



BOURNEMOUTH SCHOOL

Year 9

Knowledge Organiser 5

Summer Term: 2023-24

Name: _____

✓Hard Work

✓Discipline

✓Smart Appearance

✓Respect

Bournemouth School

Knowledge Organiser: Year 9 Summer Term 1

'Knowledge is power' by Francis Bacon

A knowledge organiser provides you with all the most important knowledge you need for each unit of study this half term. Your aim is to transfer all of this information into your long-term memory so you can use it in your lessons and further expand your understanding of this work.

How to use your knowledge organiser (KO)?

1. Ensure you have your KO with you at all times in school and when you need to do your homework at home.
2. Ensure you have your homework learning journal with you at all times in school and when you need to do your homework at home.
3. In lessons when you have covered information that appears on your KO your teacher will ask you to put a tick next to that section. This means that is now added to what you must learn for homework.
4. Initially follow your homework timetable to decide what to revise each evening.
5. There are 4 strategies that you can use to revise. They are progressively more challenging so always start with number 1.

a. Look Cover Write Check

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. LOOK carefully at the subject and section of your KO you want to revise and try to remember as much as you can. Remember this should be a ticked section.
- iii. Now COVER this information so you can't read it.
- iv. WRITE out what you can remember word for word in your Homework Learning Journal.
- v. CHECK what you have written by comparing it to your KO. Tick each correct word in green pen and correct any errors you have made.
- vi. Repeat this process until you are confident you can remember everything you need.

AIM:

You should be able to repeat the information by rote

b. Self or peer quizzing

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. Write out a list of questions you could ask either yourself or a friend about this section of the KO. Write these in your homework learning journal.
- iii. If you are working on your own, cover the KO and write a full answer to each question.
- iv. If you are working with a partner swap books and copy down their questions and have a go at answering them.
- v. Now uncover the KO and with a green pen correct your work.

AIM:

You should be able to repeat the information by rote but with a good understanding

c. Playing with words and sentences

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.

- ii. You now want to check how well you have learnt the information in your KO.
- iii. Definitions – look at words that are used in this section. Can you write a definition in your own words?
- iv. Rephrasing – can you rewrite the sentences or explanations in your own words
- v. Summary – can you summarise the main points of this section of the KO?
- vi. Synonyms – can you write synonyms for key words and ideas
- vii. New Sentences – Can you write a sentence that includes the key vocabulary or definitions that you have learnt?

AIM

You should be able to use the information in your KO in a flexible and confident way in your writing.

d. Think it, Link it

- i. This is a technique to use towards the end of the half term when you are revising all of the KO.
- ii. Think of the links or connections between different sections of your KO.
- iii. Write these out in your own words in your homework learning journal
- iv. Think about the links between a particular section of you KO and what you have learn in your lessons. Can you expand on this section by linking it to your wider knowledge?
- v. Write this out in your homework learning Journal.

AIM

You should be able to link your homework and your lessons to show a confident understand of the work covered.

Homework Learning Journal

- 1. Always write the subject and the date when you start your homework
- 2. Always write the strategy that you are going to use for your homework
- 3. Use a blue or black pen to complete your homework or a pencil if you need to draw.
- 4. Always use a ruler to underline titles and dates
- 5. Use a green pen to complete corrections of your work

Checking:

Your tutor will check your Homework Learning Journal at least once a week. If they are concerned that you aren't doing your homework properly they will offer support and guidance. If you don't respond to this guidance you will be added to the afterschool 'Success club' where a member of staff will help you complete your homework.

DO NOW tasks:

At the start of every lesson you should expect a Do Now task. This is a low stakes retrieval quiz on what you have learnt so far. If you have completed your homework this should be easy. The aim is to get 100% in each of these. If you miss this target occasionally don't worry. If it happens regularly your teacher will ask your tutor to have a chat and offer you support.

Artist page example

Title

Details about the artists work, how they have been inspired, what materials and processes do they use

Rik Reimert

"Analog, that's my thing. From music to photographs to art. Yes, of course we use computers and cellphones, but isn't it great to put on a record on your turntable on a Sunday morning and just enjoy the cracks in the music and the great artwork on the cover?"

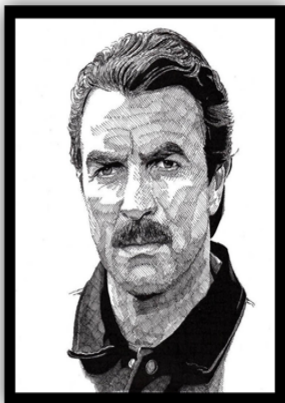
All artist Rik Reimert needs to create these detailed illustrations is some paper and some ink. The rest is a series of lines and hatching marks that Reimert builds, from light to dark, with Rotring Rapidographs - a variety of technical writing devices that provide consistent ink flow. The artist begins with pencil and then fills in the lines with his pens that vary in thickness from 0.2 to 0.8mm tips.

<https://reimertreimert.com/rik-reimert-creating-ink-portraits/>

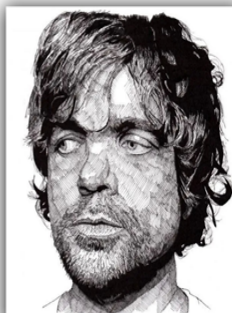
I've been drawing with pen and ink for over 10 years, started off with portraits, animals, cars and other vehicles and now doing mainly landscape. I'm self taught and when I'm not drawing myself I'm searching the internet for inspirational artists, getting new ideas and finding out how other artists work, so I can learn from that.

<https://rikreimert.com/about/>

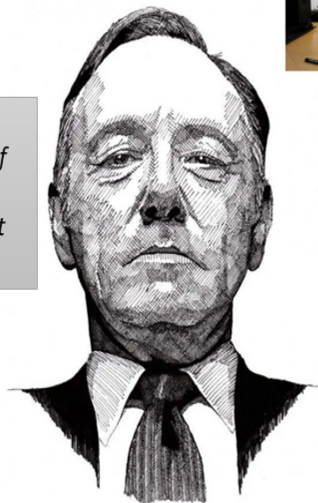
I was drawn to the works of Reimert due to his harsh use of mark making and how he has chosen to work in a single medium. It shows the wide range of marks and layers that can be built upon to create almost hyper realistic outcomes (landscapes). In his portraits in particular, it almost looks like he has used a ruler for each individual line. A technique I would have frowned upon before has become an inspiration. I would like to try recreate a similar style with one of my own portrait photographs adding that sense of depth and atmospheric finish.



In the image below I especially appreciate the contrast between the obviously straight lines and the use of fine, wavy lines to create the hair. The blocked out areas of black add more layers to the image therefore creating that high contrast between light and dark. I feel this adds to the mystery of the character. Depending on the image I choose I may try this mark making technique.

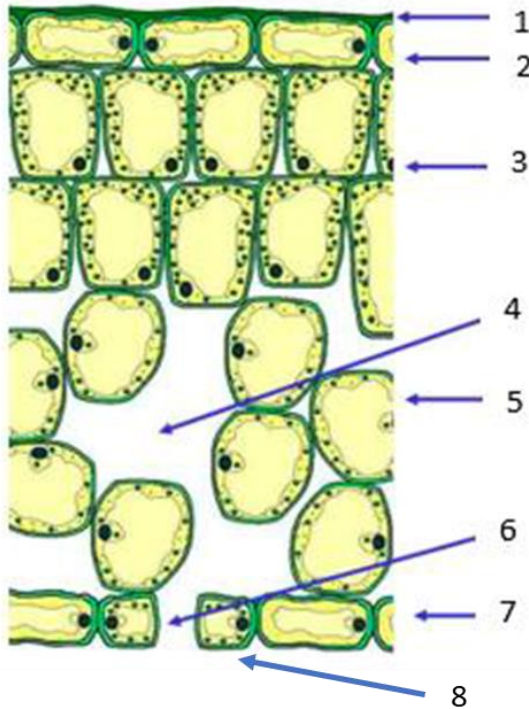


Clear images of artists work, not pixilated



Details about why you have chosen the artist, what do you like about their work and how is it going to inspire you in your work.

Term/ Keyword	Definition/ explanation	Tick
Tracing	When tracing use light pressure to create fine lines that are easily hid by drawing or painting on completion of work.	
Graphite transfer	Using a graphite pencil to shade the back of the image you want to transfer, place on top of a clean piece of paper then draw on top of the image to create the transfer.	
Light box	A lightbox is a artist aid to help one tracing more easily.	
Gridding	The grid method is a technique used in art that involves dividing an image into a series of smaller, more manageable sections using a grid.	
Mixed media	Mixed media describes artwork in which more than one medium or material has been employed.	
Graphite powder	Powdered graphite is the same graphite that pencil leads are made of, only ground into fine powder. You can "paint" it on paper with brushes to make watercolour-like "wash" effects, smooth textures, and cloudy backgrounds.	
Indian ink	Indian ink is a simple black or coloured ink once widely used for writing and printing and now more commonly used for drawing and outlining	
Surface textures	Textured surfaces can be created using a multiple of different materials, some may include thick layering of paint, also preparing the surface with poly filler, sand, PVA and tissue paper, newspaper and much more.	
Mount board	Mount board is a thin white, black or coloured card that artwork is placed inside for decorative purposes. Using an art frame mount presents artwork professionally, creating a clean and crisp finish.	
Water colour paper	Watercolour paper is a versatile surface which has a degree of absorbency that allows transparent colour to appear its most luminous. Watercolour paper is not only for use with watercolour paints - it can also be used for acrylics, gouache, pastels, pencils, graphite, charcoal, and it can also be primed for oil.	
Pastiche	Pastiche is an artistic work in a style that imitates that of another work, artist, or period.	

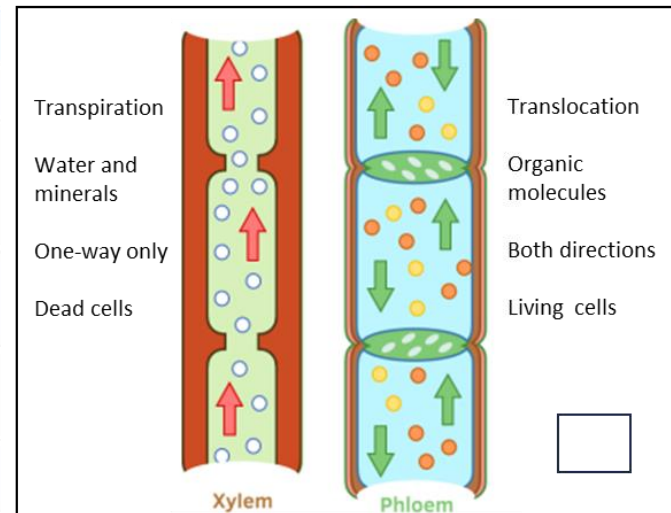


Parts of the leaf

#	Structure	Function	✓
1	Waxy cuticle	To reduce water loss	
2	Upper epidermis	Transparent to allow light to pass through	
3	Palisade cells	Contain many chloroplasts for photosynthesis	
4	Air spaces	Allow gases to diffuse easily	
5	Spongy mesophyll layer	Contains air spaces to allow gases to move through the leaf	
6	Stomata	Hole that allows gas exchange	
7	Lower epidermis	Where most stomata are found	
8	Guard cells	Cells that open and close stomata to allow gas exchange.	

Transport through a plant

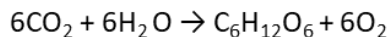
Term	Definition	✓
Xylem	Hollow tubes, formed from the cell walls of dead cells, and strengthened by a substance called lignin. Site of water transportation in upward direction.	
Transpiration	The loss of water vapour from the leaves by evaporation from cells and then out through the stomata.	
Phloem	Hollow cells forming a tube to allow dissolved sugars to move between cells via translocation, in both directions.	
Translocation	The movement of dissolved sugars around the plant.	



B4a Photosynthesis

Photosynthesis equations

Carbon dioxide + water → glucose + oxygen



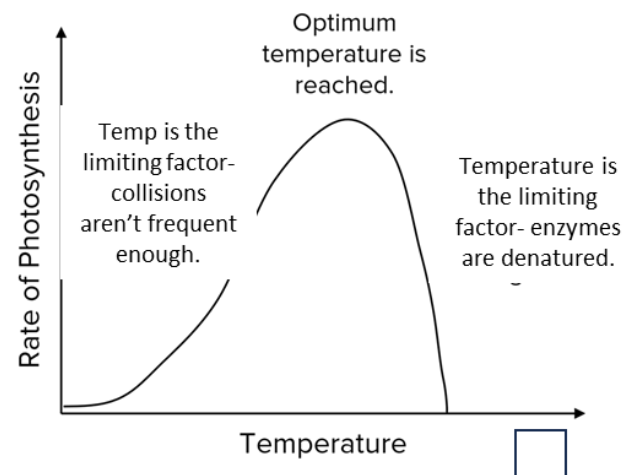
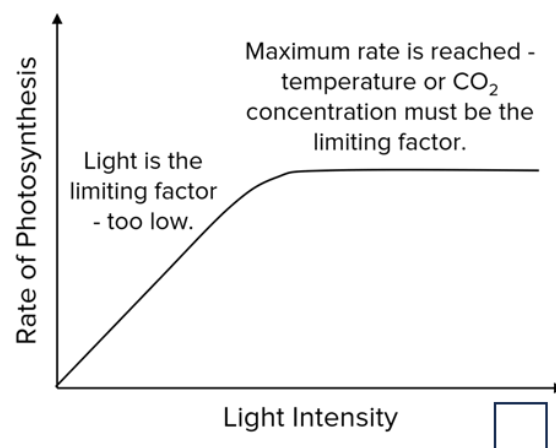
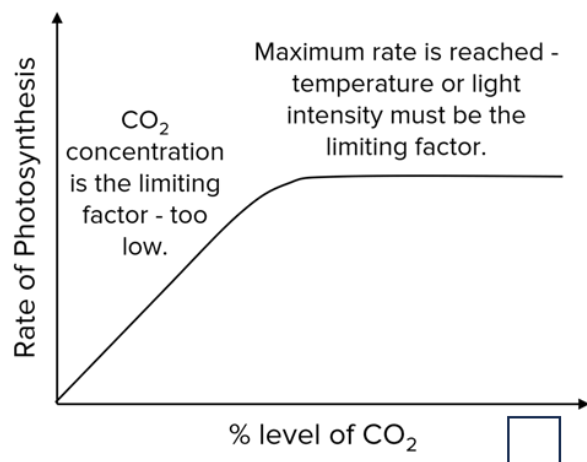
Limiting factors of photosynthesis

- | | | |
|---|---------------------------------|--|
| 1 | Concentration of carbon dioxide | |
| 2 | Light intensity | |
| 3 | Temperature | |
| 4 | Amount of chlorophyll | |

Uses of glucose from photosynthesis

- | | | |
|---|---------------------------------------------------------------------------------------------------------|--|
| 1 | Converted into insoluble starch for storage | |
| 2 | Use to produce fats and oils for storage | |
| 3 | Used to produce cellulose, which strengthens the cell wall | |
| 4 | Used to produce amino acids for protein synthesis (Nitrate ions absorbed from the soil are also needed) | |
| 5 | Used for respiration | |

In the limiting factor graphs, as the line of best fit increases, the factor on the x axis is the limiting factor. As the line of best fit plateaus, it is no longer a limiting factor and instead something else is limiting the rate of photosynthesis.



Organisational Structures		<input checked="" type="checkbox"/>
Businesses have to organise themselves to be able to carry out their activities effectively. Employees will understand different job roles and responsibilities. There are four basic layers:		
1. Directors		
2. Managers		
3. Supervisors		
4. Operatives		

Appropriateness of organisational structures depends on:		<input checked="" type="checkbox"/>
1. Business size 2. Skills of the workforce 3. Management style 4. Speed of decision making required 5. Experience and skills of staff		

The importance of motivation in the workforce		<input checked="" type="checkbox"/>
Staff retention	Good customer service	
High productivity	Higher levels of sales	
Improved recruitment and selection		

Centralisation and Decentralisation		<input checked="" type="checkbox"/>
Centralisation	Decentralisation	
All major decisions are made by one person or a few managers at the top of the hierarchy	The authority to make decisions is delegated.	
<u>Advantages:</u> Control over key decisions Quick decision making	<u>Advantages:</u> Reduce pressure on senior managers Greater response to local markets	
<u>Disadvantages:</u> Slower decision making Demotivating for subordinates	<u>Disadvantages:</u> Training may be required All employees must understand the aims of the organisation	

Definitions		<input checked="" type="checkbox"/>
Motivation	The will to complete a task	
Fringe benefits	Extra benefits that an employee may receive beyond their pay, for example a company car.	
Salary	An annual payment to employees usually paid monthly.	
Wage	Payment to employees calculated by how many hours they work.	
commission	Payment made to an employee based on a sale or goal	
Profit sharing	Where a percentage of the companies profit is divided between employees	
Authoritarian	A management style where managers make decisions alone, without consulting staff	
Democratic	A management style where managers allow the workforce some influence over decision making	
Paternalistic	A management style where managers make decisions but only after consultation with staff	
Laissez-faire	Managers allow workers to perform tasks as they see appropriate.	

Methods of motivation		<input checked="" type="checkbox"/>
Financial	Non-Financial	
Salary	Fringe benefits	
Wage	Management style	
Commission	Training	
Profit sharing	Greater responsibility	

Definitions		<input checked="" type="checkbox"/>
Span of control	The number of employees managed directly by another employee	
Chain of command	The line of authority within a business along which communication passes	
Delaying	The removal of one or more levels of hierarchy from a business's organisational structure	
Delegation	The passing down of authority to more junior employees	
Flat organisational structure	Where an organisation has wide spans of control and few levels of hierarchy	
Tall organisation structure	Where an organisation has narrow spans of control and a large number of levels of hierarchy	
Organisational Structure	Is the way a business arranges itself to carry out its activities	
Line manager	Is an employees immediate superior	

The need for recruitment		✓
Businesses need to recruit employees in a range of circumstances		
1. Starting a new business		
2. Increased production		
3. Diversification and new skills required		
4. Retirement		
5. Promotion		

Methods of recruitment		✓
Internal recruitment: Recruiting current employees into new roles	External recruitment: Recruiting staff from outside of the business	
Advantages: 1. Quick 2. Experienced and familiar with the business	Advantages: 1. Bigger pool of candidates 2. New ideas	
Disadvantages: 1. Few new ideas 2. Creates another vacancy	Disadvantages: 1. Expensive 2. Induction training required	

Definitions		✓
Job Description	Document outlining the roles and responsibilities of a job.	
Person Specification	Document outlining the skill and attributes required for a job.	
Job Analysis	Collection and interpretation of information about a job	
Zero hours contract	Allows an employer to hire staff without any guaranteed hours of work.	
Short list	Selecting applicants for interview against the job description and person specification	
Part time contract	Works for a proportion of the working below any hours less than 37hr per week.	
Full time contract	Employment where you are required to work between 35-40hrs a week.	

Contracts of employment			✓
1. Full time	2. Part time	3. Zero hours	
Advantages: Attract high levels of applicants due to higher earning potential	Advantages: Save money if the business does not have 40hrs worth of work	Advantages: Allows flexibility of employment if fluctuations in demand	
Disadvantages: Demand might not warrant 40hrs a week	Disadvantages: Hard to communicate	Disadvantages: Poor image	

Main stages of recruitment	✓
1. Job Analysis	
2. Job description	
3. Person specification	
4. Selection	

Methods of selection	✓
1. Interview	
2. Skills tests	
3. Group tests	
4. Aptitude tests	

Benefits of effective recruitment & selection	✓
1. High productivity	
2. high quality output	
3. Staff retention	
4. Good customer service	

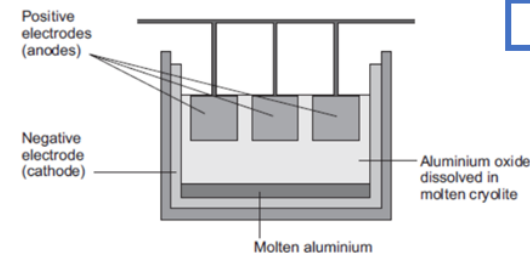
Chapter 4b – Chemical Changes

Keyword	Learn	Tick
Displacement Reaction	A more reactive element displaces a less reactive element from a compound containing the less reactive element.	
Native metal	Unreactive metal found in the Earth's crust as the uncombined element.	
Ore	Rock containing enough of a metal to make it economically worthwhile to extract.	
Oxidation	Gain of oxygen / loss of electrons e.g. $\text{Mg} \rightarrow \text{Mg}^{2+} + 2\text{e}^-$	
Reduction	Loss of oxygen / gain of electrons e.g. $\text{Cu}^{2+} + 2\text{e}^- \rightarrow \text{Cu}$	
Electrolysis	The process of splitting up ionic compounds using electricity.	

Extraction of Aluminium

Carbon electrode needs replacing as it reacts with the oxygen produced to form CO_2 .

Aluminium oxide is mixed with molten cryolite to reduce the melting point.



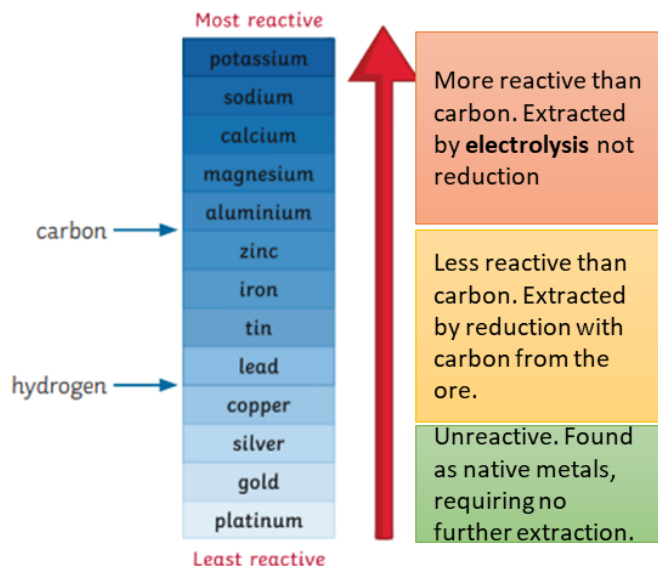
General Reactions of Metals

Metal + oxygen \rightarrow metal oxide

Metal + water \rightarrow metal hydroxide + hydrogen

Metal + acid \rightarrow salt + hydrogen

The Reactivity Series



Electrolysis

Ionic substances only conduct electricity when molten or in aqueous solution, as the ions are free to move and carry charge.

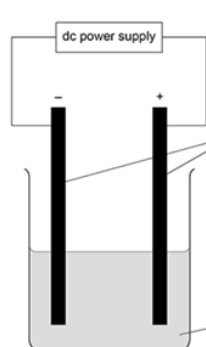
Positively charged ions are attracted to the negative electrode.

Negatively charged ions are attracted to the positive electrode.

This is because **opposite** charges **attract**.

When **positive** ions reach the negative electrode, they **gain** electrons: **reduction**.

When **negative** ions reach the positive electrode, they **lose** electrons: **oxidation**.



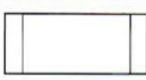
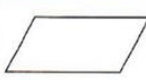

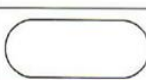


Molten ionic compounds e.g. PbBr_2 IONS PRESENT = Pb^{2+} Br^-
 REDUCTION at negative electrode - metal is discharged e.g. $\text{Pb}^{2+} + 2\text{e}^- \rightarrow \text{Pb}$
 OXIDATION at positive electrode - halogen gas is discharged e.g. $2\text{Br}^- \rightarrow \text{Br}_2 + 2\text{e}^-$

Aqueous ionic compounds e.g. NaCl IONS PRESENT = Na^+ Cl^- H^+ OH^-
 REDUCTION at negative electrode - metal or hydrogen gas is discharged - whichever is least reactive element e.g. $2\text{H}^+ + 2\text{e}^- \rightarrow \text{H}_2$
 OXIDATION at positive electrode - halogen gas is discharged or oxygen gas if no halogen present e.g. $2\text{Cl}^- \rightarrow \text{Cl}_2 + 2\text{e}^-$

2.1 Algorithms

Keyword	Definition	✓
Abstraction	Removing or hiding unnecessary details from a problem so that the important details can be focused on or more easily understood.	
Decomposition	Breaking a problem down into smaller sub-problems.	
Pattern Recognition	Looking for similarities among and within problems.	
Algorithmic thinking	Deciding on the order that instructions are carried out and identifying decisions that need to be made by the computer	
Flowchart	A graphical representation of an algorithm .	
Pseudocode	A textual, English-like method of describing an algorithm.	

	Line	An arrow represents control passing between the connected shapes.	
	Process	This shape represents something being performed or done.	
	Subroutine	This shape represents a subroutine call that will relate to separate, non-linked flowchart.	
	Input/output	This shape represents the input or output of something into or out of the flowchart.	
	Decision	This shape represents a decision (Yes/No or True/False) that results in two lines representing the different possible outcomes.	
	Terminal	This shape represents the 'Start' and 'End' of the process.	

2.3 Producing Robust Programs

Keyword	Definition	✓
Robust program	A program that functions correctly under less than ideal conditions.	
Defensive design	Thinking about problems that could occur and preventing them before they happen.	
Authentication	Establishing a user's identity and ensuring only authorised users can gain access to a system.	
Validation	The process of checking data when it is entered to see if it conforms to a rule.	
Type check	Input is the correct data type.	
Range check	Input is inside the correct range.	
Presence check	To stop users leaving certain information empty.	
Length check	Input is of the correct length.	
Verification	Checking that data has been entered correctly.	
Sanitisation	Checks and modifies any input.	
Maintainable program	A program the original programmer has deliberately made straightforward to understand and modify.	

Tick this box once
this has been
covered in lesson

☐☐☐☐☐

Hardwood	Uses	Advantages	Disadvantages
Oak	<ul style="list-style-type: none">High quality furnitureWhisky barrelsBoat building	Aesthetically pleasing, durable, strength	It is becoming rarer, expensive, fairly difficult to work with
Mahogany	<ul style="list-style-type: none">Window framesJewellery boxesOlder furniture	Fairly easy to work with, aesthetically pleasing due to the reddish colour	Issues sourcing due to being grown in tropical forests, expensive
Beech	<ul style="list-style-type: none">ToysToolsCooking implements	Tough, hard, does not splinter easily	Very difficult to work with, not resistant to moisture
Balsa	<ul style="list-style-type: none">ModellingRaft buildingSurf boards	Extremely easy to work with, soft, lightweight, buoyant	Soft and weak

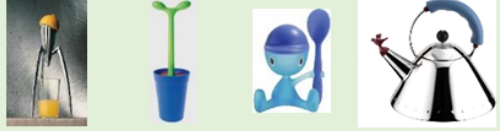







☐☐

Softwood	Uses	Advantages	Disadvantages
Cedar	<ul style="list-style-type: none">ShedsBoatsFences	Natural oils make it resistant to water and fungal growth, durable, low density	Not as strong as pine
Pine	<ul style="list-style-type: none">ConstructionInexpensive furniture	Easy to work with, durable, lightweight	Knots weaken the timber, can warp and crack easily

☐☐

Manmade board	Uses	Advantages	Disadvantages
Plywood	<ul style="list-style-type: none">Building and constructionFlooring	Strong, flat, resistant to warping and cracking	Expensive, splinters easily, susceptible to water damage
MDF (Medium Density Fibreboard)	<ul style="list-style-type: none">Inside of cabinets and storage unitsInsides of flat pack furniture	Very easy to machine and cut, smooth surface, cheap	Poor aesthetics, weak, H&S precautions needed when working with it for a long time



Name	Who are they?	What are they known for?	Examples of work
Alessi	Company, established in Italy 1921	Designer and mass producer of functional but visually appealing homeware and kitchen products – following Post-Modernist design.	
Apple	Company established in 1976	<ul style="list-style-type: none"> Ground breaking designed products Broke away from tradition Have a loyal customer base 	
Heatherwick Studio	Design studio, established in the UK in 1994	Around 200 designers, architects and makers have worked on products from perfume bottles to Routemaster buses and Singapore University buildings.	
Joe Casely-Hayford	Fashion designer, born 1956	Original but wearable designs that push barriers of conformity using traditional English tailoring techniques.	
Pixar	Animation studio established in the USA in 1979	Among the first to develop computer animated feature films.	
Raymond Loewy	Industrial Designer (1893-1986)	<ul style="list-style-type: none"> The 'father of modern design' Emphasised the importance of combining simplicity with functionality 	
Tesla, Inc.	Automotive and energy storage company established in the USA in 2008	Produces Electric cars that don't compromise on power or quality, have zero emissions, are affordable and can be charged at home.	
Zaha Hadid	Architect (1950-2016)	<ul style="list-style-type: none"> Integrated geometric forms with expressive, sweeping fluid forms Promoted architecture as a visual art form for aesthetic pleasure 	



Steps to analysing an unseen poem-WILSON		✓
First	Read the question carefully and highlight the key words. Read the poem twice. Make sure you understand what it is about (use the question to help you). Poems are usually about a person, a place, event, memory or reflection (thinking of feelings about something). They are often observations of very small details.	
W	What is it about? Who is speaking? Where are they? What happens and why? When is the poem set at a particular time? Analyse: feelings, characters, speaker, your reaction.	
I	Ideas – what ideas or themes does the poet explore?	
L	Language – are there any specific words or language techniques?	
S	Structure – how is the poem laid out and organised? Does it flow? Is there a story (narrative)? Does it have a timeline? Are there any structural devices you can pick out?	
O	Opinion – why do you think the poet wrote it? Is there a message?	
N	Now plan – plan your answer so it is clearly structured.	
You must write paragraphs which have a clear point, quotations and analysis of how and why methods convey meaning. In your analysis you must consider the effect on the reader and the poet's intention. - For the 24 mark question aim for 4-5 paragraphs. For the 8 mark question aim for 2-3 paragraphs.		

Comparatives	✓		✓
Moreover		Conversely	
In addition		Alternatively	
Similarly		On the other hand	
In contrast		Conversely	

Language	✓
Assonance: repeated vowel sound.	
Extended metaphor: a series of linked metaphors.	
Imagery: visually descriptive or figurative language.	
Motif: recurring theme or symbol.	
Semantic field: group of words related in meaning.	

Useful words for analysis	✓
Suggests	
Symbolises	
Alludes to	
Implies	
Highlights	
Signifies	
Conveys	
Embodies	
Connotes	

Structure and form	✓
Anaphora: repeated first words at start of a line.	
Blank verse: poetry written with a consistent metre (usually iambic pentameter) but unrhymed lines.	
Caesura: a break in the middle of a line using punctuation.	
Enjambment: a sentence that runs over lines and stanzas.	
Free Verse: Does not use consistent meter patterns, rhyme, or any musical pattern.	
Iambic pentameter: 10 syllables per line, consisting of unstressed/stressed patterns.	
Juxtaposition: placing contrasting ideas close together in a text.	
Oxymoron: two opposite words next to another.	
Quatrain: a stanza of four lines.	
Refrain: repeated lines (like a chorus in a song).	
Sonnet: 14 lines. It usually takes a turn, called a "Volta," about 8 lines in, and then resolves the issue by the end. Shakespearean sonnets-ABAB CDCD EFEF GG	
Sestet: stanza of 8 lines	
Volta: the turning point of a poem.	



Poem	Summary	Quotes	✓	Glossary	✓
Ozymandias- Shelley	The broken statue of a once-great Pharaoh acts a symbol for the impermanence of man's power, compared to nature.	"My name is Ozymandias, Kind of Kings" "Round the decay of that colossal wreck"		Idiomatic – (Adj) Using, containing, or denoting expressions that are natural to a native speaker	
London- Blake	A man wanders the streets of London , witnessing the suffering of the working classes.	"the mind forged manacles" "the chimney-sweeper's cry, every black'ning church appals"		Guajarati – (N) Language spoken in Gujarat (a state in Western India)	
Extract from The Prelude- Wordsworth	A young man steals a boat, only to be humbled by nature's power as an unseen mountain towers over him.	"my boat went heaving through the water like a swan" "A huge peak, black and huge [...] upreared its head"		Quickdraw – (N) Relates to a dual	
My Last Duchess- Browning	An arrogant duke shows a guest a painting of his last wife; he hints that he had her murdered as she displeased him.	"That's my last Duchess painted on the wall" "I gave commands then all smiles stopped"		Vindictive – (Adj) Having/showing strong or unreasoning desire for revenge	
CotLB- Tennyson	600 soldiers bravely carry out a miscommunicated order. The charge is a failure, but their heroism is remembered.	"Half a league, half a league, half a league onward" "Into the valley of death rode the six hundred"		Ponte Vecchio – Arch bridge located in The Arno, Florence, Italy	
Exposure- Owen	A group of soldiers in the trenches of WW1 suffer the appalling conditions and exposure to the cold.	"Our brains ache in the merciless iced east winds that knife us" "Dawn massing in the East her melancholy army"		Parabola – A curve that is mirror symmetrical	
Storm on The Island- Heaney	A rural island community is swept over by a terrible storm. The storm can act as an extended metaphor for the troubles in Ireland.	The sea "spits like a tame cat turned savage" "wind dives and strafes invisibly. Space is a salvo."		Plumb – Refers to being entirely vertical	
Bayonet Charge- Hughes	A soldier is overcome with terror, going over the top during WW1.	"suddenly he awoke and was running" "in what cold clockwork of the stars and the nations was he the hand pointing that second?"		Diverged – Go in different directions	
Remains- Armitage	A soldier shoots a looter while on patrol and is haunted by PTSD and feelings of guilt.	"his blood shadow stays on the street" "he's here in my head when I close my eyes, dug in behind enemy lines".		Indecisive – (Adj) Not able to make decisions quickly or easily	
Poppies – Weir	A mother grieves as she sees her son go off to war, remembering the boy he once was.	"released a songbird from its cage" "hoping to hear your playground voice catching on the wind"		Hesitant – (Adj) Unsure or slow in acting or speaking	
War Photographer- Duffy	A photographer suffers from feelings of depression and isolation after reporting on conflict around the world.	"In his darkroom he is finally alone" "A stranger's features faintly start to twist before his eyes, a half formed ghost"		Arbitrary – (Adj) Based on random choice or personal whim, rather than any reason or system	
Tissue- Dharker	Paper is used as an extended metaphor for the strength and fragility of the things which make up our lives: faith, finance, culture, cities etc.	"Paper that lets the light shine through" "Maps too. The sun shines through their borderlines"		Seraphim – (N) Angel	
The Émigrée- Rumens	A girl, displaced from her home country struggles with conflicted feelings for her old/new homes.	"my original view, the bright, filled paperweight" "I am branded by an impression of sunlight"			
Checking Out Me History- Agard	The narrator explores the figures cut out of history by Eurocentric, whitewashed accounts of the world. He reclaims his cultural history.	"Dem tell me Wha dem want to tell me" "now I checking out me own history, I carving out me identity"			
Kamikaze – Garland	A daughter looks back on how her father failed to carry out his mission as a WW2 kamikaze pilot, suffering disgrace for his choice.	"her father embarked at sunrise" "sometimes, she said, he must have wondered which had been the better way to die"			

Cooking – Food Science

- A broad range of ingredients, equipment, food skills and techniques, and cooking methods are used to achieve successful results.
- Recipes and cooking methods can be modified to help meet current healthy eating messages.

Moist Methods

Use fairly low temperatures, (45-100c) to cook foods. Liquid used to cook can vary, for example, milk, stock, water.

Boiling- Most commonly used method, uses large amounts of rapidly boiling liquid. Heat transferred by both Conduction and convection- Foods, Pasta, Rice, potatoes.

Simmering Liquid i.e. milk, water used at 85-99c a Gentler method for delicate foods, Fish, meat, vegetables.

Poaching below simmering temperature- Eggs, Fish, Fruit. **Blanching** Food is cooked and then rapidly cooled to stop the cooking process. Taking food out of boiling water and immersing in iced water.

Steaming- Food does not come into contact with liquid, it is cooked by the steam that is rising from boiling water. Convection carries the heat to the food. This can stop many nutrients from being leached from the food. Used for Vegetables, Fish, Puddings -Suet/ Sponge.

Using the oven – Dry Methods.

Baking uses mostly dry heat.- Heat is convected, dishes include cakes, biscuits, Pastries and some vegetables.

Roasting-Food is cooked by dry heat, a small amount of fat is used to stop the food from drying out. Foods include- Vegetables. Poultry. Meat.

Using the oven- Moist methods of cooking.

Braising- Used to cook meat. The meat is first browned in a pan using a small amount of fat. It is then put into a cooking dish with some liquid and covered with a lid, foods used, meat, vegetables-Onions, Leeks, Carrots and Celery.

Casserole- Using this method food is cooked in small amount of liquid that simmers. A casserole is cooked in a container with a tight lid so liquid doesn't evaporate. - Meat, usually tough cuts like oxtail, some vegetables.

Why is food cooked?

Some foods can be eaten raw and form an important part of the diet. However, many foods need to be prepared and cooked before they are eaten to:

- make the food safe to eat by destroying pathogenic microorganisms and toxins;
- destroy microorganisms and enzymes that cause food to deteriorate and therefore increase the keeping quality of the food;
- make the food more digestible and easier to absorb.
- To have hot food on cold days.
- Make it more attractive and colourful
- Make it easier to digest
- Add variety to the diet
- Improve flavour
- Release nice aromas
- Makes food less bulky
- Change Textures
- Improve the keeping quality

Dry Heat – Fat Based-Frying, a popular

method of cooking although we are advised to reduce the amount of fat we are consuming,

Dry fry- Using fat already in the food, Bacon.

Shallow Frying- Using in a shallow pan with a layer of hot fat or oil, Eggs, Fish, Steak, chicken breast.

Stir Frying- originated in East Asia, small pieces of finely chopped food are cooked in a wok. Very High temperature, food moved constantly around the pan, very quick method, saves time, energy, less fat.- Meat, Fish, Vegetables.

Deep-Frying- It is recommended we reduce the amount of deep fried foods we consume, food is immersed in oil. Chips, Small Chicken Joints, Fish, Doughnuts.

Cooking methods

These are based on the cooking medium used:

- **moist/water based** methods of cooking, e.g. Boiling, Steaming, Stewing, Braising, Simmering Boiling is the most common method of preparing food, heat is transferred through conduction and convection, used for rice, pasta, potatoes vegetables etc
- **dry methods of cooking**, e.g. grilling, baking roasting, toasting, BBQ; Used on cakes, biscuits, some vegetables- Potatoes, and pastry products.
- **fat-based methods of cooking** – Frying, Dry Frying, Stir Fry, Shallow and Deep Fat Frying.
- **Grilling**- A quick method of cooking for thin pieces of food, bacon, fish etc using radiation.
- **Microwaving**- Radiation waves are passed through the foods causing molecules to vibrate and therefore heat up. There are different types of Microwave with Grills and a combination of the two.

Heat exchange/transfer

Cooking requires heat energy to be transferred from the heat source, e.g. the cooker hob, to the food. This is called heat transfer or heat exchange. There are three ways that heat is transferred to the food. They are:

- **conduction** – direct contact with food on a surface, e.g. stir-frying; Boiling, Simmering, Blanching, Poaching, Baking Frying, Roasting.
- **convection** - currents of hot air or hot liquid transfer the heat energy to the food, e.g. baking; Casseroling, Braising, Blanching, Simmering, Boiling.
- **radiation** - energy in the form of rays, e.g. grilling, Barbecuing, Microwaving

Many methods of cooking use a combination of these. The amount of heat and cooking time will vary according to the type of food being cooked and the method being used.

Grilling- A quick method of cooking where heat is conducted through radiation, the source of heat can come from above or below the food. When using this method, the surface of the food is quickly sealed due to the dry heat. Foods should be turned often to ensure even cooking. Grilling does not use fat, and actually allows fat in the foods to drain away. i.e. the George Foreman Griddle Grill. Typical foods cooked include thin cuts of meat . Sausages, Bacon, Burgers etc Bread (toasting, cheese on toast etc) Mushrooms.

Barbecue's also use radiated heat and allow fat to drain away.

Factors that influence cooking methods-

Type of food being prepared

Facilities available- Specialist equipment i.e. a wok, steamer?

How much time we have

Needs of the individual

The skill of the cook, can they bake? Roast? Fry? prepare meals from scratch or just use ready meals.

Consumer choice, diets? Religion? Costs? Etc

Culture.

Seasons

Advantages / Disadvantages of using a microwave?

Key terms

Conduction: The exchange of heat by direct contact with foods on a surface e.g. stir-frying or plate freezing.

Convection: The exchange of heat by the application of a gas or liquid current e.g. boiling potatoes or blast chilling.

Heat transfer: Transference of heat energy between objects.

Radiation: Radiation is energy in the form of rays, e.g. grilling.

Boiling

Poaching

Simmering

Blanching

Steaming

Cooking for health

Take into account healthy eating recommendations to ensure that dishes/meals are part of a varied, balanced diet.

- **Planning** - does the meal meet the nutritional needs and preferences of those it is being cooked for? Base your meals on starchy food.
- **Choosing** - choose low fat/sugar/salt versions, where possible.
- **Preparing** - limit the amount of fat added (try a spray oil) and replace salt with other flavourings, such as herbs and spices.
- **Cooking** - use cooking practices which reduce the amount of fat needed and minimise vitamin losses from fruit and vegetables.
- **Serving** - serve the meal in proportions which reflect current healthy eating advice.
- Do not forget to include a drink.

Healthier cooking methods

- Grill or BBQ foods rather than fry to allow fat to drain away.
- Drain or skim fat from liquids, e.g. sauces, stews and casseroles.
- Dry fry using non-stick pans, so no need for oil.
- Oven bake rather than fry.
- Steam or microwave vegetables.

By not adding fats we reduce the calorific content of food, 1g of fat = 10 KiloCal



Ce que je regarde	What I watch	
des séries	series	
des comédies	comedies	
des émissions de sport	sports programmes	
un peu de tout	a bit of everything	
des clips de musique	music clips	
une chaîne de musique	a music channel	
des émissions de télé-réalité	Reality TV programmes	
des vidéos de cuisine	cooking videos	
des vidéos amusantes d'animaux	funny videos of animals	
des vidéos de musique	music videos	
des vidéos de danse	dance videos	
sur YouTube/ sur TikTok	On YouTube/ Tik Tok	

Des dangers en-ligne	Dangers on-line	
les vols d'identité	identity theft	
des risques de sécurité	security risks	
le harcèlement en ligne	cyber-bullying	
les fausses nouvelles	fake news	
la cyber-criminalité	cyber-crime	
mauvaises images	bad images	
à mon avis	in my opinion	
c'est affreux	it's awful	
c'est dangereux	it's dangerous	
c'est inquiétant	it's worrying	
c'est mauvais pour la santé	it's bad for your health	
c'est ennuyeux	it's boring	

un ordinateur	a computer	
des écouteurs	headphones	
les réseaux sociaux	social media	
une appli	an app	
un site-web	a web-site	

Frequency phrases		
souvent	often	
parfois	sometimes	
quelquefois	sometimes	
tout le temps	all the time	
tous les jours	every day	
tous les soirs	every night	
tous les week-ends	every weekend	
de temps en temps	from time to time	
surtout	especially	
cependant	however	

Frequency phrases		
avant le collège	before school	
le matin	in the morning	
le soir	in the evening	
après les cours	after lessons	
quand j'ai du temps libre	when i have some free time	
d'habitude	usually	
normalement	normally	
souvent	often	
toujours	always	
le week-end	at the weekend	

Present tense regular ER verb endings.
Remove the ER and add the following endings.
For example Regarder= To watch

je	-e	je regarde
tu	-es	tu regardes
il/elle/on	-e	Il/elle/on regarde
nous	-ons	nous regardons
vous	-ez	vous regardez
ils/elles	-ent	ils regardent

Activities on line		
télécharger des chansons	to download songs	
parler avec un ami	to speak with a friend	
partager des photos	to share photos	
chercher	to look for	
acheter	to buy	
jouer à	to play	
regarder des clips	to watch clips	
envoyer des messages	to send messages	
passer du temps	to spend time	
écouter de la musique	to listen to music	

Envoyer - to send		
There is a small change from 'y' to 'i' in some forms		
j'envoie	i send	
tu envoies	you send	
il/elle/on envoie	he/she/we send	
nous envoyons	we send	
vous envoyez	you send	
ils/elles envoient	they send	



Tu as une vie active? – Do you have an active life?		
Je joue au basket/foot/rugby	<i>I play basketball, football, rugby</i>	
dans l'équipe du collège	<i>in the school team</i>	
dans un groupe de musique	<i>in a music band</i>	
du piano/violon/ de la guitare/flûte	<i>piano/violin/guitar/flute</i>	
je ne pratique pas de sport	<i>I don't practise sport</i>	
J'ai un cours de musique	<i>I have a music lesson</i>	
j'écoute toutes sortes de musique	<i>I listen to all sorts of music</i>	
Je mange quelque chose	<i>I eat something</i>	
Je participe au club de lecture	<i>I take part in the book club</i>	
je préfère lire	<i>I prefer reading</i>	
une comédie musicale,	<i>A musical comedy</i>	
les jeux vidéo/de guerre,	<i>Video/war game</i>	
les gâteaux, la lecture, une pièce de théâtre	<i>Cakes, reading, a play</i>	

Les activités avec faire		
Qu'est-ce que tu fais?	<i>What do you do?</i>	
Je fais du vélo	<i>I (am doing) cycling</i>	
Je fais de la cuisine	<i>I do cooking</i>	
Je ne fais rien	<i>I do nothing....</i>	
Je ne fais pas de.....	<i>I don't do...</i>	
Je fais une promenade	<i>To do a walk</i>	
Je fais de la natation	<i>To swim</i>	
Je fais du sport/ du vélo	<i>I do sports/cycling</i>	
Je fais de la cuisine/de la danse/de la natation...	<i>cooking/dancing/ Swimming</i>	
Je fais des promenades	<i>I go for walks</i>	
ça fait du bien!	<i>It does me good.</i>	

Faire - to do/make		
je fais	<i>I do/I make</i>	
tu fais	<i>You do/make</i>	
il/elle/on fait	<i>He/she does we do/ make</i>	
nous faisons	<i>We (pl) do/make</i>	
vous faites	<i>You (pl) do/ make</i>	
ils/elles font	<i>They do/make</i>	

Common essentials		
ensemble	<i>together</i>	
au lieu de	<i>instead of</i>	
aussi, puisque, fort(e)	<i>as well, since, strong</i>	
pendant	<i>during</i>	
quand	<i>when</i>	
plusieurs	<i>several</i>	
beaucoup de	<i>alot of..</i>	

General free time phrases		
Je vais...	<i>I go...</i>	
au centre sportif/ au théâtre	<i>To the sports centre/theatre</i>	
à la piscine/ à la plage	<i>To the pool/beach</i>	
avec mon meilleur ami/ ma meilleure amie	<i>With my best friend (m/f)</i>	
mes copains/mes copines	<i>With my friends</i>	
Je bois	<i>I drink</i>	
Je lis	<i>I read</i>	
Je suis actif/ve	<i>I am active</i>	
Je suis sportif/ve	<i>I am sporty</i>	
Je suis membre de l'équipe de handball/musique	<i>I'm a member of the handball team/music team</i>	



1. How do we measure development?

Development can be measured using:

- economic indicators (e.g. **GDP per capita**)
- social indicators (e.g. **literacy rate**)
- political indicators (e.g. **corruption**).

The **Human Development Index (HDI)** uses an average of four indicators:

- life expectancy
- literacy
- average length of schooling
- GDP per capita.

2. Development and population

There is a relationship between economic development and other indicators. As a country's wealth increases, most development indicators improve (e.g. as GDP per capita increases, more wealth is invested in education, improving literacy rates).

Demographic indicators (population) include **birth rate**, **gender equality** and **fertility rate** can also be used to measure development.

Malawi's (low-income country) high fertility rate is due to poverty and fewer girls attending secondary school, meaning they marry earlier and have several children.

3. How has inequality changed in recent years?

The 1980 Brandt Report divided the world into **HICs** (high-income countries) and **LICs** (low-income countries).


There is a 'development gap' between the world's richest and poorest countries but there are also large variations within countries.

Since the 1980s, **MICs** (middle-income countries e.g. Brazil), **NICs** (newly industrialised countries e.g. Singapore) and **RICs** (recently industrialised countries e.g. India) have emerged.

4. How has Malawi been held back from developing 1?

There are four factors that are holding Malawi's development back:


- Malawi is **landlocked** (it has no coastline) affecting trade. It is also surrounded by poor neighbours adding to the problem
- Malawi's population is mostly rural and therefore **isolated**.
- Climate change is reducing rainfall and is reducing crop yields.
- In urban areas squatter settlements and pollution are a risk to human health



4. How has Malawi been held back from developing 2?

Malawi faces three economic barriers:

- Terms of trade** – the value of Malawi's exports are less than its imports because it mostly exports raw materials
- Colonialism** (and neo-colonialism) and **cash crops** – Malawi relies on cash crops which are low in value and many plantations are still UK owned (e.g. PG Tips tea).
- Malawi exports raw coffee beans without processing them which would add value. This is because the EU has a **tariff** on imported processed beans.



5. How do countries develop?

Rostow believed that countries should pass through five stages of development:

- Traditional society** – subsistence economy (e.g. Malawi).
- Pre-conditions for take-off** – a shift from farming to manufacturing.
- Take-off** – investment creates new industries (e.g. India).
- Drive to maturity** – industries produce consumer goods.
- Age of high mass consumption** – wealth is spent on the service sector such as healthcare (e.g. UK).

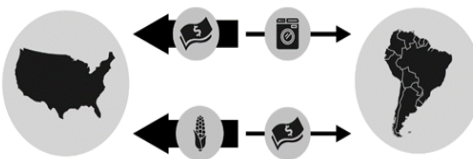
The development of manufactured goods is seen as the key to development.



6. Frank's dependency theory

Frank's dependency theory.

He believed: development was about a core and periphery core regions were the developed nations periphery regions were the 'others', producing raw materials to sell to the core. They depended upon the core for their market.



7. Why do some countries benefit from globalisation more than others?

Globalisation is **the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange**. Globalisation has increased the production of goods and services..

Recent economic policies have encouraged **Foreign Direct Investment (FDI)** supporting a market economy. Most has come from major Transnational Companies (TNCs). Shipping, containerisation and aircraft technology have accelerated globalisation and reduced transports costs.



Was machst du online? What do you do online?		
Welche Geräte benutzt du?	<i>Which devices do you use?</i>	
Ich benutze/wir benutzen.....	<i>I/we use</i>	
einen Computer/ Laptop	<i>a computer/ laptop</i>	
eine Spielkonsole	<i>A games console</i>	
ein Handy/ Smartphone	<i>A mobile/ smart phone</i>	
ein Tablet	<i>A tablet</i>	
Was machst du online?	<i>What do you do online?</i>	
Ich sehe mir Filme/ Videos an	<i>I watch films/ videos</i>	
Ich lade (Apps) herunter	<i>I download Apps</i>	
Ich lade (Fotos) hoch	<i>I upload photos</i>	
Ich nehme Musik auf	<i>I record music</i>	
Ich rufe (meine Freunde) an	<i>I call my friends</i>	
Ich benutze soziale Medien	<i>I use social media</i>	
Ich chatte/plaudere (mit Freunden)	<i>I chat with friends</i>	
Ich schreibe/lese/ schicke Nachrichten	<i>I write/read/ send messages</i>	
Ich folge berühmten Persönlichkeiten	<i>I follow famous people</i>	
Ich streame (gern) (Musik/Serien)	<i>I stream/like to stream music/series</i>	

Und wie oft? And how often?		
häufig	<i>frequently</i>	
immer	<i>always</i>	
jeden Abend	<i>every evening</i>	
jeden Nachmittag	<i>every day</i>	
jede Woche/ wöchentlich	<i>every week</i>	
normalerweise	<i>normally</i>	
Und wie oft - Freizeit? And how often – free time?		
ab und zu	<i>now and then</i>	
Jeden Tag/täglich	<i>every day</i>	
manchmal	<i>sometimes</i>	
(fast) nie	<i>almost never</i>	
oft	<i>often</i>	
selten	<i>seldom</i>	
Am Wochenende	<i>at the weekend</i>	

Einladungen - Invitations		
Möchtest du/ Willst dusehen	<i>Would you like/do you want to see</i>	
Möchtest du/ Willst dugehen	<i>Would you like/do you want to go ...</i>	
auf das (aufs) Konzert	<i>to the concert</i>	
ins Theater/Kino	<i>To the theatre /cinema</i>	
oft	<i>often</i>	
selten	<i>seldom</i>	
am Wochenende	<i>at the weekend</i>	

Was machst du gern in deiner Freizeit? What do you like to do in your free time?		
Freizeitaktivitäten	<i>Free time activities</i>	
Mein Lieblingshobby ist	<i>My favourite hobby is</i>	
Meine Lieblingsfreizeitaktivität ist	<i>My favourite freetime activity is</i>	
Ich interessiere mich (sehr/nicht) für	<i>I am (very/not) interested in</i>	
Einkaufen	<i>Shopping</i>	
Fernsehen/Gaming	<i>TV/gaming</i>	
Lesen	<i>Reading</i>	
Radfahren/Sport	<i>Cycling/sport</i>	
Ich spiele am Computer	<i>I play on the computer</i>	
Ich gehe einkaufen/ schwimmen/wandern	<i>I go shopping/ swimming/hiking</i>	
ins Kino	<i>to the cinema</i>	
in die Stadt	<i>to the town</i>	
Ich besuche (Ausstellungen/ Freunde)	<i>I visit (exhibitions/friends)</i>	
Ich tanze/koche/singe	<i>I dance/cook/sing</i>	
Ich mache Fotos	<i>I take photos</i>	
Ich lese Bücher/ Romane	<i>I read books/novels</i>	
Ich male/zeichne Bilder	<i>I paint/draw pictures</i>	
Ich höre Musik	<i>I listen to music</i>	
Ich sehe fern/Filme	<i>I watch TV/films</i>	
Sequencers		
danach	<i>afterwards</i>	
dann	<i>then</i>	
nachdem	<i>after</i>	
zuerst	<i>firstly/first of all</i>	
schließlich	<i>finally</i>	

Free time at last!

Half-term 5

VOCAB German Year 9

Was wirst du am Wochenende machen? What will you do at the weekend?		
später	<i>later</i>	
heute Nachmittag	<i>this afternoon</i>	
heute Abend	<i>this evening</i>	
heute Nacht	<i>tonight</i>	
morgen (früh)	<i>tomorrow (morning)</i>	
nächsten Samstag	<i>next Saturday</i>	
nächstes Wochenende	<i>next weekend</i>	

Wie wird das sein? What will it/that be like?		
Das wirdsein	<i>It/that will be</i>	
Ich werde dasfinden	<i>I will find it</i>	
ermüdend	<i>tiring</i>	
fantastisch	<i>fantastic</i>	
schlecht	<i>bad</i>	
nächsten Samstag	<i>next Saturday</i>	
nächstes Wochenende	<i>next weekend</i>	

The future tense is formed by using the correct part of “werden” with an infinitive at the end. NB The future tense translates to I will play or I am going to play

To talk about actions in the past use the perfect tense. You need a form of haben or sein (for movement verbs) plus a past participle (ge+verb stem+t)		
Ich habe/er, sie hat/wir haben: gespielt/gelernt/gehört/gekauft/getanzt	<i>I/he, she/we played/learnt/listened/bought/danced</i>	
<u>some past participles are irregular</u> getragen/ gesehen(ferngesehen)/hochgeladen/ heruntergeladen	<i>wore/saw/watched TV/uploaded/downloaded</i>	
Ich bin/er, sie ist/wir sind gefahren/gegangen	<i>I/he, she/we travelled/went</i>	

Herunter-/hochladen to download/upload		
ich lade herunter/ hoch	<i>I down/upload</i>	
du lädst herunter/ hoch	<i>you down/upload</i>	
er/sie/es lädt ...herunter/ hoch	<i>he/she/it down/uploads</i>	
wir laden ...herunter/ hoch	<i>we down/upload</i>	
ihr ladetherunter/ hoch	<i>you all down/upload</i>	
Sie/sie laden ...herunter/hoch	<i>you (form)/they down/upload</i>	

Wie/wo wirst du gehen? Where/how will you go?		
allein	<i>alone</i>	
mit meinem Freund/ meiner Freundin	<i>with my friend (m/f)</i>	
mit meinen Freunden/ innen	<i>with my friends (m/f)</i>	
mit meiner Familie	<i>with my family</i>	
am Strand	<i>at the beach</i>	
im Park	<i>in the park</i>	
in der Stadt(mitte)	<i>in the town(centre)</i>	
zu Hause	<i>at home</i>	

Picture description		
Im Bild/Im Foto	<i>On the photo</i>	
Ich/Man kann ... sehen	<i>I can see/You can see</i>	
Im Bild gibt es	<i>In the picture there is</i>	
Auf der linken/ rechten Seite	<i>On the left/on the right</i>	
Im Hintergrund (V2)	<i>In the background</i>	
Im Vordergrund (V2)	<i>In the foreground</i>	
Sie spielen, essen , tragen	<i>They are playing, eating, wearing</i>	
USE PRESENT TENSE TO SAY WHAT PEOPLE ARE DOING – “NO IS-ING” “AM-ING” OR “ARE-ING”		

Wie war der Film? How was the film?		
Es gab/der Film hatte....	<i>There was/the film had</i>	
....keinen/keine/kein	<i>no</i>	
...(zu) viel/wenig	<i>(too) much/little</i>	
(die) Gewalt/ Spannung/ Stimmung	<i>violence/ suspense/ atmosphere</i>	
Der Film war	<i>the film was</i>	
Die Schauspieler (innen) waren	<i>the actors were</i>	
ein bisschen/ total/völlig	<i>a bit/totally/ completely</i>	
kompliziert	<i>complicated</i>	
schwach	<i>weak</i>	
traurig	<i>sad</i>	
lang	<i>long</i>	

Three key verbs are often used in the imperfect to DESCRIBE things in the past		
Ich/es war	<i>I/it was</i>	
Ich/es hatte	<i>I/it had</i>	
Es gab	<i>There was</i>	
Die Musik war spitze/klasse! – the music was amazing		
Es gab keine Schlange– there was no queue		
Es war das Gelbe vom Ei – it was the bees knees.		

Design terms:

Keyword	Definition	Tick
Kerning	Kerning refers to the space between two specific letters (or other characters: numbers, punctuation, etc.) and the process of adjusting that space improves legibility.	
Tracking	Tracking is similar to kerning in that it refers to the spacing between letters or characters. However, instead of focusing on the spacing between individual letters (kerning), tracking measures space between groups of letters.	
Bold	Bold colours or text stand out in a design. They are often bright or contrasting colours. Bold text has a thicker weight.	
Font weight	The font-weight specifies the weight, or thickness, of a font. A heavier weight is often used to aid with hierarchy in a design.	
Alignment	Depending on the desired visual outcome, text can be either left, center or right aligned in a design. This refers to which margins the paragraph is aligned to.	
Justified text	Justified text has a unified line length created by increasing the spacing between the words. While the structured shape of justified text can initially look neater (with hard edges on both sides as opposed to the soft edge of left-aligned text), it can lead to unpleasant rivers (or gaps), which can cause the design to be more disorganised.	
Script	Script typefaces are fonts or type based upon historical or modern handwriting styles and are more fluid than traditional typefaces.	
Slab serif	Slab serif fonts feature a geometric feel compared to traditional serif fonts and feature serifs that are square and larger, bolder.	
Sans serif	A serif is the little extra stroke or curves, at the ends of letters.	
Sans	“Sans” literally means “without”, and a sans serif font does not include any extra stroke at the ends of the letters.	
RGB	RGB Color model stands for Red, Green, and Blue and is mainly used for electronic displays including computers and smartphones, and is based on the additive color model of light waves.	
CMYK	CMYK Color model stands for Cyan, Magenta, Yellow, and Key (Black). CMYK is the colour model used for printing.	
Monochromatic	The monochromatic scheme as the name says combine different shades from one color to create an attractive design.	
Saturation	Saturation refers to the intensity of a colour. Highly saturated colours appear more vibrant and bold, whereas less saturation appears dull.	

Bournemouth School: History Department: Knowledge Organiser: Year 9: Paper 2 Origins of Cold War 1941-58

Timeline of key events:

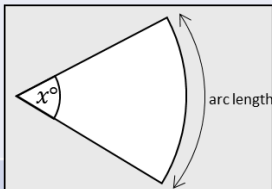
1941: Grand Alliance set up
November 1943: Tehran Conference
February 1945: Yalta conference
April 1945: Roosevelt, President of the US died.
July 1945: Potsdam Conference
16th July 1945: US successfully tested an atomic bomb
1946: Churchill delivered his 'Iron Curtain' speech in Missouri, USA
1946: Long Telegram sent by George Kennan
1946: Novikov Telegram sent
1947: Truman Doctrine which included the policy of containment
1947: Marshall Plan outlined, officially called the European Recovery Plan
1947: Cominform set up
1948: The communists in Czechoslovakia, seized control
1948-49: Berlin Blockade
1949: Comecon set up
May 1949: western Allies announced their former occupation zones including west Berlin would join together to form the FRG
October 1949: The Soviet zone of Germany became the GDR.
April 1949: NATO set up
1953: By now the US had given \$17bn to help European countries rebuild.
1953: Death of Stalin. Rakosi replaced by Imre Nagy as Hungary's PM.
1955: Nagy replaced by Rakosi
1956: Khrushchev's secret speech
1955: Warsaw Pact set up
1957: Sputnik launched
1956: Hungarian Uprising

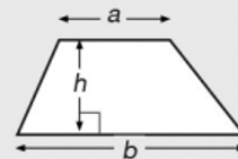
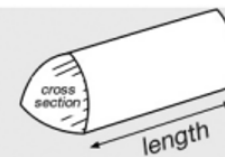


Key terms/definitions

Term	Definition	✓
Arsenal	Collection of military equipment and weapons	
Bolshevik Revolution	Took place in Russia in October/November 1917 when the Bolsheviks seized power and set up a communist state	
Comecon	Association of Soviet-oriented communist countries set up in 1949 to co-ordinate economic development	
Cominform	Communist Information Bureau established in 1947 to exchange information among 9 Eastern European countries and coordinate their activities	
Containment	Using US influence and military resources to prevent the expansion of communism into non-communist countries	
De-Stalinisation	Elimination of the influence of Stalin initially promoted by Khrushchev after 1956	
H-bomb (hydrogen bomb)	An explosive weapon of enormous destructive power	
Interwar years	The period between the two world wars: 1919-1939	
MAD (Mutually Assured Destruction)	The belief that nuclear weapons made each side more secure and less likely to attack. The enemy would not dare to attack first, because if it did, the other would strike back before its bombs had landed and it too would be destroyed.	
Marshall Aid	US programme of financial and economic aid given to Europe after the end of WW2.	
Marshall Plan	A special system of loans from the USA to European countries implemented at the end of the Second World War which allowed for reconstruction and economic regeneration. General George Marshall was the senior US army officer who devised the plan.	
NATO (North Atlantic Treaty Organisation)	Created in 1949 following the Berlin Crisis of 1948-1949, its 12 founding members included the USA and Canada, Britain and France. NATO exists to protect the freedom and security of its members using both political and military means. Today, it has 28 member countries.	
Nuclear weapon	Highly destructive explosive device that gets its power from nuclear reactions.	
Purge	Elimination of opponents from a state or political party	
Red Army	The Soviet army	
Reparations	Compensation to other countries to be paid by Germany as the defeated country after WW2	
Satellite states	Countries under the domination of a foreign power: in this context, the USSR	
Secret police	Police agency which operates in secret to protect national security. Generally used to frighten opponents and critics of a government.	
Sphere of influence	Region of the world in which one state is dominant	
Soviet bloc	Countries in Eastern Europe controlled by the Soviet Union	
Superpower	A country or state that has great power and influence globally	
Truman Doctrine	Truman's idea that it was the USA's duty to contain the spread of communism. To do this he was prepared to engage the US in military enterprises all over the world.	
Warsaw Pact	A military treaty and association consisting of the Soviet Union and its European satellite states	

Year 9 – Maths – Summer 1 – Unit 7

Keyword	Definition	Example
Hectare	The area of a square 100m by 100m. $1\text{ ha} = 100 \times 100 = 10\,000\text{ m}^2$	A 200m by 300m field. $\text{Area} = 60,000\text{m}^2 = 6\text{ha}$
Upper bound	The upper bound is the largest number that would round down to a given value at a given degree of accuracy.	Upper bound of 250, rounded to the nearest 5, is 252.5
Lower bound	The lower bound is the smallest number that would round up to a given value at a given degree of accuracy.	Lower bound of 3.87, rounded to 3 significant figures, is 3.865
Error interval	The error interval for a rounded value is $\text{lower bound} \leq x < \text{upper bound}$	The error interval for 9.3, rounded to 1 decimal place, is $9.25 \leq x < 9.35$
Truncate	To truncate a number to a given place value, you remove the following digits <i>without</i> rounding. If necessary, add 0's to maintain place value.	5361 truncated to 2sf = 5300 0.382 truncated to 2dp = 0.38
Surface Area	The total area of all its faces.	The surface area of a cube of length 3cm $SA = 6 \times 3^2 = 54\text{cm}^2$
Prism	A 3D solid that has the same cross section all through its length, where the front and back faces are joined by rectangles	A cuboid, A triangular prism (Toblerone). A cylinder is not a prism
Capacity	The amount of liquid a 3D object can hold. Measured in ml or litres.	$1\text{l} = 1000\text{cm}^3$ $1\text{ml} = 1\text{cm}^3$
Circumference	The perimeter of a circle. $C = 2\pi r = \pi d$	
Arc	Part of the circumference of a circle. $\text{Arc} = \frac{\theta}{360} \times 2\pi r$	
Sector	A slice of a circle between an arc and two radii. $\text{Area} = \frac{\theta}{360} \times \pi r^2$	For a sector with angle x° of a circle with radius r Arc length = $\frac{x}{360} \times 2\pi r$ Area of sector = $\frac{x}{360} \times \pi r^2$

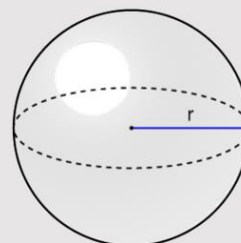
Area of a trapezium = $\frac{1}{2}(a + b)h$

Volume of a prism
= area of cross section \times length


The volume of a cylinder is

$$V = \pi r^2 h$$

The total surface area of a cylinder is

$$A = 2\pi r^2 + 2\pi r h$$



The volume of a sphere is

$$V = \frac{4}{3}\pi r^3$$

The surface area of a sphere is

$$A = 4\pi r^2$$

The volume of a pyramid is

$$V = \frac{1}{3} \times \text{area of base} \times \text{vertical height}$$

The volume of a cone is $V = \frac{1}{3}\pi r^2 h$


Curved surface area of cone

$$A = \pi r l$$

Total surface area of a cone

$$A = \pi r l + \pi r^2$$



Component 3: Appraising

Movement Longer pieces of music are divided into sections of music which can often work by themselves as pieces of music. However, these movements are intended to be played as part of a longer, larger piece of music, and between them give a variety of moods.

Concerto Piece of music for a soloist and orchestral accompaniment. Usually in three movements with a pattern of fast –slow - fast

Cadenza part of a movement of a concerto where the orchestra stop playing and the soloist plays alone, as part of an elaborate cadenza. Historically this was an opportunity for the soloist to improvise, but later concertos often have cadenzas written by the composer.

Concerto Grosso Baroque form of concerto which usually had a group of soloists, often 2 violins, which alternated with the orchestra providing a contrast of textures

Symphony Piece of music for orchestra, typically in 4 movements. Usually the movements are:

1. Fast Sonata form
2. Slow movement
3. Minuet and Trio
4. Fast and lively, often rondo form

Programme Music Music which has a story or association with something outside the music but which is expressed in the music

Absolute Music Music with no meaning beyond the music itself

Choral Symphony A symphony which includes a choir in addition to the orchestra

Sonata A piece for either solo piano or piano plus a melodic instrument. Usually three movements – fast sonata form, slow and fast (often in rondo form)

Sonata Form Structure often used in first movements. Three main sections:

1. Exposition, which has 2 subjects, the first in the tonic and the 2nd in the dominant
2. Development, which develops the themes and modulates to a variety of keys
3. Recapitulation which repeats both subjects in the tonic

Trio Sonata Baroque piece of two melodic instruments plus basso continuo

Chamber Music music for small ensembles

String Quartet 2 violins, viola and cello. Music written for this combination of instruments. The pieces often follow the same movement plan as a symphony.

Wind Quintet flute, oboe, clarinet, French horn and bassoon. Music written for this combination

Brass Quintet 2 trumpets, French horn, trombone and tuba. Music written for this combination

Piano Quintet music written for the combination of piano plus string quartet. Other instruments could be substituted instead of piano e.g. clarinet quintet.










This QR code will take you to a Spotify playlist with audio examples of many of the concepts covered on this sheet and in lessons. You will find it helpful to listen to these as you learn.



Year 9 Spring Term 2—continued
Music Theory

Theory of Music

Note values

Notes	Name		Value
	Semibreve	Whole note	4 beats
	Minim	Half note	2 beats
	Crotchet	Quarter note	1 beat
	Quaver	Eighth note	½ beat
	Semi-quaver	Sixteenth note	¼ beat
	2 Quavers	2 Eighth notes	1 beat
	4 Semi-quavers	4 Sixteenth notes	1 beat

Theory of Music

Time Signatures

The way beats are grouped within a piece of music. Top number tells you how many, bottom number tells you what type of beat

4/4—4 crotchets per bar
3/4—3 crotchets per bar
2/4—2 crotchets per bar
6/8—2 dotted crotchets per bar
9/8—3 dotted crotchets per bar
12/8—4 dotted crotchets per bar

Theory of Music

Scales

Major Scale— made up of 7 pitches. The bottom note is repeated an octave higher. Pattern of intervals is tone, tone, semitone, tone, tone, tone, semitone

Minor Scale—made up of 7 pitches. The bottom note is repeated an octave higher. In the harmonic minor, the interval pattern is tone, semitone, tone, tone, tone, augmented 2nd, semitone.

Relative major/ minor—two scales which share the same key signature

Intervals

Interval—the distance between two notes. Intervals are always defined as an adjective and a number

Chords

Chord—two or more notes sounding together. The most common chords are triads with 3 notes. Chords are named after their bottom or root note and by whether they are major or minor

Perfect Cadence—Chord V-! Sounds finished

Imperfect Cadence—Chord I, IV or II –V sounds unfinished

Plagal Cadence—Chord IV-I sounds finished, sometimes called Amen cadence

Interrupted Cadence—Chords V– VI—sounds unfinished. In the major scale, chord VI is minor



This QR code will take you to a Spotify playlist with audio examples of many of the concepts covered on this sheet and in lessons. You will find it helpful to listen to these as you learn.



Keyword	Learn	✓
Intimacy	a close, familiar, and often affectionate or loving personal relationship with another person or group.	
Pleasure	enjoyment or satisfaction derived from what is to one's liking	
Consent	is an agreement by choice made by someone with the freedom and capacity to consent.	
Readiness	the condition of being ready.	
Respect	due regard for the feelings, wishes, or rights of others.	
Pressure	to force (someone) toward a particular end; influence.	
Persuasion	to move by argument, entreaty, or expostulation to a belief, position, or course of action	
Harassment	when someone repeatedly behaves in a way that makes another person feel scared, distressed or threatened.	
Values	principles or standards; one's judgement of what is important in life	
Capacity	Ability to do something or make a decision	
Manipulation	to control a person or situation to one's own advantage by artful, unfair, or insidious means	
Freedom	the power or right to act, speak, or think as one wants	

Relationship advice:

- **Be respectful** at all times
- **Communicate clearly**, share your thoughts and seek the thoughts of others without judgement
- **Safety**, keep each other safe
- **Consent**, it is the person seeking consent who is responsible for ensuring that these conditions are met. Ask, do not assume.

Remember - the law is there to protect young people. Naked images of under 18s are illegal, but you will not be in trouble with the police if someone has made you share an image of yourself. The law was created to protect young people, not get them into trouble. NOTE: You will be trouble if you share naked images of others who are under 18; with or without their consent.

Useful websites:

<https://www.childline.org.uk/> 0800 1111

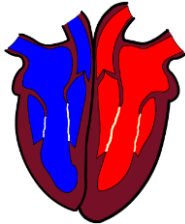
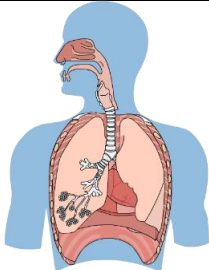



Brook: www.brook.org.uk/help-advice

For advice on where to get help after a sexual assault,

www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault

You can contact Victim Support if you feel you, or someone you know, may have been a victim of a sexual offence: www.victimsupport.org.uk

3.1.1.4 The short and long term effects of exercise KO 1 of 1

Immediate Effects of Exercise		Long Term Effects of Exercise	
Breathing rate increases	Exercise causes muscles to use more oxygen, so the lungs must work harder & faster to keep the body supplied with O ₂ & to exhale the CO ₂ produced.	Long-term Effects of Exercise on the Heart	
		The heart muscle becomes thicker and stronger. This is known as cardiac hypertrophy.	
		Stroke volume increases – the amount of blood pumped per beat.	
		Maximal cardiac output increases – the amount of blood pumped per minute.	
Tidal volume increases	From around 0.5L to 4.5L.	Resting heart rate gets slower as more blood is pumped per beat (Stroke Volume).	
Heart rate increases	To supply the muscles with more O ₂ .	Long-term Effects of Exercise on the Lungs	
Anticipatory Rise	The heart begins to beat faster in anticipation of exercise.	The diaphragm and intercostal muscles become stronger, which means the lungs can take in and breathe out more air.	
Stroke volume increases (the volume of blood per beat)	From around 50ml to between 120-200ml.	Vital Capacity increases – the maximal amount of air that can be exhaled after inhaling as much as possible.	
Cardiac output increases	As a result of the two factors above.	Tidal Volume increases – the amount breathed in and out in a normal breath.	
Vasodilation occurs	Arteries respond by allowing more blood to pass through them. Capillaries close to the skin also dilate so that more heat is lost to the environment.	Increased capillarisation around the alveoli. This makes gaseous exchange more efficient.	
Vasoconstriction occurs	Blood is diverted away from systems that are not involved in the activity (e.g. the digestive system).	Long-term Effects of Exercise on the Skeleton	
Lactic acid	Is produced as a by-product of anaerobic respiration.	Increased bone density and strength.	
Short-term Effects of Exercise		Stronger, denser bones are better at carrying weight and more resistant to injury.	
Fatigue	Due to depleted glycogen stores.	Long-term Effects of Exercise on the Muscles	
Light-headedness		Increased capillarisation around the muscles. This will allow increased gaseous exchange to the muscles.	
Nausea –	Due to over exertion.	Weight training will see an increase in the strength of skeletal muscle. The muscle fibres will become thicker and stronger (muscular hypertrophy).	
Delayed Onset of Muscular Soreness (DOMS)	Due to the build-up of lactic acid plus the microscopic tears in the muscle fibres.	An increase in the number of fast twitch muscle fibres.	
Cramp		Endurance training will enable muscles to work for longer.	
Glycogen Stores	Are depleted and need to be replenished.	The number of slow twitch muscle fibres will increase.	
		The heart muscle becomes thicker and stronger. This is known as cardiac hypertrophy.	

Topic 5a - Forces

Keyword	Learn	✓
Scalar	A quantity with size (magnitude) only.	
Vector	A quantity with both size and direction. A vector quantity may be represented by an arrow. The length of the arrow represents the magnitude, and the direction of the arrow the direction of the vector quantity.	
Velocity	Speed in a given direction. Velocity is a vector.	
Displacement	Distance travelled in a given direction. Displacement is a vector.	
Force	A push or pull. Measured in newtons, N. Force is a vector.	
Contact force	Force exerted between two objects when they touch. E.g. friction, air resistance, tension and normal contact force.	
Non-contact force	Force exerted on objects when they are physically separated. E.g. gravity, electrostatic and magnetic forces.	
Centre of mass	The point at which the weight of the object can be taken to act. In diagrams, arrows representing the weight should start from this point.	
Resultant force	A single force that can replace multiple forces acting on an object.	
Free body diagram	Used to show the magnitude and direction of all the forces acting on the object.	
Work	When a force of 1 N pushes an object 1 m, in the direction of the applied force, then 1 J of work is done	
Elastic deformation	When an object is stretched, it returns to its original length after the forces are removed.	
Inelastic deformation	When an object is stretched, it does not return to its original length after the forces are removed.	
Extension	The difference between the stretched and unstretched lengths of a spring.	
Elastic potential energy	The energy stored in a stretched (or compressed) spring.	
Moment	The turning effect of a force. Measured in newton metres, Nm.	
Principle of moments	When a system is balanced the sum of the anti-clockwise moments equal the sum of the clockwise moments.	
Fluid	A liquid or a gas. It flows and can take the shape of the container.	

Quantity	Unit	Symbol
force	newton	N
mass	kilograms	kg
gravitational field strength	newtons per kilogram	N / kg
work	joule	J
extension	metre	m
spring constant	newtons per metre	N / m
elastic potential energy	joule	J
moment	newton metres	Nm
pressure	newtons per metre squared	N/m^2
density	kilograms per metre cubed	kg/m^3

Pressure in fluids. Learn these two statements.

The pressure in fluids causes a force normal (at right angles) to any surface.

A partially (or totally) submerged object experiences a greater pressure on the bottom surface than on the top surface. This creates a resultant force upwards. This force is called the upthrust.

Equations

Weight = mass x gravitational field strength

$$W = m \times g$$

Work done = force x distance in the direction of the force

$$W = F \times s$$

Force = spring constant x extension

$$F = k \times e$$

Elastic potential energy = $\frac{1}{2} \times$ spring constant \times (extension)²

$$E_e = \frac{1}{2} \times k \times e^2$$

Moment = Force x perpendicular distance

$$M = F \times d$$

Pressure = $\frac{\text{Force normal to the surface}}{\text{area of the surface}}$

$$P = \frac{F}{A}$$

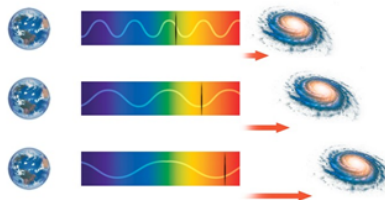
Pressure = height x density of the liquid x gravitational field strength $P = h \times \rho \times g$

Topic 8 – Space

Keyword	Learn	✓
Planet	A large body which orbits a star (like the Sun).	
Moon	A natural satellite which orbits a planet.	
Solar system	The sun, eight planets, the dwarf planets and moons. Many other stars have similar planetary systems.	
Galaxy	A large group of stars.	
Milky way	The galaxy we live in.	
Nuclear fusion	The joining of light nuclei to form a heavier nucleus. Some of the mass is converted into energy.	
Velocity	Speed in a given direction.	
Orbit	Path of an object in (near) circular motion around another object.	
Red-shift	Light is moved towards the red end of the spectrum as the wavelength increases.	
Big bang theory	Theory that suggests that the universe began from a very small region that was extremely hot and dense about 13.8 billion years ago.	

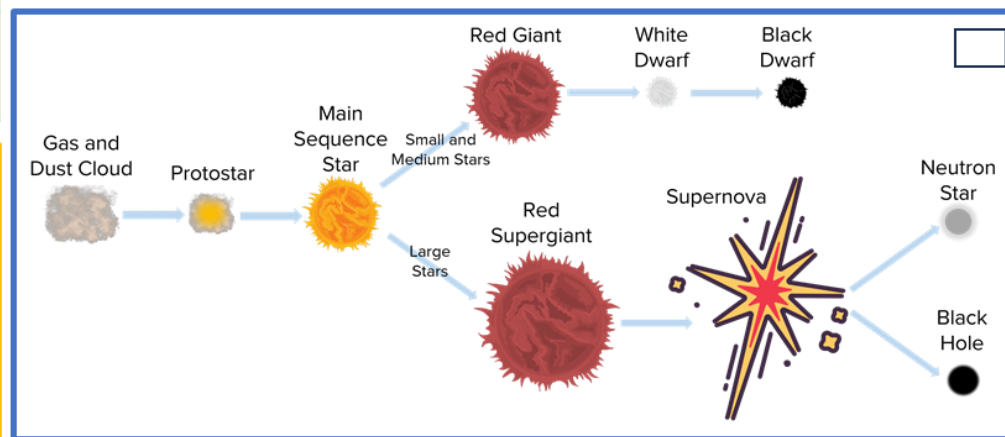
Red-shift and the Big Bang theory

- Red shift is the observed increase in the wavelength of light due to the object moving away.
- The quicker the object moves away the greater the increase in wavelength.
- Galaxies further away are more red-shifted.
- This is evidence that the universe is expanding and supports the Big Bang theory.
- New evidence requires scientists to develop different theories.
- Since 1998, observations of supernovae suggest that distant galaxies are receding ever faster.
- New evidence has lead to new theories about Dark Mass and Dark Energy.



Star life cycle terms – Learn the names in the correct order. Learn to draw the diagram.

Nebula	Cloud of gas and dust
Protostar	Large ball of gas which contracts to form a star
Main sequence	Releases energy by fusing hydrogen to form helium Forces are balanced; gravitational collapse balanced by expansion due to fusion energy
Red giant	A very large star which fuses helium into heavier elements
White dwarf	Collapsed red giant. Fusion stops and the star slowly cools
Supernova	Gigantic explosion caused by runaway fusion reactions in a very large star. Elements heavier than iron are produced here
Neutron star	Very dense small star made out of neutrons
Black hole	The most concentrated state of matter, from which even light cannot escape



Equations

$$\text{orbital distance} = 2 \times \pi \times \text{orbital radius} \quad s = 2 \times \pi \times r$$

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

$$v = \frac{s}{t}$$

Rite of Passage:	To move from one stage or milestone in life to another. For example: birth, coming of age, marriage.	Ketubah:	The marriage Contract. Typically outlines the duties and expectations of the husband and wife.	Shechitah:	The method by which Kosher animals must be killed according to kashrut laws.
Brit Milah:	Literally: 'Covenant of Cutting', a ceremony in which a Jewish male, usually 8-day-old, is circumcised.	Bereaved:	Feeling grief and sadness for a close relation or friend who has died.	Cud:	Grass eaten by kosher animals, swallowed then brought back up again to chew and finally digest. For example, goats, cows and sheep.
Sandek:	The person nominated to hold the baby whilst the circumcision takes place. Traditionally, the paternal grandfather.	Yichud:	A period of time during the wedding ceremony that the bride and groom can be together in private contemplation and togetherness.	Rosh Hashanah:	'Head of the Year'; the start of the Jewish New Year Celebrating the creation of the world.
				Shofar:	A ram's horn trumpet used every day by Jews during Rosh Hashanah.
Mohel:	A trained Jew, often a rabbi who performs the circumcision.	Chevre Kaddisha:	Jewish Burial Society (undertakers) who will prepare the body for burial and remain with the body until burial.	Tashlich:	An atonement symbolic ritual of casting sins away. Jews will visit the river or seaside with breadcrumbs and cast them into the sea.
Kvatter:	The people, typically the parents, who carry the baby on a cushion into the Brit Milah ceremony.	Kaddish:	Meaning sanctification, it is a declaration of faith and a prayer, recited every day during the mourning period.	Yom Kippur:	Day of atonement, also known as 'The Day.' It is seen as the holiest day of the Jewish calendar.
Minyan:	A minimum of ten required number of Jewish adult males necessary for important prayers and services to take place.	Onan:	Immediate Mourner: the first 24 hours which is the time between death and the funeral.	Kol Nidrei:	A declaration recited on the eve of Yom Kippur, releasing all vows. This prayer calls upon God to cancel all vows which have not been fulfilled.
Bar Mitzvah:	When a boy reaches the age of 13 he becomes a 'son of commandment', and is now accountable for his sin.	Shiva:	The first 7 days following the death of a loved one known as 'intense mourning.'	Neilah Service:	Neilah means 'closing', referring to the sacred ritual that ends Yom Kippur. The doors of the ark are symbolically closed.
Bat Mitzvah:	(Reform) When a girl reaches the age of 12, she becomes 'daughter of commandment'. She is now accountable for her sin.	Sheloshim:	Literally means 'thirty'. Jews return to regular daily practice after Shiva, but do not attend celebrations.	Pesach:	Hebrew for the festival of Passover. It celebrates the Jewish escape from slavery in Egypt.
Bat Chayil:	In Orthodox traditions, when a girl reaches 12 she becomes a 'daughter of worth / valour'.	Yahrzeit:	The anniversary of the death of a loved one. Traditionally, children will light a candle that burns for 24 hours on the eve of Yahrzeit.	Haggadah:	Hebrew meaning 'telling' and the name for the book which re-tells the story of the Passover.
Prophets (Haftarah):	The books of the Prophets describe the history of Judaism after the death of Moses. They tell of the Jews' relationship with God and their history.	Kashrut:	Jewish religious food laws, which outline what is permitted to eat and how to prepare the food.	Seder:	Hebrew word for 'order'. Typically, in reference to the Seder plate of symbolic food items eaten during Pesach.
Seudah:	Literally means 'meal', and within Judaism refers to the festival meal that accompanies celebrations, such as rituals and during festivals.	Kosher:	Food considered 'clean' that is permitted for Jews to eat.	Sukkot:	A major Jewish harvest festival held in the autumn to commemorate the sheltering of the Israelites in the wilderness.
Kiddushin:	Literally means to be made holy or 'set aside'. It is the Hebrew word used for a Jewish marriage.	Trefah:	Meaning torn; food that Jews are forbidden to eat.	Lulav:	It consists of a branch from a date palm tree, along with branches from two other plants: the myrtle and the willow.
Chuppah:	Jewish marriage canopy. The bride and groom traditionally marry under this as a symbol of their new home and life together.	Parve:	food which is neutral and can be eaten with meat or dairy such as honey and coffee.	Leviticus:	The third book of the Torah which contains many of the Jewish mitzvot.
Mikveh:	An Immersion pool found in some synagogues that is used for spiritual cleansing.	Shochet:	A Jewish butcher who is trained in kashrut laws to slaughter and handle kosher animals.	Etrog:	One of the Four Species. It is a lemon-like citrus fruit which contains mainly pith inside.

Mi vida digital		
escucho música	I listen to music	
mando mensajes	I send messages	
leo las noticias	I read the news	
envío correos electrónicos	I send emails	
saco fotos	I take photos	
uso aplicaciones como...	I use apps like...	
utilizo las redes sociales	I use social networks	
no tengo ordenador	I don't have a computer	
chateo en línea	I chat online	
hago compras	I do shopping	
hago llamadas	I make phone calls	
soy adicto/a a...	I am addicted to...	

What you prefer to do online		
prefiero / preferimos...	I prefer / we prefer	
compartir fotos	to share photos	
subir imágenes	to upload images	
enviar correos electrónicos	to send emails	
hacer compras por internet	to shop online	
jugar en directo a...	to play...live	
ver videos / documentales	to watch videos / documentaries	
ver series / programas	to watch series / programmes	

Film vocab		
una película...	a film	
de terror	horror	
de ciencia ficción	science-fiction	
de aventuras	adventure	
de superhéroes	superheros	
de fantasía	fantasy	
de acción	action	
una comedia	a comedy	

Free time activities (present tense)		
voy a conciertos	I go to concerts	
hago ciclismo	I do cycling	
juego al fútbol	I play football	
monto a caballo	I go horse-riding	
salgo con mis amigos	I go out with my friends	
veo películas	I watch films	
juego a los videojuegos	I play videogames	
leo (libros)	I read (books)	
novelas	novels	

Advantages and risks of the Internet		
puedes...	you can...	
mantenerse en contacto	stay in touch	
jugar en directo a xbox	play xbox live	
buscar información en google	look for information on google	
chatear con amigos	chat with friends	
compartir fotos en snapchat	share photos on snapchat	
ver vídeos	watch videos	
pero...	but...	
muchos jóvenes tienen seguidores desconocidos	many young people have unknown followers	
otra gente grita palabras feas	other people shout swear words	
las aplicaciones no son muy privadas	apps aren't very private	
el uso excesivo de aparatos electrónicos	the excessive use of electronic devices	

Un día fatal – an awful day		
tuve un día fatal porque...	I had an awful day because...	
llegué muy tarde	I arrived very late	
no hice los deberes	I didn't do my homework	
me caí	I fell over	
mi equipo perdió	my team lost	
no compré nada	I didn't buy anything	
fuimos a un partido	we went to a match	
mi equipo perdió	my team lost	

Past tense time expression		
el fin de semana pasado	last weekend	
ayer	yesterday	
el viernes pasado	last Friday	
la semana pasada	last week	
el mes pasado	last month	
primero	firstly	
luego	then	
normalmente	normally	
hace dos días	two days ago	
hace una semana	a week ago	

Past tense activities		
comí	I ate	
bebí	I drank	
compré una entrada	I bought a ticket	
escuché música	I listened to music	
fui a un restaurante	I went to a restaurant	
fui a un concierto	I went to a concert	
fui al gimnasio	I went to the gym	
entrené	I trained	
gané una competición	I won a competition	
me quedé en casa	I stayed at home	
hablé con mi amigo	I spoke to my friend	
salí con mi amigo	I went out with my friend	
al centro comercial	to the shopping centre	
no hice mucho	I didn't do a lot	

Past tense opinions		
fue divertido	It was fun	
fue aburrido	It was boring	
lo pasé bomba	I had a blast	

Regular present tense (como = I eat)		
Remove the infinitive ending and replace it with these endings		
-AR	-ER	-IR
-o	-o	-o
-as	-es	-es
-a	-e	-e
-amos	-emos	-imos
-áis	-éis	-ís
-an	-en	-en

Regular preterite tense (Comí = I ate)	
Remove the infinitive ending and replace it with these endings	
-AR	-ER / -IR
-é	-í
-aste	-iste
-ó	-ió
-amos	-imos
-asteis	-isteis
-aron	-ieron

The near future tense (Voy a comer = I am going to eat)		
The near future is made up from 3 parts		
Jugar	To play	
voy	+ a	+ infinitive
vas		
va		
vamos		
vais		
van		

Describing a photo		
en la foto	in the photo	
hay	there is/are	
puedo ver	I can see	
puedes ver	you can see	
a la izquierda	on the left	
a la derecha	on the right	
en el centro	in the centre	
en el fondo	in the background	
en primer plano	in the foreground	
al lado de	next to	

Present continuous		
está viendo	he / she is watching	
están comiendo	they are eating	
está jugando	he / she is playing	

The simple future tense		
The simple future tense is formed by taking the infinitive and adding the endings seen below. The endings are the same for AR, ER and IR verbs		
Infinitive + ending = future tense ir + é = comeré (I will eat)		
Jugar	To play	
jugaré	I will play	
jugarás	you will play	
jugará	he/she will play	
jugar emos	we will play	
jugaréis	you all will play	
jugarán	they will play	

Irregular stems		
haré	I will do	
tendré	I will have	
podré	I will be able to	

Time expressions		
paso...horas al día	I spend...hours a day	
siempre	always	
todo el tiempo	all the time	
todos los días	every day	
a menudo	often	
de vez en cuando	from time to time	
a veces	sometimes	
casi nunca	almost never	
nunca	never	
una vez	once	
dos veces a la semana	twice a week	
los fines de semana	at weekends	

Direct object pronouns + preterite		
lo	it (singular / masc.)	
la	it (singular / fem.)	
los	them (plural / masc.)	
las	them (plural / fem.)	
e.g. <i>Perdí el móvil. Lo perdí a la casa de mi amigo. I lost my phone. I lost it at my friend's house.</i> <i>Perdí mis gafas. Las perdí al colegio. I lost my glasses. I lost them at school.</i>		

Preferir – to prefer		
prefiero	I prefer	
prefieres	you prefer	
prefiere	he/she prefers	
preferimos	we prefer	
preferís	you all prefer	
prefieren	they prefer	

The verb 'preferir' is always followed by an infinitive

Prefiero jugar al fútbol porque es divertido. (I prefer to play football because it is fun).

Timetable

[illegible]