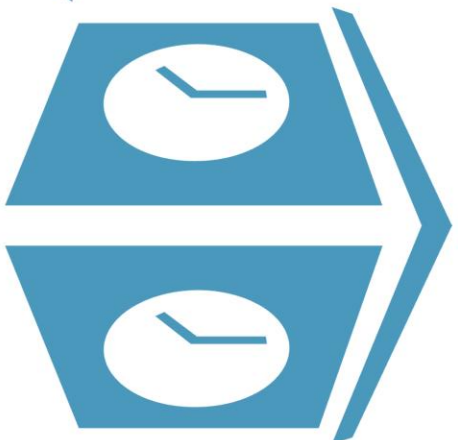


January - February

# Year 9

**KNOWLEDGEABLE  
AND EXPERT  
LEARNERS**



Self  
Quizzing

Flash  
Cards

Mind  
Maps

Brain  
Dumps

**enjoy learn succeed**

# INDEPENDENT LEARNING BOOKLET

**NAME:** .....

**TUTOR GROUP:** .....

## **CONTENTS**

- Using Class Charts Instructions
- Accessing SENECA
- Independent Learning log
- Mind Map instructions
- Subject Knowledge Organisers

You will need an A4 application booklet.

## **HOMEWORK:**

- Your teacher will set specific tasks, with a deadline, on Class Charts
- Instructions for your homework and how to access it are in this booklet
- You must complete and hand in the work by the deadline

## **INDEPENDENT LEARNING EXPECTATIONS AND REWARDS:**

- You should complete 1 task per day, 5 days a week.
- The tasks will be set on Class Charts to help you keep track of what you need to do.
- You must bring your ILB and application book to school every day.
- You can choose the subject/topic you want to work on.
- Your tutor will check your ILB regularly to see how you are getting on.
- You will be rewarded for going above and beyond expectations.

# SUBJECT KNOWLEDGE ORGANISERS CONTENTS

Computer Science	8
Product design	9
Food Technology	10
Textiles	11
Performing Arts	12
English	13
French	14-15
Geography	16-18
German	19-20
History	21-22
Maths	23
Music	24
RE	25
Science	26-28
PSHCE	29

# USING CLASS CHARTS



All of your homework will be set by your teachers using the Class Charts System.

You should check Class Charts every day to make sure you are up to date, and that you meet all your deadlines. Below, shows you how to log on and track your homework.

## Logging in to Class Charts

1. Enter your email address and password into the fields provided

Access code \*  
Your access code

Please enter the access code supplied by your teacher:

Remember me

2. Click on the Log in button



3. Enter your date of birth if prompted and click on the OK button

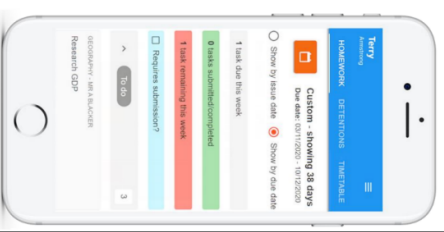
Date of birth

Please enter your date of birth below.

Date of Birth  
12/06/2009

## Homework

- Select the homework tab on our account.
- This will display a list of the homework tasks which you have been given.
- To change the date range for displayed homework tasks, click on the orange Date button.
- To display tasks in the order they are expected to be handed in, click on the Due date button.
- To mark a homework task as completed, view the homework task of your choice in more detail and tick the Completed checkbox.



To view a homework task in more detail, click on the expand icon in the bottom right hand corner of the homework tile. A popup will appear that contains the a description of the homework task, the estimated completion time and any links or attachments that may have been included.

**Research GDP**  
GEOGRAPHY - ERFOS - MRS AABELL

Type: Blended Learning  
Issue date: Monday 09/11/2020  
Due date: Wednesday 11/11/2020  
Estimated completion time: 1 hours

Please write a short paragraph on what GDP is and how it is used.

## Keeping track of homework

To track your homework use the three banners above the homework status. This shows the the number of homework tasks that are due that week, how many of those tasks you have completed and how many tasks you still need to complete.

To only see homework tasks that require an attachment submission, tick the checkbox labelled Requires submission.

If you are viewing the Homework tab via a desktop or laptop, expanding a homework status category will display a table overview of each homework task for the selected date range.

To do		1 task due this week		0 tasks submitted/completed		1 task remaining this week		Requires submission?	
Homework	Teacher	Lesson	Issued	Due	Estimated time	Type	Feedback		
Research GDP	Mrs A AABELL	9F/5g	09/11/2020	Monday 11/11/2020	1 hours	Blended Learning			
Write a soliloquy	Mrs A AABELL	9F/5g	10/11/2020	Tuesday 17/11/2020	30 minutes	Homework			
Create a poster on French food	Mrs A AABELL	7E/1F	06/11/2020	Friday 19/11/2020	45 minutes	Homework	Feedback		

## Homework attachment submissions

For certain homework tasks, you may be asked by your teacher to upload your work as an attachment. When viewing a homework task in more detail, you will see the Upload attachment button if your teacher is expecting your work to be uploaded. To submit a homework attachment, click on the Upload attachment button and select the files of your choice. Successfully uploaded files will then appear above the button

If your teacher leaves feedback on one of your homework attachments, you will see a Feedback icon appear on the associated homework task.

To view the feedback, click on the expand icon in the bottom right hand corner of the homework tile. Your teacher's feedback will appear directly below your homework attachment

**To do**

Write a book review

REGREATION - MRS AABELL

Type: Homework  
Issue date: Friday 20/09/2020  
Due date: Friday 27/09/2020  
Estimated completion time: 10

Completed?

Write a 500 word review on the book of your choice.

---

**My attachments**

My book review doc

**UPLOAD ATTACHMENT**

You can upload a maximum of 5 attachments, each up to 250mb in size.

Supported file formats: doc, docx, pdf, xls, xlsx, ppt, pptx, pub, txt, png, jpeg, jpg, gif, rtf, mp3, odt, odp, csv, mp4, mov, m4a, s33

RECREATION - MRS AABELL

Write a book review

Issued: Friday 20/09/2020  
Due: Friday 27/09/2020

**Feedback**

To do

These are homework tasks that you need to complete. Once you have completed them, tick the checkbox

Completed

These are homework tasks that you have ticked as completed but have not been marked by your teacher

Submitted late

Late. These are homework tasks that have been handed in past the deadline.

Not submitted

Not submitted. These are homework tasks that were not handed in on time.

Submitted

Submitted. These are homework tasks that have been handed in on time.

# HOW TO ACCESS SENECA



Seneca learning is a free online platform that will help you revise for all your subjects.

1.

Go to  
<https://senecalearning.com/en-GB/>

2.

Click 'Log In' at the top right hand corner.



Login

Sign up

3.

Select 'Continue with Microsoft'.



Continue with Microsoft

4.

Enter your school email and password.

5.

Select the course(s) you want to work on

If you need any help accessing SENECA please speak to your class teacher, or Miss Holmes.

You can also scan this QR code for a video walkthrough of how to log in as a student



SCAN HERE





# INDEPENDENT LEARNING LOG

## MIND MAPS

### Expectation this ½ term: Mind maps

1. Create 1 Mind Map a Day



- This should be done once a day , for approximately 20 minutes.
- All your Mind Maps should be evidenced in your application booklet.
- Use this log to track how what subjects you have done (see example)

Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday
<b>EXAMPLE:</b>	English: KG1 & 2	Science: KG2 & 4	History: KG4 & 5	PSHCE: KG 1 & 2	Drama: KG 1 & 3
5/01/2026					
ILB CHECK (10 Mind Maps) 12/01/2026					
19/01/2026					
ILB CHECK (20 Mind Maps) 26/01/2026					
02/02/2026					
09/02/2026					

# MIND MAPS - INSTRUCTIONS

1.



## Identify Knowledge

Select a topic you wish to cover.

Decide which type of mind map you are creating

- **Retrieval:** No material
- **Concept:** Material needed

2.



## Topics & Subtopics

Place the main topic in the centre of your page and identify subtopics that will branch off.

3.



## Branch off

Branch of your subtopics with further detail.

E.g. Key terms, definitions, examples or descriptions.

Try not to fill the page with too much writing.

4.



## Review

Is the information on your mind map accurate?

**Green pen:** Do you need to add anything?

**Green pen:** Do you need to correct anything?

5.



## Revisit it

Use it to help you prioritise your revision; you can **RAG** rate it.

Use it to help you summarise the topic, or use your mind map to teach someone else a topic.

Programming Basics	
<b>Algorithm</b>	Set of step-by-step rules or instructions to be followed in order to solve a problem.
<b>Program</b>	A computer program is a set of instructions that can be executed by a computer to perform a specific task.
<b>Storing data User Input</b>	Users can input data as a variable or a constant and store it.
<b>Processing</b>	Programs manipulate data with logical processes.
<b>Printing data</b>	Data can be output using the print statement in Python (Thonny).
<b>Statement</b>	A single instruction.

Programming Constructs	
<b>Sequence</b>	A set of logical steps carried out in order.
<b>Selection</b>	Selection is a decision or question. We can do this in Python by using IF ELIF ELSE statements.
<b>Count Controlled Iteration Looping</b>	Repeatedly executes a section of code a fixed number of times FOR.
<b>Condition Controlled Iteration Looping</b>	Repeatedly executes a section of code until a condition is met - or no longer met WHILE.

Data Types	
<b>Integer</b>	An integer is a whole number.
<b>Real/Float</b>	A real/float is a number with a fractional part.
<b>Boolean</b>	A Boolean has two possible values: True or False (Yes/No).
<b>Character</b>	A character is any single letter, number or symbol on a computer.
<b>String</b>	A string is used to represent text or a sequence of characters.

Program Coding	
<b>Comment # (hashtag)</b>	Annotation in the code of a computer program.
<b>Len</b>	Counting how many characters there are in a string.
<b>Indentation</b>	Denotes code within the loop that is repeated.
<b>Nesting</b>	A programming construct is included within another.
<b>Concatenate</b>	Concatenating means to join or combine things together when printing in Python. We can do this by using the + sign.
<b>Syntax Error</b>	A syntax error is when you make mistakes with the code, this could be misspelt words or missing speech marks and brackets.

Key Vocabulary	
<b>Calculation symbols</b>	+ Addition - Subtraction • Multiplication / Division ** Exponentiation
<b>Types of Division Modulus MOD Whole Number Division DIV</b>	/ Real $5/2=2.5$ // Integer $5//2=2$ (DIV) % Remainder $5\%2=1$ (MOD)
<b>Comparison IF or WHILE</b>	== Is equal to != Not equal to > Greater than < Less than
<b>Variable</b>	A variable is a store of data/information or a memory location that has a name. The value of a variable can be changed whilst the program is running.
<b>Constant</b>	A constant is a store of data/information or a memory location that has a name. The value of a constant cannot be changed whilst the program is running, it can only be changed whilst writing your program.
<b>Indexing</b>	Indexing means finding the position of a character in a string.
<b>Elements</b>	Elements are individual characters in a string.

## 1. Material Properties

1	<b>Malleable</b>	Can be pressed or hammered into shape
2	<b>Corrosion resistant</b>	Resists oxidization or moisture
3	<b>Ductile</b>	Able to be stretched into wire
4	<b>Hard</b>	Resists scratching






## 2. Materials; Metals

1	<b>Ferrous metal</b>	A ferrous metal is a metal that DOES contain IRON. Ferrous metals tend to rust and are magnetic. Examples include; Iron and Steel
2	<b>Non Ferrous metals</b>	A non ferrous metal DOES NOT contain IRON. Examples include; Aluminium and Copper
3	<b>Alloy</b>	An alloy is a combination of 2 or more metals mixed together to give an existing metal better properties. Examples include; Solder, Brass and Bronze

## 3. Materials; Manufactured Boards

1	<b>Plywood</b>	Strong thin wooden board consisting of two or more layers glued and pressed together with the direction of the grain alternating.
---	----------------	---

## 4. Electronic Components

1	<b>Battery Snap</b> 	Snap onto the leads on the terminal end of a standard 9V battery.
2	<b>Switch</b> 	A component that can disconnect or connect the path in an <b>electrical</b> circuit.
3	<b>Light Emitting Diode (LED)</b> 	A light source that emits light when current flows through it in the correct direction.
4	<b>Wire</b> 	Made from copper, allowing electricity to flow between components.
5	<b>Battery</b> 	A combination of electrochemical cells with external connections for powering electrical devices.

## Key Vocabulary

1	<b>Template</b>	A shaped piece of rigid material used as a pattern for repeated processes such as cutting out or shaping
2	<b>Model</b>	A particular design or version of a product
3	<b>Prototype</b>	A first version of a device from which other forms are developed.

## 5. Tools & equipment

1	<b>Soldering Iron</b>	An electrical tool which applies heat, melting solder allowing you to join metals together.
2	<b>Wire Cutters</b>	Hand held tool used to cut through wires or cables
3	<b>Wire Strippers</b>	A hand-held tool designed to remove insulation from electrical wires.

## 6. Process; Soldering

Step 1	Heat the connection with the tip of the soldering iron for a few seconds, then apply the solder.
Step 2	Keep the soldering tip on the connection as the solder is applied.
Step 3	Remove the tip from the connection as soon as the solder has flowed .
Step 4	Don't move the connection while the solder is cooling.
Step 5	Don't overheat the connection, as this might damage the electrical component you are soldering

1. Knowledge is power

1	<b>Super foods</b>	Superfoods are foods that are thought to be very good for your health. They usually have lots of nutrients. These nutrients help your body stay healthy and fight off illness. Some Scientists believe that these foods have extra special benefits in boosting our immunity.
2	<b>Fast foods</b>	Fast food is a type of mass-produced food that is easy to access, efficient and tasty. Some are sold in restaurants or bought in stores with frozen, preheated or precooked ingredients. Many fast foods contain hidden fats, salt and sugars, so must be consumed occasionally, as a treat.
3	<b>Cooking Methods</b>	We cook food to make it safe, tasty and easier to digest. The way that we cook food has an impact on nutrients and some are better than other at retaining them. E.G steaming. Finding the best cooking methods to seal nutrients in is essential to reduce nutrient loss and maximise benefits
4	<b>Factors affecting food choices</b>	Many things effect the types of food that we choose to eat. Sometimes the type of food that we choose to eat can lead to an unbalanced and harmful diet. Availability, food access and cost can impact choice. Religious and environmental reasons can limit what we choose to buy.
5	<b>Eating Disorders</b>	An eating disorder is a serious mental health condition where a person develops an unhealthy relationship with food, eating, body shape, or weight. It can affect anyone — no matter their age, gender, or background.
6	<b>Nutrition in life stages</b>	There are many stage of life that humans experience. Each stage requires certain nutrients to do a job in the body. E.g. Toddlers require calcium for bone development.
7	<b>Exercise</b>	Required to burn off the foods we consume. Input v output should be equal for good health
8	<b>Animal Welfare</b>	Where animals are reared in a safe, happy and secure environment. They are not mistreated.






2. How to adapt a recipe

1	<b>Big Mac</b> 	Mince choice, combining, moulding, shaping, cooking methods. Vegan/pescatarian options. Garnish development, leaves, vegetables, Sauces – mayo, chilli,
2	<b>Sausage Bites</b> 	Meat filling choices, vegan, fish 5 veg a day, grating to hide for toddlers. Eliminate fatty pastry using wholegrain bread as a casing. More Fibre fuller for longer Shaping, moulding, securing, glazing, consistent sizing, even cooking. Use food probe
3	<b>KFC</b> 	Type of potato: Sweet potato, white, new Fish/chicken: Salmon, Pollock, chicken, turkey Coating/seasoning: Cornflakes, rice krispies, bran flakes, paprika, oregano, chilli
4	<b>Cheesecake</b> 	Type of biscuits: Gingernuts, digestives Filling flavour, Lemon, blueberry. decoration: lemon slices, blueberry cluster, chocolate decoration, strawberry fans, roses.
5	<b>Taco Bowls</b> 	Using tortilla to make taco bowl. Seasoning, oiling and spice measuring on bowl and dips. Use of beans, lentils, protein.
6	<b>Curry</b> 	Marinating, tenderising, use of authentic, traditional spices. Cooking techniques, temperature control, chicken. Appropriate vegetable selection
7	<b>Spring Roll</b> 	Baking rather than deep frying to reduce fat content. Selection of vegetables as filling. Adding authentic spice selection.
8	<b>Pizza Bites</b> 	Passata / pesto used to go towards 5 a day. Cheese grated to limit fat content. Grated carrot added and other vegetables. Aubergine / sweet potato used instead of bread

Key Vocabulary

1	<b>Deficiency</b>	A lack/shortage of a nutrient in the body.
2	<b>Excess</b>	Too much of a nutrient in the body.
3	<b>Macronutrient</b>	A nutrient required in large amounts in the diet. E.g. carbohydrates, fats, protein.
4	<b>Micronutrient</b>	A nutrient required in small amounts in the diet. E.g. vitamins, minerals and NSP.
5	<b>Anaemia</b>	A condition that can be caused by lack of iron in the diet. Not enough healthy red blood cells to carry enough oxygen around the body.
6	<b>Osteoporosis</b>	A condition caused by lack of calcium/vitamin D in the diet. It weakens bones making them fragile and more likely to break.
7	<b>Antioxidant</b>	Antioxidants are natural substances that help protect your body's cells from damage. Antioxidants act like protective shields that stop or reduce cell damage.
8	<b>Well-being</b>	Well-being is feeling well, feeling positive. Includes having good mental health and high self-esteem.
9	<b>SME Issues</b>	Social, moral, ethical and environmental issues e.g. Organic, Halal, Fair trade, farm assured, veganism
10	<b>Symptoms</b>	A physical or mental feature that points to a condition or disease.
11	<b>Calorie</b>	The amount of energy in an item of food or drink is measured in calories
12	<b>Food Provenance</b>	Where food comes from, how it's produced, and how it gets to us. It's the journey food takes — from farm to fork.
13	<b>Battery Eggs</b>	come from hens kept in small wire cages, often in large, crowded sheds. Poor care and feed.

### Techniques and Processes

1	<b>Block Printing</b> 	The process of creating a printing block, applying a layer of ink with a 'brayer' and transferring a design onto paper or fabric.
2	<b>Free machine embroidery</b> 	Using a free machine foot on the sewing machine to achieve free motion sewing which creates designs and patterns.
3	<b>Lamination</b> 	The process of arranging various materials between layers of plastic and applying heat to seal together the layers and create an interesting design.
4	<b>Digital Repeat patterns</b> 	An image which is repeated multiple times to create interesting patterns. Repeats are mirrored, aligned and repeated to create surface pattern.
5	<b>Hand drawn Repeats</b> 	The process of creating a motif and repeating to create a block repeat design.

### Key Vocabulary

1	<b>Typography</b>	Typography is the art and technique of arranging type to make written language legible, readable and appealing when displayed.
2	<b>Annotation</b>	Text accompanying images/practical work which explains, describes and justifies.
3	<b>Motif</b>	A motif is a recurring fragment, theme or pattern that appears in a work of art.
4	<b>Mixed Media</b>	Mixed media art refers to a visual art that combines a variety of media in a single artwork. For example, pencil, paint, collage, ink or fine liner etc.
5	<b>CAD</b>	Computer Aided Design is the use of a range of computer software to support the creative/design process of products.
6	<b>Repeat</b> <b>Reflect</b> <b>Rotate</b> <b>Half drop repeat</b>	Occurs multiple times A mirror image Move in a circle round an axis Staggering the repeat of an image along a vertical line
7	<b>Justification</b>	Presenting a reason, fact or opinion for your choices or actions
8	<b>Inspiration</b>	The process of being influenced or stimulated to do something creative

### Tools and Equipment

1	<b>Laminator</b>	A machine used to provide protection and durability by sealing documents, pictures or materials between two layers of plastic.
2	<b>Brayer</b>	A 'roller' that applies a fine, evenly spread layer of ink to a printing block.

### Contextual links/Key names

1	<b>Typography</b>	Typography and Textile Design are linked through their shared focus on pattern, communication and cultural expression. Surface pattern designers create repeating patterns that are applied to various products and surfaces like wallpaper, wrapping paper, clothing, upholstery, stationary, and much more.
2	<b>People Powered Press</b>	The People Powered Press are a community-based arts project in Saltire. They operate one of the largest printing presses in the world and focus on engaging the local community in creative and collaborative printing projects. The PPP have a mission to make art accessible for everyone.
3	<b>Morag Myerscough</b>	Morag Myerscough is a London-based artist and designer. She creates vibrant, large-scale installations that transform public spaces. Her work is bold, colourful and geometric. She uses a lot of typography/lettering and uplifting words and phrases. She often collaborates with local communities to co-create site-specific installations in schools, hospitals, at festivals and in urban spaces.
3	<b>Template</b>	A guide used to accurately measure/cut a material
4	<b>Free machine foot</b>	A circular foot allowing free motion sewing in all directions
5	<b>Feed dogs</b>	Metal teeth like ridges which guide the fabric through the sewing machine. They must be down for FME.
6	<b>Cotton material</b>	Woven natural soft material which comes from the cotton plant

CONTEXT OF THE MUSICAL

- Everybody's Talking About Jamie is based on the real story of Jamie Campbell and his mother.
- At 15, Jamie asked a TV company to film his journey as he planned to wear a dress to his school prom, unsure how others would react but determined to be himself.
- The documentary aired on BBC Three in 2011, showing his courage and story.

THEMES

1	Identity	The story explores identity, as Jamie learns who he truly is and stays true to himself despite criticism from others. He expresses himself through Drag.
2	Relationships	The story shows many types of relationships, from supportive friendships like Jamie and Pritti, or Margaret and Ray, to more difficult family dynamics, especially between Jamie and his father.
3	Resilience	How Jamie uses the positivity of those that care and understand him, to power through the resistance of others and achieve his dreams.
4	Respecting Difference	Jamie is comfortable with being gay. He has confidence in this and therefore others accept and respect him.

Warm-up Techniques

1.	Body Warm-up	Whole body movements and stretches to prepare our muscle and joints, ready to support our voices.
2.	Relaxing the face	Massaging the face and jaw to make sure there is no tension.
3.	Opening the larynx	Making sure there is not strain and tightness in our throats by exercising the vocal chords (yawning is a good technique).
4.	Using your diaphragm	A large muscle under the ribcage. When you breathe in, the diaphragm contracts and air is sucked into the lungs. The diaphragm relaxes when you release air and sound, so that the muscle is helping you to control the output of air.
5.	Breath Control	Making sure you have enough breath to speak/sing your lines.
6.	Resonance	When the voice is vibrating in your body to create difference voice sounds and voice qualities. E.g., a nasal voice or a deep powerful voice.
7.	Tongue Twisters	A phrase or sentence which is difficult to say out loud because it involves similar sounds close together. They can help warm-up the face muscles and voice, ready for a performance.

KEY TERMS

1	Gay	A person who is attracted to people of the same gender.
2	Gender Identify	How someone feels about their own gender, such as feeling like a boy, a girl, both, or neither.
3	Drag Queen	A performer (usually a man, but not always) who dresses in exaggerated feminine clothes and makeup for entertainment.

MUSICAL THEATRE CONVENTIONS

1	Catchy Music	The music is usually in a popular style to entertain the audience.
2	Spoken dialogue	The speech and conversation in the performance.
3	Dance sequences	Musicals usually have big chorus numbers where people dance together.
4	Action songs	Songs which move the plot forward.
5	Ballads	Usually a slow, romantic or reflective song

DANCE PERFORMANCE SKILLS - DREAMS

1.D	DYNAMICS	How the movement is performed e.g. sharp, soft, heavy and having a variation to suit the dance.
2.R	RHYTHM AND TIMING	Picking out beats in music / Performing movements at the correct time as beat suggests or as other dancers are moving. "Being in time"
3.E	EXECUTION AND COMMITMENT	Making sure you finish off all your movements fully and fully immerse yourself into the mood and your character when performing.
4.A	AWARENESS OF SPACE	Having an awareness (knowing) of where other dancers are in relation to you , maintain formation and knowing the correct pathways to transition from one formation to another. Having An awareness (knowing) of set and props on stage. Important to prevent collisions.
5.M	MOVEMENT MEMORY	Being able to remember the movements choreographed without thinking or stalling.
6.S	STAMINA	Ability to keep going with high energy throughout rehearsal / performance without sowing fatigue.

Contextual Links :

Everybody's Talking about Jamie Trailer - <https://www.youtube.com/watch?v=4n6-Rlx5a0>  
 Interview with Director - <https://www.youtube.com/watch?v=ord-5a7qDHE>  
 Film trailer - <https://www.youtube.com/watch?v=CpOe2w2xdl>

## Common Themes

1	<b>Oppression</b>	The freedom and rights of the characters are restricted by the government,
2	<b>Religious control</b>	Religion controls the population by making them believe their actions are sins/blasphemies.
3	<b>Technological control</b>	Physically controlling citizens using technology, controlling minds or controlling cities.
4	<b>Survival</b>	Quest for survival as a result of one of the other themes.
5	<b>Loss of individualism</b>	Loss of physical appearance, identity and choice.

## Conventions

1	<b>Character Goal</b>	What the protagonist needs to accomplish by the end of the story.
2	<b>Conflict</b>	Anything that stops the protagonist achieving their goal.
3	<b>Setting</b>	Where and when the story happens.
4	<b>Exposition</b>	Any important 'back-story' that needs to be understood.
5	<b>Propaganda</b>	Media is used to control the attitudes, values and ideas of the citizens.
6	<b>Restriction</b>	Information, independent thought and freedom are restricted.
7	<b>Surveillance</b>	Citizens are being constantly watched, recorded and monitored.

## Writing Principles

1	<b>Show don't tell</b>	Showing a character's emotions through verb choice rather than relying on adjectives. An example of this would be to write <i>'the man slammed the door'</i> rather than <i>'the angry man left the room'</i> .
2	<b>'Tell/Show' Paragraph structure</b>	Name an object, describe its appearance, provide the character's thoughts on the object. For example: <i>A bin. Grey and small and plastic. Do they ever empty them?</i>
3	<b>Semantic Field</b>	A group of words or phrases all related to an abstract noun, e.g. the <i>semantic field of weather</i> might include the words <i>rain, thunder, clouds, storm</i> etc.
4	<b>Symbolism</b>	An object in a story that represents a theme. For example, the huge, imposing posters of Big Brother in 1984 represent the themes of power and oppression.
5	<b>Breadcrumbs</b>	Where the writer withholds information from the reader to build tension, mystery or intrigue.

## Sentence Structures

1	<b>Sentence fragments</b>	A sentence fragment is a grammatically incomplete sentence. It is missing something, often a main verb such as 'was'/'were'. For example: <i>Trash on the floor, old newsprint pasted on the windows.</i>
2	<b>Complex Sentence with Participle Phrase</b>	(Protagonist) (, participle phrase describing something about the protagonist's appearance,) (main verb/action), (negative consequence). For example: <i>Winston Smith, his chin nuzzled into his breast in an effort to escape the vile wind, slipped quickly through the glass doors of Victory Mansions, though not quickly enough to prevent a swirl of gritty dust from entering along with him.</i>
3	<b>Prepositional push-off</b>	A preposition tells us where or when something is in relation to something else. Examples of prepositions/prepositional phrases include the following: in, on, above, below, before, after, beside, to the left of, etc.
3	<b>Anaphora</b>	Repeating a word or phrase at the beginning of a sentence or clause in order to build intensity. For example, <i>Sometimes (add an event from the protagonist's past - with variations if possible), Sometimes (add an alternative, slightly more intense event), and occasionally (add a rare, dramatic event).</i>
4	<b>Epanalepsis</b>	Repeating a word or phrase at the beginning and end of the same sentence. (Abstract noun) (Verb + preposition) (repeated abstract noun). For example: <i>Wintriness responded to wintriness.</i>
5	<b>Adjective, adjective, noun</b>	(Noun) was (adjective), (adjective), a (noun). For example: <i>The light was frozen, dead, a ghost.</i>
6	<b>Colon Clarification</b>	(Main clause + colon) (list of adjectives/adjectival phrases) to give detail and clarity. For example: <i>This is the kind of thing they like: folk art, archaic, made by women, in their spare time, from things that have no further use.</i>
7	<b>Speech/thought attribution</b>	(Thoughts of the character in italics) (comma + attribution), e.g. <i>Get on with it, he told himself.</i>

## Key Vocabulary

1	<b>Dystopia</b>	An imaginary world where society has gone seriously wrong.
2	<b>Totalitarian</b>	One political party has complete control. No opposing political parties are allowed to officially exist.
3	<b>Communism</b>	All property is owned by the state/government and each person contributes and receives according to ability and needs.
4	<b>Censorship</b>	Suppression of any materials e.g. books, films that are perceived as a threat to security.
5	<b>Abstract noun</b>	A noun that is non-physical or is an idea, for example emotions such as <i>love</i> or <i>happiness</i> , ideas such as <i>freedom</i> or <i>justice</i> .
6	<b>Verb</b>	A word denoting an action/state of being, for example <i>He <b>dragged</b> the chair to the front of the room.</i>
7	<b>Adjective</b>	A word that changes our understanding of a noun, for example <i>The <b>blue</b> chair.</i>
8	<b>Preposition</b>	Tells us where something is in relation to somewhere else, for example <i>Your pen is <b>under</b> the table..</i>
9	<b>Metaphor</b>	Using one thing to represent another because of shared qualities, e.g. <i>You are my sunshine.</i> Each metaphor is made up of a tenor (You), vehicle (sunshine) and ground (the shared qualities)

Present Tense		
1	Je suis	I am
2	Je sors	I go out
3	Je fais	I do/make
4	Je vais	I go
5	Je joue	I play
6	Je prends	I take
7	Je rencontre	I meet
8	Je mange	I eat
9	Je bois	I drink
10	Je passe	I spend
11	Je travaille	I work
12	Je voyage	I travel
13	Je vois	I see
14	Je dors	I sleep
15	c'est	it's

Perfect Tense		
1	J'ai été	I have been
2	Je suis sorti(e)	I went out
3	J'ai fait	I did/made
4	je suis allé(e)	I went
5	J'ai joué	I played
6	J'ai pris	I took
7	J'ai rencontré	I met
8	J'ai mangé	I ate
9	J'ai bu	I drank
10	J'ai passé	I spent
11	J'ai travaillé	I worked
12	J'ai voyagé	I travelled
13	J'ai vu	I saw
14	J'ai dormi	I slept
15	c'était	it was

Future Tense – I will...		
1	Je serai	be
2	Je sortirai	go out
3	Je ferai	do
4	J'irai	go
5	Je jouerai	play
6	Je prendrai	take
7	Je rencontrerai	meet
8	Je mangerai	eat
9	Je boirai	drink
10	Je passerai	spend
11	Je travaillerai	work
12	Je voyagerai	travel
13	Je verrai	see
14	Je dormirai	sleep
15	ce sera	it will be

Conditional Tense – I would like to...		
1	Je voudrais être	be
2	Je voudrais sortir	go out
3	Je voudrais faire	do
4	Je voudrais aller	go
5	Je voudrais jouer	play
6	Je voudrais prendre	take
7	Je voudrais rencontrer	meet
8	Je voudrais manger	eat
9	Je voudrais boire	drink
10	Je voudrais passer	spend
11	Je voudrais travailler	work
12	Je voudrais voyager	travel
13	Je voudrais voir	see
14	Je voudrais dormir	sleep
15	ce serait	it would

Il y a		
1	Il y a	There is/are
2	Il y avait	There was/were
3	Il y aura	There will be
4	Il y aurait	There would be

Imperfect Tense		
1	J'étais	I was/I used to be
2	J'avais	I had/I used to have
3	C'était	It was
4	il y avait	there was/were

Structures with infinitives		
1	J'aime aller/faire	I like going/doing
2	Je n'aime pas aller/faire	I don't like going/doing
3	il faut aller/jouer	you have to go/play
4	on peut/doit aller	you can/must go

## Sentence Starters

1	je pense que	I think that
2	je crois que	I believe that
3	à mon avis	in my opinion
4	selon moi	in my opinion
5	je dirais que	I would say that

## Connectives

1	et	and
2	ou	or
3	où	where
4	parce que	because
5	car	because
6	mais	but
7	en revanche	however
8	de plus	furthermore

## Intensifiers

1	un peu	a bit
2	assez	quite
3	surtout	especially
4	vraiment	really
5	beaucoup	much/ a lot
6	en général	generally
7	carrément	totally
8	plutôt	rather

## Adjectives

1	célèbre	famous
2	rapide	quick
3	passionnant	exciting
4	sain	healthy
5	malsain	unhealthy
6	bien-payé	well-paid
7	fatigant	tiring
8	cher	expensive

## Signposting Time Frames

1	l'année dernière	last year
2	la semaine dernière	last week
3	de bonne heure	early
4	ce matin	this morning
5	cet après-midi	this afternoon
6	ce soir	this evening
7	la semaine prochaine	next week
8	l'année prochaine	next year
9	dans l'avenir	in the future

## Frequency

1	tout le temps	all the time
2	de temps en temps	from time to time
3	une fois par semaine	once a week
4	deux fois par mois	twice a month
5	ne...jamais	never
6	d'abord	firstly
7	souvent	often
8	quelquefois	sometimes

## Describe Myself and Others

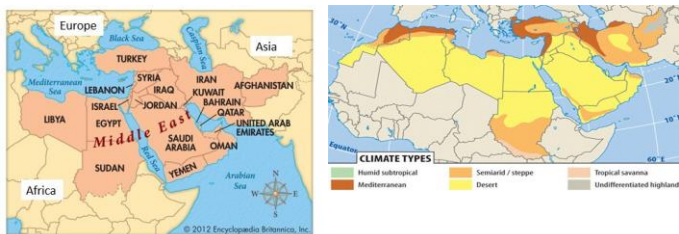
1	beau/belle	handsome/beautiful
2	joli/jolie	pretty
3	vieux/vieille	old
4	heureux/heureuse	happy
5	travailleur/travailleuse	hardworking
6	lunatique	moody
7	égoïste	selfish
8	pénible	annoying/a pain
9	affreux/affreuse	awful
10	marrant/marrante	funny
11	drôle	funny
12	malade	ill

## Fancy Phrases

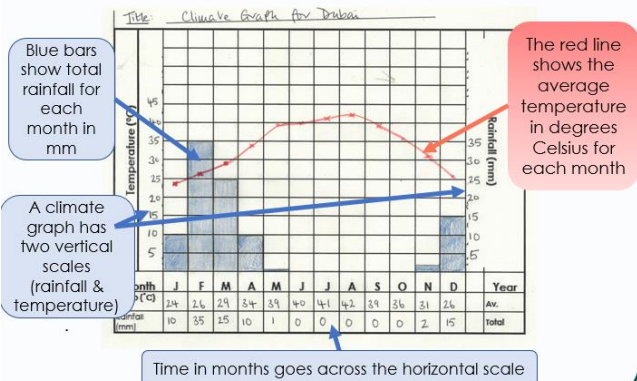
1	je l'ai trouvé génial	I found it great
2	je me suis bien amusé(e)	I really enjoyed myself
15	j'ai tellement hâte	I'm really looking forward to it

**Knowledge Group 1-Location and climate of ME**

1	Location	Transcontinental region-spread across Africa, Europe and Asia. Lies approximately 28°N and 45°E. To the south is the Arabian sea and to the north the Mediterranean, Black and Caspian Seas. Includes countries such as Egypt, Saudi Arabia, Iran and Afghanistan.
2	Climate	The average weather conditions a place experiences over a 30-year period.



**Climate Graphs:** Show rainfall and temperature data for a location over the course of one year.



**Knowledge Group 2: Aral sea: Reasons for shrinking and Impacts**

1 In the 1960s the Soviet Union decided to increase agriculture (farming) in the region. Cotton was chosen as the crop to be grown. The Soviet Union took water from the rivers that flow into the Aral Sea so that they could grow the cotton and then sell it to make money. The cotton industry was very successful after redirecting this water to the cotton fields. However, the amount of water flowing into the Aral Sea declined and the sea started to shrink in size.

2. Impacts of Shrinking Aral Sea can be:  
**Social** factors - affecting people.  
**Economic** factors- affect jobs, industry & economy.  
**Environmental** factors (affect land, water or air).

Social and environmental	People in the region may no longer be able to feed themselves because the land has too much salt in it.
Economic	The fishing industry that employed 60 000 people in villages around the Aral Sea is no longer there.
Social	Infant mortality around the Aral Sea are amongst the highest in the world with 10% of children dying in their first year mainly of kidney and heart failure.
Social	Health problems are caused by the windblown salt and dust from the dried-out seabed.
Environmental	The climate has changed, it is even drier and hotter than before.
Environmental	Only 160 of the 310 bird species are still alive.

**Knowledge Group 3- People in the Middle East**

1 Religion The Middle East is the birthplace of three major religions: Judaism, Christianity and Islam. Most people in the ME are Muslim.

2 **Ethnic Groups:** There are many different ethnic groups in the Middle East. Arabs are by far the biggest group. They speak Arabic. Most Arabs are Muslim, but there are some Christian Arabs too.

3 **Good and Bad in Dubai:** People come to Dubai to make their future and benefit from the huge investments in construction and oil. There are many luxurious hotels and world-renowned structures which labourers have built over recent years. The sunny climate, luxurious lifestyle and tax-free earnings are some of the main advantages.



Labourers come from places like India and Bangladesh believing they will earn a decent wage. Their employer usually takes their passport as soon as they arrive at Dubai airport. The labourers work 14 hours a day, often in summer temperatures over 50°C. Conversely, it is usually advised for western tourists not to stay outside for more than five minutes in summer! Living conditions are very poor; cramped bunk rooms shared by multiple people and unhygienic toilets and bathrooms. They do not earn enough money to send home. Without a passport, they are trapped in Dubai.

**Knowledge Group 4-Sustainability in Dubai and the ME**

1	<p><b>Sustainability means:</b> The ability to meet present needs without compromising the ability of future generations to meet their own needs. Using natural resources responsibly to support both present and future generations</p>	
2	Social Sustainability	Focuses on promoting physical and social wellbeing through fair distribution of resources and opportunities. For example, ensuring services in a city are accessible to all e.g. doctors' surgeries and schools.
3	Environmental sustainability	Focuses on interacting responsibly with the planet to avoid depleting natural resources for future generations. For example, using renewable energy like wind and solar instead of burning fossil fuels.



Sustainable Dubai	Unsustainable Dubai
<p>Dubai has a solar power plant which saves 15,000 metric tons of CO<sub>2</sub> a year and powers 600 homes. There are plans to expand the plant.</p> <p>A range of housing is available at different prices, so even lower-paid residents can find a place to live.</p> <p>The standard of healthcare is very high</p>	<p>Water in Dubai comes mainly from energy-intensive desalination of sea water.</p> <p>There are routine allegations over the abuse of migrant workers working long hours for low pay in poor conditions.</p> <p>Dubai has to import most of its food due to the lack of farmable land</p>

**Knowledge Group 5- Sustainability in the UAE: Features Masdar City**


Screens on windows allow light but minimise heat from entering the room.

Masdar City is car-free at street level. These driverless electric pods are for travelling under the city.

Streets are narrow to create shade. It can 15°C cooler here than outside the city.

The city is built on a platform to allow cool air to travel underneath it.



Solar panels provide electricity.

**Knowledge Group 6-Oil in the Middle East**

<p><u>Advantages</u></p> <ul style="list-style-type: none"> <li>• Allows economic development, increases wealth</li> <li>• Improves quality of life for people</li> <li>• Creates employment outside of farming</li> <li>• Development of manufacturing industries supplying parts like pipes and machinery.</li> <li>• Development of service industries as workers have more disposable income to spend</li> </ul>	<p><u>Disadvantages</u></p> <ul style="list-style-type: none"> <li>• Oil is a finite resource; eventually it will run out.</li> <li>• Over reliance on one resource to support economic development.</li> <li>• Burning oil causes pollution and contributes to climate change</li> <li>• Not everyone benefits from the wealth. Most profits are kept by a few businesspeople or TNCs</li> </ul>
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**Knowledge group 7-Football world cup**

**Cost Benefit Analysis** is used to weigh up whether the benefits of hosting outweigh the costs

Costs	Benefits
<ul style="list-style-type: none"> <li>•Cost of building stadiums</li> <li>•Cost of building hotels</li> <li>•Cost of building new airports/roads</li> <li>•Cost of bidding</li> <li>•Less priority given to essential services like schools and healthcare</li> <li>•Cost to the environment due to loss of natural habitat and pollution</li> </ul>	<ul style="list-style-type: none"> <li>•Profit from increased tourism during event</li> <li>•Increased tourism in future</li> <li>•Status of the country</li> <li>•Jobs for local people</li> <li>•Foreign investment in the future</li> <li>•Improved transport infrastructure provides ongoing benefits</li> </ul>

**A. China overview**

1.	Location	China is in East Asia and is the fourth largest country in the world. It is located south of Russia and Northeast of India.
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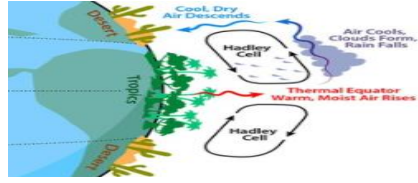
**B. The Giant panda**

1.	Where do they live?	Giant Panda's are found in the mountainous region of in the West of China.
2.	Habitat	Panda's live in the Bamboo forest high in the mountains 1200-3400 metres above sea level.
3.	Adaptations	The Giant panda has thick fur to help keep warm in the cold mountains. It has strong legs to help it climb and strong facial muscles to help it chew the tough bamboo.
4.	Risk of extinction	The Giant panda is at risk of extinction due to loss of habitat for agriculture and timber. China owns all the Panda's and zoos pay rent to China for these animals, to rent one panda for a year it costs \$1 million a year. The money is then used to protect Pandas in china.

**C. Threats to biodiversity**

1.	Biodiversity	It refers to all the variety of life that can be found on Earth (plants, animals, fungi and micro-organisms) as well as to the communities that they form and the habitats in which they live..
2.	Threats	The biggest threat to biodiversity in China is due to habitat loss. Lots of habitat is cut down for resources and to make space for agriculture.
3.	Illegal threats	Sadly 53% of the animal products in Chinese medicine comes from protected species. Illegal hunting and trade in animal products is threat to protected species.

**D. The Taklamam Desert**

1.	Location	The Taklamakan desert is located in Asia in the country of China. It is located in western China.
2.	Formation of desert	
3.	Adaptations to a desert.	The Bactrian Camel has been able to adapt to the lack of food in the Taklamakan desert. The Bactrian camel has adapted by having two humps which they use to store fat. Due to the hard climate, there is little vegetation, the camel is able to store fat in the humps that can be converted water and energy so that the camel can survive in the desert for long periods where there is little vegetation in the desert. Therefore, the Bactrian camel has been able to adapt to climate of the desert.

**E. Desertification**

1.	Desertification	The process by which fertile land becomes desert, typically as a result of drought, deforestation, or inappropriate agriculture.
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**F. Workshop of the world**

1.	Open door policy	In 1979 the Chinese Government created the 'Open Door Policy', they opened their borders and invited Trans National Corporations (TNC's) large international companies to come and work in China
2.	Positive impacts	The Policy lifted 300 million people out of poverty and has lifted China to the 2 <sup>nd</sup> largest economy.
3.	Negative impacts	The policy has increased air and waste pollution, as well as sweatshops where people work in poor and hazardous conditions.

**G. China Population**

1.	Total population	China has a population of 1.4 Billion.
2.	One Child policy	In 1979 the one child policy was introduced, all couples in China are only allowed one child by law.
3.	Pros of the policy	The policy prevent 4 million births and stopped a famine
4.	Cons of the Policy	The policy affected the human rights of citizens, caused population imbalance and an ageing population.

**H. Censorship**

1.	Censorship	The suppression or prohibition of any parts of books, films, news, etc. that are considered obscene, politically unacceptable, or a threat to security.
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## Present Tense

## Past Tense

## Future Tense – I will...

## Conditional Tense – I would like to...

1	ich gehe	I go
2	ich fahre	I travel
3	ich lese	I read
4	ich mache	I do/make
5	ich wohne	I live
6	ich sehe	I see
7	ich verdiene	I earn
8	ich studiere	I study
9	ich höre	I listen
10	ich kaufe	I buy
11	ich schlafe	I sleep
12	ich esse	I eat
13	ich bleibe	I stay
14	ich schwimme	I swim

1	ich bin gegangen	I went
2	ich bin gefahren	I travelled
3	ich habe gelesen	I read
4	ich habe gemacht	I did/made
5	ich habe gewohnt	I lived
6	ich habe gesehen	I saw
7	ich habe verdient	I earned
8	ich habe studiert	I studied
9	ich habe gehört	I listened
10	ich habe gekauft	I bought
11	ich habe geschlafen	I slept
12	ich habe gegessen	I ate
13	ich bin geblieben	I stayed
14	ich bin geschwommen	I swam

1	Ich werde gehen	go
2	Ich werde fahren	travel
3	Ich werde lesen	read
4	Ich werde machen	do/make
5	Ich werde wohnen	live
6	Ich werde sehen	see
7	Ich werde verdienen	earn
8	Ich werde studieren	study
9	Ich werde hören	listen
10	Ich werde kaufen	buy
11	Ich werde schlafen	sleep
12	Ich werde essen	eat
13	ich werde bleiben	stay
14	ich werde schwimmen	swim

1	Ich möchte gehen	go
2	Ich möchte fahren	travel
3	Ich möchte lesen	read
4	Ich möchte machen	do/make
5	Ich möchte wohnen	live
6	Ich möchte sehen	see
7	Ich möchte verdienen	earn
8	Ich möchte studieren	study
9	Ich möchte hören	listen
10	Ich möchte kaufen	buy
11	Ich möchte schlafen	sleep
12	Ich möchte essen	eat
13	ich möchte bleiben	stay
14	ich möchte schwimmen	swim

## Imperfect Tense

## Modal Verbs

## Connectives

## There is

1	es gibt	There is/are
2	es gab	There was/were
3	es wird geben	There will be
4	es gäbe	There would be

1	ich war	I was/I used to be
2	ich hatte	I had/I used to have
3	es war	It was
4	ich konnte	I could
5	ich durfte	I was allowed

1	man muss + infinitive	you must ...
2	man darf + infinitive	you are allowed ...
3	man kann + infinitive	you can ...
4	man soll + infinitive	you should ...

1	auch	also
2	oder	or
3	mit	with
4	ohne	without
5	weil	because
6	jedoch	however

## Sentence Starters

1	Meiner Ansicht nach	in my opinion
2	Meiner Meinung nach	in my opinion
3	Ich würde sagen, dass	I would say that

## Signposting Time Frames

1	letztes Jahr	last year
2	letzte Woche	last week
3	gestern	yesterday
4	normalerweise	normally
6	heute	today
7	nächste Woche	next week
8	nächstes Jahr	next year
9	in der Zukunft	in the future

## Comparatives & Superlatives

1	besser/beste	better/best
2	reicher/reichste	richer/richest
3	größer/größte	bigger/biggest
4	älter/älteste	older/oldest
5	kleiner/kleinste	smaller/smallest
6	jünger/jüngste	younger/youngest

## Question Words

1	wer	who
2	was	what
3	wann	when
4	wo	where
5	warum	why
6	wie	how
7	wie viel	how much

## Intensifiers

1	viele	many
2	zu	too
3	extrem	extremely
4	ziemlich	quite
5	sehr	very
6	nicht	not
7	nur	only

## Frequency

1	immer	always
2	ab und zu	now and then
3	oft	often
4	zuerst	first of all
5	einmal pro Woche	once a week
6	nie	never
7	manchmal	sometimes
8	zweimal pro Jahr	twice a year
9	seit	since/for
10	jetzt	now

## Adjectives

1	berühmt	famous
2	bescheiden	modest
3	erfolgreich	successful
4	reich	rich
5	glücklich	happy
10	sauber	clean
11	stark	strong
12	unterhaltsam	entertaining
13	altmodisch	old fashioned
14	kitschig	corny
16	gemein	mean
17	neu	new
18	einfach	easy
22	streng	strict
24	bunt	colourful

## Prepositions

2	unter	under
3	auf	on
4	zwischen	between
5	vor	in front of
6	hinter	behind
7	neben	next to
8	gegenüber	opposite
9	mit	with

## Fancy Phrases

1	Das hat Spaß gemacht / Das wird Spaß machen	That was fun / That will be fun
2	Es hat sich gelohnt	It was worth it
3	Ich freue mich darauf!	I am looking forward to it
4	Ich habe es toll gefunden	I found it great

**1. What was the Cold War?**

<b>1</b>	<b>How did the USA and the USSR's relationship change after WW2?</b>	<ol style="list-style-type: none"> <li>During WW2, there was a Grand Alliance between Britain, USA and the USSR</li> <li>Towards the end of the war there was growing tension between the USSR and the other two.</li> <li>After the war, the Grand Alliance divided Europe into different sections under Capitalist and Communist control</li> </ol>
<b>2</b>	<b>How did tension increase after WW2?</b>	<ol style="list-style-type: none"> <li>After the war the USSR and USA began to compete to be the biggest superpower</li> <li>Germany and Berlin had been divided between the East and West.</li> <li>Britain, France and the USA wanted to unite their zones of Berlin into one zone</li> <li>In retaliation the USSR blocked rail links to stop supplies getting into West Berlin – this was the Berlin Blockade</li> <li>The British and Americans organised an airift to drop supplies and the USSR backed down</li> </ol>
<b>3</b>	<b>How did a Cold War develop?</b>	<ol style="list-style-type: none"> <li>At the end of WW2, the USA developed and used the first nuclear weapons</li> <li>By 1949, the USSR had successfully tested its first nuclear bomb</li> <li>Both were terrified that the other side would have more weapons so they started making lots of nuclear weapons.</li> </ol>

**2. How close did the Cold War come to Nuclear War?**

<b>1</b>	<b>Why did Cuba worry the USA?</b>	<ol style="list-style-type: none"> <li>In 1959, a Communist revolution happened in Cuba</li> <li>This worried the USA as there was now a new Communist government near the USA</li> <li>President Kennedy ordered a secret invasion of Cuba in an attempt to get rid of the Communists but this was an embarrassing failure</li> </ol>
<b>2</b>	<b>How did the Cuban Missile Crisis develop?</b>	<ol style="list-style-type: none"> <li>The Russian president Khrushchev promised to help defend Cuba from attack by supplying nuclear weapons</li> <li>From 1962, the USSR began building nuclear missile launch bases in Cuba</li> <li>US spy planes spotted these bases and more missiles being transported by sea.</li> <li>The USA sent warships to stop the missiles reaching Cuba</li> <li>These threats seemed close to open war between the USA and the USSR</li> </ol>
<b>3</b>	<b>How did the Cuban Missile Crisis end?</b>	<ol style="list-style-type: none"> <li>Kennedy and Khrushchev negotiated to de-escalate the tension</li> <li>After nearly two weeks, America promised not o invade Cuba and agreed to remove some of its missile bases near the USSR and the USSR agreed to turn its ships around.</li> </ol>
<b>4</b>	<b>How close did the Korean War come to Nuclear War?</b>	<ol style="list-style-type: none"> <li>The Korean War had the potential to escalate into a Nuclear War when China became involved as a result of General MacArthur's aggressive tactics</li> <li>US president Truman and Eisenhower both threatened the use of nuclear weapons, especially if the Chinese government wouldn't negotiate the end of the war.</li> <li>These threats were never followed through</li> </ol>

Key Word	Definitions
<b>Arms Race</b>	A competition between nations to have the most and best weapons
<b>Capitalism</b>	A political ideology where trade and industry are controlled by private owners for profit
<b>Cold War</b>	a state of hostility between countries that involved threats, propaganda without full war.
<b>Communism</b>	Political ideology opposed to capitalism where government distributes wealth among citizens.
<b>Grand Alliance</b>	An alliance made during the Second World War between the USA, the USSR and Britain
<b>Ideology</b>	A system of beliefs that often impact economic or political views
<b>MAD – Mutually Assured Destruction</b>	The idea that because both superpowers had nuclear weapons using them against each other would destroy both countries.
<b>Proxy War</b>	Where two powerful nations use a smaller conflict to advance their interests
<b>Superpower</b>	A very powerful and rich country. (USA and USSR)
<b>Vietcong</b>	The name of the Communist rebel group in South Vietnam

**3. Proxy Wars**

<b>1</b>	<b>Why did the Korean War happen?</b>	<ol style="list-style-type: none"> <li>During WW2, Korea had been controlled by Japan, but after their defeat Korea was split into two zones.</li> <li>The USSR set up a communist government in the North and the USA set up a pro-USA Capitalist government.</li> <li>In June 1950, the North Korean army invaded South Korea hoping to unite Korea under one Communist government. They had been provided with weapons by the USSR</li> </ol>	<b>3</b>	<b>Why did the Vietnam War happen?</b>	<ol style="list-style-type: none"> <li>Similar to Korea, Vietnam was divided between the Communist North and the Capitalist South.</li> <li>The Leader of the North, Ho Chi Minh was unhappy with the division and supported a Communist group in the South called the Vietcong.</li> <li>The Americans became concerned that South Vietnam would become Communist and so began to send money and then troops to help fight the Vietcong.</li> <li>The Vietcong were also supplied by the USSR and China with weapons .</li> </ol>
<b>2</b>	<b>Why did the USA get involved?</b>	<ol style="list-style-type: none"> <li>US President Truman had made a speech in which he said America would offer money and military help to countries in danger of being taken over by Communism.</li> <li>When the North Koreans invaded South Korea, Truman persuaded the UN to help defend South Korea. In total 16 UN countries sent troops to fight but the USA sent the most and the commander was a US general called MacArthur.</li> </ol>	<b>4</b>	<b>What was the consequence of these proxy wars?</b>	<ol style="list-style-type: none"> <li>These wars were a way for the USA and the USSR to gain victories over the other superpower without directly fighting with each other.</li> <li>In both cases the USA wanted to stop the spread of Communism.</li> <li>In Korea, the war ended in a stalemate and the South remained Capitalist. However in the Vietnam War, the whole country became communist when the USA withdrew their troops in 1975</li> </ol>

4. Espionage		
1	<b>Why was there more spying?</b>	1. During the Cold War both the sides of the war used spies to gather information about the enemy, particularly about their military and technology.
2	<b>What spy organisations were there?</b>	1. The USA had the CIA who mainly targeted the USSR 2. Britain had MI6, which also targeted the USSR and shared information with the CIA 3. The USSR had the KGB 4. Other countries had spying organisations that worked with their allies
3	<b>What famous cases of espionage were there?</b>	1. In 1960, a US spying plan had been caught and shot down over USSR territory. This event led to tensions increasing between the USA and the USSR 2. The Rosenbergs were accused of passing state secrets to the USSR after the USSR developed their first atomic bomb. They were found guilty and executed 3. The Cambridge Five Spy Ring were a group of British double agents who were recruited to spy for the USSR

5. Propaganda		
1	<b>What was the aim of propaganda?</b>	1. For both sides of the war, propaganda was used to promote one ideology and criticise the other
2	<b>How was propaganda used in the USA?</b>	1. In the USA propaganda became more prominent in the 50s and 60s. 2. US values were being promoted in film, television, music, literature and art 3. This created a 'Red Scare' where people were concerned about Communism growing in America
3	<b>How was propaganda used in the USSR?</b>	1. The USSR used propaganda in a similar way to the USA 2. The USSR promoted the successes of Communism in their propaganda to prove that a Communist country could be as successful as a Capitalist one

6. Cold War competition		
1	<b>Why did rivalry develop in other areas?</b>	1. Both the USSR and the USA wanted to show their superiority and their superpower status but they couldn't do this through war 2. Instead, the countries competed to be the most technologically advanced or to hold world fame
2	<b>How did the superpowers compete in science?</b>	1. The USA and the USSR became rivals in the race to explore space and be the first country to put a man on the moon 2. In October 1957, the USSR beat the USA to launch the first satellite into space: Sputnik 1 3. In 1961, the USSR beat the USA to have the first man and woman (in 1963) in space: Yuri Gagarin and Valentina Tereshkova 4. In 1969, the USA won the race to put the first men on the moon: Neil Armstrong and Buzz Aldrin 5. The space race also had a connection to the Cold War as the countries thought space technology could be used to develop more powerful weapons
3	<b>How did chess become a Cold War symbol?</b>	1. Hess had been extremely popular in the USSR for many years and Soviet chess players were some of the best in the world. 2. In 1972, an American called Bobby Fischer beat the reigning Russian world champion Boris Spassky. 3. This was a big victory and embarrassing defeat for the USSR 4. In 1975, a Soviet player won the title back
4	<b>How did the Olympics become a Cold War symbol?</b>	1. The 1952 Olympic Games in Helsinki was the first time the two superpowers faced each other in sport. The US won more gold medals here 2. Both sides invested huge sums of money in athletes and tactics 3. The USSR won 400 Gold medals to America's 373 from 1952-1988. 4. The USA refuse to send athletes to the Moscow Olympics in 1980 and the USSR refused to send athletes to the Los Angeles Olympics in 1984

7. How did the Cold War affect people's lives?		
1	<b>How did the Cold War affect life in America?</b>	1. Some Americans became paranoid and feared Soviet invasion or attack at any moment 2. Being prepared for a nuclear attack became a way of life. 3. Many schools and businesses practiced duck-and-cover drills. Communities installed air raid sirens and people built nuclear fallout shelters as precautions 4. During the 50s a man called Senator McCarthy claimed that there were many Communists hidden in the American government and in positions of influence 5. This led lots of people to be accused and fired unjustly, including teachers, film makers, actors.
2	<b>How did the Cold War affect life in the USSR?</b>	1. Life in the USSR during the Cold War was not much different to before. 2. The state had total control over all media, and anyone caught reading, watching, or listening to any not permitted by the government was punished. 3. Outside of school, children were expected to join organisations that would teach them how to be a proper communist citizen. 4. Any Western fashion, music or literature or news was banned in the USSR

Key Word	Definitions
<b>Espionage</b>	The practice of using spies to gain information for governments
<b>Propaganda</b>	Information (which may be misleading) used to promote a point of view.
<b>Soviet</b>	A citizen of the USSR.
<b>Space Race</b>	The competition between the USA and the USSR to explore space

**Number – Percentages**

<b>1</b>	<b>Percentage Change</b>	$\frac{\text{Changed by}}{\text{Original amount}} \times 100$
<b>2</b>	<b>Increase or Decrease by a Percentage</b>	Non-calculator: <b>Find the percentage</b> and <b>add</b> or <b>subtract</b> it from the <b>original</b> amount. Calculator: Find the <b>percentage multiplier</b> and multiply.
<b>3</b>	<b>Reverse Percentages</b>	Find the <b>correct percentage given in the question</b> , then work backwards to <b>find 100%</b> Look out for words like <b>'before'</b> or <b>'original'</b>

**Algebra – Simultaneous Equations**

<b>1</b>	<b>Solve by Substitution</b>	Usually used for quadratic equations – Rearrange and Substitute
<b>2</b>	<b>Solve by Elimination</b>	Usually used for linear equations – same signs subtract, different signs add.
<b>3</b>	<b>Solve Graphically</b>	The solution is found at the points of intersection

**Key Vocabulary**

<b>1</b>	<b>Multiplier</b>	The decimal by which another number is multiplied
<b>2</b>	<b>Factorise</b>	The reverse of expanding brackets
<b>3</b>	<b>Simultaneous</b>	A set of two or more equations
<b>4</b>	<b>Hypotenuse</b>	The longest side of a right angle triangle

**Algebra – Real Life Graphs**

<b>1</b>	<p>The <b>gradient</b>, <b>y-intercept</b> and <b>area under the graph</b> might have a contextual meaning.</p> <p>Example – Graph shows cost of hiring a ladder for various number of days. The <b>gradient</b> shows the cost per day. The <b>y-intercept</b> shows the additional cost/deposit/fixed charge.</p>	
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**Algebra - Quadratics**

<b>1</b>	<b>Quadratic</b>	A quadratic expression is of the form where $a$ , $b$ and $c$ are numbers
<b>2</b>	<b>Factorising Quadratics</b>	When a quadratic expression is in the form $x^2 + bx + c$ find the two numbers that add to give $b$ and multiply to give $c$ .
<b>3</b>	<b>Difference of Two Squares</b>	An expression of the form $a^2 - b^2$ can be factorised to give $(a + b)(a - b)$
<b>4</b>	<b>Solving Quadratics by Factorising</b>	<b>Factorise</b> the quadratic in the usual way. <b>Solve = 0</b>

**1. Music for the Screen**

1	<b>Film Genres</b>	Different styles of films including Horror, Comedy, Romance, Thriller etc.
2	<b>Diegetic</b>	Music that is hear by the characters in the scene.
3	<b>Non Diegetic</b>	Music that only the audience / viewer can hear
4	<b>Atmosphere</b>	The mood the music creates. Fitting to the scene
5	<b>Foley</b>	The art of making sound effects
6	<b>Silent Film</b>	The first type of film with no sound. Musicians would play along live in theatres

**2. Music for the Stage**

1	<b>Musical Theatre</b>	A form of theatrical, performance that combines songs, spoken dialogue, acting and dance
2	<b>Libretto</b>	The overall text including spoken and sung parts
3	<b>Plot</b>	The story of the music told with both spoken work and song
4	<b>Broadway</b>	Popular area for Musical theatre in New York
5	<b>West end</b>	Popular area for Musical theatre in London

**3. Compositional Techniques**

1	<b>Underscore</b>	Music played quietly under the dialogue in a scene
2	<b>Motif</b>	A short musical Phrase
3	<b>Leitmotif</b>	A musical phrase associated with a character or place on screen
4	<b>Mickey-Mousing</b>	When the music is precisely synchronised with events on screen. often found in comedy films
5	<b>Ostinato</b>	Repeating patterns in the music
6	<b>Atonal Music</b>	Music with no sense of Key. Usually used in horror films
7	<b>Orchestration</b>	Writing or adapting the music for an Orchestra
8	<b>Crescendo</b>	Increasing in loudness
9	<b>Diminuendo</b>	Decreasing in loudness
10	<b>Dissonance</b>	A clash of notes used to create tension

**4. Key Vocab Musical elements**

1	<b>Dynamics</b>	Volume of the music
2	<b>Rhythm</b>	A pattern of notes of different lengths
3	<b>Structure</b>	The sections of the music and how it is put together
4	<b>Melody</b>	The main tune, played on instruments or sung.
5	<b>Instrumentation</b>	The instruments used in the piece
6	<b>Texture</b>	The layers of instruments. Thick or Thin
7	<b>Timbre</b>	The character or quality of the sound or instrument
8	<b>Harmony</b>	Multiple pitches played at the same time
9	<b>Syncopation</b>	A rhythm that plays on the off beat / in the gaps of the beat
10	<b>Chords</b>	Two or more notes played at once.

**5. Word setting**

1	<b>Syllabic</b>	Word set to syllables
2	<b>Melismatic</b>	A group of notes sung to one syllable
3	<b>Word Painting</b>	The Music reflects the lyrics of the song

Knowledge Group 1		
1	<b>What is extremism?</b>	Having or acting about beliefs that are outside what is considered normal
2	<b>What is terrorism?</b>	To create political change through the use of fear and violence
3	<b>Give two ways someone becomes radicalised.</b>	Social media propaganda Feeling isolated or lost
4	<b>Give two ways to prevent radicalisation</b>	Supporting those in need Educating people against it
5	<b>Name one negative effect of extremism</b>	Innocent people lose their lives or can be harmed
6	<b>Explain one religious teaching against extremism</b>	Violence and killing is always wrong. God does not allow humans to harm one another.

Knowledge Group 2		
1	<b>What is prejudice?</b>	Judging someone before you know them due to their gender, race, religion etc
2	<b>What is discrimination?</b>	Negatively acting against someone due to their gender, race, religion etc
3	<b>What does gender equality mean?</b>	Both genders are seen and treated as equals
4	<b>Give one way religion is helping to combat world poverty</b>	They have charities that provide short term and long term aid
5	<b>What is racism?</b>	Abusive behaviour against another because they have a different race
6	<b>What does freedom of religious expression mean?</b>	The right to follow any religion and believe in what you choose

Knowledge Group 3		
1	<b>what does heterosexuality mean?</b>	Being attracted to someone of a different gender
2	<b>what does homosexuality mean?</b>	Being attracted to someone of the same gender
3	<b>What does the law state about homosexuality?</b>	Its legal and cannot be discriminated against
4	<b>What is genocide?</b>	Mass killing of a group of people
5	<b>Give two examples of</b>	Holocaust- genocide of the Jews Rwanda

Knowledge Group 4		
1	<b>Give two ways of controlling women</b>	FGM Violence
2	<b>Explain what religion teaches about controlling women</b>	Its wrong, no forms of it are allowed in religion
3	<b>What is CSE?</b>	Child sexual exploitation
4	<b>What is FGM?</b>	Female genital mutilation
5	<b>Give two ways to help stop CSE and Grooming</b>	Telling someone trusted Calling the police
6	<b>What should you do if you think someone is at risk of harm?</b>	Tell someone immediately such as a parent or teacher. Never keep secrets

Key word	Definition
<b>Equality</b>	The state of being equal, in status, rights and opportunities
<b>Prejudice</b>	Unfairly judging someone before facts are known; holding bias against an individual or group.
<b>Discrimination</b>	Actions or behaviour that result from prejudice
<b>Equity</b>	Accounting for peoples differences to make them equal
<b>Gender equality</b>	Men and women being treated completely equal not dependant of their gender
<b>Gender inequality</b>	Men and women being treated differently because of their gender
<b>Heterosexual</b>	To be sexually attracted to someone of the opposite sex
<b>Homosexual</b>	To be sexually attracted to someone of the same sex
<b>Racism</b>	Discriminatory or abusive behaviour towards members of another race The prejudice that members of one race are intrinsically superior to members of other races
<b>Freedom of religious expression-</b>	It means you have the right to believe in and follow any religion you choose.
<b>Freedom from persecution-</b>	This means you are fully protected legally if anyone tries to persecute you because of your religion.
<b>Ahimsa</b>	Respect for all living things and avoidance of violence towards others.
<b>Exclusivism</b>	Disregard for the opinions and ideas of others
<b>Extremism</b>	Supporting something that is outside of the usual norms in society
<b>Fundamentalism</b>	Strict adherence to a set of principles
<b>Oppression</b>	Prolonged cruel or unjust treatment
<b>Peace</b>	A state or period in which there is no war or a war has ended.
<b>Persecution</b>	Hostility and ill-treatment, especially because of race or religious beliefs
<b>Radicalisation</b>	The process of causing someone to become a supporter of terrorism, or forms of extremism that lead to terrorism
<b>Terrorism</b>	The unlawful use of violence and intimidation, in the pursuit of political goals.
<b>Violence</b>	Behaviour involving physical force intended to hurt, damage, or kill someone or something.
<b>Genocide</b>	Killing a specific group of people because of what they believe in.
<b>Arranged marriage</b>	Arranged marriage is carried out when both parties agree.
<b>Forced marriage</b>	Marriage is carried out without the consent of the person/ people and often involves pressure or coercion.
<b>FGM</b>	Also known as female genital cutting and female circumcision, is the ritual removal of some or all of the external female genitalia.
<b>Breast ironing</b>	Also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear.
<b>Domestic Abuse</b>	Is an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, by a partner or ex-partner.
<b>Honour based Violence</b>	Can take many forms, e.G. Threatening behaviour, assault, rape, kidnap, abduction, forced abortion, threats to kill and false imprisonment committed due to so called 'honour'.
<b>Child sexual exploitation</b>	Is a type of sexual abuse. When a child or young person is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities.
<b>Grooming</b>	Children and young people are tricked into believing they're in a loving and consensual relationship. They may trust their abuser and not understand that they're being abused.

### Structure of the Atom

1	Radius of an atom	Approx. $1 \times 10^{-10} \text{m}$
2	Protons	Positively charged and found in the nucleus
3	Neutrons	No charge and found in the nucleus
4	Electrons	Negatively charged and found in energy levels at different distances from the nucleus
5	Nucleus	At the centre of the atom. Contains neutrons and protons
6	Representing atoms	(Mass number) $^{23}\text{Na}$ (Atomic number) $_{11}$
7	Charge of an atom	Atoms have equal numbers of protons and electrons so are neutral

### Models of the Atom through time

1	Early ideas	Atoms were thought to be tiny spheres that could not be divided
2	Plum Pudding	The plum pudding model suggested the atom was a ball of positive charge with negative electrons embedded in it
3	Nuclear Model	The alpha particle scattering experiment showed that the mass of the atom was concentrated in a nucleus at the centre and that this nucleus was positively charged
4	Niels Bohr	Suggested electrons orbit the nucleus at specific distances
5	James Chadwick	About 20 years after the nucleus was accepted, Chadwick discovered evidence for neutrons in the nucleus

### Nuclear Radiation

1	Structure	Alpha - Beta - Gamma -	- 2 Protons + 2 Neutrons / stopped by paper or few cm in air - High energy electron / stopped by thin metal or a metre in air - Electromagnetic wave / stopped by thick lead and concrete
2	Decay equation	Alpha - Beta - Gamma -	- Mass number -4 and Atomic number -2 - Mass number no change and Atomic number +1 - No change
3	Ionising power	Alpha - Beta - Gamma -	- Strongly ionising due to 2+ charge - Moderately ionising due to 1- charge - Weakly ionising due to no charge
4	Decay examples	Alpha - Beta -	$^{219}_{86}\text{radon} \rightarrow ^{215}_{84}\text{polonium} + ^4_2\text{He}$ $^{14}_6\text{carbon} \rightarrow ^{14}_7\text{nitrogen} + ^0_{-1}\text{e}$

### Key Vocabulary

1	Mass Number	The atom's total number of Protons added to the number of Neutrons
2	Atomic Number	The number of protons in an atom. Will also be equal to the number of electrons
3	Isotopes	An atom with the same number of protons but a different number of neutrons
4	Half-life	The time taken for the activity of a radioactive sample (or the number of radioactive nuclei) to halve
5	Contamination	The unwanted presence of radioactive atoms on other materials
6	Irradiation	The process of exposing an object to nuclear radiation (the object does not become radioactive)
7	Random	Something that cannot be predicted - you do not know when a radioactive nucleus will decay

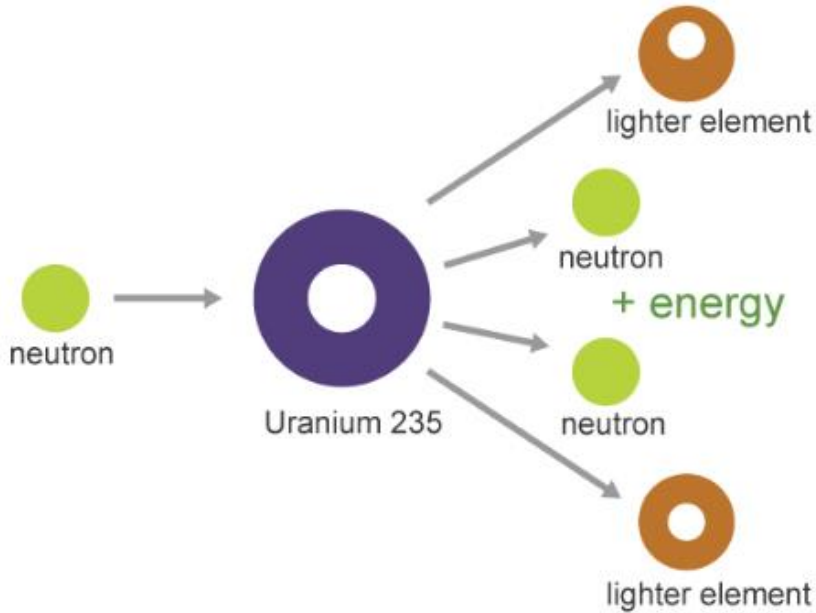
## Background radiation and radiation dose: (Physics only)

1	<b>Natural sources</b>	a) Rocks b) Cosmic rays
2	<b>Man made sources</b>	a) Nuclear weapons testing b) Nuclear accidents
3	<b>Background radiation and dose may be affected by...</b>	a) Occupation (e.g. pilot, radiographer, etc) b) Location (e.g. Cornwall)
4	<b>Units</b>	Radiation dose is measured in sieverts (Sv) or millisieverts (mSv)
5	<b>Half-life</b>	Different isotopes have a range of half-lives and this can affect the hazards involved
6	<b>Nuclear radiation is used in medicine for...</b>	a) Providing images of internal organs b) Controlling or destroying unwanted tissues

## Nuclear Fusion: (Physics only)

1	This is the joining of two light nuclei to form a heavier nucleus
2	During the process, some of the mass may be converted into energy. This is what happens in stars (including the Sun) to release heat and light.

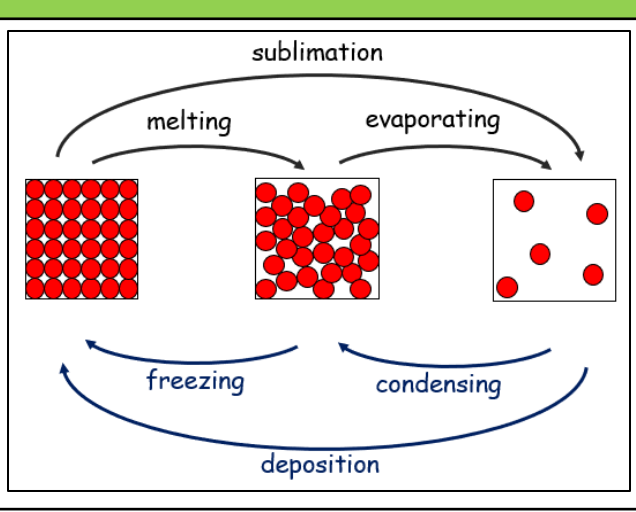
## Nuclear Fission: (Physics only)

1	This is the splitting of a large, unstable nucleus into two smaller nuclei
2	Usually this happens when the unstable nucleus absorbs a neutron
3	<p>Either two or three neutrons are released during fission, as well as Gamma rays and energy. The neutrons can go on to start a chain reaction if they are absorbed by other unstable nuclei.</p> 
4	A nuclear explosion is a chain reaction that has not been controlled

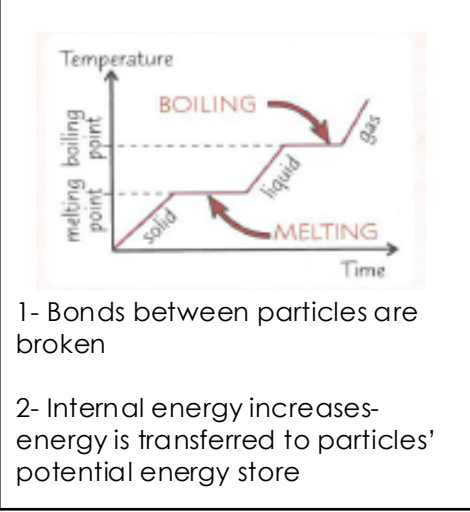
**Key Vocabulary**

<b>Internal energy</b>	Total energy stored by the particles that make up a system.
<b>Specific latent heat</b>	The energy required to change the state of 1kg of a substance without changing its temperature.
<b>Specific heat capacity</b>	The amount of energy needed to raise the temperature of 1kg of the substance by 1°C.
<b>Specific latent heat of fusion</b>	The specific latent heat of changing between a solid and a liquid.
<b>Specific latent heat of vaporisation</b>	The specific latent heat of changing between a liquid and a gas.

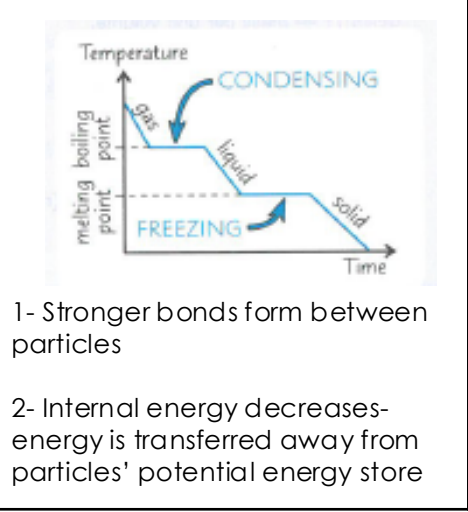
**Changes of state**



**Heating graphs**



**Cooling graphs**



**Calculations**

**Density = mass / volume**

**Units**  
 Density (kg/m<sup>3</sup>)  
 Mass (kg)  
 Volume (m<sup>3</sup>)

**Change in thermal energy = mass × specific heat capacity × temperature change**

**Units**  
 Energy (J)  
 Mass (kg)  
 SHC (J/kg°C)  
 Temperature change (°C)

**Energy = mass × specific latent heat**

**Units**  
 Energy (J)  
 Mass (kg)  
 SLH (J/kg)

Gas pressure is the force exerted by gas on a surface as the particles collide with it

Increasing temperature, increases the pressure due to particles having more kinetic energy and therefore, more collisions with the wall of the container

**Personal Safety: Fire**

1	At what age is it legal to buy, carry, or use indoor fireworks?	16
2	Apart from special times of year when adults can use fireworks later at night, when is it illegal for garden and display fireworks to be used?	11pm-7am

**Health prevention: Cosmetic procedures**

1	Dangers of piercings	Infection Allergic reactions Pain Nerve damage Bleeding
2	Dangers of tanning beds	Increased risk of skin cancer. Premature skin aging. Eye injury. Immune system suppression, which can make you more prone to infections and diseases. Skin burns.

**The science behind: Organ donation**

1	The law around organ donation	All adults in England are now considered to have agreed to be an organ donor when they die unless they have recorded a decision not to donate or are in one of the excluded groups.
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**Healthy eating: Diet and Cancer**

1	What is cancer?	Cancer is a life-threatening disease that happens when the body's cells start growing and dividing in an uncontrollable way.
2	Link to diet.	Cancer research UK found that obesity can increase the risk of 13 different types of cancers.
3	How to reduce risk	Eat your 5 a day, exercise regularly, limit consumption of red meat and alcohol, increase fibre, don't smoke.

**Healthy vs Inactive lifestyles: CV diseases**

1	How diet impacts CV diseases.	There's a common cause of cardio - vascular diseases, a build up of excess fat in your blood vessels. Overtime, if this continues, fat sticks to the walls of your blood vessels and they get narrower making it harder to pump blood through.
2	Heart attack	Oxygenated blood should travel into the heart without any difficulty. If there is excess fat, this can build up in bubbles on the walls of the arteries. the pressure will build up and burst the bubble of fat open. This can cause the fat to create a blockage across the whole artery and stops blood-flow. If this happens, the heart stops beating and causes a heart attack.
3	Blood pressure	Conversely, if you don't regularly exercise then fat will build up meaning your heart will have to work even harder, increasing your blood pressure.
4	Stroke	Arteries carry blood and oxygen to your brain. Sometimes, due to a build up of fat, your brain doesn't get enough blood and oxygen and stops working as it should which can lead to a stroke.
5	Signs of a stroke (FAST)	Face: drooped to 1 side and struggles to smile. Arms: can't lift, weak or numb. Speech: slurred or incoherent Time: Call 999 immediately

**Substance misuse: Smoking**

1	Where can smoking effect you?	Brain, eyes, ears, skin, hair, muscles and joints, heart, lungs, throat, mouth, teeth and other organs.
2	Statistics	Smokers under the age of 40 have a five times greater risk of a heart attack than non-smokers. Smoking causes around 80% of deaths from lung cancer, around 80% of deaths from bronchitis and emphysema, and about 14% of deaths from heart disease. More than one quarter of all cancer deaths can be attributed to smoking. These include cancer of the lung, mouth, lip, throat, bladder, kidney, pancreas, stomach, liver and cervix.





