

Knowledge Organiser

Year 9 Spring 2 2023

Name:

Tutor Group:

"You are capable of anything you want. No-matter where you are from or where your start line is, everybody starts somewhere..."

Preet Chandi

British Army physiotherapist.

Completed the longest-ever solo and unsupported polar expedition in January 2023.



Create Your Future

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Science, PE, Art and Technology are on a rotation so have multiple pages in this booklet.
Your teacher will direct you to the appropriate pages when setting work.

Classroom Expectations

Everyone Involved. Everyone Engaged

WORK HARD

I am well-prepared for lessons, work hard at every task and take pride in my work



RESPECT FOR ALL, BY ALL



I behave in a way that supports my own and others' learning. I contribute to the positive learning atmosphere in the classroom

SHOW RESILIENCE

I keep trying, even when I find the work difficult.



MAKE A CONTRIBUTION



I offer valid and well considered contributions to lessons.

STRIVE FOR IMPROVEMENT

I have high expectations of myself. I follow advice on how to improve my work.



Beautiful Books

Write in **blue** or **black** pen

Date and title written and **underlined** with a ruler

Absolutely no graffiti or doodling in your book

Correct and annotate your work in a **different coloured pen**

All worksheets or loose paper to be stuck down

Diagrams and tables drawn with a pencil and ruler

Monday 5th September 2022

Title

Subtitle

1. All work should be neat, tidy and clearly set out.
2. Your book is a record of your work and should be brought to every lesson.
3. There should be no graffiti or doodling either on the cover or inside your book.
4. Mark your work in a different colour. Correct mistakes ✓ write corrections or annotate.
5. Diagrams or tables should be drawn in pencil, with a ruler.

Victoria organises a concert.
Each adult ticket costs £9
Each pensioner ticket costs £6
Children tickets are free.

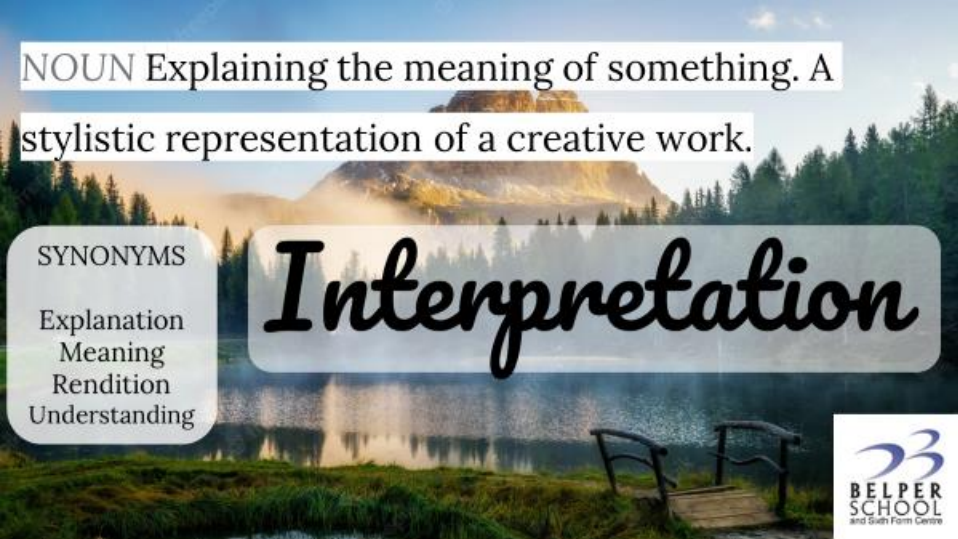
Some adults and pensioners have vouchers that give them a 25% off.

40 of the 200 tickets were for children.
14 of the adults had a voucher
Only 3 of the 25 pensioners had a voucher

Work out how much money Victoria raises through ticket sales.

Adult: Voucher, No voucher
Pensioner: Voucher, No voucher
Children: No voucher

3 BELPER SCHOOL




NOUN Explaining the meaning of something. A stylistic representation of a creative work.

SYNONYMS

- Explanation
- Meaning
- Rendition
- Understanding

Interpretation





Words of the Week



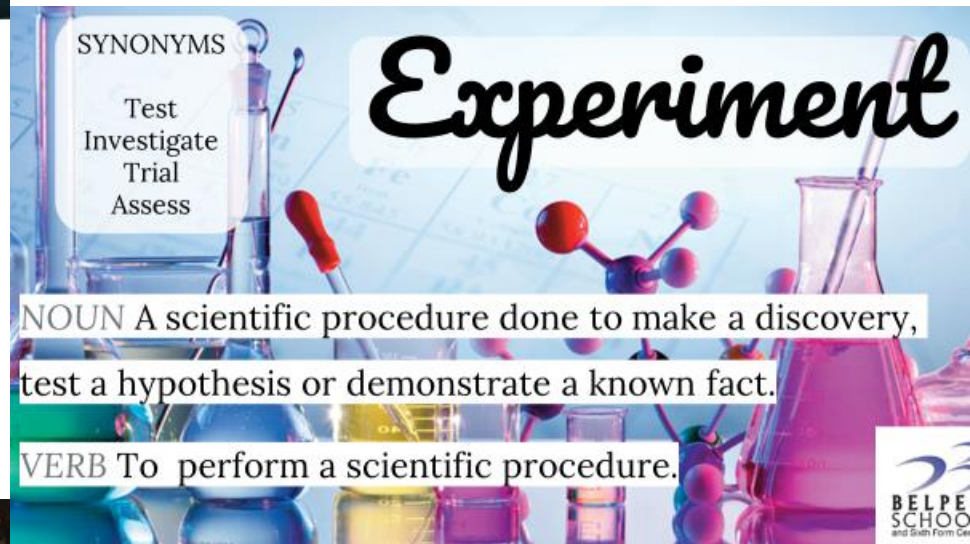
ADJECTIVE Free from outside control; not subject to another's authority or depending on another.

SYNONYMS

- Individualistic
- Free-spirited
- Self-sufficient
- Liberated

Independent






SYNONYMS

- Test
- Investigate
- Trial
- Assess

Experiment

NOUN A scientific procedure done to make a discovery, test a hypothesis or demonstrate a known fact.

VERB To perform a scientific procedure.



How have you used the words this half term?

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Topic Shift	The point at which the speaker moves from one topic to another.
Overlap	When two speakers talk over one another. Usually resolved when one party ceases to speak.
Voiced hesitation	'Mmm', 'errr' or repetition of words allowing the speaker to pause without giving up their turn.
Adjacency pairs	Sequences of that have a recognisable structural pattern e.g. "Hi, how are you?" "Good thanks, you?".
Openers	Used at the beginning of an utterance and are often social greetings e.g. "Good morning"
Backchannels	Given by a listener to show attention or understanding using minimal responses. These can sometimes keep a conversation moving e.g. words or utterances such as "uh-huh" or "I see..."
Elision	This involves the combining of words and the omission of sounds that can result in sounds slurring together e.g. "want to" – "wanna"
Hedge	Words or phrases that soften the force of what is being said e.g. "perhaps. Possibly, sort of"
Discourse markers	Words/phrases used to help a listener organise and give meaning to what is said e.g. "firstly, furthermore, on the other hand". They also allow the speaker to segment the information that they are presenting.

Section 2: Theories

Accommodation Theory

This emphasises the adjustments that people make to their speech when they are communicating. People try to *emphasise* or *minimise* the social difference between the speaker and who they are interacting with. The two types of accommodation are

Convergence – The process where people tend to adapt the other person's communication characteristics to reduce the social differences

Divergence – The process contradicts the method of adaptation and the individual emphasises the social difference and nonverbal differences between themselves and who they are interacting with.

Grice's Maxims

Grice (1975) identified rules for conversation, known as conversational maxims. These are based on the way that people interpret others' utterances.

The 4 maxims are;

Quantity

To be as informative as possible and give as much information as is needed.

Quality

To be truthful and not give any false information or that is not supported by evidence.

Relevance

To be relevant, and say things that are applicable to the discussion.

Manner

To be clear, brief and orderly in your speech and avoid misunderstanding.

Section 3: Analysis

Analysis of a Transcript

Voiced hesitation

A transcript of a conversation had in an office

Lori: Uhh, I came across this really funny website the other day... It's, umm, designed to where people can anonymously send an e-mail to an annoying coworker...

Michael: Mmm hmm...

L: Saying things like, "You really need to use deodorant [laughter]...but we're too shy to tell you"... and they, you know, you just put in their e-mail address...

M: Okay

L: Umm, and it got me thinking about annoying coworkers...

M: Okay

Backchannelling

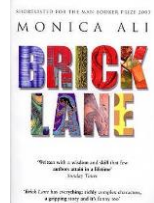

Hedging

An example of a CPEAT paragraph analysing this transcript ...

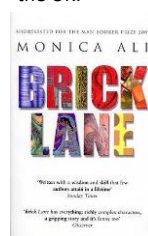
"How do the two speakers in the extract support one another in their speech?"

Firstly, I believe that 'Lori' feels supported by the second speaker, Michael, in this conversation. This is shown through Michael's use of backchanneling as evidenced when he says "mmm hmm". Michael here is encouraging Lori to continue the point she is making and indicating to her that he is interested in what she is saying to him.

This use of backchanneling could also be fulfilling the function an agency pair as the speakers speak in turn which helps to support and meet the conventions of a conversation.

Section 1: Key Vocabulary		Section 2: New Key Skills/Strategies			Section 3: British Asian Families													
Tier 3 vocabulary	Definition	How to write about Questions Questions are a really important tool in engaging the audience. When answers are expected, or it's a rhetorical question where no answer is expected, It's important to note that there are different types of questions that can be asked. <table><tr><th>Type</th><th>Example</th><th>Definition</th></tr><tr><td>Closed</td><td>'Do you want a chocolate bar?'</td><td>Has a yes/no answer structure that makes the audience think about that specific question</td></tr><tr><td>Pre-Supposed</td><td>'Are you an idiot?'</td><td>Directs the audience to think in a certain way – nobody is going to say 'Yes I am an idiot!' This can be then followed up with another statement so 'Are you an idiot?' Then you surely agree with me.</td></tr><tr><td>Open</td><td>'Where do you see yourself in ten years time?'</td><td>This doesn't have a specific answer, and is designed to make the reader think about the question that is being asked.</td></tr></table> <i>Example</i> When Amber is called into the head's office, the head asks her 'How would you like it if someone made you cry?' This is an example of a pre-supposed question. Nobody is going to say 'I really like it when people make me cry' so the answer of 'I don't' is presupposed. This means that Amber has to be on the same train of thought as the Headteacher, which means she's more likely to do as she says. <i>You Try</i> Here are some more questions in Run Rebel. Explain what kind of a question is being asked, and what the impact of that is on the reader: <ul style="list-style-type: none">- Is there a way to break free without breaking us apart?- Why are you serving me bad food? You trying to kill me?- Will he kiss me?			Type	Example	Definition	Closed	'Do you want a chocolate bar?'	Has a yes/no answer structure that makes the audience think about that specific question	Pre-Supposed	'Are you an idiot?'	Directs the audience to think in a certain way – nobody is going to say 'Yes I am an idiot!' This can be then followed up with another statement so 'Are you an idiot?' Then you surely agree with me.	Open	'Where do you see yourself in ten years time?'	This doesn't have a specific answer, and is designed to make the reader think about the question that is being asked.	Migration to the UK from Punjab, India British Asian families immigrated from a range of countries in Asia, for a wide range of reasons. Amber's family is from the Pubjab, in India. The ties between the British and the Punjab region of India go back a long way. From 1857 onwards many Punjabis served in the British army. Sikh soldiers who served in elite regiments, were often sent to other colonies of the British Empire, and saw active service in both world wars. There is a memorial in Sussex which honours the Sikh soldiers who died in WW1. Britain's labour shortages shaped the post-war migration patterns from the subcontinent. It was primarily men from middle-ranking peasant families in Punjab, particularly those who had been previously employed in the colonial army or the police force and their relatives, who took up this opportunity. These Punjabi migrants found work in the manufacturing, textile and the service sectors, including a significant number at Heathrow Airport in West London. After the Commonwealth Immigrants Act was passed in 1962 which restricted the free movement of workers from the Commonwealth, most workers from South Asia decided to settle in the UK and were eventually joined by their families.	
Type	Example				Definition													
Closed	'Do you want a chocolate bar?'				Has a yes/no answer structure that makes the audience think about that specific question													
Pre-Supposed	'Are you an idiot?'				Directs the audience to think in a certain way – nobody is going to say 'Yes I am an idiot!' This can be then followed up with another statement so 'Are you an idiot?' Then you surely agree with me.													
Open	'Where do you see yourself in ten years time?'				This doesn't have a specific answer, and is designed to make the reader think about the question that is being asked.													
Typography	the style and appearance of printed matter																	
Revolution	a forcible overthrow of a government or social order, in favour of a new system																	
Figurative Language	language that's intended to create an image, association, or other effect in the mind of the listener or reader that goes beyond the literal meaning or expected use of the words involved																	
Coercive Control	an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim																	
Monologue	a long speech by one actor in a play or film, or as part of a theatrical or broadcast programme																	
Narrator	a person who recounts the events of a novel or narrative poem																	
Prologue/Epilogue	a separate introductory section of a literary, dramatic, or musical work																	
Tier 2 vocabulary	Definition	Want to read more? Books are a great way to get a different perspective on your own life – the home we take for granted can be experienced differently by different groups of people. Here are some great books about life as an immigrant in the UK. <div><div><p>MONICA ALI BRICK LANE</p></div><div><p>HINA BELITZ <i>To Lahore With Love</i></p></div></div>																
Deduce	arrive at (a fact or a conclusion) by reasoning; draw as a logical conclusion	Monica Ali writes about the Bangladeshi community which now predominates – Brick Lane has a rich migrant heritage dating from the French Huguenots and encompassing the Irish, the Jews and more recently the Bangladeshis, who came to London in the fifties and sixties in search of that elusive 'better life' – and hones in on the ghettoised council estates that loom tall like chunky limbs on splinter streets.																
Inequality	difference in size, degree, circumstances, etc	Growing up with an Irish mother and Pakistani father and nana, Addy Mayford is constantly torn between both cultures. However she finally becomes somewhat content with it when she begins cooking Lahori cuisine after her father's death. Yet when she thinks everything is settled, Addy stumbles across a family secret which takes her to her father's hometown, Lahore where her final acceptance of who she is awaits her. Belitz's debut book is a funny, feel-good novel which reflects the struggle to create an identity for so many of us stuck between cultures.																
Perspective	a particular attitude towards or way of regarding something; a point of view																	
Benevolent	well meaning and kindly																	
Malevolent	having or showing a wish to do evil to others																	

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Monica Ali writes about the Bangladeshi community which now predominates – Brick Lane has a rich migrant heritage dating from the French Huguenots and encompassing the Irish, the Jews and more recently the Bangladeshis, who came to London in the fifties and sixties in search of that elusive 'better life' – and hones in on the ghettoised council estates that loom tall like chunky limbs on splinter streets.



Growing up with an Irish mother and Pakistani father and nana, Addy Mayford is constantly torn between both cultures. However she finally becomes somewhat content with it when she begins cooking Lahori cuisine after her father's death. Yet when she thinks everything is settled, Addy stumbles across a family secret which takes her to her father's hometown, Lahore where her final acceptance of who she is awaits her. Belitz's debut book is a funny, feel-good novel which reflects the struggle to create an identity for so many of us stuck between cultures.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Autobiography	A self-written account of one's life
Bias	A disproportionate weight in favour of or against an idea or thing
Emotive language	Word choices that are intended to get an emotional reaction
Exposure	The state of having no protection from something harmful
Graphology	The visual appearance of a text
Survival	the state of continuing to live or to exist, especially after a dangerous event
Tabloid	A newspaper which uses informal language and many pictures

Tier 2 vocabulary	Definition
Alliteration	Using the same letter at the start of closely connected words
Hyperbole	Language used to exaggerate information
Metaphor	A comparison where something is described to be something it is not
Secondary story	A less important story featured on the front cover of a newspaper
Sensationalism	The presentation of stories in a way that is intended to provoke the reader

Section 2: New Key Skills/Strategies

This will help you understand and explore key questions.

P	Purpose	Is the writer trying to inform, entertain, explain, persuade or argue?
A	Audience	Who is the target audience? Who would this text appeal to?
F	Format	What are the key conventions of the text?
T	Tone	What is the general attitude or mood of the writing?

When comparing the similarities and differences of non-fiction texts, you will need to use comparative phrases to structure your response:

Similarities	Differences
Similarly In addition to Furthermore Moreover This is mirrored in Likewise A common feature is	Alternatively However Nevertheless In contrast to Conversely On the contrary On the other hand

TOP TIP: Use a table format to plan your comparison of two non-fiction texts and consider the following features:

Text A	Text B

Language

Graphology

Structure

Audience

Tone

Purpose

Section 3: Reading and Analysing Non-Fiction Texts

Writing Purposes

When reading and analysing non-fiction texts, you will need to consider the purpose in which they are written.

To entertain: use language to engage

To explain: Who? What? Where? When? Why?

To persuade: use logic and/or emotion to shape an opinion

To inform: communicate ideas and information to others

To argue: use language and structure to outline a viewpoint

Writing Purposes

Newspaper Report Layout

Newspaper Reports

Name of Newspaper

Headline

Reporter's Name

Opening

Article

Sub-heading

THE NEWS TODAY

HOW MUCH IS THAT DOGGY IN THE WINDOW?

INSIDE: One's Opinion: Your Letters Sports Weekend? HAVE! Try everything

Picture

Caption

Advert

Extra Information

Newspapers may include some or all of these features.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Subordinate	To treat someone as less important than someone else.
Patriarchy	A system of society or government in which men hold the power.
Satire	The use of humour, irony, exaggeration or ridicule to expose and criticise people.
Inferior	Lower in rank, status or quality
Antagonistic	Showing or feeling active opposition or hostility towards someone or something.
Tier 2 vocabulary	Definition
Comedy	fiction that is light, funny and generally has a happy ending.
Tragedy	Based on human suffering, and the terrible or sorrowful events that befall a main character. Usually, the protagonist is brought down by his/her own flaws.
Conflict	A struggle between two opposing forces – two characters, a character and nature or even an internal struggle.
Dramatic Irony	A situation in which the audience or reader has a better understanding of events than the characters do.
Antagonist	The principle opponent or foil of the main character.
Dynamic Character	A character who undergoes some important change in the course of the story.

Section 2: New Key Skills/Strategies

CPEAT writing skills

What are Beatrice's attitudes towards Benedict at the start of the play?

Initially, Beatrice shows a dislike towards Benedick in her statement: "he is no less than a stuffed man" The noun 'stuffed man' has negative **connotations** of him being worthless and **infers** that he is of no importance. Beatrice's attitude defies gender expectations of the time; women were expected to be submissive to men, yet here she is shown to stand up to him in a very assertive way.

Key analysis words

Infer

Connotations

Impact

Reiterate

Embellishes

Section 3: Shakespeare's Life and Times

Key Themes**Appearance and reality**

Shakespeare uses this play to show how appearance and reality are not always the same thing.

Love

Love is the main idea in this play and is shown through the partnerships between Claudio and Hero, Benedick and Beatrice and also through the paternal love that Leonato shows for his daughter and niece.

Nothing and 'noting'

The title of the play refers to one of its main themes. 'Nothing' implies that the concerns of the play are trivial. The word 'nothing' in Shakespearean times was pronounced 'noting' and so the title itself is a pun.

Context.**Gender**

Women had little power in Elizabethan society. They lived in a patriarchal society and life was controlled by men. Women had a strict expectation to follow and were expected to remain 'pure' and virgins until marriage.

Comedy

The play is considered one of Shakespeare's best comedies. In a comedy, there's normally a problem at the beginning of the play that is solved by the end of it – the audience are confident that everything will end well.


The play contains a lot of features commonly used in his comedies, including: A happy ending, disguises, music and dancing, young lovers, marriage and puns and wordplay.

Marriage

Marriages were rarely about love and were often arranged to bring financial or social benefit to both families. People were expected to get married, the characters are very concerned with finding partners for themselves and others.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Prejudice	A liking or a dislike for someone or something, usually without good reason
Injustice	A lack of fairness
Exploitation	The action of treating someone unfairly in order to benefit from them
Vulnerability	Being exposed to the possibility of being attacked or harmed, either physically or emotionally
Thriller	Thriller is a genre of fiction which is characterised by giving readers heightened feelings of suspense, excitement, surprise, anticipation and anxiety.
Morality	The belief that some behaviour is right and acceptable and that other behaviour is wrong.
Trauma	A deeply distressing or disturbing experience
Tier 2 vocabulary	Definition
Dual Narrative	A story that is told from two different perspectives.
Colloquialisms	Colloquial language is casual, informal and conversational.
Morality Tale	A story or narrative from which one can derive a moral/lesson about right and wrong.
Protagonist	The leading character in a novel.
Antagonist	The opponent of the protagonist in a novel.

Section 2: Key Skills/Strategies		
Use the CPEAT format to write analytically about Shakespeare's play.		
C	CONNECTIVE	Firstly, moreover, furthermore, in conclusion.
P	POINT	Use the wording of the question and identify what your paragraph will explore.
E	EVIDENCE	Find a relevant quotation and identify a language or structural device in it...
A	ANALYSIS	... and then explore the deeper meaning of this quote/technique and how it links to the question.
T	THINK INTENTION AND IMPACT	Explore the intentions of the author and the effect/impact of this on the reader.
Features of Thriller Novels		
Suspense, Surprise and Anxiety The two seemingly distinct narratives in <i>Stone Cold</i> draw closer together, making the reader feel anxiety for poor Link!	Climax Thrillers generally build towards a key moment, in which all of the suspense built over the narrative are released in one scene. This is the case when Shelter attempts to murder Link.	Plot Twists and Cliff-hangers A plot twist is when the narrative changes from what the reader would (e.g. Ginger's murder). Cliff-hangers are also used to keep the reader interested.

Section 3: Context and Themes
<p>Robert Swindells</p> <p>Robert Swindells is an English writer who was born in Bradford on March 20th 1939. He served in the Royal Air Force, before becoming a primary school teacher. It was at this time that he began writing novels, which he later took up full time. Swindells has stated that he feels 'constantly aware of the presence of injustice in the world', and that he tries to 'point out various manifestations of injustice... which exist in our society.' He draws upon these ideas in <i>Stone Cold</i>.</p> <p>Homelessness</p> <p>The latest data shows that on any given night, there were an average of 2440 people sleeping rough in the UK. Remember this is on any given night, so the number who slept rough over the course of a year is likely to be many times more. A study by the Evening Standard showed that more than 7,500 people slept rough in London at some point in 2015. This included 880 under 25s.</p> <p>The armed forces</p> <p>The British Armed Forces are the military services responsible for the defence of the United Kingdom. They include the British Army, the Royal Navy, the Royal Marines, and the Royal Air Force. Service members can be discharged from service for a variety of reasons. A dishonourable discharge (DD – language more often used in the US military) is handed down for an offence that the military considers to be exceptionally poor conduct. Some members are also discharged on physical/ mental health grounds.</p>  <p>Key themes in the novel</p> <p>Threat – Homelessness – Injustice – Hopelessness – Exploitation, Vulnerability-Prejudice</p> <p>If you enjoyed <i>Stone Cold</i> then read these next:</p> <p>The Silence of Bones – <i>June Hur</i> One of Us is Lying – <i>Karen M. McManus</i> The Magpie Society – <i>Zoe Sugg & Amy McCulloch</i> A Good Girl's Guide to Murder – <i>Holly Jackson</i></p>

Section 1: Key Vocabulary

Tier 3 vocabulary Definition

Patriarchy A system of society or government in which men hold the power and women are largely excluded from it

Symbolism The idea that words, phrases and images can represent other things

Authority The power or right to give orders, make decisions, and enforce obedience

Maternal Having the stereotypical characteristics of a mother

Determinism The theory that everything in life is pre-decided and pre-planned.

Unrequited Love Unrequited love or one-sided love is love that is not openly reciprocated or understood as such by the beloved

Elizabethan Era The time in the Tudor period of the history of England during the reign of Queen Elizabeth I

Tier 2 vocabulary Definition

Foreshadowing To hint at something that will happen later in the play

Stage Directions An instruction in the text of a play indicating the movement, position, or tone of an actor

Sonnet A poem of 14 lines, in English typically having ten syllables per line

Prologue An opening speech that introduces key themes within the play

Soliloquy A speech delivered by a character that the other characters do not hear

Section 2: Key Skills/Strategies

Use the CPEAT format to write analytically about Shakespeare's play.

C	CONNECTIVE	Firstly, moreover, furthermore, in conclusion.
P	POINT	Use the wording of the question and identify what your paragraph will explore.
E	EVIDENCE	Find a relevant quotation and identify a language or structural device in it...
A	ANALYSIS	... and then explore the deeper meaning of this quote/technique and how it links to the question.
T	THINK INTENTION AND IMPACT	Explore the intentions of the author and the effect/impact of this on the reader.

Features of a tragedy

Tragedy: A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character/s.

The Tragic Hero:

The tragic hero describes a virtuous character who must face adversity, either caused by their flawed persona or sealed by fate. Ultimately, they pay the price with their lives, but after recognising their mistake.

The Fatal Flaw: *Hamartia*

The tragic hero's flaw, that leaves them vulnerable and causes their disastrous end.

Tragic Waste:

Often the inevitable deaths of pivotal characters in the play.

Catharsis:

The audience's immersion in the play leads to an emotional roller coaster, with mixed feelings for the hero and their antagonists. The ending of the play leads to a release of often very conflicting emotions for the audience.

Section 3: Context and Themes

Verona

R&J is set in Verona, Italy in the fourteenth century. Verona was a rich, lively, cultured city but it had been affected by violence for centuries. Political and religious leaders clashed over power, wealth and status and often the citizens had to take sides.

Women & gender roles

Society was patriarchal: men were dominant and women were seen as inferior and expected to marry as young as twelve years old. Noblewomen like Juliet would have received some education but there was little freedom of choice in life for most women.

Queen Elizabeth I

The Queen while Shakespeare was writing. Elizabeth I made Protestantism the official religion of England, which angered many Catholics, and led to much conflict. Shakespeare may be referencing this in 'Romeo and Juliet', with the two warring families.

Nurses

Nurses were employed by wealthy families to feed and care for their children.

Fate

The belief that your life is mapped out for you, or 'written in the stars'. Many Elizabethans believed God decided your fate, and that astrology could help you identify your course in life.



Key themes in the play

Conflict, Power, Fate, Loyalty, Family, Religion, Love, Hatred, Violence, Death

If you enjoyed romeo & juliet then read these next:

Noughts and Crosses – Malorie Blackman
Twelfth Night – William Shakespeare
Daz 4 Zoe – Robert Swindells
Wuthering Heights – Emily Bronte

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Equation	Two things are equal and can be solved to find an unknown.
Inequality	Used to compare two numbers.
Formula	A rule used to find a value.
Coefficients	A number used to multiply a variable.
Inverse	The opposite of an operation.
Integer	A whole number.
Linear equation	An equation that can be draw as a straight line.
Changing the subject	To rearrange a formula so that it is equal to a different term.
Simplify	To write in a simpler form by collecting common variables.
Tier 2 vocabulary	Definition
Term	A single number or variable
Expression	As sentence with a minimum of two numbers and at least one operation.
Subject	The unknown number we need to find the value of.
Rearrange	Change the order.
Greater than	When a value is bigger than another value.
Less than	When a value is smaller than another value.
Balance	When one side of an equation is the same as the other.
Equal	Represented by the '=' symbol. Means the same.
Solve	Numerical value that satisfies the equation.

Section 2: Knowledge/Skills

$$2x - 1 = 11$$

$$+1 \quad +1$$

$$2x = 12$$

$$\div 2 \quad \div 2$$

$$x = 6$$

$$3(2x + 6) = 2(x + 13)$$

$$6x + 18 = 2x + 26$$

$$-2x \quad -2x$$

$$4x + 18 = 26$$

$$-18 \quad -18$$

$$4x = 8$$

$$\div 4 \quad \div 4$$

$$x = 2$$

Make x the subject:

$$a = \frac{bx}{c}$$

$$\times c \quad \times c$$

$$ac = bx$$

$$\div b \quad \div b$$

$$\frac{ac}{b} = x$$

$$3x - 4 \geq 2(x + 1)$$

$$3x - 4 \geq 2x + 2$$

$$-2x \quad -2x$$

$$x - 4 \geq 2$$

$$+4 \quad +4$$

$$x \geq 6$$

$x \geq 6$ as integer values are: 6, 7, 8, 9, 10...

Prove that $3(x + 2) + 4(2x + 5) \equiv 11x + 26$

$$3(x + 2) + 4(2x + 5)$$

Expand the brackets $3x + 6 + 8x + 20$

Collect like terms $11x + 26$

Therefore $3(x + 2) + 4(2x + 5) \equiv 11x + 26$

Section 3: Problem solving questions

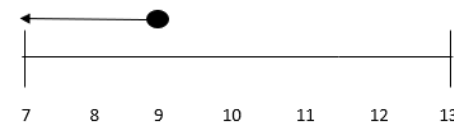
Spot the mistake in the working out:

$$3x + 5 \leq 4(x + 1)$$

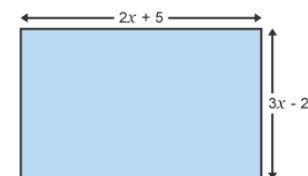
$$3x + 5 \leq 4x + 4$$

$$3x + 9 \leq 4x$$

$$9 \leq x$$



The diagram shows a rectangle.

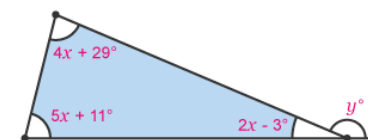


The **length** of the rectangle is $2x + 5$.

The **width** of the rectangle is $3x - 2$.

The **perimeter** of the rectangle is 46 cm.

Find the length and width of the rectangle.



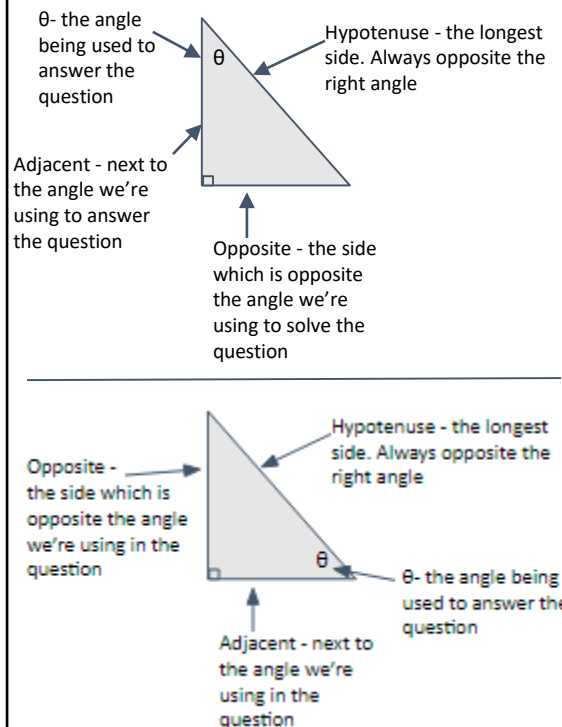
Find the **size of angle y**.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Sine (sin)	The ratio of the side opposite a given acute angle to the hypotenuse
Cosine (cos)	The ratio of the side adjacent to a given acute angle to the hypotenuse
Tangent (tan)	The ratio of the side opposite to a given acute angle to the side adjacent to the same angle
Hypotenuse	The longest side in a right angle triangle.
θ ('theta')	The eighth letter in the Greek alphabet ('theta') often used to denote angles
Acute	An angle less than 90°
Right angle	An angle of 90°

Section 2: Labelling the triangle and choosing a ratio

Labelling the triangle



Trigonometry ratios

$$\sin \theta = \frac{\text{opposite}}{\text{hypotenuse}}$$

$$\cos \theta = \frac{\text{adjacent}}{\text{hypotenuse}}$$

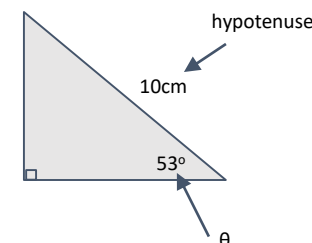
$$\tan \theta = \frac{\text{opposite}}{\text{adjacent}}$$

SOH
CAH
TOA

Section 3: Example Questions

Example 1

Find the value of x , opposite



~~SOH CAH TOA~~

Select sine because we have no information about the adjacent

$$\sin \theta = \frac{\text{opposite}}{\text{hypotenuse}}$$

$$\sin 53 = \frac{x}{10}$$

$$10 \times \sin 53 = 8.0 \text{ cm (to 1 dp)}$$

Example 2

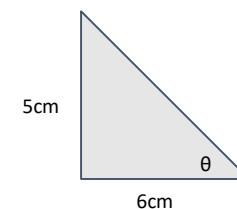
Find θ

$$\tan \theta = \frac{\text{opposite}}{\text{adjacent}}$$

$$\tan \theta = \frac{5}{6}$$

$$\theta = \tan^{-1}\left(\frac{5}{6}\right)$$

$$\theta = 39.8^\circ (1 \text{ dp})$$



Section 1: Key Vocabulary

Tier 3 vocabulary Definition

Mean Total of the data values divided by how many values there are

Median Middle value when the data has been listed in order

Mode Most common data value

Range Biggest data value – smallest data value

Lower quartile The value that is one quarter of the way through the data

Upper quartile The value that is three quarters of the way through the data

Interquartile range Upper quartile – lower quartile
Measure of consistency

Cumulative Frequency The total of all frequencies so far in a frequency table

Box Plot A visual way of representing the lowest and highest values, the upper and lower quartile and median of a set of data.

Tier 2 vocabulary Definition

Cumulative A running total

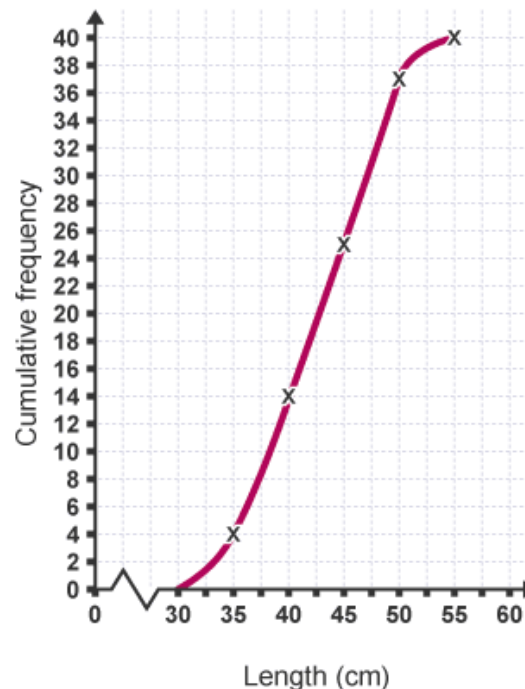
Frequency Number of times, number of items

Consistency How much things differ or remain the same

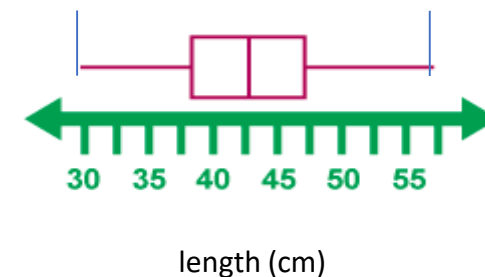
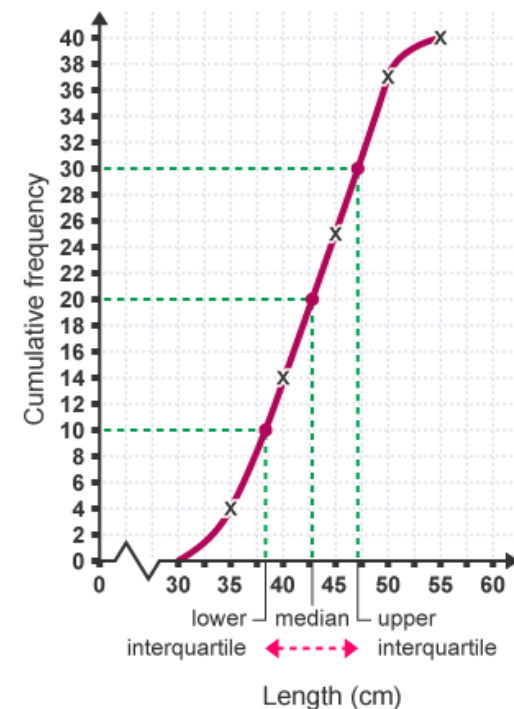
Section 2:

The table shows the lengths of 40 babies when they were born

Length (cm)	Frequency	Cumulative frequency
30<=35	4	4
35<=40	10	14
40<=45	11	25
45<=50	12	37
50<=55	3	40



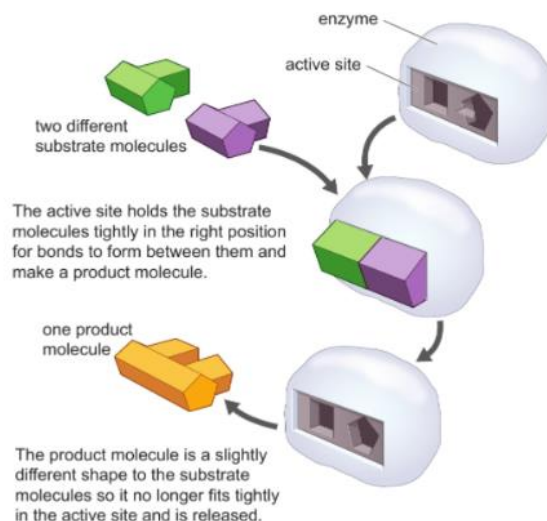
Section 3:



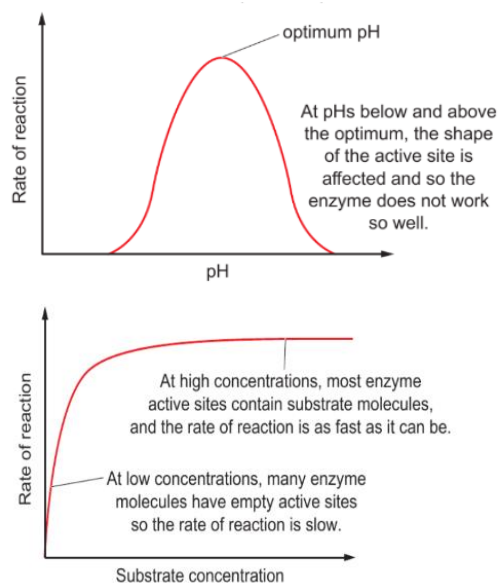
Tier 3 vocabulary	Definition
Catalyst	A substance that speeds up the rate of a reaction without being used up itself
Enzyme	A protein produced by living things that speeds up reactions without being used up itself (catalyst)
Substrate	A substance that is changed during a reaction
Active site	The space in an enzyme where the substrate fits during an enzyme controlled reaction
Product	A substance formed in a reaction
Monomer	A small molecule that can join with other molecules like itself to form a polymer
Polymer	A long-chain molecule made by joining molecules (monomers) together
Denatured	A denatured enzyme is one where the shape of the active site has changed so much that its substrate no longer fits and the reaction can no longer happen
Lock and key model	A model that describes the way an enzyme catalysis a reaction when the substrate fits within the active site of the enzyme
Optimum	the best conditions at which an enzyme's rate of reaction happens at the highest rate
Limiting factor	When the rate of reaction can not get any faster despite increasing one variable, because another variable is now holding it back

Section 2: New Knowledge/Skills

Lock and key mechanism



Factors affecting enzyme activity



Section 3 - core practical

Aim To investigate the effect of pH on the rate of digestion of starch by amylase.

Amylase is an enzyme made in the salivary glands in your mouth and in the pancreas. It catalyses the breakdown of starch into smaller sugar molecules. The iodine test identifies the presence of starch, but does not react with sugar.

A Drop one drop of iodine solution into each depression of the dimple tile.

B Measure 2cm³ of amylase solution into a test tube using a syringe.

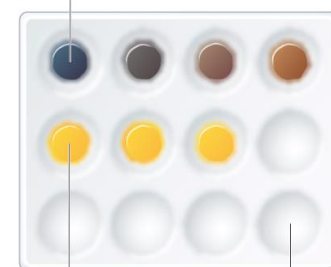
C Add 1cm³ of your pH solution to the test tube using a second syringe. Record the pH.

D Using a third syringe, add 2cm³ starch solution to the mixture and start the stop clock. Use the pipette to stir the mixture.

E After 20 seconds, take a small amount of the mixture in the pipette and place one drop of it on the first iodine drop on the tile.

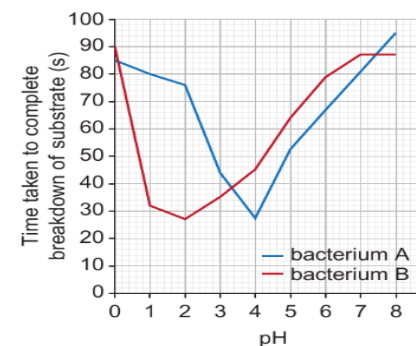
F If the iodine solution turns black, then there is still starch in the mixture and you should repeat step E (after 10 seconds). If it remains yellow, then all the starch is digested and you should record the time taken for this to happen

A blue/black colour indicates the presence of starch.



A yellow/orange colour that no longer changes indicates that the reaction is complete.

B iodine solution is used to indicate the presence of starch

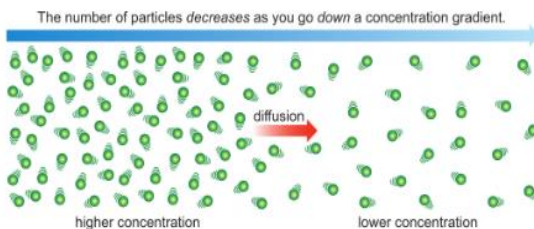


Tier 3 vocabulary	Definition
Diffusion	The movement of free moving particles from an area of a high concentration to an area of a low concentration
Osmosis	The movement of water molecules from an area of high water concentration to an area of low water concentration across a partially permeable membrane
Concentration gradient	The difference between two concentrations
Solute	A substance that dissolves in a liquid to make a solution
Solvent	A liquid in which a substance dissolves to make a solution
Partially permeable	A membrane that will allow certain particles to pass through it but not others. Another term for semi-permeable.
Active transport	The use of energy to transport substances against a concentration gradient (from a low concentration to a high concentration).
Passive transport	The transport of substances without the use for energy

$$\text{percentage change in mass} = \frac{(\text{final mass} - \text{initial mass})}{\text{initial mass}} \times 100$$

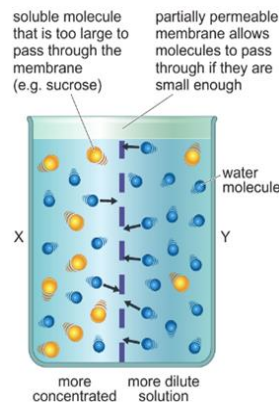
Section 2: New Knowledge/Skills

Diffusion

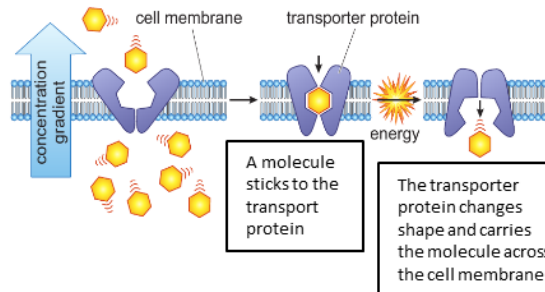


Osmosis

The diffusion of small molecules of a solvent (water) across a semi-permeable membrane



Active transport



A willow tree grows from 2.27kg to 76.74kg. Calculate the percentage change in mass.

Section 3: Core practical

Aim To investigate how solution concentration affects percentage change in mass of potato strips due to osmosis. (note other vegetables may be used)

A Using the waterproof pen, label each tube with the name of one of the solutions. Place the boiling tubes in the rack.

B Dry a potato strip carefully by blotting it with a paper towel. Measure its mass on the balance.

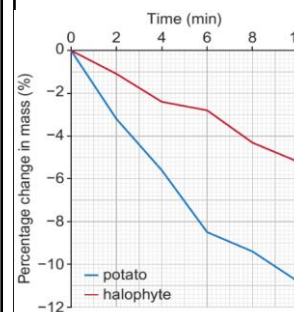
C Place the potato strip into one of the tubes. Record the label on the tube and the mass of the strip in your results table (see next page).

D Repeat steps B and C until all strips have been measured and placed in tubes.

E Carefully fill each tube with the appropriate solution, so that the potato is fully covered. Leave the tubes for at least 15 minutes.

F For each potato strip, use the forceps to remove it from its tube, blot dry on a paper towel and measure its mass again. Record all the masses in the results table.

Write a conclusion for the results in the table and the graph



Tube	A	B	C	D
Sucrose concentration (%)	0	10	30	50
Mass of potato at start (g)	4.81	5.22	4.94	4.86
Mass of potato at end (g)	4.90	4.96	4.39	3.69

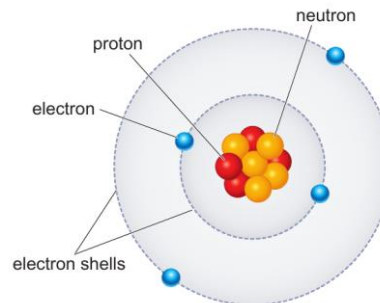
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Abundance	Amount
Atomic number	The number of protons in the nucleus of an atom (symbol Z)
Mass number	The total number of protons and neutrons in the nucleus of an atom (symbol A).
Isotopes	Atoms of an element with the same number of protons (atomic number) but different mass numbers due to different numbers of neutrons.
Relative atomic mass (RAM)	The mean mass of an atom relative to the mass of an atom of carbon-12, which is assigned a mass of 12. The RAM of an element is the mean relative mass of the isotopes in the element.
Electron	Tiny particle with a negative charge that is found in shells around the nucleus of an atom
Electron shell	Area around a nucleus that can be occupied by electrons, usually drawn as a circle
Neutron	Electrically neutral subatomic particle found in the nucleus of most atoms.
Proton	A positively charged subatomic particle in the nucleus of all atoms.
Subatomic particles	The smaller particles that make up atoms – protons, neutrons and electrons.
Electron configuration	The arrangement of electrons in shells around the nucleus of an atom.

Section 2: New Knowledge/Skills

Atomic Structure

The nuclei of atoms contain subatomic particles called protons and most also contain neutrons.

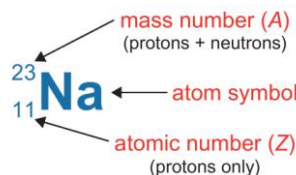


The masses of subatomic particles are very tiny. Instead of writing their actual masses in kilograms, we often use their relative masses. The mass of electrons is very small compared with protons and neutrons. Since a nucleus contains protons and neutrons, most of the mass of an atom is concentrated in its nucleus.

Subatomic particles	Relative mass	Relative charge	Position in atom
Proton	1	+1	Nucleus
Neutron	1	0	Nucleus
Electron	1/1835	-1	Shells

Calculating numbers of subatomic particles

The symbol for an atom can be written to show its mass number at the top and its atomic number at the bottom.



To calculate the numbers of subatomic particles in an atom use its atomic number and mass number

Number of protons = atomic number

Number of electrons = atomic number

Number of neutrons = mass number - atomic number

Section 3

Calculate Relative Atomic Mass

Chlorine naturally exists as two isotopes, chlorine-35 and chlorine-37. The abundance of chlorine-35 is 75% and the abundance of chlorine-37 is 25%.

To calculate the relative atomic mass of chlorine:

$$\text{RAM} = \frac{\text{total mass of the atoms}}{\text{the number of atoms}}$$

$$= \frac{(75 \times 35) + (25 \times 37)}{100} = 35.5$$

The answer is closer to 35 than to 37. This is because the chlorine-35 isotope is much more abundant than the chlorine-37 isotope.

Electron configuration

Electrons occupy shells starting with the innermost one

Electron shell	Max number of electrons
First	2
Second	8
Third	8

The electron configuration of sodium, Na is 2.8.1. This shows that it is in period 3 because it has 3 shells. It is in group 1 because it has 1 electron in the outer shell.

Homework task

40 Ca calcium 20	24 Mg magnesium 12	40 Ar argon 18
19 F fluorine 9	27 Al aluminium 13	31 P phosphorus 15

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
centripetal force	A force that causes objects to follow a circular path. The force acts towards the centre of the circle.
inertial mass	The mass of an object found from the ratio of force divided by acceleration.
action–reaction forces	Pairs of forces on interacting objects. Action–reaction forces are always the same size, in opposite directions, and acting on different objects. They are not the same as balanced forces.
equilibrium	When a situation is not changing because all the things affecting it balance out.
mass	A measure of the amount of matter that there is in an object. a scalar quantity.
weight	The force pulling an object downwards, it depends upon the mass of the object and the gravitational field strength.
Gravitational field strength	A measure of how strong the force of gravity is somewhere. It is the force on a 1 kilogram mass, so the units are newtons per kilogram (N/kg).
Free body diagram	A diagram with one simple object shown (circle or box) and all the objects acting on that object.
Resultant force	One force (value and direction) that represents all the forces on an object.
Balanced forces	The resultant force equals zero.

Tier 2 vocabulary	Definition
Velocity	The speed of an object in a particular direction.
acceleration	A measure of how quickly the velocity of something is changing.

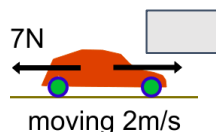
Section 2: New Knowledge/Skills

Newton's laws of motion

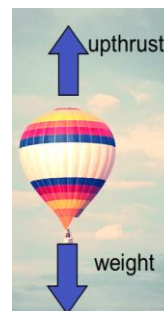
1st Law

If the resultant force on an object is zero (balanced forces), then it will;

- Be stationary
- Or moving at a constant velocity



What is the missing force of Thrust the car is producing?

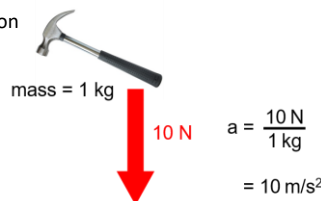


2nd Law

The amount an object accelerates is affected by the size of the force acting on and the object's mass.

These are shown in the equation;

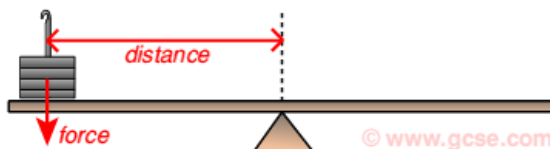
Force = mass x acceleration



Moments

The turned force on an object

Moment= force x perpendicular distance from pivot

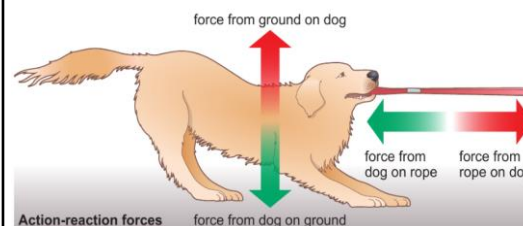


Section 3: Other subject specific things

3rd Law

Forces come in pairs. The action force and reaction force. These are;

- Equal in size
- Opposite in direction



Mass and weight

The mass of an object is a measure of how much matter it has. The units are kg.

Weight is a measure of the pull of gravity on an object and depends on;

- The mass of the object
- The strength of gravity

Weight = mass x gravitational field strength

If your mass is say 50kg and you were to travel to the Moon you would still have the same mass but your weight would be less because there is a lower gravitational field strength there.

Density

Density is the amount of mass in a certain volume and can be calculated by;

Density (kg/m^3) = $\frac{\text{Mass (Kg)}}{\text{Volume (m}^3\text{)}}$



$V_{\text{box}} = \text{length} \times \text{width} \times \text{height}$

$V_{\text{box}} = l \times w \times h$

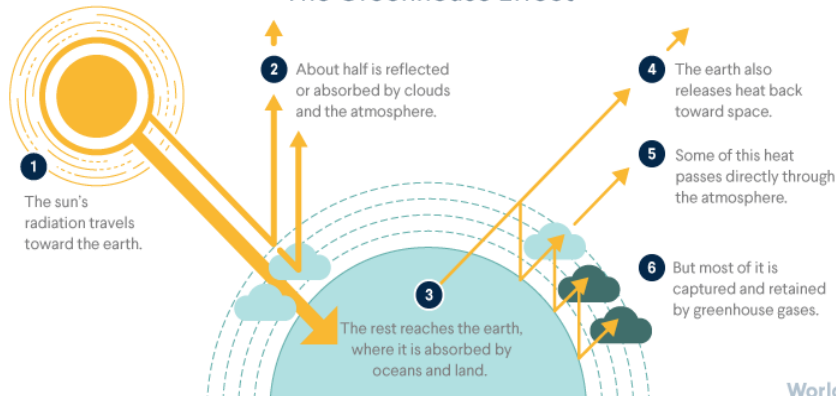
Volume of irregular shapes can Be measured using a Eureka beaker

Tier 3 vocabulary	Definition
Climate change	How the long term average atmospheric conditions change over time.
Conservation	Managing nature to protect it from harm or putting it back how it was (restoration).
Ecosystem	The living and non-living parts of an environment and how they are connected.
Endangered	When a species is threatened and at risk of becoming extinct.
Enhanced greenhouse effect	How people's activities add gases to the atmosphere and this causes the climate to change.
Global warming	The gradual increase in the temperature of the Earth's atmosphere
Greenhouse effect	The process whereby gases trap heat in the Earth's atmosphere, causing temperatures to increase.
Habitat	The place where an animal lives.
Non-renewable energy	Power sources that will run out eg. fossil fuels such as coal.
Recycling	Reprocessing a product or some of its parts to make something else.
Renewable energy	Alternatives to fossil fuels eg. solar, wind. These won't run out.

Tier 2 vocabulary	Definition
Sustainability	Meeting the needs of the present without compromising future generations to meet their own needs
Social	Things affecting people and their community.
Economic	Things relating to money.
Environmental	Things relating to our surroundings.

Section 2: New Knowledge

The Greenhouse Effect



Palm oil
 + Makes lots of money, creates jobs and provides money for governments and businesses.

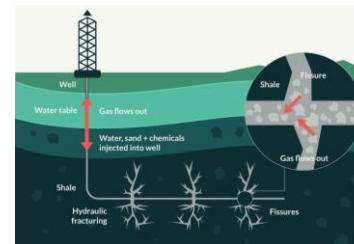
- Destroys the natural rainforest and the habitats of animals eg. orangutans. Takes away the biodiversity and replaces it with monoculture (one type of plant).

World101

Fracking

For – Gas supply
 Relatively cheap
 Creates jobs
 Make places more independent.

Against - Water pollution
 Earthquake risk
 Destroys habitats
 Locals may not benefit.



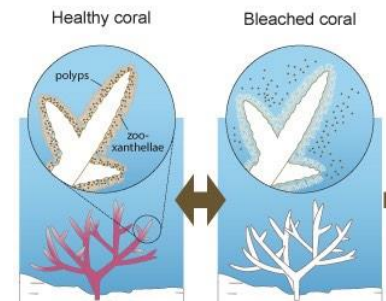
Renewable energy in Germany

Solar power in Freiburg eg. panels on football stadium and houses.
 Wind power in Feldheim eg. 55 turbines.

Endangered animals

Loss due to hunting, for medicines, deforestation, climate change.

Coral reefs



Eg. Great barrier Reef, Australia

At risk due to :
 Fishing, shipping, climate change, tourism and crown of thorns starfish.

Section 3: Geographical Skills

Section 3: Geographical Skills

A **geographical investigation** has seven stages:

1. Decide on the hypothesis.
2. Plan the data collection.
3. Collect the data.
4. Present the results.
4. Analyse the results.
6. Conclusion.
7. Evaluation.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Aryan	People who settled in northern Europe thousands of years ago. Nazis believed they were the 'master race'
Anti-Semitic	Being hostile or prejudice to Jews
Holocaust	Usually used to describe the murder of millions of Jews by the Nazis
Concentration Camps	Places where large numbers of people were kept as prisoners under armed guard.
Death camp	Killing centres established by the Nazis
Ghetto	Areas in towns or cities where Jews were separated by force.
Einsatzgruppen	Special units that conducted mass shootings of Jews
Terrorism	The use of violence to achieve political aims
Holy Land	Land on the eastern edge of the Mediterranean around Jerusalem

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Prejudice	An unfair opinion or judgement or feelings towards someone
Palestine	Country belonging to Palestinian Arabs in the Holy Land
Israel	Jewish state in the Holy Land

Section 2: New Knowledge

The Persecution of the Jews

September 1939- Germany invades Poland and begin to create ghettos.

June 1941- Einsatzgruppen began the mass murder of Jews, Roma and Sinti using bullets.

1941- The mass murder of Jews and other groups in death camps.

1941- The Wannsee conference where leading Nazis discuss the final solution.

1945- The liberation of death camps.

Conflict in the Holy Land

1. After World War 1 the British controlled the Holy Land through a mandate. Jewish migration increased significantly after the Nazi Party gained power in Germany, and there were several Arab revolts against British rule and levels of migration.
2. After World War II levels of violence increased with militia formed from both Arab and Jewish communities. The United Nations (UN) decided to partition the Holy Land, and in April 1948 the new state of Israel was declared by the United Nations. Neither side was happy with the outcome.
3. Immediately after the State of Israel was declared, 5 Arab neighbours invaded. Israel won this war, captured a lot more land in order to reduce the length of her borders and make Israel easier to defend. In 1967 it appeared that Israel was about to be invaded again, and so launched a pre-emptive strike. This war lasted only 6 days, and Israel took much more Palestinian land. The UN told Israel to return this land, but she has not done so.
4. In 1973 Israel was invaded on Yom Kippur (the holiest day of the Jewish calendar). Israel was almost defeated in this war, but was helped by America. In order to stop this help OPEC countries increased the price of oil until America and Russia put pressure on all sides to end the conflict.
5. The most successful peace negotiations to date were held in Oslo in 1993. Some aspects of this agreement have held (such as a Palestinian authority) but others have not (Palestinian refugees remain in refugee camps and Israel still holds Palestinian land captured in 1948 and 1967).

Section 3: Enquiry Questions

What event or events would be considered turning points of WW2?

How did anti-Semitism turn into mass murder?

Why was there violence in the Holy Land?

Section 4: Source Analysis

When analysing sources consider the following:

Content- What is happening in the picture, who are the key people, what message is it giving?

Context- What else is happening at the time?

Purpose- Why was this photograph taken?

Provenance- Who took the photo? Who is it the audience?



Picture from 1943

Section 5: Interpretations

How and why historians and others have interpreted the same events and developments in different ways. For example:

Some historians think Hitler and the leading Nazis were responsible for the Holocaust. It was their idea and they ordered it to be carried out.

Other historians think the Holocaust only happened because of the actions of hundreds of thousands of people from across Europe. Some killed, other just stood and it happened.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Evidence	A thing or set of things helpful in forming a conclusion or judgment
Proof	Any evidence that establishes or helps to establish the truth of something.
Interpretation	The meaning assigned to another's creative work, action, behaviour, etc.
Argument	A course of reasoning aimed at demonstrating truth or falsehood
Theology	The study of the nature of God and religious truth.
Allah	The Arabic word for God in Abrahamic religions.
Premise	Statement from which another is inferred or follows.
Conclusion	The proposition established from one or more premises.
Valid/invalid	Containing premises from which the conclusion may logically be derived or not: <i>a valid/invalid argument</i> .
Suffering	Pain or distress caused by injury, illness or loss. Suffering can be physical, emotional/psychological or spiritual.
Enlightenment	Knowledge, wisdom, or awakened intellect, of a Buddha. A sudden insight into a transcendental truth or reality.
Karma	The totality of a person's actions and conduct during successive incarnations, that influence their rebirth.
Natural Suffering	Pain or distress caused by natural events such as earthquakes, flood, disease, etc.
Moral suffering	Pain or distress caused by the actions of humans such as killing, theft, etc.

Section 2: Key Questions
<p>Facts, beliefs and opinions</p> <p>Describe the difference between facts, beliefs and opinions. Find out more about the place of interpretation and viewpoints in our views of the world. Consider questions such as: what do we mean by evidence, proof or likeliness in relation to religious questions? Apply words like 'evidence', 'proof' 'interpretation' and 'argument' accurately in discussions about God.</p>
<p>The Kalam Argument</p> <p>Describe the Islamic argument that God must exist because the universe had a beginning, and must have had a divine cause (the Kalam Cosmological argument). Find out more about Muslim beliefs in God / Allah. Consider questions about the Muslim experience of prayer, nature and theology which lead Muslims to be sure God / Allah is real. Think of reasons why some people think it is rational and logical to believe in God.</p>
<p>Buddhist views on God</p> <p>Describe Buddhist understandings of the importance of reducing suffering, and the unimportance of dogma about God. Find out more about the Buddhist view of life. Consider questions such as: what matters most to Buddhists? Why did the Buddha refuse to answer 'God-questions'? Think of reasons why some people don't care about God at all.</p>
<p>Buddhist views on Suffering</p> <p>Think about the story of the enlightenment of the Buddha and the effect this had on his life. Think about the idea of being 'enlightened' in life for yourselves. Consider questions about the causes of suffering and how to reduce suffering. Think of reasons why Buddhists seek to live without relying on God, but relying on their own effort, mindfulness and practice.</p>

Section 3: Assessment Essay Question:
<p>Assessment Essay Question:</p> <h2>Do we need to prove God's existence?</h2> <p>In answering the question - you should consider:</p> <ul style="list-style-type: none"> What's the difference between facts, beliefs and opinions? Why do Muslims believe in God? Do they believe God can be proven to exist? Why did the Buddha think belief in God was unimportant? In Buddhist thinking, what can save us from pain and suffering? <p>Skills checklist – As you write your essay check that you have included...</p> <p>Knowledge – facts and religious or non-religious beliefs,</p> <p>Impact of belief – how it affects what people think and do,</p> <p>Specialist terms,</p> <p>Sources of authority – where people get their ideas/beliefs from – quotations,</p> <p>Judgement – how strong, valid or sound the argument is,</p> <p>Opinion – at least 2 different points of view</p>

Section 1: Key Vocabulary

Throughout your homeworks/classwork - find the definition of the following words.

Tier 3 vocabulary**Definition**

Life

Purpose

Death

Humanist

Hedonist

Creed

Euthanasia

Abortion

Sanctity of Life

Hell

Saviour Siblings

Funerals

Heaven

Section 2: Sources of Authority

John 5:24-25

John 5:28-29

John 14:1-7

Corinthians 15:51-576

Revelations 21:1-4

Nicene Creed

Section 2: New Knowledge/Skills**Key Questions:**

What do people believe about life?

What do people believe about the afterlife?

What is the sanctity of life?

What is abortion?

What is euthanasia?

Has medicine gone too far?

Why do we have funerals?

What do Buddhists believe about life and death?

Does death matter to Humanists?

Is this life hell?

Abortion:**UK Law**

Legal up to 24 weeks (in some circumstances) with the agreement of two doctors.

Christianity

Some argue we should be compassionate and permit abortion if the mothers life is in danger. Other Christians say it is a moral evil because every life is a gift from God.

Euthanasia:**UK Law**

Illegal and considered either murder or manslaughter and carries a life in prison penalty.
Hospices and palliative care offer pain relief and comfort as end of life care.

Christianity

Christians are generally against Euthanasia - "Do not commit murder" but some argue "the most loving action"

Section 3: Assessment Essay Question:**Assessment Essay Question:****Is Death the End?**

In answering the question - you should consider:

- A range of beliefs regarding the possibility of life after death.
- Consider where these beliefs come from?
- the importance of this life compared to the hope of an afterlife. (Remembering to consider different views).
- The impact of differing views of life after death on how individuals view earthly life.
- Similarities and differences between Humanists and Christian funeral services.
- Similarities and differences between Buddhist, Christian and Humanists on the purposes of life.

Skills checklist –

As you write your essay check that you have included...

Knowledge – facts and religious or non-religious beliefs,






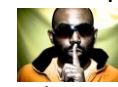







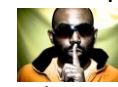







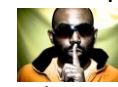


Impact of belief – how it affects what people think and do,

Specialist terms,

Sources of authority – where people get their ideas/beliefs from – quotations,

Judgement – how strong, valid or sound the argument is,

Opinion – at least 2 different points of view

Section 1: Key Vocabulary/Questions		Section 2: Grammar	Section 3: WAGOLL																						
Tier 2 vocabulary	Definition	<p>The imperfect tense</p> <p>Use:</p> <p>It is used to say ‘used to’ do something e.g. Je jouais avec mes amis = I used to play with my friends or to describe something in the past e.g. Mon prof était gentil = My teacher was kind</p> <p>Formation:</p> <p>Take the -ons of the nous form in the present tense and add these endings:</p> <table><tr><th>Nous portons</th><th>portons → port-</th></tr><tr><td>je portais tu portais il/elle/on portait nous portions vous portiez ils/elles portaient</td><td>I used to wear you used to wear he/she/we used to wear we used to wear you used to wear they used to wear</td></tr></table>	Nous portons	portons → port-	je portais tu portais il/elle/on portait nous portions vous portiez ils/elles portaient	I used to wear you used to wear he/she/we used to wear we used to wear you used to wear they used to wear	<p>J’adore la musique! Mon chanteur préféré s’appelle Stromae. Sa musique est inspirante. J’adore les paroles et la mélodie de sa musique. Je les trouve originales. J’aime toutes sortes de musique mais j’écoute souvent du hip-hop. Ça me donne envie de danser.et je le trouve hyper cool! Pour écouter de la musique, j’utilise Spotify. Je ne joue pas d’un instrument en ce moment cependant je vais essayer de jouer de la clarinette à l’avenir.</p> <p>Il y a cinq ans, je jouais du piano mais c’était trop difficile. J’étais assez paresseuse! À l’âge de dix ans, je faisais du judo tous les lundis après l’école mais je ne l’aimais pas beaucoup. Je préférais aller à l’école plus que faire du judo. Quand j’étais plus jeune, j’étais très travailleuse. Mon école primaire était de taille moyenne. Il y avait trois cents élèves. Mon instituteur était sympa et drôle. J’adorais lire et mon prof était moins sérieux que mes profs au collège. Je l’aimais beaucoup! Je suis née à Bergerac, j’habitais à Bordeaux avec ma famille. Maintenant j’habite à Limoges. Je l’apprécie vraiment car j’adore la région. À l’avenir, je veux devenir professeur car à mon avis c’est un métier varié.</p> <p>À savoir:</p> <p>Question words are an extremely important part of learning a language because they allow us to expand our knowledge about the things happening around us. Can you recall the French for...</p> <table><tr><td>How? How many? Who? What?</td><td>When? Which? Why?</td></tr></table> <p>😊 Les chanteurs francophones du passé</p> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td>Édith Piaf</td><td>Johnny Hallyday</td><td>Jacques Brel</td><td>Mireille Mathieu</td></tr></table> <p>😊 Les chanteurs francophones du présent</p> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td>Louane</td><td>Maître Gims</td><td>Vidéo Club</td><td>Angèle</td></tr></table> <p>Listen to some of these musicians. Which songs do you like? Can you find any other Francophone singers/groups you like?</p>	How? How many? Who? What?	When? Which? Why?					Édith Piaf	Johnny Hallyday	Jacques Brel	Mireille Mathieu					Louane	Maître Gims	Vidéo Club	Angèle
Nous portons	portons → port-																								
je portais tu portais il/elle/on portait nous portions vous portiez ils/elles portaient	I used to wear you used to wear he/she/we used to wear we used to wear you used to wear they used to wear																								
How? How many? Who? What?	When? Which? Why?																								
																									
Édith Piaf	Johnny Hallyday		Jacques Brel	Mireille Mathieu																					
																									
Louane	Maître Gims	Vidéo Club	Angèle																						
Imperfect tense	used to say ‘used to’ do something or to describe something in the past, ‘was, were’.																								
Comparative	used to compare two or more things																								
Adjectival agreement	Adjectives ‘agree’ with the subject in gender and number																								
Intensifiers	An adverb or adverbial phrase that strengthen the meaning of an adjective																								
Direct object pronouns	Him/her/it/them - used to replace a noun																								
Questions	Translation																								
1. Où vas-tu normalement le weekend? Qu’est-ce que tu fais? C’est comment et pourquoi?	Where do you usually go at the weekend What do you do? What is it like?																								
2. Où es-tu allée le weekend dernier? Qu’est-ce que tu as fait? C’était comment?	Where did you go last weekend? What did you do? What was it like?																								
3. Où vas-tu aller le weekend prochain? Qu’est-ce que tu vas faire? Ça va être comment et pourquoi?	Where will you go next weekend? What will you do? What will it be like?																								
4. Qu’est-ce que tu faisais quand tu étais petit(e)?	What did you used to do when you were young?																								
5. Qu’est-ce que tu regardais/écoutais/aimais/préférais...?	What did you used to watch/listen to /like/lprefer....?																								
6. C’était comment? Pourquoi?	What was it like? Why?																								
7. Comment tu trouvais....?	How did you find...?																								

plus + adjective (+que...)	more... (than...)
moins + adjective (+que...)	less... (than...)

The adjective must agree with the first noun mentioned
☆ **Ma prof** de science est **plus** sérieuse que mon instituteur

Direct object pronouns

You use a direct object pronoun (him/her/it/them) to replace a noun. It goes **in front of** the verb

masculine	feminine	plural
Je le trouve... (I find him/it ...)	Je la trouve... (I find her/it ...)	Je les trouve... (I find them ...)

☆ Abbreviate **le** and **la** to **l’** before a vowel sound.

Je **l’aime** (I like him/her/it)
Je **l’adore** (I love him/her/it)

FRENCH Y9 Word list Spring 2.A		
adj	seul(e)	alone
	comme	as
adj	seul(e)	I'm going to watch
vb	J'ai regardé	I watched
vb	Je regarde	I watch/am watching
nfpl	les documentaires	documentaries
nfpl	les infos	the news
nfpl	la télé-réalité	Reality tv
nmpl	les jeux	Games
nfpl	Les séries	series/season

FRENCH Y9 Word list Spring 2.B		
nfpl	Les comédies	Comedies
nfpl	Les feuilletons	Soap operas
	sur YouTube	on YouTube
	à la demande	on demand
prep	sur	on
	sur Netflix	on Netflix
	sur mon ordinateur	on my computer
	sur ma tablette	on my tablet
	sur mon smartphone	on my smartphone
	en streaming	streaming

FRENCH Y9 Word list Spring 2.C		
adj	varié	varied
adj	cher	expensive
prep	dans	in
	dans ma chambre	in my bedroom
	dans le salon	in the living room
	dans le bus	on the bus
	avant les cours	before lessons/school
nf	la récré	break
	après l'école	after school
adv	souvent	often

FRENCH Y9 Word list Spring 2.D		
	en ce moment	at the moment
	tous les soirs	every evening
	tous les après-midi	every afternoon
	tous les matins	every morning
inf	écouter de la musique	to listen to/listening to music
nm	un chanteur	a singer (m)
	en ce moment	a singer (f)
	mon chanteur préféré	my favourite singer (m)
	ma chanteuse préférée	my favourite singer (f)
nm	un groupe	a group

FRENCH Y9 Word list Spring 2.E		
	ce matin	this morning
	cet après -midi	this afternoon
	ça dépend	That depends
inf	trouver	to find/finding
DOP	Je le trouve	I find it (m noun)
DOP	Je la trouve	I find it (f noun)
DOP	Je les trouve	I find it (plural noun)
	Je trouve ca + adj	I find it + adj
adj	beau/belle	handsome/beautiful
adj	gentil/gentille	nice/kind (m and f)

FRENCH Y9 Word list Spring 2.F		
adj	travailleur/travailleuse	hard working
adj	ennuyeux/ennuyeuse	boring
vb	C'est + adj	It is + adj
vb	Je lis	I read/am reading
vb	Je suis allé(e)	I went
vb	Je ne lis pas	I don't read
neg	ne...jamais	never
neg	ne...rien	nothing
nf	la lecture	reading
pron	quelque chose	something

REVISION: Scan the QR code below to access the word lists on Quizlet!

This QR code links to all [the French Y9 Quizlet sets.](#)



Phonics: en/an/on	
bâtiment	en France
maintenant	dépenser
rencontrer	attendre

Phonics: ain	
train	pain
prochain	Saint

Phonics: é/er/ai/ez	
joué	jouais
J'allais	vous jouez
voyagé	voyager

Phonics: oi	
moins	trois
autrefois	loisirs
Je bois	fois

Phonics: ill/ille	
gentil	gentille
filles	famille

Phonics: -ail/-aille	
travail	travailleur
travailleuse	paille

Phonics: -eil/-eille	
Marseille	pareille
oreille	oreille

Phonics: -euil/-euille	
feuille	écreuil
accueil	fauteuil

Phonics: ouil/ouille	
chatouiller	débrouiller
brouillard	fenouil

Section 1: Key Vocabulary/Questions

Tier 2 vocabulary	Definition
Subject Pronoun	Pronouns which are in the nominative case: ich, du, er, sie
Object Pronoun	Pronouns which are in the accusative case: mich, dich, ihn
Relative Pronoun	using der/die/das to refer back to someone or something you've already mentioned. They create a subordinate clause with WO3
Clause	A group of words containing a subject and a verb*
Subordinate clause	a clause connected to a main clause that doesn't make sense by itself
Question	Translation
1. Was ist dein Lieblingssport und warum?	What is your favourite sport and why?
2. Was machst du für deine Fitness? Wie oft?	What do you do for your fitness? How often?
3. Isst und trinkst du gesund oder nicht?	Do you eat healthily or not?
4. Was hast du neulich gegessen, um gesünder zu werden?	What have you eaten recently, in order to be healthier?
6. Warum sollte man nicht Zigaretten rauchen/Drogen nehmen, glaubst du?	Why should you not smoke cigarettes/take drugs, do you think?
7. Warum ist es wichtig Sport zu machen, denkst du?	Why is it important to do sports?
8. Was willst du machen, um gesünder zu werden?	What do you want to do, in order to be healthier?

Section 2: Grammar

Infinitive Constructions

Short sentences and clauses can be linked using infinitive constructions to make your level of German more complex...

um...zu... – in order to do something

ohne...zu... – without doing something

anstatt...zu... – instead of doing something

You already know um...zu, and the others work exactly the same way.

They can start a sentence/clause, or link two clauses.

*Remember, you need to drop the subject and the verb in the second sentence and replace them with the infinitive.

Examples

Ich will öfter Obst und Gemüse essen,
um mich gesünder zu ernähren.
*I want to eat fruit and veg more often,
in order to nourish myself more healthily.*

Ich habe die Prüfungen bestanden,
ohne viel dafür zu studieren.
*I passed the tests,
without having studied much.*

Ich spiele oft auf dem Handy,
anstatt die Hausaufgaben zu machen.
*I often play on my phone,
instead of doing homework.*

Anstatt für den Test zu lernen,
habe ich mit Freunden Alkohol getrunken.
*Instead of studying for the test,
I was drinking alcohol with my friends.*

Section 3: WAGOLL

Mein Lieblingssport ist Taekwondo, weil es so aktiv ist. Ich mache das auch für meine Fitness, weil ich fit bleiben will. Jeden Tag nach der Schule trainiere ich. Ich habe einen tollen Trainer, der mir hilft. Das ist für mich wichtig, denn ich möchte später Profi werden. Ab und zu esse ich Obst und Gemüse, um gesund zu werden, aber ich soll das öfter machen. Ich trinke viel Wasser, weil das auch sehr gut für die Gesundheit ist, aber ich trinke auch sehr viel Cola und Fanta – ich liebe spritzige Getränke, obwohl sie ungesund sind. Meiner Meinung nach trinkt man Alkohol, nur weil Freunde es machen, aber ich finde, Alkohol ist eine total Geldverschwendung. Drogen sind auch sehr teuer und meiner Meinung nach sollte man nie Drogen nehmen, weil das süchtig macht. Ich habe mit dreizehn Jahren zum ersten Mal eine E-Zigarette gevapt. Ich wollte etwas Neues ausprobieren. Jetzt finde ich es schwierig aufzugeben, aber ich will das machen, um gesünder zu werden.

Gut zu wissen!

Do you know the laws in Britain for drinking and purchasing alcohol?
What about for buying and smoking cigarettes?



Bitte nicht rauchen

Research and compare the laws on smoking and drinking in the UK, Germany, Austria and Switzerland. Write your research findings in your book to share with the class.

GERMAN Y9 Word list Spring 2.A

	gesund	healthy
	ungesund	unhealthy
	trainieren	to train
	schlafen	to sleep
	wenig	little, not much
	Fett	fat
	Zucker	sugar
	die Forelle	trout
	der Lachs	salmon
	der Knoblauch	garlic

GERMAN Y9 Word list Spring 2.B

	genug	enough
	kaum	hardly
	ein Paar	a couple, a few
	eine Menge	a lot of
	die Dose	can, tin
	mehrere	several
	mindestens	at least
	das Stück	piece
	die Tüte	bag
	ungefähr	about

GERMAN Y9 Word list Spring 2.C

	rauchen	to smoke
	Drogen nehmen	to take drugs
	Sport treiben	to do sport
	ich kann... nicht leiden	I can't stand...
	soziale Medien	social media
	süchtig	addictive, addicted
	aufgeben	to give up
	aufhören	to stop
	die Gesundheit	health
	im Form sein	to be fit

GERMAN Y9 Word list Spring 2.D

	obwohl	although
	sogar	even
	sodass	so that
	um...zu	in order to
	ohne...zu	without doing something
	anstatt...zu	instead of doing something
	niemand	no-one
	überhaupt nicht	not at all
	möglich	possible
	unmöglich	impossible

GERMAN Y9 Word list Spring 2.E

	iss!	eat! (du form)
	essen Sie!	eat! (Sie form)
	esst!	eat! (ihr form)
	nimm!	take! (du form)
	nehmen Sie!	take! (Sie form)
	nehmt!	take! (ihr form)
	sei!	be! (du form)
	seien Sie!	be! (Sie form)
	seid!	be! (ihr form)
	man sollte	you ought to

GERMAN Y9 Word list Spring 2.F

	öfter	more often
	häufiger	more frequently
	weniger	fewer, less
	gesünder	more healthy
	Obst	fruit
	Gemüse	vegetables
	Milchprodukte	dairy products
	ich will	I want to
	ich habe vor	I intend to
	ich könnte	I could

REVISION: Scan the QR code to access the word lists on Quizlet!

This QR code links to all [the German Year 9 QUIZLET sets.](#)

**Phonics: w (sounds like 'v')**

weil	der Wald
Wanderung	wahrscheinlich
Maiwoche	der Wunsch
bewerben	Wohltätigkeit

Phonics: a vs. ä ("ah" vs. "eh")

schläft	schlafen
fährt	fahren
Vorstellungsgespräch	Sprache
berufstätig	Strand

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Credit	Acknowledging who created content - text, images, videos and sounds that you are making use of.
Copyright	People own the copyright of material they create.
Creative Commons license	Used when an author wants to give people the right to share, use and build upon work that they have created.
Digital footprint	The information about a person on the Internet.
e-waste	Electrical devices that have been thrown away.
GDPR	General Data Protection Regulation - one of the two main laws that protect data.
Data Protection Act	Everyone responsible for using personal data has to follow strict rules called 'data protection principles'.
Social media profile	A description of a person's characteristics that is used to identify them on social media sites.
Digital well-being	Having a healthy relationship with digital technology.
Deep web	The part of the World Wide Web that is not discoverable using standard search engines, including password-protected and encrypted networks.
Surface web	The surface web is the portion of the World Wide Web that is readily available to the general public and searchable with standard web search engines.
Dark web	The part of the World Wide Web that is accessed with special software, allowing users and website operators to remain anonymous or untraceable.

Tier 2 vocabulary	Definition
Ethics	Moral principles that govern a person's behaviour.
Illegal	When something is illegal it is against the law.
Immoral	When something is immoral, it is not necessarily against the law but it is against acceptable standards of behaviour.
Moral dilemma	A situation that requires a choice between two options, both of which can be viewed as immoral.
Censorship	Censorship is the suppression of speech, public communication, or other information done because such material is considered objectionable, harmful, sensitive, or "inconvenient".
Surveillance	Surveillance is the monitoring of behaviour, many activities, or information for the purpose of information gathering, influencing, managing or directing.

Section 2: New Knowledge/Skills

The Trolley Problem - In 1967, the moral philosopher, Philippa Foot, created the Trolley Problem. Imagine you are the driver of a runaway tram (a trolley).

All you can do is steer from one narrow track to another. Five men are working on one track and one man is working on the other track. Anyone working on the track when the tram enters it will be killed. Which track do you choose?

Now we have driverless cars and the Trolley Problem has become a very real moral dilemma.



Section 3: Other subject specific things

To credit a source, you must state who created it (author and/or company), the title of the article or page it came from, the date it was published, the web address of the page you found it on and the date you accessed the web page.

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Where you also see this logo, you know that the content creator is happy for you to use their material with attribution, but not for commercial use (you must not make money from it).

How to stop Google from tracking your location history.

1. Go to myaccount.google.com/privacycheckup.
 2. Find 'Location History' & choose 'Manage Location History'.
 3. Tap 'Manage Location History' at the bottom of the screen again.
 4. Toggle the button to turn off Location History.
- To delete your history tap the settings button on the 'Location History' map.

Questions

1. Do you think it is right for mobile phone manufacturers to launch new models every year given the environmental impact of e-waste?
2. Why do you think the GDPR requires personal data to be 'accurate and, where necessary, kept up to date'?
3. Can you think of any technology that creates a moral dilemma for the programmer or the user?

PE: Netball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Holding Space	Using your body to protect a space you want to move into.
Interception	Deflecting or catching the ball whilst it is on route to another player.
Repossession	Catching, dropping and then re-catching the ball.
Rebounding	Trying to reclaim the ball after an attempted shot at goal.
Driving onto the ball	Sprinting towards the ball when receiving a pass.
Throw-up	Method used to restart the game after two players simultaneously commit a foul.
Double Lead	Two players running out at an angle in different directions to give two passing options to a player in possession of the ball.

Section 2: New Knowledge/Skills

Within the netball module you will learn about :

Tactics used at the centre pass – both in terms of attacking and defending the centre pass in order to try and maintain/win possession of the ball. Think about why it is important to keep possession of the ball during your own team's centre pass.

The correct technique for defending a shot at goal. Know where to move to in order to rebound a shot and then try to regain possession of the ball. Why is this important?

Holding space – you will be able to demonstrate the correct technique and know when to throw the ball to a player who is holding space. Can you identify when this technique would be effectively used?

Intercepting the ball - focusing on the correct technique and being able to intercept a pass without causing contact. Can you identify key points of how to carry out this technique?

Driving effectively onto the ball by running out at an angle, using a change of speed and direction and looking at double leads to help maintain possession of the ball.

PE: Hockey

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Penalty corner	An attacking set piece with the attackers lined up outside the circle and the defenders on the goal line.
Injection	Passing the ball into play from the penalty corner.
25m hit	Hockey's version of football's corner when a defender hits the ball behind their own goal line.
Jab tackle	A one-handed effort to reach in and knock the ball away from a dribbling player.

Section 2: New Knowledge/Skills

In Year 9 Hockey, you will be working towards playing the full **11 v 11** version of the game with some of the more advanced rules such as **penalty corners** and **25m restarts**.

You will develop your range of skills by considering different ways to **score** when you get in and around the **shooting circle**.

Part of your development in hockey will include leadership and you may be asked to set up a practice for your teammates, captain a team or umpire a game.

As you go through the lessons, you should be able to answer some of these questions:

- Explain the difference between the jab tackle and the block tackle?
- Why is a penalty corner awarded and how do the players line up for it to be taken?
- Where (exactly) is a 25m hit take from?
- What are your options if you find yourself dribbling towards the keeper and how would you choose which one to use?
- Name 5 rules you would be looking out for if you were umpiring a hockey game.
- Describe a playing formation you might use to set your team up if you were captain.

PE: Volleyball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Set	Passing the ball from in front of the forehead using the fingers and thumbs of both hands.
Dig	Passing the ball with the forearms - between the wrists and the elbows.
Spike	Volleyball's version of the smash - hitting the ball firmly over the net making it difficult for the opponents to return.
Block	The best defence against the spike is to jump up with both hands at the net to try to stop the ball coming over to your side.
Serve/service	The start of the rally can be done underarm or overarm. It must be taken by the player at the back right side corner.
Sideout	This is when the service transfers to the other team and the players move to a new position by rotating in a clockwise direction.

Section 2: New Knowledge/Skills

The Year 9 Volleyball module will provide an introduction to a sport which is hugely popular among Key Stage 4 students. You will learn the key rules and skills to enable you to take part in a 4v4 game.

You should be able to answer these questions as you go through your volleyball module:

Give 3 points of technique for performing a set.

Why should a player try to set the ball rather than dig it?

Give 3 points of technique for the dig?

How many shots is a team allowed to get the ball over the net?

How many players are there in a volleyball team?

Who takes the next serve in a game of volleyball?

Suggest 5 ways a volleyball rally comes to an end.

PE: Rugby

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Touch judge	An important officiating role which you may need to take on in lessons.
Gain line	An imaginary line across the pitch where the breakdown occurs.
Conversion	Kicking over the bar for after a try is scored.
Drop kick	A half-volley kick to start the game.
Drop goal	A drop kick over the posts.
Kick for touch	Kicking the ball off the side of the pitch when your team is under pressure.
Props	Two forwards that support the hooker in a scrum.
Hooker	The forward who goes in the front middle of the scrum and tries to hook the ball with their feet.
Fly-half	A back who receives the ball from the scrum-half and decides how the backs will attack.

Section 2: New Knowledge/Skills

In Year 9 rugby we are working towards playing the full 15-a-side version of the games with everyone able to contribute as a back or a forward in a specific position.

Try the following questions to check your knowledge of 15-a-side rugby:

Can you explain the full scoring system in rugby?

How many of the 15 positions on the field can you name?

What is the importance of the 'gain-line'?

How many players make up a full scrum?

Which players do most of the kicking in a game of rugby?

When might a team try for a drop goal?

Where is a conversion taken from?

PE: Table Tennis

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Back spin	Hitting down the back of the ball to make it travel more slowly over the net - a defensive tactic.
Top spin	Hitting over the top of the ball to give it topspin will cause it to dip as it goes over the net - an attacking tactic.
Variation	Doing different things to keep your opponent guessing - playing different shots to different parts of the table for example.
Attack	One playing is usually on the offensive, trying to hit the winning point.
Defence	If your opponent is on the offensive, you made need to adjust your position and your shot selection to effectively defend their shots.
Shot selection	The skill of knowing what shot to use at any point in the game.
Block	A defensive tactic of just putting your bat out to bounce the ball back over the net.
Loop	Playing the ball back high over the net when defending to give yourself time to get ready to defend the next shot.
Backhand flick	An attacking version of the backhand push. Just flick the wrist to add power.

Section 2: New Knowledge/Skills

Year 9 table tennis will provide plenty of opportunity for you to compete with your classmates. As you compete more, you will develop tactical 'answers' to what is happening in the game.

You should be able to recognise when you are in attack and when you are in defence and start to change your shot selection and your positioning.

You will be expected to umpire and keep score for your classmates, being confident in stopping rallies when faults occur.

PE: Gymnastics

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Partners/Pairs	Performing with 1 other student.
Trios/Groups	Performing in a group of 3 or more.
Cannon/ Mirror/ Unison	Performing 1 after the other/performing in time in opposition/performing in time.
Counter balance	Leaning inward or towards a partner or group to support or maintain a balance.
Counter tension	Leaning outward or away from a partner or group to support or maintain a balance.
Weight bearing	Acting wholly or partially as the base of support in a pair or group balance.

Section 2: New Knowledge/Skills

In Year 9 gymnastics, you will be challenged to develop more complex sequences with more people involved and more complex moves. This will not only develop your gymnastic skills, you will need to use good leadership and communication skills to get your group to work as a unit to create and perform the sequence.

Try these questions to check your understanding of Year 9 gymnastics:

Describe a weight-bearing balance as a trio?

Describe a counter-tension position for a group?

Explain how a group of 4 people could perform a counter-balance position?

What qualities does a leader need in order to organise a group into an effective sequence?

PE: Basketball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Rebound	Catching the ball after a missed shot.
Offensive rebound	Taking a rebound when your team is in attack giving your team another chance to score.
Defensive rebound	Taking a rebound when you are in defence, preventing the other team from having another shot.
Assist	Setting a teammate up to score a basket.
Outlet pass	Making a quick pass out from under your own basket to set up an attack after you have taken a rebound.
Breakout dribble	Making a quick dribble out from under your basket (2 or 3 bounces) to set up an attack for your team.
Officiating crew	The team of officials needed to run a basketball game including a referee, an umpire, a scorer and a timekeeper.
Half court defence	Running back after your team lose possession to defend close to your own hoop.
Section 2: New Knowledge/Skills	
<p>In basketball this year, you will be working towards playing the full court version of the game, with some of the more advanced rules and tactics. Hopefully, after your lessons, you will be able to answer some of the following questions:</p> <p>What is the backcourt rule?</p> <p>What are some of the time limits that players have to be aware of in a game of basketball?</p> <p>Why is half-court defence played most of the time?</p> <p>When might a team use full-court defence?</p> <p>What makes a good rebounder and why are they so important to a team's success?</p>	

PE: Health and Fitness

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Components of fitness	Our fitness can be broken down into 11 components of fitness which we all possess. Examples include speed, strength, agility.
Effects of exercise	The short term effects of exercise are changes in the body which occur as a result of physical activity. We should know why they occur.
Fitness testing	Each component of fitness can be measured by a test. Using fitness tests can help performers to see if their training is having a positive effect on their fitness.
Circuit training	A method of training which involves exercising at a station then having a rest before moving to the next station.
Weight training	Using a resistance such as a dumbbell to exercise a specific muscle.
Heart rate	How fast our heart beats can be a good measure of how hard we are working and a good measure of how fit we are.
Section 2: New Knowledge/Skills	
<p>The Health and Fitness module will give students a good foundation for taking responsibility for their own fitness.</p> <p>You will look at a variety of ways to measure your own fitness and a variety of ways to improve your own fitness.</p> <p>Many of the exercises and activities we do can be repeated at home with little or no equipment - you take responsibility!</p> <p>The unit also provides a taste of some of the content students will experience should they opt for exam PE in KS4.</p> <p>Try these questions as you complete this module: How many of the major muscles can you name? Can you link 5 components of fitness with their fitness test? Can you list 10 exercises you can do with a pair of dumbbells? Can you list 10 exercises you can do without any equipment? Which heart rate is an important measure of your health?</p>	

PE: Running

New Knowledge/Skills
<p>You will use the same running route (3 laps/2200m) to work on endurance and work towards a personal best time. You will set your own targets based on previous times and set yourself interim targets (lap times and split times) to help you reach your goal.</p> <p>We will continue to develop our mental approach to running by looking at some basic tactics (strategies) - when to run faster or when to conserve energy.</p> <p>To improve our performance we will look at two training methods which can be used to improve running: fartlek and interval.</p> <p>Fartlek training means running at different speeds for varying distances whereas interval training involves running a set distance or for a set time and then having a period of rest.</p>

PE: Health and Fitness

New Knowledge/Skills
<p>Our focus on health and fitness across the sports will be on the components of fitness and how they are required in different activities.</p> <p>Question: Can you list the 11 components of fitness?</p> <p>Hopefully, you will be able to identify the main components of fitness used in any sport you do.</p>


PE: Leadership

New Knowledge/Skills
<p>You will be challenged at times to take on the role of captain and help influence your team's performance.</p> <p>You may be asked to lead a warm up in front of the class to help develop your confidence to stand in front of and speak to a large group of people.</p> <p>You will also be given time in some activities to create your own practices for a group of classmates.</p>

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Realism	The quality of representing a person or a thing in a way that is accurate and true to life.
Composition	The way in which different elements of an artwork are combined or arranged.
Focus	Clear visual definition.
Naturalistic	Closely imitating real life or nature.
Coarse	Rough or harsh in texture.
Intense	Extreme strength
Stippling	A painting technique using small dots of colour.
Symmetry	The quality of being made up of exactly similar parts facing each other.

Tier 2 vocabulary	Definition
Texture	The feel, appearance or consistency of a surface.
Highlight	Areas of an image that have been captured by strong lighting or lighter areas of colour.
Layers	A gradual build up of applications to require the desired effect.
Crop	A zoomed in section of an original image.
Strokes	How paint is applied to a surface, often to create a smooth effect..
Detail	The parts you notice when you look closely.
Blend	Mixing together so the colours/textures combine and disappear into one another.

Section 2: New Knowledge/Skills
<p>Photorealism</p> <p>A style of Art and Sculpture characterised by the highly detailed depiction of ordinary life with the impersonality of a photograph.</p> <p>Wildlife Artists</p> <p>Alan M Hunt Carl Brenders Martin Dowse David Shepherd</p> <p>Context</p> <p>Many wildlife artists' main motivations are to conserve the world's wildlife for future generations. Alan M Hunt states it as his mission to impart some of the love, experience and concern for these animals and to protect the environment and the wildlife we share this planet with, through his Art.</p> <p>'As a wildlife artist and conservationist, I have grave concerns for the environment and believe it needs as much support as I can possibly give, whether financially or as a spokesman. Rather than become a famous painter, I would like to be remembered as someone who tried to make people aware of the need to protect the environment, wildlife and the planet.'</p> <p>Artist tips to help you paint animal fur</p> <p>'Start by painting the eye, when the eye looks correct, the animal starts to come alive'.</p> <p>'It is important to understand the way fur, hair and feathers grow to believably paint them.'</p> <p>'See which direction the fur is growing, make sure your brushstrokes follow this direction.'</p> <p>'Painting fur is a lot like layering tiles on a roof, you start layering them from the bottom up.'</p> <p>'Remember to work from dark to light with fur, the lightest colour is last.'</p>

Section 3: Other subject specific things
<p>http://justforthis.com/video/lastselfie.mp4</p>  <p>WWF</p> <p>The World Wide Fund for Nature is an international governmental organisation founded in 1961 that works in the field of wilderness preservation and the reduction of human impact on the environment.</p> <p>#LastSelfie</p> <p>Launched in April 9th 2014</p> <p>The idea behind the campaign is simple - the animals are conveying a message to their viewers which says 'Don't let this be my last selfie.'</p> <p>The timed message functionality on Snapchat was used to highlight that time is running out for the endangered species. After one week 400,000 tweets hit 1120 million twitter timelines meaning 50% of all active twitter users were exposed to it.</p> <p>With headlines in more than 6 languages #LastSelfie raised global awareness and in just three days WWF reached their donation target for the entire month.</p>

Section 1: Key Vocabulary

Tier 3 vocabulary

Definition

Placards A placard, or projection screen can be used to give the audience some extra factual information, for example it might say how many people have died in a particular war. Placards can also be used to introduce characters in generic ways, e.g. 'mum,' or 'dad.

Didactic Theatre Theatre that educates and send a message to the audience.

Spass Spass literally translates as 'fun'. Brecht wanted to make his audience think. He realised that while we are laughing we are also thinking.

Gestus A clear character gesture or movement used by the actor that captures a moment or attitude rather than delving into emotion.

Alienation Familiar contents are presented in an unfamiliar way so that the audience does not empathise with the story of a drama.

Tier 2 vocabulary

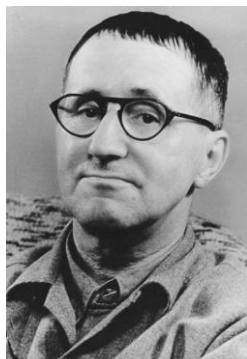
Definition

Socio-Political Issues Issues and political decisions that effect the peoples lives and the world.

Modern Slavery Modern slavery is the illegal exploitation of people for personal or commercial gain. It covers a wide range of abuse and exploitation including sexual exploitation, domestic servitude, forced labour, and criminal exploitation.

Contemporary Theatre Theatre that reflects the currents concerns and of a society and culture.

Section 2: Who is Brecht?



"Art is not a mirror with which to reflect reality but a hammer with which to shape it."

Bertolt Brecht

Bertolt Brecht (1898-1956) was a famous German playwright and poet.

The idea of Alienation or the Verfremdungseffekt was to constantly remind the audience they were in a theatre, watching a play.

These techniques break the illusion of drama. We do not get lost in the story or the characters.

Instead we are constantly reminded that these are actors communicating ideas and situations to us.

How did Brecht make the audience step back and view the message rather than the spectacle?

Section 3: What is the message of *The Caucasian Chalk Circle*?

The Caucasian Chalk Circle is a play within a play. Peasants are arguing over land and in the evening after their meal a play is performed with the message that resources should belong to those who make the best use of them - **the child to Grusha and the valley to those who will care for it.**

Section 4: Epic Theatre

Epic Theatre provokes the audience to think. It often uses a parable, a story with a wider meaning as a vehicle to address social issues or viewpoints and opinions.

Epic Theatre plays with short 'stand alone' scenes, the structure often ignores the usual constraints of linear timelines. These short contrasting scenes create humour, provoke thought and make the audience reflect.

Section 1: Key Vocabulary

Tier 3 vocabulary

Definition

Bass Clef The bass clef is a way to notate pitches below middle C. It is also commonly known as F clef because it locates F on the staff

Riff A repeated musical pattern

Arpeggio Playing the notes of a chord separately and **in order** root, third, fifth.

Walking Bass Using the root, third and fifth of the chord, and 'extra' notes (called passing notes) to create a smooth bass line

Passing Notes A note that's purpose is to bridge the gap between two notes

Blues Scale A series of notes often used within improvisations in blues music

Tier 2 vocabulary

Definition

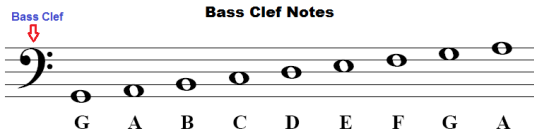
Improvisation Previously unprepared performance. Making it up on the spot

Timing The ability to synchronise with another person

Melody The main theme or tune of the music

Section 2: New Knowledge/Skills

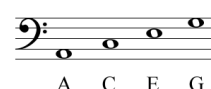
Bass Clef Notation



Line Notes:



Space Notes:



The Blues

The blues is a style of music from America. It has simple, personal and strongly felt lyrics in AAB form. Built on a chord progression called the twelve bar blues (using chords I, IV, V) and some seventh chords. It uses the blues scale for vocal and instrumental improvisations. Melodies are often syncopated with instrumental breaks at the end of each vocal line. Famous blues singers include: Bessie Smith, Sarah Vaughan, Ella Fitzgerald and Billie Holiday

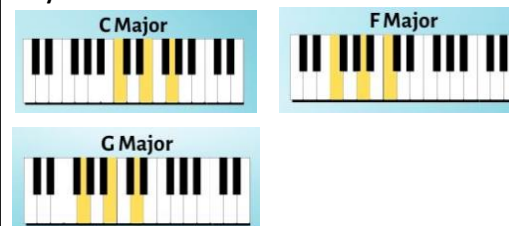
The Twelve Bar Blues

Chord I	Chord I	Chord I	Chord I
Chord IV	Chord IV	Chord IV	Chord IV
Chord V	Chord IV	Chord I	Chord I

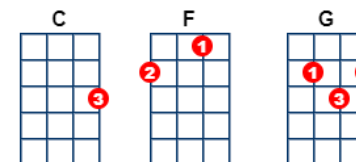


Section 3

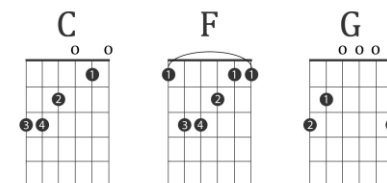
Keyboard



Ukulele



Guitar



Listening



Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Colostrum	The very first "Milk" produced when a baby is born. It is rich in nutrients and antibodies to protect the baby who is born with no immune system
Folic Acid	Folic Acid is the synthetic version of the Vitamin B9 (Folate). Recommended during pregnancy to prevent neural tube defects.
Anaemia	Deficiency disease caused by a lack of iron in the diet.
Body Mass Index	A method of calculating whether ADULTS are at the recommended weight for their height.
Osteoporosis	Sometimes known as "brittle bone" disease. More likely (but not only) to occur in older women. Occure
Anaphylaxis	Severe potentially life threatening allergic reaction

Tier 2 vocabulary Definition

Infancy	. Birth to early years (toddlers)
Adolescence	Teenage years
Lactation	Breast feeding
Weaning	Moving from breast milk to soft foods
Menstruation	Also known as periods. Girls lose blood monthly and are more prone to anaemia
Menopause	As women age they stop having periods, their hormones change and their dietary requirements change.
Vegan	Eats no ingredients which have come from animals / fish /birds /insects
Vegetarian	Doesn't eat meat & fish but will eat eggs, milk & cheese

Section 2: New Knowledge/Skills

A food intolerance means that the body can't digest food properly, or that a particular food might irritate the digestive system. (e.g. coeliac disease) Symptoms include nausea, cramps, tummy ache, diarrhoea.

A food allergy happens when the body's immune system sees the food as an invader. This leads to an allergic reaction. Someone with a food allergy is always at risk for the next reaction being life-threatening. Eating a tiny amount of the food could lead to anaphylaxis. So anyone with a food allergy must avoid the problem food and always carry emergency injectable epinephrine. (Epi- pen)

The 14 allergens which must be labelled in bold are celery, cereals containing gluten (such as barley and oats), crustaceans (such as prawns, crabs and lobsters), eggs, fish, lupin, milk, molluscs (such as mussels and oysters), mustard, peanuts, sesame, soybeans, sulphur dioxide and sulphites

Red Tractor is a food assurance scheme showing the food has been farmed, processed and packed in the **UK**. It is **traceable**, safe to eat and has been produced responsibly.



Marine Stewardship Council

Using **sustainable methods** of fishing to prevent the decline in number of **fish** in our seas.

Organic means the food has been produced without using any chemicals. Only **natural fertilisers and pesticides** are used to help crops grow.



Foods that have this label mean the **animals** have had a good life and have been treated with respect & farms checked by the RSPCA

Section 3: Other subject specific things

Factors affecting food choice

Factor	
Cost	Some families have to budget due to low incomes
Age Group	Different age groups have different nutritional needs
Health	e.g. type 2 diabetes, anaemia, osteoporosis, obesity
Vegetarian Vegan	Don't eat meat/fish; don't eat or use any animal products
Religion	e.g. Hindu/Muslim/Jewish/ Buddhist etc
Intolerance	e.g. intolerance to wheat /gluten, dairy/lactose
Allergies	e.g. nuts/shellfish, eggs, wheat, dairy (14 allergens)

Heat Transfer

Conduction - heat transfer through physical contact e.g. the base of a pan on a hob

Convection - convection currents tend to occur in liquids (e.g. boiling water) and gases. Hotter particles rise and cooler particles drop.

Radiation - thermal radiation is emitted from a heat source e.g. the grill, and travels to the food via particles in the air (photons)

Homework

Read through the information in your booklet and on the Knowledge organiser about diet through life then complete the Google classroom quiz. (Ask your teacher for a paper copy if needed.)

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Prototype	A quick version of your design to test the initial idea.
Aesthetics	What a product looks like, Colour, shape, style etc
Components	Anything in the textile product that is not made of fabric. Eg. Zip, button, press stud
Embellishment	The application of stitching, trimmings, threads, braid, ribbons and beads to decorate a fabric or textile.
Pattern	Paper templates that show the shape of the fabric pieces that must be cut out to make a product
Context	The setting for an event, statement, or idea.
Couching	The process used to secure threads, fibres or yarns to a surface using hand stitching or embroidery.

Tier 2 vocabulary	Definition
Form	The shape, aesthetics. What something looks like.
Function	How well does the product perform the job it was designed to do?
Specification	A list of targets the design must meet
Evaluation	Making a judgment about a product or design

Section 2: Skills

Developing your own textile product
Designers work through a process each time they develop a new product. You will need to explore each of these stages in your sketchbook to help you arrive at the finished piece.

Context: The starting point for your project. This could be a text, an image or a problem that you are given to solve. You would explore the context by creating a mindmap. This would include all of your initial thoughts, ideas and questions related to the context.

Research: From your mindmap you will be able to highlight certain themes that need further investigation. This could be to do with finding out more about the materials you could use, how to make it or questionnaires to find out what people are looking for from a new product.

Brief: By this stage you should have a fairly clear idea of exactly what you want to make. A brief is a couple of sentences to clarify this. Most start with 'A am going to design and make a.....'

Specification: This is a list of targets that you would like your design to meet. There is an acronym to help you remember the themes that should be included: ACCESSFM

Design Ideas: Time to start designing and sketching. At this point we combine all the information we found during the research section, the targets we have written in the Specification along with creativity.

Prototype (modelling and testing): Initial designs need to be tested before the final version is made. This helps particularly with products that are meant to fit on the body (as a textile accessory would). It allows designers to start to work in 3D. These models are often made from paper and card to quickly find any problems.

Manufacture: Once all the problems have been ironed out at the prototype stage it's time to make the finished piece. This should be created with accuracy.


Testing & Evaluation: It is always useful to reflect on how successful your finished piece is. You can learn what went well and how you might like to improve it if you were to make it again.

Section 3: Knowledge

Looking for inspiration

Textile designers look in many places for inspiration. You will look at one of the following themes:

- Superheroes
- Literary Adventures
- Couture Fashion
- Sporting Advantage

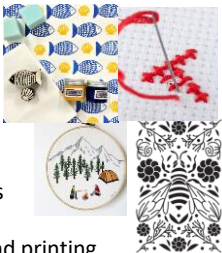


When you have chosen your CONTEXT you will use it to develop your own project. You will have the responsibility to select WHAT you are going to make, WHY you have chosen to make it, HOW you will make it and WHAT you will make it from.

Surface Decoration


You have worked with many different types of surface decoration in your previous textile projects. In this project you will need to pick the most relevant ones to your design:






- Stencil
- Applique
- Block printing
- Embroidery
- Cross stitch
- Buttons/beads/sequins
- Fabric crayons
- Digital Fabric design and printing



You have also learned how to create patterns/templates and sew a zip in amongst other things! Can you explain how each of these processes work? Can you decide which are the most appropriate to use in your design?

Section 1: - Key Vocabulary	
Tier 3 Vocabulary	
Biscuit Joint	Small oval shaped piece of wood used to join two sections of larger wood together
Light Dependant Resistor	LDR – A resistor which changes it's ability to resist the flow of electricity based on the light level
Pillar Drill	A machine drill used to accurately drill holes in wood, metal and plastic
Printed Circuit Board	PCB – Plastic board which is printed with copper track and soldering pads, used to link electronic components together
Tier 2 Vocabulary	
Cost	Details about the cost of materials, manufacture, and retail price of a product
Aesthetic	What the theme, colour scheme and look of a product
Function	What a product is intended to do and how
Ergonomic	Detailed about how easy it is to interact with a product, including how it feels
Quality	How well a product is made, and how it effects the durability and material choice
User	How is the intended target market of the product.
Environment	How does your product effect the environment, from raw materials to end of life

Section 2: Skills	
Soldering	Being able to solder 'on and off board' components based on a schematic diagram independently Soldered joints should be neat, use the correct amount of solder, they should be shiny to avoid 'dry joints', with errors being independently identified and repaired.
Biscuit Joint	Mark out joints, then uses a biscuit jointer under close supervision to joint join 2 panels of wood
Pillar Drill	Set up, including the changing the drill bit, to cut small and large diameter holes in wood to a fixed depth and through cut
2D design software	Use CAD software create a themed design, considering suitable and secure location of the PCB, power, and the inputs & outputs
Application of laser cutting	Understand the set up requirement needed to laser cut and engrave materials, including the use of colour to define cut type, and power/speed setting requirements for different materials
Product Assembly	Create a high quality, fully functioning, electronic product from a collection of parts. Including the use of glues and fixing techniques
Health and Safety	Consistently use a wide range of tools and equipment safety, always using the correct PPE
Section 4:- WAGOLL	
	

Section 3:- New Knowledge
Product Analysis and Evaluation <ul style="list-style-type: none"> Complete an in depth evaluation of your own completed practical work, and a similar commercial product using the common evaluation techniques, including CAFEQUE and LCA
Design Theme Research <ul style="list-style-type: none"> Develop your knowledge of a well known designer or design house, being able to explain their style and ethos. Apply this design style to a product <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>PlaySam</p> </div> <div style="text-align: center;">  <p>Alessi</p> </div> <div style="text-align: center;">  <p>Memphis</p> </div> <div style="text-align: center;">  <p>De Stijl</p> </div> </div>
Life Cycle Assessment <p>Understand the concept of LCA and how it applies to every stage of a products life. Apply the concept to your product during the evaluation.</p> 
Risk Assessment <ul style="list-style-type: none"> Understand the meaning off, and difference between a hazard and a risk. Identify people at risk and control measures which can be put into place to make an activity safer Complete a formal risk assessment for skills/tools/machines which are used to make the clock project
Processes <p>Be able to explain the competent safe use of the following machines using annotation and sketches.</p> <ul style="list-style-type: none"> Pillar Drill Biscuit Jointer Strip Heater/Line Bender

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Employment	the state of having paid work.
Career	an occupation undertaken for a significant period of a person's life and with opportunities for progress.
Self Discipline	the ability to control one's feelings and overcome one's <u>weaknesses</u> .
Enterprise	a project or undertaking, especially a bold or complex one.

Tier 2 vocabulary	Definition
Option	a thing that is or may be chosen.
Research	the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.
Choice	an act of choosing between two or more possibilities.

Section 2: New Knowledge/Skills
<p>How to make informed choices for your options</p> <p>The choices you make this term are important ones for your future career opportunities. Ensuring you have a good range of options now will help when you make decisions on A level courses, University courses or apprenticeships in the future.</p> <p>Choose subjects that you like, are going to help you in future aspirations. Choose subjects after you have done your research into the courses by speaking to your teachers, researching careers on line and speaking to students who are already doing the courses</p> <p>Don't choose courses because you like a particular teacher, they may not be teaching you next year. Don't choose courses because your friends are doing them</p> <p>All students must study GCSE courses in...</p> <p>English Language AND English Literature Mathematics Science (either Combined worth 2 GCSEs, or Separate worth 3 GCSEs) History OR Geography (one option choice – you are allowed to choose both)</p> <p>Plus additional core teaching in... P.E. R.E. Citizenship (PSHE)</p>

Section 3: Other subject specific content
<p>Mon 6 Feb 9am-9.35am <u>Options assembly</u> for Y9 students/tutors from MAK in the hall</p> <p>Mon 6 Feb Options Booklet available online on school website</p> <p>Thu 9 Feb 5.30pm-7.30pm <u>Options at 14+ Evening</u></p> <p>Mon 13 Feb Students can access their Cloud School account/password via a link in their school Gmail</p> <p>Mon 27 Feb 9am – Options form available online for students in Cloud School</p> <p>Mon 27 Feb until Mon 6 Mar Students can view and submit your options form online</p> <p>Thu 2 Mar 3.45pm-6.45pm <u>Y9 Parents' Consultation Evening</u></p> <p>Mon 6 Mar 10pm – deadline for students to submit their options form online in Cloud School</p>

Extra – Curricular Timetable

Year 9	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime	Spelling/Translation Bee With Sarah In Languages Belper Band With Anna Mu1	Girls' Basketball (Wk2) With Leanne Sports Hall Anti-Bullying Ambassadors With John MR3	Board Games With Sarah-Jayne In T7 Tech Club With Sarah-Jayne In T6 Cartoon Club (Wk2) With Robert A3 Belper School Christian Union With Stephen H3 Belper Band With Anna Mu1	Boys' Basketball With Steve Sports Hall Reading Group With Sophie Library Cartoon Club (Wk1) With Robert A3	Chess Club With Carlos M1
After School	Homework Club All welcome In Learning Support	LGBTQ+ Pride Club With Karen, Emma, Sally T5 Belper School Choir With Phil In Mu1 Homework Club All welcome In Learning Support	Music Producers Club With Phil In Mu1 D&D (Invitation only) With Mike In H9 Textiles Club With Sarah In T1 Recycling and Litter-Picking With Marc School site Broadway at Belper With Sarah Hall Homework Club All welcome In Learning Support	LARP With Mike In H9 Gardening With Marc ACCESS garden Girls' Football With Leanne PE Netball With Rebecca Courts/Sports Hall Drama Club With Jenny Hall Scalextric Club With Phill, John T2 Homework Club All welcome In Learning Support Music Club Band Rehearsal With Anna Mu1	

2 Black/Blue Pens
and 1 Coloured Pen



2 Pencils



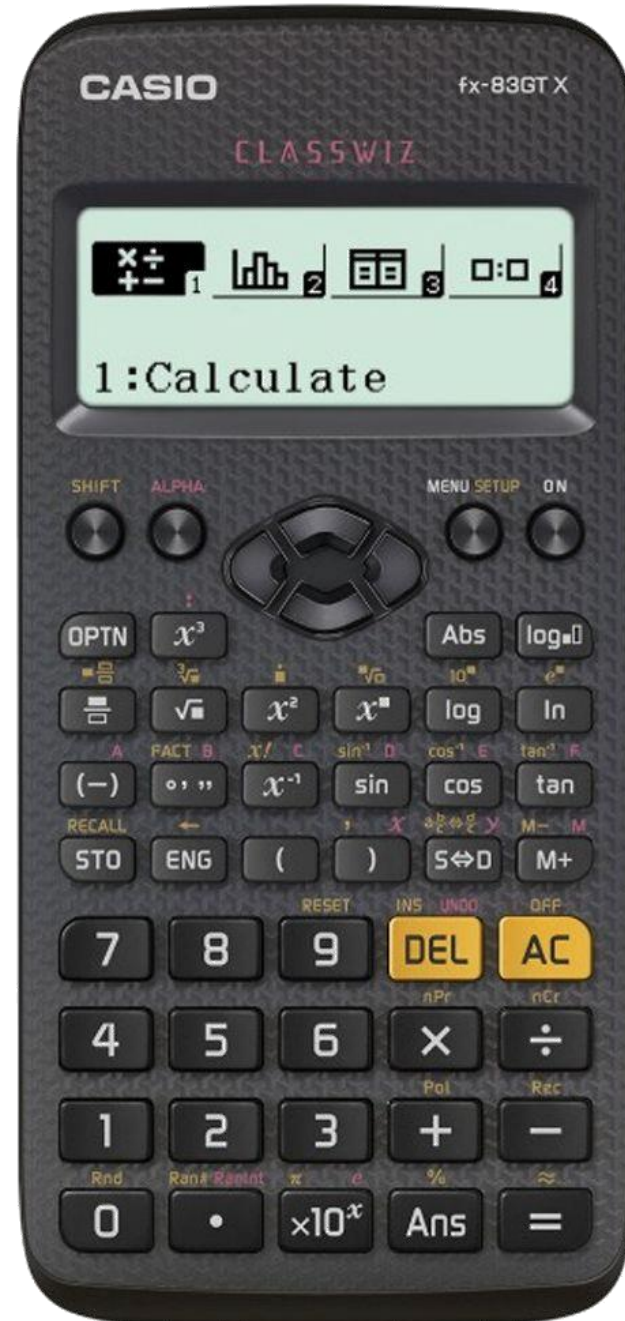
Eraser



Pencil Sharpener



Scientific Calculator



Planner

Ruler

