



Year 9 | Term 2 | Homework



Homework Schedule

Your homework will consist of:

- Knowledge Organiser with **five questions** this should take between 15-20 minutes. Try your best!
- TT Rockstars and Reading for 15 minutes

Subject	Page	Homework is set on:
English	6-10	Thursday
Maths	11-14	Friday
Science	15-18	Friday
PE	19-20	Week A
Tech/Computing	21-28	Week A
Art	29-30	Week A
Drama	31-32	Week A
History	33-35	Week B
Geography	36-38	Week B
RE	39-41	Week B
French / Spanish	42-55	Week B
Music	56-57	Week B
PSHE	58	Set Termly

When is week A/B

	Week Commencing
Week B	04/11/24
Week A	11/11/24
Week B	18/11/24
Week A	25/11/24
Week B	02/12/24
Week A	09/12/24



We all make exceptional things happen everyday

Academically | Professionally | Socially | Personally | Within the Community

Need help with Homework?



- **1) Class Teacher:** Speak to your class teacher, they will be able to help you if you are unsure. Try your best and don't worry if you do not complete everything.
- **2) Tutor:** If you are still unsure, speak with your tutor. Especially, If you have lost equipment, this booklet or having issues with SMHW.
- **3) Year Team:** Once you have contacted your teacher and tutor and still need help, then contact your Year team.

Struggling with the task: You can email the Curriculum Leaders below:



	Email		Email
English	hannah.powell-bond@clf.uk	History	Jenny.Chapman@clf.uk
Maths	David.Busby@clf.uk	Geography	emilia.fuorvito@clf.uk
Science	timothy.sperring@clf.uk veronica.forcina@clf.uk	RE	emilia.fuorvito@clf.uk
PE	Victoria.Payton@clf.uk	French / Spanish	Laura.miles@clf.uk
Tech/Computing	Naomi.Soper@clf.uk Martin.Wignall@clf.uk	Music	drew.salida@clf.uk
Art	kealy.darby@clf.uk	PSHE	amelia.perry1@clf.uk
Drama	Joanne.Ayre@clf.uk	Year Team	BBAyear7team@clf.uk

How to complete my homework

You will
need



Homework book



Green and Red Pen



Optional: Timer: Set
for 20 minutes

Instructions: How to complete my homework

1. For each homework you will be asked to look at a particular section of your Knowledge Organiser. Set a timer for **20 minutes**.



2. **Read** a small section of the Knowledge Organiser, your teacher will tell you the key term numbers to learn for your homework.



3. **Cover up** the information so you are unable to read/see it.



4. **Write:** In your red homework book, Write what you can remember. This should include both the Key term and definition.



5. **Check:** Check the Knowledge Organiser to see if you got the key term and definitions correct. Correct any mistakes using a green pen

6. **Complete** the other knowledge questions. Please stop if you run out of time.

How to present my homework book

1. Title with the Subject name and due date

13/09/2024

Science H/W – Due 18/09/2024


1. **Base:** A substance with a PH **between 8-14**
Alkali: A water soluble **soluble base.**

2. **Look, cover, write & check** the **key terms and definitions** identified by your teacher. Try your best.

2. PH1 is the strongest acid

3. Indicators help us categorise substances such as alkaline, acids or **neutral.**

3. Answer the questions, **using full sentences.** Self-correcting using a **green pen.**

Subject	Additional Tasks	
English	You should read for 15 minutes a day and record this in your reading log provided by your English teacher.	
Maths	<p>TT Rockstars: Times Tables Rock Stars is a fun and challenging programme designed to help you master the times tables. 5 to 15 minutes practice a day, Ask your Maths teacher or tutor if you require a new log in.</p> 	<p>To help you remember write down your:</p> <p>Username:</p> <p>Password:</p>



Context

McCarthyism -accusations of disloyalty, or treason without proper regard of evidence.

Italian immigration- immigrants usually faced persecution from other Americans, which is why they live together for protection.

American dream- life should be better, richer, fuller for everyone.

Greek tragedy –central character cannot avoid their tragic faith.

Plot

Eddie Carbone is an Italian longshoreman working on the New York docks. When his wife`s cousins, Marco and Radolpho, seek refuge as illegal immigrants from Sicily. Eddie agrees to shelter them. The trouble begins when his wife`s niece is attracted to Radolpho. Eddie`s Jealousy culminates in an unforgivable crime against his family and the Scillian community.

Key quotes

“I`m ashamed. Paper Doll they call him. Blondie now.” Eddie isn`t happy with the way that Radolpho presents himself. He worries that the other longshoreman will judge him and doubt his masculinity.

“My wife- she feeds them from her mouth.” –Marco tells Eddie and Beatrice how poor their family is in Italy. It makes it clear why he and Radolpho have come to America.

“All the law is not in a book.” – this links the key themes of Justice and Honour. The Italian community live in their own rules that are outside the law. E.g. if you snitch; you are exiled from your community and may be killed or beaten.

“Called me a rat in front of the whole neighbourhood.” –Eddie shows his anger at Marco`s words. He doesn't want to be dishonoured in the Italian community.

“Eddie, I never meant to do anything bad to you.” - Catherine shows how upset she is. She doesn't understand Eddie`s behaviour and realises her relationship with him has changed forever.

“He allowed himself to be wholly known, and for that I think I will love him more than all my sensible clients” – Alfieri respect Eddie and his outpouring of emotions. Alfieri feels that Eddie is a product of the Italian community and could not have changed his fate.

Keywords

Tragic hero: a main character who has a tragic flaw which leads to the downfall or death.

Tragic flaw: the character defect that causes the downfall of the tragic hero.

Tragedy: a genre of play which deals with tragic events and ends in an unhappy ending. It usually involves the downfall of the main character.

Foreshadowing: a warning of the future event.

Prologue: an event or act that leads to another.

Narrator: a person who tells or recounts the events of an overall play.



Symbolism

Brooklyn Bridge - Alfieri's viewpoint from the bridge that links the Italian and American cultures and allows Alfie to regenerate past events to the audience.

Italy - homeland, origin and cultural link to the people of the community.

High heels - for Catherine, high heels are representative of womanhood flirtation and sexiness.

Themes

Law versus honour: American law (represented by Alfieri) is not followed in the Italian community. Instead, they follow their own form of justice based on honour. E.g. if you snitch, you will be expelled from your community and beaten/killed.

Masculinity: gender stereotypes influence the characters come, especially Eddie. He is determined to be masculine and this suspicious of Rodolpho's "feminine" behaviour.

Love: Confusion between love and romantic love causes issues within the play

Jealousy: At this jealousy becomes his tragic flaw and leads to his downfall.

Characters

Alfieri: An Italian-American lawyer. He narrates the story, speaking directly to the audience and attempts to make the social and moral implications of the story clear.

Eddie: An Italian immigrant and longshoreman (dockyard worker). He is the husband of Beatrice and Catherine's non-biological uncle. He is the **tragic hero** of the play.

Beatrice: An Italian immigrant and Eddie's wife. She has raised Catherine since the death of her mother. She is a warm and caring character.

Catherine: The orphaned niece of Beatrice and Eddie. Catherine has been sheltered by Beatrice and Eddie and wants to experience of the world.

Marco: Cousin of Beatrice and an illegal Italian immigrant. He is hard working and plans to send the money he earns back to his family in Italy.

Radolpho: Cousin of Beatrice and an illegal Italian immigrant. Radolpho is seen as an effeminate (acting in a stereotypical feminine way) because he cooks, sews, sings and dances. He wants to be an American and gain wealth and fame. His relationship with Catherine causes problems with Eddie.




Year 9 – A View from a Bridge – Knowledge Organiser


	Vocabulary	Definition		Vocabulary	Definition
1	Masculinity	The qualities that are considered to be stereotypical of men.	8	Imperious	Someone who has a proud manner and expect to be obeyed.
2	Femininity	The qualities that are considered to be stereotypical of women.	9	Deference	A polite and respectful attitude towards someone, especially because they have an important position.
3	Immigrant	A person who has moved to a country from another country.	10	Denial	A denial of something is a statement that it is not true, does not exist, or did not happen.
4	Obsession	When you are spending too much time thinking about a person or a thing.	11	Foreshadowing	If something foreshadows an event or situation, it suggests that it will happen.
5	Honour	Doing what you believe to be right and being confident that you have done what is right.	12	Inevitable	Something that is certain to happen and cannot be prevented or avoided.
6	Omerta	A conspiracy or understanding between a community that you will be silent.	13	Characterisation	The way an author or an actor describes or shows what a character is like.
7	Vulnerable	Someone who is is weak and without protection, with the result that they are easily hurt physically or emotionally	14	Submissive	If you are submissive, you obey someone without arguing.



Instructions: for each homework, you will be asked to look at a **particular section of your Knowledge Organiser** to help you answer the questions using full sentences. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1		<ol style="list-style-type: none">1. Look, cover, write, check vocabulary 1-5.2. What is patriarchy? Write one sentence using this word in relation to <i>A View From the Bridge</i>.3. What does honour mean to the community of Red Hook? Write a sentence summarising this.4. List three expectations of women in 1950s America.5. What is the meaning of oppression? How is this represented in <i>A View From the Bridge</i>?
Homework 2		<ol style="list-style-type: none">1. Look, cover, write, check vocabulary 6-10.2. Look at the 'Context' section of the Knowledge Organiser. What is the American Dream?3. Which character subverts ideas of masculinity?4. List three things that show how Catherine is trying to be more independent.5. What does Alfieri's job foreshadow about the play?
Homework 3		<ol style="list-style-type: none">1. Look, cover, write check vocabulary 8-12.2. In <i>The Bell Jar</i> extract, what is was the narrator's conflict?3. What is the meaning of 'infantilize'?4. Write one sentence explaining why Eddie conforms to masculine expectations.5. A student said "Beatrice does not do the right thing when it comes to Catherine". To what extent do you agree? Write a sentence in your book and explain your opinion.

Instructions: for each homework, you will be asked to look at a **particular section of your Knowledge Organiser, to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due	Task:
Homework 1		<ol style="list-style-type: none"> 1. Look, cover, write check vocabulary 1,3,5,7,9. 2. Who is Catherine getting closer to? 3. Do you think Beatrice should intervene in Eddie's behaviour more? Explain your answer in a sentence. 4. Why does Eddie go to visit Alfieri? 5. What is the meaning of 'foreshadowing'? Give one example of foreshadowing in <i>A View From The Bridge</i>.
Homework 2		<ol style="list-style-type: none"> 1. Look, cover, write check vocabulary 2,4,6,8,10. 2. What is the significance of Rodolpho's ability to dance? Summarise in a sentence. 3. Which character subverts ideas of masculinity? 4. Write one sentence explaining what Arthur Miller wanted to warn and encourage the reader to question about society. 5. In your opinion after reading <i>A View From the Bridge</i>, what more important – subverting expectations or conforming to them? Explain why.
Homework 3		<ol style="list-style-type: none"> 1. Look, cover, write check vocabulary 7-12 2. In a sentence, explain the importance of Marco lifting the chair. 3. What is hamartia? Summarise it in a sentence. 4. Think about the full story of <i>A View From the Bridge</i>. What do you think were the three key reasons Eddie was unable to let Catherine go emotionally? 5. Write a short bullet point summary of <i>A View From the Bridge</i>. This should include between 5-10 bullet points.



This is your maths revision guide

Sign in to [Mathswatch](#)

Click the Video Clip number for the topic you want to revise, or

Go to <https://vle.mathswatch.co.uk/vle/browse>

- Type the number in the search box and then click on the topic when it comes up below
- Note - If it does not come up, try changing the qualification to 'GCSE' or 'KS3'
- Watch the video and complete the interactive questions

Topic	Mathswatch Video Clip		Tick When Confident
	KS3	GCSE	
Algebra			
Introduction		7	
Adding and subtracting		33	
Multiplication		34	
Division		35	
Expanding brackets		93	
Factorising		94	
Expanding and simplifying		134a	
Rearranging a formula		136	
Powers and roots			
Introduction		29	
Squares, cubes and roots		81	
Evaluating indices		82	
Standard Form		83	
Rounding and estimating			
Nearest 10, 100, 100		31	
Decimal places		32	
Significant figures		90	
Estimation		91	
Error intervals		155a	
Shape (end of year 8 topic)			
Properties of solids		43	
Volume of a prism		119	



Using Multiplier

1

If an amount is increased by $x\%$ the new amount is $(100 + x)\%$ of the original amount

Increase 9000 by 15%

$$100\% + 15\% = 115\%$$

$$9000 \times 1.15 = 10350$$

$$115\% = 1.15$$

If an amount is decreased by $x\%$ the new amount is $(100 - x)\%$ of the original amount

Decrease 4500 by 12%

$$100\% - 12\% = 88\%$$

$$4500 \times 0.88 = 7920$$

$$88\% = 0.88$$

Key Terms:

Percentage: Out of one hundred.

Decimal: A decimal is a fraction written in a special form e.g. 0.6.

Multiplier: This is used to calculate percentages when we have a calculator.

Increase: When an amount goes up.

Decrease: When an amount goes down.

Simple interest: The amount of interest is fixed over period of time.

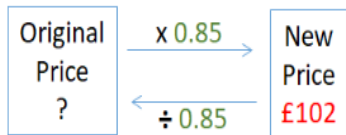
Compound interest: The interest earned over time will continue to increase.

Reverse Percentage

2

A jacket costs £102 after a discount of 15%. What is the original price of the jacket?

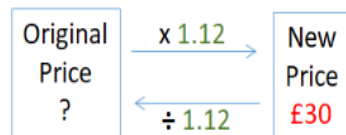
$$100\% - 15\% = 85\% = 0.85$$



$$\text{Original price} = £102 \div 0.85 = £120$$

The price of a ticket costs £30 inclusive of 12% tax. What is the pre-tax cost of the ticket?

$$100\% + 12\% = 112\% = 1.12$$



$$\text{Original price} = £30 \div 1.12 = £26.79$$

Simple interest

To calculate simple interest we start by calculating the percentage and multiplying it by the period of time.

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

$$5\% = 0.05$$

$$0.05 \times 250 = £12.50$$

Multiply by 3 because the question asks for 3 years.

$$3 \times £12.50 = £37.50$$

Add your answer to the original amount in the question.

$$£250 + £37.50 = £287.50$$

Compound interest

To calculate compound interest we use powers as the amount changes at the end of each year.

Example: £250 is in a bank account which is paying 4% compound interest per year. How much will be in the bank account at the end of 5 years?

$$4\% \text{ increase} = 1.04$$

Interest means an increase so $100\% + 4\% = 104\%$ which as a multiplier is 1.04

$$1.04^5 \times 250 = £304.16$$

Power of 5 because the questions asks for 5 years.

This is the final answer





How to calculate percentage change

In order to calculate percentage change:

- 1 Work out how much the value has changed using subtraction.
- 2 Apply the percentage change formula.

$$\text{Percentage change} = \frac{\text{Change}}{\text{Original}} \times 100$$

This can then be worked out using a calculator.

3

Probabilities add up to 1

Independent event = one event does not affect the probability of the other.
Example – Flipping heads on a coin has no effect on rolling a 3 on a dice

Dependent events = one outcome affects another
Example – choosing one red card reduces the chance of choosing another red card

To find the probability of two independent events, multiply their probabilities
 $P(A \text{ and } B) = P(A) \times P(B)$

5

Construct sample space diagrams



sample space diagrams provide a systematic way to display outcomes from events

The possible outcomes from tossing a coin

The possible outcomes from rolling a dice

	1	2	3	4	5	6
H	1H	2H	3H	4H	5H	6H
T	1T	2T	3T	4T	5T	6T

Probability from sample space

What is the probability that an outcome has an even number and a tail?

	1	2	3	4	5	6
H	1H	2H	3H	4H	5H	6H
T	1T	2T	3T	4T	5T	6T

P (Even number and Tails)

5

There are three even numbers with tails (numerator)

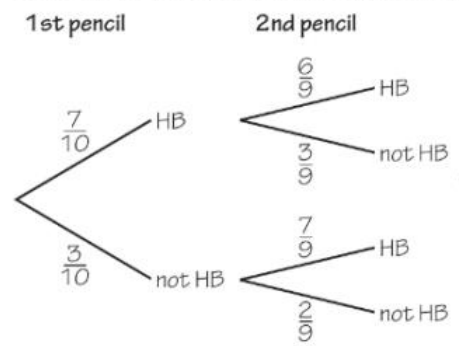
$$\frac{3}{12}$$

There are twelve possible outcomes (Denominator)

Tree Diagrams:

There are 10 pencils in Toby's pencil case. Seven of the pencils are HB pencils. Toby takes two pencils out of his pencil case.

- Draw a tree diagram to show all the possible outcomes.
- Work out the probability that he picks out at least one HB pencil.



Taking two pencils from the pencil case at the same time is the same as taking one pencil, then another (without replacement).

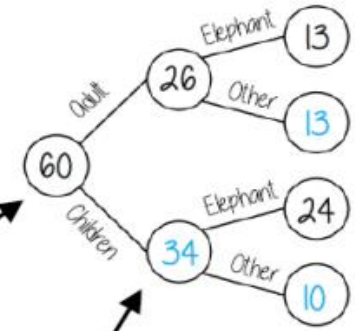
b $P(\text{at least 1 HB}) = 1 - P(\text{no HB})$
 $P(\text{not HB, not HB}) = \frac{3}{10} \times \frac{2}{9} = \frac{6}{90} = \frac{1}{15}$
 $P(\text{at least 1 HB}) = 1 - \frac{1}{15} = \frac{14}{15}$

You don't need to simplify probability fractions, but sometimes it makes calculations easier.

Frequency trees

60 people visited the zoo one Saturday morning. 26 of them were adults. 13 of the adult's favourite animal was an elephant. 24 of the children's favourite animal was an elephant.

The overall total "60 people"



A frequency tree is made up from part-whole models. One piece of information leads to another

Probabilities or statements can be taken from the completed trees
eg 34 children visited the zoo

These are often confused... you will need to learn the difference and when they are used

**Instructions:**

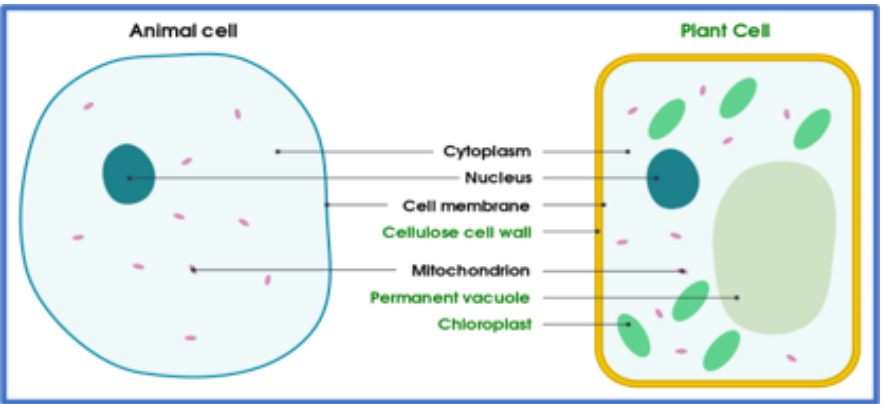
In addition, students will receive online homework via the Mathswatch website **every Friday**. This **needs to be completed alongside the knowledge questions and times tables practice**“ The website is <https://vle.mathswatch.co.uk/vle/>, student usernames are their school email address and the password is always **bristol**”

Homework	Due	Task:																
Percentages		Using Multipliers...write the multiplier to a)find 17% b increase by 17% c) decrease by 17% EXT. Do the same for 4.2 %																
Percentage change		Learn the formula. If an item goes up from £12 to 15.60 what is the percentage change? Another item is £84 in the sale – normal price £150 what percentage are you saving?																
Reverse Percentage		Make a revision flash card explaining exactly how to calculate reverse percentage – use the example. Trainers on 18% discount cost £102.50 till Monday.. They go back to full price on Tuesday – what will they cost then?																
Probability		complete the table and use it To calculate P(a child who drinks tea)																
		<table border="1"> <thead> <tr> <th></th> <th>Adult</th> <th>Child</th> <th>Total</th> </tr> </thead> <tbody> <tr> <th>Drinks Tea</th> <td>36</td> <td></td> <td>47</td> </tr> <tr> <th>Does Not Drink Tea</th> <td></td> <td></td> <td></td> </tr> <tr> <th>Total</th> <td>45</td> <td></td> <td>70</td> </tr> </tbody> </table>		Adult	Child	Total	Drinks Tea	36		47	Does Not Drink Tea				Total	45		70
	Adult	Child	Total															
Drinks Tea	36		47															
Does Not Drink Tea																		
Total	45		70															
Probability and Frequency Trees		Write a revision note to explain the difference between these. Give examples of how and when they are used.																
Revision		Use your knowledge organiser and key topic list to ensure that you have learned as much as possible from this term. Clear all Mathswatch homeworks																

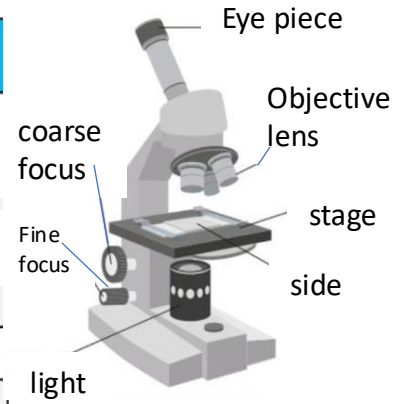
	Key Term	Definition
1	Cell membrane	The cell component which controls the movement of substances into and out of the cell
2	Nucleus	Where all the genetic information is stored in the cell
3	Cytoplasm	A 'jelly-like' substance found in cells, where all the chemical reactions take place
4	Mitochondria	The cell organelle where aerobic respiration takes place
5	Cell wall	The plant cell component which surrounds the cell, providing support

Part of microscope	Description
Eye piece lens	The lens closest to your eye. Typically a magnification of x10
Objective lenses	Three lenses of different magnification used to see the image more clearly
Diaphragm	Controls the amount of light onto the microscope slide
Fine focusing knob	Makes small adjustments to the state so the image is sharp and clear
Coarse focusing knob	Makes large adjustments to the stage so you can see the image more clearly

Microscopes are used to **magnify** objects that we are unable to see with our eyes. **Magnification** is a measure of how much 'bigger' an image is compared to the original object.



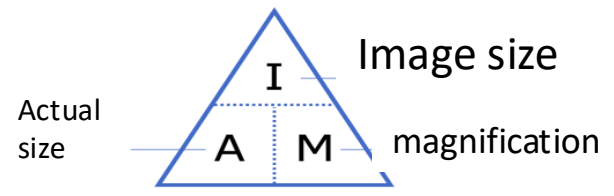
ELECTRON MICROSCOPE	LIGHT MICROSCOPE
LARGE AND INSTALLATION MEANS IT CAN'T BE MOVED	SMALL AND EASY TO CARRY
VACUUM NEEDED	NO VACUUM NEEDED
COMPLICATED SAMPLE PREPARATION	EASY SAMPLE PREPARATION
OVER x 500 000 MAGNIFICATION	UP TO x 2000 MAGNIFICATION
RESOLUTION 0.5 nm	RESOLUTION 200 nm
SPECIMENS ARE DEAD	SPECIMENS CAN BE LIVING OR DEAD



Unit	Standard form for metres
Metre (m)	1
Millimetre (mm)	$\times 10^{-3}$ m
Micrometre (μ m)	$\times 10^{-6}$ m
Nanometre (nm)	$\times 10^{-9}$ m
Picometre (pm)	$\times 10^{-12}$ m

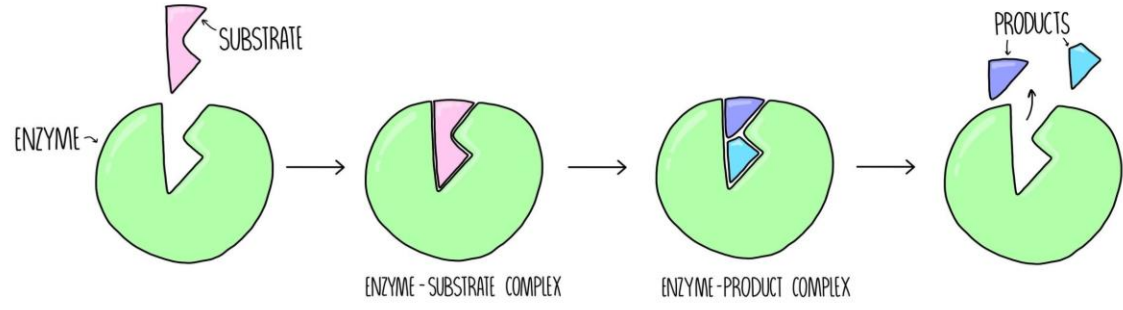
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$$\text{Magnification} = \frac{\text{size of image}}{\text{size of real object}}$$

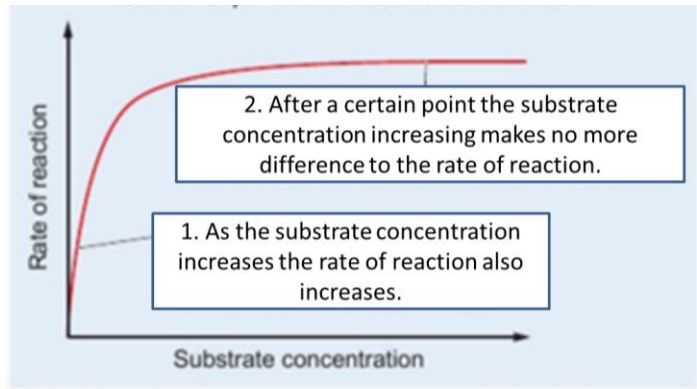


Key Term	Definition
1 Enzyme	A protein produced by living organisms that acts as a catalyst to speed up the rate of a reaction.
2 Active Site	The space in an enzyme where the substrate fits during an enzyme-catalysed reaction.
3 Substrate	A substance that is changed during a reaction.
4 Denatured	A denatured enzyme is one where the shape of the active site has changed so much that the substrate no longer fits, and the reaction can no longer happen.
5 Rate	How quickly something happens.

Lock-and-key Model: a model that describes the way an enzyme catalyses a reaction when the substrate fits within the active site of the enzyme. Active site and substrate have a complementary shape.



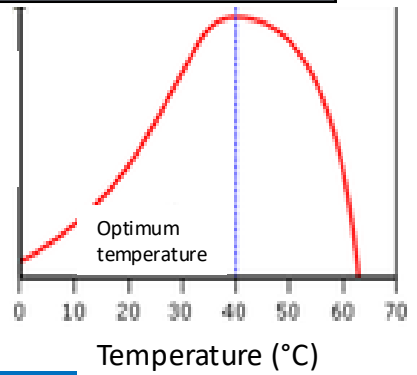
Factors affecting enzymes
a. Substrate concentration



c. Temperature

optimum: temperature at which the enzyme works the best.
 At temperatures higher than the optimum the enzyme denatures

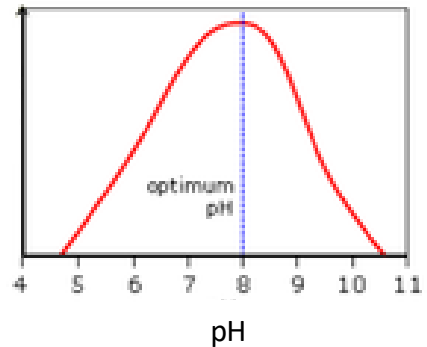
Increasing enzyme activity



b. pH

optimum: pH at which the enzyme works the best.
 At pH higher than the optimum the enzyme activity decreases


Increasing enzyme activity




Enzymes in digestion:

Carbohydrates are broken down by carbohydrase/amylase into simple sugars (glucose).
 Protein is broken down by protease into amino acids.
 Lipids are broken down by lipase into fatty acids and glycerol.

Instructions: for each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 Cells and microscopes		<ol style="list-style-type: none"> 1. Read, cover, check terms 1-5 2. What are 3 differences between an electron and light microscope? 3. Which organelles are found in both a plant and animal cell? 4. What part of a microscope do you place your specimen slide onto? 5. What can we use to change the magnification of the image?
Homework 2 Cells and microscopes		<ol style="list-style-type: none"> 1. What is the equation to work out the size of the image? 2. How do you convert from metres to millimetres? 3. What two types of knobs do we have on a microscope? What is the difference between them? 4. A cell has a diameter of 0.001cm. An image of that cell seen through the microscope has a diameter of 5 cm. What is the magnification of the image? 5. Convert 2 metres into picometres
Homework 3 Cells and microscopes		<ol style="list-style-type: none"> 1. Where in the cell aerobic respiration happens? 2. Where is DNA stored in the cell? 3. What is the difference between cell wall and cell membrane? 4. Convert 0.4 metres in micrometres. 5. Convert 5 millimetres in micrometres.

Instructions: for each homework, you will be asked to look at a **particular section of your Knowledge Organiser** to help you answer the questions using full sentences. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

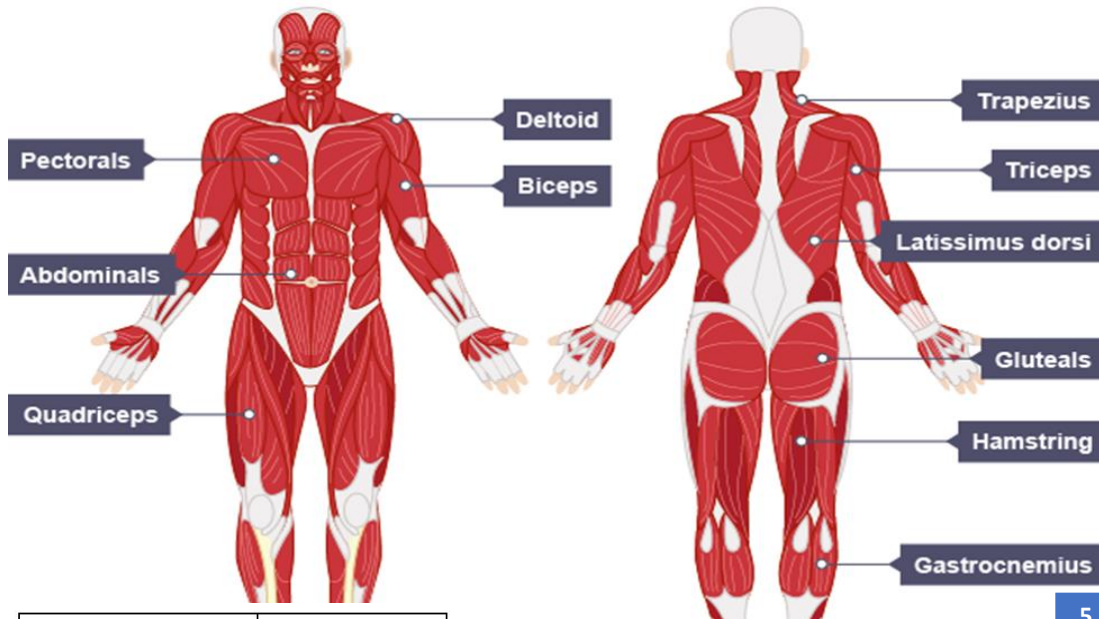
Homework	Due 	Task:
Homework 4 Enzymes 1		<ol style="list-style-type: none"> 1. Read, cover, check terms 1-5 2. Draw and label the diagram of the lock and key analogy for an enzyme. 3. What is the shape relationship between active site and enzyme? 4. What conditions can denature an enzyme? 5. What does optimum of pH mean for an enzyme?
Homework 4 Enzymes 2		<ol style="list-style-type: none"> 1. List the factors that affect the enzyme activity. 2. Define the word 'denature' 3. What happens to the enzyme activity at the optimum temperature? 4. What happens to the enzyme at temperatures higher than the optimum? 5. What happens to the enzyme activity at pH higher than the optimum?
Homework 5 Enzymes 3		<ol style="list-style-type: none"> 1. List the enzymes in the digestive system. 2. What enzyme breaks down carbohydrates? 3. What enzyme breaks down protein? 4. What enzyme breaks down lipids? 5. Explain why Lipase cannot break down protein.



Locations of major muscles:

Front of the body: Anterior

Back of the body: Posterior



Muscle	Stretch
Triceps	
Hamstring	
Pectorals	
Quadriceps	
Gluteus Maximus	


Biceps	
Deltoids	
Abdominals	
Gastrocnemius	
Latissimus Dorsi	

	Joint action	Description	An example of a sporting movement
1	Flexion	Decreasing the angle at the joint.	The upward phase of a bicep curl.
2	Extension	Increasing the angle at the joint.	Your elbow when throwing a shotput.
3	Adduction	Limb moves towards the mid-line of the body.	Swimming – end of a breast stroke when legs & arms come back together
4	Abduction	Limb moves away from the mid-line of the body.	Jumping Jacks – when arms & legs are moved out to the side.

5	Rotation	A circular movement around a fixed joint.	At the shoulder when playing a forehand topspin shot in tennis.
6	Circumduction	When the limb moves in a circle.	At the shoulder when bowling in cricket.
7	Dorsi Flexion	Bending the foot up towards the shin.	Lifting you foot when running or juggling a football.
8	Plantar Flexion	Bending the foot downward towards the ground.	Pointing your toes in gymnastics or when you push off and jump into the air.



Instructions: for each homework, you will be asked to look at a **particular section of your Knowledge Organiser** to help you answer the questions using full sentences. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 2. What is Adduction? 3. Where are your Gluteals? 4. Flicking your wrist when shooting in basketball is an example of what type of movement? 5. Describe how you stretch your quadriceps?
Homework 2		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 2. What is Abduction? 3. Where are your Hamstrings? 4. Give an alternative example of planter flexion in sport 5. Give an alternative example of rotation in sport
Homework 3		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 2. Where is your Trapezius? 3. What muscles are located in your stomach area? 4. What movement occurs in the shoulder when you bowl in cricket? 5. Give an sporting example of circumduction.



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File Edit Format Run Options Window Help
# Use of input()
name = input("Enter your name: ")
marks = input("Enter your marks: ")
print("Your Name is :", name)
print("Your Marks is:",marks)
```


Key vocabulary	Definition
1. Wide Area Network	(WAN) Two or more LANs are connected over a large geographic location
2. Internet	A world wide network of computers . Its hardware like cables, satellites, routers.
3. World Wide Web	These is the websites that uses the internet so that we can access them
4. Data packets	Data that is transferred across the internet is spilt into 'data packets' – these small packets travel in different directions, finding the quickest route . This allows for quicker transfer of data.
5. Router	Hardware that transmits data between networks
6. Protocols	A set of rules for how devices communicate over a network
7. IP address	A unique identifier given to a device on the internet
8. Malicious Code	Often known as Malware. Common types Viruses, Spyware, Worms and Trojans
9. Social engineering	Social engineering is where users are tricked by cyber criminals into giving access to the network.
10. Brute force attack	Where computers are used to try and hack a network by trying to crack passwords.
11. Denial of service attack	prevents users from accessing the parts of a network by flooding the network with lots of requests from different computers.
12. Antimalware	Software designed to reduce the risk and protect networks from possible attacks.
13. Firewalls	Used to ensure that authorised people can access the resources they need.
14. User access levels	Where users on a network have different parts of the network they can access – only accessing the information they need.
15. Encryption	Encryption is the process of encoding data or a message so that it cannot be understood by anyone other than the person it was intended for.
16. Ethical Hacking	Is when hacking is authorised – a hacker will be paid to find weaknesses in a network.
17 Binary (Base 2)	A number system that contains two symbols, 0 and 1. Also known as base 2.
18 Denary (Base 10)	The number system most used by people. It contains 10 unique digits 0 to 9. Also known as decimal or base 10.
19. Bit	The smallest unit of data in computing represented by a 1 in binary.
20. Hexadecimal	A number system using 16 symbols from 0-9 and A-F, also known as base 16 and hex



instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.



1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, to help you answer the questions **using full sentences**.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
Homework 1		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 25-292. Draw an AND gate.3. What's the rule for an AND gate?4. Draw an OR gate.5. What's the rule for an OR gate?6. Draw a NOT gate.7. What's the rule for a NOT gate?
Homework 2		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 1-72. What is the internet?3. Why do we need an IP address?.4. What is the role of a router as part of the internet?5. Why is data split into 'packets' when travelling across the internet?
Homework 3		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 8-16.2. Explain the term 'malicious code'?3. Explain a possible effect of a denial of service attack?4. Explain the need for a firewall?5. When is encryption used on the internet?

Important vocabulary

Key word	Meaning
1. Natasha's law	Named after 15-year-old Natasha Ednan-Laperouse this law came in 2021 and requires labelling of 14 allergens all foods including those freshly made and packaged in a shop.
2. Cross contamination	When food poisoning bacteria, chemicals, allergens or objects get into/onto foods from another place.
3. Food safety Act 1990	Law which means any food providers must not mislead or endanger the health of their customers.
4. Hazard Analysis and critical control points	HACCP= Risk assessment all food businesses have to carry out and implement to identify and prevent harm to customers and workers.
5. Staphylococcus	Bacteria found on STAFF which causes food poisoning due to poor personal hygiene.
6. E Coli 0157	Bacteria often found on red meat from animal's insides which causes food poisoning.
7. Bacillus cereus	Bacteria often found on rice which causes food poisoning.

LOW FAT VANILLA FLAVOURED YOGHURT
INGREDIENTS: Skim Milk, Concentrated Skim Milk, Water, Sugar, Cream (From Milk), Thickeners (1422 (From Maize), 1442 (From Maize)), Milk Solids, Gelatine, Flavours, Acidity Regulators (331, 332, 270, 330), Enzyme (Lactase), Live Cultures.
Contains Milk and Milk Products.



Judaism: In order to meet Jewish dietary laws, food must be Kosher, meaning 'clean' or 'proper'. Kosher rules ensure that:

- Meat and poultry has been slaughtered in a special way.
- Pork and shellfish are forbidden.
- Meat and dairy products must not be prepared or eaten together. Separate cooking equipment should be used.



Hinduism: Beef is a forbidden food, as many Hindus believe the cow is sacred. Although meat is allowed, many Hindus follow a vegetarian diet. Strict Hindus will avoid onions, mushrooms, garlic, tea and coffee.



Buddhist: As a Buddhist teaching preaches against killing, many Buddhists are vegetarian, although some will eat fish.



Sikh: The food laws for Sikhs are less strict than those of Hindus and Muslims. Beef is the only forbidden meat and they must avoid alcohol. They are also strictly prohibited from eating meat killed in a ritualistic manner such as Halal or Kosher.



Rastafarian: Rastafarians must eat foods that are natural and clean, and some choose to follow a vegetarian or vegan diet. They will eat fish but it cannot be more than 30cm long, and food is prepared without salt and usually cooked in coconut oil. Rastafarians do not drink alcohol.



Islam : Food must be halal, which means that animals have been slaughtered in the Islamic way, according to the rules set out in the Qur'an. Muslims are not permitted to eat pork, pork products, lard or gelatine. They are also forbidden from drinking alcohol or eating food which contains alcohol.



Christianity: The Christian religion does not forbid any foods; however, there is a tradition that fish is eaten on Fridays instead of meat

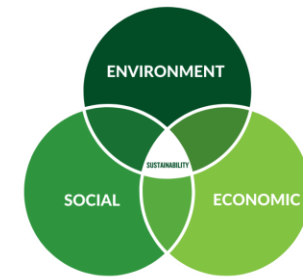


Homework	Due	Task:
Homework 4		<ol style="list-style-type: none">1. Complete the Show my homework end of topic test. This will be set on show my homework.
New Tech rotation change over week beginning 18/11/24 Homework 1		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 1-7.2. Give 2 examples of how cross contamination can cause illness.3. How does Natasha's law protect customers/ consumers?4. Where on packaging would you find allergy information?5. <u>HACCP's</u> are used to identify and reduce/prevent food poisoning and other risks from occurring. Name 2 risks associated with making a chicken salad and how you could prevent/ reduce them.
Homework 2		<ol style="list-style-type: none">1. Read the information on religions and food then answer the questions.2. Which meat is forbidden as part of Hinduism and Sikhism?3. In which religions is there a lot of vegetarianism?4. Which religions are forbidden to eat pork?5. Which religions do not drink alcohol?6. Which religion prohibits the meat and dairy products being prepared and eaten together?

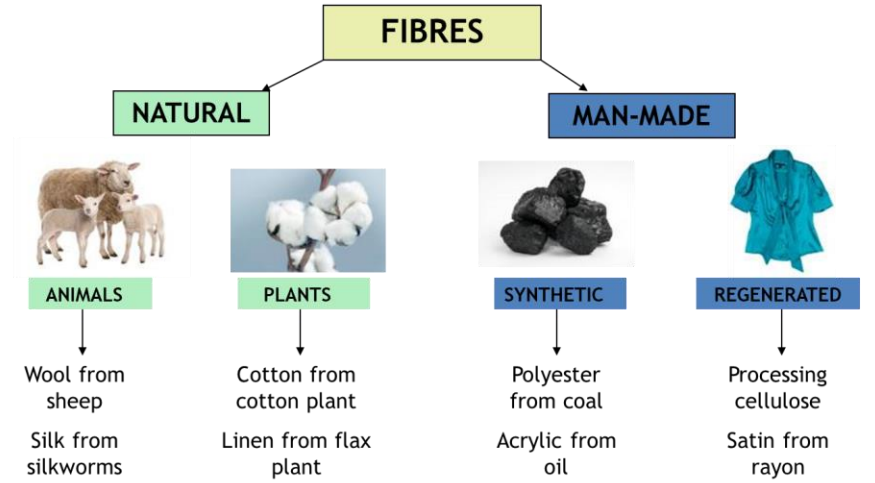


Important vocabulary

Key word	Meaning
1. Sustainability	meeting our own present-day needs without compromising the needs of future generations.
2. Non Finite Resource	can replenish quickly enough to meet current and future needs - eg - wind power, solar power
3. Finite Resource	does not renew itself quickly enough to be used for future generations - eg - oil, coal
4. Global warming	the gradual increase in the average temperature of the Earth's atmosphere and oceans, which affects the Earth's climate.
5. Incineration	burning of waste
6. Biodegradable	(of a substance or object) capable of being decomposed by bacteria or other living organisms and thereby avoiding pollution.
7. Carbon Footprint	This is a measure of your own, or a product's, impact on the environment. It includes every process that releases CO2 into the atmosphere.
8. Fair Trade	a group that makes sure workers get a decent wage and living conditions
9. Unfair Trade	child or forced labour, poor working conditions and low wages
10. 6 R's	6Rs: Rethink, Refuse, Reduce, Reuse, Recycle, Repair These are all useful terms to explore reducing the impact of technology on people and the environment.
11. Natural Fibres	Natural fibres come from animals, insects or plants. They all Biodegrade so are sustainable although the processing uses energy.
12. Man-made Fibres	Synthetic fibres, are made from synthetic sources, such as oil, coal or petrochemicals, or naturally sourced materials which undergo a chemical process.



FAIRTRADE



REDUCE the amount of energy and materials used in the manufacture of a product. This will help to protect valuable resources.

REUSE the product for something else so you don't need to throw it away.

RECYCLE the product (or parts of it) in order to make new components for new products. Can the materials be easily separated for recycling purposes?

RETHINK products and how we use them. Is there a better way of doing the same job that has less of an effect on the environment?

REFUSE to buy materials and products that are unsustainable.

REPAIR products rather than throwing them away. Can you design a product that is easier to repair than throw away?



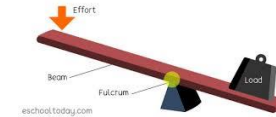
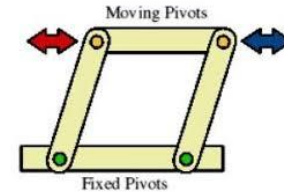
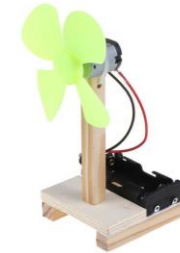
For each homework, you will be asked to look at a **particular section of your Knowledge to help you answer the questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
Homework 4		<ol style="list-style-type: none">1. Complete the end of topic knowledge quiz. This will be set on Show My Homework
NEW TECH ROTATION WEEK 18/11/2024 Homework 1		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 1-4.2. What does "sustainability" mean, and why is it important for the environment and future generations?3. Give two examples of non-finite resources and explain how they differ from finite resources.4. Why are finite resources considered limited, and what are some consequences of their overuse?5. What is "global warming," and what are some major causes and effects of this phenomenon
Homework 2		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 5-9.2. What is "incineration" and what are some potential environmental impacts of this waste disposal method?3. Explain what it means for a material to be "biodegradable" and why this property is important for environmental health.4. What is a "carbon footprint" and what actions can individuals take to reduce their own carbon footprints?5. Describe the concept of "fair trade" and explain how it benefits producers in developing countries. What is "unfair trade" and how does it negatively affect producers and consumers?



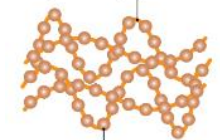
Important vocabulary

Key word	Meaning
1. Hardwood	These are usually found in broad-leaved temperate and tropical forests.
2. Softwood	The wood from a conifer (such as pine, fir, or spruce) as distinguished from that of broadleaved trees.
3. Thermoplastic	A plastic that can be reshaped over and over when heat is applied.
4. Thermosetting plastic	A plastic that only be shaped once.
5. Ferrous metals	Ferrous metals refer to any metal that contains iron. They are favoured for their tensile strength and durability
6. Non-ferrous metals	Non-ferrous metals are alloys or metals that do not contain any appreciable amounts of iron. All pure metals are non-ferrous elements, except for iron
7. Soldering iron	A soldering iron is a hand tool that melts solder so two pieces of metal can be joined
8. Printed Circuit Board	An electronic circuit consisting of thin strips of a conducting material such as copper, which have been etched from a layer fixed to a flat insulating sheet
9. Inputs	Electrical or mechanical sensors that use signals from the environment, such as light levels, temperature and pressure
10. Outputs	Devices in electronic systems transform electrical energy into another type of energy, such as light, sound or kinetic energy.
11. Lever	A mechanism that changes an input movement and force into an output movement and force.
12. Linkages	Used in mechanisms to transfer force and can change the direction of movement.



Thermoplastic

Strong link into polymer chains



Monomer

HARDWOOD

- Darker colour
- Heavy
- More expensive
- Lasts for several decades
- Natural weather resistance
- More environmental impact

SOFTWOOD

- Lighter colour
- Lighter weight
- Less expensive
- Lasts for over a decade
- Weather resistant when treated
- Less environmental impact

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser** to help you answer the questions using **full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
Homework 4		<ol style="list-style-type: none"> 1. Complete the end of topic knowledge quiz. This will be set on Show My Homework
NEW TECH ROTATION WEEK 18/11/2024 Homework 1		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-5. 2. What are some characteristics that differentiate hardwood from softwood, and can you name two examples of hardwood trees? 3. What is the main source of softwood, and what are two common uses for softwood in construction or manufacturing? 4. How does the behaviour of thermoplastic change when heated, and why is this property useful for recycling? 5. What element do ferrous metals contain that makes them prone to rusting, and can you name two examples of ferrous metals?
Homework 2		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 6-10. 2. What are non-ferrous metals, and can you name three examples commonly used in electronics? 3. What is a soldering iron, and what safety precautions should you take when using one? 4. What is a printed circuit board (PCB), and why is it important in electronic devices? 5. What are inputs in an electronic circuit, and can you give two examples of input devices?



1- Primary Colours	These are colours, which cannot be made from any other colour.	Yellow, Blue and Red
2- Secondary Colours	If you mix equal amounts of the primary colours, you get the Secondary colours - Purple, Green and Orange.	Orange, Purple and Green
Mixing colours from the primary colours	Yellow + Blue = Green Blue + Red = Purple Red + Yellow = Orange Red + Yellow + Blue = Brown/Black	
3- Warm colours	Warm colours are often said to be hues from red through yellow, browns and tans included;	Red, Orange and Yellow
4- Cold Colours	cool colours are often said to be the hues from blue green through blue violet, most greys included.	Green, Blue, Purple and Grey
5- Complementary Colours	A complementary colour is the colour which is opposite on the colour wheel.	Orange- Blue Green- Red Purple- Yellow
6- Harmonious colour	A harmonious colour is a colour, which is next to the colour on the colour wheel.	

7- Acrylic Paint

Acrylic paint is a fast drying paint made of pigment suspended in acrylic polymer emulsion.

Acrylic paint is available in tubes and tubs/pots.

Blending- The technique of moving between different colours in watercolour.

Wet on wet- Applying paint onto wet paint.

Wet on dry- Applying paint onto dry paint.

Dry brushing- When you use a dry brush to apply paint to create a rough mark.

Colour blocking- applying paint in a flat even layer.

They dry quickly (10-12 minutes for thin applications, longer for thick applications)

You can clean them up with water when wet

And they're permanent when dry which means you can work over the top of them

They stick to almost any surface

They work across styles and techniques - from experimental applications to traditional painting styles

They are low odor, with no fumes and are non-flammable

You can change their character with mediums

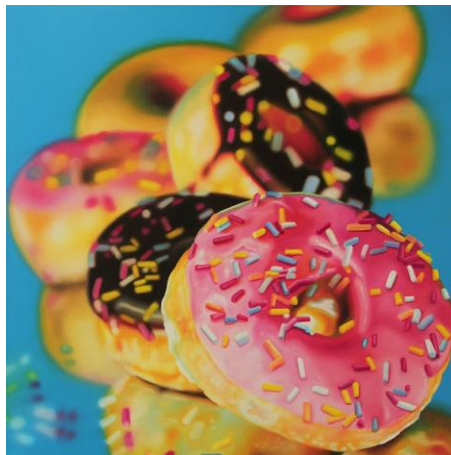
Art Formal elements- Line, Tone, Texture, Pattern, Colour, Shape, Form, Composition.

Giving opinions about artists work- remember to look carefully at the artwork describe what you see.

Comment on the formal elements.

I like/dislike this piece because.....

Natasha Clutterbuck-
Three Beetroot-
charcoal and natural materials





Homework	Due	Task:
Homework 1		<ol style="list-style-type: none">1. Read, cover, write check terms 1-32. Look at the art by Natasha Clutterbuck. Write a description of the piece in the knowledge organiser.3. What do you need to remember when drawing with pen?4. What is texture?5. Draw 5 examples of texture using mark making.
Homework 2		<ol style="list-style-type: none">1. Read, cover, write check terms 4-6.2. What are the warm colours?3. What the warm colours remind you of?4. Look at the art by Sarah Graham. Write a description of the piece in the knowledge organiser.5. Do you like Sarah Grahams work? Why? I like/dislike Sarah Graham's work because.....
Homework 3		<ol style="list-style-type: none">1. Read the information about acrylic paint.2. List 3 positives about acrylic paint.3. What are the cold colours?4. What do the cold colours remind you of?5. Which artist do you like better Natasha Clutterbuck or Sarah Graham?



Year 9 Drama-Block 10-Devising from Stimuli

Techniques

	<i>Elements of Devising</i>	<i>Description</i>		
1	Devising	Creating an original piece of theatre	Freeze Frame	A frozen scene on stage
2	Stimulus	Something that inspires you to think of ideas	Step-Out	a character to 'step out' of a scene and reveal something to the audience, while the rest of the action freezes
3	Plot	The storyline		
4	Themes	Ideas that are reoccurring e.g. Power	Narration	the process of telling a story
5	Atmosphere	The mood of the scene		
6	Characters	The people in the story	Split Stage	two or more scenes which are performed on stage at the same time
7	Setting	Where the performance is set		
8	Climax	The most important moment in the story	Staging	Where the audience are e.g. proscenium arch, thrust stage, In the round, traverse stage, promenade/end-on
9	Tension	A state of uncertainty that builds suspense		
10	Interpretation	Your own creative response to the stimulus		

Responding to Stimulus

1	What ideas initially come to mind?	7	What research will you undertake?	Breaking the Fourth Wall	When characters speak to the audience by breaking the imaginary wall between them
2	What does this make you think of?	8	What did you find out?		
3	How does the stimulus make you feel?	9	What do you want to show through your character?	Characterisation	How your character appears, speaks, thinks, feels & moves, motivation & context
4	What themes do you associate with your stimulus?	10	What was the initial purpose of your piece? What messages do you want to show?	Stage positions	<i>E.g. centre stage, upstage left, upstage right, downstage left etc</i>
5	What characters do you associate with your stimulus?	11	How do you want the audience to respond to your performance?	Blocking	Where the actors stand on stage
6	What settings do you associate with your stimulus?	12	How do you want your audience to respond to your characters?	Flashback / Forwards	Showing a scene that happens before or after the action



Instructions: for each homework, you will be asked to look at a **particular section of your Knowledge Organiser** to help you answer the questions using full sentences. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due	Task:
Homework 1		<ol style="list-style-type: none">1. Look, Cover, Check key terms 1-52. What is a theatre practitioner?3. List 3 techniques that you must use when creating theatre in the style of Brecht4. Write down the 5 W's that form Stanislavski's Given Circumstances5. What is emotion memory and why does it help the actor to create a believable character?
Homework 2		<ol style="list-style-type: none">1. Look, Write, Cover, Check key terms 6-102. What is physical theatre?3. Why do we use physical theatre and what are the benefits?4. List 3 techniques you must include when creating theatre in the style of Artaud?5. How did Artaud want his audience to feel?
Homework 3		<ol style="list-style-type: none">1. What was Brecht's style of theatre called?2. How did Brecht want his audience to feel when watching his style of theatre?3. What does 'Breaking the fourth wall' mean?4. What is a stimulus? Give an example of the stimulus you have been using in your lessons.5. What are the five senses and how do they help create realistic theatre?



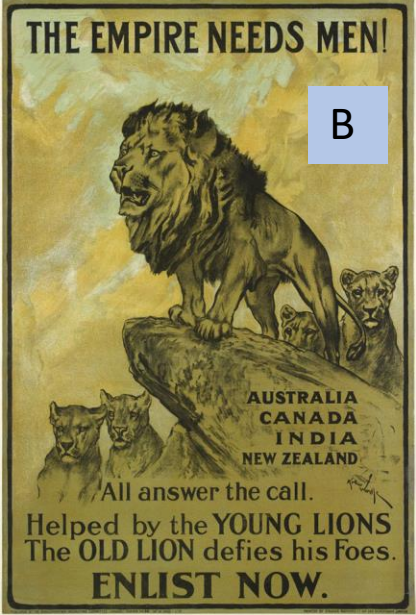
Year 9 Unit 2 – Who do we remember in WWI?

1. Conscription	When a military needs people to fight in a war, but there aren't enough volunteers, sometimes they'll begin conscription, which is a law that says if you are able to fight, you have to fight.
2. Secretary of State for War	The Government official responsible for executing the military and for Britain's security. In 1914, this role was held by Lord Kitchner.
3. Propaganda	A form of communication to distribute information. The information is designed to make people think or feel a certain way.
4. Patriotic	loyalty of person to his/her own country.
5. Home Front	A term for the actions of a civilian population of a nation at war.
6. Munitionettes	Women who worked in ammunition factories during the war.
7. Provenance of a source	Where a source comes from/ when it was made/ why it was made/ who made it. (We often will not know answers to ALL of these questions.)

Recruitment Posters



A



B



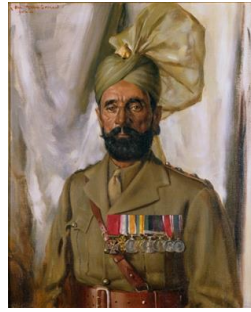
British West Indies Regiment (BWIR)

- > Formed in 1915, despite a lot of opposition
- > 15,000 men
- > 66% were from Jamaica
- > Carried out roles like helping move wounded soldiers, build railways and move ammunition.
- > The British army would not let them carry guns in Europe due to the colour of their skin.



Walter Tull

- > Born in Kent 1888.
- > He was a professional football player before the war.
- > Signed up for the football Battalion
- > Suffered from Shellshock
- > For his bravery and hard work, he was the first Black British Officer.
- > After Tull, they changed the law to allow Black people to be Officers in the army.



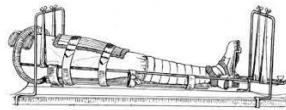
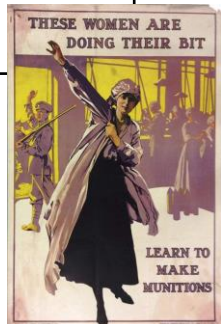
Khudadad Khan

- > Born in Punjab, Northern India in 1888.
- > Became a sepoy in the British Army.
- > Khan was awarded the Victoria Cross for his bravery in battle, where he held off German soldiers from invading the British front line.
- > He was the first Pakistani to be awarded the Victoria Cross.

Did the war change the lives of women?

During WWI, when all men over the age of 18 were forced to fight, Britain turned to women to fill the roles of men. For the first time women were allowed to take up jobs as police officers, fire fighters, as factory workers and mechanics. One of the most dangerous jobs for women during the war was to work in ammunition factories, building bombs for the war. The poster below was created to encourage women to work in these factories.

Change	No Change
After the war fashions changed. Trousers shorter skirts and shorter hair became fashionable.	Women were expected to give way to men returning from the forces and return to pre-war 'women's work'.
In 1918, women over the age of thirty who were classed as householders were granted the vote.	The assumption that 'a woman's place is in the home' returned.
Women went out with men without a chaperone (a male family member to watch over them).	The percentage of women at work returned to pre-war levels.



How did the war change medicine?

The war led to the development of new weapons such as tanks and mustard gas. These weapons caused new types of injuries that required new treatments. The mindmap below summarises some of these medical advancements.

Treating fractured femurs
The Thomas splint was introduced in 1916. This held broken femurs still and reduced the mortality rate from 80% to 20%.



Artificial limbs
41,000 British service men lost at least one limb in the war. Newer lighter materials began to be used when creating artificial limbs for these soldiers.




Blood transfusions
They began to use new chemical to stop blood clotting. This allowed doctors to give blood to soldiers closer to the front line.

Plastic surgery
WWI saw extreme injuries, particularly facial injuries. New techniques in reconstruction surgery were created to help with the rebuilding of injured soldiers faces.





Instructions: for each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1		<ol style="list-style-type: none"> 1. Look cover write check terms 1-3 2. Look at recruitment poster A- What can you see?, How is it trying to convince people to sign up to fight in the war? 3. Why do you think soldiers from the West Indies Regiment might have volunteered for the war? 4. What roles did the British West Indies soldiers do in the war? 5. What were the soldiers in the British West Indies Regiment not allowed to do?
Homework 2		<ol style="list-style-type: none"> 1. Look cover write check terms 4-6 2. Look at recruitment poster B- What can you see?, How is it trying to convince people to sign up to fight in the war? 3. What role was Walter Tull given and why? 4. How did Walter Tull help change the army? 5. How did the war help the development and improvement of artificial limbs?
Homework 3		<ol style="list-style-type: none"> 1. Look cover write check terms 7, British West Indies Regiment and Khudadad Khan 2. During the war women did new types of jobs. Can you name 3? (The orange information box will help you) 3. Name ways that lives for women after the war did not change 4. How did the war help develop the medicine of plastic surgery 5. Looking at all the medical developments during the war, which do you think was the most important and why?

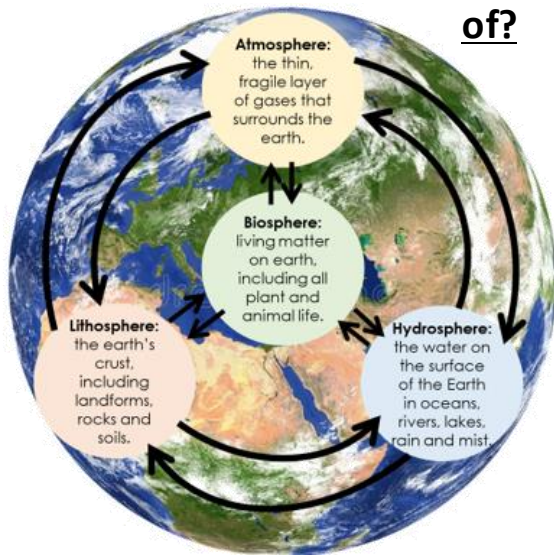
9.2 How long can we exploit the Earth's resources?

What is our Earth made up of?

The earth is a **complex system** that has evolved over millions of years.

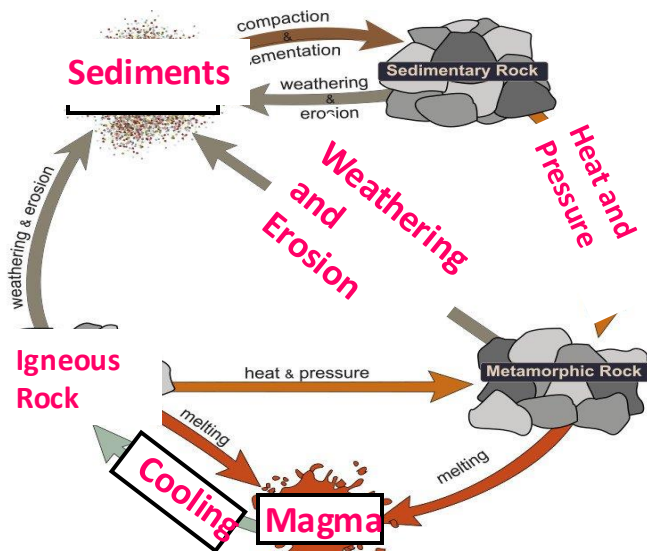
A system is a combination of **interdependent** and **interacting elements** working together to form a whole.

The earth's **natural resources** are **formed and exist** in the **four major spheres**.

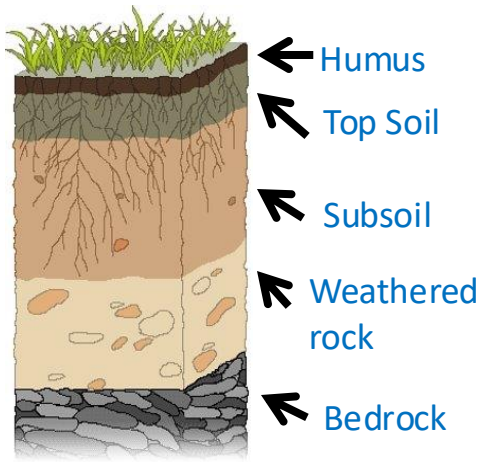


Why are rocks important?


The rock cycle is a continuous succession of **rock formation, erosion and reformation**. It's forces have shaped the Earth's surface for **4.5 billion years**.

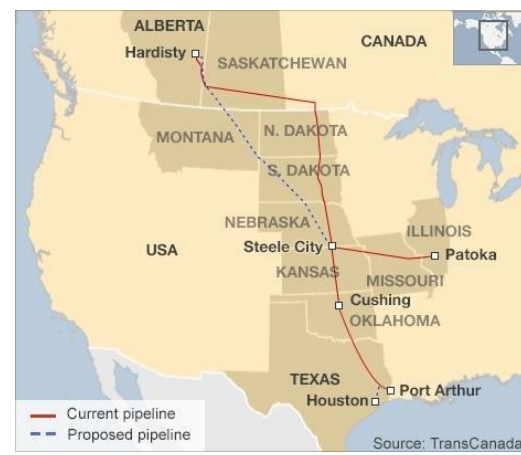


Key Word	Definition
1. Atmosphere	The thin, fragile layer of gases that surrounds the Earth.
2. Biosphere	Living matter on Earth, including all plant and animal life.
3. Energy Mix	The different energy sources countries use and in what proportions.
4. Hydrosphere	The water on the surface on the Earth in ocean, rivers, lakes, rain and mist.
5. Igneous Rock	Rock formed within the Earth either erupted from volcanoes or magma cooled beneath the surface.
6. Interdependent	When two or more factors depend (rely) on each other
7. Lithosphere	The hard outer layer of the Earth made up of the mantle and crust.
8. Metamorphic Rock	Have been subjected to high levels of heat/and or pressure causing them to change into another type of rock
9. Sedimentary Rock	Formed from sediments that have settled at the bottom of a lake, sea or ocean, and have been compressed over millions of years.
10. Stakeholder	Someone with an interest in a particular issue.



Weathering of rocks and the nutrient cycle allows for soils formation, without which there would be no plants or any other life.




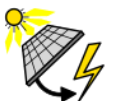
The importance of oil?  Oil is an extremely important natural resource. It is known as a **fossil fuel** and is **extracted by an oil refinery** which drills into the earth's surface.



What is the KXL Pipeline?
The Keystone XL (KXL) Pipeline is huge energy project that was designed to transport **crude oil** being transported between the **Oil Sands in Alberta, Canada** to the oil-hungry, **industrialised** states of **Texas, Illinois and Nebraska in the USA.**

It will include a **1,179-mile (1,897km) pipeline** that could carry **830,000 barrels of oil each day** increasing the amount of oil from Canada the from the Gulf Coast oil can be exported globally.


Where does the UK get its energy from?

Type of Energy	Advantages	Disadvantages
Fossil Fuels 	Generate a large amount of energy Efficient and have been cheap in the past	Release greenhouse gases into the atmosphere Becoming harder to find and extract
Nuclear 	Nuclear energy provides electricity without releasing greenhouse gases or air pollution.	The nuclear waste that uranium produces is toxic and remains harmful for thousands of years.
Wind Power 	Produce no greenhouse gases when running.	Wind farms can be expensive to build. Some people think they are ugly and spoil the view of the countryside.
Solar Power 	There are no fuel costs and no harmful polluting gases are produced.	Solar panels don't work at night . This is often when people are using the most energy in their homes.

<u>Stakeholders for the Pipeline</u>	<u>Stakeholders against the Pipeline</u>
Trump Administration KXL will allow for continued economic growth	Residents of Alberta Chemical have been seeping into local rivers where children play
Petroleum Company Owner Would contribute millions of dollars in tax	Climate change activist Should be focussing of renewable energy instead on new fossil fuels
USA Citizen Wants cheap petrol prices	Wilderness Society Wildlife will suffer greatly if the pipeline goes ahead.



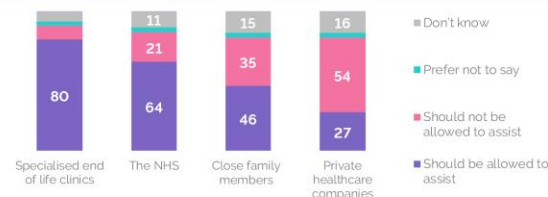
For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1		<ol style="list-style-type: none"> 1. Look, cover, write and check key terms 1-4. 2. How many spheres can Earth's natural resources be divided into 3. Why is the atmosphere important to life on Earth? 4. Looking at the rock cycle diagram. How do metamorphic rocks become sediments? 5. Looking at the rock cycle diagram. How do sedimentary rocks become metamorphic rocks?
Homework 2		<ol style="list-style-type: none"> 1. Look, cover, write and check key terms 5-7. 2. Create your own labelled diagram of the structure of soil 3. Complete the sentence ' Without and there would be no soil and there for no 4. Give one advantage and disadvantage of using fossil fuels. 5. Give one advantage and disadvantage of using solar power.
Homework 3		<ol style="list-style-type: none"> 1. Look, cover, write and check key terms 8-10. 2. Where does the Keystone XL (KXL) Pipeline start? 3. How long is the pipeline and how many barrels of oil will it carry? 4. Give one stakeholder who agrees with the pipe and explain why they agree? 5. Give one stakeholder who disagrees with the pipe and explain why they agree?


Keywords	Definitions
1. Euthanasia	'gentle and easy death'. The term is used to describe the deliberate ending of a person's life for compassionate reasons
2. Quality of Life	the extent to which life is enjoyable and pleasurable
3. Assisted Suicide	deliberately assisting or encouraging another person to end their own life.
4. Palliative Care	care that focuses on relieving pain and suffering
5. Hospice	a place where people with terminal illnesses can go to die with dignity
6. Active euthanasia	something is done to a person to make them die more quickly e.g. giving drugs with the intention of bringing about death.
7. Passive euthanasia	any form of treatment that might extend a person's life is withdrawn.
8. Non-voluntary euthanasia	a person cannot make a decision about euthanasia or cannot make their wishes known, and so someone else
9. Voluntary euthanasia	a person asks for their own life to be ended.
10. Sanctity of Life	Idea that life is a gift from God and is sacred

Who do healthcare professionals think should be involved in assisted suicide?

Should any of the following groups of people be allowed to assist in helping someone end their life? (% of 1,027 healthcare professionals)



Case Study – Tony Nicklinson

- Tony Nicklinson, a man with a condition called locked-in syndrome, died on 22 August 2012.
- The 58-year-old was paralysed from the neck down after suffering a stroke in 2005. He described his existence as a "living nightmare" and fought for the right to legally end his life.
- He was heartbroken by the High Court decision that he could not end his life at a time of his choosing. 
- He had thought that his legal argument would succeed but conceded that he had forgotten about the emotional component to what he was asking.
- Mr Nicklinson had made an advanced directive in 2004 refusing any life-sustaining treatment.

EUTHANASIA



The Law

Euthanasia → Depending on the circumstances, euthanasia is regarded as either manslaughter or murder. The maximum penalty is life imprisonment.

Assisted Suicide → Assisted suicide is illegal under the terms of the Suicide Act (1961) and is punishable by up to 14 years' imprisonment. Trying to kill yourself is not a criminal act.



Viewpoints on Euthanasia

Christian 

Agree

Some Liberal Christians believe that it is acceptable to turn off life-support if there is medical evidence that a person is brain-dead. This is because they believe that the person has already died, and that the machine is just performing bodily functions.

Disagree

- All life is sacred (sanctity of life) and taking any life is wrong.
- Those who assist are involved in murder, which is against the Ten Commandments, "Thou shall not kill" (Exodus)
- Life is a gift from God and therefore is precious.
- Some Catholics do not agree with euthanasia under any circumstance, this is because they believe it is morally wrong and always teach the absolute and unchanging value of the commandant: "You shall not kill"

Muslim 

Agree

Muslim lawyers have recently agreed that it is acceptable for a person who is in a coma, being kept alive by machines and who has no hope of recovery to have the machines turned off. This is because their life has already ended, and the machine is of no real use as treatment.

Disagree

- See it as suicide which is condemned in the Quran
- View voluntary euthanasia as suicide as well.
- See life as a test. Only God can decide when we die.
- 'Do not take life, which Allah made sacred' Quran 17:33


Humanist 

Humanists uphold the right to life but don't believe that life should be prolonged in the face of pointless suffering.

Being able to die, with dignity, in a manner of our choosing must be understood to be a fundamental human right.



For each homework, you will be asked to look at a **particular section of your Knowledge** to help you answer the questions **using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due 	Task:
Homework 1		<ol style="list-style-type: none"> 1. Look, cover, write check terms 1-4 2. Describe Tony Nicholson's quality of life 3. What is the law on euthanasia in the UK? 4. Why might Muslims agree with the use of euthanasia? 5. Give a quote that Christians use to disagree with euthanasia
Homework 2		<ol style="list-style-type: none"> 1. look, cover, write, check terms 5-7 2. What do humanists think about euthanasia? 3. What is the difference between voluntary and non-voluntary euthanasia? 4. Why might Muslims disagree with the use of euthanasia? 5. Why do Christians disagree with euthanasia?
Homework 3		<ol style="list-style-type: none"> 1. Look, cover, write, check terms 8-10 2. What is the difference between euthanasia and assisted suicide? 3. When do Liberal Christians think it is acceptable for a life support machine to be turned off? 4. Which of the 10 commandments do Christians use to back up their views on euthanasia? 5. What is the punishment for assisted suicide in the UK?

**TECHNOLOGY VERBS**

supprimer	to delete, erase
charger	to load
tchatter	to chat online
poster des photos	to post photos
communiquer	to communicate
répondre	to answer
créer	to create
donner	to give
télécharger	to download
envoyer	to send
fonctionner	to work, to function
enregistrer	to save
parler	to speak, to talk
surfer sur Internet	to surf the internet
pouvoir	to be able to
recevoir	to receive
prendre des photos	to take photos
regarder en streaming	to stream
partager	to share
utiliser	to use

TV GENRES

les comédies	comedies
les dessins animés	cartoons
les jeux télévisés	game shows
les documentaires	documentaries
les infos	the news
les émissions de sport	sports programmes
les séries policières	police shows
les feuilletons	soap operas

**TECHNOLOGY NOUNS**

Un dossier	file
Un courrier indésirable	spam, junk mail
Un courrier électronique	email
Un disc dur	hard drive
Un jeu	game
Un texto/un SMS	text message
Un téléphone portable	mobile/smartphone
Un ordinateur	computer
Un ordinateur portable	laptop
Des jeux-vidéo	video games
Une chanson	song
Un écran	screen
Internet	internet
Un réseau social	social network
Une magazine (digitale)	(digital) magazine
Un salon de discussion	chat room
Une tablette	tablet
La technologie	technology



Les émissions de musique	music programmes
La télé-réalité	reality TV
La série policière	police series
La météo	weather
La publicité	advert

TECHNOLOGY ADJECTIVES

ennuyeux/se	boring
vieux/vieille	old
animé(e)	exciting
confus	confusing
court(e)	short
à la mode	fashionable
lent(e)	slow
divertissant(e)	entertaining
effrayant(e)	scary
estimulant(e)	stimulating
informatif/ve	informative
intéressant(e)	interesting
inutile	useless
long(ue)	long
dangereux/se	dangerous
pratique	practical
rapide	fast
ridicule	ridiculous
cassé(e)	broken
passionnant(e)	exciting
utile	useful

**FILM GENRES**

Les films d'action	action films
Les films d'amour	romantic films
Les films de science fiction	sci-fi films
Les films dramatique	dramatic films
Les films à suspense	Suspense/thriller films
Les films de guerre	War films
Les films d'horreur	horror films



9.9 French Technology and Media Knowledge Organiser

3 time frames
Infinitives
Time phrases and connectives

Negative constructions
Opinions and justifications
Comparatives and superlatives

Comparatives – to express more or less than
... **c'est plus...adjective...que** - is more...adjective...than
... **c'est moins ...adjectiveque** - is less...adjective... than
... **c'est aussi...adjective....que** – is as...adjective...as
For example:
Il est plus grand que son frère. (He is taller (more tall) than his brother.)
Cette maison est moins grande que notre maison. (This house is smaller (less big) than our house.)
Ce chien est aussi grand que mon chat. (This dog is as big as my cat).

Make a French comparison from good to better or from bad to worse:
Like in English the words for bad and good are irregular . Good > better (bon > mieux) and bad>worse (mauvais > pire).
For example:
WhatsApp est mieux que Facebook. (WhatsApp is better than Facebook.)
Snapchat est pire que Twitter. (Snapchat is worse than a Twitter).

**Notice that the adjective always agrees with the first noun*

Superlatives – to express the biggest, the most interesting etc...
... **c'est le/la/les plus + adjective** – is the most + adjective
...**c'est le/la/les moins + adjective** - is the least + adjective
For example:
La plus intelligente de la classe (the most intelligent in the class)
Le moins grand de la famille (the shortest (least tall) in the family)

Adjectives describe nouns e.g. a blue phone.
In French, adjectives normally go after the words they are describing e.g. un portable bleu (a blue mobile phone) and they have to agree with the noun they are describing. In French, adjectives must agree with the noun (or pronoun) they describe in gender and in number. This means that if the noun an adjective describes is feminine, the adjective must be feminine e.g. une télévision noire (a black television). If that same noun is also plural, the adjective will be feminine AND plural as well e.g. les télévisions noires (black televisions).

Opinion phrases	
À mon avis	In my opinion
Je pense que	I think that
Je crois que	I believe that
Je dirais que	I would say that
Personnellement	Personally
Je considère que	I consider that
De mon point de vue	From my point of view
Je le/les trouve	I find it / them
Selon moi	In my opinion
Je trouve que	I find that

Time phrases	
Aujourd'hui	Today
Normalement	Normally
Quelquefois	Sometimes
De temps en temps	From time to time
Le weekend	On the weekend
(Deux) fois par semaine	(Twice) a week
Souvent	Often
Toujours	Always
Hier	Yesterday
Avant-hier	The day before yesterday
La semaine dernière	yesterday
Le weekend dernier	Last week
Le mois dernier	Last weekend
L'année dernière	Last month
Hier soir	Last year
Il y a (deux jours/ans)	Last night
	(Two days/years) ago
Demain	Tomorrow
À l'avenir	In the future
Le weekend prochain	Next weekend
La semaine prochaine	Next week
L'année prochaine	Next year

Connectives	
et	and
mais	but
parce que/car	because
çependant/pourtant	however
en plus	furthermore
par exemple	for example
ensuite	then
finalement	finally
néanmoins	nevertheless



9.10 Leisure and Healthy Living FRENCH

ACTIVITY VERBS

aller	To go
jouer	To play
manger	To eat
visiter / rendre visite	To visit / pay a visit
faire	To do
danser	To dance
boire	To drink
regarder	To watch
écouter	To listen
lire	To read
acheter	To buy
finir	To finish
écrire	To write
dormir	To sleep
nager	To swim
rester	To stay
voyager	To travel
chanter	To sing
envoyer des textos	To text
contacter	To contact
appeler	To call
cuisiner	To cook
aider	To help
travailler	To work
se relaxer	To relax
se reposer	To rest

INTENSIFIERS

très	very	extrêmement	extremely
tellement	so	trop	too
assez	quite	vraiment	really
un peu	a bit	pas du tout	not at all

HEALTHY LIVING VERBS

	se coucher	To go to bed
	avoir envie de	To fancy (feel like)
	trouver (un emploi)	To get a job
	courir	To run
	se droguer	To take drugs
	se soûler	To get drunk
	se sentir bien/mal	To feel well/unwell
	être au régime	To be on a diet
	être en forme	To be in shape
	garder la forme	To stay in shape
	éviter	To avoid
	fumer	To smoke
	essayer (+ infinitive)	To try (to do something)
	se lever	To get up
	s'inquiéter	To worry
	se sentir	To feel
	avoir mal	To have pain
	avoir sommeil	To feel sleepy
	surmonter	To overcome

LES GENS

avec	with
mes ami(e)s	my friends
mon frère	my brother
ma sœur	my sister
mes parents	my parents
ma famille	mi family
seul	alone

PEOPLE

ENDROITS

Chez moi	At my home
Chez mon ami(e)	At my friend's house
Dans ma chambre	In my bedroom
Dans le salon	In the living room
Dans le jardin	In the garden
Dans mon quartier	In my neighbourhood
En Angleterre	In England
À l'étranger	Abroad
En ville	In town
À la campagne	In the countryside
À la montagne	In the mountains
Au bord de la mer	At the coast

PLACES

ADJECTIVES

relaxante	relaxing
agréable	pleasant
sérieux / sérieuse	serious
sportif / sportive	sporty
enrichissant / enrichissante	enriching
amusant / amusante	fun
passionnant / passionnante	exciting
rapide	quick
énervant / énervante	annoying
gratifiant / gratifiante	rewarding
ennuyeux / ennuyeuse	boring
facile	easy
difficile	difficult
intéressant / intéressante	interesting
bon/ bonne pour la santé	healthy
mauvais/ mauvaise pour la santé	unhealthy



9.10 Leisure and healthy living

3 time frames
Infinitives
Time phrases
opinions
justifications
describing and comparing

Verbs and the present tense in French

The infinitive

When you look up a verb in the dictionary, you find its original, unchanged form which is called the **infinitive** (manger, boire, jouer, visiter, habiter, aller etc.). The infinitive ends in **-re, -er or -ir**.

Forming the present tense in French

Take off the last 2 letters of the infinitive (**-re, -er or -ir**) and add the following endings depending on the pronoun:

*Important! There are some key irregulars to learn which don't follow this pattern – aller (as shown here), être, avoir and faire are really important!

	RE verb	ER verb	IR verb
Je (I)	-s	-e	-s
tu (you)	-s	-es	-s
il/elle (he/she)		-e	-t
nous (we)	-ons	-ons	-issons
vous (you all)	-ez	-ez	-issez
ils/elles (they)	-ent	-ent	-issent

Verbs and the near future tense in French

You can talk about the future by using the **near future** tense.

Use part of the verb ALLER + a + the infinitive to say what you are **going** to do.

Ce soir je vais jouer au tennis. *This evening I am going to play tennis.*

Demain Paul va a faire un gateau. *Tomorrow Paul is going to make a cake.*

Aller (to go)	
Je vais	I am going
Tu vas	You are going
Il/elle va	He /she/one is going
Nous allons	We are going
Vous allez	You (lot) are going
Ils/elles vont	They are going

Verbs and the past tense in French



AVOIR (present)
J'ai
Tu as
Il /elle a
Nous avons
Vous avez
Ils /elles ont

ÊTRE (present)
Je suis
Tu es
Il /elle est
Nous sommes
Vous êtes
Ils /elles sont

-ER → É (parlé)
-IR → I (fini)
-RE → U (vendu)

être → été
avoir → eu
faire → fait
pouvoir → pu
vouloir → voulu



9.10 Leisure and healthy living

3 time frames

opinions

Infinitives

justifications

Time phrases

1. Expressing FUTURE intentions :

J'ai l'intention de + infinitive (I plan to/ I intend to ...)

Je voudrais + infinitive (I would like to...)

2. Using infinitives after j'aime/je m'aime pas/je déteste/je préfère :

You can also use an infinitive after opinion verbs such as aimer, détester and préférer. They are usually translated with a **gerund** (a verb ending with -ing) in English:

J'aime habiter à Newcastle - I like living in Newcastle.

Tu préfères jouer au foot ou au tennis? - Do you prefer playing football or tennis?

Je déteste boire du café parce que c'est dégoûtant – She hates drinking coffee because it's disgusting.

3. Opinions

J'aime - I like

J'aime beaucoup- I like **a lot**Je n'aime pas beaucoup- I don't like **much**

Je préfère – I prefer

Je déteste - I hate

Je ne peux pas supporter - I can't stand

4. Justification**Parce que** - because**Ainsi**– therefore/so**Par conséquent** - consequently**5. Comparisons****Plus.....que** – more...than**Moins...que** - less...than**Aussi...que** – as...as**6. Superlative****Le/la plus** – the most**Le/la moins** – the least**Le/la mieux** – the best**Le/la pire** – the worse**7. Time phrases****Normalement** - normally**D'habitude** - usually**Généralement** - generally**Quelquefois** – sometimes**Ensuite** – next**Rarement** - rarely**Le weekend prochain**– next weekend**La semaine prochaine** - next week**Le weekend dernier** - last weekend**Le mois dernier** - last month**L'été dernière** - last summer**Pendant le confinement** - during lockdown



Homework	Due	Task:
Homework 1		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: ennuyeux, relaxant, agréable, visiter, regarder, détester</p> <p>2. Are the following time phrases present, past or future? Write Pr, Pa or F - normalement, l'année prochaine, l'année dernière, le weekend prochain, le weekend dernier</p> <p>3. Are these French adjectives positive or negative? Write P or N. - sportif - ennuyeux - difficile - relaxant - facile - sociable</p> <p>4. Translate these sentences about films and technology into English: A. J'adore regarder les films d'action avec mes amis. B. Normalement j'utilise les réseaux sociaux. C. Le weekend dernier j'ai regardé un film d'horreur au cinéma. C'était passionnant!</p> <p>5. Write a sentence similar to 4C about a film you have watched.</p>
Homework 2		<p>1 Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: l'année prochaine, le weekend prochain, hier, le weekend dernier, la semaine prochaine</p> <p>2. Match up the connectives - parce que - therefore - ainsi - less ... than - moins...que - therefore</p> <p>3. Complete the sentence with the rule about present tense (select one from the choices) We use the present tense to write about what we _____ (normally/used to/will) do.</p> <p>4. Copy and complete the comparison with the correct version of the adjective in bold - Le tennis est plus amusant/amusante que le rugby - La natation est moins actif/active que le foot - Les films d'horreur sont plus effrayants/effrayant que les films d'amour - Les réseaux sociaux sont moins passionnant/ passionnants que les jeux vidéos.</p> <p>5. Translate the 3 remaining comparisons from Q4. The first one has been done for you as an example. - Tennis is more fun than rugby</p>



Homework	Due	Task:
Homework 3		<p>1. Follow the 'look, cover, write, check, repeat' method with the following infinitive verbs: boire, manger, écouter, regarder, se relaxer, courir</p> <p>2. Match up the regular "er" verbs with the correct translation</p> <p>Je visite - they visit (feminine) Tu visites - she visits Il visite - we visit Elle visite - we visit On visite - I visit Nous visitons - You all visit/You visit (formal) Vous visitez - He visits Ils visitent - She visits Elles visitent - You visit</p> <p>3. Are the sentences below in the past, present or future? Write Pr, Pa or F</p> <ul style="list-style-type: none">- Je vais regarder un film- J'ai fait du vélo avec mon ami- Nous allons manger de la pizza- J'adore courrir parce que c'est bon pour la santé- Je vais surfer sur internet <p>4. Read the text and answer the questions:</p> <p>Je m'appelle Nabil. J'habite à Paris avec ma famille. Normalement, le weekend, on aime faire du shopping au supermarché et nager dans la piscine. Cependant, le weekend dernier j'ai joue au tennis avec mon cousin. C'était super! Aussi, le weekend prochain on va aller à Paris plage car il va faire beau!</p> <ul style="list-style-type: none">- What two activities does Nabil normally do at the weekend?- What did Nabil do last weekend?- What is Nabil going to do next weekend? Why? <p>5. Write a few sentences in French to describe what you and your friends / family did last weekend. Sports activities/films/food</p> <p>Le weekend dernier (Last weekend)...</p>

**TECHNOLOGY VERBS**

borrar	to delete, erase
cargar	to load
chatear	to chat online
colgar fotos	to post photos
comunicarse	to communicate
contestar	to answer
crear	to create
dar	to give
descargar	to download
enviar	to send
funcionar	to work, to function
guardar	to save
hablar	to speak, to talk
mandar	to send
navegar la red	to surf the internet
poder	to be able to
recibir	to receive
sacar fotos	to take photos
transmitir	to stream
usar	to use
utilizar	to use

TV GENRES

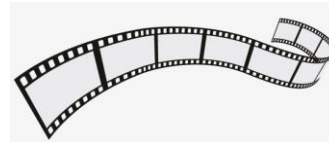
las comedias	comedies
los concursos	game shows
los dibujos animados	cartoons
los documentales	documentaries
las noticias	the news
los programas de deporte	sports programmes
las series policíacas	crime series
las telenovelas	soap operas

TECHNOLOGY NOUNS

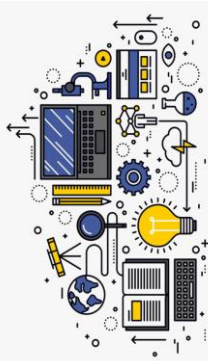
el archivo	file
el correo basura	spam, junk mail
el correo electrónico	email
el disco duro	hard drive
el juego	game
el mensaje de texto	text message
el móvil	mobile/smartphone
el ordenador	computer
el ordenador portátil	laptop
el videojuego	video game
la canción	song
la pantalla	screen
la red	internet
la red social	social network
la revista (digital)	(digital) magazine
la sala de chat	chat room
la tableta	tablet
la tecnología	technology

FILM GENRES

las películas de acción	action films
las películas de amor	romantic films
las películas de ciencia ficción	sci-fi films
las películas de drama	dramatic films
las películas de suspense	suspense films
las películas de terror	horror films

**TECHNOLOGY ADJECTIVES**

aburrido/a	boring
antiguo/a	old
animado/a	exciting
confuso/a	confusing
corto/a	short
de moda	fashionable
despacio/a	slow
entretenido/a	entertaining
escalofriante	scary
estimulante	stimulating
informativo/a	informative
interesante	interesting
inútil	useless
largo/a	long
lento/a	slow
peligroso/a	dangerous
práctico/a	practical
rápido/a	fast
ridículo/a	ridiculous
roto/a	broken

**THE PERFECT TENSE****HABER**

he (I have)
has (you have)
ha (he/she have)
hemos (we have)
habéis (you have)
han (they have)

INFINITIVE

COMUNICAR	→	-ADO	<i>Hemos comunicado</i>
TENER	}	-IDO	<i>He tenido</i>
ELEGIR			<i>Han elegido</i>



9.9 Spanish Technology and Media Knowledge Organiser

Comparatives – to express more or less than

... **es más...adjective...que** - is more...adjective...than

... **es menos ...adjectiveque** - is less...adjective... than

... **es tan...adjective....como** – is as...adjective...as

For example:

*Es más grande **que** su hermano. (He is taller (more tall) than his brother.)*

*Esta casa es **menos** grande **que** nuestra casa. (This house is smaller (less big) than our house.)*

*Este perro es **tan** grande **como** mi gato. (This dog is as big as my cat).*

Make a Spanish comparison from good to better or from bad to worse:

Like in English the words for bad and good are irregular .

Good > better (bueno > **mejor**) and bad>worse (malo > **peor**).

For example:

*Esta pizza es **mejor** **que** la otra. (This pizza is better than that other one.)*

*La gripe es **peor** **que** un resfriado. (Flu is worse than a cold)*

**Notice that the adjective always agrees with the first noun*

Superlatives – to express the biggest, the most interesting etc...

... **est el/la/los/las más + adjective** – is the most + adjective

...**est el/la/los/las menos + adjective** - is the least + adjective

For example:

***La más** inteligente de la clase (the most intelligent in the class)*

***El menos** grande de la familia (the shortest (least tall) in the family)*

3 time frames

Infinitives

Time phrases and connectives

Negative constructions

Opinions and justifications

Comparatives and superlatives

Adjectives describe nouns e.g. a **blue** phone.

In Spanish, adjectives normally go after the words they are describing e.g. un móvil azul (a blue mobile phone) and they have to agree with the noun they are describing.

In Spanish, adjectives must agree with the noun (or pronoun) they describe in gender and in number. This means that if the noun an adjective describes is feminine, the adjective must be feminine e.g. una televisión negra (a black televisión). If that same noun is also plural, the adjective will be feminine AND plural as well e.g. las televisiones negras (black televisions).

Opinion phrases

En mi opinión	In my opinion
Pienso que	I think that
Creo que	I believe that
Diría que	I would say
Personalmente	that
A mi juicio	Personally
Considero que	In my opinion
Desde mi punto de vista	I consider that
Lo / Las encuentro	From my point of view
	I find it / them

Connectives

y	and
pero	but
porque	because
sin embargo	however
además	furthermore
por ejemplo	for example
luego	then
finalmente	finally
no obstante	nevertheless

Time phrases

Hoy	Today
Normalmente	Normally
De vez en cuando	From time to time
A veces	Sometimes
El fin de semana	On the weekend
(Dos) veces por semana	(Twice) a week
A menudo	Often
Siempre	Always
Ayer	Yesterday
Anteayer	The day before
La semana pasada	yesterday
El fin de semana pasado	Last week
El mes/año pasado	Last weekend
Anoche	Last month/year
Hace (dos días/años)	Last night
	(Two days/years) ago
Mañana	Tomorrow
En el futuro	In the future
El fin de semana próximo	Next weekend
La semana próxima	Next week
El año próximo	Next year

**ACTIVITY VERBS**

ir	To go
jugar	To play
comer	To eat
visitar	To visit
hacer	To do
bailar	To dance
beber	To drink
ver	To watch
escuchar	To listen
leer	To read
comprar	To buy
terminar	To finish
escribir	To write
dormir	To sleep
nadar	To swim
quedar	To stay
viajar	To travel
cantar	To sing
mandar SMS	To text
contactar	To contact
llamar	To call
cocinar	To cook
ayudar	To help
trabajar	To work
relajarse	To relax
descansar	To rest

INTENSIFIERS

muy	very	extremadamente	extremely
tan	so	demasiado	too
bastante	quite	realmente	really
un poco	a bit	nada	not at all

HEALTHY LIVING VERBS

	acostarse	To go to bed
	apetecer	To fancy (feel like)
	conseguir (un trabajo)	To get a job
	Correr	To run
	Drogarse	To take drugs
	Emborracharse	To get drunk
	Encontrarse bien/mal	To feel well/unwell
	Estar a dieta	To be on a diet
	Estar en forma	To be in shape
	Mantenerse en forma	To stay in shape
	Evitar	To avoid
	Fumar	To smoke
	Intentar (+ infinitive)	To try (to do something)
	Levantarse	To get up
	Preocuparse	To worry
	Sentirse	To feel
	Tener dolor	To have pain
	Tener sueño	To feel sleepy
	Superar	To overcome

GENTE

con	with
mis amigos	my friends
mi hermano	my brother
mi hermana	my sister
mis padres	my parents
mi familia	mi family
solo/a	alone

PEOPLE**SITIOS**

En casa	At home
En la casa de <u>mi amigo</u>	At my friend's house
En mi dormitorio	In my bedroom
En el salón	In the living room
En el jardín	In the garden
En mi barrio	In my neighbourhood
En Inglaterra	In England
En el extranjero	Abroad
En el pueblo	In town
En el campo	In the countryside
En las montañas	In the mountains
En la costa	At the coast

PLACES**ADJECTIVES**

relajante	relaxing
agradable	pleasant
serio/a	serious
deportivo/a	sporty
enriquecedor/a	enriching
divertido/a	fun
emocionante	exciting
rápido/a	quick
molesto/a	annoying
gratificante	rewarding
aburrido/a	boring
fácil	easy
difícil	difficult
interesante	interesting
bueno/a para la salud	healthy
malo/a para la salud	unhealthy



3 time frames
Infinitives
Time phrases

opinions
justifications
describing and comparing

Verbs and the present tense in Spanish

The infinitive

When you look up a verb in the dictionary, you find its original, unchanged form which is called the **infinitive** (comer, beber, jugar, visitar, vivir, ir etc.). The infinitive ends in **-ar, -er or -ir**.

Forming the present tense in Spanish

Take off the last 2 letters of the infinitive (**-ar, -er or -ir**) and add the following endings depending on the pronoun:

*Important! There are some key irregulars to learn which don't follow this pattern – **ir** (as shown here), **ser**, **tener** and **hacer** are really important!

Verbs and the near future tense in Spanish

You can talk about the future by using the **near future** tense.

Use part of the verb **IR** + **a** + the infinitive to say what you are **going** to do.

Este tarde **voy a jugar** al tenis. *This evening I am going to play tennis.*

Mañana Paul **va a hacer** un pastel. *Tomorrow Paul is going to make a cake.*

IR (to go)	
voy	I am going
vas	You are going
va	He /she/one is going
vamos	We are going
vais	You (lot) are going
Van	They are going

	AR verb	ER verb	IR verb
yo (I)	-o	-o	-o
tu (you)	-as	-es	-es
él/ella (he/she)	-a	-e	-e
nosotros/as (we)	-amos	-emos	-imos
vosotros/as (you all)	-áis	-éis	-ís
ellos/ellas (they)	-an	-en	-en

Verbs and the past tense in Spanish

The **preterite** is the past tense used in Spanish to describe a completed action at a specific time in the past (e.g. ayer (yesterday), el año pasado (last year)). For regular we take off **-ar, -er – ir** and add the below endings :

	-AR	-ER / -IR
I	é	í
You (sg)	aste	iste
He/she/it	ó	ió
We	amos	imos
You (pl)	asteis	isteis
They	aron	ieron

Examples:

Tomar = to take
To form "I took"

TOMAR ~~X~~ > tom > tomé

Hablar = to speak
To form "she spoke"

HABLAR ~~X~~ > habl > habló



9.10 Leisure and heathy living

3 time frames
Infinitives
Time phrases

opinions
justifications

1. Expressing FUTURE intentions :

Tengo la intención de + infinitive (I plan to/ I intend to ...)
Me gustaría + infinitive (I would like to...)

2. Using infinitives after me gusta/no me gusta/odiar/preferir :

You can also use an infinitive after opinion verbs such as *aimer*, *odiar* and *preferir*. They are usually translated with a **gerund** (a verb ending with -ing) in English:

Me gusta *vivir* à Newcastle - I like living in Newcastle.
Prefieres *jugar* al fútbol o al tenis? - Do you prefer playing football or tennis?
Odio *beber* café porque es asqueroso – She hates drinking coffee because it’s disgusting.

3. Opinions

Me gusta(n) - I like
Me gusta(n) **mucho** - I like a lot
No me gusta(n) **mucho** - I don’t like much
Prefiero – I prefer
Odio - I hate
No suporto - I can’t stand

4. Justification

Porque - because
Por lo tanto – therefore/so
Por consiguiente- consequently

5. Comparisons

Más.....que –more...than
Menos...que - less...than
Tan...como – as...as

6. Superlative

El/la más – the most
El/la menos – the least
El/la major – the best
El/la peor – the worse

7. Time phrases

Normalmente - normally
Usualmente - usually
Generalmente - generally
De vez en cuando/a veces – sometimes

Luego – next
Raramente - rarely
El fin de semana que viene– next weekend
La semana que viene- next week

El fin de semana pasado - last weekend
El mes pasado - last month
El verano pasado- last summer
Durante la cuarentena- during lockdown



For each homework, you will be asked to look at a **particular section of your Knowledge** to help you answer the questions using **full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
Homework 1		<p>Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: aburrido, relajante, fascinante, visitar, jugar, evitar</p> <p>2. Are the following time phrases present, past or future? Write Pr, Pa or F - normalmente, el año que viene, el año pasado, el fin de semana que viene, el fin de semana pasado</p> <p>3. Are these French adjectives positive or negative? Write P or N. - - deportivo - aburrido - difícil - relajante - fácil - sociable</p> <p>4. Translate these sentences about films and technology into English: A. Me encanta ver las películas de acción con mis amigos. B. Normalmente uso las redes sociales. C. El fin de semana pasado vi una película de terror al cine. Fue fascinante.</p> <p>5. Write a sentence similar to 4C about a film you have watched.</p>
Homework 2		<p>. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: el año que viene, el fin de semana que viene, ayer, el fin de semana pasado, la semana que viene</p> <p>2. Match up the connectives - porque -therefore - pour lo tanto - less ... than - menos...que - therefore</p> <p>3. Complete the sentence with the rule about present tense (select one from the choices) We use the present tense to write about what we _____ (normally/used to/will) do.</p> <p>4. Copy and complete the comparison with the correct version of the adjective in bold - Le tenis es más divertido/divertida que el rugby - La natación es menos activo/activa que el foot - Las películas de terror son más emocionante/emocionantes que las películas de amor - Las redes sociales son menos interesante/ intereseantes que los videojuegos</p> <p>5. Translate the 3 remaining comparisons from Q4. The first one has been done for you as an example. - Tennis is more fun than rugby</p>



For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
Homework 3		<p>1. Follow the 'look, cover, write, check, repeat' method with the following infinitive verbs: beber, comer, escuchar, ver, estar en forma, correr</p> <p>2. Match up the regular "ar" verbs with the correct translation Visito - they visit Visitas - she visits Visita - we visit Visita - I visit Visitáis - you all visit/You visit (formal) Visitan - he visits</p> <p>3. Are the sentences below in the past, present or future? Write Pr, Pa or F - Voy a ver una película - Hice ciclismo con mi amiga - Vamos a comer pizza - Me encanta correr porque es bueno para la salud - Voy a mandar un correo electrónico</p> <p>4. Read the text and answer the questions: Me llamo Nabil. Vivo en Madrid con mi familia. Normalmente, el fin de semana nos encanta ir al supermercado y nadar en la piscina. Pero, el fin de semana pasado jugué al tenis con mi primo. Fue divertido. También, el fin de semana que viene vamos a ir al Costa Brava porque va a hacer calor. - What two activities does Nabil normally do at the weekend? - What did Nabil do last weekend? - What is Nabil going to do next weekend? Why?</p> <p>5 Write a few sentences in French to describe what you and your friends / family did last weekend. Sports activities/films/food El fin de semana pasado (Last weekend)...</p>

Horror

Chromaticism	Use of the black and white notes on a keyboard
Cluster chords	Using notes that are very close to each other to create a chord. e.g. C, C#, D, F, F#
Sforzando	Suddenly loud. Sudden dynamic changes are common in horror
Pedal Notes	Using a long-held note. This can be low or high.

Romantic

Diatonic	Notes that belong in the same key. To easily do this, just use white notes
Consonant chords	Simple triads from your chosen key
Scalic melody	A tune that uses notes that are mainly next to each other (or only have small interval leaps).

Nature Documentaries


Ostinato	A repeating pattern
Dissonant chords	Chords with notes that clash (similar to cluster chords)
Crescendo	Dynamics getting louder
Diminuendo	Dynamics getting quieter
Mickey Mousing	Syncing music directly with the action on the screen

Science Fiction

Disjunct melody	A tune that uses intervals that have large leaps
Pedal notes	Using a long-held note. This can be low or high.
Chromaticism	use of the black and white notes on a keyboard
Synthesisers	Electronic instrument sounds (as opposed to 'realistic' sounds)
Motif	Theme or melody relating to a certain character or place



For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, to help you answer the questions using full sentences. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1		<ol style="list-style-type: none">1. Write out the terms and definition of all musical devices used for horror music2. What instruments3. Research and write down an example of music used in a horror movie.4. Write down what musical devices you can hear in this music.
Homework 2		<ol style="list-style-type: none">1. What instruments and music devices are used in romantic films? Write down at least two for each.2. Write down and explain two musical devices used in nature documentaries3. Research and write down an example of music used in a romantic film or a nature documentary4. Write what musical devices are used in the piece of music you have chosen?
Homework 3		<ol style="list-style-type: none">1. Write down 3 musical devices used in Sci-Fi movies.2. Research and write down a piece of music from a film in the science fiction genre3. Explain what musical devices are used in the piece of music you have chosen.



resilience