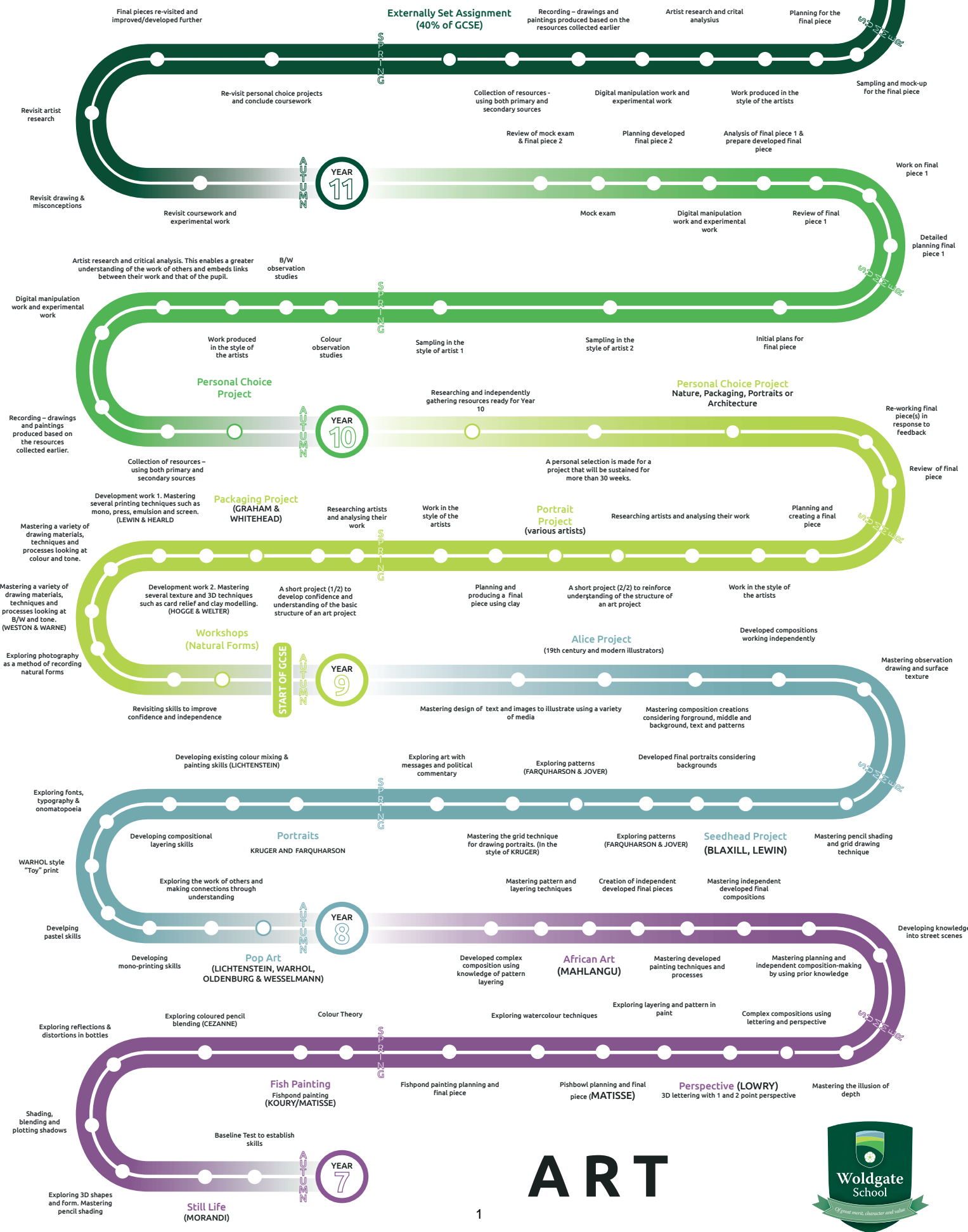




GCSE EXAMINATIONS

Final piece produced under exam conditions (10 hours)



ART



YEAR 10 PERSONAL CHOICE PROJECT KNOWLEDGE ORGANISER

The Formal Element
In Art and Design

LINE

TO NE

SHAPE & FORM

COLOUR

TEXTURE

PATTERN

Key Words

Primary Source

This is when a piece of work is produced after drawing or photographing something first hand ie your own photographs.

Secondary Source

This is a piece of work that was created later by someone who did not experience the event first-hand. ie internet photographs

Observation drawings

Drawing from objects first hand

Tone

The lightness or darkness of something. Tone or shading can help 2D shapes look 3D

Composition

The way in which something is arranged or placed.

Critical Review/Annotations

This written work expresses your opinion on whether something has work well or badly. Comment on your work as it progresses.

Challenge Task:

Make sure that you include some of your own photographs (primary source photos) in Personal Choice Project

Needed in Artist Research:

ARTIST NAME

IMAGES OF ARTISTS WORK

BE SELECTIVE AND MAKE

SURE THE IMAGES ARE GOOD QUALITY

ANALYSIS OF ARTIST WORK – SEE ANALYSIS QUESTIONS

YOUR OPINION – HOW ARE YOU GOING TO DEVELOP THIS INTO YOUR WORK?



PERSONAL CHOICE PROJECT MOODBOARDS AND RESOURCES

It is important to show evidence of lots of research that you have done based on your choice of topic. This shows you have imagination, ambition and creativity. Photos are important (primary and secondary) as well as other images that might be useful to you such as from magazines or leaflets from visits.

ARTIST RESEARCH X2

Research at least 2 artists that are relevant to your project.

1. DESCRIBE WHAT YOU SEE?

2. WHAT DO YOU THINK THE ARTIST IS INSPIRED BY?

3. WHAT MATERIALS & TECHNIQUES DO YOU THINK THE ARTIST HAS USED?

4. WHAT DO YOU LIKE ABOUT THE ARTISTS WORK?

5. CRITICALLY REVIEW WHAT WORKS WELL?

6. COMPARE & CONTRAST MULTIPLE ARTIST PIECES

**7. PERSONAL RESPONSE
HOW ARE YOU TAKING INSPIRATION FROM ARTIST WORK?**

8. GIVE YOUR OPINION ABOUT THE ARTISTS WORK

DRAWINGS FROM MOODBOARD PICTURES

Use a variety of materials, techniques and processes. This will show off a wide variety of skills. Use black and white (B/W) as well as colour.



Select your theme:

**NATURE
OR PACKAGING
OR PORTRAITS
OR ARCHITECTURE**

Pick a topic from the list above.

Produce:

Title page

Moodboard/images

Artist Research X 2 minimum

Drawings – B/W

Drawings – Colour

Digital Manipulations and development drawings

Work in the style of artist 1

Work in the style of artist 2

Planning for final piece

Sampling for final piece

Mock-up of final piece

Final piece

Developed Final piece



ARTISTS:

NATURE Karl Blossfeldt, Emily Blincoe, Andy Small, Edward Weston, Brett Weston, Mark Warne etc.

PACKAGING Nancy Whitehead, Sarah Graham, Stephanie Dillies, Andy Warhol, Jennie Maizels etc

PORTRAITS Nikki Farquharson, Simon Hennessy, Nunzio Paci, Mark Powell, Adrian Higgins, Barbara Kruger. Henrietta Harris, Mikaela Latanzio etc

ARCHITECTURE Akihtio Horigome, Lucy Jones, Minty Sainsbury, Remok Heemskerck, Valery Koshlyakov etc



Examples of artist research pages



GCSE EXAMINATIONS

Revision and Exam Preparation

Paper 1 – Influences of operations and HRM on business activity

Paper 2 – Influences of marketing and finance on business activity

Analysing the financial performance of a business

Marketing

Segmentation

Elements of the marketing mix

Promotion and distribution

Financial terms and calculations

Cash Flow

Finance



Developing Mathematical Understanding

Sources of finance

Breakeven calculations

Training

Technology

Environmental Considerations

Globalisation

The competitive environment

Recruitment and selection of employees

Motivating employees

External Influence on Business

Ethical Considerations

The economic climate of Business

Legislation

Human Resources

Good customer service

The role of procurement



Organisational structure

The concept of quality

Production processes

Business ownership

Setting Business aims and objectives

Business location

Expanding a Business

Business Operations

The purpose & nature of Business

Business In the Real World

Introduction to Business

START OF GCSE



START OF GCSE

START OF GCSE

START OF GCSE

START OF GCSE

BUSINESS STUDIES (GCSE)



3.2.3 – The economic climate

The economy is made up of millions of individual consumers, many thousands of businesses and governments. All take decisions on what to buy and produce.



Interest rates are the cost of borrowing and the reward for saving. **Higher** interest rates means that borrowing is **expensive** – people and businesses borrow **less**. **Lower** interest rates mean that borrowing is **cheaper** – people and businesses borrow **more**.

The Bank of England can raise or lower interest rates

They might do this to either stimulate or suppress borrowing. If people are spending money too quickly, prices will rise because **demand** rises. If prices rise too fast, soon we won't be able to afford to live as comfortably. This is called **inflation**.



One person's spending is another person's income.

If fewer people have jobs, then the average amount of money being earned is lower. If, on average, we have less money then we can only spend less money. If we spend less, then someone else will earn less, and so they spend less. It becomes a self-reinforcing cycle.

The more we spend the more companies must supply

As people earn more or less money, and can borrow more or less money, the amount we spend (and so the amount of goods and services we **demand**) will change. When people earn more or can borrow more, we see demand increase, but the same is true vice-versa. If people stop spending so much then demand falls, and when demand falls prices fall, this is called **deflation**.



3.2.2 - Ethical and environmental considerations

Ethics refers to whether a business decision is thought to be morally right or wrong. However behaving ethically usually carries cost.

Ethical marketing	Ethical operations	Ethical human resources	Ethical finance
<ul style="list-style-type: none"> ✓ Avoid targeting children with adverts for junk food ✓ Not using a dominant market position to set high prices 	<ul style="list-style-type: none"> ✓ Manufacture products using recycled material ✓ Choosing suppliers who are not unethical 	<ul style="list-style-type: none"> ✓ Paying above living/minimum wage rates ✓ Offering high quality training despite the costs 	<ul style="list-style-type: none"> ✓ Using fair trade products (cost more) ✓ Invest in local community projects

Environmental consequences of business activity are known as external costs:



Sustainability is a goal of most businesses, and it is to avoid unnecessary use of materials and energy to avoid causing damage to the planet.

They take this approach to achieve two things:

- ✓ Improve their reputation
- ✓ Ensure they can continue to operate long into the future

Operating this way can result in short-term losses as operating sustainably can be expensive – reusable materials can often cost more.

3.2.1 - Technology

Rapid changes in technology have changed the ways in which businesses can operate from where they locate, to how they collect, store and analyse information.



E-Commerce buying and selling a product using an electronic system such as the internet.



Businesses depend on using websites that are easy to navigate, clear and have secure payment methods.

M-commerce buying and selling products using a wireless device such as a smartphone has changed the way people shop.



Digital communication is the transmission of information electronically between computing devices. Businesses can communicate in different ways, they can ask questions, place orders or make complaints.

Digital communication methods:

- ✓ Email
- ✓ Texts
- ✓ Webchat
- ✓ Video conferencing
- ✓ Apps
- ✓ Social media

AQA GCSE Business



Influences on business

Unit 2

Appears in:
Paper 1 & Paper 2

3.2.4 - Globalisation



Imports and Exports

Foreign currency exchange has a major impact on how much we import or export. If a currency is **strong** then it buys **more** of another currency. If it is **weak** it buys **less**.

SPICED – Strong Pound, Imports Cheaper, Exports Dearer

£1 can buy more of the product coming from overseas so it becomes cheaper. But it costs someone overseas more to buy products made here, so exports are more expensive and reduce.

WPIDEC – Weak Pound, Imports Dearer, Exports Cheaper

£1 buys less of the product coming from overseas so it becomes more expensive, so less is imported. It costs someone overseas less to buy products made here, as their currency can buy more pounds. Exports become cheaper.

GLOBALISATION trend for markets to become worldwide in scope

ADVANTAGES	DISADVANTAGES
Rapid growth (economies of scale)	Fierce competition (businesses)
Inward investment (money)	New competitors (market share)
Cheaper resources (labour, raw materials)	Threat of takeovers (quick/well known)

MNC = produces goods and services in more than one country.

3.2.5 - Legislation

Legal changes affect business, when the law changes it is likely that a business will have to change how they operate in order to **comply** with the law. Even small changes can mean large costs for the business, as the administration and work involved in making the change takes time.

Key Legislation:

National Minimum/Living Wage:

- ✓ This sets a minimum amount of money a worker can be paid per hour, depending on their age.
- ✓ Raising the minimum wage will increase costs and could lead to the business having to reduce its workforce.
- ✓ By increasing the minimum/living wage, the government should see the lowest earners in the country receive higher wages allowing them to improve their living standards.

Equality Act (2010):

- ✓ This protects individuals from discrimination by employers in relation to certain protected characteristics e.g. race, age, religion, disability, pregnancy, gender
- ✓ This Act is an important part of British Values as it promotes mutual respect and tolerance – it protects our individual liberty as it ensures who we are does not limit what we can do.

Health and Safety at Work Act (1974):

- ✓ Sets out the duties of the employer and employee in creating a safe working environment
- ✓ A safer environment for employees makes them feel safe and cared for, and more likely to see the company as a good employer. This can lead to better retention of staff, and so lower recruitment costs, and to a better reputation making it easier to recruit better quality workers.

Consumer Rights Act (2015)

- ✓ The law states that all products sold to consumers must be of satisfactory quality, fit for purpose and as described.
- ✓ The act covers product quality, returning goods, repairs and replacements & delivery rights.

3.2.6 - The competitive environment A market exists where there are buyers and sellers.

Monopoly – a market which is dominated by one seller or producer. By law a monopoly occurs if a firm has a market share of 25%. Trying to compete with a business that has a monopoly is very difficult because they can dictate prices.



Competitive Market – a situation where multiple businesses compete for the same customers.

Price	Selecting the right price can improve your competitiveness – customers may be attracted by a lower price or by promotional pricing
Quality	Higher quality may set a product apart from the competition. In relation to luxury goods in particular, quality is often the most important factor.
After sales service	For products like cars, the quality of after sales care is very important. i.e. the features of the warranty, whether a courtesy car is available.
Location	Businesses selling convenience goods are going to benefit from being very close to their customer, where casual dining restaurants need to be near to the competition to benefit from increased footfall.
USP	Unique Selling Point – this is a feature of the product or service that is unique to this business. By having a unique selling point that adds value, it allows the business to charge a higher price and to attract more customers.
Delivery	A range of options for customers for how they receive/take possession of the product will increase the number of customers by adding convenience. Click and Collect and home delivery alongside in-store shopping make it easier for customers by reducing wait time and the need to travel.
Branding	The design and reputation of a brand can increase the appeal. Apple have managed to make the most obvious success of branding, as it has become such a desirable brand to own – whether with an iPhone, iPad, Watch, TV, MacBook, iMac, iPod etc.

Influences on business

Unit 2

Appears in:
Paper 1 & Paper 2

Key Term	Definition
Air pollution	Harmful substances and fumes in the air that cause disease, allergies, or damage to humans or other living organisms, or to the environment.
Competition	The presence of other businesses in the same market attempting to sell to the same customers
Consumer law	Laws that are designed to protect the consumer, by ensuring that products and services offered by businesses are safe, and that they deal with their customers in an honest and fair way.
Consumer spending	The amount of money being spent by households on the goods and services they want and need.
Contracts of employment	The legal document that states the terms and conditions for both the employer and the employee when paying someone to do a job.
Digital communication	Transmitting information between computing devices.
E-Commerce	Transactions that are carried out using the internet. i.e. Amazon
Economic Climate	Key factors within a country such as the level of consumer spending, the level of production, the number of people unemployed, rates of inflation and interest.
Employment Law	These laws govern what can and can't be expected of an employee, and how a business may treat its employees.
Equality Act (2010)	This act of parliament is a set of laws that protect individuals from discrimination. It lists the characteristics that are protected, and that cannot be discriminated against. These are: Age / Disability / Gender reassignment / Marriage and civil partnership / Pregnancy and maternity / Race / Religion or belief / Sex / Sexual orientation
Ethical Objectives	Aims that relate to abiding by their moral code in order improve reputation. This could include trying to act fairly, protecting the environment, or contributing to charitable activities.
Ethics	The moral principles that determine how a business wishes to operate.
Exchange Rates	The price at which one currency can be exchanged for another. For example, £1:€1.10 To find £250 in Euros, multiply by 1.10 To find €250 in Pounds, divide by 1.10
Export	Selling a product to a customer outside of the country that you operate in.
External Costs	Negative impacts caused on people, places, or other organisations by a business' activity.
Extranets	Similar to intranets but can also be accessed by other organisations such as suppliers.
Global Warming	The increase in the average temperature of the earth, leading to negative consequences for life, caused by the release of carbon dioxide and other greenhouse gases.

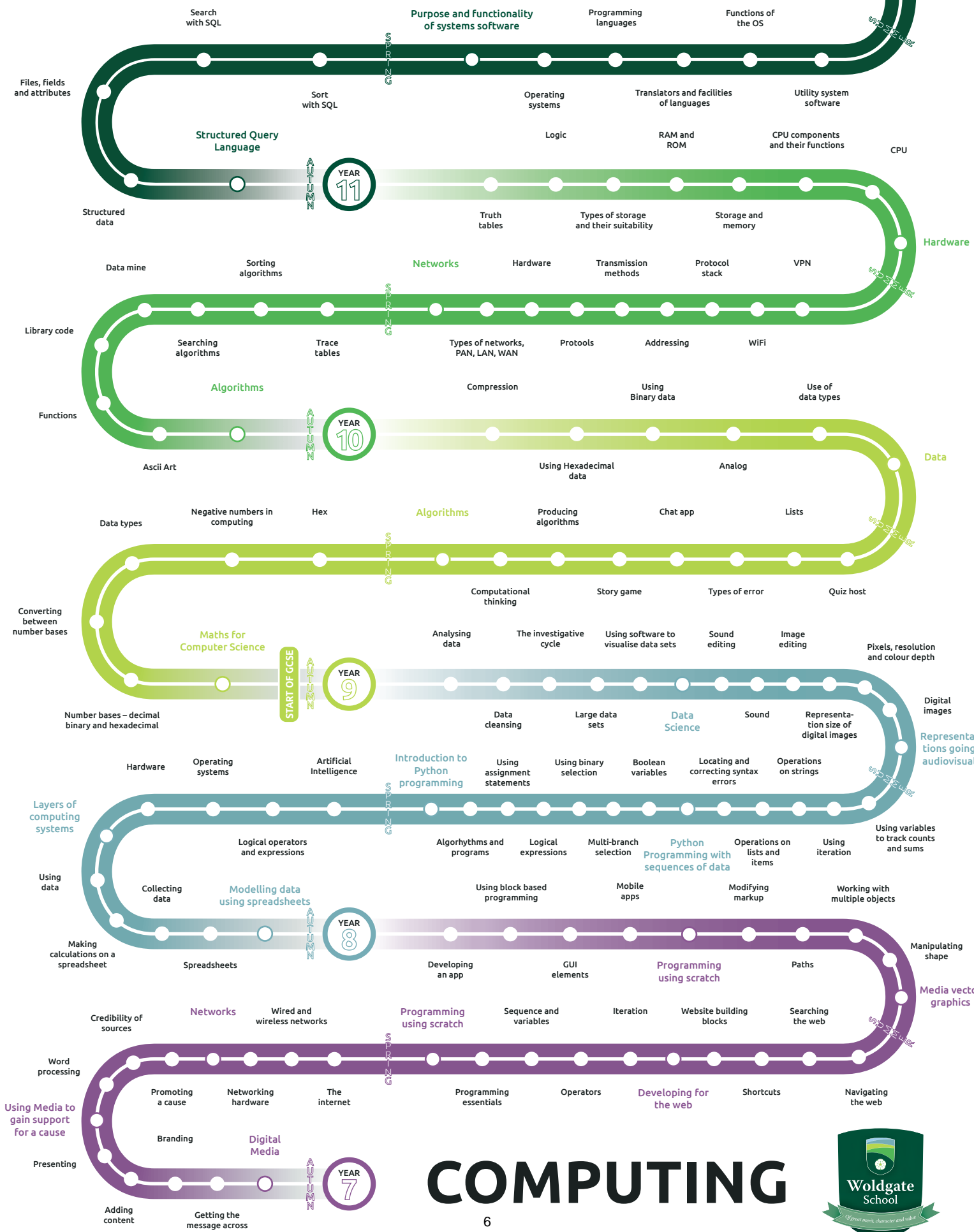
Key Term	Definition
Globalisation	The increasingly 'local' nature of the planet – businesses operate worldwide, with money, goods, services, and people moving across national borders.
Health and Safety at Work Act (1974)	Laws relating to processes and procedures that businesses must follow in order to keep their employees and customers safe.
Import	Buying from a company outside your national borders.
Income elastic products	Sales are sensitive to changes in consumers' incomes
Information and communications technology (ICT)	The computing and communications systems that a business might use to exchange information with stakeholders.
Interest Rates	"The reward for saving and the cost of borrowing." Expressed as a percentage, it is the rate at which either savings or debts grow over time. Borrowing or saving £1,000 at an interest rate of 5% means that at the end of the year you would either owe £1,050 or have £1,050 in your account.
Intranets	Communication networks which can only be accessed by an organisation's employees.
Inward Investment	People and businesses from outside of your national borders investing in your country's businesses or land.
Level of employment	What percentage of the population who could work, are working. Often a percentage, if the level of employment is 97%, then it means that 3% are unemployed.
Markets	The place where buyers and sellers meet, to exchange money or credit, for goods and services of a particular type. i.e. the Car market, clothing market, wheat market, or the stock market.
M-Commerce	Business transactions completed on a mobile device such as smartphone or tablet.
Multinational Company (MNC)	A company with offices or divisions in more than one country.
National Minimum/Living Wage	The minimum hourly rate for employees in the UK. It tends to increase each year and changes in April. As of April 2019, the rate for 25 year olds was £8.21/hour. The rate is different for different age groups below that.
Noise Pollution	Noise that causes some level of disturbance, either from vehicles, or business operations. It could include customers arriving or leaving a business.
Pressure group	A group of people with a common interest who influences public opinion and decisions by businesses and governments
Recession	When the value of an economy's output of goods and services falls for six months or longer.
Recycling	Converting waste into useable material.
Risk	The chance that an investment might not deliver a profit.
Social responsibility	Businesses needing to act in a way that protects people within society rather than harming them.
Sustainability	Businesses operating in a way that does not damage the environment or use up natural resources.
Traffic congestion	More vehicles on the roads than they can handle without queues and longer journey times.
Uncertainty	This occurs when it is difficult to predict the outcome. In economic terms, uncertainty leads to people saving rather than spending money. The level of investment falls.
Waste	Unwanted materials. Businesses may have to pay to dispose of waste.
Waste Disposal	The removal and disposal or destruction of unwanted items or materials. Through either landfill, incineration, or recycling.
Zero-hour contract	Terms of a job that mean there is no minimum number of hours guaranteed for a worker, per week. Likewise, there is no expectation that a worker has to accept hours that are offered.



GCSE EXAMINATIONS

2 GCSE Exam Papers

Revision



COMPUTING



Robotics

Robotics is the design, construction, operation and use of robots.

So, what is a robot?

Privacy

The internet means that millions of people could potentially access our data.

The Data Protection Act helps to stop our data being misused... but are we always safe?

We often give away key data without realising it:

- e.g. Ellie98 as a username...
- may identify you as female
- may suggest you were born in 1998.

Activity 3

- Discussion: What bits of data do you put online? Could they leave you open to attack?

Machine Learning

Machine learning is the ability of an algorithm/program to process data and derive new meaning from it.

Sometimes people say that the machine running the algorithm is not programmed, but it is.

However, it's not explicitly programmed in how to derive an answer – that's what it learns.

Applications of Technologies

Artificial intelligence

- Natural language processing

Machine learning

- Recommendation systems, financial fraud detection, spam filters, navigation devices and number plate recognition.

Robotics

- Bomb disposal, self-driving cars, welding, painting, manufacturing, warehouse picking and as a companion.

Algorithmic Bias

Algorithm

- A precise method or set of instructions for solving a specific problem.

Bias

- A tendency, inclination or prejudice toward or against something or someone.

Algorithmic bias.

- Behaviours in computer algorithms and programs that create unfair outcomes.

Ethics

When it comes to morals, people can be inconsistent.

Different people have different morals.

Sometimes the same person has different morals at different times.

That is why we need ethics.

Ethics are consistent and the whole group adheres to them.

Legal

Computer Science may be used to break a range of legislation.

You must learn about five different legislations in Computer Science:

- The Data Protection Act 1998
- Computer Misuse Act 1990
- Copyright Designs and Patents Act 1988
- Creative Commons Licensing.

Creative Commons

Allows people with protected work to allow free distribution of the work.

They may want to do this to allow, say, remixing of their songs.

It may be an author wants other people to edit and improve their book.

They may allow Commercial, or non-Commercial use of their work.

Copywrite And Patents

The history of the Copyright Designs and Patents Act

https://www.youtube.com/watch?v=H_aOHpn_vqQ

Computer Misuse Act

Makes is illegal to use computers to:

- access computer systems without proper authorisation
- access computer systems with intent to commit a criminal offence
- alter data without permission (e.g. through the use of viruses, physical deletion and so on).

Data Protection Act 2018

The Data Protection Act 2018 covers how personal data may be used by companies.

It covers:

- what can be collected
- how long it can be kept for
- steps to keep it up to date/accurate
- sending and using the data
- who can see that data.

People who collect personal data need to register with the Information Commissioner.

Some Key Words

Anonymity

Removing or changing data so that it becomes impossible to identify a person from it.

Aggregation

Bringing together millions of anonymised items of data to form very large datasets (Big Data).

Open-Source

- Open source generally allows users access to the code to edit/change themselves.
- It is usually free to download open source software.
- You may be able to edit and distribute the updated changes you make to open source software.

Personal Data

Personal data is any information relating to an identified or identifiable living person. It includes:

name

age and gender

interests

id numbers (passports)

location (address, GPS data)

an online identifier

genetic information

economic data

medical information.

Identity theft

Someone *steals* your personal information or possessions with the intent of using your identity.

Identity fraud

Using someone else's identity for financial gain.

Data misuse

is data that has been collected legitimately, not stolen, but which has been misused.



EXAM
'TOP 10 TIPS'
In the written paper

REVISION & EXAM TECHNIQUES:
Section C practice, exam terminology and examiner report expectations.

REVISION & EXAM TECHNIQUES:
Section A&B practice, exam terminology and examiner report expectations.

REVISION & EXAM TECHNIQUES:
Human factors, designer and company analysis.

REVISION & EXAM TECHNIQUES:
Product evolution. Continuous improvement, planned obsolescence..

Y11

SECTION A:
Exploration
Inspiration board
Product analysis
Client profile
Primary research



SECTION C:
Design ideas
Range of strategies.
Annotations.
Client feedback

SECTION D:
Development sketches
CAD
Modelling
Testing
Refinements
Technical drawing
Material research.
Client feedback.

SECTION E:
Manufacturing specification.
Product manufacture.
Diary of making.

SECTION F:
Personal evaluation.
Comparison to specification.
Client evaluation.
Testing and modifications.

EXAM REVISION

REVISION & EXAM TECHNIQUES:
Materials and components: types, sources, qualities, finishes, techniques.

REVISION & EXAM TECHNIQUES:
CORE SPECIALIST PRINCIPLES. (Polymer focus)

REVISION & EXAM TECHNIQUES:
Energy, sustainability, ethical design and carbon footprint.

NEA release

Exam theory and practice through knowledge retrieval and practice questions.

Mock exam paper

Exam technique - designing and making principals.

Exam technique - specialist technical principals.

Exam technique - core technical principals.

Evaluation, testing and modifications

PRACTICAL: Prototype development

Orthographic drawing theory. Technical drawing with measurements.

CAD development and refinement

Modelling and testing ideas.



Sketch developments x 5-6, applying SCAMPER strategy



Design ideas using 3 different sources as starting points (geometry Designer Nature)



Y10

Textiles theory: Groups, characteristics, Working properties.



(INC PRACTICAL: phone bean bag)
Technical textiles: Normex, Kevlar, Gore-Tex, microencapsulation.

Product Life cycle analysis
Extraction
Processing
Distribution
Use
disposal

The 6 R's design task and current examples.
Reduce
Reuse
Recycle
rethink
Repair
refuse

MOCK NEA

Exploration and analysis of the context.

Inspiration board (images and annotations).

Product analysis applying justification of form and function.

Client profile, including user wants and needs.

Design brief and specification

Exam theory and practice through knowledge retrieval and practice questions.

Composites
Carbon fibre
GRP
MDF

Modern and smart materials
Thermochromic
Photochromic
SMA's
Phosphorescent.

Polymer theory: Groups, characteristics, Working properties.
(INC PRACTICAL: egg holder)

Paper and board theory: Groups, characteristics, Working properties.
(INC PRACTICAL: vacuum form blister package and die cutting)

The work of others: Designer study x 2 Company study x 2

Timber theory: Groups, characteristics, Working properties.
(INC PRACTICAL: Photo / mirror frame).

CAD skills: Shapes Vectors Cut / engrave
(INC PRACTICAL: details for frame)

Metals theory: Groups, characteristics, Working properties.
(INC PRACTICAL: Aluminium clip / hook)

3D Drawing techniques: Isometric drawing 1 point perspective. 2-point perspective.

Introduction to all material types, sources and stock forms.

Product analysis and justification of form and function.

Y9

Y8

Y8 Manufacturing:

Designers
Design styles
Metals
Inspired Design
Casting process
Levels of production

Y8 Cultural design:

Fabric types
Culture-inspired designing.
Printed textiles.
Embellishments.

Y8 Graphic design:

Paper and boards
Corporate identity
Specification
Nets.
3D drawing.
Graphics.

Y8 User needs:

Product analysis
User needs
Adapting designs
Foam Modelling.
Testing.
Evaluation.

Y8 Food Choice, Safety & Science:

Food Choice
Food Safety
Food Science
Nutritional Analysis
Further Cooking Skills



Y7

Y7 Healthy diets:

Healthy Diets
Food Provenance
Introduction to Food Choice & Science
Cooking Skills
Health & Safety and Hygiene

Y7 Biomimicry:

Biomimicry in product design.
Designing from nature.
Electronics
Sustainable materials.

Y7 CAD:

Advantages and disadvantages.
CAD Design tools.
Vectorising images
Laser cutting components

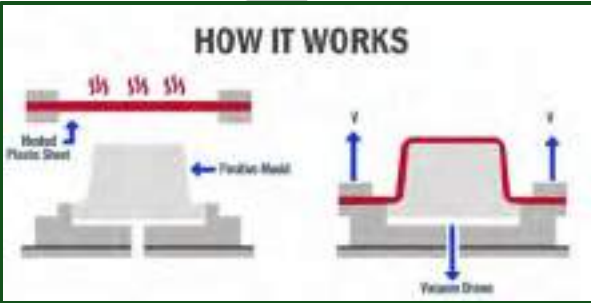
Y7 Sustainability:

Material sources
The 6 R's
Logo design
Textiles printing
Sewing

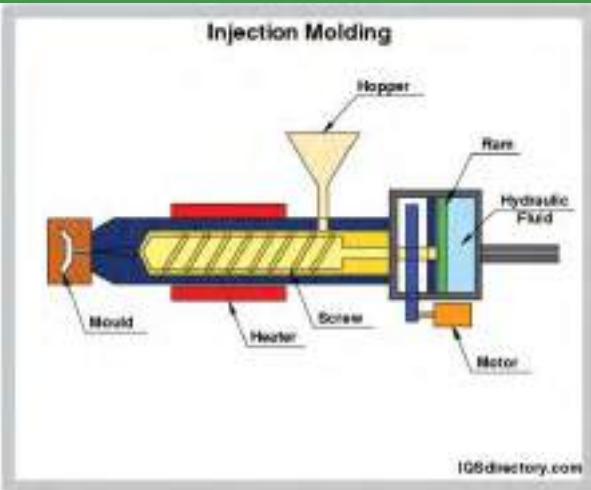
Y7 Materials:

Timber types.
Polymer types.
Joining techniques
3D drawing.
Marking, cutting and finishing skills.

THERMOPLASTICS	THERMOSETTING PLASTICS
<p>One type of plastic knowing for its versatility and recyclability</p> <p>Form when repeating units called monomers link into chains or branches</p> <p>Strengths: Lightweight, Low processing costs</p> <p>Low melting point, Weaken adhesive bonds</p> <p>Commonly employed for manufacturing include PE, PVC and PS used for packaging applications. Other groups are acrylics, fluoropolymers, polyesters, polyethers, and nylons.</p> <p>Thermoplastics are considered to be a favorable substitute for steel piping - Insulating electrical cables (Low-pressure PE) - Pipes and belts (Polyamide) - Electrical equipment (High-pressure PE)</p> <p>Classified according to the "Resin Identification Code" (RIC) system</p>	<p>A type of plastic which cannot be remoulded or recycled due to its composite chemical structure</p> <p>Known as a thermoset - polymer consisting of cross-linked structure or heavily branched molecules.</p> <p>Strengths: Heat resistance, Hard and rigid</p> <p>The compounds used in thermosets are reactive systems</p> <p>Low initial viscosity</p> <p>Unsaturated polyesters, Phenolic/Phenol formaldehyde, PF, Polyacrylate, PUL, Urea formaldehyde, UF</p> <p>It can be used manufactured in a wide range of industries used and application for automotive, appliances, electrical, lighting, and energy markets</p> <p>No "Recycling Identification"</p>



Vacuum forming over a mould to create a hollow casing. Used in packaging, hard suit cases as examples.

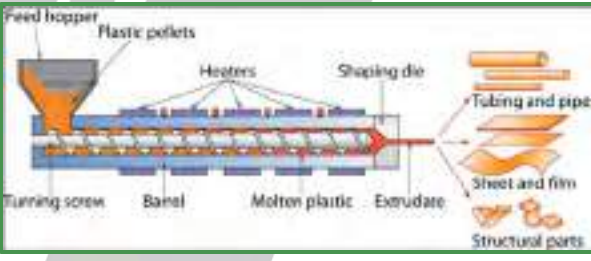


Injection moulding: common process for solid plastic objects with details. Examples are bottle tops, lego.

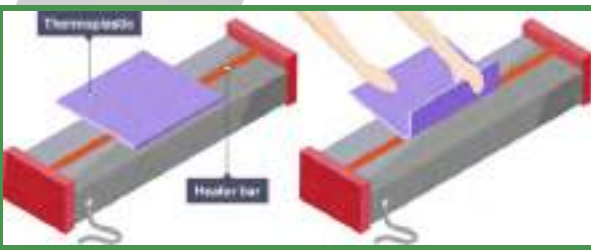
Plastics are numbered as they have different qualities and so need to be separated before recycling.

1	2	3	4	5	6	7
PETE	HDPE	PVC	LDPE	PP	PS	OTHER
polyethylene terephthalate	high-density polyethylene	polyvinyl chloride	low-density polyethylene	polypropylene	polystyrene	polycarbonate, acrylonitrile, etc.
soda bottles, fruit juice container, cooking oil bottles, peanut butter jars	milk jugs, laundry detergents, shampoo bottles	bubble wrap, food trays, pipes, clear medical tubing	disposable shopping bags, plastic bags, many single-use plastics, most food wrappings	furniture, luggage, toys, car bumpers, interior and exterior car molding, plastic bottle caps	toys, plastic coffee lids, take-out food containers, Styrofoam, packing peanuts, egg cartons	car parts, nylon, baby bottles, CDs

Fractional distillation is the process used to separate products from crude oil, which, after cracking and polymerisation, produces polymers / plastics.



Plastics forced out of a nozzle to produce long, identical sections of materials.



Line bending plastic – heating over a line of heat to achieve tight angles. Used in menu holders for example.



Contact adhesive is used to join plastics to other materials such as metals and timbers.



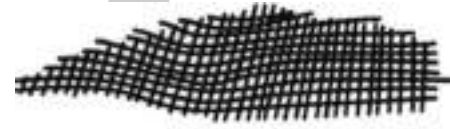
Tensol cement is used to join plastic to plastic.



Textiles fibres (like hairs)



Fibres are spun into yarn.



Yarn is woven or bonded into fabric.

Fabric types – their sources and characteristics:

Fabric	Source	Attribute
cotton	shrub	Lightweight and absorbent.
silk	Silkworm	Smooth, high shine, strong fabric finish.
Lambs' wool	sheep	Softness, elasticity, warmth.
cashmere	Indian cashmere goat	softness
bamboo	Grass pulp	Lightweight, pliable fibre.
jute	Vegetable plant	Strength, durability
acrylic	Crude oil / petroleum	Lightweight, warm, dries quickly.
nylon	Crude oil / petroleum	Durable, strong, lightweight, dries quickly.
polyester	Crude oil / petroleum	Durable, strong, lightweight, dries quickly.
kevlar	aramid	Very strong – hence Kevlar's use in bullet-proof vests.

Kevlar

- Kevlar is an incredibly strong material combining plastics and resin.
- It is a very lightweight material.
- Woven to create a net like structure resistant to penetration.
- Kevlar can withstand high temperatures (up to 450°C)
- Can withstand very low temperatures (up to -195°C)
- Can resist attacks from many different chemicals.
- Kevlar is often used for personal armour, such as bullet proof vests, face masks, helmets and motorcycle safety clothing.
- It can also be used in sports equipment such as bicycle tyres and table tennis bats, due to its high strength-to-weight ratio



Fire-resistant Fabrics

These fabrics are used for items that are often exposed to flames. Such as:

- Fire-fighters uniforms
- Children's pyjamas
- Cotton furnishings

(All these items must have a flame resistant finish by law).

- NORMEX is a brand name for fire-resistant fabrics.
- It is used for the production of fire fighters' suits
- Normex thickens when heated to increase protection

Properties:

- It is lightweight
- Flame-resistant to protect the wearer from heat
- Breathable
- Durable

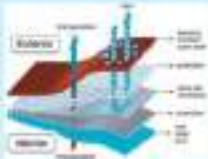


Gore-Tex

- Designed to be a waterproof yet breathable textile.
- It is used to provide a waterproof product that released perspiration vapour (sweat)
- Gore-tex contains a layer of plastic with tiny holes. Each hole is too small for water droplets but big enough for sweat to pass through.

Commonly used:

- Waterproof jackets
- Walking boots



Technical textiles

Technical textiles are textile materials and products that are manufactured for their technical and performance properties rather than what they look like.



Conductive Textiles

- Fabrics that have conductive fibres woven into them
- Often called Electronic textiles or E-textiles
- Materials such as conductive thread is useful for use in circuits that power LED's



Example:
Conductive materials have been built into fencing jackets to help with point scoring. When the metal of their sword makes contact with the suit, a 'strike' is recorded.

MODERN MATERIAL: One which has been developed as a result of 'Technology Push'.

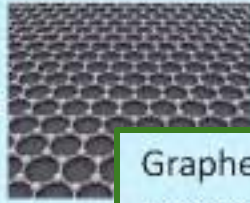
SMART MATERIAL: One which responds to an external input.

Graphene

Is a single layer of carbon atoms, tightly bound in a hexagonal lattice.

Its main properties are:

1. Thinnest known material to date
2. Electroconductive
3. 200 times stronger than steel
4. Can take any shape
5. Ultra-lightweight.
6. Transparent.
7. Flexible



Graphene uses

Used in Solar Cells, as these cells need conductive materials that allow light.

Graphene is suitable due to high conductivity.



Photochromic pigments

These pigments react to a change in temperature. A colour change can indicate that a particular temperature has been reached.

The pigments can be incorporated into a material, for example plastics, or applied to the surface as a paint.

Thermochromic pigments are quite often used in products such as babies' feeding spoons, to indicate if the food is too hot.

Photochromic pigments react to UV rays and creates a colour change in the material where the pigment is located. Pigments are usually found in novelty items such as colour changing nail varnish, T shirts and vehicle spray paint etc. Photochromic particles are found in sunglasses, and will darken the clear glass when exposed to UV light.



Metal foam

Cellular structures made up from metal containing gas filled pores.

- Good stiffness to weight ratio
- Strong
- Resist deformation
- Good heat resistance



Metal foam Uses



*Less weight but with strength to critical areas
*Improved safety in accidents
*Less maintenance



Shape memory alloys

- Nitinol is the most common shape memory alloy. It is an alloy of nickel and titanium.
- Nitinol is used in dental braces – the heat from the wearer causes the wire to shrink slightly pulling the teeth into position.
- It can also be used in surgical stents to expand blood vessels.
- It will also respond to electrical current being passed through it – this will cause it to contract.



Corn Starch Polymers



*Starch is a natural, organic polymer that comes from corn kernels.
*It's this starch that is used to make bioplastics, or organic plastics as it's sometimes known.
*Sustainable source, reduces carbon footprint
*Biodegradable

Titanium

Titanium is a versatile base metal, which is usually alloyed with other metals to enhance its properties.

It is typically used in the following ways:

- Titanium can be easily polished to a mirror finish.
- It has a high strength-to-weight ratio.
- It can be easily formed and welded.
- It is hypo-allergenic.



Composites

Concrete

- Concrete is a particle composite.
- Uses a mixture of cement, sand and stones.
- Combining these materials creates a very strong composite material.
- However, if it is to be used somewhere where it needs tensile strength, steel reinforcing is added.

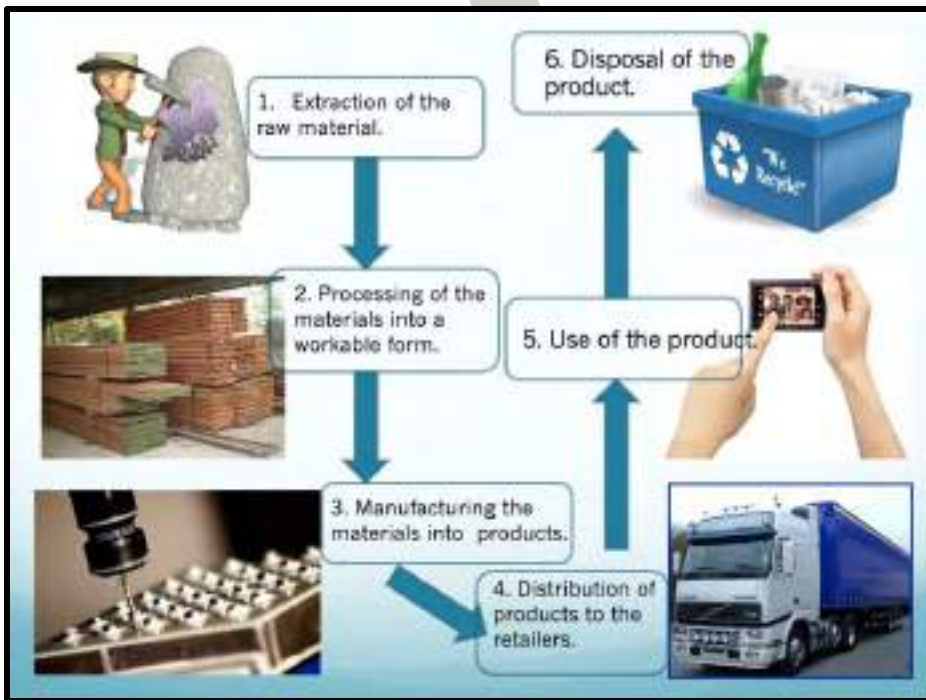
Tensile strength - the maximum stress that a material can take before breaking



Glass-fibre reinforced polymer (GFRP)

- Combines strands of glass fibres which are strong but brittle with a flexible polymer
 - This makes a composite material that is tough, but not brittle.
- 13 GFRP is used to make hulls for yachts and in car bodies





Extraction:

- Where does the material come from?
- Can it be replaced if it runs out?
- Is it from a plentiful source?

Processing:

- How much energy does it take to convert it into a workable material?
- Does the processing of the material create any pollution?

Manufacture

- Does the production use a lot of energy / heat?
- Is there any waste material in making it?

Distribution

- Is there any waste space when the product is transported?
- Is it flat pack / self-assembly?
- How many journeys & How much fuel?

Use

- Does the product harm or help the environment when it is being used?

Disposal

- Can the product be recycled or re-used?
- Is it biodegradable?
- Is it easy to dispose of?

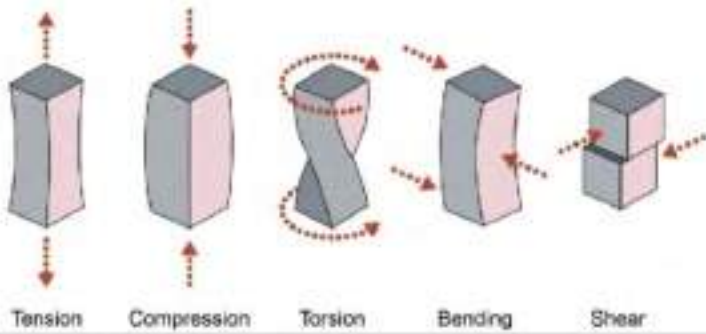
The 6Rs

Use the Six Rs to make your own designs sustainable and to evaluate the environmental impact of other products.

- REPAIR** (Wrench icon): Can the product be repaired easily? Can it be repaired cheaply? Can parts be replaced rather than the whole product becoming essential?
- REUSE** (Circular arrow icon): Can the product be reused, perhaps in a new way, to extend its life? Can parts be reused? Is it easy to dismantle for reuse?
- REFUSE** (Hand stop icon): Can you refuse to design something that isn't really needed? Can you refuse to use materials that aren't recyclable? If your design isn't sustainable, will people refuse to buy it?
- REDUCE** (Downward arrow icon): Can you reduce the amount of materials used? Can you reduce the energy needed for manufacturing? Can you reduce the waste and packaging?
- RETHINK** (Lightbulb icon): Is the product really needed? Can you rethink the product so it has a purpose? Can you rethink the product so it's easier to recycle?
- RECYCLE** (Recycling symbol icon): Can you use recycled materials? Can you use materials that can be recycled when used? Can you design a product that is easy to recycle?

6 Concepts of Zero Waste

- Rethink** (Head with gear icon): A potted plant.
- Refuse** (No bottle icon): A bundle of fabric.
- Reduce** (Two glasses icon): A bundle of fabric.
- Reuse** (Shopping bag icon): A bundle of fabric.
- Recycle** (Recycling symbol icon): A bundle of fabric.
- Repair** (Screwdriver icon): A bottle.



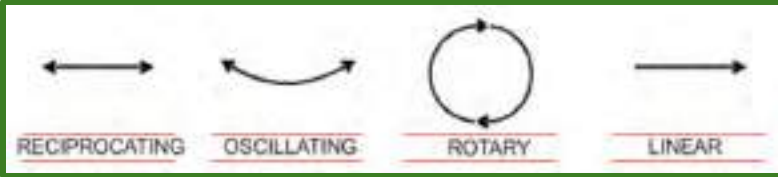
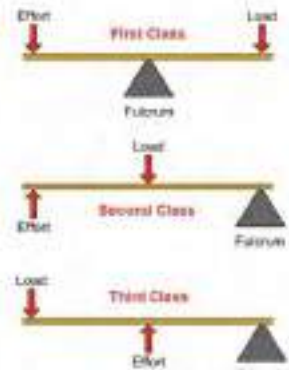
Lever Classification

There are three classes of levers. They differ in the placement of the fulcrum, effort and load along the lever.

The three types are:

- First class lever
- Second class lever
- Third class lever

Sometimes these are also referred to as first order, second order and third order levers.



Class 1: Force, load, Fulcrum

Class 2: Force, load, Fulcrum

Class 3: Force, Load, Fulcrum

LINEAR MOTION

ROTARY MOTION

RECIPROCATING MOTION

OSCILLATING MOTION

CAMS

Cams are commonly used in engines to control valves (in which the valve is the follower), sewing machines, children's toys and many other mechanical applications. The shapes of individual cams are designed to produce specific types of motion.

Bell Crank

Bell cranks are often used in aircraft control systems to connect the pilot's controls to the control surfaces. For example in a light aircraft, the rudder often has a bell crank whose pivot point is the rudder hinge.

Push-Pull Linkage

This means that when the input element moves in the opposite direction while remaining parallel to the input element. Push-pull linkages are often used in applications where a linear motion needs to be transmitted without any change in orientation.

Gears and Pulleys

Pulley

A pulley is a wheel on an axle or shaft that is designed to support movement and change of direction of a belt, cable or rope, or transfer of power between the shaft and cable or belt.

GEARS AND PULLEYS

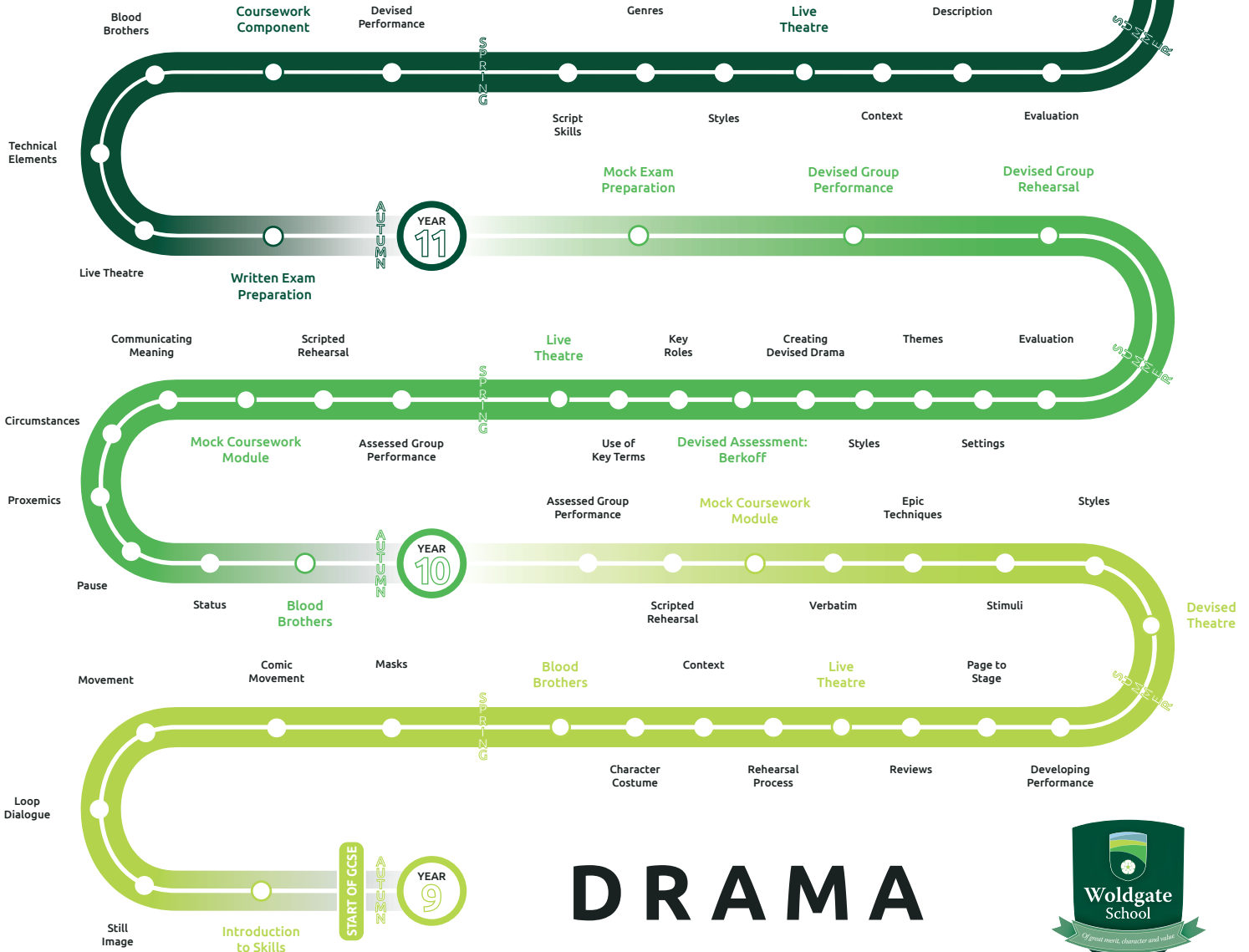
Gears are wheels with teeth that fit together. When one gear is turned the other one turns as well. If the gears are of different sizes, they can be used to increase the power of a turning force. The smaller wheel turns more quickly but with less force, while the bigger one turns more slowly with more force.

Remember all of the forces and motions and be able to apply them to different products.



GCSE EXAMINATIONS

Rehearsal and Performance Exam



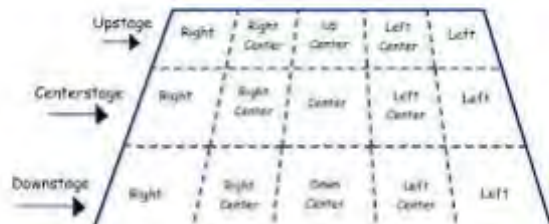
DRAMA



'Great theatre is about challenging how we think and encouraging us to fantasize about a world we aspire to' - Williem Dafoe

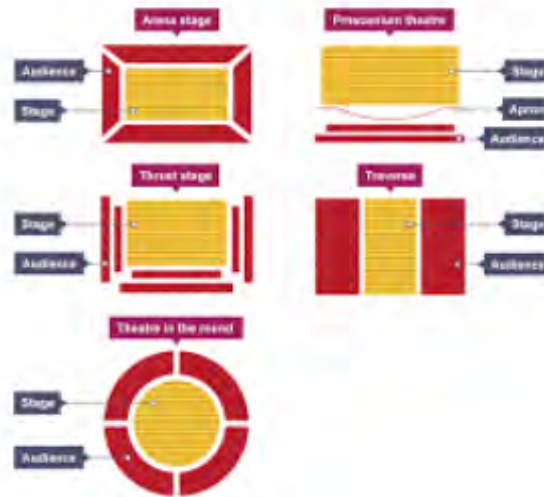
Terminology and Techniques

Numerical variations and formation	The number of dancers on stage and the positioning that is transition from one to the next
Accumulation	Gradually more dancers join in the sequence
Contrast	
Unison	The dancers perform the same movements at the same time
Canon	The movements are performed successively (one after the other)
Re-order	To change the order
Retrograde	To do the sequence in reverse order
Repetition	To repeat moves
Instrumentation	To use a different body part than the one set
Fragmentation	To break up the sequence into sections
Motif	This is repeated use of a movement pattern which has meaning and reminds us of the central theme of the work.
Mime	This usually means stylised movement but can be comparatively realistic.
Gesture	A gesture may be something small but can have emotional impact or it can be a particular movement that defines a character.
Status	This may be executed by use of levels or by distance or strength of contact, or a combination of all of these with voice work.



Physical Skills

Facial Expressions	Using the face to express that characters feelings and emotions.
Gesture	An expressive movement of the body, or something that is said or done to show a feeling, i.e. a wave.
Body Posture	The position of the body to communicate a character, i.e. standing with a straight back, to show you have higher status than another character.
Body Language	The way in which our bodies communicate our character's attitudes. Using your body to show emotions or hidden feelings.
Movement	The process of moving the body on stage to express feelings, or emotions.
Audience	The spectators who watch the performance.
Off-Stage	The area 'back stage' where the audience can't see the actors
Character	The person/persona an actor wishes to convey.
Status	The level of society a character is in.
Improvisation	To perform quickly in response to something, without previous planning.

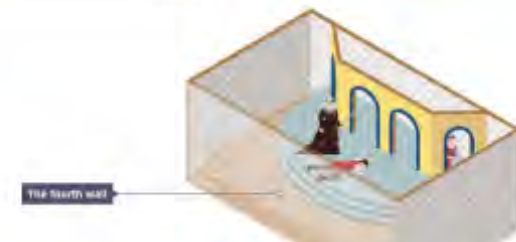


Vocal Skills

Dialogue	The spoken script on stage.
Direct Address	When an actor speaks directly to the audience, e.g. in pantomime.
Communal Voice	A variation on chorus work where a group of performers speaks with 'one voice'.
Intonation	Variation of spoken pitch that is not used to distinguish words, but the attitudes and emotions of the speaker. For example questions, feelings, statements.
Language Register	The level of formality with which you speak. Different people and situations call for different registers. For example talking to a teacher and your friends.
Monologue	One person speaking, either delivering a speech or thoughts and feelings to the audience.
Vocal Pace	The speed in which an actor delivers their lines.
Vocal Pause	Pausing lines to create dramatic effect such as tension.
Vocal Tone	The way that you speak, using 'intonation' to add feelings, emotions or sub-text.
Vocal Projection	Using the voice so that all the audience can hear.
Sound	Any music, sound effects or other sound used on stage created by electronics, actor's bodies or instruments. Sound is used to create atmosphere, or mood.
Pitch	The 'highness' or 'lowness' in the tone of the voice.

Practitioners and Companies

Stanislavski	Naturalism, emotion memory, magic 'if', super objective, subtext, through line, given circumstance
Bertolt Brecht	Epic theatre, verfremdungseffekt, emotional investment
Frantic Assembly	Theatre company – physical theatre, story telling with movement

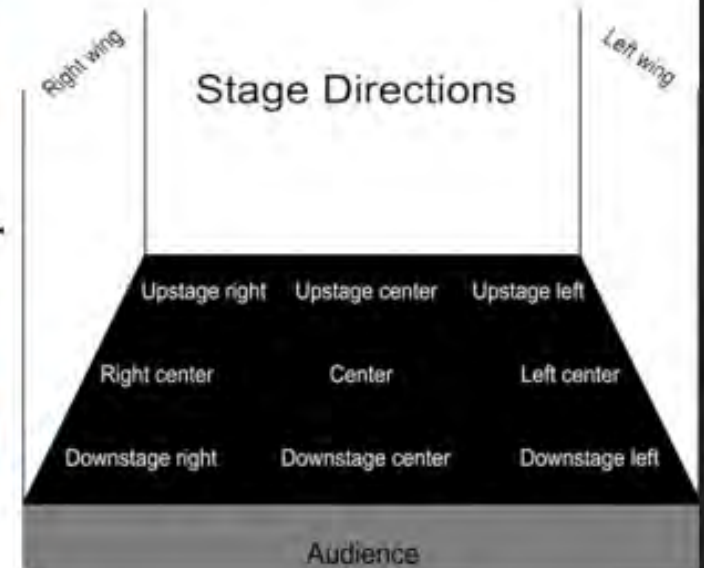
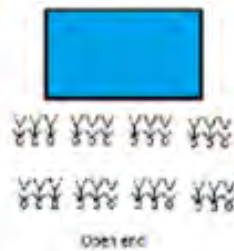
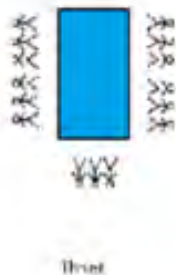
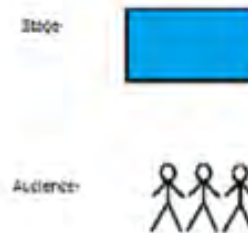
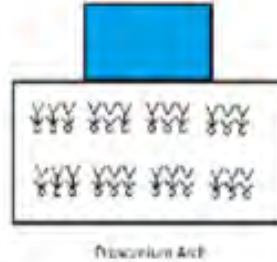
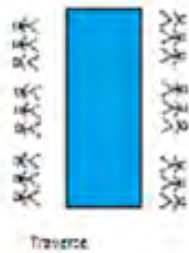
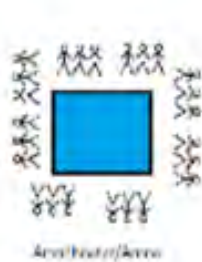


Terminology and job roles


Definitions, descriptions and understanding of the industry

Multiple choice questions (4 marks)

Quick answers for quick marks



GCSE Terminology Knowledge Organisers

Characteristics of performance text(s) and dramatic work(s)	Social, cultural and historical contexts	How meaning is interpreted and communicated
Genre	the social, cultural and historical context in which the performance texts studied are set	Performance conventons
Structure		use of performance space and spatial relationships on stage
Form		actor and audience configuration
Style		relationships between performers and audience
Language		design fundamentals such as scale, shape, colour, texture
Sub-text		the design of props and the design of sets such as revolves, trucks, projection, multimedia, pyrotechnics, smoke machines, flying
Character motivation and interation		the design of costume including hair and makeup
The creation of mood and atmosphere		the design of lighting such as direction, colour, intensity, special effects
The development of pace and rhythm		the design of sound such as direction, amplification, music, sound effects both live and recorded
Dramatic climax		performers' vocal interpretation of character such as accent, volume, pitch, timing, pace, intonation, phrasing, emotional range, delivery of lines
Stage directions		performers' physical interpretation of character such as build, age, height, facial features, movement, posture, gesture, facial expression.
The pratical demends of the text		

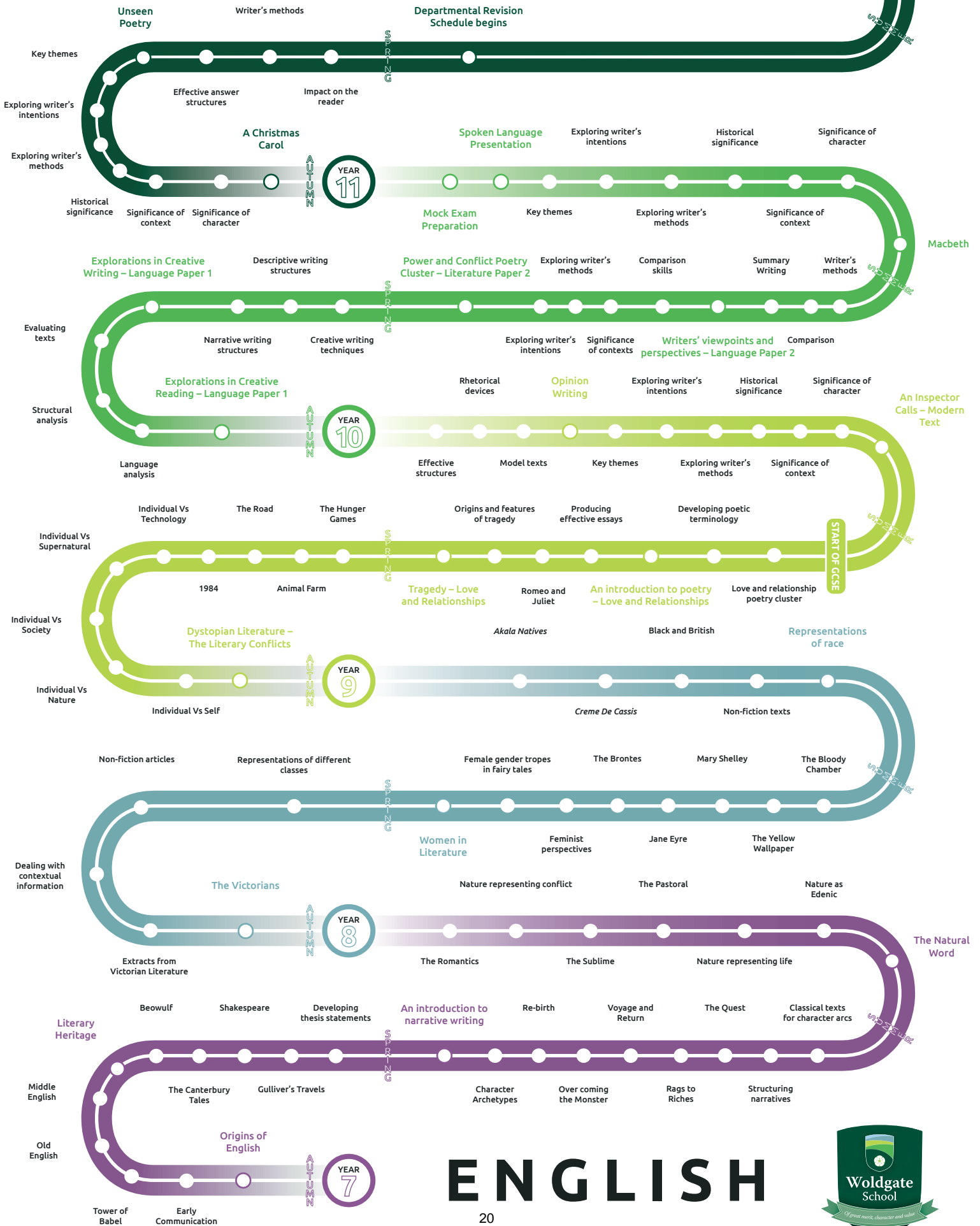


































GCSE EXAMINATIONS

Two English Language Papers

Two English Literature Papers



Plot			
Act One	<ul style="list-style-type: none"> ✓ The Birling's are celebrating the upcoming marriage of Sheila Birling to Gerald Croft. ✓ An Inspector arrives claiming that a young woman called Eva Smith has just committed suicide. ✓ Eva was employed by Mr Birling and was fired unfairly. She was then taken on by a shop, Millwards where Sheila used her influence and got Eva fired too. ✓ Sheila feels terrible remorse. 		
Act Two	<ul style="list-style-type: none"> ✓ Gerald admits that he used Eva as a mistress and leaves upset. ✓ Mrs Birling was also involved by refusing to give Eva (now pregnant), any money when she came to beg for charity. Mrs Birling is adamant that the father of the child take responsibility. This turns out to be her son, Eric and she is seen as a hypocrite. 		
Act Three	<ul style="list-style-type: none"> ✓ Eric admits that he is the father of Eva's child. He feels terrible for what he has done. The Inspector leaves and they are all shocked. Gerald returns and informs the Birling's that there is no Inspector Goole working at the local police station. ✓ A phone call confirms this. However, the final lines in the play state that a girl has just died and they are all to be interviewed by an inspector. 		
Character summary		Killer quotations	Level 4+ ideas: linked themes / concepts
Mr Arthur Birling	<ul style="list-style-type: none"> ▪ He represents middle class men who have made money via capitalism. ▪ He refuses to accept responsibility for anyone else except himself, including the death of Eva Smith. ▪ He represents capitalism and its ideals. ▪ He also represents an older generation that is less likely to be influenced by ideas of socialism. ▪ Despite his arrogance and confidence, Birling is no match for the wit, precision and intellect of The Inspector. 	<p>"If we were all responsible for everything that happened to everybody we'd had anything to do with, it would be very awkward, wouldn't it?" (Act 1)</p>	     
Mrs Sybil Birling	<ul style="list-style-type: none"> ▪ She represents many of the upper and middle class attitudes from the time: snobbishness and selfishness. ▪ She is part of the older generation that refuses to change or accept new ideas. She is happy to live in the status quo. ▪ She uses her influence to hurt other people rather than help them - it is difficult for the audience to do anything but dislike Mrs Birling. ▪ She seems to have some control over her husband, determining when he should or should not speak. Her role as matriarch in the family goes against the established patriarchal society of the Edwardian period. 	<p>"When you're married you'll realise that men with important work to do sometimes have to spend nearly all their time and energy on their business." (Act 1)</p>	     
Sheila Birling	<ul style="list-style-type: none"> ▪ Sheila shows how gender roles are clearly defined at the start of the play: she is meant to be the sweet, innocent and naïve girl that gets married. ▪ As the play progresses, her character changes and she becomes far more determined, confrontational and aware. ▪ By the end of the play she represents a younger generation that is far more willing to take responsibility for the people around them. 	<p>"But these girls aren't cheap labour - they're people." (Act 1)</p> <p>"And Eric's absolutely right... it makes me feel a bit less ashamed of us. You're just beginning to pretend all over again." (Act 3)</p>	     
Eric Birling	<ul style="list-style-type: none"> ▪ Eric represents the younger generation that are more socially responsible than their parents. ▪ He drinks because he feels guilt about what he did: by violently forcing himself on Eva, he got her pregnant and helped to drive her towards suicide. ▪ Eric sometimes has contrary opinions to his parents and it is he who brings up the idea of war and suggesting his father could have paid Eva more money. ▪ Because he accepts responsibility by the end of the play, the audience come to respect Eric a lot more. 	<p>What about war?" (Act 1)</p> <p>"He could. He could have kept her on instead of throwing her out. I call it tough luck." (Act 1)</p>	    

Gerald Croft	<ul style="list-style-type: none"> He represents the upper classes in the play. We, the audience, want him to change. However, he doesn't. He represents how the old class system is hard to remove - aristocrats don't want to lose their power and their status. 	<p>"Inspector: and you think young women ought to be protected against unpleasant and disturbing things? Gerald: if possible - yes." (Act 2)</p>			
Inspector Goole	<ul style="list-style-type: none"> Despite questioning a family of wealthy members of the upper middle classes, the Inspector appears calm and assertive throughout. He seems to have already pre-planned exactly who is going to speak to and when and how he will speak to them. As Sheila comes to understand, the Inspector already knows how all the characters are connected to Eva. This gives him a ghost-like or supernatural quality. He seems to be operating on a different level of consciousness to the other characters and this has led to a number of theories about who or what Inspector Goole is. 	<p>"You see, we have to share something. If there's nothing else, we'll have to share our guilt." (Act 2)</p> <p>"We don't live alone. We are members of one body. We are responsible for each other. And I tell you that the time will soon come when, if men will not learn that lesson, then they will be taught it in fire and blood and anguish. Good night." (Act 3)</p>			
Edna	<p>Edna's role in the play is seemingly insignificant, but she is the character that introduces the Inspector to the Birlings and she is the only genuine working-class presence in the whole play. Like Eva, Edna is ignored by the other characters for most of the play which is hugely symbolic in itself.</p>				

Context	Key terms	How to answer a character-based question
<p>In Literature, context means placing the text you are studying in the 'bigger picture'. You should ask yourself consider:</p> <ol style="list-style-type: none"> When the text was written What the society was like at the time the text was written What or who influenced the writer What political or social influences there would have been What influences there may have been in the genre that may have affected the writer When the text was written and when it was set may also have an important part to play in what is written The context hinted at by the examination question 	<p>Archetype (n.) / archetypal (adj.): a very typical example of a certain person or thing.</p> <p>Cyclical structure: a piece of prose or poetry that begins and ends in a similar way.</p> <p>Dramatic irony: a literary technique, originally used in Greek tragedy, where the audience or reader knows something that the characters do not.</p> <p>Exposition: the part of a story that sets the stage for the drama to follow: it introduces the theme, setting and characters.</p> <p>Foreshadowing: an indication of a future event.</p> <p>Ideology: a system of ideas, especially ones that form the basis of economic or political theory.</p> <p>Playwright: a person who writes plays.</p> <p>Raisonneur: a character in a text who voices the central theme or point of view of the work.</p> <p>Subservient: considered less important, or subservient.</p>	<ol style="list-style-type: none"> Introduction: answer the question and explain your premise How the character is established How the character begins to develop How the character continues to develop How the character ends the play Conclusion: how context or other factors support your premise.
<p>Edwardian Period: The play is set in 1912 during the Edwardian period. This is the time between the end of the Victorian era and the start of the First World War in 1914. In this time period class divisions were still very clear with there being virtually no welfare state or benefits in place for the poorer sections of society.</p>		<p style="text-align: center;">Introduction and premise</p> <p>Sentence 1: Define the key word in the question. Personalise it - what does it mean to you? Contextualise it based on the text you're writing about.</p> <p>Sentence 2: Identify a question based on what the author wants us to think of the key theme/character named in the exam question.</p>
<p>The Post-War Period: The play was performed in 1945 (in the Soviet Union and in the UK in 1946). This was a time of significant social, economic and political upheaval after two World Wars that completely altered the make-up of British society.</p>		<p>Model: "How does Priestley present the theme of equality in the play?"</p> <p>Sentence 1: An equal society is one in which there are no disparities between people due to gender, class, wealth or age.</p> <p>Sentence 2: In <i>An Inspector Calls</i>, Priestley's horrifying microcosm of a society ruled by greed encourages us to question the lack of equality in an unjust Edwardian England.</p>
<p>Capitalism: An economic and political system in trade and industry are controlled by private owners for profit, not the state.</p>	<p>Socialism: A political philosophy that and theory that believes the means of production, distribution, and exchange should be owned or regulated by the community.</p>	
<p>The Titanic: A colossal passenger ship that sank on its maiden voyage from Britain to America in 1912.</p>		

English Language Paper 1

<p>Question 1: 5 minutes</p>	<p>Question 2: 5 minutes (reading) + 10 minutes to answer</p> <p>What: overall, what is the writer's intention? Write a short thesis statement.</p> <p>How: choose a short quotation to support your thesis statement.</p> <p>Why: choose one word and explain what it makes the reader think, feel or imagine. Explain how your chosen word links to the question and the extract using the sentence starter <i>Within the context of the extract...</i></p> <p>Aim to write three paragraphs.</p>	<p>Question 3: 5 minutes (reading) + 10 minutes to answer</p> <p>What: what is the overall effect of the structure? Use the key words in the question.</p> <p>Then, choose three key moments to support your thesis statement:</p> <p>Firstly... Then... Finally...</p> <p>Each point should consider:</p> <p>Why has the writer focussed on this particular detail at this particular moment? How does this information link to what has happened before or after?</p>	<p>Question 4: 5 minutes (reading) + 20 minutes to answer</p> <p>What: Divide the statement in two. Agree or disagree with each part of the statement. Quote the part of the statement that you're focussing on.</p> <p>How: choose a short quotation.</p> <p>Why: choose one word and explain what it makes the reader think, feel or imagine. Explain how your chosen word links to the question and the extract using the sentence starter <i>Within the context of the extract...</i></p> <p>How: choose a second short quotation.</p> <p>Why: choose one word and explain what it makes the reader think, feel or imagine. Explain how your chosen word links to the question and the extract using the sentence starter <i>Within the context of the extract...</i></p> <p>Aim to write two extended paragraphs (one for each part of the statement).</p>	<p>Question 5: 5 minutes (planning) + 40 minutes to answer</p>
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Question 2

Sentence starters

The writer describes TOPIC WORD as...

This can be seen in the quotation "_____".

The word* "_____" in the quotation makes the reader think / feel / imagine...

Within the context of the extract, this word...

Example

Mr Fisher's views on books are that they are something to be treasured.

This can be seen in the quotation "books were golden".

The adjective "golden" makes the reader imagine something precious and makes them think of something expensive.

Within the context of the extract, the word "golden" suggests that he sees the books are something precious and to be cherished, almost like they are a treasure.

Question 3

Sentence starters

Overall, the writer structures the extract to...

Firstly...
Next...
Then...
Finally...

Example

The writer structures the extract to show the changing attitude of Mr Fisher: from despair and hopelessness, to hopeful and reinvigorated.

Firstly the writer opens the extract by focussing on Mr Fisher feeling quite disappointed with his job and the lack of enthusiasm that his students have. The writer could have chosen to focus on this at the beginning because they wanted to establish Mr Fisher's negative attitude towards the way his students view books. This moment provides a clear juxtaposition to Mr Fisher's positive change later in the extract.

Next, the writer shifts the focus to focus on the past, (and, in particular, the way that books were seen) in the extract. The writer could have chosen to shift the focus on to this because it provides a contrast to the present day. Perhaps the writer is trying to show that books were viewed more positively in the past.

This moment links to the wider extract because, when Tibbet writes a good story, it gives the reader – and Mr Fisher – hope that students are still capable of being creative.

Finally, at the end, the writer describes Mr Fisher as more positive and hopeful.

The writer could have chosen to focus on this at the end because he wanted to show the impact of Tibbet's story. His story showed Mr Fisher that some students are still capable of being creative.

Question 4

Sentence starters

I agree / disagree with...

This can be seen in the quotation "_____".

The word* "_____" in the quotation makes the reader think / feel / imagine...

Within the context of the extract, this word...

This is also supported by the quotation

"_____".

The word* "_____" in the quotation makes the reader think / feel / imagine...

Within the context of the extract, this word...

This supports my point because...

Example

I agree with the statement that "Tibbet's story is better than Mr Fisher expected".

This can be seen in the quotation "discouraged and bankrupt and ready to go home, he takes off his boot and shakes out a nugget of gold".

The word* "discouraged" in the quotation makes the reader imagine someone who is lacking enthusiasm or hope.

Within the context of the extract, this word suggests that Mr Fisher didn't have much hope or enthusiasm when he started reading Tibbet's story as he didn't think it was going to be any good..

This is also supported by the quotation "nugget of gold".

The word* "gold" in the quotation makes the reader think of something precious and unique

Within the context of the extract, this word is a metaphor for Tibbet's story, which suggests that Mr Fisher sees it as a hidden treasure.

This supports my point because, when Mr Fisher started reading the story he was expecting to be "discouraged" but the story was better than he expected as he compares it to "gold".

Question 5

Description (place)		Description (character)	
Panoramic	Description of setting (weather, light/time of day, sky). Suggestion: base your description around colour.	Panoramic	Description of setting i.e. where the character is.
Zoom and one-liner	Focus on a character (movement, body language, facial expressions)	Zoom and one-liner	Focus on the face of the character (expression/appearance/eyes – do they tell a story?).
Zoom	Focus on nature (natural imagery).	Zoom	Focus on the body of the character (body language/movement/appearance).
Zoom	Focus on something man-made (buildings, roads, traffic).	Zoom	Focus on dialogue (tone of voice/how they speak/who they speak to) OR a <u>memory</u>
Panoramic	Return to description of setting, but subtly present a change (weather, light/time of day, sky). Suggestion: change the colour (for example, the sky changes from grey to blue).	Panoramic	Return to description of setting/face of the character. Subtly present a change.

Whatever the picture is, start and end by describing the weather.

You can practice writing this as part of your revision.



Describing a city

Storm clouds gathered threateningly above the cowering city. Like an unstoppable force, the troops of clouds and rain, built for attack, began their steady march. Resistance was hopeless; darkness would soon fall. Far below, like ants scurrying for safety, the tiny cars and figures of people hurried for cover under the shelter of the fragile towers, desperate to escape the oncoming battle.

Describing a face

Storm clouds gathered threateningly above the greying waves of hair. Like an unstoppable force, the troops of clouds and rain, built for attack, began their steady march. Resistance was hopeless; darkness would soon fall. Yet still, she walked on. While those around her, like ants scurrying for safety, hurried for cover under the shelter

*If you know what the method is (noun, verb, metaphor etc.) use it.



GCSE Food Preparation & Nutrition Learning Journey

Written Exam: 50%

Theoretical Knowledge of:
Food, Nutrition & Health,
Food Science, Food Safety,
Food Choice and
Food Provenance.

20 multiple choice questions
5 further short answer and open response questions

Revision

- A: Research (6 marks)
- B: Demonstrate skills (18 marks)
- C: Planning Final Menu (8 marks)
- D: Making the Final Dishes
3 hour assessment
(30 marks)
- E: Analyse & Evaluate (8 marks)



Food Preparation Assessment: 35%

Released: Nov 1st

NEA 2

- A: Research (6 marks)
- B: Investigation (15 marks)
- C: Analysis & Evaluation (9 marks)

Released: Sept 1st

NEA 1



Term 3 **Food Safety & Science**

Bacteria, Temperature, Food Poisoning & Spoilage
Food Science: Raising Agents, Protein.

Food Safety & Science

Food Storage, Preparation, Cooking and Serving.
Defrosting & Reheating
Food Science: Biological Raising Agent, Coagulation and Carbohydrates

Term 4 **Term 5** **Term 6**

Mock NEA 1 & 2 covering a variety of topics



Y11

Term 2 **Food Science**

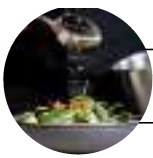
Heat Transfer, Cooking Methods.
Food Science: Fruit & Veg, Fats, Biological Raising Agents

Y10

Term 1 **Food Science**

Primary and Secondary Processing, Nutrient loss during, Technological Developments, Additives/Preservatives

Food Provenance



Practicals in Y10 will focus on finessing students technical skills and science knowledge links

Term 3 **Food Choice**

Costings, Factors, Religion, Moral/Ethical, Allergies/Intolerances, Labelling & Marketing

Term 4 **Food Choice**

Term 5 **Food Provenance**

British & International Cuisine, Sensory Analysis

Food sources, Farming techniques, Environment & Sustainability

Food, Nutrition & Health

Energy Needs, Life Stages, Meal Planning & Health

Term 2 **Food, Nutrition & Health**

Carbohydrate, Fat, Protein, Vitamins, Minerals, Balanced Diet, Nutritional Analysis

Term 1 **Y9**

AQA Food Preparation and Nutrition

KS4

Practicals in Y9 will develop students skills in how to make meals from scratch



Food Science

Key terms

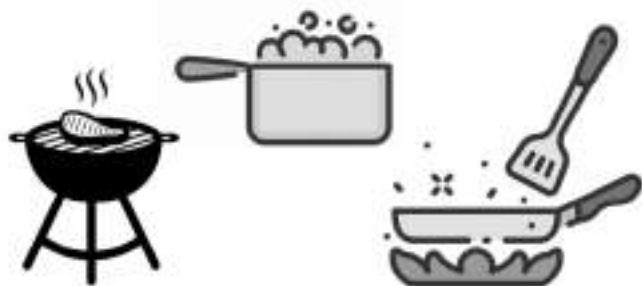
Conduction: The exchange of heat by direct contact with foods on a surface.

Convection: Currents of hot air or hot liquid transfer the heat energy to the food.

Functional ingredients: Included in food for additional health benefits.

Heat transfer: Transference of heat energy between objects.

Radiation: Energy in the form of rays.



Functional ingredients

These are ingredients that are specifically included in food for additional health benefits. They include:

- probiotics – ‘good’ bacteria that may have a positive impact on human health
- prebiotics – food ingredients that promote the growth of beneficial microorganisms in the gut
- sterols/stanols – compounds that can lower cholesterol
- healthy fats (e.g. omega-3);
- added vitamins and minerals (more than in the original food).

Why is food prepared and cooked?

Food is prepared and cooked to:

- make the food more palatable – improves flavour, texture and appearance
- reduce the bulk of the food
- provide variety and interest to meals.

Methods of cooking food

The methods of cooking are divided up into groups. These are based on the cooking medium used.

They are:

- moist/liquid methods, e.g. boiling;
- dry methods, e.g. grilling
- fat-based, e.g. frying.

Selecting the most appropriate way of preparing and cooking certain foods is important to maintain or enhance their nutritional value.

- Vitamins can be lost due to oxidation during preparation or leaching into the cooking liquid.
- Fat-based methods of cooking increase the energy (calories) of the food.
- The use of different cooking methods affects the sensory qualities of the food.

Tenderisation

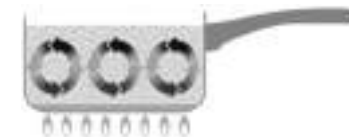
- Mechanical tenderisation – a meat cleaver or meat hammer may be used to beat the meat. Cutting into small cubes or mincing can also help.
- Chemical tenderisation (marinating) –the addition of any liquid to flavour or soften meat before cooking.

There are three ways that heat is transferred to food.

•**Conduction** – the exchange of heat by direct contact with foods on a surface.

•**Radiation** – energy in the form of rays.

•**Convection** – currents of hot air or hot liquid transfer the heat energy to the food.



Colloidal systems

Colloidal systems give structure, texture and mouthfeel to many different products.

System	Disperse phase	Continuous phase	Food
Sol	Solid	Liquid	Unset jelly
Gel	Liquid	Solid	Jelly
Emulsion	Liquid	Liquid	Mayonnaise
Solid emulsion	Liquid	Solid	Butter
Foam	Gas	Liquid	Whipped cream
Solid foam	Gas	Solid	Meringue

Food Science

Ingredients have a range of properties that provide a variety of functions in recipes

Carbohydrates perform different functions in food.

They can:

- help to cause the colour change of bread, toast and bakery products (dextrinisation)
- contribute to the chewiness, colour and sweet flavour of caramel
- thicken products such as sauces and custards (gelatinisation).

Gelatinisation

When starch is mixed with water and heated, the starch granules swell and eventually rupture, absorbing liquid, which thickens the mixture. On cooling, if enough starch is used, a gel forms.

Maillard reaction

Foods which are baked, grilled or roasted undergo colour, odour and flavour changes. This is primarily due to a group of reactions involving amino acids (from protein) and reducing sugars.

Dextrinisation

When foods containing starch are heated they can also produce brown compounds due to dextrinisation. Dextrinisation occurs when the heat breaks the large starch polysaccharides into smaller molecules known as dextrans which produce a brown colour.

Caramelisation

When sucrose (table sugar) is heated above its melting point it undergoes physical and chemical changes to produce caramel.

Proteins perform different functions in food products.

They:

- aerate foods, e.g. whisking egg whites;
- thicken sauces, e.g. egg custard;
- bind ingredients together, e.g. fishcakes;
- form structures, e.g. gluten formation in bread;
- gel, e.g. lime jelly.

Aeration

Products such as creamed cakes need air incorporated into the mixture in order to give a well-risen texture. This is achieved by creaming a fat, such as butter or baking spread, with sugar.

Small bubbles of air are incorporated and form a stable foam.

Coagulation

Coagulation follows denaturation. For example, when egg white is cooked it changes colour and becomes firmer (sets). The heat causes egg proteins to unfold from their coiled state and form a solid, stable network.

Denaturation

Denaturation is the change in structure of protein molecules. The process results in the unfolding of the protein's structure. Factors which contribute to denaturation are heat, salts, pH and mechanical action.

Gelation

Gelatine is a protein which is extracted from collagen, present in animal connective tissue. When it is mixed with warm water, the gelatine protein molecules start to unwind.

On cooling, a stable, solid network is formed, trapping the liquid.

Gluten formation

Two proteins, gliadin and glutenin, found in wheat flour, form gluten when mixed with water. Gluten is strong, elastic and forms a 3D network in dough. In the production of bread, kneading helps untangle the gluten strands and align them. Gluten helps give structure to the bread and keeps in the gases that expand during cooking.

Fats perform different functions in food.

They help to:

- add 'shortness' or 'flakiness' to foods, e.g. shortbread, pastry;
- provide a range of textures and cooking mediums;
- glaze foods, e.g. butter on carrots;
- aerate mixtures, e.g. a creamed cake mix;
- add a range of flavours.

Plasticity

Fats do not melt at fixed temperatures, but over a range. This property is called plasticity.

Raising agents

Raising agents include anything that causes rising within foods, and are usually used in baked goods. Raising agents can be:

- biological, e.g. yeast;
- chemical, e.g. baking powder
- mechanical, e.g. adding air through beating or folding.

Food Spoilage & Safety

Key terms

Best-before-date: Relates to the quality of the food. Food may still be eaten beyond this date.

Cross-contamination: The transfer of bacteria from one source to another. Usually raw food to ready-to-eat food but can also be the transfer of bacteria from unclean hands, equipment, cloths or pests. Can also relate to allergens.

Danger zone: Bacteria will multiply most rapidly between 5-63°C.

Optimum temperature: Bacteria that cause food poisoning reproduce around body temperature (37°C).

The 4Cs: Cleaning, cooking, chilling and cross-contamination.

Use-by-date: Relates to the safety of the food. Food must be eaten by this date.



Types of contamination

- **Physical:** hair, jewellery, nails plasters, glass, plastic
- **Chemical:** cleaning products, pesticides
- **Biological:** bacteria, fungi, mould

Conditions for bacterial growth

- Food source
- Temperature (warmth)
- Moisture
- Time
- pH

High risk foods

- High in protein and moisture
- Meat products (includ. gravy), seafood, eggs, dairy.

Microorganisms in Food Production

- Mould in cheese
- Bacteria in yoghurt
- Yeast in bread

What causes food spoilage

- Bacteria, mould, fungi & yeast
- Insects, rodents & pests
- Chemical reactions
- Moisture, warmth, oxygen
- Time

Signs of food spoilage

- Discolouration
- Change in texture (soft, slimy)
- Mould
- Unpleasant smell
- Off tasting

Storage

- **Ambient:** cool, dry place at room temperature
- **Frozen:** in a freezer at -18°C
- **Chilled:** in a fridge at 0-5°C

Food Poisoning Bacteria

- **Campylobacter** – raw meat, milk (2-5 days)
- **Salmonella** – raw chicken eggs (12-36 hours)
- **Staph A** – Humans (nose, eyes, hair) (1-7 hours)
- **E Coli** – raw meat, vegetables (soil) (1-3 days)
- **Bacillus cereus** – cooked rice (8-16 hours)
- **Listeria** – unpasteurised dairy (1-70 days)

Food Poisoning Symptoms

- Nausea
- Vomiting
- Diarrhoea
- Stomach cramps
- High temperature
- Aches, fatigue & chills

Food Probe

Can check the internal temperature of foods



Preventing Cross Contamination

- **Personal hygiene** (hair, apron, nails, hands, coughs/sneezes, blue plasters)
- **Cleaning surfaces**



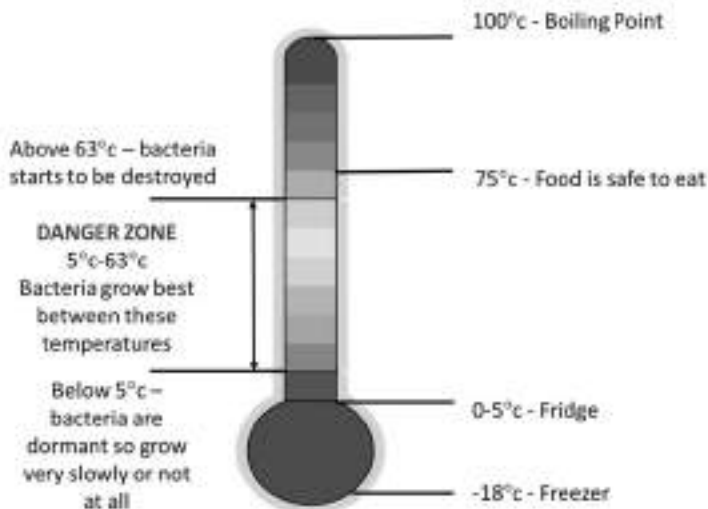
Preservation

- **Heat** = kills most microorganisms
- **Freezing/Chilling** = microorganisms are less active, so reproduction is slower
- **Drying** = removes moisture so microorganism can't reproduce

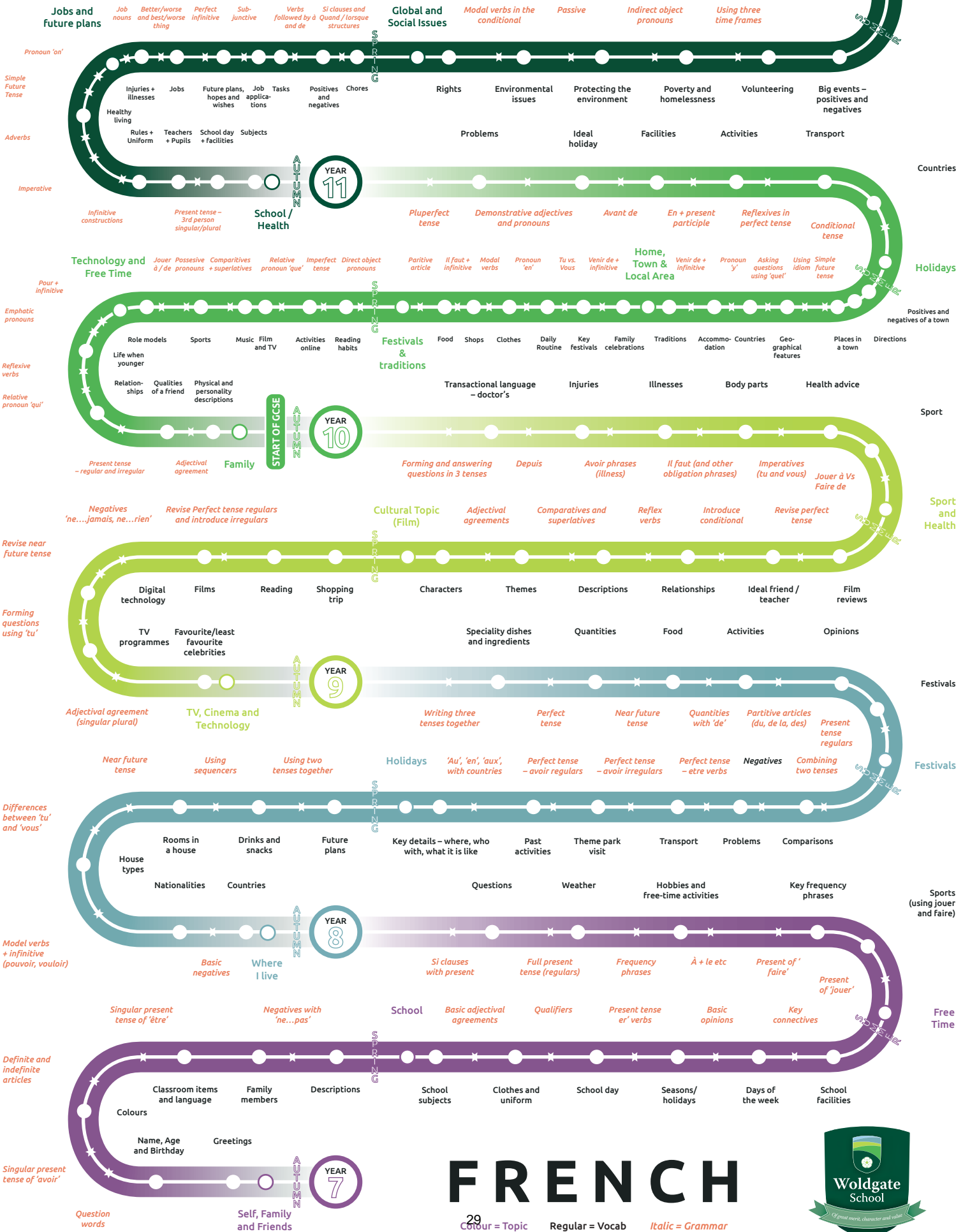
FOOD SAFETY



Give Bacteria No Chance



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



Y10 French KO: Mod 1 'Tu as du temps à perdre ?'

Fêtes et jeux

Exploring events in the francophone world

To express likes or dislikes, use *aimer*, *adorer*, *détester* or *préférer*, followed by:

- a definite article + noun

J'adore le basket. I love basketball.

J'aime la danse. I like dancing.

Je déteste l'athlétisme. I hate athletics.

- a verb in the infinitive

Je n'aime pas jouer au basket. I don't like playing basketball.

J'aime faire de la danse. I like dancing.

The letter **é** is a shorter sound than 'ay' in English. To pronounce it correctly, try grinning widely as you say it!

Est-ce que tu aimes ... ?

Do you like ... ?

J'adore I love	jouer playing	au basket. basketball.
J'aime I like		au foot(ball). football.
Je n'aime pas I don't like	faire doing	au tennis de table. table tennis.
Je déteste I hate		du sport. sport.
		de la danse. dance.
		de l'athlétisme. athletics.

In French words, the final consonants **-d**, **-n**, **-s**, **-t** and **-x** are usually silent. However, if the next word begins with a vowel, the final consonant is pronounced. This is called a **liaison**.

Listen and repeat the phrase:
les dix jours sans écrans

À ton avis, c'est une bonne idée?

In your opinion, is it a good idea?

À mon avis, c'est In my opinion, it is	une bonne idée. a good idea.
	amusant. fun.
	intéressant. interesting.
	une mauvaise idée. a bad idea.
	ennuyeux. boring.
	nul. rubbish.
Tu es d'accord? Do you agree?	Oui, je suis d'accord. Yes, I agree.
	Non, je ne suis pas d'accord. No, I don't agree.

Fêtes et jeux (pages 6-7)

Les opinions

À ton avis, c'est une bonne idée? In your opinion, is it a good idea?

À mon avis, c'est ... In my opinion, it is ...

amusant / ennuyeux. fun / boring.

intéressant / nul. interesting / rubbish.

une bonne / mauvaise idée. a good / bad idea.

Tu es d'accord? Do you agree?

Oui, je suis d'accord. Yes, I agree.

Non, je ne suis pas d'accord. No, I don't agree.

Est-ce que tu aimes ...? Do you like ...?

J'adore / J'aime ... I love / I like ...

Je n'aime pas ... I don't like ...

Opinions

In your opinion, is it a good idea?

In my opinion, it is ...

fun / boring.

interesting / rubbish.

a good / bad idea.

Do you agree?

Yes, I agree.

No, I don't agree.

Do you like ...?

I love / I like ...

I don't like ...

Je déteste ... I hate ...

Le sport

l'athlétisme

le basket

la danse

le foot(ball)

le tennis de table

faire de l'athlétisme

faire de la danse

faire du sport

jouer au basket / foot(ball)

I hate ...

Sport

athletics

basketball

dance

football

table tennis

doing athletics

dancing

playing sport

playing basketball / football

1 Ma vie en ligne

Talking about what you do online

There are many regular -er verbs in French. They work like this in the present tense.

G

jouer (to play)	
je joue	I play
tu joues	you (singular) play
il/elle/on joue	he/she plays / we play
nous jouons	we play
vous jouez	you (plural or polite) play
ils/elles jouent	they play

envoyer (to send) changes **y** to **ie** in these forms:
j'envoie: tu envoies: il/elle/on envoie: ils/elles envoient

The following terms are often used to express contrasting points of view.



cependant	however
mais	but
malgré cela	in spite of that
même si	even if
pourtant	nevertheless
toutefois	(and) yet

tout le temps	all the time
tous les jours	every day
tous les soirs	every evening
tous les week-ends	every weekend
souvent	often
parfois	sometimes
de temps en temps	from time to time

The following key verbs are irregular in the present tense.

G

aller (to go)	avoir (to have)	être (to be)	faire (to do/make)
je vais	j'ai	je suis	je fais
tu vas	tu as	tu es	tu fais
il/elle/on va	il/elle/on a	il/elle/on est	il/elle/on fait
nous allons	nous avons	nous sommes	nous faisons
vous allez	vous avez	vous êtes	vous faites
ils/elles vont	ils/elles ont	ils/elles sont	ils/elles font

On means 'one' but can also mean 'we'. It takes the same part of the verb as il/elle.

Page 21

Qu'est-ce que tu fais sur ton ordinateur ? (What do you do online?)		
J'écoute / I listen to	du rap / rap de la musique / music des chansons / songs	avec mes écouteurs / with my headphones.
Je télécharge / I download	du rap / rap de la musique / music des chansons / songs	
Je regarde / I watch	des clips sur TikTok / clips on TikTok	
Je partage / I share	des clips / clips des photos / photos des selfies / selfies	avec mon ami / with my friend.
Je parle / I talk		

Qu'est-ce que tu fais en ligne ?
(What do you do online?)

J'envoie / I send	de la musique / music des clips / clips des photos / photos des selfies / selfies des messages / messages	à mes copains et copines / to my friends.
J'achète / I buy	des vêtements / clothes	sur eBay / on eBay sur Vinted / on Vinted.
Je joue / I play	à des jeux vidéo / computer games. à des jeux en ligne / games online.	
Je cherche / I look for	des idées / ideas. des informations / information.	
Je passe / I spend	beaucoup de temps / a lot of time trop de temps / too much time	devant un écran / in front of a screen.

Ma vie en ligne (pages 8-9)

Qu'est-ce que tu fais en ligne?

What do you do online?

J'achète (des vêtements).
Je cherche ...
J'écoute (de la musique avec mes écouteurs).
J'envoie (des messages à mes copains et copines).
Je joue (à) ...
Je parle (avec mon ami).
Je partage (des photos).
Je passe (beaucoup / trop de temps) ...
Je télécharge (des chansons).

I buy (clothes).
I search (for) ...
I listen (to music on my headphones).
I send (messages to my friends).
I play ...
I speak (with my friend).
I share (photos).
I spend (a lot of / too much time) ...
I download (songs).

Je fais ça ...
de temps en temps.
parfois
souvent / tous les jours.
tous les soirs / week-ends.
tout le temps.

I do that ...
from time to time.
sometimes.
often / every day.
every evening / weekend.
all the time.

C'est très / vraiment / trop ...
*affreux / amusant.
dangereux / ennuyeux.
*formidable / génial.
cool / inquiétant.
mauvais pour la santé.
nul / super.
une (très) bonne chose.

It's very / really / too ...
awful / fun.
dangerous / boring.
terrific / great.
cool / worrying.
unhealthy.
rubbish / great.
a (very) good thing.

cependant
mais
malgré cela
même si
pourtant
toutefois

however
but
in spite of that
even if
nonetheless
(and) yet

Il y a ...
des applis pour tout.
des risques de sécurité.
des vols d'identité.

There is / are ...
apps for everything.
security risks.
identity theft.

2. Tu as une vie active?

Talking about what you do to stay active

These two verbs are irregular in the present tense
boire (to drink) je **bois** (I drink)
lire (to read) je **lis** (I read)

G

Negatives go around the verb

Je **ne** suis **pas** sportif/ive. I am **not** sporty.
Je **ne** joue **jamais** du rugby. I **never** play rugby.
Je **ne** fais **rien**. I **do nothing** / I **don't** do anything.

G

Page 23

Qu'est-ce que tu fais comme activités, le jour sans école?		
What activities do you do on a no-school day?		
Je suis / I am	très / very	actif(s)/active(s), active.
Je ne suis pas / I am not	assez / quite	sportif(s)/sportive(s), sporty.
Nous sommes / We are	membre(s) / a member/members	de l'équipe de handball, of the handball team.
Je ne fais rien. / I don't do anything.		d'un groupe de musique, of a music group.
Je ne fais pas de / I don't do	sport, sport.	
	vélo, cycling.	
	cuisine, cooking.	
	danse, dancing.	
Cependant, / However,	je fais un effort. / I am making an effort.	

Qu'est-ce que tu fais comme activités, le jour sans école?			
What activities do you do on a no-school day?			
D'habitude / Usually		au basket / basketball	dans l'équipe du collège. / in a team at school.
Parfois / Sometimes		au foot(ball) / football	
Souvent / Often	je joue / I play	au rugby / rugby	dans un groupe de musique. / in a music group.
Normalement / Normally	nous jouons / we play	du piano / the piano	
Le soir / in the evening		du violon / the violin	
Le samedi / On Saturdays		de la guitare / the guitar	
		de la flûte / the flute	

Qu'est-ce que tu fais comme activités, le jour sans école?			
What activities do you do on a no-school day?			
D'habitude / Usually	je fais / I do	du sport / sport	avec mon/ma meilleur(e) ami(e). / with my best friend.
Parfois / Sometimes	nous faisons / we do	du vélo / cycling	
Souvent / Often		de la cuisine / cooking	
Normalement / Normally		de la danse / dancing	avec mes ami(e)s/copains/copines. / with my friends.
Le soir / in the evening	je fais / nous faisons une promenade / I/we go for a walk	de la natation / swimming	
Le samedi / On Saturdays	je vais / I go	au centre sportif / to the sports centre	ensemble. / together.
		au théâtre / to the theatre	
	nous allons / we go	à un concert / to a concert	
		à la piscine / to the swimming pool	
		à la plage / to the beach	

Tu as une vie active? (pages 10–11)

Qu'est-ce que tu fais?

What do you do?

Je suis / Je ne suis pas ... / I am / I am not ...

très / assez / very / quite

actif/active. / active.

sportif/sportive. / sporty.

Je joue ... / I play ...

au basket / foot(ball) / *rugby. / basketball / football / rugby.

du *piano / de la *guitare. / the piano / the guitar.

dans l'équipe du collège / un groupe de musique. / in the school team / a music group.

Je fais ... / I do ...

du vélo. / I cycle.

de la cuisine / de la natation. / I cook / I go swimming.

Je vais ... / I go ...

au centre sportif / théâtre. / to the sports centre / theatre.

à un concert. / to a concert.

à la piscine / plage. / to the swimming pool / beach.

avec mon/ma meilleur(e) ami(e) / with my best friend

ensemble / together

Je suis membre de l'équipe. / I am a member of the team.

J'ai un cours de musique. / I have a music lesson.

Nous avons bientôt un concert. / We have a concert soon.

Je lis un (bon) livre. / I read a (good) book.

d'habitude / usually
parfois / sometimes
normalement / normally

Je ne fais rien. / I don't do anything.

Je ne fais pas de ... / I don't do ...

Je ne fais jamais de ... / I never do ...

3. Qu'est-ce que tu regardes?

Talking about what you watch

To form questions, you can use a question word + est-ce que...
 Quand est-ce que tu regardes la télé? When?

quel/quelle/quel(s)/quelle(s) ...? means which...? or what...? It is an adjective and has to agree with the noun it refers to.

masculine singular	feminine singular	masculine plural	feminine plural
quel cinéma?	quelle vidéo?	quels films?	quelles émissions?

Quelles émissions est-ce que tu préfères?

Page 21

Regular -ir verbs like finir (to finish) and choisir (to choose) work like this in the present tense.

je finis
 tu finis
 il/elle/on finit
 nous finissons
 vous finissez
 ils/elles finissent

Page 20

Quel type de films est-ce que tu regardes? / What do you watch?

Je regarde / watch	des clips de musique ou de danse. music or dance clips.	sur YouTube, on YouTube.
	des clips sur une chaîne de musique. clips on a music channel.	
	des émissions de télé-réalité. reality TV programmes.	
	des vidéos de cuisine cookery videos	
	des vidéos amusantes d'animaux funny animal videos	
	des vidéos de musique music videos	
	des vidéos de danse dance videos	
Je ne regarde jamais / never watch	de vidéos de cuisine. cookery videos.	

Qu'est-ce que tu aimes regarder? / What do you like to watch?

J'aime regarder / like to watch	des séries. series.
	des comédies. comedies.
	des émissions de sport. sports programmes.
	un peu de tout. a bit of everything.

At the cinema Role Play

Il(s) aime(s) regarder... / He/She likes watching...

Je préfère regarder des films. / I prefer to watch films	chez moi. at home.
	au cinéma. at the cinema.
	un peu partout. pretty much everywhere.
	à la télé. on TV.
	sur un grand écran. on a big screen.
	sur mon portable. on my mobile phone.
Je préfère regarder des films en streaming. / I prefer to stream films.	

Je voudrais... / I would like...

Vous voulez voir quel type de film? / What type of film do you want to watch?	Je voudrais voir / I would like to see	un film de science-fiction. a science-fiction film.
	Je voudrais regarder / I would like to watch	un film d'action. an action film.
C'est pour quelle séance? / What screening is it for?	La séance de huit heures. / The screening at eight o'clock.	
Vous désirez combien de billets? / How many tickets would you like?	Trois billets, s'il vous plaît. / Three tickets, please.	
Pour des adultes ou des enfants? / For adults or children?	Un adulte. / An adult.	
	Deux enfants. / Two children.	
Le film finit à quelle heure? / What time does the film finish?	À dix heures. / At ten o'clock.	
	À huit heures. / At eight o'clock.	
C'est combien? / How much is it?	Vingt euros, s'il vous plaît. / Twenty euros, please.	
Merci. / Thank you.		

Qu'est-ce que tu regardes? (pages 12-13)

Qu'est-ce que tu aimes regarder? / What do you like to watch?	Quel type de vidéos est-ce que tu regardes / préfères regarder? / Which type of videos do you watch / prefer watching?
J'aime regarder... / I like to watch...	Je regarde... / I watch...
des *clips sur une chaîne de musique. / clips on a music channel.	
Avec qui est-ce que tu aimes regarder des films? / Who do you like to watch films with?	
avec les membres de ma famille / with members of my family	
tout(e) seul(e) dans ma chambre / alone in my bedroom	
Combien de fois par mois est-ce que tu vas au cinéma? / How many times a month do you go to the cinema?	
Je vais au cinéma une ou deux fois par mois. / I go to the cinema once or twice a month.	
Je ne vais pas souvent... / I don't often go...	
Où et comment est-ce que tu préfères regarder des films? / Where and how do you prefer watching films?	
Je préfère regarder... / I prefer watching...	
chez moi ou en streaming. / at home or streaming.	
au cinéma, sur un grand écran. / at the cinema, on a big screen.	

des émissions de sport. / sports programmes.	des émissions de télé-réalité. / reality TV programmes.
des films de science-fiction. / sci-fi films.	des vidéos amusantes d'animaux. / funny animal videos.
des vidéos de cuisine / danse sur YouTube. / cookery / dance videos on YouTube.	un peu de tout. / a bit of everything.
un peu partout, sur mon portable. / anywhere on my phone.	
Quand est-ce que tu regardes des vidéos? / When do you watch videos?	
Je regarde... / I watch...	
le matin, avant le collège. / in the morning, before school.	
le soir, après les cours. / in the evening, after school.	
quand j'ai du temps libre. / when I have free time.	
La séance de huit heures. / The eight o'clock screening.	
Trois billets, s'il vous plaît. / Three tickets, please.	
Un adulte et deux enfants. / One adult and two children.	
Le film finit à quelle heure? / What time does the film finish?	
C'est combien? / How much is it?	
Je voudrais voir / regarder... / I would like to see / watch...	

4. Qu'est-ce qu'on va faire?

Making plans to go out

Qu'est-ce qu'on va faire?				
Making plans to go out				
Je vais I am going	aller to go	à la piscine to the swimming pool	avec la/ma famille. with the/my family.	
Tu vas You are going		au marché to the market		
Il/Elle va He/She is going		au parc to the park		
On va We are going	faire to do	les magasins the shopping		avec les/mes copains/copines. with the/my friends.
Nous allons We are going		jouer to play		
Vous allez You (pl.) are going	voir to see	le château the castle		avec les/mes copains/copines. with the/my friends.
ils/Elles vont They are going		le musée the museum		
		un spectacle de danse a dance show		
		un spectacle de musique a music show		

Qu'est-ce qu'on va faire?				
Making plans to go out				
Je vais I am going	partir to leave	à dix heures at ten o'clock	avec la/ma famille. with the/my family.	
Tu vas You are going		à midi at midday		
Il/Elle va He/She is going	prendre to take	le bus the bus		avec les/mes copains/copines. with the/my friends.
On va We are going		passer to show		
Nous allons We are going	acheter to buy	un tee-shirt a T-shirt		
Vous allez You (pl.) are going				
ils/Elles vont They are going				
Ça va être super-intéressant. It's going to be super interesting.				

Qu'est-ce qu'on va faire?		
Making plans to go out		
Je vais le faire I am going to do it	aujourd'hui today	à at
	ce matin this morning	
	cet après-midi this afternoon	
	ce soir this evening / tonight	
	demain tomorrow	
	demain matin tomorrow morning	
	demain après-midi tomorrow afternoon	
	demain soir tomorrow evening	
	neuf heures nine o'clock	
	neuf heures dix ten past nine	
	neuf heures vingt-cinq twenty-five past nine	
	neuf heures et demie half past nine	
	dix heures moins vingt twenty to ten	
	dix heures moins le quart quarter to ten	
	dix heures moins dix ten to ten	
	midi midday	
	minuit midnight	

à ... (at ...)

neuf heures 9:00

neuf heures dix 9:10

neuf heures et quart 9:15

neuf heures vingt-cinq 9:25

neuf heures et demie 9:30

dix heures moins vingt 9:40

dix heures moins le quart 9:45

dix heures moins dix 9:50

midi / minuit

midday /

You can use the present tense of aller (to go) + an infinitive to refer to the future. This is called the near future tense.

je vais	aller au parc / à la piscine
tu vas	faire les magasins
il/elle/on va	jouer au football
nous allons	visiter le musée
vous allez	voir un spectacle
ils/elles vont	partir à midi

Page 22

Ça t'intéresse? Tu es libre? Tu viens?

Are you interested?	Are you free?	Are you coming?
---------------------	---------------	-----------------

D'accord, je veux bien. Oui, je suis libre. Ça m'intéresse. Oui, merci, c'est gentil.

Non, désolé(e). Je ne peux pas. Je ne suis pas libre.

Qu'est-ce qu'on va faire? (pages 14-15)

aujourd'hui	today	partir ...	to leave ...
demain	tomorrow	voir un spectacle	to see a show
ce matin / demain matin	this morning / tomorrow morning	acheter un *tee-shirt	to buy a tee-shirt
cet après-midi / demain après-midi	this afternoon / tomorrow afternoon	prendre le bus	to take the bus
ce soir / demain soir	this evening / tomorrow evening	regarder un film en 3D	to watch a film in 3D
		faire les magasins	to go shopping

à ...	at ...	Ça t'intéresse?	Are you interested?
neuf heures	nine o'clock	Tu es libre?	Are you free?
neuf heures et demie	half past nine	Tu viens?	Are you coming?
dix heures moins vingt	twenty to ten	D'accord, je veux bien.	OK, I would like to.
dix heures moins le quart	quarter to ten	Oui, je suis libre.	Yes, I'm free.
midi / minuit	midday / midnight	Ça m'intéresse.	I'm interested.
		Oui, merci, c'est gentil.	Yes, thanks, that's kind of you.
		Non, désolé(e), je ne peux pas.	No, sorry, I can't.
		Je ne suis pas libre.	I'm not free.

5. Qu'est-ce que tu as fait ?

Saying what you did last weekend

The perfect tense is formed of two parts:

- 1 the auxiliary verb (part of **avoir** or **être**)
- 2 the past participle

You form the past participle of regular **-er** verbs like this:

chanter (to sing) → chanté
 j'ai chanté (I sang) nous avons chanté (we sang)

Some past participles are irregular, e.g.

boire (to drink) → j'ai bu (I drank)
 faire (to do/make) → j'ai fait (I did/made)

For verbs that take être, e.g. aller (to go) and rester (to stay), the past participle must agree with the subject.

nous sommes allés (we went) elle est restée (she stayed)

In the perfect tense, negatives go around the part of avoir or être:

Je **n'ai pas** acheté de souvenirs. (not)
 Je **ne suis pas** allé(e) au concert. (not)
 Je **n'ai rien** mangé. (nothing)

Qu'est-ce que tu as fait ? (pages 16-17)		What did you do last weekend?		
Samedi On Saturday	matin morning	j'ai / nous avons we	joué played	au tennis. tennis.
	après-midi afternoon		acheté bought	un tee-shirt. a T-shirt.
Dimanche On Sunday	soir evening		chanté sang	des chansons. songs.
			dansé. danced.	
D'abord Firstly	Ensuite Then/Afterwards		regardé watched	le concert avec mon/ma meilleur(e) ami(e). the concert with my best friend.
Puis Then	Après After		écouté listened	de la musique. to music.
Plus tard Later	Enfin Finally	bu. drank.		
		fait went	de la natation. swimming.	

Qu'est-ce que tu as fait ? (pages 16-17)				What did you do last weekend?			
Samedi On Saturday	matin morning	j'ai / nous avons we	pris took	des photos. photos.	avec ma famille. with my family.		
	après-midi afternoon		lu. read.				
Dimanche On Sunday	soir evening	vu saw	mon groupe préféré. my favourite band.				
		je suis I	allé(e)(s) went				
D'abord Firstly	Ensuite Then/Afterwards	elle est she					
Puis Then	Après After	nous sommes. we	resté(e)(s) stayed				
Plus tard Later	Enfin Finally						

c'est it is
 c'était it was
 il y a there is/are
 il y avait there was/were

C'était comment ? (pages 16-17)			How was it?		
C'était it was	assez quite	amusant. fun.	J'ai passé un week-end I spend a ... weekend.	un peu a bit	cher. expensive.
	trop too	ennuyeux. boring.		vraiment really	fomidable. terrific.
		génial. great.		nul. rubbish.	
		parfait. perfect.		passionnant. exciting.	
		sympa. nice.			

Qu'est-ce que tu as fait? (pages 16-17)

Qu'est-ce que tu as fait, le week-end dernier? What did you do last weekend?

d'abord first of all
 ensuite next
 après after
 puis then
 plus tard later
 finalement finally

J'ai / Nous avons ... I / We ...
 acheté (un *tee-shirt). bought (a tee-shirt).
 bu / mangé ... drank / ate ...
 chanté (des chansons). sang (songs).
 dansé / lu ... danced / read ...
 écouté (de la musique). listened (to music).

fait de la natation. went swimming.
 joué (au tennis). played (tennis).
 passé (un week-end) ... spent (a weekend) ...
 pris ... took ...
 regardé (le concert). watched (the concert).
 vu (mon groupe préféré). saw (my favourite group).
 Je suis / Nous sommes ... I / We ...
 allé(e)(s) went
 resté(e)(s) stayed

C'était ... it was ...
 assez / complètement / un peu quite / completely / a bit
 amusant / cher. fun / expensive.
 génial / sympa. great / nice.
 parfait / passionnant. perfect / exciting.

6. J'ai participé aux Jeux de la Francophonie !

Asking questions

Questions in the perfect tense often use **inversion**.
 The **subject** swaps places with the first verb, with a hyphen in between.
Tu as célébré ton succès. → **Comment as-tu célébré ton succès?**
 Inversion is **not** used with questions that start with **Est-ce que** or **Qu'est-ce que**.

G

Use **rising intonation** when you ask a question.
 Listen and repeat the question. Make your voice go up at the end.
 Est-ce que tu as gagné la compétition?

Page 23

Un grand succès aux Jeux de la Francophonie! A big success at the Francophone Games!

Tu es de quel pays? <i>Which country are you from?</i>	Je suis <i>I am</i>	du Sénégal. <i>from Senegal.</i> du Mali. <i>from Mali.</i> de la Belgique. <i>from Belgium.</i>
Qu'est-ce que tu fais comme activité? <i>What activity do you do?</i>	Je joue <i>I play</i>	au foot. <i>football.</i> au basket. <i>basketball.</i> du piano. <i>the piano.</i>
	Je fais <i>I do</i>	du vélo. <i>cycling.</i> de la danse hip-hop. <i>hip-hop dancing.</i>

Un grand succès aux Jeux de la Francophonie! A big success at the Francophone Games!

Quand et où est-ce que tu fais ça? <i>When and where do you do that?</i>	Je fais ça <i>I do that</i>	chaque jour. <i>every day.</i>
	Je fais mon entraînement <i>I do my training</i>	(deux) fois par semaine. <i>(twice) a week.</i>
		le samedi. <i>on Saturdays.</i>
		le dimanche. <i>on Sundays.</i>
		au centre sportif. <i>at the sports centre.</i>
		au collège. <i>at school.</i>

Un grand succès aux Jeux de la Francophonie! A big success at the Francophone Games!

À quel âge as-tu commencé à pratiquer ça? <i>At what age did you start doing that?</i>	J'ai commencé <i>I started</i>	à l'âge de (sept) ans. <i>at the age of (seven).</i> à l'âge de (douze) ans. <i>at the age of (twelve).</i>
Quand as-tu participé aux Jeux de la Francophonie? <i>When did you take part in the Francophone Games?</i>	J'ai participé aux Jeux <i>I took part in the Games</i>	l'année dernière. <i>last year.</i> il y a (trois) ans. <i>(three) years ago.</i>
Est-ce que tu as gagné? <i>Did you win?</i>	J'ai gagné <i>I won</i>	la compétition. <i>the competition.</i> le concours. <i>the contest.</i>
	J'ai fini <i>I finished</i>	en première position. <i>in first place.</i> en deuxième position. <i>in second place.</i> en troisième position. <i>in third place.</i>

J'ai participé aux Jeux de la Francophonie! (pages 18–19)

Tu es de quel pays? *Which country are you from?*
 Je suis du / de ... *I am from ...*

Qu'est-ce que tu fais comme activité? *Which activity do you do?*
 Je joue ... / Je fais ... *I play ... / I do ...*

Quand est-ce que tu fais ça? *When do you do that?*
 Je fais ça / mon entraînement le (samedi) matin. *I do that / my training on (Saturday) mornings.*

Où as-tu fait ton entraînement? *Where did you train?*
 au centre sportif / au collège *at the sports centre / at school*

À quel âge as-tu commencé à pratiquer ça? *At what age did you start practising?*
 J'ai commencé à l'âge de (dix) ans. *I started at (ten) years old.*

Quand as-tu participé aux Jeux? *When did you participate in the Games?*
 J'ai participé aux Jeux l'année dernière / il y a (deux) ans. *I participated in the Games last year / (two) years ago.*

Est-ce que tu as gagné? *Did you win?*
 J'ai gagné la compétition / le concours. *I won the competition.*

J'ai fini en première / en troisième position. *I finished in first / third position.*

Avec qui as-tu célébré ton succès? *With whom did you celebrate winning?*

Comment avez-vous célébré ça? *How did you celebrate that?*

Y10 French KO: Mod 2 'Mon clan, ma tribu'

Libre d'être moi

If you'd like to talk about your gender identity and sexuality, you can say:
je suis (I am) ... / je me définis comme (I define myself as) ...

<i>masculin</i>	<i>gay</i>
<i>féminine</i>	<i>hétéro(sexuel(le))</i>
<i>non-binaire</i>	<i>lesbienne</i>
<i>transgenre</i>	<i>bisexuel(le)</i>

There are three different ways to say 'my' in French. The word for 'my' has to agree with the gender and number of the noun that follows it.

masculine: **mon**
 feminine: **ma**
 plural: **mes**

Page 44

Emphatic pronouns are used after prepositions such as ***pour, avec, sans*** and ***à***

<i>pour moi</i>	for me	<i>pour nous</i>	for us
<i>avec toi</i>	with you	<i>à vous</i>	to you
<i>à lui</i>	to him	<i>sans eux</i>	without them
<i>sans elle</i>	without her	<i>avec elles</i>	with them

Page 44

Libre d'être moi (pages 32-33)

Mon identité	<i>My identity</i>
Qu'est-ce qui fait ton identité?	<i>What defines your identity?</i>
Ce qui fait mon identité, c'est / ce sont ...	<i>What defines my identity is ...</i>
mes amis.	<i>my friends.</i>
*mon genre.	<i>my gender.</i>
ma langue.	<i>my language.</i>
ma personnalité.	<i>my personality.</i>
ma religion.	<i>my religion.</i>

l'amitié	<i>friendship</i>
la communauté	<i>community</i>
le courage	<i>courage</i>
*la démocratie	<i>democracy</i>
*l'inclusivité	<i>inclusivity</i>
la justice	<i>justice</i>
le respect	<i>respect</i>
*la tolérance	<i>tolerance</i>

1 Un week-end en famille

Lots of daily-routine verbs are reflexive. They have a **reflexive pronoun** before the verb.

se lever (to get up)

je me lève
tu te lèves
il/elle/on se lève
nous nous levons
vous vous levez
ils/elles se lèvent

Both **on** and **nous** can mean 'we'.

Page 44

Take care with the pronunciation of these two sounds:

1 è ai ê

Listen and repeat these words. Open your mouth widely as you say them.

père / j'aime / vêtements

2 œu open eu

Listen and repeat these words with your lips in a more rounded shape and your jaw lower: *sœur / heure*

Use **sequencers** to link the activities together:
d'abord, puis, ensuite, plus tard

Use connectives to create extended sentences:

et, donc, car, parce que, où.



Include reflexive verbs for different people, and extend your sentences using sequencers and connectives.



Possessive adjectives

G

	masculine	feminine	plural
my	mon	ma	mes
your	ton	ta	tes
his/her	son	sa	ses

mon grand-père my grandfather
ta grand-mère your grandmother
son frère his/her brother
sa demi-sœur his/her step (half)-sister

Page 44

D'abord, le vendredi soir, ...
 Le samedi matin, ...
 Le dimanche après-midi, ...
 Après, ...
 Ensuite, ...
 Puis ...
 Plus tard, ...

on mange	tôt.
je vais au lit	tard.
nous nous levons	à ... heures.
mon frère (jumeau/aîné) s'habille	

je travaille / il fait / elle joue / on va ...

ma (petite) sœur s'occupe de son jardin et ...
 mon père s'amuse bien car ...
 mes mères s'entraînent parce que ...
 mes (demi-)sœurs et leurs copains se préparent pour ...

Firstly, on Friday evening, ...
 On Saturday morning, ...
 On Sunday afternoon, ...
 After, ...
 Next, ...
 Then, ...
 Later, ...

we eat	early
I go to bed	late.
we get up	at... o'clock.
my (twin/older) brother gets dressed	

I work / he does / she plays / we go...

my (little) sister takes care of her garden and ...
 my dad has fun because ...
 my mums train because ...
 my (half) sisters and their friends prepare themselves for ...

Un week-end en famille (pages 34-35)

Que fais-tu le week-end?	<i>What do you do at the weekend?</i>
Que fais-tu en famille?	<i>What do you do with your family?</i>
Dans ma famille, il y a (trois) personnes.	<i>In my family, there are (three) people.</i>
J'habite avec ...	<i>I live with ...</i>
Je vis avec ...	<i>I live with ...</i>
ma mère / belle-mère.	<i>my mother / step-mother.</i>
ma sœur / demi-sœur.	<i>my sister / step (half)-sister.</i>
ma tante.	<i>my aunt.</i>
mon père / beau-père.	<i>my father / step-father.</i>
mon frère.	<i>my brother.</i>
mes grands-parents.	<i>my grandparents.</i>
mon grand-père.	<i>my grandfather.</i>

jumeau/jumelle	twin
aîné(e)	older
petit(e)	little / younger

D'abord , le vendredi soir, ...	<i>First of all, on Friday evening ...</i>
Le samedi / dimanche ...	<i>On Saturday / Sunday ...</i>
matin	<i>morning</i>
après-midi	<i>afternoon</i>

soir	<i>evening</i>
à ... heures	<i>at ... o'clock</i>
(très) tard / tôt	<i>(very) late / early</i>
Après / Ensuite ...	<i>After / Next ...</i>
Puis ...	<i>Then ...</i>
Plus tard ...	<i>Later ...</i>
Je fais ...	<i>I do ...</i>
Je joue à des jeux.	<i>I play games.</i>
Je mange ...	<i>I eat ...</i>
Je m'amuse (bien).	<i>I have fun.</i>
Je me couche.	<i>I go to bed.</i>
Je m'entraîne .	<i>I train.</i>
Je m'habille.	<i>I get dressed.</i>
Je *me lave.	<i>I wash (myself).</i>
Je me lève.	<i>I get up.</i>
Je m'occupe de (mon jardin).	<i>I look after (my garden).</i>
Je me repose.	<i>I relax.</i>
Je travaille.	<i>I work.</i>
Je vais au lit.	<i>I go to bed.</i>
chez moi/ nous	<i>at my/our house</i>
dans ma chambre	<i>in my bedroom</i>
dans le parc	<i>in the park</i>

2. L'amitié est la clé du bonheur

Adjectives must agree with the person or noun they are describing. Most adjectives work like this:

masculine	feminine	masc plural	fem plural
-	add -e	add -s	add -es
patient	patient e	patient s	patient es

Some adjectives follow different patterns:

stupid**e**/stupid**e** actif/active
travail**leur**/travail**euse** gentil/gentille

Others are irregular:

vie**ux**/vie**ille** beau/belle

Some adjectives, such as **sympa**, never change.

Many French verbs are irregular and don't follow the usual pattern, e.g.
prendre (to take) → il **prend**
faire (to do/make) → il **fait**
dire (to say) → il **dit**
voir (to see) → il **voit**
croire (to believe) → il **croit**
rire (to laugh) → il **rit**
mettre (to put) → on **met**
sortir (to go out) → on **sort**

Page 45

La plupart du temps,	je m'entends	(assez) bien très bien	avec	mon/ma meilleur(e) ami(e). mes ami(e)s.
Il est/ Ils sont	tout le temps	patient(s) / fidèle(s) / stupide(s) / travailleur(s) / actif(s) / sympa.		
Elle est/ Elles sont		patient e (s) / fidèle(s) / stupide(s) / travail euse (s) / active(s) / sympa.		
On s'ennuie / On s'amuse bien (ensemble)			rarement.	
On se dispute / On s'excuse			de temps en temps.	
On ne se dispute jamais.			toujours.	

The majority of the time,	I get on	(quite) well very well	with	my best friend. my friends.
He is / They are	always	patient / loyal / stupid / hard-working / active / nice.		
She is / They are		patient / loyal / stupid / hard-working / active / nice.		
We are bore bored / We get on well (together)			rarely.	
We argue / We apologise			from time to time.	
We never argue.			always.	

À mon avis (in my opinion)	un bon ami est (a good friend (m) is) une bonne amie est (a good friend (f) is)	quelqu'un de (somebody)	attentionné (caring) disponible (available)	fiable (reliable) fidèle (faithful)	généreux (generous) ouvert d'esprit (open-minded)	et de (and)	gentil (kind) honnête (honest)	humble (humble) positif (positive)	sensible (sensitive) serviable (helpful)
La meilleure qualité (The best quality)	d'un ami (of a friend (m)) d'une amie (of a friend (f))	c'est (it is)	la disponibilité (availability) la fidélité (loyalty) la générosité (generosity)	l'honnêteté (honesty) l'humilité (humility)		la positivité (positivity) le sens de l'humour (sense of humour)			
Un vrai ami (A real friend (m)) Une vraie amie (A real friend (f))	cherche toujours à comprendre ton point de vue (always tries to understand your point of view) se réjouit vraiment de ton bonheur et de ta réussite (really rejoices for your happiness and success) est toujours prêt(e) à t'aider (is always ready to help you) respecte tes choix ou opinions (respects your choices or opinions) t'aide dans tes pires moments (helps you in your worst moments) t'encourage quand tu n'as pas le moral (encourages you when you are down)				et (and)	cherche à te faire plaisir (tries to please you) est toujours là pour toi (is always there for you) ne te juge pas (doesn't judge you) pense à toi (thinks about you) s'inquiète pour toi (worries about you) te reste toujours fidèle (always stays loyal to you) tu peux compter sur lui/elle (you can count on him/her)			

L'amitié est la clé du bonheur (pages 36-37)

Tu t'entends (toujours) bien avec tes amis? Pourquoi / Pourquoi pas?	Do you (always) get on well with your friends? Why / Why not?	toujours. d'habitude	always. usually
La plupart du temps, je (ne) m'entends (pas) (assez / très) bien avec mes amis.	Most of the time, I (don't) get on (quite / very) well with my friends.	C'est quoi, l'amitié pour toi? Pour moi, / À mon avis ... il est important d'avoir ... un ami proche. un groupe d'amis sympa. beaucoup d'amis amusants.	What is friendship, for you? For me, / In my opinion, ... it is important to have ... a close friend. a group of nice friends. lots of fun friends.
Il/Elle est ... Ils/Elles sont ... tout le temps actif(s)/active(s). fidèle(s) . fier(s)/fière(s) de moi. *Intelligent(e)(s). indépendant(e)(s). patient(e)(s). *stupide(s). sympa. travailleur(s)/travailleuse(s).	He/She is ... They are ... always active. loyal. proud of me. intelligent. independent. patient. stupid. nice. hard-working.	Un bon ami est quelqu'un qui ... apprécie les mêmes choses que moi. partage quelques *intérêts avec moi, mais pas tous. n'aime pas les mêmes activités que moi.	A good friend is someone who ... appreciates the same things as me. shares some, but not all, interests with me. doesn't like the same activities as me.
On s'ennuie / On s'amuse (bien) (ensemble) ... On *se dispute ... On s'excuse ... rarement de temps en temps.	We are bored / We get on well (together) ... We argue ... We apologise ... rarely. from time to time.	J'ai besoin ... d'amis dans le monde réel. de groupes d'amis séparés . de beaucoup d'amis en ligne.	I need ... friends in the real world. separate groups of friends. lots of friends online.
C'est *agaçant quand mes amis ... ne sont pas là pour moi.	It's annoying when my friends ... are not there for me.	Quand je suis triste, mon/ma meilleur(e) ami(e) ... écoute mes problèmes. offre de l'aide. me fait rire.	When I'm sad, my best friend ... listens to my problems. offers help. makes me laugh.
		sont en colère . sont trop sérieux.	are angry. are too serious.

3. Couleur famille

Most adjectives come **after** the noun.

Elle a le visage **long**.
Il a les cheveux **noirs**.

Before you listen, think about what sort of word or phrase would make sense in each gap.

Afterwards, carefully check spellings and adjectival agreements.

ch is pronounced 'sh'.
Listen and repeat the words.
cheveux, chauve, chapeau.

Listen to these tongue-twisters, then try saying them with a partner.

Sacha achète un chapeau pour le chien de Richard.

Le **chanteur chauve chante chaque dimanche.**

(Mon frère / Ma tante) est grand(e)(s)(es) / petit(e)(s)(es).
(Mes parents) sont de taille moyenne.
chauve(s).

	le visage long.	
Il/Elle a Ils/Elles ont	les cheveux	longs / courts. blonds / noirs / bruns / gris blancs / roux / châains.
	les yeux	bleus / verts / marron.
Ils/Elles ont l'air	heureux/heureuses / tristes / sympa.	
Il/Elle porte Ils/Elles portent	des lunettes (de soleil). un chapeau (bleu).	
Il/Elle ressemble à son grand-père.		
Il/Elle a les yeux de sa grand-mère.		

(My brother / My aunt) is	big / small. average height.
(My parents) are	bald.
He / she has	a long face
They have	hair long / short. blonde / black / brown / grey / white / red / chestnut brown.
	eyes blue / green / brown
They seem	happy / sad / nice.
He / she wears They wear	(sun)glasses a (blue) hat
He / she resembles his/her grandad.	
He / she has the eyes of his/her grandma.	

When saying what people are doing, you don't need a part of the verb 'to be' in French.

l'homme **fait** la cuisine
the man **is cooking**
les femmes **parlent**
the women **are talking**



Some adjectives go **in front of** the noun.

un **joli** *sourire*
deux **jeunes** *garçons*

Refer to page 46 for a list of other adjectives that come before the noun.

Sur la photo, il y a	un (jeune) homme / une (jeune) femme un garçon / une fille / des enfants une famille de ... personnes.
Il/Elle est Ils/Elles sont	grand(e)(s)(es) / petit(e)(s)(es).
Il/Elle a Ils/Elles ont	les cheveux (noirs) / les yeux (marron) un joli sourire / l'air sérieux/sérieuse(s)
Ils sont dans	une maison / une cuisine.
Au premier plan, je peux voir	une table / un ordinateur portable de la nourriture / des boissons.
À l'arrière-plan, il y a	une femme / un jardin, beaucoup d'arbres.
L'homme / La femme	regarde ... / mange ... / fait de la cuisine.
Les enfants	jouent ... / écoutent ... / regardent ... s'amuse(nt).

In the photo, there is/are	a (young) man / a (young) woman a boy / girl / some children. A family of ... people.
He/She is They are	big / small.
He/she has They have	(black) hair / (brown) eyes a pretty smile / seem serious
They are in	a house / kitchen.
In the foreground, I can see	a table / a laptop some food / some drinks
In the background, there is / are	a woman / a garden. a lot of trees.
The man / the woman	Is watching... / eating... / doing the cooking.
The children	are playing... / listening / watching... are having fun.

Couleur famille (pages 38-39)

Décris les personnes Mon frère / Ma tante est ... Il/Elle est ... Mes parents / Ils/Elles sont ... grand(e)(s) / petit(e)(s). de taille moyenne . *chauve(s).	<i>Describe the people</i> My brother / My aunt is ... He/She is ... My parents / They are ... tall / short. average height. * bald.
Il/Elle a le visage long. Ils/Elles ont les cheveux ... blancs / blonds. *bruns / châtain. gris / noirs / roux. longs / courts.	<i>He/She has a long face.</i> They have ... hair. white / blond brown / chestnut brown grey / black / red long / short
Il/Elle a les yeux ... bleus / verts / marron. un joli sourire	<i>He/She has ... eyes.</i> blue / green / brown a pretty smile
Ils/Elles ont *l'air (très) ... heureux/heureuses. tristes / sympa.	<i>They seem (very) ...</i> happy. sad / nice.
Il/Elle porte ... Ils/Elles portent ...	<i>He/She wears ...</i> They wear ...

des lunettes (de soleil). un chapeau (bleu). Il/Elle ressemble à son grand-père / sa fille.	(sun)glasses. a (blue) hat. He/She looks like his/her grandfather / his/her daughter.
Sur la photo, il y a ... un homme / une femme. un garçon / une fille. des enfants. deux personnes / (des) amis.	<i>In the photo, there is/are ...</i> a man / a woman. a boy / a girl. some children. two people / (some) friends.
C'est où? Ils sont dans ... un parc / un restaurant.	<i>Where is it?</i> They are in ... a park / a restaurant.
Au premier plan, je vois ... À l'arrière-plan, il y a ...	<i>In the foreground, I can see ...</i> <i>In the background, there is/are ...</i>
Que font-ils? L'homme / La femme ... regarde ... fait de la cuisine.	<i>What are they doing?</i> The man / The woman ... is looking ... is cooking.
Les personnes / Les amis ... font du vélo. s'amuse(nt) bien.	<i>The people / The friends ...</i> are cycling. are having fun.

4. La place des idoles

A **direct object pronoun** replaces a noun that is the object in a sentence. It comes directly before the verb.

masculine ('he'/'it')	le	Je suis Yannis. → Je le suis. I follow Yannis. → I follow him .
feminine ('she'/'it')	la	Je suis Léna. → Je la suis. I follow Léna. → I follow her .
plural ('them')	les	Je suis Aïssa et Magalyia. → Je les suis. I follow Aïssa and Magalyia. → I follow them .

In front of a verb that begins with a vowel, **le** and **la** change to **l'**.

Page 4

Use the **present tense** to describe what someone is doing now or usually does.

G

Il **partage** des informations.

He **shares** information.

Elle **lutte** pour la diversité.

She **fighters** for diversity.

Use the **perfect tense** to talk about what someone did or has done in the past.

Il **a lutté** contre le harcèlement.

He **fought** against bullying.

Elle **est devenue** célèbre.

She **became** famous.

Page 47

J'admire ...

Je le/la suis parce qu'il/elle est ...

Il/Elle est connu(e) pour ...

C'est une personne / un homme / une femme qui ...

Il/Elle lutte pour/contre ...

I admire...

I follow him / her because he / she is...

He / she is known for...

He / she is a person / man / woman who...

He / she fights for / against...

Un bon modèle est quelqu'un qui	aide les gens / se comporte bien / inspire les autres.
Un bon modèle est	intelligent / créatif / sportif / positif.
Je l'admire parce qu'il est	intelligent / créatif / sportif / positif.
Je l'admire parce qu'elle est	intelligente / créative / sportive / positive.
Il/Elle a gagné sa popularité grâce à	sa personnalité / sa créativité / son courage.
Il/Elle	est né(e) ... / est devenu(e) ...
	a partagé ... / a reçu ... / a eu ... / a écrit ... / a travaillé ...
	partage ... / fait ... / encourage les gens à faire ... / lutte pour/contre ...

A good rolemodel is someone who	helps people / behaves well / inspires others.
A good role model is	intelligent / creative / sporty / positive.
I admire him because he is	intelligent / creative / sporty / positive.
I admire her because she is	intelligent / creative / sporty / positive.
He/she has gained popularity thanks to	his/her personality / creativity / courage.
He / she	was born... / became...
	shared... / received... / had... / wrote... / worked...
	shares... / does... / encourages people to do... / fights for/against...

Un jour, je voudrais être comme (One day, I would like to be like)	Cristiano Ronaldo (Cristiano Ronaldo)	parce qu'il est (because he is)	beau / belle (handsome / pretty)	très fort(e) (very strong)			
Une personne que j'admire, c'est (A person that I admire is)	Leo Messi (Leo Messi)		très branché(e) (very trendy)	un vrai génie (a real genius)			
Une personne qui m'inspire, c'est (A person who inspires me is)	Anana Grande (Anana Grande) Taylor Swift (Taylor Swift)	parce qu'elle est (because she is)	très charismatique (very charismatic)	très intelligent(e) (very intelligent)			
			courageux / courageuse (brave)	toujours optimiste (always optimistic)			
			très créatif / très créative (very creative)	riche et connu(e) (rich and famous)			
C'est (He/She is)	un grand (a great one)	acteur / actrice (actor / actress)	et il (and he)	se bat pour (fights for)	l'égalité entre les sexes (gender equality)	la paix dans le monde (world peace)	une cause importante (an important cause)
		chanteur / chanteuse (singer)		la justice sociale (social justice)	la protection de l'environnement (the protection of the environment)	une noble cause (a noble cause)	
	une grande (a great one)	joueur de foot / joueuse de foot (footballer)	et elle (and she)	a un physique parfait (has a perfect physique)			
		musicien / musicienne (musician)		danse magnifiquement bien (dances magnificently well)			
	homme politique / femme politique (politician)		est quelqu'un qui a réussi dans la vie (is someone who has been successful in life)				
			est toujours très bien habillé(e) (is always very well dressed)				
			fait beaucoup de sacrifices pour sa famille (makes a lot of sacrifices for his/her family)				
			n'a peur de rien (is not afraid of anything)				
		et tout le monde (and everybody)	l'aime (loves him/her)	le respecte (respects him)	la respecte (respects her)		

La place des idoles (pages 40–41)

*J'admire ... Je le/la suis parce qu'il/elle est ... Il/Elle est connu(e) pour ... C'est une personne / un homme / une femme qui ... Il/Elle lutte pour / contre ...	I admire ... I follow him/her because he/she is ... He/She is known for ... It's a person / a man / a woman, who ... He/She fights for / against ...	Il/Elle a gagné sa *popularité grâce à ... sa *créativité. son courage . sa personnalité.	He/She won his/her popularity thanks to ... his/her creativity. his/her courage. his/her personality.
Un bon modèle est quelqu'un qui ... aide les gens. se comporte bien. inspire les autres.	A good role model is someone who ... helps people. behaves well. inspires others.	Il/Elle est né(e) ... Il/Elle est devenu(e) ... Il/Elle a ... écrit eu reçu travaillé	He/She was born ... He/She became ... He/She ... wrote had received worked
Un bon modèle est ... *créatif. positif. sportif.	A good role model is ... creative. positive. sporty.	Il/Elle ... encourage les gens à faire ... lutte pour / contre ... partage ...	He/She ... encourages people to do ... fights for / against ... shares ...

5. Famille, amour, gâteau

Chez means 'at' or 'to' someone's home.

chez mon voisin at/to my neighbour's house
chez lui at/to his house

Look for different tenses and time phrases to spot if someone is referring to the present, past or future.

Adverbs describe how you do something. In English, they often end in -ly. In French, many adverbs are formed from adjectives. Some are formed by adding **-ment** to the feminine form of an adjective, e.g.

sérieuse → sérieusement

Some are formed by removing the **-ant(e)** / **-ent(e)** from the adjective and adding **-amment** or **-emment**, e.g.

évident → évidemment

Present	Perfect	Near future	
On fête	On a fêté	On va fêter	la naissance du fils / de la fille de ... mon anniversaire / l'anniversaire de ...
On va	On est allé(e)(s)	On va aller	chez ... / en ville / au cinéma / au parc.
On mange	On a mangé	On va manger	un grand repas / des pizzas / un gâteau.
Je reçois	J'ai reçu	Je vais recevoir	des cartes / beaucoup de cadeaux.
On danse	On a dansé	On va danser	ensemble.
On chante	On a chanté	On va chanter	

We celebrate	We celebrated	We are going to celebrate	the birth of ...'s son / daughter. my birthday / ...'s birthday.
We go	We went	We are going to go	to... / into town / to the cinema / park.
We eat	We ate	We are going to eat	a big meal / some pizzas / a cake.
I receive	I received	I am going to receive	some cards / a lot of presents.
We dance	We danced	We are going to dance	together.
We sing	We sang	We are going to sing	

Famille, amour, gâteau (pages 42–43)

Normalement, qu'est-ce que tu fais pour fêter ton anniversaire?	<i>What do you normally do to celebrate your birthday?</i>	au cinéma / au parc.	<i>to the cinema / park.</i>
L'année dernière, comment est-ce que tu as fêté ton anniversaire?	<i>Last year, how did you celebrate your birthday?</i>	On mange / a mangé / va manger un grand repas, un gâteau.	<i>We eat / ate / are going to eat ... a big meal. a cake.</i>
L'année prochaine, qu'est-ce que tu vas faire?	<i>Next year, what are you going to do?</i>	Je reçois / J'ai reçu / Je vais recevoir ... des cartes, beaucoup de cadeaux.	<i>I receive / received / am going to receive ... cards. lots of presents.</i>
On fête / a fêté / va fêter ... la naissance du fils / de la fille de ... l'anniversaire de (mon frère) ... avec toute la famille	<i>We celebrate / celebrated / are going to celebrate ... the birth of the son / of the daughter of... my (brother's) birthday with the whole family</i>	J'ai ... invité mes amis. préparé des plats . loué un restaurant.	<i>I have ... invited my friends. prepared the food. hired a restaurant.</i>
On va / est allés / va aller ... chez mon voisin/lui/ nous/eux .	<i>We go / went / are going to go ... to my neighbour's/his/our/ their house.</i>	La semaine prochaine, / Samedi prochain, je vais ... porter des vêtements spéciaux. prendre des photos.	<i>Next week / Next Saturday, I'm going to ... wear special clothes. take photos.</i>

Grammaire

Reflexive verbs often refer to your body, clothing or relationships. They have a reflexive pronoun before the verb.

se lever (to get up)	s'entendre (to get on)
je me lève	je m' entends
tu te lèves	tu t' entends
il/elle/on se lève	il/elle/on s' entend
nous nous levons	nous nous entendons
vous vous levez	vous vous entendez
ils/elles se lèvent	ils/elles s' entendent

se lever is a stem-changing verb: the 'e' changes to 'è' in the *je, tu, il/elle/on* and *ils/elles* forms.

me, te and **se** are contracted to **m', t'** and **s'** in front of a verb that begins with a vowel or *h*.

Reciprocal verbs are also formed with a reflexive pronoun, to describe what people do to each other.

Ils se donnent des cadeaux.

(They give each other presents.)

Possessive adjectives are words such as 'our', 'your', 'his' and 'her'.

	masculine	feminine	plural
my	mon	ma	mes
your (singular)	ton	ta	tes
his/her/one's	son	sa	ses
our	notre		nos
your (formal/ plural)	votre		vos
their	leur		leurs

The possessive adjective must agree with the noun that follows it: **son** frère (his/her brother)



When used with a singular noun that starts with a vowel or *h*, you always use **mon**, **ton** or **son**.

un **e** amie → **ton** amie

Most adjectives come **after** the noun, e.g. *les yeux marron*. However, these common adjectives go **in front of** the noun:

beau, joli, jeune, vieux, bon, mauvais, grand, petit, haut, nouveau.



When there is an adjective in front of a plural noun, *des* changes to *de/d'*:

des lunettes → **de** jolies lunettes

Adjectives are used to describe nouns, including people. They agree with the gender of the noun they are describing and whether it is singular or plural.

Most adjectives follow this pattern.

masculine	feminine	masc plural	fem plural
amusant	amusant e	amusant s	amusant es

Some adjectives follow different patterns. Here are some examples.

ending	masculine	feminine	masc plural	fem plural
-e	fidèle	fidèle	fidèles	fidèles
-eux/-eur	sérieux	sérieu se	sérieux	sérieu ses
-f	actif	acti ve	acti fs	acti ves
-il/-el	gentil	genti lle	genti ls	genti lles
-en/-on	bon	bon ne	bon s	bon nes
-al/-ial	général	généra le	généra ux	généra les
-er	fier	fiè re	fieri s	fièr es

Some adjectives never change, e.g. **sympa, marron**.

Some adjectives follow their own special pattern.

masculine	feminine	masc plural	fem plural
vieux*	vieille	vieux	vieilles
beau*	belle	beaux	belles
nouveau*	nouvelle	nouveaux	nouvelles



* Before a masculine singular noun beginning with a vowel or *h*, the masculine adjective becomes **vieil**, **bel** or **nouvel**:

un **vieil** homme (an old man); un **bel** arbre (a beautiful tree); un **nouvel** ami (a new friend).

A direct object pronoun replaces a noun that is the direct object in a sentence. It usually goes in front of the verb.

*Est-ce que tu partages **les photos**?*
*Oui, je **les** partage.*

Here are the direct object pronouns:

me	me	nous	us
te	you (sg)	vous	you (pl)
le	him/it	les	them
la	her/it		

In front of a verb that begins with a vowel, **le** and **la** change to **l'**, e.g. *Je **l'**aime.*



In a negative structure, the direct object pronoun goes between the *ne* and the verb.

*Non, je **ne les** partage pas.*

Tense	To talk about ...	Examples
Present tense	<ul style="list-style-type: none"> what is happening now what you usually do what someone or something is like 	<i>Il connecte avec son public.</i> <i>Je lutte tous les jours pour l'égalité.</i> <i>Elles sont féministes.</i>
Perfect tense	completed events or actions in the past	<i>Il a partagé des photos.</i> <i>Il est né en 2000.</i>

Timeframe:	Present	Past	Future
Tense:	<i>on fête</i>	<i>on a fêté</i>	<i>on va fêter</i>
Time phrase:	<i>en ce moment</i>	<i>lundi dernier</i>	<i>demain</i>

Challenge checklist



- ✓ Past, present and future timeframes
- ✓ Connectives, time phrases, sequencers
- ✓ Some extended sentences (e.g. *avec, dans*)
- ✓ Different opinion phrases



- ✓ A wide range of tenses
- ✓ Different persons of the verb (e.g. *il/elle, nous*)
- ✓ A variety of opinions
- ✓ Negatives (e.g. *ne ... jamais*)
- ✓ A wide range of interesting vocabulary



- ✓ Phrases with more than one tense
- ✓ Infinitive phrases (e.g. *j'aimerais + infinitive*)
- ✓ Complex language (e.g. direct object pronouns, *qui...*)
- ✓ Positive/negative phrases
- ✓ A variety of connectives



Revision

UK in the 21st century

Physical Geography of the UK
London's booming population
The UK's global role and our influence in conflicts, media and food

Resources & shortages
Food, Water and Energy security
Food security

Development case study
Barriers to development
Uneven development

Human Geography of the UK
The UK's ageing population
The UK's changing economy and post-industrial UK

Resource reliance
Farming & fishing for food
Theories on the future
Fieldwork

Cities case study
Urban population explosion and growth of slums
Super-sized cities in an urban world
Human impacts on the TRF
Polar environments
Characteristics and value of a tropical rainforest
Distributions of biomes & their climate, flora and fauna

YEAR 11

Ecosystems and interdependence
Sustaining ecosystems

The global development divide and measuring development
Defining development

Urban trends in the UK
How cities began and grew
Urban futures
Characteristics of polar regions
Human Impacts on a tropical rainforest

Contrasting case studies of natural weather
Plate boundaries and tectonic cases studies

Distinctive Landscapes
The physical and human landscape of the UK
Coastal erosional and depositional landforms
Rivers
Fieldwork

Tropical storms, drought & El Nino

Structure of the Earth
Mitigation of tectonic hazards

What makes a distinctive landscape
Geomorphic processes
River landforms
Coasts case study

Extreme weather conditions

Global hazards

UK impacts of climate change
Greenhouse effect
Natural causes of climate change
Patterns of climate change

Changing Climates

Global circulation system and climate zones

YEAR 10

Transition to GCSE

UK's place in the wider world

Globalisation
Clone Towns

Russia – What are the opportunities and challenges facing Russia?
Biomes
Human Issues
Middle East – Why is the Middle East an important region?
Biomes
Human Issues

Going global

BREXIT
Loss of Culture

Location
Skills
Physical Issues
Location
Skills
Physical Issues

Evidence of glaciation in the Lake district

Physical Issues
Skills
Location
Flood hazards and management
Fluvial process including weathering

Changing glaciers

Movement
Glacier formation

YEAR 9

Water cycle

Tectonic Hazards – Why do people remain at risk?
Plate margins & movement
Earthquake processes

Rocks
Biosphere
Natural resources for energy
Changing Economies – How have shifting economies impacted cities across the globe?
Sectors of industry
Industrialisation of NEEs

Hydrology – Why are rivers important?

Addressing inequality

Earth structure
Volcano processes
Tsunami

Resource risk – Are we running out of natural resources?
Soils
Hydrosphere
Sustainability
Urban problems
Deindustrialisation

Sustainable development

Development – Why are some places more developed than others?

Human Issues
Biomes
Africa – What are the opportunities and challenges facing Africa?
Migration
Population distribution and settlement factors

Poverty

YEAR 8

Population change

Change over time

Measuring development
Distribution of Wealth

Physical Issues
Skills
Location
Urbanisation

Population – Can we solve the problem of overpopulation?

Difference between weather and climate

Extreme weather
Beast from the East

Coasts – Should we defend our coastlines?
Landforms
Coastal case study
Rainforests
Tourism

Weird Weather – Is Weather becoming more extreme?

Coastal processes
Coastal management
Economy Vs Environment – Are we risking our natural world in order to make money?
Antarctica
Hydrocarbons

Map skills

How do Geographers think?

YEAR 7

Locational knowledge

What is a geographer?

GEOGRAPHY



Global pattern of air circulation	
Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth.	
Hadley cell	Largest cell which extends from the Equator to between 30° to 40° north & south.
Ferrel cell	Middle cell where air flows polewards between 60° & 70° latitude.
Polar cell	Smallest & weakest cell that occurs from the poles to the Ferrel cell.



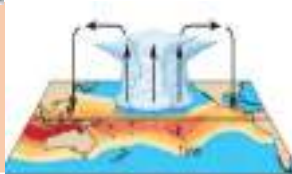
Distribution of Droughts
Drought can occur anywhere throughout the world but they are more frequent between the tropics of Cancer and Capricorn. Many countries in Africa suffer from severe drought, such as Ethiopia but Australia also suffer.
Causes of Drought and floods: El Nino effect

The El Nino effect is also associated with creating dry conditions.



Normally, **warm ocean currents** off the coast of Australia cause **moist warm air** to rise and **condense** causing storms and **rain** over Australia.

In an El Niño year (every 2-7 years) the **cycle reverses**. Cooler water off the coast of Australia reverses the wind direction leading to **dry, sinking air** causing **hot weather** and a **lack of rainfall** over Australia and warm, wet air over South America causing storms and floods.



Climate Zones	
The global circulation system controls temperatures by influencing precipitation and the prevailing winds. This creates distinctive climate zones.	
Temperate Climate	Mid-latitude, 50° - 60° north & south of the Equator. Here air rises and cools to form clouds and therefore frequent rainfall. e.g. UK.
Tropical Climate	Found along the Equatorial belt, this zones experiences heavy rainfall and thunderstorms. E.g. Brazil.
Polar Climate	Within the polar zones cold air sinks causing dry, icy and strong winds. E.g. Antarctica.
Desert Climate	30° north and south of the equator, sinking dry airs leads to high temperatures without conditions for rainfall. E.g. Libya.

High and Low Pressure	
High Pressure	Low Pressure
Caused by cold air sinking. Causes clear and calm weather	Caused by hot air rising. Causes stormy, cloudy weather.

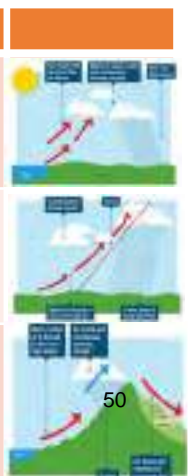
What is wind?
Wind is the movement of air from an area of high pressure to one of low pressure.

Topic 1 Global Hazards

Extremes in weather conditions	
The Atacama, Chile The Andes mountains block moist warm air from travelling further west. This causes rainfall to the east of the mountains, but a rain shadow to the west. Average annual rainfall of 15mm.	Cherrapunji, Khasi Hills, India This town sees a lot of rain each year (11m per yr). This is due to the reversal of air conditions/directions from sea to land. As clouds travel from the bay of Bengal over Bangladesh they are forced to rise once they reach the Khasi Hills, causing relief rainfall. In the summer, this contributes to monsoons.

Types of wind	
Katabatic Winds	Winds that carry air from the high ground down a slope due to gravity. e.g. Antarctic.
Trade Winds	Wind that blow from high pressure belts to low pressure belts.
Jet Streams	These are winds that are high in the atmosphere travelling at speeds of 225km/h.

Types of precipitation	
Convective Rainfall	When the land warms up, it heats the air enough to expand and rise. As the air rises it cools and condenses. If this process continues then rain will fall.
Frontal Rainfall	When warm air meets cool air an front is formed. As the warm air rises over the cool air, clouds are produced. Eventually steady rain is produced.
Relief Rainfall	When wind meets mountains, the warm air is forced to rise quickly and cool. This leads condensation and eventually rainfall. When the air descend however, little very rainfall falls, creating a rain shadow.



Changing pattern of these Hazards	
Tropical Storms	Scientists believe that global warming is having an impact on the frequency and strength of tropical storms. This may be due to an increase in ocean temperatures.
Droughts	The severity of droughts have increased since the 1940s. This may be due to changing rainfall and evaporation patterns related to gradual climate change.

Distribution of Tropical Storms.	
They are known by many names, including hurricanes (North America), cyclones (India) and typhoons (Japan and East Asia). They all occur in a band that lies roughly between the tropics of Cancer and Capricorn (5-15Degrees N and S of the Equator) and despite varying wind speeds are ferocious storms. Some storms can form just outside of the tropics, but in general the distribution of these storms is controlled by the places where sea temperatures rise above 27°C.	

Formation of Tropical Storms	
1	The sun's heats large areas of ocean in the summer and autumn. This causes warm, moist air to rise over the particular spots
2	Once the temperature is 27°, the rising warm moist air leads to a low pressure. This eventually turns into a thunderstorm. This causes air to be sucked in from the trade winds.
3	With trade winds blowing in the opposite direction and the rotation of earth involved (Coriolis effect), the thunderstorm will eventually start to spin.
4	When the storm begins to spin faster than 74mph, a tropical storm (such as a hurricane) is officially born.
5	With the tropical storm growing in power, more cool air sinks in the centre of the storm, creating calm, clear condition called the eye of the storm.
6	When the tropical storm hit land, it loses its energy source (the warm ocean) and it begins to lose strength. Eventually it will 'blow itself out'.

Case Study: The Big Dry Australian Drought

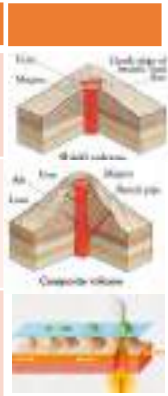
Causes	
Drought in Australia is often caused by El Niño.	
Effects	Management
<ul style="list-style-type: none"> Crop failure and dried vegetation. Bush fires killed 180 people. Animals died from starvation and dehydration The number of sheep fell by 6 million. Rural suicide rates increased 	<ul style="list-style-type: none"> Severe restrictions on water usage put in place. Building of new reservoirs and wells. Farmers now use drought-tolerant crops. Campaign on educating Australia's population

Case Study: Typhoon Haiyan 2013

Causes	
Started as a tropical depression on 2 nd November 2013 and gained strength. Became a Category 5 "super typhoon". Main impact on the Philippines.	
Effects	Management
<ul style="list-style-type: none"> Almost 4,000 deaths. 130,000 homes destroyed Water and sewerage systems destroyed causing diseases. Emotional grief for lost ones. 	<ul style="list-style-type: none"> The UN raised £190m in aid. USA & UK sent helicopter carrier ships deliver aid remote areas. Education on typhoon preparedness.

The structure of the Earth	
The Crust	Varies in thickness depending whether it is below oceans or continents. Made up of plates.
The Mantle	Thickest layer (2900km). The heat and pressure means the rock is in a liquid state that is in a state of convection.
The Inner and Outer Core	Hottest section (5000 degrees). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.

Types of volcanoes	
Shield	Made of basaltic rock and form gently sloping cones from layers of runny lava. Location: hot spots and constructive margins. Eruptions: gentle and predictable
Composite	Most common type found on land. Created by layers of ash and lava as the lava is thick and viscous. Location: Destructive margins Eruptions: explosive and unpredictable due to the build of pressure within the magma chamber.
Hotspots	These happen away from any plate boundaries. They occur because a plume of magma rises to eat into the plate above. Where lava breaks through to the surface, active volcanoes can occur above the hot spot. E.g. Hawaii.



Volcanic Hazards	
Ash cloud	Small pieces of pulverised rock and glass which are thrown into the atmosphere.
Gas	Sulphur dioxide, water vapour and carbon dioxide come out of the volcano.
Lahar	A volcanic mudflow which usually runs down a valley side on the volcano.
Pyroclastic flow	A fast moving current of super-heated gas and ash (1000°C). They travel at 450mph.
Volcanic bomb	A thick (viscous) lava fragment that is ejected from the volcano.



Convection Currents

The Lithosphere is divided into plates which move due to ridge pull and slab push, plus convection currents in the asthenosphere.

- Radioactive decay of some of the elements in the core and mantle generate a lot of heat.
- When lower parts of the asthenosphere heat up they become **less dense** and **slowly rise**.
- As they move towards the top they cool down, become **more dense** and **slowly sink**.
- These **circular movements** of semi-molten rock are **convection currents**
- Convection currents create **drag** on the base of the tectonic plates and this combines with ridge push and slab pull to cause movement.

Case Study: Nepal Earthquake, 2015

Causes	<ul style="list-style-type: none"> The Indian and Eurasian plates push together - Collision plate boundary. The main earthquake occurred 25th April 2015, magnitude 7.8. Numerous aftershocks including one of 7.3 magnitude between 25th April and 12th May.
Effects	547 landslides, including several on Mt Everest. 180 buildings turned to rubble in Kathmandu. 19,009 people injured and 8635 people killed. \$10 billion worth of damage caused. Thousands made homeless and had to sleep outside. Schools, hospitals and other services closed.
Management	British government gave £33million. India provided emergency aid including 50 tonnes of water and 22 tonnes of food. NGO's e.g. Red Cross aided injured/homeless. Long-term 'cash for work' projects were set up where people were paid to work rebuilding their own communities.

Managing Volcanic Eruptions

Warning signs	Monitoring techniques
Small earthquakes are caused as magma rises up.	Seismometers are used to detect earthquakes.
Temperatures around the volcano rise as activity increases.	Thermal imaging and satellite cameras can be used to detect heat around a volcano.
When a volcano is close to erupting it starts to release gases.	Gas samples may be taken and chemical sensors used to measure sulphur levels.
Preparation	
Creating an exclusion zone around the volcano.	Being ready and able to evacuate residents.
Having an emergency supply of basic provisions, such as food	Trained emergency services and a good communication system.

Types of Plate Margins

Destructive Plate Margin	When the denser oceanic plate subducts beneath the other plate (usually continental), friction causes it to melt and become molten magma. The magma forces its way up to the surface to form a volcano. This margin is also responsible for devastating earthquakes.
Constructive Plate Margin	Here two plates are moving apart causing new magma to reach the surface through the gap. Volcanoes formed along this fault can cause a submarine (underwater) mountain range such as those in the Mid Atlantic Ridge.
Conservative Plate Margin	A conservative plate boundary occurs where plates slide past each other in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones that happening along the San Andreas Fault, USA.
Collision Zones	Collision zones form when two continental plates collide. Neither plate is forced under the other, and so both are forced up and form fold mountains. These zones are responsible for shallow earthquakes in the Himalayas.

Causes of Earthquakes

Earthquakes are caused when two plates become **locked** causing **friction** to build up. From this **stress**, the **pressure** will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of **seismic waves**, to travel from the **focus** towards and the **epicentre**. As a result, the crust vibrates triggering an earthquake.

The point directly above the focus, where the seismic waves reach first, is called the **EPICENTRE**.

SEISMIC WAVES (energy waves) travel out from the focus.

The point at which pressure is released is called the **FOCUS**.

Earthquake Management

PREDICTING
Methods include: <ul style="list-style-type: none"> Satellite surveying (tracks changes in the earth's surface) Laser reflector (surveys movement across fault lines) Radon gas sensor (radon gas is released when plates move so this sensor detects it) Seismometer Water table level (water levels fluctuate before an earthquake). Scientists also use seismic records to predict when the next event will occur.

PROTECTION

You can't stop earthquakes, so earthquake-prone regions follow these three methods to reduce potential damage:

- Building earthquake-resistant buildings
- Raising public awareness
- Improving earthquake prediction

Earthquake proof buildings ideas

1. Counter-weights to the roof to help balance any swaying.	2. Roof made from reinforced cement concrete.
3. Foundations made from reinforced steel pillars, ball-bearings or rubber.	4. Windows fitted with shatter-proof glass to reduce breakage.
5. Lightweight materials that cause minimal damage if fallen during an earthquake.	6. Ensure gas pipes have an automatic shut off to prevent risk of fire.

How do we measure earthquakes?

Mercalli Scale	Richter Scale
<ul style="list-style-type: none"> Measures how much damage is caused, based on observations, not scientific instruments. Base from 'Instrument' and 'Weak' to 51 'Extreme' and 'Cataclysmic'. Limitations is that its subjective due to it being based on perception. 	<ul style="list-style-type: none"> Is a scientific measurement based on the energy released. Measured by seismometers using measurement from 1 – 10 Logarithmic – each point up the scale is 10 times greater than the one before.

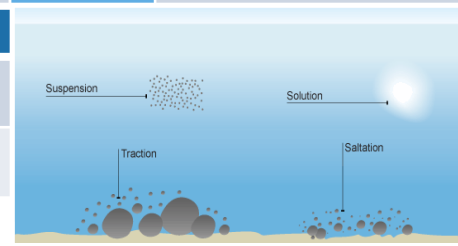
What is a landscape?		Relief of the UK	
A landscape has visible features that make up the surface of the land. Landscapes can be broken down into four 'elements'.		Relief of the UK can be divided into uplands and lowlands. Each have their own characteristics.	
Landscape Elements			
Physical		Biological	
<ul style="list-style-type: none"> Mountains Coastlines Rivers 	<ul style="list-style-type: none"> Vegetation Habitats Wildlife 		
Human		Variable	
<ul style="list-style-type: none"> Buildings Infrastructure Structures 	<ul style="list-style-type: none"> Weather Smells Sounds/Sights 		
		Key	
		Lowlands	
		Uplands	

Erosion	
The break down and removal of rocks –over time they become more smooth, round and sorted.	
Attrition	Rocks hit together and bits break off, so they become smooth/smaller.
Solution	A chemical reaction that dissolves material within rocks.
Abrasion	Rocks hurled at the base of a cliff which breaks pieces off it.
Hydraulic Action	Water enters cracks in the cliff, air compresses, and this pressure causes the crack to expand.

Transportation	
A natural process by which eroded material is carried/moved.	
Solution	Minerals dissolve in water and are carried along.
Suspension	Sediment is carried along in the flow of the water.
Saltation	Pebbles that bounce along the sea/river bed.
Traction	Boulders that roll along a river/sea bed by the force of the flowing water.

Glaciation in the UK	
Over many thousands of years, glaciation has made an impression on the UK's landscape. Today, much of upland Britain is covered in u-shaped valleys and eroded steep mountain peaks.	
During the ice age	
Ice covered areas eroded and weathered landscapes to create dramatic mountain scenery.	
After the ice age	
Deep valleys and deposition of sediment revealed	

Human activity on Landscape		
Farming has changed the vegetation which grows there.	Much of the rural landscape has been replaced by urban sprawls.	Infrastructure such as roads and pylons cover most of the UK.
Over thousands of years, much of the UK's woodlands have gone.	Increasing population of the UK means more houses are needed.	UK's marshes and moorlands are heavily managed by people.



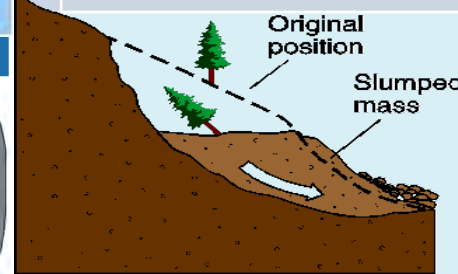
Topic 3 Distinctive Landscapes

Geology of the UK	
The UK is made from a variation of different rock types. The varied resistance of these rocks influences the landscape above.	
Igneous Rock	
Volcanic/molten rock brought up to the Earth's surface and cooled into solid rock.	
Sedimentary Rock	
Made from broken fragments of rock worn down by weathering on Earth's surface.	
Metamorphic Rock	
Rock that is folded and distorted by heat and pressure.	

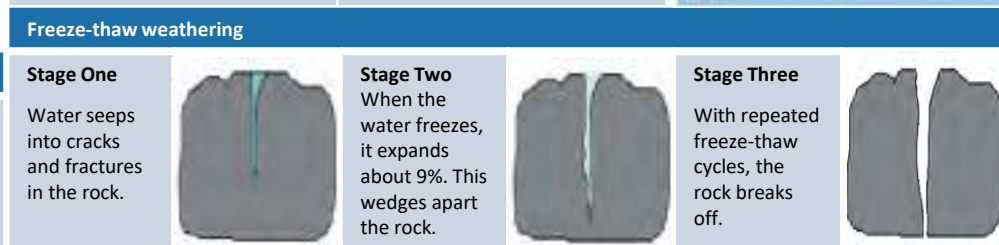
Climate and Weather in the UK	
The variations of climate and weather means there are different influences on the UK's landscape.	
Climate	Types of Weathering
The rainfall map of the UK shows variations in average rain. <ul style="list-style-type: none"> Less precipitation occurs in low land areas. East England Most precipitation occurs in upland areas. Scotland. <i>These differences mean...</i> Uplands experience more weathering, erosion and mass movement.	Mechanical Caused by the physical action of rain, frost and wind.
	Chemical Action of chemicals within rain dissolving the rock.
	Biological Rocks that have been broken down by living organisms.



Mass Movement (sometimes called rotational slumping)	
A large movement of soil and rock debris that moves down slopes in response to the pull of gravity in a vertical direction.	
1	Rain saturates the permeable rock above the impermeable rock making it heavy.
2	Waves or a river will erode the base of the slope making it unstable.
3	Eventually the weight of the permeable rock above the impermeable rock weakens and collapses.
4	The debris at the base of the cliff is then removed and transported by waves or river.



Soil & Landscape	
<ul style="list-style-type: none"> Soils are created from weathered rocks, organic material and water. Rock types have influence over fertility of soil. Low-laying areas such as the Cambridgeshire Fens have deep soil whereas uplands have thin soil. Deep soil is more often associated with deciduous woodland rather than coniferous woodlands. 	



Deposition

When the sea or river loses energy, it drops the sand, rock particles and pebbles it has been carrying. This is called deposition.

Formation of Coastal Stack



Example: Old Harry Rocks, Dorset

- 1) Hydraulic action widens cracks in the cliff face over time.
- 2) Abrasion forms a wave cut notch between HT and LT.
- 3) Further abrasion widens the wave cut notch to form a cave.
- 4) Caves from both sides of the headland break through to form an arch.
- 5) Weather above/erosion below –arch collapses leaving stack.
- 6) Further weathering and erosion leaves a stump.

Coastal Defences

Hard Engineering Defences

Groynes	Wood barriers prevent longshore drift, so the beach can build up.	<ul style="list-style-type: none"> ✓ Beach still accessible. ✗ No deposition further down coast = erodes faster.
Sea Walls	Concrete walls break up the energy of the wave. Has a lip to stop waves going over.	<ul style="list-style-type: none"> ✓ Long life span ✓ Protects from flooding ✗ Curved shape encourages erosion of beach deposits.
Gabions or Rip Rap	Cages of rocks/boulders absorb the waves energy, protection the cliff behind.	<ul style="list-style-type: none"> ✓ Cheap ✓ Local material can be used to look less strange. ✗ Will need replacing.

Soft Engineering Defences

Beach Nourishment	Beaches built up with sand, so waves have to travel further before eroding cliffs.	<ul style="list-style-type: none"> ✓ Cheap ✓ Beach for tourists. ✗ Storms = need replacing. ✗ Offshore dredging damages seabed.
Managed Retreat	Low value areas of the coast are left to flood and erode naturally.	<ul style="list-style-type: none"> ✓ Reduce flood risk ✓ Creates wildlife habitats. ✗ Compensation for land.

Formation of Bays and Headlands



- 1) Waves attack the coastline.
- 2) Softer rock is eroded by the sea quicker forming a bay, calm area cases deposition.
- 3) More resistant rock is left jutting out into the sea. This is a headland and is now more vulnerable to erosion.

Formation of Coastal Spits - Deposition



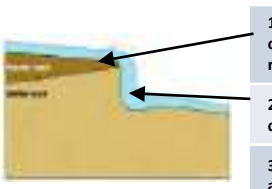
Example: Spurn Head, Holderness Coast

- 1) Swash moves up the beach at the angle of the prevailing wind.
- 2) Backwash moves down the beach at 90° to coastline, due to gravity.
- 3) Zigzag movement (Longshore Drift) transports material along beach.
- 4) Deposition causes beach to extend, until reaching a river estuary.
- 5) Change in prevailing wind direction forms a hook.
- 6) Sheltered area behind spit encourages deposition, salt marsh forms.

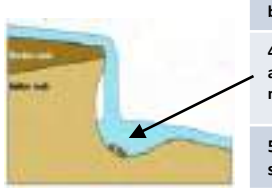
Upper Course of a River

Near the source, the river flows over steep gradient from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys.

Formation of a Waterfall



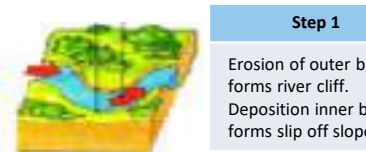
- 1) River flows over varying types of rocks, with hard rock over soft rock.
- 2) River erodes soft rock faster creating a step.
- 3) Further hydraulic action and abrasion form a plunge pool beneath.
- 4) Hard rock above is undercut and eventually collapses providing more material for erosion.
- 5) Waterfall retreats leaving steep sided gorge.



Middle Course of a River

Here the gradient gets less steep, so the water has less energy and moves more slowly. The river will begin to erode laterally (sideways) making the river wider.

Formation of Ox-bow Lakes



Step 1
Erosion of outer bank forms river cliff. Deposition inner bank forms slip off slope.



Step 3
Erosion breaks through neck, so river takes the fastest route, redirecting flow

Step 2
Further hydraulic action and abrasion of outer banks, neck gets smaller.

Step 4
Evaporation and deposition cuts off main channel leaving an oxbow lake.

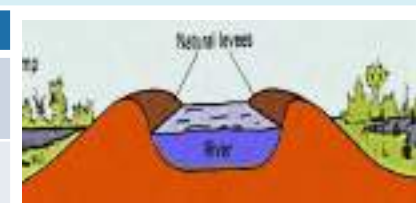
Lower Course of a River

Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited.

Formation of Floodplains and levees

When a river floods, fine silt/alluvium is deposited on the valley floor. Closer to the river's banks, the heavier materials builds up to form natural levees.

- ✓ Nutrient rich soil makes it ideal for farming.
- ✓ Flat land for building houses.



River Management Schemes

Soft Engineering

- Afforestation** – plant trees soak up rainwater, reduces flood risk.
- Demountable Flood Barriers** put in place when warning raised.
- Managed Flooding** – naturally let areas flood, protect settlements.

Hard Engineering

- Straightening Channel** – increases velocity to remove flood water.
- Artificial Levees** – heightens river banks so flood water is contained.
- Deepening or widening river** to increase capacity of water which can be held in a flood.

Case Study: The Jurassic Coast

Location and Background: Located along the south coast in the counties of Dorset and Devon. The coast extends 155km from Exmouth in Devon to Poole in Dorset.

Geomorphic Processes

- Old Harry Rocks are made from resistant chalk. Features: wave-cut platforms, caves and stacks
- West from Old Harry Rocks, Lulworth Cove has been formed because the rock types run parallel to the sea (concordant coastline).
- Further west, Chesil Beach is a tombolo which joins the Isle of Portland to the mainland. This formed initially as a coastal spit created by continual deposition from LSD that extended out to sea until it reached the island.
- In Devon (the western end of the coastline), the cliffs are softer sandstone, so more prone to erosion and slumping.

Management

- High population centres such as Lyme Regis are protected by 'hold the line' defence measures such as sea walls and rock armour.
- Underpopulated & economic centres, such as farmland, are under 'managed retreat' schemes.

Case Study: The River Thames

Location and Background: Located in the South East of England it flows from Thames Head in the Cotswolds to the mouth in Essex, travelling through London.

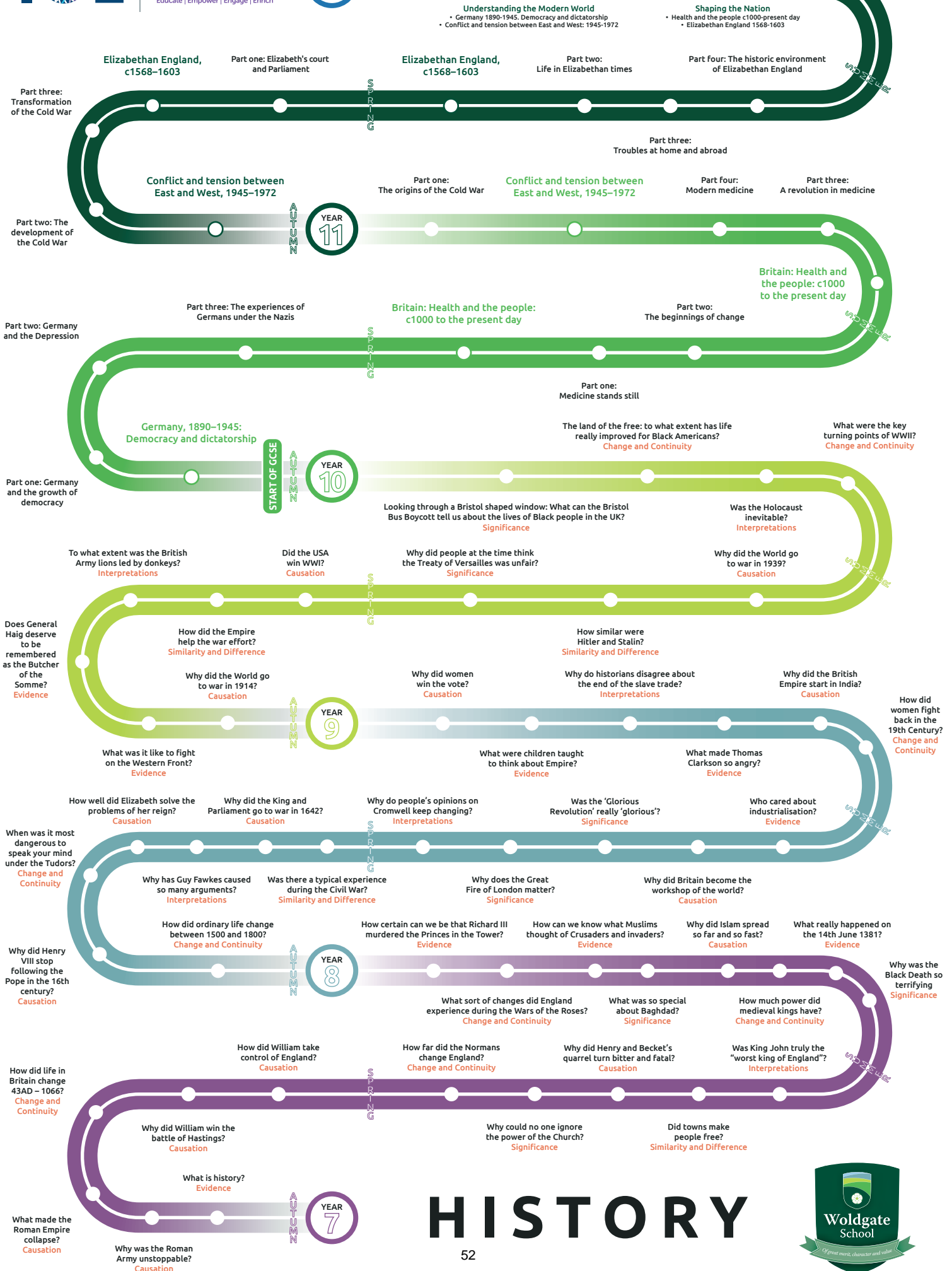
Geomorphic Processes

- Upper** – few features as lowland river – little gravitational potential energy.
- Middle** – Features include meanders and ox-bow lakes. One meander in London almost completely surrounds the Isle of Dogs.
- Lower** – Greater lateral erosion creates features such as floodplains & levees. Mudflats at the river's estuary.

Management

- Towns and cities such as Windsor and London are economically and socially important due to houses and jobs that are located there. Lots of tourist attractions.
- Jubilee river channel (artificial channel) caused flooding in Wraysbury and Staines – designed to prevent flooding further upstream in Windsor and Maidenhead.
- New housing developments e.g. Barking Riverside designed to reduce impact from flooding.

GCSE EXAMINATIONS



HISTORY

Germany 1890-1945: Democracy and Dictatorship

Part 1: Germany and the growth of democracy 1890-1928

What Kaiser Wilhelm wanted:

Control:

- Wilhelm wanted to be the man in charge. He argued and showed little respect for the Reichstag (German parliament).

Make Germany a leading power:

- Wilhelm believed Germany needed an overseas empire, like Britain and France.
- Germany's economy was growing and had some successful industries.
- People in Germany admired the German army and army leaders took leading roles in government.

Problems faces by Kaiser Wilhem

The Naval Laws

The Kaiser wanted to grow the Navy and introduced the Naval Laws in 1898 and 1900 which doubled the size of the German Navy. This growth worried Britain who signed an alliance with Russia and France (the Triple Entente shown in yellow). Germany signed an alliance with Italy and Austro-Hungary (the Triple Alliance shown in green).



Socialism (left-wing)

There was a growing working class in Germany, and they wanted better working and living conditions.

Most workers voted for the Socialist Democrats who supported their demands. By 1912 it was the largest party in the Reichstag.

The Kaiser fell out with the Reichstag and his responses to political change made the issue worse.

Left-wing = Believe in the rights of workers and equality.

Political Beliefs

Right-wing = Traditional ideas and favours private ownership.

What was life like in Germany during the First World War?

Problems with the economy
The German government started to run out of money and supplies.

Food shortages
The British Navy cut off German supplies, causing fuel and food shortages.

Low wages and strikes
Workers' wages were kept low during the war. There were strikes in 1918 that called for an end to the war.

The end of the monarchy
The Kaiser abdicated on the 9th November and Germany became a republic.

The 'stab in the back' myth

Many Germans did not expect Germany to surrender. When they heard news of the surrender, many Germans believed the army had been betrayed/ stabbed in the back by politicians and they were called the **'November criminals.'**

Terms of the Treaty of Versailles

1. Loss of Land

Germany lost 10 per cent of its land, 13 per cent of its population and 25 per cent of its resources.

2. Reparations

Germany had to pay reparations. This was settled at £6600 million.

3. Blame for starting the war

The 'war guilt' clause blamed Germany was the First World War.

4. Armed forces restricted

Germany was allowed no tanks, submarines or Airforce and the German army was reduced to 100,000 men.

Gustav Stresemann

Gustav Stresemann was born in Berlin in 1878. In 1907, he became the youngest member of the Reichstag and supported the decision to go to war in 1914. He was angered by the Treaty of Versailles.

After the war, Stresemann became chairman of the **German People's Party**, and he was prepared to work with other political parties to try and solve Germany's problems.

Germany 1890-1945: Democracy and Dictatorship

Part 1: Germany and the growth of democracy 1890-1928

Problems faced by Germany 1919-1928

In 1923, Germany announced it could no longer pay reparations. French and Belgian troops marched into the Ruhr, taking what was owed to them. The occupation of the Ruhr added to the anger and humiliation felt by many Germans.

Hyperinflation

The government printed more money to pay the workers. But the money they printed was worth less and prices rose quickly. Food prices rose and there were food shortages. More people turned against the government.



The Spartacist Revolt, 1919

The Spartacists were a communist group. In January 1919, workers began to protest, and the Spartacists took control of government communications. The army was sent to stop the uprising and did with the help of the FREIKORPS (groups of ex-soldiers).



Kapp Putsch, 1920

The government made it clear they would make the German army smaller, and this angered soldiers. The leader of the FREIKORPS refused to send his men home and they marched on Berlin. But the FREIKORPS failed to win support and protests made it impossible for them to rule.



Munich Putsch, 1924

In 1924, Hitler attempted to overthrow the Weimar government. The plot failed and he was put on trial. He used his trial as a chance to perform and attracted attention to the Nazi party. Hitler was jailed and whilst in prison, wrote his book 'Mein Kampf' (my struggle).

Political Parties

Extreme Left-Wing	Supported the Weimar	Extreme Right-Wing
<p>Communists</p> <p>Wanted to run the country so everybody would benefit from it and that wealth should be shared by everyone.</p>	<p>Social Democrats</p> <p>Lots of support from the working class. Most popular party.</p> <p>People's Party</p> <p>Stresemann's party supported by the middle-class.</p>	<p>The Nazi Party</p> <p>Believed Germany should have one strong leader and should ignore the Treaty of Versailles and have a big army.</p>

The German political system in 1919



The President

Elected every 7 years.
Controlled the armed forces and could make emergency laws.

Chose



The Chancellor (Prime Minister)

Chosen by the president and responsible for running the country.

Need the support of



The Reichstag (parliament)

Voted on new laws and elected every 4 years.

Was elected by



The German people

Elected the President and the Reichstag.
All men and women over the age of 20 could vote.

The Weimar's Golden Years

Between 1924 and 1929, Germany experienced a period known as the 'golden years.' The economy was stable and support for extreme parties began to fall. The table below looks at why the 'golden years' happened.

	Information	What happened
New Currency	Replaces old money with a new currency: the Reinmark . Old bills were collected and burnt.	The new currency brought inflation under control. But people did not forget hyperinflation.
The Ruhr and Reparations	Called of resistance and promised to keep making payments to France.	The French left the Ruhr. But the far right claimed the government was weak and had given in. Dawes Plan 1924 gave Germany longer to pay. Young Plan 1929 - lowered the amount.
Foreign Relations	Decided to co-operate with Europe.	1925 Locarno Pact - Britain, France, Italy and Belgium agree not to invade each other. 1926 - Germany joins the League of Nations .
Economy	Organised loans from the USA.	Improved life in Germany but the German economy was built of US loans.
Political Stability	Germany became more peaceful. Between 1924 and 1928, there were no attempts to overthrow the government.	Support for extreme parties dropped. No party ever received a majority.

Germany 1890-1945: Democracy and Dictatorship

Part 2: Germany and the Depression 1929-1933

Why did the Nazis become the most popular party in Germany?

Reason 1) The Depression

In October 1929, American Banks collapsed – they lost all their money – and this began a period known as the Depression. The German economy depended on loans from America and this money ran out.

Impact of the Depression on Germany

Rich and poor Germans blamed the leaders of Weimar for the Depression and the government looked weak.

This led to an increased fear of Communism and the Nazis seemed like the only party who could stop them.

This led to increased support for extreme political parties such as the Nazis and the Communists.

Reason 2) The role of Hitler

Hitler came across as a saviour and Hitler gave powerful speeches.

Hitler's beliefs and aims:

- Ignore the Treaty of Versailles.
- Rebuild the army.
- Unite German speaking people.



Reason 3) The role of the SA

The SA were the Nazi's own private army. They would intimidate those who did not agree with the Nazis and would also disrupt Communist meetings. The SA handed out leaflets and propaganda was used to try and win votes.

Nazi Promises: The Nazis promised to solve Germany's economic problems, support families, provide strong leaders and make Germany great again

Reason 4) Propaganda

Nazi propaganda was made to show Hitler as the 'saviour' of Germany and that he would provide hope for Germans. They also showed that the Nazis would help the unemployed and support families who had struggled because of the depression. Where other parties had failed Germany, the Nazis would succeed and help solve the economy.

Weakening opposition to the Nazis

Coalition Governments

In Weimar Germany there were lots of political parties. Between 1928 and 1932 no party got a majority of the votes so parties had to form coalition governments (parties would have to work together to govern the country).

These coalition governments fought amongst themselves rather than running the country. Chancellors struggled to get support and President Hindenburg had to use his power as President to pass laws.

Weak Opposition to the Nazis

- Parties against the Nazis were weak and split. They would not work together to stop the Nazis.
- Parties underestimated the threat that came from the Nazis. They did not understand how angry the German people were with the Weimar government.

Path to Chancellor

1930: Nazi success

An election was held in 1930 and the success of the Nazi party surprised everyone. They became the second most powerful party.

July 1932: Another Election

The Nazis won over 37% of the vote and became the largest party, but Von Papen kept his job. But he struggled and another election was called.

End of 1932: Secret Deal

Papen held a secret meeting with Hitler and agreed to form a new government with Hitler as Chancellor and Papen as Vice-Chancellor.

1930-32: Emergency Powers

The Chancellor, Brüning, had to rely on President Hindenburg to pass laws. In 1932, Brüning was replaced with Von Papen and an election was called.

November 1932: Schleicher replaces Papen

The Nazis remained the largest party. Schleicher was able to convince Hindenburg to make him chancellor, but he struggled to win support.

January 1933: Hitler become Chancellor

Papen believed he would be able to control Hitler. Hitler became Chancellor in January 1933.



Germany 1890-1945: Democracy and Dictatorship

Part 2: Germany and the Depression 1929-1933

How did Hitler establish his Dictatorship?

27th February 1933: Reichstag Fire

The Reichstag building was destroyed in a fire. The Nazis claimed it was a part of a Communist plot against Germany. Hitler was able to use the fire to persuade Hindenburg to place Germany under a state of emergency.

This meant:

- Freedom of the press and freedom of speech ended.
- The government could arrest people without charging them.
 - Property could be searched without permission.
- Opponents could be arrested. Over 4000 Communist leaders were arrested and tortured.

5th March: New elections

The Nazis gained 44% of the vote through killing opponents and controlling the media.

24th March: Enabling Act

Hitler wanted an enabling act that would give him the power to pass laws, but he needed the Reichstag's support. The act was passed.

May: Trade Unions taken over

All trade unions were merged into one group which was controlled by the Nazis.

July: All political parties banned

A law was passed that banned new political parties. There was now no competition to the Nazi party.

Ernst Röhm and the SA

When Hitler became Chancellor, he was in a weak position, and it was down to the help of the SA that he was able to stay as Chancellor. The SA removed any opponents who were a threat to Hitler so that he was able to stay as Chancellor and establish a Dictatorship. But Ernst Röhm, the leader of the SA, was a threat to Hitler.

The SA had over 3 million members and the army felt threatened by its members. Hitler needed the support of the army because it was the only group that could overthrow him. The Nazis also wanted to reduce Röhm's influence.

The Night of the Long Knives

On 29th June 1934, Hitler flew to Munich and arrested Röhm who was then shot. Other SA leaders were also killed. The SA was taken over by the SS and some members joined the army. The SS became more powerful and was under the direct control of Hitler.

Hitler now had the army onside and he was thanked by President Hindenburg for bringing the SA under control. Hitler's actions proved how ruthless Hitler would be. Von Papen was arrested and had to step down as vice chancellor. Hitler believed he was untouchable.

Hitler becomes Dictator, August 1934

President Hindenburg Dies

On 2nd August 1934, Hindenburg died and within an hour Hitler announced he would become FÜHRER.

The Army Oath

Hitler also took command of the armed forces. The army swore an oath of loyalty (agreed to follow Hitler). Hitler's aim was rearmament.

Word Bank

Reichstag: German Parliament

Bruning: German Chancellor from 1930-1932

Von Papen: German Chancellor in 1932

Election: The vote for a political party or leader.

Weimar: German government from 1918 – 1934

Propaganda: The spreading of ideas.

Charisma: Ability to be a leader.

Unemployed: People who do not have a job.

Communism: Movement which believes in sharing wealth.

Rearmament: Re-building up the army

Hyperinflation: Prices rapidly increase.

Reparations: Paying back the cost of the war

Führer: German leader. Like a King.

Weimar: Name given to the government of Germany between 1918 and 1919

Chancellor: Role in government like prime minister.

President Hindenburg: German president from 1925 to 1934

Party: A political group with aims and beliefs.

Von Schleicher: Chancellor in 1932.

Germany 1890-1945: Democracy and Dictatorship

Part 3: Experiences of Germans under the Nazis 1933-1945

How the Nazis reduced unemployment

Information

What happened

2000 miles of autobahn were built as well as schools, houses and hospitals. Provided work for many who were unemployed.	Increased the number of people in work. Many workers worked long, hard hours but many thought they had a better life and pay was increasing for many.
All men ages 19-25 had to do 6 months labour service. From 1939 women had to do it too. If involved working on farms and life was very strict.	Farmers benefited from the extra help and made more money. But during the war they struggled because the money went to the war effort, not the farmers.
New tanks, planes and ships were ordered. Making the equipment and uniforms for the armies meant new jobs were made.	Factory owners made money from rearmament . But small businesses struggled and over 300,000 went bankrupt. People who worked making weapons got a higher wage, so life improved for them.
Many people were forced off the register. Women gave up work, Jewish people lost their jobs and conscription (military service) was introduced.	Fewer groups in the workforce, such as women and Jewish people meant more jobs for others. But it also meant hardship for those who could not work.
The Nazis got rid of workers unions and people who could not find work were forced to join the German Labour Front.	Workers had no rights and could not complaining if wages or hours were cut. Anyone who refused to work could be arrested.

Impact of World War Two

Rationing:

Rationing began at the start of the war. There were food and clothing shortages. The German diet was bread, potatoes and vegetables. But Germans had a good diet until mid-1944 when rations were cut, and it became obvious that Germany was running out of food. By 1945, food had nearly run out as Germany faced defeat.

Bombing:

The Allied bombing of German cities increased as the war went on. By 1943, the British and Americans were bombing both military targets and civilian targets (towns and cities). The bombing killed 350,000 people and destroying 2 million houses.

Labour Shortages:

The German economy suffered from a lack of people because men had been drafted to fight in the war. By 1944, 13 million men were serving in the German army. The Nazis used forced labour to fill the gaps, taking people from concentration camps.

Refugees:

By 1945, the Allies were pushing into Germany and in the East, this turned many Germans into refugees. Many got little help and had to walk long distances. Cold, hunger and disease meant over 500,000 died travelling west.

How did the Nazis keep control?

The Gestapo

The Gestapo was the secret police. They spied on people and had the power to arrest people without trial, torture them and send them to concentration camps.

Concentration camps

The first concentration camps were built to imprison people who were against the Nazis. By the late 1930s, they have been run as forced labour camps by the SS.

Resistance

Groups such as the Edelweiss Pirates and Swing Youth resisted Nazi rules by listening to banned music and refusing to behave how they were told. The White Rose was a group of students at Munich University who were against Jewish persecution and tried to spread anti-Nazi messages and tried to sabotage the war effort. The leaders were arrested and executed in 1943.

The Army

There were some in the army who were against Hitler. The army did not like the way he tried to interfere. The plot that came closest to killing Hitler was in July 1944. High-ranking officers in the army placed a bomb in Hitler's bunker. The bomb exploded but failed to kill Hitler.

Who did the Nazis persecute?

The disabled:

350,000 men and women who were judged to be disabled were sterilised. In 1939, 5200 mentally and physically disabled children were murdered. It became public knowledge and there were protests. The Nazis stopped the programme, but murders continued within concentration camps.

'Non-Aryans':

385 black Germans were sterilised. Gypsies were persecuted. From Europe as a whole, around 500,000 Gypsies were murdered. Hitler argued the Jewish people were the lowest race of all. In total, 6 million Jewish people were murdered during the Holocaust.

The Nazis also persecuted people who could not work, political enemies, Homosexuals and Jehovah's Witnesses. 500,000 criminals, homeless people and addicts were sent to concentration camps. One-third of Germany's Jehovah's Witnesses were killed in camps.

Opposition from the Churches

There was little opposition to Nazi policies. They did not speak out against Kristallnacht. Many believed that the church would be protected by the Nazis. Any opposition came from individuals within the church. Dietrich Bonhoeffer spoke out against the Nazis and helped Jewish people escape Germany during the war. He was executed in 1945.

Germany 1890-1945: Democracy and Dictatorship

Part 3: Experiences of Germans under the Nazis 1933-1945

Timeline of Jewish Persecution

1933: Boycotts
Boycott of Jewish shops. Jewish people were banned from working for the government.

1936: The Berlin Olympics
Signs of Jewish persecution were taken down during the Olympics.

November 1938: Kristallnacht
Jewish people had been pushed out a public life. A young Jewish student, angry at the treatment, shot a German diplomat in Paris. Jewish businesses were smashed and burnt in response. The violence lasted two nights and 91 Jewish people were killed.

1942: The Invasion of the Soviet Union
The invading German army was followed by the Einsatzgruppen. They took Jewish people from towns into the countryside and shot them into trenches.

1935: The Nuremberg Laws
Jewish people could not marry non-Jewish people. They lost citizenship and could not vote. Between 1933 and 1939, half of the Jewish population left Germany.

1938: Antisemitic laws
Jewish people were not allowed to own their own business, go to cinemas or attend state schools or universities.

1939: The invasion of Poland
After the invasion of Poland, 3.5 million Polish Jews were under Nazi rule. Jewish people were forced into Ghettos. In the Warsaw Ghetto, people had to survive on 2.5 slices of bread a day. Hundreds died each day.

1942: The Wannsee Conference
Leading Nazi Generals met to plan the 'Final Solution'. This plan meant getting rid of all Jewish people. They met at Wannsee to discuss methods of mass murder. Death camps such as Auschwitz were built.

Jewish Resistance

Jewish resistance groups existed in the countryside and in the ghettos. The Warsaw uprising in 1943 saw 15,000 Jewish people resist the Nazis for 4 weeks. Simply surviving was a form of resistance.

Slave Labour

Jewish prisoners were hired to German factories. They paid cheap rates and made money from the use of slave labour. Forced to work 12 hours shifts with little food, at least half a million Jewish people died while working as slave labour.

Nazi policies towards Women

During the Weimar Republic, women gained the right to vote and there were opportunities for them to attend university and a build a career.

The Nazis had a very different view on the role of women in Nazi society. The Nazi's believed men were suited to leading and war, women were for raising families. Their policies matched this, women were sacked from many workplaces and were encouraged to marry and have children.

Nazi policies towards young people

The school curriculum

Pupils greeted their teachers with the Nazi salute and classrooms had swastikas and portraits of Hitler on the wall. Students had complete three double lessons a week, they were taught about how 'unfair' the Treaty of Versailles was, the superiority of the 'Aryan race' and the lands that had been lost to Germany.

The Hitler Youth

The Hitler Youth had been set up in 1926 and was very popular. Hitler Youth members swore loyalty to Hitler and focus was on preparing boy and girls for their future roles in Nazi society.

Boys

Boys would join from age 6 and wear a military style uniform. Boys would be taught military skills and were trained to be strong, fearless and ready for war.

Girls

Girls were prepared for their lives as mothers. Girls would join the 'young girls league' from 10 and 'League of German Maidens' aged 14. Girls kept fit and developed home-building skills.

Death Camps

By the end of the war, 6 million Jewish people had been murdered. In every country the Germans controlled, lists were made of Jewish people living there. They were taken from their homes to the camps.

At the camp, they had to walk past a doctor who would decide who was fit for work and who would be murdered straight away, 80% were killed on arrival. Those who worked lasted months.

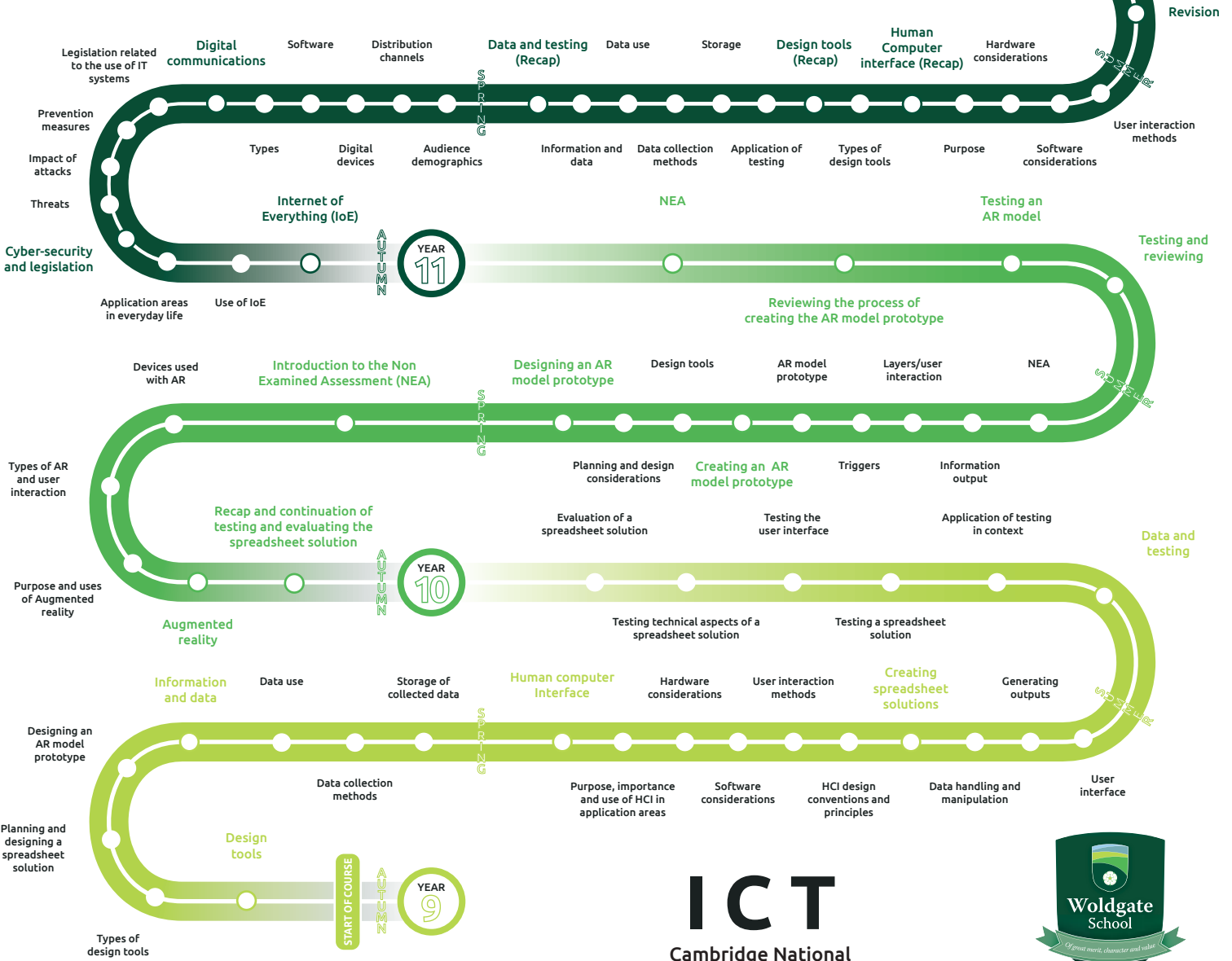




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EXAMINATIONS



ICT
Cambridge National



Key Terms

Term	Definition
Cell	A single box in a spreadsheet, identified by its column letter and row number (e.g., A1).
Formula	A calculation in a cell (e.g., =A1+B1).
Function	A predefined formula, like =SUM(A1:A5) or =VLOOKUP(D1:E10).
Relative Cell Reference	Changes when a formula is copied to another cell (e.g., A1 becomes B1).
Absolute Cell Reference	Stays the same when copied, using \$ (e.g., \$A\$1).
Data Types	Types of data a cell can hold (text, number, currency, dates, etc.).
Validation	Ensuring data entered is correct (e.g., drop-down lists, range restrictions).
Formatting	Changing the appearance of data (font, colour, borders, etc.).
Charts/Graphs	Visual representations of data, e.g., bar charts, pie charts.
IF Statement	A function that returns different values based on a condition (e.g., =IF(A1>10, "Yes", "No")).
Lookup Tools	Used to search for values in a list (e.g., =VLOOKUP, =HLOOKUP).
What-If Analysis	Testing different scenarios by changing inputs to see how outcomes change.

Key Exam/NEA Concepts

Concept	Application
Data Modelling	Using spreadsheets to simulate a real-world situation or problem.
Accuracy	Ensuring correct formulas, functions, and data entry.
Presentation	Making the spreadsheet clear and professional for end users.
Usability	Designing spreadsheets that are easy to navigate and use.
Testing	Checking formulas, inputs, and outputs work as expected.
Documentation	Providing user instructions and explaining how the spreadsheet works.

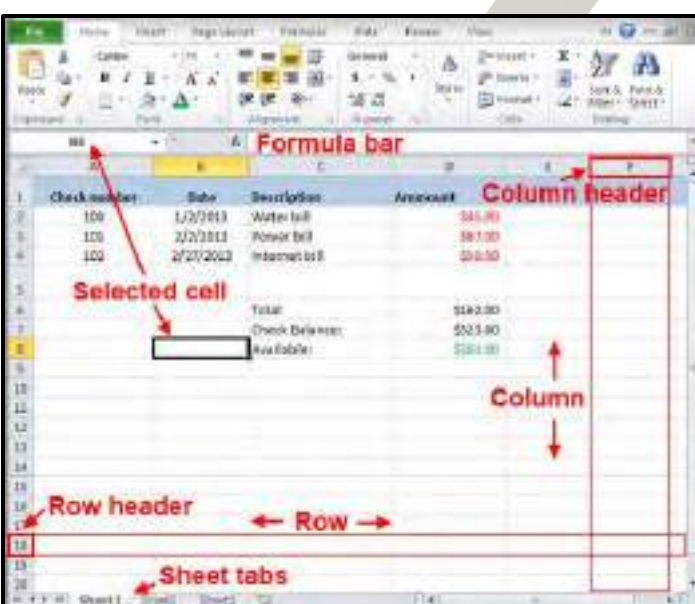
Example Functions

Function	Example
=SUM(A1:A5)	Adds the values from A1 to A5.
=AVERAGE(B1:B3)	Finds the mean of values in B1 to B3.
=IF(C1>50, "Pass", "Fail")	Checks if C1 is greater than 50.
=VLOOKUP(D2, F1:E10, 2, FALSE)	Looks up D2 in the first column of F1:E10 and returns value from column 2.
=COUNT(A1:A10)	Counts numeric values in the range.

Spreadsheet Skills Checklist

Skill	Description
Entering data	Inputting text, numbers, and dates into cells.
Formatting	Adjusting fonts, colours, borders, number formats (currency, date).
Creating formulas	Using arithmetic (+, -, *, /), cell references.
Using functions	SUM, AVERAGE, MIN, MAX, COUNT, IF, LOOKUP.
Sorting and filtering	Organising data in ascending/descending order, or by criteria.
Creating charts	Selecting the right chart to present data clearly.
Data validation	Drop-down lists, error messages, restricting data entry.
Conditional formatting	Automatically changing the appearance of cells based on rules.
Absolute vs Relative references	Knowing when and how to use each.
Scenario testing	Changing variables to explore different outcomes.

- ### Tips for Success
- Double-check formulas and cell references.
 - Use named ranges to improve clarity.
 - Choose charts that best suit your data type.
 - Keep layouts clean – use headings and labels.
 - Validate data where possible to prevent errors.
 - Annotate or comment on complex formulas if needed in the NEA.



Input name	Input value	Spreadsheet title	Output name	Output values
decimal hours	15.52419967	Converting decimal hours to hours, minutes and seconds	hours	15 =C14
			minutes	31 =C12
			seconds	37 =C18
Step numbers		Formula results		
Variable names				

The formulas in the adjacent cells to the left

1. Event planning and guest lists
2. Meal planning and grocery lists
3. Personal finance management
4. Travel planning and itineraries
5. Home inventory and asset management
6. Academic help
7. Keep track of your fitness and diet
8. Bill payment tracking
9. Home renovation and project tracking
10. Family calendar and scheduling

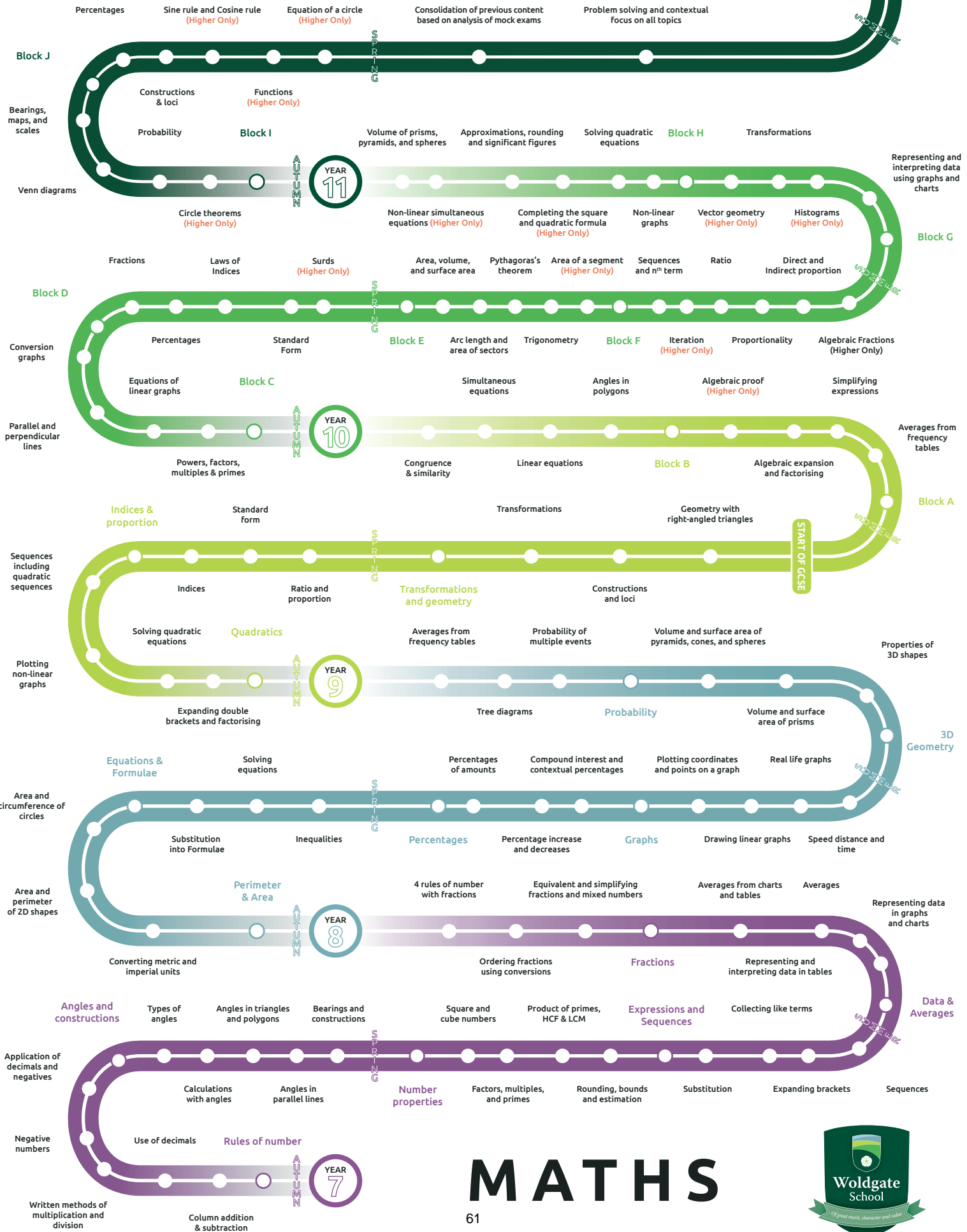
Top 10 common uses of spreadsheets

Spreadsheets are versatile tools used for organizing, analysing, and manipulating data in a tabular format. They are employed for a wide range of tasks, including budgeting, financial analysis, data visualization, and project management.



GCSE EXAMINATIONS

3 papers – 1 non-calculator and 2 calculator papers

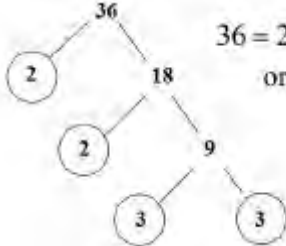


MATHS

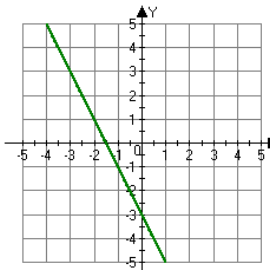
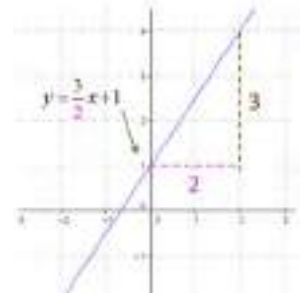
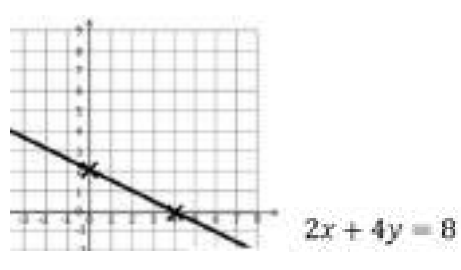
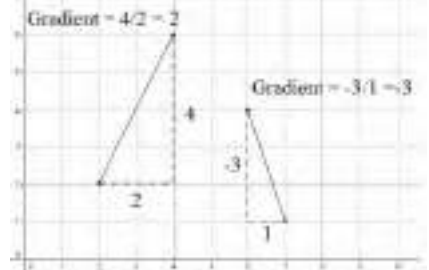


Block C



Topic/Skill	Definition/Tips	Example
Square Number	The number you get when you multiply a number by itself .	1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225... $9^2 = 9 \times 9 = 81$
Square Root	The number you multiply by itself to get another number. The reverse process of squaring a number.	$\sqrt{36} = 6$ because $6 \times 6 = 36$
Cube Number	The number you get when you multiply a number by itself and itself again .	1, 8, 27, 64, 125... $2^3 = 2 \times 2 \times 2 = 8$
Cube Root	The number you multiply by itself and itself again to get another number. The reverse process of cubing a number.	$\sqrt[3]{125} = 5$ because $5 \times 5 \times 5 = 125$
Multiple	The result of multiplying a number by an integer. The times tables of a number.	The first five multiples of 7 are: 7, 14, 21, 28, 35
Factor	A number that divides exactly into another number without a remainder. It is useful to write factors in pairs	The factors of 18 are: 1, 2, 3, 6, 9, 18 The factor pairs of 18 are: 1, 18 2, 9 3, 6
Lowest Common Multiple (LCM)	The smallest number that is in the times tables of each of the numbers given.	The LCM of 3, 4 and 5 is 60 because it is the smallest number in the 3, 4 and 5 times tables.
Highest Common Factor (HCF)	The biggest number that divides exactly into two or more numbers.	The HCF of 6 and 9 is 3 because it is the biggest number that divides into 6 and 9 exactly.
Prime Number	A number with exactly two factors . A number that can only be divided by itself and one. The number 1 is not prime , as it only has one factor, not two.	The first ten prime numbers are: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29
Prime Factor	A factor which is a prime number.	The prime factors of 18 are: 2, 3
Product of Prime Factors	Finding out which prime numbers multiply together to make the original number. Use a prime factor tree . Also known as 'prime factorisation'.	 $36 = 2 \times 2 \times 3 \times 3$ or $2^2 \times 3^2$


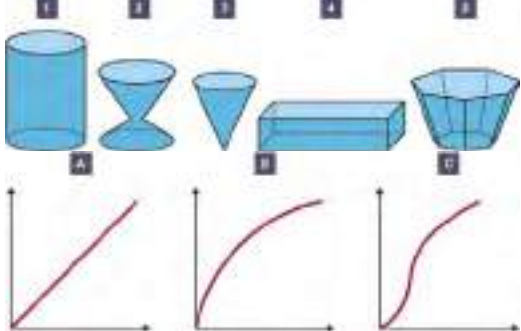
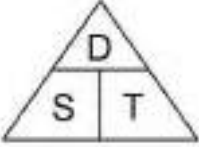
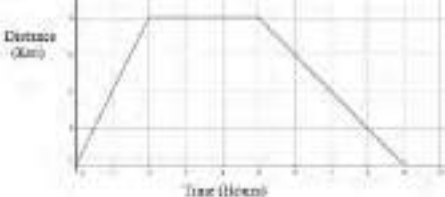


Substitution	<p>Replace letters with numbers.</p> <p>Be careful of $5x^2$. You need to square first, then multiply by 5.</p>	<p>$a = 3, b = 2$ and $c = 5$. Find:</p> <ol style="list-style-type: none"> $2a = 2 \times 3 = 6$ $3a - 2b = 3 \times 3 - 2 \times 2 = 5$ $7b^2 - 5 = 7 \times 2^2 - 5 = 23$ 																
Linear Graph	<p>Straight line graph.</p> <p>The general equation of a linear graph is $y = mx + c$ </p> <p>where m is the gradient and c is the y-intercept.</p> <p>The equation of a linear graph can contain an x-term, a y-term and a number.</p>	<p>Example:</p>  <p>Other examples: $x = y$ $y = 4$ $x = -2$ $y = 2x - 7$ $y + x = 10$ $2y - 4x = 12$</p>																
Plotting Linear Graphs	<p>Method 1: Table of Values Construct a table of values to calculate coordinates.</p> <p>Method 2: Gradient-Intercept Method (use when the equation is in the form $y = mx + c$)</p> <ol style="list-style-type: none"> Plots the y-intercept Using the gradient, plot a second point. Draw a line through the two points plotted. <p>Method 3: Cover-Up Method (use when the equation is in the form $ax + by = c$)</p> <ol style="list-style-type: none"> Cover the x term and solve the resulting equation. Plot this on the x - axis. Cover the y term and solve the resulting equation. Plot this on the y - axis. Draw a line through the two points plotted. 	<table border="1" data-bbox="973 716 1436 828"> <tr> <td>x</td> <td>-3</td> <td>-2</td> <td>-1</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>y = x + 3</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table>  	x	-3	-2	-1	0	1	2	3	y = x + 3	0	1	2	3	4	5	6
x	-3	-2	-1	0	1	2	3											
y = x + 3	0	1	2	3	4	5	6											
Gradient	<p>The gradient of a line is how steep it is.</p> <p>Gradient = $\frac{\text{Change in } y}{\text{Change in } x} = \frac{\text{Rise}}{\text{Run}}$ </p> <p>The gradient can be positive (sloping upwards) or negative (sloping downwards)</p>																	
Finding the Equation of a Line <u>given a point and a gradient</u> (Higher only)	<p>Substitute in the gradient (m) and point (x,y) in to the equation $y = mx + c$ and solve for c.</p>	<p>Find the equation of the line with gradient 4 passing through (2,7).</p> $y = mx + c$ $7 = 4 \times 2 + c$ $c = -1$ $y = 4x - 1$																



Finding the Equation of a Line <u>given two points</u> (Higher only)	Use the two points to calculate the gradient . Then repeat the method above using the gradient and either of the points.	Find the equation of the line passing through (6,11) and (2,3) $m = \frac{11 - 3}{6 - 2} = 2$ $y = mx + c$ $11 = 2 \times 6 + c$ $c = -1$ $y = 2x - 1$
Parallel Lines	If two lines are parallel , they will have the same gradient . The value of m will be the same for both lines.	Are the lines $y = 3x - 1$ and $2y - 6x + 10 = 0$ parallel? Answer: Rearrange the second equation in to the form $y = mx + c$ $2y - 6x + 10 = 0 \rightarrow y = 3x - 5$ Since the two gradients are equal (3), the lines are parallel.
Perpendicular Lines (Higher only)	If two lines are perpendicular , the product of their gradients will always equal -1 . The gradient of one line will be the negative reciprocal of the gradient of the other line. You may need to rearrange equations of lines to compare gradients (they need to be in the form $y = mx + c$)	Find the equation of the line perpendicular to $y = 3x + 2$ which passes through (6,5) Answer: As they are perpendicular, the gradient of the new line will be $-\frac{1}{3}$ as this is the negative reciprocal of 3. $y = mx + c$ $5 = -\frac{1}{3} \times 6 + c$ $c = 7$ $y = -\frac{1}{3}x + 7$ Or $3x + x - 7 = 0$
Metric System	A system of measures based on: <ul style="list-style-type: none">- the metre for length- the kilogram for mass- the second for time Length: mm, cm, m, km Mass: mg, g, kg Volume: ml, cl, l	$1 \text{ kilometre} = 1000 \text{ metres}$ $1 \text{ metre} = 100 \text{ centimetres}$ $1 \text{ centimetre} = 10 \text{ millimetres}$ $1 \text{ kilogram} = 1000 \text{ grams}$



<p>Imperial System</p>	<p>A system of weights and measures originally developed in England, usually based on human quantities</p> <p>Length: inch, foot, yard, miles Mass: lb, ounce, stone Volume: pint, gallon</p>	<p>$1\text{ lb} = 16\text{ ounces}$ $1\text{ foot} = 12\text{ inches}$ $1\text{ gallon} = 8\text{ pints}$</p>
<p>Metric and Imperial Units</p>	<p>Use the unitary method to convert between metric and imperial units.</p>	<p>$5\text{ miles} \approx 8\text{ kilometres}$ $1\text{ gallon} \approx 4.5\text{ litres}$ $2.2\text{ pounds} \approx 1\text{ kilogram}$ $1\text{ inch} = 2.5\text{ centimetres}$</p>
<p>Conversion Graph</p>	<p>A line graph to convert one unit to another.</p> <p>Can be used to convert units (eg. miles and kilometres) or currencies (\$ and £)</p> <p>Find the value you know on one axis, read up/across to the conversion line and read the equivalent value from the other axis.</p>	<p>Conversion graph miles \leftrightarrow kilometres</p>  <p>$8\text{ km} = 5\text{ miles}$</p>
<p>Depth of Water in Containers</p>	<p>Graphs can be used to show how the depth of water changes as different shaped containers are filled with water at a constant rate.</p>	
<p>Speed, Distance, Time</p>	<p>Speed = Distance \div Time Distance = Speed \times Time Time = Distance \div Speed</p>  <p>Remember the correct units.</p>	<p>Speed = 4mph Time = 2 hours</p> <p>Find the Distance.</p> <p>$D = S \times T = 4 \times 2 = 8\text{ miles}$</p>
<p>Distance-Time Graphs</p>	<p>You can find the speed from the gradient of the line (Distance \div Time) The steeper the line, the quicker the speed. A horizontal line means the object is not moving (stationary).</p>	

Block D



Topic/Skill	Definition/Tips	Example
Fraction	A mathematical expression representing the division of one integer by another. Fractions are written as two numbers separated by a horizontal line.	$\frac{2}{7}$ is a 'proper' fraction. $\frac{9}{4}$ is an 'improper' or 'top-heavy' fraction.
Numerator	The top number of a fraction.	In the fraction $\frac{3}{5}$, 3 is the numerator.
Denominator	The bottom number of a fraction.	In the fraction $\frac{3}{5}$, 5 is the denominator.
Unit Fraction	A fraction where the numerator is one and the denominator is a positive integer.	$\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$ etc. are examples of unit fractions.
Reciprocal	The reciprocal of a number is 1 divided by the number. The reciprocal of x is $\frac{1}{x}$ When we multiply a number by its reciprocal we get 1. This is called the 'multiplicative inverse'.	The reciprocal of 5 is $\frac{1}{5}$ The reciprocal of $\frac{2}{3}$ is $\frac{3}{2}$, because $\frac{2}{3} \times \frac{3}{2} = 1$
Mixed Number	A number formed of both an integer part and a fraction part.	$3\frac{2}{5}$ is an example of a mixed number.
Simplifying Fractions	Divide the numerator and denominator by the highest common factor.	$\frac{20}{45} = \frac{4}{9}$
Equivalent Fractions	Fractions which represent the same value.	$\frac{2}{5} = \frac{4}{10} = \frac{20}{50} = \frac{60}{150} \text{ etc.}$
Comparing Fractions	To compare fractions, they each need to be rewritten so that they have a common denominator. Ascending means smallest to biggest. Descending means biggest to smallest.	Put in to ascending order : $\frac{3}{4}, \frac{2}{3}, \frac{5}{6}, \frac{1}{2}$. Equivalent: $\frac{9}{12}, \frac{8}{12}, \frac{10}{12}, \frac{6}{12}$ Correct order: $\frac{1}{2}, \frac{2}{3}, \frac{3}{4}, \frac{5}{6}$
Fraction of an Amount	Divide by the bottom, times by the top	Find $\frac{2}{5}$ of £60 $60 \div 5 = 12$ $12 \times 2 = 24$
Adding or Subtracting Fractions	Find the LCM of the denominators to find a common denominator. Use equivalent fractions to change each fraction to the common denominator. Then just add or subtract the numerators and keep the denominator the same.	$\frac{2}{3} + \frac{4}{5}$ Multiples of 3: 3, 6, 9, 12, 15.. Multiples of 5: 5, 10, 15.. LCM of 3 and 5 = 15 $\frac{2}{3} = \frac{10}{15}$ $\frac{4}{5} = \frac{12}{15}$

Block D



		$\frac{10}{15} + \frac{12}{15} = \frac{22}{15} = 1\frac{7}{15}$
Multiplying Fractions	Multiply the numerators together and multiply the denominators together.	$\frac{3}{8} \times \frac{2}{9} = \frac{6}{72} = \frac{1}{12}$
Dividing Fractions	‘Keep it, Flip it, Change it – KFC’ Keep the first fraction the same Flip the second fraction upside down Change the divide to a multiply Multiply by the reciprocal of the second fraction.	$\frac{3}{4} \div \frac{5}{6} = \frac{3}{4} \times \frac{6}{5} = \frac{18}{20} = \frac{9}{10}$
Recurring Decimal (Higher only)	A decimal number that has digits that repeat forever . The part that repeats is usually shown by placing a dot above the digit that repeats, or dots over the first and last digit of the repeating pattern.	$\frac{1}{3} = 0.333 \dots = 0.\dot{3}$ $\frac{1}{7} = 0.142857142857 \dots = 0.1\dot{4}285\dot{7}$ $\frac{77}{600} = 0.128333 \dots = 0.128\dot{3}$
Percentage	Number of parts per 100.	31% means $\frac{31}{100}$
Finding 10%	To find 10% , divide by 10	10% of £36 = $36 \div 10 = £3.60$
Finding 1%	To find 1% , divide by 100	1% of £8 = $8 \div 100 = £0.08$
Percentage Change	$\frac{\text{Difference}}{\text{Original}} \times 100\%$	A games console is bought for £200 and sold for £250. % change = $\frac{50}{200} \times 100 = 25\%$
Fractions to Decimals	Divide the numerator by the denominator using the bus stop method.	$\frac{3}{8} = 3 \div 8 = 0.375$
Decimals to Fractions	Write as a fraction over 10, 100 or 1000 and simplify.	$0.36 = \frac{36}{100} = \frac{9}{25}$
Percentages to Decimals	Divide by 100	$8\% = 8 \div 100 = 0.08$
Decimals to Percentages	Multiply by 100	$0.4 = 0.4 \times 100\% = 40\%$
Fractions to Percentages	Percentage is just a fraction out of 100. Make the denominator 100 using equivalent fractions. When the denominator doesn't go in to 100, use a calculator and multiply the fraction by 100.	$\frac{3}{25} = \frac{12}{100} = 12\%$ $\frac{9}{17} \times 100 = 52.9\%$
Percentages to Fractions	Percentage is just a fraction out of 100. Write the percentage over 100 and simplify.	$14\% = \frac{14}{100} = \frac{7}{50}$

Block D



Increase or Decrease by a Percentage	<p>Non-calculator: Find the percentage and add or subtract it from the original amount.</p> <p>Calculator: Find the percentage multiplier and multiply.</p>	<p><u>Increase 500 by 20% (Non Calc):</u> $10\% \text{ of } 500 = 50$ so $20\% \text{ of } 500 = 100$ $500 + 100 = 600$</p> <p><u>Decrease 800 by 17% (Calc):</u> $100\% - 17\% = 83\%$ $83\% \div 100 = 0.83$ $0.83 \times 800 = 664$</p>
Percentage Multiplier	The number you multiply a quantity by to increase or decrease it by a percentage .	<p>The multiplier for increasing by 12% is 1.12</p> <p>The multiplier for decreasing by 12% is 0.88</p> <p>The multiplier for increasing by 100% is 2.</p>
Reverse Percentage	<p>Find the correct percentage given in the question, then work backwards to find 100%</p> <p>Look out for words like 'before' or 'original'</p>	<p>A jumper was priced at £48.60 after a 10% reduction. Find its original price.</p> $100\% - 10\% = 90\%$ $90\% = £48.60$ $1\% = £0.54$ $100\% = £54$
Simple Interest	Interest calculated as a percentage of the original amount.	<p>£1000 invested for 3 years at 10% simple interest.</p> $10\% \text{ of } £1000 = £100$ Interest = $3 \times £100 = £300$
Square Number	The number you get when you multiply a number by itself .	<p>1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225...</p> $9^2 = 9 \times 9 = 81$
Square Root	<p>The number you multiply by itself to get another number.</p> <p>The reverse process of squaring a number.</p>	$\sqrt{36} = 6$ because $6 \times 6 = 36$
Solutions to $x^2 = \dots$	Equations involving squares have two solutions , one positive and one negative .	<p>Solve $x^2 = 25$</p> $x = 5 \text{ or } x = -5$ This can also be written as $x = \pm 5$
Cube Number	The number you get when you multiply a number by itself and itself again .	<p>1, 8, 27, 64, 125...</p> $2^3 = 2 \times 2 \times 2 = 8$
Cube Root	<p>The number you multiply by itself and itself again to get another number.</p> <p>The reverse process of cubing a number.</p>	$\sqrt[3]{125} = 5$ because $5 \times 5 \times 5 = 125$

Block D



Powers of...	The powers of a number are that number raised to various powers.	The powers of 3 are: $3^1 = 3$ $3^2 = 9$ $3^3 = 27$ $3^4 = 81$ etc.
Multiplication Index Law	When multiplying with the same base (number or letter), add the powers. $a^m \times a^n = a^{m+n}$	$7^5 \times 7^3 = 7^8$ $a^{12} \times a = a^{13}$ $4x^5 \times 2x^8 = 8x^{13}$
Division Index Law	When dividing with the same base (number or letter), subtract the powers. $a^m \div a^n = a^{m-n}$	$15^7 \div 15^4 = 15^3$ $x^9 \div x^2 = x^7$ $20a^{11} \div 5a^3 = 4a^8$
Brackets Index Laws	When raising a power to another power, multiply the powers together. $(a^m)^n = a^{mn}$	$(y^2)^5 = y^{10}$ $(6^3)^4 = 6^{12}$ $(5x^6)^3 = 125x^{18}$
Notable Powers	$p = p^1$ $p^0 = 1$	$99999^0 = 1$
Negative Powers	A negative power performs the reciprocal. $a^{-m} = \frac{1}{a^m}$	$3^{-2} = \frac{1}{3^2} = \frac{1}{9}$
Fractional Powers (Higher only)	The denominator of a fractional power acts as a 'root'. The numerator of a fractional power acts as a normal power. $a^{\frac{m}{n}} = (\sqrt[n]{a})^m$	$27^{\frac{2}{3}} = (\sqrt[3]{27})^2 = 3^2 = 9$ $\left(\frac{25}{16}\right)^{\frac{3}{2}} = \left(\frac{\sqrt{25}}{\sqrt{16}}\right)^3 = \left(\frac{5}{4}\right)^3 = \frac{125}{64}$
Rearranging Formulae (Higher only)	Use inverse operations on both sides of the formula (balancing method) until you find the expression for the letter.	Make x the subject of $y = \frac{2x-1}{z}$ Multiply both sides by z $yz = 2x - 1$ Add 1 to both sides $yz + 1 = 2x$ Divide by 2 on both sides $\frac{yz + 1}{2} = x$ We now have x as the subject.
Writing Formulae (Higher only)	Substitute letters for words in the question.	Bob charges £3 per window and a £5 call out charge. $C = 3N + 5$ Where N=number of windows and C=cost

Block D



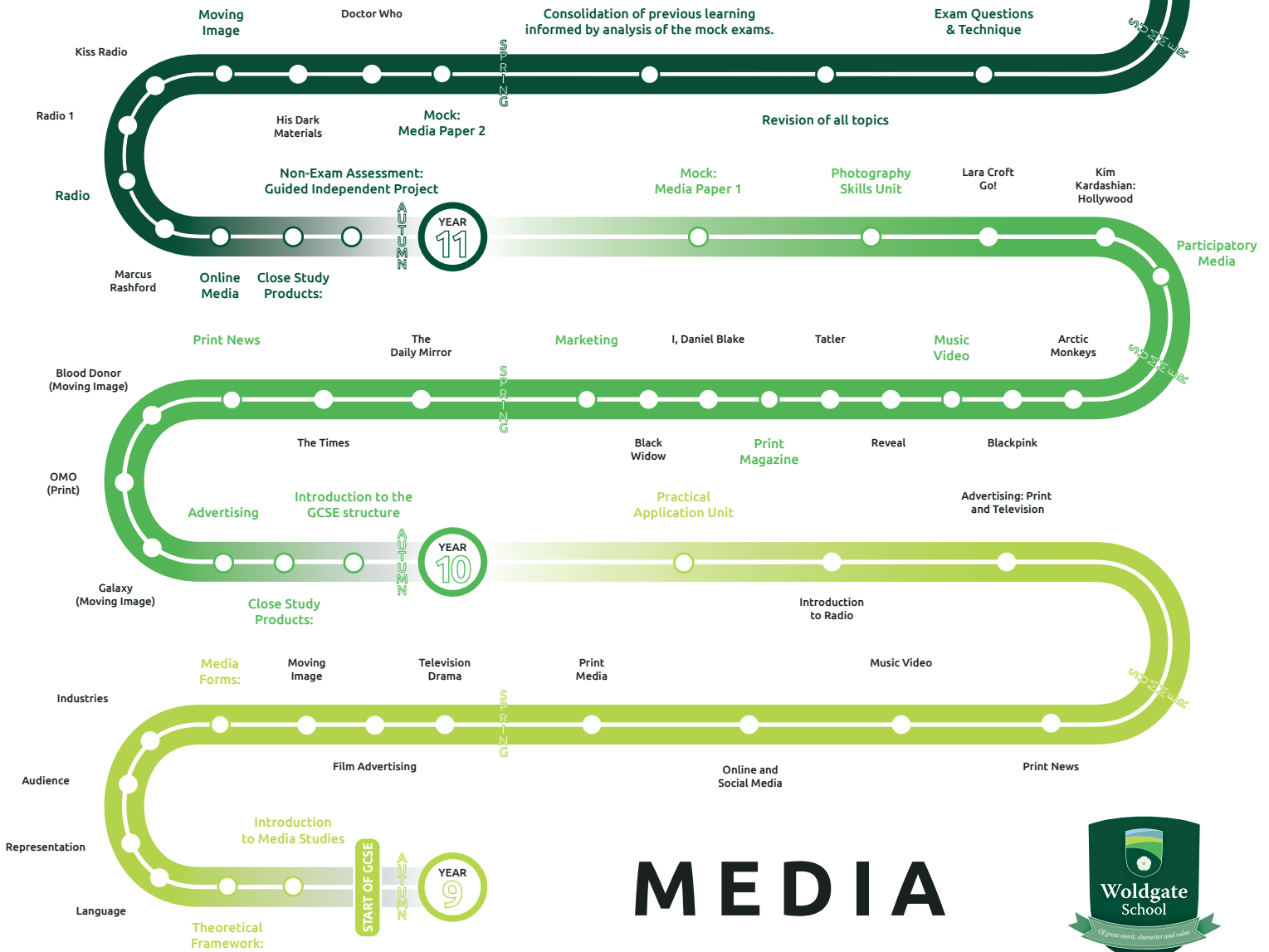
Substitution (Higher only)	Replace letters with numbers. Be careful of $5x^2$. You need to square first, then multiply by 5.	$a = 3, b = 2$ and $c = 5$. Find: 1. $2a = 2 \times 3 = 6$ 2. $3a - 2b = 3 \times 3 - 2 \times 2 = 5$ 3. $7b^2 - 5 = 7 \times 2^2 - 5 = 23$
Odds and Evens (Higher only)	An even number is a multiple of 2 An odd number is an integer which is not a multiple of 2 .	If n is an integer (whole number): An even number can be represented by $2n$ or $2m$ etc. An odd number can be represented by $2n-1$ or $2n+1$ or $2m+1$ etc.
Consecutive Integers (Higher only)	Whole numbers that follow each other in order.	If n is an integer: $n, n+1, n+2$ etc. are consecutive integers.
Square Terms (Higher only)	A term that is produced by multiply another term by itself.	If n is an integer: n^2, m^2 etc. are square integers
Sum (Higher only)	The sum of two or more numbers is the value you get when you add them together.	The sum of 4 and 6 is 10
Product (Higher only)	The product of two or more numbers is the value you get when you multiply them together.	The product of 4 and 6 is 24
Multiple (Higher only)	To show that an expression is a multiple of a number, you need to show that you can factor out the number .	$4n^2 + 8n - 12$ is a multiple of 4 because it can be written as: $4(n^2 + 2n - 3)$
Standard Form (Foundation only)	$A \times 10^b$ <i>where $1 \leq A < 10$, $b = \text{integer}$</i>	$8400 = 8.4 \times 10^3$ $0.00036 = 3.6 \times 10^{-4}$
Multiplying or Dividing with Standard Form (Foundation only)	Multiply: Multiply the numbers and add the powers. Divide: Divide the numbers and subtract the powers.	$(1.2 \times 10^3) \times (4 \times 10^6) = 8.8 \times 10^9$ $(4.5 \times 10^5) \div (3 \times 10^2) = 1.5 \times 10^3$
Adding or Subtracting with Standard Form (Foundation only)	Convert in to ordinary numbers, calculate and then convert back in to standard form	$2.7 \times 10^4 + 4.6 \times 10^3$ $= 27000 + 4600 = 31600$ $= 3.16 \times 10^4$



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



OMO

REPRESENTATION:

STYLING:

LANGUAGE:

ADVERTISING:

MARKETING

This advert for Omo washing powder appeared in Women's Own magazine on 16th May, 1955.
It gives a good idea of what women's roles were permitted to be in the society of the time.

Big, bold letters are used as well as an exclamation mark to add excitement.

She's wearing make-up and lipstick to bring the washing - suggests women should always take care of their appearance.

Shows how white and bright OMO makes her washing.

The tagline suggests that housewives should really care about how bright their washing is.



The explosion creates a sense of excitement and wonderment.

Her happy grin suggests she is more than happy to be doing domestic chores like this.

Colour palette is bright pastel, to suggest a happy, positive, feminine environment.

Clear up on the product with its bright colours to create brand recognition.

LANGUAGE

- The woman in the advert is looking at the audience and uses direct mode of address to engage women. This is combined with her happy expression to position OMO as a product you need.
- The advert's text lines used in the advert all have connotations of positivity.

REPRESENTATION

- The Mrs. Housewife is represented as someone who spends her time happily cleaning.
- Even though this is set in the 1950s, the attitude towards and representation of women is much less positive than the Galaxy advert which is set in the 1980s but with the benefit of modern ideologies.

EXAMPLE
QUESTIONS

1. How does the OMO advert reflect attitudes in the 1950s?
2. What stereotypes of women does the OMO advert offer?

GALAXY

REPRESENTATION

CHARACTER

CONTEXT

LANGUAGE

INTERTEXTUALITY

REFERENCES

ALLUSIONS



This advert for Galaxy Chocolate used extensive CGI to bring back to life Audrey Hepburn, one of Hollywood's most glamorous actors.

Some people thought that by using Hepburn, it gave Galaxy a sense of glamour and class, whereas others found the use of a dead person's likeness to be a bit off putting.

The advert is set in the 1950s and is shot in the Italian Riviera to establish nostalgia and invoke a golden age.

LANGUAGE

- The advert uses **INTERTEXTUALITY** to bring in a reference to other media texts. The use of Hepburn references Hollywood glamour. It also references her famous film 'Roman Holiday' (1953) and the Non-algebraic song 'Moon River' references Hepburn's most famous film 'Breakfast at Tiffany's'.
- The ad took 12 people over 7 months to create and the use of CGI to bring a dead celebrity back to life had lots of people talking. Hepburn's children gave permission for her likeness to be used (and were paid for it) but this raises the question about how appropriate it is for dead people to be used in adverts.
- The mise-en-scene, lighting and setting used in the advert all evoke an almost idyllic and nostalgic version of the past. The advert also suggests that by buying Galaxy chocolate, you too can get a taste (no pun intended) of the luxury and glamour of Hepburn's life.

REPRESENTATION

- The creator of the advert says this about why they used Audrey Hepburn:
"Audrey represents heritage, classiness and elegance. So from a strategic and creative point of view, it made sense for Galaxy to communicate to 'ahh, we cannot' breaking through their quality."
- The advert can be seen to reflect a more modern stance on gender equality than there was in the 50s. Hepburn, instead of waddling in the passenger seat as if she was a possession of the man, gets into the back to enjoy her chocolate. This then places the man in a position of subservience as a chauffeur and Hepburn in a position of control and power.
- The advert evokes a sense of nostalgia for the perceived luxury and glamour of the 1950s. The setting of The Italian Riviera represents glamour, luxury and wealth.

EXAMPLE

QUESTIONS

1. Why have Galaxy used Audrey Hepburn to promote their brand?
2. How is the advert constructed to appeal to audiences?

NHS REPRESENT

REPRESENTATION

LANGUAGE

CHARACTER MOTIVATION



The NHS advert 'Represent' aims to get people from the BAME (Black, Asian, Minority Ethnic) community to give blood.

The advert uses many of the codes and conventions of music videos to appeal to its target audience.

The advert features British rapper Lady Leshour as she raps about the different ways the BAME community are represented positively.

LANGUAGE

- The lyrics in the song repeat the phrases 'You' and 'We' to create a sense of togetherness and community. This, along with the many close-ups and eye contact of Lady Leshour, creates a **DIRECT MODE OF ADDRESS** which would further engage audiences.
- The video uses many urban settings and has a very 'streetwise' appeal. By using Lady Leshour, the NHS are targeting young BAME people from mainly urban backgrounds.
- The narrative of the video is that the first half is spent talking about all the positive impacts and opportunities there are for the BAME community before the true message of the advert kicks in - that there's one area BAME people need to step up in, which is giving blood.
- There are many low angles and rapid editing in the advert, evoking the style of many modern music videos.

REPRESENTATION

- Black and Asian people are represented in a very positive way. Throughout the advert, we see many people from the BAME community in positive roles within society such as Politicians, Scientists, Actors etc. The advert also represents women in positive roles too.
- The advert gives a sense of diversity and inclusivity within BAME communities. Different ages, ethnicities, genders, disabilities and socio-economic backgrounds are all shown from a position of positivity.
- There is a mix of famous celebrities as well as normal people included in the advert and the lyrics suggest that 'you' can be anything you want to be in life.
- The advert represents the BAME community as one that cares and is conscientious. The message for people to donate is given in the clear understanding that people will step up and represent their communities by giving blood.

EXAMINE QUESTIONS

1. In what ways does the advert represent the BAME community?
2. What Uses and Conventions does the advert offer?

GCSE Media Studies Knowledge Organiser (KO) – Film + Marketing



WHAT SHOULD I ALREADY KNOW?

- ✓ How to structure and conduct semiotic analysis of media products.
- ✓ An understanding of how cultural, social and natural phenomena can be explored as signs and what they symbolise.
- ✓ The basic questions in semiotics are how and why things mean what they mean.
- ✓ How media products are constructed to comply with/subvert conventions and stereotypes.
- ✓ How to apply media theory to semiotic analysis.
- ✓ How technology is used to attract audiences.
- ✓ Media contexts and their impact

KEY CSPs

Black Widow (Marvel, 2021)



I, Daniel Blake (Ken Loach and BFI/ BBC Films, 2016)



WHAT DO I NEED TO KNOW?

- Risky business:
The creative industries are a risky business for companies - it costs a huge amount of money to create a media product like a film and there's no guarantee the audience will like it.
- No brand loyalty:
A new, original film has no established brand or audience - it has to generate all the interest through marketing. This is why film companies prefer to make sequels, reboots or films from an established franchise (like the Marvel Cinematic Universe) - there is an existing audience ready to buy the product.
- Star power:
If the film isn't from an existing franchise, film studios use star actors or directors to help generate interest in the film and find an audience. Star directors like veteran political filmmaker Ken Loach have an established audience that will always watch his films regardless of subject matter.
- A matter of timing:
Marketing campaigns need to be carefully timed to create excitement about the film's release. Often, the first teaser trailers will drop up to a year before release - particularly for established franchise films like the Marvel Cinematic Universe.
- Social media marketing:
Once the film is out, the marketing campaign has less power - because audience word-of-mouth will take over. In the digital age, people will post online about the film immediately after seeing it - which means word-of-mouth is more important than ever.

Hollywood vs. Independent Cinema

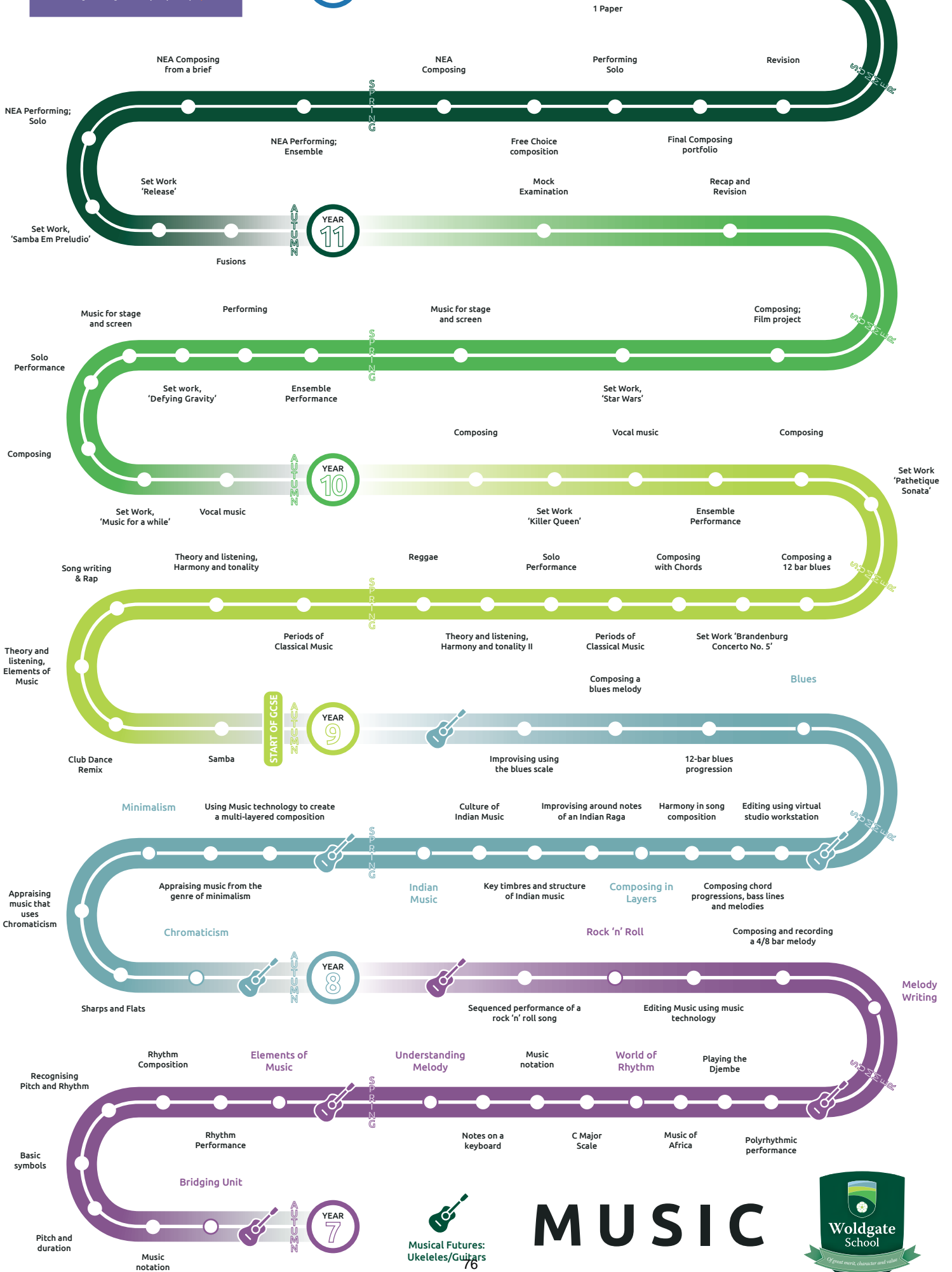
- Independent films are very different to Hollywood blockbusters like Black Widow. The style of 'indie' films is very different to Hollywood blockbusters, as the directors and producers have more creative input – it's being made in their vision, not in the vision of studio bosses.
- Independent films have much smaller budgets, and are often supported financially by public service broadcasters, film institutions and charity funding. They are also distributed by smaller companies.

KEY VOCABULARY

Vocabulary	Definition
Conglomerate	Most major media companies own a range of smaller companies (called subsidiaries). An example of this is Disney owning Marvel.
Vertical integration	When one conglomerate owns different companies in the same chain of production.
Horizontal integration	When one company buys other companies at the same level of distribution (Facebook owning Instagram).
Synergy	When a company creates a brand that can be used across different media products and platforms
Guerrilla marketing	A strategy in which a company uses surprise and/or unconventional interactions in order to promote a product.
Grassroots marketing	Where brands create content that's highly targeted to a niche audience who will amplify its message to the masses.
Film franchise	A film franchise is a series of films or multi-picture stories, often including some of the same characters from film to film.
Independent film	Produced outside of the controls of a major film studio system. Typically lower-budget.



GCSE EXAMINATIONS



We use this log to help you us analyse many Musical features of our set works.

This is our KNOWLEDGE ORGANISER. You will use these in other subjects but in Music you must relate what's written here to what you can hear when listening to the music!

GCSE Listening Log

<p>Structure <u>Ground Bass</u> Repeating 3-bar melodic bass part This is made up of a three-note <u>sequence</u> that gradually rises from the <u>tonic</u> before falling at the end to the <u>dominant</u> to form the <u>cadence</u> each time The overall structure is like <u>Ternary Form</u> -ABA1 (A1 because when we hear the opening music again it has added notes and embellished with <u>ornaments</u>) The B section provides contrast by <u>modulating</u> several times.</p>	<p>Tonality/Harmony It is in <u>A Minor</u> <u>Modulates</u> to the dominant (<u>E Minor</u>) at the end of Section A Section B moves through several related keys (including <u>G major</u> and <u>C major</u>) Some <u>chromatic</u> notes create some ambiguous harmony in places Mostly <u>Root Position</u> and <u>First Inversion</u> <u>functional harmony</u> but some <u>chromatic chords</u> E.g. <u>C Augmented</u> and <u>B Diminished</u> There are some <u>False Relations (Bars1-2)</u> <u>Tierce di Picardie</u> (at Bar 23)</p>	<p>Dynamics Not specified on the score. Common for dynamics to be left to the performers to decide on in Baroque Music.</p>	<p>Rhythm <u>4/4 time (Simple Quadruple)</u> Bass rhythm is entirely <u>quavers</u> creating a sort of <u>Walking Bass</u>. Vocals mainly in <u>quavers</u> and <u>semiquavers</u> with <u>syncopation</u> in places</p>
<p>Texture <u>Homophonic-melody + Accompaniment</u> Harpsichord fills in by <u>improvising embellishments</u> around the chords Some slight <u>imitation</u> (E.g. bar 9) and <u>antiphony</u> (E.g. Bar 20-21) between the voice and instruments</p>	<p>Tempo Not specified in the score (Intended to be slow due to the narrative) <u>Adagio</u></p>	<p>Timbre/Sonority/Instruments <u>Solo Soprano Voice</u> (The voice was not specified originally. In Purcell's time it may have been sung by a high male voice – known as a counter tenor) <u>Basso Continuo</u> made up of a <u>Bass Viol</u> (playing the Bassline) and a <u>Harpsichord</u> playing the Bassline and Chords that they embellish with additional notes and <u>ornaments</u>)</p>	<p>Melody Mainly <u>conjunct</u> with occasional leaps (<u>disjunct</u>) Lots of <u>passing notes</u> (between notes of the chord) Limited <u>range</u>-just over one <u>octave</u> (<u>minor 9th</u>) Has both rising and falling <u>sequences</u> Lots of <u>ornamentation</u> (see over the page) Mainly <u>Syllabic</u> but with quite a lot of <u>Melisma</u> too. <u>Word Painting</u> in places.</p>

'Music for A While' by Henry Purcell (1659-1695)

Listening Log

GCSE Music

Listening Log

Composition Techniques used (e.g. syncopation, counterpoint, cross rhythms)

Ground Bass; A repeating bass part above which the melody is played-very common in Baroque pieces

False Relation; Two different forms of the same pitch occurring in different parts

Tierce di Picardie; A Major Chord ending in a minor Key. (piece will end on A Major instead of A minor)

Bass Viol; the forerunner of the 'cello common up till the Baroque Period but then fell out of use. Had six strings as apposed to the modern cello having 4.

Ornaments; mordents, appoggiaturas, trills, grace (added) notes, arpeggiation (in the harpsichord playing)

Vocal Techniques

Syllabic; one note per syllable

Melisma; more than one note per syllable

Word painting; treatment of the music that brings out the meaning of the words. (E.g. 'wondering', 'pains', 'all', 'eternal', 'drop' (this is also onomatopoeic))
Originally for a Counter Tenor (male)

Word setting of a 'lament'

A lament is a sorrowful and reflective song so we have;

Lots of falling phrases or falling ends of phrases.

Minor key

Slow tempo

Use of suspensions (dissonance (unease) then resolution) in the harmony

Context, affect and background to the piece and composer

Henry Purcell (1659-1695); Most important English composer of his time (and for about 150 years until Elgar in the late 19th Century)

Purcell was one of the 'Great Composers' of the Baroque Era (Others include Bach, Vivaldi and Handel). He was a composer, singer and organist. He became organist at Westminster Abbey at only 22 Years old and he is buried there along with other famous English artists, poets and literary writers. He wrote music for both the church (sacred music) and for popular entertainment (secular music).

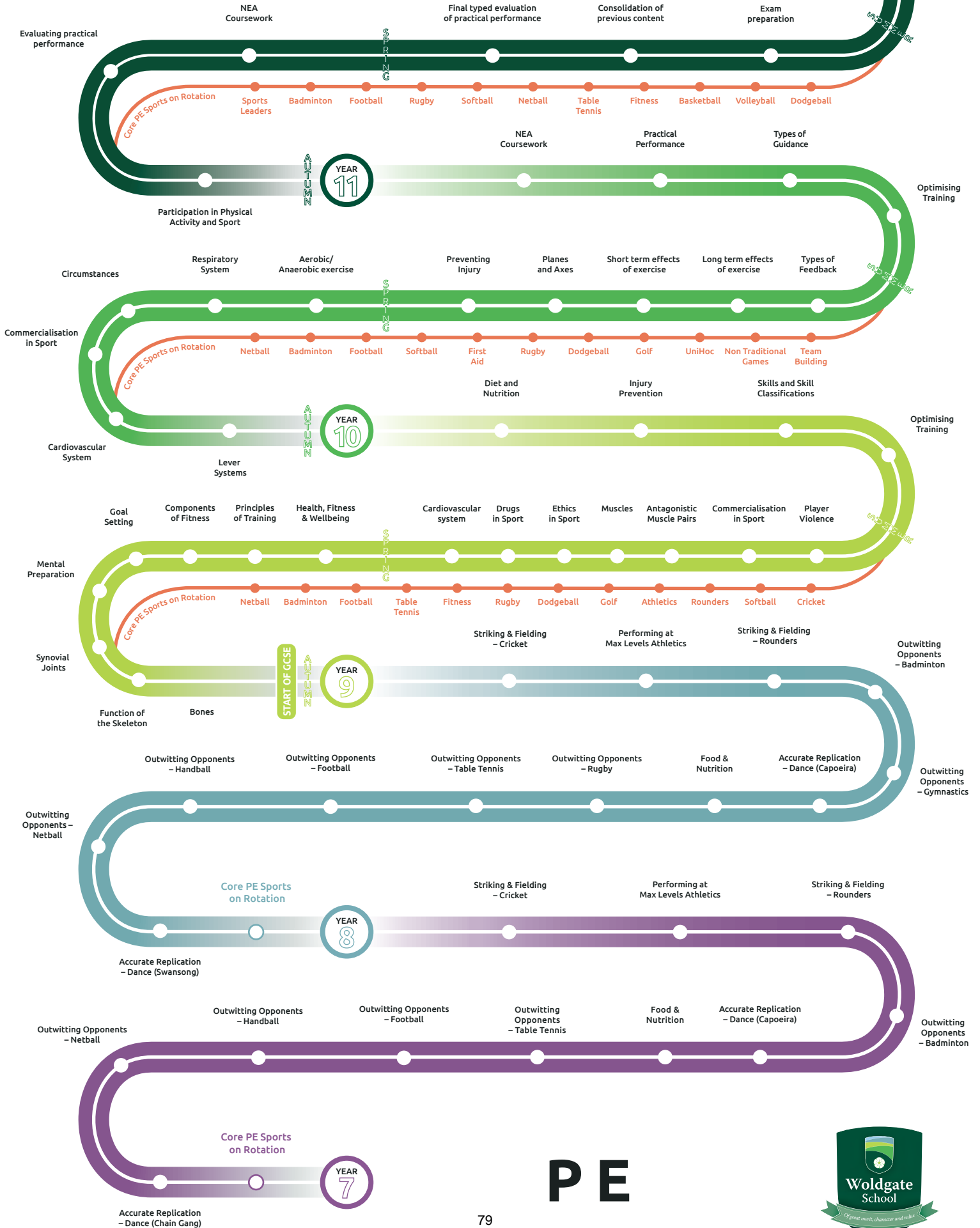
'Music for a While' was written for a production of John Dryden and Nathaniel Lee's play 'Oedipus' in 1692. It is a Greek mythological tragedy. Oedipus accidentally fulfils his prophecy that he will kill his father and mother. When the truth is discovered Oedipus gouges out one of his eyes before killing himself. The play was a success. The music in 'Music for a While' is intended to calm down Alecto until she 'drops her whip' and the 'snakes fall from her head'. Alecto is one of the furies (a ghostly figure filled with anger given the task of persecuting those who kill a parent)

Oedipus is not an opera. 'Music for a While' is an example of 'incidental music' to be included in a play.



GCSE EXAMINATIONS

2 Written Papers



PE



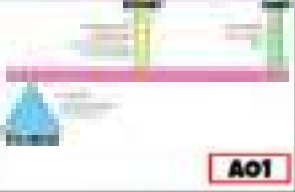


Movement Analysis - Lever Systems


Rhyme Time


1 → F → E → N
 2 → L → P → H
 3 → E → F → L


Use the rhyme above to help you remember what is in the **MIDDLE** of each lever system, **MOVEMENT** can be performed and what **MECHANICAL ADVANTAGE** it has

	DIAGRAM	SPORTING EXAMPLE 1	SPORTING EXAMPLE 2	EFFORT ARM/ RESISTANCE ARM	MECHANICAL ADVANTAGE
1ST CLASS LEVER	 AO1	Heading a ball in football	AO2	When the effort arm is the same length as the load arm it is said to have no mechanical advantage	NONE
2ND CLASS LEVER	 AO1	Take off in the long jump	AO2	When the effort arm is longer than the load arm, the lever has a high mechanical advantage	HIGH Can lift a heavy load, little effort
3RD CLASS LEVER	 AO1	Upwards phase of a bicep curl	AO2	When the load arm is longer than the effort arm, the lever is said to have a low mechanical advantage	LOW Large range of movement, move quickly

What Do The Symbols Mean?


 Fulcrum


 Effort


 Load

AO1	Knowledge
AO2	Application
AO3	Evaluation/Analysis

The Effects of Exercise on the Body Systems





<u>Short-term effects</u> (while you exercise)
Increased muscle temperature
Increased heart rate, stroke volume and cardiac output
Redistribution of blood to the working muscles
Increased respiratory rate, tidal volume and minute ventilation
Increased oxygen to the working muscles
Lactic acid is produced

<u>Long-term effects</u> (adaptations following regular exercise over time)	
Increased bone density	Increased resting stroke volume
Muscle hypertrophy	Decreased rate of recovery
Increased muscular strength	Increased Aerobic capacity
Increased muscular endurance	Stronger respiratory muscles
Improved resistance to fatigue	Larger maximal cardiac output
Cardiac hypertrophy	Increased Tidal volume and Minute ventilation during exercise
Decreased resting heart rate	Capillarisation

AO1	Knowledge
AO2	Application
AO3	Evaluation/Analysis



Types of Guidance

	Description	Positives	Negatives	Best suited to
Visual 	Demonstrations, videos, or images showing how a skill is performed.	Clear mental image of skill Useful for learning new skills- Easy to understand	May be ineffective if demonstration is incorrect Difficult for complex skills- No physical feedback	Beginners - helps form an initial understanding. Elite - Knowledge to analysis their performance from video
Verbal 	Spoken instructions or explanations from a coach or teacher.	Quick and easy Can be combined with visual guidance- Useful for highlighting key points	May overload beginners with information Less effective if performer does not understand terminology	Elite performers- who can understand technical terms
Manual 	Physically guiding the performer through the movement (e.g., coach moves their limbs or supports a gymnast).	- Builds confidence- Helps with dangerous or difficult skills- Gives a kinaesthetic feel	Performer may become over-reliant May not fully understand the skill- Can feel unnatural	Beginners - especially for safety and confidence
Mechanical 	Use of equipment or devices to assist performance (e.g., harnesses, floats).	Increases safety Builds confidence	Can give false sense of ability May not replicate the real movement exactly	Beginners - for support and safety during complex skills



GCSE PE KNOWLEDGE ORGANISER

AO1	Knowledge
AO2	Application
AO3	Evaluation/Analysis

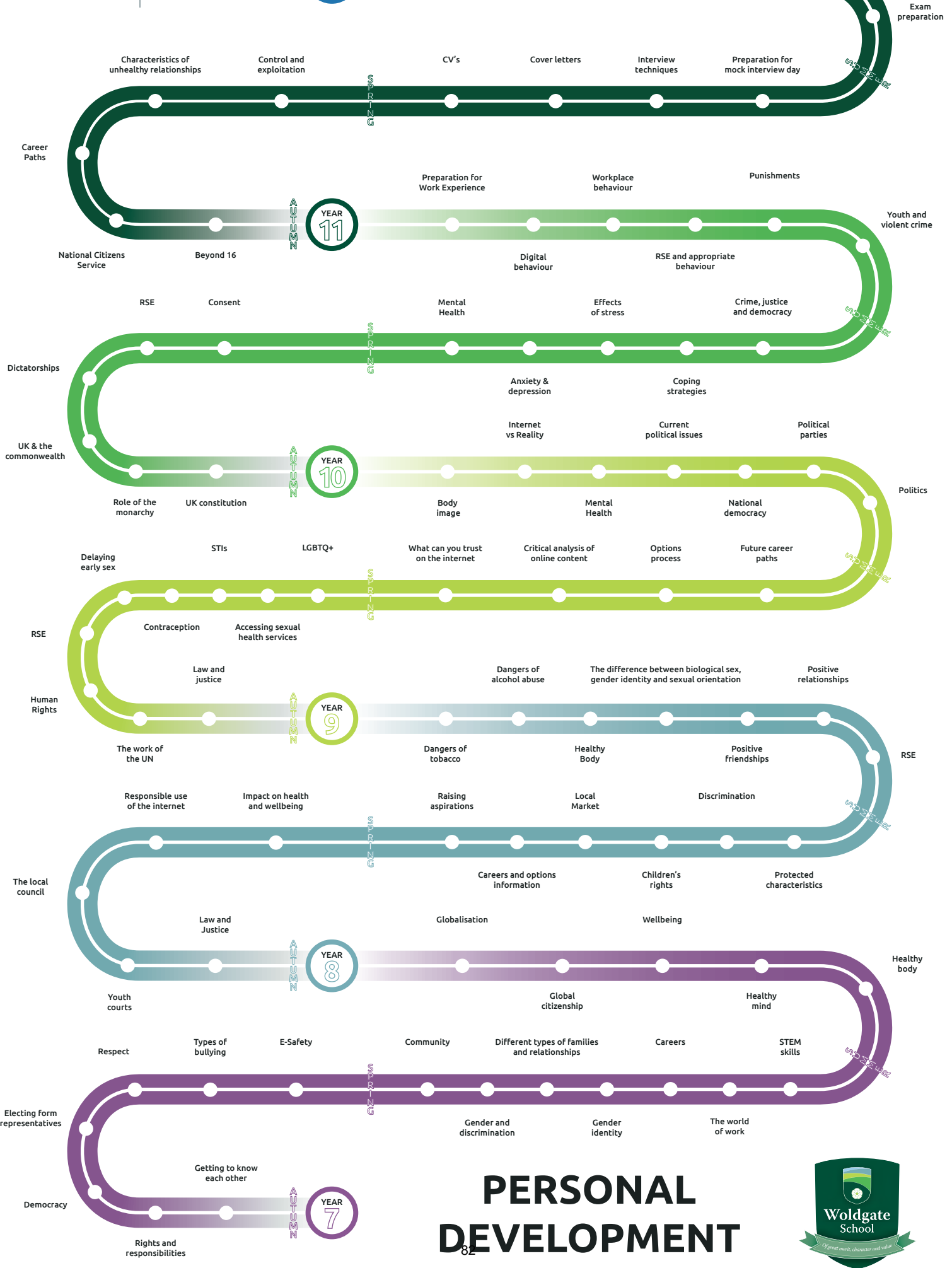
Types of Feedback



	AO1 - Knowledge	AO2 - Example	AO3 - Beginner or Elite?
Positive	This is used to inform the athletes what was correct about the movement. Performers need to know if a movement is correct so it can be remembered for next time. This is also good for motivating the athletes.	A coach saying well done when you have correctly performed a smash in Tennis	Beginner
Negative	This is used to inform the athlete of what was incorrect about the movement. This type of feedback must include specific details of the incorrect movement so the performer can put it right. It can be demotivating.	A manager at half time telling you that you are out of formation and not performing well	Elite
Knowledge of Results	Known as KR. Focuses on the outcome of the athletes performance. Generally factual and given by a coach or teacher (extrinsic) however can also be seen by the performer (intrinsic)	Winning a 100m race	Beginner
Knowledge of Performance	This feedback provides detail of the performance itself, irrespective of the result. It may refer to technique used or specific aspects of the movement produced. It is the quality of the performance not the result.	Betting a PB in a 100m race even though you came 4th in the race	Elite
Intrinsic	This is information received by the performers body, usually from the muscles, as to how successful the movement feels (from the muscles). The feeling from the muscles is also known as kinaesthesia	Knowing that you didn't strike the ball correctly when playing a golf shot	Elite
Extrinsic	This is information received about the performance from an external source, for example a coach or a teacher. This feedback is generally verbal.	A coach telling you that you did not strike the ball correctly during a golf shot	Beginner



GCSE EXAMINATIONS



PERSONAL DEVELOPMENT

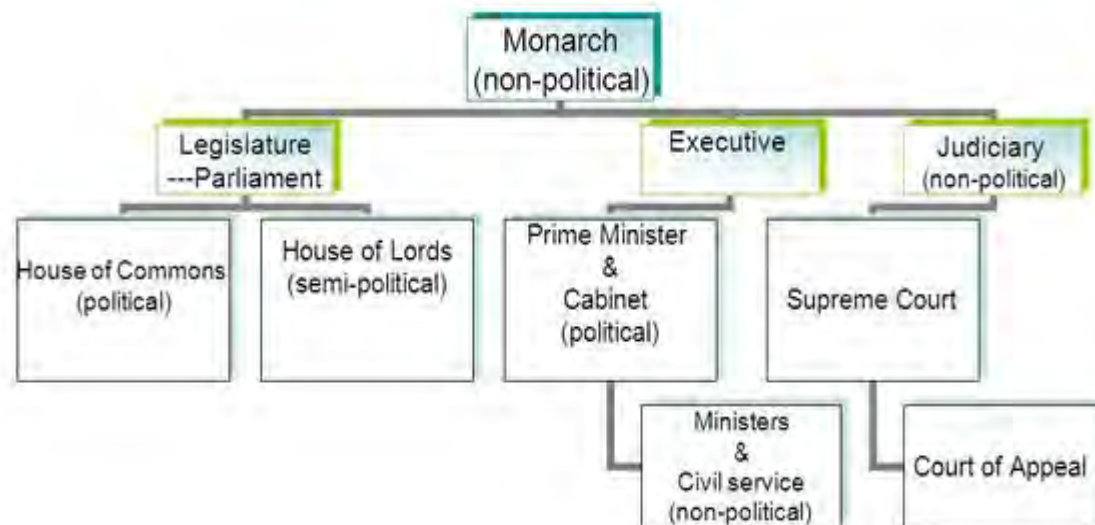


Should there be changes to the UK constitution?

Key terms

Key word	What does it mean?
Constitution	Rules or laws of how a country is governed
Referendum	People vote on a single and specific issue
Royalist	A person who supports having the monarch as Head of State
Republican	A person who supports getting rid of the monarch as Head of State
Succession	Who power passes to next
Constitutional monarchy	Our system of government with the monarch as Head of State, but legal power is in the hands of parliament
Commonwealth	An association of countries and dependents, most of which were previously part of the British empire

Constitutional monarchy in the UK



Personal Development theme link:

Living in the Outside World

British Values link:

Democracy

Arguments to support "The voting age should be 16"	Arguments to support "The voting age should remain at 18"
"Young people can, by law, get married and pay tax at 16. If they are responsible enough to do this they should be responsible enough to vote."	"Young people are more likely to vote for personalities and celebrities rather than the experience and views of the candidates, therefore silly people may get elected."
"You can join the army at 16 and fight for your country at 17 so you should be allowed the right to vote if you are willing to risk you life."	"18 is low enough to be able to vote. People younger than this are often too immature and irresponsible."
"Several countries have reduced the voting age to 16. In Iran young people have the right to vote at 15."	"Young people under 18 are not interested enough to find out about or understand the main issues in elections"
"Many older people don't understand elections. Young people learn about voting in schools so they will understand when they are 16."	"Only once a person reaches 18 do they become independent enough to know their own minds. At 16 they may vote like their parents rather than make an informed decision."

Map of the Commonwealth



How can people engage in healthy relationships?

Key terms

Key word	What does it mean?
Consent	Agreement made by someone with the freedom to decide something
Nonverbal	Signs that someone does not consent
Capacity to consent	People are free and able (i.e. not drunk for example) to decide
Healthy relationship	People in the relationship trust and respect each other
Sexting	Sending an inappropriate message or image to someone else
Digital footprint	A permanent trace that your actions can leave online
Fertility	A person or couple's ability to conceive a child

Personal Development theme link:

Relationship and Sex Education

British Values link:

Tolerance and Respect

Individual Liberty

Where can you go to for help and advice if you are concerned about your safety or wellbeing in a relationship?

Speak to a family member or trusted adult in school, especially Mrs Hanley or Mrs Wright.

Childline: www.childline.org.uk

GP Surgery or local sexual health clinic (York) Brook

www.brook.org.uk

www.ceop.police.uk

Consent Is:

- Informed
- Freely given
- Coherent
- Ongoing
- Sober
- Enthusiastic
- Clear
- Specific
- Essential
- Comfortable
- Active
- Reversible/Changeable
- Based on equal power
- Breaking away from gender "rules." Any partner might want to take it slow. And, it's not one partner's job to initiate the action all the time.



Consent Is NOT:

- Flirting
- Silence
- Dressing sexy
- The absence of "no"
- Being in a relationship
- Accepting a ride or a drink, etc.
- If you have to convince them
- Having had sex with the individual before
- Saying yes (or saying nothing) while under the influence of drugs or alcohol.
- Saying yes or giving in to something because you feel too pressured or too afraid to say no.
- Consent is not a free pass. Saying yes to one act doesn't mean you have to consent to other acts. Each requires its own consent.

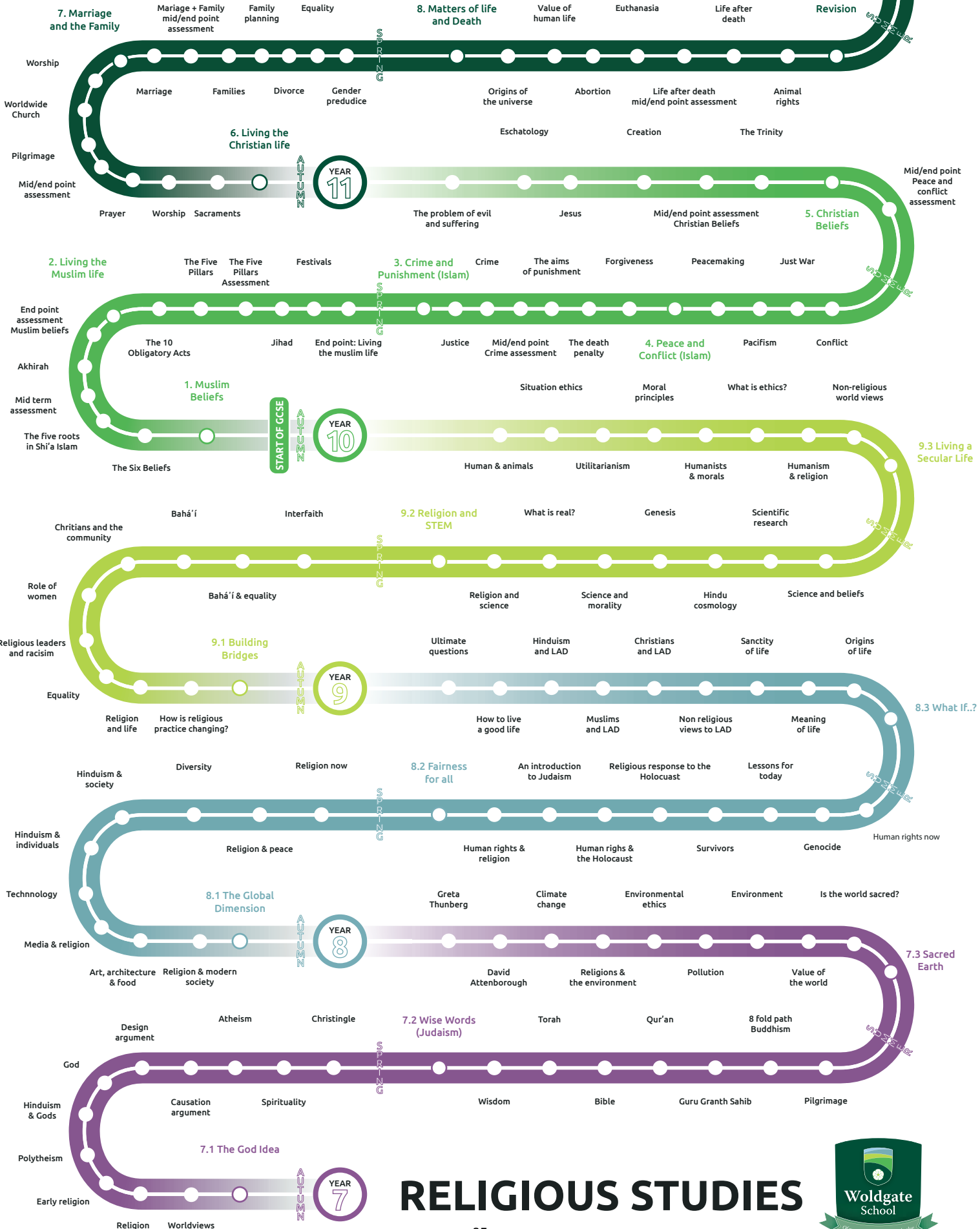


Factors that can affect fertility

- Age — [fertility declines with age]
- Sexually Transmitted Infections (STIs) — [left unchecked and untreated, some STIs can have a lasting impact on fertility, particularly chlamydia and gonorrhoea]
- Smoking — [affects someone's chances of conceiving and can reduce semen quality]
- Alcohol — [excess or binge drinking can affect sperm and egg production, making it harder to conceive]
- Anabolic steroids — [long-term misuse of anabolic steroids can reduce sperm count and sperm mobility]
- Weight — [being overweight or obese reduces fertility; in females, being overweight or severely underweight can affect ovulation. A healthy diet and exercise regime can contribute towards maintaining a healthy weight]
- Environmental factors — [exposure to certain pesticides, solvents and metals has been shown to affect fertility, particularly in males]
- Stress — [in severe cases, stress may affect ovulation and sperm production]



GCSE EXAMINATIONS



RELIGIOUS STUDIES



Living the Christian Life

Worship

- * help people get closer to God
- * Makes people feel like part of a community
- * Praising and thanking God through prayer, Bible readings, music and sermon (talk from church leader)

Liturgical worship



- * set pattern and structure
- * Congregation often follows along in a service book or on a screen
- * Commonly found in catholic, Anglican and Methodist churches
- * Anglican sometimes use the book of common prayer that includes prayers and services that have been used for hundreds of years.

Non-liturgical



- * no set structure or agreed pattern
- * Church leader more free to decide what prayers, readings etc to use and how to structure
- * More emphasis on 'following the spirit' (being open to the influence of the Holy Spirit while worshipping)

Sacraments

Ceremonies that have been officially recognised as having been established by Jesus. The Catholic church has 7, but most denominations only recognise Eucharist and baptism.

Each sacrament has a physical side—something that is done (e.g. tasting bread, water in baptism), but also a spiritual side—the blessings that the person believes they receive from God as a result of carrying out the sacrament.

- * Baptism—either infant, or believers.
- * Confirmation—when a person chooses to confirm they are a member of the faith. Restate promises made at baptism
- * Eucharist—recalls the last supper
- * Marriage—legal union made before God
- * Holy orders—becoming a priest, bishop etc
- * Reconciliation—confessing sins to a priest, which are then forgiven by God
- * Anointing the sick—when a person who is very sick is anointed with Holy Oil. They then confess their sins and pray with the priest.



Prayers

	Set prayer	Informal
Explanation	Prayers that have been written down. Usually read from a text such as Book of Common Prayer	Made up in the moment with guidance from the Holy Spirit. No set format or words.
found in...	Anglican and catholic churches	Evangelical and charismatic churches
Benefits...	Familiar words are comforting Words are authorised by the church Reciting them aloud with others brings a sense of unity and shared belief.	Can feel more personal way of communicating with God Allows believers to express their own particular concerns or worries



The Lord's Prayer—a set prayer that Jesus taught his followers.

The start praises God and looks forward to a time when he will be fully accepted by all people on earth. The second half asks God for 3 things: the things we need to survive, forgiveness, and the strength to resist evil.

Purpose of prayer—thanksgiving, contrition (asking for forgiveness), worship, intercession (asking God to help others), supplication (asking God for something)

Pilgrimage

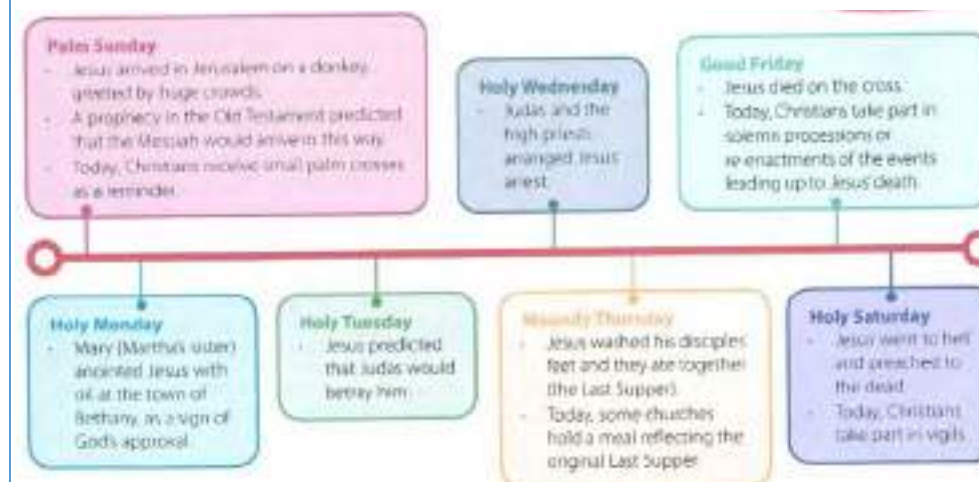
A journey that is taken to strengthen faith e.g. to a religious site. The Bible speaks of a pilgrimage that Jesus makes with his parents to Jerusalem when he was 12.

Today many Christians go on pilgrimage to give dedicated time to strengthen their faith, learn more about their religion, feel closer to God, and to find time for prayer and meditation.

<p>Jerusalem</p> <p>Where most of Jesus' ministry took place.</p> <p>Often visit places such as mount of Olives where he taught his disciples.</p> <p>Make people feel closer to God by following Jesus' footsteps.</p>	<p>Iona</p> <p>Island in Scotland where St Columba founded a monastic community.</p> <p>Played an important part in spread of Christianity in Scotland.</p>
<p>Taize</p> <p>Village in France with monastic community.</p> <p>Encourages people of all denominations to worship together, through meditation, prayer and singing.</p> <p>Encourages pilgrims to find opportunities for simplicity and kindness and reconciliation in their every day lives.</p>	<p>Walsingham</p> <p>Village in Norfolk where a woman had a vision of the Virgin Mary. The Virgin showed her the house where Gabriel told her she would be pregnant with Jesus. A copy of this house was then built in Walsingham.</p> <p>There are now shrines from many denominations.</p>

Celebrations

Holy week—the week leading up to Easter Sunday. Final week of lent which is a period of reflection. During lent people may fast.



Easter Sunday—celebrates resurrection of Jesus through special church services.

Advent—the four weeks leading up to Christmas. In churches one candle on an advent wreath is lit each Sunday, until there are 4 candles lit, anticipating Jesus as the light of the world.

Christmas—celebrates the birth of Jesus. Churches will hold special events such as carol services, a vigil (where believers stay awake at night to pray, midnight mass on Christmas eve, a special celebration on Christmas morning, Nativity plays.

Local Church

The church provides lots of services for the local community, both Christian and non-Christians:

Community space, support for people in need, evangelism, raising money for charity e.g. Christian Aid, outreach e.g. foodbanks, education e.g. Alpha course, worship and celebrations,

Future of the Church

More followers than any other religion (2.4 billion)

Overall number of church goers in the UK is falling, and churches are closing as a result.

According to 2011 census 59.3% of the UK say they are Christian.

Missionary work:

The church has a mission to spread the Christian faith, and the message of Jesus. They may do this through evangelism. This encourages people to tell others about their faith in the hope of converting them and bringing new people into the Church. This follows Jesus' command to his disciples to spread his message (called the Great Commission).



The spec...

Section 3: Living the Christian Life

Students should have an understanding of:

3.1*	Christian worship: liturgical and non-liturgical forms of worship, including activities which are informal and individual, including reference to the Book of Common Prayer; when each form might be used and why; divergent Christian attitudes towards the practices, meaning and significance of liturgical and non-liturgical forms of worship in Christian life today, with reference to denominations which worship with less structure such as some Pentecostal churches.
3.2	The role of the sacraments in Christian life and their practice in two denominations; the role of the sacraments/ordinance as a whole; the nature and importance of the meaning and celebration of baptism and the Eucharist in at least two denominations, including reference to the 39 Articles XXV-XXXVI; divergent Christian attitudes towards the use and number of sacraments in Orthodox, Catholic and Protestant traditions.
3.3	The nature and purpose of prayer: the nature of and examples of the different types of prayer; set prayers; informal prayer and the Lord's Prayer, including Matthew 6:5-14; when each type might be used and why; divergent Christian attitudes towards the importance of each type of prayer for Christians today.
3.4	Pilgrimage: the nature, history and purpose of pilgrimage, including interpretations Luke 2:41-43; the significance of the places people go on pilgrimage; divergent Christian teachings about whether pilgrimage is important for Christians today, with specific reference to Catholic and Protestant understandings; the activities associated with, and significance of, Jerusalem, Iona, Taizé and Walsingham.
3.5	Christian religious celebrations: the nature and history of Christian festivals in the church year, including Christmas and Easter; the significance of celebrating Advent and Christmas; the significance of celebrating Holy Week and Easter, with reference to interpretations of 1 Corinthians 15:12-34.
3.6	The future of the Christian Church: Church growth, the history and purpose of missionary and evangelical work including reference to Mark 16:9-20 and John 20:21-22; divergent ways this is put into practice by Church locally, nationally and globally; Christian attitudes of why evangelical work is important for the Church and for individual Christians
3.7	The role and importance of the local church in the local community: how and why it helps the individual believer and the local area; local parish activities, including interpretations of 1 Peter 5:1-4, ecumenism, outreach work, the centre of Christian identity and worship through living practices.
3.8	The role and importance of the Church in the worldwide community: how and why it works for reconciliation and the problems faced by the persecuted Church; divergent Christian responses to teachings about charity, including 1 Corinthians 13 and Matthew 25:31-46; the work of Christian Aid, what it does and why.

keyword	definition	Draw a symbol to remember!
Liturgical Worship	Structured, planned, worship full of signs and symbols e.g. candles, incense, often common prayers etc.	
Non-Liturgical Worship	Informal, unplanned, worship that is believed to be inspired by the Holy Spirit	
Book of Common Prayer	Anglican book containing structure of liturgical worship	
Sacrament	'An outward sign of inward grace' E.g. Holy Communion and Baptism	
Eucharist	Holy Communion – "This is my body... This is my blood"	
Lord's Prayer	The prayer that Jesus taught his disciples to say "Our Father, who is in heaven, holy is your name..."	
Pilgrimage	A spiritual journey which helps Christians grow in their relationship with God, receive healing and communicate with other Christians e.g. Jerusalem	
Advent	The weeks leading up to Christmas where Christians prepare for the birth of God anew in their lives	

keyword	definition	Draw a symbol to remember!
Lent	The weeks leading up to Easter where Christians remember Jesus' time in the wilderness. Christians give something up as a way of saying thank you for Jesus' sacrifice on the cross.	
Holy Week	The Week before Easter where Christians remember Jesus' entry into Jerusalem, his Last Supper, his betrayal and arrest	
Missionary Work	Christians travel to spread the Word of God to unbelievers. Many missionaries do charitable work as well as teaching the Christian faith.	
Evangelical Work	Spreading the 'Good News'	
Ecumenism	Bringing different Christian denominations together in unity	
The persecuted Church	The groups of Christians around the world who are not allowed to openly practice their faith	

3 mark questions (3 simple sentences)

- (a) Outline three features of the sacrament of baptism.
- (a) Outline three activities a Christian might do on pilgrimage.
- (a) Outline three activities of the local church that help people in the local area.
 - (a) Outline three catholic sacraments.
 - (a) Outline three ways Christians may celebrate Holy Week.

4 mark questions (2xPoint + development)

- (b) Explain two reasons why Eucharist is important for Catholics
- (b) Explain two reasons why the Lord's Prayer is important for Christians.
- (b) Explain two different Christian attitudes towards the use of sacraments
- (b) Explain two reasons why sacraments may be important for Christians.
- (b)

5 mark questions (2 x point, evidence, development + link to impact on life of believer)

- (c) Explain two reasons why the worshippers in a Church community should evangelise in the local area.
 - (c) Explain two reasons why Christians celebrate the Eucharist.
 - (c) Explain two reasons sacraments are important to Christians.
- (c) Explain two reasons why Christians might provide support for the local community.

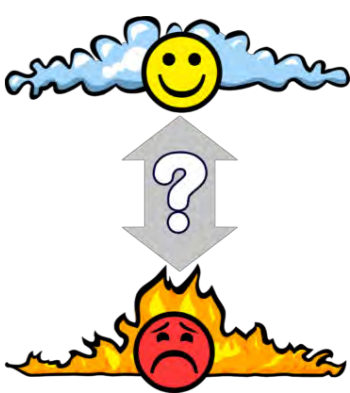
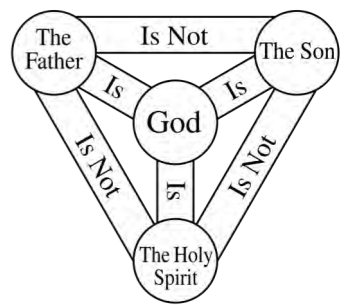
12 mark questions (several views on the statement, evaluate with strengths and weakness, and overall judgment)

- (d) 'The most important duty of all Christians is to worship God.' Evaluate this statement considering arguments for and against.
- (d) "All Christians should give money to charity." Evaluate this statement considering arguments for and against.
- (d) "The Lord's Prayer is the most important prayer." Evaluate this statement considering arguments for and against.
- (d) "Worship should have no formal structure." Evaluate this statement considering arguments for and against.
- (d) "Eucharist is the most important thing Christians can do." Evaluate this statement considering arguments for and against.

Christianity – Belief in God

Trinity	God the Father, Son and Holy Spirit
Nicene Creed	Statement of Christian beliefs: "I believe in God... I believe in Jesus Christ... I believe in the Holy Spirit..."
Creation	The world and humanity which God made
Incarnation	God came to earth in the flesh as Jesus. The incarnation is celebrated at Christmas.
Last Supper	Jesus' Last Meal with his disciples. Jesus instituted the Eucharist... "This is my body... Do this in remembrance of me"
Crucifixion	Jesus' death on a cross. Christians remember this on Good Friday
Resurrection	The belief that Jesus rose from the dead three days after his crucifixion. This is celebrated at Easter.
Ascension	Jesus goes back to His Father in heaven 40 days after resurrection
Salvation	Being saved from sin so that one can enter heaven
Grace	God's unconditional love for everyone E.g. the gift of salvation is through God's grace
Atonement	Rebuilding of relationship between God and people (reconciliation).
Eschatology	The study of what will happen after death
Judgement	On the Last Day, Christians believe they will receive judgement from God and be sent to Heaven or Hell
Purgatory	A place where souls go to be purified so that they can enter heaven (Catholic belief)
Problem of Evil	How can a good and powerful God allow suffering and evil?

The nature of God	Omnipotent (all powerful) as shown in the creation, and book of Exodus when God frees the Hebrews from slavery in Egypt
	Omnibenevolent (all loving) as shown in Psalms which refers to God's "steadfast love"; love that is committed, reliable and trustworthy. "For God so loved the world he gave his only Son..."
	Omniscient—God is all knowing and all seeing. God knows all which is why He can be fair and bring justice at judgment day. This doesn't mean God controls everything, He still gave humans FREE WILL, but knows what they will choose to do.
Creation	Trinity – God is 3 beings in one. The father, the son, the holy spirit.
	The story of God creating the world and everything in it can be found in Genesis. Some Christians (FUNDAMENTALISTS) take this literally (everything really happened exactly as is written) and some (LIBERAL CHRISTIANS) take it non-literally (there may be some truth to the story but it might not have happened exactly as its written down. E.g. the days in the creation story could refer to 6 periods of time, not days, and God may have created the world using the Big Bang / evolution
Jesus Christ	Christians believe that the holy spirit and Jesus were both involved in creation as it says in the Bible 'In the beginning was the Word, and the Word was with God, and the Word was God'
	The incarnation means 'taking on flesh' Christians believe that God came to earth in Human form through Jesus. This story is told through the 4 gospels, also known as the nativity and is the reason why Christmas is celebrated. In the gospel of Luke, the account is very factual. The account of John is more symbolic, with Jesus being referred to as the word.
	Jesus was accused of blasphemy and crucified by the Romans. This is why Easter is celebrated. Jesus shared the last supper with his disciples and was then given away by Judas. Jesus was beaten and mocked and then hung up on a cross to die. His body was placed in a tomb but Mary found it was not there on Sunday as Jesus had risen (resurrection)
	Christians believe that since creation, humans gradually became separated from God through sin. As he is living and graceful though he has given Christians a way to be saved from these sins and to be forgiven (and therefore enter heaven). This is known as salvation and can be achieved through following Jesus " <i>I am the way, the truth and the life, the way to the Father is through me.</i> "
	Atonement is the idea that sins can be forgiven by God, and the relationship between God and humans can be healed.
	Ascension: takes place 40 days after the Resurrection : Jesus, in the company of the disciples, is taken up in their sight after telling them to remain in Jerusalem until the coming of the Holy Spirit and telling them that he will return; as he ascends a cloud hides him from their view.
	Salvation
The afterlife	Eschatological beliefs refer to ideas about the end of life. Christian believe that living in sin will result in Hell and following Gods law will result in Heaven. Some Christians take 'heaven' and 'hell' to mean real, physical places. Others believe they are more of a state of being – either away from God or with God.
	The story of the sheep and goats teaches Christians that they will be separated at their end of their life they will be judged and separated just as a shepherd separates goats from sheep. The 'sheep' will be with God and will have helped others in their lives. The 'goats' will be sent away and will be those who didn't help others.
	Luke 16 contains the Parable of the Rich man and Lazarus. Laid outside the gate of this rich man's house, however, was an extremely poor man named Lazarus who simply hoped "to eat what fell from the rich man's table" The rich man was completely indifferent to the plight of Lazarus, showing him no love, sympathy, or compassion whatsoever. Eventually, they both died. Lazarus went to heaven, and the rich man went to hell.



Christian Beliefs

NICENE CREED = Statement of Christian beliefs.

Christians believe that there is only one God. Christian beliefs about the Holy Trinity are clearly stated in the Nicene Creed after Arius was exiled and excommunicated from the Church for teaching that Jesus was created by God, and therefore inferior.



Emperor Constantine called together all of the Bishops to combat the heresy, and they wrote the creed acknowledging Jesus to be one with God the Father, and ensuring the all Christians would always believe in the trinity.

WE BELIEVE in one God, the Father, the Almighty, maker of heaven and earth, of all that is, seen and unseen.

We believe in one Lord, Jesus Christ, the only Son of God, eternally begotten of the Father, God from God, Light from Light, true God from true God, begotten, not made, of one Being with the Father. Through him all things were made.

For us and for our salvation he came down from heaven: by the power of the Holy Spirit he became incarnate from the Virgin Mary, and was made man.

For our sake he was crucified under Pontius Pilate; he suffered death and was buried. On the third day he rose again in accordance with the Scriptures; he ascended into heaven and is seated at the right hand of the Father.

He will come again in glory to judge the living and the dead, and his kingdom will have no end.

We believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son. With the Father and the Son he is worshiped and glorified. He has spoken through the Prophets. We believe in one holy catholic and apostolic Church. We acknowledge one baptism for the forgiveness of sins. We look for the resurrection of the dead, and the life of the world to come

AMEN.

PROBLEM OF EVIL AND SUFFERING

What is the problem of evil and suffering?

If there is a God, why does evil exist?
If God is omnibenevolent and omnipotent, why does evil exist?
God and evil cannot coexist as God is supposed to be **Omnipotent** and **Omnibenevolent**.

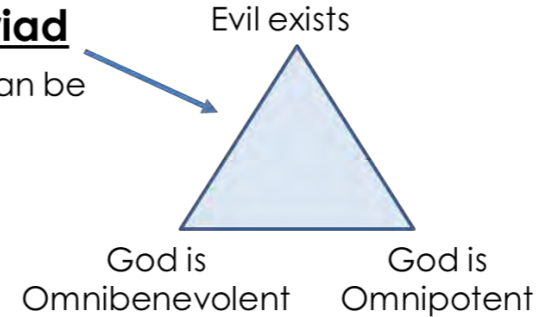
Evil definitely exists

God does nothing about it, he must not care (Omnibenevolent)

God does nothing about it, he must not be all powerful (Omnipotent)

Inconsistent Triad

Only two sides can be true!



Suffering – Christians believe that God is omnipotent and omnibenevolent in spite of suffering. Suffering can come from moral evil (caused by humans; a misuse of our free will). They might refer to the story of Job who lost everything and became very ill but still had faith in God. God rewarded his faith by returning everything he had lost.

Epicurus came up the inconsistent triad which mean that these 3 ideas were incompatible: God is all powerful, God is all loving, Suffering exists

The Story of Job

Job was a good man who God allowed to suffer via the Devil.

When Job questioned God, God answered by saying that suffering was part of his universal plan and Job wouldn't understand—God created the world and was omniscient, there was no way Job could expect to have understanding of the creation and the reasons why things happen.

Instead Job should just have faith that God is good.

Irenaeus' Theodicy	Augustine's Theodicy
<ul style="list-style-type: none"> Evil is both Gods' and humans' responsibility. God allows suffering to help people grow into the likeness of God Developed by John Hick who argued that God uses evil to improve and has more meaning than if God had made them perfect in the first place. 	<ul style="list-style-type: none"> Taught that evil was an absence of evil. Moral evil is a consequence of human sin. Taught that original sin (as a result of the Fall) is responsible for suffering. Humans are Responsible for evil, not God.



PRACTICAL CHRISTIAN RESPONSES TO EVIL



Prayer



Charities



Mission and medical care

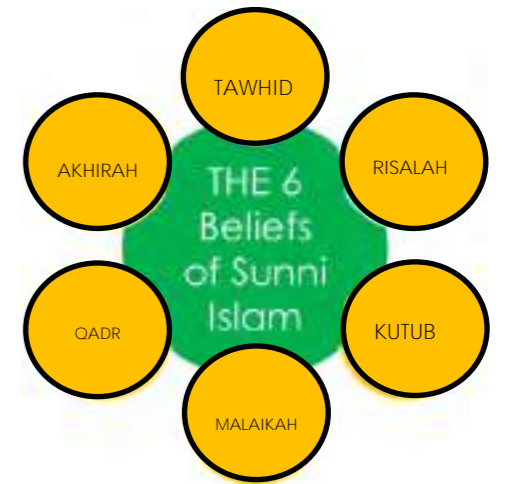
Key Terms

Good	That which is considered morally right, beneficial and to our advantage
Evil	That which is considered extremely immoral, wicked and wrong
Forgiveness	A choice to not blame someone for wrongdoing and not seek revenge or let resentment build up
Free Will	The ability to make choices voluntarily and independently. The belief that nothing is pre-determined
Punishment	A penalty given to someone for a crime or wrong they have done
Sin	Deliberate immoral action, breaking a religious or moral law
Suffering	Pain or distress caused by injury, illness or loss
Justice	Fairness; all people having equal opportunities and provisions

Muslim Beliefs

Allah	The Muslim name for God
Tawhid	The belief in Allah's oneness. Allah's oneness means that he has no partners, no helpers and especially no equals.
Beneficence	This means that Allah is good, kind and loving to his creation
Immanence	Allah is close to humans and can be contacted by humans:
Transcendence	Allah is not bound by the restrictions of time and space.
Risalah	The belief in the Prophets of Allah.
Prophet	A messenger of Allah.
Kutub	The belief in the Holy Books sent by Allah (5 in total)
Malaikah	The belief in Angels.
Qadr	The belief in predestination.
Predestination	The belief that Allah knows what choices we will make in any given situation even before we make them.
Akhirah	The belief in afterlife.
Judgment	The belief that humans will be judged by God for the good and bad they have done.
Jannah	The Belief in Paradise.
Jahannam	The belief in Hell.

THE 6 BELIEFS OF SUNNI ISLAM	EXPLANATION
<p>TAWHID - Belief in Allah</p> 	<p>Belief in Allah's oneness means that Allah must be the creator of everything since he is the only God. It also means that Allah must be all-powerful and in control of everything and that Allah must be present in the universe He has created.</p> <p>Many Muslims understand this to be THE MOST important belief in Islam as it is this belief that motivates Muslims to follow his commandments,</p> <p>"Allah has promised those who believe (in him) and do good deeds that for them is forgiveness and great reward. QURAN(5:9)</p>
<p>RISALAH - Beliefs in Prophets</p> 	<p>Basics for both Sunni and Shi'a Islam:</p> <ul style="list-style-type: none"> The Qur'an mentions 25 Prophets, but Islamic traditional says there have been 124,000! According to the Qur'an each prophet was given Allah's word for their generation, but their words were either ignored, forgotten or distorted. Prophets are human (have free will), but are often regarded as the perfect humans (obey Allah fully) <div style="display: flex; justify-content: space-around;"> <div style="background-color: #90EE90; padding: 5px; border: 1px solid black; border-radius: 10px;"> <p>Sunni Sunni's believe that prophets are 'sinless' once called to be a prophet.</p> </div> <div style="background-color: #DDA0DD; padding: 5px; border: 1px solid black; border-radius: 10px;"> <p>Shi'a Believe that prophets are born sinless, and are prophets from birth.</p> </div> </div>
<p>KUTUB - Belief in Books</p> 	<p>The Qur'an names 4 other Holy books, known in Arabic as kutub.</p> <p>These are from the Jewish and Christian traditions and, according to Islam, in their original form, they were true revelations from God. However, because they were not written down properly they are believed to be corrupted and changed, and so cannot be trusted as the true word of God.</p> <p>Muslims believe that the Quran is the UNCHANGED Holy Book.</p>
<p>MALAIKAH - Belief in Angels</p> 	<p>In Arabic, angels are called Mala'ikah, which means "to assist and help." The Quran describes that angels have been created to worship Allah and carry out His commands.</p> <p>Angels have no free choice, so it is simply not in their nature to disobey. Angels are genderless and do not require sleep, food, or drink. they are completely without sin, and so are therefore able to enter into Allah's divine presence.</p>
<p>AL-QADR - Belief in predestination</p>	<p>Predestination is the belief that nothing happens by chance. God knows, and wills, all future events (destiny).</p> <p>As Allah is Al-Alim (all-knowing), he has intimate knowledge of every single thing in existence because he is the one who has created it all! You can think of this as how a Rolls Royce engineer knows the detailed nature of a jet engine, its capacity, its functions and much more!</p>
<p>AKHIRAH - Belief in afterlife</p>	<p>Akhirah includes Muslim beliefs about life after death, judgement day, Heaven and Hell. This is an important belief because:</p> <p>Life is a test. There must be some reward or punishment after it.</p> <p>Sunnis and Shias both believe you cannot be a Muslim without this belief.</p>



<p>Scrolls (Sahifah) of Ibrahim</p> <ul style="list-style-type: none"> written in the Hebrew language the oldest of the books but is now completely lost. 	<p>Torah (Tawrat) of Musa</p> <ul style="list-style-type: none"> Musa was given this by God in Hebrew He gave it to the Jews. Unfortunately because the language was translated and changed it is no longer the word of God
<p>Psalms (Zabur) of Dawud</p> <ul style="list-style-type: none"> Zabur means song It was written by Dawud who was given the gift to write songs to praise Allah. A version of them is in the Christian Bible, but the words have been changed and translated. 	<p>Gospel (Injil) of Isa</p> <ul style="list-style-type: none"> Injil means good news. It was written in Aramaic given to Isa for the Jews/Christians. A lot of it has been lost, but some of it is written down in the Bible, but the words have been changed.

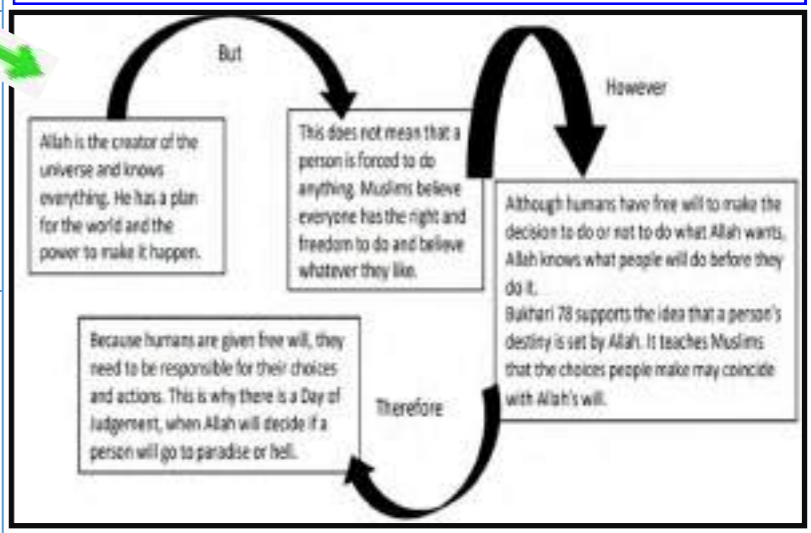
Angels Mentioned by Name

Several angels are mentioned by name in the Quran, with a description of their responsibilities:

Jibril (Gabriel) –The angel of revelation. In charge of communicating Allah's words to His prophets. Revealed the Qur'an to Muhammad.

Mika'il (Michael) – Responsible for keeping the devil out of heaven and protecting worshippers. Also in charge of weather, natural forces and provision for human needs

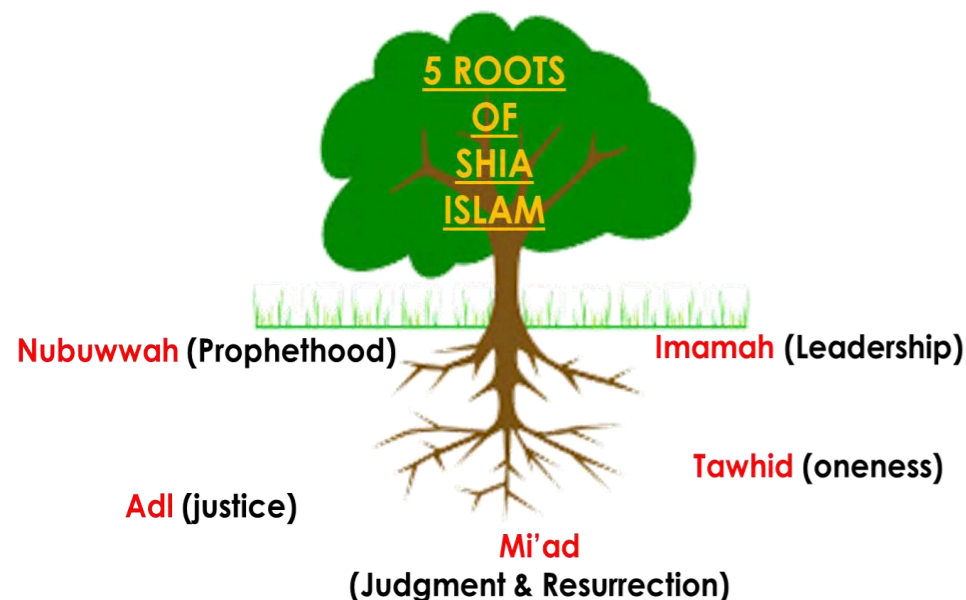
Izra'il-(Angel of Death) - in charge of taking souls after death



Section 1: Muslim Beliefs

Students should have an understanding of:

1.1	The six Beliefs of Islam: their nature, history and purpose including Kitab al-Iman 1: 4; how they are understood and expressed in Sunni and Shi'a Muslim communities today; the importance of these principles for Muslims.
1.2	The five roots of 'Usul ad-Din in Shi'a Islam (Tawhid (oneness of Allah); 'Adl (Divine Justice); Nubuwwah (Prophethood); Imamah (Successors to Muhammad) and Mi'ad (The Day of Judgment and the Resurrection): the nature, history and purpose of the five roots with reference to their Qur'anic basis, including Surah 112 (the oneness of Allah); the importance of these principles for different Shi'a communities today, including Sevener and Twelver.
1.3	The nature of Allah: how the characteristics of Allah are shown in the Qur'an and why they are important: Tawhid (oneness), including Surah 16: 35-36, immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice, Adalat in Shi'a Islam.
1.4	RiSalah: the nature and importance of prophethood for Muslims, including Surah 2: 136; what the roles of prophets teach Muslims, exemplified in the lives Adam, Ibrahim, Isma'il, Musa, Dawud, Isa, Muhammad.
1.5	Muslim holy books (kutub): the nature, history, significance and purpose of Muslim holy books with reference to the Qur'an including Surah 53:4-18, Tawrat (Torah) including Surah 5: 43-48; Surah, Zabur (Psalms), including Surah 4: 163-171; Injil (Gospel), including Surah 53: 36, Sahifah (Scrolls); divergent Muslim views about the importance of the holy books in their lives today.
1.6	Malaikah: the nature and importance of angels for Muslims; how angels Jibril, Izra'il and Mika'il are shown in the Quran, including Surah 19, 32: 11 and 2: 97-98, and their significance for Muslims today.
1.7	al-Qadr: the nature and importance of Predestination for Muslims; how al-Qadr and human freedom relates to the Day of Judgement, including reference to Sahih Al-Bukhari 78: 685; divergent understandings of predestination in Sunni and Shi'a Islam; the implications of belief in al-Qadr for Muslims today.
1.8*	Akhirah: Muslim teachings about life after death; the nature of judgement, paradise and hell; how they are shown in the Qur'an, including Surah 17: 49-72; divergent ways in which Muslims teachings about life after death affect the life of a Muslim today.



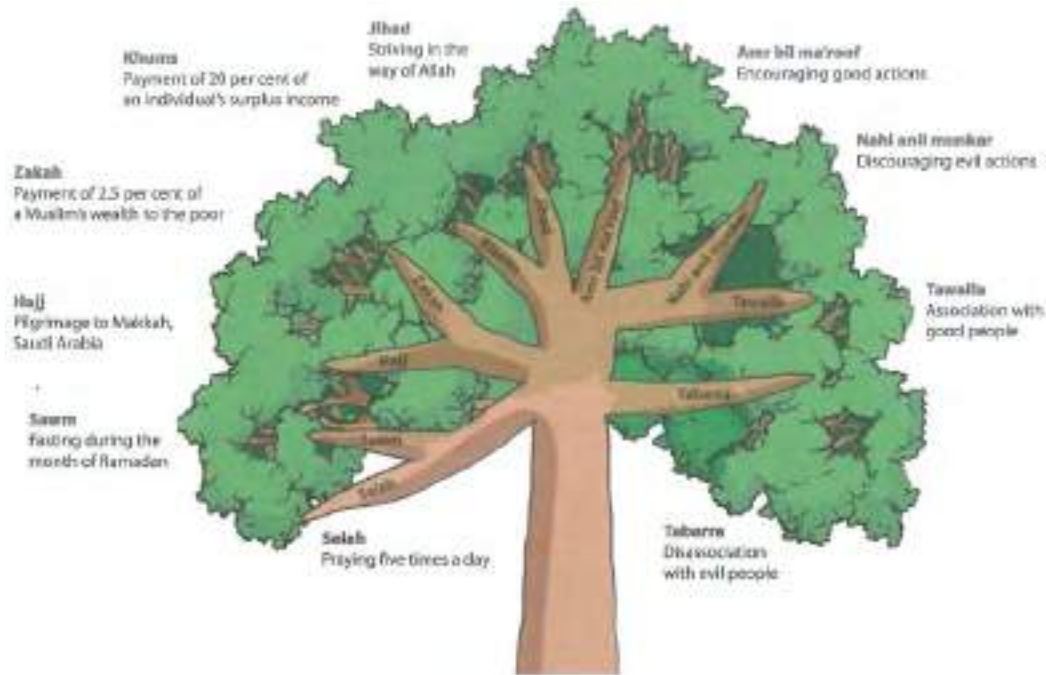
TAWHID	The belief in Allah's oneness . Allah's oneness means that he has no partners, no helpers and especially no equals.	
	Allah witnesses that there is no deity except Him, and [so do] the angels and those of knowledge - [that He is] maintaining the creation in justice. There is no deity except Him, the Exalted, in Might, the Wise. <i>Quran 3:18</i>	
NUBUWWAH	The prophets provide guidance from God and should be respected. This is especially so for Prophet Muhammad, as he was God's final prophet and communicated the Qur'an to human beings.	
	Although some prophets were given Holy Books and not others, ALL messengers taught Tawhid to their people.	
IMAMAH	'So [you believers], say "We believe in God and in what was sent down to us and what was sent down to Ibrahim, Isma'il, Isaac, Jacob and the Tribes, and what was given to Musa, Isa, and all the prophets by their Lord. We make no distinction between any of them..."' (<i>Surah 2: 136</i>)	
	Shi'a Muslims believe that that leaders such as the imams are necessary to protect the religion and give people guidance on how to live correctly.	
	The largest group in Shi'a Islam, sometimes known as Twelvers, believe that there were twelve imams after the death of Muhammad. Twelvers believe that the twelfth imam is still alive somewhere on Earth, and will one day make himself known and bring equality to all. Due to their close relationship with God, the twelve imams are highly respected.	
ADL	Ismai'ili Shi'a Muslims, sometimes known as Sevener, believe that the seventh imam was Isma'il. Isma'il was the son of one of the Twelve Imams. Sevener believe that each imam can choose his successor, as they believe the last hereditary imam was Isma'il.	
	Shi'a Muslims believe that Allah is always right and just. Sometimes Allah may act in ways that are beyond our understanding, but ultimately the world has been created to be fair and just. All Muslims believe there will be a Day of Judgement, when they will have to account for their faith and deeds.	
	Shia Muslims believe that there is intrinsic good or evil in things, and that God commands them to do good actions. They believe that God acts according to a purpose or design, and human reason cannot comprehend this design or purpose in its entirety (though man must always strive to understand as much as he can).	
MI'AD	Mi'ad is another name for the day of judgement. It refers to the belief that all humans will be resurrected after death, judged by God and then either rewarded by Jannah (Paradise) or punished in Jahannam (Hell).	
	Belief in an afterlife encourages Muslims to take responsibility for their actions. They know God will hold them accountable and reward or punish them accordingly. Mi'ad explains humans' existence on Earth, saying that life is a test from Allah. Importantly, though, Muslims believe that Allah will not test them beyond their limits.	

Source of authority	Explanation	Link to topics
Say, 'O Prophet,' "He is Allah—One and Indivisible"; Allah—the Sustainer (needed by all). He has never had offspring (children), nor was He born. And there is none comparable to Him . <i>Surah 112</i>	This surah explain a key Muslim belief about Allah and how he is 'indivisible'. This means he is One being in One form.	Tawhid
We raised a Messenger in every community (to tell them): "Serve Allah and shun the Evil One. Thereafter Allah guided some of them while others were overtaken by error. Go about the earth, then, and observe what was the end of those who rejected the Messengers, calling them liars." <i>Surah 2:136</i>	This verse explains how Allah is fair and does not punish people without giving them an opportunity to change. Every prophet brought the same message of Tawhid.	Allah Angels Prophets
Say, "Whoever is an enemy to Jibril (Gabriel) - it is [none but] he who has brought the Qur'an down upon your heart." <i>Surah 2:97</i>	This verse explains the Muslim belief in angels. It displays how Jibril is responsible for sending messages to the Prophets.	Allah, Holy Books Angels, Prophets
They say: "When we are turned to bones and particles (of dust), shall we truly be raised up as a new creation?" Tell them: "(You will be raised afresh even if you turn to stone or iron," <i>Surah 17:49</i>	This verse explains the Muslim belief in afterlife. It addresses the question that how will people be resurrected if they have decomposed over 1000s of years.	Judgement Mi'ad

Living the Muslim Life

TEN OBLIGATORY ACTS—Shi'a Islam

Essential information: The Ten Obligatory Acts are the most important duties for Shi'a Muslims. Most of these acts are also carried out by Sunni Muslims. They teach Shi'a Muslims that beliefs are not enough, that actions are essential too.

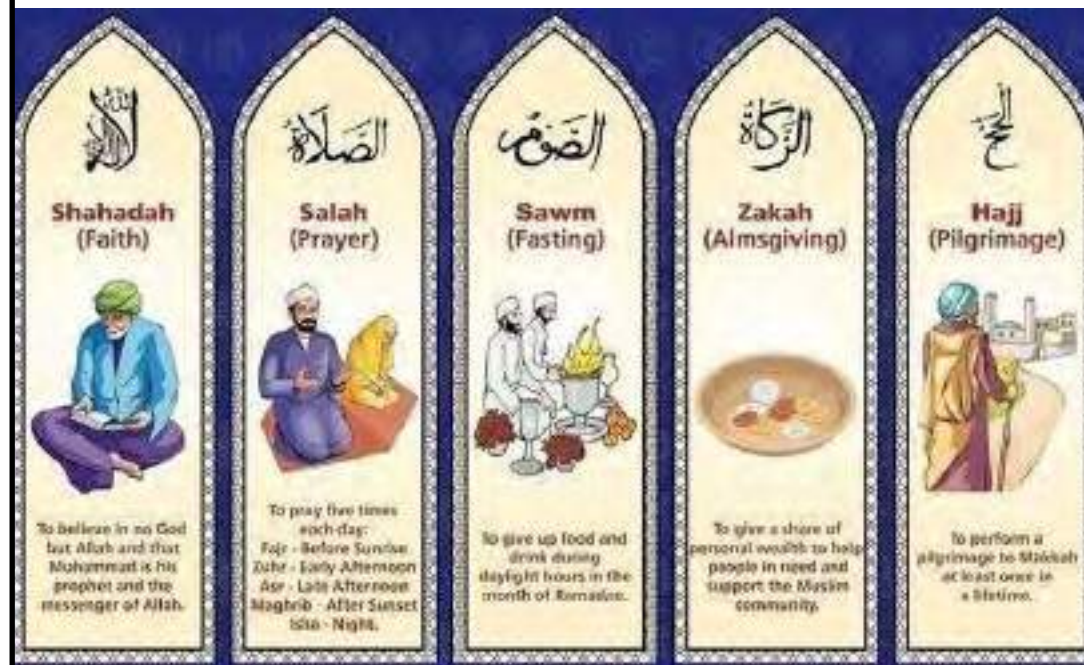


For Shia Muslims, the Ten Obligatory Acts are like the branches of a tree that flourish and grow from strong roots (5 roots of Usul ad-Din). These acts enable Shia Muslims to connect with Allah, purify their hearts, ease the suffering of the poor, and promote a better society. Additionally, they improve their chances of getting into paradise in the next life. Sunni Muslims also perform all except Khums, but officially recognize only five acts as the Five Pillars

The 10 obligatory Acts are based on the Qur'an, the Hadith and the work of early Shi'a scholars.

"The believers, both men and women, support each other; they order what is right and forbid what is wrong." (Surah 9:21)

THE FIVE PILLARS



SHAHADAH—declaration of faith

Shahadah the first of the Five Pillars of Islam. It is the declaration of faith for all Muslims, including Sunni and Shi'a. The Shahadah sums up the core beliefs of Islam.

What is Shahadah?

It is based on the teaching:

"God bears witness that there is no god but Him, as do the angels and those who have knowledge."

The Shahadah has two parts that all Muslims recite:

1. I Bear witness that there is none worthy of worship except Allah alone and He has no partner.

2. And I bear witness that Muhammad is His servant and His Messenger.

A number of Shi'a Muslims will also add a third phrase:

And I bear witness that Ali is the friend of God.

The importance of the Shahadah for Muslims today:

- Shahadah sums up the core Muslim beliefs, which are Tawhid (oneness of God) and Risalah (prophethood).
- Anyone who wants to become a Muslim is required to repeat the words.
- It reminds a Muslim of the important commitment they have made, making them more likely to honour it.
- Rewards are promised to those who put Allah and the Prophet Muhammad before everything else.
- The Shahadah is the first thing recited into the ears of a newborn child, and is also repeated during burial.

SAWM—fasting

Essential Information: one of the five pillars and obligatory acts. It means 'to abstain', and is used to refer to fasting, which is particularly important during the month of Ramadan. Muslims hope to experience a special feeling of closeness to Allah during Ramadan.

What is Sawm?

- Fasting
- Only required by healthy and mature Muslims (not required to fast if old, sick, travelling, pregnant, or young children. Adults must make up missed days at another time, or pay money towards feeding poor families.)
- Fasting starts from the first lights of dawn and ends with sunset.

The importance of the Sawm for Muslims today:

- Helps them to appreciate the suffering of the poor and be more grateful for what they have
- Brings them closer to God
- Brings community closer
- Prophet Muhammad taught that fasting is pointless if Muslims do not become better people as a result
- Fasting makes Muslims spiritually purer



The Night of Power (Laylat al-Qadr)

There is a close link between Ramadan and Laylat al-Qadr, which is when the Prophet Muhammad received his first revelation from Allah.

Muslims hope to experience their own special feeling of being close to Allah in the last days of Ramadan, as a sign of Allah's acceptance of their prayers. During the final nights of Ramadan, Muslims hold extra prayers.



SALAH—prayer

Essential Information: Salah is the second Pillar of Islam for Sunni Muslims, and the first of the Ten Obligatory Acts for Shi'a Muslims. Salah means 'prayer and connects Muslims to Allah. Muslims must pray five times a day, mainly in the mosque or at home.

What is Salah?

- Salah is a physical, spiritual, and mental act of worship following prescribed words and actions
- Salah is offered at fixed times during the day.
- Salah is performed today in the same way it was performed by the Prophet Muhammad.
- Salah aims to purify the mind and soul and helps Muslims develop a closeness to Allah.

"keep up the prayer: prayer restrains outrageous and unacceptable behaviour." (Surah 29:45)

"Celebrate the glory of your Lord and be among those who bow down to Him: worship your Lord until what is certain comes to you." (Surah 29:45)

Features of Salah:



ABLUTION (WUDU)

It is important to be clean for prayer. Muslims must wash parts of the face and body including hands, mouth, elbows and feet. Sunni Muslims wipe their whole head and wash their feet; Shi'a Muslims wipe the front of the head and the top of their feet.

TIMINGS

There are 5 daily prayers (fajr, zuhr, asr, maghrib, isha). Sunni Muslims pray at these 5 set times;

Shi'a Muslims combine some of the prayers and pray three times a day.

RECITATIONS

- Words recited during salah are taken mainly from the Qur'an and the Hadith.

MOVEMENTS

- Each salah is made up of a sequence of actions and prayers known as rak'ah, including standing, kneeling, bowing and prostrating.



DIRECTION (QIBLAH)

- Muslims face Maakah, there the Ka'bah is located

Salah in the lives of Muslims today

- Salah can be offered anywhere but Muslims aim to go to the mosque
- Muslims can also offer Salah at home, where a clean space may be allocated to pray with other relatives.
- The most important day of the week for Muslims is Friday. This is when the Jummah prayer takes place in mosques, the main part being a sermon by the imam (prayer leader). (Do not confuse this type of imam with, for example, the 12 Imams whom Twelver Shia Muslims believe have been chosen by Allah.)

Zakah and Khums

Essential information: Zakah is one of the Five Pillars of Islam for Sunni Muslims and one of the Ten Obligatory Acts for Shia Muslims. It is an act of charity that involves sharing one's wealth with the poor. Khums is an additional tax paid by Shi'a Muslims to be spent by their leaders on various causes.

Zakah

Muslims believe that wealth is a gift from Allah, and should be shared with those that are less fortunate.

- 2.5% of the value of savings or wealth
- Means 'purification' so is a way for Muslims to become purified from greed and become closer to God
- Only given by Muslims who have an income above a certain value, called the nisab
- Goes to the less fortunate, those in debt, widows and orphans, and to other beneficial causes in the community.



- The poor
- Orphans
- Schools
- Mosques and religious scholars

Khums

Shi'a Muslims also believe in khums, which means 'fifth'. It began as a contribution of 20% of the value of 'battle gains' (Surah 8:41), given by Muslim armies to religious causes. Today Shi'a Muslims contribute 20% of all of their wealth. In the Shi'a tradition this is normally given to Imams, but, as there is no imam present today, they give this to their leader, the Grand Ayatollah, who spends it on charitable causes including:

"Alms [food or money given to the poor] are meant only for the poor, the needy [...] to free slaves and help those in debt, for God's cause, and for travellers in need." (Surah 9: 60)



Haji

Essential information: Hajj is the pilgrimage made to Makkah in Saudi Arabia. It is one of the five pillars and the 10 Obligatory Acts. It is believed that by performing Hajj all of their sins can be forgiven.

What is Hajj?

- Hajj is commanded in the Qur'an: 'Proclaim the Pilgrimage to all people' (Surah 22:27).

We commanded Abraham and Ishmael: 'Purify My House for those who walk round it, those who stay there, and those who bow and prostrate themselves in worship.' (Surah 2: 125)

- Makkah is the holiest place for Muslims. The Ka'bah is believed to be the first place dedicated to the worship of Allah. It was rebuilt by Ibrahim and Isma'il around 4000 years ago:
- Hajj is important for Muslims because they are following in the footsteps of Ibrahim, Ismail, and Muhammad.

How Hajj is performed:

To perform Hajj, Muslims must:

1. be physically able
2. be able to afford all the expenses
3. pass through a safe route.



Pilgrims wear ihram to symbolize unity and equality. For men this is two sheets of white cloth wrapped around the body, while women dress in simple clothes that are usually white.

BENEFITS: stronger relationship with God, unites all Muslims, inspires pilgrims to become better people.

Tawaf	Walking 7 times anti-clockwise around the ka'bah, and often trying to touch the Black Stone. This was the practice Muhammad.
Sa'ee	Walking between two hills in memory of Ibrahim's wife Hagar, who was left in the desert with their son Isma'il, searching for water.
Standing at Arafat	A day of repentance and prayer, the place where Muhammad gave his final sermon.
Ramy al-jimar	Stoning of pillars that represent Satan. In memory of Ibrahim's confrontation with the devil.
Sacrifice	Animals sacrificed to remember Ibrahim's son Isma'il's readiness to give his life to God. The meat is distributed to the poor.
Hair cutting	Men shave their head and women cut a few hairs to symbolise a new beginning.

Jihad

Essential information: means to 'strive' or 'struggle', particularly against evil. There are two kinds: greater (spiritual) and lesser (physical). The large majority of Muslims reject extremist interpretations of Jihad.

Muslims recognise that life is full of challenges and struggles, but that they should try and be better for Allah. This striving to be better is known as 'jihad'.



Greater Jihad	Lesser Jihad
Striving to resist evil, to be a better person.	Physically resisting evil in the world. It is allowed if:
<ul style="list-style-type: none"> • jihad of the soul: improving your character • Of the tongue: telling others about Islam • Of the pen: writing about your beliefs 	<ul style="list-style-type: none"> • There is persecution • Religious freedoms are taken away • Islam has to be defended from attack • It is authorised by a religious leader <p><i>"Fight in God's cause against those who fight you, but do not overstep the limits." (Surah 2:190)</i></p>

Jihad today:

- Both types were practiced by Muhammad, and Muslims are required to follow his example
- Allah is pleased with those who improve themselves, it brings them closer to Him.
- The majority of Muslims do not agree with the way in which extremist groups interpret lesser jihad. For example, the Qur'an teaches that lesser jihad cannot be used to convert people to Islam, but this is how it is being used by some groups like IS.
- Lesser jihad is only permitted when certain conditions are met: for example when religious freedom is taken away. Religious freedom is protected by law in the UK and many other countries around the world. This makes jihad less relevant to Muslims today.

Celebrations and Festivals

Essential information: All Muslims celebrate 2 main festivals: Id-ul-Adha and Id-ul-Fitr. Shi'as have 2 additional: Id-ul-Ghadeer and Ashura. Special occasions are a way for Muslims to unite, honour people and events in the past, and



Celebration	Why is it important?	What happens?
Id-UI-Adha—remembers the devotion of Ibrahim and Isma'il, and marks the end of Hajj	Remembers when Ibrahim and Isma'il's faith was tested by God. Ibrahim had a dream where he was sacrificing Isma'il and interpreted it to mean that he must do this. God stopped him, but praised him for his dedication. It reminds Muslims to show devotion to God.	<ul style="list-style-type: none"> •Animals are sacrificed and meat is shared with the poor. •New clothes are worn and people greet each other saying "Id Mubarak" (blessed Eid). •Families go to the mosque for special prayers and a sermon by the imam.
Id-ul-Fitr—festival at the end of Ramadan (Sunni and Shi'a)	Festival at the end of Ramadan—Muslims express joy and gratitude for being able to complete a month of fasting for Allah. By fasting they strengthen their relationship with Allah, improve themselves, and appreciate what they have.	<ul style="list-style-type: none"> •New clothes are worn and people greet each other saying "Id Mubarak" (blessed Eid). •Gifts are exchanged •Money given to the poor •Families go to the mosque for special prayers and a sermon by the imam.
Id-ul-Ghadeer—remembers the appointment of Ali	Celebrates the day Shi'a Muslims believe that Muhammad appointed Ali as his successor. This happened at a pond called Ghadir Khumm during Muhammad's last Hajj.	<ul style="list-style-type: none"> •Fasting is encouraged •Gathering held in mosques where poetry is recited and scholars give speeches.
Ashura—a day of solemn remembrance (Shi'a)	Commemorates the day when Imam Husayn was martyred (killed for his beliefs), along with his family and companions in Karbala, Iraq. This was because he refused to swear allegiance to the oppressive and corrupt ruler Yazid. It is a reminder to Muslims to stand up against injustice.	<ul style="list-style-type: none"> •Gathering in mosques •Often wear black to showing mourning •Many make pilgrimage to Karbala •Some perform acts of self flagellation to express grief •Many fast for two days; Ashura also coincides with the day Musa and his followers were freed from Egypt. Muhammad observed 2 days of fasting to remember this.

Christian Beliefs and Teachings

The Nature of God

Around 1/3 people worldwide class themselves as Christian.

- They believe that God is the creator of the world.
- Although they often refer to God as *Father* or *He*, they do not believe God is male, nor that he can have a gender.

God as omnipotent, loving and Just

God is **omnipotent**: all powerful - **“Nothing is impossible with God”** - (Mary when she found out she was pregnant by the Holy Spirit).

God is **benevolent**: all loving.

- Christians believe God created humans and therefore loves all of his creation.
- Christians feel they should love each other and treat all with care and respect because that is what God does.

God as **just**: - God is seen to be the perfect giver of justice. Therefore Christians should treat all humans with justice and share God’s resources equally.

Christian Beliefs about Creation

Christians believe that God is the creator of the universe.

In the book of Genesis it says:

“In the beginning, God created the heavens and the Earth.”

- Some Christians believe the world was created literally in 6 days and God rested on the 7th.
- Other Christians believe the accounts in the bible to be symbolic and could be an early explanation of evolution. For example a day may represent several years.

The role of the Spirit

Genesis 1:1-3 also tells us **“the spirit of God was hovering over the waters”** which suggests the 3rd person of the Trinity (Holy Spirit) was there at the beginning of time and played a role in creation. The Holy Spirit is God’s power or presence in the world.

John 1:1-3 says: **“In the beginning was the Word... the Word was God... Through him all things were made.”**

Christians believe that **the Word** refers to the 2nd person of the Trinity BEFORE it took on human form as (Jesus/Son of God). Therefore we now know ALL 3 persons of the trinity were present at the beginning of the world and involved in creation.

The incarnation of Jesus (Jesus is the Son of God)

Jesus is the incarnation– God as human here on earth/God in human form - **“The Word became flesh”**

- When Jesus was baptised a voice from heaven said **“you are my Son.”** This shows Jesus is the Son of God.
- People had stopped listening to God so God sent himself in human form to teach people how to live and love properly and improve their relationship with God.

The problem of evil and suffering

Some argue that if God is all loving why does suffering happen. This can make people doubt God and believe God is not omnipotent, loving or just.

For example why would God allow children to suffer from cancer or allow people to murder others?

Christian views:

- Christians believe they have to trust in God, even when things go wrong.
- Christians believe suffering can be moral evil, created by humans not God.
- Suffering can be a test from God.
- Suffering may be necessary so we know what good feels like (everything is relative) and so heaven will feel like perfect place.
- Without suffering we would not be able to grow into good people or have a need to show compassion.

The oneness of God and the Trinity

Christianity is a monotheistic religion, however God can be seen as ‘three persons’ in one God: the Trinity.

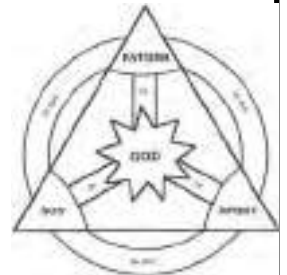
Key things about the Trinity:

- There is only one God
- Each person of the Trinity is Fully god
- The ‘persons’ of the Trinity are not the same.

Each “person’ can be seen as a good way to access God: **Jesus** (the Son) was fully human and fully God incarnate here on Earth.

The Spirit might help some people understand God’s power and presence in the world - the Spirit was sent into the world by God after Jesus’ death to guide and inspire people e.g. MLK.

The Father is the God often described in the Old Testament that is the ultimate judge and creator (think of as God up in the sky!)



The crucifixion

One of the most famous examples of the death penalty- Jesus was sent to be crucified by Pontius Pilate the Roman governor.

- Christians believe Jesus was God on earth but was in a human form so fully felt the pain at death.
- Christians believe when Jesus died on the cross he took away original sin.
- As Adam and Eve introduced original sin, this meant the relationship between God and humans had broken down.
- Jesus’ death was needed to rebuild the relationship and **atone** humans with God (make them ‘at one’ with God so they can go to heaven)
- The crucifixion is an ultimate sacrifice to take away the sins of humanity - it means Christians can be confident they will go to heaven if they have faith and ask for forgiveness when they sin.

Resurrection and life after death

Many Christians believe resurrection is a reality, although they may have different beliefs about what happens when a person who has died gets resurrected.

Some Christians believe a person's soul is resurrected very soon after death.

Other Christians believe the body will resurrect (God will give us new bodies) in the future when Jesus comes back to judge all and the dead will be raised - **the Catholic and Orthodox Church** are clear that any resurrection will be a bodily one but you will get a new version of your old body (a heavenly body) so suffering does not exist.

Believing in life after death affects how Christians live this life - they will want to follow Jesus' teachings, and believe they will be judged for sins committed.

It also gives them hope for when they and loved ones die.

The Afterlife and Judgement

Christians believe that God gives them eternal life. It either starts when you die, or on the **Day of Judgement** when Jesus will come to judge both the living and the dead.

"He will come to judge the living and the dead" - *The Creed*

Christians believe that God will judge your whole life when you die, all of your actions and whether you have tried to get close to God or follow Jesus' teachings.

The **parable of the sheep and the goats** teaches Christians that they will be judged on their actions and encourages them to love and care for all humans.

It is also important to believe in God and Jesus with all your heart. **"I am the way and the truth and the life. No one comes to the Father except through me"**.

The role of Christ in Salvation

Atonement means making a mends for wrong doing. Jesus made up for the wrong doing of Adam and Eve.

This allows salvation (souls to be saved) of humans and allows for a good relationship with God. Humans have been saved from sin as Jesus made the ultimate **sacrifice** and now humans can go to heaven.

God is **just** so doesn't overlook sin. The penalty of sin must be paid, but this has been taken by Jesus who took all of the sins upon himself when he died as a sacrifice. This should encourage humans not to sin any more because of what Jesus did for them, or ask for forgiveness if they do.

The resurrection and Ascension

Christians do not see Jesus' death as the end.

- Jesus' death is documented in all four gospels.
- Although slightly different, all four name Mary Magdalene being present and other women.
- Jesus body was buried in a tomb and a stone was rolled over the entrance. The tomb was also guarded.
- When followers went to the tomb on Sunday the body was missing.
- Men or angels tell the followers Jesus has risen from the dead **resurrected**.

After His death Jesus appeared to several people including the disciples, as he had predicted this before his death. He is able to eat with them, show them his nail marks but seems to be able to appear in locked rooms!

The ascension

40 days after the resurrection, Jesus returned to his Father in heaven. Luke's Gospel tell of Jesus meeting his disciples, asking them to continue His good work and then ascending into heaven:

"While he was blessing them he left them and was taken up to heaven".

Christians believe the resurrection and ascension:

- Shows the power of good over evil
- Helps them not to fear death
- Assures God will forgive sins if you're truly sorry
- They will become closer to God in an afterlife
- There would be no Christian faith without the resurrection.

Heaven and Hell

Heaven: to be with God forever

Hell: where you cannot be with God.

Catholics believe in **purgatory** where some souls wait to receive their place in heaven.

Ideas of heaven vary: some think it will only be people who believed in Jesus, others think it will be for everyone. All Christians believe sins will be forgiven by God if you are truly sorry (repentant). Most Christians today believe heaven will be a perfect version of the earth that God will create at the end of time (humans can help to build this now).

Ideas of hell vary: some think of it as the opposite of heaven, a place with no God. Others see it as a physical place of eternal suffering, pain and terror, ruled by the devil (Satan) (Evangelical Christians).

Christians who believe in an all loving (benevolent) God find it difficult to imagine a God who sends people to a fiery, painful hell.

Sin and Salvation

Sin: an action or thought that separates humans from God, or behaviour which goes against God's laws.

Original Sin: the concept that everyone is born with the ability to do wrong, or commit sin.

Salvation: saving the soul, being able to go to heaven because of Jesus' sacrifice.

Grace: the idea that God has made it possible for everyone to be saved if they want to be!

Some Christians believe in **Original sin**, and get this idea from Adam and Eve going against God's laws in the Garden of Eden. From this story many argue the serpent/snake is the devil **tempting** humans, and this force is still at work today.

Salvation by faith and good deeds:

Roman Catholics believe salvation is achieved by:

- Having faith in Jesus' death & resurrection AND following God's laws/teachings e.g. 10 commandments - **you have to earn salvation through good deeds.**

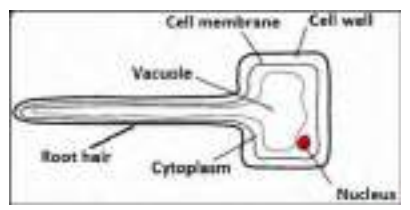
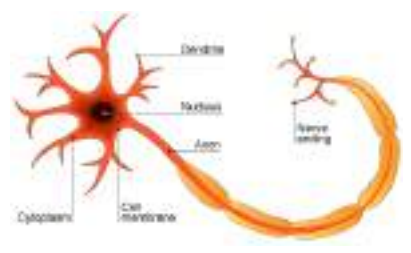
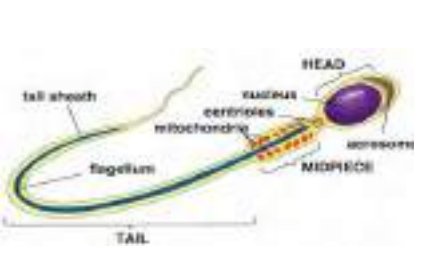
Salvation by faith alone:

Other Christians believe salvation is achieved:

- **Just by having faith in Jesus' death & resurrection.** This does not mean you can then do bad things - a Christian with true faith will automatically want to be a nice person and please God.

Section 1: Cell Structure		Eukaryotic		Prokaryotic
Cell Structure	Function	Animal Cells	Plant Cells	Bacterial Cells
1 Nucleus	Contains genetic information that controls the functions of the cell.	Y	Y	
2 Cell membrane	Controls what enters and leaves the cell.	Y	Y	Y
3 Cytoplasm	Where many cell activities and chemical reactions within the cell occur.	Y	Y	Y
4 Mitochondria	Provides energy from aerobic respiration.	Y	Y	
5 Ribosome	Synthesises (makes) proteins.	Y	Y	Y
6 Chloroplast	Where photosynthesis occurs.		Y	
7 Permanent vacuole	Used to store water and other chemicals as cell sap.		Y	
8 Cell wall	Strengthens and supports the cell. (Made of cellulose in plants.)		Y	Y
9 DNA loop	A loop of DNA, not enclosed within a nucleus.			Y
10 Plasmid	A small circle of DNA, may contain genes associated with antibiotic resistance.			Y

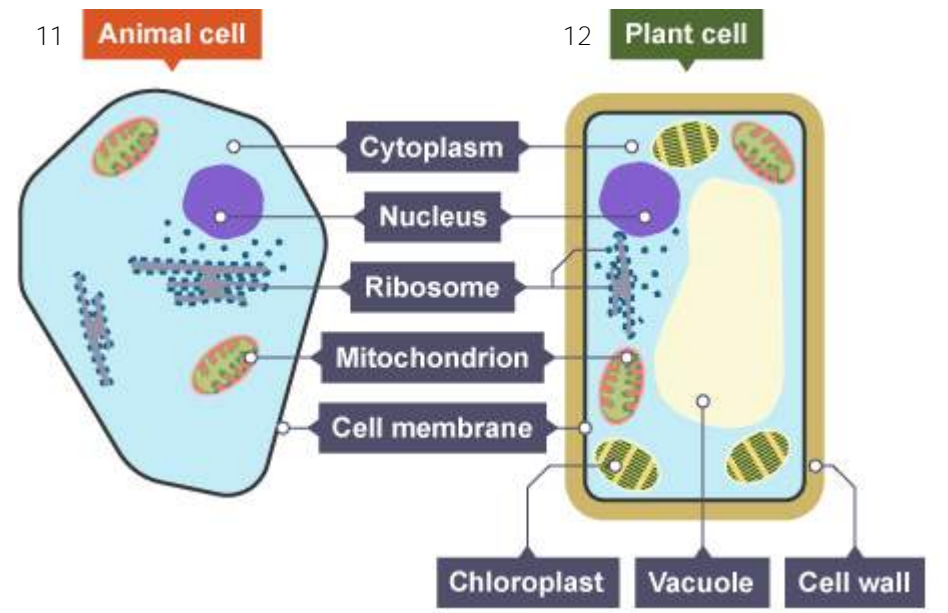
Section 2: Specialised Cells	
Specialised Cell	How structure relates to function
13 Sperm cell	Acrosome contains enzyme to break into egg; tail to swim; many mitochondria to provide energy to swim.
14 Nerve cell	Long to transmit electrical impulses over a distance.
15 Muscle cell	Contain protein fibres that can contract when energy is available, making the cells shorter.
16 Root hair cell	Long extension to increase surface area for water and mineral uptake; thin cell wall.
17 Xylem cell	Waterproofed cell wall; cells are hollow to allow water to move through.
18 Phloem cell	Some cells have lots of mitochondria for active transport; some cells have very little cytoplasm for sugars to move through easily.



19 – Sperm cell

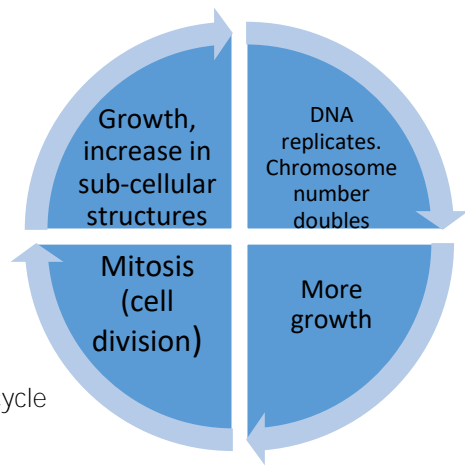
20 – Nerve cell

21 – Root hair cell



Section 3: Microscopy	
22 Magnification	The degree by which an object is enlarged. Magnification = $\frac{\text{size of image}}{\text{size of real object}}$
23 Resolution	The ability of a microscope to distinguish detail.
24 Light microscope	Basic microscope with a maximum magnification of 1500x. Low resolution.
25 Electron microscope	Microscope with a much higher magnification (up to 500 000x) and resolving power than a light microscope. This means that it can be used to study cells in much finer detail.

Section 4: Orders of Magnitude		
Unit Prefix	Size in metres	Standard Form
26 Centimetre (cm)	0.01m	$10^{-2}m$
27 Millimetre (mm)	0.001m	$10^{-3}m$
28 Micrometre (μm)	0.000001m	$10^{-6}m$
29 Nanometre (nm)	0.000000001m	$10^{-9}m$



30 – Cell cycle

Section 5: Mitosis and the Cell Cycle	
31	Number of sub-cellular structures (e.g. ribosomes and mitochondria) increase.
32	Number of chromosomes double.
33	One set of chromosomes is pulled to each end of the cell.
34	The nucleus divides.
35	Cytoplasm and cell membranes divide to form two identical cells

Section 7: Transport Across Membranes		
Cell Structure	Definition	Uses
41 Diffusion	Spreading out of the particles (gas/solution) resulting in a net movement from an area of higher concentration to an area of lower concentration.	Oxygen and carbon dioxide in gas exchange (leaves and alveoli). Urea from cells into the blood plasma for excretion in the kidney.
42 Osmosis	The diffusion of water from a dilute solution to a concentrated solution through a partially permeable membrane.	Movement of water into and out of cells.
43 Active Transport	The movement of substances from a more dilute solution to a more concentrated solution (against a concentration gradient). Requires energy from respiration.	Absorption of mineral ions (low concentration) from soil into plant roots. Absorption of sugar molecules from lower concentrations in the gut into the blood which has a higher sugar concentration.

Section 6: Stem Cells		
Stem Cell	Properties	Uses
36 Embryonic stem cell	Can divide into most types of cell.	Therapeutic cloning – embryonic stem cells produced with same genes as patient. No rejection.
37 Adult stem cell	Can divide into a limited number of cells e.g. bone marrow stem cells can form various blood cells.	
38 Meristem	Found in plants. Can differentiate (divide) into any type of plant cell.	Clone rare species to prevent extinction. Crops with special features can be clones
Pros and Cons of Using Stem Cells		
39 Pros	Treatment of diseases such as diabetes, dementia and paralysis.	
40 Cons	Ethical and religious objections. Can transfer viruses held within cells.	

Section 8: Factors Affecting Diffusion	
Factor	Explanation
44 Difference in concentrations (concentration gradient)	The greater the difference in concentrations, the faster the rate of diffusion.
45 Temperature	Particles move more quickly at higher temperatures, so rate of diffusion increases.
46 Surface area of membrane	The greater the surface area the quicker the rate of diffusion.

Section 9: Adaptations of Exchange Surfaces	
47	Large surface area
48	Thin membrane to provide a short diffusion path
49	Ventilation (in animals for gas exchange – maintains a concentration gradient)
50	Efficient blood supply (in animals – maintains a concentration gradient)

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 5: 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

26 – Lung structure

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.

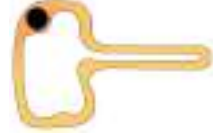



Section 10a: Movement within Plants

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.

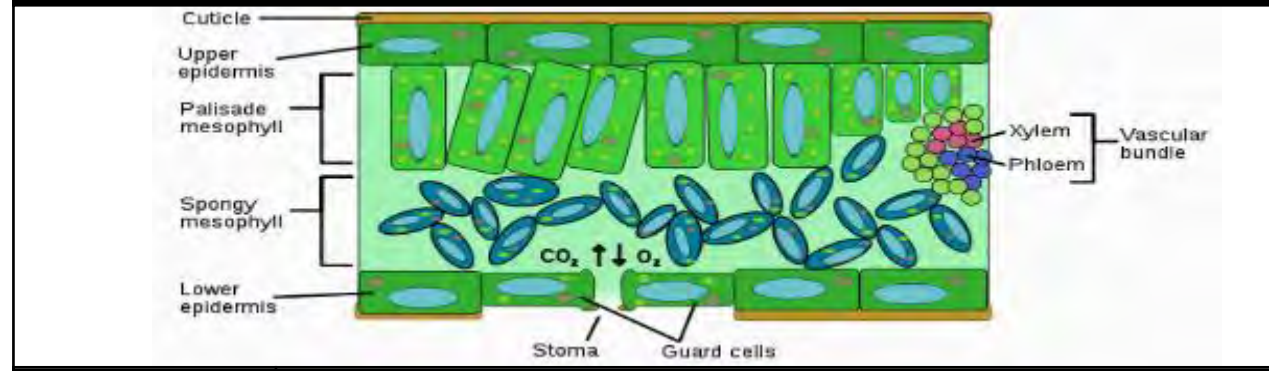
Section 10b: Factors Affecting Transpiration

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.

C1 Periodic Table

Metals vs Non-metals

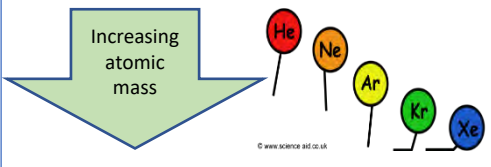
Non-metals: Many electrons in outer shell so form **negative ions**. Low melting and boiling points.



Metals: Few electrons in outer shell so form **positive ions**. Hard, high melting and boiling points.

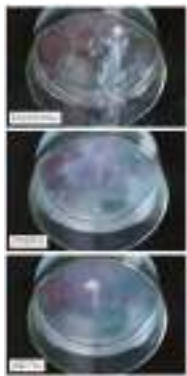
Group 0

Noble gases.
Unreactive (due to full outer shell)

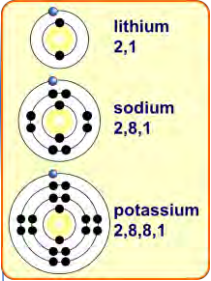
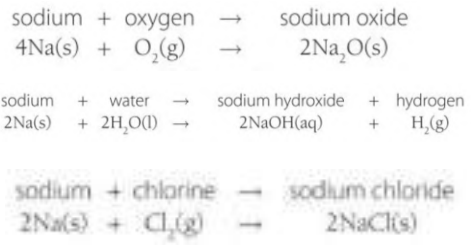


Group 1

Alkali Metals
Very reactive (due to single electron in outer shell)



- Metals
- React with oxygen to form **oxides**
- React with water to form the **hydroxide and hydrogen**
- React with chlorine to form **chlorides**



More easily lose one electron the further away from the nucleus the outer shell becomes

Alkali metals get MORE reactive

Group 7

Halogens
Very reactive (due to having 7 electrons in outer shell)

Displacement reactions
Cl is the most reactive as it is most able to gain an electron into the outer shell

$\text{Cl}_2 + 2\text{KBr} \rightarrow \text{Br}_2 + 2\text{KCl}$
 $\text{Cl}_2 + 2\text{Br}^- \rightarrow \text{Br}_2 + 2\text{Cl}^-$

- Non-metals
- Exist in pairs as molecules (diatomic molecules)



- React with metals to form white solid crystals
- React with non-metals to form small molecules

More easily gain one electron the closer to the nucleus the outer shell becomes

Halogens get MORE reactive

Early periodic tables arranged in order of **atomic weight**

⊗ Some elements were in the wrong groups so didn't follow the pattern



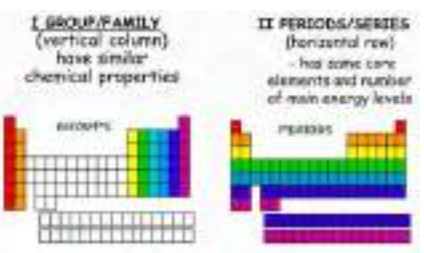
Mendeleev **left gaps** for undiscovered elements.

☺ The elements were discovered that filled the gaps and proved him right.

☺ **Isotopes were discovered** which explained why order based on weight didn't work.



Modern periodic table – order of **atomic (proton) number**. Elements with similar properties in columns (**groups**). Elements in same group have the same number of electrons in their outer shell and so have similar chemical properties.



AQA Physics Knowledge Organiser – 1 Energy

1. Key Terms

Chemical Energy	Includes fuels and foods. The energy is transferred during chemical reactions
Kinetic Energy	Describes a moving object
Gravitational Potential (GPE)	Describes the energy an object has if it raised above the ground
Work Done	Another way of describing energy transfer
Joules	Unit of energy
Elastic Potential Energy (EE)	Describes the energy stored in a springy object when you stretch or squash it
Energy Transfer	Energy can not be created or destroyed only transformed from one form to another
Internal Energy	Energy stored in the movement of particles. Combination of kinetic energy & potential energy of moving particles.
Friction	A contact force. Work to overcome this is mainly transferred to thermal energy
Closed System	No net change in the energy of a system
Input Energy	The energy supplied to a device
Output Energy	The energy given out of a device (useful or wasted)
Renewable Energy	Resources that can replenish themselves
Non-renewable energy	A resource that cannot be replaced after it has been used

2. Equations to Learn

Energy Transfer	Work Done (J)/ (N/m) = Force applied (N) x Distance moved (m)	$W = F s$
Kinetic Energy	Kinetic energy (J) = $\frac{1}{2}$ x mass (kg) x (speed) ² (m/s) ²	$E_k = \frac{1}{2} m v^2$
GPE	GPE (J) = mass (kg) x gravitational field strength (N/kg) x height (m)	$E_p = m g (\Delta)h$
Hookes Law	Force on spring (N) = Spring Constant (N/m) x Extension(m)	$F = k e$
Power	Power (W) = Energy Transferred (J) ÷ Time (s)	$P = E \div t$
Efficiency	Efficiency = useful output ÷ total input (x 100)	(%) = $(J) \div (J) (x 100)$
	Efficiency=useful power in ÷ total power out (x 100)	(%) = $(W) \div (W) (x 100)$

3. Equations given in Exam

Elastic Potential Energy	Elastic energy (J) = $\frac{1}{2}$ x spring constant (N/m) x (extension) ² (m) ²	$E_e = \frac{1}{2} k e^2$
Specific Heat Capacity	Energy (J) = mass (kg) x SHC (J/kg °C) x temperature change (°C)	$\Delta E = m c \Delta \theta$

5. Renewable Resources

Biomass	Cheap can be regrown. Carbon neutral
Wave/ Tidal	A: Ideal for island countries D: Construction is costly, environmental issues
Solar	A: Infinite energy. Panels can be put on houses D: Can be costly to manufacture and maintain
Wind	A: Usually placed on hills, potentially infinite D: Installation can be costly and can be an eyesore
Geo-thermal	A: Heat from Earth in volcanic regions used to heat H ₂ O D: Product from ground may contain dangerous element








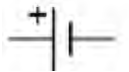
4. Non-renewable Resources

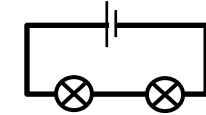
Fossil Fuel – Oil, coal, gas	Used in industry & transport. Cheap to mine. Pumped out of the ground in pipes. Limited supply & gives of CO ₂
Nuclear Fuel	Nuclear fission. Small gives of lots of energy but doesn't give of CO ₂ . Expensive to run and waste is toxic (storage)

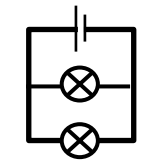
AQA Physics Knowledge Organiser – 2 Electricity

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

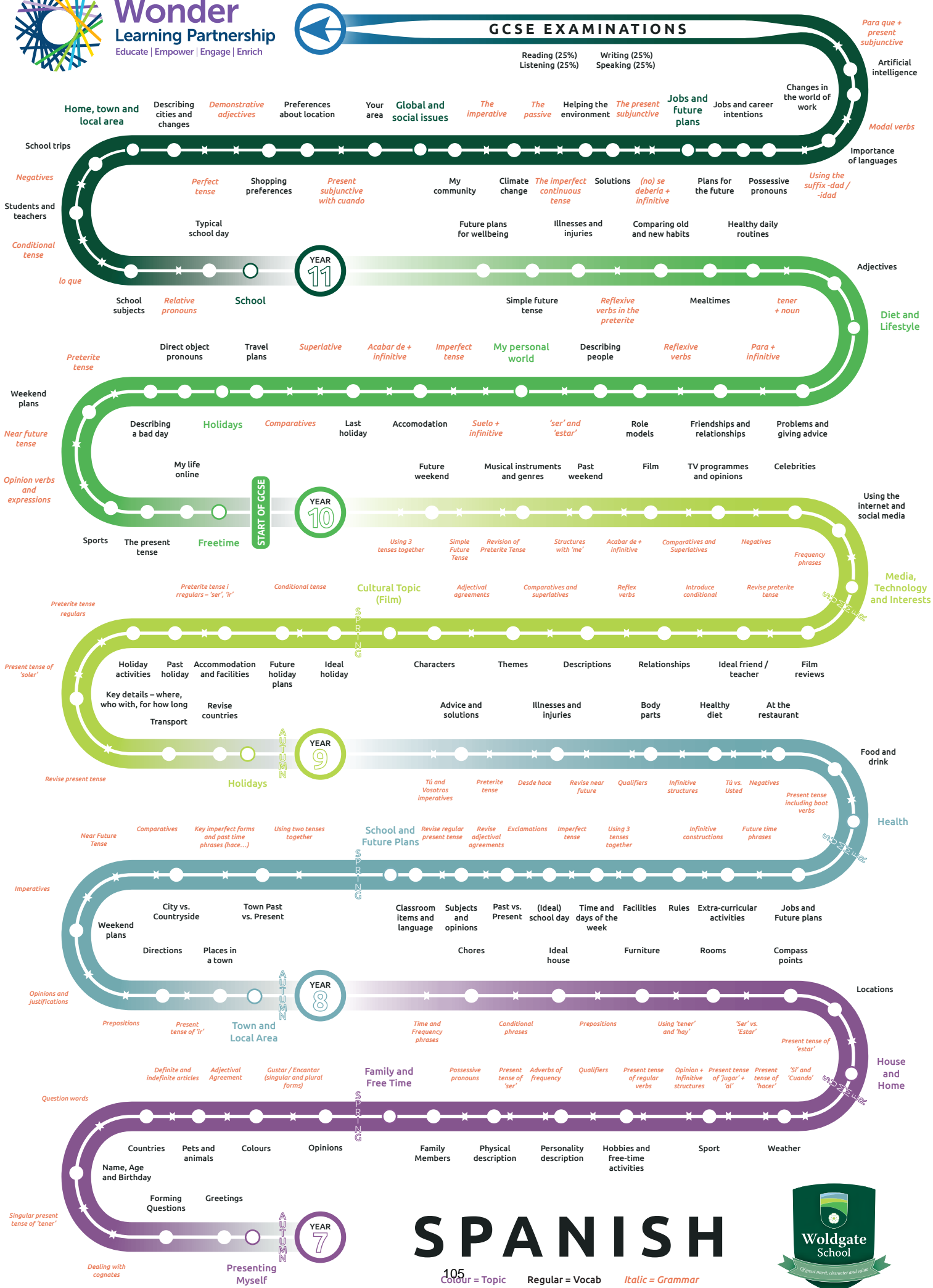
4. Series Circuits	
	
There is the same current through each component	
The total potential difference of the power supply is shared between the components	
The total resistance of two components is the sum of the resistance of each component.	

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.	



GCSE EXAMINATIONS

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



SPANISH



Y10 Spanish Knowledge Organiser: Mod 1 '¡Diviértete!'

El mundo hispanohablante

Adjectives need to agree with the noun they describe:
 divertido **o** divertida **s** divertidos **as** divertidas
 interesante interesante **es** interesantes **es**
 social social **es** sociales **es**
 El fútbol es divertido**o**. La natación es divertida**a**.
 Los deportes de equipo son interesantes**es**.

In Spanish, there are five vowel sounds and the sound of each vowel is always pronounced the same way. Listen and repeat the sounds and words. Pay attention to the vowel sounds.

'a' → natación, práctica

'e' → tenis, interesante

'i' → ciclismo, divertido

'o' → baloncesto, tranquilo

'u' → fútbol, seguro

When a word contains two vowels, you usually pronounce each one separately:
 natación, buena

El mundo hispanohablante (pages 6–7):

La personalidad	Personality
Mi nombre es / Me llamo ...	My name is / I am called ...
Soy / Es una persona ...	I am / He/She is a ... person.
Soy como ...	I am like ...
Soy / Es ...	I am / He/She is ...
bueno/a	good
divertido/a	funny, amusing

interesante / **optimista**
 positivo/a / **práctico/a**
 responsable / social
 *tímido/a
 trabajador/a
 tranquilo/a

interesting / optimistic
 positive / practical
 responsible / social
 shy
 hard-working
 calm, tranquil, relaxed

1 Mi vida digital

Remember how the **present tense** works. Take the infinitive (verb ending in **-ar**, **-er** or **-ir**, which is **not** conjugated). Remove **-ar**, **-er** or **-ir** and add these endings:

G

	usar (to use)	leer (to read)	subir (to upload / to get on / to go up)
(yo)	uso	leo	subo
(tú)	usas	lees	subes
(él/ella/usted)	usa	lee	sube
(nosotros/as)	usamos	leemos	subimos
(vosotros/as)	usáis	leéis	subís
(ellos/ellas/ustedes)	usan	leen	suben

Some verbs are irregular in the 'I' form only:
hacer → **hago** (to do/make), **ver** → **veo** (to see/watch).

Page 18

always often sometime from time to time almost never never

← siempre / a menudo / a veces / de vez en cuando / casi nunca / nunca →

Siempre utilizo mi videoconsola. I **always** use my videoconsole.

A veces uso aplicaciones. **Sometimes** I use apps.

Nunca grabo vídeos. I **never** record videos.

Some verbs are **stem-changing** in the present tense.

G

	jugar (to play)	preferir (to prefer)
(yo)	juego	prefiero
(tú)	juegas	prefieres
(él/ella/usted)	juega	prefiere
(nosotros/as)	jugamos	preferimos
(vosotros/as)	jugáis	preferís
(ellos/ellas/ustedes)	juegan	prefieren

Use an **Infinitive** after **preferir** to say what you **prefer** to do.

Prefiero jugar con gafas de realidad virtual.

I prefer to play with a virtual reality headset.

¿Prefieres usar auriculares?

Do you prefer to use headphones?

Page 18

¿Qué aplicaciones usas?

Look for and download music

Monitor physical activity

Pass the time

Share photos

Upload and watch videos

Organise trips out with friends

Chat and send messages

Meet new people

Contact my family

1 Uso Instagram para...
 2 Uso WhatsApp para...
 3 Uso Skype para...
 4 Uso Spotify para...
 5 Uso YouTube para...
 6 Uso Facebook para...

MI vida digital (pages 8–9):

¿Qué haces con tu móvil?

¿Qué haces con tu ordenador/portátil?

Escucho música
 Mando / Recibo mensajes.
 Leo las noticias

*Envío correos electrónicos
 *Saco fotos / **Grabo** vídeos
 Uso aplicaciones como...

Utilizo las redes sociales
 No tengo ordenador
 Chateo en línea/con mis amigos
 Hago compras / *llamadas
 Soy *adicto/a a...

Mis amigos y yo...

*Sacamos fotos / subimos vídeos
 no jugamos mucha a los...
 *videojuegos

What do you do on your phone?

What do you do on your computer/laptop?

I listen to music
 I send / receive messages
 I read the news

I send emails
 I take photos / record videos
 I use apps like...

I use social media
 I don't have a computer
 I chat online/to my friends
 I shop / I make calls
 I am addicted to...

My friends and I...

take photos / upload videos
 don't play videogames much

Prefiero / Preferimos / Prefieren...
 aplicaciones como...
 compartir/subir imágenes...
 *enviar correos electrónicos
 hacer compras por Internet
 jugar/en directo a...
 ver vídeos/programas
 ver **documentales**/series

¿Cuanto tiempo pasas...?

Pasa... horas al día
 Siempre / Todo el tiempo

Todos los días / A menudo
 De vez en cuando

A veces

(**Casi**) Nunca

Una vez / dos veces a la semana
 Los fines de semana

I / We / They prefer (to)...

apps like...
 share/upload images...

send emails
 shop on the internet

play... live
 watch videos/programmes

watch documentaries/series

How much time do you spend...?

I spend... hours per day
 Always / All the time

Every day / Often
 From time to time

Sometimes

(Almost) Never

Once / twice a week
 At the weekends

2. ¡Disfrutamos al máximo!

(No) Me gusta el/la [tenis/natación]	porque es	divertido/a. aburrido/a. difícil/fácil. relajante/mi pasión.	I (don't) like [tennis / swimming]	because it is	fun boring difficult / easy relaxing / my passion
(No) Me gustan los/las [libros/películas]	porque son	divertidos/as. aburridos/as. difíciles/fáciles. relajantes/guay.	I (don't) like [books / films]	because they are	fun boring difficult / easy relaxing / cool

Use the verbs **gustar**, **encantar** and **interesar** to express an opinion.

G

Singular

Me encanta el fútbol.

No me interesa nada el baile.

Plural

Me gustan las películas románticas.

Me encantan el baloncesto y el ciclismo.

Remember to change the pronoun:

me gusta (I like)

nos gusta (we like)

te gusta (you like)

os gusta (you (pl) like)

le gusta (he/she/it likes)

les gusta (they like)

Use an **opinion verb** + **infinitive** to talk about activities.

Me gusta jugar al baloncesto porque es divertido.

I like to play/playing basketball because it is fun.

Nos encanta bailar porque es genial.

We love to dance/dancing because it is great.

Page 19

Si tenemos tiempo, mis amigos y yo	vamos al [gimnasio] vamos a la [piscina]	todos los días los fines de semana una vez a la semana [dos] veces a la semana
En mi tiempo libre,	juego al ... hago/leo/bailo ... escucho/veo ...	
Si tengo tiempo,	soy miembro de ... voy al/a la ...	
porque me ayuda a	estar en forma. mantenerme en contacto con mis amigos. olvidarme de todo.	

If we have time, my friends and I	we go to the [gym] we go to the [pool]	every day
In my free time,	I play...	at the weekend
If I have time,	I do / I read / I dance... I listen to / I see... I am a member of... I go to...	once a week [two] times a week
because it helps me to	stay in shape keep in contact with my friends forget everything	

These verbs are **irregular** and they do **not** follow the normal patterns of regular **-ar**, **-er**, and **-ir** verbs.

G

	ir (to go)	ser (to be)	tener (to have)
(yo)	voy	soy	tengo
(tú)	vas	eres	tienes
(él/ella/usted)	va	es	tiene
(nosotros/as)	vamos	somos	tenemos
(vosotros/as)	vais	sois	tenéis
(ellos/ellas/ustedes)	van	son	tienen

Es	It is	divertido relajante	informativo sano	fun relaxing	informative healthy
Soy	I am	creativo/a perezoso/a adicto/a a...	sociable activo/a	creative lazy addicted to	sociable active
Me ayuda a	It helps me to	relajarme olvidarme de todo		relax forget everything	
Me hace		reír		It makes me laugh	
Me encanta		estar al aire libre		To be in the fresh air/outdoors	
Necesito	I need	practicar... salir / comunicarme (con otra gente)		To do/practise... To go out / communicate with other people	
Mi pasión es	My passion is	la lectura la música	el deporte	reading music	sport

Es	They are...	muy bastante más... que... menos... que...	aburrido/a/os/as adictivo/a/os/as divertido/a/os/as entretenido/a/os/as tonto/a/os/as informativo/a/os/as malo/a/os/as emocionante(s) interesante(s)	boring addictive fun entertaining silly informative bad exciting interesting
Son...	It is...	very quite more ... than less ... than		

¿Qué actividades te gusta hacer?	What activities do you like doing?	¿Qué deportes haces?	What sports do you do?
(No) Me gusta (mucho) ...	I (don't) (really) like ...	Juego al/a la ...	I play ...
(No) Me encanta ...	I (don't) love ...	Practico / Hago ...	I practise / I do ...
(No) Me interesa (nada) ...	I am (not) interested in ... (at all) ...	(el) atletismo	athletics
Prefero / Prefiero ...	I prefer / We prefer ...	(el) baile / ciclismo / deporte	dance / cycling / sport
escuchar música/mis canciones favoritas	listening to music/my favourite songs	(el) fútbol / baloncesto / tenis	football / basketball / tennis
estar en casa con mi familia	being at home with my family	(la) natación	swimming
hacer ciclismo / ir a conciertos	going cycling / going to concerts	¿Qué te gusta hacer en tu tiempo libre?	What do you like doing in your free time?
jugar al fútbol/voleibol/tenis	playing football/volleyball/tennis	¿Qué actividades haces en tu tiempo libre?	What activities do you do in your free time?
montar a caballo	horse riding	En mi tiempo libre...	In my free time ...
salir con mis amigos	going out with my friends	Si tengo / tenemos tiempo, ...	If I / we have time, ...
ver películas en mi portátil / móvil	watching films on my laptop/mobile	Si tengo / tenemos dinero, ...	If I / we have money, ...
ver películas/una comedia en el cine	watching films/a comedy in the cinema	voy / vamos al/a la ...	I / we go to the ...
leer (libros/novelas de...)	reading (... books/novels)	leo / veo / ballo / escucho ...	I read / watch / dance / listen to ...
(No) Hago muchas actividades porque es/son ...	I (don't) do many activities because it is/they are ...	juego al/a la / hago ...	I play / do ...
aburrido/a(s) / difícil(es)	boring / difficult	porque me ayuda a ...	because it helps me to ...
divertido/a(s) / emocionante(s)	fun / exciting	estar en forma	keep fit
Fácil(es) / guay	easy / cool	olvidarme de todo	forget everything
relajante(s) / terrible(s)	relaxing / terrible	mantenerme en contacto con ...	stay in touch with ...
		¿Eres miembro de algún club?	Are you a member of a club?
		Soy miembro de un equipo (local)	I am a member of a (home) team.

3. Nos juntamos

Use the present tense of **tener + que + infinitive** to say what you **have to** do.

Tengo que salir con mis padres.
I **have to go out** with my parents.

No **tenemos que hacer** tareas.
We **don't have to do** chores/homework.



To talk about what you are going to do, use the **near future tense**. Use the **present tense of ir + a + infinitive**.

voy	a	jugar
vas		comer
va		salir
vamos		
vais		
van		

Mis amigos **van a ver** un musical.
My friends **are going to watch** a musical.



Page 20

- Sequencers: **primero** (first), **luego** (then), **más tarde** (later), **después** (after that), **finalmente** (finally)
- Opinion phrases

The verbs **querer** (to want) and **poder** (to be able to) are both **stem-changing**. They are very useful to talk about plans when they are used with an **infinitive**.

(yo)	quiero	puedo
(tú)	quieres	puedes
(él/ella/usted)	quiere	puede
(nosotros/as)	queremos	podemos
(vosotros/as)	queréis	podéis
(ellos/ellas/ustedes)	quieren	pueden

No **puedo ir** al cine. I **can't go** to the cinema.
Queremos ver una serie. We **want to watch** a series.



Remember to contract '**a**' and '**el**' and also '**de**' and '**el**'.

¿**Quieres venir al** parque?
Es una **comedia del** director español Almadóvar.



¿**Qué hora es?** What time is it?

Es la **una**. / Son las **dos**.
It's one o'clock. / It's two o'clock.
Son las **seis y cuarto/meda**.
It's quarter/half past six.
Son las **ocho menos cuarto**.
It's quarter to eight.



¿Quieres salir conmigo?

Do you want to go out with me?

No puedo porque...

tengo que	salir...	cuidar a...
quiero	terminar...	hacer...
	subir...	quedarme en casa...
	visitar a...	hacer el vago

I can't because...

I have to	go out / care for
I want to	finish/do
	upload/stay home
	visit / laze around

Nos juntamos (pages 12–13):

¿Qué vas / vamos a hacer?	What are you / we going to do?
Este fin de semana / Primero	This weekend / First
Luego	Later/afterwards
*Por la mañana/tarde/noche	In the morning/afternoon/evening
Quiero / Queremos ...	I / We want to ...
Mis amigos/padres y yo vamos a ...	My friends/parents and I are going to ...
(No) Voy a ...	I am (not) going to ...
descansar / estar en casa	rest / be at home
hacer deporte/los deberes	do sports/homework
ir de compras	go shopping
ir al parque/cine/centro comercial	go to the park/cinema/ shopping centre
ir a un restaurante	go to a restaurant
ir a la piscina	go to the pool
limpiar mi habitación	clean my bedroom
salir (por la tarde)	go out (in the afternoon)
tomar un café	have a coffee
mandar mensajes a mis amigos	send messages to my friends
hacer tareas	do chores

No puedo ...	I can't ...
porque tengo que ...	because I have to ...
hacer los deberes	do my homework
salir con mis padres/abuelos	go out with my parents/grandparents
trabajar / cuidar a mi perro	work / look after my dog

¿Tienes planes?	Do you have (any) plans?
(No) Tengo planes para ...	I (don't) have plans for ...
hoy / mañana	today / tomorrow
este fin de semana	this weekend
el viernes/sábado/domingo	Friday/Saturday/Sunday
la semana próxima/que viene	next week

Estoy libre. / No puedo ir.	I am free. / I can't come.
Lo siento. / ¡Claro que sí!	I'm sorry. / Of course!
No tengo dinero.	I don't have (any) money.
De acuerdo.	OK.
¿A qué hora quedamos?	What time shall we meet?
A las (diez) en (la *cafetería).	At (ten o'clock) at (the café).
¿Quedamos a las (cuatro)?	Shall we meet at (four o'clock)?

4. El fin de semana pasado

Time phrases help us to understand **when** something happens.

ayer	yesterday
la semana pasada	last week
el fin de semana pasado	last weekend
el mes pasado	last month

To translate 'ago' use **hace**:

Hace dos días fui al cine.

Two days **ago**, I went to the cinema.

Hace una semana montamos en bici.

A week **ago**, we rode bikes.



Listen and repeat the words below. The letter **c** in Spanish can be pronounced in three different ways:

The **soft c** (in Spain it often sounds like 'th' as in 'thin' and in Latin America it sounds like 's' as in 'sit') with vowels **e** and **i**:
cine, natación, centro, hice

The **hard c** (as in 'cat') with vowels **a**, **e** and **o**, and if it comes before a consonant:

canté, música, comí, cuatro, crimen

The **ch** sound (as in 'chin') when **c** is followed by **h**:

chico/a, escuché

Now, can you read out these tricky tongue-twisters?

Comí chocolate con churros con Carlos y Cecilia en Cáceres.

Cinco chicos compraron cuatro Coca-Colas y émieron cinco croquetas.

¿Qué tal fue?

Me encantó ... / Me gustó ...

	genial.
	fantástico/a.
(porque) fue	increíble.
	emocionante.
	guay.

No me gustó (nada) ...

(porque) fue	aburrido/a,
	terrible.

How was it?

I loved it... / I liked it...

because it was...

great.
fantastic.
incredible.
exciting.
cool.

I didn't like it (at all)..

because it was...

boring.
terrible.

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

hablar (to speak)	salir (to go out / to leave)	comer (to eat)	Irregular verbs: ir (to go) ser (to be)
hablé	salí	comí	fui
hablaste	saliste	comiste	fuiste
habló	salió	comió	fue
hablamos	salimos	comimos	fuimos
hablasteis	salisteis	comisteis	fuisteis
hablaron	salieron	comieron	fueron

Other irregulars in the preterite include:

hacer → **hice** (I did/made) **tener** → **tuve** (I had) **ver** → **vi** (I saw)

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

jugar → **jugué** (I played) **llegar** → **llegué** (I arrived) **sacar** → **saqué** (I took)

G

Page 20

El fin de semana pasado (pages 14–15):

¿Qué hiciste ...?	What did you do ...?	salí con mi amigo al centro comercial	I went out to the shopping centre with my friend
El fin de semana pasado / Ayer	Last weekend / Yesterday	fui al gimnasio y *entrené	I went to the gym and trained
El sábado/domingo pasado	Last Saturday/Sunday	jugué a los *videojuegos	I played videogames
La semana pasada	Last week	Mi familia y yo ...	My family and I ...
El mes pasado	Last month	comimos en un restaurante (peruano)	(we) ate at a (Peruvian) restaurant
Hace ... días	... days ago	fuimos a la piscina	(we) went to the pool
Hace una semana ...	A week ago ...	salimos a comer	(we) went out to eat
comí / bebí ...	I ate / I drank ...	¿Qué tal fue?	How was it?
compré una entrada para un partido de fútbol	I bought a ticket to a football match	¿Por qué (no) te gustó?	Why did you (not) like it?
escuché música	I listened to music	Me gustó / Me encantó	I like it / I loved it
no hice mucho	I didn't do much	No me gustó (nada)	I didn't like it (at all)
fui a un restaurante	I went to a restaurant	porque fue ...	because it was ...
fui a un concierto	I went to a concert	aburrido/a / emocionante	boring / exciting
gané una competición (de natación)	I won a (swimming) competition	fantástico/a / guay / terrible	fantastic / cool / terrible
me quedé en casa todo el día	I stayed at home all day		
hablé con mi amigo en el parque	I spoke to my friend at the park		

5. ¡Un día fatal!

Direct object pronouns replace the noun, which has just been mentioned, and avoid repetition. The pronoun agrees with the noun it replaces. It usually goes before the verb.

G

	masculine	feminine
singular	lo	la
plural	los	las

Perdí el **móvil**. **Lo** perdí. I lost my **mobile**. I lost **it**.
Leo **libros**. **Los** leo. I read **books**. I read **them**.

With the near future tense, the direct object pronoun goes at the **end** of the infinitive or **before** the present tense of *ir*. This is the same for other verbs, which take an infinitive.

No voy a perderlo. I am not going to lose it.
No **lo** voy a perder. I am not going to lose it.

Page 21

Use time expressions to write in different tenses.

★

Normalmente no juego a los videojuegos, pero **esta tarde** jugué a La llamada del deber con mi hermano y **mañana** vamos a jugar de nuevo.

Normally I don't play videogames, but **this afternoon** I played *Call of Duty* with my brother and **tomorrow** we are going to play again.

Look out for negatives such as **no** and **nada**.

★

No veo películas de terror. I **don't** watch horror films.

No compré **nada**.

She **didn't** buy **anything**.

No voy a ir.

I'm **not** going to go.

El fin de semana pasado El sábado/domingo pasado La semana pasada	fui/fuimos a ... un concierto. un partido de fútbol. ver una película de ...
Sin embargo,	perdí el móvil / la cámara / a mis amigos/as. mi equipo perdió. el sonido no funcionó. el grupo/la banda fue horroroso/a. la voz del cantante fue terrible.
Lo/La/Los/Las perdí en	el estadio/la ciudad. el coche/el metro/el tren. casa.
La próxima vez El sábado próximo	(no) voy a ir a ... (no) voy a ver ... (no) voy a viajar en ...
	porque ... / ya que ...

Last weekend Last Saturday / Sunday Last week	I / we went to... a concert. a football match. watch a ...film
However...	I lost my mobile / camera / friends my team lost. the sound didn't work. the group / band was awful. the singer's voice was terrible.
I lost it / them in...	the stadium / the city. the car / the metro / the train. my house.
Next time Next Saturday	I am (not) going to go to... I am (not) going to see... I am (not) going to travel in...
	because / since...

¡Un día fatal! (pages 16–17):

¿Qué pasó el fin de semana pasado?	<i>What happened last weekend?</i>
Tuve un día ...	<i>I had a(n) ... day</i>
difícil / *estresante / *fatal	<i>difficult / stressful / awful</i>
*horroroso / malo / terrible	<i>horrific / bad / terrible</i>
porque ...	<i>because ...</i>
comí ... / no comí (nada)	<i>I ate ... / I didn't eat (anything)</i>
llegué muy tarde	<i>I arrived very late</i>
no hice los deberes	<i>I didn't do my homework</i>
pasé todo el día enfrente de la televisión	<i>I spent all day in front of the television</i>
me caí	<i>I fell</i>
Fui/Fuimos a ...	<i>I/We went to ...</i>
un concierto / un partido	<i>a concert / a match</i>
ver una película de ...	<i>watch a ... film</i>
Y ...	<i>and ...</i>
la voz del cantante fue terrible	<i>the singer's voice was terrible</i>
el grupo / la banda fue *horroroso/a	<i>the group / band were horrific</i>
mi equipo perdió	<i>my team lost</i>
el sonido no funcionó	<i>the sound didn't work</i>

Perdí ...	<i>I lost ...</i>
el móvil / al perro / a mis amigos	<i>my mobile / dog / friends</i>
Lo/La/Los/Las perdí en ...	<i>I lost it/them in/at ...</i>
Lo/La/Los/Las encontré en ...	<i>I found it/them in/at ...</i>
casa / la ciudad	<i>home / the city</i>
el coche / el tren	<i>the car / the train</i>
el estadio / el metro	<i>the stadium / the metro / underground</i>
¿Qué vas a hacer el fin de semana próximo?	<i>What are you going to do next weekend?</i>
El fin de semana próximo	<i>Next weekend</i>
El sábado próximo	<i>Next Saturday</i>
La próxima vez	<i>Next time</i>
(no) voy a ...	<i>I am (not) going to ...</i>
ir al estadio	<i>go to the stadium</i>
ver otra película de terror	<i>watch another horror film</i>
viajar en ...	<i>travel by ...</i>

Gramática

Use the **present tense** to say what you do or what you are doing.

	escuchar (to listen)	comer (to eat)	vivir (to live)
(yo)	escucho	como	vivo
(tú)	escuchas	comes	vives
(él/ella/usted)	escucha	come	vive
(nosotros/as)	escuchamos	comemos	vivimos
(vosotros/as)	escucháis	coméis	vivís
(ellos/ellas/ustedes)	escuchan	comen	viven

Look out for verbs with an irregular 'I' form only:
hacer (to do/make): **hago**, *haces, hace, hacemos, hacéis, hacen*
salir (to go out): **salgo**, *sales, sale, salimos, salís, salen*
ver (to see/watch): **veo**, *ves, ve, vemos, veis, ven*
dar (to give): **doy**, *das, da, damos, dáis, dan*
saber (to know): **sé**, *sabes, sabe, sabemos, sabéis, saben*

Verbs with **stem changes** have endings that are formed in the same way as regular present tense verbs.

Stem changes follow different spelling patterns:

u/o → ue	
jugar → juego	poder → puedo
juegas	puedes
juego	puede
jugamos	podemos
jugáis	podéis
juegan	pueden

e → ie	
preferir → prefiero	querer → quiero
prefieres	quieres
prefiere	quiere
preferimos	queremos
preferís	queréis
prefieren	quieren

Stem-changing verbs can be called '1-2-3-6 verbs' due to there being no stem changes for *nosotros* (4) or *vosotros* (5). They can also be called 'radical changing verbs'.

Listen carefully for verb endings to work out who Indra is talking about. Remember that regular present tense verbs in the 'I' form end in **-o**, but in the 'he/she/it' form they end in either **-e** or **-a**.

Is she talking about herself or her brother? Watch out also for irregular verbs and verbs in other tenses!

Ser, tener and **ir** are important irregular verbs in the present tense. Learn them carefully.

Notice that **ser** and **ir** have no accents in the present tense, even in the *vosotros* form. See verb tables on page 11.

Many opinion verbs need **pronouns** and change their endings for **singular** and **plural**.

Me gusta el baloncesto. I like basketball. (singular)
 ¿**Te interesan** el fútbol y el tenis? Are you interested in football and tennis? (plural)
 A Miguel **le encantan** las películas. Miguel loves films.
Nos gusta mucho la natación. We really like swimming.
Os gustan los libros. You (all) like books.
 No **les gustan** los deportes. They don't like sports.



There are some popular informal verbs that work in this way too. You won't be tested on them but you may want to use them for writing or speaking tasks.

molar, chiflar, flipar → **Me flipan** las películas de terror.
I love horror films.



Verbs added after opinion verbs must be infinitives.

Me encanta leer.
Nos interesa ir a conciertos.
Les gusta ver partidos de fútbol.

The **near future tense** is used to describe what is going to happen and is the most common tense in Spanish for describing future plans.

Remember that this tense consists of three parts:

ir (in the present tense) + **a** + infinitive.

(yo)	Voy a <u>ver</u> una obra de teatro.
(tú)	Vas a <u>bailar</u> mucho.
(él/ella/usted)	Va a <u>salir</u> a las tres y media.
(nosotros/as)	Vamos a <u>tocar</u> la guitarra.
(vosotros/as)	Vais a <u>ir</u> a un espectáculo.
(ellos/ellas/ustedes)	Van a <u>relajarse</u> .

Remember to use different persons of the verb to show off your knowledge. The 'we' form is easy to use as the preterite and present tense forms are the same – you can talk about you and your friends.



The **preterite tense** is used to talk about completed actions in the past.

Remember that **-er** and **-ir** verbs in the preterite have the same endings, which are different to **-ar** verbs.

As well as **ser** and **ir**, other common irregulars in the preterite include **hacer**, **tener** and **ver**.

hacer (to do/make)	tener (to have)	ver (to see)
hice	tuve	vi
hiciste	tuviste	viste
hizo	tuvo	vio
hicimos	tuvimos	vimos
hicisteis	tuvisteis	visteis
hicieron	tuvieron	vieron



Irregular verbs do not take accents in the preterite.

Some verbs are irregular in the first person singular: **jugué** (I played), **llegué** (I arrived), **saqué** (I took), **toqué** (I played), **crucé** (I crossed), **empecé** (I started).

Some verbs are irregular in the third person singular and plural: **leyó**, **leyeron** (he/she read, they read), **cayó**, **cayeron** (he/she fell, they fell).

Direct object pronouns replace something or someone that has already been mentioned.

Remember to place the direct object pronoun directly before the conjugated verb.

Lo/La tenemos. We have **it**.

No **lo/la** tenemos. We do not have **it**.

The pronoun should agree with the noun it replaces.

Me gustan **las** películas de ciencia ficción. → **Las** veo mucho.

Me gustan **los** libros. → **Los** compro mucho.



With **infinitives**, direct object pronouns can be attached to the **infinitive** or can be placed before the conjugated verb, regardless of the tense used.

No pude **encontrarlo/encontrarla**. I could not **find it**.

No **lo/la** pude **encontrar**. I could not **find it**.

Remember to use connectives and time phrases to enable you to write detailed sentences for each bullet point, for example **y, también, pero, o, porque, por eso, por lo tanto, a menudo, de vez en cuando, nunca**, etc.



Challenge checklist



- ✓ The 'I' form of the verb in different time frames
- ✓ Verbs of opinion (e.g. *me gusta*)
- ✓ Simple connectives (e.g. *y, pero, también*)
- ✓ Time markers (e.g. *la semana pasada, el fin de semana que viene*)



- ✓ The 'I' form of the verb in different time frames, plus different persons of the verb in the present
- ✓ A variety of verbs of opinion (e.g. *me encanta, me interesa, prefiero*)
- ✓ Simple reasons (*porque + ser*) and exclamations (e.g. *¡Fue increíble!*)
- ✓ Connectives (e.g. *sin embargo, por eso*)
- ✓ Sequencers (e.g. *primero, después, luego*)



- ✓ Different persons of the verb in different time frames
- ✓ Verbs of opinion in different persons (e.g. *creen que, nos gusta*)
- ✓ Detailed reasons using a variety of verbs and phrases
- ✓ More varied connectives (e.g. *por lo tanto, cuando*)
- ✓ Direct object pronouns (e.g. *lo hago porque ...*)