefficient of x^2 in this example is 4



Constructions: Angle Bisector

An **angle bisector** cuts an angle in half. It also shows us a line in which any point on that line is exactly halfway between each of the two lines that form the angle.

Step 1: Draw an arc from the point of the angle that cuts both lines.



Step 2: Place the compass on the two points where it crosses the line and draw an arc from both sides that cross.



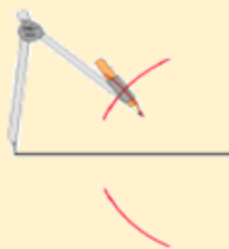
Step 3: Using a ruler, draw a line that goes through the two joining arcs and the point of the angle.



Constructions: Perpendicular Bisector

A **perpendicular bisector** cuts a line exactly in half and at a right angle. It also shows us a line in which any point on that line is exactly halfway between the two end points.

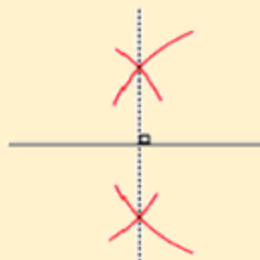
Step 1: Join the two points with a straight line. Draw an arc from one end point that is over halfway (doesn't matter how much more than half).



Step 2: Without changing the length of the compass, draw an arc from the other end point. The two arcs should cross twice (once above the line and once below).

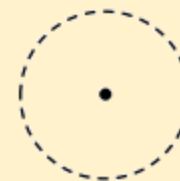


Step 3: Using a ruler, draw a line through each intersection of the arcs. This line can continue further than the arcs. This line will meet the first line at 90° (a right angle).



Loci

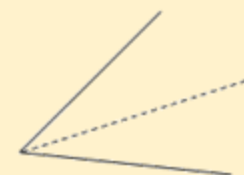
A locus (**loci** is the plural) is a collection of points which share a rule.



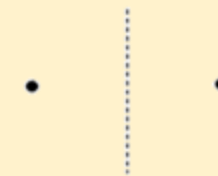
A circle is the locus of all points **equidistance** from a single point.



This locus shows all points that are **equidistant** from a line.



An angle bisector shows us a locus of points halfway between two lines.



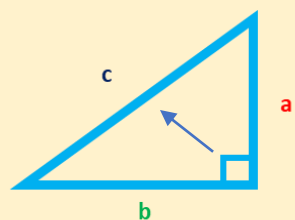
A perpendicular bisector shows us a locus of points halfway between two points.

KEY VOCABULARY

Word	Definition
Bisect	Cut in half
Perpendicular	At right angles
Equidistance	Equal distance
Perpendicular Bisector	The line that cuts another in half at right angles
Angle Bisector	The line that cuts an angle exactly in half
Loci	All the positions of points following a rule



Pythagoras' Theorem is an equation that describes a relationship between the three sides of a right-angle triangle.

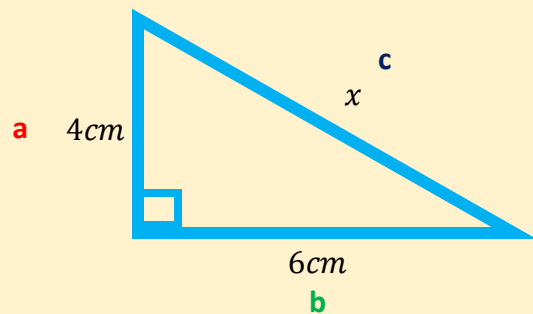


$$a^2 + b^2 = c^2$$

Where c is the hypotenuse and a and b are the two shorter sides. The hypotenuse is always the longest side of the triangle and can be found opposite the right angle.

Finding the length of hypotenuse

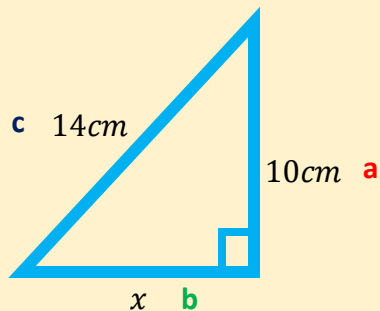
Example: Find x :



$$\begin{aligned} a^2 + b^2 &= c^2 \\ 4^2 + 6^2 &= x^2 \\ 16 + 36 &= x^2 \\ 52 &= x^2 \end{aligned}$$

$$\begin{aligned} x^2 &= 52 \\ x &= \sqrt{52} \\ x &= 7.21 \text{ cm (3 s. f.)} \end{aligned}$$

Finding the length of a shorter side



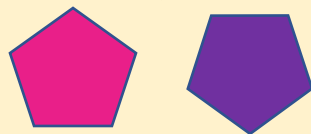
Example: Find the length of side x . Give your answer in 3 significant figures

$$a^2 + b^2 = c^2$$

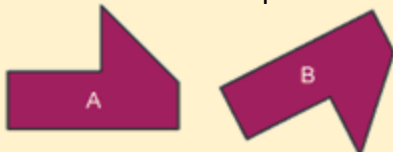
- 1) Substitute your values into the formulae:
 $10^2 + x^2 = 14^2$
- 2) Work out the values that you can:
 $100 + x^2 = 196$
- 3) Now use inverse operations to find the values of x :
 $100 + x^2 = 196$
 $x^2 = 96$
 $x = \sqrt{96} = 9.79\text{cm (2 dp)}$

Congruent Shapes

Shapes are congruent if they are identical – same shape and same size. Shapes can be rotated or reflected but still be congruent.



Example: Shapes A and B are congruent. They are identical in size and shape.



4 ways of proving that two triangles are congruent:

1. SSS	2. SAS
side, side, side	side, angle, side
3. ASA	4. RHS
angle, side, angle	right-angle, hypotenuse, side

SSA or AAA do not prove congruency.

KEY VOCABULARY

Word	Definition
Hypotenuse	The longest side in a right-angled triangle
Square number	The result when you multiply a number by itself
Right-angle triangle	A triangle in which one angle is of 90°
Square root	The inverse operation of squaring the number
Congruency	Shapes that are identical (sides and angles)



Percentage Increase and Decrease (Non-Calculator)

To find a percentage increase or decrease without a calculator first find the percentage and add or subtract it from the original amount.

Example 1: Increase 500 by 22%:

$$10\% \text{ of } 500 = 50, \text{ so } 20\% \text{ of } 500 = 100$$

$$1\% \text{ of } 500 = 5, \text{ so } 2\% \text{ of } 500 = 10$$

$$500 + 100 + 10 = 610$$

Example 2: Decrease 84 by 4%

$$1\% \text{ of } 84 = 8.4, \text{ so } 4\% \text{ of } 84 = 33.6$$

$$84 - 33.6 = 50.4$$

Percentage Increase and Decrease (Calculator)

Find 15%	× 0.15
Increase by 15%	× 1.15
Decrease by 15%	× 0.85

To increase, add the percentage on to the original 100% and convert to a decimal:

$$\begin{array}{r} 100\% \\ + 15\% \\ \hline 115\% \end{array} \rightarrow 1.15$$

To decrease, subtract the percentage from the original 100% and convert to a decimal:

$$\begin{array}{r} 100\% \\ - 15\% \\ \hline 85\% \end{array} \rightarrow 0.85$$

Remember, to convert a percentage to a decimal we divide by 100.

Calculating a Percentage Change

When you are given the new and original amount of something you can calculate the percentage increase or decrease that has taken place. To do this we need to memorise and use the following formula:

$$\% \text{ change} = \frac{\text{difference}}{\text{original}} \times 100$$

Example 1:

A games console was bought for £200 and sold for £250. Calculate the percentage change.

$$\% \text{ change} = \frac{50}{200} \times 100 = 25\% \text{ increase}$$

Example 2:

Christy buys a book for £17.40 A year later she sells the book for £9.57. Calculate the percentage change in the value of the book.

$$\% \text{ change} = \frac{7.83}{17.40} \times 100 = 45\% \text{ decrease}$$

Reverse Percentages

When given a percentage change and the new amount, the original amount can be calculated by dividing by the multiplier.

Example:

An object has increased in size by 7% to 53.5kg

The multiplier for a 7% increase is 1.07, we divide the new amount by this

$$53.5 \div 1.07 = 50\text{kg}$$

Simple Interest

To calculate simple interest, we calculate the percentage of the original amount, and then multiply this by the amount of time.

Example 1:

£250 is in a bank account which is paying 5% simple interest per year. How much will be in the bank account at the end of 3 years?

$$5\% = 0.05$$

→ Convert the percentage to a decimal

$$0.05 \times 250 = \text{£}12.50$$

→ Calculate the percentage of the amount

$$3 \times \text{£}12.50 = \text{£}37.50$$

→ Multiply this by the amount of years

$$\text{£}250 + \text{£}37.50 = \text{£}287.50$$

→ Add the interest on to the original amount

Example 2:

Freddy opens a savings account and transfers £1400 into it. The account pays 1.2% simple interest per year. How much will be in the savings account at the end of 5 years?

$$1.2\% = 0.012$$

→ Convert the percentage to a decimal

$$0.012 \times 1400 = \text{£}16.80$$

→ Calculate the percentage of the amount

$$5 \times \text{£}16.80 = \text{£}84$$

→ Multiply this by the amount of years

$$\text{£}1400 + \text{£}84 = \text{£}1484$$

→ Add the interest on to the original amount

KEY VOCABULARY

Word	Definition
Percentage	a proportion that shows a number as parts per hundred
Increase	when an amount goes up
Decrease	when an amount goes down
Multiplier	a more efficient method for calculating a percentage increase or decrease (the decimal version of a percentage)
Interest	a process in which an amount of money increases over time



<u>Characters:</u>	
Napoleon – fierce, threatening, intimidating 'never mind the milk comrades' – Chapter 3	
Squealer – persuasive, intelligent, manipulative 'No one believes more firmly than Comrade Napoleon that all animals are equal' – Chapter 5	
Snowball – clever, brave, integrity "Whatever goes upon two legs is the enemy". – Chapter 2	
Old Major – respected, inspiration, wise "Weak or strong, cleaver or simple, we are all brothers" – Chapter 1	
Boxer – hard working, loyal, naïve strong, independent, caring "I will work harder" – Chapter 3	
Mr Jones – cruel, corrupt 'Mr Jones had locked the hen-houses for the night' – Chapter 1	

<u>Big ideas:</u>
<p>Animalism: the idea that animals should work for themselves.</p> <ul style="list-style-type: none"> Inspired by Old Major's ideas. 7 commandments the animals should follow.
<p>Class: separation of different groups in society.</p> <ul style="list-style-type: none"> The poor being exploited. People trying to overthrow the people in charge.
<p>Equality and inequality: unfairness in society.</p> <ul style="list-style-type: none"> Reflected in the reasons behind the Russian Revolution. The pigs have total power despite the promise of equality.
<p>Power and control: the abuse of power by those in charge.</p> <ul style="list-style-type: none"> Mr Jones - mistreatment of the animals. The Pigs – propaganda to maintain control.

Key vocabulary	Definition	Memory clue
Revolution	A forcible overthrow of a government, in favour of a new system.	
Propaganda	The spreading of misleading information to promote a political view.	
Comrade	A fellow member of an organisation, usually the army.	
Corruption	A form of dishonesty by a person or an organisation in authority.	
Equality	The state of being equal in status, rights and opportunities.	
Inequality	The state of not being equal, in status, rights, and opportunities.	
Utopia	A place of ideal perfection in government, and social conditions.	

Beginning

Manor Farm



Middle

Animal Farm



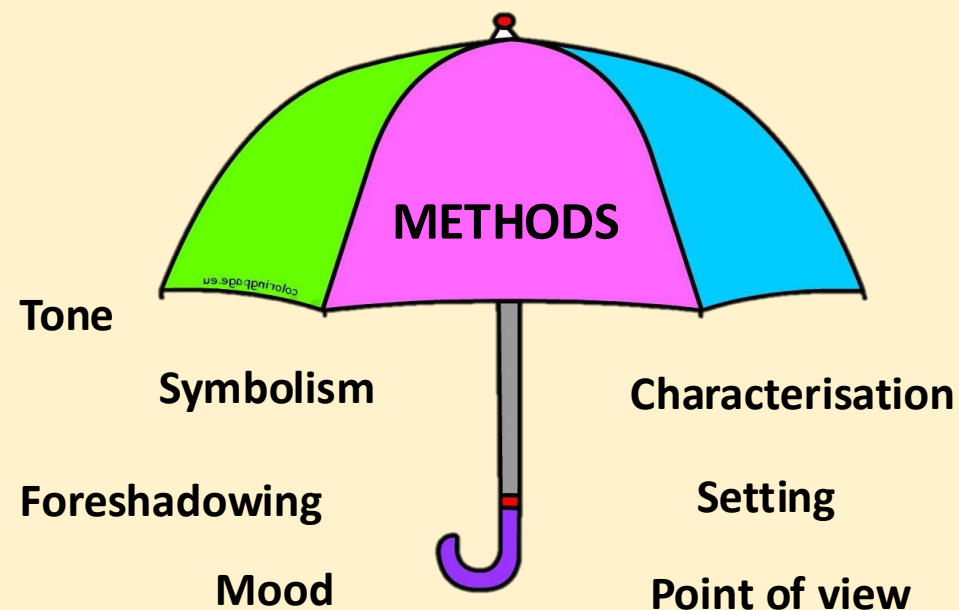
End

Manor Farm





How can I be successful in my writing?		
Statement AO1	Explain the intentions of the author	
Evidence AO1	Use of quotations to support interpretation.	
Inference(s) AO2	Exploration of writers meaning.	
Zoom in(s) AO2	Identify and explore the key words from the quote.	
Zoom out AO3	Explain why the writer has made these choices.	



Example SEIZZ Paragraph:

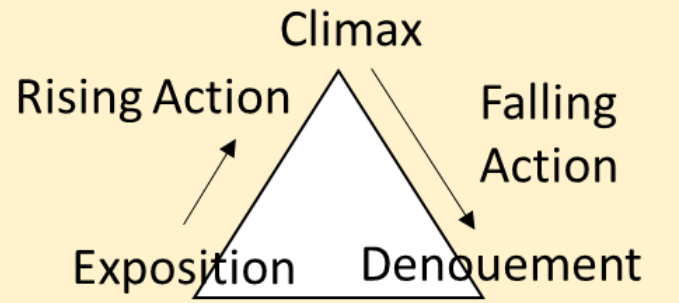
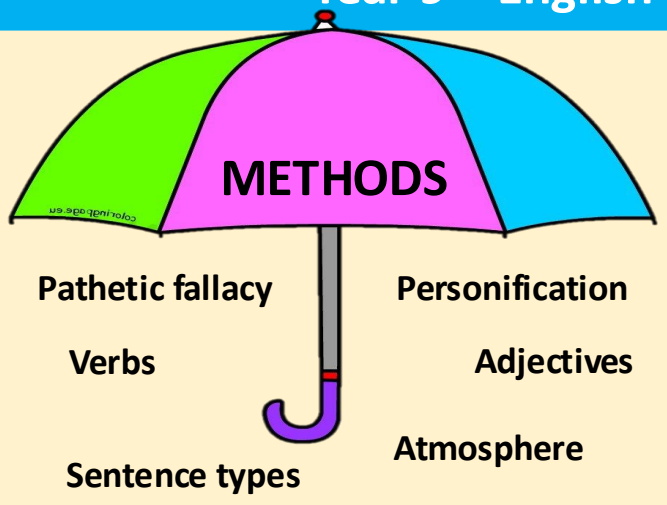
After the Battle of the Cowshed the award of the 'Animal Hero, First Class', could be used to imply the irony which occurs on the farm, that being there is inequality amongst the animals. The use of the noun 'First Class' signifies that there is now a hierarchy, with some animals respected more than others. Orwell may have done this to showcase the negative consequences of communism.

Modal verbs - support other verbs in a sentence to indicate possibility or necessity.

Could	Orwell could be...
Might	Readers might feel...
May	This may have been done to...
Will	Readers will learn...



How can I be successful in my creative writing?		
PLAN AO1	Clear response to the question/task. Remember to use things you may have read or watched for ideas.	
Write AO5	Matching your writer's purpose. Make sure your writing is compelling & convincing.	
Check AO6	Check your spelling, punctuation and grammar. Use a wide range of punctuation and sentence types. Use ambitious vocabulary.	



Simple description	Rewrite this sentence to create an unsettling setting	Checks
The treetops were green.	Like a sea of emerald, the treetops flowed in the wind in waves, kissing the hot and humid sky.	<div style="background-color: yellow; padding: 2px; display: inline-block;">Impressive vocabulary</div> <div style="background-color: lightblue; padding: 2px; display: inline-block;">Personification</div> <div style="background-color: pink; padding: 2px; display: inline-block;">Pathetic Fallacy</div>

Key Vocabulary	Definition	Memory Clue
Dystopia	An imagined place or state in which everything is unpleasant or bad, typically a totalitarian or environmentally damaged one.	
Totalitarian	A system of government that is centralised and dictatorial and requires its people to obey the government or state without questions.	
Propaganda	Using biased or misleading information to promote a political cause or point of view.	
Antagonist	A person who actively opposes or is hostile to someone or something; an adversary.	
Setting	The time and place in which the story takes place in a piece of literature. Setting can establish the mood or atmosphere of a scene or story.	



<u>Characters.</u>	<u>Memory Clue</u>
Lord Capulet – powerful, stubborn Lady Capulet – selfish, unknowing, timid	
Juliet – passionate, headstrong, decisive	
Nurse – loving, truthful	
Tybalt – argumentative, loyal	
Lord & Lady Montague – powerful, argumentative, stubborn	
Romeo – passionate, changeable, headstrong	
Mercutio – witty, loyal	
Benvolio – loving, loyal, caring	
Friar Lawrence – wise, religious	

Beginning

Capulets & Montagues fight in Verona

<u>Big ideas:</u>
Light – Juliet represents the light, and shines hope on Romeo’s darkness.
Darkness – symbolises the chance for Romeo and Juliet to be together uninhibited.
Love – marriage was seen as a necessity and love a by stander. Arranged marriages were part of Elizabethan culture.
Death – ‘death is the great equaliser ‘ Death symbolises the end of the conflict between the two families.
Fate – the concept that some things are destined to happen referenced from the start of the play in the prologue.
Gender – patriarchal society where men were in positions of power and control.

Middle

Romeo and Juliet fall in love

<u>Key vocabulary</u>	<u>Definition</u>	<u>Memory clue</u>
Antithesis	Contrary ideas or terms in close opposition.	
Dramatic Irony	Where the full significance of a character's words or actions is clear to the audience or reader but unknown to the character.	
Juxtaposition	Places ideas next to each other to contrast or to create an interesting effect.	
Literary foil	A character whose purpose is to draw attention to the qualities of another character	
Patriarchy	A system of society or government in which men hold the political and economic power.	

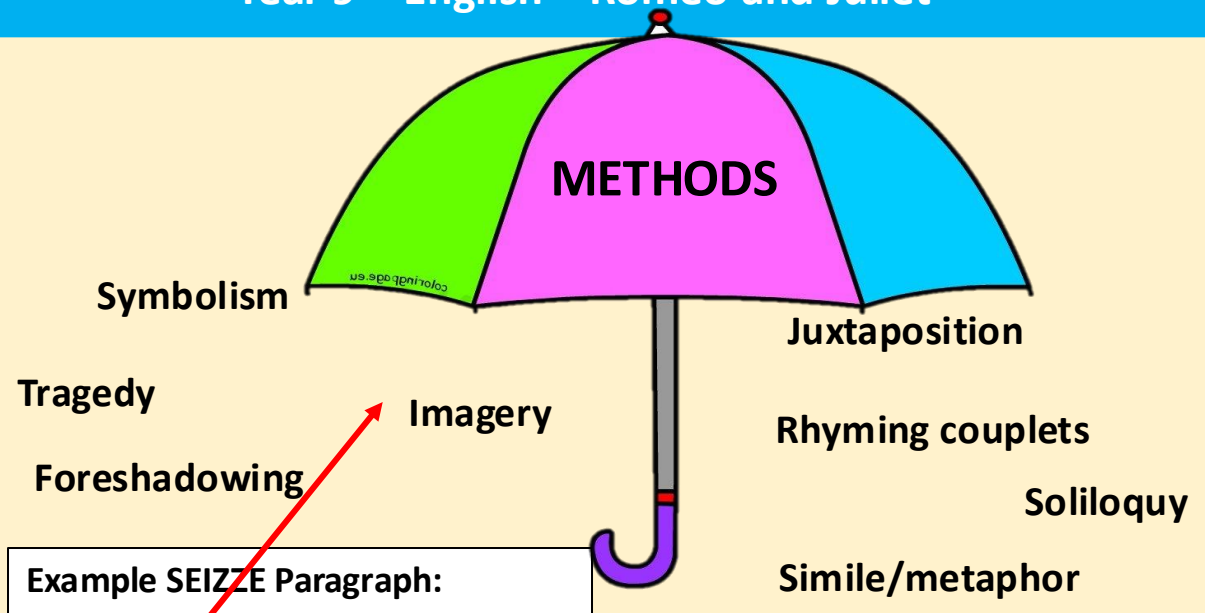
End

Family reconciliation



How can I be successful in my writing?		✔
Statement AO1	Respond to the question and task.	
Evidence AO1	Judicious use of precise references to support interpretation(s).	
Inference(s) AO2	Exploration of effects of writer's methods to create meanings.	
Zoom in AO2	Analysis of writer's methods with subject terminology used judiciously.	
Zoom out/effect AO1/AO3	Exploration of ideas/contextual factors shown by specific, detailed links between context/text/task.	

Analytical verbs		
Infers	Exposes	Emphasises
Implies	Establishes	Reinforces
Suggests	Evokes	Highlights
Demonstrates	Alludes to	Creates



Example SEIZE Paragraph:

01) Explore how Shakespeare presents Romeo as a character who is passionate in *Romeo and Juliet*.

Write about:

- how Shakespeare presents Romeo at this moment in the play.
- how Shakespeare presents Romeo's in the play as a whole.

[30 marks]
AO4 [4 marks]

Shakespeare portrays Romeo as a passionate, fiery and eager character during the play. His passion and temperament eventually leading to his tragic death. Romeo is shown to be impetuous within the play, his pursuit of love making him a risk taker. This can be seen in play where he risks being caught in the Capulet's home when going to see Juliet on her balcony. The metaphor 'with love's light wings' highlights his passion and impetuous nature. The noun 'wings' suggesting his love is from a higher place – heaven – and demonstrates his willingness to risk everything for love. The audience may feel shock at Romeo's behaviour as he is risking his family's reputation for love.



- An average: A value to best represent a set of data
- Answers in science are usually asked for in decimal points or significant figures.
- In science you often have to convert units.

Mean, median and mode → Percentages → Estimates → Significant figures → Standard form → Rearranging equations → Graphs → Unit conversions

1. Mean, Median and Mode

Mean – the sum of all the values
the number of values

Median – the middle value in a data set.

Mode – the most common value in a data set.

Anomalous result – a value that does not fit the pattern in the data set.

2. Percentages

Percent means 'per one hundred'.

Percent → decimal = /100. E.g $60\% = \frac{60}{100} = 0.6$

Percentage of a number multiply the decimal by the number. E.g What is 60% of 200?

$60/100 = 0.6$ $0.6 \times 200 = 120$

3. DESCUS

- D** = Data
- E** = Equation
- S** = Substitute
- C** = Calculate
- U** = Units
- S** = Significant figures

4. Significant Figures

Non-zero digits DO count	24 = 2 sf. 3.56 = 3 sf.
Captive zeros DO count	1502 = 4 sf. 1.08 = 3 sf.
Leading zeros DON'T count	0.0025 = 2 sf.
Trailing zeros SOMETIMES count	100 = 1 sf. 1200 = 2 sf. 2306.0 = 5 sf.

5. Standard form

Standard form will always look like $a \times 10^b$

Writing large numbers in standard form

$300000 = 3 \times 10^5$

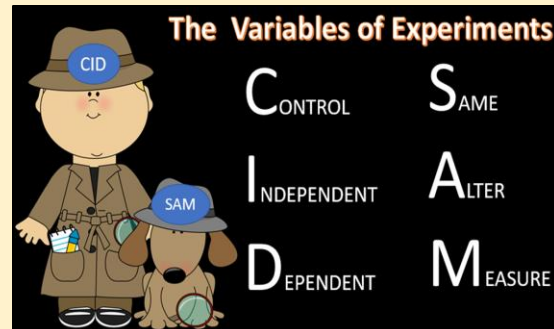
$7400 = 7.4 \times 10^3$

Writing small numbers in standard form

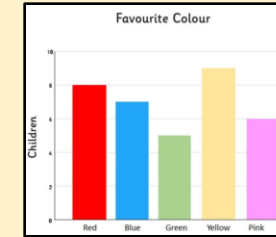
$0.00023 = 2.3 \times 10^{-4}$ (4 places from the decimal point)

$0.05 = 5 \times 10^{-2}$ (2 places from the decimal point)

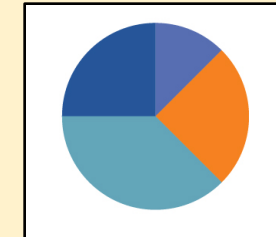
6. Variables



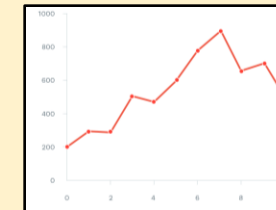
8. Graphs: Scale, Axis, Label, Title



Bar chart – used for large, obvious changes

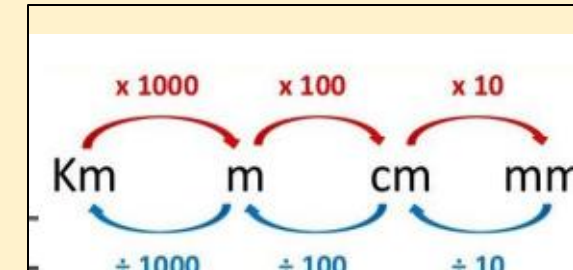


Pie chart – used to show parts of a whole



Line graph – used to show small changes or over time

9. Unit Conversions





- Physical, mental and social factors interact to give an overall picture of health
- Smoking, alcohol and poor diet can lead to poor physical health

Year 9 – Science - Health

Physical health → Mental health → Non-communicable diseases

1: Health

Health includes **physical, mental and social** well-being, not just being free from disease.

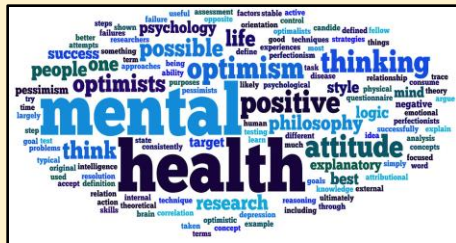
Physical Health

Lack of **exercise**, poor **diet** or both can lead to **diseases** such as obesity, heart attacks and CHD.



2: Mental Health

Mental health determines how we **think, feel and act**. When bad, it can make us stressed but positive mental health lets us be productive and reach our potential.



3: Diet

Your diet consists of the **nutrients** from the food that you eat. Having a **unhealthy** diet can result in obesity, tooth decay and high cholesterol.

A **healthy** diet can result in a longer life, less illness. Stronger muscles and bones and better immunity.



5: Alcohol

Alcohol is a **depressant**, that slows down signals in the nerves and brain.

Short Term: Sleepiness, impaired judgement and balance and blurred vision and slurred speech.

Long Term: Liver and mouth cancer, cirrhosis, dementia, weakened immune system.



4: Smoking

- Tobacco kills up to **half** of its users (**8 million** people each year).
- Almost **50%** of children regularly breathe air polluted by tobacco smoke in public places.
- Toxic chemicals in smoke such as tar and carbon monoxide damage the lungs.

Long Term Effects of smoking:

- Lung cancer
- Stroke
- CHD
- Fertility Problems



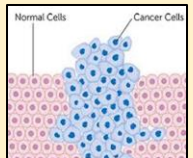
6: Cancer

Cancer is caused by **uncontrolled cell division**. This can form masses of abnormally growing cells called **tumours**.

Treatments:

Chemotherapy is a cancer treatment where medicine is used to kill cancer cells.

Radiotherapy is a treatment where radiation is used to kill cancer cells.



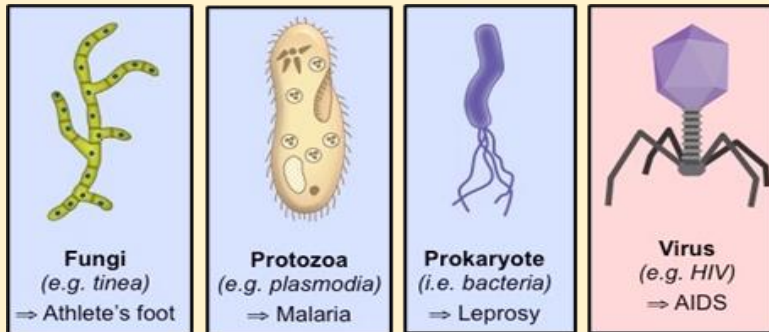


- Communicable diseases are caused by pathogens.
- Viruses, bacteria, fungi and protists can be pathogens.
- Humans have defence systems against pathogens.
- The immune system defends us against pathogens.

Pathogens → Body defences → Disease prevention →
Vaccines and immunity

7: Pathogens

Pathogens are microbes that cause **communicable diseases**. These are infectious and can be **transmitted**.

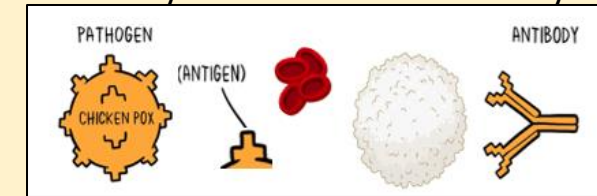


9: Body Defences

Skin	Scabs	Ciliated cells
Physical barrier	Protects & covers cuts	Carry pathogens out
Goblet cells	Stomach acid	Fever
Produce mucus	Kills pathogens	Destroys pathogen enzymes
WBC	WBC	WBC
Produce antitoxins	Produce antibodies	Engulf & digest pathogens

11: Vaccines:

1. Inject a **dead or weakened** version of the pathogen into the body.
2. **White blood cells** recognise the **antigens**.
3. WBCs produce **antibodies** specific to the antigen.
4. **Memory cells** are produced → specific antibody made faster → immunity



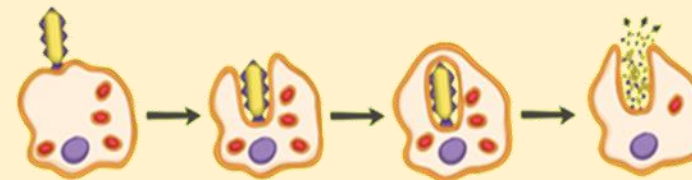
8: Prevention:

- **Hand washing:** MRSA, COVID.
- **Vaccination:** Measles, flu, meningitis, chickenpox, COVID.
- **Condoms:** Chlamydia, HIV, gonorrhoea.
- **Cook food thoroughly:** *Salmonella*.
- **Mosquito nets:** malaria.



10: Immune System

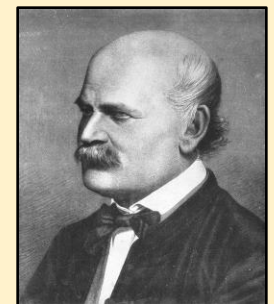
White Blood Cells detect proteins on the pathogens called **antigens** and produce antibodies. These cause pathogens to stick together and make it easier for WBC to **engulf** them. Memory cells keep copies of the antibodies for future infections.



12: Ignaz Philipp Semmelweis

A Hungarian gynaecologist pioneered **antiseptic** procedures. He worked in a ward with a high death rate.

He found that **disinfectants** reduced the amount of fever drastically. People did not believe **Semmelweis** as they did not understand **pathogens** enough.

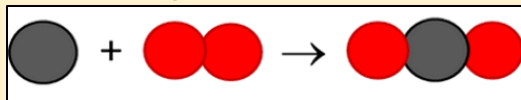




- Reactions can be reversible or irreversible.
- The pH scale is a measure of how acidic or alkaline a substance is.
- The reactivity series can be used to determine the reactivity of metals.

Chemical reactions → Acids and alkalis → Reactions of Metals → The reactivity series

1. Chemical Reactions - In chemical reactions atoms are rearranged to make new substances.

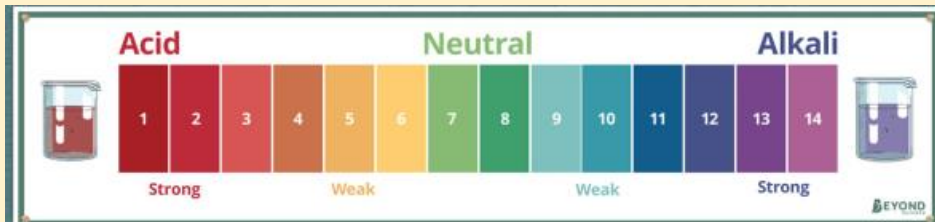


Chemical change: new materials are formed. You can't go back to what you started with e.g. burning wood. It is an irreversible reaction.



Physical change: you can get back the substances you started with e.g. ice cubes melting. **It is a reversible reaction.**

2. Acids and Alkalis

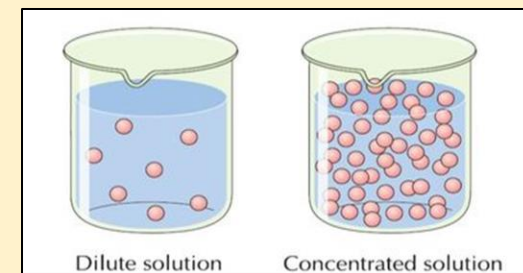
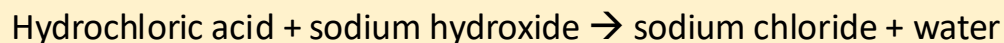
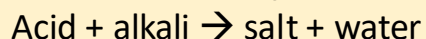


The **pH scale** tells you how acidic or alkaline a substance is.

Acids have **low pH** and **alkalis** have **high pH**. **Neutral** substances are **pH 7**.

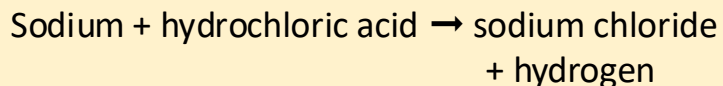
Concentration: A measure of the number of particles in a given volume.

Neutralisation equation :

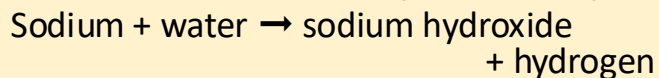


3. Reactions of Metals

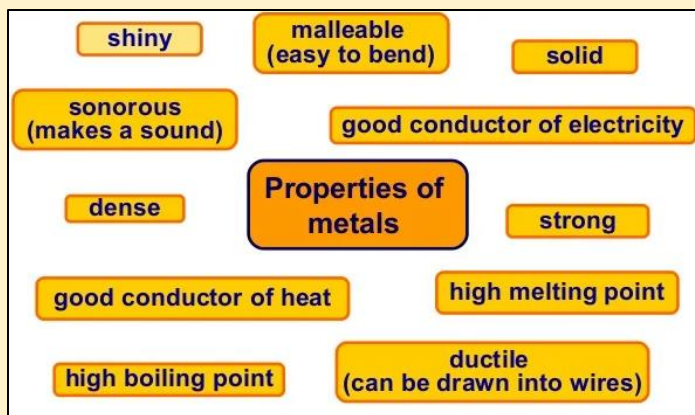
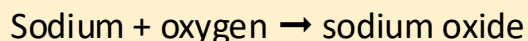
Metal + acid → salt + hydrogen



Metal + water → metal hydroxide + hydrogen



Metal + oxygen → metal oxide



Metals have different **uses** based on their **properties**

4. The Reactivity Series

-This shows the arrangement of metals from the **most reactive to the least reactive**.

Most reactive = potassium.
Least reactive = gold.

A more reactive metal can **displace** a less reactive metal.
Potassium can displace zinc from zinc chloride to form potassium chloride.

↑	Potassium
↑	Sodium
↑	Lithium
↑	Calcium
↑	Magnesium
↑	Aluminium
↑	Zinc
↑	Iron
↑	Copper
↑	Silver
↑	Gold

Increasing reactivity

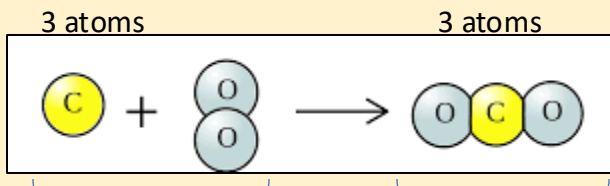


- Atoms are rearranged in chemical reactions.
- The number of atoms and the mass should be conserved.
- Thermal decomposition takes in energy.
- Combustion gives out energy.

Year 9 – Science - Types of Reactions

Chemical reactions → Electrolysis → Thermal decomposition
→ Combustion → Conservation of mass

5. Chemical Reactions - Atoms are rearranged to make a new product. The **number of atoms** on each side of the arrow **stays the same**.



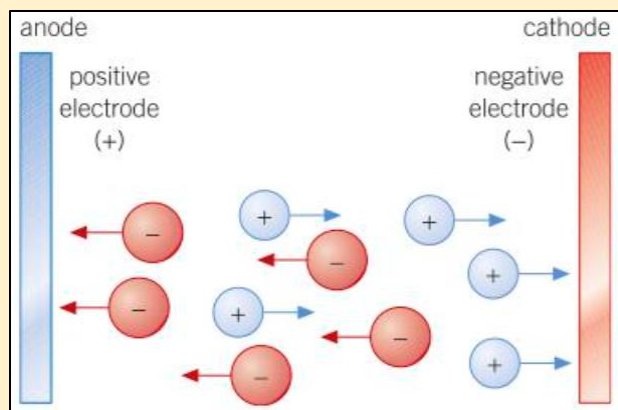
Reactants

Always on the left hand side of the arrow.

Products

Always on the right hand side of the arrow.

6. Electrolysis

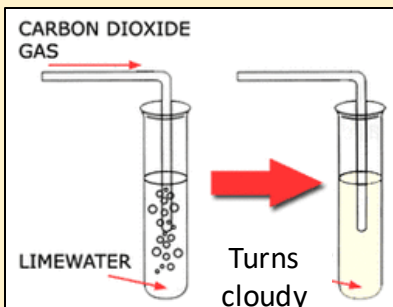


- Passing an electric current through electrolytes causes the **ions to move** to the electrodes.
- **Positively charged** ions move to the **negative electrode**, and **negatively charged** ions move to the **positive electrode**.
- Ions **lose their charge** at the electrodes producing atoms. This process is called **electrolysis**.

7. Thermal Decomposition - Reactants are **broken down** (decomposed) using heat (thermal energy).

Zinc carbonate can be decomposed using heat.

Zinc carbonate → zinc oxide + carbon dioxide.

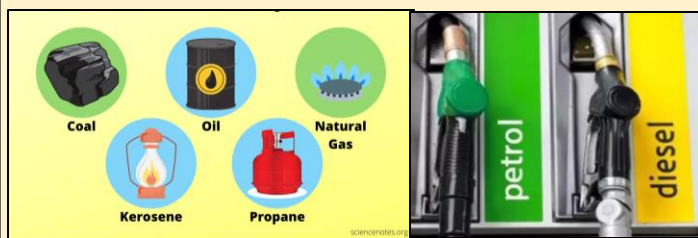


Testing for carbon dioxide:

Bubble the gas through **limewater**, if the limewater turns cloudy, the gas is carbon dioxide.

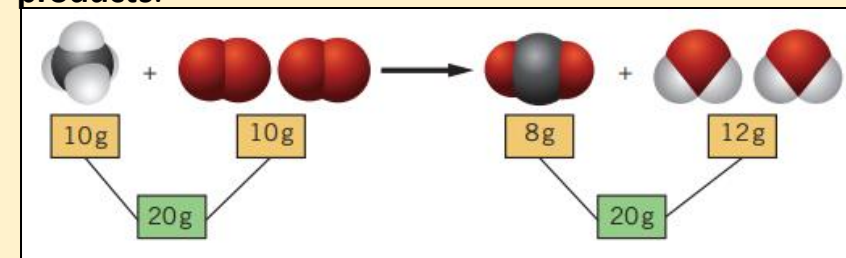
8. Combustion – Combustion is the burning of a fuel in oxygen to transfer energy. A fuel is a substance which stores chemical energy.

Some examples of fuels:



Propane + oxygen → carbon dioxide + water

9. Conservation of Mass - The **total mass** of the **reactants** will be **equal to** the **total mass** of the **products**.



Mass of the reactants = 20g

Number of atoms = 9

Mass of the products = 20g

Number of atoms = 9



- Hotter objects have more thermal energy.
- Conduction, convection and radiation are all forms of heat transfer
- Heating and cooling involve changes of state

Energy and temperature → Measuring Temperature → Conduction → Expansion → Convection → Radiation → Investigating Insulation → Heating → Changes of state

1. Energy and Temperature

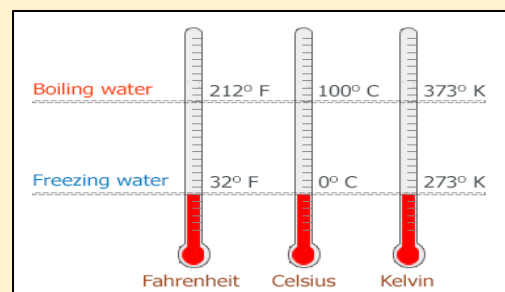
Hotter object = more energy in its thermal energy store.

Temperature = how hot a substance is - usually measured in degrees Celsius ($^{\circ}\text{C}$)

Thermal equilibrium - greater difference in temperature = faster energy transfer

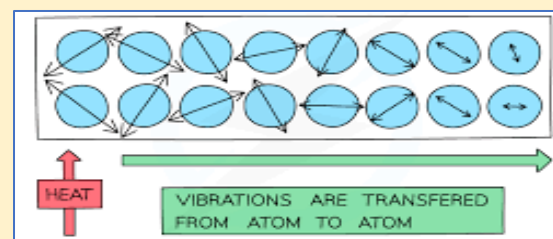
2. Measuring Temperature

Celsius scale: degrees Celsius ($^{\circ}\text{C}$)
Has no upper limit, lowest temperature is -273°C .



3. Conduction

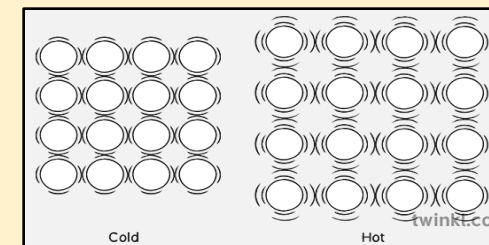
Energy **transferred** by vibrating particles. Transferred from a **hotter** to a **cooler** region.



Conduction fastest in solids because particles are closer together.

4. Expansion

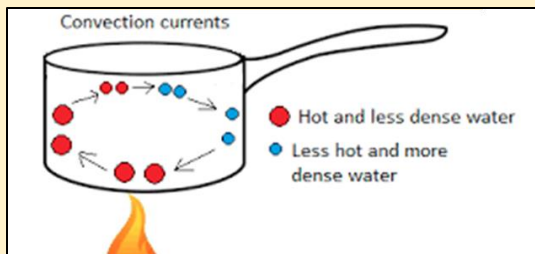
Increase in **thermal** energy
Increase in **kinetic** energy
Increase in **movement** of particles
Particles take up **more space**



5. Convection

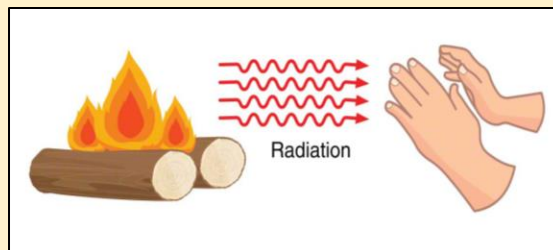
Transfer of **thermal** energy when particles in a heated fluid rise.

A **fluid** is a substance that can **flow**.



6. Radiation

All objects transfer **energy** to their surroundings by **infrared radiation**.
No particles involved – so can transfer energy in a **vacuum** e.g. space.

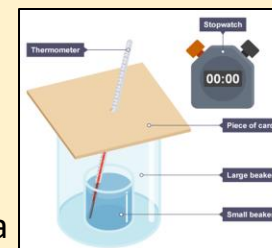


7. Investigating Insulation

Insulation means creating a **barrier** between the **hot** and the **cold** object that reduces **heat transfer**.

Method:

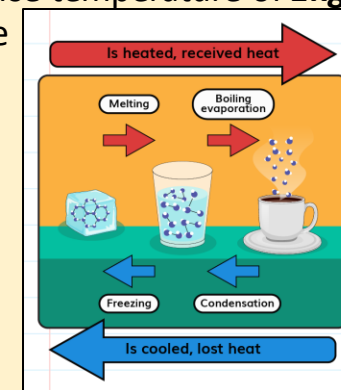
IV: Thickness of card
DV: Temperature change
CV: volume of water, surface area and type of insulation



8 and 9. Heating and Changes of State

Specific heat capacity – **energy** required to raise temperature of **1kg** of a substance by **1°C**.

States of substances can **change** depending on the **temperature**.



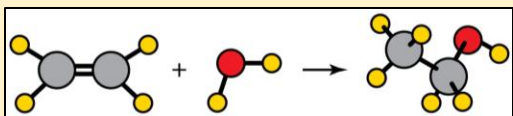


- Exothermic reactions release energy to the surroundings
- Endothermic reactions absorb energy from the surroundings

Exothermic and endothermic → Energy profile diagrams → Reversible reactions → catalysts

1. Chemical reactions:

In a chemical reaction the atoms in the reactants **rearrange** to produce a new substance.

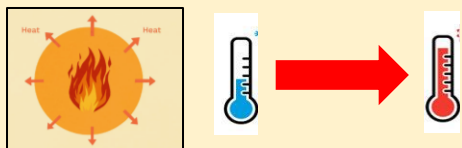


Law of conservation of energy:

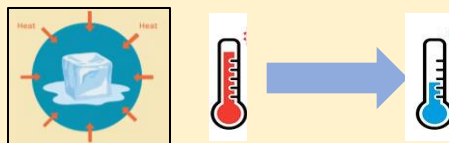
Energy can't be created or destroyed - only transferred

2. Exothermic vs endothermic

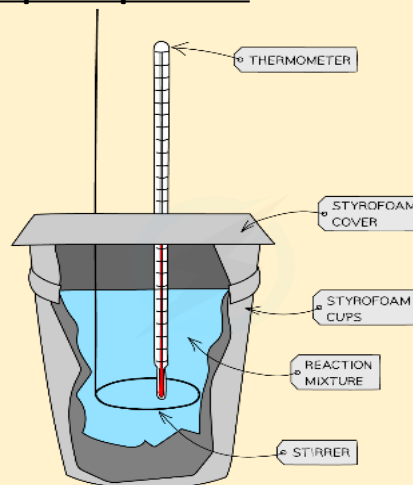
Exothermic reactions - transfer of energy from the reaction mixture **to** the surroundings.



Endothermic reactions - transfer of energy to the reaction mixture **from** the surroundings.

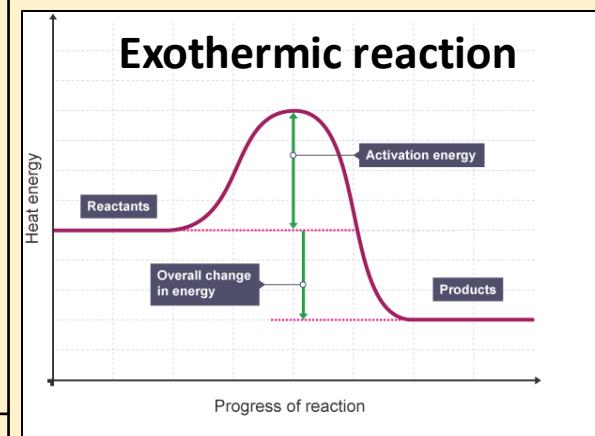


3. Temperature changes required practical



4. Energy profile diagrams

Activation energy - the **minimum** energy required to **start** a chemical reaction.



5. Reversible reactions

A **reversible** reaction:



At **equilibrium**:

- The **forward and backward reactions** have the **same rate** of reaction
- There is a **closed system**

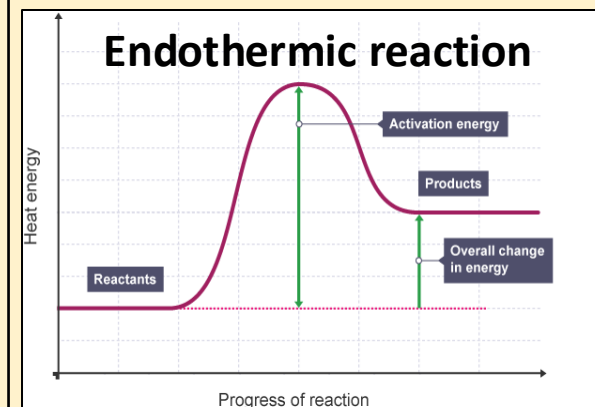
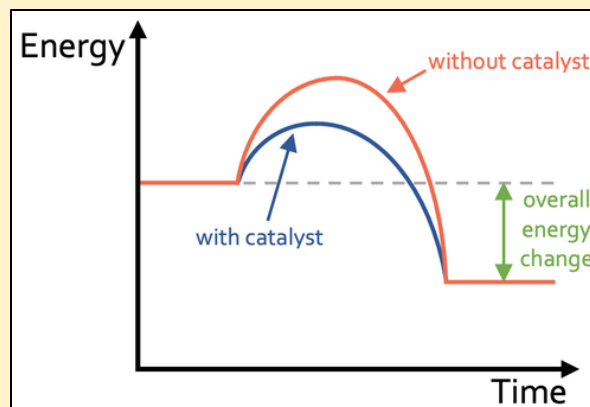
6. Catalysts

Catalysts are substances that **increase rate** of reaction and are **not used up**.

A catalyst provides an **alternative pathway** with **lower activation energy**.

Benefits:

- Less energy → Lower cost
- Less fossils fuels burnt
- Only small amount needed





Episode 1: What is the Middle East like?

- The Middle East is a region located in the continents of Africa and Asia. It contains countries including Egypt, UAE, Yemen, Syria, Qatar and Saudi Arabia.
- The Middle East is located between 15 – 45 degrees north of the equator.



Episode 2: How developed is the Middle East?

Development is the measure of the progress of a country. The Middle East contains countries of different levels of development.

Development Indicators

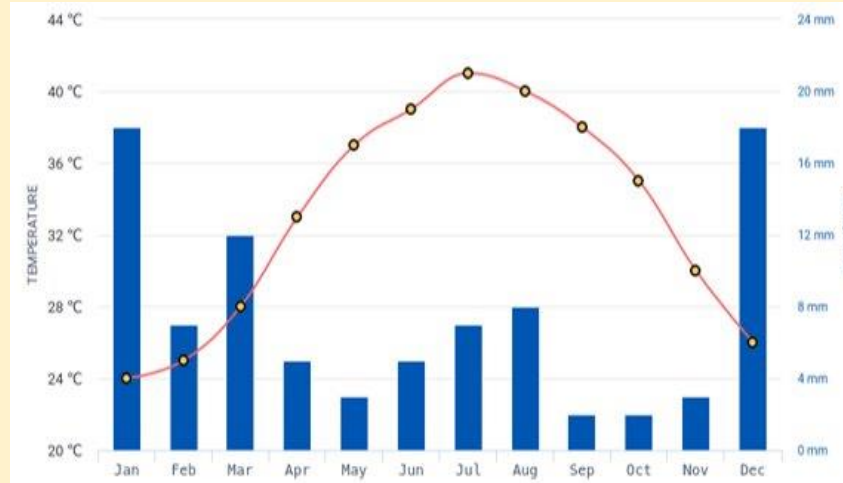
- **Infant mortality** – number of babies who die under one year old, per thousand babies born. If the number is lower, it indicates the country is more developed.
- **Literacy rate** - The percentage of adults who can read and write. If the number is lower, it indicates the country is less developed.
- **GNI per capita** – wealth of the country divided by its population (wealth per person). If the number is lower, it indicates the country is less developed.
- **Life expectancy** – the average age a person is expected to live. If the number is lower, it indicates the country is less developed.



Are all measures of development accurate?

- GNI per capita is not an accurate measure of development as some people are billionaires due to being oil investors, whereas some people in the same country may be very poor.

Episode 3 – Why do tourists visit Dubai?



Reading a climate graph

Line – shows temperature. It is measured in °C.

Bars – shows precipitation (rain, snow, hail). It is measured in mm.

Months are shown on the horizontal axis.

Dubai is found in the United Arab Emirates. Dubai welcomed 15.93 million visitors in 2018, retaining its ranking as the fourth most popular destination globally.

Built Attractions

These are man-made attractions.

Examples in Dubai include:

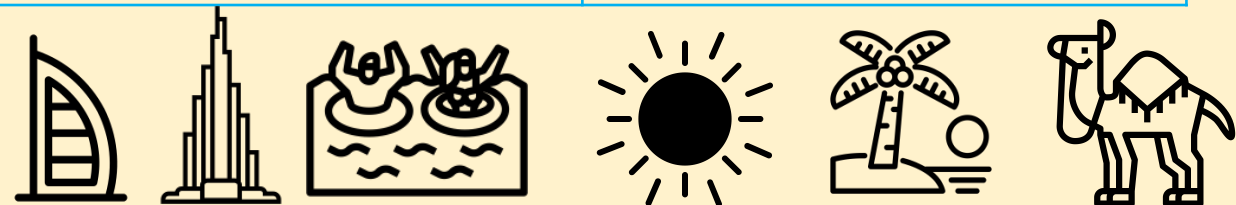
- Dubai Shopping mall.
- Wild Wadi Water park.
- Luxury hotels like the Burj Al Arab.
- World's tallest building – Burj Khalifa.

Natural attractions

These are not man-made attractions.

Examples in Dubai include:


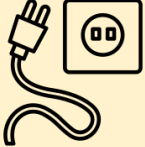

- High temperatures and limited rainfall.
- Clean sandy beaches.
- Arabian desert.








Episode 4: How does tourism affect Dubai?

Opportunities

Economic	Social	Environmental
<p>Generates employment in the hotels and tourist attractions.</p> <p>In the UAE 10% of jobs are linked to tourism.</p> <p>Tourism also generated over \$40 billion for the economy of the UAE.</p> 	<p>Locals benefit from improved infrastructure e.g. water supply, electricity and new road network.</p> 	<p>Some tourism income may be used by the government to preserve habitats.</p> <p>The government has created parks and nature reserves in the city that are open to the public.</p> 

Challenges

Economic	Social	Environmental
<p>Tourist numbers may drop due to global events e.g. Coronavirus pandemic</p> 	<p>Tourists wearing swimming attire at the beaches goes against the Islamic culture.</p> <p>Displays of affection between couples in public e.g. kissing goes against local culture.</p> 	<p>Tourists may disturb wildlife by getting too close affecting feeding and may damage their habitats e.g. scuba divers affecting the coral reef.</p>  <p>The creation of Palm Jumeriah island has affected turtle nesting sites.</p>

Year 9 – Geography – The Middle East

Episode 5: What causes conflict in Syria?

Conflict – clash between two or more opposing groups.





Civil War – conflict/war within a country usually involving the government on one side and an opposing group on another

Causes of the civil war in Syria

- In March 2011, 15 Syrian schoolchildren (14 – 15 years old) were arrested and tortured for writing anti-government graffiti.
- Many people were angry, and people led peaceful protests throughout Syria, demanding the release of the children. The government forces attacked these people with force causing the protests to gather momentum.
- Syrians wanted greater freedom for everyone in the country, as the current leader was very controlling and refused to resign.
- High unemployment - led to poor living conditions.
- Severe drought (lack of rainfall) led to crop failure. As a result, people migrated from the rural areas and ended up living in slums.



Episode 6: What are the consequences of conflict in Syria?

Economic	Social	Environmental
<p>The number of exports has fallen as the port has been damaged.</p> <p>Many people have lost jobs as businesses have been damaged.</p> 	<p>5 million refugees have fled the country.</p> <p>7.7 million internally displaced people have moved to safer parts of Syria.</p> <p>27% of houses have been destroyed.</p> <p>Schools and hospitals have been destroyed.</p> 	<p>Habitat loss due to areas being bombed.</p> <p>Oil refineries have been attacked releasing greenhouse gases into the air.</p>



Episode 1: How does globalisation affect us?

Globalisation is the process which has created a more connected world.



Why has globalisation happened?

- Ships and air travel can transport goods from one part of the world to another.
- Mobile phones allow people to communicate & to access the internet.
- Social media enables contact with others from all around the world.
- Large companies operate on a worldwide scale, leading to an increase in trade.
- Migration refers to people moving from one country to another due to improved transport.



How does globalisation affect you?

Globalisation will affect us all differently depending on the connections we have with the world.

Examples are:

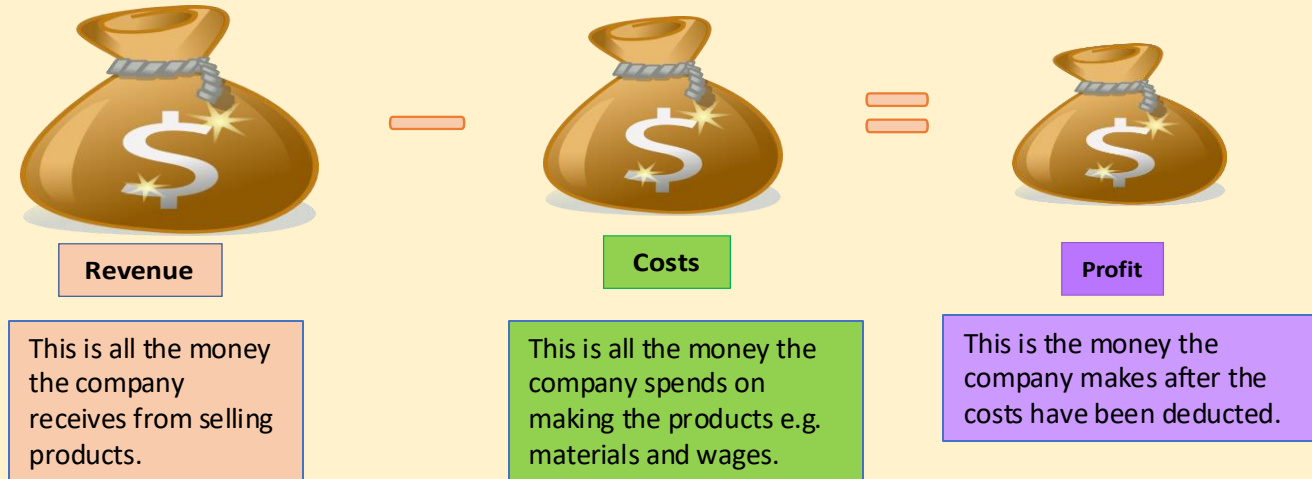
- Going on holiday to another country.
- Eating fruits which are transported to us as we can't grow them in our climate.
- Buying products from a worldwide company such as McDonalds or Apple.



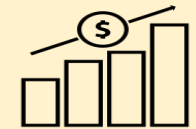
Year 9 – Geography – Globalisation

Episode 2: Why do companies globalise?

Many companies now operate in more than one country, and many operate on a worldwide scale. These companies are called **Transnational corporations (TNCs)**. Examples of transnational companies include Apple, Nike, McDonalds, Volkswagen and Disney. The headquarters of these companies are in HICs, and the factories tend to locate in LICs.



- If they operate globally revenue will increase.
- This is because they have a larger number of people they can target to buy their products.
- For example, McDonalds are located in 120 countries.



- If they operate globally costs will decrease.
- This is because they can pay lower wages to people in LICs, and the factories have fewer health and safety regulations so are cheaper to set up.
- This helps the company as the goods are made for a lower price.





Episode 3: What are the impacts of the fast fashion industry?

Fast fashion involves the mass production of cheaply made clothing to cater to changing fashion trends. The idea is to get the newest styles made and into shops fast, encouraging shoppers to buy them fast and then throw them out fast.

Impact on the environment

- It takes a lot of energy to produce all these clothes.
- Most clothing is dyed to create a colour and these toxic dyes are often washed out into nearby rivers polluting them.
- Fast fashion is not made to last and ends up being thrown away only after a couple of wears.
- In fact, it is estimated that in the UK 2,000 items of clothing go to landfill every minute.
- Clothes need to be transported from the LICs to the shops in HICs increasing CO₂ levels in the atmosphere.

Impact on people

- Even though the industry creates jobs for lots of people across the world, workers can be mistreated.
- They work long hours often without rest days and can be forced to do overtime.
- They work in unsafe conditions with no fire exits and poor electrical wiring.
- They work in sweatshops with little ventilation available.
- They are paid as little as 60p an hour or even less for those workers who are being paid per item they make.
- In 2013 the Rana Plaza garment complex in Bangladesh collapsed killing over 1,000 people.

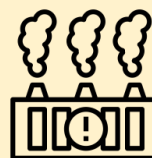
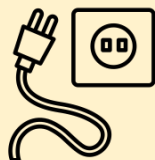
Episode 4: How will TNCs bring advantages and disadvantages to a LIC?



Nike is a TNC. Its headquarters are in the USA. It has factories in over 40 countries. Most of these are in Asia in China, India, Thailand and Vietnam. Nike sales are highest in Canada, USA and Europe. Due to the goods being made globally customers get a wider choice of goods at a lower price.

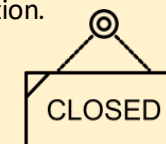
Nike locates its factories in LICs as they can pay workers less money, the land is cheaper to buy and there are fewer health and safety regulations to meet, so the factories cost less to build.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Provides jobs – nearly one million people work for them. • Companies pay tax to the LIC government. • The tax money is used to help to improve the local infrastructure e.g. roads, electricity supply. • This will help improve the quality of life for people living in the LIC. 	<ul style="list-style-type: none"> • Can pollute the environment (air or water). • People work in harsh sweatshop conditions. they can be paid £4 for a 12-hour shift. • TNCs influence the government in LICs and can leave at any point if unhappy. • Profits can go back to the country the TNC came from, rather than developing the LIC.

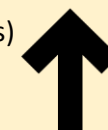


Episode 5: How is the UK economy affected by TNCs?

- Number of UK factories have closed, as the companies locate the factories abroad as it is cheaper. The closure of factories is called deindustrialisation.



- Increase in retail businesses (shops) selling goods made by TNCs.
- Some businesses like hairdressers/nail salons benefit from the companies as people have more spare money (disposable income) to spend as they are employed in shops.



- Some businesses may lose out. For example, a local café may lose business if a large well known TNC locates near to them e.g. Starbucks.



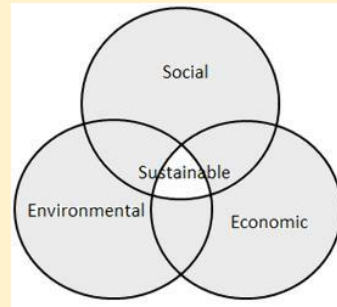


Episode 1: What is sustainability?

Sustainability is the use of Earth's resources in ways that ensure they can support both present and future generations.

There are 3 parts to sustainability. These are:

- **Environmental sustainability** looks at ways of saving the use of resources, reducing levels of pollution and reducing waste.
- **Social sustainability** looks at building communities that meet the needs of people.
- **Economic sustainability** looks at providing job opportunities and ensuring long term growth in terms of wealth.



Resources are anything that is useful to people.

- A **renewable resource** can be used again and again, so is more sustainable, e.g. water, wind, wood or the sun.
- A **non-renewable resource** will eventually run out, so it is not sustainable in the long run e.g.. coal or oil.



- **Carbon footprint** is “the amount of **carbon** dioxide released into the atmosphere because of the activities of a particular individual, organisation or community.

Year 9 – Geography – Sustainability

Episode 2: Is Nottingham a sustainable city?

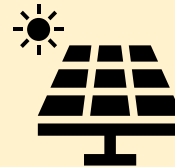
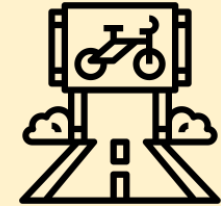


Use of public transport

- Nottingham is the 3rd most sustainable city for transport in the UK.
- In 2020 40% of journeys were made in the city using buses or trams
- 178 buses in the city run on electric or biogas.
- There are 37 trams in Nottingham which between them complete 1000 planned trips each day.
- Each of Nottingham’s trams carry the equivalent of nearly three double-decker buses or 170 cars.

Use of cycle paths

- Nottingham is the 5th best city in the UK for cycling with many cycle paths around the city.
- Encouraging cycling means fewer people will use cars, reducing levels of air pollution.



Use of renewable energy

- Solar power is used across Nottingham.
- Over 4000 homes have solar panels in Nottingham.
- These will reduce the reliance on using fossil fuels to make electricity.

Being carbon neutral

- Since 2005, Nottingham has reduced CO₂ emissions by 41% and wants to become carbon neutral by 2028.

What about waste?

- Households in Nottingham generate 118,000 tonnes of waste per year.
- 36% of waste is currently recycled.
- Encouraging people to recycle, reduces the need to use new raw materials saving valuable resources. Using the old resources again will result in less waste going into landfill sites.



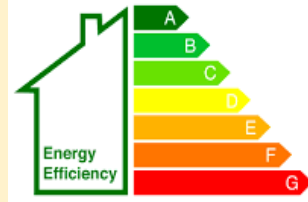


Episode 3: Is the school environment sustainable?

Buildings and environments can be compared to judge how sustainable they are.

Energy performance certificates

- These set out the energy efficiency rating of buildings.
- Buildings are rated from A to G. Rating A shows a very efficient building whereas a rating of G is a very inefficient building.



Green roof spaces

Some buildings have roofs covered in moss like sedum which can absorb CO₂, provide habitats for wildlife and reduce noise pollution in the building.

Rainwater collection

Some buildings have roofs designed in a certain shape to collect the rainwater that falls. This can then be used as water to flush the toilets and reduce water use.

Motion sensitive lights

- Infrared sensors turn lights off or on automatically, depending upon whether they sense the presence of someone in the room.

Episode 4: Is the use of plastic sustainable?



What is plastic?

- Most plastics are made from chemicals that come from oil.
- Heating these chemicals causes them to break down into molecules, which scientists then join into chains, which make up plastics.

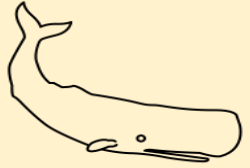
Single Use Plastics

- Some plastic objects are only used once then thrown away. These are called single use plastics and include things such as plastic straws, bags or bottles.
- These objects cannot be recycled and can take hundreds of years to biodegrade.
- It is not **sustainable** to keep on using them - and if we do, we could permanently harm our environment.



Shocking facts about plastics

- More than 5 trillion pieces of plastic are already floating in our oceans.
- Worldwide, 73 percent of beach litter is plastic.
- More than 40 percent of plastic is used just once, then thrown away.
- 700 species of marine animals have eaten or become entangled in plastic.
- Turtles can mistake plastic bags for jellyfish and end up eating them. A whale washed up on an Indonesian shore with six kilos of plastic in its stomach - which was identified as a likely cause of death.



Episode 5: Is the use of rainforests sustainable?

How bad is the problem?

- In 2021, a forest the size of a football pitch was lost every second.
- By 2030 there may only be 10% of the world's rainforests left.

Why are the trees being cut down?

- Many trees are cut down for agriculture – this may be for cattle ranching or to have large plantations for crops such as palm oil.
- Logging – using the wood itself, mining for resources like gold and road building are other causes of deforestation.

Why does deforestation matter?

- Animals lose habitats e.g. orangutan.
- Biodiversity is reduced – some undiscovered plants could be used in medicine to cure illnesses.
- Indigenous tribes may lose their homes.
- If burnt the trees release CO₂ into the atmosphere.
- Carbon sink has been removed as the trees are no longer there to absorb CO₂, which would increase global warming.

What can we do to manage the issue?

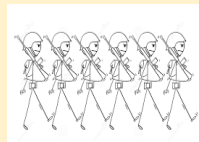
- Selective logging = removal of certain trees and leaving the rest to grow.
- Ecotourism – small scale tourism, which educates the visitors and uses the tribes as guides.
- Debt reduction – reduce debt of a LIC, in exchange for them not cutting down the rainforest.





Episode 1 – Why did World War I happen?

Arms Race: In 1900 Britain's navy was by far the largest in the world, but was worried about the growing size of the Germany's. In 1906, Britain launched a stronger and faster type of battleship called the **Dreadnaught**.



Alliance: Before 1914, the big countries of Europe had formed two alliances – **The Triple Alliance and the Triple Entente**. Each member promised to protect the others if there was conflict. These two alliances became more suspicious of each other because of the quarrels over Empire and the arms race.



Empire: The power of a country was judged by the size of its Empire. The British and French had big empires. In the 1870s, Germany and Italy became united countries for the first time. They each wanted overseas empires, too, and a fierce rivalry for Colonies developed between the countries of Europe.



The Assassination of Archduke Ferdinand: 28 June 1914, Archduke Franz Ferdinand, the heir to the throne of Austria-Hungary was **shot and killed by a Serbian man**.

Result = **Austria-Hungary declared war on Serbia**. As a result:

- **Russia** got involved because Russia had an **alliance with Serbia**.
- **Germany** then declared war on Russia because Germany had an **alliance with Austria-Hungary**.
- **Britain** declared war on Germany because of its **invasion of neutral Belgium**. Britain had **agreements to protect both Belgium and France**



Episode 2: Problems of the Trenches

Both sides soon found that they could stop an enemy attack by digging trenches and setting up machine guns. Trenches soon became a permanent feature of warfare in WW1. In the middle was no man's land, which soldiers crossed to attack the other side.

Trench fever was caused by body lice. Symptoms were a high temperature, headaches, aching muscles and sores on the skin.

Trench Foot meant that feet often swelled to two or three times their normal size and went numb. The main cause is **long-term exposure to cold and wet conditions**.

Shell Shock Was when men suffered nervous exhaustion and lived in a state of mental terror, **due to constantly being attacked by shrapnel or gas shells**.



Gas: This could destroy the lung tissues so **men couldn't breathe**, blister the skin or caused blindness.



Rats were common and would steal food from soldiers or eat corpses. As a result they became **very large**.

Lice were so common because men in the front-line **rarely, if ever, washed**.



Episode 3 - How effective were the weapons of World War I?

- **Rifle** had pointed shape bullets that drive deeper into the body
- **Machine Guns** could fire **500 rounds per minute**, the equivalent of 500 rifles.
- **Artillery**- cannons could send **900kg shells over a 12 mile distance**



- **Shrapnel** was a hollow shell packed with steel or lead balls, together with gunpowder. Accounted for **58% of all injuries**
- **Gas** – **chlorine and mustard gas were used**. They could suffocate soldiers.
- **Tanks** could cross the difficult terrain with ease using caterpillar tracks. They could cross trenches and crush barbed wire.
- **Zeppelin** – was a German airship that was used in bombing raids

Episode 4 - Does Douglas Haig deserve to be called the Butcher of the Somme?

When? June – Nov 1916. **Who?** British & French v Germans.

What?:

- Bombarded the German trenches with shells for a week
- Headed across no mans land towards the Germans
- Unexpectedly German soldiers were still alive as they had hidden in dug outs for the week..

Failure?

- **More than one million soldiers were killed or wounded in the Battle of the Somme.**
- On the first day of the battle, nearly 20,000 British soldiers were killed, another 40,000 were injured.
- **420,000 British soldiers died.**

Success?

The Battle of the Somme drained the German Army and this was an important first step towards the Allied victory in 1918.



Episode 5 – What was the role of the Empire in World War One?

In 1914, Britain had a very large empire. Many people from the empire also volunteered to fight for Britain during the war. By the end of the war, the forces fighting for Britain were very diverse.

Although the war was fought mainly in Europe, millions of non-European people including: **Indian Sikhs, people from the Caribbean, Canadians, Australians and New Zealanders** played a part, helping to win the war.



Episode 1 – How fairly was Germany treated after World War I?

- Germany knew by 1918 that they could no longer win the war. They agreed to end the war on any terms
- They asked for an Armistice. This meant the fighting would stop while a peace treaty was negotiated.
- **The Treaty of Versailles** was signed in Paris. Dominated by the Big Three: Britain, France and the USA.
- Germany was given no say.

Land

- All colonies to given to Allied Countries – Germany to lose her Empire.
- **Alsace-Lorraine** would be taken away from Germany and given to France.

Army

- Germany's **army reduced to 100,000**.
- No air force or submarines.
- Only 6 battle ships.

Money

Germany had to pay **£6.6 billion** in war reparations.



Blame:

Germany had to take all responsibility for the war – **Article 231**, the War Guilt Clause..



Year 9 – History - The Inter War Years

Episode 2- How Roaring were the 1920s in the US and Europe?



After the end of the First World War, attitudes to life seemed to change in many ways.

Women's fashions began to change with the introduction of the flapper girls.

Many people owned a **car** for the first time – **26million by 1929.**

Radios became common – **10million by 1929.**

However, things for some people became worse and for others they did not change at all. **Farming communities lived in poverty** and squalor such as unsanitary shacks with no electricity.



And for others, nothing changed at all. Segregation remained in many southern states in the USA, whilst **4000 black people were lynched** by the **Ku Klux Klan** – a group of white supremacists who had **6million members** by 1926.

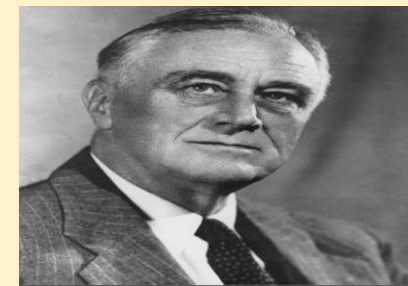


Episode 3– How negative was the effect of the Wall Street Crash on the USA and Germany

In 1929, the share prices in big companies began to go down. **On October 29, 1929, "Black Tuesday" around \$14 billion of stock value was lost, wiping out thousands of investors.** This was because of Tariffs. Overproduction, Financial speculation and Unequal distribution of wealth.



In the USA the reaction to the stock market crash was the **New Deal** introduced by the new president Franklin Roosevelt.



The New Deal was based on 3 aims:

Relief – Use **government money** to help the **unemployed**

Recovery – Revive the economy by pumping government money into **getting industry going** and people working again..

Reform – make the USA a better place.

The situation in Germany was very different. **When America sneezes the rest of the world catches cold** This means when America "catches cold" it affects the rest of the world. "Catches cold" refers to economic problems. **Germany had borrowed \$25bn of American loans since 1924. This now needed paying back.**

In Germany, the Wall St Crash led to **mass unemployment (6million by 1932)** the Nazi Party becoming more popular.

Many people including farmers, workers and young people thought the Nazis would be their saviours because of the clever use of propaganda by the Nazis. **They also promised to fight the Communists who farmers and industrialists were scared would confiscate their property.**





Episode 4: Why did people support Hitler and the Nazis?

- Hitler led the growing Nazi Party, taking advantage of widespread discontent with the Weimar Republic and the punishing terms of the Versailles Treaty.
- **The Wall St crash** caused huge unemployment and despair in Germany as America recalled loans it had given to Germany. **This led to industry closing, meaning 6million people were unemployed by 1932.**
- The Communists were also growing – many factor owners and farmers were scared as they thought the Communists would try and confiscate their land.
- **In July 1932, The Nazis gained 230 seats in the Reichstag, making them the biggest party.**



Episode 5 - Was Appeasement a total disaster?

Appeasement, the policy of making concessions to the dictatorial powers in order to avoid conflict. This means that Greta Britain and France gave Hitler what he wanted in order to keep the peace.

Attitude to Treaty of Versailles: Popular opinion in Britain at the time was that German had been punished too harshly.

Peace movement: After the horrors of WWI, there was a widespread revulsion at the thought of war.

Economic difficulties: Three million people were unemployed. There was no money for more weapons.

Military weakness? Nazi propaganda encouraged Britain and France to believe that Germany's forces were a lot stronger than they really were.

Year 9 – History - The Inter War Years

The Anschluss: In March, the Nazi army marches into Austria and takes control of the state. This is called the Anschluss by the Nazis, or the 'joining'.

- In 1936, Hitler boldly marched 22,000 German troops into the Rhineland, breaking the rules of the Treaty.

The Sudeten Crisis: Hitler demanded the Sudetenland, the German-speaking areas of Czechoslovakia

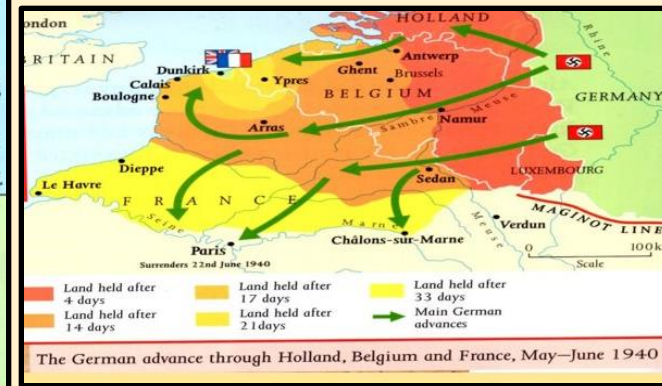
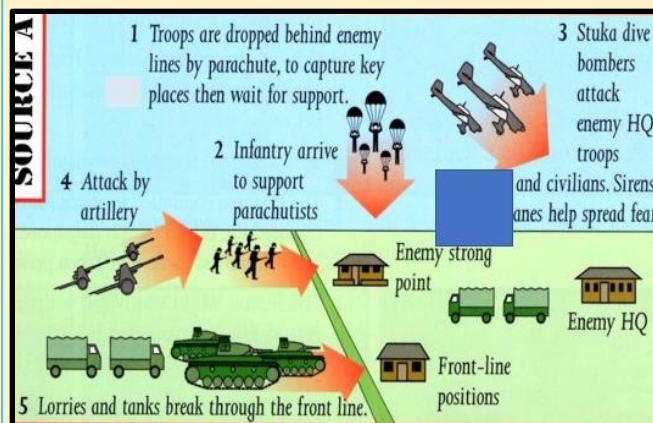
- The Sudetenland was also important as this was where many Czech weapons factories and defences were, so losing them would mean Czechoslovakia would be defenceless.
- In doing so, he broke the terms of the Treaty of Versailles.



Munich Agreement: In September, Britain, France and Italy agree that Germany can take a part of Czechoslovakia (which was not invited to the talks), in order to avoid greater war. The Nazis go on to take all of Czechoslovakia.

On 1st September Germany invades Poland. Two days later, Britain and France declare war on Germany.

Blitzkrieg – Lightning War





Episode 1 – Was Dunkirk a total failure?

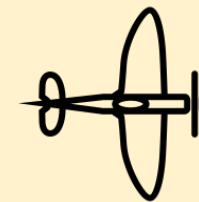
- By May 26 the Allied forces were trapped on the beaches of the small port of Dunkirk and surrounded by advancing German troops.
- If the army were captured, Britain would have very few professional soldiers and would be very vulnerable and unable to fight on.
- The evacuation at Dunkirk was a success, as **340,000 British, French and allied soldiers were evacuated.**
- However, almost all of Britain's tanks, heavy equipment, and trucks had to be left behind in France. Shortly after the Dunkirk evacuation, Germany completed its conquest of France



Episode 2 – What happened after Dunkirk?

1: The Battle of Britain:

- Hitler knew that for an invasion to be successful, he had to first destroy the RAF, to stop them destroying German troops as they landed in Britain.
- The Battle of Britain was the first major battle fought entirely in the air.
- **The Luftwaffe (German Air Force) began its assault on England in July 1940, with more than twice the 600 aircraft available to the RAF.**
- The RAF had the edge over the Luftwaffe with its new faster fighters the Spitfire and Hurricane.
- The speed of the Spitfire and Hurricane meant that they could out manoeuvre the German fighters.
- Another advantage, that the RAF had over the Luftwaffe, was **radar technology**, which enabled it to see when the German aircraft were about to cross the English Channel.
- **By the end of October 1940, Hitler called off his planned invasion of Britain and the Battle of Britain ended.**
- Still, Britain weakened the Luftwaffe and prevented Germany from achieving air superiority.
- It was the first major defeat of the war for Hitler.



2: The Blitz:

- **On 7th Sept 1940 the first air raid hit London.**
- After that London and other major cities were bombed night after night.
- The Blitz did not end until May 1941.
- **The Blitz made 1,400,000 people homeless in London alone**
- The Blitz **killed 43,000** people across the UK;
- During the Blitz the government tried to keep morale high. They called this the **Blitz spirit**. They encouraged people to stay positive and help each other.
- Despite the devastation caused by the German bombers, many people, but not all, did try and stay confident and optimistic.





3: The Homefront

- Britain was called the Home Front because people felt that they were part of the war.
- The war affected everyone whether they were on the front line in Europe or on the Home Front.
- Nazi Germany's aim was to starve the British people. Hitler believed that this was the best way to knock Britain out of the war - by making the people so desperate that they would be forced to surrender.

- **After January, 1940, Britain had to stick to a strict rationing scheme.**

All sorts of essential and non-essential foods were rationed.



Episode 3: Was D Day successful?

- The D-Day landings on 6th June 1944 had a codename of Operation Overlord.
- Allied planes and warships bombarded German positions along the coastline. This was to damage the defences making it easier for the troops to get ashore.

- At the same time, planes dropped tens of thousands of soldiers behind the German defences. They took control of roads and bridges. This made it harder for the Germans to send troops to defend these areas.



The attack lasted for eleven months and took them all the way to Berlin.

Episode 4 – How was the war in Russia different to the war in the west?

Hitler's invasion of the Soviet Union, called **Operation Barbarossa**, started on 22 June 1941.

After a huge success, the Nazi army began to fail.

Millions of men on both side perished. This was a war of ideology. Many people in eastern Europe were Jewish and the Nazis were determined to destroy them.

In retaliation, the Russian army showed no mercy to the Nazis.



By insisting on fighting to the last man, Hitler made a fatal mistake. The German army in Russia was all but destroyed. The failure of the German Army was nothing short of a disaster. A complete army group was lost at Stalingrad and 91,000 Germans were taken prisoner. With such a massive loss of manpower and equipment, the Germans simply did not have enough manpower to cope with the Russian advance to Germany when it came.

Episode 5 – Was American right to drop the Atom Bomb?

- On 6 August 1945 the first atomic bomb, was dropped on the Japanese city of **Hiroshima** by the USA.
- One reason was to **bring the war against Japan to a quick end**. He said it was dropped to save American soldiers' lives.



- Everything within a mile of the centre of the blast was flattened – **Japan didn't surrender**.
- Three days later a second atomic bomb, was dropped on the Japanese city of Nagasaki
- On the 14th August the Japanese surrendered





Episode 1

God's Qualities

Anthropomorphism, the interpretation of nonhuman things or events in terms of human characteristics.

Omnipotent – All-powerful (po)

Omniscience – All-Knowing (Sci for science)

Omnipresent – Everywhere (present = here)

Omnibenevolent – All-Loving (LOVE backwards)

Transcendent – Out of this world.

Immanence – Present in the world but separate to human laws

Creator – Made everything

Just – fair in judgement and treatment.

Eternal – Immortal, neither is born or dies.

The Trinity

God the father. The maker of heaven and earth.



God the Holy spirit – this is how God is still present on the earth today. Christians believe God is within us, guiding us and giving us courage.

God the Son. God on earth in the body of Jesus. Here to save the sins of mankind.

Episode 2

The Teleological Argument

William Paley's Teleological/Design Argument argues that God exists because the universe as a whole is like a machine; machines have intelligent designers; therefore, the universe as a whole has an intelligent designer, which is God.



An explosion, like the Big Bang, creates chaos not well ordered design

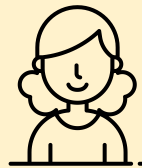
How can an accidental Big Bang create an unlimited number of individual thumb prints?



The eye is so well made with such intricate parts, that are impossible to recreate that God must be the designer of them and the rest of the creation!



The Goldilocks Effect



The world has been carefully placed so life can grow – it is 'Just Right'. Is this coincidence or design?



Mercury



Venus



Earth



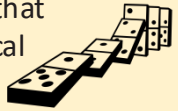
Mars

Faults with the argument are that surely a God would have created a perfect world, yet it is full of faults. Paley also refers to a rock in his analogy suggesting it is undesigned. But as it is part of the creation then it would be part of Gods design and therefore he would need to remove the rock from the argument.

Episode 3

The Cosmological Argument

St Thomas Aquinas (1225 – 1274) developed the most popular argument as a 'way' (not proof) of showing that there must be a God. This was called the Cosmological Argument or The first Cause Argument.



Aquinas argued that everything in the cosmos has a cause. If you track things back through a series of causes, there must have been a 'first cause'. He said that this 'first cause' is God, whom he described as a '**necessary being**', eternal and transcendent, existing outside of our space and time but able to act within it, needing no explanation and having no cause. God is the trigger to all movement. Without God, there would have been no big bang, but he is unmoved by anything else.

God is the uncaused cause and the unmoved mover!!

Strengths	Weaknesses
<p>Scientific discoveries, e.g.. the Big Bang theory, can be seen to support the first cause argument. If God caused the 'Big Bang', then God is the 'first cause' that brought the cosmos (universe) into existence.</p> <p>It confirms to the theist that there is purpose to the cosmos and a place for God as its 'creator'.</p>	<p>If the argument is based on the idea that everything has a cause, then this leaves open the question 'Who or what caused God?' To reply that God needs no explanation is not enough to prove God's existence.</p> <p>The Big Bang was not necessarily caused by God – it could have happened by chance.</p> <p>The argument is presented for believers and makes sense to them, but it is not convincing for the atheist or the agnostic.</p>

Theist – believes in a God

Atheist – Doesn't believe in a God

Agnostic – Not sure, wants evidence rather than belief



Infinite: Never ending/unlimited/limitless

Eternal: Lasting forever/without end

Episode 4

Evolution verses God



In 1859, a British man called **Charles Darwin** published a book called 'On the Origin of Species'. This book was based on his studies of creatures he had encountered on his travels to many overseas locations, including the **Galapagos Islands**. He put forward the theory that all living creatures that exist today, including human beings, have **evolved** over a period of perhaps millions of years, from more primitive life forms to how they are today by a process of **natural selection**.

Survival of the Fittest – The species that adapted would survive
Natural Selection – nature selects the species which survive.

Adaptation - How living things are specialised to suit their environment.

Evolution - The process by which living things can gradually change over time.

Inheritance - The process of passing on features from parents to offspring.

Species - A group of living things with very similar characteristics. They can breed together to make more living things of the same type.

Variation - The differences between living things in a species.



Evolution can prove and disprove Gods existence. It shows that humans are not made in Gods image as the Bible suggests, however, evolution does work with the Seven Day creation story. Maybe God put the intelligence into the design and did not create the 'finished' product. The fault in the misunderstanding coming from the word **Day**, it should have been translated as **YOM**, a period of time and so the world was not created in 7 days, but 7 periods of time. A **Liberal** Christian could accept both the religious & scientific views this way. A **Fundamentalist** Christian would only accept the Biblical version as the 'word of God.'

Lamarck's theory suggests that the giraffe's original short-necked ancestor repeatedly stretched its neck to reach the higher branches to eat. Lamarck believed that the stretching elongated the giraffe's neck, which became a useful characteristic and was passed onto future generations. This resulted in the length of the giraffe's neck increasing over time. It is now commonly accepted that Lamarck's ideas were wrong!



Year 9 – RSMS - The Existence of God Autumn 1 P2

Episode 5

The Problem of Evil



Natural Evil is evil for which "no non-divine agent can be held morally responsible for its occurrence" and is chiefly derived from the operation of the laws of nature.



Moral Evil is any morally negative event caused by the intentional action or inaction of a person. An example of a moral evil might be murder, war or any other evil event for which someone can be held responsible or culpable.

Nietzsche and the Imperfect World. Nietzsche says that there isn't order in the world as Paley said. He said that the world had too many **faults** for a Good, All-Powerful God to exist.

Epicurus and the Problem of Evil. Epicurus also said that God can't exist because there is **evil** in the world and again, a Good All-Powerful God surely would prevent all the suffering.

- God has given people **free will**. He has shown people how they should obey the **Ten Commandments** and follow Jesus' life and teaching. It is then up to human beings to decide whether or not to follow God's instructions.
- God has a plan for people's lives that they may not always understand. This may include evil and suffering, but Christians should trust and have faith in God's plan.
- God wants people to follow the example of Jesus and help those who are suffering. Christians also pray for those who suffer and try to help them.
- Evil and suffering in this life is a preparation for Heaven. Evil and suffering give humans a chance to become better people and improve their souls. Christians believe that God will reward them in Heaven.

The Suffering of Job:



Job was chosen by God to have his faith tested by the Devil. His house was burnt, family killed and given an illness. Job never lost his faith but questioned if he was being tested, punished or if God had a greater plan.

The Inconsistent Triad

Evil and suffering could make Christians question God's **omnipotence**, **omnibenevolence**, or His **omniscience**. For example:

- If God was all-powerful, wouldn't He stop natural disasters?
- If God was all-loving, wouldn't He stop suffering?
- If God was all-knowing, wouldn't He know that people were going to do something evil and stop them?

Conscience: A voice inside your head that tells you right from wrong. Some believe that this was put there by God.



Episode 1

Social Injustice

Human rights are a set of universal rights that all humans are entitled to regardless of their age, race, religion or gender.

The Universal Declaration of Human Rights was published in 1948, and sets out the rights that all humans should be entitled to

Some examples of human rights are:

- the right to go to school
- the right to be treated equally by the law



Social justice refers to creating an equal society where everyone is treated with fairness and has equal opportunities. The Universal Declaration of Human Rights is an attempt to create social justice

The aims of social justice are:

- to close the gap between the opportunities of rich and poor families
- to create opportunities for all, regardless of where they live, their upbringing and how much money they have

Social injustice



Justice: giving each person what they deserve. Fair treatment for their actions. Such as punishment if they have done wrong.

Episode 2

The Just War Theory

A **Just War** is a war which is declared for right and noble reasons and fought in a certain way. A just war is not a war that is 'good' as such – it is a war that Christians feel to be necessary or 'just' in the circumstances, when all other solutions have been tried and have failed. It is a necessary evil and a last resort.

The **Just War theory** was first developed by **St Thomas Aquinas**. The theory set out conditions against which to judge whether or not a war should be waged and if it could be justified, and how it should be waged

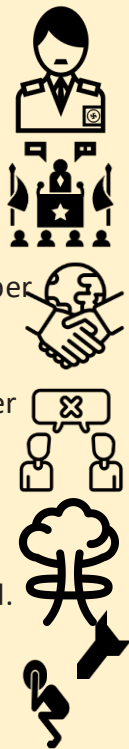
Aquinas's conditions for a Just War

- The war must have a just cause
- The war must be declared and controlled by a proper authority
- The war must be fought to promote good or avoid evil, with the aim of restoring peace and justice after the war is over.

Later conditions developed by other Christians

- The war must be a last resort
- The war should be fought with 'proportionality
- legitimate targets, i.e. civilians should be protected.
- The good which is achieved by the war must be greater than the evil which led to the war.

Holy Wars are wars fought on behalf of God, such as the Crusades in the middle ages. They can have different purposes such as to defend or spread their faith.



Just = Fair/justified

"If anyone strikes you on the right cheek, turn to him the other also."

"Love your enemies and pray for those who persecute you."

Episode 3

Pacifism

Jesus taught against the use of violence

Pacifists reject all violence. They do not think that conflict should be dealt with by resorting to war. They think that other peaceful methods should be used. Quakers, a Christian denomination are pacifists.

The early Christians interpreted Jesus' **commandments** to mean that they could not fight in wars or be violent. In the Gospel of **Matthew**, Jesus said:

"Blessed are the peacemakers: for they shall be called the children of God." (Matt 5:9)

They also look to the example of Jesus' life for further reasons to be pacifists. When the guards came to arrest Jesus he did not fight back and he commanded his **disciples** to allow him to be taken.

Pacifists also use the teaching in the **Ten Commandments** to justify their position. In **Exodus** it says:

"Do not murder." (Exodus 20:13)



"Be The Peace You Wish To See In The World!"

Dietrich Bonhoeffer was a pacifist but decided that the greater good would be to assassinate Hitler

An eye for eye only ends up making the whole world blind.



In countries where there may be mandatory conscription into the military, **conscientious objectors** may be assigned to a civilian role instead. The rights of conscientious objectors were upheld by the **United Nations Commission on Human Rights** (an international forum on human rights) in 1995.



Episode 4

Terrorism

Religious views on terrorism are that it is unacceptable as it cause fear and it does not value human life created by God which is sacred.

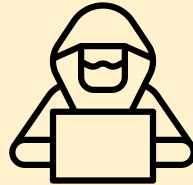
Religious Extremism

The term extremism means to hold ideas or beliefs that most people consider unreasonable or unacceptable. People can hold extreme views on different topics such as politics or religion.

For some people their faith is so important to them that they feel justified in acting in extreme ways in order to try and make others share the same beliefs as them.

Extremist views can be a result of:

- their interpretation of their religious holy book
- the belief that they will be rewarded for it in this life or an afterlife
- they are influenced by others
- they believe that they are doing it for God



Terrorism is not new. However, since the 1960s there has been an increase in terrorist attacks in Britain and an increase in the fear of terrorism.

Terrorists are people who use violent methods, or violent threats, to achieve their demands. Terrorists aim to bring a complete change in the country, such as overthrowing the Government, or forcing a major change in the law or policy.



International terrorism

International terrorist groups like the Palestinian Liberation Front and ETA (Basque separatist group) were active in the late 20th century.

More recently groups like Al-Qaeda have taken responsibility for terrorist attacks, the most well-known being at the World Trade Centre, known as the Twin Towers, in New York on 11 September 2001, and the attacks in London on 7 July 2005.

Al-Qaeda is an international terrorist group and an extremist Islamic group. Although there are now cells in many countries, the group was originally formed in Afghanistan by Osama Bin Laden.

Many of their supporters believe they are waging a holy war against Western countries. They want to change the foreign policy of western nations including the USA.

Year 9 – RSMS - Religion, War and Peace Autumn 2 P2

Episodes 5 & 7

Nuclear War

Consequence: the result of an action



- In 1945 the first nuclear bomb was dropped on Hiroshima, Japan. This one atomic small bomb killed about 150,000 people within the first four months. The immediate impact was 60,000 deaths but the rest were a result of radiation sickness.
- A second bomb was dropped on Nagasaki nine days later and Japan surrendered, ending World War Two.
- Since then, no power has used an atomic bomb in war, though many tests have been carried out on them. The smallest nuclear bomb now produced is about 20 times more powerful than the one dropped on Hiroshima.

For the use the Nuclear War	Against the use the Nuclear War
<ul style="list-style-type: none"> • The possession of nuclear weapons has kept the major world powers from coming to war since 1955, out of fear of what might happen (mutually assured destruction). • The knowledge of nuclear weapons cannot be removed. It is preferable for the major powers to have these bombs for deterrence than for an unstable dictator to use them in war. 	<ul style="list-style-type: none"> • Their destructive power is immense and long lasting. Even countries that have nothing to do with the war will be badly affected. Some people estimate that a small nuclear war could wipe out human life on Earth. • They are very costly to develop and maintain. The money could be spent on raising everybody's quality of life. • There is no effective protection against them, nor can people control who has access to them.

What does Buddhism teach about war and peace?

The **Five Precepts** are moral guides that all Buddhists try to follow in order to minimise desires and reach **enlightenment**. The first of these Precepts is to abstain from taking life.

Killing or harming human beings is therefore clearly problematic for Buddhists. Because of this, some Buddhists would not rise to an **attack** or to any conflict with violence.

In times of war, Buddhists must show **compassion** and help all living beings. They must abandon any fight that crosses their path.





When does life begin? Catholics believe life begins at conception – when the sperm enters the egg – this means they are against abortion. Others believe it's not until there is a heart beat, until the foetus can survive outside the womb, or when it is born.

Episode 1 & 2

The Sanctity of Life

For **Christians**, human **life** is **sacred** and is a **gift** from God which is to be **respected** and **protected**. This teaching is called the **sanctity of life**. The Bible teaches that human beings are created in the **image** of God. It also teaches that **murder** is **forbidden**. Only God decides when life begins and ends.

- **Pro-life** - some Christians, including many **Roman Catholics** and **Orthodox Christians**, believe that abortion is morally wrong because of their belief that human life begins at conception. They may make an exception if an abortion is essential in order to save the life of the mother (the '**principle of double effect**'), assuming all efforts have been made to save the foetus.
- **Pro-choice** - it is up to the woman to decide whether it is right for her to have an abortion because it is her body. Some Christians believe that a woman has a right to a safe abortion, and that it shows compassion if the law allows this.



Medical ethics – whether a medical practice is moral or not



Viable - capable of surviving or living successfully, especially under particular environmental conditions. There is increasing success of babies being born as early as 23 weeks and surviving.

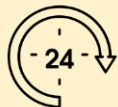
The Abortion Act 1967, was amended by the Human Fertilisation and Embryology Act 1990, allows **termination** of a pregnancy by a registered medical practitioner, subject to certain conditions. This applies to England, Scotland, Northern Ireland and Wales.

Under the Act an abortion must be carried out in a hospital or specially licensed clinic. Before a legally induced abortion can take place, two doctors must agree that:

- the woman is less than **24 weeks** pregnant, and
- it is necessary to prevent grave damage to the woman's physical or mental health, or any of her existing children

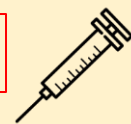
Abortion is always legal, even after **24 weeks**, if:

- there is a serious threat to the woman's health or life, or
- there is substantial risk that the child will be born with physical or mental abnormalities and be seriously disabled



Episode 3

Euthanasia



Christians would use the same arguments against Euthanasia as they would for abortion



Types of Euthanasia

- **Active euthanasia** - something is done to a person to make them die more quickly.
- **Passive euthanasia** - any form of treatment that might extend a person's life is withdrawn.
- **Voluntary euthanasia** - a person asks for their own life to be ended.
- **Non-voluntary euthanasia** - a person cannot make a decision about euthanasia or cannot make their wishes known, and so someone else decides.
- **Involuntary euthanasia** - a person wants to live, but someone else, e.g.. a doctor or a family member, decides that it would be in the person's best interest if their life was ended
- **Assisted suicide** - deliberately assisting or encouraging another person to end their own life.

Against For Euthanasia	Arguments Against Euthanasia
<ul style="list-style-type: none"> • Human beings should have the right to be able to decide when and how they die (self-determination). • Euthanasia enables a person to die with dignity. • Death is a private matter and the state should not interfere with the individual's right to die. • It is expensive to keep people alive when there is no cure for their illness. Euthanasia would release precious resources to treat people who could live. • Family and friends would be spared the pain of seeing their loved one suffer a long-drawn-out death. • Society permits animals to be put down as an act of kindness when they are suffering; the same treatment should be available to humans. 	<ul style="list-style-type: none"> • Euthanasia would weaken society's respect for the value and importance of human life • Proper palliative/Hospice care is available which reduces or removes the need for people to be in pain • It would lead to worse care for the terminally ill • It would put too much power in the hands of doctors, and damage the trust between patient and doctor • Some people may feel pressured to request euthanasia by family, friends or doctors, when it isn't what they really want • It would discourage the search for new cures and treatments for the terminally ill • Some people unexpectedly recover • Some people may change their mind about euthanasia and be unable to tell anyone • Voluntary euthanasia could be the first step on a slippery slope that leads to involuntary euthanasia, where those who are undesirable or seen as a problem could be killed



Episode 4

Animal Rights

Stewardship – Humans were put on the earth to look after and protect it.



Dominion – To be in charge.

Image of God –



“So God created mankind in his own image in the image of God he created them; male and female he created them.” (Genesis)

Soul - “Then the LORD God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being.” (Genesis)



Adam told to **name** the animals - “So the man gave names to all the livestock” (Genesis)

Animals should be cared for because humans were given stewardship and dominion, this does not mean to abuse God's creation.

Animals can not give consent and they also feel pain. Hindu's are vegetarian as they believe animals are part of the rebirth cycle.



“God blessed them and said to them, 'Be fruitful and increase in number; fill the earth and subdue it. **Rule** over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.'”

(Genesis)



• **Animal experiments** - many Christians believe that animal experiments are acceptable if they result in benefits for human beings, e.g.. advances in medical treatment. A general principle would be that they should not be used if there are suitable alternatives, and that animals should be treated humanely and their suffering minimised. Animal experiments are considered unacceptable for the development of cosmetics.

Research in cows helped create the world's first vaccine, which in turn helped end smallpox. Studies with monkeys, dogs, and mice led to the polio vaccine. Drugs used to combat cancer, HIV/AIDS, Alzheimer's, hepatitis, and malaria **would** not have been possible without research with primates.



Episode 5

IVF Treatment & Genetic Engineering



- **IVF Treatment** – In Vitro fertilization. This is the medical practice of creating an embryo outside of the womb and places them back inside in the hope of implantation, generally used for infertile couples.

Some consider it to be playing God

Issues which arises are that:

- IVF treatment can result in **spare embryos**. These can be frozen and used later by the couple to add to their family. Alternatively, spare embryos can be used for research and then destroyed. Research would help doctors understand the causes of childlessness and develop possible treatments.
- It is an act of kindness for a person to **donate** an egg or sperm to a childless couple, or to be a **surrogate** for someone who is unable to carry and give birth to a child themselves.
- The issue is around the spare embryos or donor sperm/e.g..gs. If embryos are used it is **murder** and if donors are used then it could be classed as **adultery** – therefore breaking two of the **Ten Commandments**.
- **Cloning** – **Dolly the sheep** lived from 1996 to 2003, she was the first cloned mammal marking a milestone in science, dispelling decades of presumption that adult mammals could not be cloned and igniting a debate concerning the many possible uses and misuses of



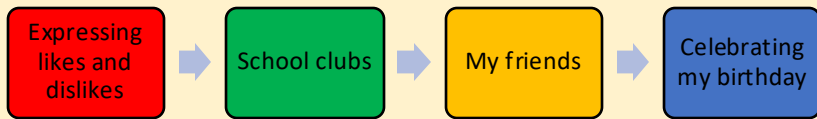
Reproductive cloning

Against: Most Christians find it difficult to accept reproductive cloning with regard to human beings. Arguments against reproductive cloning include the belief that human beings are unique and created 'in the image of God'. Cloning would undermine this and devalue the importance of being human. It is unacceptable that in the process of getting the science right, many **embryos** and clones would be damaged and killed.



Therapeutic cloning

For: Some Christians accept research on an embryo up to 14 days, in line with UK law, particularly if the embryo is 'left over' from **IVF** treatment. This view is found in the **Church of England** and **Methodist** Churches. The research undertaken might produce greater understanding of, and treatments for, diseases such as heart disease and cancer.
Against: Other Christians believe that **therapeutic cloning** would devalue human life, and that, regardless of the medical knowledge that might be discovered, this is a big risk to take.



L1: Expressing likes/dislikes of things

Opinion verb	Nouns (things)
J'aime / I like	Le sport / sport
J'adore / I love	Le rugby / rugby
Je n'aime pas / I don't like	La musique / music
Je déteste / I hate	La nourriture / food
Je n'aime pas du tout / I really don't like	Les films / films

L2: Expressing likes/dislikes of activities

Opinion verb	verbs (actions)
J'aime / I like	Faire du sport / To do sport
J'adore / I love	Étudier / To study
Je n'aime pas / I don't like	Jouer aux échecs / To play chess
Je déteste / I hate	Écouter de la musique / To listen to music
Je n'aime pas du tout / I really don't like	Regarder les films / To watch films

L3-5: Expressing routines with school clubs

Time phrases	Activities	Connective	Opinions	Adjective
Tous les lundis Every Monday	je joue au badminton/ I play badminton	et / and	à mon avis c'est / in my opinion it is	chouette great
Une fois par semaine Once a week	je joue au foot/ I play football je joue au rugby/ I play rugby	car / because parce que / because	je le trouve / I find it je pense que c'est / I think that it is	intéressant interesting
Pendant le weekend At the weekend	je chante dans une chorale/ I sing in a choir je ne fais rien / I don't do anything			amusant amusing/fun
Après le collège After school	je participe au club de [danse] / I take part in (dance) club			complètement nul completely rubbish

Key Questions:
 -- Qu'est-ce que tu aimes (faire)? **What do you like (to do)?**
 -- Que fais-tu après le collège et pourquoi? **What do you do after school and why?**
 Combien de fois par semaine participes-tu aux clubs? **How often do you take part in after school clubs?**



Expressing likes and dislikes

School clubs

My friends

Celebrating my birthday

Year 9 - French – My World 2

I can describe age, hair, eyes

J'ai ___ ans.	1 un/une	11 onze	20 vingt
I am ___ years old.	2 deux	12 douze	30 trente
	3 trois	13 treize	40 quarante
	4 quatre	14 quatorze	50 cinquante
	5 cinq	15 quinze	60 soixante
	6 six	16 seize	70 soixante-dix
	7 sept	17 dix-sept	(60+10)
	8 huit	(10+7)	71 soixante et onze
	9 neuf	18 dix-huit	(60+11)
	10 dix	(10+8)	80 quatre vingts
		19 dix-neuf	(4 x 20)
		(10+9)	90 quatre-vingt-dix
			(4x20)+10
			100 cent

J'ai les yeux ___ .

I have ___ eyes.

Il/elle a les yeux ___ .

He/she has ___ eyes.

MARRON brown

BLEUS blue

NOIRS black

VERTS green

GRIS grey

My friends

J'ai les cheveux ___

I have ___ hair.

Il/elle a les cheveux

S/he has ___ hair.

raides straight

ondulés wavy

frisés/curly

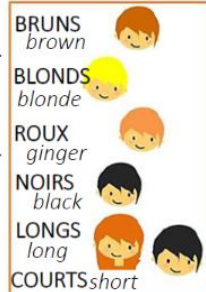
bouclés

Je porte ___ .

I have/wear ___ .

Il/elle porte ___ .

He/she has/wears ___



I can give reasons for relationships

Quelquefois	Sometimes
Normalement	Normally
Souvent	Often
Tous les jours	Every day
De temps en temps	From time to time

je m'entends bien avec... i get on well with...	on s'entend bien... we get on well...	je ne m'entends pas avec... i don't get on well with...	je me dispute avec... i argue with...
je m'amuse avec... i have fun with...	on s'amuse... we have fun...	on se bat comme des chiffonniers... we fight like cat and dog...	il/elle me rend fou/folle he/she drives me crazy...

Key Questions:

- Tu es comment (physiquement)? Et ton ami / amie? **What are you like (physically)? And your friend?**
- Tu t'entends bien avec tes amis? Pourquoi?/ Pourquoi pas? **Do you get on well with your friends? Why / why not?**
- Comment as-tu fêté ton anniversaire? **How did you celebrate your birthday?**

What you did for your birthday?

- j'ai ouvert mes cadeaux**
I opened my presents
- j'ai dansé**
I danced
- j'ai mangé du gâteau**
I ate cake
- j'ai invité mes amis / amies**
I invited my friends
- j'ai traîné avec mes copains / copines**
I hung out with my friends
- on a dansé**
we danced
- on a chanté karaoke**
we sang karaoke
- on a beaucoup mangé**
we ate a lot

Celebrating my birthday

Starter	Verb	Ways to earn money
Pour gagner de l'argent To earn money	je dois I have to I must	travailler dans le jardin work in the garden
Key Question: - Que fais-tu pour gagner de l'argent? What do you do to earn money?	je peux I can	aider à la maison help at home
	on peut we can	aider les voisins help the neighbours
	on doit we have to we must	trouver un petit boulot find a part-time job
		faire du baby-sitting do babysitting
		nourrir les animaux feed the animals
		ranger ma chambre clean my room

How do you earn money?

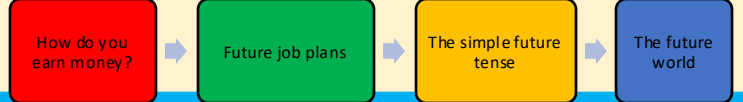
Starter	Verb	Things you spend your money on
Avec mon argent With my money	j'achète I buy	du maquillage makeup
	je veux acheter I want to buy	des jeux-vidéo video games
	je fais des économies pour acheter I save to buy	des vêtements clothes
		mon abonnement Spotify / Netflix my Spotify / Netflix subscription
		des billets de concert / concert tickets
		des trucs à manger / things to eat

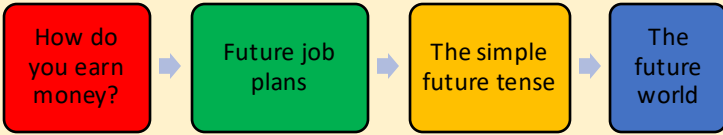
- Que fais-tu avec ton argent?
What do you do with your money?

Time phrases	Verb
A l'avenir In the future	je voudrais être I would like to be
Key Question: - Tu voudrais faire quel travail à l'avenir? What job would you like to do in the future?	je ne voudrais pas être I would not like to be
	je veux être I want to be
	je ne veux pas être I do not want to be

connective	Justification
car c'est because it is	créatif creative
car mes amis me disent que c'est because my friends tell me it's	fatigant tiring
	dangereux dangerous
	passionnant exciting
car selon ma mère / mon père, c'est because according to my mum / my dad, it's	utile useful
	varié varied
	intéressant interesting

 acteur actrice	 pilote	 architecte	 artiste peintre dessinateur dessinatrice	 boulangier boulangère	 maçon
 boucher bouchère	 caissier caissière	 fonctionnaire	 cuisinier cuisinière	 dentiste	
 dessinateur dessinatrice	 médecin	 conducteur conductrice	 électricien électricienne	 ingénieur ingénieure	 agriculteur (fermier) agricultrice (fermière)
 pompier pomprière	 journaliste	 mécanicien mécanicienne	 infirmier infirmière	 pharmacien pharmacienne	
 plombier plombière	 agent de police policier - policière	 professeur enseignant enseignante	 technicien technicienne (ouvrier ouvrière)	 serveur serveuse	 coiffeur coiffeuse





Year 9 - French – Jobs and the Future 2

Time phrases	Verb	Plans	Additional plans
A l'avenir In the future	j'habiterai I will live	à l'étranger abroad en Europe en Afrique	je ferai ** + du travail bénévole I will do (voluntary work) + du snowboard (snowboarding)
	je travaillerai I will work	avec des enfants with children chez Google at Google	je serai ** + célèbre I will be + (famous)
	j'achèterai I will buy	une Ferrari rouge a red Ferrari une belle maison a beautiful house	je serai ** + marié / mariée I will be + (married)
	j'aurai** I will have	cinq enfants 5 children un petit copain a boyfriend une petite copine a girlfriend	je serai ** + heureux / heureuse I will be + (happy)
	j'irai** I will go	à New York to New York en Amérique du Sud to South America	j'aiderai les autres I will help others

Key Question:
 - La vie sera comment à l'avenir? **What will life be like in the future?**
 Ta vie sera comment à l'avenir? **What will your life be like in the future?**

Time phrases	Verb	Plans
A l'avenir In the future	On habitera We will live	à l'étranger abroad sur la Lune on the moon
	On mangera We will eat	plus de nourriture artificielle more artificial food moins de nourriture industrielle less processed food des insectes insects
	On travaillera We will work	avec des robots with robots sous terre Underground
	On aura** We will have	cinq yeux 5 eyes des ailes wings paix dans le monde world peace
	On sera** We will be	plus riche richer plus pauvre poorer



Music types and elements of music

Expressing likes/dislikes

Comparing past music taste to now

A past concert

Year 9 - French - Music and Identity 1

Likes and dislikes	Music genres	The element of music	Connective	Opinions (justified)	Qualifier	Adjective
J'adore I love	le rap/ rap	la chanson the song	car / because	(franchement) je le/la trouve (to be honest) I find it (him/her) ...	vraiment really	inspirant(e) inspiring
J'aime (beaucoup) I like (a lot)	le rock/ rock	le rythme the rhythm			très very	intéressant(e) interesting
Je préfère I prefer	le reggae/ reggae	la mélodie the melody			assez quite	émouvant(e) moving
Je n'aime pas (du tout) I don't like (at all)	le jazz/ jazz	le R'n'B/ R'n'B			hyper - super	ennuyeux / ennuyeuse annoying / boring
Je déteste I hate	la techno/ techno music	les paroles the lyrics				affreux / affreuse awful
J'écoute (souvent) I (often) listen to	la musique classique classical music	La chanteuse The singer (female)				démodé(e) old-fashioned
	la musique traditionnelle traditional music/folk	Le chanteur The singer (male)				bête stupid
	la musique de Drake Drake's music					

Music types and elements of music

Expressing likes / dislikes

Key Question:
- Qu'est-ce que tu aimes comme musique?
What music do you like?



Time phrases	Personality/appearance		Connectives	Verb	Music genres
Quand j'étais petit(e) When I was little	j'étais I was	sage well-behaved timide shy méchant(e) mean sympa nice mignon mignonne cute	et and de plus moreover aussi also	J'écoutais I used to listen to J'adorais I used to love J'aimais I used to like Je détestais I used to hate	le rap/ rap le rock/ rock le reggae/ reggae le jazz/ jazz le R'n'B/ R'n'B la techno/ techno music la musique classique classical music la musique traditionnelle traditional music/folk la musique de Drake Drake's music
	j'avais les cheveux bouclés / frisés / blonds / noirs / bruns / roux I had wavy / curly / blonde / black / brown / red hair je mangeais trop de bonbons I used to eat too many sweets j'aimais les lego I used to like lego je détestais les légumes I used to hate vegetables		<div style="border: 2px solid black; padding: 5px;"> <p>Key Question:</p> <p>- Tu étais comment quand tu étais petit(e) ? What were you like when you were little?</p> </div>		

I can describe a recent music concert

le week-end/le mois/l'été dernier	Last weekend / month /summer				
l'année dernière	last year				
il y a... une semaine/un an	A week / a year ago				
il y a ... jours / semaines / mois / ans	... days / weeks / months / years ago				
je suis allé(e) à un festival de musique... - I went to a ... music festivals					
pop pop	rock rock	rap rap	reggae reggaeton	indienne indie	électronique electronic
ça m'a intéressé(e)- It interested me			ça m'a agacé(e)- It annoyed me		
j'ai adoré- I loved it			ça m'a ennuyé(e)- It bored me		
ça m'a passionné(e)- I went crazy about it			j'ai détesté- I hated it		
			parce que/car - because puisque- since étant donné que- given that		
j'ai dansé comme un fou/ une folle I danced like a maniac		j'ai chanté mes chansons préférées I sang my favourite songs		j'ai passé un super moment loin de la maison. I had a great time away from home	
j'ai rencontré de nouvelles personnes I met new people		j'ai campé avec mes amis I camped with my friends		j'ai vu plusieurs de mes groupes préférés I saw many of my favourite bands	
il y avait trop de bruit it was too noisy		il faisait trop chaud it was too hot		j'ai été couvert de piqûres d'insectes. I ended up covered in bug bites	



¿Cómo organizas tu semana?

Después del insti
After school

Los fines de semana
At weekends

los lunes
On Mondays

Por la tarde
In the afternoon

Por la mañana
In the mornings

Todos los días
Every day

todo el tiempo
all the time

siempre
always

a veces
sometimes

bailo Zumba
I dance Zumba



cocino para mi familia
I cook for my family

escribo canciones
I write songs



juego en mi consola
I play on my games console

leo libros
I read books



monto en bici
I ride my bike

navego por Internet
I surf the net

preparo la cena
I prepare dinner



saco fotos
I take photos

toco el teclado
I play the keyboard

veo un partido de fútbol
I watch a football match

¿Cual películas te gustan?

Me gustan
I like

Las películas de terror
a horror film

Me encantan
I love

las películas de fantasía
a fantasy film

Odio
I hate

las películas de ciencia ficción
a sci-fi film

las comedias
a comedy

¿Qué vas a ver?

Después del insti
After school

una película de terror
a horror film



El fin de semana
On the weekend

Voy a ver...
I'm going to see..

una película de fantasía
a fantasy film

Vamos a ver...
We're going to see...

una película de superhéroes
a superhero film

Hoy
Today

una película de acción
an action movie



una película de animación
an animated film

una película de aventuras
an adventure film

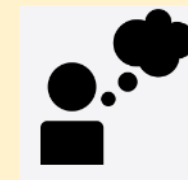
Key vocabulary

Mi película favorita es...
My favourite film is...

Mi actor favorito / Mi actriz favorita es...
My favourite actor/actress is...

En mi opinión
In my opinion

Creo que/Pienso que
I think that







¿Que cosas te gustan/chiflan/encantan?

<i>Me gusta(n)...</i> I like...	<i>el baile</i> dance	<i>la naturaleza</i> nature
<i>Me encanta(n)...</i> I love...	<i>el cine</i> cinema	<i>la pesca</i> fishing
<i>Me chifla(n)...</i> I'm crazy about...	<i>el deporte</i> sport	<i>la música</i> music
	<i>el dibujo</i> drawing	<i>los cómicos</i> comics
	<i>el teatro</i> theatre	<i>las artes marciales</i> martial arts
	<i>la moda</i> fashion	
<i>No me gusta(n)...</i> I don't like...	<i>la violencia</i> violence	<i>las injusticias</i> injustice
<i>Odio...</i> I hate...	<i>el racismo</i> racism	<i>las tareas domésticas</i> household chores
		<i>los insectos</i> insects
		<i>los lunes</i> Mondays

¿Cómo fue tu cumpleaños?



	<i>Fui / Fuimos al parque de atracciones</i> I/We went to the theme park	
	<i>Invité a mis amigos a pasar la noche en mi casa</i> I invited my friends to a sleepover at my house	
<i>Celebré mi cumpleaños con mi familia</i> I celebrated my birthday with my family	<i>Bebí/Bebimio refrescos</i> I/We drank soft drinks	
<i>Pasé mi cumpleaños con mis amigos</i> I spent my birthday with my friends	<i>Comí/Comimos tarta de cumpleaños</i> I/We ate birthday cake	
	<i>Recibí muchos regalos</i> I received many presents	
	<i>Cené en un restaurante con mis padres</i> I ate at a restaurant with my parents	
somos así	<i>Mis padres organizaron una fiesta para mi</i> My parents organised a party for me	<i>iFue alucinante!</i> It was amazing!
		<i>iFue increíble!</i> It was incredible!
		<i>iLo pasé bomba!</i> I had a great time!
		<i>iLo pasamos bomba!</i> We had a great time!
		<i>iFue la caña!</i> It was awesome!








¿Los trabajos en el hotel?

Key questions:

¿En qué consiste tu trabajo?
What does your job involve?

¿Te gusta tu trabajo?
Do you like your job?



Soy... I am...		<i>camarero/a</i> a waiter		contesar al teléfono y ayudar a los clientes answer the phone and help customers	
		<i>cocinero/a</i> a cook		cortar el pelo a los clientes cut customers'; hair	
		<i>dependiente</i> a shop assistant		cuidar las plantas look after the plants	
		<i>esteticista</i> a beautician		hacer manicuras do manicures	
		<i>jardinero/o</i> a gardener		limpiar habitaciones clean rooms	
		<i>limpiador(a)</i> a cleaner		preparar la comida prepare food	
	<i>peluquero/a</i> a hairdresser		servir la comida en el restaurante serve food in the restaurant		
	<i>repcionista</i> a receptionist		vender productos en la tienda sell products in the shop		

¿Qué piensas?

	<i>difícil</i> difficult
	<i>duro</i> hard
(No) me gusta (mucho) mi trabajo porque es... I (don't) like my job (very much) because it's...	<i>estimulante</i> stimulating
Mi jefe/a (no) es muy My boss is (not) very	<i>interesante</i> interesting
Los clientes son The customers are...	<i>monótono</i> monotonous
Mis compañeros son My colleagues are...	<i>repetitivo</i> Repetitive
	<i>Exigente</i> Demanding
	<i>Maleducado</i> Rude



Describe tu trabajo

<i>Soy...</i> I am...	<i>ambicioso/a</i> ambitious	<i>Me gusta mucho ... y por eso decidí ser...</i> I really like ... and so I decided to be a ...	<i>Tienes que ser...</i> You need to be...
<i>Pienso que soy...</i> I think I am...	<i>creativo/a</i> creative	<i>Estudí ... y me encantó.</i> I studied ... and I loved it.	<i>En mi trabajo los idiomas son muy importantes</i> In my job languages are very important
	<i>independiente</i> independent	<i>Hablo con clientes</i> I talk to clients	<i>Hablo español, alemán e inglés</i> I speak Spanish, German and English
	<i>inteligente</i> intelligent	<i>Leo mi agenda</i> I read my diary	<i>Voy a estudiar / trabajar en...</i> I'm going to study / work in...
	<i>organizado/a</i> organised	<i>Preparo mis cosas</i> I prepare my things	<i>¡Va a ser guay / fenomenal / flipante!</i> It's going to be great!
	<i>paciente</i> patient	<i>Voy a la oficina</i> I go to the office	
	<i>práctico/a</i> practical		
	<i>responsable</i> responsible		

Key questions

¿En qué trabajas? What do you do for a living?

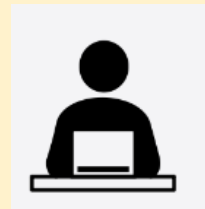
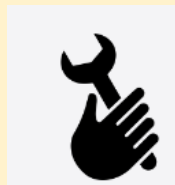
¿Por qué decidiste ser...? Why did you decide to be...?

¿Cuáles son tus ambiciones para el futuro? What are your ambitions for the future?

¿Cómo es un día de trabajo típico? What's a typical day like?

¿Qué calidades tienes que tener? What qualities do you need to have?

el mundo de trabajo





¿En qué te gustaría trabajar?



abogado/a
a lawyer

cantante
a singer

diseñador(a)
a designer

enfermo/a
a nurse

mecánico/a
a mechanic

periodista
a journalist

policía
a police officer

taxista
a taxi driver

Me gustaría ser...
I would like to be...

Quiero ser...
I want to be...



Me gustaría...
I would like ...

No me gustaría nada...
I really wouldn't like...



trabajar al aire libre
to work outdoors



trabajar con niños/animales
work with children/animals

trabajar en equipo
to work in a team



trabajar en una oficina
to work in an office

trabajar solo/a
to work alone

hacer un trabajo creativo
to do a creative job

hacer un trabajo manual
to do manual work

Key questions

¿En qué te gustaría trabajar? What job would you like to do?

¿Cómo va a ser tu futuro? What is your future going to be like?

¿Qué te duele? What hurts?

¿Te duele al estómago? Does your stomach hurt?

¿Cómo va a ser tu futuro?

En el futuro...
In the future...

Voy a ...
I'm going to...

Me gustaría...
I'd like to...

Quisiera...
I would like to...

ganar mucho dinero
earn lots of money

hacer un trabajo interesante
do an interesting job

ir a la universidad
go to university

ser famoso/a
be famous

ser voluntario/a
be a volunteer

tener hijos
have children

viajar (mucho)
travel (a lot)

vivir en el extranjero
live abroad

Va a ser (muy) interesante
It will be very interesting





¿Llevas una vida sana?



<i>Llevo una dieta sana.</i> I have a healthy diet.	<i>el arroz/el pan</i> rice/bread		<i>tres veces al día</i> three times a day	
<i>Me gusta (bastante)</i> I (quite) like bread	<i>el pollo/el pescado</i> chicken/fish		<i>cada día/todos los días</i> every day	<i>a veces</i> sometimes
<i>No me gusta(n) nada...</i> I really don't like...	<i>la carne/la ensalada</i> meat/salad		<i>dos veces a la semana</i> two times a week	<i>de vez en cuando</i> from time to time
	<i>la pasta/la pizza</i> pasta/pizza	<i>Lo / La / Los / Las como...</i> I eat it / I eat them	<i>los fines de semana</i> at weekends	<i>(Casi) nunca lo / la / los / las como</i> I (nearly) never eat them.
	<i>los caramelos/los huevos</i> sweets/eggs		<i>una vez al mes</i> once a month	
	<i>las galletas/las verduras</i> biscuits/vegetables		<i>muy a menudo</i> very often	

¿Qué tal estás?

<i>Me duele el brazo / el estómago / el pie</i> My arm / stomach / foot hurts	<i>Tengo catarro</i> I have a cold	
<i>Me duele la cabeza / la espalda / la garganta</i> My head / back / throat hurts	<i>Tengo náuseas</i> I feel sick	
<i>Me duele la mano / la pierna</i> My hand / leg hurt	<i>Tengo quemaduras del sol</i> I have sunburn	
<i>Me duelen los dientes / los oídos / los ojos</i> My teeth / ears / eyes hurt	<i>Tengo tos</i> I have a cough	
	<i>Estoy cansado/a</i> I'm tired	
	<i>Estoy enfermo/a</i> I'm poorly	
	<i>No me encuentro bien</i> I don't feel well	

¿Qué haces para estar en forma?

<i>Me gusta mucho hacer deportes</i> I really like doing sports	<i>atletismo</i> athletics		<i>al baloncesto</i> basketball	<i>en el parque/gimnasio</i> in the park/gym	<i>Prefiero jugar al fútbol</i> I prefer to play football
<i>Hago...</i> I do...	<i>footing</i> jogging	<i>Juego...</i> I play...	<i>al ping-pong</i> table tennis	<i>Voy al polideportivo</i> I go to the sports centre	<i>Es mi deporte favorito</i> It's my favourite sport
	<i>gimnasia</i> gymnastics		<i>al voleibol</i> volleyball	<i>Soy miembro de un club</i> I'm a member of a club	<i>Empecé (a jugar)</i> I started (to play)
	<i>natación</i> swimming		<i>a la pelota vasca</i> (a Basque ball game)	<i>Voy a clases de baile</i> I go to dance classes	<i>a los diez años</i> at 10 years old
					<i>Voy a empexar a (hacer)</i> I'm going to start (doing)



Consejos para estar en forma

<i>Para estar en forma...</i> To stay in shape..	<i>beber agua frecuentemente</i> drink water frequently		<i>beber alcohol</i> drink alcohol	
<i>Se debe...</i> You/One must...	<i>comer más fruta y verduras</i> eat more fruit and vegetables		<i>beber muchos refrescos</i> drink lots of soft drinks	<i>Soy adicto/a al / a la / a los / a las</i> I'm addicted to...
	<i>comer menos chocolate/caramelos</i> eat less chocolate/sweets		<i>No se debe...</i> You/One mustn't...	<i>A partir de ahora, voy a...</i> From now on I'm going to...
	<i>dormir ocho horas al día</i> sleep 8 hours a day		<i>comer comida basura</i> eat junk food	
	<i>entrenar una hora al día</i> train for an hour a day		<i>fumar</i> smoke	



The Framework of Dance
CREATE – PERFORMANCE- APPRECIATE

Elements we will focus on

Alignment, strength, mobility, relationships, balance, performance communication of choreographic intent, retrograde, sense of style, stamina, determination, confidence, leadership, organisation, resilience.

Choreography Skills

There are lots of ways to create choreography. It's always best to research your ideas, select the best and change the ones you are not happy with. Using different levels, contrasting dynamics, formations, contact lifts, and retrograde in your performance will make it more enjoyable and interesting to watch.

Communication of Choreographic intention

- Mood
- Meaning
- Styles
- Fusion
- Idea
- Theme



Contact & Lifting

Communication
Trust
Bent Knees
Take responsibility for your own weight
Engaging core when being lifted.
Hold muscles rather than joints.
Where is the lifter's centre of gravity?
Remain in contact until safely down.



Choreographic Devices

- Repetition
- Unison & Canon
- Climax
- Highlight
- Contrast
- Dynamics



Dynamics

- Fast/slow
- Sudden/sustained
- Strong/light
- Flowing/abrupt
- Lifeless
- Heavy
- Rigid
- Stiff

Year 9 – Dance – Core Skills

Year 9 Choreography

To tell a story through dance, movement and emotion.

To create & demonstrate movements that portray YOUTH CULTURE.

Key Words

- Group communities
- Conflicts
- Choreographic devices
- Stillness
- Power
- Control
- Youth fun
- Youth sports
- Youth music
- Youth Frustrations / problems
- Religions / faiths
- Youth homeless
- Youth crime
- Friendships
- Communication
- Contact work
- Identity
- Ambitions
- Self Voice
- Diversity





WEST SIDE STORY

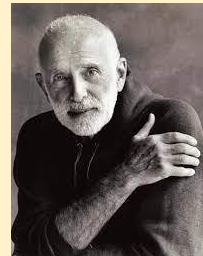
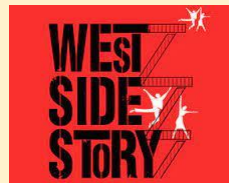
A musical in which a modern day Romeo and Juliet are involved in New York street gangs. Based in 1957 on the harsh streets of the upper west side, two gangs battle for control of the turf; The Jets & The Sharks. The situation becomes complicated when a gang member falls in love with a rival's sister.

Key extracts include:

Jet Song, Tonight, The Rumble

Key Themes/Features:

- Community
- Gangs
- Gender
- Crime
- Family
- Democracy & rights
- Racism
- American dream
- Immigration/ diversity



Dance style: **Choreographed by awarded winner Jerome Robbins**

Jerome Robbins' dance style: best known for his **blend of musical theatre and ballet styles**, Robbins emphasized character work, relationships, and emotion in his dances. Every single move in West Side Story reflected reality, gestures, character driver movements and relationships with others and the music.

Key Dance Vocabulary

Extension	The action straightening & stretching a limb, e.g arm, leg or pointed toe
Atmosphere	The feeling created by the dancers, set, costumes, lights, intentions, characters.
Retrograde	Movement phrase performed backward.
Gestures	Actions that has meaning and represents a theme, character or idea.
Motif	A movement phrase that is repeated and developed throughout a dance piece.
Motif Development	Changing the way, a motif is performed when it is repeated.
Contact	Making contact with another dancer through weight sharing or lifting.
Control	The ability to start & stop a movement with balance, land a jump or hold a shape efficiently.
Mirroring	Doing the same as another individual or group but on the opposite side.
Structure	Having a clear beginning, middle & end.
Relationships	Relationships to other dancers in space.
Elements of dance	The basic (key) components of dance: body, energy, space, time (BEST). These elements can be combined and manipulated to communicate and express meaning through movement. See Body, Energy, Space, Time



Too Much Punch for Judy was written by Mark Wheller in 1983. It is a documentary-style play based on a real-life event.

Performance convention - dramatic devices to help communicate meaning/tell the story on stage.

Soundscape

Different sounds combined together.



Externalised conscience

A character's thoughts shared out aloud through an inanimate object that is physicalised by another character.



Conventions of comedy:

- Use of language - vernacular speech, puns and wordplay
- Exaggeration
- Juxtaposition – opposites
- Taboo subjects
- Physical action such as stunts
- Comical timing – action and reaction



Style

A type of theatre that uses specific performance skills and production elements

Poor Theatre conventions:

- No lavish costumes
- Minimalistic set
- Non-traditional spaces



Documentary Drama conventions

- Real stories
- Dramatises the storyline
- Informative



Verbatim Theatre conventions:

- Real stories
- Authentic dialogue
- Naturalistic acting



Physical Theatre conventions:

- Emphasis on Movement
- Ensemble
- Repetition



Theatre of cruelty conventions:

- Striking lighting
- Intense sounds/sound effects
- Masks



Forum Theatre conventions:

- Audience participation
- Themes/issue based
- Improvisation

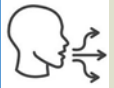















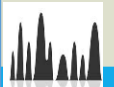



Key Vocabulary

Word	Definition
Style	A type of theatre that uses specific performance skills and production elements.
Theme	A central topic, subject matter or message.
Theatre practitioner	An individual or theatre company that creates an idea about theatre and practises these ideas on the stage.
Poor Theatre	A theatre style that removes the excesses of theatre.
Documentary Theatre	A style of theatre that dramatises real life events for a live audience.
Verbatim Theatre	A sub style from documentary drama that focuses on the process of recording interviews about real events and uses the interview to create dialogue and the structure of the story.
Physical Theatre	Physical Theatre is a style of theatre where emphasis is placed on the body to communicate meaning.
Theatre of cruelty	A theatre style that use visual and auditory theatrical devices to awaken audience.
Forum Theatre	A theatre style that is interactive with audience – using audience participation to change the outcome of the role-play.
Comedy	Intended to be humorous or amusing by encouraging laughter.



Performance skills are the techniques used by the actor/actress. They are split into two categories – Vocal and Physical skills.

Vocal skills		Physical skills	
TONE: How you show the emotion of a character.		FACIAL EXPRESSION: Using your face to show how a character is feeling.	
PACE: The speed that you speak at		POSTURE: The way that you stand with the focus on the alignment of your back.	
PITCH: How high or low your voice is.		GESTURE: A movement (of the head, arm, hand, leg or foot which communicates a specific meaning.	
PAUSE: A break in speaking; a period of silence.		GAIT: The way that you walk.	
VOLUME: The loudness or quietness of your voice.		Body language: Includes posture, stance and the placement of the arms to convey a character's feelings or personality.	
ACCENT: The way you show what country or region a character is from by their use of vocabulary and the way they pronounce words.		EYE CONTACT: Choosing to look at a specific performer, object, audience member or direction.	
PROJECTION: The amount of tension in your voice. This is not the same as volume – you can have large vocal power at a low volume.		Movement: The way that a character moves their head, body, arms and legs.	
ARTICULATION: The way that you pronounce each letter in a word. If using a high level of articulation, you would pronounce every letter in every word. abcde...		CONTROL: Being able to execute a specific and precise movement	
INTONATION: the rise and fall of the voice in speaking.		TENSION: How tightly you are holding your muscles.	



Elements of Music

MELODY
ARTICULATION
DYNAMICS

TEXTURE
STRUCTURE
HARMONY
INSTRUMENTATION
RHYTHM
TONALITY
SONORITY

BlakefourDesign

Melody

A series of pitches that form a tune.

Pitch - the **highness** or **lowness** of a sound.

Articulation

How you play or sing a note. It is an important part of performing music EXPRESSIVELY.

Symbol	Name	Meaning
	Legato	smoothly
	Staccato	short and sharp
	Marcato	Stress
	Fermata	Wait longer

Dynamics

The volume – how **loud or soft** music is played.



Very loud – Fortissimo (ff)
Loud – Forte (f)
Soft – Piano (p)
Very soft – Pianissimo (pp)
Gets quieter – Diminuendo (dim.)
Gets louder – Crescendo (cresc.)

Texture

Layers of the piece.

Monophonic
A single melodic voice or instrument

Polyphonic
Different musical lines that interweave with each other

Homophonic
A texture based on chords

Structure

Different sections of a piece or music and **how** they are ordered.

Binary	a piece of music with two main sections! A B or A A B B	
Ternary	a piece of music with three sections, the third is a return to the first! A B A	
Rondo	a piece of music with a return to the first section with a different section in between A B A C A	

Harmony

How chords are used in a piece of music.

Tonality – how the music sounds; **major/minor** (happy or sad)

C Major D minor E minor F Major G Major A minor B diminished C Major

G Major F Major E minor D minor C Major B diminished A minor G Major

Instrumentation

Guitar	Trumpet	Maracas	Keyboard
Drum	Piano	Bagpipe	Cymbal
French horn	Bongo-drum	accordian	Bongo
Saxophone	Violin	Flute	Sitar
Tambourine	Drums	Banjo	Gong

Rhythm

Combination of two or more notes or rests.

Note	Name	Length	Rest
	Semibreve	4 beats	
	Minim	2 beats	
	Crotchet	1 beat	
	Quaver	1/2 beat	
	Semiquaver	1/4 beat	

Tempo

The speed of music. How fast or slow a piece of music is.

Largo very slow (40-60)	Moderato medium (106-120)
Adagio slow (66-76)	Allegro quickly and bright (112-124)
Andante at a walking pace (76-106)	Presto very fast (166-200)



<u>Echo</u>	<u>Falsetto</u>	<u>Backbeat</u>	<u>Rubato</u>	<u>Glissando</u>	<u>Vibrato</u>	<u>Syllabic</u>	<u>Melisma</u>	<u>Distortion</u>	<u>Reverb</u>	<u>Wah-Wah</u>
An electronic effect that adds delay to the sound creating an echo effect.	High notes above the normal register, sung by an adult.	Off-beat accents (beats 2 and 4).	Slight changes to the tempo of a performance	A slide from one note to another	a type of musical effect where a note changes pitch subtly and quickly	Singing one note per syllable.	Singing a few notes per syllable.	An effect used to alter the sound producing a “fuzzy” or “growling” tone.	An effect added to create an echo.	A type of electric guitar effects pedal that alters the sound to create a distinctive “wah-wah” sound.

What is a Pop Ballad?

Pop ballad, form of a slow love song that tells a ‘story’, making them suitable for a wide variety of events and occasions.



Musical features of Pop Ballads

- Slow tempo
- 4/4
- Mid to wide vocal range
- Syllabic



- Melisma
- Verse-chorus structure
- Clear lyrics
- Repeated patterns



What is a Rock Anthem?

It was a darker sound with more serious lyrics and a heavy emphasis on the electric guitar. Rock music soon became extremely popular and commercially successful – in the 1970s, rock music dominated the music industry and groups like Led Zeppelin and Queen played to huge audiences around the world.



Musical features of Rock Anthems

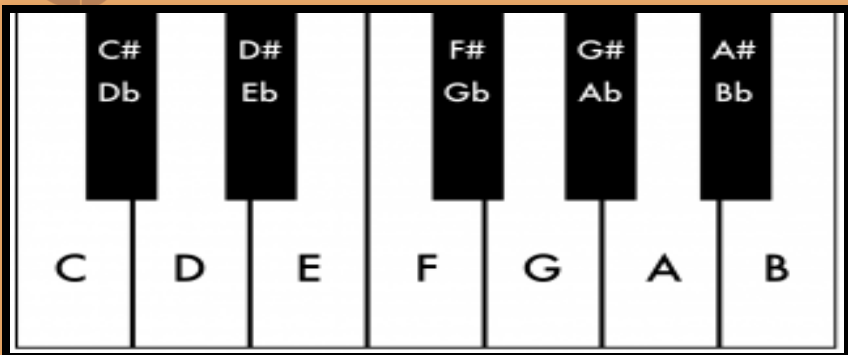
- A long introduction
- 4/4
- Loud vocals
- Narrow vocal range



- A steady, strong rock beat.
- Use of electronic instruments and amplification became essential for the rock sound.
- Effects such as distortion, delay, wah-wah, and reverb.



Keyboard notes



Raises the note by 1 step

Cancels

Lowers the note by 1 step

Accidentals

sharp

natural

flat

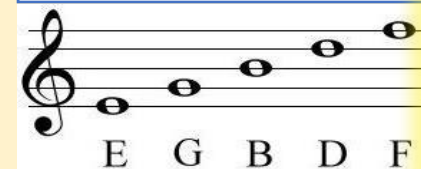
Treble Clef



Notes in the spaces spell "FACE"



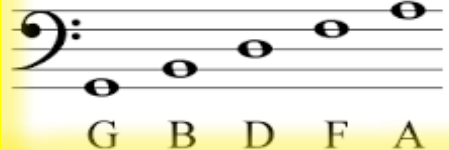
Every Green Bus Drives Fast



Bass Clef



Green Bus Drives Fast Always



All Cows Eat Grass



Keyboard chords

Enharmonic - two tones that sound the same but are notated differently.



G Major



A Major



B Major



C Major



D Major

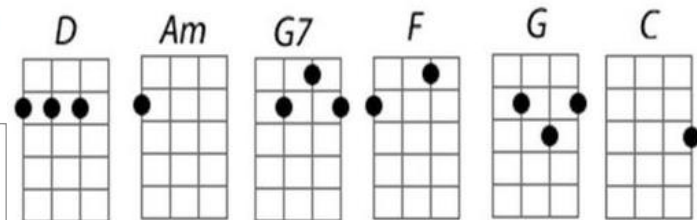
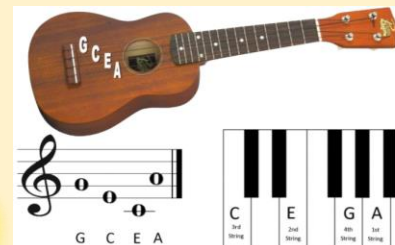


E Major

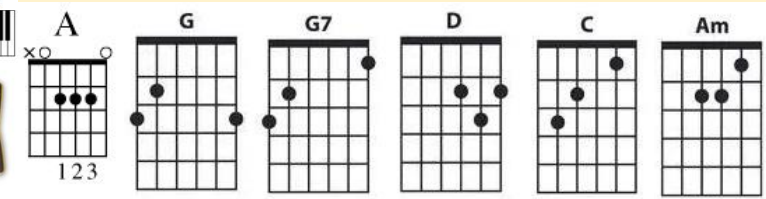


F Major

Ukulele chords



Guitar chords





Phases of a warm-up

1. A **Pulse Raiser** will include any activities that increase heart rate.
2. **Mobility** exercises involve moving each joint through its full range of motion.
3. **Stretches** of the muscles must last for 10 seconds per stretch.

Static Stretches

When a muscle is stretched and held still in this position for 8-10 seconds

Dynamic Stretches

When a muscles is stretched when it performing a smooth movement e.g. heel flicks, lunges.

Components of fitness

Cardiovascular endurance - is the ability of the heart and lungs to work together to provide the working muscles with oxygen during sustained physical activity.

Sports = marathon running, long distance swimming, long distance cycling, triathlon

Muscular endurance - is the ability of the muscles to perform continuously without fatiguing.

Sports = boxing, rowing, wrestling, tennis

Speed – is the ability of the body to perform actions or cover distance quickly.

Sports = 100m sprint, short distance cycling, short distance swimming, football, hockey

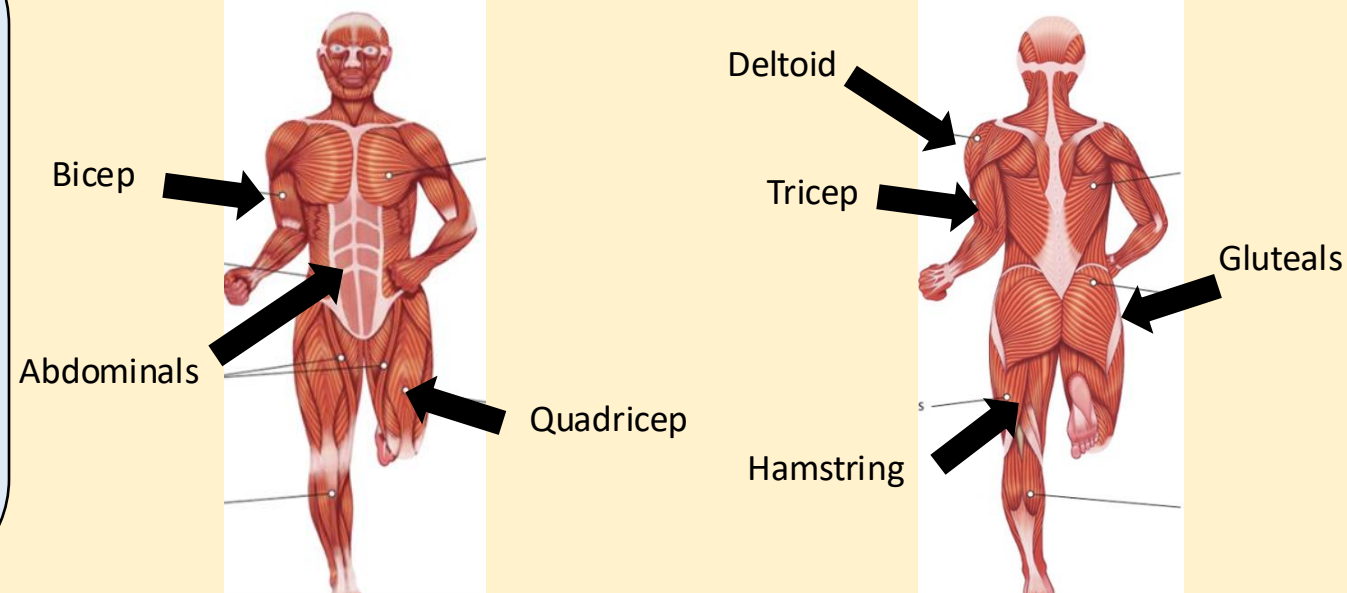
Year 7 - Physical Education - Fitness

Purpose of a warm-up.

- Prepares the body for physical activity and prevents injury during exercise.
- **Pulse Raiser** - Increases heart rate to increase the transport of oxygen in the blood to the working muscles. Oxygen is then converted to energy at the muscles to be used during exercise.
- **Mobility** – mobility exercises increase the production of synovial fluid in the joint making them less stiff and more supple.
- **Stretches** increase the elasticity in the muscles reducing the risk of muscle tears.
- **Skill rehearsal** – practises the skills and movements needed for the activities

Purpose of a cool down

- To reduce heart rate back to normal resting heart rate
- To reduce your body temperature to its normal level





Methods of training

Continuous training (improves cardiovascular endurance)

- Involves working at a constant rate or intensity and improves cardiovascular endurance
- The activity can be continuously repeated without fatigue
- This can include walking, jogging, cycling, rowing, swimming
- This type of training is aerobic exercise

Circuit training (improves muscular endurance)

- This can be carried out both inside and outside
- There can be a number of stations/exercises used
- This type of training can be used to develop muscular endurance & strength
- The performer can choose the exercises used
- There must be a different muscle group worked at each station.
- This type of training uses aerobic or anaerobic exercise

Acceleration sprint training (improves speed)

- This involves periods of high intensity sprinting followed by periods of rest
- The performer will perform near max or max
- The performer will work for a short period of time followed by a rest, then carries out another work period
- This type of training is anaerobic exercise

Rules and teaching points

Rule – the instructions you must follow for a game or activity. If you break a rule the opponent will get a point/get the ball e.g. if the ball goes out of the playing area, the other team throws it back in

Teaching point – tips for how to complete a skill effectively e.g. keep your thumbs together when catching the ball in basketball

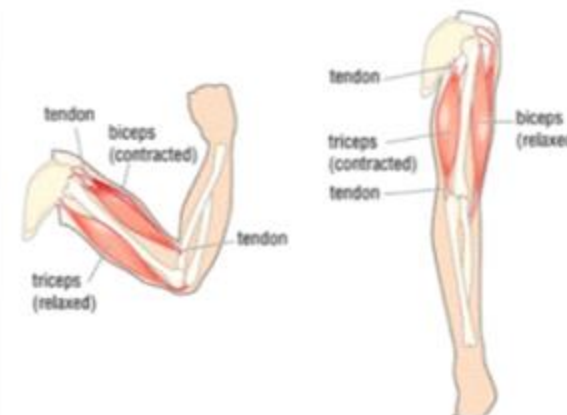
Aerobic and anaerobic Exercise

Aerobic exercise – oxygen is used to produce energy. Takes place during low/moderate intensity activities like walking and jogging.

Anaerobic exercise – oxygen is not used to produce energy. During high intensity activities like jumping, throwing and sprinting

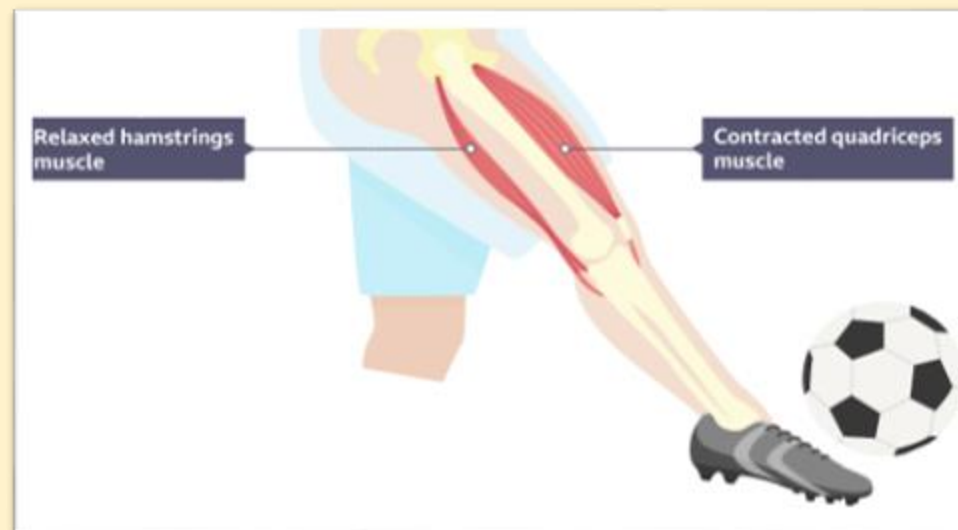
Antagonistic pairs

- ▶ Muscles are arranged in antagonistic pairs, so when one muscle contracts and pulls the other relaxes to allow the joint to work.



The muscle that contracts is the **agonist**.

The muscle that is relaxed is called the **antagonist**.



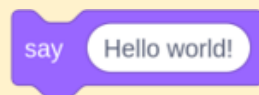


Program	Translate	Execute	Variable	Assignment	Syntax Error	Logic Error
A program is a set of precise instructions, written using a programming language.	Translating the programming language is necessary for a computer to be able to execute the instructions .	Execute means to run your program. To execute a program , you need an interpreter .	Variables are used to store data.	Assignment (=) is used to 'assign' a value to a variable.	Syntax errors are errors in the spelling or grammar in your code. <i>E.g. writing Print instead of print.</i> They stop your code from running.	Logic errors don't stop the program from running but the program doesn't work as it should.

Sequence

Your first program:

```
print("Hello world!")
```



Your second program:

```
name = "Claude"
print("Hello", name)
```



print **outputs** text to the user.

A **sequence** is a set of commands that are executed once in the order they appear.

Variables and assignment

```
print("I am going to calculate your age")
year = input("What year were you born?")
age = 2023 - year
print("You are", age, "years old")
```

- *year* and *age* are **variables**.
- *input* allows the user to **enter** data into the program.
- *"Anything in speech marks"* is a **string** that can be outputted to the user.

Selection

When there is more than one possible path for your program to follow you will need to use an **IF statement**:

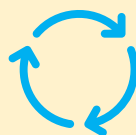
```
movie = input("What movie do you like?")
if movie == "Spiderman":
    print(movie, "is amazing!")
else:
    print("I don't like", movie)
```



Iteration

Iteration is used to repeat code:

- **Count-controlled loops** repeat a group of commands a set number of times.
- **Condition-controlled loops** repeat a group of commands until a condition is met.



Count-controlled iteration

```
for i in range (1,10):
    print(i)
```

This code uses a for loop to output the numbers from 1 to 10.

Condition-controlled iteration

```
x = 1
while x <= 10:
    print(x)
    x = x + 1
```

This code uses a while loop to output the numbers from 1 to 10.

== Equal to
!= Not equal to

> Greater than
< Less than

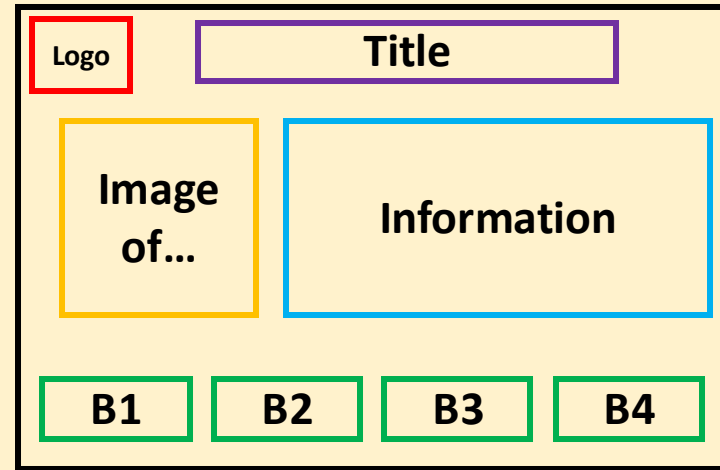
>= Greater than or equal to
<= Less than or equal to



Planning and Creating an Interactive Multimedia Product

Mind maps - used to generate ideas.

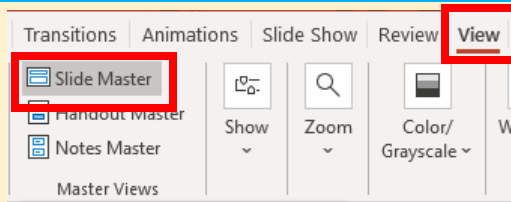
- **Central Node:** what the mind map is about.
- **Node:** The subheading for the mind map, e.g., fonts, images.
- **Sub node:** Parts of a node, e.g. colours → green, light green.



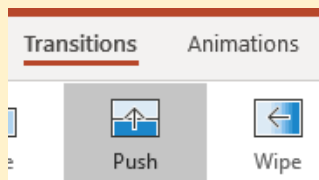
The **purpose** of a visualisation diagram is to plan a rough draft of what the final *static* product will look like.

The **content** that appears on a visualisation diagram is (**SCIFA**):

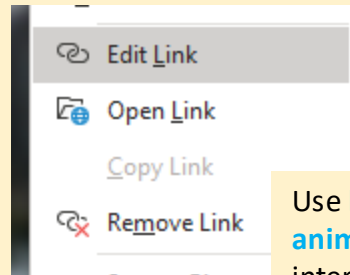
- **Size** (of images, screen, page, text etc.)
- **Colours** (text, buttons, background etc.)
- **Images**
- **Font** (title, information, buttons text etc.)
- **Annotation** (house style, sizes, and justification etc.)



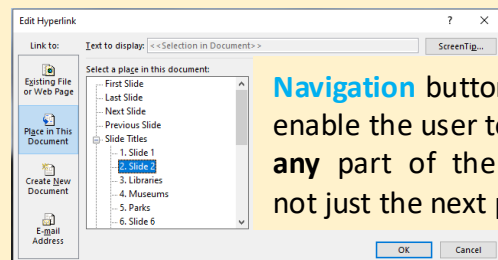
Use **Master Slides** to prepare background and font styles.



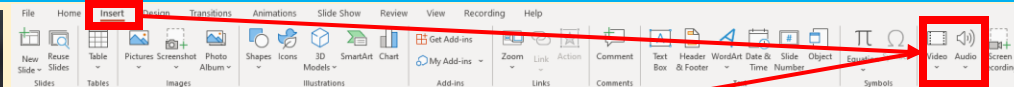
Use **transitions** and **animations**.



Use **hyperlinks** and/or **animation triggers** to interact to user inputs.

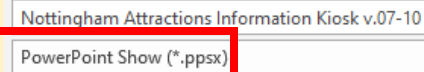


Navigation buttons should enable the user to jump to **any** part of the product, not just the next page.



Include **video** and **audio**.

Maintain a **consistent** theme throughout the multimedia product with **master slides**.



Export the final product as a suitable file type.

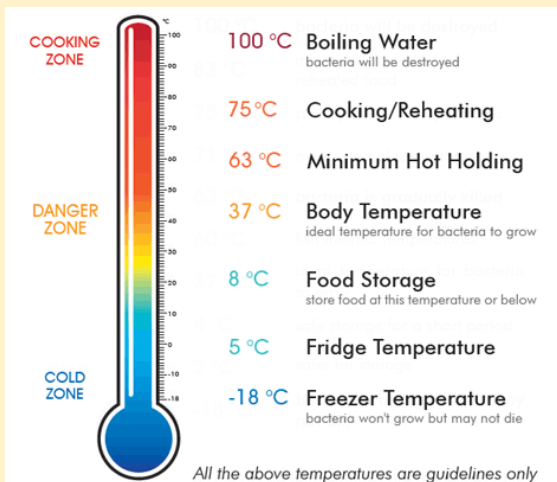




Key Vocabulary

Temperature Control

Temperature control: Buy, store, cook and prepare food.
Storing food correctly minimises the risk of food spoilage and food poisoning.



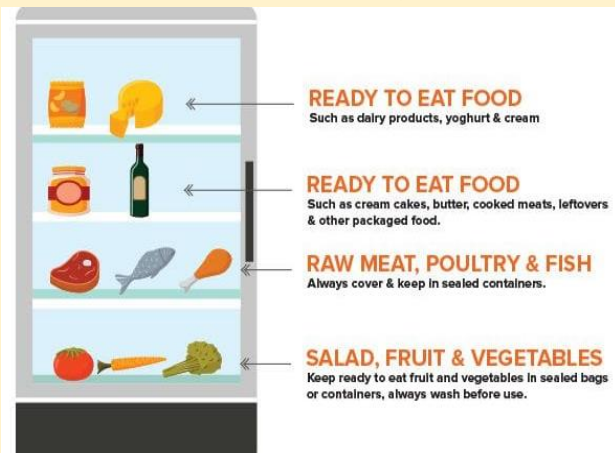
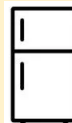
Bacteria grow best in the danger zone (between 5°C-63°C):

- Below 5°C they grow very slowly or are dormant.
- Above 63°C they are mainly destroyed by heat.

The 5 conditions for bacterial growth: **Warmth, food, moisture, time, correct PH.**

Fridge Safety

Some food needs to be kept in the fridge to stop bacteria contaminating food.



Cross-contamination: The transfer of pathogenic from raw to ready to eat foods, or one place to another.



- Cooking
- Cleaning
- Chilling
- Cross-contamination



Bacteria and Illnesses

Bacteria that make us ill are called **PATHOGENIC**.
Non-visible and visible symptoms are:

- Diarrhoea (visible)
- Being sick (visible)
- Nausea (non-visible)
- Stomach cramps (non-visible)
- Fever/temperature (non-visible)
- Headaches (non-visible)



Food poisoning: An illness caused by eating contaminated food.

Food spoilage: When food deteriorates so that its quality is reduced, or can no longer be eaten.

Bacteria: Microscopic living organisms, which are single-celled and can be found everywhere.

High-risk foods: Ready-to-eat moist foods, often high in protein.

Dormant: When bacteria are inactive and cannot grow at all.

Assessment
Meal Planning
MCQ's & Practical Work



Key Vocabulary

Year 9 – Food - Nutrients and Functions of ingredients

Hygiene

Cross - Contamination

Time Plan

Contingencies

Seasonality

Seasonality

KEY WORD	DEFINITION
Aerate	The process of allowing air to be combined into ingredients to make them lighter and/or create more volume,
Bind	Food binders are mixed in with other ingredients to help foods keep their shape and texture. The most popular binding agents used today are flour and eggs.
Thicken	Knowing how to thicken food is essential for preparing many recipes; most sauces, gravies, soups, and even desserts are thickened with some kind of starch.
Bulk	Adding certain types of high-fibre foods to your diet may help add bulk and improve your digestion
Set	Gelatine, puddings and custards often refer to being set. To allow a food product to set, is the time that passes until a liquid reaches a state of firmness.
Glaze	This is a flavourful coating that forms on food as it is cooked. glaze is a glossy, translucent coating applied to the outer surface of a dish by dipping, dripping, or using a brush.

Food provenance means where ingredients and the foods made from them originally come from. Many plant crops are grown in the UK. They are an essential part of our food supply. Some are grown on a large scale, this is called intensive farming.

Seasonality describes the best time to buy fruit, vegetables and some animal products. The foods are often cheaper and fresher when buying seasonally, and especially locally. This also supports British farmers and producers.



Macronutrients
moderate amounts

Sources of protein – meat, fish, poultry, cheese and dairy products.

Sources of carbohydrates – bread, rice, pasta, cereal, vegetables.

Sources of fats – butter, cheese, lard, fatty meats.

carbohydrate

protein

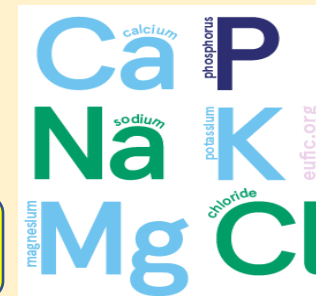
Fat

Micronutrients
tiny amounts

water-soluble vitamins, fat-soluble vitamins,
macrominerals and trace minerals.

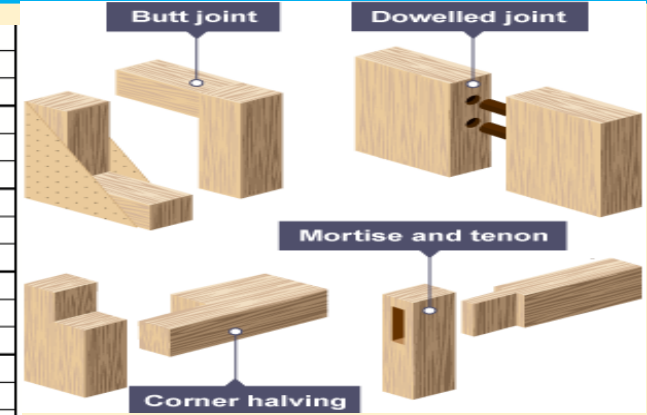
Vitamins

Minerals





Filling or weft knitting	Yarns move horizontally.
Fleece	Brush very low twist on technical back.
Float stitch	Create a fancy knit with a pattern.
French terry	Stable, durable weft inserted jersey.
Gauge	The number of needles used in fabric knitting.
Intarsia	Most complex.
Interlock knits	Two sides of fabric look alike the single jersey.
Jacquard double knit	Almost limitless design possibilities.
Jacquard jersey	Simplest knit fancy patterned fabric.
Jersey	The simplest filling-knit
Knits	Yarns that interloop unlike woven fabric interlocking.
Knit stitch	The very first stitch.
Knit terrycloth	Loop pile fancy fabric.
Knitting	One or more sets of yarns Interloping each other.
Lace	Delicate, lightweight, patterned, complex.
Narrow knit fabrics	Fewer needles compared to filling or warp knits.
Pile Jersey	Fancy knit with pile of yarn loops.



Key Vocabulary – 5 word meaning

Design movement	Styles	which	have	similar	features
Design criteria	Feature	which	must	be	included
Renewable material/resource	Comes	from	plants	or	animals
Non-renewable material/resource	Raw	material	cannot	be	replaced
Smart material	Material	changes	with	external	influences
Material properties	How	materials	perform	in	use
Product marketing	Getting	users	aware	of	product
Brand identity	Making	customers	aware	of	company
Scale of production	How	many	products	made	together
Product evolution	How	products	develop	over	time
Environmentally friendly	Creates	no	problems	for	environment
Quality standards	Standards	agreed	by	all	parties
Surface decoration	An	applied	finish	like	paint
Combined/composite material	A	material	with	enhanced	properties
Flat pack	Stored	flat	to	reduce	costs
Batch production	Small	quantities	manufactured	at	once
Mass production	Products	are	Assembled	In	lines
Continuous production	Automated	manufacturing	which	runs	continuously
Inclusive design	Made	to	suit	all	people
Exclusive design	Excludes	large	groups	of	society
Product modification	Changing	product	to	work	better
Computer Numerical Control (CNC)	Production	method	using	numbered	codes
Manufacturing specification	Collection	of	specific	manufacturing	information

TYPE OF WOOD	LOG	DESCRIPTION OF WOOD
Oak		- Very dense - Hot-burning - Should season at least one year
Maple		- Difficult to split - Efficient, hot-burning - Should season at least one year
Cherry		- Burns at medium heat - Sweet burning aroma - Sparks a lot, doesn't produce lots of smoke
Birch		- Burns very quickly - Bright, hot-burning - Good firestarter
Pine		- High sap content - Burns messy - Don't use as your exclusive firewood
Elm		- Very dense, hard wood - Difficult to split - Doesn't smell great as it burns
Chestnut		- Burns and splits easily - Burns at a low heat - Sparks a lot, heavy smoke