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Knowledge Book 2024-25

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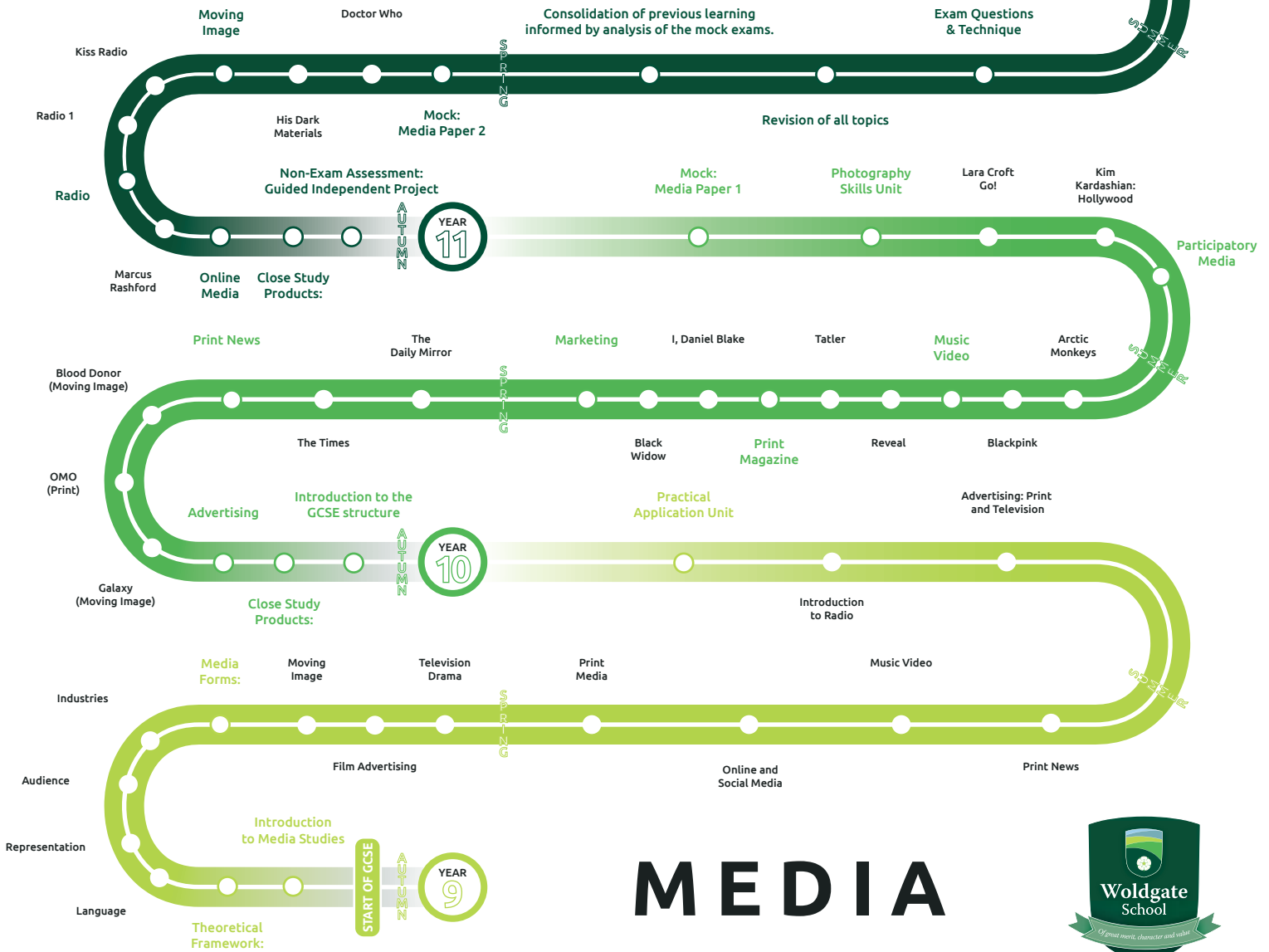
10



GCSE EXAMINATIONS

Paper 1 – Section A: Representation and Language
Section B: Audience and Industries

Paper 2 – Section A: Television
Section B: Online Social and Participatory Media



MEDIA



NOT USED ON THIS COVER:
Subheadings- used within an article to break up and give each section a focus. Can be just one word, or a pull quote from the following section

Pull Quote- a quote from the story, enlarged and designed to focus on a particular issue/angle and draw the reader in.

Splash- a sensational or big news story, often the front-page lead. Linked to the headline

Headline- Grabbing the attention- presents the main story of the page/paper, in a short, snappy phrase/word

Strapline- underneath the headline- to give more information on the main story or put the headline into context

Standfirst- the first line of text in an article, in bold, usually a little larger than the main copy text. Introduces the story & sets the tone/angle for the article

Jumpline- 'Turn to page X' story continued in the paper. Follows either the main headline or a smaller, teaser headline on standalone/other smaller stories



Plug/Puff- advertising other features/content in the newspaper. Usually along the top of the front cover, will be on a wider/alternative topic to the main headline- to broaden the target audience.

Masthead- name of the newspaper. The logo and colours/font reveal something about the values/ideology of the newspaper

The boat flipped. They just slipped through my hands

PM bows to pressure to admit more refugees

Father's anguish at death of sons Aylan and Ghalib
Tragedy sparks calls for action across Europe

Helena Smith Bodrum

Even now, one night and a day after the disaster, the victims of their devastation still lives be both. This was not the place any of them would have died: they had even, in fact, tried Turkey and, in the case of the Greek island of Kos, freedom beckoned from across the sea.

For Abdullah and Rehan Kundi and their two small children, Aylan and Ghalib, the dream of a life in Canada, far from war and civil strife, had never been nearer. But then came the waves: a sea so fierce it overturned their cramped plastic dingy. "I took over and started steering," said Abdullah Kundi yesterday. "The waves were so high and the boat flipped. I took my wife and kids in my arms and I realised they were all dead."

The Kundi family was not the only one to run into trouble on Wednesday. Another vessel capsized early in the day, leaving 12 dead altogether. The telltale signs still line Ali Hoca beach - nappies, shoes, socks, rope and bits of the lifejackets the children wore. Yesterday, more than 24 hours after the tragedy, photographs, medicines, handwritten scraps of paper - preserved in plastic bags - could be seen in the crevices of rocks beyond which a tipped rubber boat still lay.

Within hours of being taken, photographs portraying three-year-old Aylan lying dead on the beach had sparked renewed and ferocious debate over the UK's response to its migration crisis and the casualties of war. They appeared



Patrick Wintour and Nicholas Watt

David Cameron bowed to growing international and domestic demands for Britain to take more refugees fleeing the Syrian civil war by indicating that the UK will admit thousands more.

Final details of the numbers, funding and planned location of the refugees are being urgently finalised in Whitehall, with local councils insisting that the programme must be fully funded by central government.

Those selected to come to Britain are likely to be drawn from UNHCR (UN high commissioner for refugees) camps on the border of Europe.

Other countries than the UK, but the final number of people allowed into the country will amount to fewer than tens of thousands, well short of the numbers likely to be taken by Germany.

The prime minister argues that accepting a large number of Syrian refugees who are already in Europe will make the crisis worse, as it will only incentivise the criminal gangs to persuade more people to undertake the risky journey across the Mediterranean and eastern Europe from the Middle East.

With 2 million Syrian refugees in the Middle East, Cameron also believes that the ultimate answer does not lie in taking refugees, but finding a political solution within Syria. Downing Street officials acknowledge, however, that the prime minister has been forced to act by the scale of the gathering crisis as well as the change in the public mood, brought to a head by the heartbreaking publication of photographs showing a dead Syrian boy washed up on a beach in Turkey. Ministers maintain that British financial aid to fund the UNHCR-run camps has been as generous as any other country.

With a steady build-up of politicians, church, council leaders and community groups urging the government to show greater humanity, Cameron signalled a change of tone yesterday, saying: "Britain is a moral nation and we will fulfil our moral responsibilities."

Before details of the programme emerged, Cameron was speaking at a March

Standalone – a story, usually just a picture & caption, that 'stands alone' on the front page, with a jump line to the full story in the paper.

Central Image/ CVI- The main image chosen. Other images may be used to support, especially in an article

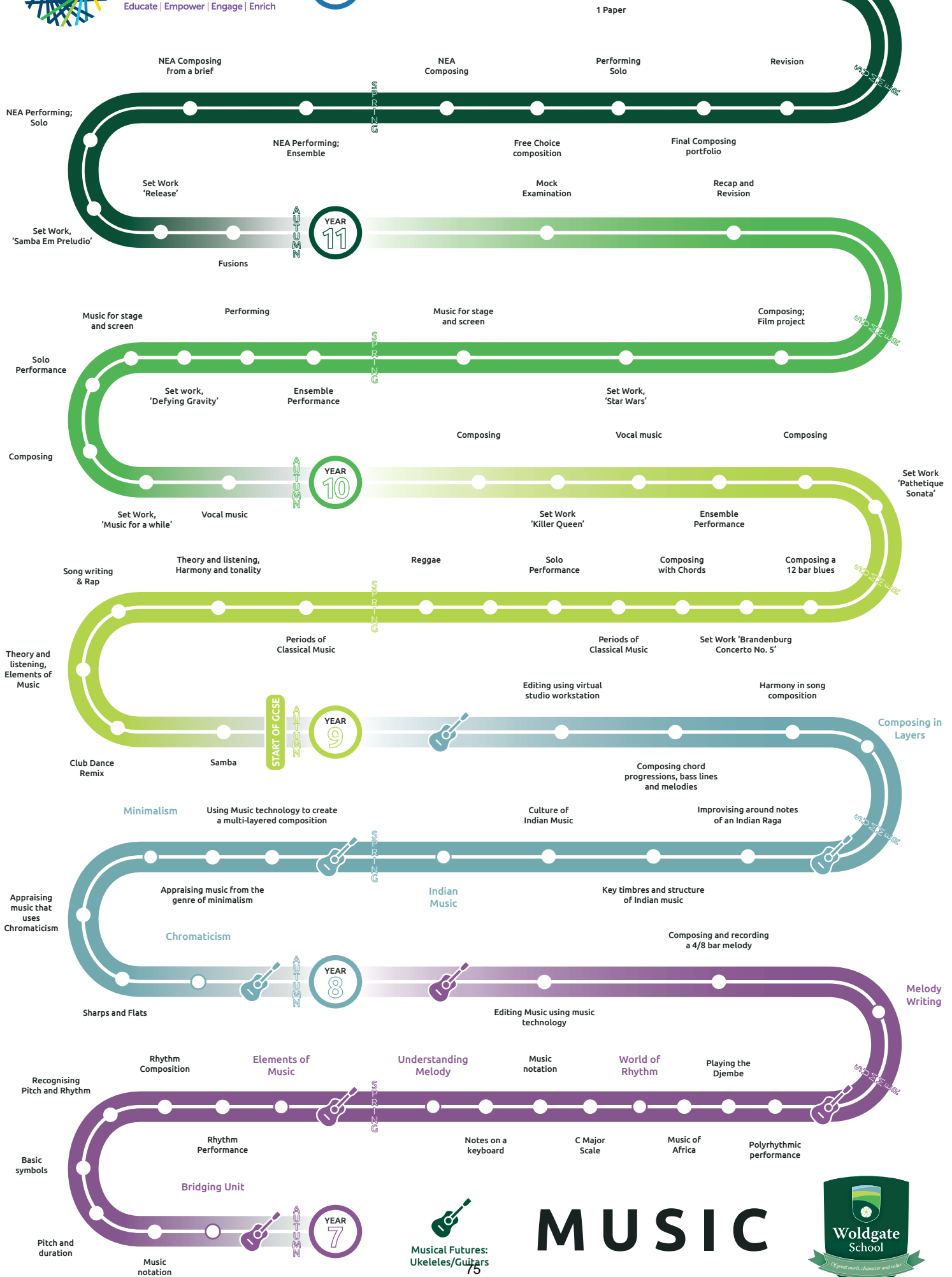
Caption- adds information/puts an image into context.



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GCSE EXAMINATIONS



Musical Futures:
Ukeleles/Guitars

MUSIC



GCSE Music

Listening Log

Techniques/Key words:

Leitmotifs – musical ideas associated with characters, objects or events that can be adapted to suit different moods. This device was pioneered by Richard Wagner in 19th century operas.

Triplets – three notes played in the time taken by two of the same value

Marcato – ‘marked’ – ‘accented’

Bitonality – music where two distinctly different keys occur at the same time

Quartal Harmony – chords based on intervals built up of 4ths rather than the more usual 3rds.

Cue: each piece of music from the film score

Other information (e.g. Guitar effects, lyrics information, playing styles of instruments/technology)

Context, affect and background to the piece and composer

- Composed by John Williams
- Music commissioned specially for ‘*Star Wars: Episode IV – A new Hope*’ by George Lucas (Director)
- Released in 1977 – first of a movie franchise – set in a distant galaxy concerning an epic struggle between the evil Galactic Empire and the resistance of the Rebel Alliance.
- After a rise in popular film scores in the 50s and 60s (which included the use of jazz, rock and experimental electronics John Williams reinvigorated the large symphonic sound.
- The symphonic sound is influenced by the late romantic style.
- John Williams is well known for using Leitmotifs and he does so here (on a large scale)
- Star Wars is often referred to as a space opera
- The opening motif is used to portray heroism and adventure and becomes associated with Luke Skywalker.
- The leitmotif returns in many different forms throughout the movie.
- The heroic music is important because it is used for the main title music in all of the Star Wars films and unifies them.
- The final 10 bars introduces a second leitmotif known as ‘Rebel Blockade Runner’ or ‘Rebel Fanfare’

GCSE Listening Log

You will use this log in lessons when discussing the set works for the course, but you can also use them for homework when you are asked to listen to a particular piece of Music. Keep it neat, because you will need these for revision! This is your KNOWLEDGE ORGANISER for this set work

<p>Structure</p> <ul style="list-style-type: none"> • Structure is largely determined by the visuals – opening titles allow for themes and melodic music as opposed to underscore. • <i>See separate handout for detail but the structure can be broken down into smaller sections.</i> <ul style="list-style-type: none"> • Introductory fanfare • Ternary form (ABA) – Main theme and contrasting theme • Second part of music contains underscore which introduces a leitmotif for the ‘Rebel Alliance’ 	<p>Tonality/Harmony</p> <p>First half (up to bar 29) is <u>Bb major</u> reinforced by an <u>inverted tonic pedal (bars 1-6)</u> and <u>dominant pedal (bars 11-14)</u>, and phrases that end with a dominant chord of F, creating imperfect cadences. Tonality becomes <u>Atonal</u> in the second half, with <u>clusters</u> and <u>dissonant chords</u> and a sense of <u>bitonality</u> in the last 10 bars, where Ab minor chord clashes with a pedal on C. Use of <u>Quartal Harmony</u> (chords built on 4ths) – see the first 7 bars, also evident in the fanfare. Chords in root position often with added notes. Some <u>chromatic writing</u> and use of unrelated chords create little sense of key (e.g. bars 33-35). Use of <u>augmented 5th</u> adds mystery.</p>	<p>Dynamics</p> <ul style="list-style-type: none"> • Generally <u>quite loud (forte)</u> as a fanfare should be. Very heroic and bold. • Is softer (<u>piano</u>) as the camera pans into space and the titles disappear. • <u>Forte</u> returns when the spaceship comes into view. 	<p>Rhythm/Metre</p> <ul style="list-style-type: none"> • <u>4/4</u> is the main metre adding to the military style. • <u>Triplet figures</u> also used to add to the military style but are also typical of fanfares. • <u>Syncopated accompaniment</u> (e.g. bars 4-6, 21-24) adds excitement and interest. • Pulse is less obvious from bar 33 when the main theme ends. • There is a change to <u>3/4 (triple metre)</u> at bar 44.
<p>Texture</p> <ul style="list-style-type: none"> • Mainly <u>homophonic</u> • Melody often <u>doubled in octaves</u> • Some <u>imitative points</u> e.g. trumpets and trombones in the opening fanfare • A <u>homorhythmic texture</u> of block chords is used at bars 44-50 • <u>Pedal notes</u> used throughout including rhythmic ostinato on pedal C bars 51-end. 	<p>Tempo</p> <ul style="list-style-type: none"> • <u>Brisk Tempo</u> starting with <u>100bpm (Andante)</u>. • Adds to the <u>march/military mood</u>. • Use of <u>rall. & rit.</u> for dramatic effect. • Tempo slows gradually at bars 47-50 then the last 10 bars are much faster (160pm – Molto Allegro). 	<p>Timbre/Sonority/Instruments</p> <ul style="list-style-type: none"> • <u>Full Symphony Orchestra</u> (approx. 90 players). Orchestrated by Herbert W. Spencer. • 10 woodwinds, 11 brass, 6 percussion, harp, 60 strings. • Anthology is a short score with instruments abbreviated. • <u>Tutti</u> – indicates when all instruments are playing. • Use of <u>Tremolo</u> on the violins and other articulation used throughout. • Much use of <u>doubling</u> of parts with few solo lines. 	<p>Melody</p> <ul style="list-style-type: none"> • Bold clearly defined melodies • Use of <u>leitmotifs</u> • Intervals of <u>leaping 4ths and 7ths</u>, and <u>triplet pattern</u> all prominent in the opening fanfare but also in the first melody (motif) along with the <u>first interval of a leaping 5th</u>. • Lots of use of <u>tonic (Bb)</u> and <u>dominant (F)</u> notes. • Main melody dominated by brass instruments. • The B melody of the main theme ternary form section (bars 11-19) contrasts being scored for strings and has more stepwise (conjunct) movement and softer dynamics, but there is still some use of 4ths and 7ths.

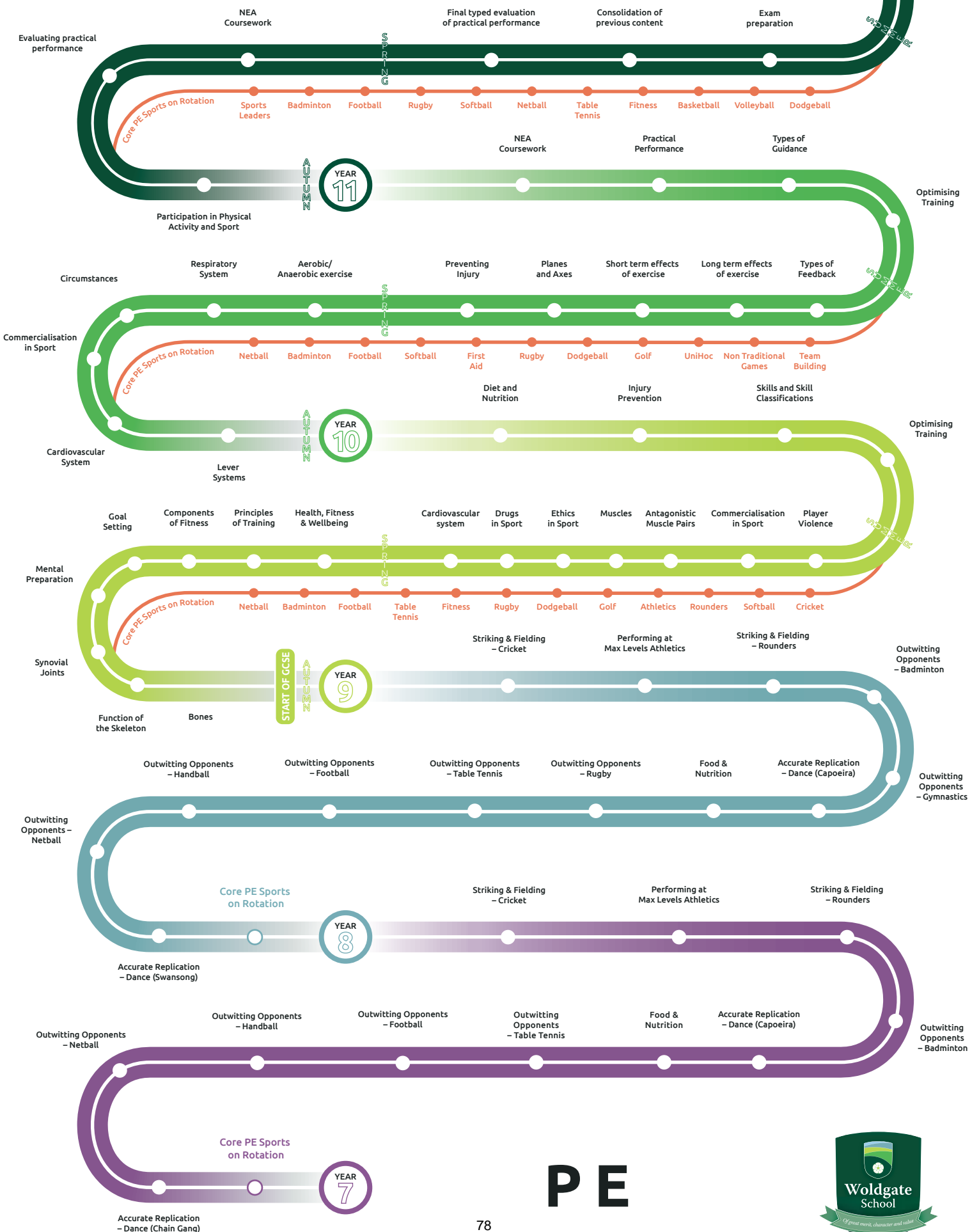
Star Wars: Main Title/Rebel Blockade Runner by John Williams

Listening Log



GCSE EXAMINATIONS

2 Written Papers



PE



Methods of Training

Method (AO1)	Description (AO1)	Component(s) of fitness it improves (AO2)
Continuous	Work at a constant, moderate intensity without breaks. Running, Cycling, Rowing, Swimming etc	Cardiovascular endurance
Fartlek	Swedish for 'Speedplay'. It has no breaks but uses different speeds, inclines and terrains to change the intensity	Cardiovascular endurance
Interval	Periods of work followed by periods of rest	Speed, Cardiovascular endurance depending on the length of interval
High Intensity Interval Training (HIIT)	Periods of maximum intensity work followed by periods of rest	Speed, Power
Circuit	A variety of exercises performed at different stations	Usually Muscular endurance but can be designed to benefit any component
Plyometrics	Plyometrics is training using mainly Jumping, Leaping and Bounding	Power
Weight	The use of resistance, for example a dumbbell, to increase the strength in a particular muscle group	Muscular strength, Muscular endurance, Power depending on the sets, reps and amount of weight lifted

AO1	Knowledge
AO2	Application
AO3	Evaluation/Analysis



The Structure and Function of the Muscular System

What Do We Know....?

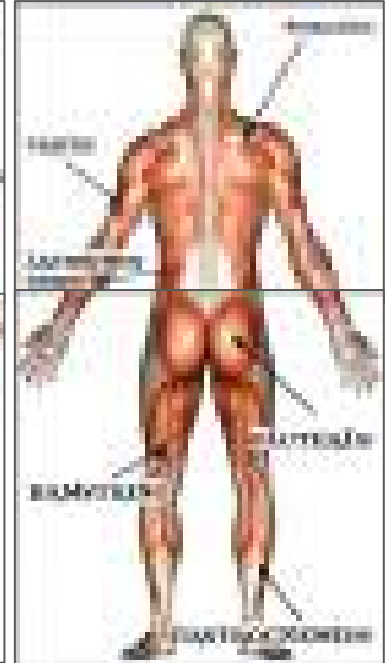
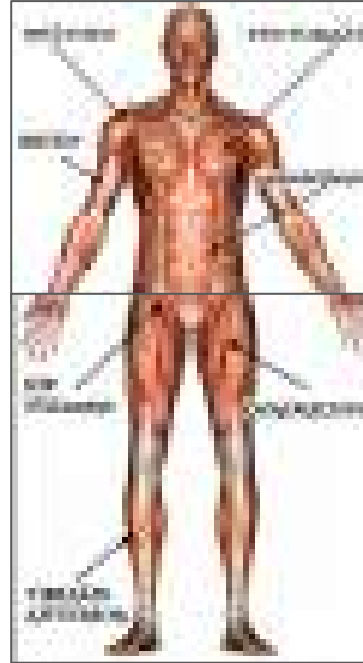
Muscles work in antagonistic muscle pairs

Whilst one contracts and shortens the other relaxes and lengthens

There are two types of muscle contractions: isometric and isotonic

Isometric is where the muscle length stays the same for example during a plank

Isotonic is where the muscle length changes. Longer = eccentric. Shorter = concentric




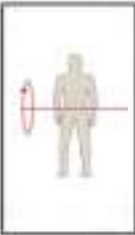




The ORIGIN is the end of the muscle attached to the bone

The INSERTION is the end of the muscle that attaches to the bone that moves

AO1	Knowledge
AO2	Application
AO3	Evaluation/Analysis

Movement Analysis - Planes and Axis

Sagittal Plane	Frontal Plane	Transverse Plane
<p>Sagittal plane- divides you into sides</p> <p>Movements in this plane are...</p> <ol style="list-style-type: none"> 1. FLEXION 2. EXTENSION 	<p>Frontal plane- divides you into front & back</p> <p>Movements in this plane are...</p> <ol style="list-style-type: none"> 1. ABDUCTION 2. ADDUCTION 	<p>Transverse plane- divides you into top and bottom</p> <p>Movements in this plane are...</p> <ol style="list-style-type: none"> 1. ROTATION 
Transverse Axes	Sagittal Axes	Longitudinal Axes
<ul style="list-style-type: none"> ★ The Transverse axis passes horizontally through the body from left to right ★ The Transverse axis is like a Table Footballer 	<ul style="list-style-type: none"> ★ The Sagittal axis passes horizontally through the body from back to front ★ The Sagittal axis is being speared through the Stomach 	<ul style="list-style-type: none"> ★ The Longitudinal axis passes vertically through the body from top to bottom ★ The Longitudinal axis is like a Large kebab being cooked 

Sagittal plane- divides you into sides
 Transverse plane- top and bottom
 Frontal plane- divides you into front and back
 Sagittal axis- through the stomach
 Longitudinal axis- large kebab being cooked
 Transverse axis- table footballer

AO1

Knowledge

AO2

Application

AO3

Evaluation/Analysis



Preventing Injury

5 ways to prevent injury in physical activity and training

Personal Protective Equipment (PPE)	For example: shin pads in Football, a helmet in Cricket, or a gumshield in Rugby
Correct clothing and footwear	For example: Football boots, a wetsuit for Canoeing, or Lycra for Gymnastics
Appropriate level of competition	For example: A 15 year old playing Rugby against an 11 year old would be dangerous
Lifting and carrying equipment safely	<ul style="list-style-type: none"> - Bend at the knees - Straight back Incorrect technique can result in back strains and broken limbs
Warm up and cool down correctly	Warming up prepares the body for physical activity while cooling down helps it recovery better. Check that you know the components of each.

Common Injuries

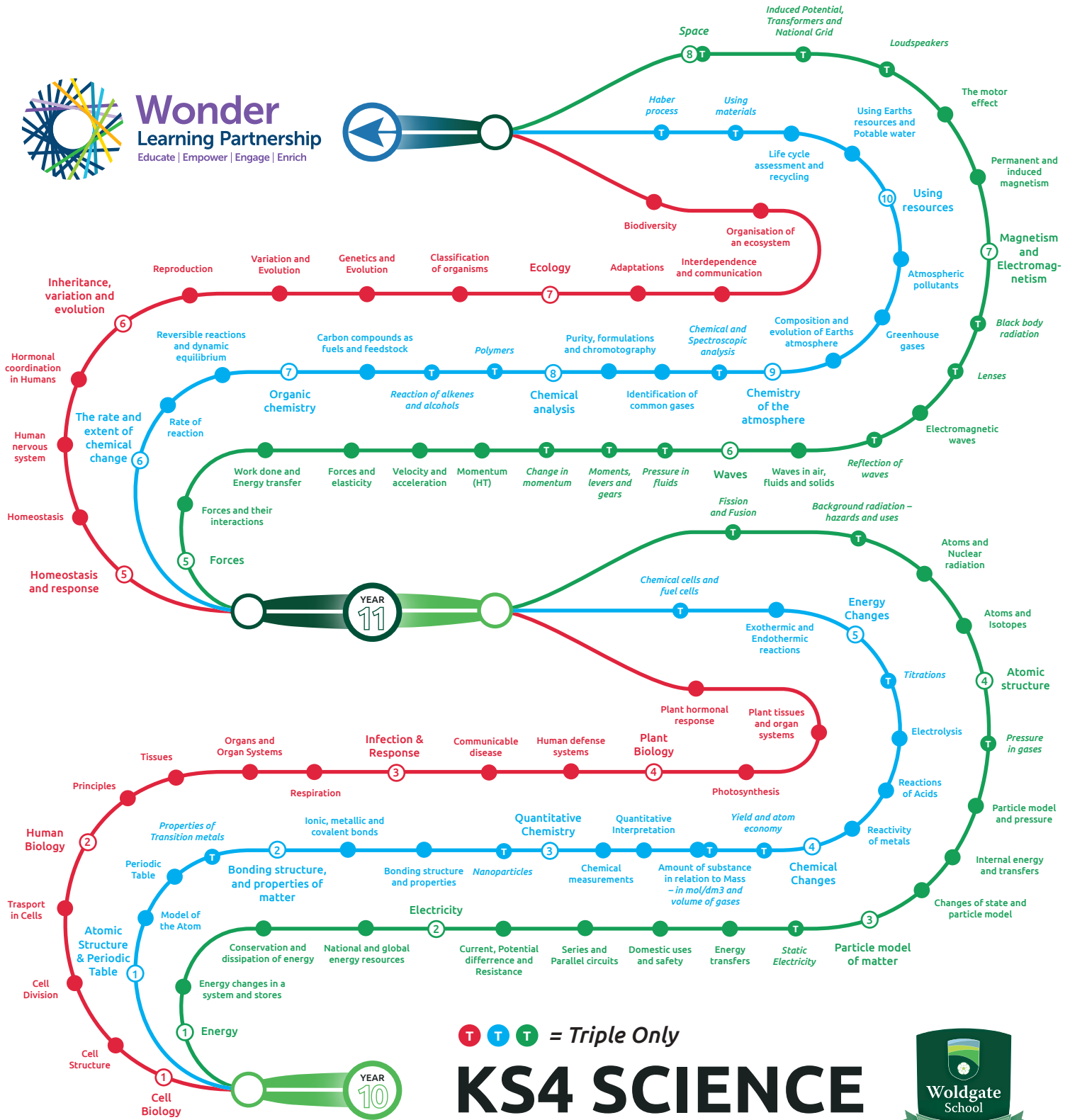
Head Injuries	Concussion is an injury to the brain caused by trauma, resulting in impairment or loss of function
Spinal Injuries	Damage to the spinal cord causes temporary or permanent changes in its function
Fractures	A break in the continuity of the bone caused by a high force impact
Sprains	A sprain is a tear to the ligament and is often caused by overstretching
Strains	A strain is a twist or tear to a muscle or tendon
Dislocation	An abnormal separation in the joint where two bones meet
Blisters	A blister is the body's way of trying to place protection between the skin and what's causing the friction
Cuts	A cut or scraped area of skin resulting from injury or irritation

AO1	Knowledge
AO2	Application
AO3	Evaluation/Analysis





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T T T = Triple Only

KS4 SCIENCE

Biology **Chemistry** **Physics**



Section 1: Organisation

1 Tissue	A group of cells with a similar structure and function e.g. muscle tissue
2 Organ	A group of tissues performing a specific function e.g. heart, leaf
3 Organ System	A group of organs that perform a specific function e.g. digestive system.

Section 2: Human Digestive System

4 Order of movement of food through the digestive system:

Mouth	Many
Oesophagus	Ordinary
Stomach	Students
Small intestine	Struggle
Large intestine	Learning and
Rectum	Remembering
Anus	Answers

Section 3: Enzymes Key Terms

5 Enzyme	A biological catalyst that can speed up the rate of reaction without being used itself. Made of a large protein molecule.
6 Substrate	The chemical that fits into the active site of an enzyme.
7 Lock and Key Model	Only one type of substrate can fit into the active site of an enzyme, like a key fits into a lock.
8 Denatured	When the active site of an enzyme changes shape and the substrate can no longer fit in. Can be caused by pH or temperature.

Section 4: Testing for Biological Molecules

Molecule	Chemical Test	Positive Result
9 Starch	Add orange/brown iodine solution.	Colour turns to blue/black.
10 Sugar	Add blue Benedict's solution . Place in a boiling water bath for 5 minutes.	Colour turns green/ yellow/ orange/ brick red.
11 Protein	Add blue Biuret solution.	Colour turns to lilac/ purple.
12 Lipid	Add ethanol and decant into water.	Cloudy white emulsion.

Section 5a: Human Digestive Enzymes

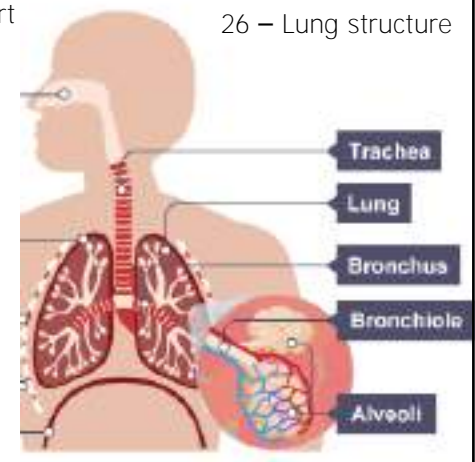
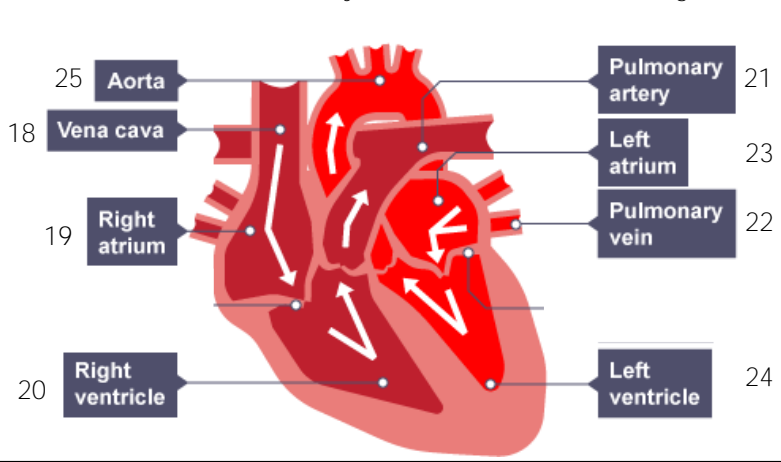
Enzyme	Function	Sites of production	Sites of action
13 Amylase	Breaks starch into sugars.	Salivary glands Pancreas Small intestine	Mouth Small intestine
14 Protease	Breaks proteins into amino acids.	Stomach Pancreas Small intestine	Stomach Small intestine
15 Lipase	Breaks lipids (fats) into fatty acids and glycerol.	Pancreas Small intestine	Small intestine

Section 5b: Other Chemicals

16 Hydrochloric Acid	Acid with pH of 2 produced by the stomach. Unravels proteins.
17 Bile	Emulsifies fats (turns them into droplets to give a greater surface area) It is alkaline so neutralises acid from the stomach. Produced in liver, stored in gall bladder and is released into the small intestine.

Section 6: Heart and Lungs

Orders of numbers is the way in which blood flows through the heart



Section 6a: Structures in the Heart

27 Pacemaker	Group of cells in the right atrium that controls resting heart rate.
28 Right ventricle	Pumps deoxygenated blood to the lungs for gas exchange.
29 Left ventricle	Pumps oxygenated blood to the body. Thick, muscular wall.
30 Valve	Stops blood flowing the wrong way / leaking.

Section 6b: Structures in the Lungs

31 Alveoli	Small sacs where gas exchange occurs. Surrounded by capillaries. Oxygen moves from the alveoli into the capillaries, carbon dioxide moves from the capillaries into the alveoli
32 Trachea and Bronchi	Tubes through which gases move. Lined with cartilage so they don't collapse.

Section 7: Heart Disease			
33 Coronary Heart Disease	Build up of fatty material in coronary arteries. Can lead to a blood clot and a heart attack.		
Treatment	What it is	Advantage	Disadvantage
34 Stent	Wire mesh that opens up a blocked artery.	Keeps artery open. Low-risk surgery.	Fatty material can rebuild.
35 Statin	Drug that reduces cholesterol.	Reduces fat being deposited in arteries.	Side effects e.g. liver damage.
36 Heart transplant	Replacement heart from a donor.	Long-term.	Major surgery. Could be rejected.
37 Artificial heart	Man-made heart used while waiting for a transplant.	Not rejected. Keeps patient alive.	Short life-time. Battery has to be transported. Limited activity.
38 Mechanical heart valve	Mechanical replacement of faulty heart valve.	Can last a life-time.	Can damage red blood cells.
39 Biological heart valve	Biological replacement of faulty heart valve.	Don't damage red blood cells.	Valve hardens and may need replacing.

Section 8: Blood Vessels



	40 Artery	41 Vein	42 Capillary
Purpose	Takes blood away from the heart.	Takes blood back to the heart.	Exchange of substances between blood and cells.
Adaptations	Thick wall to withstand high pressure	Thin wall. Valves to prevent backflow of blood.	Wall is one cell thick to allow quick diffusion of substances.

Section 9: Components of the Blood

43 Plasma	Liquid part of the blood. Transports blood cells as well as carbon dioxide, proteins, glucose, hormones and urea.
44 Red Blood Cells	Carries oxygen. Packed with haemoglobin, a protein that binds to oxygen. No nucleus to create extra space for haemoglobin. Biconcave shape to give a large surface area.
45 White Blood Cells	Destroy pathogens. Some can produce antibodies.
46 Platelets	Cell fragments that help to clot wounds.





Section 10a: Movement within Plants

47 Transpiration	The loss of water vapour from the leaves by evaporation from cells and then out through the stomata.
48 Transpiration Stream	The movement of water from the roots, up the stem to the leaves.
49 Translocation	The movement of dissolved sugars around the plant.

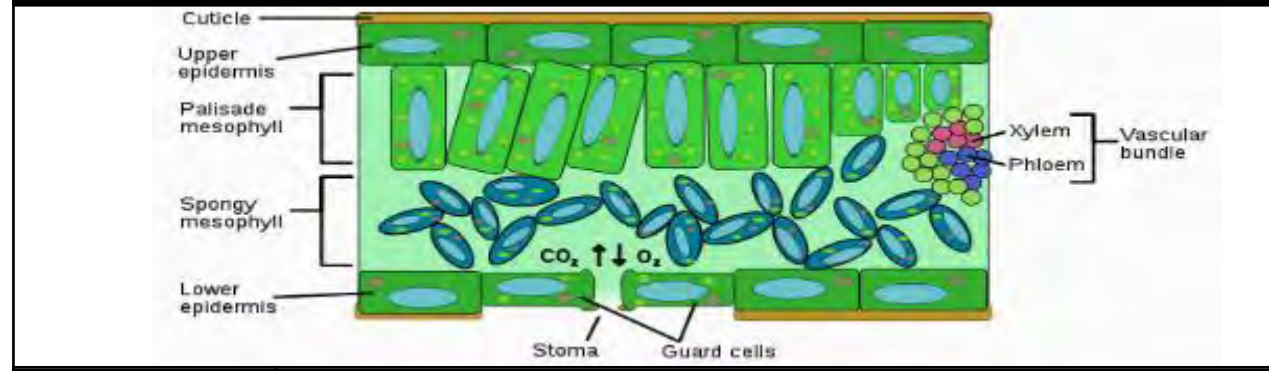
Section 10b: Factors Affecting Transpiration

50 Temperature	Increasing temperature increases the transpiration rate as water evaporates quickly.
51 Humidity	Increasing humidity decreases the rate of transpiration as water evaporates slowly.
52 Wind speed	Increasing wind speed increases the transpiration rate as water evaporates quickly.
53 Light	Increasing light increases the rate of transpiration as stomata open.

Section 11: Cell Adaptations for Movement Within Plants

			
54 Root hair cell Extension gives a large surface area to absorb water and minerals.	55 Xylem Vessels are strengthened by lignin to withstand pressure. Cell walls are waterproof.	56 Phloem End of cells contain pores to allow dissolved sugars to move between cells.	57 Guard Cells and Stoma Guard cells can open the stoma to allow gas exchange or close to prevent water loss.

Section 12: Leaf Structure and Plant Tissues



58 Epidermis	Cover the surfaces of the leaf; lets light penetrate. 59
59 Xylem	Carries water and minerals from the roots around the plant.
60 Phloem	Carries dissolved sugars made through photosynthesis around the plant. 6
61 Palisade mesophyll	Where most photosynthesis takes place. Cells contain many chloroplasts. Absorbs light.
62 Spongy mesophyll	Some photosynthesis. Has air spaces for diffusion of CO ₂ and O ₂ .
63 Guard cells	Cells that open and close stomata.
64 Stoma	Opening that allows CO ₂ and O ₂ to diffuse in and out of the leaf.

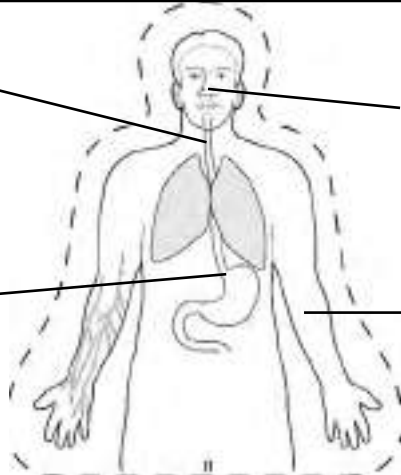
Section 1: Pathogens and Diseases

Disease	Pathogen	How it is spread	Effect	Prevention/ Control
1 Measles	Virus	Droplets from sneezes and coughs	Can be fatal	Vaccination of children
2 HIV	Virus	Sexual contact, needle exchange	Damages some white blood cells	Antiretroviral drugs when infected
3 Tobacco Mosaic Virus	Virus	Direct contact	Mottling of leaves, reduces photosynthesis	
4 Salmonella	Bacteria	Infected food	Fever, abdominal cramps, diarrhoea, vomiting	Vaccination of poultry (chickens).
5 Gonorrhoea	Bacteria	Sexual contact	Discharge from penis/ vagina, pain when urinating	Controlled by antibiotics. Spread prevented by condoms.
6 Rose Black Spot	Fungus	Spores carried by water or wind	Leaves turn yellow, fall early. Photosynthesis reduced.	Treated by fungicides or destroying affected leaves.
7 Malaria	Protist	By a vector – mosquito	Fever, can be fatal.	Preventing mosquitos from breeding, using mosquito nets.

Section 2: Non-Specific Defences

8 Trachea and Bronchi
Produces mucus to trap pathogens.
Contains cilia to move mucus for swallowing

10 Stomach
Contains hydrochloric acid to destroy pathogens.



9 Nose
Contains hairs and mucus to trap pathogens

11 Skin
A physical barrier to pathogens.



Section 3: Key terms

12 Pathogen	A microorganism that causes disease.
13 Bacteria	A type of pathogen that produces toxins that damage tissues.
14 Viruses	A type of pathogen that lives and replicates within cells and causes cell damage. It is difficult to kill viruses without damaging cells.
15 Antibodies	Some white blood cells (lymphocytes) produce antibodies. These bind to pathogens and destroy them or stick them together.
16 Antitoxins	Some white blood cells (lymphocytes) produce antitoxins. Antitoxins neutralise toxins.
17 Antibiotics	Antibiotics kill bacteria. Specific antibiotics should be used for specific bacteria. Some bacteria are resistant to antibiotics. Do not kill viruses.
18 Painkillers	Painkillers relieve symptoms but don't kill pathogens .
19 Phagocytosis	Some white blood cells (phagocytes) engulf pathogens.

Section 4: Drugs

22 Aspirin	Originates from the willow tree.
23 Digitalis	A heart drug. Originates from foxglove plants.
24 Penicillin	Discovered by Alexander Fleming from the <i>Penicillium</i> fungus.
25 New drugs	Most new drugs are synthesised by chemists in the pharmaceutical industry. The starting point may be a chemical extracted from a plant.

Section 5: Clinical Trials

Trial Stage	Purpose
26 1. Preclinical – cells, animals	Test for toxicity and efficacy before testing humans
27 2. Healthy volunteers	Very low doses to test for toxicity.
28 3. Patients	Larger groups. Test for toxicity, efficacy and dose. Placebos may be used in a double-blind trial.

Clinical Trial Key Terms

29 Placebo	A drug with no active ingredients, designed to mimic a real drug. Used to test if the effects of a drug on a patient are just psychological.
30 Double-blind trial	The volunteers do not know which group they are in, and neither do the researchers, until the end of the trial
31 Toxicity	How harmful the drug is. May have dangerous side effects.
32 Efficacy	How effective the drug is.
33 Dose	The amount of the drug given to the patient.

20 Natural Immunity

Pathogen enters body

The correct white blood cell is found

Antibodies are produced

The white blood cells remain as memory cells

If the pathogen returns, antibodies will be produced quickly

21 Vaccination

Dead or weakened pathogen is injected

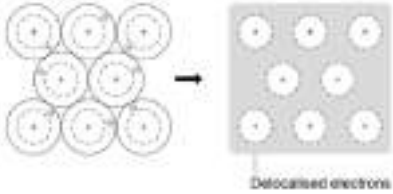
The correct white blood cell is found

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Metals LOSE ELECTRONS to form **POSITIVE IONS**



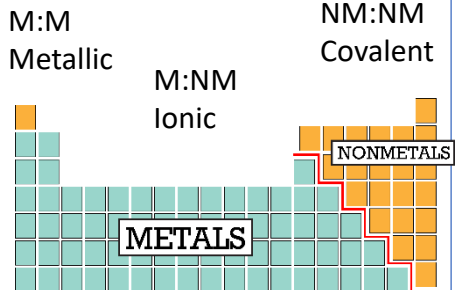
GIANT structures of atoms in a **REGULAR** pattern

Delocalised electrons are free to move **through** the metal

What is a metallic bond?

Sharing delocalised electrons – **STRONG** metallic bonds.

Which type of bonding is it?



Ionic bonding

Metals LOSE ELECTRONS to form **POSITIVE IONS**
Non-metals GAIN ELECTRONS to form **NEGATIVE IONS**

Electrons transferred from metal to non-metal



Ions have electronic structure of a noble gas

What is an ionic bond?
STRONG electrostatic force of attraction between **oppositely charged ions**

How do we quickly work out the charges on ions?

Group	Electrons in outer shell	Charge on ion
1	1	1+
2	2	2+
6	6	2-
7	7	1-

87

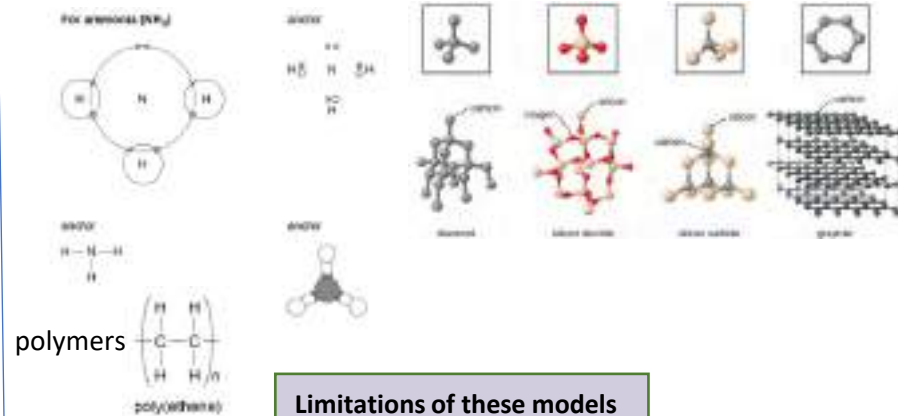
C2 Structure and Bonding

Covalent Bonding

Two **non-metals** will **SHARE** pairs of electrons
STRONG bond formed.

Small molecules

A small group of atoms sharing electrons



Giant Structures

Many atoms sharing electrons

Limitations of these models

Model	Limitations
Dot and cross	Looks like electrons aren't identical Electrons look like they are in fixed positions
Displayed formula	Doesn't show true shape of the molecule
Ball and stick	Can attempt to show 3D shape but doesn't show electrons

Properties of Metallic Substances

Metals have high melting and boiling points **because...**

...they are **giant structures** of atoms with **strong metallic bonding**

Can be bent or shaped **because...**

...atoms are arranged in **LAYERS** which can **SLIDE** over each other

Alloys are harder than pure metals **because...**

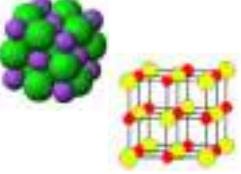
Alloys are a mixture of two or more elements, at least one of which is a metal
...the layers are **DISTORTED** so can't slide over each other

Metals are good conductors of electricity and thermal energy **Because...**

...the **electrons are free** to move through the metal and carry thermal energy and charge

Properties of Ionic Substances

Ionic compounds have high melting and boiling points **because...**



...they are giant structures of atoms (giant ionic lattice) with **strong electrostatic forces** of attraction in **ALL DIRECTIONS** between oppositely charged ions.

A large amount of **energy** is needed to break the many strong bonds.

Only conduct electricity when melted or dissolved in water **because...**

...the **ions are free** to move and so charge can flow.

All ionic compounds are made of charged ions, they can conduct electricity but only if the ions can move.

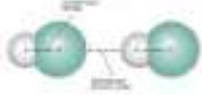
It is **MELTED** the ions can move.

It is **DISSOLVED** the ions can move.

C2 Structure and Bonding

Simple molecular

Small molecules have relatively low melting and boiling points **because...**



...**intermolecular forces (forces between molecules)** are overcome on melting and boiling and these are weak forces.

The bigger the size of the molecule the higher the melting and boiling point **because...**

...intermolecular forces increase with the size of the molecules.

Don't conduct electricity **because...**

...the molecules have **no overall electric charge**.

Polymers are solids at room temperature **because...**

...intermolecular forces increase with the size of the molecules and polymer molecules are **very large**.

Properties of Covalent substances

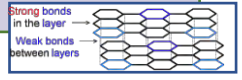
Giant Structures

Diamond is very hard, has a very high melting and boiling point and doesn't conduct electricity **because...**



...each carbon is bonded to **4** other carbons by **strong covalent bonds**. There are **no free electrons**.

Graphite is very hard, has a very high melting and boiling point and does conduct electricity **because...**

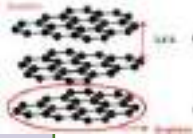


...each carbon is bonded to **3** other carbons by **strong covalent bonds**. It forms **layers of hexagonal rings** with no covalent bonds between layers. There are **free electrons**.

Giant covalent compounds have high melting and boiling points **because...**

...all of the atoms linked by **strong covalent bonds**.

Graphene is strong, light and an excellent conductor of thermal energy and electricity. **because...**



...it is a single layer of graphite so has **free electrons**.

Fullerenes (e.g. carbon nanotubes) are extremely strong and are excellent conductors of thermal energy and electricity **because...**

... they have **strong covalent bonds** and **free electrons**. (bucky balls are classed as simple molecules)



Triple Nano particles – particles which have a diameter between **1-100 nm**. (very small) Have increased surface area to volume ratio. Found in: suncream, plasters (Ag has antibacterial properties.) Used as catalysts too. But some disadvantages: - small, fit through pores in skin, affect aquatic life.



Relative masses and Mole

Atoms are made up of **protons**, **Neutrons** and **electrons**.

Protons & **Neutrons** have a mass of 1 each.

Electrons are negligible

Ar is atomic mass of an element

Mr is the combination of all elements **Ar** in a compound or Molecule

The masses of atoms are compared by measuring them relative to atoms of carbon-12.

One mole of any substance is its relative formula mass, in grams.



molybdenum	← element name
42	← atomic number number of protons (Z)
Mo	← atomic symbol
95.94	← atomic mass A (this is an average mass)

Work example
Helium (He) Ar = 4
Carbon dioxide = CO₂
Carbon (C) = 12 Oxygen (O) = 16
Mr of CO₂ = 12 + (16 x 2) = 44

4 He helium	12 C carbon
16 O oxygen	

C3 Quantitative Chemistry

Percentage composition

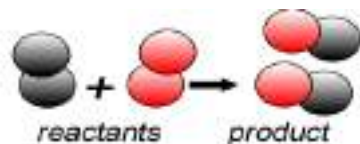
The amount of an element in a compound is called its percentage composition. It can be calculated using the mass of the given element in the compound and the Mr of the Compound.

$$\% \text{ Composition} = \frac{\text{Ar of Element}}{\text{Total Mr of Compound}} \times 100$$

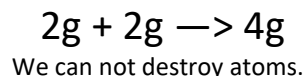
Worked example

What is the percentage of Mg in MgO:
Step 1 : Mr of MgO = 24 + 16 = 40
Step 2 : Mg ÷ MgO = 24 ÷ 40 = 0.6
Step 3 : 0.6 x 100 = 60% Mg in MgO

Conservation of Mass



The reactants mass must always equal the mass of the products



Conservation happens in closed system where gas can not be lost or mass gained from gas

HT: Reacting masses

The mass of a product or reactant can be determined from having a balanced symbol equation. Once balanced, the equation tells you how many moles of each substance react with each other : $Mg + 2HCl \rightarrow MgCl_2 + H_2$ (Balanced)

This equation states that: 1 : Mg 2 : HCl to form 1 : MgCl₂ 1 : H₂
Using the formula and moles you can use this information to work out how much product you will make.

Worked example : How much Oxygen is needed to completely react with 12g of Carbon?

Step 1

Write the balanced equation
 $C + O_2 \rightarrow CO_2$

Step 2

Calculate the Ar and Mr of reactants
C = 12 O₂ = 32

Step 3

Work out how many mole in 12g of Carbon
Moles = 12g ÷ 12
Moles = 1

Step 4

Mole Ratio
 $C + O_2$
1mole : 1 mole

Step 5 : How much O₂ is needed.

Mole Ratio 1: 1. 1 mole of C required 1 mole of O₂ mass = 1 x 32 = 32g of O₂

Concentration

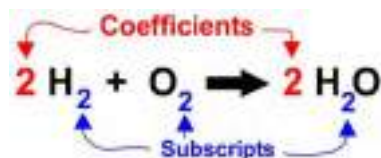
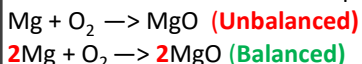
The amount of a substance (solute) in a certain volume of the solution is called its concentration. The more solute in a solution the more concentrated it is.

The concentration of a solution can be measured in mass per volume of solution the units are grams per dm³ (g/dm³) or mole per dm³ (mol/dm³)



Balancing Equations

As the same number of elements are at the start and the end of reactions. The Equation needs to be balanced. Only big numbers can be added at the front of an element or compound (coefficients).



HT: MOLES

Chemical amounts are measured in moles.
One mole of a substance contains 6.02x10²³ particles (Avagadro's number)

$$\text{Moles} = \frac{\text{Mass}}{\text{Ar or Mr}}$$



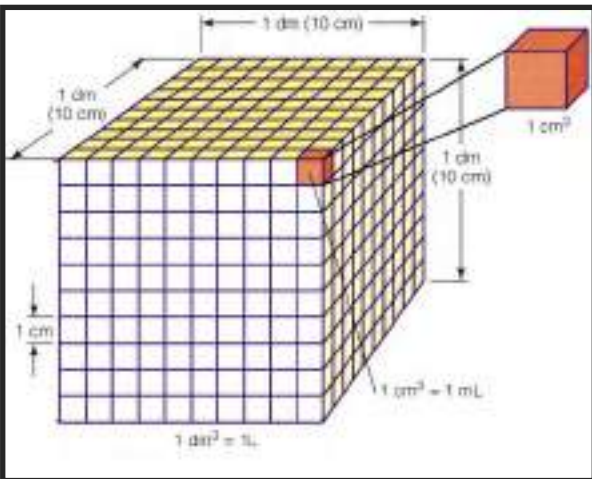
The masses of atoms are compared by measuring them relative to atoms of carbon-12.



One mole of any substance is its relative formula mass, in grams.



C3: Quantitative Chemistry HT and Triple



Concentration Calculation

Volumes are often given in cm³ but units of concentration require a conversion of cm³ to dm³. To **Convert cm³ to dm³ divide by a 1000**

To **convert g/dm³ into mol/dm³ divide them by the Ar or Mr**

Worked Example

What is the concentration in g/dm³ of a solution of sodium chloride (NaCl) where 292.5g of sodium chloride are dissolved into 200cm³ of water? And what would it be in mol/dm³?

$$200\text{cm}^3 = 0.2\text{dm}^3$$

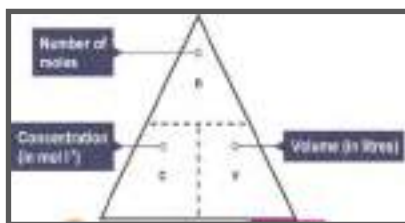
$$\text{Concentration} = 292.5 \div 0.2 = 58.8\text{g/dm}^3$$

$$\text{Mr of NaCl} = 23 + 35.5 = 58.5$$

$$\text{Concentration (mol/dm}^3\text{)} = \text{Concentration (g/dm}^3\text{)} \div \text{Mr}$$

$$\text{Concentration} = 58.8 \text{ g/dm}^3 \div 58.5 = \underline{1\text{mol/dm}^3}$$

Don't forget to convert cm³ to dm³



Titration Calculation

Using the results from the titration the concentration of an **Unknown Acid or Alkali**.

Step 1 – Write a balanced equation

(This demonstrates the mole ratio)

Step 2 – Create a table for the following

Concentration:

Volume (dm³)

Moles

Ratio

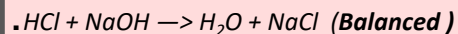
Step 3 – Fill in table with information on knowns and results.

Step 4 – Use $n = c \times V$

Step 5 – Highlight the correct answer at the end of the steps, and use correct units

Worked Example

It took 22cm³ of HCl (0.5mol/dm³) to neutralise 25cm³ of an unknown concentration of NaOH.



	Acid	Alkali
Concentration (mol/dm ³)	0.5	
Volume (dm ³)	0.022	0.025
n = Moles (mol)		
Ratio	1	1

A certain volume of gas always contains the same number of gas molecules under the same conditions.

Yield (triple)

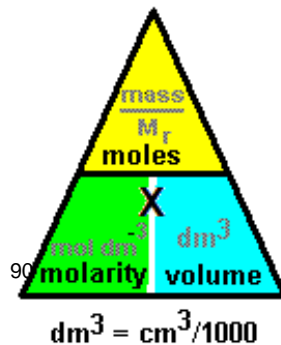
The amount of product that can form in theory is known as the **theoretical yield**. The amount of product formed is known as the **actual yield**

Percentage Yield (triple)

The percentage yield of a chemical reaction tells you how much product is made compared with the maximum amount that could be made (100%). Factors affecting the yield of a chemical reaction:

- Products left behind in apparatus
- Reversible reaction not going to completion
- Unexpected reactions
- Loss in separation

$$\text{Percentage yield \%} = \frac{\text{Actual yield}}{\text{Theoretical yield}} \times 100$$



Gas Volume (triple)

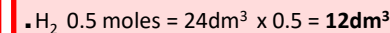
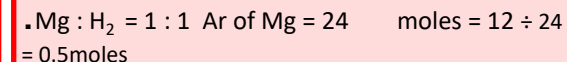
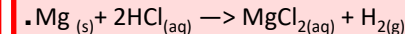


One mole of any gas at R.T.P (room temperature and pressure) is **24dm³**

You can use the molar gas volume and balance symbol equation to calculate volumes of gaseous reactant or products

Worked Example

What volume of Hydrogen is produced from 12g of magnesium (Mg) reacting with excess Hydrochloric acid (HCl)?



Atom economy (triple)

Atom economy is a measure of the amount of starting materials that end up as **useful products**

Maximising atom economy in Industry will conserve the world's resources and reduce pollution and waste

$$\text{atom economy} = \frac{\text{molecular mass of desired product}}{\text{molecular mass of all reactants}} \times 100\%$$

C4 Chemical Changes

Reactions of acids



- Acid + metal → salt + hydrogen
- Acid + alkali → salt + water
- Acid + insoluble base → salt + water
- Acid + carbonate → salt + water + carbon dioxide

Hydrochloric Acid → Chlorides
HCl

Nitric Acid → Nitrates
HNO₃

Sulphuric Acid → Sulphates
H₂SO₄

HT: OILRIG
e.g. 2HCl + Mg → MgCl₂ + H₂
Magnesium is oxidised
Mg → Mg²⁺ + 2e⁻

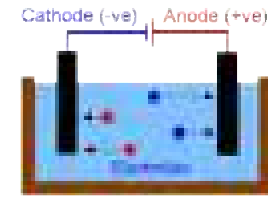
HT: Strong and Weak acids

Concentration of hydrogen ions in mol/dm ³	pH
0.10	1.0
0.010	2.0
0.0010	3.0
0.00010	4.0

Electrolysis

..of molten:

Higher:
At the cathode
Pb²⁺ + 2e⁻ → Pb

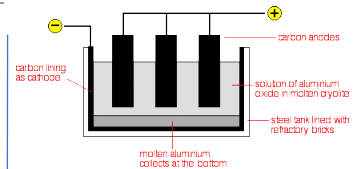


- Negative non-metal ion
- Positive metal ion

Higher:
At the anode
2Br⁻ → Br₂ + 2e⁻
or
2Br⁻ - 2e⁻ → Br₂

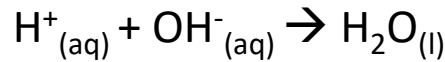
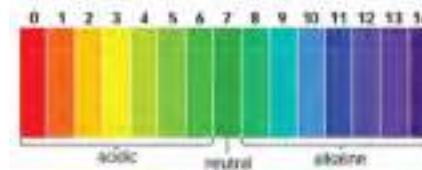
..to extract aluminium:

Oxygen goes to anode → CO₂ (needs replacing)



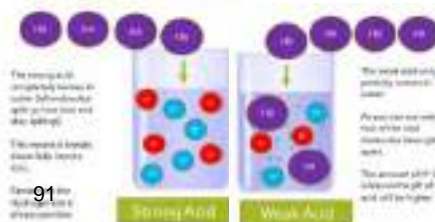
Cyolite reduces the melting point, lower energy cost

Neutralisation



Acids produce H⁺ ions
Alkalis produce OH⁻ ions

Strong and weak acids



Reactivity depends on tendency to form metal ion

Extraction of Metals

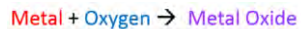
The lower the position of a metal in the reactivity series, the easier it is to extract.

- Potassium, Sodium, Calcium, Magnesium, Aluminium (Carbon): Extract through Electrolysis
- Zinc, Iron, Tin, Lead, Copper, Silver, Gold: Extract by burning with carbon
- Iron, Tin, Lead, Copper, Silver, Gold: Extract by burning in air
- Gold: Occur native in the ground

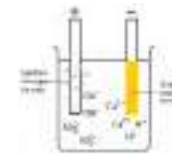


HT: OILRIG

Oxidation Is Loss of electrons
Reduction Is Gain of electrons



..of solutions:



At the cathode:
Least reactive element is made
Reduction happens HT:
Mg²⁺ + 2e⁻ → Mg
2H⁺ + 2e⁻ → H₂

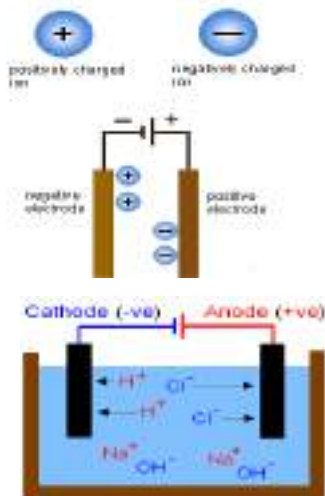
At the anode:
Halide (Gp7) or Oxygen is made
Oxidation happens
HT: 2Cl⁻ → Cl₂ + 2e⁻
4HO⁻ → 2H₂O + O₂ + 2e⁻

Example Apparatus
Molten compounds or less
reactive salt solutions

Positive ions move to negative electrode. Negative ions move to positive electrode.

More reactive metal solutions
e.g. Sodium Chloride solution
(Brine)

- If the metal is more reactive than Hydrogen
- Hydrogen is produced at the Negative electrode (instead of the metal).
- Metal hydroxide is produced in the solution.



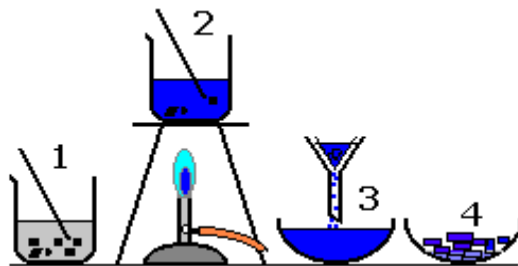
Electrolysis

What may they ask us about?

- How could you test the gas that is produced (*hydrogen = pop, chlorine = bleaches damp litmus paper*).
- What happens when the Ions get to the Electrode? (*positive ions are reduced – gain electrons. Negative ions are oxidised – lose electrons*).
- What would happen if you added universal indicator to the solution? (*turns purple – hydroxide is produced – alkali*).

Acid + Metal Oxide

- Excess of metal oxide added
- Need to heat the solution to ensure as acid fully reacts with available metal oxide particles
- Then filter to remove Excess metal oxide



Required practicals

Preparation
of a dry
sample of a
soluble salt

What may they ask us about?

- How do you get solid crystals from the salt solution (*crystallize, evaporate the water*)
- Why do we heat the solution
- What are the risks and safety precautions
- Why do we filter the solution
- How could we test the pH of the salt solution?
- Name the salt produced.

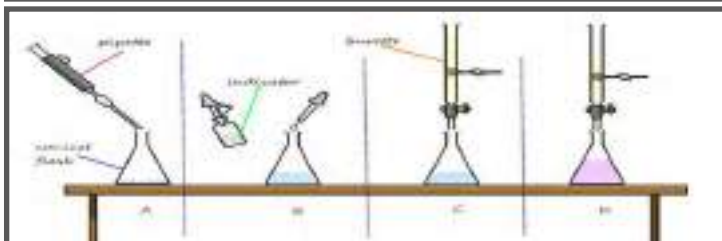
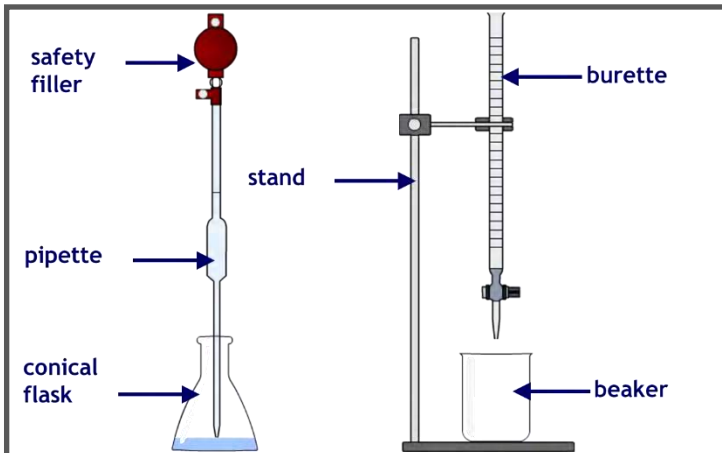
Titration required practical (triple Only)

Titration

Titration is used to measure accurately what volumes of acid and alkali react together completely

Method for Titration

- Use the pipette and pipette filler to add 25cm³ of **known** (acid or alkali) to a clean conical flask.
- Add a few drops of *Indicator* and put the conical flask on a white tile (so you can see the colour change more easily)
- Fill the burette with **Unknown** (acid or alkali) note the starting volume.
- Slowly add the acid from the burette to the alkali in the conical flask, swirling to mix.
- Stop adding the acid when the end-point is reached (appropriate colour change in the indicator happens). Note the final volume reading.
- Repeat steps 1 to 5 until you get **concordant results**.



Choice of indicator

Depends on what is the unknown. Usually the alkali, but can be the acid. Unknown goes in the conical flask and known goes in the burette.

Titration Calculation (see C3)

Using the results from the titration the concentration of an **Unknown Acid or Alkali**.

Step 1 – Write a balanced equation
(This demonstrates the **mole ratio**)

Step 2 – Create a table for the following Concentration:

Volume (dm³)

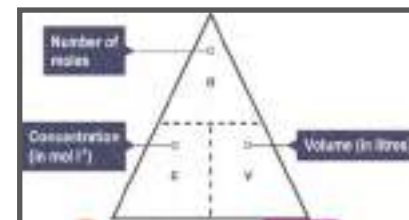
Moles

Ratio

Step 3 – Fill in table with information on knowns and results.

Step 4 – Use $n = c \times V$

Step 5 – Highlight the correct answer at the end of the steps, and use correct units



Indicator	ACID	ALKALI
Phenolphthalein	Colourless	PINK
Litmus	Red	Blue
Methyl Orange	Red	Yellow

End volume (cm ³)	start volume (cm ³)	Titre (cm ³)
26.00	0.00	26.00 (rough)
24.90	0.00	24.90
49.85	24.90	24.95

Must be to two d.p







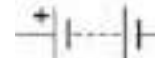
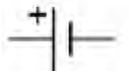
Final dp can only be 0 (on the line) or 5 (between the lines)

Concordant Result = 0.1cm³ of each other

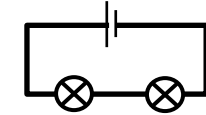
AQA Physics Knowledge Organiser – 2 Electricity

1. Key Terms	
Current	The rate of flow of electric charge (how many electrons are moving through a circuit every second)
Potential difference (AKA voltage)	The energy carried by the electrons in the circuit OR The difference between the energy carried by the electrons at 2 points in the circuit.
Resistance	The ability of a component to resist the flow of electricity.
Direct current	Current that always flows in the same direction
Alternating current	Current that repeatedly changes direction back and forth
Thermistor	Has high resistance when temperature is low
LDR	Has high resistance when light levels are low

2. Equations	
Charge flow = current x time	$Q = I t$
Potential difference = current x resistance	$V = I R$
Power = potential difference x current	$P = V I$
Power = (current) ² x resistance	$P = I^2 R$
Energy transferred = power x time	$E = P t$
Energy transferred = charge flow x potential difference	$E = Q V$

3. Circuit Symbols	
	thermistor
	LDR
	LED
	fuse
	diode
	variable resistor
	battery
	cell

4. Series Circuits

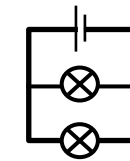


There is the same current through each component

The total potential difference of the power supply is shared between the components

The total resistance of two components is the sum of the resistance of each component.

5. Parallel Circuits



- The potential difference across each component is the same

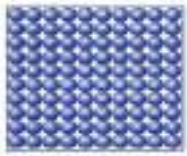
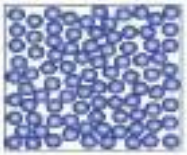
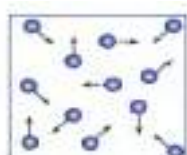
The total current through the whole circuit is the sum of the currents through the separate components.

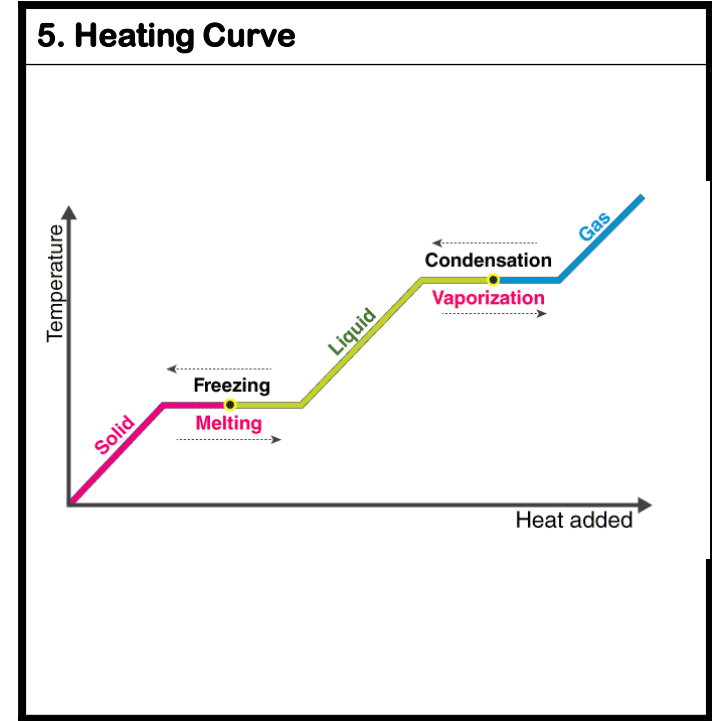
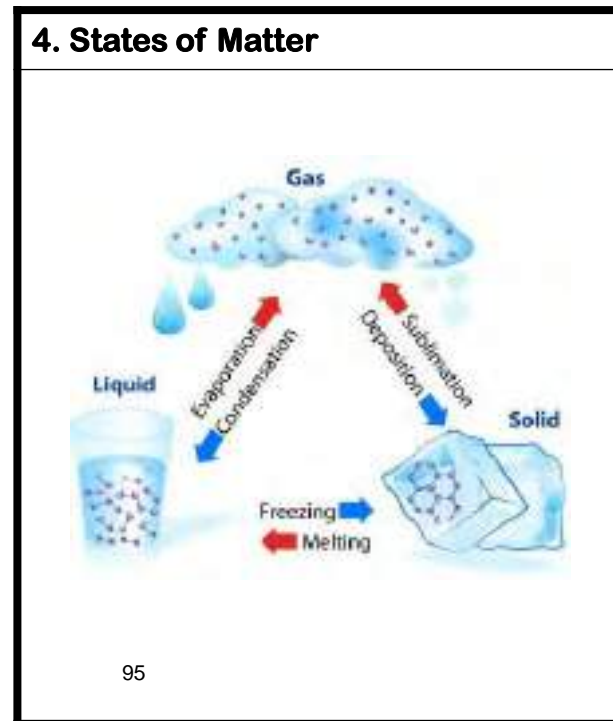
The total resistance of two resistors is less than the resistance of the smallest individual resistor.

AQA Physics Knowledge Organiser – 3 Particle Model

1. Key Terms	
Anomalous	A result that does not fit the pattern.
Internal energy	Energy stored within a system.
Melting	Turning a solid to a liquid.
Freezing	Turning a liquid to a solid.
Evaporation or boiling	Turning a liquid to a gas.
Condensation	Turning a gas to a liquid.
Sublimation	Turning a solid directly to a gas.
Density	Mass per unit volume.

2. Equations	
Density (To learn)	Density = Mass ÷ Volume $(\text{kg/m}^3) = (\text{kg}) \div (\text{m}^3)$ $\rho = m \div V$
Thermal Energy (Given)	change in thermal energy = mass x specific heat capacity x temperature change $(\text{J}) = (\text{kg}) \times (\text{J/kg } ^\circ\text{C}) \times (^\circ\text{C})$ $\Delta E = mc\Delta\theta$
Change of State (Given)	energy required = mass x specific latent heat $(\text{J}) = (\text{kg}) \times (\text{J/kg})$ $E = mL$
Work Done (To learn)	Work Done = Force applied x Distance moved $(\text{J}) / (\text{N/m}) = (\text{N}) \times (\text{m}).$ $W = F s$

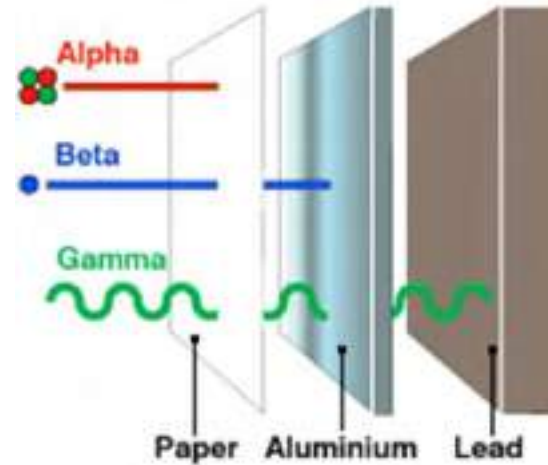
3. Solids, Liquids and Gases			
	Arrangement	Movement	Diagram
Solid	Close Together Regular Pattern Fixed Shape and Volume	Vibrate on the spot	
Liquid	Close Together Random Pattern No fixed shape Fixed Volume	Move around each other	
Gas	Far Apart Random Arrangement No fixed shape or volume	Move quickly in all directions	



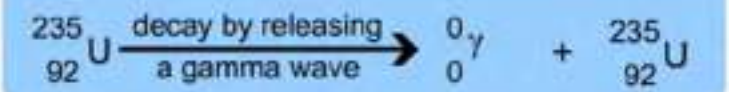
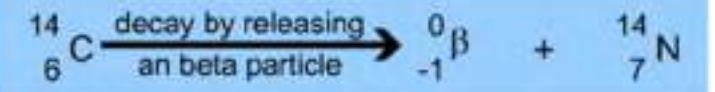
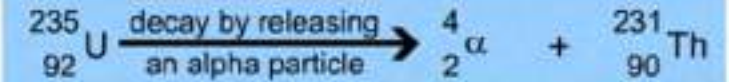
AQA Physics Knowledge Organiser – 4 Atomic Structure and Radiation

1. Keywords	
Proton	A positively charged particle found in the nucleus of an atom.
Neutron	A neutral particle found in the nucleus of an atom
Electron	Negatively charged particles found on energy levels (shells) surrounding the nucleus inside atoms.
Mass number	Number of protons in an atom
Atomic number	Number of protons plus neutrons in an atom.
Isotope	Atoms with the same number of protons but a different number of neutrons.
Alpha particle	A particle formed from two protons and two neutrons.
Beta particle	A fast moving electron.
Gamma ray	An electromagnetic wave.

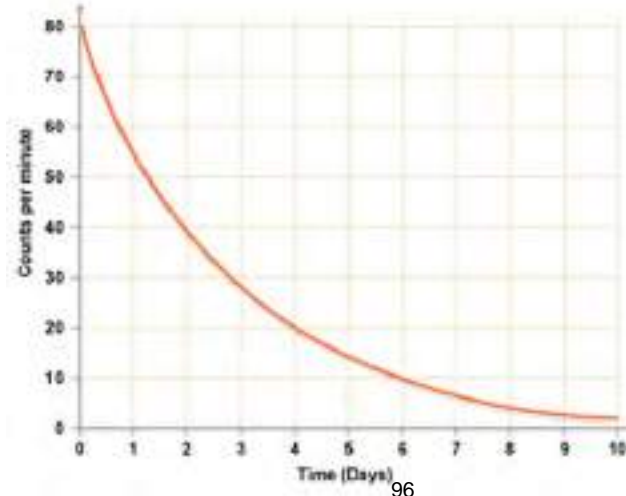
2. Penetrating power



3. Decay equations



4. Half-life



Half-life – the time taken for the count rate to fall to half its original amount.

For the graph shown – original count rate = 80.

Half of 80 = 40

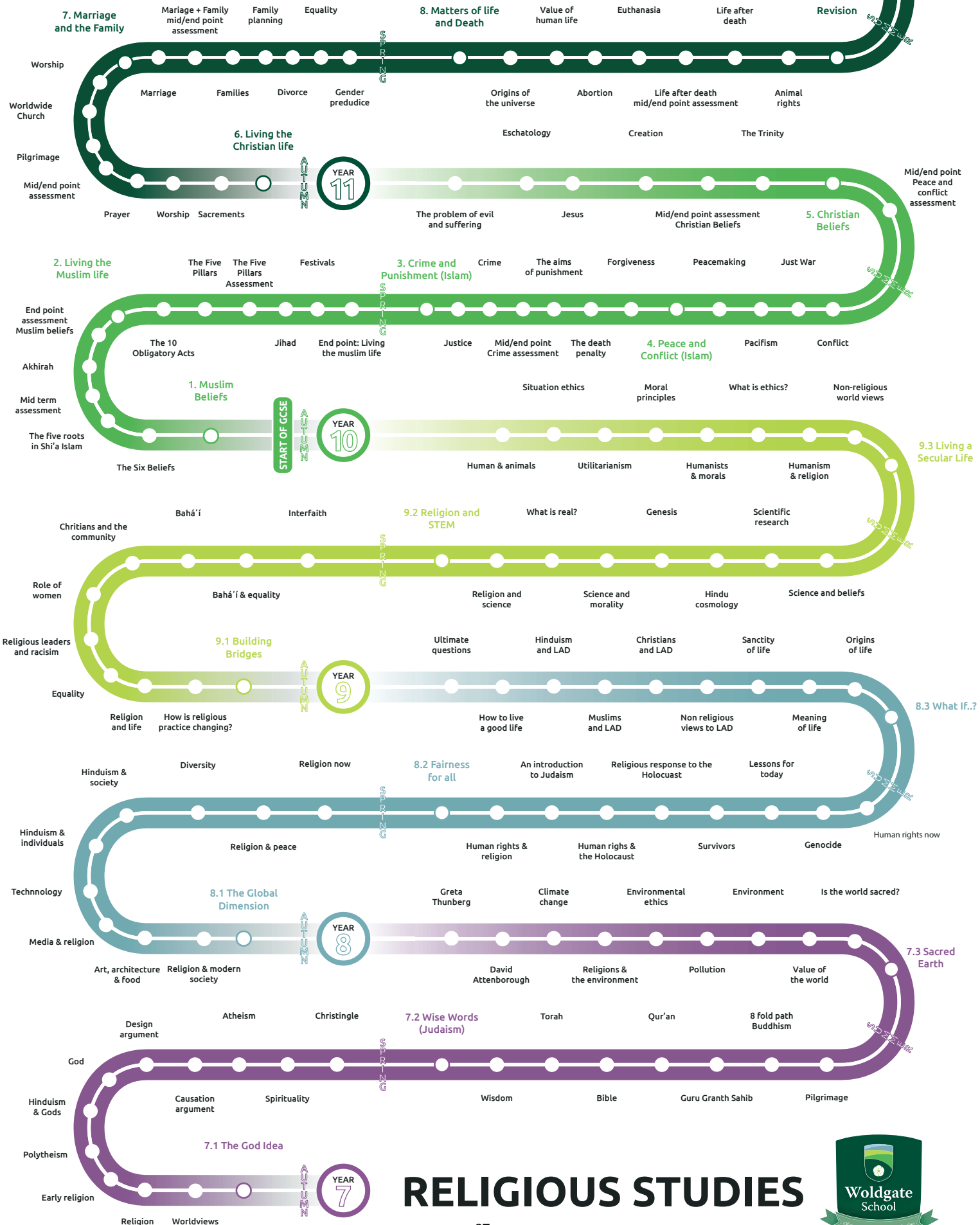
Time taken to fall to 40 = 2 days

Half life of sample = 2 days.

Half life is different for different radioactive isotopes.



GCSE EXAMINATIONS



RELIGIOUS STUDIES



CRIME & PUNISHMENT

Justice	Fairness; all people having equal opportunities and provisions
Crime	An illegal act, punishable by law.
Chaplain	Someone who provide 'pastoral' care for patients, pupils, or in this case, prisoners.
Good	That which is considered morally right, beneficial and to our advantage
Evil	That which is considered extremely immoral, wicked and wrong
Punishment	A penalty given to someone for a crime or wrong they have done
Protection	Stops others being a victim by removing the prisoner from society
Retribution	Revenge. The criminal should suffer because the victim did.
Deterrence	Puts other people off committing crime because they don't want the punishment
Reformation	Helps the offender to become a better person
Forgiveness	A choice to not blame someone for wrongdoing and not seek revenge or let resentment build up
Restorative Justice	To bring the criminal and the victim into communication to repair the harm done.
Human Rights	The things that all humans are entitled to because they are human
Capital Punishment	the legally authorised killing of someone as punishment for a crime.

TYPES OF EVIL



Natural Evil

Suffering that is caused by nature e.g. Earthquakes, drought, cancer



Moral Evil

Suffering that is caused by humans misusing their freewill. e.g. rape, murder, burglary

JUSTICE

Islamic beliefs about Justice

- Justice is a central part of God's character - he is just, and he demands others bring justice too
- Allah commands justice - this means that everyone has a DUTY to work towards justice, it is not optional.
 - Stand up firmly for justice, as a witness to God, even as against yourselves or your parents or your kin, and whether it be against rich or poor.' (Surah 4:135)



Non-religious views of Justice - a Humanist view

Justice exists for the common good, to ensure orderly and secure societies. In a democratic nation we should obey the law. If we think a law is immoral, we should work to change it.

Communities can survive and work together well, and increase the happiness of their members, if the people who live in them accept certain rules and duties.



CAUSES OF CRIME

There are many theories to explain why people commit crimes. Sociologists have identified many reasons why crime exists - below are the most common causes.



In a survey of the prison population in 2011:
 - 37% of prisoners reported having family members who had been in prison or a young offender's institution.
 - 24% stated that they had been in care at some point during their childhood.

People suffer due to evil—why does Allah allow it?

- Evil is part of Allah's created world & we can not understand fully why it is there but need to show faith by trusting Allah.
- Evil is the consequence of human free will, humans chose to reject God and this causes evil.
- Evil gives people the opportunity to show God's love, for example, religious people can help those in need.
- Evil is a test from God to see if we stay faithful to him during hard times. Muslims believe Allah will reward those who are patient and punish those who are impatient and complain.
- Evil exists as Iblis (devil) tempts humans to misuse their freewill. Adam and Hawwa (Eve) are not responsible for evil.

THE 4 AIMS OF PUNISHMENT



<p><u>Protection</u></p> <p>Muslims believe it is important that society is protected from dangerous offenders. Innocent citizens should feel safe within society and punishments should be sufficient for crimes committed, in order that society is protected. This is one of the key aims of punishment in the UK, which is also recognised as important by Muslims.</p>	<p><u>Deterrence</u></p> <p>Deterrence is a key aim of punishment in Islam. The idea of deterrence requires very severe punishment to deter; amputation is much more likely to deter thieves than a six month prison sentence. These strict punishments are only given as a last resort.</p>
<p><u>Retribution</u></p> <p>Muslims believe that retribution is important because it means the offender is made to pay for their crimes, which in turn will create a more stable society and prevent further crimes.</p>	<p><u>Reform</u></p> <p>Muslims believe offenders must be given the chance to change/ reform. Muslims believe Allah is merciful and forgiving. "But is the thief repents after his crime, and amends his conduct, Allah turns to him in forgiveness for Allah is Oft-forgiving, Most Merciful." Surah 5:39</p>

FORGIVENESS

- Many Muslims believe they are only on this Earth for a short time, and this life is a test from Allah where they must **endure evil and suffering as preparation for Paradise.**
- In the Qur'an Allah says that he will forgive anyone who sincerely repents, (64:14) just as he forgave Adam and Eve when they were tempted by Shaytan and ate the forbidden fruit.
- Muslims are also expected to follow Allah's example of justice, mercy and forgiveness in their treatment of other people.

Muslims are commanded by Allah in the Quran " ... so make peace between your (contending) brothers"

The Quran states "... and settlement is best"

Muslims believe that criminals should be given the chance to reform as all humans are sinful.

The Prophet Muhammad PBUH said:
 "Should I not tell you what is better in reward than prayer, fasting, and charity."
 They (the companions) said: "Yes."
 He said: "Reconciling people"



RESTORATIVE JUSTICE

People suffer due to evil—what can we do?

<p><u>MUSLIM CHAPLAIN ASSOCIATION (MCA)</u></p> <ul style="list-style-type: none"> Supporting the Muslim Chaplains who work within the prison service, leading worship and providing pastoral care. Working towards the resettlement of prisoners and the prevention of reoffending Engaging with Muslims and the wider community 	<p><u>MOSAIC NETWORK</u></p> <ul style="list-style-type: none"> Help and support to offenders and ex-offenders through mentoring sessions. Offer religious (Islamic) support to offenders by educating them about the religion and religious duties. Give advice, help with finding a career path, CV writing and other skills needed to secure employment.
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Section 2: Crime and Punishment

Students should have an understanding of:

2.1	Muslim attitudes towards justice: Muslim teachings about the nature of justice and why justice is important for Muslims, including Surah 4: 135; Muslim responses to why justice is important for victims; non-religious attitudes (including atheist and Humanist) about why justice is important, regardless of religion and belief, and Muslim responses to these attitudes.
2.2	Muslim attitudes towards crime; Muslim teachings and responses to the nature, causes and problem of crime, including Surah 16: 90-92; Muslim teachings about crime, including as a distraction from Allah; what action is taken by Muslim individuals and Muslim groups to end crime, including the Muslim Chaplains Association and the work of Mosaic.
2.3	Muslim teachings about good, evil and suffering: Muslim teachings about the nature of good actions, how they are rewarded, and the nature of evil actions; non-religious attitudes (including atheist and Humanist) about why people suffer, including believing in religion, and Muslim responses to them; divergent Muslim teachings about why people suffer, including Surah 76.
2.4	Muslim attitudes towards punishment: divergent Muslim teachings and attitudes towards the nature and use of punishment including Surah 2: 178 and 5: 44-46 links to situation ethics; Muslim teachings on why punishment can be regarded as justice and why punishment might be needed in society.
2.5	Muslim attitudes towards the aims of punishment: divergent Muslim attitudes towards each of the aims of punishment (protection, retribution, deterrence and reformation); Qur'anic teachings about punishment, including Surah 4:26-32.
2.6	Muslim teachings about forgiveness: Muslim teachings and responses about the nature and importance of forgiveness, including Surah 64: 14, how offenders are forgiven by the community and why this is needed; Muslim responses to the nature and use of restorative justice, and why it is important for criminals.
2.7	Muslim teachings about the treatment of criminals: Muslim teachings about the treatment of criminals, including interpretations of Surah 76: 1-12; divergent Muslim attitudes towards the use of torture, human rights, fair trial, trial by jury, including the application of ethical theories, such as situation ethics, which may accept the use of torture if it is for the greater good.
2.8	Muslim attitudes towards the death penalty: the nature and purpose of capital punishment; divergent Muslim teachings about the nature, purpose and arguments surrounding the use of capital punishment, including Sahih Muslim Hadith 16: 4152; non-religious (including atheist and Humanist) attitudes towards the use of capital punishment, including the application of ethical theories, such as situation ethics, and Muslim responses to them.

RAG RATE	
BEFORE REVISION	AFTER REVISION

Most Muslims AGREE with capital punishment because:

- 1) It is a punishment set down by Allah in the Quran. Allah's commands must be obeyed.
- 2) The Prophet Muhammad made several statements agreeing with capital punishment for murder, adultery and for leaving the faith. The Prophet Muhammad is a perfect role model for Muslims, his example should be followed.
- 3) The Shariah is the holy law set to guide people towards goodness and the straight path. Allah is Al-Alim (all knowing), surely he knows what is good and bad for people.
- 4) The Prophet Muhammad enforced the death penalty during his lifetime.

MUSLIM ATTITUDES TO THE DEATH PENALTY

Hadith 16:4152

"It is not permissible (allowed) to take the life of a Muslim who says there is no God but Allah and that I am His messenger except in 1 of 3 cases:

- 1 - The married adulterer (cheating),
- 2 - A life for life,
- 3 - The deserter (leaver) of Islam abandoning the community.

Quran 6:151

"Do not take life, which Allah has made sacred, except in the way of justice and in the law".

Quran 2:178

... (Death penalty due to murder) But if any remission (forgiveness) is made by the brother of the slain (victim), then grant any reasonable demand and compensate him with handsome gratitude.

Quran 5:36

"... and whoever saves a life, it will be as if they saved all of humanity."

Some Muslims DO NOT AGREE with capital punishment because:

- 1) They feel that capital punishment is recommended but not compulsory
- 2) The Shariah recommends forgiveness and encourages the victim's family to take compensation (blood money) instead of taking a life.
- 3) There is always the possibility that the accused person is actually innocent. Taking their life cannot be undone.
- 4) The death penalty was fit for purpose at the time of the Prophet Muhammad as the rich would get away with murder. We are living in completely different times. We should take more modern approaches that are in line with the Shariah.

Universal Declaration of Human Rights – Crime and Punishment

1. **We Are All Born Free & Equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. **Don't Discriminate.** These rights belong to everybody, whatever our differences.
3. **The Right to Life.** We all have the right to life, and to live in freedom and safety.
5. **No Torture.** Nobody has any right to hurt us or to torture us.
7. **We're All Equal before the Law.** The law is the same for everyone. It must treat us all fairly.
9. **No Unfair Detainment.** Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.
10. **The Right to Trial.** If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
11. **We're Always Innocent Till Proven Guilty.** Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.

ISLAM AND HUMAN RIGHTS

Most Muslims believe that human rights should be respected and that it is important that the accused has a fair trial and is not wronged in any way (even if they are found guilty). This is because Allah commands justice in the Quran.



Some Muslims, however, believe that a criminal should suffer the way they have made others suffer. This would suggest that although life is precious, certain human rights should be taken away from criminals as Allah mentioned in the Quran *"An eye for an eye ..."*

ISLAM AND THE USE OF TORTURE

- Torture: Inflicting severe pain to force someone to do/say something.
- The Cairo Declaration of Human Rights in Islam (1990) states that nobody should be tortured, degraded or maltreated as the Prophet Muhammad said *"Allah will torture those who torture others"*.
 - The vast majority of Muslim countries have signed the UN convention against torture as they believe that Allah has ordered to treat criminals humanely and with respect *"and they feed, for the love of Allah, the poor, the orphan and the captives"* (Quran 76:1-12).

ISLAM AND TRIAL BY JURY

Jury: A group of people that decide whether someone is innocent or guilty.

By having a group of people make the decision, it is less likely to be a bias decision. Muslims would agree that this is according to the Quran as Allah commands justice and fairness in the Quran.

Some Muslims, however, would say that the Shariah does not make any mention of a jury and therefore, a judge should decide if the accused is guilty or not.

NATURE OF THE DEATH PENALTY

In the past, many offences were punishable by the death penalty. Gradually, the number of such offences were reduced to murder being the only crime that was punishable by death.

The UK abolished (got rid of) the death penalty as a form of punishment in 1965. There have been debates in parliament since on the reintroduction of capital punishment, all of which were unsuccessful.

Out of all the countries in the world:

- 102 countries have stopped using capital punishment
- 7 countries only use it in exceptional circumstances

The countries that have kept capital punishment believe that its purpose is deterrence, protection, and retribution (revenge).

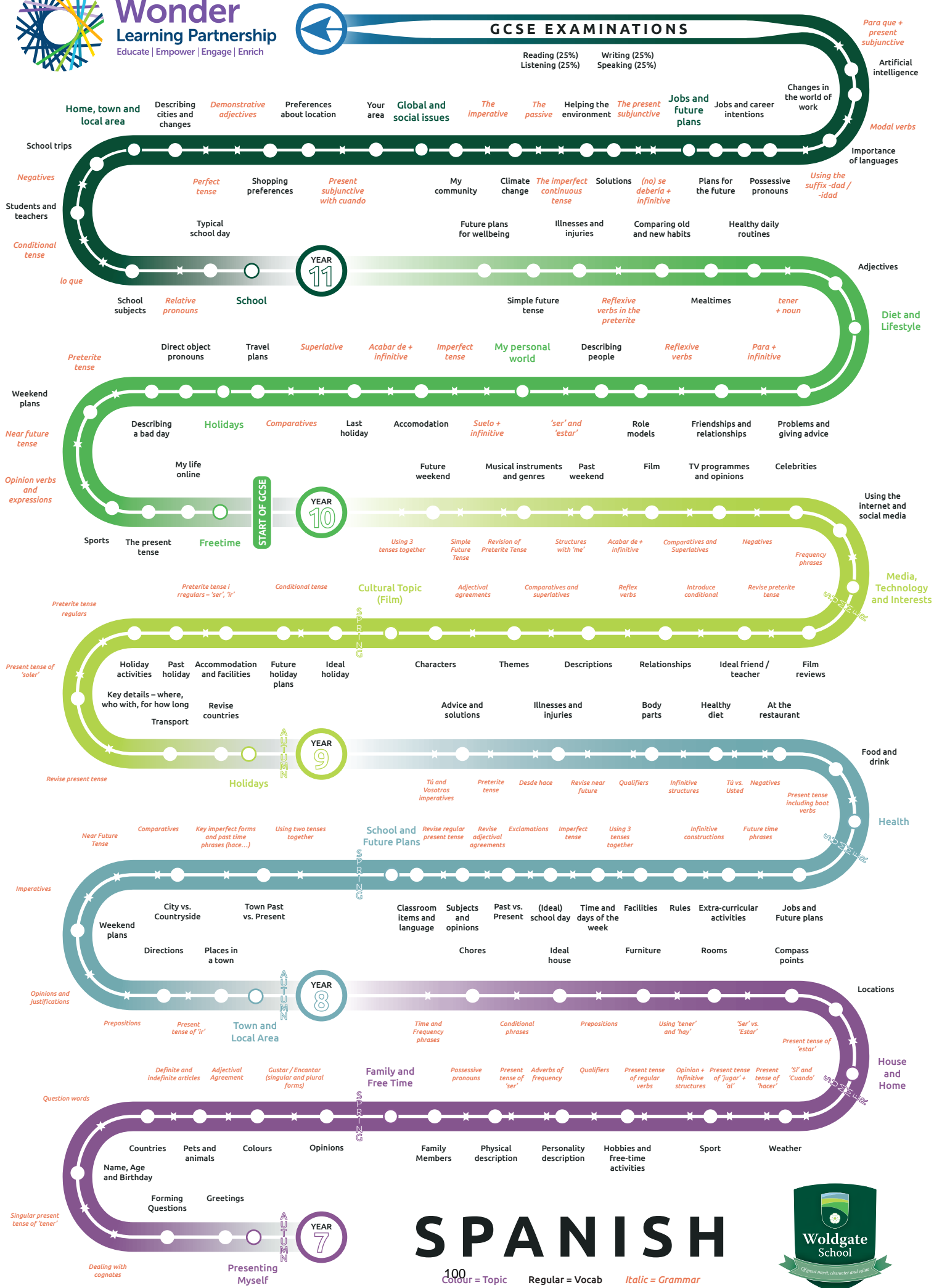
The countries that have abolished the death penalty have done so because It is irreversible and mistakes happen. Since 1973, for example, more than 160 prisoners sent to death row in the USA have later been exonerated/ released from death row.





GCSE EXAMINATIONS

Reading (25%)
Listening (25%)
Writing (25%)
Speaking (25%)



SPANISH

100 Colour = Topic Regular = Vocab *Italic = Grammar*



Y10 Spanish Knowledge Organiser: Mod 3 Mi gente, mi mundo'

La familia

Most **possessive adjectives** have two forms, singular and plural.

G

	singular	plural
my	mi	mis
your	tu	tus
his/her/its	su	sus
our	nuestro/a	nuestros/as
your (plural)	vuestro/a	vuestros/as
their	su	sus

In addition, *nuestro* (our) and *vuestro* (your, plural) also have masculine and feminine forms:

nuestro hermano our brother
nuestras hermanas our sisters

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Spanish doesn't use apostrophes in the same way as English.



*El hermano **de mi madre** es mi tío.*
My mum's brother is my uncle.

*La hija **de mi tía** es mi prima.*
My aunt's daughter is my cousin.

*Es el coche **de mi padrastro**.*
 It's **my stepdad's** car.

Remember:

- the Spanish **h** is silent.
- **v** is pronounced the same as **b**.
- **j, ge-** and **gi-** are pronounced like a stronger version of the English 'h', as if you are scraping your throat.

Vocabulario:

Key:

bold = this word will appear in higher exams only
 * = this word is not on the vocabulary list, but you may use it in your own sentences

¡No hay dos familias iguales! (pages 56–57):

¿Quién es mi familia?

mi(s) / tu(s)

su(s)

nuestro/a(s) / vuestro/a(s)

Who is my family?

my / your

his/her/their

our / your

el padre / el padrastro

la madre / la madrastra

el hermano / el hermanastro

la hermana / la hermanastro

father / step-father

mother / step-mother

brother / step-brother

sister / step-sister

el primo / la prima

los padres / los hermanos

el hijo (único) / la hija (única)

el abuelo / la abuela

los abuelos / los gemelos

el tío / la tía

el bebé

los miembros de la familia

(male) cousin / (female) cousin

parents / siblings

(only) son / (only) daughter

grandfather / grandmother

grandparents / twins

uncle / aunt

baby

members of the family

1 Esta es mi gente

Aquí hay una foto de	mi padre.	mi madre.	mis padres.
	mi hermano/a.	mis hermano/as.	
	mi abuelo/a.	mis abuelo/as.	
	mi gemelo/a.	los gemelo/as.	

Está(n) en casa / en la cocina / en la sala / en el jardín.

Estó(n) jugando/cocinando/chateando/sonriendo.
 bebiendo/comiendo/leyendo.
 haciendo/viendo/sacando...

Use the verb **estar** for talking about **location**.

Estoy/Están en el jardín.
I am / They are in the garden.

Use the verb **ser** when talking about **physical description**.

Soy/Es moreno/a.
I am / He/She is dark-haired.

G

Page 68

The **present continuous tense** is used to describe what people are doing, for example in a photo.

Use the present tense of **estar** + **present participle**.

To form the present participle, remove the **-ar**, **-er**, **-ir** from the **infinitive** and add the endings **-ando** (for **-ar** verbs) or **-iendo** (for **-er** and **-ir** verbs).

	estar (to be)	present participle ('-ing' form)
(yo)	estoy	jugando comiendo escribiendo
(tú)	estás	
(él/ella/usted)	está	
(nosotros/as)	estamos	
(vosotros/as)	estáis	
(ellos/as/ustedes)	están	

Note these irregular present participles:

leer → **leyendo** (reading)

sonreír → **sonriendo** (smiling)

G

Soy/Es [muy/bastante]	alto/a	bajo/a	moreno/a	rubio/a
Tengo/Tiene el pelo	largo	corto	castaño	rubio negro
Llevo/Llevo	gafas	trenzas		
Tengo/Tiene los ojos	marrones	azules	verdes	
Mi hermano/a es más/menos	alto/a	bajo/a	que yo	
Me parece a Se parece a	mi [padre]	porque ... los/las dos somos/son ... los/las dos tenemos/tienen [los mismos ojos].		
No me parezco a	nadie de mi familia	porque soy adoptado/a		

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Adjectives in Spanish usually come after the noun and 'agree' with the noun in gender and number (singular/plural). Adjectives referring to eyes and hair are always masculine.

Soy **alto/a**.

Somos **altos/as**.

Tengo **el pelo corto**. Tengo **los ojos verdes**.



I am / (s)he is	tall / short / brown / blond
I have / (s)he has...	Long / short/brown/blond hair Black/reg/curly/straight
I wear / (s)he wears	Glasses / plaits
I have / (s)he has ... eyes	Brown / blue / green
My brother/sister is More / less	Tall(er) Short(er) than me
I look like (s)he looks like	My dad because we/they are both we/they both have (the same eyes)
I don't look like	Anyone in My family

Yo tengo (I have)	el pelo (the hair)	castaño (brown)	y (and)	a media melena (medium length)	liso (straight)	
Tú tienes (You have)		moreno (dark brown)		corto (short)	rapado (very short)	
Él tiene (He has)		negro (black)		en punta (spiky)	rizado (curly)	
Ella tiene (She has)		pelirrojo (red)		largo (long)	ondulado (wavy)	
Mi amigo tiene (My friend (m) has)	los ojos (the eyes)	rubio (blond)	y (and)	llevo (I wear)	gafas (glasses)	
Mi amiga tiene (My friend (f) has)		azules (blue)		llevas (you wear)		barba (a beard)
		marrones (brown)		lleva (s/he wears)		
		negros (black)		no llevo (I don't wear)		
	verdes (green)	no llevas (you don't wear)				
				no lleva (s/he doesn't wear)		

Making comparisons



Use comparatives to give more precision to your description.

más... que... *more... than...*
menos... que... *less... than...*
tan... como... *as... as...*

Soy – I am es – (s)he is
 Tengo – I have tiene – (s)he has
 Llevo – I wear lleva – (s)he wears

Esta es mi gente (pages 58–59):

¿Quién está en la foto?	Who is in the photo?
Aquí hay una foto de ...	Here is a photo of ...
¿Dónde están?	Where are they?
Está / Están ...	He/She is / They are ...
en el jardín	in the garden
en la sala	in the living room
en casa / en la cocina	at home / in the kitchen
en su habitación	in his/her/their room
al fondo	in the background
¿Qué están haciendo?	What are they doing?
Estoy / Estamos ...	I am / We are ...
Está / Están ...	He/She is / They are ...
bebiendo / chateando	drinking / chatting
cocinando / comiendo	cooking / eating
escuchando (música) / hablando	listening (to music) / talking
haciendo / jugando	doing / playing
leyendo / mandando (un mensaje)	reading / sending (a message)
*sacando (fotos) / sonriendo	taking (photos) / smiling
trabajando / viendo	working / watching
¿A quién te pareces?	Who are you like?
¿Cómo eres?	What are you like?
Soy / Es ...	I am / He/She is ...
(bastante) alto/a / bajo/a	(quite) tall / short

moreno/a	dark-haired, tanned
rubio/a	blonde
más alto/a que yo	taller than me
más bajo/a que él/ella	shorter than him/her
Somos / Son ...	We are / They are ...
bajos/as	short
pelirrojos/as	redheads
¿De qué color tienes los ojos?	What colour are your eyes?
¿Cómo tienes el pelo?	What is your hair like?
Tengo / Tenemos ...	I have / We have ...
Tiene(n) ...	He/She has / They have ...
el pelo hair
castaño / negro	brown / black
pelirrojo / rubio	red / blonde
largo / corto	long / short
los ojos eyes
azules / marrones / verdes	blue / brown / green
la misma nariz	the same nose
Llevo / Lleva gafas.	I wear / He/She wears glasses.
¿A quién te pareces de tu familia?	Who are you like in your family?
(No) Me parezco (nada) a ...	I am (not at all) like ...
(No) Se parece a ...	He/She is (not) like ...
nadie de mi/su familia	anyone in my/his/her family
mis dos hermanos	my two siblings

2 ¿A quién sigues?

To say how long you have been doing something, use **desde hace** + period of time and the **present tense** of the verb.

Sigo muchos canales en YouTube **desde hace** meses / un año.

I have been following lots of YouTube channels **for** months / a year.

Notice that **seguir** is a stem-changing verb in the present tense (*sigo, sigues*, etc.)

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Use the **personal a** when the object of the verb is a person.

Admiro a esta persona desde hace mucho tiempo.

I have admired this person for a long time.

Do **not** use it when the object is **not** a person.

Veo videotutoriales sobre cocina.

I watch video tutorials about cooking.

Page 69

Use the **preterite tense** to talk about completed actions in the past:

nacer → **nació** (he/she was born).

Remember to add an **accent** and to stress the last syllable in the third person singular. Otherwise it could be confused with the present tense:
lucho (I fight)
luchó (he/she fought).

Remember to pay attention to grammatical agreement when using **direct object pronouns** to replace the noun.

Lo admiro. I admire **him**.
La admiro. I admire **her**.
Los/Las anima. He/She encourages **them**.

Admiro a...	/admire...
Mi inspiración / ídolo es...	My inspiration / idol is...
Mi héroe / heroína es...	My hero / heroine is...
...es un buen modelo a seguir	...is a good role model

Un buen modelo a seguir es alguien que tiene...
 A good role model is someone who has...

mucho talento a lot of talent		Sin embargo, un mal modelo a seguir... However, a bad role model...
mucho éxito a lot of success		
dedicación dedication	perseverancia perseverance	se emborracha gets drunk
resistencia física y mental physical and mental resilience		se comporta mal behaves badly
Es una persona...	She/he is a ... person	se mete en problemas con la policía gets into trouble with the police
carñosa loving		
amable kind		
valiente brave		

...me inspira...	...inspires me...		
porque - because	ya que - since	puesto que - given that	
apoya a organizaciones benéficas supports charities	recauda fondos para... raises money for...	trabaja en defensa de los animales works in defence of animals	usa su fama para ayudar a los demás uses his/her fame to help others
lucha por / contra...	s/he fights for / against...		
la pobreza poverty	la homofobia homophobia	los derechos de la mujer women's rights	los derechos de los refugiados the right of refugees
			los niños desfavorecidos underprivileged children
a pesar de sus problemas...	despite her/his problems...		
ha batido varios récords	s/he has broken several records		
ha ganado medallas / premios	s/he has won medals / awards		
ha superado sus enfermedades	s/he has overcome her/his diseases		
siempre sonríe	s/he always smiles		

Admiro a / Sigo (a) ...

Lo/La admiro porque

Lo/La sigo porque

Pienso/Creo que

Lucha por

Luchó por

Nació en

Fue la primera persona / la persona más ... en

El año pasado / Hace dos años / En ...

desde hace ...meses / un año / (mucho) tiempo.

es una inspiración para otros.

es un buen modelo de conducta.

apoya a otras personas.

la igualdad [de oportunidades].

los derechos de las personas transgénero.

Estados Unidos/Europa/España.

ganar / participar en ...

ganó / participó en ...

I admire / Follow ...	For months / a year / a long time
I admire him / her because I follow him / her because... I think that / I believe that	(s)he is an inspiration for others is a good role model (behaviour) supports others
(S)he fights for	Equity of opportunities
(S)he fought for	Rights of transgender people
(S)he was born in	USA/Europe/Spain
(S)he was the first person / The most ... person in	To win / to take part in
Last year / 2 years ago / En	Won / took part (participated) in

¿A quién sigues? (pages 60–61):

¿A quién sigues en las redes sociales? Sigo ... a artistas / cantantes latinos canales de cocina / videojuegos *vídeos de ... *rutinas / estilo de vida / moda	Who do you follow on social media? I follow ... artists / Latin singers cooking / videogames channels ... vlogs routines / lifestyle / fashion	¿A quién admiras? *Admiro a ... Lo/La sigo / *Admiro porque ... apoyo a otras personas es un buen modelo de conducta es una *inspiración para otros	Who do you admire? I admire ... I follow / admire him/her because ... he/she supports other people he/she is a good role model he/she is an inspiration to others
¿Desde hace cuánto tiempo? Desde hace un mes/año meses / (mucho) tiempo.	For how long? For ... a month/year months / a long time	Lucha / Luchó por ... Los derechos de las personas transgénero la igualdad de oportunidades	He/She fights/fought for ... transgender rights equal opportunities
¿Por qué te gusta? Me gusta porque ... aprendo mucho quiero aprender más la música es mi vida los vídeos son divertidos/ útiles/*útiles soy aficionado/a al deporte a la música latina	Why do you like it? I like it because ... I learn a lot I want to learn more music is my life the videos are fun/useful/ viral I enjoy ... of sport of Latin music	Fue ... la primera persona en participar / ganar El año pasado / Hace dos años ... participó en / ganó ...	He/She won ... the first person to participate / win ... last year / Two years ago ... he/she participated in / won ...

3 ¡Amigos para siempre!

Remember to put the pronouns **me** and **te** before the conjugated verb.
me escucha he/she listens **to me**
te ayuda he/she helps **you**

Me llevo bien/genial con	mi mejor amigo/a mis amigos
... porque	es divertido/a. son divertidos/as. puedo contar con él/ella/ellos/ellas para todo. me conoce(n) bien. tengo confianza en él/ella/ellos/ellas.
Me divierto con mis amigos/as porque	hacemos muchas cosas juntos/as. me hacen reír.
Mi mejor amigo/a y yo Mis amigos/as y yo	nos llevamos bien/genial/superbien
... porque	tenemos los mismos intereses. tenemos mucho en común. hacemos muchas cosas juntos/as. nos divertimos mucho. siempre estamos juntos/as.
A veces / (Casi) Nunca / Siempre	discutimos / nos peleamos.

Some verbs for describing relationships are **reflexive** in Spanish.

	llevarse (to get on)
(yo)	me llevo
(tú)	te llevas
(él/ella/usted)	se lleva
(nosotros/as)	nos llevamos
(vosotros/as)	os lleváis
(ellos/ellas/ustedes)	se llevan

Verbs like this include:
pelearse
divertirse (ie)
sentirse (ie)
reírse (i) (the last three are stem changing)

I get on well / great with	My best friend / my friends
because	(s)he is fun / they are fun I can count on him/her/them for everything (s)he knows me well (they know me well) I trust (have confidence in) him/her/them
I have fun with my friends because	We do lots of things together They make me laugh
My best friend and I / My friends and I	We get on well / great / really well
because...	We have the same interests / a lot in common We do lots of things together / we have a lot of fun We are always together
Some times / (Almost) Never / Always	We argue / we fight

Para mí, En mi opinión, Creo que	un buen amigo una buena amiga	me/te escucha y me/te comprende. me/te ayuda cuando tengo/tienes problemas. me/te apoya en todo / en lo bueno y en lo malo. me/te conoce bien y me/te respeta. me/te da buenos consejos. me acepta como soy / te acepta como eres. me/te hace reír. no me/te critica.
Mi mejor amigo/a		
La semana pasada	fuimos vimos jugamos montamos	al cine / al polideportivo / al centro comercial / a una fiesta. una película. a los videojuegos. en bici.

¡Amigos para siempre! (pages 62–63):

¿Cómo es tu relación con tus amigos?	What is your relationship with your friends like?
¿Te llevas bien con tus amigos?	Do you get on well with your friends?
(No) Me llevo bien con ...	I (don't) get on well with ...
Me divierto mucho con ...	I have lots of fun with ...
Mi mejor amigo/a y yo ...	My best friend and I ...
Mis amigos/as y yo ...	My friends and I ...
nos llevamos *genial	get on really well/great
nos divertimos mucho juntos/as	have lots of fun together
porque ...	because ...
hacemos muchas cosas juntos/as	we do lots of things together
me hace(n) reír	he/she/they make(s) me laugh
me conocè(n) bien	he/she/they know(s) me well
puedo confiar en él/ella totalmente	I can trust him/her totally
siempre estamos juntos	we are always together
casi nunca nos peleamos	we hardly ever fight
puedo contar con él/ella/ellos/ellas (para todo)	I can count on him/her/them (for everything)
tenemos los mismos intereses	we have the same interests

¿Cómo es un buen amigo?	What is a good friend like?
¿Cómo te ayuda tu mejor amigo/a?	How does your best friend help you?
Mi mejor amigo/a ...	My best friend ...
Un buen amigo / Una buena amiga ...	A good friend ...
te comprende	understands you
te conoce bien	knows you well
te hace reír	makes you laugh
te respeta	respects you
me acepta como soy	accepts me as I am
te acepta como eres	accepts you as you are
te ayuda cuando tienes problemas	helps you when you have problems
te apoya en lo bueno y en lo malo	supports you in the good and the bad
te da buenos consejos	gives you good advice
no te critica	does not criticise you
es fiel	is loyal
puede guardar un *secreto	can keep a secret

4. Así soy yo

Use **para** to mean 'for ...-ing' or 'in order to'. It is always followed by an infinitive if you are using a verb.

Son importantes **para estar** en contacto. They are important **for** being in touch.

Las uso **para compartir** fotos.

I use them **in order to share** photos.

G

Interesar and **preocupar** are used in the same way as **gustar** and **encantar**. They are used in the third person singular and plural forms.

G

Soy	I am	trabajador/a	serio/a	optimista	Hardworking	serious	optimistic
Uso el pronombre		abierto/a	responsable	social	Open	responsible	social
Para mí, lo más importante	es	mi familia/educación/identidad mi cultura/mi fe/la amistad.			He / she / elle / ellx My family / education / identity My culture / my faith / friendship		
	son	mis amigos/intereses/derechos.			My friends / interests / rights		
Me interesa(n)		el futuro del mundo.			The future of the world		
Me preocupa(n)		la protección del planeta / la paz mis derechos / los derechos de los animales.			The protection of the planet/ peace My rights / animal rights		
		tener (mucho) dinero/éxito.			To have (a lot) of money / success		
Mi sueño es	I am worried about	ser rico/a	ser jefe/a		To be rich	to be the boss	
Mi objetivo es	My dream my aim is	luchar por un mundo mejor.			To fight for a better world		

Así soy yo (pages 64–65):

¿Cómo eres?	What are you like?
¿Qué es lo más importante para ti?	What is the most important thing to you?
Para mí, lo más importante es / son ...	For me, the most important thing is ...
mi familia / mi educación	my family / my education
mi cultura / mis derechos	my culture / my rights
mis amigos / la amistad	my friends / friendship
mi religión / mi fe	my religion / my faith
¿Qué cosas te interesan/ preocupan ?	What things interest/worry you?
Las cosas que me interesan/ preocupan son ...	The things that interest/worry me are ...
el amor / la paz / el planeta	love / peace / the planet
la justicia / el futuro del mundo	justice / the future of the world
¿Cuáles son tus sueños?	What are your dreams?
Mi objetivo /sueño es ...	My objective/dream is to ...
En el futuro voy a ...	In the future I am going to ...
ser jefe/a (de una compañía)	be a/the boss (of a company)
ser rico/a / tener éxito	be wealthy / be successful
luchar por un mundo mejor	fight for a better world

¿Qué piensas de las redes sociales?	What do you think about social media?
¿Qué es lo bueno/lo malo de las redes sociales?	What is the good/bad thing about social media?
Lo bueno/malo es que ...	The good/bad thing is that ...
causan *adicción/ presión / *acoso	it (social media) causes addiction/pressure/bullying
causan problemas para dormir	it (social media) causes sleeping problems
son una gran *distracción	it (social media) is a big distraction
son buenas/útiles para ...	it (social media) is good/ useful for...
compartir fotos/vídeos/ideas	sharing photos/videos/ideas
buscar información sobre ...	searching for information about ...
estar en contacto con tus amigos	being in touch with your friends
participar en la comunidad	participating in the community
expresarse	expressing yourself
chatear con ...	chatting with ...
escuchar / ver ...	listening to / watching ...

5 Necesito ayuda ¿qué puedo hacer?

Watch out for negatives like **nunca nada, nadie** and **tampoco**. Sometimes the negative comes after the verb as a 'sandwich' with **no** before the verb. Other times it comes at the beginning of the whole sentence.

No me relaciono con nadie.	I don't interact with anyone .
No sale nada.	He/She doesn't go out at all .
Nunca se relaciona conmigo.	He/She never interacts with me.
Tampoco me apoya.	Nor does he/she support me.

Use the verb **estar** when talking about **feelings, emotions** and **mood**.

Estoy contento/a. I'm happy.
Está enfadado/a. He/She is angry.

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Use **deberías** (you should) and **podrías** (you could) followed by the infinitive to give advice or suggestions.

Deberías buscar ayuda profesional.

You **should seek** professional help.

Podrías explicarle cómo te sientes.

You **could explain** to him/her how you feel.

Necesito ayuda, ¿qué puedo hacer? (pages 66–67):

¿Qué puedo hacer?	What can I do?
Mi problema es que ...	My problem is that ...
me siento / estoy ...	I feel / I am ...
diferente / triste	different / sad
sola/a / muy mal	alone / very bad
no me relaciono con nadie	I don't interact with anyone
ignora todos mis mensajes	he/she ignores all my messages
es muy negativo/a	he/she is very negative
me peleo mucho con él/ella	I fight with him/her a lot
se ríen de mí	they laugh at me
siempre me critica	he/she is always criticising me

Deberías ...	You should ...
Podrías ...	You could ...
Es importante/necesario ...	It is important/necessary to ...
limitar el tiempo en línea	limit your time online
organizar actividades	organise activities
apoyar a tu familia	support your family
buscar ayuda profesional	seek professional help
explicarles cómo te sientes	explain to them how you feel
expresar tus sentimientos	express your feelings
hablar con él/ella/ellos/ellas cara a cara	speak to him/her/them face to face
crear nuevas *rutinas	create new routines
Tienes que ser fuerte.	You have to be strong.

Gramática

The verbs **ser** and **estar** mean 'to be' but are used to express different things in Spanish. **Ser** has an irregular pattern in the present tense. Remember that the first person of **estar** is also irregular.

Use **ser** + adjective for descriptions.

Mi tía **es alta y simpática**. My aunt **is tall and nice**.

Mis primos **son bajos**. My cousins **are short**.

Use **estar** when talking about location.

El perro **está en el jardín**. The dog **is in the garden**.

You also use **estar** to talk about feelings, emotions and your mood.

Estoy contento/a. I'm happy.

Está triste. He/She is sad.

Can you complete the missing verbs in this table?

	ser (to be)	estar (to be)	tener (to have)
(yo)	soy	4	7
(tú)	1	estás	8
(él/ella/usted)	2	está	tiene
(nosotros/as)	somos	5	9
(vosotros/as)	sois	6	tenéis
(ellos/ellas/ustedes)	3	están	tienen

To say what interests you or worries you, use **interesar**, **preocupar** or **importar**.

These verbs work like **gustar/encantar** and use singular/plural forms, and the definite article (or a possessive adjective like *mi/mis*).

Me **interesa la** lectura.
I'm interested in reading.

Me **importan los** derechos de los animales.
I'm worried about animal rights.

Me **interesan la** música **y el** deporte.
I'm interested in music and sport.

Remember to add **'a'** when talking about someone else like your brother, sister or friend.

A mi hermana le preocupa la situación.
My sister is worried about the situation.

Remember to change the **pronoun**:

me interesa **nos** interesa

te interesa **os** interesa

le interesa **les** interesa

To say how long you've been doing something use **desde hace** + period of time and the **present tense** of the verb.

Escucho reguetón desde hace dos años.

I've listened to/been listening to reguetón for two years.



Remember that when you are translating, the equivalent in English for **desde hace** is 'for' + amount of time. This structure can go either at the end of the whole sentence or at the very beginning, before the verb. e.g. *Desde hace dos años escucho reguetón.*

Reflexive verbs for relationships (Unit 3, page 62)

Some verbs for describing relationships are **reflexive** in Spanish. Watch out for those that are also stem-changing in the present tense, such as **sentirse**.

Present tense	pelearse (to argue/fight)	sentirse → ie (to feel)
(yo)	me peleo	me siento
(tú)	te peleas	te sientes
(él/ella/usted)	se pelea	se siente
(nosotros/as)	nos peleamos	nos sentimos
(vosotros/as)	os peleáis	os sentís
(ellos/ellas/ustedes)	se pelean	se sienten

Other reflexive verbs include:

- relajarse** (to relax)
- llevarse** (to get on)
- relacionarse (con)** (to relate to / interact with)
- casarse (con)** (to get married to)
- separarse** (to split up)
- reírse** → **i** (to laugh)
- divertirse** → **ie** (to have fun)

Describing past achievements (The Preterite Tense)

The preterite tense Page 212

Use the **preterite tense** to talk about completed actions in the past.

visitar (to visit)	beber (to drink)	salir (to leave / to go out)	irregular verbs ir (to go) ser (to be)
visité	bebí	salí	fui
visitaste	bebiste	saliste	fuiste
visitó	bebió	salió	fue
visitamos	bebimos	salimos	fuimos
visitasteis	bebisteis	salisteis	fuisteis
visitaron	bebieron	salieron	fueron

Other irregular verbs in the preterite include:

tener (e.g. **tuve** – I had), **hacer** (e.g. **hice** – I did / made) and **ver** (e.g. **vi** – I saw / watched).

Some verbs have a spelling change in the 'I' form only:

jugar → *jugué* *llegar* → *llegué* *sacar* → *saqué*

Challenge checklist



- ✓ Develop all four bullet points
- ✓ At least two opinions and two reasons
- ✓ Past, present and future time frames



- ✓ Longer sentences using a range of connectives: *donde*, *cuando*, *que*, *además*, *también*
- ✓ A wider range of ways to give opinions and reasons (*me inspira*, *admiro a*, *amo a... ya que*, *para* + infinitive)
- ✓ Extended answers



- ✓ More varied adjectives (*fiel*, *triste*)
- ✓ A wide range of preterite tense forms (*me peleé*)
- ✓ Using pronouns (*me apoyan*, *me critican*, *los admiro*)

Y10 Spanish Knowledge Organiser: Mod 4 'Mi estilo de vida'

¡Qué rico!

Adjectives of nationality do not start with a capital letter in Spanish, unlike countries, which do.
Like all adjectives, they must agree with the noun.
Adjectives of nationality ending in a vowel usually follow the regular pattern:

chileno	chilena	chilenos	chilenas
---------	---------	----------	----------

Those ending in a consonant follow an irregular pattern

ending in -l	español	española	españoles	españolas
ending in -s	inglés	inglesa	ingleses	inglesas

Adjectives of nationality can be used to form nouns:
Los españoles – Spanish people

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- **ch** is pronounced like the 'ch' in 'chat'.
- **r** is a soft 'r' pronounced by lightly touching your tongue against the back of your front teeth.
- **rr** (or **r** at the start of a word) has a stronger, rolled sound – a bit like an engine revving!
- **ce** and **ci** are pronounced like the 'th' in 'think' in most of Spain.
- **ca, co** and **cu** are pronounced like a 'k', similar to the English word 'cake'.

¡Qué rico! (pages 80–81):

Para... el desayuno / la comida la merienda / la cena	For... breakfast / lunch afternoon snack / dinner	Están hechas/as con ...	They are made with ...
una comida típica un plato popular	a typical meal a popular dish	Consiste(n) en ... verdura/carne/*pollo pescado/arroz	It consists / They consist of ... vegetables/meat/chicken fish/rice
¿De qué país es cada plato?	What country is each dish from?	¿Qué comida o bebida te gustaría probar?	What food or drink would you like to try?
El/La... es de ... Los/Las... son de ... México / España / Perú Chile / Argentina / Cuba	... is from are from ... Mexico / Spain / Peru Chile / Argentina / Cuba	Me gustaría probar (la poella).	I would like to try (poella).
argentina/a / chilena/a colombiana/a / cubano/a español(a) / inglés/inglesa mexicano/a / peruano/a venezolano/a	Argentinian / Chilean Colombian / Cuban Spanish / English Mexican / Peruvian Venezuelan	¿Por qué te gustaría probarla/la/los/las?	Why would you like to try it/them?
¿En qué consiste(n)? Está hecho/a con ...	What is it / are they made of? It is made with ...	Porque... parece/suena rico/a me gusta(n) ... es (muy) sano/a. tiene muchos beneficios para la salud.	Because... it looks/sounds tasty I like ... it is (very) healthy. it has lots of health benefits.
		¡A comer! ¡Buen provecho!	Let's eat! Enjoy your meal!

1 ¿Llevas una vida sana?

The verb **tener** (to have) is sometimes used with a noun where English uses the verb 'to be':

Tengo mucha hambre. I am very hungry.

Tengo sed. I am thirsty.

Tienes razón. You are right.

Tener cuidado. To be careful.

Use **a + la/las** + time to say what time you do something.

Me levanto **a las** siete menos cuarto de la mañana.

I get up **at** quarter to seven in the morning.

Me acuesto **a las** diez y cuarto de la noche.

I go to bed **at** quarter past ten at night.

Use **tomar el desayuno / el almuerzo / la cena** for 'to have breakfast/lunch/dinner'.

The expressions **después de** and **antes de** can be followed by a verb or a noun. When followed by a verb, use the infinitive:

Antes de comer Before eating

Después de terminar After finishing

For reflexive verbs, add the correct **reflexive pronoun** to the infinitive:

Antes de vestirme Before getting (**myself**) dressed

Después de lavarte After washing (**yourself**)

When followed by a masculine singular noun, remember that **de + el = del**.

*Después **del** desayuno* After breakfast

Antes de la cena Before dinner

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Like all adjectives, **indefinite adjectives** agree in number and gender with the noun they modify, except **cada**, which is invariable. They always come before the noun.

algunos/as (some) *muchos/as* (many/a lot of)

mismos/as (same) *demasiados/as* (too many)

otros/as (other) *todos/as* (all/every)

Todos/as is followed by **los/las**.

*Hago ejercicio **todos los** días.* I exercise **every day**.

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Siempre / A veces / Nunca

Todos los días / Algunos fines de semana

Todas las tardes / Algunas noches

Primero / Luego

Durante la semana

Finalmente

me levanto

me acuesto

como

tomo el desayuno

tomo la merienda

tomo la cena

hago deporte

tarde.

temprano.

a las [nueve].

a la misma hora.

Antes de

Después de

levantarme

tomar el desayuno

comer/beber

terminar las clases

volver a casa

tomo

como

bebo

demasiadas bebidas con azúcar.

[mu]cha] agua.

algunos/muchos pasteles.

algunas/muchas verduras.

chocolate/fruta/pasta.

Si tengo hambre,

Si tengo sed,

Always / Sometimes / Never	I get up	
Every day / Some weekends	I go to bed	late
Every afternoon (evening) / Some nights	I eat	early

First / Then (next)		I have breakfast	
During the week		I have (tea-time)snack	at 9.00
Finally		I have evening meal	at the same time
		I do sport	
Before	getting up		
After	having breakfast eating / drinking finishing classes returning home	I have I eat I drink	too many sugary drinks a lot of water some / a lot of cakes some / a lot of veg
If I am hungry			chocolate / fruit / pasta
If I am thirsty			

Remember that:

- some present tense verbs are irregular in the first person:
tener → *tengo* *estar* → *estoy*
- you have to change the **pronoun** and **ending** in reflexive verbs:
se levanta → *me levanto*
- you have to change **possessive adjectives**:
su casa → *mi casa*



¿Llevas una vida sana? (pages 82–83):

¿Cómo es tu *rutina?	What is your routine like?	Llevo una botella de agua.	I carry a bottle of water.
Por la mañana/tarde/noche ...	In the morning/afternoon/night ...	Me levanto / Me acuesto ...	I get up / I go to bed ...
Durante el día/lo semana ...	During the day/week ...	a las ... / a la misma hora	at ... (o'clock) / at the same time
El fin de semana ...	At the weekend ...	tarde / temprano	late / early
Los domingos ...	On Sundays ...	Tomo un descanso / Me relajo	I have a rest / I relax
todos los días / fines de semana	every day / weekend	Suelo comer / hacer	I usually eat / do meditation
algunos días / fines de semana	some days/weekends	*meditación	
Primero / Luego ...	First / Later/Afterwards ...	Tengo / Tienes / Tiene ...	I am / you are / he/she is ...
Finalmente ...	Finally ...	sed/hambre	thirsty/hungry
Antes de / Después de ...	Before / After ...	sueño/calor	sleepy/hot
hacer los deberes	doing homework	¿Tienes costumbres	Do you have any unhealthy
levantarme / vestirme	getting up / getting dressed	malsanas?	habits?
terminar las clases	finishing classes	Si tengo hambre/sed ...	if I'm hungry/thirsty ...
tomar el desayuno	having breakfast	tomo / como / bebo ...	I have / eat / drink ...
volver a casa / acostarme	returning home / going to bed	mucha agua.	lots of water.
¿Qué costumbres sanas	What healthy habits do you	algunos/muchos *dulces.	some/lots of sweets.
tienes?	have?	algunas/muchas verduras.	some/lots of vegetables.
Duelmo (bien) / *entreno	I sleep (well) / I train	chocolate/fruta/pasta.	chocolate/fruit/pasta.
Hago diez minutos de ejercicio.	I do ten minutes of exercise.		

2 ¿Somos lo que comemos?

la comida callejera street food
el puesto de comida food stall
el asado de carne roast meat

Direct object pronouns replace the noun that has already been mentioned and avoid repetition. The pronoun agrees with the noun it replaces.

English	Spanish
me	me
you (singular)	te
him/her/it	lo/la
us	nos
you (plural)	os
them	los/las

Direct object pronouns:

- go before a conjugated verb.
Lo comen. They eat **it**.
- go after a negative word.
No **la** toman. They don't have **it**.
- are attached to the end of an infinitive.
Te recomiendo probarlos.
I recommend you try them.

To identify correct statements, look at each one and decide whether:

- 1 it gives information that doesn't quite match what you hear (not correct!)
- 2 it is talking about something which is simply not mentioned (not correct!)

These **impersonal verbs** are followed by the infinitive:

hay que you/one must
se necesita you/one needs
hace falta you/one needs to

Hay que tener una dieta equilibrada.

One must have a balanced diet.

¿Somos lo que comemos? (pages 84–85):

¿A qué hora tomas ... el desayuno/almuerzo? la merienda/cena?	What time do you have ... breakfast/lunch? afternoon snack/dinner?
Normalmente/Generalmente lo/la tomo ... entre las ... y las ...	Normally/Generally I have it ... between ... and ...
A veces como a las ...	Sometimes I eat at ...

¿Te gustaría probarlos/las? Te recomiendo ... Hay que probar ... Es un postre / una bebida ... rica/a / típico/a	Would you like to try them? I recommend ... You have to try ... It is a ... dessert/drink. tasty/typical
Me gustaría probarlo/la/ probarlos/las ... porque parece/suena ... porque parecen/suenan ...	I would like to try it/them ... because it looks/sounds ... because they look/sound ...

¿Cómo es tu dieta? (No) Tengo una dieta sana porque ... soy vegano/a / vegetariano/a como comida sana/malsana como demasiados *dulces/ pasteles	What is your diet like? I (don't) have a healthy diet because ... I am vegan / vegetarian I eat healthy/unhealthy food I eat too many sweets/cakes
---	---

¿Qué hay que hacer para tener una dieta sana? Hay que / Se necesita ... Hace falta ... comer una dieta equilibrada tener cuidado con la cantidad de azúcar que tomas	What do you have to do to have a healthy diet? You have to / need to ... It is necessary to ... eat a balanced diet be careful with the amount of sugar you have
---	--

3 ¡Los tiempos cambian!

Use **ya no + verb** to talk about what you no longer do or what no longer happens.

Ya no como comida malsana. **I no longer eat** unhealthy food.



You have already seen the **imperfect tense** for describing things in the past. It is also used for saying what you used to do.

Antes **me acostaba** tarde. Before I **used to go to bed** late.

	jugar (to play)	comer (to eat)	salir (to go out)
(yo)	jugaba	comía	salía
(tú)	jugabas	comías	salías
(él/ella/usted)	jugaba	comía	salía
(nosotros/as)	jugábamos	comíamos	salíamos
(vosotros/as)	jugabais	comíais	salíais
(ellos/ellas/ustedes)	jugaban	comían	salían

-er/-ir verbs have the same endings.

Reflexive verbs follow the pattern in the table above: **me levantaba**



Only three verbs are irregular in the imperfect tense:

ser (to be) → **era, eras**, etc.

ir (to go) → **iba, ibas**, etc.

ver (to see/watch) → **veía, veías**, etc.

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Antes

I used to get up/go to bed

(no) me levantaba/acostaba temprano/tarde.

early / late

Before

I had a ... diet

(no) tenía una dieta

sana/malsana.

healthy / unhealthy

I (didn't) eat ...food

(no) comía comida

sana/malsana.

healthy / unhealthy

Cuando

era más pequeño/a

(no) hacía

(mucho/suficiente) ejercicio/deporte.

era más joven

(no) tenía

(mucho) energía.

When

tenía [diez] años

(no) dormía

Used to sleep

bien/mal.

well / badly

I was smaller

I was younger

I was 10 years old

(no) jugaba/iba/veía...

Used to play / go / see

me levanto/acuesto ...

I get up / go to bed

(ya no) tengo una dieta...

I (no longer) have a ...diet

(ya no) como comida ...

eat food

Sin embargo, ahora

However,
now

(no) hago (mucho/suficiente) ...

I (don't) do (much/ enough)

Por el contrario, ahora

(no) tengo (mucho) energía.

I (don't) have (much) energy

On the contrary

(quite the opposite) now

(ya no) duermo ...

(I no longer) sleep

(ya no) juego/voy/veo ...

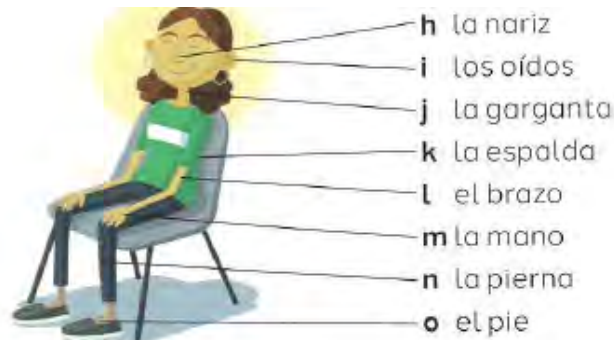
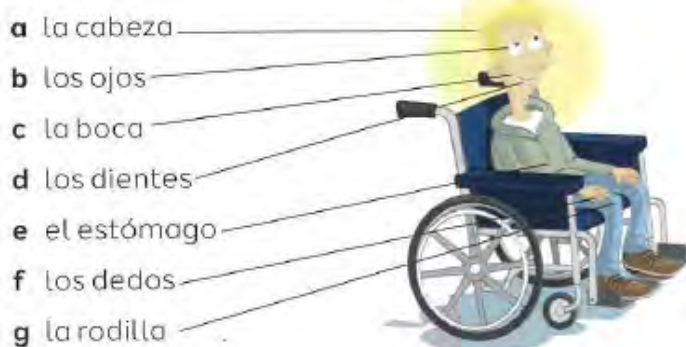
(I no longer) play / go / see

¡Los tiempos cambian! (pages 86–87):

¿Cómo eras antes?	What were you like before?
Cuando era pequeño/a ...	When I was little
Cuando era más joven ...	When I was younger ...
Antes / Cuando tenía ... años, ...	Before / When I was ... years old, ...
dormía bien/mal	I slept well/badly
me levantaba / me acostaba ...	I got up / I went to bed ...
temprano/pronto / tarde	early / late
(no) era muy activo/a.	I was (not) very active.
(no) tenía ...	I had / I didn't have ...
(mucho) energía	(lots of) energy
una vida sana	a healthy life
(nunca) iba al gimnasio	I (never) went to the gym
¿Qué te gustaba comer y beber?	What did you like to eat and drink?
Solía comer / beber ...	I usually ate / drank ...
(No) Comía ...	I ate / I didn't eat ...
Bebía demasiado café.	I drank too much coffee.
Me encantaban los postres.	I loved desserts.
Me gustaba comer *dulces.	I liked eating sweets.
¿Qué hacías en tu tiempo libre cuando eras pequeño/a?	What did you do in your free time when you were little?
(No) Hacía (mucho/suficiente) ejercicio/deporte.	I did / didn't do (lots of/enough) exercise/sports.
(No) Iba a la piscina (tres veces a la semana).	I went / didn't go to the pool (three times a week).
(No) Montaba en *bicí (cada día).	I rode / didn't ride my bike (every day).
(No) Jugaba ...	I played / didn't play ...

(Siempre) Estaba cansado/a y enfermo/a.	I was (always) tired and sick.
¿Cómo es tu *rutina ahora?	What is your routine like now?
Cuido más mi dieta.	I look after my diet more.
¿Cómo eres ahora?	What are you like now?
Me siento mucho mejor.	I feel a lot better.
Soy bastante activo/a.	I am quite active.
No / Ya no ...	I don't / no longer ...
hago (mucho) ejercicio/deporte	do (lots of) exercise/sports
hago nada para mantenerme en forma	do anything to stay in shape
me levanto temprano como antes	get up early like before
¿Qué te gusta comer y beber?	What do you like to eat and drink?
(No) Como comida rápida/malsana.	I (don't) eat fast/unhealthy food.
(Ya no) Bebo/Como ...	I (no longer) eat/drink ...
Prefiero las bebidas con azúcar.	I prefer sugary drinks.
Me gusta comer comida sana.	I like to eat healthy food.
¿Qué haces en tu tiempo libre?	What do you do in your free time?
(No) Hago ejercicio/deporte.	I (don't) do exercise/sports.
(No) Voy al gimnasio /cine.	I (don't) go to the gym/cinema.
(No) Juego a *los videojuegos.	I (don't) play videogames.

4 ¡Qué mal estoy!



Doler (to hurt) is a stem-changing verb. It works like **gustar**.

Me duele la espalda. My back hurts.

Te duelen los pies. Your feet hurt.

A mi hermano **le duelen** los oídos.
My brother has earache.

Use **tengo dolor de** followed by the part of the body that hurts. Don't use the definite article.

Tengo dolor de espalda.

My back hurts. / I have pain in my back.

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Use the **preterite tense** to say what happened to you.

For reflexive verbs such as *romperse*, *quemarse* and *cortarse*, put the correct reflexive pronoun before the verb and use the **definite article**.

In English we say 'my leg', but Spanish uses 'the leg'.

Me rompí el brazo. I broke **my** arm.

With *caerse* you have to use a **preposition**.

La semana pasada me caí de la bici.

Me caí en el parque.

Debes	You must	descansar y recuperarte.	Rest and recuperate
Tienes que	You have to...	ir al médico/hospital/dentista.	Go to the Dr /hospital/dentist
		comprar medicinas en la farmacia.	Buy medicines in the pharmacy
		quedarte en la cama.	Stay in bed
También necesitas		beber/tomar agua.	Drink / eat something
		evitar el sol.	Avoid the sun
Also you need to...		relajarte/dormir.	Relax / sleep

Listen and repeat the sounds and words.
ca – caí, descansar, cabeza
co – comidas, médico, cómoda
cu – recuperarte
cu + vowel – cuerpo, cuidar, cuidado

Estoy enfermo/a	porque	fiebre.
Me siento mal	tengo	dolor de [cabeza].
No me siento bien		una herida [en los pies].
Me / Te / Le	duele(n)	[el estómago].
		[los oídos].
Ayer	me rompí	el brazo/dedo.
La semana pasada	me quemé	la pierna/piel.
	me corté	
Me caí	de la bici / en el parque / en la calle.	

I am ill	Because	A temperature / fever
I feel ill (bad)	I have	A head ache
I don't feel well		A wound (on my feet)
My	Stomach	Hurt(s) me / you / him or her
	ears	
Yesterday	I broke	My arm / finger
Last week	I burnt	My leg / skin
	I cut	
I fell	Off my bike / in the park	In the street

¿Desde cuándo?	Since when?	
Desde	ayer / esta mañana/tarde.	yesterday / this morning / p.m.
	la semana pasada.	last week
Since	el [sábado] pasado.	last (Saturday)
	el fin de semana pasado.	last weekend

¿Desde hace cuánto tiempo?

Desde hace

un día.
una hora/semana.
más de [dos días].

For

For how long?

A day

An hour / week

More than (2 days)

¡Qué mal estoy! (pages 88–89):

¿Qué te pasa?	What's the matter with you?
Me / te / le duele(n) ...	My / your / his/her ... hurt(s)
el brazo / el estómago	arm / stomach
el pie / la boca / la mano	foot / mouth / hand
la cabeza / la espalda	head / back
la garganta / la nariz	throat / nose
la rodilla / la pierna	knee / leg
los oídos / los ojos / los dedos	ears / eyes / fingers
los dientes / (todo) el cuerpo	teeth / (whole) body
Estoy (muy) enfermo/a:	I am (very) sick
Me siento (muy) mal.	I feel (very) unwell.
No me siento bien porque tengo ...	I don't feel well because I have ...
fiebre / dolor de cabeza	a fever / a headache
una herida	an injury
Ayer / La semana pasada:	Yesterday / Last week ...
me rompí / me corté ...	I broke my / I cut my ...
me quemé ...	I burned my ...

la pierna/piel

leg/skin

¿Desde cuándo estás así?
desde (ayer)
desde hace una hora / más de (dos días)

Since when have you been (like this)?
since (yesterday)
for an hour / more than (two days)

Debes / Necesitas ...

You must / You need to ...

Tienes que ...

You have to ...

quedarte en la cama / en casa descansar/dormir

stay in bed / at home rest/sleep

comprar medicinas (en la farmacia)

buy medicine (at the chemist's)

evitar el sol

avoid the sun

recuperarte/relajarte

recover/relax

ir al **médico**/hospital

go to the doctor's/hospital

Voy a pedir cita con el **médico**.

I am going to ask for a doctor's appointment.

5 Mi salud, de la cabeza a los pies

Use the **simple future tense** to say what you will do or what will happen. To form the simple future, add the following endings to the infinitive:

	evitar (to avoid)
(yo)	evitar é
(tú)	evitar ás
(él/ella/usted)	evitar á
(nosotros/as)	evitar emos
(vosotros/as)	evitar éis
(ellos/ellas/ustedes)	evitar án

The simple future tense is also used in 'if' clauses to say what will happen.

Si + present + future:

Si **me acuesto** más pronto, **no estaré cansado/a** al día siguiente.

If I **go to bed** earlier, I **will not be** tired the next day.

Some verbs have an **irregular stem** in the simple future. They include:

- tener → **tendré** (I will have)
 poner → **pondré** (I will put)
 venir → **vendré** (I will come)
 hacer → **haré** (I will do/make)
 decir → **diré** (I will say)
 poder → **podré** (I will be able to)
 salir → **saldré** (I will go out)
 saber → **sabré** (I will know)
 querer → **querré** (I will want)

Remember that:

- the **present tense** is used to talk about what you normally do: *como, tengo, voy ...*
- the **imperfect tense** is used to talk about what you used to do: *estaba, tenía ...*
- the **preterite tense** is used to talk about what you did in the past: *empecé, dejé ...*
- the **simple future tense** is used to talk about what you will do: *iré, comeré ...*

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Mi salud, de la cabeza a los pies (pages 90–91):

¿Cómo cambiarás tu estilo de vida?	How will you change your lifestyle?
Si dejo de comer/beber/fumar, ...	If I stop eating/drinking/smoking, ...
Si duermo (al menos ocho horas), ...	If I sleep (at least eight hours), ...
Si practico más deporte, ...	If I practise more sport, ...
Si tengo (una vida más activa), ...	If I have (a more active life), ...
me sentiré más feliz	I will be happier
mi salud física/mental mejorará	my physical/mental health will improve
dormiré mejor	I will sleep better
me levantaré con más energía	I will wake up with more energy

¿Qué harás para mejorar tu salud en el futuro?	What will you do to improve your health in the future?
Para cambiar esta mala costumbre, ...	To change this bad habit, ...
Para mejorar mi dieta/salud ...	To improve my diet/health ...
dormiré más tiempo / beberé agua	I will sleep longer / I will drink water
no usaré el móvil (después de las nueve)	I won't use my mobile (after nine o'clock)
iré (al gimnasio)	I will go (to the gym)
evitaré beber alcohol y fumar	I will avoid drinking alcohol and smoking
empezaré a practicar deporte	I will start practising sport

Gramática

singular		plural	
masculine	feminine	masculine	feminine
algún día	alguna vez	algunos sábados	algunas personas
otro deporte	otra comida	otros ejercicios	otras costumbres
el mismo lugar	la misma hora	los mismos intereses	las mismas cosas
demasiado tiempo	demasiada sol	demasiados exámenes	demasiadas fiestas
todo el día	toda la noche	todos los fines de semana	todas las semanas
mucho dinero	mucha suerte	muchos jóvenes	muchas escuelas



Cada (each) always stays the same. **Varios/Varias** (several) is only used in the plural.

Remember that **indefinite adjectives** always come before the noun.

Ningún/Ninguna is normally only used in the singular form, except for emphasis.

ningún día (not any day)

ninguna persona (nobody/not anyone)

No tengo **ningunas** ganas de ir.

I don't have any interest in going.

Adjectives of nationality can be used to form nouns by adding the **definite article**.

Los cubanos (Cubans)

Los ingleses (English people)

Antes de, después de + infinitive

Antes de ('before') and *después de* ('after') are followed by the infinitive form of the verb to mean 'before -ing' or 'after -ing'.

antes de visitar a mis abuelos
before visiting my grandparents

después de jugar al fútbol
after playing football

G The imperfect tense

You have seen the **imperfect tense** for describing things in the past. It is also used for saying what you used to do.

Jugaba al baloncesto. He/She used to play basketball.

	jugar (to play)	hacer (to do/make)	vivir (to live)
(yo)	jugaba	hacía	vivía
(tú)	jugabas	hacías	vivías
(él/ella/usted)	jugaba	hacía	vivía
(nosotros/as)	jugábamos	hacíamos	vivíamos
(vosotros/as)	jugabais	hacíais	vivíais
(ellos/ellas/ustedes)	jugaban	hacían	vivían

Only three verbs are irregular in the imperfect. These are:

ser (to be) → **era, eras**, etc.

ir (to go) → **iba, ibas**, etc.

ver (to see / watch) → **veía, veías**, etc.

★ Remember to avoid repetition by using direct object pronouns: **lo/la/los/las**.

These usually come before the verb, but can be added to the end of an infinitive.

¿Cuándo ves la tele?

La veo por la noche.

but Suelo ver**la** por la noche.

Challenge checklist



- ✓ Past, present and future time frames
- ✓ Connectives / time phrases / sequencers
- ✓ Extended sentences



- ✓ Longer sentences using a range of connectives (*donde, cuando, que, además, también*)
- ✓ *Ya no* + present to say what you no longer do (*ya no bebo refrescos...*)
- ✓ A wider range of adjectives, e.g. *grave* (serious), *fundamental*, *absurdo*, *agradable* (pleasant)

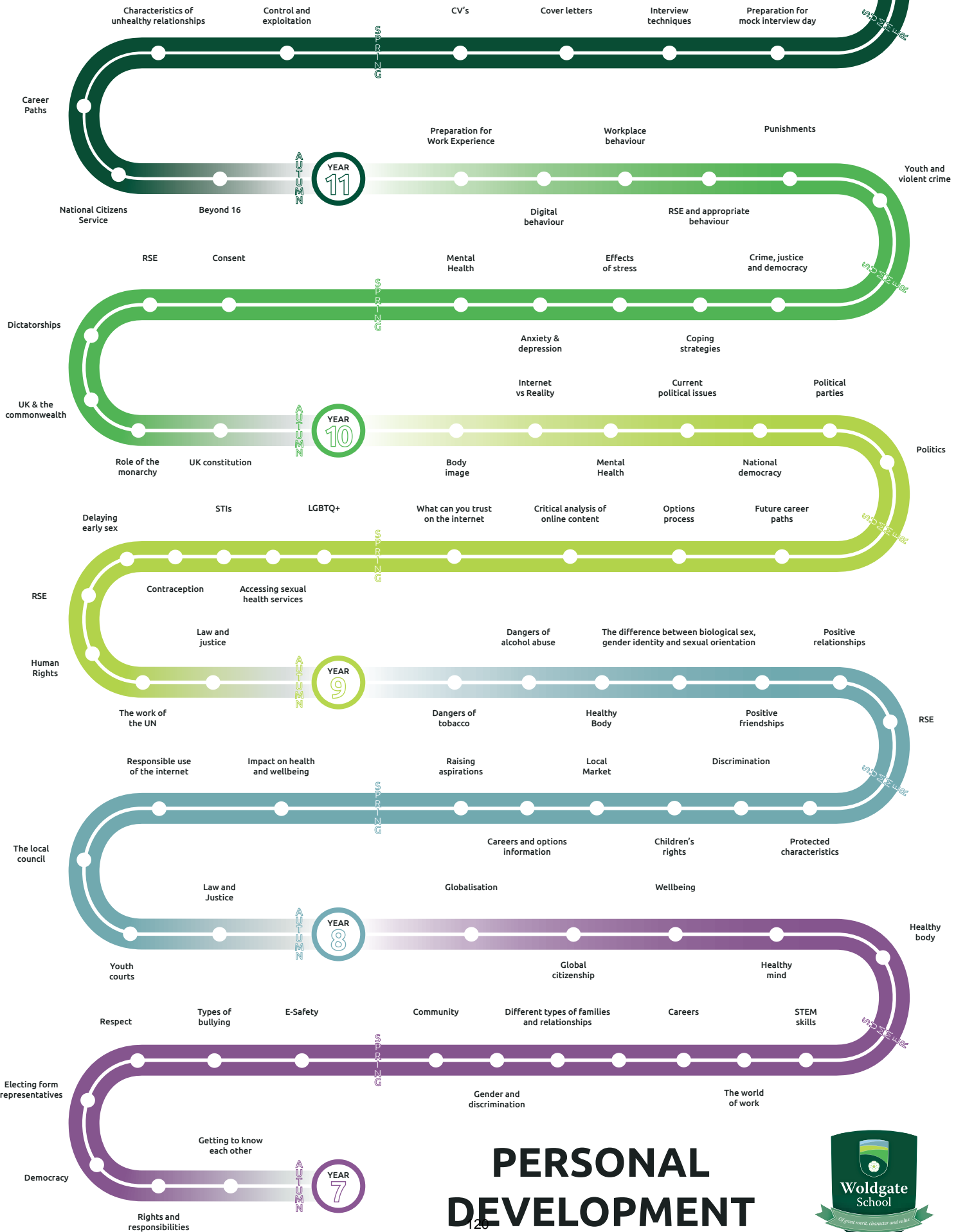


- ✓ Other people's opinions (*pero mi familia prefiere... mi amiga piensa que...*)
- ✓ Direct object pronouns (*Me gustan las verduras. Las como todos los días...*)
- ✓ Contrast between the imperfect and *pero ahora* + present to say what you now do



GCSE EXAMINATIONS

Exam preparation



PERSONAL DEVELOPMENT



Mental Health (PD link – health and wellbeing)

Reframing negative thinking

Signs of mental health issues and strategies to address them

Video Clip Topic	Signs that might mean someone has this mental health issue	Strategies and treatments	Ways others can help
Depression	<p>Feels like 'something is missing'</p> <p>Feel like cannot cope</p> <p>Withdrawn, pulling out of activities</p> <p>Note that a person may not always be sad or in a difficult life situation</p>	<p>Medication – can provide relief while building other support strategies</p> <p>CBT – practical techniques</p> <p>Activities e.g. photography and going for a walk</p> <p>Sport/physical activity</p>	<p>Normal routine helpful</p> <p>Show understanding</p> <p>Say someone is there who can help</p> <p>Text asking if okay to call, or send an emoji</p>
Anxiety	<p>Physical symptoms e.g. shaking, heart palpitations, pins and needles, stomach pains.</p> <p>Withdrawn</p> <p>Seeking reassurance</p> <p>Perfectionism</p> <p>Can be linked with depression</p>	<p>CBT</p> <p>Yoga and Pilates</p> <p>Meditation</p> <p>Diary to reassure that things will pass</p> <p>Small steps to build confidence</p> <p>Talking to family and friends</p> <p>Avoid researching physical symptoms as this can increase anxiety</p>	<p>Be patient and reassuring (but also help the person to have faith in their own decisions)</p> <p>Remind them that anxiety does not define a person</p>
Stress	<p>Disrupted sleep cycle</p> <p>False FFF (fight, flight, freeze) responses (i.e. so wired that small stressors provoke big reactions e.g. angry outbursts)</p> <p>Can cause depression and anxiety</p>	<p>Mind tools</p> <p>Exercise</p> <p>Quality sleep</p> <p>Relaxation</p> <p>Sharing feelings with friends</p>	



- 1) Know what to look for. Types of unhelpful thoughts (like above) can include expecting the worst outcome and always looking on the negative side.
- 2) Tune into your thoughts. Recognising when you are having unhelpful thoughts will help you to identify when to do something about it.
- 3) Question your thoughts. Ask yourself, is the situation really like this?
- 4) Try to change your thoughts to neutral or positive ones.
- 5) Use a thought record. Include some prompts to help you reframe negative thoughts.
- 6) Accept that you may not always be able to change a negative thought.

Any trusted adult in school, as well as friends and family. You can go to your GP or other healthcare professional.

Where can you help from?

Young Minds: www.youngminds.org.uk

The Samaritans: www.samaritans.org

Child line: www.childline.org.uk