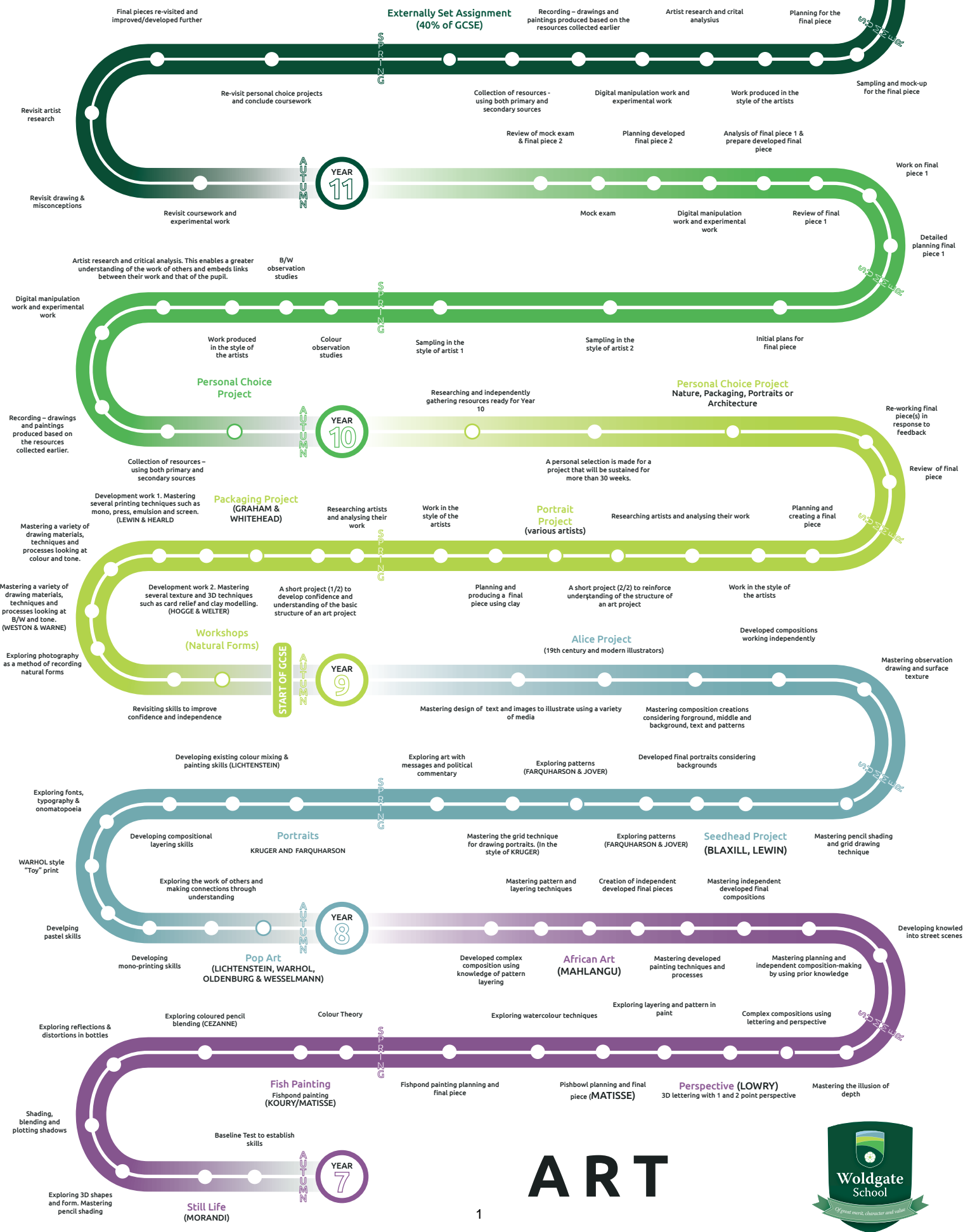




**GCSE EXAMINATIONS**

Final piece produced under exam conditions (10 hours)



**ART**



# YEAR 10 PERSONAL CHOICE PROJECT KNOWLEDGE ORGANISER

The Formal Elements  
In Art and Design

**LINE**

**TO NE**

**SHAPE & FORM**

**COLOUR**

**TEXTURE**

**PATTERN**

**Challenge Task:**  
Your final piece does not have to be a single piece but can be a series. When planning your final piece consider exploring a sequence of pieces. This allows you to showcase lots of different skills, techniques and processes.

**Development work:**

Developing and refining your final piece is an important stage of the work for your Personal Choice Project.

This is your chance to review your final piece after it has been completed and identify areas that need re-working.

## Key Words

- Sampling**  
The process of selecting appropriate materials or trying techniques before concluding research or work
- Mock-Up or Maquette**  
A preliminary or practice model or piece of work before you start the final piece
- Final piece**  
The end or conclusion of something
- Critical Review/Evaluation**  
It is a written summary and also expresses the writers point of view and/or opinion
- Planning**  
The process of deciding in detail how you are going to do something before you start it

## PREPARING FOR A FINAL PIECE

### PLANNING



It is important to show evidence of several different ideas/plans for a final piece. This shows you have imagination, ambition and creativity

### SAMPLING

This is when you try out relevant materials, techniques and processes that you think you may use in your final piece(s).



### MOCK UP

This is when you make a practice version of your final piece. It will help you to work out your timings and also what materials and processes work best (or don't work!)

### FINAL PIECE

This is the showcase for your Personal Choice project 1 and will show all of your skills and knowledge as well as be your own personal response to the theme.



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 Heemsker, Valery Koshlyakov etc





**Wonder**  
Learning Partnership  
Educate | Empower | Engage | Enrich



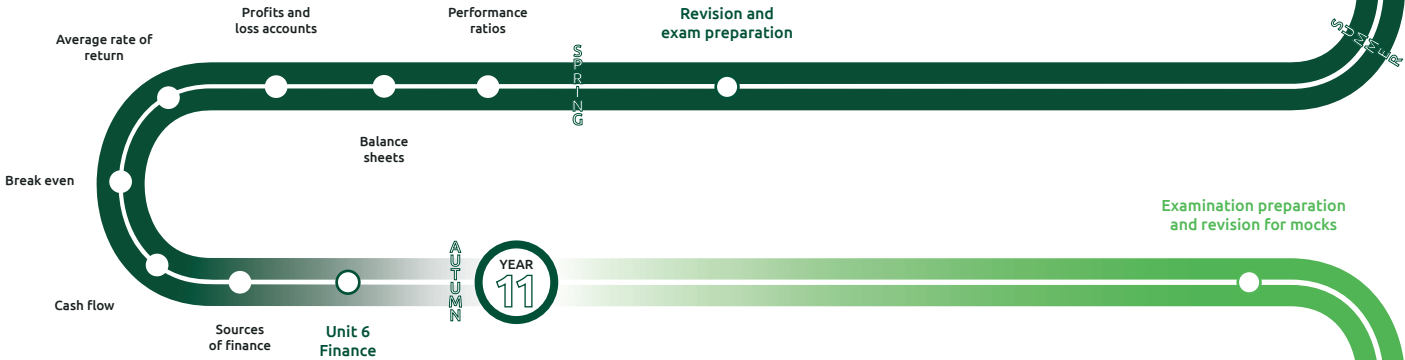
**GCSE EXAMINATIONS**

Revision and Exam Preparation

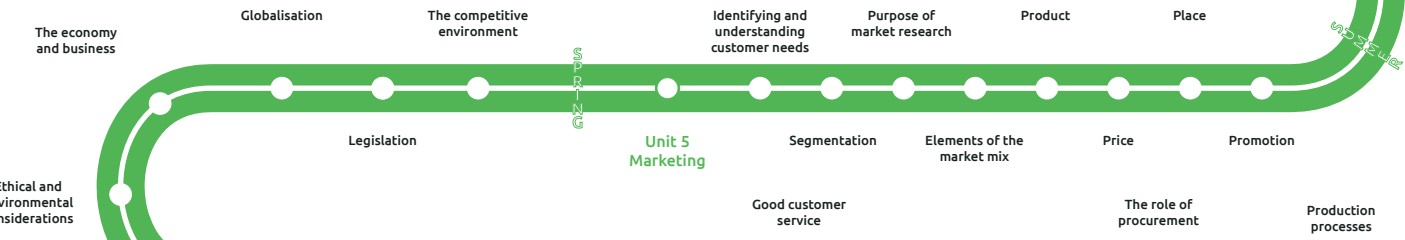
Paper 1 – Influences of operations and HRM on business activity

Paper 2 – Influences of marketing and finance on business activity

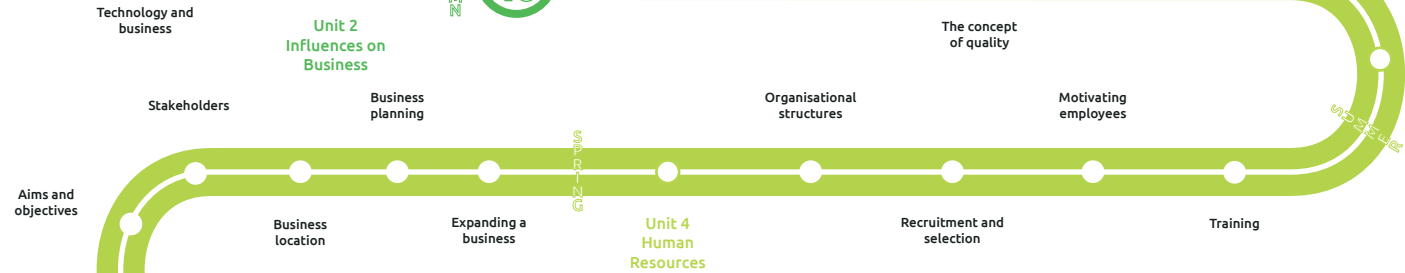
Revision and exam preparation



YEAR 11



YEAR 10



YEAR 9

**GCSE BUSINESS**



### 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**.



### 3.2.1 - 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

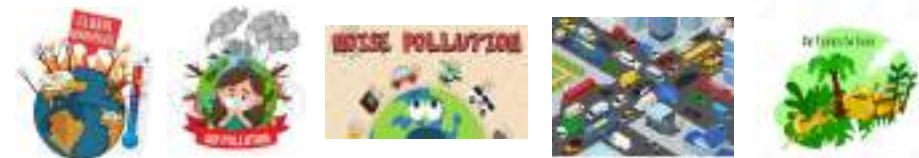
Appears in:  
Paper 1 & Paper 2

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

**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.

### 3.2.4 - 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.

### 3.5.1 / 2 - Identifying & understanding customers & Segmentation

A **Market** consists of all the sales of one particular group of goods or services. For example, the grocery market, the housing market, or the stock market.

In every market, businesses must identify and satisfy customer needs. This is the purpose of **Marketing**. All businesses work hard to identify and satisfy customers needs in order to:

- Provide a product or service that customers will buy
- Select the correct **Marketing Mix**
- Avoid costly mistakes
- Be competitive and increase sales

$$\text{Market Growth} = \frac{\text{change in market size}}{\text{original market size}} \times 100$$



The same way we would break up an orange, we **segment** a market.

**Segmentation** allows businesses to focus on individual groups, such as gender, age groups, geographic location, levels of income.

Businesses will **target segments** where it thinks:

- ✓ It can be profitable
- ✓ It can compete effectively
- ✓ It covers the opportunity costs

By doing this, we can better understand the different groups of consumers we might be targeting. That way we can design products, pricing, advertising, and ways of delivering the product, that suit each group.

Benefits of accurate segmentation	Drawbacks of segmenting / risks of doing it badly
Businesses design better products, advertising, and prices, and promotions, which lead to more sales.	Detailed research will be required – this can be expensive
Understanding our customer better, we can predict what they may want in the future.	It can be very difficult to accurately predict what a customer will like or dislike
We can maximise the profit from each group – for example, knowing that some people have no choice but to use the train at a set time, means we could charge a higher price.	All of our competitors will be trying to do the same thing, meaning that if we don't do it well they will be able to gain a significant advantage over us.

### 3.5.3 - The purpose and methods of market research

**Market Research** is the process of a business collecting information that will help it to better compete with its opposition. It enables a business to gain a better insight into the market and its conditions and then are in a better position to make decisions.

**Purposes of Market Research** – businesses collect information about:

Demand	Competition	Target Market
How much/which products do consumers want/need? What features should their product have and what price should they set?	How are the competitors in the market operating? How are they different to us, and how are they innovating?	Who are our customers? What specific wants/needs to they have? Can we improve how we deal with them to increase sales?

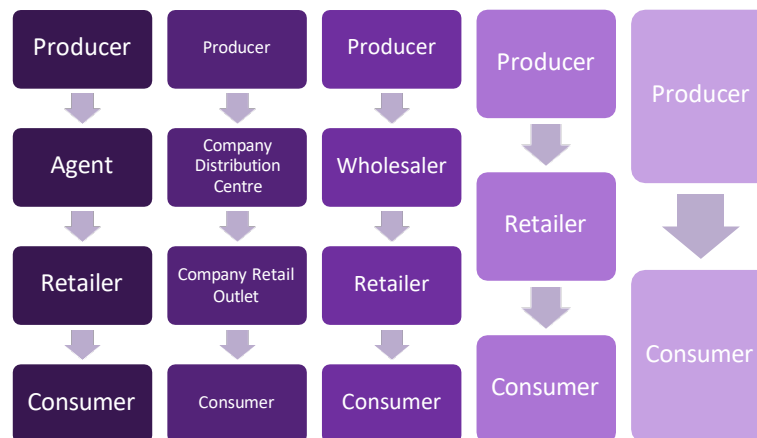
Primary	Secondary	Quantitative	Qualitative
Research I design and conduct specifically for my business	Research someone else has designed and conducted	Data that is numerical / can be counted	Information that is descriptive and cannot be easily counted

Method	Advantages	Disadvantages
Questionnaires & Surveys	Easy / cheap to produce	Difficult to get responses May be leading questions
Interview	Detailed information as more time to ask further questions	Time consuming and so expensive
Focus Group	Opportunity for discussion More detailed responses	Time consuming Groups may not be representative
Internet Research & Printed Media	Lots of information available Cheap (Secondary Research)	Information can be misleading Others designed the research / may not be suited to your purpose

$$\text{Market share} = \frac{\text{sales of a product}}{\text{total market sales}} \times 100$$

### 3.5.4 - The Marketing Mix: Place

**Place** refers to the different channels of distribution a business uses to get their products to the customers.



In each of the possible scenarios show above, the seller might choose a range of ways to sell to the buyer:

- Traditional – via a shop / office
- Modern retail – using technology to improve the process (i.e. self-scan/checkout)
- Telesales – sales made by phone direct to the customer
- E-commerce / M-Commerce – sales via a website or app
- Mail-order – produce catalogues and customers order from them

**Choosing the right method of getting the product to the customer is vital.**

AQA GCSE Business

# Marketing

# Unit 5

Appears in:  
Paper 2



### 3.5.4 - The Marketing Mix: Promotion

**Promotion** is the name given to all of the business activities that encourage the customer to buy a product.

Why we promote	How we choose a method
It's important to promote a product, especially when it's new or if it is in a market where there's lots of competition. It's used to:	What a businesses chooses to do to promote their product is influenced by both internal and external factors:
<ul style="list-style-type: none"> <li>- Inform/remind customers about the product</li> <li>- Create or increase sales</li> <li>- Create or change the image of the product</li> <li>- Persuade customers to buy or try the product</li> </ul>	<ul style="list-style-type: none"> <li>- Finance available to spend</li> <li>- What the competitors in the market are doing</li> <li>- The type of good or service the product is</li> <li>- The nature of the market and how competitive it is</li> <li>- Who the target market are</li> </ul>

Advertising	PR	Sales	Sponsorship	Social Media
These are the types of adverts you would be familiar with on TV, Radio, in newspapers, on the internet and on billboards	Public Relations events and activities are the ones that change how we think about a business. For example, some give to charity.	<b>Promotion</b> Special offers and displays. 2 for 1 and BOGOF, free gifts, coupons, samples, competitions.	Businesses often sponsor football teams or sporting events. The same as they might sponsor a good cause such as a school.	Interacting with customers via social media is increasingly important to modern business. It involves the customer in the brand.

### 3.5.4 - The Marketing Mix: Price

Businesses set prices for their products based on a range of **internal** and **external** factors.

- ✓ Costs associated with the product e.g. fixed / variable costs
- ✓ Demand e.g. what are people willing and able to pay.
- ✓ Nature of the market e.g. competitive (rivals)
- ✓ A business's objective and approach to pricing
- ✓ The stage a product is at in its product life cycle e.g. growth phase – higher price
- ✓ Rest of the marketing mix e.g. price must fit with the other elements of the 4 p's.



Skimming	<b>Description:</b> Setting a higher price when a product is released <b>Potential Impact:</b> The company can try to take advantage of excitement around the release of the product – with customers willing to pay more to get the product sooner the company can recover some of its Research and Development costs e.g. new iPhone
Penetration	<b>Description:</b> Setting a price lower than the competition for a short time <b>Potential Impact:</b> By pricing below the competition a company can attempt to increase their share of the market. If their product is new, or if they are entering this market for the first time, it could encourage customers to try the product or switch from a competing product. E.g. Netflix
Competitive	<b>Description:</b> Pricing alongside or similarly to the competition <b>Potential Impact:</b> By pricing alongside our rivals, customers will see our price as the "going- rate" – the normal price. We shouldn't be seen as expensive, and so customers are less likely to go elsewhere simply because of the price. E.g. petrol / diesel
Loss Leader	<b>Description:</b> Setting a price for a product that means a loss is made on each sale <b>Potential Impact:</b> A very low price on a product may encourage people to visit the shop, and subsequently buy other items that do make a profit. E.g. printers cheap, ink cartridges higher price
Cost-Plus	<b>Description:</b> Adding a percentage profit to the cost of producing/selling a product <b>Potential Impact:</b> Provided we sell enough units for us to cover our fixed costs, each unit sold should make a profit. Set the price so that each sale covers its own variable costs.

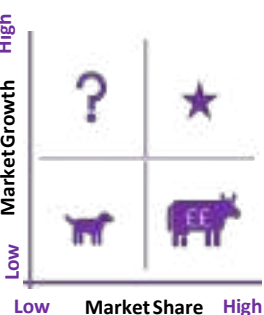
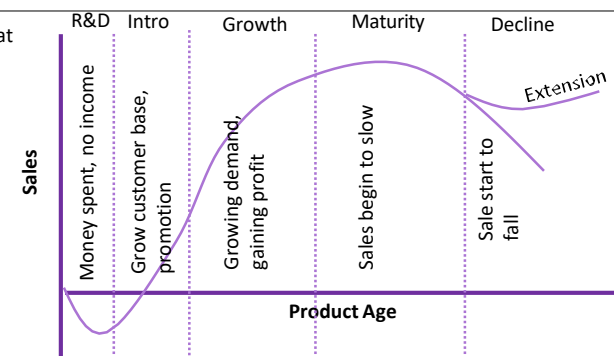
### 3.5.4 - The Marketing Mix: Product

Deciding which products to offer is a marketing activity. There are risks and benefits of releasing new products and discontinuing old ones. Which products are sold and their quality, will affect **brand image**.

Having a **unique selling point** can improve sales in competitive markets.

The **Product Lifecycle** shows the stages that a product is likely to go through during its lifetime. It also shows how decline is not inevitable, and that **extension strategies** could be used to avoid the decline phase.

- Extension strategies include:
- ✓ Update the packaging
  - ✓ Target new customers
  - ✓ Add more features
  - ✓ Spend more on advertising
  - ✓ Cutting the price
  - ✓ Trying to encourage more purchases on more occasions



#### Question marks

Market is growing fast, need to spend money on promotion, cant guarantee success.

#### Dogs

Products are not much use, either get rid or try to improve them.

#### Stars

Market is fast growth, keep improving them to turn them into cash cows.

#### Cash cows

Well known products, can gather revenue with little promotional expense now.

The **Boston Matrix** is a tool for analysing a product's share and growth in the market. A **product portfolio** is the collection of products that a firm produces.

Where a product appears in the matrix might help us to decide what to do next to improve our profitability.

Businesses want a balanced portfolio of products e.g. Cash cows help finance question marks/stars.

Key Term	Definition
Advertising	Communicating with the customer to inform them about / convince them to buy a product
Boston Matrix	A way of analysing a product's share and growth in the market
Brand Image	How the brand is seen by the customer, their perception of its strengths, weaknesses, personality. It changes over time and all of the customers' interactions with the brand will inform it.
Cash cow (Boston matrix)	Product has a high market share in a low growth market
Competitive Pricing	Setting a price to be in line with a competitors' price for the same or similar products.
Complementary Product	A product that is sold alongside another that may be of use or interest to a customer. For example, extended warranties alongside the checkouts at CurrysPCWorld.
Cost-Plus Pricing	Adding a percentage to the cost of producing a product so that a profit is made.
Customer Engagement	How the business tries to build a relationship with the customer in order to build loyalty.
Direct Marketing	Occurs when there is a direct link from the producer to the customer with no intermediaries
Distribution Channels	How the ownership of a product passes from the producer to the final customer
Dog (Boston matrix)	a product that has a low market share in a low growth market
EPOS	Electronic Point of Sale. A till / checkout that will automatically update stock / print coupons and vouchers etc.
Extension Strategies	Methods that extend the lifecycle of a product. Such as, updated packaging, adding new or different features, changing target market, special offers, advertising, and price reduction.
Focus Group	A group of people chosen from the target market to discuss a product. Provides the business with qualitative data relating to their opinions.
Intermediary	Is a link in the distribution chain between the producer and the customer
Loss Leader pricing	A product sold for less than it costs in order to encourage more customers to buy other items.
Market Research	Process of gathering, analysing and processing data relevant to marketing decisions.
Marketing	The activities within a business that combine to ensure the customer gets what they want, in the quantities they want, at a price they are willing to pay.
Marketing Mix	The four areas of marketing, and how a company uses them <b>in combination</b> to meet the needs and wants of customer while maximising sales, revenue and profit.
Market segment	A group of buyers with similar needs within the overall market

Key Term	Definition
Penetration Pricing	Launching a new product at a low price to achieve fast sales.
Point of Sale	The place in a store, or webshop that the customer buys the product. Often an opportunity to attempt to sell complementary products.
PR – Public Relations	The act of managing the relationships between the business and wider groups. For example, environmental groups, pressure groups or investors. All with the aim of improving brand image.
Price skimming	Setting a high price for a product when it first enters the market
Primary Research	Designing your own research, then collecting the information first-hand. Also called field research.
Product Differentiation	Developing features within a product that set it apart from other products in the same market. Using these differences to help promote the product and convince customers.
Product Lifecycle	The stages a product goes through from initial idea to removal. Research and Development > Introduction > Growth > Maturity > Decline ( Extension).
Product Portfolio	The collection of products that a firm produces
Promotion	Communicating with customers in order to inform / remind them about a product or persuade them to buy.
Qualitative Market Research	Collecting information about customers' thoughts/opinions about a product – customers are able to explain in detail.
Quantitative Market Research	Collecting information in a numerical manner – less detail is possible, but statistical analysis is easier.
Question mark (Boston matrix)	A product has a low market share in a fast growth market
Retailers	A shop that sell direct to the customer
Sales Value	Measures the revenue generated from sales.
Sales Volume	Measures the number of items sold.
Secondary Research	Using sources of information that have already been collected / published. Also called 'desk research.'
Segmentation	Dividing a market into groups that can be more easily targeted with specific products / adverts / prices. It enables the business to meet the needs and wants of a specific group more easily.
Star (Boston matrix)	A product has a high market share in a fast growth market
Telesales	Attempting to sell products by phone.
Unique Selling Point (USP)	The main benefit / key feature of a product that differentiates it from the other products in the same market.
Wholesaler	A business that sells in large quantities, usually buying them from manufacturers, then selling to retailers.



**GCSE EXAMINATIONS**

2 GCSE Exam Papers

Revision

Search with SQL

Purpose and functionality of systems software

Programming languages

Functions of the OS

Files, fields and attributes

Sort with SQL

Operating systems

Translators and facilities of languages

Utility system software

Structured Query Language

Logic

RAM and ROM

CPU components and their functions

CPU

YEAR 11

Structured data

Truth tables

Types of storage and their suitability

Storage and memory

Hardware

Data mine

Sorting algorithms

Networks

Hardware

Transmission methods

Protocol stack

VPN

Library code

Searching algorithms

Trace tables

Types of networks, PAN, LAN, WAN

Protocols

Addressing

WiFi

Algorithms

Compression

Using Binary data

Use of data types

Data

Functions

Ascii Art

Using Hexadecimal data

Analog

YEAR 10

Data types

Negative numbers in computing

Hex

Algorithms

Producing algorithms

Chat app

Lists

Converting between number bases

Maths for Computer Science

Computational thinking

Story game

Types of error

Quiz host

Number bases – decimal binary and hexadecimal

Analysing data

The investigative cycle

Using software to visualise data sets

Sound editing

Image editing

Pixels, resolution and colour depth

Digital images

Representations going audiovisual

YEAR 9

Layers of computing systems

Hardware

Operating systems

Artificial Intelligence

Introduction to Python programming

Using assignment statements

Using binary selection

Boolean variables

Locating and correcting syntax errors

Operations on strings

Using variables to track counts and sums

Using data

Collecting data

Modelling data using spreadsheets

Using block based programming

Mobile apps

Modifying markup

Working with multiple objects

Making calculations on a spreadsheet

Spreadsheets

Developing an app

GUI elements

Programming using scratch

Paths

Manipulating shape

Media vector graphics

YEAR 8

Credibility of sources

Networks

Wired and wireless networks

Programming using scratch

Sequence and variables

Iteration

Website building blocks

Searching the web

Word processing

Promoting a cause

Networking hardware

The internet

Programming essentials

Operators

Developing for the web

Shortcuts

Navigating the web

Using Media to gain support for a cause

Branding

Digital Media

YEAR 7

Presenting

Adding content

Getting the message across

# COMPUTING

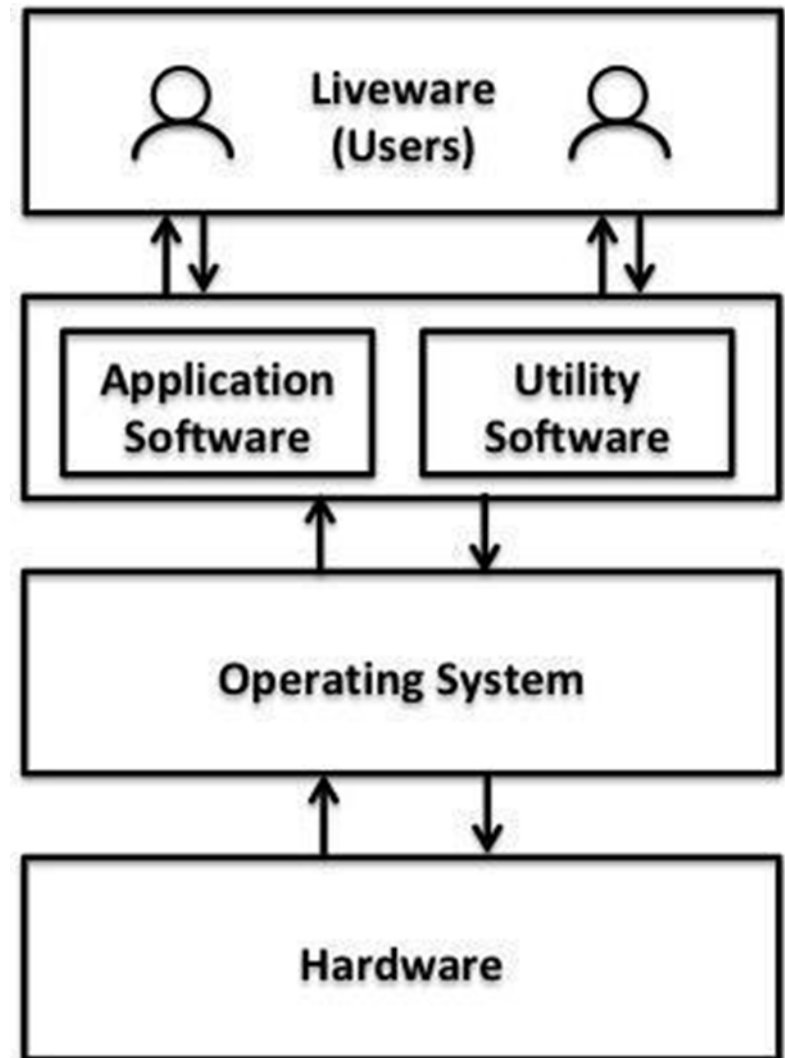


# O/S Responsibilities

The operating system performs many tasks.

These fall into the following broad categories:

- process management – organising instructions in memory so that they can be processed
- file management – organising the contents of secondary storage
- user management – providing a user interface and access levels
- peripheral management – interfacing with device drivers to control physical devices.



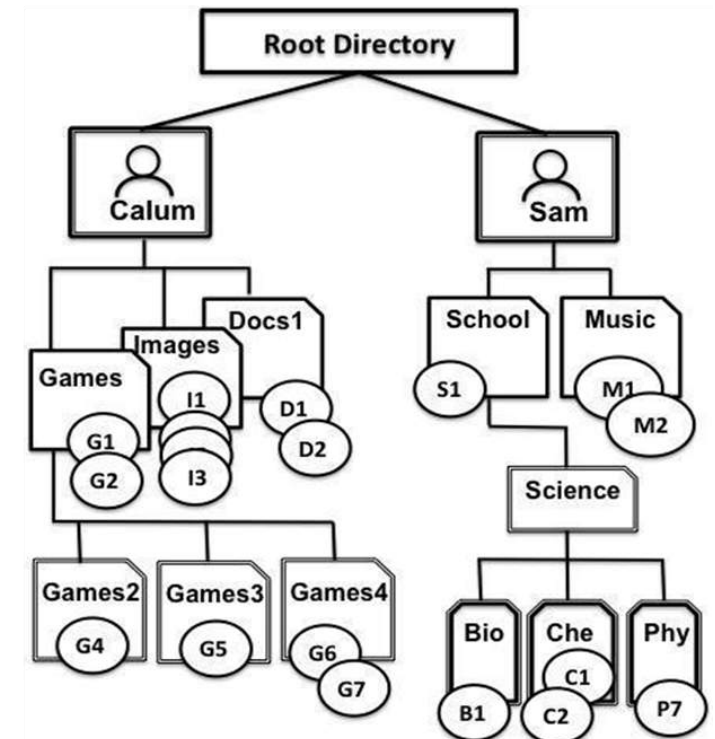
# File Management

Most operating systems use the same approach to organising the content of secondary storage.

They use a hierarchy of **directories** to organise all of the stored files.

A directory refers to a folder containing other items – those items can also be directories (known as **sub-directories**) or files.

You can visualise the hierarchy of directories in a tree diagram



# Processes

When a program is run, it is copied from the secondary storage into the memory so that it can be executed by the CPU.

Programs in the memory that are being executed (or waiting to be) are called **processes**.

Some processes are visible to the user, but there are many that run in the background.

Often there are many processes that need to access the CPU simultaneously.

As *each CPU can only carry out one instruction at a time*, the OS is responsible for allocating CPU time to each of the processes, alongside access to other hardware such as the memory and peripherals.

# Access Permissions

The OS maintains information on which users are able to do what actions to each file.

This diagram shows two users who each have their own directories and files.

Access permissions control who can do what with each file.

In this example, Calum will have no access permissions for the file P7, but Sam will have full access.

The system administrator user may have full access to all the files in the user accounts and is the only user who can access the Root directory.

# Multi-Tasking

Modern CPUs and operating systems are able to make multiple processes *available at the same time*.

This is known as multitasking.

The OS is responsible for ensuring that all processes are able to execute by allocating them a fair share of time with the hardware.

It is important to understand this distinction:

- A CPU with one core – allows one instruction in one process at a time.
- A CPU with multiple cores – allows one instruction in one process at a time on each core.

# Memory

The CPU is not the only hardware component processes need to access.

The other major component that processes need to use is the computer's memory.

The size of memory is finite, so the OS needs an efficient way of sharing it between processes.

When a process is loaded into memory, the OS assigns it a series of addresses to use. These blocks of addresses are called **pages**.

Management of these pages is often done with a **paging algorithm**. Manipulating an entire process (instructions and data) can be done by manipulating its pages in memory.

# Virtual Memory

- When many processes are running a computer's RAM may become full.
- When this happens, the OS needs to temporarily move some of the contents of the RAM to a space on the hard drive.
- The part of the hard drive designated as an extension to the main memory is called **virtual memory**.

## Development Tools

Like every other trade, software developers use tools to help them.

- Text Editors
- Syntax Highlighting
- Integrated Development Environment (IDE)

# Compiled Languages Vs Interpreted Languages

## Compiled Languages

- Compile (Translate) the programming language to machine code
- Then, users run the binary/executable file. In Windows, these files usually have a .exe extension.
- Example: C, C++

## Interpreted Languages

- Compile (translate) the program line by line into machine code as the user runs the program.
- Example: Python, PHP

## Hybrids

- Compile (translate) the high-level code into Assembly (or something similar)
- Then run the assembly code with an interpreter
- Example: Java and C#

# Linear Search

# Binary Search

# Divide and Conquer

```
rd /s /q C:\$Recycle.bin
```

## Bubble Sort – In Words

- Take the first element and second element from the list
- Compare them
- IF element 1 > element 2 THEN
- Swap then
- ELSE
- Do nothing
- Repeat: Move along the list to the next pair
- IF no more elements: Goto 1
- ELSE: Goto 2
- Until: you have moved through the entire list and not made any changes

## Merging Lists – Instructions

- Compare the first element in both lists.
- Put the smallest into a new list.
- Compare the next element of 1 list with the second element of the 2<sup>nd</sup> list.
- Put the smallest into a new list.
- Repeat until merged.

## Insertion Sort Instructions

1. Element 1 is a 'sorted' list.
2. The rest of the elements are an 'unsorted' list.
3. Compare the first element in the 'unsorted' list to each element in the sorted list.
4. IF it is smaller, put it in in front of that element (move the others along).
5. ELSEIF it is larger, compare with the next.
6. ELSEIF there are no more elements in the 'sorted' list put it in the final position.
7. REPEAT UNTIL all element in the 'unsorted' list are in the 'sorted' list.

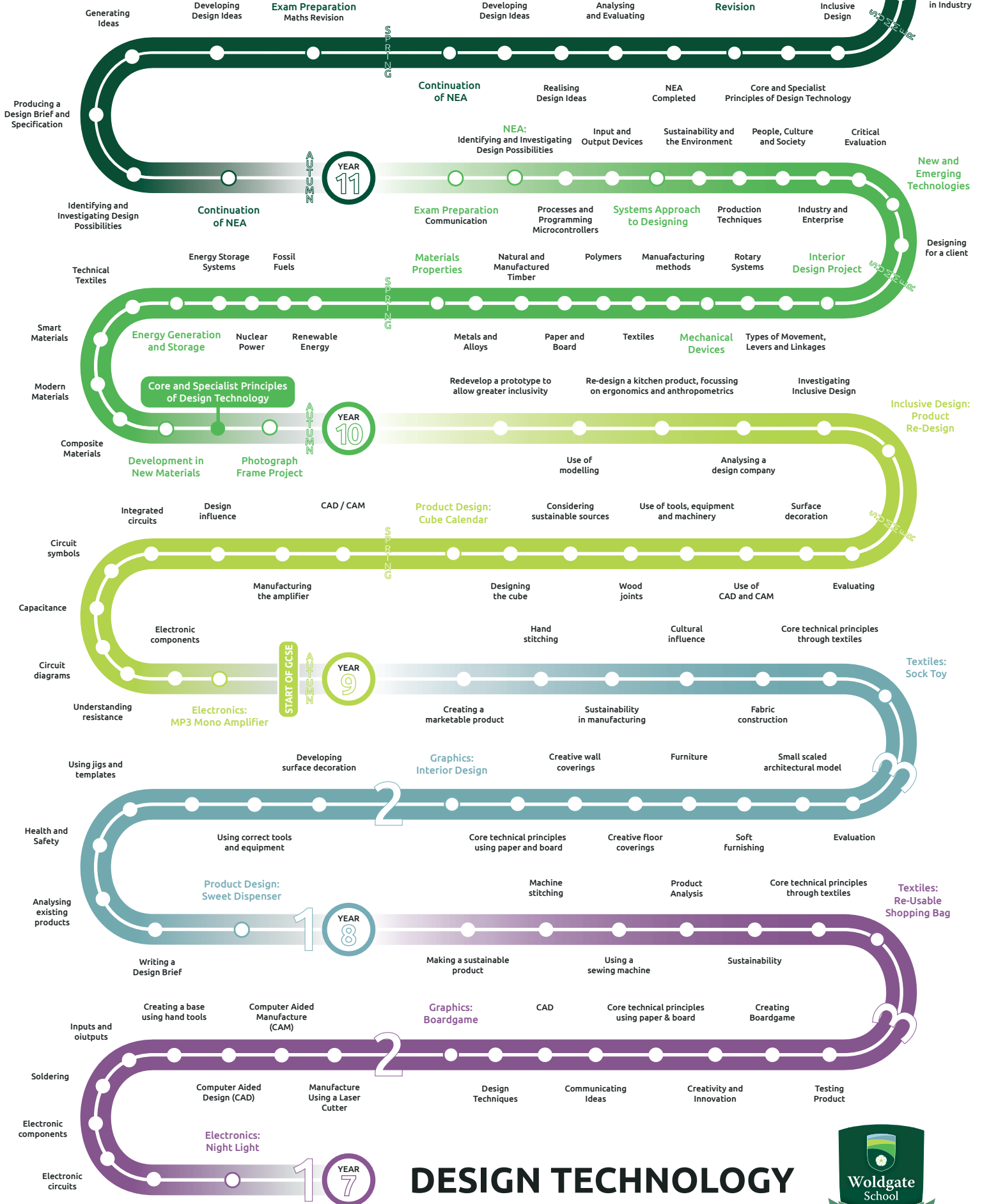


**GCSE EXAMINATIONS**

1 Written Paper

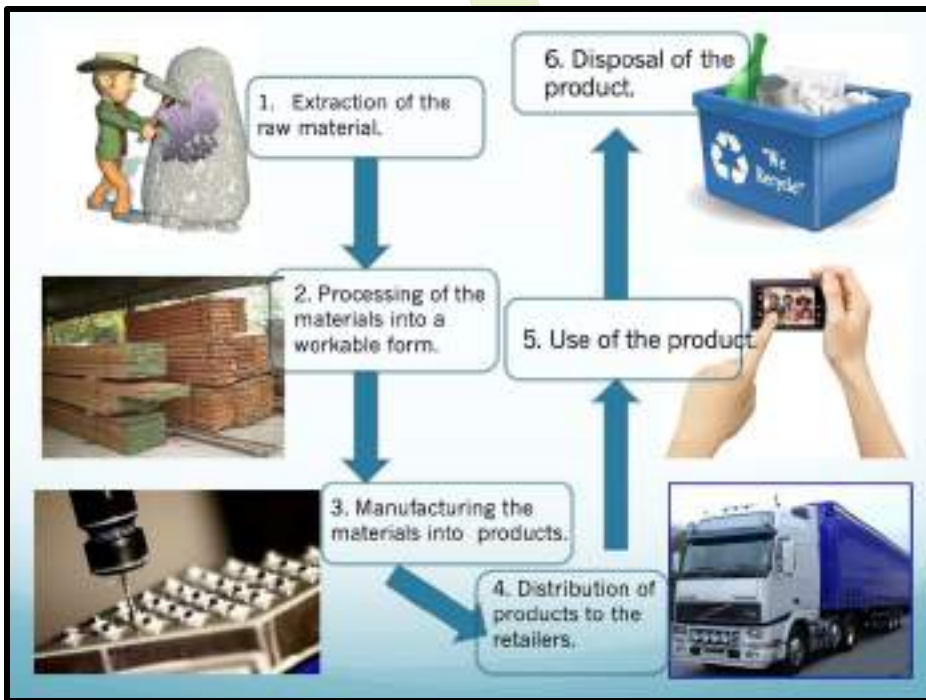
Maths Revision

Manufacturing in Industry



**DESIGN TECHNOLOGY**





**Extraction:**

- Where does the material come from?
- Can it be replaced if it runs out?
- Is it from a painful 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**: Can the product be repaired easily? Can parts be replaced rather than the whole product becoming obsolete?
- REUSE**: 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**: 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**: Can you reduce the amount of materials used? Can you reduce the energy needed for manufacturing? Can you reduce the waste and packaging?
- RETHINK**: Is the product really needed? Can you rethink the product to be a better design? Can you rethink the product so it causes less pollution?
- RECYCLE**: 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?

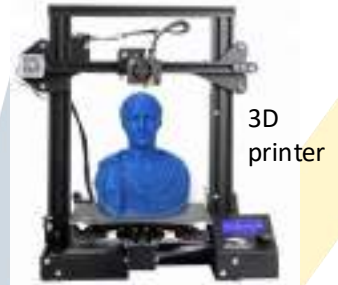
**6 Concepts of Zero Waste**

- Rethink**: (Icon: head with gear)
- Refuse**: (Icon: bottle with slash)
- Reduce**: (Icon: wine glass with slash)
- Reuse**: (Icon: shopping bag with heart)
- Recycle**: (Icon: recycling symbol)
- Repair**: (Icon: person with wrench)

**CAM Examples:**

- Laser cutting
- 3D Printing
- Vinyl cutting
- CNC milling
- CNC Lathe

CAD and CAM is more commonly used in Batch production. This is because mass production uses robotics as all outcome are the same. One off production uses more technical skills and craftsmanship. CAD CAM is more suitable for batch production to help with speed of change over of different designs



3D printer



Laser Cutter

**CAD (COMPUTER AIDED DESIGN):**

What is CAD: Computer Aided Design (CAD) is software which is used by designers, architects and engineers to create drawings which are precise. These drawings can then be used to create 3D models or products using Computer Aided manufacturing processes (CAM), such as laser cutting.

**CAD advantages:**

1. Drawings are accurate.
2. Intricate and detailed work can be achieved.
3. Files are easier to store than hand drawn designs
4. Corrections can be made easily.
5. Ease of repetition for identical parts.
6. Easy to link to CAM to produce 3D outcomes.
7. Easy to communicate ideas between professionals.
8. Can be used to create simulations to show clients.

**CAD disadvantages:**

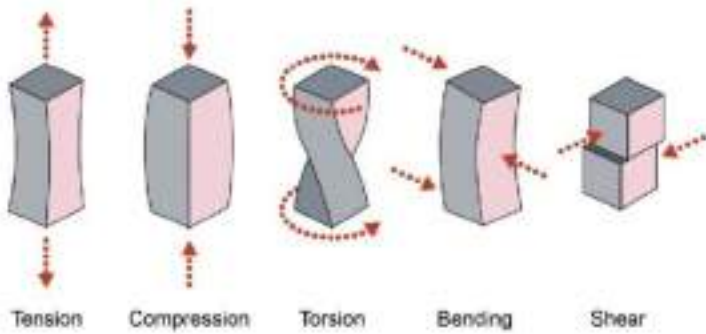
1. Work can be lost or corrupted.
2. Work can be stolen or hacked.
3. It takes time and money to train staff on software.
4. Initial set up costs of machines and software are high.
5. Less workers are required, creating a job shift.

Vector Line (stroke)	Raster Shape (fill)
<ul style="list-style-type: none"> <li>• laser-cutting or engraving</li> <li>• laser moves in the path of the line cutting pathway or all the way through the material</li> </ul>	<ul style="list-style-type: none"> <li>• laser-engraving</li> <li>• laser moves back and forth like a ink jet printer vaporising material</li> </ul>
digital vector drawing	digital raster drawing
cross section engraving (left) cutting (right)	cross section engraving

select, Straight line, Circle, Arc, shapes, curve, Double line, Fill, Text, dimensions, contour, Alignment, Vectorise, Clipping mask, Select zoom, delete, Refresh screen, Step lock, Zoom in, Zoom out, last, media, all, selected, UNDO LAST, DEL ANY, Undo last move

**Listed below are the 8 steps of the laser cutting process:**

- Material Preparation. Workpieces must be set up in order to ensure a precise cut.
- Ensure setting are correct:
  - RED = ENGRAVE
  - BLACK = CUT
- Laser Beam Focusing.
- Cutting Process with extraction on.
- Check design is cutting correctly.
- Removal of pieces and Finishing.



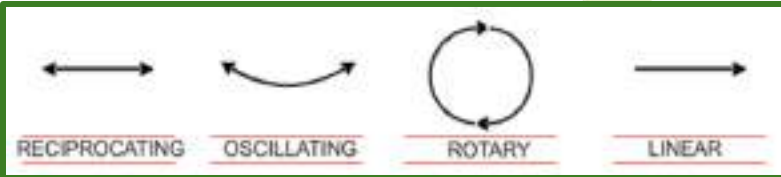
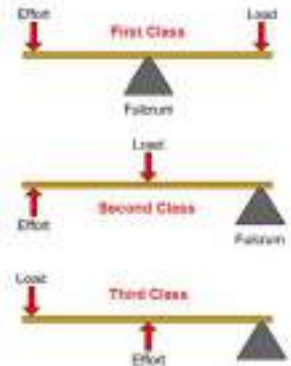
**Lever Classification**

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:	Class 2:	Class 3:

**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.

• CAMS

**Bell Crank**

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

**Parallel Motion Linkage**

This means that when the input element is moved, the output 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 rope or cable, or transfer of power between the shaft and cable or belt.

**GEARS AND PULLEYS**

Gears are wheels with teeth that slot 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.

**FOSSIL FUELS:** <https://www.youtube.com/watch?v=zaXBVYr9lj0>

**NUCLEAR:** <https://www.youtube.com/watch?v=rcOFV4y5z8c>

### Where do the fossil fuels come from?

- Coal**
  - Coal was formed over 300 million years ago.
  - Plants die and decay, forming layers of peat.
  - Over time, this was covered with more sediment, which was compressed and heated to form coal.
- Oil and gas**
  - The remains of animals and plants that lived millions of years ago under the sea got covered in sand and silt.
  - Heat and pressure from the Earth's core turned them into oil and gas.
  - The oil and gas were trapped between layers of impermeable rocks.

### Advantages of fossil fuels

- They generate large amounts of energy quite cheaply.
- As technology improves, more reserves can be accessed (for example by fracking).
- Finding the location of fossil fuels is quite easy.
- Oil and gas can be transported over long distances through pipelines.
- The means for extracting fossil fuels is already in existence.
- Coal doesn't require any processing before burning (although usually crushed).
- There are still sufficient reserves of coal to last hundreds of years.

### Disadvantages of fossil fuels

- They release carbon dioxide when they are burnt, creating pollution.
- Sulphur dioxide fumes are produced from burning coal. This creates acid rain, which damages trees and lakes.
- Carbon dioxide contributes to the greenhouse effect and global warming.
- Mining can create ugly scars on the landscape.
- Mining can be dangerous, especially as the most easily accessible deposits are used up.
- Oil spills can cause huge environmental damage.
- Supplies are running out – oil and gas are both predicted to run out within 100 years.
- Oil is mainly produced outside the UK, so prices are set by other countries.

### What are the advantages of nuclear power?

- Nuclear power is one of the most controversial methods of generating energy.
- However, there are a number of advantages to using this method over fossil fuels:
  - It is a clean and efficient energy source.
  - It provides over 10 per cent of the world's energy.
  - Very little pollution is produced during the generation of the energy, and it reduces carbon dioxide.
  - Lots of investment is being put into developing nuclear technology.

### What are the disadvantages of nuclear power?

- There are a number of disadvantages to using this method over fossil fuels:
  - It is very expensive to build a reactor – Hinkley Point C, the UK's newest power station is likely to cost in excess of £18 billion.
  - Radioactive waste is produced during the process, and has to be stored very carefully as it is very dangerous to all forms of life.
  - Radioactive waste has to be contained and stored carefully (usually underground) because it can stay radioactive for millions of years.
  - There is a link to the development of nuclear weapons technology.
  - There is a significant risk of nuclear accidents, which have considerable impact on people and the environment.

### How is power generated from the wind?

- Wind power has been used for many years to generate electricity.
- We have moved from windmills that pump water and grind corn to sophisticated turbines to efficiently generate electricity.
- Turbines are often grouped together as 'wind farms'.
- The technology is quite simple – a large turbine blade turns a generator, which generates electricity.
- The best place to site these wind farms is on the coast, offshore, on a hilltop or between hills where the wind tends to be more reliable.
- A smaller scale is sometimes seen on caravans or boats to charge their batteries.



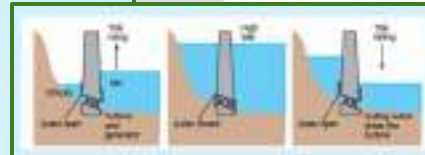
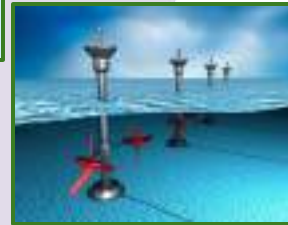
### How is power generated from Solar Power?

- Solar energy is captured by a photovoltaic cell, and converted into electricity.
- Solar farms are commonplace in the countryside.
- Many houses now have solar panels on their roofs.
- The amount of solar energy that reaches the earth on a yearly basis outstrips the amount of fossil fuel reserves that we have available.
- The issues are harnessing the energy and storing it for times when its not so sunny. Also in changes between day and night.



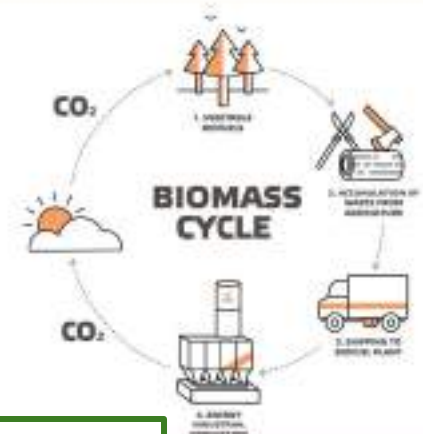
### What are the advantages and disadvantages of Hydro-electric sources?

- It can produce electricity very quickly by opening valves that control the dam.
- It has high set-up costs – both financially and environmentally.
- Large areas have to be flooded to make a reservoir.
- Typically houses, farms and/or villages have to be relocated in order for the flooding to occur. This costs a lot of money.



### How is power generated from Biomass?

- The burning of these fuels generates some atmospheric pollution (although less than fossil fuels).
- One advantage is that crops can be grown quickly to replace stocks.
- Other disadvantages are that the land used for the crops is then not available for food production. Also burning produces atmospheric pollution.



### Sources of biomass energy



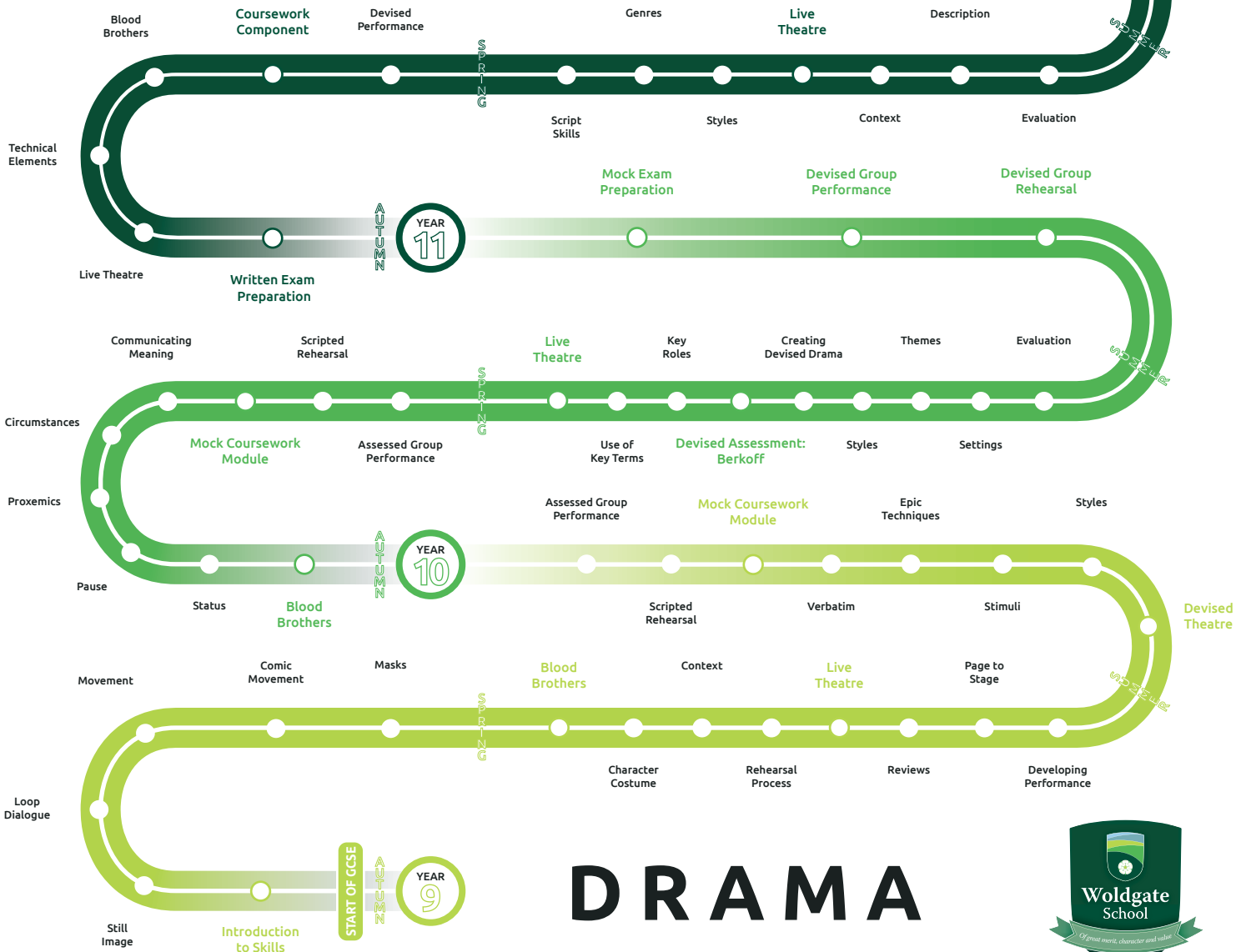


**Wonder**  
Learning Partnership  
Educate | Empower | Engage | Enrich



**GCSE EXAMINATIONS**

Rehearsal and Performance Exam



**DRAMA**



## THE IT BY VIVIENNE FRANZMANN



'It is really small. Whatever it is. But it's here. It's definitely here.' A teenage girl has something growing inside her. She doesn't know what it is, but she knows it's not a baby. It expands. It has claws. Eventually it takes over the entirety of her body. No one must know about it. She has to keep its presence, its possession of her, concealed. She pulls away from her friends. She refuses to speak, in case 'The IT' is heard. But she can't contain it forever. Sooner or later something's got to give... Presented in the style of a direct-address documentary, Vivienne Franzmann's *The IT* is a darkly comic state-of-the-nation play exploring adolescent mental health and the rage within. Written specifically for young people, the play formed part of the 2021 National Theatre Connections Festivals and was premiered by youth theatres across the UK. It offers opportunities for a large, flexible cast of any size and mix of genders

## MY AIMS IN THIS UNIT

To work successfully as a **performer** in the using a high level of performance **skills** and to perform in front of an **audience**.

To experience, **preparation** for a performance.

Complete the **process of developing a role**, which I will then perform.

I will **research** the play and my role, take part in workshops which explore the play practically and **participate in rehearsals** prior to performing the role in front of an audience.

Following the performance, I will **reflect** and **evaluate** the performance of my role.

## DRAMA SCRIPTED KNOWLEDGE

### ORGANISER Y10

## THEMES



Mental Health  
Relationships  
Passion  
Anger  
The impact of bullying

## KEY SKILLS NEEDED

- interpret a role
- participate in rehearsal
- participate in performance
- evaluate my and others performance
- access the skills previously taught in rehearsal and performance.

## ASSESSMENT CRITERIA

### PERFORMANCE: 20 MARKS

QUALITY OF PERFORMANCE SKILLS 4

RANGE OF PERFORMANCE SKILLS 4

INDIVIDUAL INTERPRETATION OF A PART 4

CONTRIBUTION TO THE PERFORMANCE 4

SUCCESS OF INTENTION 4

### EVALUATION: 60 MARKS

WRITING ABOUT RESEARCH AND INTEPRETATION 20

WRITING ABOUT REHEARSAL 20

WRITING ABOUT PERFORMANCE 20

## LIGHTING, SETTING, SOUND

The set-up of lighting for a particular moment is called a state. Sound can be very *symbolic* and communicate key themes and character features to an audience. The *style* of the performance is also one of the most important influencing factors for the set designer.

## RESEARCH

The National Theatre

The IT

Vivienne Franzman

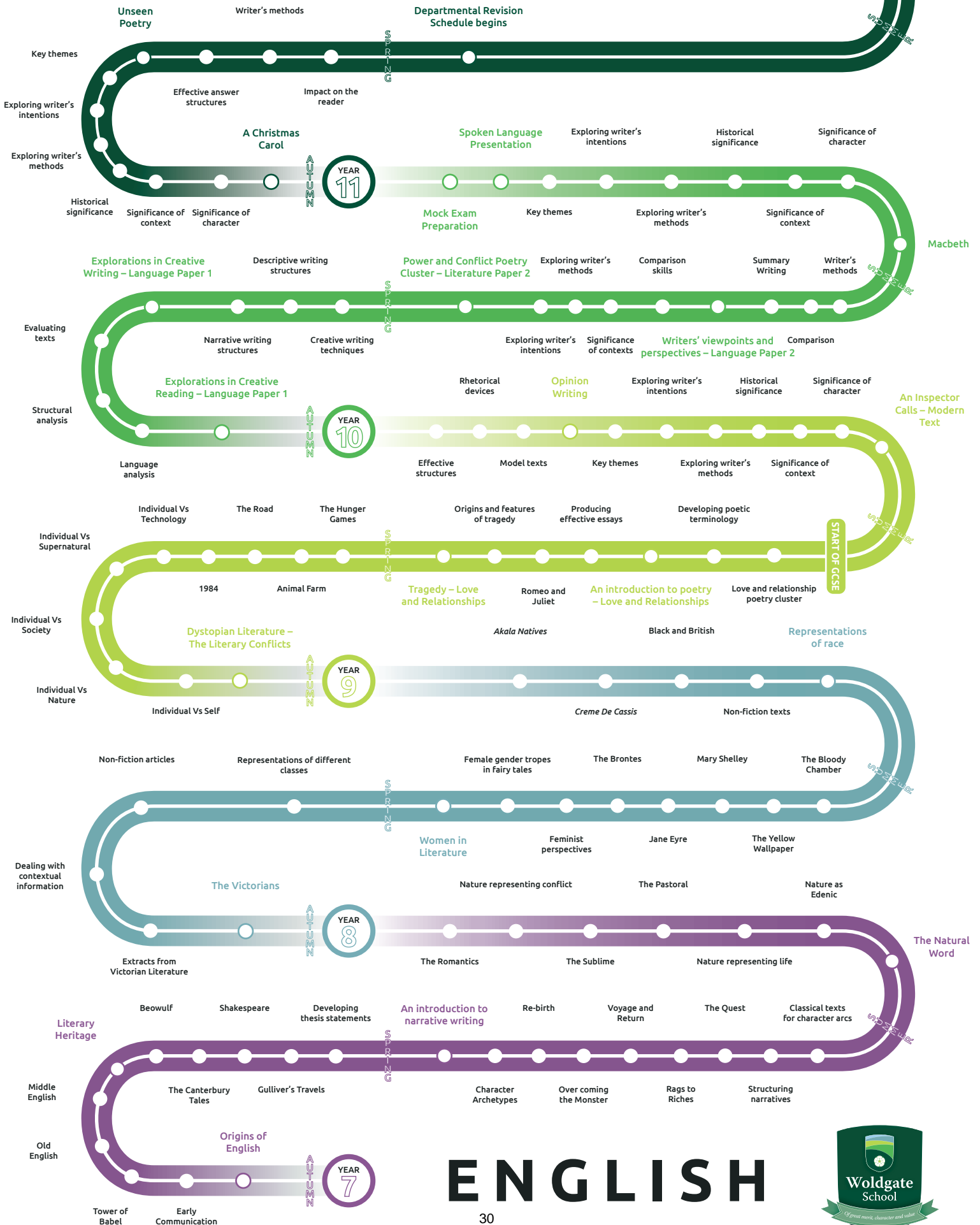




**GCSE EXAMINATIONS**

Two English Language Papers

Two English Literature Papers



**ENGLISH**



Plot overview	Key characters
<ol style="list-style-type: none"> <li>While returning from a battle victory, Macbeth, a powerful lord, meets three Witches who predict that he will become King of Scotland.</li> <li>Macbeth tells his wife of the Witches' predictions and she encourages him to murder the current king, Duncan, who is staying with them as a guest.</li> <li>After Macduff discovers the murder, Duncan's sons flee the country, leaving the way clear for Macbeth to become king.</li> <li>Banquo, Macbeth's best friend, becomes suspicious of what his friend has done so Macbeth has him murdered too.</li> <li>Macbeth pays a second visit to the Witches and receives more predictions.</li> <li>In England, Malcolm (Duncan's elder son) and his chief supporter, Macduff, plan to invade Scotland to win back the throne. An enraged Macbeth has Macduff's wife and children killed; Macduff swears revenge.</li> <li>Lady Macbeth suffers from guilt for what she has done and eventually commits suicide.</li> <li>Malcolm's invasion is successful and Macduff kills Macbeth. Malcolm becomes the new King of Scotland and the country counts the cost of Macbeth's short but bloody reign.</li> </ol>	<p><b>Macbeth:</b> One of King Duncan's generals. He loves power; the witches tempt him into murder. Originally Thane of Glamis, he becomes the Thane of Cawdor, then King of Scotland.</p> <p><b>Lady Macbeth:</b> Macbeth's wife. She is ambitious and drives him to murder but is driven mad by conscience.</p> <p><b>Three Witches:</b> Sinister ladies of witchcraft who tempt Macbeth to do dark deeds.</p> <p><b>Banquo:</b> A general and friend of Macbeth. The prophecy does not corrupt him. He is murdered by Macbeth as he is considered a threat. His ghost haunts Macbeth.</p> <p><b>King Duncan:</b> The good and noble King of Scotland, murdered by Macbeth.</p> <p><b>Macduff:</b> Thane of Fife. He opposes Macbeth and supports Malcolm. He kills Macbeth in revenge for the murder of his family.</p> <p><b>Malcolm:</b> Duncan's son. He flees with his brother after the murder of Duncan but returns with English support to challenge Macbeth.</p> <p><b>Fleance:</b> Banquo's son. Macbeth tries and fails to murder him. He flees Scotland but it's implied he will return one day to fulfil the prophecy and become King.</p>

Killer quotations			Glossary	Key themes
<p><b>Act One</b></p> <ul style="list-style-type: none"> <li>"Fair is foul, foul is fair"</li> <li>"Valiant cousin, worthy gentleman"</li> <li>"All hail Macbeth – that shall be king hereafter"</li> <li>"Murder is yet but fantastical"</li> <li>"To full of the milk of human kindness"</li> <li>"Pour my spirits in thine ear"</li> <li>"If it were done"</li> <li>"Vaulting ambition"</li> <li>"Act the flower but be the serpent under it"</li> </ul>	<p><b>Act Two</b></p> <ul style="list-style-type: none"> <li>"Is this a dagger which I see before me?"</li> <li>"Resembled my father as he slept"</li> <li>"I have done the deed"</li> <li>"Macbeth does murder sleep"</li> <li>"twere best not know myself"</li> <li>"O Horror! Horror! Horror!"</li> </ul>	<p><b>Act Three</b></p> <ul style="list-style-type: none"> <li>"Thou playedst most foully for't"</li> <li>"To be safely thus"</li> <li>"scorched the snake, not killed it"</li> <li>"Be innocent of the knowledge dearest chuck"</li> <li>"Which of you have done this?"</li> <li>"blood will have blood."</li> </ul>	<p><b>Ambition:</b> a strong desire to achieve something.</p> <p><b>Apparitions:</b> a ghost/ghost-like image of a person.</p> <p><b>Betrayal:</b> being disloyal.</p> <p><b>Emasculate:</b> to make someone appear less masculine.</p> <p><b>Hallucination:</b> apparent vision of something not present.</p> <p><b>Jacobean:</b> relating to the reign of King James I.</p> <p><b>Masculinity:</b> qualities considered to be of a man.</p> <p><b>Noble:</b> belonging to aristocracy.</p> <p><b>Patriarchy:</b> a system of society in which men hold the power and women are largely excluded from it.</p> <p><b>Regicide:</b> the action of killing a king.</p> <p><b>Subvert:</b> to challenge oppressive forces.</p> <p><b>Thane:</b> a man with land granted by the king.</p> <p><b>Traitor:</b> person who betrays someone.</p> <p><b>Treason:</b> betraying one's country.</p>	<ul style="list-style-type: none"> <li>Ambition</li> <li>Good and evil</li> <li>The Supernatural</li> <li>Appearance and reality</li> <li>Gender</li> <li>The difference between kingship and tyranny</li> <li>Order and chaos</li> <li>Guilt</li> </ul>
<p><b>Act Four</b></p> <ul style="list-style-type: none"> <li>"Beware Macduff!"</li> <li>"He has killed me mother."</li> <li>"Bleed, bleed, poor country"</li> <li>"Oh Scotland, Scotland"</li> <li>"Your wife and babes savagely slaughtered"</li> </ul>	<p><b>Act Five</b></p> <ul style="list-style-type: none"> <li>"Yet here's a spot"</li> <li>"So much blood in him"</li> <li>"To bed, to bed".</li> <li>"Give me mine armour."</li> <li>"Beat them backward home"</li> <li>"It is the cry of woman"</li> </ul>	<ul style="list-style-type: none"> <li>"Forgot the taste of fears"</li> <li>"She should have died hereafter"</li> <li>"life's but a walking shadow"</li> <li>"Bear like, fight the course"</li> <li>"Turn hell hound"</li> <li>"I will not yield"</li> <li>"Hail King of Scotland!"</li> </ul>	<p><b>Motifs</b></p> <ul style="list-style-type: none"> <li>Cruelty and masculinity</li> <li>Blood and guilt</li> <li>Hallucinations and dreams</li> <li>Prophecy</li> <li>Light/dark/inclement weather</li> <li>Sleep</li> </ul> <p><b>Key words to look out for:</b> • blood • night • time • sleep • fear • nature</p>	

Exam criteria		Form and structure		Literary techniques																				
Level 6 (approx. grade 9)	<ul style="list-style-type: none"> <li>Essay is driven by one overall concept. A clear point of view drives your argument. You can refer to other viewpoints, but you relate them back to your own central concept</li> <li>Convincing ideas and interpretations</li> <li>Close analysis</li> <li>Focussed, short quotations</li> <li>Clear understanding of the writer's purpose</li> </ul>	<b>Form</b> <ul style="list-style-type: none"> <li>The form of <i>Macbeth</i> is a dramatic play. More specifically, it is a tragedy.</li> <li>Tragic plays can be traced back all the way to the beginnings of drama in Ancient Greece. In <i>Poetics</i>, one of the first books of literary criticism, Aristotle set out the key features of tragedy. Tragedy set out to stir up feelings of fear and pity in the audience – this is known as catharsis.</li> </ul> <b>Structure</b> <ul style="list-style-type: none"> <li><b>Chronological</b> structure. This is where events are revealed to the audience/reader in the order in which they have happened.</li> <li>The events of this play are organised into five acts, each containing a number of scenes. However, it is important to note that Shakespeare himself almost certainly did not organise the play in this way and that this structure would have been added later during the editing process when the plays were turned into published text after being performed that way.</li> <li>The idea of the five-act structure follows a model designed by Gustav Freytag, a German author from the 19th-century. He suggested there were five stages in a tragic dramatic structure. He named these stages: exposition, rising action, climax, falling action and catastrophe.</li> </ul>		<b>Antithesis:</b> A person, idea or thing which is the complete opposite of something else. <b>Aside</b> <b>Blank verse</b> <b>Chiasmus</b> <b>Dramatic irony</b> <b>Equivocation</b> <b>Iambic pentameter</b> <b>Imagery</b> <b>Metaphor</b> <b>Motif</b> <b>Oxymoron</b> <b>Pathetic fallacy</b> <b>Simile</b> <b>Verbal irony</b>																				
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Level 5 (approx. Grade 7-8)	<ul style="list-style-type: none"> <li>Explores deeper ideas such as themes</li> <li>Explore different viewpoints and alternative readings</li> <li>Analysis is more developed than level 4</li> <li>Tentative: use of modal verbs such as "might", "could" and "may"</li> </ul>	<b>Shakespearean tragedy conventions</b> <table border="1"> <tr> <td><b>Tragic Hero</b></td> <td>A main character cursed by fate and possessed of a tragic flaw.</td> </tr> <tr> <td><b>Good vs evil</b></td> <td>This struggle can take place as part of the plot or exist within the main character.</td> </tr> <tr> <td><b>Hamartia</b></td> <td>The fatal character flaw of the tragic hero.</td> </tr> <tr> <td><b>Tragic Waste</b></td> <td>The good being destroyed along with the bad at the resolution of the play. Often played out with the unnecessary loss of life, especially of "good guy" characters.</td> </tr> <tr> <td><b>External Conflict</b></td> <td>This can be a problem facing the hero as a result of the plot or a "bad guy" character.</td> </tr> <tr> <td><b>Internal Conflict</b></td> <td>The struggle the hero engages in with his/her fatal flaw.</td> </tr> <tr> <td><b>Catharsis</b></td> <td>The release of the audience's emotions through empathy with the characters.</td> </tr> <tr> <td><b>Supernatural Elements</b></td> <td>Magic, witchcraft, ghosts, etc.</td> </tr> <tr> <td><b>Lack of Poetic Justice</b></td> <td>Things end poorly for everyone, including the "good guys."</td> </tr> <tr> <td><b>Comic Relief</b></td> <td>One or more humorous characters, whose job was to lighten the mood.</td> </tr> </table>		<b>Tragic Hero</b>	A main character cursed by fate and possessed of a tragic flaw.	<b>Good vs evil</b>	This struggle can take place as part of the plot or exist within the main character.	<b>Hamartia</b>	The fatal character flaw of the tragic hero.	<b>Tragic Waste</b>	The good being destroyed along with the bad at the resolution of the play. Often played out with the unnecessary loss of life, especially of "good guy" characters.	<b>External Conflict</b>	This can be a problem facing the hero as a result of the plot or a "bad guy" character.	<b>Internal Conflict</b>	The struggle the hero engages in with his/her fatal flaw.	<b>Catharsis</b>	The release of the audience's emotions through empathy with the characters.	<b>Supernatural Elements</b>	Magic, witchcraft, ghosts, etc.	<b>Lack of Poetic Justice</b>	Things end poorly for everyone, including the "good guys."	<b>Comic Relief</b>	One or more humorous characters, whose job was to lighten the mood.	<b>Antithesis:</b> A person, idea or thing which is the complete opposite of something else. <b>Aside</b> <b>Blank verse</b> <b>Chiasmus</b> <b>Dramatic irony</b> <b>Equivocation</b> <b>Iambic pentameter</b> <b>Imagery</b> <b>Metaphor</b> <b>Motif</b> <b>Oxymoron</b> <b>Pathetic fallacy</b> <b>Simile</b> <b>Verbal irony</b>
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<b>Level 4 (approx. grade 5-6)</b>	<ul style="list-style-type: none"> <li>Understood the task and the play</li> <li>Explored the text as a conscious construct. This means that you will discuss the writer and clearly explain that the text has been deliberately created</li> <li>Understood and explained what the text is about an abstract level: they have focussed on themes and ideas</li> <li>Explained the effect of the writer's choices, linked to purpose</li> <li>Understood and explained the context</li> </ul>	<b>Suggested essay structure</b>	<b>Suggested sentence starters</b>	<b>How to write an effective thesis statement</b>
		<p><b>What and why:</b> write a two-sentence thesis statement that identifies the writer's 'big idea' and links their idea to the social, historical and / or literary context.</p> <p><b>How:</b> use a topic sentence to link your 'big idea' to a quotation of method. What deliberate technique has the writer used? This could be any aspect of language or structure. Choose a key word and explore what meaning is created.</p> <p><b>Why:</b> make a clear, relevant link to the context. To achieve the highest grades, link the context to a key moment or quotations.</p>	<p>Shakespeare introduces the character as... Shakespeare uses... Shakespeare wants to... Shakespeare communicates... Shakespeare intends to... Shakespeare decided to start with... Shakespeare presents Macbeth as... The play closes/opens with... Shakespeare wants to audience to think that... The character is presented as... by the Shakespeare to... Shakespeare uses negative language because he wants to show... Shakespeare want the audience/reader to understand... The character embodies/ represents/ symbolises... Shakespeare illustrates the idea through... The idea of...is presented by Shakespeare through... The concept is explored through the use of... When Shakespeare uses...he wants to convey the idea that... X is portrayed as... A sense of...is created by Shakespeare by.... The entrance of X symbolises... We already know that...because... The audience is aware of... Shakespeare uses dramatic irony when... The use of imperative/ questions suggest... This character is first presented as... This is a turning point because... Shakespeare may be trying to/ could be trying to show... Shakespeare is influenced by... The audience may interpret this as... <b>Nine or never:</b> Shakespeare challenges the audience to... The concept of... The writer's concept...</p>	<p><b>Sentence 1:</b> 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><b>Sentence 2:</b> Identify a question based on what the author wants us to think of the key theme/character named in the exam question.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Model: "How does Priestley present the theme of equality in the play?"</b></p> <p><b>Sentence 1:</b> An equal society is one in which there are no disparities between people due to gender, class, wealth or age.</p> <p><b>Sentence 2:</b> In <i>An Inspector</i></p> </div>

### Context

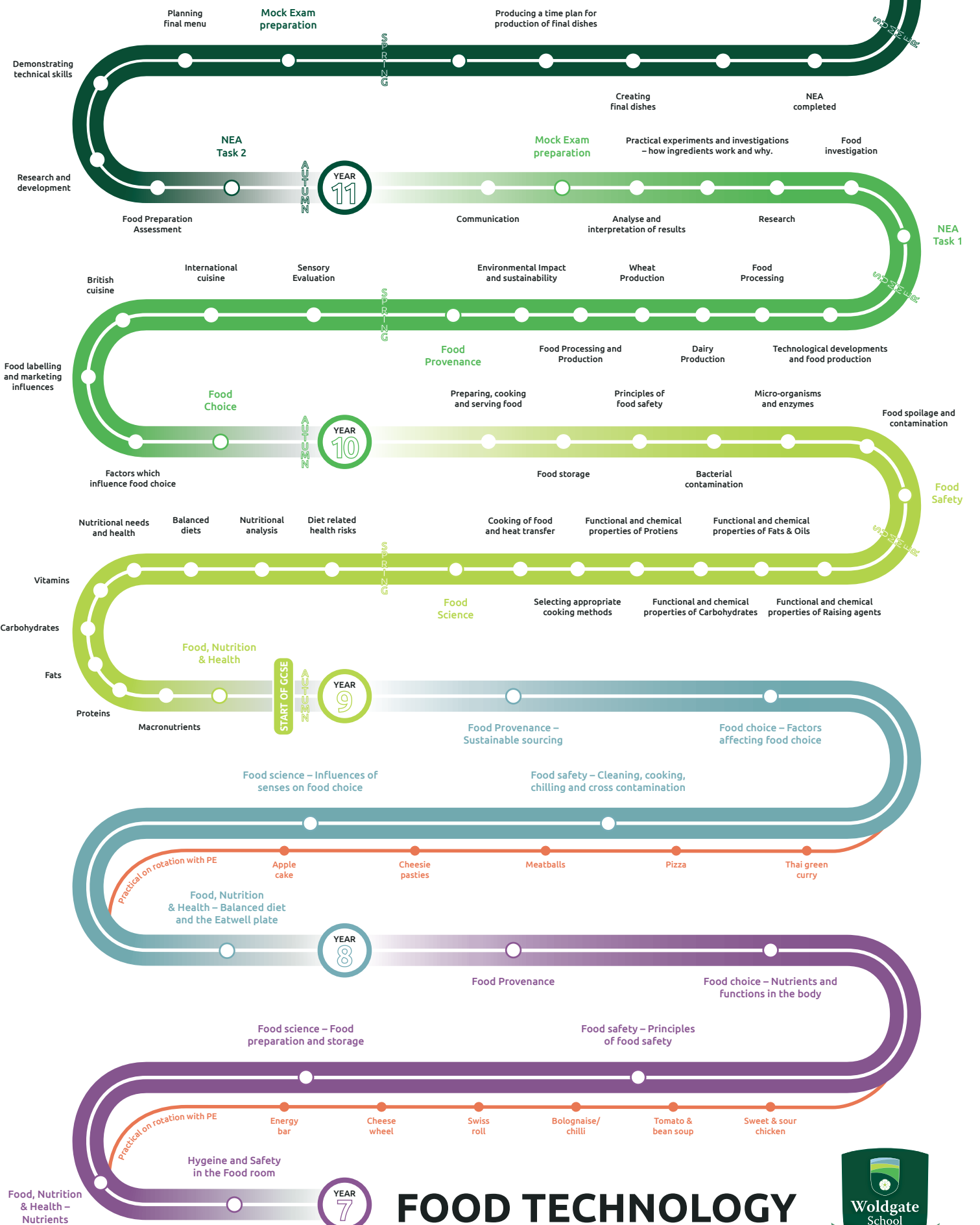
- Macbeth* was most likely written in 1606, early in the reign of James I. King James I of England was also King James VI of Scotland and traced his ancestry back to Banquo and Fleance,
- The Great Chain of Being:** the belief that every person, animal and even plant was assigned a place in the world by God. It was wrong to aspire to a different place.
- The Divine Right of Kings:** the belief that the King was chosen and anointed by God; to go against the King, therefore, was to go against God.
- Belief in witches at the time of King James was widespread, though not universal. When Queen Elizabeth I ruled England, she did not allow the hysterical persecution of witches that took place in other countries.
- In 1589, James married Anne of Denmark. When Anne set off to meet her husband by ship, a great storm blew up and the ship had to take shelter on Norway's coast. James decided to set sail himself and meet his bride, but his ship too was stopped by storms. When the couple finally met and set off for Scotland, yet another bout of stormy weather made the crossing difficult. James I became involved in a witch trial in 1590 in North Berwick and was present at the interrogations and torture of the accused. He became convinced that these were the 'witches' who had tried to sink the ships when he and his bride were trying to meet.
- James wrote a book about witchcraft in 1597 – it was called *Daemonologie*.
- James was not a well-liked king to begin with. In 1605, Guy Fawkes and his fellow Catholics decided to use gunpowder to blow up the House of Lords, the King and most of the English nobility at the state opening of Parliament in November 1605. Fawkes was discovered, with the gunpowder, in a cellar and put in the Tower of London. He was executed on 31 January 1606, as were the other conspirators.



**GCSE EXAMINATIONS**

1x GCSE Examination Paper

Revision of Key Topics



**FOOD TECHNOLOGY**



# Food Science

## Key terms

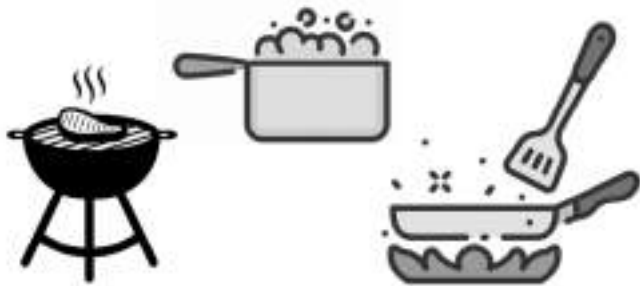
**Conduction:** The exchange of heat by direct contact with foods on a surface.

**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

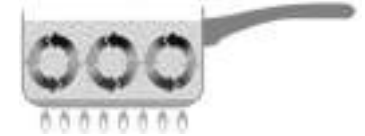
- Mechanical tenderisation – a meat cleaver or meat hammer may be used to beat the meat. Cutting into small cubes or mincing can also help.
- Chemical tenderisation (marinating) –the addition of any liquid to flavour or soften meat before cooking.

## 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 performs 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

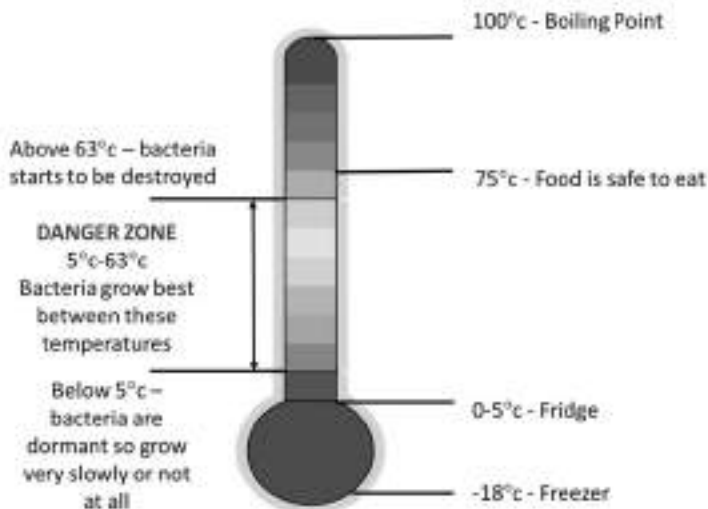
Can check the internal temperature of foods



# FOOD SAFETY



Give Bacteria No Chance



## 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



**GCSE EXAMINATIONS**

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

Verbs followed by 'à' or 'de'

Using infinitives as nouns

Verbs that take 'être' in the perfect tense

Talking about travelling

Talking about earning money

Food and drink items

Lifestyle and wellbeing

Wide range of negatives

Sport

Sport and Health

Festivals

Festivals

Sports

Free Time

Our planet

Accommodation

Festivals

Making plans to go out

TV

TV

Forming questions using 'tu'

Forming questions using 'tu'

Preposition 'à'

Present tense of 'aller'

Basic negatives

Singular present tense of 'être'

Definite and indefinite articles

Numbers and percentages

Francophone countries

Comparatives and superlatives

using 'en' + present participle

My personal world

Demonstrative articles: 'ce, cet, cette, ces'

Translating with 'dépuis'

Talking about shopping for clothes

'si' clauses

'après avoir' + past participle

Future career paths

The environment

Geography and climate

Environmental problems

The passive voice

Discussing new technologies

Describing your town / village

Using pronoun 'y'

Understanding directions

Your ideal home

My future plans

Future plans and hopes

Opinions on dishes

Discussing holidays

Describing illnesses and accidents

Modal verbs – devoir, vouloir, pouvoir

The imperative

Opinions on dishes

The conditional

Dream holidays

Travel and tourism

The simple future

Giving advice

Mental health

The partitive article

My family and friends

Appearances

Direct object pronouns

Family

My school life

Opinions on school subjects

Discussing school rules

Imperfect past tense

Perfect past tense

Weekend routines

Friendship

Role models

Adjectival agreement

Celebrations

School in Francophone countries

Comparative adjectives

Talking about what school used to be like

My life online

Health advice

Illnesses and injuries

Body parts

Food and Drink

An active life

The present tense

Media and technology

Combining 3 tenses

Avoir phrases (illnesses)

Il faut (and other obligation phrases)

Negatives

Partitive articles

Manger, boire, prendre

Adjective agreements

Jouer à vs. Faire de

Revise present tense including irregular 'lire'

Negatives 'ne...Jamais, ne...rien'

Revise Perfect tense - regulars and irregulars

Using 3 tenses together

Cultural Topic (Film)

Adjectival agreements

Comparatives and superlatives

Reflex verbs

Introduce conditional

Revise perfect tense

Revise near future tense

Digital technology

Films

Reading

Past shopping trip

Characters

Themes

Descriptions

Relationships

Ideal friend / teacher

Film reviews

TV programmes

Favourite/least favourite celebrities

New Year

Speciality dishes and ingredients

Food

At the market

Activities

Opinions

Adjectival agreement (singular and plural)

TV, Cinema and Technology

Holidays

Present Irregulars – 'avoir' and 'être'

'Au', 'en', 'aux' with countries

Perfect tense – avoir regulars and irregulars

Perfect tense – être verbs

Negatives

Combining 2 tenses (Present and Perfect)

Near future tense

Using sequencers

Combining 2 tenses (Present and Future)

Key details – where, who with, what it is like

Past activities

Transport

Theme park visit

Problems

Comparisons

Places in a town

Times of day

Activities in town

Future plans

Questions

Weather

Hobbies and free-time activities

Key frequency phrases

Rooms in a house

House types

Countries

Where I live

Si clauses with present tense

Regular Present Tense

Infinitive Structures

Present tense of 'faire' + 'de'

Present tense of 'jouer' + 'à'

Singular present tense of 'aimer'

Negatives with 'ne...pas'

Adjective agreements (feminine singular)

Possessive adjectives

School

Grammar: Basic adjectival agreements (plural)

Qualifiers

Present tense er' verbs

Basic opinions

Key connectives

Family members

Descriptions

Opinions

Classroom items and language

School subjects

Clothes and uniform

Colours

School day

Days of the week

School facilities

Name, Age and Birthday

Greetings

Self, Family and Friends

Question words

Singular present tense of 'avoir'

Question words

Self, Family and Friends

YEAR 11

START OF GCSE  
YEAR 10

YEAR 9

YEAR 8

YEAR 7

**FRENCH**



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

## Libre d'être moi

## Talking about your identity

### Qu'est-ce qui fait ton identité?

What defines your identity?

Ce qui fait mon identité, c'est What defines my identity is	ma religion. my religion, ma langue. my language, ma personnalité. my personality, mon genre. my gender.
Ce qui fait mon identité, ce sont What defines my identity are	mes amis. my friends, mes frères et sœurs. my brothers and sisters.

### 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 / I disagree.

À mon avis, In my opinion,	le courage	courage	est une valeur importante. is an important value.
	le respect	respect	
	la justice	justice	
	la communauté	community	
	l'amitié	friendship	

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) ...

masculin      gay  
féminine      hétéro(seuel)(le)  
non-binaire      lesbienne  
transgenre      bisexuel(le)

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**

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

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

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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	masculine plural	feminine plural
amusé	amusée	amusés	amusées

Some adjectives follow different patterns. Here are some examples:

ending	masculine	feminine	masculine plural	feminine plural
-e	riche	riche	riches	riches
-eux/-eur	ambicux	ambicuse	ambicux	ambicuses
-if	actif	active	actifs	actives
-if/-e	gentil	gentille	gentils	gentilles
-en/-on	bon	bonne	bons	bonnes
-if/-ive	général	générale	généralx	générales
-er	fier	fière	fiers	fières

Some adjectives have chance, e.g. **sympa**, **malin**

Some adjectives follow their own special pattern:

masculine	feminine	masculine plural	feminine plural
beau*	belle	beaux	belles
mouche*	mouche	mouches	mouches

\* Before a masculine singular noun beginning with a vowel or h, the masculine adjective becomes **un**, e.g. **un beau** (a beautiful tree), **un mouche** (a new friend).

utile (a useful pen) and beau (a beautiful tree) - un mouche (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:

<b>me</b>	me	<b>nous</b>	us
<b>te</b>	you (sg)	<b>vous</b>	you (pl)
<b>le</b>	him/it	<b>les</b>	them
<b>la</b>	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.

### Libre d'être moi (pages 32-33)

Mon identité

Qu'est-ce qui fait ton identité?

Ce qui fait mon identité, c'est / ce sont ...

mes amis.

\*mon genre.

ma langue.

ma personnalité.

ma religion.

My identity

What defines your identity?

What defines my identity is ...

my friends.

my gender.

my language.

my personality.

my religion.

l'amitié

la communauté

le courage

\*la démocratie

\*l'inclusivité

la justice

le respect

\*la tolérance

friendship

community

courage

democracy

inclusivity

justice

respect

tolerance

# 1 Un week-end en famille

# Talking about your weekend routine

## Il y a combien de personnes dans ta famille? How many people are there in your family?

Dans ma famille, il y a In my family, there are	quatre personnes. four people.
J'habite avec / I live with	mon père. my father. mon beau-père. my step-father. mon grand-père. my grandfather. ma mère. my mother. ma belle-mère. my step-mother. ma grand-mère. my grandmother. mes grands-parents. my grandparents.
Je vis avec / I live with	mon frère. my brother. mon frère jumeau. my twin brother. mon frère aîné. my older brother. mon demi-frère. my half-/brother/step-brother.
	ma sœur. my sister. ma sœur jumelle. my twin sister. ma sœur aînée. my older sister. ma demi-sœur. my half-/sister/step-sister.

## Que fais-tu le week-end, en famille? What do you do at the weekend, as a family?

Le samedi On Saturday	matin, mornings.	je me lève / get up je m'entraîne / I train je m'amuse / I have fun je me repose / I rest	à neuf heures. at nine o'clock (très) tard. (very) late
Le dimanche On Sunday	après-midi, afternoons, soir, evenings.	je joue à des jeux / I play games je m'habille / I get dressed je me lave / I have a wash je vais au lit / I go to bed je me couche / I go to bed je travaille / I work	(très) tôt. (very) early chez moi. at my house. chez nous. at our house
Le lendemain. The next day.		on s'entraîne we train on s'amuse we have fun on va (au lit) we go (to bed) on mange we eat	dans ma chambre. in my bedroom. dans le parc. in the park au centre sportif. at the sports centre
D'abord. First (of all).		il se lève he gets up il fait de la cuisine he does some cooking mes sœurs se lèvent my sisters get up nous nous levons we get up mon frère s'habille my brother gets dressed	ensemble. together. avec mon (petit) frère with my (little) brother avec ma (petite) sœur with my (little) sister.
Ensuite. Then/Afterwards.		elle joue she plays	
Puis. Then.			
Après. After			
Plus tard. Later.			

## Que fais-tu le week-end, en famille? What do you do at the weekend, as a family?

Il s'occupe de He looks after	son petit jardin. his/her small garden.
Ma (petite) sœur s'occupe de My (little) sister looks after	
Mon père s'amuse bien. My father has a lot of fun	car because il aime la nature. he likes nature.
Mes mères s'entraînent My mothers are training	parce qu' because elles aiment la compétition. they like competition.
Il se prépare pour un concours donc il s'entraîne à la plage avec son copain. He is preparing for a contest so he is training at the beach with his friend.	
Mes (demi-)sœurs et leurs copains se lèvent tôt le matin donc maintenant elles se reposent ensemble. My (half-/step-)sisters and their friends get up early in the morning so now they are resting together.	

### Possessive adjectives

	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

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

<b>se</b> lever (to get up)
je <b>me</b> lève
tu <b>te</b> lèves
il/elle/on <b>se</b> lève
nous <b>nous</b> levons
vous <b>vous</b> levez
ils/elles <b>se</b> lèvent

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

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

Que fais-tu le week-end? What do you do at the weekend?	What do you do at the weekend?
Que fais-tu en famille? What do you do with your family?	What do you do with your family?
Dans ma famille, il y a (trois) personnes. In my family, there are (three) people.	In my family, there are (three) people.
J'habite avec ... I live with ...	I live with ...
Je vis avec ... I live with ...	I live with ...
ma mère / belle-mère. my mother / step-mother.	my mother / step-mother.
ma sœur / demi-sœur. my sister / step (half-)sister.	my sister / step (half-)sister.
ma tante. my aunt.	my aunt.
mon père / beau-père. my father / step-father.	my father / step-father.
mon frère. my brother.	my brother.
mes grands-parents. my grandparents.	my grandparents.
mon grand-père. my grandfather.	my grandfather.
jumeau/jumelle twin	twin
aîné(e) older	older
petit(e) little / younger	little / younger
D'abord, le vendredi soir, ... First of all, on Friday evening ...	First of all, on Friday evening ...
Le samedi / dimanche ... On Saturday / Sunday ...	On Saturday / Sunday ...
matin morning	morning
après-midi afternoon	afternoon

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

## 2. L'amitié est la clé du bonheur

## Discussing friendships

Tu t'entends (toujours) bien avec tes amis? Pourquoi / Pourquoi pas? Do you (always) get on well with your friends? Why / Why not?		
La plupart du temps, D'habitude, Most of the time, Usually.	je m'entends (assez/très) bien I get on (quite/very) well	avec mon/ma meilleur(e) ami(e). with my best friend.
On s'ennuie / On s'amuse (bien) (ensemble) / On s'excuse We get bored / We have (a lot) of fun (together) / We apologise	je ne m'entends pas (très) bien I don't get on (very) well	avec mes amis. with my friends.
Il est / Elle est / Ils sont / Elles sont He is / She is / They are	tout le temps all the time	de temps en temps, toujours. from time to time, always.
	patient/patiente, fidèle, travailleur/travailleuse, actif/active, sympa, vieux/vieille, beau/belle, beautiful	
	patients/patientes, fidèles, travailleurs/travailleuses, actifs/actives, sympa, vieux/vieilles, beaux/belles, beautiful	

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**

C'est quoi, l'amitié pour toi? What is friendship for you?		
Pour moi, À mon avis, For me, In my opinion,	Il est important d'avoir un groupe d'amis sympas. it is important to have a nice group of friends.	un ami proche, beaucoup d'amis amusants, familial. a close friend, lots of fun friends, friendship.
	un bon ami est quelqu'un qui partage quelques intérêts avec moi, mais pas tous. a good friend is someone who shares the same interests as me, but not all.	n'aime pas les mêmes activités que moi. does not like the same activities as me.
J'ai besoin, I need	d'amis dans le monde réel, de beaucoup d'amis en ligne. friends in the real world, lots of online friends.	
Mes meilleurs amis sont My best friends are	fiers de moi, indépendants. proud of me, independent.	
Quand je suis triste, mon meilleur ami / ma meilleure amie When I am sad, my best friend	écoute mes problèmes, offre de l'aide, me fait rire. listens to my problems, offers help, makes me laugh.	
C'est agaçant quand mes amis / It's annoying when my friends	ne sont pas là pour moi, sont en colère, sont trop sérieux. aren't there for me, are angry, are too serious.	
Mes ami(e)s My friends	aiment, apprécient like, appreciate	les mêmes choses que moi. the same things as me.

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

masculine	feminine	masculine plural	feminine plural
—	add -e	add -s	add -es
patient	patiente	patients	patientes

Some adjectives follow different patterns:  
 stupide/stupide, actif/active, travailleur/travailleuse, gentil/gentille

Others are irregular:  
 vieux/vieille, beau/belle

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

### 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. <b>d'habitude</b>	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 ...	What is friendship, for you? For me, / In my opinion, ...
Il/Elle est ... Ils/Elles sont ... tout le temps actif(s)/active(s). <b>fidèle(s)</b> . <b>fier(s)/fière(s)</b> 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 ... <b>apprécie</b> 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 ... <b>rarement</b> 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 <b>séparés</b> . 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. <b>offre</b> de l'aide. me fait rire.	When I'm sad, my best friend ... listens to my problems. offers help. makes me laugh.
		sont en <b>colère</b> . sont trop sérieux.	are angry. are too serious.

# 3. Couleur famille

# Talking about what people look like

<b>Comment est ta famille?</b> <i>What is your family like?</i>			
Mon frère est / Ma tante est / Il est / Elle est	grand/grands, tall / petit/petits, short/shorter / de taille moyenne, medium height		
Mes parents sont / Ils/Elles sont	grands/grandes, tall / petits/petites, short/shorter / de taille moyenne, medium height		
Il a / Elle a / Elle a / Ils ont / Elles ont	le visage long, a long face / un joli sourire, a pretty smile	les cheveux hair	longs long / courts short / <i>et/and</i>
			blonds, blond / noirs, black / bruns, dark/brown / gris, grey / blancs, white / roux, ginger / châtain, chestnut/brown
	les yeux eyes		bleus, blue / verts, green / marron, brown

<b>Comment est ta famille?</b> <i>What is your family like?</i>	
Ils/Elles ont l'air (très) They look (very)	heureux/heureuses, happy / tristes, sad / sympa, kind/nice
Il porte / Elle porte / Ils/Elles portent They wear	des lunettes (de soleil), (sun)glasses / un chapeau (bleu), a (blue) hat
Il ressemble à / Elle ressemble à	son grand-père, his/her grandfather / sa mère, his/her mother
Il a les yeux de sa grand-mère. / Elle a les yeux de sa grand-mère.	

Most adjectives come **after** the noun.

Elle a le visage **long** / Il a (les cheveux) **noirs**

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.

<b>Qu'est-ce qu'il y a sur la photo?</b> <i>What is there in the photo?</i>	
Sur la photo, il y a	un (jeune) homme, a (young) man / une (jeune) femme, a (young) woman / un garçon, a boy / une fille, a girl / des enfants, children / deux personnes, two people / trois amis, three friends
Ils sont dans	un parc, a park / un restaurant, a restaurant / une cuisine, a kitchen
Au premier plan, je vois	une route, a road / une table, a table / de la nourriture, food / des portables, mobile phones
À l'arrière-plan, il y a	une maison, a house / une femme, a woman / beaucoup de personnes, lots of people / beaucoup d'arbres, lots of trees

## Photo Card

<b>Qu'est-ce qu'il y a sur la photo?</b> <i>What is there in the photo?</i>		
Je pense que / À mon avis,	l'homme (de gauche) / la femme (de droite)	regarde la télévision, / mange une pomme, / fait de la cuisine.
	les personnes / les amis / les frères	font du vélo, / s'amuse(nt) bien, / parlent (ensemble).

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**

## 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 <b>moyenne</b> / *chauve(s).	Describe the people / 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.	He/She has a long face. / They have ... hair. / white / blond / brown / chestnut brown / grey / black / red / long / short
Il/Elle a les yeux ... / un joli <b>sourire</b>	He/She has ... eyes. / a pretty smile / blue / green / brown
Ils/Elles ont *l'air (très) ... / heureux/heureuses, / tristes / sympa.	They seem (very) ... / happy, / sad / nice
Il/Elle porte ... / Ils/Elles portent ...	He/She wears ... / They wear ...

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

## 4. La place des idoles

## Talking about positive role-models

### Qui est-ce que tu admires?

Who do you admire?

J'admire / admire	cette personne. this person
Je le suis parce qu'il est. / follow him because he is Je la suis parce qu'elle est. / follow her because she is	intelligent(e). intelligent. créatif/créative. creative. (super) sportif/sportive. (super) sporty positif/positive. positive. travailleur/travailleuse. hard-working.
Il est connu pour. He is known for Elle est connue pour. She is known for	sa personnalité. his/her personality; sa créativité. his/her creativity; son courage. his/her courage.
C'est une personne qui. This is a person who C'est un homme qui. This is a man who C'est une femme qui. This is a woman who	lutte pour l'égalité. fights for equality; lutte contre le racisme. fights against racism.

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

masculin (he/him)	le	Je suis Yannick. → Je le suis. I follow Yannick. → I follow him.
féminin (her/hers)	la	Je suis Léna. → Je la suis. I follow Léna. → I follow her.
plural (them)	les	Je suis Aïcha et Magaly. → Je les suis. I follow Aïcha and Magaly. → I follow them.

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

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### C'est quoi un bon modèle, pour toi?

What is a good role model for you?

Un bon modèle est quelqu'un qui. A good role model is someone who	aide les gens. helps people se comporte bien. behaves well. inspire les autres. inspires others.
Un bon modèle est. A good role model is Je l'admire parce qu'il/elle est. I admire him/her because he/she is	créatif/créative. creative. (super) sportif/sportive. (super) sporty. positif/positive. positive. travailleur/travailleuse. hard-working.
Je pense que c'est important. I think it is important.	
C'est un vrai modèle pour moi. They are a real role model for me.	

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

Il **partage** des informations.

He **shares** information.

Elle **lutte** pour la diversité.

She **fights** 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.

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### Quelle est son histoire?

What is their story?

Il est né. He was born Elle est née. She was born	avec une maladie génétique. with a genetic condition.	
Il a. He has Elle a. She has	partagé / répondu à / reçu / travaillé	ses expériences. their experiences. des questions sur son handicap. questions about their disability. beaucoup de messages de soutien. many messages of support. pour l'environnement. for the environment.
Il est devenu. He became Elle est devenue. She became	célèbre. famous.	

### Qu'est-ce qu'il fait pour faire une différence?

What does he/she do to make a difference?

Il/Elle partage. He/she shares	des informations. information. des photos sur les réseaux sociaux. photos on social media.
Il/Elle est. He/she is	une célébrité sur TikTok. a TikTok celebrity.
Il/Elle encourage les gens à. He/she encourages people to	lutter / fight pour l'environnement. for the environment. contre le cyber-harcèlement. against cyber-bullying. contre le racisme et le sexisme. against racism and sexism.

### La place des idoles (pages 40–41)

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

# 5. Famille, amour, gâteau

## Normalement, qu'est-ce que tu fais pour fêter ton anniversaire?

Normally, what do you do to celebrate your birthday?

On fête	We celebrate	mon anniversaire.	my birthday.
		chez mon (nouveau) voisin.	to my (new) neighbour's.
		chez lui/ous/eux.	to his/his/their house.
On va	We go	en ville.	into town.
		au cinéma.	to the cinema.
		au parc.	to the park.
On mange	We eat	un grand repas.	a big meal.
		des pizzas.	pizzas.
		un gâteau.	a cake.
Je reçois	I receive	des cartes.	cards.
		beaucoup de cadeaux.	lots of presents.
On danse	We dance	ensemble.	together.
On chante	We sing	avec toute la famille.	with the whole family.

## L'année dernière, comment est-ce que tu as fêté ton anniversaire?

Last year, how did you celebrate your birthday?

On a fêté	We celebrated	mon anniversaire.	my birthday.
		chez mon (nouveau) voisin.	to my (new) neighbour's.
		chez lui/ous/eux.	to his/his/their house.
On est allés	We went	en ville.	into town.
		au cinéma.	to the cinema.
		au parc.	to the park.
On a mangé	We ate	un grand repas.	a big meal.
		des pizzas.	pizzas.
		un gâteau.	a cake.
J'ai reçu	I received	des cartes.	cards.
		beaucoup de cadeaux.	lots of presents.
On a dansé	We danced	ensemble.	together.
On a chanté	We sang	avec toute la famille.	with the whole family.

## L'année prochaine, qu'est-ce que tu vas faire pour ton anniversaire?

Next year, what are you going to do for your birthday?

On va fêter	We are going to celebrate	mon anniversaire.	my birthday.
		chez mon (nouveau) voisin.	to my (new) neighbour's.
		chez lui/ous/eux.	to his/his/their house.
On va aller	We are going to go	en ville.	into town.
		au cinéma.	to the cinema.
		au parc.	to the park.
On va manger	We are going to eat	un grand repas.	a big meal.
		des pizzas.	pizzas.
		un gâteau.	a cake.
Je vais recevoir	I am going to receive	des cartes.	cards.
		beaucoup de cadeaux.	lots of presents.
On va danser	We are going to dance	ensemble.	together.
On va chanter	We are going to sing	avec toute la famille.	with the whole family.

**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. **serénade** → **serénement**. Some are formed by removing the **-ent(e)** / **-e(e)** from the adjective and adding **-amment** or **-emment**, e.g. **évident** → **évidemment**.

**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.

## Quand et qu'est-ce que tu vas fêter?

When and what are you going to celebrate?

La semaine prochaine, Next week, Samedi prochain, Next Saturday, Samedi, Sat.,	je vais fêter I am going to celebrate on va fêter we are going to celebrate	les (cinquante) ans de mariage de mes grands-parents. my grandparents' (50th) anniversary la naissance du fils / de la fille d'Élia. the birth of Élia's son/daughter. mon anniversaire. my birthday l'anniversaire de Jérôme. Jerome's birthday. les (quinze) ans d'Asif. Asif's (fifteen) birthday.
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## Comment?

How?

Un événement de ce type ne s'organise pas tout seul. This sort of event doesn't organise itself!			
Les élèves The students	fêtent la fin du lycée. celebrate the end of school.		
	se préparent prepare	soigneusement carefully	dès la rentrée en septembre. from the start of school in September
Mon copain va My friend is going to		uniquement only	porter des vêtements de soirée. wear evening clothes.
On a invité nos profs qui vont We have invited our teachers who are going to		probablement probably	prendre des photos. take photos.
		certainement certainly	
Je vais être I'm going to be		probablement probably	fatigué(e). tired
		certainement certainly	
		extrêmement extremely	
Je vais rentrer I'm going to return		directement straight	chez moi. home

## Qu'est-ce qui se passe d'habitude?

What usually happens?

Normalement, Normally,	je vais chez Myriam. I go to Myriam's house. je mange tôt. I eat early. nous mangeons tard. we eat late.
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## Qu'est-ce que tu as déjà fait pour préparer?

What have you already done to prepare?

J'ai I have	invité mes amis. invited my friends. préparé des plats. prepared some dishes. acheté une robe. bought a dress. loué un restaurant. hired a restaurant.
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## Qu'est-ce qui va se passer à l'événement?

What is going to happen at the event?

Je vais I am going to	porter des vêtements spéciaux. wear special clothes. prendre des photos. take some photos. faire de la musique. make some music.
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## Famille, amour, gâteau (pages 42–43)

Normalement, qu'est-ce que tu fais pour fêter ton anniversaire?	What do you normally do to celebrate your birthday?
L'année dernière, comment est-ce que tu as fêté ton anniversaire?	Last year, how did you celebrate your birthday?
L'année prochaine, qu'est-ce que tu vas faire?	Next year, what are you going to do?
On fête / a fêté / va fêter ...	We celebrate / celebrated / are going to celebrate ...
la naissance du fils / de la fille de ...	the birth of the son / of the daughter of ...
l'anniversaire de (mon frère) ...	my (brother's) birthday
avec toute la famille	with the whole family
On va / est allés / va aller ...	We go / went / are going to go ...
chez mon voisin/lui/nous/eux	to my neighbour's/his/our/their house.

au cinéma / au parc.	to the cinema / park
On mange / a mangé / va manger	We eat / ate / are going to eat ...
un grand repas.	a big meal.
un gâteau.	a cake.
Je reçois / J'ai reçu / Je vais recevoir ...	I receive / received / am going to receive ...
des cartes.	cards
beaucoup de cadeaux.	lots of presents.
J'ai ...	I have ...
invité mes amis.	invited my friends.
préparé des plats.	prepared the food.
loué un restaurant.	hired a restaurant.
La semaine prochaine, / Samedi prochain, je vais ...	Next week / Next Saturday, I'm going to ...
porter des vêtements spéciaux.	wear special clothes.
prendre des photos.	take photos.

## Possible Speaking Questions Module 2: My personal world (family, friends & celebrations)

1. **Tu es comment ? Décris-toi.** What are you like? Describe yourself.

2. **Décris ta famille.** Describe your family.

3. **Que fais-tu normalement le week-end, en famille/avec tes amis ?**  
What do you normally do at the weekend, as a family/with your friends?

4. **Tu t'entends bien avec .... tes amis/ ton père / ta mère / ton frère / ta sœur ?**  
Do you get on well with .... your friends / you dad / your mum / your brother / your sister?

5. **Qu'est-ce que tu as fait le weekend dernier avec ta famille / tes amis ?**  
What did you do last weekend with your family / your friends?

6. **Qu'est-ce que tu vas faire le weekend prochain avec ta famille / tes amis ?**

What did you do last weekend with your family / your friends?

7. **Parle-moi d'une personne célèbre que tu admires ? Pourquoi ?** Tell me about a famous person you admire? Why?

8. **Qu'est-ce que tu as fait pour ton dernier anniversaire ?** What did you do for your last birthday?

9. **Comment voudrais-tu fêter ton anniversaire l'année prochaine ?**

How would you like to celebrate your birthday next year?

10. **Parle-moi d'une occasion spéciale avec ta famille ou tes amis.**

Tell me about a special occasion with your family or friends.

# Y10 French Knowledge Organiser: Module 3 'Ma vie scolaire'

## Au collège chez nous

## Talking about school life in francophone countries

### Photo cards

C'est qui? Who is it?		
Sur la photo, il y a / In the photo, there are	trois / three quatre / four cinq / five	personnes / people enfants / children jeunes / young people
Il y a / There is/are	un garçon / a boy deux/trois garçons et une fille / two/three boys and a girl deux/trois filles / two/three girls un professeur / a teacher (male) une professeure / a teacher (female)	
Un garçon porte / A boy is wearing Une fille porte / A girl is wearing Ils portent / They are wearing	un pantalon gris/marron/noir / grey/brown/black trousers un short bleu/noir / blue/black shorts un uniforme scolaire / school uniform une chemise jaune/verte/blanche / a yellow/green/white shirt une cravate / a tie des baskets noires/blanches / black/white trainers	

### People

Que font-ils? What are they doing?	
Les élèves / The pupils Les enfants / The children	travaillent / are working discutent / are chatting mangent / are eating jouent / are playing parlent (ensemble) / are talking (together)
Le/La prof / The teacher Un garçon / A boy Une fille / A girl	travaille / is working discute / is chatting mange / is eating joue / is playing

### Action

C'est où? Where is it?	
Ils/Elles sont / They are	au collège / at school dans une salle de classe / in a classroom à la cantine / in the canteen sur le terrain de foot / on the football field
À l'arrière plan, il y a / In the background, there are	des tables / tables des ordinateurs / computers des fenêtres / windows des arbres / trees
Au premier plan, il y a / In the foreground, there is/are	des élèves / pupils des livres / books des tablettes / tablets de la nourriture / food

### Location

### Au collège chez nous (pages 58-59)

Décris les personnes Sur la photo, il y a ... (un) garçon / (trois) filles. Il y a aussi ... un professeur / *une professeure Un garçon / Une fille porte ... une chemise blanche. un pantalon gris. un *short bleu. des baskets noires. un uniforme scolaire.	Describe the people In the photo, There is/are ... (a) boy / (three) girls. There is also ... a teacher. A boy / A girl is wearing ... a white shirt. grey trousers. blue shorts. black trainers. school uniform.	dans une salle de classe sur le terrain de foot(ball) Au premier plan, il y a ... des élèves / livres. de la <b>nourriture</b> . À l'arrière-plan, il y a des ... <b>arbres</b> / fenêtres. ordinateurs / tables.	in a classroom on the football pitch in the foreground, there is/are ... some pupils / books some food in the background, there are some ... trees / windows computers / tables.
C'est où? Ils/Elles sont ... au collège à la *cantine.	Where is it? They are ... at school in the canteen.	Que font-ils? Les élèves / enfants ... jouent. travaillent. Le/La prof / Un garçon / Une fille ... discute. mange.	What are they doing? The pupils / children ... are playing are working The teacher ... / A boy ... / A girl ... is talking is eating

# 1 Quelle est ta matière préférée ?

# Talking about school subjects

Quelle est ta matière préférée? What is your favourite subject?			
Ma matière préférée est My favourite subject is			
J'aime I like	le théâtre drama	parce que/qu' because	je suis créatif/creative I am creative
J'adore I love	la biologie biology		je suis sportif/sportive I am sporty
Je n'aime pas I don't like	la chimie chemistry		le/la prof est sympa. the teacher is nice.
Je déteste I hate	l'EPS PE		le/la prof est sévère. the teacher is strict
	l'histoire-géo history-geography		on a trop de devoirs. we have too much homework
Je suis fort(e) en I am good at	anglais English		
Je suis faible en I am bad at	informatique ICT		
	maths maths		

Que penses-tu de tes matières? What do you think of your subjects?				
Je trouve / find	le français French	facile/easy	le théâtre drama	
	la musique music	difficile/difficult		le français French
	les maths maths	utile/useful		la biologie biology
À mon avis, in my opinion Je pense que I think that	le français French	est plus facile easier	le théâtre drama	
	la biologie biology	est plus amusant/interesting		le français French
	la chimie chemistry	est moins difficile less difficult		la biologie biology
	la musique music	est moins utile less useful	le théâtre drama	
	les maths maths	sont plus faciles easier	la chimie chemistry	
		sont plus amusants interesting	la musique music	
		sont moins difficiles less difficult	les maths maths	
		sont moins utiles less useful		

To compare things, use

**plus + adjective + que** more + adjective + than

**moins + adjective + que** less + adjective + than

The adjective must agree (in gender and number) with the first noun

**Le français est plus intéressant que la biologie.**  
French is more interesting than biology

**La chimie est moins importante que les maths.**  
Chemistry is less important than maths

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Tu préfères le collège chez toi ou à l'étranger? Do you prefer school at home or abroad?			
Je préfère le collège I prefer school	ici here au Canada in Canada au Sénégal in Senegal en France in France à la Martinique in Martinique	parce que because car because	la journée scolaire est plus courte the school day is shorter
			la pause de midi est plus longue the lunch break is longer
ici, here Au Canada, in Canada Au Sénégal, in Senegal En France, in France À la Martinique, in Martinique	les cours commencent à ... et finissent à ... lessons start at ... and finish at ... le collège commence à ... et finit à ... school starts at ... and finishes at ... on n'a pas de cours le samedi we don't have lessons on Saturdays ils ont cours le samedi they have lessons on Saturdays ils n'ont pas de cours le mercredi après-midi they don't have lessons on Wednesday afternoons		et je trouve ça ... and I find that ...
			important important
			intéressant interesting
			utile useful

**Quelle est ta matière préférée? (pages 60-61)**

Ma matière préférée est ... I like ... J'adore ... Je n'aime pas ... Je déteste ... parce que/qu' ... je suis *créatif/creative je suis sportif/sportive le/la prof est sympa / sévère on a trop de devoirs.	My favourite subject is ... I like ... I love ... I don't like ... I hate ... because ... I'm creative ... I'm sporty ... the teacher is nice / strict ... we have too much homework.	*la biologie *la chimie *l'EPS *l'histoire-géo le théâtre	biology chemistry PE history/geography drama
Je suis fort(e) / faible en ... anglais *informatique.	I'm good / bad at ... English ICT.	ici, ... Au Canada, / *Sénégal, ... En France, ... À la Martinique ...	Here, ... in Canada / Senegal ... in France ... in Martinique ...
Je trouve (le français / la musique / les maths) ... facile(s) difficile(s) utile(s) amusant(e)(s) intéressant(e)(s) passionnant(e)(s) ennuyeux/ennuyeuse(s).	I find (French / music / maths) ... easy difficult useful fun interesting exciting boring.	la journée scolaire est plus courte ... la pause-déjeuner est plus longue ... qu'ici ... qu'au Canada / *Sénégal ... qu'en France ... qu'à la Martinique ...	the school day is shorter ... the lunch break is longer ... than here ... than in Canada / Senegal ... than in France ... than in Martinique ...
Je pense que ... (l'anglais) est plus/moins ... que ... (les maths) sont plus/moins ... que ...	I think that ... (English) is more/less ... than ... (maths) is more/less ... than ...	Les cours commencent à ... Le collège commence / finit à ... On n'a pas de cours le samedi ... ils ont cours le samedi ... et je trouve ça ... important intéressant / utile.	Lessons start at ... School starts / finishes at ... We don't have school on Saturdays ... they have school on Saturdays ... and I find that ... important interesting / useful.

# 2 C'est injuste

# Discussing school rules

## Quelles sont les règles dans ton collège?

What are the rules in your school?

Il faut / You have to	porter l'uniforme scolaire. / wear the school uniform.
Il est essentiel de / it is essential to	faire ses devoirs. / do your homework.
Il est important de / it is important to	s'asseoir à sa place. / sit at your place. respecter les profs. / respect the teachers.
Il ne faut pas / You mustn't	arriver en retard. / arrive late.
Il ne faut jamais / You must never	manger en classe. / eat in class.
Il est interdit de/d' / it is forbidden to	harceler d'autres élèves. / bully other pupils. utiliser son portable en classe. / use your mobile phone in class.

### G Using il faut and il est interdit de

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il faut ... it is necessary to/you must ...  
il est interdit de ... it is forbidden to/you must not ...

Both expressions are followed by the infinitive.

il faut être à l'heure. / You must be on time.  
il est interdit de manquer les cours. / You must not skip lessons.

## Quel est ton avis sur les règles?

What is your opinion about the rules?

Selon les règles. / According to the rules.				il (ne) faut (pas) / you must (not)	arriver en retard. / arrive late.
				il est essentiel de/d' / it is essential to	faire ses devoirs. / do your homework.
				il est interdit de/d' / it is forbidden to	manger en classe. / eat in class. porter l'uniforme scolaire. / wear the school uniform.
À mon avis, / In my opinion,	c'est / it is	un peu / a bit	important / important	parce que/qu' / because	c'est important pour les examens. / it's important for exams.
		assez / quite	juste / fair		c'est essentiel pour le travail scolaire. / it's essential for schoolwork.
Je pense que / I think that	très / very	trop / too	injuste / unfair	car / because	cela représente un problème de comportement. / that represents a behaviour problem.
			nul / rubbish		il faut respecter les autres. / you must respect others.
					l'uniforme scolaire (n'est pas) confortable. / the school uniform is (not) comfortable.
					l'uniforme scolaire (n'est pas) pratique. / the school uniform is (not) practical.
					j'ai des problèmes avec le bus. / I have problems with the bus.
					j'ai toujours faim en classe. / I'm always hungry in class.
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 / I disagree.			

To talk about rules, use

il faut + **infinitive**

Il faut porter l'uniforme scolaire. / You have to wear school uniform.

il ne faut pas + **infinitive**

Il ne faut pas arriver en retard. / You must not arrive late.

il est + adjective + de + **infinitive**

Il est interdit de manger en classe. / It is forbidden to eat in class.

Il est important de faire ses devoirs. / It is important to do your homework.

## Qu'est-ce que vous avez fait?

What did you do?

On a organisé / Nous avons organisé / We organised / Les élèves ont organisé / Pupils organised	des manifestations. / protests.	
Le directeur / La directrice / The headteacher / Il/Elle / He/She	a changé les règles. / changed the rules. n'a pas changé les règles. / didn't change the rules. a écouté les élèves. / listened to the students.	
Maintenant, / Now	on a le droit de / we have the right to	quitter le collège. / leave school. boire en classe. / drink in class.
	on n'a pas le droit de / we don't have the right to	manger pendant les cours. / eat during lessons.

Remember, you use the perfect tense to talk about what someone did or what has happened in the past.

You form it using the present tense of avoir or être, plus a past participle.

la directrice a refusé / les élèves ont filmé.

Notice the difference with the present tense forms of these verbs:

la directrice refuse / les élèves filment

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## C'est injuste! (pages 62-63)

il faut ... / You have to ...	Quel est ton avis sur les règles? / What is your opinion of the rules?
il est essentiel / important de ... / It is essential / important to ...	À mon avis, c'est ... / In my opinion, it's ...
porter l'uniforme scolaire. / wear the school uniform.	un peu / assez / a bit / quite
faire ses devoirs. / do your homework.	très / trop / very / too
s'asseoir à sa place. / sit down in your seat.	important. / important.
respecter les profs. / respect the teachers.	juste / injuste. / fair / unfair.
il ne faut pas / jamais ... / You must not / never ...	nul / *stupide. / rubbish / stupid.
il est interdit de/d' ... / It is forbidden to ...	strict / sévère. / strict.
arriver en retard. / arrive late.	parce que/qu' / car ... / because / as ...
manger en classe. / eat in class.	c'est important pour les examens / it's important for exams
*harceler d'autres élèves. / bully other pupils.	c'est essentiel pour le travail scolaire / it's essential for schoolwork
utiliser son portable en classe. / use your mobile phone in class.	
il faut respecter les autres / you must respect others	Non, je ne suis pas d'accord. / No, I disagree
l'uniforme scolaire (n'est pas) confortable / pratique / the school uniform is (not) comfortable / practical	donc / therefore
j'ai toujours faim en classe / I'm always hungry in class	on a organisé / nous avons organisé des manifestations / we organised protests
Tu es d'accord? / Do you agree?	le directeur/la directrice / the headteacher
Oui, je suis d'accord. / Yes, I agree.	Il/Elle n'a pas changé les règles. / He/She hasn't changed the rules.

# 3 As-tu fait des progrès ?

# Talking about making progress at school

The words in **bold** in the exercise 6 texts are all examples of the superlative. The superlative is formed like this

- the most... **le/la/les plus** + adjective:  
le garçon **le plus** intéressant the most interesting boy  
la fille **la plus** intelligente the most intelligent girl  
les élèves **les plus** gentils the kindest pupils
- the least... **le/la/les moins** + adjective:  
le prof **le moins** sympa the least nice teacher
- the best... **le meilleur / la meilleure / les meilleurs / les meilleures** + noun:  
**la meilleure** prof the best teacher.
- the worst... **le pire / la pire / les pires** + noun:  
**les pires** matières the worst subjects

Lots of verbs are irregular and have **irregular past participles**, e.g  
boire (to drink) → j'ai **bu** (I drank)  
faire (to do/make) → tu as **fait** (you did/made)

## As-tu fait des progrès?

Did you make progress?

J'ai / I have	appris beaucoup de choses learned a lot of things	en classe. in class.
	écrit une histoire extraordinaire / lu beaucoup d'articles wrote an extraordinary story / read lots of articles	en anglais. in English.
	pris des photos exceptionnelles took exceptional photos	en dessin. in art.
Il a / He has	fait beaucoup de progrès made a lot of progress	en maths. in maths.
	reçu de bonnes notes / reçu de mauvaises notes received good grades / received bad grades	en musique. in music. en EPS. in PE en histoire-géo. in history-geography.
Elle a / She has	mis des lunettes de soleil put sunglasses on H laughed	pendant un examen. during an exam.
	bu du coca drank cola	
	couru ran	dans le couloir. in the corridor.
Je n'ai / I have not	rien appris learned nothing	en technologie. in DT.
	pas fait beaucoup d'efforts not made much effort	en théâtre. in drama. en sciences. in science. en informatique. in ICT.
Elle n'a / She has not	jamais oublié de faire mes/de ses devoirs. never forgotten to do my/his/her homework. pas lu mon/son livre. not read my/his/her book.	

In the perfect tense, **negatives** go around the part of avoir or être.  
Je **n'**ai pas lu l'histoire.  
I haven't read the story.  
Tu **n'**as jamais fait tes devoirs.  
You have never done your homework.  
Il **n'**a rien appris.  
He didn't learn anything./He learned nothing.

## Qui est le meilleur ...?

Who is the best ...?

Il/Elle est / C'est He/She is / It is	le/la prof the teacher le garçon the boy la fille the girl l'acteur the actor l'élève the pupil	le/la plus the most le/la moins the least	travailleur/travailleuse hard working intéressant/intéressante interesting intelligent/intelligente intelligent	de la classe. of the class.
		le/la plus sympa the nicest le/la plus fort/forte the strongest le/la plus faible the weakest le/la plus gentil/gentille the kindest		
Ils/Elles sont / Ce sont They are / These are	les profs the teachers les élèves the pupils	les plus the most les moins the least	travailleurs/travailleuses hard working intéressants/intéressantes interesting intelligents/intelligentes intelligent	du collège. of the school.
		les plus sympa the nicest les plus forts/fortes the strongest les plus faibles the weakest les plus gentils/gentilles the kindest		
Il/Elle est / C'est He/She is / It is	le/la meilleur(e) the best le/la pire the worst	prof teacher élève pupil		
Il/Elle est / C'est He/She is / It is	les meilleur(e)s the best les pires the worst	profs teachers élèves pupils		
Il/Elle est / C'est He/She is / It is	un élève moyen / une élève moyenne. an average pupil.			

## As-tu fait des progrès? (pages 64-65)

J'ai / Il/Elle a ...

I have / He/She ...

appris beaucoup de choses. learned lots of things.  
bu du coca en classe. drank cola in class.  
couru dans \*le couloir. ran in the corridor.  
écrit une histoire extraordinaire. wrote an extraordinary story.  
fait beaucoup de progrès. made a lot of progress.  
reçu de bonnes / mauvaises notes (en ...). got good / bad grades (in ...).  
lu beaucoup d'articles. read lots of articles.  
pris des photos exceptionnelles. took exceptional photos.

Je n'ai jamais oublié (de faire) mes devoirs. I have never forgotten (to do) my homework.  
Je n'ai rien appris (en ...). I have learned nothing (in ...).  
Je n'ai pas ... fait beaucoup d'efforts (en ...). I have not ... made a lot of effort (in ...).

un(e) élève **moyen(ne)** an average student  
le/la prof le/la plus sympa the nicest teacher  
le garçon le moins travailleur the least hard-working boy  
l'acteur le plus fort the best actor  
le/la meilleur(e) élève the best student  
le/la pire prof ... the worst teacher ...  
de la classe / du collège in the class / in the school  
ma matière préférée, c'est my favourite subject is ...  
\*le dessin art  
\*l'histoire-géo history/geography  
la musique music  
\*l'EPS PE  
la technologie technology  
faible weak  
\*gentil/gentille kind  
\*intelligent(e) intelligent  
sympa nice

# 4 Souvenirs d'école

# Talking about what you used to be like

## Quand tu étais petit(e), tu étais comment?

When you were little, what were you like?

J'étais / I was	très / very	travailleur/travailleuse. / hard-working. créatif/créative. / creative.
Je n'étais pas / I wasn't	l'enfant le plus sportif de la classe. / the sportiest child in the class.	
J'étudiais / I used to study	deux langues. / two languages	
Je jouais / I used to play	de la clarinette dans un orchestre. / the clarinet in an orchestra. au tennis avec mes amis. / tennis with my friends.	
Je lisais / I used to read	des magazines en anglais. / magazines in English.	
Je trouvais / I used to find	le français / French	ennuyeux. / boring. intéressant. / interesting.
C'était / It was	très / very assez / quite	amusant. / fun. dur. / hard. ennuyeux. / boring.
Il y avait / There was/were	un terrain de foot. / a football pitch. une bibliothèque. / a library. beaucoup d'activités après l'école. / a lot of activities after school.	

The **imperfect tense** is used to talk about what things were like in the past / what used to happen.

To form the imperfect tense, remove the -ons from the nous form of the verb in the present tense, e.g. regarder (to watch) → nous regardons → regard- Then add these endings:

je regardais	nous regardions
tu regardais	vous regardiez
il/elle/on regardait	ils/elles regardaient

The verb être has the stem **ét-**, e.g. j'étais (I was/I used to be).

## Qu'est-ce que tu aimais, comme matières?

What school subjects did you like?

Ma matière préférée était / My favourite subject was	l'anglais. / English. la musique. / music.
J'aimais (beaucoup/bien) / I used to like (a lot)	

## Qu'est-ce que tu faisais pendant la pause-déjeuner?

What did you use to do during the lunch break?

Je mangeais / I used to eat	à la cantine. / in the canteen.
Je jouais / I used to play	au foot avec mes amis/copains. / football with my friends.

## Qu'est-ce que tu faisais après l'école?

What did you use to do after school?

J'aidais / I used to help	mon frère / my brother mon père / my father	sur son bateau. / on his boat. à la cuisine. / in the kitchen.
Je mangeais / I used to eat	avec toute la famille. / with the whole family.	
Je faisais / I used to do	mes devoirs. / my homework.	
Je regardais / I used to watch	(un peu) la télé(vision). / (a bit of) TV/television.	
Je jouais / I used to play	avec mon frère et mes sœurs. / with my brother and my sisters.	

**Indirect object pronouns** mean 'to me', 'to us', etc.

They are used to replace **à + noun**, e.g. after the verbs donner (to give to) and parler à (to speak to). The word 'to' is not always used in English.

Indirect object pronouns go before the verb. (to) me **me** or **m'**  
(to) us **nous**

Il **me** parlait. He used to talk **to me**.

Elle **nous** donnait des cadeaux.

She used to give **us** presents/presents **to us**.

## Qui était le prof le plus sympa?

Who was the nicest teacher?

Le prof le plus sympa La prof la plus sympa The nicest teacher	s'appelait ... / was called ...	
Il / He Elle / She	avait toujours l'air heureux/heureuse. / always looked happy.	
	ne criait jamais. / never used to shout.	
	ne nous donnait pas trop de devoirs. / didn't give us too much homework. nous expliquait tout avec patience. / explained everything to us patiently.	
Il / He Elle / She	me donnait / used to give me nous donnait / used to give us	une carte à Noël. / a card of Christmas. une carte d'anniversaire. / a birthday card. des petits cadeaux. / little presents. des bonbons. / sweets. confiance en moi/nous. / confidence in myself/ourselves.

## Souvenirs d'école (pages 66-67)

Quand tu étais petit(e), tu étais comment?	When you were little, what were you like?
Quand j'étais petit(e) ... j'étais / je n'étais pas ...	When I was little, ... I was ... / I wasn't ...
(très) travailleur/travailleuse.	(very) hard-working.
(très) *créatif/créative.	(very) creative
l'enfant le plus sportif de la classe.	the sportiest child in the class.
J'aimais (beaucoup / bien) l'anglais / la musique.	I liked English / music (a lot).
Je jouais de *la clarinette dans un *orchestre.	I played the clarinet in an orchestra.
Je lisais *des magazines.	I read magazines.
Je trouvais (l'EPS) ennuyeux.	I found (PE) boring.
Tu allais à l'école comment?	How did you go to school?
J'allais à l'école ... à pied / à vélo. en bus / en voiture.	I went to school ... on foot / by bike. by bus / by car.

Qu'est-ce que tu aimais, comme matières?	Which subjects did you like?
Ma matière préférée était ...	My favourite subject was ...
J'aimais (beaucoup / bien) ...	I liked ... (a lot)
Qu'est-ce que tu faisais pendant *la pause-déjeuner?	What did you do during the lunch break?
Je mangeais à *la cantine.	I ate in the canteen.
Je jouais au foot(ball) avec mes amis / copains	I played football with my friends.
Qu'est-ce que tu faisais après l'école?	What did you do after school?
J'aidais (mon frère / mon père) (sur son bateau / à la cuisine)	I helped (my father / my brother) (on his boat / in the kitchen)
Je faisais mes devoirs.	I did my homework.
Je regardais la télé.	I watched TV.
Je jouais avec (mon frère).	I played with (my brother).

# 5 Les langues et l'avenir

ne ... pas	not	Most <b>negatives</b> are in two parts and go around the verb.
ne ... jamais	never	Je <b>ne</b> regarde <b>que</b> des films sous-titrés.
ne ... rien	nothing	I <b>only</b> watch subtitled films.
ne ... que	only	Je <b>n'</b> écoute <b>aucun</b> podcast en allemand.
ne ... aucun(e)	no/not any/not a single ...	I <b>don't</b> listen to <b>a single</b> podcast in German.
ne ... ni ... ni ...	neither ... nor ...	Note that <b>aucun</b> agrees with the noun.
		<b>Ne ... ni ... ni</b> is in three parts. The <b>ne</b> comes before the verb. Put a noun after each <b>ni</b> .
		Je <b>n'</b> étudie <b>ni</b> l'anglais <b>ni</b> le français.
		I study <b>neither</b> English <b>nor</b> French.

## À l'école primaire, est-ce que tu apprenais une langue étrangère?

At primary school, did you use to learn a foreign language?

Oui, j'apprenais	Yes, I used to learn	l'anglais. English.
		l'italien. Italian.
		l'allemand. German.
		l'espagnol. Spanish.
Oui, je n'apprenais que	Yes, I used to only learn	le français. French.
		le mandarin. Mandarin.
		le roumain. Romanian.
Non, je n'apprenais aucune langue étrangère.	No, I didn't use to learn any foreign languages.	

Use the imperfect to talk about what **used to** happen (j'allais).

Use the present to talk about what **is** happening **now** (je vais).

Use the near future to talk about what **is going to** happen (je vais aller).

## Au collège, tu apprends quelles langues étrangères?

At secondary school, which foreign languages are you learning?

Au collège, je n'apprends que	At secondary school, I am only learning	le français. French.
En ce moment, j'apprends	At the moment, I am learning	l'italien. Italian.
Je n'apprends pas	I am not learning	l'allemand. German.
		l'espagnol. Spanish.

## Est-ce que tu aimes parler une autre langue?

Do you like speaking another language?

J'aime apprendre	I like learning	une autre langue. another language.
Je n'aime pas apprendre	I don't like learning	
À mon avis, c'est	In my opinion, it is	intéressant. interesting.
		important. important.
		inutile. useless.

## À l'avenir, comment est-ce que tu vas améliorer ton français?

In the future, how are you going to improve your French?

À l'avenir, je vais	In the future, I am going to	regarder des films sous-titrés watch subtitled films	
		écouter des podcasts en français listen to podcasts in French	
		utiliser une appli sur mon portable use an app on my mobile phone	pour améliorer mon français. to improve my French.
		lire des blogs en français read blogs in French	

### Les langues et l'avenir (pages 68–69)

À l'école primaire, est-ce que tu apprenais une langue étrangère?	At primary school, did you learn a foreign language?	Au collège, je n'apprends que ...	At school, I am only learning ...
Oui, j'apprenais ...	Yes, I learned ...	En ce moment, j'apprends ...	At the moment, I am learning ...
Oui, je n'apprenais que ...	Yes, I only learned ...	mais je n'apprends pas ...	but I am not learning ...
*l'allemand	German	Est-ce que tu aimes parler une autre langue?	Do you like speaking another language?
*l'espagnol	Spanish	J'aime / Je n'aime pas	I like / don't like learning ...
le français	French	apprendre ... parce que ...	because ...
*l'italien	Italian	À l'avenir, comment est-ce que tu vas améliorer ton français?	In the future, how are you going to improve your French?
*le mandarin	Mandarin	À l'avenir, je vais ...	In the future, I'm going to ...
*le roumain	Romanian	écouter des *podcasts	listen to podcasts
Non, je n'apprenais aucune langue étrangère.	No, I didn't learn any foreign languages.	lire des *blogs en français	read blogs in French
Au collège, tu apprends quelles langues étrangères?	At (secondary) school, which foreign languages are you learning?	regarder des films *sous-titrés	watch subtitled films
		utiliser une appli sur mon portable	use an app on my mobile

**1. Quelles matières aimes-tu et quelles matières n'aimes-tu pas ?**

Which subjects do you like and which subjects don't you like?

**2. Quelle est ta matière préférée ? Pourquoi ?**

What is your favourite subject? Why?

**3. Tu voudrais continuer les études au lycée / à l'université ?**

Would you like to continue your studies at college / university?

**4. Donne une description de ton collège.**

Give a description of your school.

**5. Comment était ton école primaire ?**

What was your primary school like?

**6. Parle-moi d'une journée typique au collège.**

Tell me about a typical day at school.

**7. Qu'est-ce que tu as fait hier?**

What did you do yesterday?

**8. Parle-moi du règlement de ton collège.**

Tell me about the rules in your school.

**9. Parle-moi de ton uniforme scolaire.**

Tell me about your school uniform.

**10. Qu'est-ce que tu fais pendant la récréé / l'heure de déjeuner ?**

What do you do during break / lunch time?

**11. Que penses-tu des professeurs au collège ?**

What do you think of the teachers at school?

**12. Parle-moi d'une sortie scolaire futur.**

Tell me about a future school visit.



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

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

Barriers to development

Dynamic development

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

Uneven development

YEAR 11

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  
Ecosystems and interdependence

Ecosystems and interdependence

Sustaining ecosystems

Tropical storms, drought & El Nino

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

Extreme weather conditions

Structure of the Earth  
Mitigation of tectonic hazards

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

Global hazards

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

Changing Climates

Extreme weather conditions

Global circulation system and climate zones

Global impacts of climate change  
Human causes of climate change  
Evidence of climate change

YEAR 10

Transition to GCSE

Glaciation

Movement  
Evidence of glaciation in the Lake district  
Glacier formation

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

Loss of Culture

Clone Towns  
Changing glaciers

Location  
Skills  
Physical Issues  
Location  
Skills  
Physical Issues

Globalisation

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

BREXIT

UK's place in the wider world  
Going global

Human Issues  
Biomes  
Asia – What are the opportunities and challenges facing Asia?  
River features and landforms

Hydrology – Why are rivers important?

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

Addressing inequality

Earth structure  
Volcano processes  
Tsunami

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

Sustainable development

Poverty

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

Change over time

Measuring development  
Distribution of Wealth

Physical Issues  
Skills  
Location  
Urbanisation

Population change

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

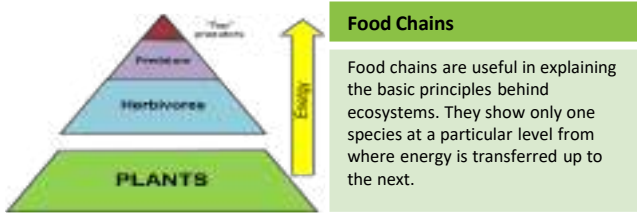


## What is an Ecosystem?

An ecosystem is a system in which organisms interact with each other and with their environment.

## Ecosystem's Components

<b>Abiotic</b>	These are non-living, such as air, water, heat, rock.
<b>Biotic</b>	These are living, such as plants, insects, and animals.
<b>Flora</b>	is plant life occurring in a particular region or time.
<b>Fauna</b>	is all animal life of any particular region or time.



## Nutrient cycle

Plants take in those nutrients where they are built into new organic matter. Nutrients are taken up when animals eat plants and then returned to the soil when animals die and the body is broken down by decomposers.

<b>Litter</b>	This is the surface layer of vegetation, which over time breaks down to become humus.
<b>Biomass</b>	The total mass of living organisms per unit area.



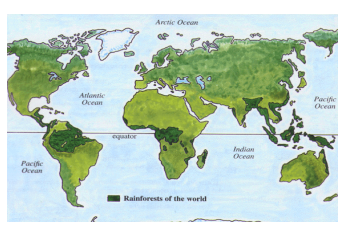
## Biomes

A biome is a large geographical area of distinctive plant and animal groups, which are adapted to that particular environment. The climate and geography of a region determines what type of biome can exist in that region.

Coniferous forest
Deciduous forest
Tropical rainforests
Tundra
Temperate grasslands
Tropical grasslands
Hot deserts.

The most productive biomes – which have the greatest biomass- grow in climates that are hot and wet.

## Tropical Rainforest Biome



**Distribution of Tropical Rainforests**

Tropical rainforests are centred along the Equator between the Tropic of Cancer and Capricorn. Rainforests can be found in South America, central Africa and South-East Asia. The Amazon is the world's largest rainforest and takes up the majority of northern South America, encompassing countries such as Brazil and Peru.



**Convectional rainfall**

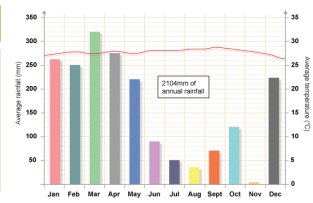
- The roots of plants take up water from the ground and the rain is **intercepted** as it falls.
- As the rainforest heats up, the water evaporates into the atmosphere.
- Finally, the water condenses and forms clouds to make the next day's rain.

## Rainforest nutrient cycle

The hot, damp conditions on the forest floor allow for the rapid decomposition of dead plant material. This provides plentiful nutrients that are easily absorbed by plant roots. However, as these nutrients are in high demand from the many fast-growing plants, they do not remain in the soil for long and stay close to the surface. If vegetation is removed, the soils quickly become infertile

## Climate of Tropical Rainforests

- Evening temperatures rarely fall below 22°C
- Due to the presence of clouds, temperatures rarely rise above 32°C
- Most afternoons have heavy showers
- At night with no clouds insulating temperature drops



# Topic 4 Sustaining Ecosystems

## Interdependence in the rainforest

A rainforest works through interdependence. This is where the plants and animals depend on each other for survival.

## Layers of the Rainforest

<b>Emergent</b>	Highest layer with tree reaching 50 metres.
<b>Canopy</b>	Most life is found here as it receives 70% of the sunlight and 80% of the light.
<b>U-Canopy</b>	Consists of trees that reach 20 metres high.
<b>Shrub Layer</b>	Lowest layer with small trees that have adapted to living in the shade.



## Rainforest soil profile

<b>Leaf Litter</b>	Thin litter layer rapidly decomposes in heat.
<b>Top Soil</b>	Shallow topsoil is a mixture of decomposed organic matter and minerals.
<b>Sub Soil</b>	The sub-soil is deep due to weathering of rocks below.
<b>Rock</b>	Underlying rock weathers quickly at high temperatures to form sub-soil.

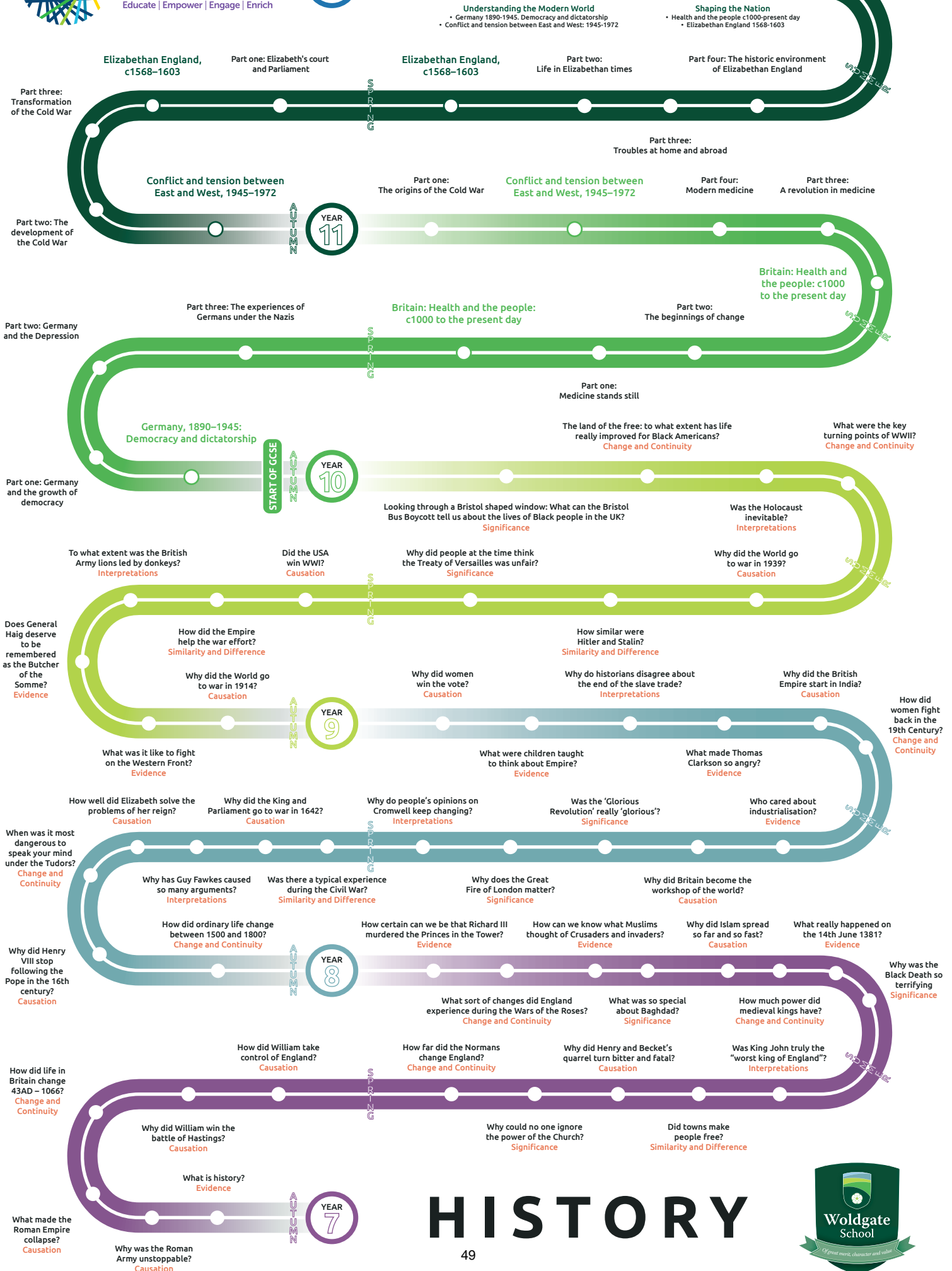
## Biome's climate and plants

Biome	Location	Temperature	Rainfall	Flora	Fauna
<b>Topical rainforest</b>	Centred along the Equator.	Hot all year (25-30°C)	Very high (over 200mm/year)	Tall trees forming a canopy; wide variety of species.	Greatest range of different animal species. Most live in canopy layer
<b>Tropical grasslands</b>	Between latitudes 5°- 30° north & south of Equator.	Warm all year (20-30°C)	Wet + dry season (500-1500mm/year)	Grasslands with widely spaced trees.	Large hoofed herbivores and carnivores dominate.
<b>Hot desert</b>	Found along the tropics of Cancer and Capricorn.	Hot by day (over 30°C) Cold by night	Very low (below 300mm/year)	Lack of plants and few species; adapted to drought.	Many animals are small and nocturnal: except for the camel.
<b>Temperate forest</b>	Between latitudes 40°- 60° north of Equator.	Warm summers + mild winters (5-20°C)	Variable rainfall (500-1500mm/year)	Mainly deciduous trees; a variety of species.	Animals adapt to colder and warmer climates. Some migrate.
<b>Tundra</b>	Far Latitudes of 65° north and south of Equator	Cold winter + cool summers (below 10°C)	Low rainfall (below 500mm/year)	Small plants grow close to the ground and only in summer.	Low number of species. Most animals found along coast.
<b>Coral Reefs</b>	Found within 30° north – south of Equator in tropical waters.	Warm water all year round with temperatures of 18°C	Wet + dry seasons. Rainfall varies greatly due to location.	Small range of plant life which includes algae and sea grasses that shelters reef animals.	Dominated by polyps and a diverse range of fish species.

Tropical Rainforest Biome			Polar/Tundra Regions Biome		
<b>Adaptations to the rainforest</b>		<b>Rainforest inhabitants</b>	<b>Distribution of Polar Regions</b>		<b>Climate Change on Polar Regions</b>
<b>Sloths</b>	Are camouflaged to forest environment.	Many tribes have developed sustainable ways of survival, such as shifting cultivation. The forest provides inhabitants with... <ul style="list-style-type: none"> <li>• Food through hunting and gathering.</li> <li>• Natural medicines from forest plants.</li> <li>• Homes and boats from forest wood.</li> </ul>	<b>Arctic</b>	<b>Antarctic</b>	Scientific reports outline the effect global warming is having on these regions. Ice sheets and glaciers are melting at an alarming rate leading to fears of rising sea levels. Thawing of permafrost is increasing methane emissions and the decline of arctic ice is creating waves that are capable of causing unseen coastal erosion.
<b>Buttress Roots</b>	Support tall trees & absorb nutrients.		Is the region north of latitude 60°N around the North Pole.	A continent south of latitude 60°S around the South Pole.	
<b>Drip Tips</b>	Allows heavy rain to run off leaves easily				
<b>Lianas &amp; Vines</b>	Climbs trees to reach sunlight at canopy.				
<b>Effects of Human Activity on the Rainforest</b>		<b>Benefits of the rainforest</b>	<b>Arctic soil profile</b>		
<b>Logging</b>	<b>Agriculture</b>	<b>Raw Materials</b>	<b>Active Layer</b>		
<ul style="list-style-type: none"> <li>• Most widely reported cause of destructions to biodiversity.</li> <li>• Timber is harvested to create commercial items such as furniture and paper.</li> <li>• Has led to violent confrontation between indigenous tribes and logging companies.</li> </ul>	<ul style="list-style-type: none"> <li>• Large scale 'slash and burn' of land for ranches and palm oil.</li> <li>• Increases carbon emission.</li> <li>• River saltation and soil erosion increasing due to the large areas of exposed land</li> <li>• Increase in palm oil is making the soil infertile.</li> </ul>	Commonly used materials such as timber and rubber are found here.	Thaws in the summer. Becomes deeper towards pole.		
		<b>Water</b>	<b>Permafrost</b>		
		Controls the flow of water to prevent floods/droughts regions..	Permanently frozen all year. Layer Increases further north.		
		<b>Food</b>	<b>Bed Rock</b>		
		Important foods such as Bananas, pineapples and coffee are grown there.	Low temperatures weathers rock slowly = less nutrients.		
<b>Mineral Extraction</b>	<b>Tourism</b>	<b>Health</b>	<b>Effects of Human Activity in Polar Regions</b>		
<ul style="list-style-type: none"> <li>• Precious metals are found in the rainforest.</li> <li>• Areas mined can experience soil and water contamination.</li> <li>• Indigenous people are becoming displaced from their land due to roads being built to transport products.</li> </ul>	<ul style="list-style-type: none"> <li>• Mass tourism is resulting in the building of hotels in extremely vulnerable areas.</li> <li>• Lead to negative relationship between the government and indigenous tribes</li> <li>• Tourism has effected wildlife (apes) by exposing them to human diseases.</li> </ul>	25% of modern medicines are sourced from rainforest ingredients.	<b>Oil &amp; Gas exploration</b>		<b>Whaling</b>
		<b>Energy</b>	<b>Arctic</b>		<ul style="list-style-type: none"> <li>• Arctic holds a large amount of untapped oil and gas.</li> <li>• Oil spills would threaten ecosystems as clean up operations would be slow.</li> </ul>
		Large dams generate 2/3 of Brazil's energy needs.	Large areas are permafrost. At sea, most of the region is frozen sea ice.		
		<b>Climate</b>	<b>Antarctic</b>		<b>Fishing</b>
		Acts as carbon sinks by storing 15% of carbon emissions.	Large and thick ice sheets on land. A mountain range crosses the continent.		
<b>Case Study: Sustainable Rainforest Management in Costa Rica</b>			<b>Flora (Plants)</b>		<b>Tourism</b>
<b>Location &amp; Background</b>		<b>Threats to the Costa Rican Rainforest</b>	There are very few plants in polar areas – some lichens, mosses and grasses along the coastal areas.		<ul style="list-style-type: none"> <li>• Hunting of whales is a major industry – this led to a rapid decline in whale populations.</li> <li>• Many countries have banned whaling, but some still continue</li> </ul>
Costa Rica is a small country in Central America. It is home to 6% of the world's biodiversity. The country attracts 6 million tourists a year.		<ul style="list-style-type: none"> <li>• Cattle Ranching and agricultural development by clearing land through slash &amp; burn methods.</li> <li>• Gold and other metal mining meant large scale soil and rock removing. This meant areas were deforested and chemicals entered water systems.</li> <li>• By 1990, 32,000 hectors of forest were cut down each year – devastating the fragile ecosystem.</li> </ul>	<b>Fauna (Animals)</b>		<b>Case Study: Small Scale Sustainable Management: Clyde River Marine Wildlife Area</b>
<b>Ecotourism</b>			Relatively few species of animals. Polar Bears, Penguins and marine mammals like whales, seals and walrus are examples.		
Ecotourism is tourism that is directed towards the natural environments & conversation. Samasati is a popular ecotourism destination in the country.			<b>Case Study: Global Scale Sustainable Management: The Antarctic Treaty System</b>		
<b>Advantages</b>			<b>Location &amp; Background</b>		
<ul style="list-style-type: none"> <li>• No trees destroyed to build the resort – buildings built to fit between trees.</li> <li>• Timber from afforestation project in Costa Rica.</li> <li>• Only employs local people.</li> </ul>	<b>Rainforest Management</b>		Located on the coast of Baffin Island in Northern Canada, covers 3360km². Sanctuary for Bowhead whales, one of 17 species of whale in Arctic.		
<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>• Government created 28 National Parks with 24% of the country's land protect.</li> <li>• Laws and enforcement led to deforestation falling from 1.8% in the 1970's to below 0.1% by 2005.</li> <li>• Agroforestry encourages growing trees and crops together to create better farming conditions.</li> <li>• Afforestation has led to the replanting of trees to replace original forest that have been lost.</li> <li>• Selective logging – only cutting down trees when they reach a certain height.</li> </ul>		<b>Sustainable Management</b>		<b>Background</b>
<ul style="list-style-type: none"> <li>• Still large amounts of air pollution to get there from planes etc.</li> </ul>			<ul style="list-style-type: none"> <li>• 2 deep offshore troughs of zooplankton to feed migrating Bowhead whales</li> <li>• Supports the ecosystem and other animals including narwhals and polar bears.</li> <li>• Allows small scale sustainable hunting of whales by local Inuit people, therefore supporting their community but also providing a sustainable management strategy for whale populations.</li> </ul>		Signed by 46 nations in 1961, the Treaty sets aside Antarctica as a scientific preserve, establishes freedom of scientific investigation and bans military activity.
			<b>Successful?</b>		<b>Basic Principles of the Antarctic Treaty</b> <ul style="list-style-type: none"> <li>• Bans mining and resource extraction.</li> <li>• Prevents territorial disputes of the continent.</li> <li>• Promotes scientific research and co-operation.</li> <li>• Protects the fragile environments and its wildlife by preventing and managing waste/pollution.</li> </ul>
					Stayed in place for 50 years with more countries signing up to enforce strict controls and improve its stability.



**GCSE EXAMINATIONS**



**HISTORY**



# Health and the People c1000 to Present Day

## Part 1: Medicine stands still c1000-1500

### Medieval beliefs about the causes of illness:

- **Punishment from God:** Most common belief that was that illness was sent as a punishment from God for sin.
- **Bad air:** People believed that miasma caused illness. Some people could link bad air to filth on the streets but could not explain what the link was.
- **Astrology:** Illness was sometimes linked to the movement of the planets and astrology.
- **Unbalanced humours:** British physicians had been trained using Hippocrates and Galen's books, so believed that people became ill when their humours were unbalanced.

### Preventing, diagnosing and treating illness:

- **Urine chart:** Testing urine for colour, smell, thickness and taste.
- **Bleeding:** Letting blood flow from the arm, sometimes using illnesses. Some monks were bled 7-12 times a year to prevent illness.
- **Cleaning the streets:** 1349 – Edward III ordered the Mayor of London to clean the filth from the streets.
- **Zodiac man:** Chart showed doctors when to treat certain parts of the body.
- **Herbal remedies:** Made from herbs and minerals, from books called 'herbals'.

### Medieval doctors:

Physicians	Surgeons	Wise Women	Apothecaries
University trained for 7 years on the work of Galen. Controlled by the Church who supported old ideas. No hands-on training. Very few physicians and expensive.	Trained as apprentices. Basic surgery (amputations and bleeding) and haircuts. Less respected than physicians. Some trained on the battlefield.	Natural and herbal remedies. Knowledge passed down through generations. Also acted as midwives. Reasonably priced treatment.	Dispensed medicines and herbs from a shop. Sold medicines to doctors. Apprentice for 7 years. Sold 'simples (one ingredient) and 'compounds'.

### Key individuals:

Name	Description
<b>Hippocrates of Kos</b>	Taught that people got ill because of the Four Humours (blood, phlegm, yellow bile, and black bile). Said that these humours needed to be balanced to stay healthy. Also taught doctors to examine patients carefully.
<b>Claudius Galen</b>	Built on the work of Hippocrates. Developed the Theory of Opposites (that you had to balance the humours by doing the opposite). Wrote over 350 books on all areas of medicine, proved the brain controlled speech, and said that people should dissect humans to find out about the body, and if this was not possible, use apes. Supported by the Church as he claimed the human body was so perfect it must have been made by one god.
<b>Rhazes</b>	Wrote over 50 books on the ideas of Hippocrates and Galen. Emphasised the importance of carefully diagnosing illnesses and described smallpox and measles accurately.
<b>Ibn Sina</b>	Encouraged scientific observation and the importance of cleanliness. Wrote a range of books e.g. the Canon of Medicine which described over 700 drugs and their uses. Main medical textbook until the 17 <sup>th</sup> Century.
<b>Al-Zahrawi</b>	Expert in surgery. Produced books showing complex abdominal operations and 200 surgical instruments.
<b>Ibn-al-Nafis</b>	Argued against Galen's belief that blood was produced by the liver and burnt up by the body as a nutrient.
<b>John Bradmore</b>	Developed a new forcep to remove an arrow lodged in Prince Henry's cheek. Dressed the wound with barley and honey and it healed, free of infection.
<b>Henri de Mondeville</b>	Taught that wounds should be bathed and cleaned, then closed quickly, contrary to Galen who said that pus should be allowed to form to carry away poisoned blood.

### Christianity and medicine:

- **Preserving knowledge:** Copied ancient Greek and Roman books to prevent knowledge being lost. Monks made these copies by hand.
- **Education and training:** Controlled universities and supported Galen. Roger Bacon was imprisoned for saying doctors should do their own research.
- **Cause and treatment:** God sent illness, so the only way to prevent it was to pray and commit less sin. To look for other explanations was to challenge the Church.
- **Hospitals:** Hospitals were in monasteries – 500 by 1400. Cared for sick and old people with prayer, herbal remedies and rest. No infectious diseases.

# Health and the People c1000 to Present Day

## Part 1: Medicine stands still c1000-1500

### Islam and medicine:

- **Hospitals:** Islam encouraged a good diet, exercise and hygiene. As such, there were many advanced hospitals with different wards and nursing care for patients. By 1100, every large town in the Islamic world had a hospital. Physicians trained in hospitals. Hospitals were open to all.
- **Preserving knowledge:** Greek medical textbooks were translated into Arabic. Islamic physicians built on the ideas of the Greeks and Roman, composing multi-volume medical encyclopaedias which organised medical knowledge. These books were later translated into Latin and used in Europe.

### Public health in monasteries

- **Health in monasteries was better. For example:**
  - ✓ Water was used to flush the latrines which drained into ditches
  - ✓ Reservoirs stored incoming water for when it was needed
  - ✓ Pipes brought water into the washrooms, bakery, kitchen etc.
  - ✓ Drains took rainwater and waste away from the abbey
- **This was because:**
  - ✓ Monasteries were wealthy, so they could afford water supplies and sanitation
  - ✓ They were built close to rivers in isolated places, so could draw fresh water
  - ✓ Monks were expected to keep clean

### Surgery in medieval times:

Treatments	Problems	Training
Most surgery was performed by barber surgeons, who offered blood-letting, tooth extraction and amputations as well as haircuts. They could also remove small tumours on the skin's surface. They could not do complex operations inside the body.	<ul style="list-style-type: none"> <li>• <b>Pain:</b> Surgeons used herbs such as opium or hemlock to make patients drowsy but performed amputations and other surgery without pain relief.</li> <li>• <b>Infection:</b> Wine, vinegar or honey could be used to clean wounds, but infection could not be prevented.</li> <li>• <b>Bleeding:</b> Large cuts were sewn up or cauterised. Surgeons could not stop heavy bleeding.</li> </ul>	Surgeons did not go to university but trained through observing others. They improved their skills through practise and reading books on surgery.

### The Black Death (1348):

<b>Explanations:</b> <ul style="list-style-type: none"> <li>• <b>God's punishment</b> – plague was punishment for sin</li> <li>• <b>Miasma</b> – bad air was spreading disease</li> <li>• <b>Astrology</b> – the planet had moved into a new constellation of stars</li> <li>• <b>Theory of the Four Humours</b> – people were 'stuffed with evil humours'</li> </ul>	
<b>Prevention:</b> <ul style="list-style-type: none"> <li>• Stopped strangers entering</li> <li>• Daily services to pray for forgiveness</li> <li>• Cleaned the streets</li> <li>• Lit candles for God</li> <li>• Fasted to repent sins</li> <li>• Doors and windows sealed</li> <li>• Pilgrimages to show remorse</li> <li>• Sweet smelling herbs</li> <li>• Kept air moving using birds/bells</li> <li>• Ban on God-insulting activities</li> <li>• Flagellants whipped themselves</li> <li>• Butchers punished for mess</li> </ul>	
<b>Treatments:</b> <ul style="list-style-type: none"> <li>• Prayed for people to recover</li> <li>• Holy charms around neck</li> <li>• Cut open buboes to let out pus</li> <li>• Leeches to bleed patient</li> <li>• Used Theory of Opposites – Black Death was a fever so they used cold baths and avoid hot (strong food) such as garlic and onions</li> </ul>	

### Public health in towns

Problems	Improvements
<ul style="list-style-type: none"> <li>✗ Water was collected from a river or pit</li> <li>✗ Cesspits for human waste were sometimes near water supplies</li> <li>✗ People threw rubbish into streets and rivers</li> <li>✗ Animals roamed the streets and left excrement</li> <li>✗ Diseases were common</li> <li>✗ Open sewers ran through streets</li> </ul>	<ul style="list-style-type: none"> <li>✓ Carts collected human waste from cesspits</li> <li>✓ In Exeter, aqueducts were built</li> <li>✓ In Newcastle, streets were paved to be easier to clean</li> <li>✓ Cesspits were lined with brick or stone, so they didn't leak</li> <li>✓ Laws were passed to punish people for throwing human or butchers' waste into streets</li> </ul>

Short-term impact:	Long-term impact:
Killed over 1/3 of the population of medieval England in a year. Whole villages were wiped out, and the loss of many workers led to food shortages. The price of food increased.	Survivors became better off. There was a shortage of workers, so employers had to pay higher wages to attract them. People had more money, and some spent this on education. More people learned to read and write, which helped to spread new ideas more quickly.

# Health and the People c1000 to Present Day

## Part 2: The beginnings of change c1500-1800

### Significance of Vesalius:

Vesalius challenged the work of Galen on anatomy. His work spread due to a printing revolution, the use of artists to produce detailed anatomical drawings, and the growing acceptance that Galen loved enquiry and that doctors should too.

#### Short-term significance

- Improved knowledge of anatomy
- Changed attitudes – doctors realised there was more to learn
- Some doctors now carried out human dissection to learn more
- More anatomic research – e.g. book on human skull and ear

#### Long-term significance

- Gradually, people challenged traditional ideas
- Paved the way for Pare and Harvey
- Insistence on enquiry – by the late 1600s most students were encouraged to find things out for themselves

### Significance of Pare:

Pare developed new types of artificial limbs, a new lotion for gunshot wounds, and ligatures to tie off arteries instead of cauterising wounds. His ligatures caused infection though, and so they were not routinely used for 300 years.

#### Short-term significance

- Lotion instead of oil was widely accepted. Wrote books
- Showed that new methods could be more successful than old ideas

#### Long-term significance

- Encouraged surgeons to think for themselves and try new ideas
- William Clowes wrote a book detailing battlefield treatments
- Raised the status of surgeons – Henry VIII set up the Company of Barber Surgeons

### Significance of Harvey:

Harvey proved that blood circulated, disproving Galen's theory that blood was produced in the liver and burnt by the body as energy. He was very thorough and used a scientific method and observation before publishing his results.

#### Short-term significance

- Initially many ignored him
- Almost 50 years until his ideas were taught at University
- Fewer patients went to Harvey for treatment

#### Long-term significance

- Accepted over time. Many future surgical advancements depended on circulation
- Left gaps in his work – e.g. the work of the liver
- Malphigi later discovered capillaries
- Fuelled a scientific revolution – 1660 the Royal Society was established to discuss ideas

### Key individuals:

Name	Description
<b>Andreas Vesalius</b>	<b>Fabric of the Human Body</b> , published in 1543. Identified 300 mistakes in Galen's work, such as the lower jaw was in 1 part not two, and the human breastbone was in 3 parts, not 7. Carried out dissections on executed criminals.
<b>William Harvey</b>	<b>De Moto Cordis</b> , published in 1628. He discovered that blood circulates around the body, with the heart acting as a pump. He identified valves in veins to show it was a one-way system.
<b>Ambroise Pare</b>	Battlefield surgeon, who created over 50 types of artificial limb, developed a lotion of egg yolk, oil of roses and turpentine to deal with gunshot wounds (instead of boiling oil), and ligatures (silk threads) to tie off arteries instead of cauterisation.
<b>John Hunter</b>	Trained hundreds of surgeons, including Edward Jenner. Tested new surgical techniques such as tying off an aneurysm instead of amputating the limb. Opened a teaching museum to promote surgery.
<b>Edward Jenner</b>	Discovered that a small dose of cowpox would prevent against smallpox. Became known as vaccination and challenged the traditional practice of inoculation.
<b>James Morrison</b>	A famous Quack, who made his fortune selling 'Vegetable Pills', which he claimed could cure everything. Contained purgatives and many died from excessive bowel movements.

### Treating illness in the Renaissance:

- **Bleeding:** Still one of the most common treatments
- **Herbal remedies:** Printing meant more people could buy 'herbals' such as The Complete Herbal by Nicholas Culpepper
- **New treatments from abroad:** Rhubarb to purge the bowels, quinine to treat fevers, opium as an anaesthetic and tobacco was a 'cure-all'
- **Quackery:** Travelling salesmen who sold pills and medicine with no training. This boomed in the Renaissance, with men like Joshua Ward (selling pills he claimed could cure any illness, which just made people sweat a lot) and James Morrison making a fortune.
- **Superstitious treatments:** Still very popular, such as the touch of a King (92,000 people visited Charles II between 1660-2) to cure scrofula (a skin disease), and the Bezoar Stone from the stomach of a goat to cure all poisons. This was disproven by Pare.

# Health and the People c1000 to Present Day

## Part 2: The beginnings of change c1500-1800

### The Great Plague (1665)

<b>Explanations:</b> <ul style="list-style-type: none"> <li><b>God's punishment</b> – plague was punishment for sin</li> <li><b>Miasma</b> – bad air was spreading disease</li> <li><b>Astrology</b> – the planet had moved into a new constellation of stars</li> </ul>	
<b>Prevention:</b> <ul style="list-style-type: none"> <li>People shut in their homes</li> <li>Dead were inspected to check for the plague</li> <li>Bedding hung in smoke</li> <li>Sweep the street outside front door</li> <li>Pigs, dogs and cats banned in cities</li> <li>Large assemblies banned</li> <li><b>Measures didn't work because:</b> <ul style="list-style-type: none"> <li>They were orders not laws</li> <li>King and council left London</li> <li>Symptoms were not recorded</li> <li>Too few watchmen to enforce</li> </ul> </li> </ul>	
<b>Treatments:</b> <ul style="list-style-type: none"> <li>Prayed for people to recover</li> <li>Holy charms around neck</li> <li>Cut open buboes to let out pus</li> <li>Leeches to bleed patient</li> <li>Quacks sold 'Great Medicines' – e.g. London Treacle containing wine, herbs, spices, honey and opium</li> <li>Many herbal remedies were used</li> </ul>	
<b>Short-term impact:</b> <p>Some of the methods introduced in London worked a little, but over 1/4 of the population of London died of the Plague in 1665. A combination of cold weather and the Great Fire of London ended the plague.</p>	<b>Long-term impact:</b> <p>Following the Great Fire, central London was rebuilt, with stone and brick buildings and wider paved streets. For a time, London was healthier. But as the city became more and more crowded in the Industrial Revolution, the benefits disappeared.</p>

### Renaissance hospitals:

- Organisation:** Charities and some local councils set up and ran hospitals. More hospitals were established, including specialist ones like maternity hospitals.
- Staffing:** Nursing sisters treated patients with herbal remedies, but nursing helpers did the heavy manual work and had no medical training.
- Patients:** Treated minor complaints like leg ulcers. Infectious diseases were still not admitted. Anyone with money preferred to be treated at home by a physician.
- Treatments:** Herbal remedies, food, rest, and bathing. Provided with warmth and prayer. Treatments were also still based on the Four Humours.
- Scale:** By 1700, London had a population of over half a million, but only had 2 large hospitals. By the 1660s, St Bartholomew's Hospital in London had 2 wards for 300 patients, with 3 physicians and 3 surgeons.

### Training and status of surgeons and physicians:

- Throughout the 1500s and 1600s, most physicians still accepted Hippocrates' Theory of the Four Humours. Training was still based on the work of Galen and Arab doctors such as Ibn Sina. But, by the late 1600s, things began to change:
  - In some hospitals, training took place on the ward. More dissections
  - Training emphasised the importance of a scientific approach
  - Better microscopes and the first thermometers helped improve treatment
- Many people still could not afford treatment from a physician. Many preferred the cheaper remedies from surgeons and apothecaries.
- In 1645, The Society was formed to discuss new scientific ideas and publish books and articles. It became The Royal Society in 1662, and Charles II paid for a laboratory and had an observatory built on one of his palaces

### Significance of Hunter:

Hunter trained hundreds of new surgeons, developed new surgical methods and opened an anatomical museum in London.

Short-term significance	Long-term significance
<ul style="list-style-type: none"> <li>Encouraged a scientific approach</li> <li>Wrote books on many topics</li> <li>Surgeon to the King and Army and so influenced surgery</li> <li>Set up a teaching museum</li> </ul>	<ul style="list-style-type: none"> <li>Trained hundreds of surgeons</li> <li>Inspired Edward Jenner</li> <li>Company of Surgeons formed in 1745, became Royal College of Surgeons in 1800</li> </ul>

### Significance of Jenner:

Jenner developed a new vaccine for smallpox, replacing the traditional inoculation. He published his work in 1798.

Short-term significance	Long-term significance
<ul style="list-style-type: none"> <li>23 experiments before publishing</li> <li>Govt. gave him £30,000</li> <li>Vaccination became widely used</li> <li>Deaths fell</li> <li>Vaccination compulsory in 1852</li> </ul>	<ul style="list-style-type: none"> <li>Smallpox eradicated as killer disease</li> <li>Enforcement of vaccine in 1872</li> <li>Wiped out smallpox by 1970s</li> <li>Other vaccines developed</li> <li>One off discovery</li> </ul>

### Opposition to vaccination:

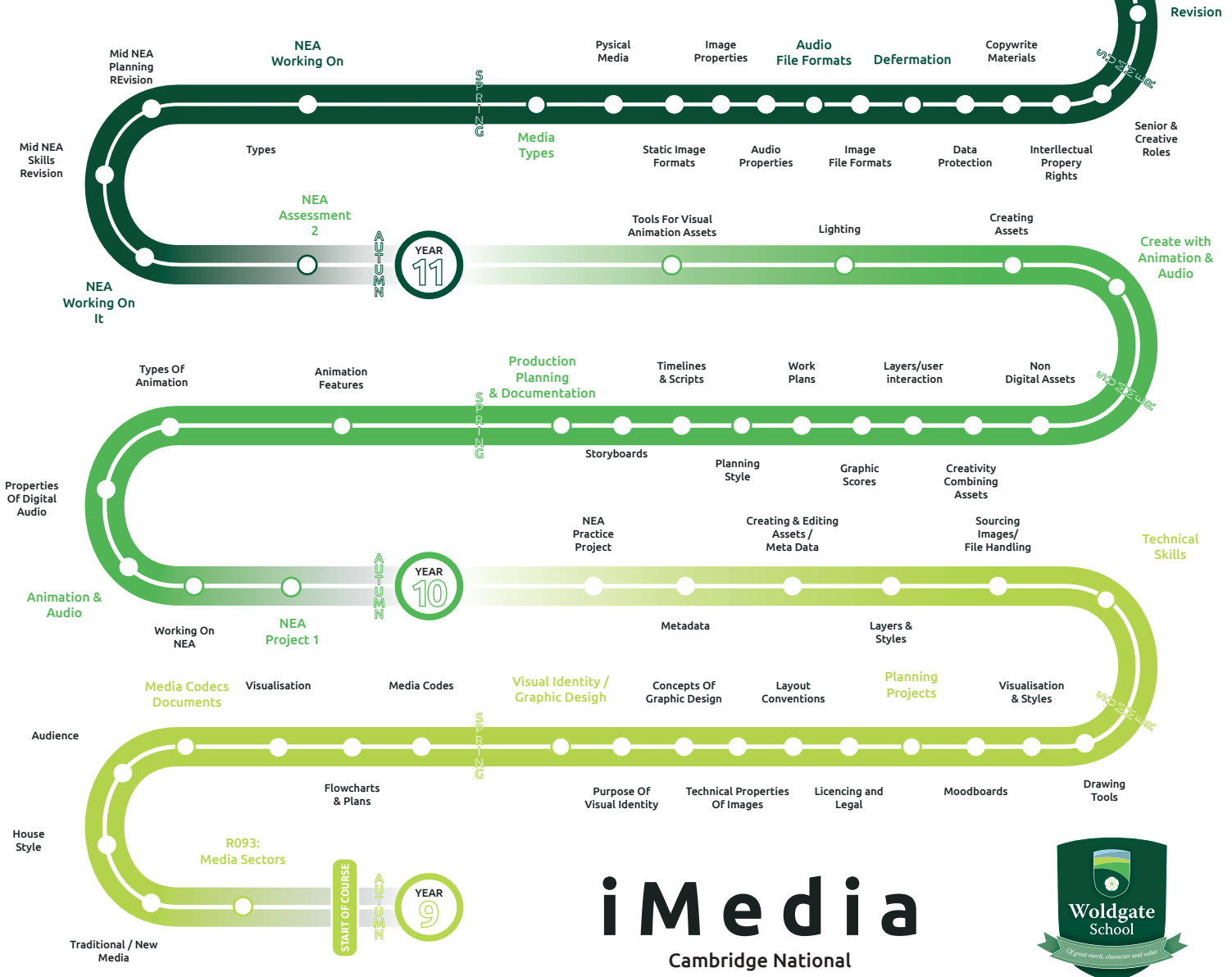
People didn't like treatment linked to animals, thought disease was God's punishment, Jenner wasn't a famous doctor, he couldn't explain it and inoculators were worried about losing their income.



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**EXAMINATIONS**



**iMedia**  
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# Planning Documents

Type	Description
Mood Board	A <b>mood board</b> is a collection of images, colours, textures, words and examples that show the <i>style, theme or feeling</i> of a project. It helps you explore ideas and set the creative direction before you start designing. Mood boards are often used in iMedia to show inspiration for graphics, characters, branding or multimedia products.
Mind Map	A <b>mind map</b> is a visual way of organising ideas around one main topic. You start with a central idea, then create branches for related thoughts, features, themes or requirements. In iMedia, mind maps help you break down project briefs, explore creative options, and plan what content or assets you need to create.
Concept Sketch	A <b>concept sketch</b> is a quick, hand-drawn idea that shows the first stage of a design. It doesn't need full detail — just the basic shapes, layout and concept. Designers use concept sketches to experiment with ideas, test compositions, and communicate early thinking. In iMedia, concept sketches are common for characters, environments, logos and interface layouts.
Visualisation	A <b>concept sketch</b> is a quick, hand-drawn idea that shows the first stage of a design. It doesn't need full detail — just the basic shapes, layout and concept. Designers use concept sketches to experiment with ideas, test compositions and communicate early thinking. In iMedia, concept sketches are common for characters, environments, logos and interface layouts.

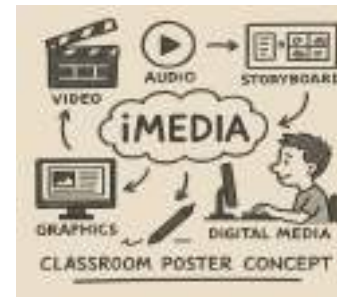
Digital Mood Board



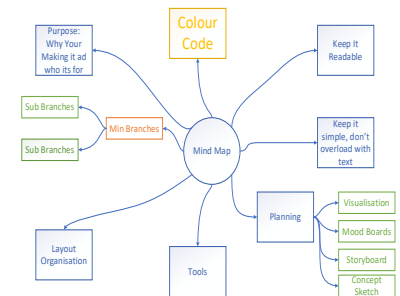
Physical Mood Board



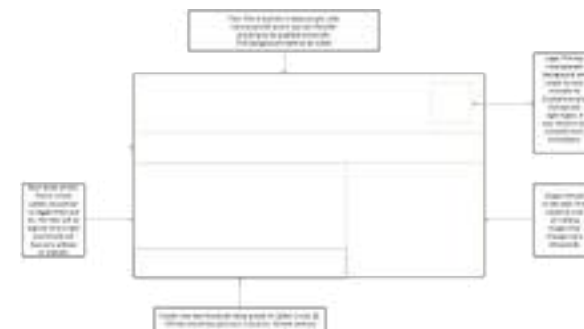
Concept Sketch







Mind Map



Visualisation Diagram







## Visual Identity Components

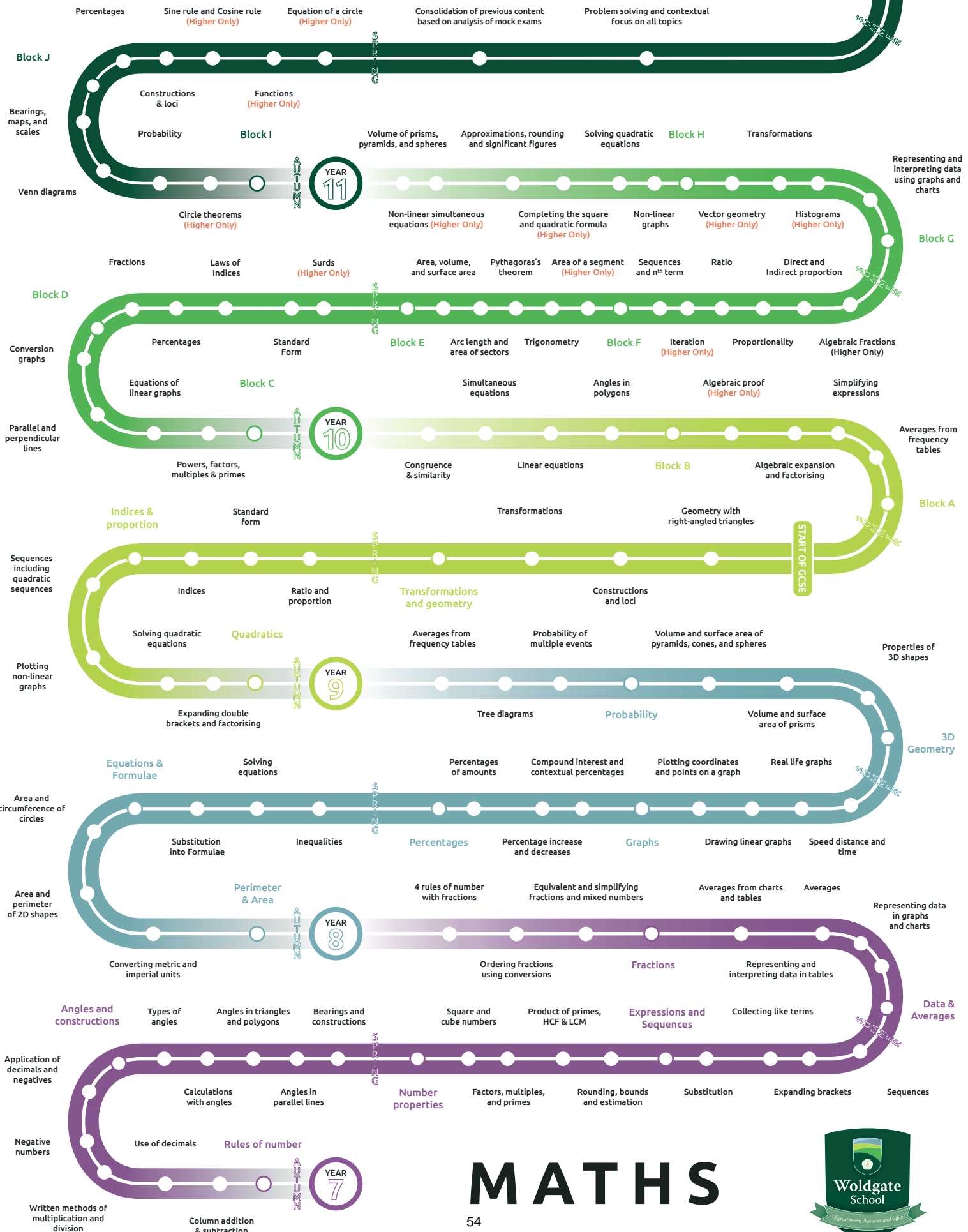
Element	Description	Icon
Logo	Symbol representing brand	
Colour Palette	Defines brand emotion & tone	
Typography	Font choices & hierarchy	
Imagery Style	Consistent photo/graphic look	

Tool	Description
Blending Modes	Blending modes control how one layer interacts visually with the layers beneath it, allowing you to create effects such as lightening, darkening or adding texture. They help you combine images in creative and professional ways.
Layers	Layers are like transparent sheets stacked on top of each other, letting you edit different parts of your project separately. This makes your work easier to control, organise and change.
Clone Stamp	The Clone Stamp tool copies pixels from one part of an image and paints them onto another, useful for removing unwanted objects or repairing damaged areas. It gives you precise control when retouching images.
Healing Brush	The Healing Brush blends sampled pixels with the surrounding texture and colour to fix imperfections smoothly. It's ideal for removing blemishes, scratches or small distractions.

## Editing Sourced Images

Edit Type	Use/Function	Icon
Crop/Resize	Change size & framing	
Background Removal	Cut out subject	
Colour Correction	Adjust colour/brightness	
Composite Images	Combine multiple elements	

Tool	Description
Bevel / Emboss	Bevel and Emboss add highlights and shadows to give text or shapes a raised or pressed 3D effect. They help your graphics look more realistic and visually striking.
stroke	A stroke is an outline added around text, shapes or images. It helps important elements stand out and improves clarity in your design..
Shadows	Shadow effects create the illusion of depth by adding a darker area behind an object. They help make elements look more realistic and separated from the background..
Glow	Glow adds a soft, coloured light around the inside or outside of an object. It's useful for making elements stand out, appear illuminated or look more visually appealing.
Overlay	Overlay is a blending effect that enhances contrast by mixing the colours of a layer with those beneath it. It's often used to add texture, lighting effects or boost vibrancy without losing detail.



# Block E



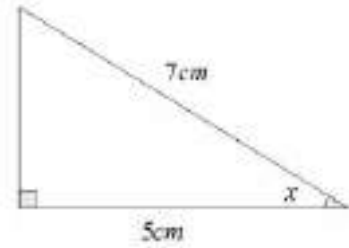
Topic/Skill	Definition/Tips	Example
1. Perimeter	The <b>total distance</b> around the <b>outside</b> of a shape.  Units include: <i>mm, cm, m</i> etc.	<p style="text-align: center;">8 cm</p> <p style="text-align: center;">5 cm</p> $P = 8 + 5 + 8 + 5 = 26cm$
2. Area	The amount of <b>space inside</b> a shape.  Units include: <i>mm<sup>2</sup>, cm<sup>2</sup>, m<sup>2</sup></i>	
3. Area of a Rectangle	<b>Length x Width</b>	$A = 36cm^2$
4. Area of a Parallelogram	<b>Base x Perpendicular Height</b> Not the slant height.	$A = 21cm^2$
5. Area of a Triangle	<b>Base x Height ÷ 2</b>	$A = 24cm^2$
6. Area of a Kite	Split in to <b>two triangles</b> and use the method above.	$A = 8.8m^2$
7. Area of a Trapezium	$\frac{(a + b)}{2} \times h$ <p>“Half the sum of the parallel side, times the height between them. That is how you calculate the area of a trapezium”</p>	$A = 55cm^2$
8. Compound Shape	A shape made up of a <b>combination of other known shapes</b> put together.	
9. Pythagoras' Theorem	For any <b>right angled triangle</b> :  $a^2 + b^2 = c^2$	<p style="text-align: center;">Finding a Shorter Side</p>



# Block E



When finding a missing angle, use the 'inverse' trigonometric function by pressing the 'shift' button on the calculator.



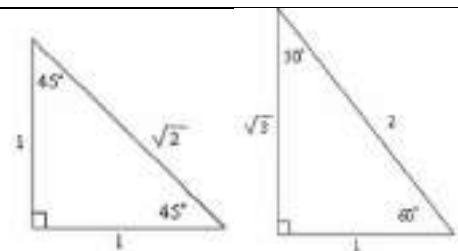
Use 'Adjacent' and 'Hypotenuse', so use 'cos'

$$\cos x = \frac{5}{7}$$

$$x = \cos^{-1}\left(\frac{5}{7}\right) = 44.4^\circ$$

15. Exact Values for Angles in Trigonometry

	$0^\circ$	$30^\circ$	$45^\circ$	$60^\circ$	$90^\circ$
<b>sin</b>	<b>0</b>	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	<b>1</b>
<b>cos</b>	<b>1</b>	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	<b>0</b>
<b>tan</b>	<b>0</b>	$\frac{1}{\sqrt{3}}$	<b>1</b>	$\sqrt{3}$	<b>----</b>

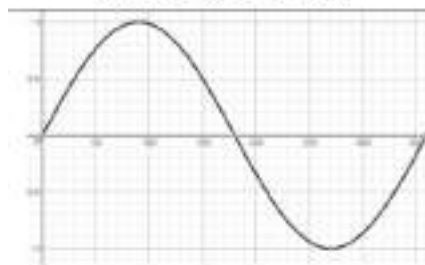


16. Graphs of Trigonometric Functions

(Higher only)

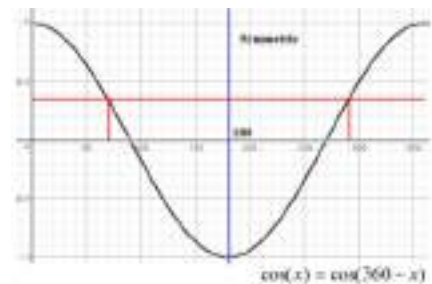
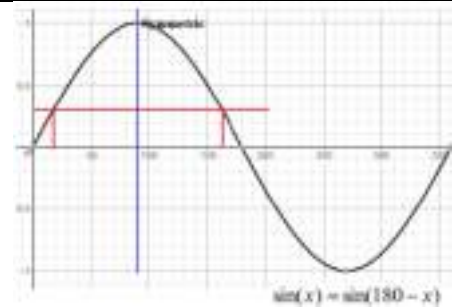
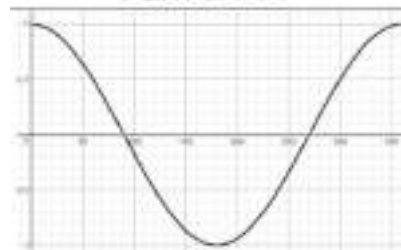
$$y = \sin(x)$$

for  $0 \leq x \leq 360^\circ$

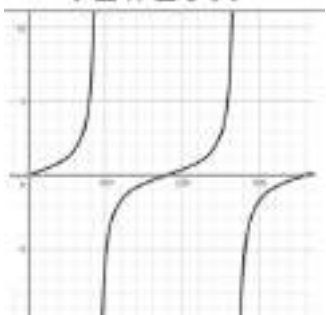
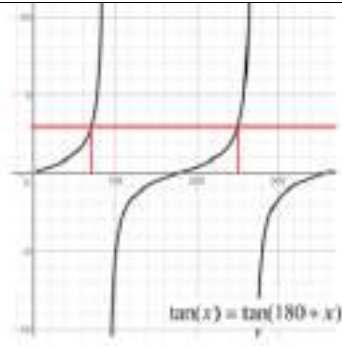
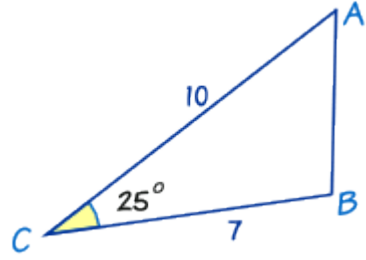
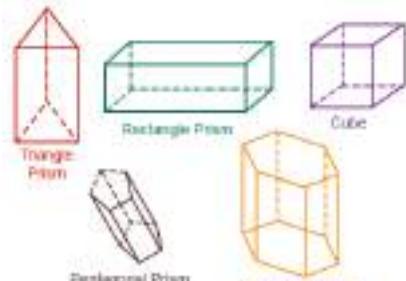
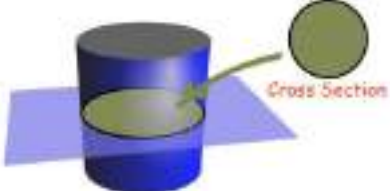
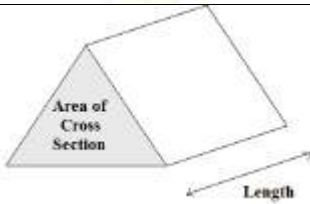
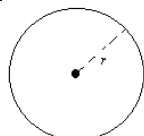


$$y = \cos(x)$$

for  $0 \leq x \leq 360^\circ$





	<p><math>y = \tan(x)</math> for <math>0 \leq x \leq 360^\circ</math></p> 	 <p><math>\tan(x) = \tan(180 + x)</math></p>
<p>17. Area of a Triangle (Higher only)</p>	<p>Use when given the <b>length of two sides and the included angle.</b></p> $\text{Area of a Triangle} = \frac{1}{2}ab \sin C$	 $A = \frac{1}{2}ab \sin C$ $A = \frac{1}{2} \times 7 \times 10 \times \sin 25$ $A = 14.8$
<p>18. Prism (Higher only)</p>	<p>A prism is a 3D shape whose <b>cross section is the same</b> throughout.</p>	
<p>19. Cross Section (Higher only)</p>	<p>The <b>cross section</b> is the <b>shape that continues</b> all the way <b>through the prism.</b></p>	
<p>20. Volume of a Prism (Higher only)</p>	$V = \text{Area of Cross Section} \times \text{Length}$ $V = A \times L$	
<p>21. Circle</p>	<p>A circle is the locus of all points equidistant from a central point.</p>	

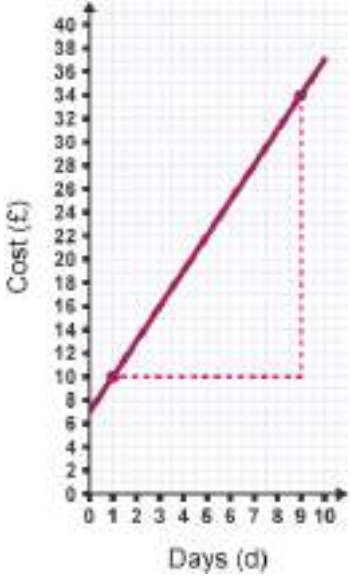
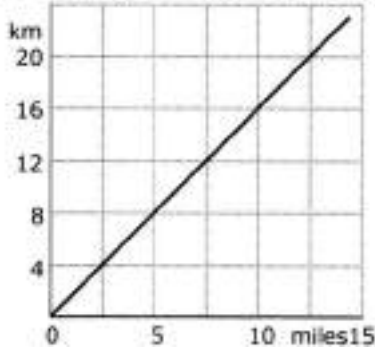
# Block E



<p>22. Parts of a Circle</p>	<p><b>Radius</b> – the <b>distance</b> from the <b>centre</b> of a circle to the <b>edge</b></p> <p><b>Diameter</b> – the total <b>distance</b> across the <b>width</b> of a circle <b>through the centre</b>.</p> <p><b>Circumference</b> – the <b>total distance</b> around the <b>outside</b> of a circle</p> <p><b>Chord</b> – a <b>straight line</b> whose <b>end points lie on a circle</b></p> <p><b>Tangent</b> – a <b>straight line</b> which <b>touches</b> a circle at exactly <b>one point</b></p> <p><b>Arc</b> – a <b>part of the circumference</b> of a circle</p> <p><b>Sector</b> – the <b>region</b> of a circle enclosed by <b>two radii</b> and their intercepted <b>arc</b></p> <p><b>Segment</b> – the <b>region</b> bounded by a <b>chord</b> and the <b>arc</b> created by the chord</p>	<p style="text-align: center;">Parts of a Circle</p>
<p>23. Area of a Circle</p>	<p><math>A = \pi r^2</math> which means 'pi x radius squared'.</p>	<p>If the radius was 5cm, then:  <math>A = \pi \times 5^2 = 78.5cm^2</math></p>
<p>24. Circumference of a Circle</p>	<p><math>C = \pi d</math> which means 'pi x diameter'</p>	<p>If the radius was 5cm, then:  <math>C = \pi \times 10 = 31.4cm</math></p>
<p>25. <math>\pi</math> ('pi')</p>	<p>Pi is the circumference of a circle divided by the diameter.</p> <p style="text-align: center;"><math>\pi \approx 3.14</math></p>	
<p>26. Arc Length of a Sector</p>	<p>The arc length is part of the circumference.</p> <p>Take the <b>angle</b> given as a <b>fraction over 360°</b> and <b>multiply</b> by the <b>circumference</b>.</p>	<p>Arc Length = <math>\frac{115}{360} \times \pi \times 8 = 8.03cm</math></p>
<p>27. Area of a Sector</p>	<p>The area of a sector is part of the total area.</p> <p>Take the <b>angle</b> given as a <b>fraction over 360°</b> and <b>multiply</b> by the <b>area</b>.</p>	<p>Area = <math>\frac{115}{360} \times \pi \times 4^2 = 16.1cm^2</math></p>

# Block F



Topic/Skill	Definition/Tips	Example
1. Writing Formulae  (Foundation extra)	<b>Substitute letters for words</b> 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
2. Substitution  (Foundation extra)	<b>Replace letters with numbers.</b>  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. $7b^2 - 5 = 7 \times 2^2 - 5 = 23$
3. Real Life Graphs  (Foundation extra)	Graphs that are supposed to model some real-life situation.  The actual meaning of the values depends on the labels and units on each axis.  The <b>gradient</b> might have a contextual meaning. The <b>y-intercept</b> might have a contextual meaning. The <b>area</b> under the graph might have a contextual meaning.	 <p>A graph showing the cost of hiring a ladder for various numbers of days.</p> <p>The gradient shows the cost per day. It costs £3/day to hire the ladder.</p> <p>The y-intercept shows the additional cost/deposit/charged (something not linked to how long the ladder is hired for). The additional cost is £7.</p>
4. Conversion Graph  (Foundation extra)	A line graph to <b>convert one unit to another.</b>  Can be used to convert units (eg. miles and kilometres) or currencies (\$ and £)  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>Conversion graph miles ↔ kilometres</p>  <p><math>8 \text{ km} = 5 \text{ miles}</math></p>

# Block F



<p>5. Depth of Water in Containers</p> <p>(Foundation extra)</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>6. Linear Sequence</p>	<p>A number pattern with a <b>common difference</b>.</p>	<p>2, 5, 8, 11... is a linear sequence</p>
<p>7. Term</p>	<p><b>Each value</b> in a sequence is called a term.</p>	<p>In the sequence 2, 5, 8, 11..., 8 is the third term of the sequence.</p>
<p>8. Term-to-term rule</p>	<p>A rule which allows you to <b>find the next term</b> in a sequence if you <b>know the previous term</b>.</p>	<p>First term is 2. Term-to-term rule is 'add 3'</p> <p>Sequence is: 2, 5, 8, 11...</p>
<p>9. nth term</p>	<p>A rule which allows you to <b>calculate the term</b> that is in the <b>nth position</b> of the sequence.</p> <p>Also known as the 'position-to-term' rule.</p> <p><b>n</b> refers to the <b>position</b> of a term in a sequence.</p>	<p>nth term is <math>3n - 1</math></p> <p>The 100<sup>th</sup> term is <math>3 \times 100 - 1 = 299</math></p>
<p>10. Finding the nth term of a linear sequence</p>	<ol style="list-style-type: none"> <li>1. Find the <b>difference</b>.</li> <li>2. <b>Multiply that by n</b>.</li> <li>3. Substitute <math>n = 1</math> to <b>find out what number you need to add or subtract to get the first number in the sequence</b>.</li> </ol>	<p>Find the nth term of: 3, 7, 11, 15...</p> <ol style="list-style-type: none"> <li>1. Difference is +4</li> <li>2. Start with <math>4n</math></li> <li>3. <math>4 \times 1 = 4</math>, so we need to subtract 1 to get 3.</li> </ol> <p>nth term = <math>4n - 1</math></p>
<p>11. Fibonacci type sequences</p>	<p>A sequence where the next number is found by <b>adding up the previous two terms</b></p>	<p>The Fibonacci sequence is: 1,1,2,3,5,8,13,21,34 ...</p> <p>An example of a Fibonacci-type sequence is: 4, 7, 11, 18, 29 ...</p>
<p>12. Geometric Sequence</p>	<p>A sequence of numbers where each term is found by <b>multiplying the previous one</b> by a number called the <b>common ratio, r</b>.</p>	<p>An example of a geometric sequence is: 2, 10, 50, 250 ...</p> <p>The common ratio is 5</p> <p>Another example of a geometric sequence is: 81, -27, 9, -3, 1 ...</p> <p>The common ratio is <math>-\frac{1}{3}</math></p>

# Block F



<p>13. Quadratic Sequence</p>	<p>A sequence of numbers where the <b>second difference is constant</b>. A quadratic sequence will have a <math>n^2</math> term.</p>	
<p>14. nth term of a geometric sequence (Higher only)</p>	<p><math>ar^{n-1}</math> where <math>a</math> is the first term and <math>r</math> is the common ratio</p>	<p>The nth term of 2, 10, 50, 250 ... Is <math>2 \times 5^{n-1}</math></p>
<p>15. nth term of a quadratic sequence (Higher only)</p>	<ol style="list-style-type: none"> <li>Find the first and second differences.</li> <li>Halve the second difference and multiply this by <math>n^2</math>.</li> <li>Substitute <math>n = 1, 2, 3, 4 \dots</math> into your expression so far.</li> <li>Subtract this set of numbers from the corresponding terms in the sequence from the question.</li> <li>Find the nth term of this set of numbers.</li> <li>Combine the nth terms to find the overall nth term of the quadratic sequence.</li> </ol> <p>Substitute values in to check your nth term works for the sequence.</p>	<p>Find the nth term of: 4, 7, 14, 25, 40..</p> <p>Answer: Second difference = +4 <math>\rightarrow</math> nth term = <math>2n^2</math></p> <p>Sequence: 4, 7, 14, 25, 40 <math>2n^2</math>      2, 8, 18, 32, 50 Difference: 2, -1, -4, -7, -10</p> <p>Nth term of this set of numbers is <math>-3n + 5</math></p> <p>Overall nth term: <math>2n^2 - 3n + 5</math></p>
<p>16. Triangular numbers</p>	<p>The sequence which comes from a pattern of dots that form a triangle.</p> <p>1, 3, 6, 10, 15, 21 ...</p>	
<p>17. Iteration (Higher only)</p>	<p>The act of <b>repeating a process</b> over and over again, often with the aim of <b>approximating</b> a desired result more closely.</p> <p><b>Recursive</b> Notation: <math>x_{n+1} = \sqrt{3x_n + 6}</math></p>	$x_1 = 4$ $x_2 = \sqrt{3 \times 4 + 6} = 4.242640 \dots$ $x_3 = \sqrt{3 \times 4.242640 \dots + 6} = 4.357576 \dots$
<p>18. Iterative Method (Higher only)</p>	<p>To create an iterative formula, <b>rearrange</b> an equation with more than one <math>x</math> term to <b>make one of the <math>x</math> terms the subject</b>.</p> <p>You will be given the first value to substitute in, often called <math>x_1</math>.</p> <p><b>Keep substituting in your previous answer</b> until your answers are the same to a certain degree of accuracy. This is called converging to a limit.</p> <p>Use the 'ANS' button on your calculator to keep substituting in the previous answer.</p>	<p>Use an iterative formula to find the positive root of <math>x^2 - 3x - 6 = 0</math> to 3 decimal places.</p> $x_1 = 4$ <p>Answer:</p> $x^2 = 3x + 6$ $x = \sqrt{3x + 6}$ <p>So <math>x_{n+1} = \sqrt{3x_n + 6}</math></p> $x_1 = 4$ $x_2 = \sqrt{3 \times 4 + 6} = 4.242640 \dots$


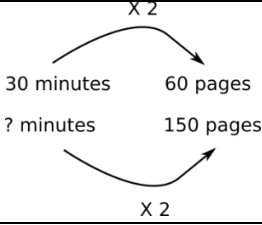
# Block F



		$x_3 = \sqrt{3 \times 4.242640 \dots + 6}$ $= 4.357576 \dots$ <p>Keep repeating...</p> $x_7 = 4.372068 \dots = 4.372 \text{ (3dp)}$ $x_8 = 4.372208 \dots = 4.372 \text{ (3dp)}$ <p>So answer is <math>x = 4.372 \text{ (3dp)}</math></p>
19. Standard Form (Block D Foundation)	$A \times 10^b$ <p>where <math>1 \leq A &lt; 10</math>, <math>b = \text{integer}</math></p>	$8400 = 8.4 \times 10^3$ $0.00036 = 3.6 \times 10^{-4}$
20. Multiplying or Dividing with Standard Form (Block D Foundation)	<p>Multiply: <b>Multiply the numbers</b> and <b>add the powers.</b></p> <p>Divide: <b>Divide the numbers</b> and <b>subtract the powers.</b></p>	$(1.2 \times 10^3) \times (4 \times 10^6) = 8.8 \times 10^9$ $(4.5 \times 10^5) \div (3 \times 10^2) = 1.5 \times 10^3$
21. Adding or Subtracting with Standard Form (Block D Foundation)	<p><b>Convert</b> in to <b>ordinary</b> numbers, <b>calculate</b> and then <b>convert back</b> in to standard form</p>	$2.7 \times 10^4 + 4.6 \times 10^3$ $= 27000 + 4600 = 31600$ $= 3.16 \times 10^4$
22. Algebraic Fraction	<p>A fraction whose <b>numerator</b> and <b>denominator</b> are <b>algebraic expressions.</b></p>	$\frac{6x}{3x-1}$
23. Adding/Subtracting Algebraic Fractions (Higher only)	<p>For <math>\frac{a}{b} \pm \frac{c}{d}</math>, the <b>common denominator</b> is <math>bd</math></p> $\frac{a}{b} \pm \frac{c}{d} = \frac{ad}{bd} \pm \frac{bc}{bd} = \frac{ad \pm bc}{bd}$	$\frac{1}{x} + \frac{x}{2y}$ $= \frac{1(2y)}{2xy} + \frac{x(x)}{2xy}$ $= \frac{2y + x^2}{2xy}$
24. Multiplying Algebraic Fractions (Higher only)	<p><b>Multiply the numerators together</b> and the <b>denominators together.</b></p> $\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$	$\frac{x}{3} \times \frac{x+2}{x-2}$ $= \frac{x(x+2)}{3(x-2)}$ $= \frac{x^2 + 2x}{3x-6}$
25. Dividing Algebraic Fractions (Higher only)	<p><b>Multiply the first fraction by the reciprocal of the second fraction.</b></p> $\frac{a}{b} \div \frac{c}{d} = \frac{a}{b} \times \frac{d}{c} = \frac{ad}{bc}$	$\frac{x}{3} \div \frac{2x}{7}$ $= \frac{x}{3} \times \frac{7}{2x}$ $= \frac{7x}{6x} = \frac{7}{6}$

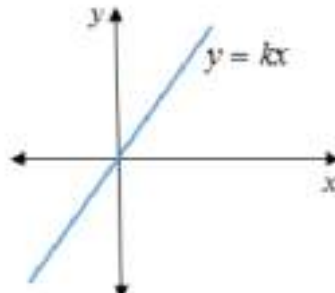
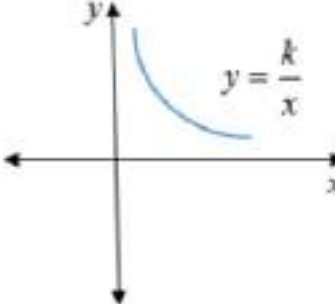
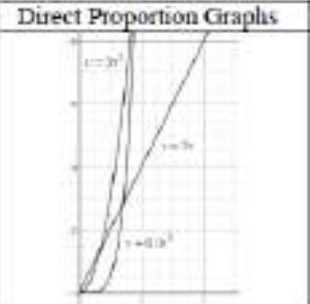
# Block F



26. Simplifying Algebraic Fractions (Higher only)	<b>Factorise</b> the numerator and denominator and <b>cancel common factors</b> .	$\frac{x^2 + x - 6}{2x - 4} = \frac{(x + 3)(x - 2)}{2(x - 2)} = \frac{x + 3}{2}$
27. Ratio	Ratio compares the size of <b>one part</b> to <b>another part</b> .  Written using the ‘:’ symbol.	$3 : 1$ 
28. Proportion	Proportion compares the size of <b>one part</b> to the size of the <b>whole</b> .  Usually written as a fraction.	In a class with 13 boys and 9 girls, the proportion of boys is $\frac{13}{22}$ and the proportion of girls is $\frac{9}{22}$
29. Simplifying Ratios	<b>Divide</b> all parts of the ratio by a <b>common factor</b> .	$5 : 10 = 1 : 2$ (divide both by 5) $14 : 21 = 2 : 3$ (divide both by 7)
30. Ratios in the form 1 : n or n : 1	<b>Divide</b> both parts of the ratio by one of the numbers to make <b>one part equal 1</b> .	$5 : 7 = 1 : \frac{7}{5}$ in the form 1 : n $5 : 7 = \frac{5}{7} : 1$ in the form n : 1
31. Sharing in a Ratio	<ol style="list-style-type: none"> <li><b>Add</b> the total parts of the ratio.</li> <li><b>Divide</b> the amount to be shared by this value to find the value of one part.</li> <li><b>Multiply</b> this value by each part of the ratio.</li> </ol> Use only if you <b>know the total</b> .	Share £60 in the ratio 3 : 2 : 1.  $3 + 2 + 1 = 6$ $60 \div 6 = 10$ $3 \times 10 = 30, 2 \times 10 = 20, 1 \times 10 = 10$ £30 : £20 : £10
32. Proportional Reasoning	Comparing two things using <b>multiplicative reasoning</b> and applying this to a new situation.  Identify one multiplicative link and use this to find missing quantities.	
33. Unitary Method	Finding the <b>value of a single unit</b> and then finding the necessary value by <b>multiplying</b> the single unit value.	3 cakes require 450g of sugar to make. Find how much sugar is needed to make 5 cakes.  $3 \text{ cakes} = 450\text{g}$ So 1 cake = 150g (÷ by 3) So 5 cakes = 750 g (x by 5)
34. Ratio already shared	Find what <b>one part</b> of the ratio is worth using the <b>unitary method</b> .	Money was shared in the ratio 3:2:5 between Ann, Bob and Cat. Given that Bob had £16, found out the total amount of money shared.  $£16 = 2 \text{ parts}$ So $£8 = 1 \text{ part}$ $3 + 2 + 5 = 10 \text{ parts, so } 8 \times 10 = £80$

# Block F

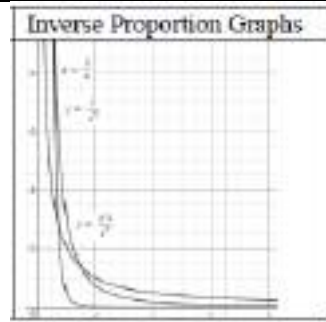


35. Best Buys	Find the <b>unit cost</b> by <b>dividing the price by the quantity</b> . The <b>lowest</b> number is the best value.	8 cakes for £1.28 → 16p each (÷by 8) 13 cakes for £2.05 → 15.8p each (÷by 13) Pack of 13 cakes is best value.
36. Direct Proportion	If two quantities are in direct proportion, <b>as one increases, the other increases by the same percentage</b> .  If $y$ is directly proportional to $x$ , this can be written as $y \propto x$  An equation of the form $y = kx$ represents direct proportion, where $k$ is the <b>constant of proportionality</b> .	
37. Inverse Proportion	If two quantities are inversely proportional, <b>as one increases, the other decreases by the same percentage</b> .  If $y$ is inversely proportional to $x$ , this can be written as $y \propto \frac{1}{x}$  An equation of the form $y = \frac{k}{x}$ represents inverse proportion.	
38. Using proportionality formulae	<b>Direct:</b> $y = kx$ or $y \propto x$ <b>Inverse:</b> $y = \frac{k}{x}$ or $y \propto \frac{1}{x}$  1. <b>Solve to find <math>k</math></b> using the pair of values in the question. 2. <b>Rewrite the equation</b> using the $k$ you have just found. 3. <b>Substitute the other given value</b> from the question in to the equation to <b>find the missing value</b> .	$p$ is directly proportional to $q$ . When $p = 12$ , $q = 4$ . Find $p$ when $q = 20$ .  1. $p = kq$ $12 = k \times 4$ so $k = 3$  2. $p = 3q$  3. $p = 3 \times 20 = 60$ , so $p = 60$
39. Direct Proportion with powers	Graphs showing <b>direct proportion</b> can be written in the form $y = kx^n$ Direct proportion graphs will always start at the origin.	



40. Inverse Proportion with powers

Graphs showing **inverse proportion** can be written in the form  $y = \frac{k}{x^n}$   
Inverse proportion graphs will never start at the origin.

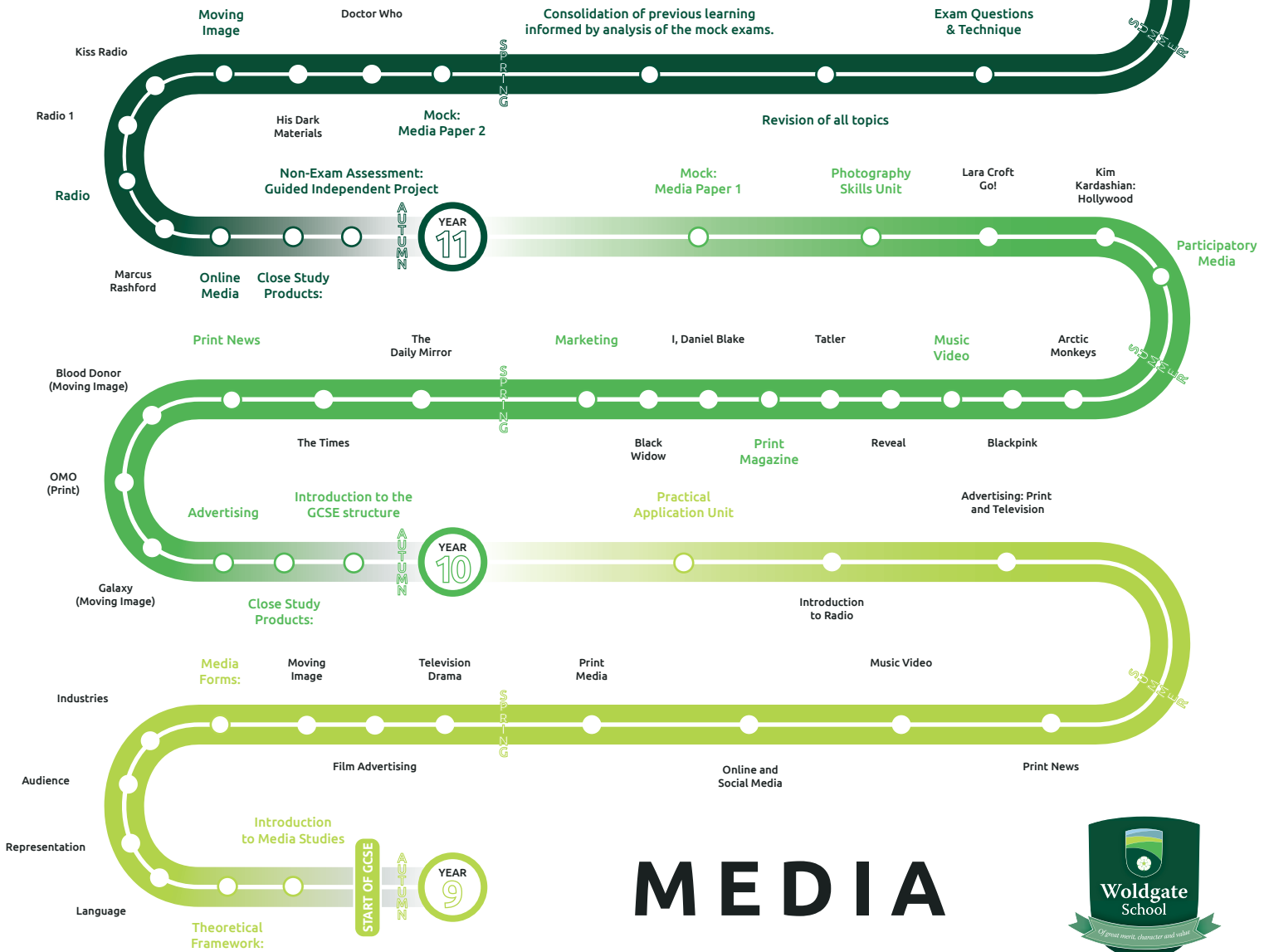




**GCSE EXAMINATIONS**

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

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



**MEDIA**



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

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

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

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

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

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

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



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

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

# The boat flipped. They just slipped through my hands

## PM bows to pressure to admit more refugees

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

Helena Smith Bodrum

Even now, one night and a day after the disaster, the deaths of their devastating still lives the beach. This was not the place any of them could have died: they had come to the Greek island of Kos, freedom beckoned from across the sea.

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

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

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



Patrick Wintour and Nicholas Watt

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

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

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

Local officials near the UK. But the final number of people allowed into the country will amount to fewer than tens of thousands, well short of the numbers likely to be taken by Germany.

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

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

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

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

Continued on page 5 →

Aylan and Ghalib Kandi were drowned after the boat they were in capsized Photograph: Tins Kurdi/The Canadian Press/AP

Continued on page 5 →

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

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

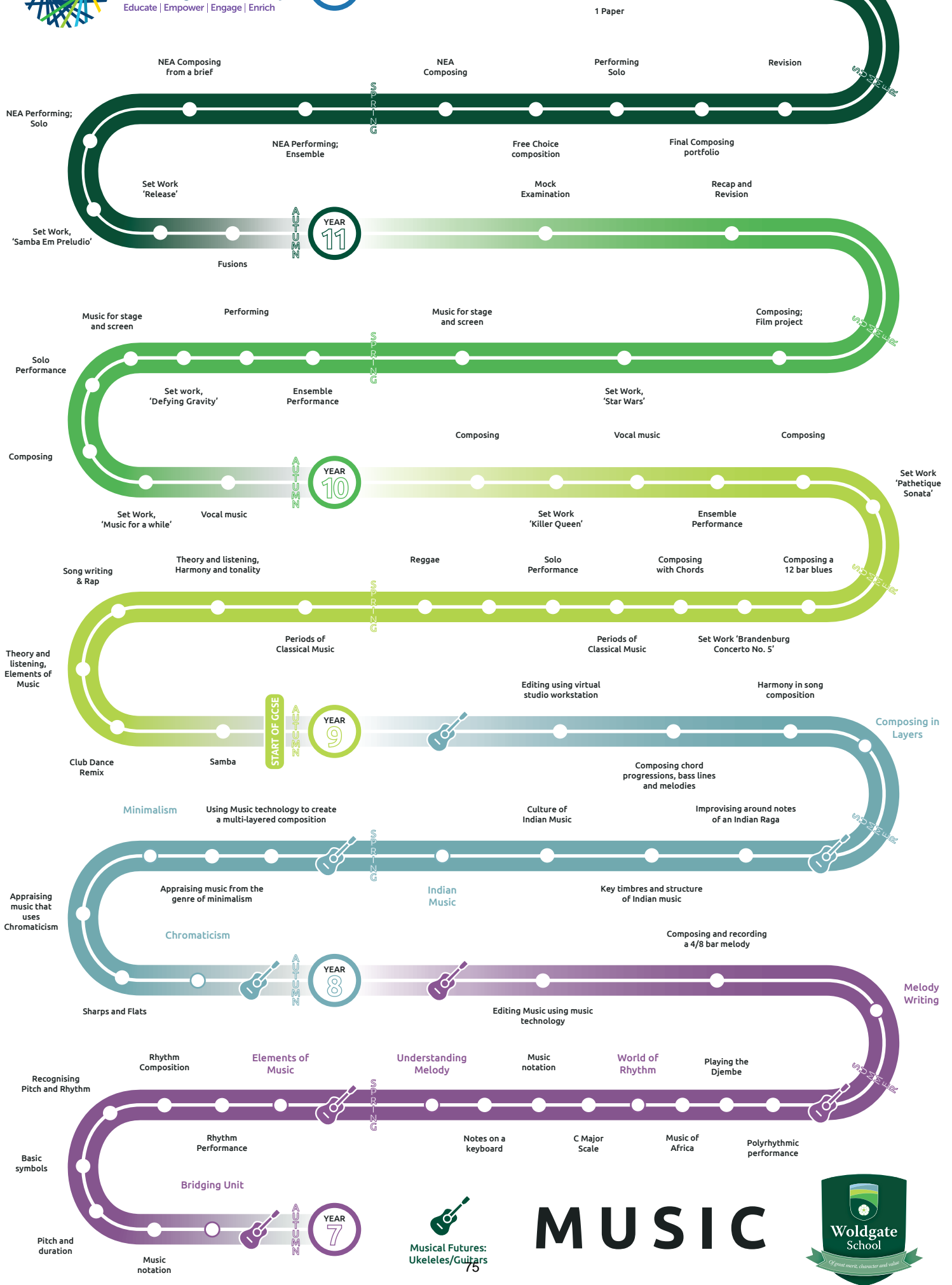
**Caption-** adds information/puts an image into context.



**Wonder**  
Learning Partnership  
Educate | Empower | Engage | Enrich



**GCSE EXAMINATIONS**



Musical Futures:  
Ukeleles/Guitars

**MUSIC**



# GCSE Music

## Listening Log

### Techniques/Key words:

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

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

**Marcato** – ‘marked’ – ‘accented’

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

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

**Cue:** each piece of music from the film score

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

### Context, affect and background to the piece and composer

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

# GCSE Listening Log

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

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

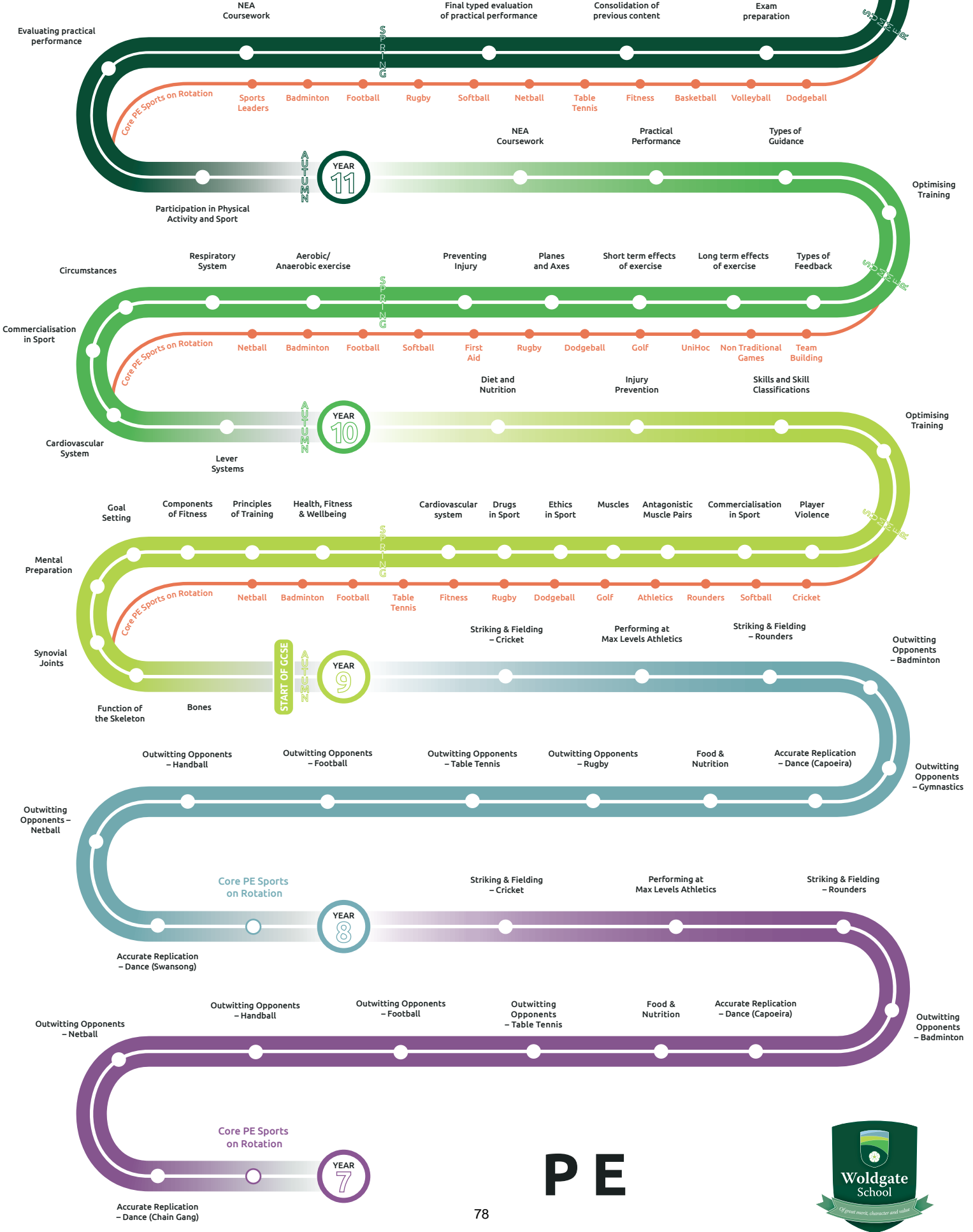
Star Wars: Main Title/Rebel Blockade Runner by John Williams

Listening Log



**GCSE EXAMINATIONS**

2 Written Papers



**PE**



# Methods of Training

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

AO1	<b>Knowledge</b>
AO2	<b>Application</b>
AO3	<b>Evaluation/Analysis</b>

GCSE PE KNOWLEDGE ORGANI



# The Structure and Function of the Muscular System

## What Do We Know...?

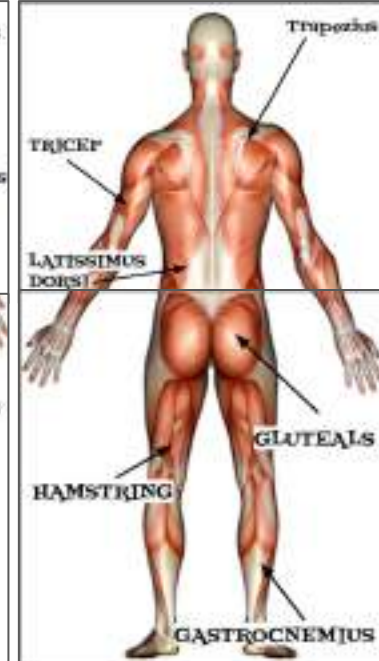
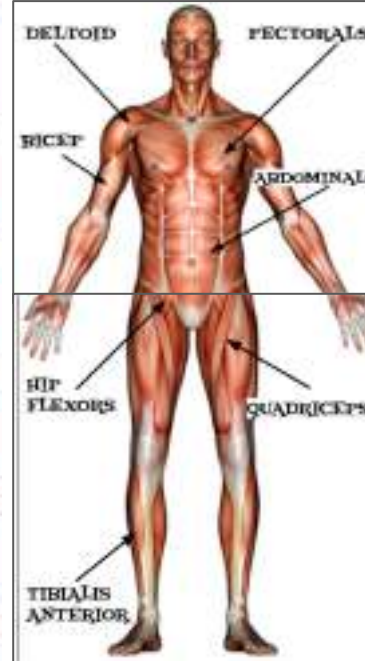
Muscles work in antagonistic muscle pairs

Whilst one contracts and shortens the other relaxes and lengthens

There are two types of muscle contractions: isometric and isotonic

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

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



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

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

AO1	Knowledge
AO2	Application
AO3	Evaluation/Analysis



# GCSE PE KNOWLEDGE ORGAN

# The Structure and Function of the Muscular System

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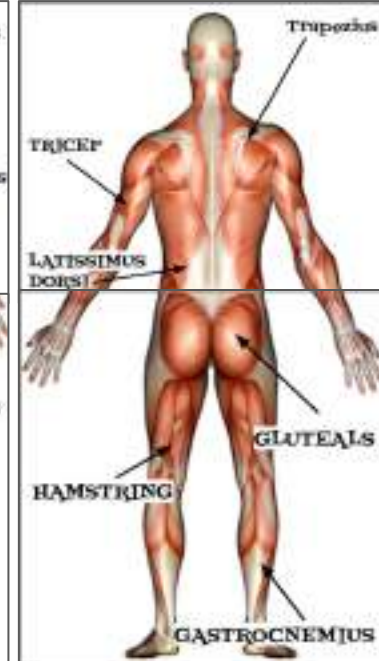
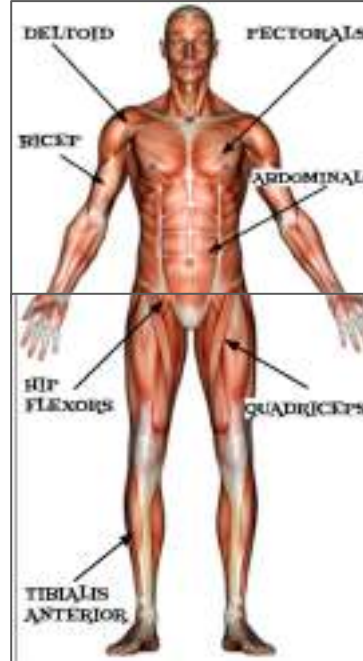
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AO1	Knowledge
AO2	Application
AO3	Evaluation/Analysis

# GCSE PE KNOWLEDGE ORGAN



# Movement Analysis - Planes and Axis

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

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

AO1

Knowledge

AO2

Application

AO3

Evaluation/Analysis

# GCSE PE KNOWLEDGE ORGANI



# Preventing Injury

## 5 ways to prevent injury in physical activity and training

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

## Common Injuries

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

AO1	Knowledge
AO2	Application
AO3	Evaluation/Analysis

# GCSE PE KNOWLEDGE ORGANISER





## Biology 2: Organisation

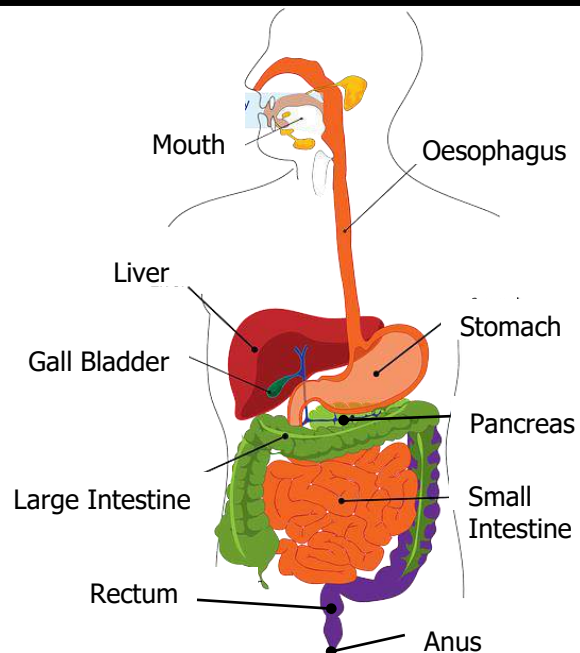
### Section 1: Organisation

1 Tissue	A <b>group of cells</b> with a <b>similar structure and function</b> e.g. muscle tissue
2 Organ	A <b>group of tissues</b> performing a specific <b>function</b> e.g. heart, leaf
3 Organ System	A <b>group of organs</b> that perform a specific <b>function</b> 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 <b>biological catalyst</b> that can <b>speed up the rate of reaction</b> without being used itself. Made of a large <b>protein molecule</b> .
6 Substrate	The <b>chemical that fits into</b> the <b>active site</b> of an enzyme.
7 Lock and Key Model	Only <b>one type of substrate</b> can <b>fit into the active site</b> of an enzyme, like a key fits into a lock.
8 Denatured	When the <b>active site of an enzyme changes shape</b> and the <b>substrate can no longer fit in</b> . Can be caused by <b>pH</b> or <b>temperature</b> .

### Section 4: Testing for Biological Molecules

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

## Section 5a: Human Digestive Enzymes

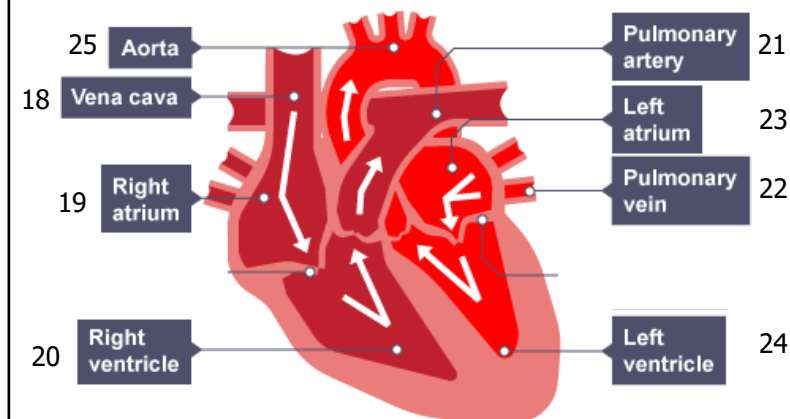
Enzyme	Function	Sites of production	Sites of action
13 Amylase	Breaks <b>starch</b> into <b>sugars</b> .	Salivary glands Pancreas Small intestine	Mouth Small intestine
14 Protease	Breaks <b>proteins</b> into <b>amino acids</b> .	Stomach Pancreas Small intestine	Stomach Small intestine
15 Lipase	Breaks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

### Section 5b: Other Chemicals

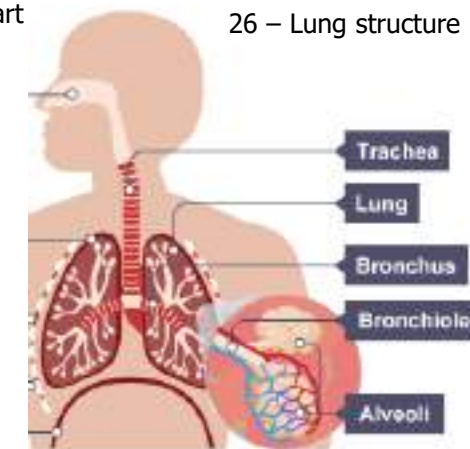
16 Hydrochloric Acid	Acid with pH of 2 produced by the stomach. <b>Unravels proteins</b> .
17 Bile	<b>Emulsifies fats</b> (turns them into droplets to give a greater surface area). It is <b>alkaline</b> so <b>neutralises acid from the stomach</b> . <b>Produced in liver, stored in gall bladder</b> and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

### 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 <b>right atrium</b> that controls <b>resting heart rate</b> .
28 Right ventricle	Pumps <b>deoxygenated blood</b> to the <b>lungs</b> for <b>gas exchange</b> .
29 Left ventricle	Pumps <b>oxygenated blood</b> to the <b>body</b> . <b>Thick, muscular wall</b> .
30 Valve	Stops blood flowing the <b>wrong way</b> / leaking.

### Section 6b: Structures in the Lungs

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

## Biology 2: Organisation

### 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	<b>Wire mesh</b> that <b>opens up a blocked artery</b> .	Keeps artery open. Low-risk surgery.	Fatty material can rebuild.
35 Statin	Drug that <b>reduces cholesterol</b> .	Reduces fat being deposited in arteries.	Side effects e.g. liver damage.
36 Heart transplant	<b>Replacement heart</b> from a donor.	Long-term.	Major surgery. Could be rejected.
37 Artificial heart	<b>Man-made heart</b> used while <b>waiting for a transplant</b> .	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 <b>away from the heart</b> .	Takes <b>blood back to the heart</b> .	<b>Exchange of substances between blood and cells.</b>
Adaptations	<b>Thick wall to withstand high pressure</b>	Thin wall. <b>Valves to prevent backflow of blood.</b>	Wall is <b>one cell thick</b> to allow <b>quick diffusion</b> of substances.

### Section 9: Components of the Blood

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

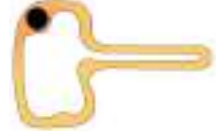


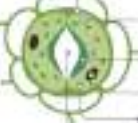
### Section 10a: Movement within Plants

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

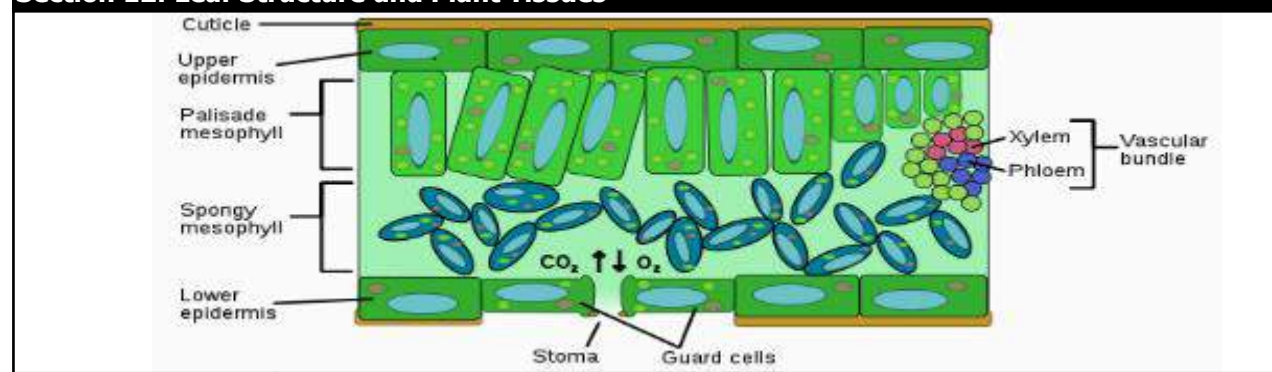
### Section 10b: Factors Affecting Transpiration

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

### Section 11: Cell Adaptations for Movement Within Plants

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

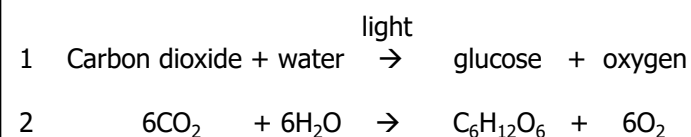
### Section 12: Leaf Structure and Plant Tissues



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

## Biology 4: Bioenergetics

### Section 1: Photosynthesis Equation



### Section 2: Key terms

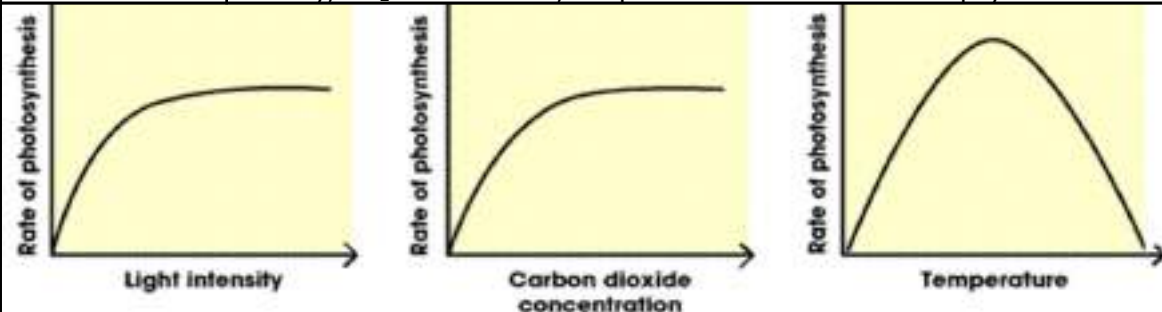
3 Chloroplast	The plant <b>organelle</b> where <b>photosynthesis</b> takes place.
4 Chlorophyll	The <b>green pigment</b> that <b>absorbs energy from light</b> .
5 Endothermic	Photosynthesis <b>takes energy</b> in (in the form of <b>light</b> ). It is an endothermic reaction.
6 Diffusion	<b>The spreading out of particles by random motion from where they are in high concentration to a low concentration. Occurs in gases and liquids.</b>

### Section 3: Uses of Glucose

- 7 Used in **respiration** to provide **energy**.
- 8 Converted into **starch** for **storage**.
- 9 Converted into **fats** and **oils** for **storage**.
- 10 Produce **cellulose** to **strengthen** the **cell wall**.
- 11 Produce **amino acids** to **make proteins** (also needs nitrate ions from the soil)

### Section 4: Limiting Factors

12 Limiting Factor The factor that stops the rate of photosynthesis from increasing; could be light intensity, CO<sub>2</sub> concentration, temperature or amount of chlorophyll.



#### 13 Light Intensity

Initially light is the limiting factor. When the graph plateaus something else (e.g. CO<sub>2</sub> concentration, temperature) is limiting the rate.

#### 14 CO<sub>2</sub> concentration

Initially CO<sub>2</sub> concentration is the limiting factor. When the graph plateaus something else (e.g. light intensity, temperature) is limiting the rate.

#### 15 Temperature

As temperature increases, the rate of photosynthesis increases. Above the optimum there is a decrease in photosynthesis. Enzymes needed for photosynthesis become denatured.

### Section 5: Respiration

16 Energy	Energy in organisms is needed for <b>chemical reactions to build larger molecules, movement and keeping warm</b> .
17 Aerobic Respiration	Aerobic respiration <b>provides energy</b> . It requires <b>oxygen</b> . It is an <b>exothermic</b> reaction (produces heat). In <b>mitochondria</b> . <b>Glucose + oxygen → carbon dioxide + water</b> <b>C<sub>6</sub>H<sub>12</sub>O<sub>6</sub> + 6O<sub>2</sub> → 6CO<sub>2</sub> + 6H<sub>2</sub>O</b>
18 Anaerobic Respiration (muscles)	<b>No oxygen</b> needed. Provides <b>less energy</b> than aerobic respiration as glucose <b>not fully oxidised</b> . Occurs during <b>intensive exercise</b> . In <b>cytoplasm</b> . <b>Glucose → lactic acid</b>
19 Lactic Acid	Produced in <b>anaerobic respiration in muscles</b> . <b>Build up</b> of lactic acid <b>causes fatigue</b> . Lactic acid must be <b>taken to the liver by the blood</b> so that it can be <b>oxidised back to glucose</b> .
20 Oxygen Debt	The <b>amount of extra oxygen</b> the body needs <b>after exercise</b> to <b>react with the lactic acid</b> and remove it.
21 Anaerobic Respiration (plant and yeast cells)	<b>No oxygen</b> needed. In yeast cells it is called <b>fermentation</b> – economically important for manufacture of <b>bread</b> and <b>alcoholic drinks</b> . In <b>cytoplasm</b> . <b>Glucose → ethanol + carbon dioxide</b>

### Section 5: Response to Exercise

22 Increase in breathing rate	Increases rate at which <b>oxygen</b> is taken into the lungs.
23 Increase in heart rate	Oxygenated blood is pumped around the body at a faster rate. Carbon dioxide is removed at a faster rate.
24 Increase in breath volume	A <b>greater volume</b> of oxygen is taken in with each breath.

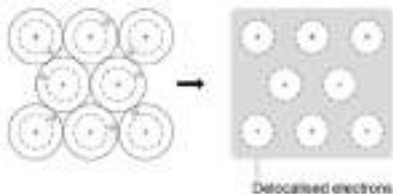
### Section 6a: Metabolism

25 Metabolism The **sum of all the reactions** in a **cell** or **body**. Some of these reactions **require the energy released from respiration**.

### Section 6b: Metabolic Reactions

- 26 Conversion of glucose to starch, cellulose or glycogen.
- 27 Formation of lipids from glycerol and fatty acids
- 28 Use of glucose and nitrates to make amino acids (plants only)
- 29 Respiration
- 30 Breakdown of proteins to urea

**Metals** LOSE ELECTRONS to form POSITIVE IONS



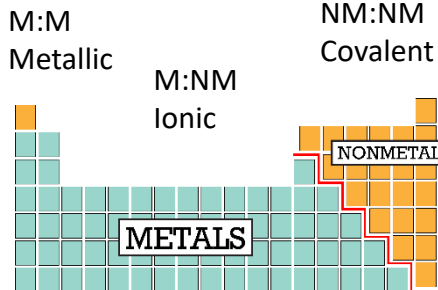
GIANT structures of atoms in a REGULAR pattern

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

What is a metallic bond?

Sharing delocalised electrons – STRONG metallic bonds.

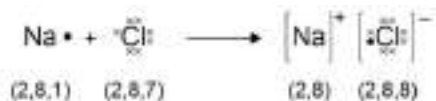
Which type of bonding is it?



## Ionic bonding

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

Electrons transferred from metal to non-metal



Ions have electronic structure of a noble gas

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

How do we quickly work out the charges on ions?

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

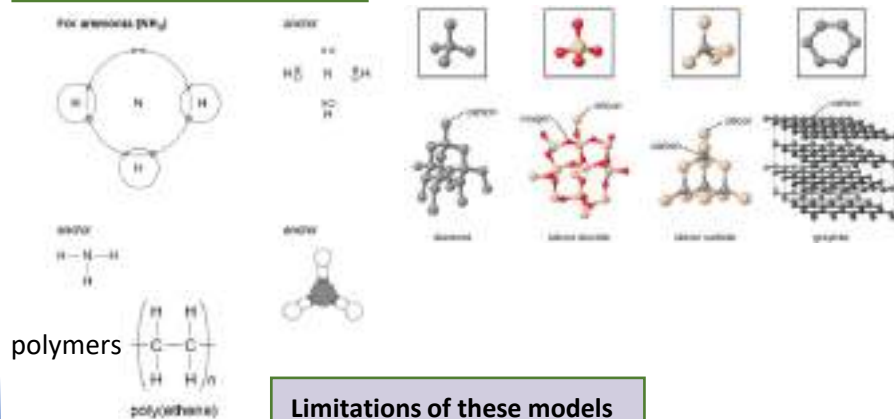
## C2 Structure and Bonding

## Covalent Bonding

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

### Small molecules

A small group of atoms sharing electrons



### Giant Structures

Many atoms sharing electrons

### Limitations of these models

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

# Properties of Metallic Substances

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

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

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

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



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



Alloys are a mixture of two or more elements, at least one of which is a metal

...the layers are **DISTORTED** so can't slide over each other

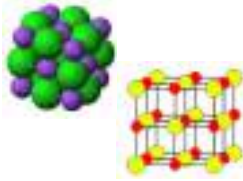
Metals are good conductors of electricity and thermal energy **Because...**



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

# Properties of Ionic Substances

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



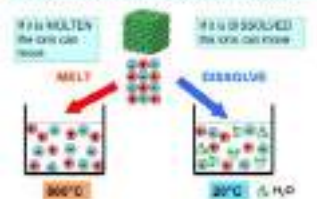
...they are giant structures of atoms (giant ionic lattice) with **strong electrostatic forces** of attraction in **ALL DIRECTIONS** between oppositely charged ions.

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

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

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

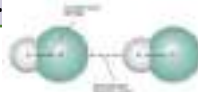
As ionic compounds are made of charged ions, they can conduct electricity but ONLY if the ions can move.



# C2 Structure and Bonding

## Simple molecular

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



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

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

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

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

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

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

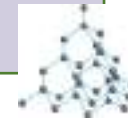


...intermolecular forces increase with the size of the molecules and polymer molecules are **very large**.

# Properties of Covalent substances

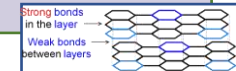
## Giant Structures

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



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

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

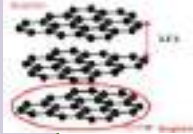


...each carbon is bonded to **3** other carbons by **strong covalent bonds**. It forms **layers of hexagonal rings** with no covalent bonds between layers. There are **free electrons**.

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

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

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



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

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

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



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



## Relative masses and Mole

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

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

**Electrons** are negligible

**Ar** is atomic mass of an element

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

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

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



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

### Work example

Helium (He) Ar = 4

Carbon dioxide = CO<sub>2</sub>

Carbon (C) = 12 Oxygen (O) = 16

Mr of CO<sub>2</sub> = 12 + (16 x 2) = 44

4 He helium	12 C carbon
16 O oxygen	

## C3 Quantitative Chemistry

### Percentage composition

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

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

#### Worked example

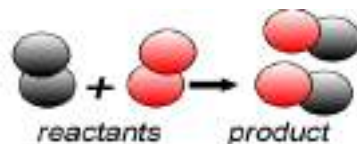
What is the percentage of Mg in MgO:

Step 1 : Mr of MgO = 24 + 16 = 40

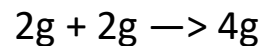
Step 2 : Mg ÷ MgO = 24 ÷ 40 = 0.6

Step 3 : 0.6 x 100 = 60% Mg in MgO

### Conservation of Mass



The reactants mass must always equal the mass of the products



We can not destroy atoms.

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

### HT: Reacting masses

The mass of a product or reactant can be determined from having a balanced symbol equation. Once balanced, the equation tells you how many moles of each substance react with each other :  $\text{Mg} + 2\text{HCl} \rightarrow \text{MgCl}_2 + \text{H}_2$  (Balanced)

This equation states that: 1 : Mg 2 : HCl to form 1 : MgCl<sub>2</sub> 1 : H<sub>2</sub>  
Using the formula and moles you can use this information to work out how much product you will make.

### HT: Limiting Reactants

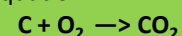
The reactant that gets used up first in a reaction is called the limiting reactant.

This reactant is not in EXCESS

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

#### Step 1

Write the balanced equation



#### Step 2

Calculate the Ar and Mr of reactants

$$\text{C} = 12 \quad \text{O}_2 = 32$$

#### Step 3

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

#### Step 4

Mole Ratio  
 $\text{C} + \text{O}_2$   
1mole : 1 mole

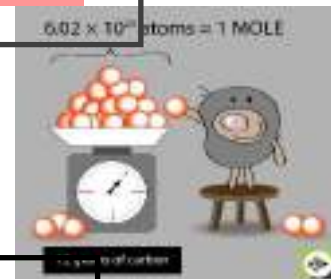
**Step 5 :** How much O<sub>2</sub> is needed.

Mole Ratio 1: 1. 1 mole of C required 1 mole of O<sub>2</sub> mass = 1 x 32 = 32g of O<sub>2</sub>

### Concentration

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

The concentration of a solution can measured in mass per volume of solution the units are grams per dm<sup>3</sup> (g/dm<sup>3</sup>) or mole per dm<sup>3</sup> (mol/dm<sup>3</sup>)

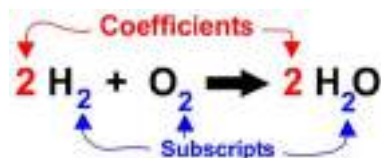


### Balancing Equations

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

Mg + O<sub>2</sub> → MgO (Unbalanced)

2Mg + O<sub>2</sub> → 2MgO (Balanced)



### HT: MOLES

Chemical amounts are measured in moles.

One mole of a substance contains 6.02x10<sup>23</sup> particles

(Avagadro's number)

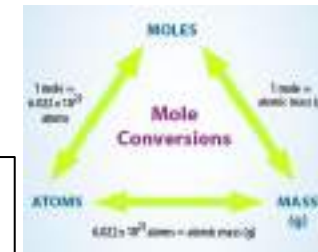
$$\text{Moles} = \frac{\text{Mass}}{\text{Ar or Mr}}$$



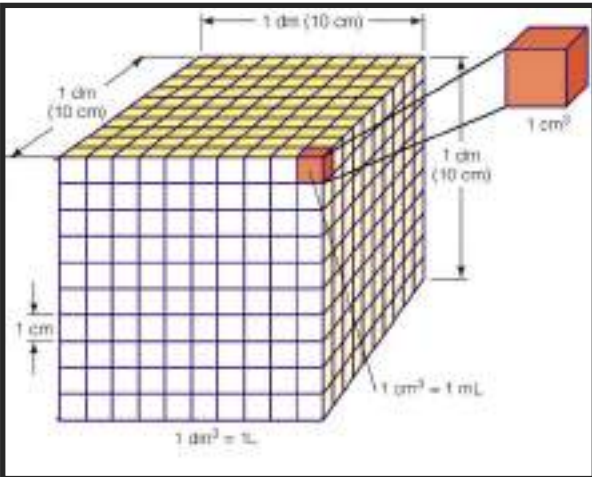
The masses of atoms are compared by measuring them relative to atoms of carbon-12.



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



# C3: Quantitative Chemistry HT and Triple



## Concentration Calculation

Volumes are often given in  $\text{cm}^3$  but units of concentration require a conversion of  $\text{cm}^3$  to  $\text{dm}^3$ .  
To **Convert  $\text{cm}^3$  to  $\text{dm}^3$  divide by a 1000**

To **convert  $\text{g}/\text{dm}^3$  into  $\text{mol}/\text{dm}^3$  divide them by the Ar or Mr**

## Worked Example

What is the concentration in  $\text{g}/\text{dm}^3$  of a solution of sodium chloride (NaCl) where 292.5g of sodium chloride are dissolved into  $200\text{cm}^3$  of water? And what would it be in  $\text{mol}/\text{dm}^3$ ?

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

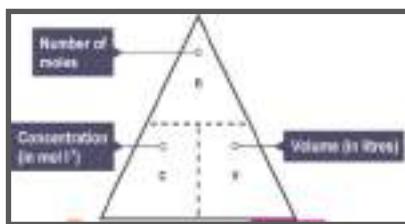
$$\text{Concentration} = 292.5 \div 0.2 = 58.8\text{g}/\text{dm}^3$$

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

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

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

Don't forget to convert  $\text{cm}^3$  to  $\text{dm}^3$



## Titration Calculation

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

**Step 1** – Write a balanced equation

*(This demonstrates the mole ratio)*

**Step 2** – Create a table for the following

Concentration:

Volume ( $\text{dm}^3$ )

Moles

Ratio

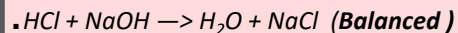
**Step 3** – Fill in table with information on knowns and results.

**Step 4** – Use  $n = c \times V$

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

## Worked Example

It took  $22\text{cm}^3$  of HCl ( $0.5\text{mol}/\text{dm}^3$ ) to neutralise  $25\text{cm}^3$  of an unknown concentration of NaOH.



	Acid	Alkali
Concentration ( $\text{mol}/\text{dm}^3$ )	0.5	
Volume ( $\text{dm}^3$ )	0.022	0.025
$n = \text{Moles (mol)}$		
Ratio	1	1

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

## Yield (triple)

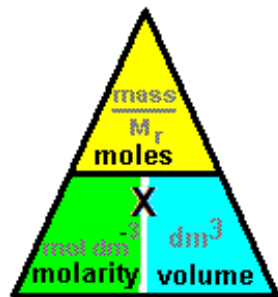
The amount of product that can form in theory is known as the **theoretical yield**. The amount of product formed is known as the **actual yield**

## Percentage Yield (triple)

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

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

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



$$\text{dm}^3 = \text{cm}^3 / 1000$$

## Gas Volume (triple)

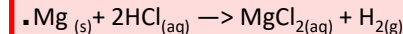


One mole of any gas at R.T.P (room temperature and pressure) is **24dm³**

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

## Worked Example

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



$$\cdot 1 : 2 \qquad \qquad \qquad 1 : 1$$

$$\cdot \text{Mg} : \text{H}_2 = 1 : 1 \quad \text{Ar of Mg} = 24 \quad \text{moles} = 12 \div 24 = 0.5\text{moles}$$

$$\cdot \text{H}_2 \text{ 0.5 moles} = 24\text{dm}^3 \times 0.5 = \underline{12\text{dm}^3}$$

## Atom economy (triple)

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

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

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

# 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 <b>kinetic energy &amp; potential energy</b> 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) <sup>2</sup> (m/s) <sup>2</sup>	$E_k = \frac{1}{2} m v^2$
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) <sup>2</sup> (m) <sup>2</sup>	$E_e = \frac{1}{2} k e^2$
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 <sub>2</sub> O D: Product from ground may contain dangerous element







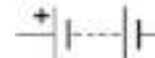
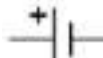
## 4. Non-renewable Resources

Fossil Fuel – Oil, coal, gas	Used in industry & transport. Cheap to mine. Pumped out of the ground in pipes. Limited supply & gives of CO <sub>2</sub>
Nuclear Fuel	Nuclear fission. Small gives of lots of energy but doesn't give of CO <sub>2</sub> . Expensive to run and waste is toxic (storage)

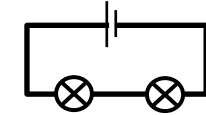
# AQA Physics Knowledge Organiser – 2 Electricity

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) <sup>2</sup> x resistance	$P = I^2 R$
Energy transferred = power x time	$E = P t$
Energy transferred = charge flow x potential difference	$E = Q V$

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

### 4. Series Circuits

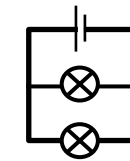


There is the same current through each component

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

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

### 5. Parallel Circuits



- The potential difference across each component is the same

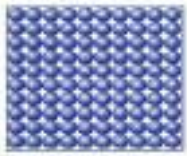
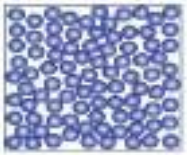
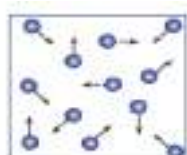
The total current through the whole circuit is the sum of the currents through the separate components.

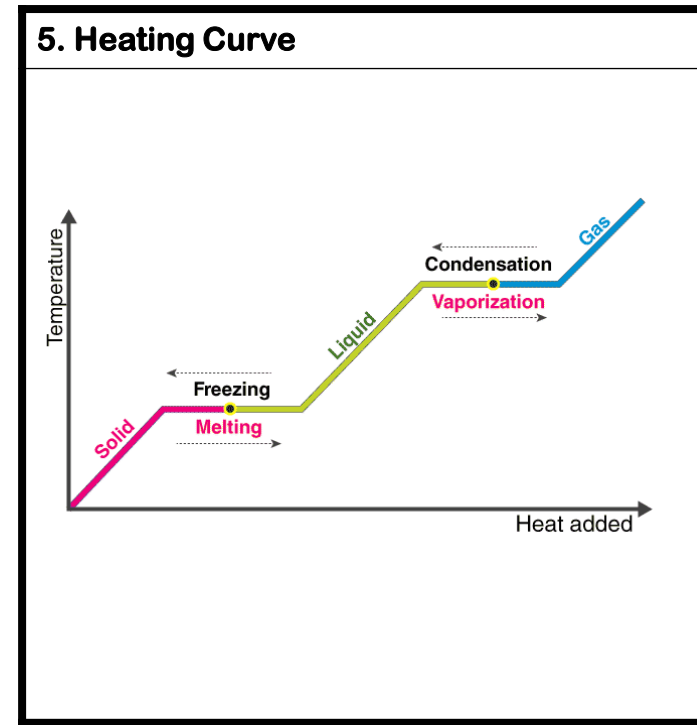
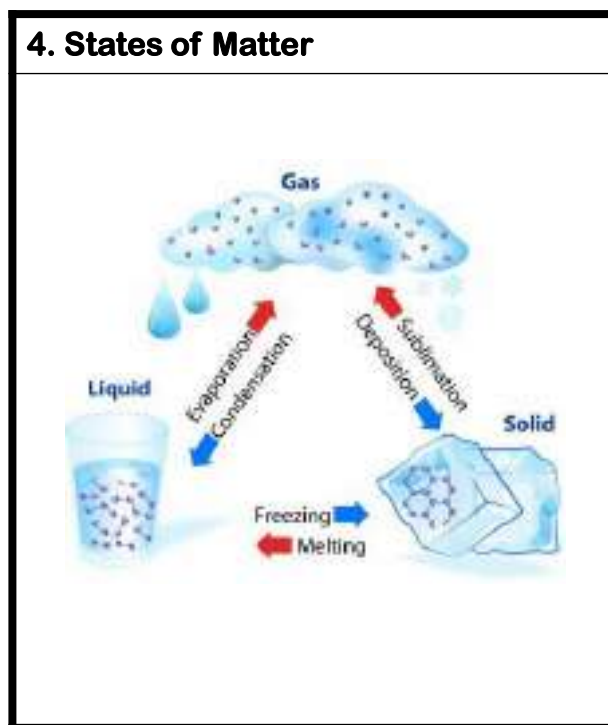
The total resistance of two resistors is less than the resistance of the smallest individual resistor.

# AQA Physics Knowledge Organiser – 3 Particle Model

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

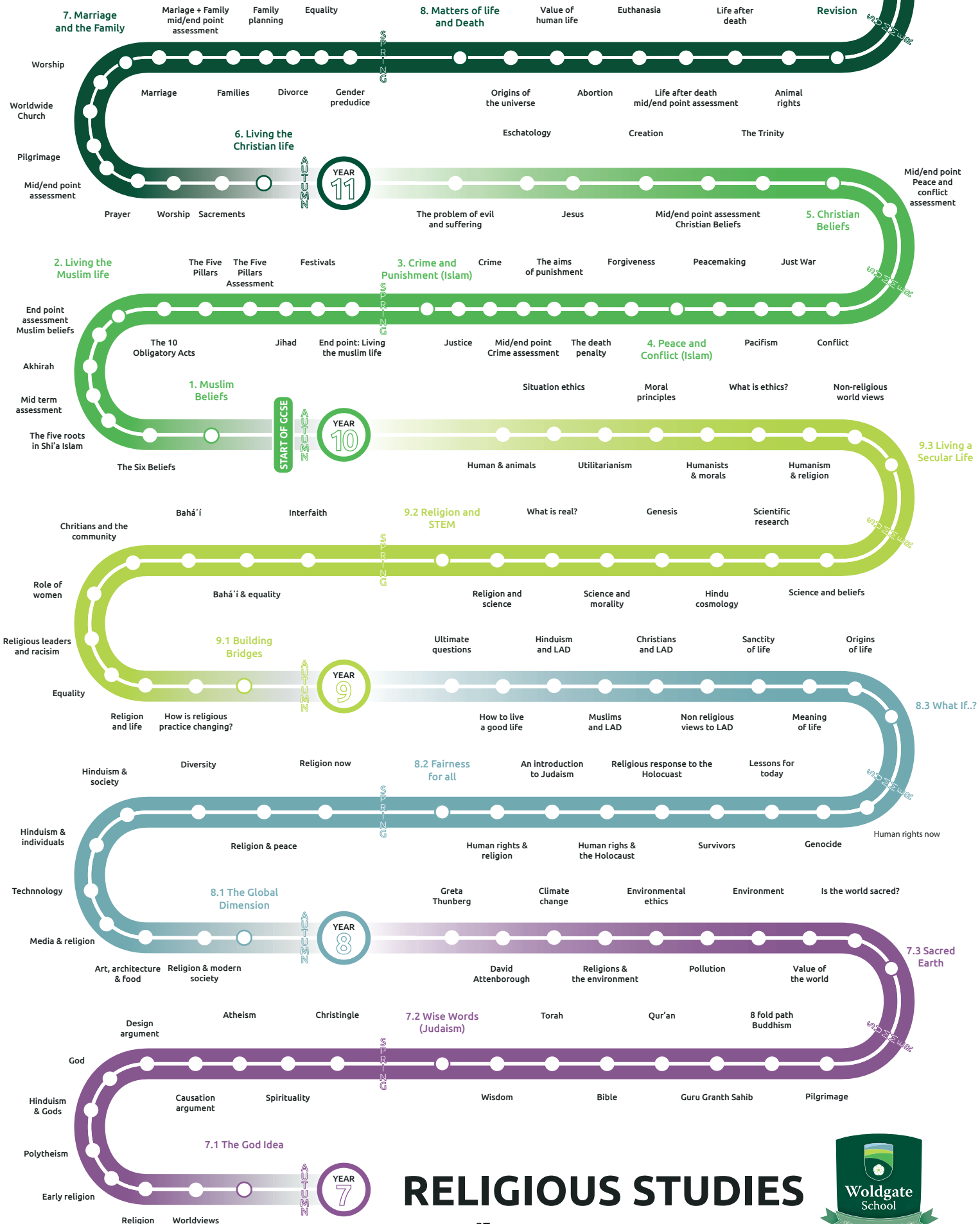
2. Equations	
Density (To learn)	Density = Mass $\div$ Volume (kg/m <sup>3</sup> ) = (kg) $\div$ (m <sup>3</sup> ) $\rho = m \div V$
Thermal Energy (Given)	change in thermal energy = mass x specific heat capacity x temperature change (J) = (kg) x (J/kg °C) x (°C) $\Delta E = mc\Delta\theta$
Change of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

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





**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

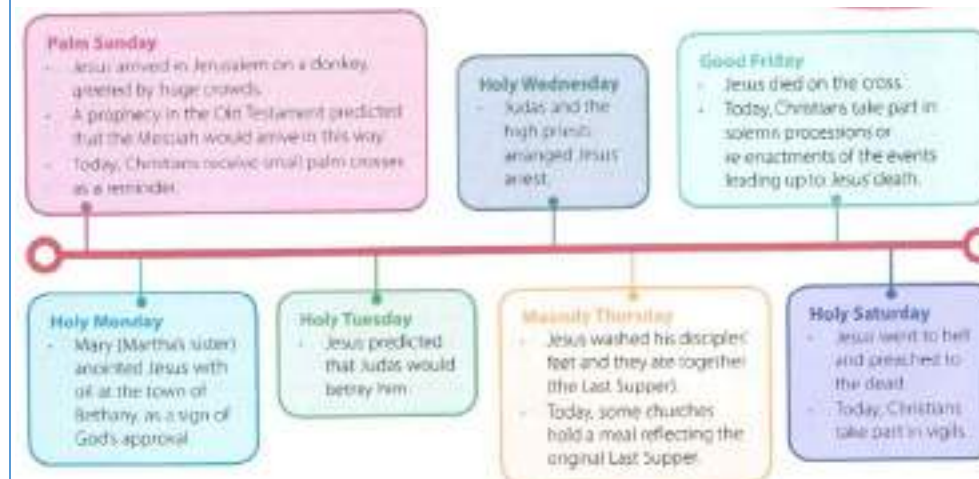
A **journey that is taken to strengthen faith** e.g. to a religious site. The Bible speaks of a pilgrimage that Jesus makes with his parents to Jerusalem when he was 12.

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><b>Jerusalem</b></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><b>Iona</b></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><b>Taize</b></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><b>Walsingham</b></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.

# CRIME & PUNISHMENT

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

## TYPES OF EVIL



### Natural Evil

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



### Moral Evil

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

## JUSTICE

### Islamic beliefs about Justice

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



### Non-religious views of Justice - a Humanist view

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

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



## CAUSES OF CRIME

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



### In a survey of the prison population in 2011:

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

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

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

## THE 4 AIMS OF PUNISHMENT



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

## FORGIVENESS

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

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

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

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

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



### RESTORATIVE JUSTICE






## People suffer due to evil—what can we do?

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

PEACE	PEACE-MAKING	CONFLICT	JIHAD																												
<p>◆The Qur'an teaches Muslims they <i>should never respond to violence with violence</i>. For example, the holy book states 'When aggressive people address them, reply, with words of peace.' (<i>Qur'an, Surah 25:63</i>) This shows Muslims how they should respond to being provoked in a peaceful way. Therefore violence is unacceptable if you are a Muslim.</p> <p>◆The meaning of Islam is 'peace' and one of Allah's characteristics is as a 'Source of Peace'. This illustrates how Islam does not have any connection to provoking violence.</p> <p>◆Muslims greet each other by saying 'al-salamu' alaykum. This means 'peace be upon you' and is also recited at the end of each daily prayer when Muslims turn their heads to each side.</p> <p>◆The Qur'an discourages Muslims from doing anything that threatens peace. In the Qur'an it states 'God does not love arrogant or boastful people.' (<i>Qur'an, Surah 31</i>)</p> 	<p>* All humans were created by Allah therefore everyone should be treated with respect so the world is harmonious. <i>Allah dislikes anything that interrupts peace therefore Muslims are taught to be peacemakers and build a better society.</i></p> <p>* The good deeds and the evil deeds are not equal. Respond to [evil] by that [deed] which is better (good) ; and thereupon, the one whom between you and him is enmity [will become] as though he was a devoted friend. (<i>Quran 41:34</i>)</p> <p>Many Muslims are inspired by the teachings of peace to work for a better world. <i>Muslim Peace Fellowship (MPF)</i> describes itself as 'a gathering of peace and justice- of all backgrounds who are dedicated to beauty of Islam evident in the world.'</p>  <p><b>AIMS OF MPF:</b></p> <ol style="list-style-type: none"> <li>1.Working against injustice and for peace at home, within communities and nations and globally.</li> <li>2.Showing a commitment to peace on behalf of all Muslims.</li> <li>3.Reaching out to people of other religions to further mutual</li> </ol>	<p><i>Conflict is a serious disagreement between people regarding a particular matter.</i></p> <p>Conflict can be caused by a number of factors including:</p> <ul style="list-style-type: none"> <li>•Politics &amp; ideology – holding different views about what set of policies or ideas a country should follow e.g. Korean War: Communism vs Capitalism.</li> <li>•Nationalism &amp; ethnicity – believing one particular ethnic group/ culture is superior to another e.g. Germans in WWII</li> <li>•Religion – defending adherents of a particular faith from an attack or when religious beliefs clash e.g. Sunni &amp; Shia fighting in Iraq.</li> <li>•Economics – wanting resources that another country has e.g. oil</li> </ul> <p><i>In the Quran (2:190-195), Allah mentions the Islamic law of fighting and retaliating, within reason, against those who fight against the Muslims. He further mentions 'fitnah is worse than killing'.</i></p> <p><i>Fitnah</i> is translated to mean disbelief and its imposition on others, discord, dissension, civil strife, persecution, oppression, injustice, terrorism and torment.</p>  	<p><b>Jihad means 'to struggle in the way of Allah.'</b> The Muslim concept of jihad is often confused with the idea of holy war.</p> <p>Most Muslim scholars agree there are two levels of jihad, and that of these, greater jihad is the more important.</p> <p><b>Greater jihad</b></p> <p>This refers to the personal spiritual struggle of every Muslim to follow the teachings of Allah in their daily lives, and includes overcoming evils such as anger, greed, pride and hatred, forgiving people who hurt them, and working for social justice.</p> <p><b>Lesser jihad (Holy War)</b></p> <p>Most Muslims are not pacifists, and believe it is justifiable to struggle to defend Islam, for justice, or in self-defence, and to use force if necessary. If all peaceful means fail, a Muslim should be ready to fight to defend the ummah against aggression, to defend the oppressed, or to combat injustice. This is lesser jihad.</p>																												
PACIFISM	PACIFISM-THE ARAB SPRING	JUST WAR	JUST WAR - ISLAMIC VIEW																												
<p>Pacifism is the belief that all instances of violence and war are wrong and should be avoided. A person who believes in this is called a pacifist.</p> <p>Pacifism promotes the principle of the sanctity of life – the belief that life is holy because it is God given.</p> <ul style="list-style-type: none"> <li>•Adam's two sons believed to be Qabil (Cain) and Habil (Abel) had a disagreement. Qabil killed Habil out of jealousy of his piety and righteousness. After mentioning this incident the Qur'an teaches: 'if anyone kills a person – unless in retribution for murder or spreading corruption in the land – it is as if he kills all mankind.' (<i>Qur'an, Surah 5</i>)</li> <li>•Some have interpreted this in favour of pacifism. Killing is only acceptable due to murder and treason.</li> </ul> <p><i>Passive resistance means non-violent opposition to authority, including civil disobedience or non-cooperation with the government.</i></p> <p>The Qur'an teaches 'You who believe, obey God and the Messenger, and those in authority among you.' (<i>Qur'an, Surah 4</i>) This means Muslims must obey three types of authority – Allah, Prophet Muhammad and the government.</p>	<p>The Arab Spring was a series of anti-government protests, uprisings, and armed rebellions that spread across much of the Arab world in the early 2010s.</p> <p>It began in response to oppressive regimes and a low standard of living, starting with protests in Tunisia. From Tunisia, the protests then spread to five other countries: Libya, Egypt, Yemen, Syria, and Bahrain.</p> <p>Although many of these protests started off peacefully, many protests led to riots and violent clashes. Many led to the overthrow of regimes in Tunisia, Libya and Egypt. Some brought about constitutional reform such as Morocco. Others started a full-scale civil war such as Syria.</p> 	<p>The Just War Theory is a set of criteria for judging when fighting might be justified to achieve peace, as well as a set of rules for how a war should be fought.</p> <p>The theory has become part of the modern system of international law and has been adopted by the United Nations (UN).</p> <p><b>Conditions for a just war</b></p> <table border="1" data-bbox="1555 1419 2356 1997"> <thead> <tr> <th colspan="2">Conditions for a just war</th> </tr> </thead> <tbody> <tr> <td>Just cause</td> <td>The reasons for fighting should be to uphold justice</td> </tr> <tr> <td>Comparative Justice</td> <td>Those affected by injustices should expect a better future following the war.</td> </tr> <tr> <td>Legitimate authority</td> <td>Only a recognized leader or head of state can sanction a war</td> </tr> <tr> <td>Right intention</td> <td>The motive to fight should be to re-establish peace and restore human rights.</td> </tr> <tr> <td>Probability of success</td> <td>There should be a strong likelihood that the war will be won</td> </tr> <tr> <td>Last resort</td> <td>War should only take place if all efforts for peace have been tried and have failed.</td> </tr> <tr> <td>Proportionality</td> <td>The amount of force used in war should be in proportion to the problem.</td> </tr> </tbody> </table>	Conditions for a just war		Just cause	The reasons for fighting should be to uphold justice	Comparative Justice	Those affected by injustices should expect a better future following the war.	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# The spec...

## Section 4: Peace and Conflict


Students should have an understanding of:	
4.1	Muslim attitudes towards peace; Muslim teachings about the nature and importance of peace, including Surah 25: 63; Muslim understandings about Islam as a religion of peace and how this may be understood in the life of a Muslim.
4.2	The role of Muslims in peacemaking: Muslim teachings about peacemaking; the importance for Muslims of justice, forgiveness and reconciliation in peacemaking, including Surah 41: 31-38; the work of Muslims working for peace today.
4.3	Muslim attitudes to conflict: Muslim teachings and responses to the nature and causes of conflict; Muslim responses to the problems conflict causes within society, including Surah 2: 190-195 and links to situation ethics; non-religious (including atheist and Humanist) attitudes about the role of religion in the causes of conflict and Muslim responses to them.
4.4	Pacifism: divergent Muslim teachings and responses to the nature and history of pacifism, including interpretations of Surah 5: 27-30; Muslim teachings about passive resistance and examples of its use within Islam, including elements of the Arab Spring.
4.5	Just War theory: divergent Muslim teachings and responses to the nature and importance of the Just War theory, including reference to Sunni and Shi'a Islam; the conditions of a just war within Islam, with specific reference to the lesser jihad, including reference to Surah 4: 69-110; divergent opinions on whether a just war is possible for Muslims today, including the application of ethical theories such as situation ethics.
4.6	Holy War: the nature of a holy war (Harb al-Maqadis) within Islam; Muslim teachings about war and peace as shown in the Qur'an; divergent Muslim teachings about war, with specific reference to the lesser jihad, including interpretations of Surah 8: 61 and 9: 1-14.
4.7	Weapons of mass destruction (WMD): Muslim teaching and responses to the problems and benefits of WMD; Muslim attitudes towards the use of such weapons, including Surah 5: 32; non-religious attitudes (including atheist and Humanist) and the application of ethical theories, such as utilitarianism which supports the acquisition of weapons of mass destruction, and Muslim responses to them.
4.8	Issues surrounding conflict: divergent Muslim teachings and responses to the nature of problems involved in conflict - violence, war, and terrorism; how Muslims have worked to overcome these issues, including Malik's Muwatta 21. 3. 10; non-religious (including atheist and Humanist) views towards the issues surrounding conflict and Muslim responses to them.

keyword	definition	Draw a symbol to remember!
Peace	Absence of oppression, corruption, injustice and tyranny	
Justice	Fairness; all people having equal opportunities and provisions	
Forgiveness	A choice to not blame someone for wrongdoing and not seek revenge or let resentment build up	
Conflict	Conflict is a serious disagreement between people regarding a particular matter.	
Situation Ethics	An approach to morality based on what the most loving thing is to do.	
Pacifism	Pacifism is the belief that all instances of violence and war are wrong and should be avoided.	
Just War	The Just War Theory is a set of criteria for judging when fighting might be justified to achieve peace, as well as a set of rules for how a war should be fought.	
Holy War	a war declared or waged in support of a religious cause.	
Lesser Jihad	To struggle to defend Islam, for justice, or in self-defence, and to use force if necessary	
Weapons of Mass Destruction	Nuclear weapons used to create devastation and huge loss of life.	
Utilitarianism	An approach to morality based on what benefits the most people in any situation.	

WEAPONS OF MASS DESTRUCTION
Weapons of mass destruction (WMD) have the capacity to inflict death and destruction on a huge scale. The first nuclear weapon was used during WW2 on the Japanese cities of Hiroshima and Nagasaki. Approximately 200,000 people died, mostly civilians.
<b>MOST</b> Muslims are opposed to the use of WMD because:
<ul style="list-style-type: none"> <li>* of the widespread destruction they cause</li> <li>* Islam is a religion of peace and NOT of destruction.</li> <li>* Killing 1 innocent is the same as killing the entire mankind.</li> <li>* Saving 1 life is like saving the entire mankind.</li> </ul>
<b>SOME</b> Muslims have argued the case of having WMD as a deterrent but not necessarily using them.
<ul style="list-style-type: none"> <li>* They would think this because Allah says in the Quran '<i>Prepare against them whatever forces you can muster ... to frighten off enemies of God and of yours ..</i>'</li> <li>* Many countries (9) have WMD. The UK government remain committed to retaining nuclear weapons (approximately 225 warheads) as a way of protecting their country, if re-</li> </ul>

LESSER JIHAD (HARB AL-MAQADIS)
When Muhammad was chosen by Allah to be a Prophet, he began preaching to others. The leaders of Makkah saw him as a threat and began to persecute Muslims. When the Muslims left Makkah, the leaders pursued the Muslims to persecute them further. As that point, the Prophet and his followers had to fight as a last resort to prevent Islam being wiped out and to restore peace.
<i>'Fight them until there is no more persecution ...'</i>


CONDITIONS
<ul style="list-style-type: none"> <li>* Only allowed if there is Intense persecution, no freedom of belief , or in Self-defence</li> <li>* It must be a Last resort</li> <li>* Authorised by a Muslim leader (Khalifah)</li> <li>* No innocent civilians should be targeted</li> <li>* There should be no destruction of holy buildings, crops, or killing of animals</li> </ul>

BENEFITS
<ul style="list-style-type: none"> <li>• Extensive deterrent </li></ul>
<ul style="list-style-type: none"> <li>• Losses suffered by the side that uses them are minimal</li> <li>• Quick end to conflict</li> </ul>
PROBLEMS
<ul style="list-style-type: none"> <li>• Immeasurable destruction</li> <li>• Civilian deaths are inevitable</li> <li>• Long-term ill-effects could extend to future generations.</li> </ul>

# 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.



# Y10 Spanish Knowledge Organiser: Mod 2 'Viajes'

## ¡Descubre Andalucía!

En la foto	un bosque.	una torre.
A la izquierda	un río.	una playa.
A la derecha	un barco.	agua.
En el centro	hay vistas bonitas.	
Al fondo	muchos árboles/animales/edificios. muchas cosas/montañas/personas.	
Está(n) en	el campo.	la montaña.
	un pueblo.	una ciudad.
Es	bonito/a.	histórico/a.
	hermoso/a.	tranquilo/a.
		precioso/a.
		interesante.

In the photo To the left To the right In the centre In the background	there is / are	a wood a river a boat beautiful views many trees / animals / buildings many houses / mountains / people	a tower a beach water
It is / They are in	the countryside a town	the mountains a city	the coast
It is	beautiful beautiful	historic quiet	beautiful interesting

sol		frío	
sunny		cold	
Hace viento		buen tiempo	
It is windy		good weather	
calor		mal tiempo	
hot		bad weather	
Llueve		Nieva	
rain		snow	

Spanish sometimes uses *hacer* where English uses the verb 'to go'.

What do these phrases mean?

*hacer ciclismo*    *hacer esquí*  
*hacer natación*    *hacer turismo*

In these photos, focus on the setting rather than what people are doing. Use:

**hay** (there is/are) to say what/who is in the photo  
**es** (he/she/it is) to describe someone or something

**está** (he/she/it is) to talk about location.

To say what you like, use:

**Me gusta(n) + el/la/los/las + noun**

To say what you like to do/doing, use:

**Me gusta + infinitive**

To say what you would like to do, use:

**Me gustaría + infinitive**

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### ¡Descubre Andalucía! (pages 30–31):

Describe la foto	Describe the photo
Hace	it is...
sol / calor / frío / viento	sunny / hot / cold / windy
Hace buen/mal tiempo.	it is good/bad weather.
Llueve. / Nieva.	it is raining. / it is snowing.
En la foto ...	In the photo ...
a la izquierda / a la derecha	on the left / on the right
en el centro / al fondo	in the centre / in the background
hay ...	there is/there are ...
un bosque / un río	a forest / a river
un barco / una *torre	a boat / a tower
una playa / agua	a beach / water
vistas bonitas	beautiful views
muchos árboles/animales	lots of trees/animals
muchas casas/personas	lots of houses/people
Está(n) en ...	it is / They are in ...
el campo / la costa	the countryside / the coast
un pueblo / una ciudad	a small town / a city
¿Te gustaría visitar ... ?	Would you like to visit ... ?
(No) Me gustaría visitar ... porque ...	I would (not) like to visit ... because ...

(no) me gusta la historia / (don't) like history.  
(no) me gustan los edificios / (don't) like old buildings  
antiguos

el mar / el valle <b>[precioso]</b>	sea / (beautiful) valley
los caballos / los pájaros	horses / birds
los turistas (extranjeros)	(foreign) tourists
las tiendas / los monumentos	shops / monuments
<b>el paisaje hermoso</b>	beautiful landscape
el turismo <b>(sostenible)</b>	(sustainable) tourism
la arena / el parque *acuático	sand / water park
Me gusta / Me gustaría ...	I like to / I would like to ...
caminar / descansar	walk / rest / relax
hacer ciclismo (de montaña)	go cycling (mountain biking)
montar a caballo	go horse riding
tomar el sol	sunbathe
ver un espectáculo de flamenco	watch a flamenco show
<b>apreciar</b> la naturaleza	appreciate nature
estar al aire libre	be outside
<b>hacer turismo</b>	go sightseeing
hacer natación / *nadar	go swimming / swim

# 1 En ruta

Me gustaría Quisiera Se puede	ir a ... disfrutar de la vida cultural. pasear por las calles aprovechar el buen clima.
Me gustaría Quisiera Se pueden	sacar fotos [del paisaje]. hacer castillos de arena. probar platos típicos.

I would like	to go to...
I would like	to enjoy the culture.
You are able	to walk through the streets to take advantage of the good climate
I would like	to take photos [of the landscape].
I would like	to make sandcastles
You are able	to try typical dishes

Use a 'comparative sandwich' with an adjective or adverb.

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

El tren es **más rápido que** el barco.  
 The train is **faster than** the boat.

These comparatives are irregular:

**mejor/peor que ...** better/worse than ...  
**mayor/menor que ...** bigger/smaller than ...

**G**

Use these **impersonal verb phrases** to say 'you/one can...':

**Se puede** visitar la capital. (singular noun)  
**Se pueden** sacar fotos. (plural noun)

**Pa**

ir/viajar **en** [avión]  
 coger **el** [avión]

Note: ir **g**pie

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Me gustaría Quisiera	ir/viajar en coger el	autobús/coche/avión/ metro/barca/tren	
	más	caro/barato/económico	que ...
	menos	rápido/lento/sostenible	que ...
	tan	cómoda/práctica/seguro	como ...
porque es	mejor/peor		que ...
porque hay	mucho tráfico. mucha gente.	muchos retrasos. muchas tiendas.	
porque	me gusta hacer ejercicio. se pueden hacer otras cosas. siempre tengo mucho equipaje. tengo miedo a volar. la otra gente me molesta.		

I would like	to go / travel by	Bus / car / plane	
I would like	to catch the	metro / boat / train	
because it is	more	expensive / cheap /	than
	less	economic	than
	as	quick / slow / sustainable comfy / practical / safe	as
	better / worse		than
because there is / are	a lot of traffic a lot of people	a lot of delays a lot of shops	
because	I like to do exercise you can do other things I always have a lot of luggage I am afraid of flying other people annoy me		

## En ruta (pages 32-33):

¿Adónde te gustaría ir de vacaciones?	Where would you like to go on holiday?
Me gustaría ir (de vacaciones) a ...	I would like to go (on holiday) to ...
¿Cuándo te gustaría ir?	When would you like to go?
Me gustaría ir (de vacaciones) ...	I would like to go (on holiday) ...
en primavera / en verano	in spring / in summer
en otoño / en invierno	in autumn / in winter
al campo / a la ciudad	to the countryside / to the city
a la costa / a la montaña	to the coast / to the mountains
¿Con quién te gustaría ir?	Who would you like to go with?
Me gustaría ir con ...	I would like to go with ...
mi familia	my family
mi pareja / mis amigos/as	my partner / my friends
Me gustaría ir sola/a.	I would like to go alone.

aprovechar el buen clima	take advantage of the good climate
descubrir la arquitectura	discover the architecture
probar platos típicos	try typical dishes
*sacar fotos	take photos
¿Cómo te gustaría viajar?	How would you like to travel?
Me gustaría / Quisiera ...	I would like to ...
viajar en / coger el ...	travel by / take the ...
autobús / avión / barco	bus / plane / boat
coche / metro / tren	car / underground / train
ir a pie	go on foot
porque ...	because ...
es más/menos ... que ...	it's more/less ... than ...
es tan ... como ...	it's as ... as ...

¿Qué se puede hacer?	What can you do?
Se puede(n)	You/One can ...
Quisiera / Me gustaría ...	I would (like to) ...
disfrutar de la vida cultural	enjoy the cultural life
hacer deportes de aventura	do adventure sports
ir al cine	go to the cinema
ir de compras	go shopping
posear por las calles	walk through the streets
ver una obra de teatro	watch a play
apreciar el paisaje	appreciate the landscape

barato / caro	cheap / expensive
cómodo / económico	comfortable / economic
lento / rápido	slow / fast
seguro	safe, secure
<b>práctico / sostenible</b>	practical / sustainable
es mejor/peor que...	it's better/worse than ...
hay mucha gente	there are lots of people
me gusta hacer ejercicio	I like doing exercise
la otra gente me molesta	other people annoy me
tengo miedo a volar	I am scared of flying

## 2. La cultura en la calle

Use complex structures such as **si** (if) clauses and **hay que** (you must) + **infinitive**.

**Si** te gusta el ruido, **hay que** ir a ...  
If you like noise, **you must** go to ...

Remember that **ll** has a similar sound to 'ly' in English.

Listen and repeat the words.

**L**levan los **F**Fallas orgulloso

Use the **superlative** to talk about the biggest, the most popular, the best etc.

**el/la/los/las** + noun + **más/menos** + adjective

Sometimes the noun is omitted:

**el** [plato] **más** rico the **tastiest** [dish]

**las** [fiestas] **menos** populares the **least** popular [festivals]

Note these irregular superlatives:

<b>el/la/los/las</b>	mejor(es)	peor(es)	mayor(es)	menor(es)
the	best	worst	biggest	smallest

Quisiera	una mesa para ... personas.	la carta.	la cuenta.
Voy a / Vamos a	pedir ... tomar ...		
Necesito	un vaso.	un plato.	

I would like	a table for... people	the menu	the bill
I am / We are going to	to order... to have...		
I need	a glass.	a plate.	

### La cultura en la calle (pages 34–35):

Las Fiestas	Festivals	interesante(s) / lindo/a(s)	interesting / beautiful
Si te gusta/interesa...	if you like/are interested in...	peligroso/a(s) / popular(es)	dangerous / popular
hay que ...	you/one must ...	rico/a(s) / típico/a(s)	rich, tasty / typical
ver las Fallas	see the Fallas	mayor / menor	biggest / smallest
ir a la Tomatina	go to the Tomatina	mejor / peor	best / worst
<b>los costumbres / los desfiles</b>	customs / parades	Cada día/mañana	Every day/morning ...
los festivales / las fiestas	festivals	<b>queman</b> / participan	they burn / participate
*los fuegos artificiales / las tradiciones	fireworks / traditions	comen (delante de los toros)	they run (in front of the bulls)
El/La/Los/Las más / menos ...	The most / least ...	organizan / tiran	they organise / throw
<b>conocido/a(s) / divertido/a(s)</b>	<b>well-known / fun</b>	celebran / bailan	they celebrate / dance
emocionante(s) / histórica/a(s)	exciting / historic	llevan / comen	they wear / eat

¿Qué van a tomar?	What are you going to have?	una hamburguesa	a hamburger
Quisiera ...	I would like	patatas fritas	chips
la carta / la cuenta	the menu / the bill	paella / pastel / postre	paella / cake / dessert
una mesa para ... personas	a table for ... people	tortilla española	Spanish omelette
<b>dentro / fuera</b>	<b>inside / outside</b>	una botella de agua (para compartir)	a bottle of water (to share)
Voy / Vamos a pedir / tomar ...	I / We are going to order / have ...	Necesito / Necesitamos ...	I / We need ...
cereal / fruta / helado	rice / fruit / ice-cream	un vaso / un plato	a glass / a dish/plate

### 3. Mis últimas vacaciones

Use **time phrases** and **sequencers** to help structure your text.

por la mañana      primero  
 por la tarde      luego  
 por la noche      más tarde  
                                  finalmente

Remember that **j, ge** and **gi** are pronounced like a stronger version of the English 'h'. However, the Spanish **h** is silent.

¿Qué fue **lo mejor/peor** de tu visita?

**Lo + adjective** means 'the ... thing'.

**Lo bueno/malo** The good/bad thing

**Lo mejor/peor** The best/worst thing

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Use a variety of structures to give opinions about activities in the past:

(No) Me/Nos gustó.  
 Me/Nos encantó.

Fue ... genial.  
 increíble.

Lo pasé ...  
 bien/mal/fatal.

¡Qué ... desastrel  
 suertel

To say that you have just done something, use the present tense of **acabar de + infinitive**

**Acabo de volver** de España.

**I have just returned** from Spain.

**Acabamos de visitar** Sevilla.

**We have just visited** Seville.

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El primer día ...	Al día siguiente ...	El último día ...	Lo peor fue cuando ...
comí algo malo y vomité.	me puse enfermo/a		
dejé perdí rompí	mi bolsa mi reloj	mi cámara mi pasaporte	mi maleta mi tarjeta de crédito mis llaves
en	el aeropuerto.	la playa.	el autobús. la estación.
¿Qué tiempo hizo?	Hizo Llovió/Nevó.	buen tiempo / mal tiempo. calor/frío/sol/viento.	

On the first day...	On the following day...	On the last day...	The worst thing was when...
I ate something bad and I vomited	I became ill.		
I left I lost I broke	my bag my watch	my camera my passport	my suitcase my credit card my keys
in / at / on	the airport	the beach	the bus the station
What was the weather like?	it was	good / bad weather hot / cold / sunny / windy	
	It rained / It snowed.		

El año pasado (last year) El verano pasado (last summer) Hace dos semanas (Two weeks ago) Hace un mes (a month ago)	fui (I went) fuimos (we went)	de vacaciones (on holiday)	a Alemania (to Germany) a China (to China) a Escocia (to Scotland)	a los Estados Unidos (to the United States) a España (to Spain) a Francia (to France)	a Irlanda (to Ireland) a Italia (to Italy) a Japón (to Japan)	
Viajé (I travelled) Viajamos (We travelled)	en (by)	autocar (coach) avión (plane) barco (boat)	coche (car) tren (train)	y el viaje (and the journey)	fue (was) duró (lasted)	cómodo (comfortable) divertido (fun) largo (long) rápido (quick) una hora (1 hour) dos horas (2 hours) diez horas (10 hours) dos días (2 days)

Nos encantó (We loved it) Lo pasamos bomba (We had a great time)	porque (Because)	había (there was)	un gimnasio (a gym) un parque acuático (an aqua park) un buen restaurante (a good restaurant)	una playa bonita (a lovely beach) una sala de juegos (a games room) una zona de spa (a spa area)	y (and)	la gente era simpática (the people were nice) el hotel era genial (the hotel was great) había mucho que hacer (there was a lot to do)
Lo que más me gustó (What I liked most) Lo que me encantó (What I loved)		de Cádiz (about Cádiz) del viaje (about the trip)	fue cuando (was when)	comí marisco en el puerto de Santa María (I ate seafood in the port of Santa María) visité el castillo de Santa Catalina (I visited the Santa Catalina castle) fui al teatro romano (I went to the Roman theatre)		

### Mis últimas vacaciones (pages 36–37):

¿Qué tal tus últimas vacaciones? <b>Acabo / Acabamos de ...</b> volver / <b>regresar</b> de ... visitar / ir a Viajé / Viajamos en ... donde pasó / pasamos ... el fin de semana / una semana cinco días / *La Nochevieja Me / Nos gustó / encantó Fue *genial / *estupendo *Lo pasé bien / mal / fatal ¿Qué hiciste? *Por la mañana/tarde ... *Por la noche... compré / decidí encontré / fui (de compras) jugué / <b>asistí</b> a <b>recorrí</b> / vi	How was your last holiday? I / We have just ... come back / returned from visited / been to I / We travelled by ... where I / we spent ... the weekend / a week five days / New Year's Eve I / We liked / loved it It was great / amazing I had a good / bad / terrible time What did you do? In the morning/afternoon ... In the evening / at night ... I bought / I decided to I found / I went (shopping) I played / I attended I travelled all over / I saw	¿Qué tiempo hizo? Hizo buen/mal tiempo. Hizo calor/frío/sol/viento. Llovió. / Nevó. ¿Qué fue lo mejor/peor de tu visita? El primer/último día ... Al día siguiente ... <b>Lo</b> bueno/malo fue cuando ... comí algo malo y vomité me puse enfermo/a tuvimos que (volver a casa) dejé / perdí / rompí mi bolsa / mi cámara / mi <b>reloj</b> mi <b>maleta</b> / tarjeta de *crédito mi pasaporte / mis llaves	What was the weather like? It was good/bad weather. It was hot/cold/sunny/windy. It rained. / It snowed. What was the best/worst thing about your visit? The first/last day ... The next day ... The good/bad thing was when ... I ate something bad and vomited I became ill we had to (go back home) I left / lost / broke my bag / camera / watch my suitcase / credit card my passport / my keys
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## 4. ¿Dónde te quedaste?

The **imperfect tense** is used for describing things in the past.

**Estaba** en el campo y **tenía** un restaurante.  
**It was** in the country(side) and **it had** a restaurant.

	estar (to be)	tener (to have)
(yo)	estaba	tenía
(tú)	estabas	tenías
(él/ella/usted)	estaba	tenía
(nosotros/as)	estábamos	teníamos
(vosotros/as)	estabais	teníais
(ellos/ellas/ustedes)	estaban	tenían

**-er / -ir verbs** have the same endings.

Verbs which are irregular in the imperfect include **ser** (to be) → **era** (it was)

The imperfect tense of **hay** (there is/are) is **había** (there was/were)

When you use a **question word**, it is usually followed immediately by the **verb**.

¿**Cuándo** abre [el gimnasio]?  
**When** does [the gym] **open**?

What do these question words mean?

¿Qué?    ¿Cuándo?    ¿Cuánto?  
¿Dónde?    ¿Cómo?    ¿Cuál?  
¿Quién?    ¿Por qué?    ¿A qué hora?

Remember that **qu** is pronounced like 'k' in English. The **u** is always silent.

When pronouncing **que** ('keh') and **qui** ('key'), take care to avoid saying 'kw' (as in 'question' or 'quick').

Use **era** (ser) for describing something in the past.  
 El baño **era** pequeño. The bathroom **was** small.

Use **estaba** (estar) for talking about a location or a temporary state in the past.

**Estaba** cerca de la playa. **It was** near the beach.  
 La ducha **estaba** rota. The shower **was** broken.

Note:

**No tenía ni un bar ni una piscina.** It didn't have a bar or a pool.

**Tampoco tenía un ascensor.** Nor did it have a lift.

El hotel ...	El camping ...	El apartamento ...	La casa ...
era	bastante muy demasiado	moderno/a. pequeño/a. barato/a. económico/a. decepcionante.	antiguo/a. grande. caro/a. viejo/a. agradable.
estaba	en el centro. limpio/a.	cerca de ... sucio/a.	lejos de ...
La ducha	La ventana	estaba roto/a.	También había Tampoco había
El ascensor	El wifi	La luz	no funcionaba.
Una habitación ... individual / doble / con dos camas.			

- (un) baño.
- (un) gimnasio.
- (un) jardín.
- (un) restaurante.
- (una) cocina.
- (una) piscina.
- mucho espacio.
- mucho ruido.
- mucha gente.
- vistas al mar.

The hotel...	The campsite...	The apartment...	The house...
was	quite very too	modern small cheap economic disappointing	old big expensive old pleasant
was	in the centre. clean.	close to... dirty.	far from...
The shower	The window	was broken	It had It didn't have (neither...nor)
The lift	The wifi	The light	
A single/double/ twin room			a bath a gym a garden a restaurant a kitchen a swimming pool a lot of space a lot of noise a lot of people sea views

Me alojé (I lodged (i.e. paid))	en (in)	un albergue juvenil (a youth hostel)	una granja (a farm)	un hotel barato (a cheap hotel)	y (and)	fue genial (it was great)
Nos alojamos (We lodged (i.e. paid))		un camping (a campsite)	un hostel (a hostel)	un hotel de lujo (a luxury hotel)		me encantó (I loved it)
Me quedé (I stayed)	porque (because)	casa de mis abuelos (my grandparents' house)			y (and)	me gustó mucho (I liked it a lot)
Nos quedamos (We stayed)		casa de un amigo (a friend's house)				lo pasé bomba (I had a great time)
Nos encantó (We loved it)	había (there was)	un gimnasio (a gym)	un parque acuático (an aqua park)	una playa bonita (a lovely beach)	y (and)	la gente era simpática (the people were nice)
Lo pasamos bomba (We had a great time)		un buen restaurante (a good restaurant)	una sala de juegos (a games room)	una zona de spa (a spa area)		el hotel era genial (the hotel was great)
						había mucho que hacer (there was a lot to do)

**¿Dónde te quedaste? (pages 38–39):**

El alojamiento	Accommodation	estaba roto/a.	was broken.
¿Dónde te alojaste?	Where did you stay?	Era (muy/bastante) ...	It was (very/quite) ...
Me alojé / Me quedé en ...	I stayed in ...	agradable / <b>decepcionante</b>	pleasant / disappointing
Nos alojamos / Nos quedamos en ...	We stayed in ...	gratuito/a (para los clientes)	free (for customers)
Alquilé / Alquilamos ...	I / We rented ...	Estaba ...	It was ...
*un apartamento / una casa	an apartment / a house	cerca de / lejos de	near (to) / far from
una habitación / un coche	a room / a car	limpio/a / sucio/a	clean / dirty
Tenía / No tenía ...	It had / It didn't have ...	<b>Por un lado... Por otro lado...</b>	On one hand... On the other hand
Había / No había ...	There was/were / There wasn't/weren't ...	(No) Me gustó porque ...	I (didn't like) liked it because ...
<b>No tenía ni ... ni ...</b>	It didn't have either ... or ...	el <b>dueño</b> (no) era (nada)	the owner was (not) pleasant (at all)
(un) baño / jardín	a bathroom / garden	agradable	I would like ...
(un) restaurante	a restaurant	Quisiera ...	a single/double room
(una) cocina / piscina	a kitchen / pool	una habitación individual/	a room with two beds
vistas al mar / mucho ruido	sea views / lots of noise	doble	
El <b>ascensor</b> / La *ducha / La <b>luz</b> ...	The lift / shower / light ...	una habitación con dos camas	
La televisión / La ventana ...	The TV / window ...	¿Cuánto es?	How much is it?
		Son ... euros por noche.	It is ... euros per night.

## 5. Mi aventura por Latinoamérica

To say what you tend to do or usually do, you can use **soler + infinitive**.

**Suelo ir** de vacaciones. **I tend to / I usually go** on holiday.

**Soler** is a stem-changing verb.

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Use the **four Cs** to help you work out the meaning of words which you can't remember or don't know.

- Clues** (e.g. the glossary box, photos)
- Cognates** (e.g. *las ruinas, arqueológico*)
- Context** (e.g. 'It had good access for people with \_\_\_\_\_')
- Common sense** (e.g. How might he feel after the flight?)

En las vacaciones	suelo	jugar ... hacer ... ir ...
En verano	normalmente	juego ... hago ... voy ...
Hace [dos] años	fui	de vacaciones a ...
El verano pasado	fui	a un parque temático. al mercado / a la playa.
El primer día	hice	una excursión [en barco].
Al día siguiente	hice	turismo.
El último día	vi	un partido.
Por la mañana	vi	los edificios.
Por la tarde	vi	una exposición [de arte].
Por la noche	aprendí [mucho sobre] ...	compré ...
	conocí a [mucha gente] ...	llegué ...
Lo mejor/lo peor	decidí [ir a] ...	nadé en ...
fue cuando	probé [un plato típico] ...	visité ...
Costó/Costaron ... euros/pesos.		
El año próximo	voy a	ir ... hacer ... ver ...
El año que viene	vamos a	pasar ... alquilar ... viajar ...

During the holidays	I usually	play... do... go...
In summer	normally	I play... I do... I go...
(Two) years ago		on holiday to...
Last summer	I went	to a theme park... to the market / beach
On the first day		on a (boat) trip
On the following day	I did	sightseeing
On the last day	I saw	a match buildings an (art) exhibition
In the morning / afternoon	I learnt ( a lot about)	I bought
At night	I met (a lot of people)	I arrived
	I decided (to go to)	I swam
The best/worst thing was when	in	I tried (a typical dish) I visited
It / they costed... euros / pesos		
Next year	I am / We are going to	go spend do see travel

Use the **present tense** to say what you normally do.

**Veo películas.**

**I watch** films.

**Suelo ir a la playa.**

**I tend to** go to the beach.

Use the **preterite tense** to say what you did, to talk about the weather and to give opinions in the past.

**Probé un plato típico.** **I tried** a typical dish.

**Me gustó porque hizo sol.** **I liked it** because **it was** sunny.

Use the **imperfect tense** to describe something in the past.

**Tenía una piscina.** **It had** a swimming pool.

Use the **near future tense** to say what you are going to do.

**Voy a sacar** fotos.

**I'm going to take** photos.

### Mi aventura por Latinoamérica (pages 40–41):

¿Qué sueles hacer en verano?	What do you <i>tend to do</i> in summer?
Suelo / Solemos (ir al extranjero)	I / We <i>tend to</i> (go abroad)
¿Adónde fuiste de vacaciones el año pasado?	Where did you go on holiday last year?
El verano pasado ...	Last summer ...
Hace ... días/meses/años ... fui de vacaciones a ...	... days/months/years ago ... I went on holiday to ...
Lo mejor/peor fue cuando ... aprendí (mucho) sobre ... compré regalos / conocí a ... decidí (visitar ...) / llegué	The best/worst thing was when ... I (learned (a lot) about ... I bought presents / I met ... I decided (to visit) / I arrived

fui a un *parque temático	I went to a theme park
vi un partido / una exposición	I watched a game / saw an exhibition
visité / hice turismo	I visited / I went sightseeing
probé un plato típico	I tried a typical dish
Costó/Costaron ... euros.	It/They cost ... euros.
¿Adónde vas a ir?	Where are you going?
El año próximo / que viene ... voy a / vamos a ... ir a / pasar ... hacer / ver / visitar ...	Next year ... I am / We are going to ... go to / spend ... do / see/watch / visit
Va a ser ...	It is going to be ...

## Gramática

To say what you like, use:

**Me gusta + el/la** + singular noun

**Me gustan + los/las** + plural noun

**Me gusta el campo, pero no me gustan los animales.**

**I like** the countryside, but **I don't like** animals.



You must use the definite article (**el/la/los/las**) when giving an opinion about a noun.

To say what you like to do/doing, use:

**Me gusta + infinitive**

**Me gusta mucho tomar el sol.**

**I really like to sunbathe/sunbathing.**

To say what you would like to do, use the conditional tense of the verb **gustar**.

**Me gustaría + infinitive**

**En el futuro me gustaría visitar Andalucía.**

In the future **I would like to visit** Andalusia.



Verbs such as **encantar** and **interesar** work in a similar way.

**Me encantaría visitar Alicante.**

**I would love to visit** Alicante.

Use these **impersonal verb phrases** to say 'you/one can ...':

**Se puede + infinitive + singular noun**

**Se pueden + infinitive + plural noun**

**Se puede visitar el museo, pero no se pueden sacar fotos.**

**You can visit** the museum but **you can't take** photos.



Where the verb is not directly followed by a noun, use **se puede + infinitive**.

**Se puede pasear por las calles.**



Where there are two or more nouns, use **se pueden + infinitive**.

**Se pueden apreciar el parque y el río.**

Use a 'comparative sandwich' with an adjective or adverb.

**más ... que** ... more ... than ...

**menos ... que** ... less ... than ...

**tan ... como** ... as ... as ...

La costa es **más** bonita **que** la ciudad.

The coast is **prettier than** the city.

These comparatives are irregular:

**mejor que** ... better than ...

**peor que** ... worse than ...

**mayor que** ... bigger than ...

**menor que** ... smaller than ...

Granada es **mejor que** Madrid para hacer turismo.

Granada is **better than** Madrid for sightseeing.



The adjective must agree with the first noun mentioned. However, when used to compare two **infinitives**, it doesn't agree.

Visitar la capital es **tan caro como ir** al extranjero.

Visiting the capital is **as** expensive **as** going abroad.

To say what you tend to do or usually do, you can use **solero** + **infinitive**.

**Suelo ir** de compras.

**I tend to / I usually go** shopping.

**Soler** is a stem-changing verb.

(yo)	<b>suelo</b>
(tú)	<b>sueles</b>
(él/ella/usted)	<b>suele</b>
(nosotros/as)	<b>solemos</b>
(vosotros/as)	<b>soléis</b>
(ellos/ellas/ustedes)	<b>suelen</b>

The **imperfect tense** is used for describing things in the past and for what you used to do.

**Estaba** en el campo y **había** un restaurante.

**It was** in the country and **there was** a restaurant.

	<b>estar</b> (to be)	<b>tener</b> (to have)
(yo)	<b>estaba</b>	<b>tenía</b>
(tú)	<b>estabas</b>	<b>tenías</b>
(él/ella/usted)	<b>estaba</b>	<b>tenía</b>
(nosotros/as)	<b>estábamos</b>	<b>teníamos</b>
(vosotros/as)	<b>estabais</b>	<b>teníais</b>
(ellos/ellas/ustedes)	<b>estaban</b>	<b>tenían</b>

**-er / -ir verbs** have the same endings.



Irregular verbs:

**ser** (to be) → **era, eras**, etc.

**ir** (to go) → **iba, ibas**, etc.

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

<b>Tense</b>	<b>Used to talk about ...</b>	<b>Examples</b>
Present tense	what you normally <b>do</b> what something <b>is like</b>	<b>Veo</b> películas. <b>Suelo</b> ir al cine. <b>Hace</b> sol. <b>Hay</b> vistas bonitas.
Preterite tense	what you <b>did</b> the <b>weather</b> in the past <b>opinions</b> in the past	<b>Probé</b> platos típicos. <b>Me gustó</b> porque <b>fue</b> genial. <b>Hizo</b> frío y <b>llovió</b> .
Imperfect tense	<b>descriptions</b> in the past what you <b>used to do</b>	<b>Era</b> moderno. <b>Tenía</b> una piscina.
Near future tense	what you <b>are going to do</b>	<b>Voy a sacar</b> fotos.

## Challenge checklist



- ✓ Past, present and future time frames
- ✓ Connectives/time phrases/sequencers
- ✓ Some extended sentences
- ✓ Different opinion phrases



- ✓ A wider range of tenses (e.g. imperfect)
- ✓ Different persons of the verb
- ✓ More varied opinions (e.g. exclamations)
- ✓ Negatives (e.g. *no tenía ...*)
- ✓ A wide range of interesting vocabulary



- ✓ Phrases with more than one tense
- ✓ Verbs with an infinitive (e.g. *acabo de / suelo / se puede(n) + infinitive*)
- ✓ Complex language (e.g. comparatives, superlatives, *sí + present tense*)
- ✓ Positive/negative phrases (e.g. *lo peor fue cuando ...*)
- ✓ More varied connectives (e.g. *por un lado, por otro lado ...*)

Possible Speaking Questions:

1. **¿Adónde te gustaría ir de vacaciones?** Where would you like to go on holiday?

2. **¿Qué te gustaría hacer allí?** What would you like to do there?

3. **¿Cómo te gustaría viajar? ¿Por qué?** How would you like to travel? Why?

4. **¿Cuál es la fiesta más divertida? ¿Por qué?** What is the most fun festival? Why?

5. **¿Qué comida te gusta comer cuando vas a un restaurante?**  
What food do you like to eat when you go to a restaurant?

6. **¿Qué sueles hacer en verano?** What do you usually do in summer?

7. **¿Qué tal tus últimas vacaciones?** How was your last holiday?

8. **¿Qué hiciste?** What did you do?

9. **¿Qué fue lo mejor de tus vacaciones?** What was the best thing about your holiday?

10. **¿Dónde te quedaste?** Where did you stay?

11. **¿Cómo ere el pueblo / la ciudad?** What was the town / city like?

12. **¿Adónde vas a ir de vacaciones el año próximo?**

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

## La familia

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

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

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

*nuestro* hermano    our brother  
*nuestr*as hermanas    our sisters

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



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

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

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

Remember:

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

## Vocabulario:

**Key:**

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

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

¿Quién es mi familia?

mi(s) / tu(s)

su(s)

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

el padre / el padrastro

la madre / la madrastra

el hermano / el hermanastro

la hermana / la hermanastro

Who is my family?

my / your

his/her/their

our / your

father / step-father

mother / step-mother

brother / step-brother

sister / step-sister

el primo / la prima

los padres / los hermanos

el hijo (único) / la hija (única)

el abuelo / la abuela

los abuelos / los gemelos

el tío / la tía

el bebé

los miembros de la familia

(male) cousin / (female) cousin

parents / siblings

(only) son / (only) daughter

grandfather / grandmother

grandparents / twins

uncle / aunt

baby

members of the family

## 1 Esta es mi gente

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

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

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

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

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

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

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

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

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

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

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

Note these irregular present participles:

**leer** → **leyendo** (reading)

**sonreír** → **sonriendo** (smiling)

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

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

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

Soy **alto/a**.

Somos **altos/as**.

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

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

# Making comparisons



Use comparatives to give more precision to your description.

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

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

## Esta es mi gente (pages 58–59):

¿Quién está en la foto? Aquí hay una foto de ... ¿Dónde están? Está / Están ... en el jardín en la sala en casa / en la cocina en su habitación al fondo	Who is in the photo? Here is a photo of ... Where are they? He/She is / They are ... in the garden in the living room at home / in the kitchen in his/her/their room in the background	moreno/a rubio/a más alto/a que yo más bajo/a que él/ella Somos / Son ... bajos/as pelirrojas/as	dark-haired, tanned blonde taller than me shorter than him/her We are / They are ... short redheads
¿Qué están haciendo? Estoy / Estamos ... Está / Están ... bebiendo / chateando cocinando / comiendo escuchando (música) / hablando haciendo / jugando leyendo / mandando (un mensaje) *sacando (fotos) / sonriendo trabajando / viendo	What are they doing? I am / We are ... He/She is / They are ... drinking / chatting cooking / eating listening (to music) / talking doing / playing reading / sending (a message) taking (photos) / smiling working / watching	¿De qué color tienes los ojos? ¿Cómo tienes el pelo? Tengo / Tenemos ... Tiene(n) ... el pelo ... castaño / negro pelirrojo / rubio largo / corto los ojos ... azules / marrones / verdes la misma nariz Llevo / Lleva gafas.	What colour are your eyes? What is your hair like? I have / We have ... He/She has / They have ... ... hair brown / black red / blonde long / short ... eyes blue / brown / green the same nose I wear / He/She wears glasses.
¿A quién te pareces? ¿Cómo eres? Soy / Es ... (bastante) alto/a / bajo/a	Who are you like? What are you like? I am / He/She is ... (quite) tall / short	¿A quién <b>te pareces</b> de tu familia? (No) <b>Me parezco</b> (nada) a ... (No) <b>Se parece</b> a ... nadie de mi/su familia mis dos hermanos	Who are you like in your family? I am (not at all) like ... He/She is (not) like ... anyone in my/his/her family my two siblings

## 2 ¿A quién sigues?

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

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

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

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

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

*Admiro **a** esta persona desde hace mucho tiempo.*

I have admired this person for a long time.

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

*Veo videotutoriales sobre cocina.*

I watch video tutorials about cooking.

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

**nacer** → **nació** (he/she was born).

Remember to add an **accent** and to stress the last syllable in the third person singular.

Otherwise it could be confused with the present tense:

**lucho** (I fight)

**luchó** (he/she fought).

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

**Lo** admiro. I admire **him**.

**La** admiro. I admire **her**.

**Los/Las** anima.

He/She encourages **them**.

Admiro a... / admire...			
 Mi inspiración / ídolo es...	Mi inspiration / idol is...		
 Mi héroe / heroína es...	My hero / heroine is...		
...es un buen modelo a seguir	...is a good role model		
Un buen modelo a seguir es alguien que tiene... A good role model is someone who has...			
mucho talento a lot of talent			Sin embargo, un mal modelo a seguir... However, a bad role model...
	mucho éxito a lot of success		
dedicación dedication	perseverancia perseverance	se emborracha gets drunk	
resistencia física y mental physical and mental resilience		se comporta mal behaves badly	
		se mete en problemas con la policía gets into trouble with the police	
Es una persona... S/he is a ... person			
carñosa	 loving		
amable	 kind		
valiente	 brave		

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

Admiro a / Sigo (a) ...

**Lo/La** admiro porque

**Lo/La** sigo porque

Pienso/Creo que

Lucha por

Luchó por

Nació en

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

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

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

es una inspiración para otros.

es un buen modelo de conducta.

apoya a otras personas.

la igualdad [de oportunidades].

los derechos de las personas transgénero.

Estados Unidos/Europa/España.

ganar / participar en ...

ganó / participó en ...

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

<b>¿A quién sigues? (pages 50–51):</b> ¿A quién sigues en las redes sociales? Sigo ... a artistas / cantantes latinos canales de cocina / videojuegos *vlogs de ... *rutinas / estilo de vida / moda		<b>¿A quién admiras?</b> *Admiro a ... Lo/La sigo / *admiro porque ... <b>apoyo</b> a otras personas es un buen modelo de conducta es una *inspiración para otros		<b>Who do you follow?</b> I admire ... I follow / admire him/her because ... he/she supports other people he/she is a good role model he/she is an inspiration to others	
<b>¿Desde hace cuánto tiempo?</b> <b>Desde hace</b> un mes/año meses / (mucho) tiempo		<b>Lucha / luchó por ...</b> los derechos de las personas transgénero la igualdad de <b>oportunidades</b>		<b>He/She fights/fought for ...</b> transgender rights equal opportunities	
<b>¿Por qué te gusta?</b> Me gusta porque ... aprendo mucho quiero aprender más la música es mi vida los videos son divertidos/ útiles / *vídeos soy aficionado/a al deporte a la música latina		<b>Fue ...</b> la primera persona en participar / ganar El año pasado / Hace dos años ... participó en / ganó ...		<b>He/She was ...</b> the first person to ... participate / win ... last year / Two years ago ... he/she participated in / won ...	
<b>Who do you follow on social media?</b> I follow ... artists / Latin singers cooking / videogames channels ... vlogs routines / lifestyle / fashion		<b>For how long?</b> For ... a month/year months / a long time		<b>Why do you like it?</b> I like it because ... I learn a lot I want to learn more music is my life the videos are fun/useful/ viral I am a fan ... of sport of Latin music	

### 3 ¡Amigos para siempre!

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

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

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

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

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

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

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

#### ¡Amigos para siempre! (pages 62–63):

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

#### ¿Cómo es un buen amigo?

¿Cómo te ayuda tu mejor amigo/a?
Mi mejor amigo/a ...
Un buen amigo / Una buena amiga ...
te comprende
te conoce bien
te hace reír
te respeta
me acepta como soy
te acepta como eres
te ayuda cuando tienes problemas
<b>te apoya en lo bueno y en lo malo</b>
te da buenos <b>consejos</b>
<b>no te critica</b>
es <b>fiel</b>
puede <b>guardar</b> un *secreto

#### What is a good friend like?

How does your best friend help you?
My best friend ...
A good friend ...
understands you
knows you well
makes you laugh
respects you
accepts me as I am
accepts you as you are
helps you when you have problems
supports you in the good and the bad
gives you good advice
does not criticise you
is loyal
can keep a secret

## 4. Así soy yo

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

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

Las uso **para compartir** fotos.

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

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

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

### Así soy yo (pages 64–65):

¿Cómo eres?	What are you like?	¿Qué piensas de las redes sociales?	What do you think about social media?
¿Qué es lo más importante para ti?	What is the most important thing to you?	¿Qué es lo bueno/lo malo de las redes sociales?	What is the good/bad thing about social media?
Para mí, lo más importante es / son ...	For me, the most important thing is ...	Lo bueno/malo es que ...	The good/bad thing is that ...
mi familia / mi educación	my family / my education	causan *adicción/ <b>presión</b> / *acoso	it (social media) causes addiction/pressure/bullying
mi cultura / mis derechos	my culture / my rights	causan problemas para dormir	it (social media) causes sleeping problems
mis amigos / <b>la amistad</b>	my friends / friendship	son una gran *distracción	it (social media) is a big distraction
mi religión / mi <b>fe</b>	my religión / my faith	son buenas/útiles para ...	it (social media) is good/ useful for...
¿Qué cosas te interesan/ <b>preocupan</b> ?	What things interest/worry you?	compartir fotos/vídeos/ideas	sharing photos/videos/ideas
Las cosas que me interesan/ <b>preocupan</b> son ...	The things that interest/worry me are ...	buscar información sobre ...	searching for information about ...
el amor / la <b>paz</b> / el planeta	love / peace / the planet	estar en contacto con tus amigos	being in touch with your friends
la <b>justicia</b> / el futuro del mundo	justice / the future of the world	participar en la comunidad	participating in the community
¿Cuáles son tus sueños?	What are your dreams?	<b>expresarse</b>	expressing yourself
Mi <b>objetivo</b> /sueño es ...	My objective/dream is to ...	chatear con ...	chatting with ...
En el futuro voy a ...	In the future I am going to ...	escuchar / ver ...	listening to / watching ...
ser jefe/a (de una compañía)	be a/the boss (of a company)		
ser rico/a / tener éxito	be wealthy / be successful		
luchar por un mundo mejor	fight for a better world		

## 5 Necesito ayuda ¿qué puedo hacer?

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

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

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

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

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

**Deberías buscar** ayuda profesional.  
You should seek professional help.  
**Podrías explicarle** cómo te sientes.  
You could explain to him/her how you feel.

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

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

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

## Gramática

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

Use **ser** + adjective for descriptions.

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

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

Use **estar** when talking about location.

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

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

**Estoy contento/a**. I'm happy.

**Está triste**. He/She is sad.

Can you complete the missing verbs in this table?

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

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

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

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

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

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

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

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

Remember to change the **pronoun**:

**me** interesa    **nos** interesa

**te** interesa    **os** interesa

**le** interesa    **les** interesa

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

**Escucho reguetón desde hace dos años.**

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



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

## Reflexive verbs for relationships (Unit 3, page 62)

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

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

Other reflexive verbs include:

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

## Describing past achievements (The Preterite Tense)

### G The preterite tense

> Page 212

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

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

Other irregular verbs in the preterite include:

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

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

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

### Challenge checklist



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



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



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

**Module 3** (Possible speaking test questions and your own answers)

**Media & Technology**

1. **¿A quién sigues en las redes sociales y por qué ?** Who do you follow on social networks and why?

2. **¿Qué haces en las redes sociales?** What do you do on social networks?

3. **¿Para qué usaste las redes sociales la semana pasada?** What did you use social networks for last week?

**My personal world**

4. **¿Cómo eres?** What are you like? (Describe yourself)

5. **¿Cómo es tu familia?** What is your family like? (Describe them)

6. **¿Cómo es tu relación con tus amigos?** How do you get on with your friends?

7. **¿Cómo es un buen amigo?** What is (makes) a good friend?

8. **¿Qué hiciste con tus amigos el fin de semana pasado?** What did you do with your friends last weekend?

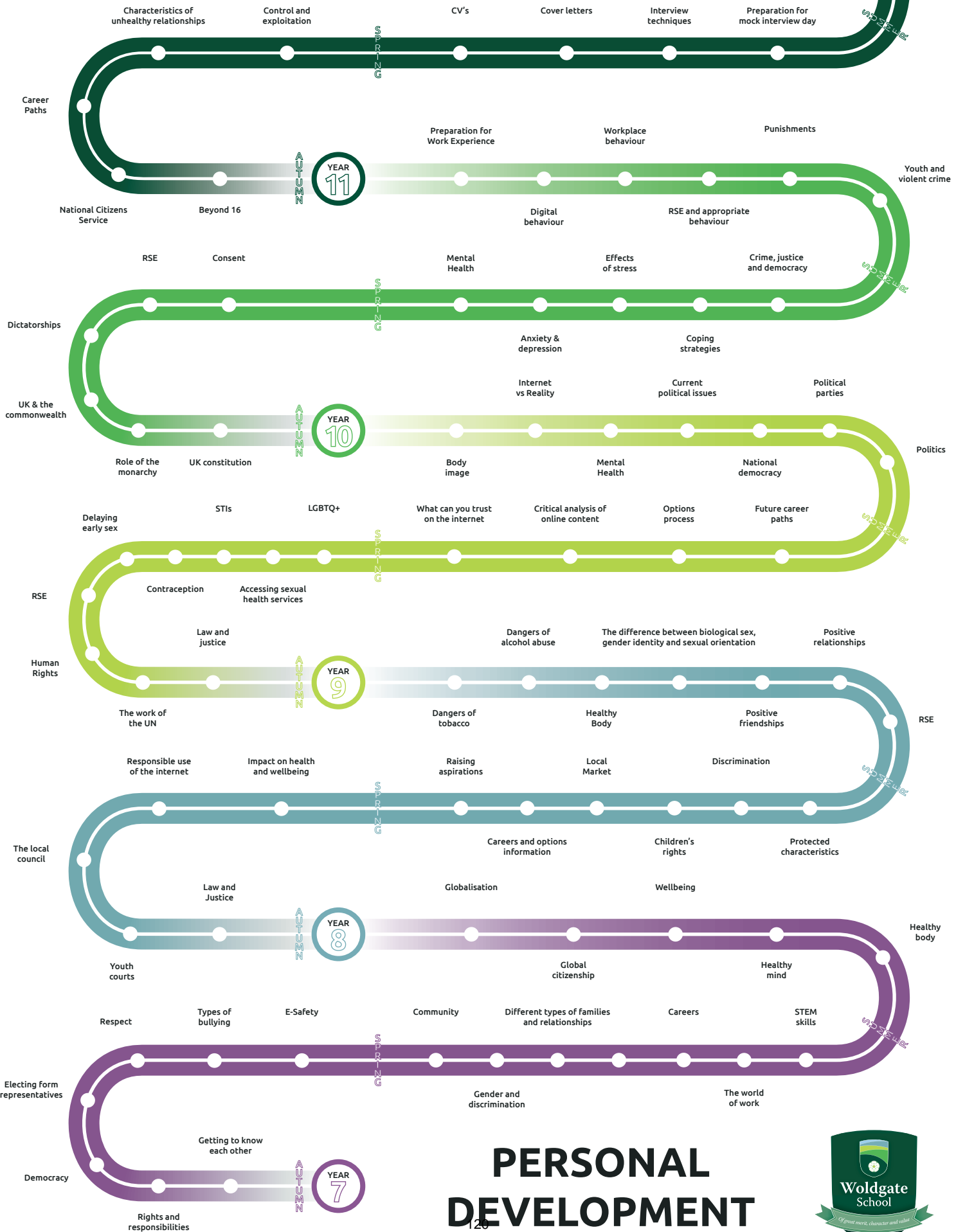
9. **¿Qué vas a hacer con tus amigos el fin de semana próximo?** What are you going to do with friends next weekend?

10. **¿Qué es lo más importante para ti? ¿Por qué?** What is the most important thing for you? Why?



**GCSE EXAMINATIONS**

Exam preparation



**PERSONAL DEVELOPMENT**



## Mental Health (PD link – health and wellbeing)

### Signs of mental health issues and strategies to address them

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

### Reframing negative thinking



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

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

#### Where can you help from?

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

The Samaritans: [www.samaritans.org](http://www.samaritans.org)

Child line: [www.childline.org.uk](http://www.childline.org.uk)