



10

Name: _____

Form: _____

Knowledge Organiser
Autumn Term
2024/25
Year 10



A Knowledge Rich Curriculum at Great Sankey High School

Research around memory suggests that if knowledge is studied once and not revisited or revised, it is not stored in the long-term memory. This means that after one lesson, or revising for one test, the knowledge will not be retained unless it is studied again. To ensure that knowledge is embedded in the long term memory it must be revisited frequently. Ensuring knowledge is embedded aids understanding, and in turn makes future learning more successful. To quote Daniel Willingham's learning theory,

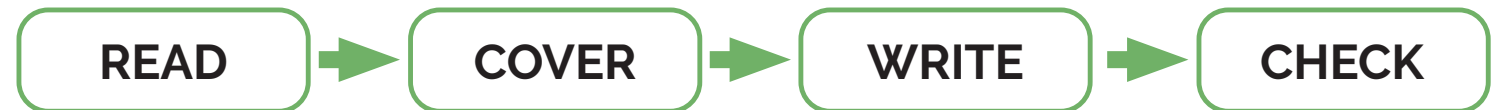
“Thinking well requires factual knowledge that is stored in our long-term memory”

As part of home learning, students should be revising what they have been taught recently but also content they were taught previously. Therefore, as part of our strategy to embed learning over time we have developed knowledge organisers across years 7 -11. These will provide key content and knowledge allowing students to pre-learn and re-learn, a vital part of processing all the information required to be successful. This knowledge will form the backbone of assessments in school.

How to use your knowledge organiser

Knowledge organisers will be used in subject lessons, homework activities and form time and therefore you need to bring your knowledge organiser to school every day.

Ensuring that knowledge is retained into your long-term memory and you are ready for tests takes work!



To encourage students to build good study habits, students will be assigned homework quizzes on a week A through the Google Classroom. Students will be expected to use revision strategies such as read, cover, write, check to learn key knowledge and will then complete the quizzes to demonstrate their learning. Completion of these quizzes is an essential homework activity and will be closely monitored by the pastoral team.

Other methods that you may wish to try at home are listed below:

- Create mind maps.
- Create flashcards.
- Get sticky with your learning: write out key points from the KO as you read over it on post-it notes.
- Write your own basic recall quizzing questions around the keywords, definitions and key facts that you need to know. Test yourself with these questions and then leave it overnight to answer them the next day.
- Write your own challenging questions using the following command words – explain, compare, evaluate. Then create a model answer for these questions.
- Put the key words from your KO into new sentences.
- Make mnemonics to remember the order of particular concepts.
- Draw a comic strip, storyboard or a timeline describing any series of events that have a chronological order.
- Write yourself or a partner some quiz questions. Quiz each other or swop your questions to see if you can answer each other's questions.
- Think about the big picture – why is knowing specific information important to you/other people/society/companies/science/technology? The more links that you can make, the more meaningful you make your learning and the more likely it is that you will remember it. Think about the big picture – are there any links in the content on your KO to anything that you have watched on TV, read about or heard in the news?
- Give yourself spelling tests.
- Definition tests.
- Draw diagrams of key processes or theories.
- Draw images and annotate/label them with extra information.
- Create fact files.
- Create flowcharts for descriptions or explanations that have a chronological order.
- Summarise in your own words each section.
- Get your parents/carers to test you.
- Pick out key words and write definitions.
- Pre-learning (read a section of your knowledge organiser prior to the lesson).
- Learn key quotes (if applicable). Consider what you may say about these quotes e.g. what the author is trying to make you think/feel, their choice of language, what can be inferred from it.
- Write a letter/blog/article to someone explaining a key idea or concept.
- Prepare to overcome any hurdles: write down any questions or any areas of the KO that you feel you need to speak to your teacher about.
- Use the guidance that may have been given with a specific KO to help you learn the information and use it.

***“Don’t practise until
you get it right.
Practise until you
can’t get it wrong.”***



Portable Knowledge in STEM at KS4



STEM stands for **Science**, **Technology**, **Engineering** and **Maths**, and it is important that you can see connections between each of these subjects. In the real world there are very few challenges that only require one set of skills. For example, you wouldn't be able to design a new app, video game or computer program without an understanding of all of the STEM concepts. This section of the knowledge organiser will show you how different STEM subjects have things in common, including examples of how you might use them, and how some things may actually appear slightly different from one subject to the next. As Geography is a Natural Science we can include that too.

EXAMPLE	SCIENCE	TECHNOLOGY & ENGINEERING	MATHS	GEOGRAPHY
Tally chart	Can be used to record the number of pupils in different height ranges in biology.	Can be used when choosing a final design choice from a selection of draft designs.	Can be used to record the number of pupils (usually labelled frequency) with different eye colours or what their favourite subject is.	Can be used to record the number of people visiting honeypot sites when studying tourism such as visitor numbers in Jamaica over a 5 year period.
Pie chart	Can be used to display the % of different hydrocarbons in crude oil or % of different gases in the atmosphere in chemistry.	Can be used to display results of a tally chart.	Can be used to display the proportion or % of pupils who travel to school in different way.	Can be used to record the amount of people working in different job sectors over time in the UK in comparison to other countries.
Bar chart	Can be used to display the number of people with different blood groups in biology.	Can be used to display results of a tally chart.	Can be used to display the number of pupils with a different favourite sweet.	In geography the term histogram and bar chart are interchangeable and are used to display data such as the percentage of forest lost in a range of countries.
Histogram	This is similar to a bar chart but the bars touch each other and they represent continuous data that is grouped, for example number of pupils in different height ranges in biology.	Can be used to display research data. Can also be used to represent time on a "Gant" chart.	In maths this can be used to show the distribution of a data set such as the ages within a population. In most cases, a histogram has different class widths meaning the area of each bar is the frequency for it.	A range of different bar charts and histograms are used when writing up fieldwork.
Line graph	Can be used to display the time taken for salt to dissolve at different temperatures in chemistry.	Can be used to represent trend data during research pieces.	In maths these are sometimes called scatter graphs or timeseries graphs. They can be used to display house prices and/or the trend in a data set over time.	Can be used when studying climate graphs. Line graphs are also used when analysing climate data over a period of time.
Line of best fit	In biology a line of best fit can be point to point, but in chemistry they are most often a straight line. In all 3 sciences they could be a curve depending on distribution of the points. For example the extension of a spring in physics.	x	In maths you might be asked to add a line of best fit to a scatter graph. It is always a straight line drawn with a ruler and can be used on graphs to show correlation between hours of revision and score in test. In GCSE Statistics, we use correlation coefficients and linear regression equations to analyse this in detail.	In geography lines of best fit are used to look for negative and positive correlations when comparing data usually in physical geography modules. It is always a straight line drawn with a ruler through as many points as possible.

Portable Knowledge in STEM at KS4

Hopefully this section of the knowledge organiser will help you spot where things crossover from one STEM subject to another as you move from lesson to lesson. REMEMBER some things are exactly the same, some are very similar but might be called different things, and some things are different altogether!and don't forget STEM stands for **Science, Technology, Engineering and Maths**



EXAMPLE	SCIENCE	TECHNOLOGY & ENGINEERING	MATHS	GEOGRAPHY
Range	Range around a mean can be used with data for heart rate after exercise in biology, amount of hydrogen gas produced in a chemical reaction in chemistry and number of times a ball bounces in physics.	x	The range is a measure of the spread of a data set. It can be used to compare data, with a smaller range meaning it is more consistent such as comparing times athletes run 100m over 10 races.	Range is used in the geographical skills section of course. Range can be used when looking at rainfall and temperature data for different locations or when using development indicators such as literacy rate, life expectancy etc.
Mean, Median and Mode	Mean, median and mode can be used to analyse any sets of data with a range of results.	x	Mean, median and mode can be used to analyse any sets of data in conjunction with the range.	Mean, median and mode are used in the geographical skills section of the course and can be used to analyse any sets of data with a range of results.
Continuous data	These are data values that can take any value and are grouped/rounded. In biology an example would be bubbles of oxygen produced during photosynthesis.	x	These are data values that can take any value and are grouped/rounded. Data could be length, time, capacity or mass.	This is where you have any value in your data. An example would be mm of rainfall.
Discrete data	In science this is sometimes called discontinuous data. An example would be blood group or eye colour in biology.	x	These are specific data values and can be quantitative (numerical) and qualitative (word or category). Examples include type of colour, the result from rolling a dice or the number of pets people have.	Discrete data in geography includes both primary and secondary data. Fieldwork data could include rock sample sizes and how they change from the source to the mouth of a river.
Using co-ordinates	x	Used by a CNC machine to position the cutter when machining a piece of material. Marking out a series of holes from dimensions on a drawing.	4 and 6 figure grid references are used when plotting in 4 quadrants and used in transformations.	Both 4 and 6 figure references are used across all topics in geography to locate places from a map.
Taking measurements that are accurate and precise	Accurate data is close to the true value and precise data gives similar results if you repeat the measurement. In science there are far too many examples to mention!	Used when marking out materials prior to cutting and quality during checking when manufacturing a component.	Being able to read a variety of scales is a key skill for plotting and drawing graphs or measuring angles and lines. It is important in constructions and scale drawings to be within 0.1 cm or 1°	Measurements and accuracy are really important when studying map skills, especially when looking at scale and distance.

Year 10 Term 1		Definition Sentence	Contextual Sentence
1	classical	Representing a high standard within a traditional form or style.	The orchestra played a selection of classical music.
2	comprehensive	Including with all or nearly all elements or aspects of something.	We have a comprehensive selection of art materials.
3	comprise	Consist of; be made up of.	The play comprises three acts.
4	confirmed	Fixed in habit and unlikely to change. Stated that a report or fact is true.	She was a confirmed fan of the band. The phonecall confirmed he had won.
5	contrary	Opposite in nature, direction, or meaning.	Contrary to popular belief, many cats dislike milk.
6	converted	Changed the form, character, or function of something.	The school converted a classroom to a new office area.
7	couple	Two people or things of the same sort considered together. To link or combine something with something else.	A couple of pupils helped tidy the room. You must couple the wire to the battery.
8	decades	Periods of ten years.	Music has changed over the decades.
9	definite	Clearly stated or decided; not vague.	She has very definite ideas about what kind of a job she wants.
10	deny	Refuse to give something to someone; to refuse to admit the truth or existence of.	You can't deny that she's a good singer.
11	differentiation	The process of making two or more things (or people) different.	Mix the paints carefully to allow a gradual differentiation in colour.

12	disposal	The action or process of getting rid of something.	The disposal of radioactive waste is a problem.
13	dynamic	Constant change, activity, or progress; energetic.	This was a dynamic period in history.
14	eliminate	To completely remove or get rid of something.	Try to eliminate fatty foods from your diet.
15	empirical	Based on observation or experience	We now have empirical evidence that the moon is covered with dust.
16	equipment	The necessary items for a particular purpose.	Collect the sports equipment from the gym at the end of the day.
17	extract	Remove/take out, especially by using effort or force. A short passage taken from a text, film, or piece of music.	They extract coal from open pits and underground mines. This extract is taken from his new novel.
18	file	A folder/box for holding loose papers together and in order for easy reference. To march or walk in a single line.	It is good to keep revision notes organised in a file. In silence, they started to file into the room for the exam.
19	finite	Limited in size or extent.	Every computer has a finite amount of memory.
20	foundation	An underlying basis or principle. The lowest part of a building, typically below ground level.	Good research should be the foundation of your report. The foundation of the house was completed last week.
21	global	Relating to the whole world; the whole of something/of a group of things.	The probable result of global warming will be a rise in sea levels.
22	grade	A particular level of rank, quality or value.	You should get a good grade next year.

Tier 2 Vocabulary

23	guarantee	A formal assurance that certain conditions will be met; a promise with certainty.	The computer comes with a three-year guarantee.
24	hierarchical	Of the nature of a hierarchy; arranged in order of rank.	The Roman Empire had a very hierarchical structure.
25	identical	Exactly the same as.	All the chairs in the room were identical.
26	ideology	A system of ideas and ideals.	The ideology of reincarnation is one of second chances.
27	inferred	To conclude something from evidence and reasoning rather than from pure fact.	His cold personality can be inferred from the description given in chapter one.
28	innovation	A new idea, method, or device	The company is very interested in product design and innovation.
29	insert	To place, fit, or push something into something else.	Insert the cable into the slot on the side of the phone.
30	intervention	Interfering with an outcome – especially of a condition / process to prevent harm or improve something.	Military intervention may increase the conflict even further.
31	isolated	Being in a remote location. Happening only once.	The castle was in an isolated position. The theft was an isolated incident.
32	media	The main means of mass communication (broadcasting, publishing, and the Internet) are regarded together.	The media coverage of the Olympics was very good.

33	mode	A way in which something happens or is done; a fashion or style in clothes, art, literature, etc.	Flying is now a common mode of transport.
34	paradigm	A typical example or pattern of something.	Fast and skilful, he is the paradigm of the perfect football player.
35	phenomenon	A fact or situation that is observed to exist or happen.	Gravity is a natural phenomenon.
36	priority	A thing that is regarded as more important than others.	She made homework her priority.
37	prohibited	Something that has been forbidden/ banned.	The sale of alcohol to people under 18 is prohibited.
38	publication	The preparation and issuing of a book, journal, or piece of music for public sale.	The publication contained several short stories and poems.
39	quotation	Something that is quoted – a word / phrase / passage referred to or repeated. Offers or prices given for something.	The quotation was taken from “Macbeth”. The quotation for the repair was £100.
40	release	To set free from restraint/ confinement; to make something available to the public.	The band will release their new single on Friday.
41	reverse	To move backwards; to make something the opposite of what it was.	The winners were announced in reverse order.

A CHRISTMAS CAROL

 Plot	 Characters	 Vocabulary	 Context												
<div>Stave 1</div> <p>Scrooge treats Bob, Fred, and others with contempt, only caring for money and himself. On Christmas Eve, he has a visit from Marley's Ghost, who warns Scrooge of his fate of the visit of the three spirits.</p> <div>Stave 2</div> <p>The Ghost of Christmas Past shows Scrooge scenes of himself as a young boy in school and as a young apprentice. They also witness Scrooge's breakup with his fiancée and the life and family he could have had. Scrooge reflects on how he has treated others.</p> <div>Stave 3</div> <p>The Ghost of Christmas Present shows Scrooge people celebrating Christmas: the Cratchit family, people in solitary places and his nephew, Fred. Finally, Scrooge sees two monstrous children: Ignorance and Want.</p> <div>Stave 4</div> <p>The Ghost of Christmas Yet-to-Come shows Scrooge reactions to his own death and how he is thought of after passing on. This is contrasted with the death of Tiny Tim.</p> <div>Stave 5</div> <p>Scrooge wakes on Christmas morning, reborn as a new man. He delights in putting right his wrongs from Stave 1 and opens himself up to helping others and celebrating Christmas.</p>	<div>Ebenezer Scrooge</div> <p>The main character. He is miserable, miserly, tightfisted and horrid. He rejects Christmas and refuses to offer help or kindness to anyone. The events of the novel change Scrooge completely into a generous, open-hearted man.</p> <div>Bob Cratchit</div> <p>Scrooge's clerk. Bob is hard-working, uncomplaining and loving to his family. He is humble and meek and grateful for all he has.</p> <div>Fred</div> <p>Scrooge's nephew. He is positive, kind and warm-hearted. He persists in inviting Scrooge to Christmas dinner, as he realises it is Scrooge who misses out in refusing.</p> <div>Tiny Tim</div> <p>Bob Cratchit's youngest son. Tim is a "cripple" and not likely to survive for long. Despite this, he is good natured and thinks of others. He says, "God bless us, everyone!"</p> <div>Marley's Ghost</div> <p>Scrooge's dead business partner. He warns Scrooge of his fate after death, if he does not change his ways.</p> <div>Spirits of Christmas Past, Present and Yet-to-Come</div> <p>These three ghosts all play a part in Scrooge's transformation. Each contribute by showing Scrooge key events in Scrooge's life and the lives of others.</p> <div>Fan</div> <p>Scrooge's sister and the (dead) mother of Fred. Fan is kind to Scrooge when he is a boy in school.</p> <div>Fezziwig</div> <p>Scrooge's old boss. He shows seasonal generosity to his workers, including Scrooge who is his apprentice.</p> <div>Mrs Cratchit</div> <p>Bob's wife. She makes the best of not having much money and makes the most of what she has for her family. She is slightly less forgiving of Scrooge than her husband.</p> <div>Belle</div> <p>Scrooge's fiancée. She breaks up with Scrooge, as she can see that money means more to him than she does.</p>	<div>Stave (Chapter)</div> <div>Narrative</div> <div>Dramatic Irony</div> <div>Prose</div> <div>Hyperbole</div> <div>Metaphor</div> <div>Pathetic Fallacy</div> <div>Simile</div> <div>Symbolism</div> <div>Foreshadowing</div> <div>Third Person Intrusive</div> <div>Exclamatory Tone</div> <div>Humour</div> <div>Allegory</div> <div>Listing</div> <div>Non-linear</div> <div>Dialogue</div> <div>Genre</div> <div> Structure and Form</div> <div>Written in five chapters called 'staves' (after the musical stave which also has five lines).</div> <div>The novel is cyclical in nature, with the last stave directly referencing the events of the first.</div> <div>The stages of Scrooge's redemption are clear. His initial solitude in Stave 1; his gradual realisation and lessons learned in Staves 2-4; his rebirth in Stave 5.</div>	<div>Written by Dickens in 1843 as a direct comment on the conditions endured by the poor (particularly children) during the 'Hungry Forties'. Initially intending to write a pamphlet on the subject, Dickens felt the novel would have more impact and be a "sledgehammer blow" on behalf of the poor.</div> <div>Having known periods of poverty and hardship in his own childhood, Dickens was a fierce opponent of the Poor Law, which advocated workhouses and prisons as a solution to the problem of social inequality.</div> <div>Dickens saw a need for the wealthy to share their fortunes and help the most vulnerable in society. He directly references the views of Thomas Malthus, who saw poverty as inevitable and a need to 'decrease the surplus population'.</div> <div>Christmas had fallen out of favour by 1843 and was not universally celebrated. Although a Christian holiday, celebrating the birth of Jesus Christ, it also encompassed pagan traditions around the winter solstice and looked ahead to the coming spring. In addition, Dickens saw Christmas as a time of sharing food, gifts and time. For Dickens, the 'Christmas spirit' is generosity and compassion for others. Dickens can be partially credited with cementing the popularity of the holiday.</div> <div>Ghost stories were traditional at Christmas. These were often read aloud, and the novella format allows for this. The story uses many tropes of the ghost genre and combines these with a morality tale.</div> <div> Tips</div> <div><ul style="list-style-type: none">Support points with reference to characters and events and refer back to the question set.The provided extract can be useful for language analysis (AO2).Remember to integrate points of context into discussion of the characters, events and themes.</div>												
 Themes															
<table><tr><td>Christmas</td><td>Children</td><td>Poverty</td></tr><tr><td>Generosity</td><td>Family</td><td>Responsibility</td></tr><tr><td>Forgiveness</td><td>Injustice</td><td>Redemption</td></tr><tr><td>Change</td><td>Supernatural</td><td>Death</td></tr></table>	Christmas	Children	Poverty	Generosity	Family	Responsibility	Forgiveness	Injustice	Redemption	Change	Supernatural	Death			
Christmas	Children	Poverty													
Generosity	Family	Responsibility													
Forgiveness	Injustice	Redemption													
Change	Supernatural	Death													
 Assessment Objectives															
AO1, AO2 and AO3 are equally weighted for this question															
AO1	<div>Read, understand and respond to texts. Students should be able to:</div> <ul style="list-style-type: none">use textual references and quotations, to support and illustrate interpretations.maintain a critical style and develop an informed personal response.														
AO2	<div>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</div>														
AO3	<div>Show understanding of the contexts in which the text was written.</div>														



A Christmas Carol

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole novel to answer the question.

Write about some members of the Cratchit family and how they are important to the novel as a whole.

In your response you should:

- refer to the extract and the novel as a whole.
- show your understanding of characters and events in the novel.
- refer to contexts of the novel.

[40]

The children drank the toast after her. It was the first of their proceedings which had no heartiness in it. Tiny Tim drank it last of all, but he didn't care twopence for it. Scrooge was the ogre of the family. The mention of his name cast a dark shadow on the party, which was not dispelled for a full five minutes.

After it had passed away they were ten times merrier than before, from the mere relief of Scrooge the Baleful been done with. Bob Cratchit told them how he had a situation in his eye for Master Peter, which would bring in, if obtained, full five-and-sixpence weekly. The two young Cratchits laughed tremendously at the idea of Peter's being a man of business; and Peter himself looked thoughtfully at the fire from between his collars, as if they were deliberating what particular investments he should favour when he came into receipt of that bewildering income. Martha, who was a poor apprentice at a milliner's, then told them what kind of work she had to do, and how many hours she worked at a stretch, and how she meant to lie a-bed tomorrow morning for a good long rest; tomorrow being a holiday she passed at home. Also how she had seen a countess and a lord some days before, and how the lord "was much about as tall as Peter"; at which Peter pulled up his collars so high that you couldn't have seen his head if you had been there. All this time the chestnuts and the jug went round and round; and by and by they had a song, about a lost child travelling in the snow, from Tiny Tim, who had a plaintive little voice, and it very well indeed.

There was nothing of high mark in this. They were not a handsome family; they were not well dressed; their shoes were far from being waterproof; their clothes were scanty; and Peter might have known, and very likely he did, the inside of a pawnbroker's. But they were very happy, grateful, pleased with one another, and contented with the time; and when they faded, and looked happier yet in the bright sprinklings of the Spirit's torch at parting, Scrooge had his eye on them, and especially Tiny Tim, until the last.

Exemplar response

The Cratchit family are a very important to 'A Christmas Carol' because they play a big part in the central story of Scrooge's redemption. They are also important because Dickens wanted to portray the poor of Victorian London in the 19th century in a positive way and they help him do achieve his aims.

We first encounter the father of the Cratchits, Bob, in the first chapter. He is not named by Dickens here – we only discover his name later in the book – and this is perhaps deliberate to show his lowly status – Scrooge only cares of him as a "clerk" and not a human being. Bob is one of the first 'victims' we see of Scrooge's miserly ways – he only has "one piece of coal" and has to "warm himself on a candle" so he is important in establishing Scrooge's meanness and penny-pinching ways. Moreover, Bob reinforces the message of Christmas by "applauding" Fred when he speaks on the benefits of Christmas. Scrooge doesn't want to give Bob Christmas Day off. This was not uncommon at the time and Bob is important in showing the audience how poorly employees were often treated. In the extract, Bob "toasts" Scrooge with his family which shows how grateful he is to Scrooge, despite being so badly treated by him. This was important for Dickens to show how grateful and humble the poor are and weren't the monsters they were thought of.

In Stave three, we see the rest of the Cratchit family. They are obviously poor (Mrs Cratchit is in her "twice turned gown") and they have a small "goose" for dinner. However, they are grateful and make the best of it. Mrs Cratchit and Belinda are "brave in ribbons" and it is said that the goose was treated like a "feathered phenomenon" or a "black swan". This shows how grateful they are and was central to the theme. They are also a loving family and the day is full of fun (they "laughed tremendously").

Tiny Tim is a "cripple" but is selfless and kind-hearted and cares about others as can be seen when he says "God bless us everyone" and thinks of others when he goes to church. He is important because Scrooge has a face to put to his Malthusian comment of "decrease the surplus population" and changes his mind. In fact, Tiny Tim's death shows a stark contrast to Scrooge's – the boy is mourned and will live on, whereas Scrooge will not. Therefore, Tiny Tim plays a hugely important role in Scrooge's redemption.

Finally, the Cratchits are important at the end of the novel – Scrooge buys them a "turkey" and it is the "biggest one in the shop". This shows just how much Scrooge has changed.

Overall, the Cratchits are essential in showing the 'grateful poor' as was Dickens' intention and also play a huge part in showing Scrooge's transformation.

Commentary

The opening sentence shows a clear focus on the question and addresses the 'importance'. The candidate then brings in contextual points and discusses Dickens' intentions in writing the novel. The second paragraph keeps the focus firmly on why Bob is important in the novel. It also brings in some AO2 points about technique as well as some context – discussing how employees were treated.

The candidate also uses the extract here.

There are appropriate direct references from the extract and other parts of the text, used to support the candidate's astute points. Overall this response shows assured understanding of the demands of the task and covers all the Assessment Objectives in a sustained, integrated way.

Explorations in Creative Reading (GCSE English Language Paper 1 Section A – AQA)					
Q	What is the Q asking?	Subject terminology		Excellence criteria	Sentence starters
Read	5-10 mins to read the source				
1: facts	<p>Read lines... to ... List 4 things you learn about ...</p> <p>1. Re-read the specified lines.</p> <p>2. Copy 4 facts: do not infer.</p> <p>4 marks – 5 minutes</p>			<ul style="list-style-type: none">○ Focus on facts, not inference or analysis○ You can quote the text	
2: analyse language	<p>Read lines ... to How does the writer use language to present ...?</p> <p>1. Re-read the specified lines.</p> <p>2. Highlight or underline 3 quotations relevant to the question. You can quickly annotate.</p> <p>3. Write 3 PEEA paragraphs responding to the question.</p> <p>8 marks – 10 minutes</p>	<p>1. Adjective: describes a noun.</p> <p>2. Adverb: describes a verb.</p> <p>3. Alliteration: words start with same sound.</p> <p>4. Allusion: reference to another text or event.</p> <p>5. Colloquial language: informal language.</p> <p>6. Euphemism: replacing an offensive phrase with milder words.</p> <p>7. Hyperbole: over-exaggeration.</p> <p>8. Imagery: visual language.</p> <p>9. Imperative verb: command.</p> <p>10. Juxtaposition: contrasting ideas.</p> <p>11. Metaphor: comparison.</p>	<p>12. Modal verb: shows possibility e.g. could, might.</p> <p>13. Onomatopoeia: words which sound like what they describe e.g. boom.</p> <p>14. Oxymoron: combines contradictory terms e.g. a minor crisis.</p> <p>15. Pathetic fallacy: using the weather to set the emotion or mood.</p> <p>16. Personification: giving an object human characteristics.</p> <p>17. Semantic field: group of words with similar connotations.</p> <p>18. Sibilance: repetition of “s” sound.</p> <p>19. Simile: comparison using “like” or “as”.</p> <p>20. Symbolism: image represents an idea.</p> <p>21. Triple: list of three.</p> <p>22. Verb: action word.</p>	<p>Point</p> <ul style="list-style-type: none">○ Respond directly to the Q using precise vocabulary.○ Use “in order to” to address key concepts. <p>Evidence</p> <ul style="list-style-type: none">○ Select precise evidence○ Embed fluently in a sentence <p>Explain / analyse</p> <ul style="list-style-type: none">○ What do the words suggest, imply or symbolise?○ Explore more than one word, idea or interpretation○ Use subject terminology.	<p>The writer portrays ... as ... in order to suggest that...</p> <p>This is clear when we read “...” Evidence of this is “...”</p> <p>This means that... We learn that... The writer communicates that... The word / language device suggests / conveys... This indicates that... In addition, the word / language device is used because... This reinforces the idea that...</p>
3: analyse structure	<p>Use the whole source. How does the writer structure the text to interest you as a reader?</p> <p>1. Identify 3 or more structural devices, choosing one from the beginning, one from the middle, and one from the end of the text.</p> <p>2. Write 3 PEEAs responding to the question, thinking beginning, middle, end.</p> <p>8 marks – 10 minutes</p>	<p>Beginning: Narrative perspective</p> <p>A. 1st person: told from the character’s perspective (I)</p> <p>B. 2nd person: directed to the reader (you)</p> <p>C. 3rd person: external narrator (he, she, it)</p> <p>D. Limited narrator: doesn’t have full knowledge of the situation</p> <p>E. Omniscient narrator: full knowledge and understanding</p> <p>F. Unreliable narrator: we question the narrator’s credibility</p> <p>Beginning: Introducing Ideas</p> <p>G. Establishing setting</p> <p>H. Introducing character(s)</p> <p>I. Establishing an atmosphere</p>	<p>Middle: shifts in...</p> <p>J. Focus</p> <p>K. Place</p> <p>L. Time (flashforward / flashback)</p> <p>M. Narrative perspective</p> <p>N. Atmosphere / mood</p> <p>Ending:</p> <p>O. Circular structure: the narrative ends where it begins</p> <p>P. Cliff-hanger: the narrative ends suddenly</p> <p>Q. Resolved ending: loose ends are tied up</p> <p>R. Unresolved ending: loose ends are not tied up</p> <p>Overall structure:</p> <p>S. Linear: events are told in the order that they happen, chronologically</p> <p>T. Non-linear: events are not in order</p> <p>U. Motif: a pattern of ideas, images or words repeated throughout the text</p>	<p>Point</p> <ul style="list-style-type: none">○ Respond directly to the question using precise vocabulary○ Use “in order to” to address key concepts <p>Evidence</p> <ul style="list-style-type: none">○ Select precise evidence○ Embed fluently in a sentence <p>Explain / analyse</p> <ul style="list-style-type: none">○ Explore the effect of the structural device○ Use subject terminology	<p>The writer structures the text by... in order to... The writer introduces the idea of... The writer focuses on... The writer develops the idea of... The writer draws the extract to a close by...</p> <p>This is evident in the line “...”</p> <p>The structural device is used because... This suggests that... This introduces / develops... This focusses our attention on... The writer zooms in on... because...</p>
4: present a point of view	<p>Read lines ... to ... Having read this section of the text, a student said “.....” To what extent do you agree?</p> <p>1. Re-read the specified lines.</p> <p>2. Agree/disagree table.</p> <p>3. Write 4 PEEA paragraphs.</p> <p>20 marks – 20 minutes</p>	<p>All language and structural devices</p> <p>Use XXOX to structure your argument:</p> <p>X: strongest agree point</p> <p>X: next agree point</p> <p>O: other side of the argument – if relevant</p> <p>X: final agree point</p>		<p>See Question 2</p> <p>See Question 2</p>	

Analytical verbs:

- **presents**: portrays, conveys
- **shows**: demonstrates, illustrates
- **suggests**: hints, implies, indicates
- **reveals** that...: exposes, clarifies
- **emphasises**: confirms, highlights
- **creates** debate about...: initiates, generates, provokes
- **explores** the idea that...: considers, prompts, questions
- **challenges** the idea that...: confirms
- **confirms** the idea that...: supports, justifies, develops
- **believes**...: perceives, trusts, learns, observes
- **considers**...: appreciates, clarifies, examines
- **sympathises**...: emphasises, senses, pities, understands
- **discovers**...: realises, understands, decides, concludes
- **develops** the idea that...: builds, changes

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Explorations in Creative Writing (GCSE English Language Paper 1 Section B – AQA)

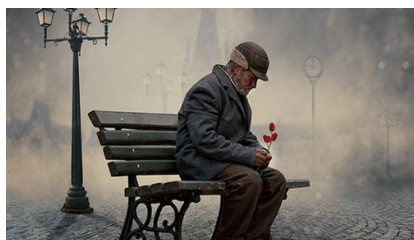
Example question:

Write a description for a magazine inspired by this image:

OR

Write the opening of a story about isolation.

24 marks for content and organisation, 16 marks for technical accuracy



Developing your character:

Before the exam, you need to create a fully developed character and know everything about them. When you go into the exam, you can “drop” your character into the image to give you a starting point.

Make sure you know your character’s...

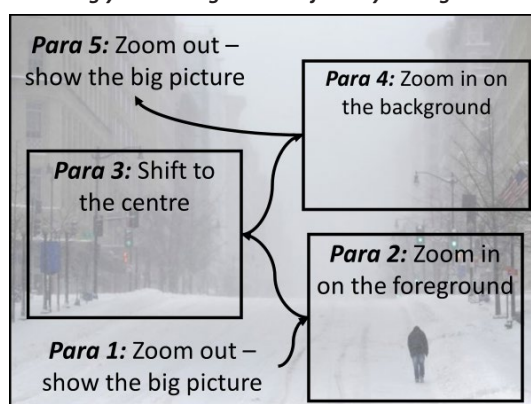
- Family and education background
- Experience of work and employment
- Experience of historical events e.g. World War Two
- Personality and characteristics
- Likes and dislikes (food, clothes....)

For each of these, ask yourself **why**. E.g. Why does my character become angry easily? Why did my character leave school at 16?

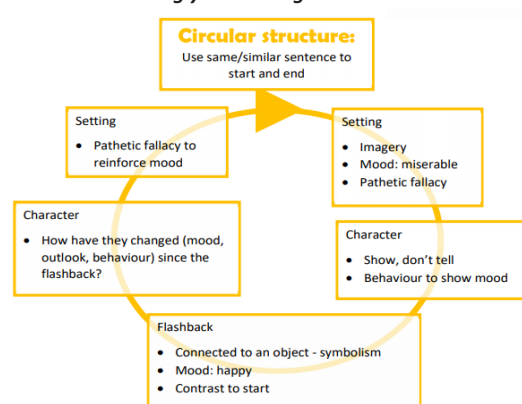
Excellence criteria for self-assessment

	Target
Content and organisation: 24 marks	Communication is convincing – it reads like a novel / short story
	Communication is compelling – it is a short story I would be interested in reading
	Tone, style and register are matched to audience – you have written in the style of a novelist
	Extensive and ambitious use of vocabulary
	Sustained crafting of linguistic devices – you have used a range of language devices throughout
	Use of structural features – e.g. circular structure
Technical accuracy: 16 marks	Inclusion of a range of complex ideas – e.g. you explore different moods, emotions, aspects of character
	Paragraphs are linked
	Sentence demarcation is accurate – full stops, commas etc are in the correct place
	Wide range of punctuation used accurately
	Uses the full range of sentence forms for effect
	Secure control of complex grammatical structures
	High level of accuracy in spelling
	Extensive and ambitious use of vocabulary

Structuring your writing 1: take a journey through the image



Structuring your writing 2: circular structure



Using descriptive language: show, don't tell

We use a range of language devices to show rather than tell the reader what the character is doing. E.g. She was sad. → Her body drooped. Slowly, she wrapped her arms around herself, hoping to stop herself shattering into a million pieces. As her lip began to quiver, a single tear fell.

Use all the language devices listed on the other side of this Knowledge Organiser (see Question 2) to describe:

- | | | |
|------------------------------|-----------------------------|---|
| ○ Facial expression | ○ Reactions to other people | ○ Changing weather |
| ○ Body language and movement | ○ Tone of voice | ○ How an object moves |
| ○ Clothing and appearance | | ○ How an event makes the character feel |

Using a range of sentence structures – start with...

1. Two –ing verbs	Raising a hand...
2. Two or three adjectives	Humid and clammy , the air...
3. Two –ly adverbs	Rapidly, quickly , the bird...
4. A preposition (over, under, in)	Under the moon , the river...
5. A simile	Like a...
6. A connective:	First , we..
7. The noun – adjective, adjective - sentence:	The tree – bony, twisted – grew...
8. More, more, more sentence:	The more he cried, the more he felt...
9. The so, so sentence:	It was so small, so tiny...
10. It was one of those days...	It was one of those days when...

Using a range of punctuation

.	End a sentence
,	Separate clauses in a sentence (where you take a breath)
-	Add additional information in an informal way
;	Add additional information – full sentence before and after the ;
:	Introduce a list OR a shocking idea e.g. Morning arrived: disaster!
()	Include additional information that isn't essential to the sentence
?	Pose a question
!	Show shock or surprise (use sparingly)
...	Build tension or leave a gap
'	Indicate possession (Amy's work) or omission (I can't do it)

The Soldier by Rupert Brooke
The one about dying unselfishly for your country.

- ☐ "there's some corner of a foreign field/ That is for ever England"
- ☐ "A pulse in the eternal mind"
- ☐ "hearts at peace, under an English heaven."



Content: In this poem, the persona, a soldier heading to war, talks about the possibility of dying in a foreign country. He claims that this should not be an occasion for sadness, but that by dying he will have made "a corner of a foreign field" a small part of England. He **personifies** England as his mother, who gave birth to him and raised him to become the person he is. He feels that he owes his life to her and therefore unselfishly sacrifices his life. He believes dying will be comforting and that he is only giving back the things that England gave to him and his memory and sacrifice will live on after death.

Context: The poem is **idealistic**. Rupert Brooke was a young, untested soldier, who had attended public school and was Cambridge educated. Athletic and called "the handsomest young man in England," he was part of the Bloomsbury group of authors and becoming known for his poetry. He wrote this poem at the start of the **First World War** as part of a series of **sonnets** and Winston Churchill admired its **selfless patriotism**. Brooke wrote idealistically about the war. He had not seen action and was never to. After embarking for war, he contracted blood-poisoning from a mosquito bite and died on French hospital ship. The poem has become a **symbol for a lost generation of youth**.

Form: This poem is a **sonnet**, traditionally used for love poetry. Rather than a person, this sonnet expresses Brooke's love and devotion to his country. Written in the **first person**, it follows an unwavering **iambic pentameter** and clear **rhyme scheme**, that demonstrates the persona's commitment to England. It is characterised as **Georgian** poetry with **motifs** of nature, youth and innocence.

Structure: The first **8 lines, or octave**, focus on how England enriched his life and he owes it to her. Whereas, the last **6 lines, or sestet**, reflect on how his death is meaningful, and reciprocal. It will bring him peace, and England security. Usually, there is conflict or debate between the two parts of a sonnet, but in *The Soldier* there is only harmony. The structure of the poem embodies the harmonious relationship between man and country.

Language Features:

- England is **personified** through the **extended metaphor** of a mother who has nurtured a son who is willing to die to protect her, embodying ideas of heroic sacrifice.
- **Natural imagery** is used extensively to express his love of the English countryside and creates a **Romantic**, idealised idea of war without pain or suffering.
- **Religious imagery** reveals his sense of faith and belief that his sacrifice will be immortalised by God.

Key Themes:

- ☐ Deep and lasting love (for his country) that is unselfish / Nature and Place
- ☐ Faith, belief and worship
- ☐ Attitudes to war and patriotism

Good to compare with:

- ☐ Sonnet 43
- ☐ A Wife in London
- ☐ Living Space
- ☐ Dulce. Mametz Wood. The Manhunt

A Wife in London by Thomas Hardy

The one with the tragic telegram and the ironic letter.

- ☐ "She sits in tawny vapour"
- ☐ "The street lamp glimmers cold"
- ☐ "He –has fallen - in the far South Land..."
- ☐ "His hand, whom the worm now knows"



Content: The poem opens with a description of a wife sitting at home alone in London, against the backdrop of fog and misery which enfolds her. A sharp knock at the door brings her to her senses, and a messenger delivers a telegram with the tragic news that her husband, who is at war in a distant country, has been killed. The poem moves to the following day. Here a letter is delivered to her from her husband who wrote it before he died. He talks with enthusiasm of his hopes for coming home and their future together. The joy and optimism with which he speaks serves to emphasise the terrible waste of his life and the wife's desolation and sadness.

Context: In the poem, Hardy speaks as an **observer** and chooses to focus on those left behind at home at times of war. The war he is speaking about is **the Boer War** – a series of campaigns fought against the Boers (or Dutch) over territory in the **south of Africa**. The war was a **distant one** and one many thought was unnecessary and wasteful of life, as many men died needlessly of diseases like enteric fever. He uses the isolation of the wife to emphasise her helplessness in the face of her separation from her husband – she could be any one of any number of wives left behind – and employs the letter "page full" of hope to show the futility of war and how many died in their prime.

Form: The **persona** in the poem is an observer who watches in a detached manner contributing to the helpless and melancholy tone. **The irregular rhythm** and dashes create pauses and reflect the disbelief of the wife at the news. There is an **asymmetrical rhyme scheme (ABBAB)** which is broken once in the half rhyme of "smartly" and "shortly" – reflecting the wife's struggle to absorb the news.

Structure: Hardy **deliberately divides** the poem into two opposing halves – **The Tragedy and The Irony**. The **first 2 stanzas** accentuate the wife's loneliness trapped in the web of London's fog and build to climax of anticipation with the tragic news. The second 2 stanzas **juxtapose** the news of the husband's death with his joyful prose, fresh and firm. Hardy does this to show how war can crush hope and joy.

Language Features:

- Hardy uses **visual imagery** and the **pathetic fallacy** of the fog to distil the wife's isolation and grief. The fog encloses her and foreshadows the grip of death into which she will fall, and **imagery of light** offers no warmth, hope or consolation.
- **The contrast** of the **opening imagery** with the husband's joyful language, punctuated by powerful **alliteration**, creates a deep sense of irony and loss.
- **The graphic imagery** of his "hand" once "fresh" and "firm" now intimately acquainted with the worm focuses on his physical decay and the horror of war.

Key Themes:

- ☐ Love and relationships
- ☐ Pain and suffering – Death and Loss
- ☐ The impact of war on the individual

Good to compare with:

- ☐ The Manhunt
- ☐ As Imperceptibly as Grief
- ☐ Dulce/ Mametz Wood

Dulce et Decorum Est by Wilfred Owen

The famous one about the horrific effects of a gas attack.

- ☐ "Bent double like old beggars... coughing like hags"
- ☐ "All went lame; all blind"
- ☐ "As under a green sea, I saw him drowning"
- ☐ "Obscene as cancer"



Content: The persona describes the suffering of the exhausted soldiers, which he is one of, as they march away from battle back to their rest camp. They are broken, injured and so tired they appear drunk. Suddenly, the shout of "Gas!" rings out. A chlorine gas shell has been dropped and the soldiers scramble to get their gas masks on. One soldier is unable to and flounders toward the persona choking on gas. The persona recounts how in all his dreams he still sees the man's face plunging towards him. He directly asks the reader if he had seen young men die in such an obscene way could they ever say to others that it is sweet and fitting to die for your country. He calls this a lie.

Context: 2nd Lt Wilfred Owen was a decorated soldier, who won the highest honour of the **Military Cross** for bravery in the front line of battle in **the First World War**. Unlike, Brooke he experienced the horror and depravity of battle first hand and felt that his one duty as a poet was to tell the "**truth.**" He wasn't unpatriotic, in fact after treatment for shell shock (PTSD) he returned to the front, but was sadly killed in action on 4th Nov 1918, 7 days before the war ended. The **Latin phrase** in his poem means *It is sweet and fitting to die for your country*. It was often displayed in military training camps to inspire trainee soldiers to greater patriotism. Owen criticises this as a lie told by the establishment which he finds disgraceful.

Form: The poem has some **regular and irregular features**. The **regular ABAB rhyme scheme** reflects the relentless trudge and suffering of the soldiers plight; however the **stanzas are of irregular length** and the **iambic pentameter falters** at times, perhaps showing the unpredictability of war or the soldiers exhaustion. It can seem disjointed, fragmented and confusing – like war.

Structure: It is written in the **first person** and is almost certainly **autobiographical** in nature. It starts with a **past tense** description of the long trudge of the soldiers back to rest camp, and **develops** to the panic of the gas attack. It **then flashes forward** to the present and the horrific dreams the persona still has of the incident. It **ends** with a **graphic description** of the soldier's death on the back of cart and **questions** the honesty and integrity of those who spread the "old lie" to the young.

Language Features: (there are almost too many)

- **Similes** are used extensively by Owen to describe the condition of the men and the experience of the gas attack.
- **Graphically violent imagery** to describe the soldier's hideous death, including powerful **adjectives and verbs** convey the brutal, shocking reality of war.
- **Direct address** – "My friend" challenges the reader, authorities and other poets (including Jessie Pope) to consider the falsehood they pedal to youth of Britain.

Key Themes:

- ☐ War and its impact
- ☐ Pain, suffering, death, loss and PTSD
- ☐ Negative Emotions

Good to compare with:

- ☐ Mametz Wood
- ☐ The Manhunt
- ☐ London

Mametz Wood by Owen Sheers

The one where a mass grave of dead soldiers is unearthed.

- ❑ “the wasted young”
- ❑ “blown and broken bird’s egg of a skull”
- ❑ “a wound working a foreign body to the surface of the skin”



Content: The persona in the poem describes that how even now the farmers in France are still finding the remains of soldiers who died on the battlefields of the **First World War** in the earth as they plough. The remains seem to be near a place called **Mametz Wood** where a particularly brutal battle, that cost many lives, took place. The narrator references how they were commanded to walk into battle and face the devastating machine guns. The poem moves to the present and the discovery of a mass grave of soldiers that has just been discovered and recounts how they are linked arm in arm and how their mouths seem to be open as if they are mid song.

Context: *Mametz Wood* was written in 2005 by British poet Owen Sheers. Mametz is a village in Northern France; the woodland nearby was the site of an especially bloody battle during **World War I**, in which around 4,000 men from the British Army's Welsh Regiment were killed. Sheers's poem is set many years later, and considers the way that, even a century after the conflict, the land around Mametz Wood is still filled with fragments of the dead soldiers' bodies. The poem is thus a consideration of the horrors of war, its lasting effects, the fragility of life, and the time it takes nature to heal from such atrocities. It is a commemorative and **elegiac** in tone.

Form: The poem is written in **tercets** (3 line stanzas) that seem a little less robust than a quatrain, perhaps hinting at the delicate balance between life, death and nature. Sheers chooses to write in **the 3rd person**, which creates a sense of distance and detachment. He uses **enjambment** within and between stanzas, which could reflect the slow unearthing and passing of time as the pieces are dug up. It creates a reflective tone.

Structure: The **first 3 stanzas** focus on the “years” after the war and how farmers found the fragile remains of the “wasted young” leading the narrator to reflect on their death at the mercy of machine guns. The **4th stanza** brings us to the **present day** and how “even now” the earth is still healing from the horror. The **final 3 stanzas are written “this morning”** and create a sense of immediacy around the horrific discovery of a mass grave – a reminder that this war is forever present in our history.

Language Features:

- The earth is **personified** as a “sentinel” who guards the remains of the soldiers and ensures they do not slip from memory. It is also described as wounded, suggesting how it still needs to heal from the horror of war.
- **Images of brokenness and fragility** such as the **symbolism** of the “bird’s egg” emphasise the fragility of life but also how war can **dehumanise** those who fight in it.
- **Graphic imagery** is used to describe the mass grave to suggest the horrific manner of their death, but is contrasted with the **metaphor** of the “mosaic” emphasising their beauty and delicacy.

Key Themes:

- ❑ Attitudes to war/ death and loss
- ❑ The passage of time/ the past
- ❑ Nature

Good to compare with:

- ❑ Dulce/ The Soldier
- ❑ The Manhunt/ A Wife in London
- ❑ To Autumn

1. The Manhunt by Simon Armitage:
The one about the scarred soldier.

- ☐ "frozen river"
- ☐ "foetus of metal"
- ☐ "unexploded mine"



Content: The wife of a soldier gets to know her husband again after he returns home injured from the war. Her husband is physically scarred by the injuries he sustained in the war, but he also has deeply buried psychological scars as result of his traumatic experiences. The poem traces his physical scars and explores deeper into the "unexploded mine" of PTSD. Physically, they can remain close, but there is a gap between them now emotionally as he struggles to let her in.

Context: *The Manhunt* is a **contemporary poem** and was originally aired as part of a Channel 4 documentary, *Forgotten Heroes: The Not Dead*. In the film, the poem is read by Laura, the wife of Eddie Beddoes, who is the subject of the poem. He served as a peace-keeper in Bosnia before being discharged due to injury and depression. Armitage wrote the poem after interviewing veterans returning from war and as a means of exploring the psychological impact on those who survived intense trauma.

Form: The poem is written in **couplet –long stanzas**, which have lines of varying length, from **Laura's perspective**. At the start, the couplets rhyme, but the **rhyme** breaks down making the poem feel disjointed and conveys the theme of brokenness. It may reflect their struggle to reconnect and how she will have to learn who her husband now is.

Structure: Each **couplet** introduces a different injury and the reader explores the body and mind of the soldier alongside his wife, experiencing the process at the same time. The use of **enjambment** mimics the way she traces the injuries that run continuously across his body and explores the damage done. It demonstrates the slow progress she is carefully making.

Language Features:

- The soldier's body is described by using **adjectives of damage** to show how broken war has left him.
- Parts of the body and mind are described using **metaphors** suggesting his is compiled of broken objects and that part of his humanity has been erased.
- **The verbs** express her tenderness and caution in how she approaches him.
- The final **metaphor of the "unexploded mine"** refers to the tension and stress his memories cause which he has not come to terms with yet.


Key Themes:

- ☐ War and its lasting effects
- ☐ Love and relationships
- ☐ Pain and suffering
- ☐ Loss and change

Good to compare with:

- ☐ Dulce, Mametz Wood
- ☐ A Wife in London
- ☐ London
- ☐ As Imperceptibly a Grief



	Year 10 Mathematics Knowledge Organiser	Key terms – use www.amathsdictionaryforkids.com to help		
		Discrete data	Data that can only take certain values	3, 6, 10, -9, 4235 are all discrete data values
		Continuous Data	This is data in which all values are possible	The heights measured were all examples of continuous data
		Speed	A way of measuring how quickly something is moving or being done	Speed = Change in Distance ÷ Time.
		Acceleration	The rate of change of the velocity of an object with respect to time	Acceleration = Change in Speed ÷ Time

Averages and Spread

Hey diddle diddle, the median's the middle
 You add then divide for the mean
 The mode is the one you see the most
 And the range is the difference between
 Yeah!

Median

Find the median of
6, 4, 3, 6, 7, 11, 9, 15

Put the numbers in order,
smallest first

3 4 6 **6 7** 9 11 15

There are two numbers in
the middle, 6 and 7 - find
halfway between them

$$(6 + 7) \div 2 = 6.5$$

So 6.5 is the **median**

Mean

Find the mean of
8, 6, 2, 3, 11, 12, 0

Find the sum of the numbers

Total = 42

There are 7 items in the
data set (the numbers) so we
will divide by 7

$$42 \div 7 = 6$$

So 6 is the **mean**

Mode

Find the mode of
1, 3, 6, 4, 3, 2, 7, 8, 10

Find the number that appears
the most (Putting them in
order can help)

3 appears the most
(twice) so **3 is the mode**

Range

Find the range of
2.6, 3.7, 2.1, 8.4, 2.9, 3.6

Find the Highest and Lowest
numbers and calculate
Highest - Lowest

Highest = 8.4 Lowest = 2.1
Range = 8.4 - 2.1 = 6.3

Means from Tables

Discrete Data

Add a frequency density 'fx' column

Number of badges	Frequency	fx
0	2	$0 \times 2 = 0$
1	8	$1 \times 8 = 8$
2	4	$2 \times 4 = 8$
3	3	$3 \times 3 = 9$
4	5	$4 \times 5 = 20$
5	3	$5 \times 3 = 15$

Mean = 'fx' total ÷ 'Frequency' total

fx total = 60 Frequency total = 25
 $60 \div 25 = 2.4$ badges

Grouped Continuous Data

Time taken (mins)	Frequency
$0 < m \leq 10$	3
$10 < m \leq 20$	8
$20 < m \leq 30$	11
$30 < m \leq 40$	9
$40 < m \leq 50$	9

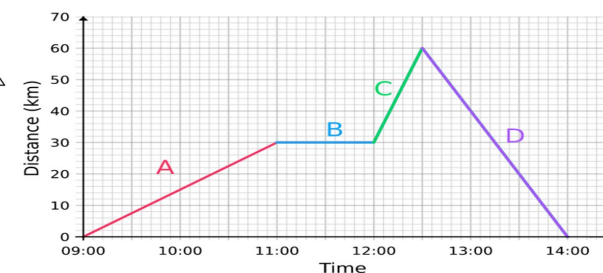
First, find the midpoint of each
group, and then follow the same
rules as if it were discrete data!

Frequency	Midpoint (x)	fx
3	$\frac{0+10}{2} = 5$	$3 \times 5 = 15$
8	$\frac{10+20}{2} = 15$	$8 \times 15 = 120$
11	$\frac{20+30}{2} = 25$	$11 \times 25 = 275$
9	$\frac{30+40}{2} = 35$	$9 \times 35 = 315$
9	$\frac{40+50}{2} = 45$	$9 \times 45 = 405$

Distance & Velocity Time Graphs

Distance-Time graphs

If an object moves along a straight line, the distance travelled can be represented by a **distance-time graph**

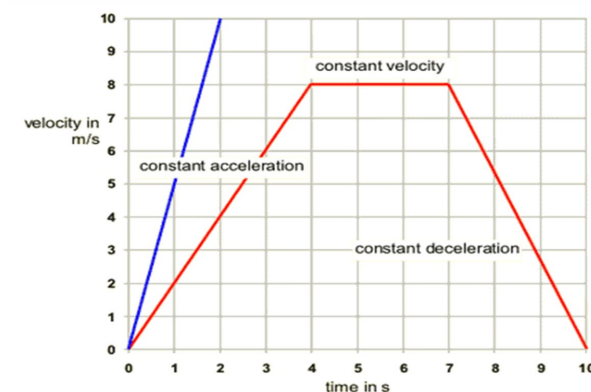



A - travelled 30km in 2 hours
 B - stationary period

C - travelled 30km further from start
 D - travelled 60km back to starting point

Velocity-Time Graphs

A **velocity-time** graph shows the speed and direction an object travels over a specific period of time




<div></div> <div>Year 10 Mathematics Knowledge Organiser</div>	Topic	Key terms – use www.amathsdictionaryforkids.com to help		
	Number Fractions & Percentages	Percentage	An amount given out of 100	The percentage 37% means '37 out of every 100'.
		Decimal multiplier	A decimal used to find the percentage of an amount.	15% = 15/100 = 0.15 so 0.15 is the decimal multiplier .
		Equivalent Fractions	Fractions that are equal to each other	$\frac{2}{3}$ and $\frac{8}{12}$ are equivalent fractions .

Calculating with Fractions	Calculating with Percentages
----------------------------	------------------------------

<div>Simplifying</div> <p>To write a fraction in its simplest form, (cancel down), you must divide both parts by their HCF.</p> <div>$\frac{6}{12} \div 6 = \frac{1}{2}$</div>	<div>Mixed Numbers</div> <p>An improper fraction is one where the numerator is greater than the denominator. A mixed number is a number with an integer part and a fraction part</p> <p>Improper → Mixed</p> $\frac{13}{4} = \frac{4}{4} + \frac{4}{4} + \frac{1}{4} = 3\frac{1}{4}$ <p>Mixed → Improper</p> $3\frac{2}{5} = \frac{3 \times 5 + 2}{5} = \frac{17}{5}$
<div>Fraction of an Amount</div> <div>Step 1: Divide by the denominator. Step 2: Multiply by the numerator.</div> <p>Find $\frac{3}{4}$ of 20</p> <p>Step 1: $20 \div 4 = 5$</p> <p>Step 2: $5 \times 3 = 15$</p>	<div>Calculating with Mixed Numbers</div> <p>Change into improper fractions FIRST, then calculate as normal.</p> $2\frac{1}{3} - 1\frac{2}{5} = \frac{7}{3} - \frac{7}{5}$
<div>Add and Subtract</div> <p>Look for a common denominator.</p> $\frac{2}{3} + \frac{4}{5}$ <p>In this case, 15 is a common denominator We now write them as equivalent fractions</p> $\frac{10}{15} + \frac{12}{15} = \frac{22}{15} = 1\frac{7}{15}$ <p>We do exactly the same for subtraction</p> $\frac{7}{8} - \frac{3}{7}$ $\frac{49}{56} - \frac{24}{56} = \frac{25}{56}$	<div>Multiplying</div> <div>Multiply the numerators Multiply the denominators</div> $\frac{3}{7} \times \frac{2}{5} = \frac{3 \times 2}{7 \times 5} = \frac{6}{35}$ $1\frac{2}{3} \times 2\frac{4}{5}$ $\frac{5}{3} \times \frac{14}{5} = \frac{5 \times 14}{3 \times 5} = \frac{70}{15} = 4\frac{10}{15} = 4\frac{2}{3}$

<div>Percentage of an Amount</div> <div>To find 10% of an amount → ÷ by 10</div> <div>Find 15% of 20</div> <div>$\begin{array}{r} 10\% = 2 \\ 5\% = 1 \\ \hline 15\% = 3 \end{array}$</div> <div>Find 21% of 60</div> <div>$\begin{array}{r} 10\% = 6 \\ 10\% = 6 \\ 1\% = 0.6 \\ \hline 20\% = 12 \\ 1\% = 0.6 \\ \hline 21\% = 12.6 \end{array}$</div>	<div>Percentage Increase</div> <div>Add to the original amount</div> <div>Non Calculator</div> <p>Increase 80 by 12%</p> <p>10% = 8</p> <p>1% = 0.8</p> <p>2% = 1.6</p> <p>12% = 9.6</p> <p>80 + 9.6 = 89.6</p> <div>Calculator</div> <p>Increase 120 by 23%</p> <p>100% + 23% = 123%</p> <p>123% = 1.23</p> <p>Multiply by the multiplier</p> <p>120 x 1.23 = 147.6</p>
<div>Percentage Decrease</div> <div>Subtract from the original amount</div> <div>Non Calculator</div> <p>Decrease 40 by 27%</p> <p>10% = 4</p> <p>1% = 0.4</p> <p>7% = 2.8</p> <p>20% = 8</p> <p>27% = 10.8</p> <p>40 - 10.8 = 29.2</p> <div>Calculator</div> <p>Decrease 35 by 16%</p> <p>100% - 16% = 84%</p> <p>84% = 0.84</p> <p>Multiply by the multiplier</p> <p>35 x 0.84 = 29.4</p>	<div>Reverse Percentages</div> <p>Lauren is given a 12% pay rise. Her new salary is £24,080</p> <p>What was Lauren's salary before the pay rise?</p> <div>The new salary is 12% larger than the original. So let the original =100%. The new must be 100% + 12% = 112% 112% as a decimal multiplier is 1.12</div> <p>so original x 1.12 = £24,080</p> <p>original = £24,080 ÷ 1.12 = £21500</p>

<div>Percentage Change</div> <div>$\frac{\text{Change}}{\text{Original}} \times 100$</div> <p>Original skirt price = £15</p> <p>Sale price = £12</p> $\frac{3}{15} \times 100 = 20\%$	<div>Profit & Loss</div> <div>$\frac{\text{Profit or loss}}{\text{Cost}} \times 100$</div> <p>Profit or loss is selling minus cost</p> <p>Sale price = £25.20 cost £18</p> <p>profit = £7.20</p> $\frac{7.20}{18} \times 100 = 40\%$
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 Year 10 Mathematics Knowledge Organiser	Topic	What is relative frequency?
	Summer 2: Probability	<p>Relative frequency is the number of times an event happens, divided by the total number of outcomes that took place in an experiment, known as the number of trials.</p> <p>It is sometimes also known as experimental probability. The more times an experiment is carried out, the more reliable the relative frequency will be and closer to the theoretical probability.</p>

Probability Notation

Probability notation is an efficient way of writing the probability of events happening or not happening. To do this we use **set notation**, which is used when working with Venn diagrams.

Events are usually notated using capital letters, as well as the use of some greek letters.

$P(A)$	Event A	The probability of event A happening.
$P(A')$	Complement	The probability of event A not happening.
$P(A \cup B)$	Union	The probability of event A or B happening.
$P(A \cap B)$	Intersection	The probability of event A and B happening.

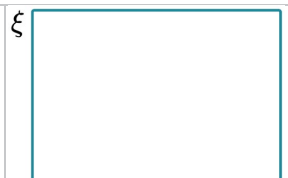
Venn diagram symbols are a collection of mathematical symbols that are used within set theory. Venn diagrams were created by mathematician John Venn and are used widely today within computer sciences, problem-solving and set theory.

Symbol	Description
{ }	Curly Brackets, contain all items in a set
,	Comma - separates all items in a set
'	Complement - the items not in a set
ξ	The Universal Set - contains all items in every set and subset required
ϕ	The Empty Set - contains no items

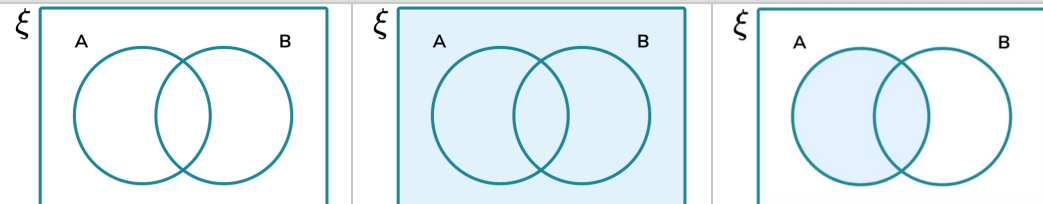
To describe a mathematical set using symbols, we need to know the symbols, and what they represent.



We will mainly look at two sets: set A and set B. The shaded region shows the items within the set. Firstly, we start with the universal set, ξ . We represent this as a rectangle and draw the symbol around the outside.



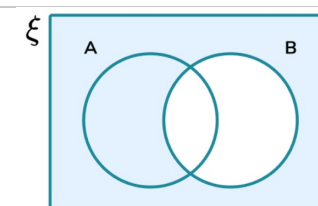
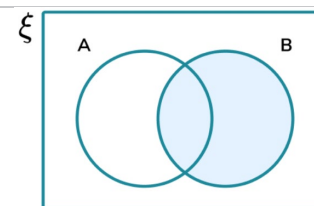
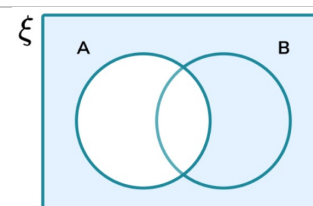
Venn Diagrams



Here are the two sets, A and B

The universal set, ξ

A



A'

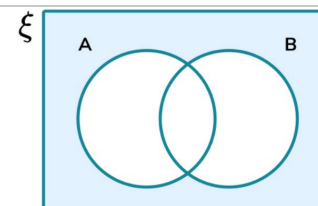
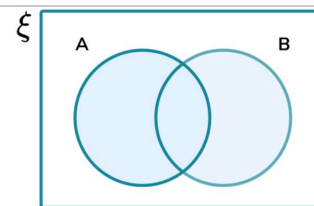
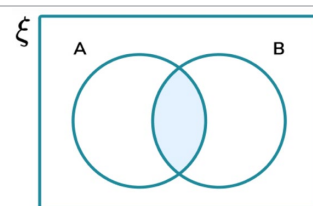
B'

$(A \cup B)'$

Everything but A is A'

B

Everything but B is B'



$A \cap B$

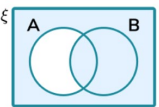
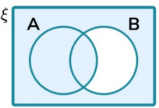
$A \cup B$

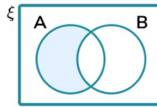
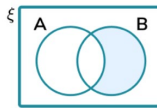
$(A \cap B)'$


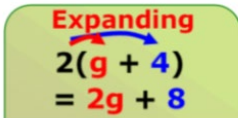
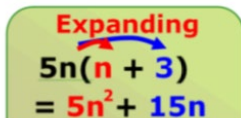

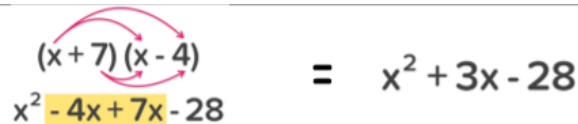
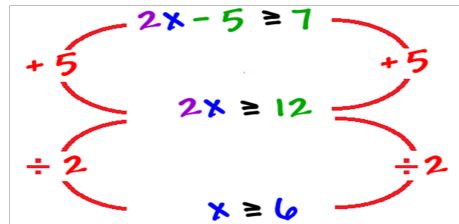
The intersection, A and B

The union of A and B, which we call **A or B**

The complement of A or B

	$A' \cup B$	Not A, or B (the complement of A, union B) Not A, union B
	$A \cup B'$	A, or Not B (A union the complement of B) A union Not B

	$A \cap B'$	Just A (A intersection B') A and not B
	$B \cap A'$	Just B (B intersection A') B and not A

	Year 10 Mathematics Knowledge Organiser	Topic	Key terms – use www.amathsdictionaryforkids.com to help		
		Algebra Manipulation and Solving	Expression	Numbers, symbols and operators (such as + and ×) grouped together that show the value of something.	$3(4x + 9y + 5z)$ is an expression .
			Expanding brackets	"Expanding" means removing the () ... but we have to do it the right way!	Expand the expression $(x + 5)^2$
			Simplify	In general, it is simpler when it is easier to use .	Simplify $7x + 4y + 2x - 3y$
			Factorise	Finding what to multiply to get an expression.'	Factorise $x^2 + 8x - 20$
Expanding Brackets			Factorising		
To expand brackets: multiply everything in the bracket by the term outside the bracket			Factorising is the opposite of expanding. You need to identify factors that the terms share... it could be a number (HCF), a letter or both!		
Single Bracket Expansion			$5x + 15 = 5(x + 3)$ $10x - 12 = 2(5x - 6)$ $10xy + 15y = 5y(2x + 3)$ $8x^2y + 4xy^2 = 4xy(2x + y)$		
 			Quadratics		
2 Single Brackets → Expand then Simplify			A quadratic is a 3-part equation that is equal to zero and has 2 roots.		
			Factorise $x^2 + 7x - 18$		
Double Bracket Expansion			Find 2 numbers that \times to -18 and $+$ to 7. 2 numbers are 9 and -2		
			Answer $(x + 9)(x - 2)$		
How you expand it out is your call - Crab's Claw, FOIL, ... the choice is yours			To solve , we equate the brackets to zero.		
$(x + 9)(x - 2) = 0$ $x + 9 = 0 \quad x = -9$ $x - 2 = 0 \quad x = +2$			Inequalites		
			Inequalities follow the same rules as equations (with one exception see second example!)		
			As when solving equations, you need to get the unknown on its own on one side of the inequality.		
					
			The exception to the normal rules comes when you divide by a negative number. When you divide by a negative you reverse the symbol		
			Add or subtract to isolate the variable term. Multiply or divide to solve for the variable. If multiply or divide by a negative number then reverse the inequality symbol .		
			$-3x + 5 \leq -16$ $-3x \leq -21$ $\frac{-3x}{-3} \geq \frac{-21}{-3}$ $x \geq 7$		

Communicable Diseases

Communicable (infectious) diseases are caused by pathogens such as bacteria and viruses that can be passed from one person to another e.g. bacteria and viruses. These are called **pathogens** (microorganisms that cause disease).

Pathogens can be spread by:

- **By air** (including droplet infection), including coughing, sneezing, and talking.
- **Direct contact**, which is common in plants, and includes STI transmission in humans.
- **By water**, where the pathogen enters the body through the digestive system.

Viral diseases

Viruses use your body cells as a host to reproduce, which destroys your cells. Examples include **measles**, **HIV/AIDS**, and **Tobacco mosaic virus (TMV)**.

Bacteria disease

Bacterial disease affect animals and plants. Examples include **salmonella**, **gonorrhoea**, and bacteria that cause **crown galls** in plants.

Diseases caused by fungi and protists

Fungal diseases include **athlete's foot** and **rose black spot disease**, a disease that affects plants and can often be devastating. Protist diseases are rare, but very dangerous, including malaria, which is spread between people by female mosquitoes.

Preventing infections

Ignaz Semmelweis introduced the policy of **washing hands in hospitals**, which saw a large decrease in hospital deaths. Other pioneering discoveries included **Louis Pasteur developing vaccines** and **Joseph Lister developing antiseptic chemicals**.

Other methods of preventing infections are **hygiene**, **isolating infected individuals**, **destroying or controlling vectors**, and **vaccinations**.

Human defence responses

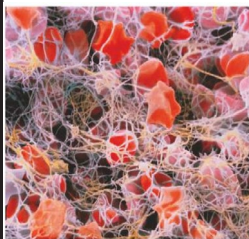


Figure 1 The scabs that restore the protective barrier of the skin and prevent pathogens getting in are made of red blood cells tangled in protein strands formed by platelets

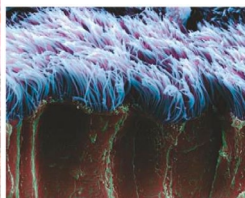


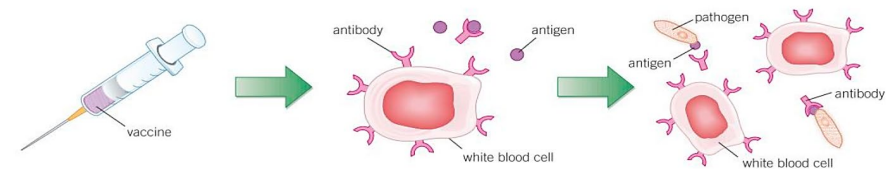
Figure 2 The cilia of the airways beat together to move mucus containing trapped pathogens away from the lungs

Table 1 Ways in which your white blood cells destroy pathogens and protect you against disease

Role of white blood cell	How it protects you against disease
Ingesting microorganisms 	Some white blood cells ingest (take in) pathogens, digesting and destroying them so they cannot make you ill.
Producing antibodies 	Some white blood cells produce special chemicals called antibodies. These target particular bacteria or viruses and destroy them. You need a unique antibody for each type of pathogen. When your white blood cells have produced antibodies once against a particular pathogen, they can be made very quickly if that pathogen gets into the body again. This stops you getting the disease twice.
Producing antitoxins 	Some white blood cells produce antitoxins. These counteract (cancel out) the toxins released by pathogens.

Preventing and treating disease

Vaccinations

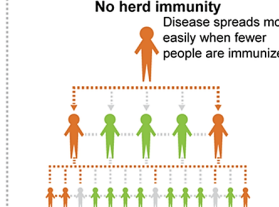
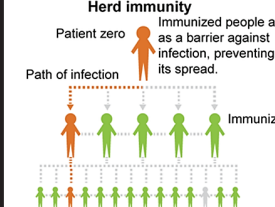


Small amounts of dead or inactive pathogen are put into your body, often by injection.

The antigens in the vaccine stimulate your white blood cells into making antibodies. The antibodies destroy the antigens without any risk of you getting the disease.

You are immune to future infections by the pathogen. That's because your body can respond rapidly and make the correct antibody as if you had already had the disease.

Infected Vaccinated Not vaccinated but healthy



Vaccines contain a **dead or weakened** version of a pathogen, allowing your white blood cells to practice destroying it. The aim of vaccines is to create **herd immunity** amongst a population.

Discovering and developing drugs

A lot of the compounds that are used in medicines today were discovered from plants and microorganisms. Examples include **aspirin**, **digitalis**, and the antibiotic **penicillin**, that was discovered by **Alexander Fleming**. It is important that bias is avoided when developing a drug, and so methods like **placebos**, **blind trials**, and **double blind trials** are often used by researchers.

Non-communicable diseases

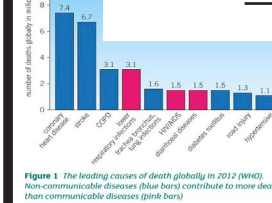


Figure 1 The leading causes of death globally in 2012 (WHO). Non-communicable diseases (blue bars) contribute to more deaths than communicable diseases (pink bars)

There are many **risk factors** for diseases. A risk factor is something that increases the chances of a disease developing. Risk factors include **family history**, **smoking**, **alcohol**, **poor diet**, **lack of exercise**, and **carcinogens** (agents that cause cancer).

Cancer

Cancerous cells are called **malignant tumours**, which are cells that have divided uncontrollably and can spread around the body. **Benign tumours** are cells that have divided uncontrollably but stay in one place. Risk factors of cancer include, **family history**, **smoking**, **ionising radiation**, and certain viruses such as **HPV**.

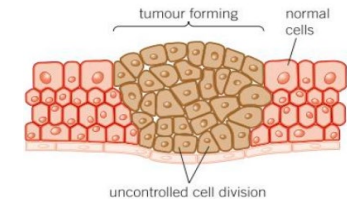


Figure 1 A tumour forms when there is uncontrolled cell division

Year 10 Biology: Infection and Response Key Vocabulary

Key word	Definition	Contextual Sentence
benign tumours	Growths of abnormal cells that are contained in one area, usually within a membrane, and do not invade other tissues.	Moles on the body are usually examples of benign tumours .
cancer	The common name for a malignant tumour, formed as a result of changes in cells that lead to uncontrolled growth and division.	Ionising radiation such as UV light is a risk factor for skin cancer .
carcinogens	Agents that cause cancer or significantly increase the risk of developing cancer.	Some chemicals found in smoking tobacco such as tar are carcinogens .
causal mechanism	Something that explains how one factor influences another.	Alcohol is a causal mechanism for cirrhosis of the liver.
clinical trials	Test potential new drugs on healthy and patient volunteers.	If successful at the first stage of clinical trials , the new drug will then be tested on sick volunteers.
communicable disease	Disease caused by pathogens that can be passed from one organism to another.	Viruses, bacteria, protists, and fungi are all examples of communicable diseases .
correlation	An apparent link or relationship between two factors.	Smoking is positively correlated to lung cancer.
ionising radiation	Has enough energy to cause ionisation in the materials it passes through, which in turn can make them biologically active and may result in mutation and cancer.	Sunbeds use ionising radiation .
malignant tumours	Invade neighbouring tissues and spread to different parts of the body in the blood where they form secondary tumours. They are also known as cancers.	Chemotherapy and radiotherapy are treatments for malignant tumours .
non-communicable diseases	Are not infectious and cannot be passed from one organism to another.	Cancer and diabetes are examples of non-communicable diseases .
pathogens	Microorganisms that cause disease.	Salmonella bacteria is an example of a pathogen .
placebo	A medicine that does not contain the active drug being tested, used in clinical trials of new medicines.	Researchers will often use a placebo when developing a new drug to avoid bias.
preclinical testing	The site of aerobic cellular respiration in a cell.	The sperm contains many mitochondria to release energy for movement.
sexually transmitted disease (STD)	Transmitted from an infected person to an uninfected person by unprotected sexual contact.	The use of condoms is one way to reduce the spread of sexually transmitted diseases (STDs) .
tumour	A mass of abnormally growing cells that forms when the cells do not respond to the normal mechanisms that control growth and when control of the cell cycle is lost.	The two types of tumours are benign and malignant.
vaccine	Dead or inactive pathogenic material used in vaccination to develop immunity to a disease in a healthy person.	Vaccines are used to create herd immunity amongst a population to reduce the spread of a pathogen.
virus	Pathogens that are much smaller than bacteria and can only reproduce inside living cells of other organisms.	Influenza and TMV are both examples of viruses .

Photosynthesis

Plants can make their own food by **photosynthesis**. This takes place in the green part of plants (especially the leaves) as well as in algae. It is an **endothermic** reaction as it requires an input of energy from the environment (light).

Photosynthesis can be summarised as follows:

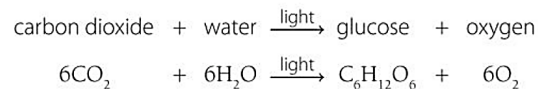
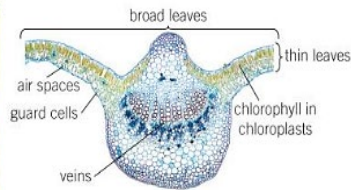


Figure 2 Leaves are well-adapted for photosynthesis

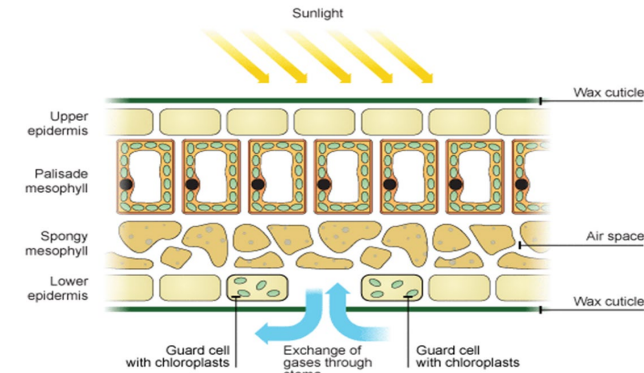


Leaf adaptations

Leaves are highly adapted for photosynthesis. Adaptations include:

- **Broad**, giving them a large surface area to absorb light.
- **Thin** for easy gas diffusion.
- Contain **chlorophyll** to absorb light.
- **Xylem** and **phloem** to transport water and minerals as well as sugars around the leaf.
- **Air spaces** to allow gas exchange.
- **Guard cells** to open and close **stomata** to regulate gas exchange.

Structure of a leaf



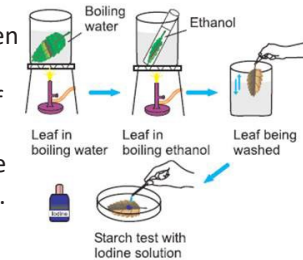
How plants use glucose

Plants use photosynthesis to make **glucose**, which they use for a variety of things. Plants may use glucose to:

- Build larger molecules such as **cellulose**, to strengthen cell walls, and **starch**, which is insoluble so is easier to store.
- Make **amino acids** which can be made into proteins which can be used in many ways, including to make enzymes.
- Make **lipids** such as fats and oils which can be used in cells as an energy store.

Testing a leaf for starch

You can test a leaf for starch to see if it has been photosynthesising, as starch is stored glucose. You first need to place the leaf in a test tube of ethanol and heat it in a water bath. This removes the green colouring. You then remove the leaf from the test tube and add iodine to it. If the iodine turns **blue/black** then the leaf contains starch.



The rate of photosynthesis

Plants need light, warmth, and carbon dioxide in order to photosynthesise. Sometimes, one or more of these things can be in short supply which limits the amount of photosynthesis. These are known as **limiting factors**.

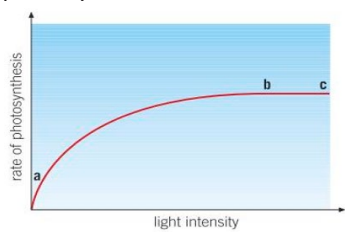


Figure 1 Investigating the effect of light intensity on the rate of photosynthesis

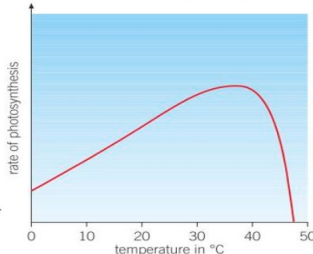


Figure 2 The effect of increasing temperature on the rate of photosynthesis

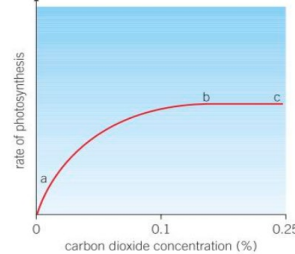
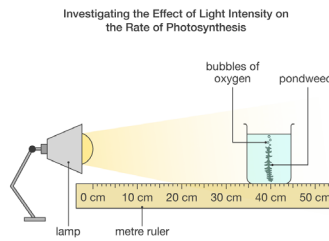


Figure 3 The effect of increasing carbon dioxide concentration on the rate of photosynthesis

Investigating how light intensity affects photosynthesis

You can investigate how light intensity affects the rate of photosynthesis by moving a lamp further away from some **pondweed** that is in water. As the pondweed photosynthesises, you can count the **number of bubbles of oxygen** produced in a given time, which gives an indication of the rate of photosynthesis. The closer the lamp to the pondweed, the greater the number of bubbles.



Making the most of photosynthesis (Higher)

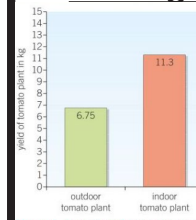


Figure 1 One piece of American research showed the crop yield for tomatoes was almost doubled in a greenhouse



Figure 2 By controlling the temperature, light, and carbon dioxide levels in a greenhouse like this you can produce the biggest possible crops.

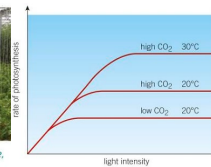


Figure 3 Growers need to look at this type of data to help them decide the best economic condition for growing their plants. The cost of providing the conditions that give the very highest yields may be too expensive and may wipe out the profits from the bigger, cleaner crop

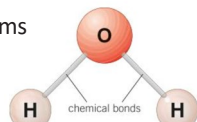
Key word	Definition	Contextual Sentence
endothermic reaction	A reaction that requires a transfer of energy from the environment.	Photosynthesis is an endothermic reaction as it takes in light energy from its' surroundings.
glucose	A simple sugar.	Plants use carbon dioxide and water, as well as taking in light, to make glucose and oxygen.
limiting factors	Limit the rate of a reaction, for example photosynthesis.	Carbon dioxide is often a limiting factor for photosynthesis as the Earth's atmosphere is made from only 0.04% carbon dioxide.
photosynthesis	The process by which plants make food using carbon dioxide, water, and light.	The rate photosynthesis is greatest in bright, warm, carbon dioxide rich environments.

Atoms

Atoms are the smallest part of a substance that can exist. If all the atoms are the same, the substance is known as an **element**.

Molecules

A **molecule** is when two or more **atoms** are chemically bonded together. For example, look at the diagram of a water **molecule**. Pure water will always have twice as many hydrogen atoms as oxygen atoms. That means its chemical formula is written as H_2O .



Compound

A **compound** is when two or more different **elements** chemically bond together.

Formula Writing

If there is no subscript after the atom's symbol in a chemical formula, it is read as "1", which means the ratio of H atoms compared to O atoms is 2:1

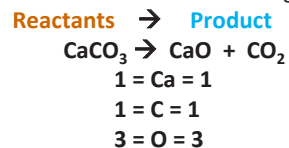
Compounds	Mixtures
Compounds have a fixed composition (the ratio of elements is always the same in any particular compound).	Mixtures have no fixed composition (the proportions vary depending on the amount of each substance mixed together).
Chemical reaction must be used to separate the elements in a compound.	The different elements or compounds in a mixture can be separated (by physical means, using the difference in properties of each substance in the mixture).
There are chemical bonds between atoms of the different elements in the compound.	There are no chemical bonds between atoms of the different substances in a mixture

Chemical equations

Chemical equations show the chemicals used, called **reactants** and then new chemicals it forms, are called the **products** of a reaction.

Chemical equations

Using symbol equations helps you to see how much of each substance is involved in a reaction. For example, calcium carbonate **decomposes** (breaks down) when heated. You can show the reaction using a symbol equation like this;



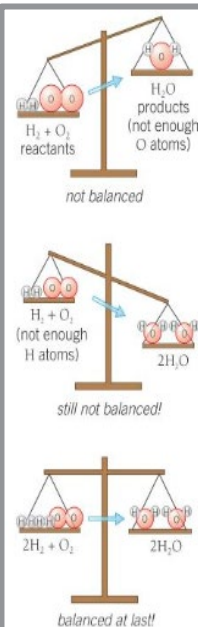
States & symbols

This is what state the substance is in at a given temperature. This could be

solid (s),
liquid (l)
gas (g)

Substances have a melting point and a boiling point.

In chemistry, we also give a state symbol to substances dissolved in water. This is known as an **aqueous solution** with the state symbol being **(aq)**.



This equation is balanced; there is the same number of each type of **atoms** on both sides of the equation. You can see this from the counting under the equation and from the diagram on the right. This is very important because **atoms** cannot be created nor destroyed in a chemical reaction. This means that;

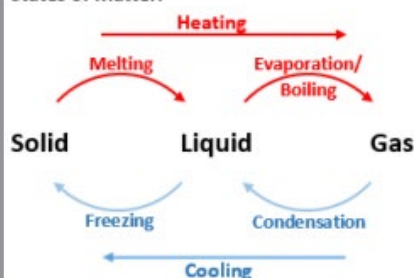
"The total mass of the products formed in a reaction is equal to the total mass of the reactants" (which is the Law of Conservation.)

Changing states

You can see on the graph below that when a substance changes state. The line of the graph stops rising when a substance changes state.

Here, a **solid** is changing to a liquid. The reason it stops rising is that enough **energy** is transferred from the surrounding area to the solid so forces between the particles in the solid break apart from their fixed position it is no longer a **solid**. Once this happens the transfer of **energy** from the surroundings to the substance causes the temperature to continue to rise.

States of Matter:



State of matter energy diagram

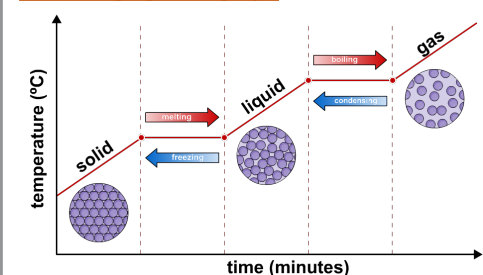
To the left is a diagram of the **changes of state**. If you increase or decrease the energy of the substances the state will change (e.g. solid → liquid).

Solids are held together in a fixed pattern/shape and have a fixed volume. **Solids** can not be compressed (squashed).

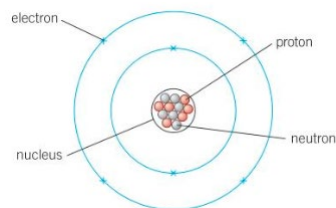
Liquids have a fixed volume and the particles are packed close together in a random order moving over each other, this allows them to flow and change shape.

Gases have no fixed shape or volume. The particles move around at a much faster speed. The **gases** will fill the area given but they can be compressed.

The changing state graph



Year 10 Atomic Structure & The Periodic Table



Atomic structure

Atoms contain sub-atomic particles. **protons**, **neutrons** and **Electrons**. **Protons** and **neutrons** are found in the centre of the atom, called its **nucleus** and **electrons** are found in **energy shells** around the **nucleus**. This **nucleus** is not the same as what is found in plant cells.

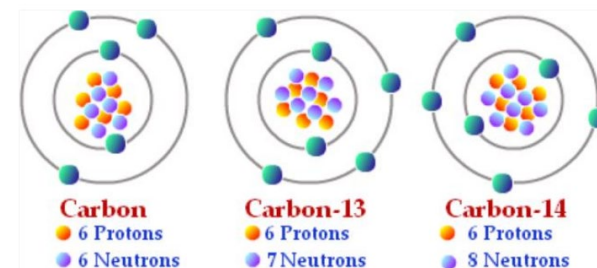
Sub-atomic Particle	Mass	Charge
Proton	1	+
Neutron	1	No charge
Electron	1/2000	-

Atomic number

All the atoms of a particular element have the same number of **protons**. For example, Na has eleven **protons** in its **nucleus**. The number of **protons** in each atom is called its **atomic number**.

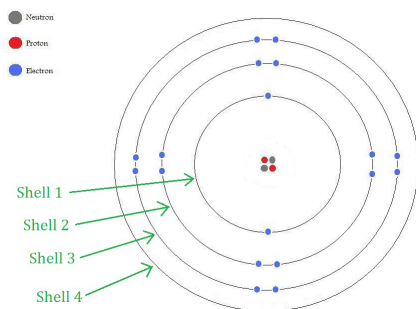
Isotopes

Atoms of the same element with the same number of protons but with different numbers of neutrons are called **ISOTOPES** e.g.

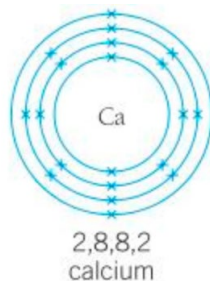


Electron Structure

The electrons in an atom are arranged in energy shells (levels). The lowest energy level (the 1st shell) can hold up to a maximum of 2 electrons, the next energy level (2nd shell) can hold a maximum of 8 electrons and so on. You need to be able to draw the atoms from Hydrogen to calcium.



Calcium has the structure of 2,8,8,2



Properties of Alkali metals

The characteristic **properties** of the alkali metals are:

- They are **soft** and can be cut by a knife. Softness increases going down the group
- They have a **low density**. Lithium, sodium and potassium float on water.
- They have **low melting and boiling points**.

These **properties** mean that the alkali metal do also share some **properties** with typical metals:

- They are **good conductors of heat** and **electricity**.
- They are **shiny**. This is only seen when alkali metals are cut.

Reactions of alkali metals

The alkali metals are **highly reactive**, they react with oxygen and water. They can also react with acid, however, the reaction is extremely dangerous. We can use word and symbol equations to represent the reactions.

Electron configuration and alkali metals

The alkali metals all have one **electron** in their outer shell. This means that:

- They are found in group 1 of the periodic table
- They have similar physical **properties**
- They can readily lose the outer shell **electron** to form positive ions with a +1 charge and a full outer shell.

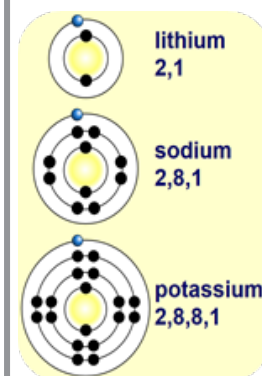
Group 7, The Halogens

Reactivity decreases going down Group 7. To explain this you consider the same factors you look at with alkali metals.

- The shielding effect of the inner **electrons**
- The size of the **atom**
- The nuclear charge

Halogen Properties

They have **low melting points** and **boiling points**. Their melting points and boiling points increase going down the group. They are **poor conductors of heat** and **energy**.



Group 7 Halogen	F — F F ₂	Cl — Cl Cl ₂	Br — Br Br ₂	I — I I ₂
Melting Point (°C)	-220	-101	-7	114
Boiling Point (°C)	-188	-35	59	184

Reactivity can be explained by how easily an **electron** is lost or gained to form an **ion**.

Displacement Reactions

A more reactive halogen will **displace** a less reactive halogen from solutions of its salts. For example; chlorine will displace bromide **ions**, which form bromine **molecules**

	How the halogens react with hydrogen
$F_{2(g)} + H_{2(g)} \rightarrow 2HF_{(g)}$	Explosive, even at -200°C and in the dark.
$F_{2(g)} + H_{2(g)} \rightarrow 2HF_{(g)}$	Explosive in sunlight but slow to react in the dark.
$F_{2(g)} + H_{2(g)} \rightarrow 2HF_{(g)}$	Only reacts at over 300°C in the presence of a platinum catalyst
$F_{2(g)} + H_{2(g)} \rightarrow 2HF_{(g)}$	Only reacts over 300°C in the presence of a platinum catalyst (very slow, reversible)

chlorine + potassium bromide → potassium chloride + bromine



Explaining the trends

You can explain trends in reactivity as you go down the group in terms of the attraction between **electrons** in the outermost shell and the **nucleus**.

This electrostatic attraction depends on;

- The distance between the outermost **electrons** and the **nucleus**.
- The number of occupied inner shells (energy levels) of **electrons**, which provide a shielding effect.
- The size of the positive charge on the **nucleus** (called the nuclear charge).

19	F
	fluorine
9	
35	Cl
	chlorine
17	
80	Br
	bromine
35	
127	I
	iodine
53	
210	At
	astatine
85	

Li	↓ getting more reactive
Na	
K	
Rb	
Cs	

F	↓ getting less reactive
Cl	
Br	
I	
At	

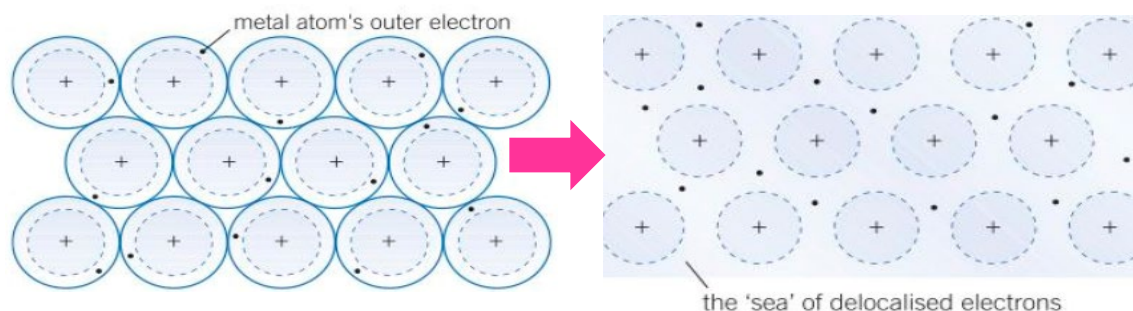
Metallic Bonding

Metal **ions** are formed and the outer shell **electrons** (delocalised **electron**) from each **atom** can move throughout the structure

Bonding in metals

Metals will lose **electrons** and form **ions**, just like in ionic bonding, but instead of transferring the outer shell **electrons**, they will “float” around the **atom**. We call these **electrons** delocalised **electrons**. The form layered structure.

The **electrostatic forces** between the positive **ion** and the negative **electrons** will strongly hold the **atoms** together in a regular lattice structure. This means that metals will need a lot of **energy** to break the strong **electrostatic forces** of attraction. This is the reason why metals have a high melting and boiling points and is a solid at room temperature (20°C)



Why can you shape metals?

Metals can be hammered and bent into different shapes (this is known as being malleable), and drawn out into wires (known as ductile) because the layers of **atoms** in pure metal are able to slide over each other. The **atoms** in pure metal, such as iron, are arranged in closely packed layers. This regular arrangement allows the **atoms** to slide over one another quite easily. This is why pure iron is relatively soft and easily bent into shape

Uses of Metals

Due to the giant metallic structure, metals are very versatile. They can be used for

- Electrical wires due to being ductile.
- Pots & pans due to the ability to conduct heat and the ability to be malleable.
- Coins; due to their solid nature and shiny appearance
- Jewellery: easy to shape (malleable)
- Technology such as phones and computers.
- As alloys, the most common is stainless steel which is used by

The Reactivity Series

Very Reactive ↑ ↓ Very Unreactive	Li	Lithium	<div>Reacts with Water</div> <div>Reacts with Dilute Acids</div> <div>Reacts with Oxygen</div> <div>Carbon and Hydrogen are not metals but are included for reference.</div>	<div>Extraction by Electrolysis</div> <div>Expensive</div> <div>Extraction by Metal Oxide Reduction with Carbon or CO₂</div> <div>Inexpensive</div>
	K	Potassium		
	Ba	Barium		
	Ca	Calcium		
	Na	Sodium		
	Mg	Magnesium		
	Al	Aluminum		
	C	Carbon		
	Zn	Zinc		
	Fe	Iron		
	Ni	Nickel		
	Sn	Tin		
	Pb	Lead		
	H	Hydrogen		
	Cu	Copper		
	Hg	Mercury		
	Ag	Silver		
	Au	Gold		
	Pt	Platinum		

The Reactivity Series

The reactivity series is a list of metals with the most reactive at the top and decreasing reactivity as you go down the list. We can use reactions with water, oxygen or acid to help place them in order. For example: **zinc + acid = small fizz, but potassium + acid = explodes.**

Displacement Reactions

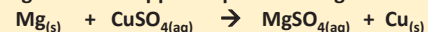
A more reactive metal will displace a less reactive metal from a compound. e.g.

Magnesium + Copper Sulphate → Magnesium Sulphate + Copper

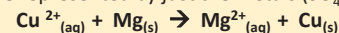


More info (higher)

Magnesium + Copper Sulphate → Magnesium Sulphate + Copper



This equation can be represented by just the metals (SO₄ is a spectator ion)



You can also use **half equations** to show what is happening in terms of the movement of electrons.



Naming salts

The first part of a salt's name comes from the metal.
The second part is determined by the acids e.g.

Sulphuric Acid makes Metal **Sulphates**
Hydrochloric Acid makes Metal **Chlorides**
Nitric Acid makes Metal **Nitrates**

General Equations

For this topic, you need to know some general equations.

Acid + Metal → Salt + Hydrogen

Acid + Base → Salt + Water

Acid + Carbonate → Salt + Water + Carbon Dioxide

Acid + Alkali → Salt + Water

Salts from metals

A more reactive metal than Hydrogen can displace it from an acid to make salt. **Salt is a compound formed when the Hydrogen from an acid is replaced by a metal or Ammonium (NH₄⁺) ions.**

Magnesium + Sulphuric Acid → Magnesium Sulphate + Hydrogen



Pure dry crystals of salt can be obtained from a solution. Some of the water is evaporated from the solution by heating it until the point of crystallisation. The Magnesium atom loses electrons to form an ion



The Mg is **oxidised**, it has lost electrons



Salts from insoluble bases

A **base** is a compound that reacts with an acid to produce salt and water. There are two types of bases: a soluble base (known as an alkali) and an insoluble base (called an insoluble base).

The general equation is: **Acid + Base → Salt + Water**

E.g. **Copper Oxide + Sulphuric Acid → Copper Sulphate + Water**



Making more salts

Two other important ways of making salts are the reactions

Acid + Alkali → Salt + Water and **Acid + Carbonate → Salt + Water + Carbon Dioxide**

Extracting Metals

Metals are extracted from rocks called **ores**. How they are extracted depends on their position in the reactivity series.

Metals above carbon are extracted by **electrolysis**, they need a lot of energy.

Metals below Carbon in the series are extracted by **REDUCTION with carbon**. This relies on a displacement reaction between the metal oxide and carbon.

Metal Oxide + Carbon → Metal + Carbon Dioxide

e.g. **Lead Oxide + carbon → Lead + Carbon Dioxide**

The Lead is **reduced** the Carbon is **oxidised**.

Unreactive metals like Gold and Platinum can be found as elements and do not need to be extracted by chemical processes.

Making Salts



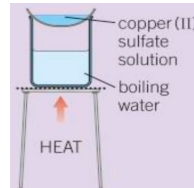
Add to warm H₂SO₄



Add CuO in excess



Filter



Evaporate & dry

An **atom** can achieve a full outer **electron** shell by losing or gaining **electrons**. This charged **atom** is called an **ion**.

Why do atoms react together?

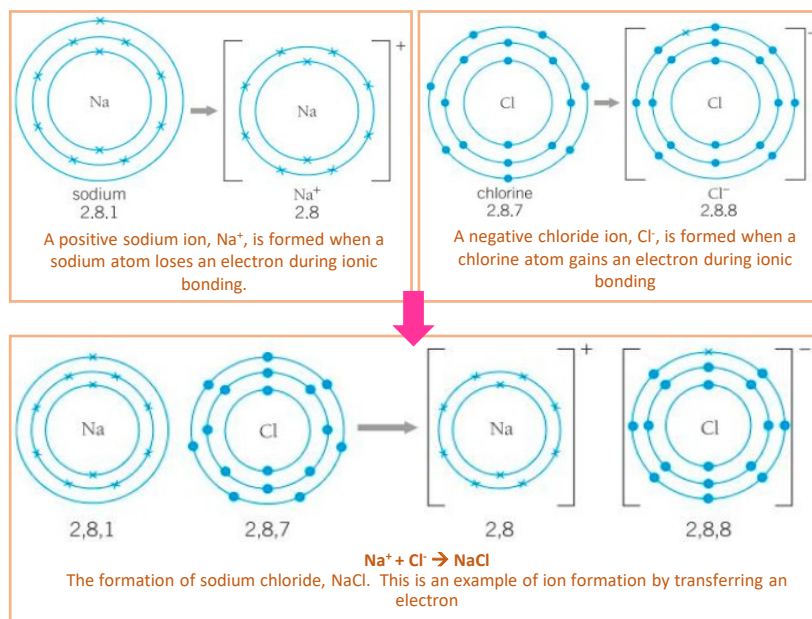
All **atoms** want a full outer shell. This is the reason chemical reactions happen. **Atoms** will either transfer **electrons** or share **electrons** depending on the bonding. There are 3 types of bonding; Ionic, Covalent and Metallic.

Positive Ions

When an **atom** loses an **electron** it becomes a positive **ion**. This is because they have more positive **protons**, but have less negative **electrons**. Therefore the overall charge is positive. See the diagram of Sodium.

Negative Ions

When an **atom** gains an **electron** it becomes a negative **ion**. This is because they have more negative **electrons**, than positive **protons**. This makes the overall charge of the **ion** negative. This can be seen using the chlorine diagram.



Charges on Ions

The charge on the **ion** depends on how many **electrons** they gain or lose. The table shows the general ones.

Transition metals will form the **ion** based on the roman numbers in its name; Iron (II) oxide will form a Fe²⁺ **ion**.

GROUP	ION
1	+1
2	+2
3	+3
4	Rarely form ions
5	-3
6	-2
7	-1
0	Don't form ions as they have a full outer shell

Ionic bonding occurs when a metal and a non-metal combine. This process creates an **electrostatic force** that joins a positive ion and negative ion together, resulting in what is known as an ionic bond.

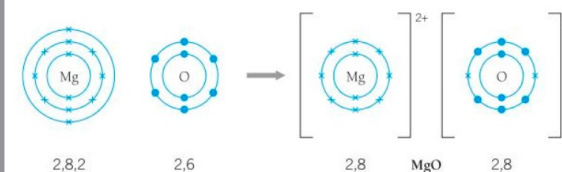
Ionic bonding: Calcium Chloride

Calcium needs to lose two **electrons** from its outer shell. Chlorine can only gain one **electron**, so in this case you will need two chlorine **atoms** to bond with.

Ionic bonding: Magnesium oxide

As you can see from the diagram for ionic bonding, you can see that the magnesium **atom** loses 2 **electrons** from its outer shell forms a Mg²⁺ **ion** and it will transfer the two **electron** to the oxygen **atom**, forming a negative oxide **ion**, O²⁻.

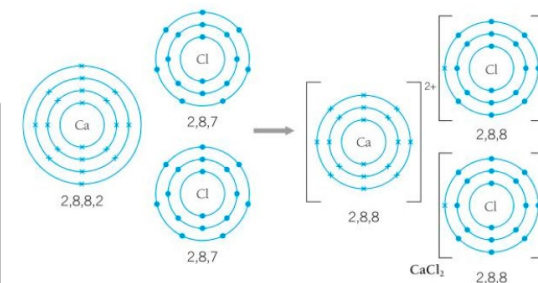
Notice how the **ions** are drawn in square brackets with the charge written in the top right.



Force of Attraction

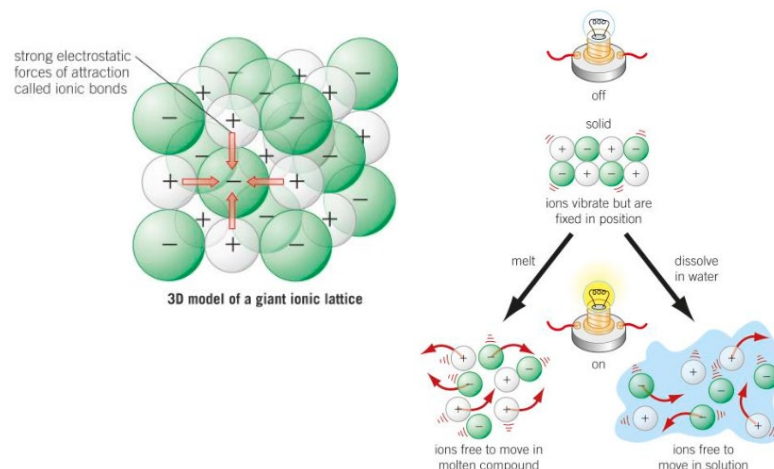
The force between the positive **ion** and the negative **ion** is called **electrostatic force**.

Looking at the sodium chloride where one **electron** is transferred, whereas magnesium oxide transfers two **electrons**. This means that's magnesium oxide has a stronger bond than sodium chloride.



Properties of Ionic Substances

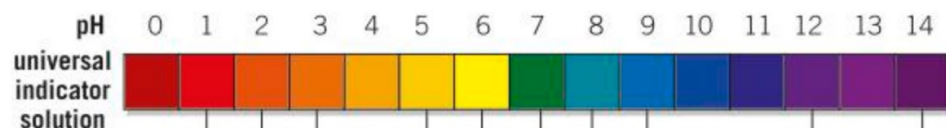
When an ionic substance is molten or in a solution, it can conduct electricity. This is due to the free movement of ions that carry the electrical charge. However, solid ionic substances are unable to conduct electricity as their ions are in a fixed position and cannot move or carry the electrical charge.



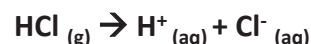
Ionic Compound Properties

Ionic Solid	Molten Ionic Compound	Ionic Compound in Solution
<p>Ions are fixed in position in a giant lattice structure. They vibrate but cannot move around.</p> <p>It does not conduct electricity.</p>	<p>High temperatures provides enough energy to overcome the many strong forces of attraction between the ions.</p> <p>Ions are free to move around within the molten compound. It does conduct electricity.</p>	<p>Water molecules separate ions from the lattice. Ions are free to move around within the solution.</p> <p>It does conduct electricity.</p>

Neutralisation and the pH scale

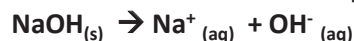


All **acids** release H^+ (aq) ions when added to water. It is this excess of H^+ (aq) ions that makes a solution **acidic**. An **acidic** solution is less than 7 on the pH scale.



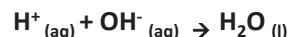
The greater the concentration of H^+ ions the lower the pH value.

All **alkalis** release OH^- ions when added to water, the excess OH^- ions make the solution **alkaline**. An **alkaline** solution is above 7 on the pH scale

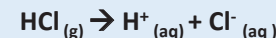


The greater the concentration of OH^- ions the higher the pH value

A value of 7 indicates that the substance is **neutral**. Water is an example of a neutral substance. The **ionic equation** for the formation of water is;



Strong and weak acids



In this reaction **ALL or 100 %** of HCl **ionises** or dissociates into ions, we call this a **Strong Acid**. Other examples are Sulphuric acid and Nitric acid.

For some acids, only a few H^+ ionise into ions for example Ethanoic acid. This is the reason why it is a **weak acid**



The concentration of H^+ ions is related to pH values as follows

$$\text{pH } 1 = 0.1\text{M}$$

$$\text{pH } 2 = 0.01\text{M}$$

$$\text{pH } 3 = 0.001\text{M}$$

$$\text{pH } 4 = 0.0001\text{M}$$

As the concentration of H^+ ions decreases by a factor of 10. This is called the order of magnitude, the pH value will increase by one unit.

Therefore if we make a solution 10 times more dilute the pH value increases by 1.

Speed

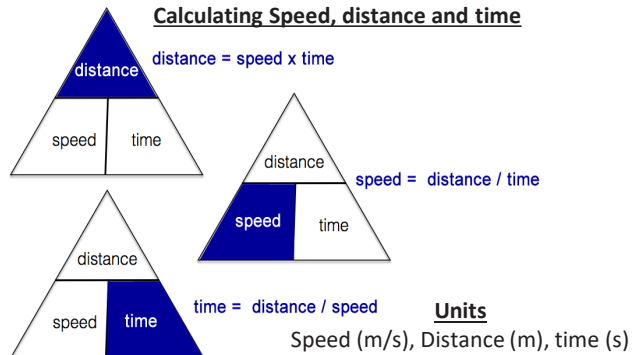
Speed is the distance travelled by an object in a certain amount of time.

Speed is a **scalar** object, it only has a magnitude and it doesn't not matter about its direction.

Velocity is how far some thing travels in a certain time in a certain direction.

Velocity is a **vector** quantity, it has a magnitude and a direction.

Calculating Speed, distance and time



Acceleration

Acceleration is the **rate of change in speed** (or velocity)

It can be calculated using the equation

$$\text{Acceleration} = \frac{\text{change in speed}}{\text{time}}$$

Which can be written as

$$a = \frac{v - u}{t}$$

a = acceleration (m/s²)

u = end velocity (m/s)

v = start velocity (m/s)

t = time (s)

Another way to calculate acceleration

$$v^2 - u^2 = 2as$$

$$v^2 - u^2 = 2as$$

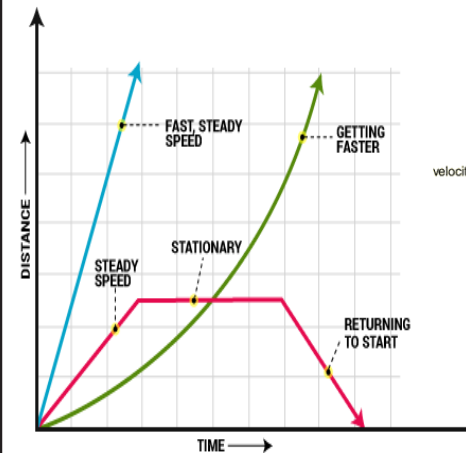
a = acceleration (m/s²)

u = end velocity (m/s)

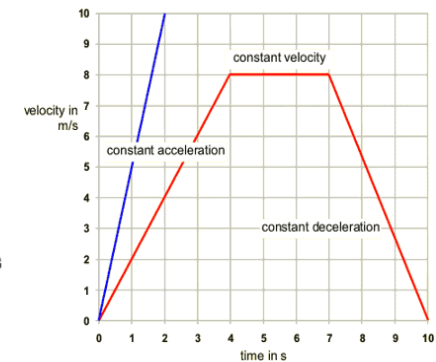
v = start velocity (m/s)

s = displacement/ distance (m)

Distance- Time Graphs



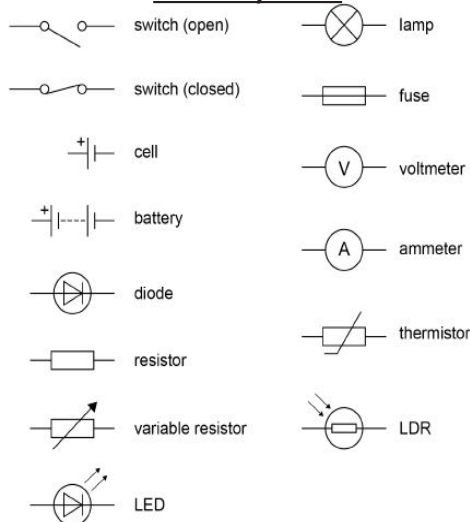
Velocity- Time Graphs



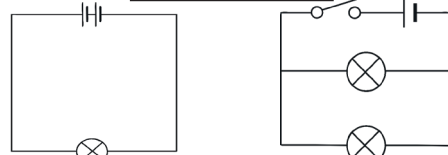
Key Vocabulary	Definition	Contextual Sentence
Acceleration	change of velocity per second (in metres per second per second, m/s ²)	The acceleration of the car increased as the driver pressed the pedal harder.
Deceleration	change of velocity per second when an object slows down	The deceleration of the car was caused by the driver pressing the breaks.
Displacement	distance in a given direction	The boat had a displacement of 120m North
Gradient	change of the quantity plotted on the y-axis divided by the change of the quantity plotted on the x-axis	You can find the speed of an object on a distance – time graph by taking the gradient .
Tangent	a straight line drawn to touch a point on a curve so it has the same gradient as the curve at that point	A tangent can be used to find acceleration on a graph that shows a non-uniform velocity.
Velocity	speed in a given direction (in metres/second, m/s)	An object travelling in a circle will have a constant speed but a changing velocity .

Year 10 Physics: Electricity Basics Knowledge

Circuit Symbols



Series vs Parallel



Current: Is the same at any point in the circuit
 $I_1 = I_2 = I_3$

Current: Is shared across branches, equals the power source.
 $I_1 = I_2 + I_3$

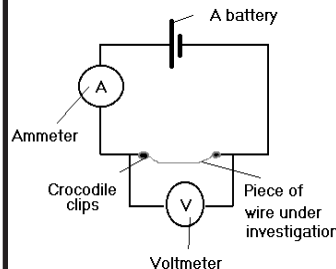
PD: Is split between the components
 $V_1 = V_2 + V_3$

PD: Each branch equals the PD across the cell.
 $V_1 = V_2 = V_3$

Resistance: Total resistance equals the sum of each individual resistor

Resistance: Total resistance is always less than the smallest resistor

Investigating Resistance



Ammeter Measures current, must be placed in **series**

Voltmeter Measures potential difference, must be placed in **parallel**

1. Connect the circuit as shown in the diagram above.
2. Connect the crocodile clips to the resistance wire, 100 cm apart.
3. Record the reading on the ammeter and on the voltmeter.
4. Move one of the crocodile clips closer until they are 90 cm apart.
5. Record the new readings on the ammeter and the voltmeter.
6. Repeat the previous steps reducing the length of the wire by 10 cm each time down to a minimum length of 10 cm.
7. Use the results to calculate the resistance of each length of wire by using $R = V/I$, where R is resistance, V is voltage and I is current.
8. Plot a graph of resistance against length for the resistance wire

Equation

Symbol

Units

Charge Flow = Charge x Time

$Q=It$

Charge- coulomb (C)
 Current- Amp (A)
 Time- Second (s)

PD = Current x resistance

$V=IR$

PD – volts (V)
 Current- Amp (A)
 Resistance- Ohm (Ω)

Power = Current x PD

$P=IV$

Power- Watt (W)
 Current- Amp (A)
 PD – volts (V)

Power = current² x resistance

$P=I^2R$

Power- Watt (W)
 Current- Amp (A)
 Resistance- Ohm (Ω)

Energy = power x time

$E=Pt$

Energy- Joule (J)
 Power- Watt (W)
 Time- Second (s)

Energy = charge x PD

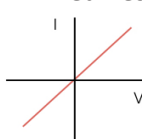
$E=QV$

Energy- Joule (J)
 Charge- coulomb (C)
 PD – volts (V)

Ohm's Law Potential Difference is directly proportional to current, assuming temperature is kept constant or $V=IR$

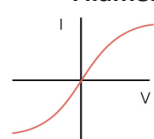
IV Characteristics

Fixed Resistor



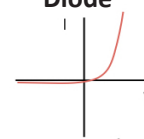
Straight line through zero
 $V \propto I$

Filament Bulb



V is not $\propto I$
 Due to temp increase

Diode



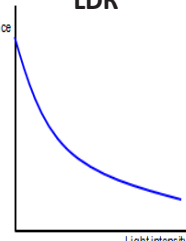
V is not $\propto I$
 Current only flows in +ve

Thermistor

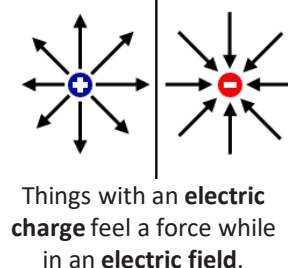


Resistance decrease as temperature/light intensity increases

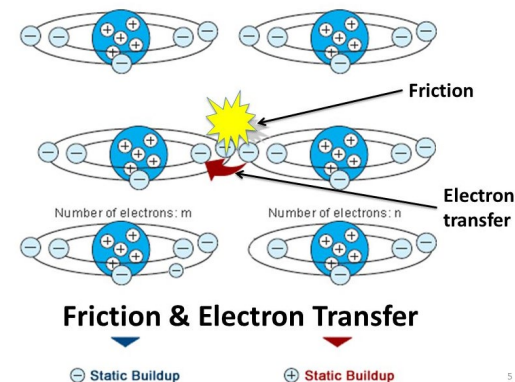
LDR



Static Electricity (Physics Only)



Static electricity is caused when electrons are transferred from an insulator to another due to **friction**



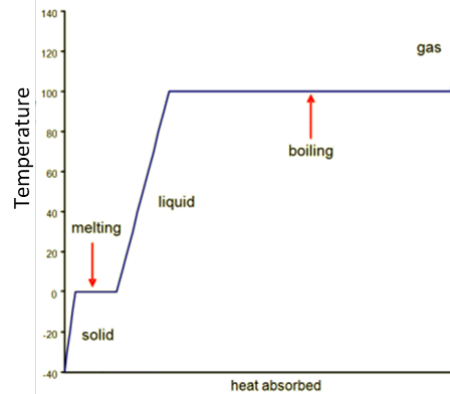
Types of Energy Transfer

Conduction	Convection	Radiation
<ul style="list-style-type: none"> Energy transferred by direct contact Energy flows directly from warmer object to cooler object Can occur within one object Continues until object temperatures are equal 	<ul style="list-style-type: none"> Occurs in gases and liquids Movement of large number of particles in same direction Occurs due to difference in density Cycle occurs while temperature differences exist 	<ul style="list-style-type: none"> Energy transferred by electromagnetic waves such as light, microwaves, and infrared radiation All objects radiate energy Can transfer energy through empty space

Thermal Conductivity

The higher the thermal conductivity of a material, the higher the rate of energy transfer by conduction across the material

Change of state



$$\text{Specific latent heat} = \frac{\text{energy, J}}{\text{mass, kg}}$$

- The freezing point of a substance is the same temperature as the **melting** point.
- The energy transferred to a substance as it changes state is called its **latent** heat.
- The energy stored by particles in a substance is its **internal** energy.
- This energy is sum of the **kinetic** energy of particles and their **potential** energy.
- The specific latent heat of fusion is the energy needed to change **1kg** of a substance from **solid** to **liquid** at its **melting point** (without a change in temperature)
- The specific latent heat of vaporisation of a substance is the energy needed to change **1kg** from **liquid** to **vapour**, at its **boiling point** (without a change in temperature)

Specific Heat Capacity

The **specific heat capacity** of a substance is defined as:

- The amount of **energy** required to raise the temperature of 1 kg of a substance by **1 °C**

The amount of energy needed to raise the temperature of a given mass of a substance by a given amount can be calculated using the equation:

$$\Delta E = mc\Delta\theta$$

Where:

- ΔE = change in **energy**, in joules (J)
- m = **mass**, in kilograms (kg)
- c = **specific heat capacity**, in joules per kilogram per degree Celsius ($\text{J/kg } ^\circ\text{C}$)
- $\Delta\theta$ = **change in temperature**, in degrees Celsius ($^\circ\text{C}$)

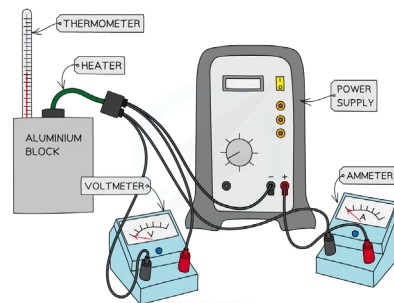
Required Practical 1: Specific Heat Capacity

Variables

IV = Time,

DV = Temperature,

CV= Material of the block, Current, Voltage



- Set up apparatus.
- Measure the initial temp of block
- Turn on the power
- Take temp every 1 min for 20 minutes
- Switch off the power supply.
- Monitor the thermometer and record the final temperature reached for the block

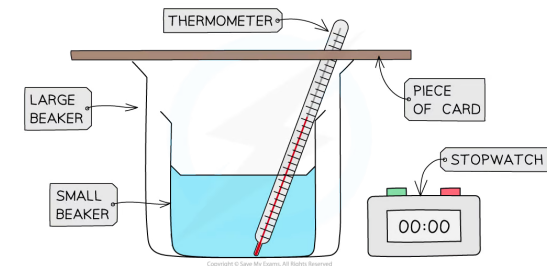
Required Practical 2: Insulation

Variables

IV = Time, t (s)

DV = Temperature, T ($^\circ\text{C}$)

CV: Volume of water, The temp of the water at the start, the thickness of material



- Set up the apparatus
- Place a piece of cardboard over the beakers as a lid
- Record the temp of water at star, then every 2 mins for 20 minutes,
- Repeat the experiment, changing the material

Year 10 Physics: Electricity and Thermal Energy Vocab

Key Vocabulary	Definition	Contextual Sentence
Ampere (A)	The unit of current.	The phone had a current rating of 2A
Coulomb (C)	The unit of charge	One amp is the same as one Coulomb per second
Diode	A non-ohmic conductor that has a much higher resistance in one direction (its reverse direction) than in the other direction (its forward direction).	A diode is used in a circuit to control the direction the current is able to flow in.
Electric Field	A charged object (X) creates an electric field around itself, which causes a non-contact force on any other charged object in the field.	The electron is repelled due to the electric field of the object.
Ion	A charged atom or molecule.	The atom lost an electron to become a positive ion .
Ohm's Law	The current through a resistor at constant temperature is directly proportional to the potential difference across the resistor	The fixed resistor obeys Ohm's Law .
Parallel	Components connected in a circuit so that the potential difference is the same across each one.	When a bulb breaks in a parallel circuit, the other bulbs remain lit.
Potential Difference	A measure of the work done or energy transferred to the lamp by each coulomb of charge that passes through it. The unit of potential difference is the volt (V)	The potential difference was determined using the voltmeter.
Resistance	Resistance (in ohms, Ω) = potential difference (in volts, V) \div current (in amperes, A)	As the electrons moved through the conductor they encountered resistance .
Series	Components connected in a circuit in such a way that the same current passes through them.	When a bulb breaks in a series circuit, the other bulbs do not remain lit.
Static Electricity	Electric charge stored on insulated objects	A static shock is caused by a build up of static charge .
Volts	The unit of potential difference.	The UK mains potential difference is 230V

Key Vocabulary	Definition	Contextual Sentence
internal energy	the energy of the particles of a substance due to their individual motion and positions	The internal energy of the substance increased as it was heated.
latent heat	the energy transferred to or from a substance when it changes its state	The unit of latent heat is J/Kg
specific latent heat of fusion L_f	energy needed to melt 1 kg of a substance with no change of temperature	The specific latent heat of fusion for water is 330 KJ/kg
specific latent heat of vaporisation L_v	energy needed to boil away 1 kg of a substance with no change of temperature	The specific latent heat of vaporisation for water is 2,260 KJ/kg
Specific heat capacity	The amount of energy required to raise the temperature of 1 kg of a substance by 1 °C	Water requires a large amount of energy to heat up as it has a high specific heat capacity
Thermal conductivity	The rate of thermal energy transfer through a material	Metal is used to make frying pans as it has a high thermal conductivity

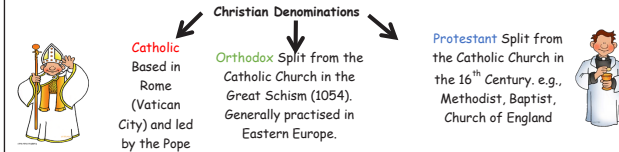
Religious Studies Year 10 Knowledge Organiser Autumn Term 2

AQA Christian Beliefs

1. The nature of God
2. God as omnipotent, loving and just
3. The Oneness of God and the Trinity
4. Different Christian beliefs about Creation
5. The incarnation and Jesus, the Son of God
6. The crucifixion
7. The resurrection and ascension
8. Resurrection and life after death
9. The afterlife and judgement
10. Heaven and hell
11. Sin and salvation
12. The role of Christ in salvation

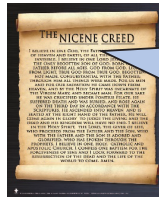


1. The nature of God



Christian beliefs about God

- There is only **one** God.
- God is the **creator** of all that exists.
- People have a **relationship** with God through **prayer**.
- **Neither male nor female** but has qualities of both.
- God is **holy** (worthy of worship)
- **Jesus** is the **Son of God**.



"We believe in One God."
The Nicene Creed

2. God as omnipotent, loving and just

Omnipotent	Benevolent	Just
<ul style="list-style-type: none"> God is the supreme being who is all powerful. God has unlimited authority. God shows his power when he created the world. "Anything is possible with God." When the Angel Gabriel told Mary she was pregnant even though she was a virgin. 	<ul style="list-style-type: none"> God uses his power to do good. Showed his love by creating humans and caring/giving his love to them. Showed his love by sending Jesus, his son to earth to die so humans could gain salvation. "God so loved the world that he gave his one and only son." 	<ul style="list-style-type: none"> God is a just (fair) judge on humanity. God will never support injustice or prejudice. God will judge the living and the dead on judgement day (the end of the world) and decide whether people will go to heaven or hell.

What is the Problem of Evil and Suffering?

If God is loving- why does he allow people to suffer?

If God is powerful- why does he not prevent evil and suffering?

If God is just- why does he allow injustices to take place?

Responses to the Problem of Evil and Suffering:

1. Human's have free will- take responsibility for our own actions.
2. The Devil- Tempts us into going against God and committing sins.
3. Life is a test- we need to show God we are worthy of heaven.

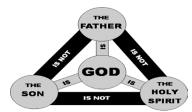
3. The Oneness of God and the Trinity

God the Father

- Creator of all life
- Father to his children
- Omnipotent, omnibenevolent, omniscient and omnipresent.

God the Holy Spirit

- Unseen power of God at work in the world.
- Influences, guides and sustains life on earth.



God the Son

- God incarnate (in human form) Jesus.
- Fully human and fully divine (God) at the same time.

4. Different Christian beliefs about Creation

Day 1: Day and Night	
Day 2: The Sky	
Day 3: The seas, land and all vegetation and plants	
Day 4: The lights in the sky: the sun, moon and stars	
Day 5: Fish of the sea and birds of the sky	
Day 6: Animals of the Land and Adam and Eve	
Day 7: God rested and said it was good.	

"In the beginning, God created the heavens and the earth... and the spirit of God was hovering over the waters."
Genesis 1:1-3c

"In the beginning was the Word and the Word was with God and the Word was God."
John 1:1-3

Different Christian interpretations

1. **Fundamentalist**- the Creation story is exactly as it is described in the Bible
2. **Linguistic**- There may be misunderstandings in the language of the story e.g., 'day' in Hebrew doesn't mean a day in English.
3. **Mythical**- It is a myth- the Bible explains that God made the world and why, but it does not fully explain how.
4. **Scientific**- Science can work with the Christian creation story in Genesis. God caused the Big Bang.



5. The incarnation, and Jesus the Son of God

The Incarnation-

This is the belief that Jesus is God in a human form. The Angel Gabriel appeared to Mary to tell her that she was pregnant. This was a miraculous birth as Mary was a virgin. She had become pregnant through the Holy Spirit. The virgin conception is evidence that Jesus was the Son of God and part of the Trinity. Jesus lived for around 30 years.

Son of God, Messiah, Christ

Jesus was fully human and fully God. This explains his powers (e.g. miracles). His teachings therefore have authority as they are the word of God- ***"The word became flesh and made his dwelling among us."*** John 1:14. Most Jews expected the Messiah who they believed would be a warrior king. They did not believe this to be Jesus. Christians accept that Jesus is the Messiah. He is often called Christ (anointed one).



6. The Crucifixion

- Being fully God but also fully human, Jesus suffered pain.
- A centurion accepted that Jesus was the Son of God.
- The guards made sure Jesus was dead. His body was put in a cave before the Sabbath day.



- It shows that Christians will be forgiven for their sins if they are truly sorry.
- God understands human suffering because of the suffering of his son, Jesus.
- Suffering is a part of human life, just as it was part of Jesus' life.
- It shows that Jesus was fully God and fully man.
- It teaches Christians that forgiveness is possible- Criminals on the cross.
- Teaches Christians that God loves them

"Surely this man was the Son of God!" Mark 15:39



"Jesus called out with a loud voice, 'Father, into your hands I commit my spirit.' When he had said this, he breathed his last." Luke 23:46

7. The resurrection and ascension

- On the Sunday morning, some of Jesus' female followers visited the tomb.
- Jesus' body was not there. The women were told by a man that Jesus had risen from the dead.
- Over the next few days, Jesus appeared to several people as he had prophesied.

It is important because...

- Shows the power of good over evil and life over death.
- Means sin will be forgiven.
- Christians will too be resurrected if they accept Jesus.
- Shows that there is life after death.



Ascension After meeting with his disciples and asking them to carry on his work, Jesus left them for the last time. He returned to the Father in Heaven. This was 40 days after the resurrection. When Jesus ascended into Heaven.

It is important because...

- Shows that Jesus is with God in heaven.
- Prepare for God to spend the Holy Spirit to provide comfort and guidance.

8. Resurrection and Life after Death

Some Christians believe a person's soul is **resurrected soon after death**. Other Christians believe the **dead will be resurrected on the Day of Judgement**.

How will the resurrection happen?

Catholic and Orthodox Christians believe in **physical (bodily) resurrection** - this will be a transformed body. (The best version of itself)

Other Christians believe that **resurrection will just be spiritual** (resurrection of the soul) rather than physical.

Gives hope of a future life with Jesus

Gives confidence in the face of death

Inspires Christians to live their life as God expects

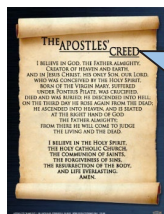
Means life after death is real

A belief in the resurrection

Shows Christians how much God loves them.

9. The afterlife and judgement

- Christians believe they will be resurrected and receive eternal life. This is a gift from God and is dependant upon faith (belief) in God.
- They will be judged by God, being sent to Heaven or Hell (or purgatory).
- Some believe judgement will happen soon after death. Others believe judgement will occur on the Day of Judgement.



"Jesus will come against to judge the living and the dead... I believe in the resurrection of the body and the life everlasting."

The Apostles Creed

Judgement



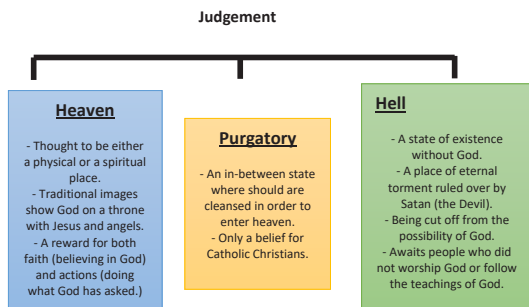
- Christians believe that after they die, God will judge them on their actions as well as their faith in God.
- The Parable of the sheep and goats describes how God will judge people.
- This parable teaches Christians that in serving others, they are serving Jesus.
- Jesus said that having faith in him and following his teachings is essential for being able to reach heaven.

"I am the way, the truth and the life. No one comes to the Father except through me."

John 14:6



10. Heaven and Hell

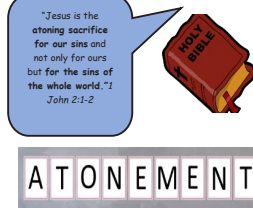


12. The role of Christ in salvation

- Jesus' crucifixion made up for the original sin of Adam and Eve. The death of Jesus was necessary to restore the relationship between God and humanity.

- Jesus' resurrection shows the goodness of Jesus defeated the evil of sin. God accepted Jesus' sacrifice on behalf of humanity. Jesus' resurrection means humans can now receive forgiveness for their sins. Jesus' death and resurrection made it possible for all to receive eternal life.

- Atonement removed the effects of sin and allows people to restore [fix] their relationship with God.
- Through his sacrifice, Jesus took the sins of humanity on himself and paid the debt. He atoned for the sins of humanity.
- This sacrifice makes it possible for all who follow Jesus to receive eternal life.

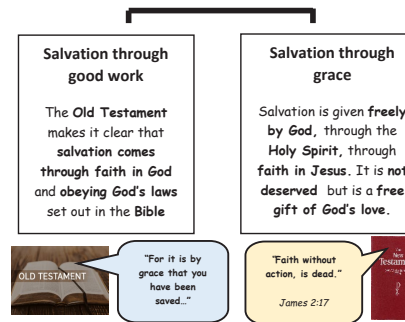


11. Sin and salvation

<p>Sin:</p> <ul style="list-style-type: none"> - Thoughts or actions that separates humans from God. - Some sins are illegal (e.g. murder) - Others are legal but against the laws of God (e.g. adultery) 	<p>Original Sin:</p> <ul style="list-style-type: none"> - The belief that we are born with a built in tendency to sin. - Come from Adam and Eve who committed the first sin. - Caused separation from God.
<p>Free Will:</p> <ul style="list-style-type: none"> - Humans should use freedom to make choices God approves of. - God provides guidance on how to live, for example, the Ten Commandments. 	<p>Salvation:</p> <ul style="list-style-type: none"> - To be saved from sin and its consequences and to be granted eternal life with God. - Salvation repairs the damage caused by sin.

Salvation

There are two main Christian ideas about how salvation comes about:



Key Vocabulary

Denominations	A sub group within a bigger group. E.g. Roman Catholics, Protestants and Orthodox Christians are all different <u>Denominations</u> of Christianity.
Monotheistic	A group that believes in one supreme being/God. Christianity is a <u>Monotheistic</u> religion as they believe in only one God.
Omnipotent	A Christian belief about God; this means God is all powerful.
Benevolent	A Christian belief about God; this means God is all loving.
Omniscient	A Christian belief about God; this means God is all knowing.
Transcendent	A Christian belief about God; This means God is outside of our understanding, we will never truly understand God and God's actions.
Immanent	A Christian belief about God; God is present in the Human world.
The Trinity	The three parts that make up God in Christianity. They are The Father, The Son and The Holy Spirit.
Nicene Creed	A statement of Christian belief, which highlights the main beliefs about Christianity and God. Developed by the Council of Nicaea.
Creation	In Christianity, this refers to the creation of the Universe and everything in it including the Earth.
Free will	Humans can choose what they want to do.
Original Sin	Sin is an action against God. Original sin was obtained by humans when Adam and Eve disobeyed God and ate the forbidden fruit of the tree of knowledge of Good and Evil.
Moral evil	Evil caused by human action. E.g. Violence and war.
Natural evil	Evil caused by nature. E.g. Natural disasters and disease.

Inconsistent triad	The belief that God, who is supposed to be all loving, all powerful and all knowing, cannot exist if there is evil.
Afterlife	Belief in what happens after you die.
Heaven	Christians believe that after you die and live a good life you go to Heaven. It is a place free from pain and suffering and being in the presence of God.
Hell	Christians believe that if you live a bad life you go to Hell. This is a place full of pain and suffering and <u>not</u> being in the presence of God
Purgatory	A predominately Catholic Christian view on the afterlife. They believe that if you haven't asked for forgiveness for you sins during life you go to Purgatory. A place where you stay until you have suffered enough to pay for your sins. A place of purification.
Incarnation	The belief that Jesus is God in human form.
Crucifixion	An ancient Roman method of capital punishment where an individual is nailed to a cross by their wrists and feet. They eventually die from suffocation as the lungs cannot work correctly under the weight of the individual's body.
Resurrection	The act of rising from the dead.
Ascension	Refers to the event where Jesus <u>ascended</u> up to Heaven to sit on the right-hand side of God.
Salvation	To save someone. In Christianity <u>salvation</u> is granted to humans, which means that the relationship between God and humans has been repaired.
Atonement	Restoring the relationship between people and God through the life, death and resurrection of Jesus





AQA

Crime and Punishment

1. What is crime and punishment?
2. What are reasons for crime?
3. What are Christian attitudes to lawbreakers?
4. What are the aims of punishment?
5. What are religious attitudes to suffering?
6. What are the religious attitudes to the treatment of criminals?
7. What are religious attitudes to forgiveness?
8. What are religious attitudes to the death penalty?

Types of Crime

There are many different types of crime. Broadly speaking, you can separate them into three categories, sometimes these overlap.

- 1- **Crimes against the person:** e.g. physical abuse, hate crime, sexual assault, hate crimes, slander.
- 2- **Crimes against Property:** e.g. arson, vandalism, theft.
- 3- **Crimes against the state:** e.g. terrorism, political assassination, cyber hacking/terrorism.

The aims of punishment

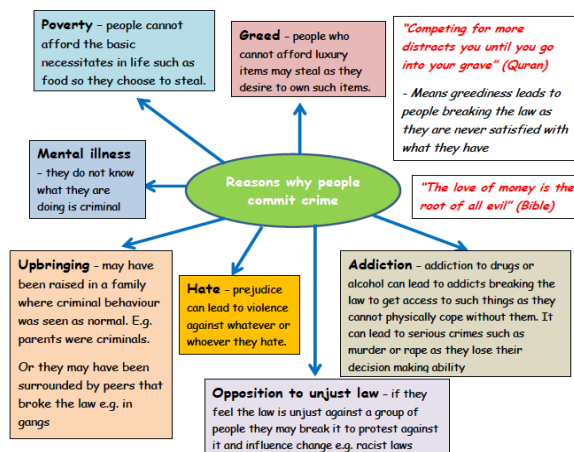
People are punished for a purpose. Often the aims of a punishment overlap, e.g. the death penalty acts to **deter** people from committing similar crimes and it aims to protect the public from the individual who is guilty of the crime. There are six recognised aims of punishment:

1. **Deterrence** - punishment should put people off committing crime
2. **Protection** - punishment should protect society from the criminal and the criminal from themselves
3. **Reformation** - punishment should reform the criminal
4. **Retribution** - punishment should make the criminal pay for what they have done wrong

Key Word	Definition
Capital punishment	Death penalty; state sanctioned execution for a capital offence; not legal in UK
Community service order	UK punishment involving the criminal doing a set number of hours of physical labour.
Conscience	Sense of right and wrong; guilty voice in our head; seen as the voice of God by many religious believers.
Corporal punishment	Punishment in which physical pain is inflicted on the criminal; not legal in the UK.
Crime	Action which breaks the law; can be against the person (e.g. murder), against property (e.g. vandalism), or against the state (e.g. treason).
Deterrence	Aim of punishment to put a person off committing a crime by the level of punishment.
Duty	What we have a responsibility to do.
Evil	Something or someone considered morally very wrong or wicked; often linked to the idea of a devil or other malevolent being.
Forgiveness	Letting go of blame against a person for wrongs they have done; moving on.
Hate crime	A crime committed because of prejudice, e.g. assaulting a person because they are gay.
Parole	Release of a criminal from prison under the condition they will meet with a parole officer who can monitor their behaviour.
Young offenders	Criminals under the age of 18.
Imprisonment	Locking someone up and taking away of civil liberties of a criminal.
Law	The rules a country demands its citizens follow, the breaking of which leads to punishment.

Christian attitudes towards good and evil intentions

- When Christians speak about evil criminal actions, they usually mean that the offence is profoundly immoral and wicked – it is an offence against God = **SIN**
- Most crimes such as murder, rape and theft are also religious offences. But not all religious offences are illegal e.g. adultery is a religious offence but it is not illegal in the UK



Christian Attitudes towards Law breakers

- Christianity teaches that **sin** is a part of human nature and that all people have the potential to commit a crime. This is shown in the story of the fall of **Adam and Eve** in **Genesis**, when they disobeyed God and ate the forbidden fruit.
- Many Christians believe that the **Bible** teaches the difference between right and wrong. Following God's will leads people to the right path; ignoring God's will leads to disaster.
- A typical set of guidelines from the Bible is the **Ten Commandments**. Christians should follow these guidelines to be good people. This belief is emphasised in the **gospel** books such as John:

"Anyone who does not do what is right is not a child of God."

- Some Christians will help the offenders to not re-offend, due to the teaching that you should *"hate the sin, not the sinner"*. They will treat the offender humanely and protect their human rights- *"love thy neighbour."*
- Other Christians will argue that the punishment needs to be as severe as the crime *"an eye for an eye"*.

Types of Punishment

Different methods are used to punish criminals for their offences. Each punishment is associated with different aims.

Punishment	How this meets an aim of punishment
Prison	deterrence/protection/reformation
Electronic tagging	deterrence/protection
Fines	retribution/reparation
Community service	reformation/retribution
Capital punishment	protection/deterrence
Probation	reform/vindication

Attitudes towards the treatment of Criminals

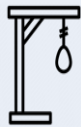
Corporal punishment



- Some fundamentalist Christians might accept it on the basis of Old Testament teaching such as: *"spare the rod and spoil the child"*.
- They might think corporal punishment has a deterrent value. Providing it is not unduly harsh, such punishment might actually benefit the offender in the long term.
- Most Christians think that harsh treatment of others shows a lack of love. It does not encourage the offender to think in terms of being forgiven and having a second chance. Moreover, Jesus' teaching *"that those who live by the sword die by the sword"* highlights its negative consequences.



Death penalty/ Capital Punishment



- Some Christians think it is the only just penalty for some acts of murder. They interpret *"an eye for an eye, a life for a life"* as sanctioning strict retribution. It means that the family of the victim will feel able to move on.
- Many denominations, e.g. the Anglican Church, oppose it as contrary to New Testament teaching to leave vengeance to God. Jesus rejected the 'eye for an eye' law with the words: *"If someone strikes you on the right cheek, turn to him the left also."*



Forgiveness



- In the Lord's Prayer, Christians say *"Forgive us our sins, as we forgive those who sin against us"*.
- When Peter asked Jesus whether it was sufficient to forgive someone seven times, Jesus replied, *"Not seven times but seventy times seven"*; there should be no limits.
- Some Christians think that forgiveness can only be offered to those who are sorry for what they have done. Without repentance, forgiveness is meaningless. Jesus said, *"If your brother sins, rebuke him; and if he repents, forgive him"*.



The Death Penalty Debate



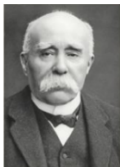


Arguments For	Arguments Against
The Bible sets down the death penalty for some crimes, so it must be acceptable to God. This is often seen as retribution .	The death penalty is inhumane brutalises society.
The death penalty can give the families of the victim final 'closure'.	We can never rule out the possibility of making mistakes- you cannot bring someone back to life if you execute them.
The criminal can never reoffend.	Two wrongs do not make a right.
If you take a life, you forfeit your own right to life.	"Thou shall not kill" 10 commandments
St Thomas Aquinas argued that peace in society was more important than reforming the sinner. He reflects the Catholic Church's teaching that the protection of the whole of society is more important than the individual.	The sanctity of human life . All human life is God-given and sacred. Only God has the right to take a life.
The Old Testament teaches <i>"an eye for an eye"</i> , which suggests that if someone takes a life then they should have their life taken from them.	Jesus said: <i>"You have heard it said an eye for an eye, but I tell you, if anyone slaps you on the right cheek, turn to him the other."</i> This is Jesus deliberately correcting the old testament 'an eye for an eye' teaching. Showing Jesus taught forgiveness.
There are 36 crimes mentioned in the bible punishable by death.	There are many examples of forgiveness in the Bible and Jesus taught it is important to forgive.
It shows the seriousness of the commandment "thou shalt not kill" and that murderers who have taken a life themselves should be put to death as punishment	Reform gives the opportunity for the criminal to change for the better.

Year 10 History Autumn Term- Peacemakers and the Treaty of Versailles

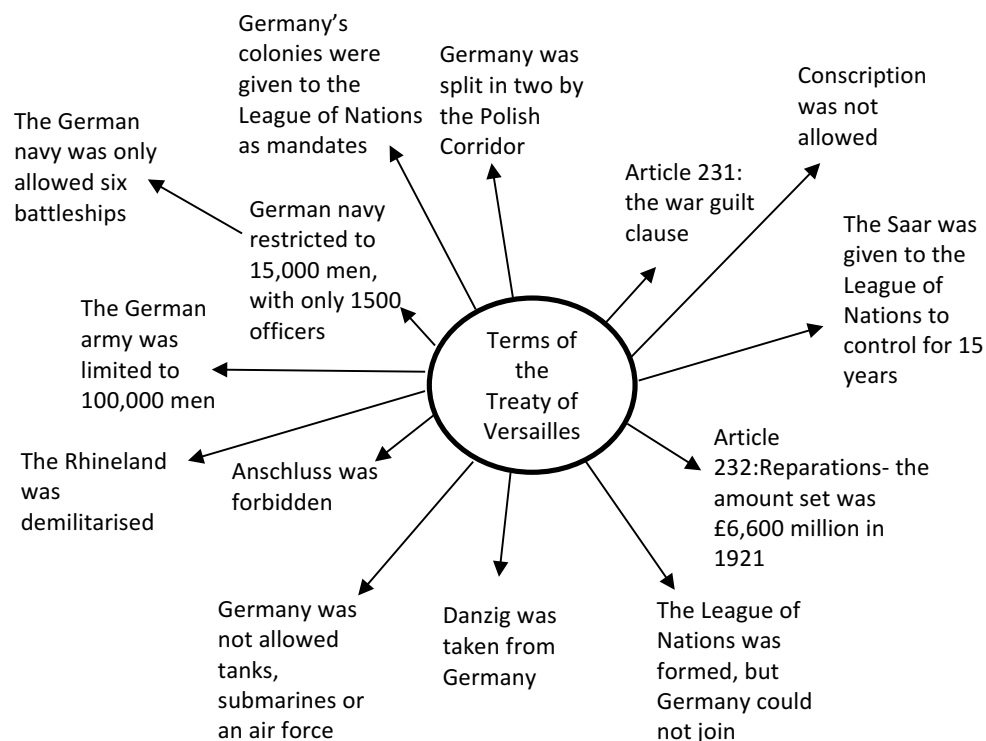
The First world war devastated Europe. 8 Million soldiers and a further 8 million civilians lay dead. Towns railways and farms had been destroyed. The world would never be the same again. When the leaders of the winning countries met at the Paris peace conference they had to decide the terms of the final peace treaties. There was a great deal of pressure of the Big Three to make a lasting peace, however each had their own aims.

The Treaty of Versailles was signed on the 28th June 1919. The final treaty was a Diktat, meaning that Germany were not allowed to negotiate terms. The Germans were unhappy with the final treaty, however the Big Three were also not satisfied with it.

11 November 1918	Signing of armistice led to the end of WW1
January 1919	Paris peace conference
June 1919	Signing of the Treaty of Versailles

Leader	Country	Aims
Georges Clemenceau 	France	<ul style="list-style-type: none"> Wanted Germany to pay reparations to rebuild areas of France badly affected by war Wanted revenge for all the lives lost Aimed to weaken Germany so it could never attack again Wanted to push German borders back to the Rhine so French people would feel safer
Davis Lloyd George 	Britain	<ul style="list-style-type: none"> Wanted a cautious approach: The British public wanted to see Germany punished, but Lloyd George feared this would lead to Germany wanting revenge Wanted to keep Germany strong so it could trade with Britain and act as a buffer to Communism Aimed to gain German colonies to add to the British Empire Wanted Naval supremacy by reducing Germany's navy
Woodrow Wilson 	USA	<ul style="list-style-type: none"> Wanted a fair peace, so Germany would not seek revenge Proposed the Fourteen points, including foundation of a League of Nations, Self determination and freedom of the seas; but the American public didn't want the USA to get involved in European affairs again.

Key Word	Definition
Demilitarise	Remove all military from the area
Allies	A group of countries that work together
Diktat	A forced treaty – Germany called the Treaty of Versailles a diktat or dictated peace
Big Three	Representatives of the most powerful winning countries – Britain, France and the USA
Conscription	Compulsory military service
Paris Peace conference	Meeting held at the Palace of Versailles in France at the end of the first World War, to decide how to punish the countries that had lost the war.



Year 10 History

Autumn Term- Reactions to the Treaty of Versailles

The Treaty of Versailles was signed and it immediately became international law. However not everyone was satisfied with the terms of the treaty. The Big Three had contrasting views on how Germany should be punished. Germany was outraged by the harsh terms they had been dealt.

The Treaty of Versailles dealt with Germany, however Germany had allies during the war. Austria-Hungary, Bulgaria and Turkey all had to be dealt with as well at the Paris peace conference

Country	Opinion on the Treaty of Versailles
Germany	<ul style="list-style-type: none"> Germany was in turmoil at the end of the First World War, the Kaiser had fled to Holland after abdicating the throne. The people of Germany were furious over the Treaty of Versailles. They perceived that the treaty would lead to financial ruin for Germany. The Germans called the treaty a Diktat as they felt it had been dictated to them and they had been forced to sign. The war guilt clause meant that Germany had to accept responsibility for starting the war. They had been told they were winning the war, so felt like they had been stabbed in the back and betrayed by the government. People called those who had signed the armistice the November Criminals. Germany felt like the treaty had left them vulnerable, without a large army to defend themselves they could be easily attacked. 13% of land was lost to other countries, this left 6 million German people no longer living in Germany.
Britain	<ul style="list-style-type: none"> Lloyd George was pleased about Britain having naval supremacy over Germany and the British empire gaining more colonies. Lloyd George was unhappy about the harsh reparations meaning Britain would lose trade with Germany. He was also concerned about the threat of possible future war. British people generally thought the treaty was fair, and could even have been harsher. Lloyd George was hailed as a hero, and newspapers said Britain would never be threatened by Germany again.
France	<ul style="list-style-type: none"> Clemenceau was pleased about France gaining Alsace-Lorraine and that Germany had no army present in the Rhineland. Clemenceau was unhappy about the reparations, he wanted Germany to pay more. He was also unhappy that Germany was allowed to have an army at all, even if it was a small one. Clemenceau had wanted the whole of the Rhineland to be taken away from Germany not just demilitarised. Many people in France were furious – they believed that the treaty was nowhere near harsh enough and that Germany should suffer as much as France had done during the war. The French people felt that Clemenceau had not done enough to get revenge and he was voted out at the next election. There were a few terms that the people of France liked, such as gaining control of the Saar and its coalfields for 15 years.
USA	<ul style="list-style-type: none"> Woodrow Wilson was pleased that the League of Nations was created. Woodrow Wilson was unhappy that his Fourteen points were ignored in the treaty terms and the harshness of the treaty terms. The USA had only joined the war in 1917 and no fighting took place in the USA, Americans did not want revenge in the same way as Britain and France. Many people including Wilson thought the treaty was too harsh. The USA wanted to follow a policy of isolationism. The US Senate refused to approve the treaty or to allow the USA to join the League of Nations.

Key Word	Definition
Isolationism	A policy in which a country does not get involved in Foreign affairs
Ratify	Agree with, make official
Abdicate	To give up the throne of a country
Weimar Republic	The democratic government that ruled Germany from 1918-1932

Country	Austria	Bulgaria	Hungary	Turkey
Name of Treaty	Treaty of St Germain	Treaty of Neuilly	Treaty of Trianon	Treaty of Sevres
Date	10 th September 1919	27 th November 1919	4th June 1920	10 th August 1920
Land	Land taken to create new countries Czechoslovakia and Yugoslavia	Land lost to Yugoslavia and Greece	Land lost to Romania, Czechoslovakia, Yugoslavia and Austria	Split up the Turkish Empire so Turkey lost nearly all its land in Europe
Reparations	Agreed in principal, but the amount was never fixed	£100 million	Agrees in principal, but the amount was never fixed	None
Military restrictions	30,000 in army, no conscriptions; no navy	20,000 in army; no conscriptions; no air force; only four battleships	30,000 in army; no conscription; only three patrol boats	50,000 in army; seven sailboats; six torpedo boats
Other terms	Forbidden to unite with Germany	None	None	Dardanelles and Bosphorus straits were opened to other countries

Year 10 History

Autumn Term- League of Nations formation and 1920s

During the First World War, many people wanted to set up an organisation that would encourage countries to work together when they had problems and work out their differences, rather than resorting to fighting. At the end of the war US president Woodrow Wilson wanted to set up the League of Nations. What was the League of Nations and why did it have limited powers?

The League had Two Main Aims

- 1) **To maintain peace** — using three different methods:
 - **Disarmament** involved reducing the number of weapons that each country had.
 - **Arbitration** meant helping countries to **talk** about their disputes rather than fight.
 - **Collective security** meant that if one country attacked another, League members would **act together** to **control** the aggressor.
- 2) **To encourage cooperation** — and help solve **economic** and **social** problems, such as disease, slavery, and poor working and living conditions.

The League was made up of Various Parts

All the members of the League followed a **Covenant** (agreement) of 26 Articles (rules). Articles 1 to 7 set up the structure of the League:

The Assembly

The Assembly met once a year to discuss matters like the membership of the League, as well as efforts to maintain world peace. Every country in the League had one vote at the Assembly. Decisions could only be made if everyone agreed on them.

The International Labour Organisation
This part of the League discussed and made suggestions to improve working conditions. It was made up of government officials, employers and workers from different countries.

The Council

The Council met at least four times a year. It had permanent members (Britain, France, Italy, Japan and later Germany) and temporary members. It dealt with international affairs and aimed to settle disputes. All members had a vote, but permanent members could veto (reject) Council decisions.

The Permanent Court of International Justice
This was made up of fifteen judges from different member countries. They were asked to settle international disputes.

The Secretariat

Carried out the work of the League, like a civil service.

Everyone hoped this would avoid another major war.

- 1) **42** countries **joined** the League at the start. In the **1930s**, about **60** countries were members. This made the League seem **strong**.
- 2) The League also had a range of **agencies** and **commissions**, which worked on specific **humanitarian issues**. These included a **health** organisation, a commission for **refugees**, and a commission for **women's rights**. These commissions did some valuable work (see p.26).

Key Word	Definition
Council	Members of the League of Nations who met once a year to discuss and vote on matters of international importance
Covenant	An agreement. This was set up to determine what could be expected of the League and its members
Unanimous	When everyone agrees
Veto	The right to reject a proposal

Problems with the League of Nations	The League of Nations resolved disputes in the 1920s:	The League of Nations struggled to resolve disputes in the 1920s:
The USA didn't join the League of Nations. Wilson was ill and the senate rejected it.	Upper Silesia was a region with valuable industry. A referendum was held for citizens to choose whether to be ruled by Poland or Germany, but the result was too close to be decisive. In 1921, the League suggested dividing the area between the two countries, which both sides (and most citizens) accepted.	Corfu , a Greek island was occupied by Italy in 1923 in response to an Italian diplomat being shot dead in Greece. At first, the League told Italy to leave and fined the Greeks. Italy ignored this and demanded compensation from Greece. The League changed its mind and agreed that Greece should give money to Italy and apologise. Greece obeyed and Italy withdrew its troops.
Germany were not allowed to join the League because they lost the war. The USSR were not allowed to join because they were communist	The Aaland Islands sit almost exactly halfway between Sweden and Finland. They belonged to Finland, but most people there wanted to be ruled by Sweden. In 1921, the League decided that the islands should remain Finnish, and both sides accepted this.	Vilna was chosen as the capital of the newly-formed Lithuania after the First World War, but most of the population were Polish. Poland seized Vilna in April 1919 and refused to give it up when told to do so by the League. On this occasion, the League was powerless to stop military aggression.
Britain and France were in charge but neither were strong enough to do the job properly	The League relied on the armies of member states, this made it difficult to act on threats.	Bulgaria was invaded by Greece in 1925 after border disputes. The league ordered Greece to withdraw, and it obeyed.
The league could introduce sanctions but only if powerful countries applied them.	The league was a large organisation but it was also complicated. Everyone had to agree in the assembly and council before anything happened. It made it difficult to get anything done.	The Ruhr (an industrial region of Germany) was invaded and occupied by France in 1923 after Germany had failed to keep up its reparation payments. The French began shipping its products back to France. The League of Nations didn't intervene. The USA helped resolve the situation with the Dawes plan.
Economic sanctions were frequently undermined by the USA's non membership and the unwillingness of Britain and France to enforce		

Year 10 History

Autumn Term- League of Nations in the 1930s

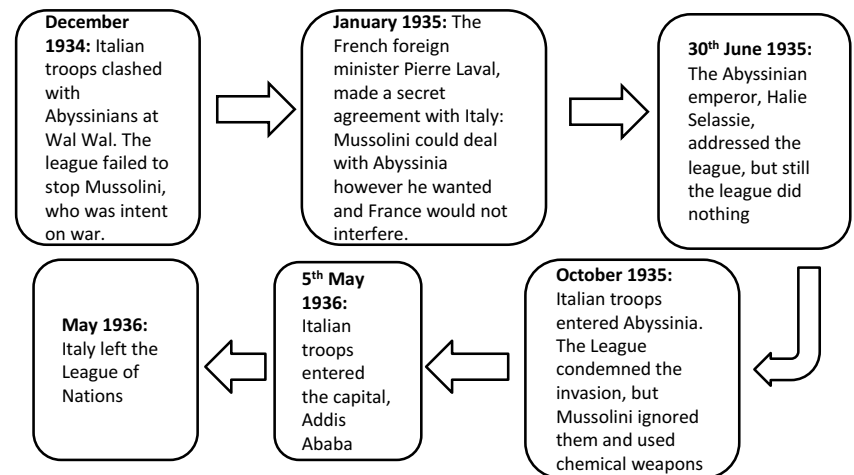
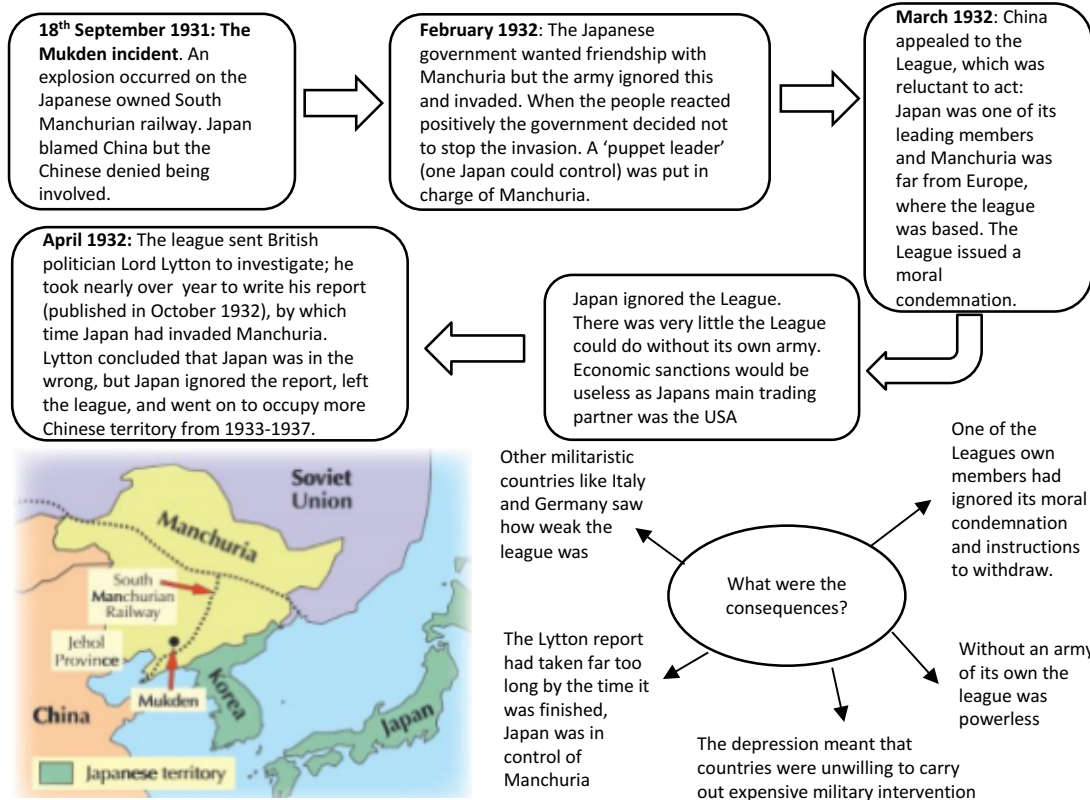
The League of Nations faced one of its biggest tests so far in September 1931. The Japanese army staged the Mukden incident and used it as an excuse to invade the region of Manchuria in China. The league was also challenged by Italy and Mussolini. In 1935 he invaded Abyssinia in North – East Africa. Both countries were permanent members of the League and had gone against the covenant.

Causes of the Manchurian crisis:

- 1929 Wall street crash started the Great depression. Japan suffered greatly its main export was silk, a luxury many could not afford.
- Japan became more militaristic- the government looked for land to invade, thinking it could give them more natural resources. Manchuria was rich in natural resources.
- Japan already had industry and a railway there so it looked like an ideal place to invade.

Causes of the Abyssinia crisis:

- Mussolini wanted to rebuild the Roman Empire, by invading other countries
- There was natural resources in Abyssinia, which would be useful for Italy during the Depression.
- In 1896, Italy had tried to invade Abyssinia and had been humiliated when the country defeated them, Mussolini wanted revenge.
- In 1935, Britain and France signed an agreement with Italy to form the Stresa Front. Mussolini did not think Britain and France would endanger the new agreement by trying to stop him in Abyssinia.



The Hoare- Laval pact was a secret agreement by the British and French foreign ministers. They wanted to give Mussolini land in Abyssinia. The pact was leaked by the press and there was a public outcry. It looked like Britain and France cared more about their own interests.

Small countries knew that the League could and would do nothing to protect them. From this time onwards, almost no one regarded the League as a serious or powerful organisation.

What were the consequences?



Paper 1: Living with the Physical Environment

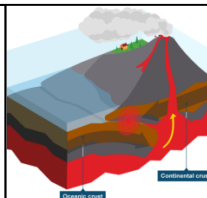
Section A: Natural and Tectonic Hazards

What is the definition of a Natural Hazard?

A natural hazard is a natural event such as an earthquake, volcanic eruption, tropical storm or flood that poses risk of death, injury or damage to people and property.

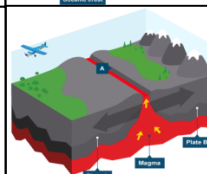
What are the processes at Destructive Plate Margins?

This is where two plates are moving towards each other. The oceanic dense plate subducts beneath the less dense continental plate. Friction between the plates causes earthquakes. As the oceanic plate moves downwards it melts. The magma here is very viscous (like jam) and forces its way to the surface to form steep sided composite volcanoes such as those found on the west coast of South America where the Nazca plate subducts beneath the South American plate. Eruptions are often very violent and explosive. COLLISION IS 2 CONTINENTAL PLATES COMING TOGETHER.



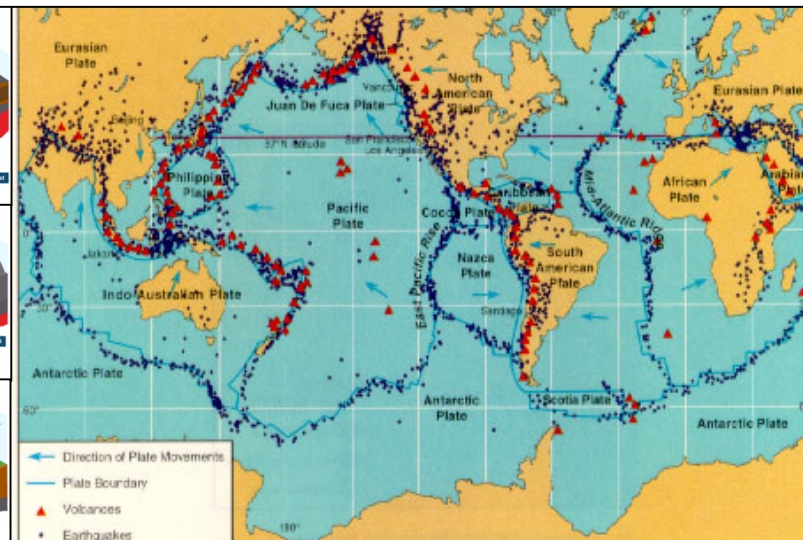
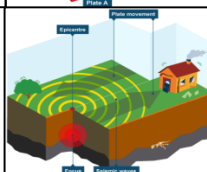
What are the processes at Constructive Plate Margins?

This is where two plates are moving apart like what is happening at the Mid-Atlantic Ridge where magma forces its way to the surface along the Mid-Atlantic Ridge. As it breaks through the overlying crust it causes earthquakes. On reaching the surface it forms volcanoes such as Eyjafjallajökull in Iceland. The magma here is very hot and fluid, it will flow a long way before cooling, resulting in typically broad and flat shield volcanoes.



What are the processes at Conservative Plate Margins?

This is where two plates are sliding alongside each other such as the San Andreas Fault in California. The faster-moving Pacific Plate is sliding in the same direction next to the slower North-America Plate. Friction between the two plates then causes earthquakes as stresses gradually build up over many years, they are released suddenly when pressure builds up and plates slip or shift. There are no volcanoes here.



How can we manage and reduce the effects of a Tectonic Hazard?

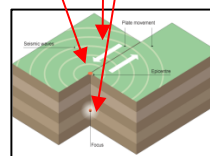
Monitoring and Prediction

Protection

Planning

- Seismometers are used to measure tremors before a main earthquake.
- Monitoring the water table (water tends to fluctuate before an earthquake).
- Satellites monitor ground deformation.
- Designing buildings and roads to withstand earthquakes.
- Increasing awareness.
- Earthquake drills.
- Seismic maps can be made.
- Prepare emergency supplies.

The point directly above the focus where the seismic waves reach first, is called the epicentre. Seismic waves travel out from the focus, which is the point at which pressure is released.



What are the reasons why people continue to live in areas at risk from a Tectonic Hazard?

People living in poverty ridden areas have more important things to think about like food, money, security and family. Plate margins often coincide with very favourable areas for settlement, such as coastal areas where ports have developed. Fault lines associated with earthquakes allow water supplies to reach the surface. This is important in dry desert regions. Better building design can withstand earthquakes so people feel less at risk. Volcanoes can bring benefits such as fertile soils, rocks for building, rich mineral deposits, hot water and geothermal energy. More effective monitoring of volcanoes and tsunamis waves enable people to receive warnings and evacuate before events happen.

Paper 1: Living with the Physical Environment

Section A: Weather Hazards

How can Tropical Storms be Managed?

Monitoring Protection

Satellites monitor cloud patterns associated with tropical storms.
NASA monitor weather patterns using unmanned drones called Global Hawk.
Reinforce buildings - hurricane shutters on windows and doors.
Develop coastal flood defences.
Create 'no-build zones' in low lying areas.

Prediction Planning

Supercomputers give 5 days' warning and predict a location within 400km.
Track forecast cones plot the tropical storms path. Approx. 70% occur within the cone.
Those living where it will hit can prepare disaster supply kits and ensure their car is fully fuelled.
People should know where evacuation centres are.



What is the global distribution of tropical storms?

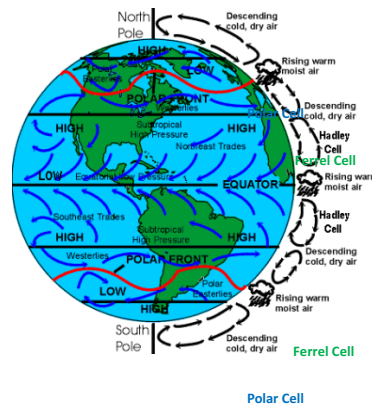
Tropical storms are a natural hazard. They have different names depending on their location. They occur between 5° and 30° north and south of the Equator, between the tropic of Cancer and the tropic of Capricorn. This provides areas of intense low-pressure so that warm, moist air rises rapidly to reach high altitudes where it begins to spin (Coriolis effect). They don't occur on the equator because there is not enough spin from the rotation of the Earth. In the USA and Caribbean tropical storms are called Hurricanes. In south-east Asia and Australia, they are called cyclones, but in Japan and the Philippines they are called typhoons.

What are the Causes and Formation of a Tropical Storm?

1. The sun's rays heat large areas of the ocean in the summer and the autumn. When ocean temperatures reach 27°C, warm, moist air rises upwards drawing water vapour up from the ocean surface. This is a low-pressure system.
2. This evaporated air cools as it rises and condenses to form towering thunderstorm (cumulonimbus) clouds.
3. As the air condenses it releases heat which powers the storm and draws up more and more water from the ocean.
4. Several smaller thunderstorms join, to form a giant spinning storm. When surface winds reach an average 120km per hour (75mph) the storm officially becomes a tropical storm.
5. The storm now develops an eye at its centre where air descends (sinks) rapidly. The outer edge of the eye is the eyewall where the most intense weather conditions (strong winds and heavy rain) are felt.
6. As the storm is carried across the ocean by the prevailing winds, it continues to gather strength.
7. On reaching land the storm's energy supply (evaporated water) is cut off. Friction with the land slows it down and it begins to weaken as it approaches land. If the storm reaches warm seas after crossing the land, it may pick up strength again.

What is Global Atmospheric Circulation?

The atmosphere - the air above our heads - is a complex swirling mass of gases, liquids and solids. These include water droplets, water vapour, ash, carbon dioxide and oxygen - just to mention a few. Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth. It involves many circular movements called *cells*. These cells all join to form the overall circulation of the earth's atmosphere.



Air at the equator is heated strongly so it rises in **low pressure** conditions. The air flows towards the North and South Poles. As warm air rises it cools and condenses. **Low pressure** therefore brings clouds and rain.

The air sinks at 30° north and south of the Equator under **high pressure**. **High pressure** weather brings dry and clear skies. This forms a convection (circular movements) cell called the Hadley cell.

Air at the polar latitudes is colder and denser (heavier) so the air sinks towards the ground surface under **high pressure** conditions. This air flows towards the Equator. The air warms as it reaches about 60° and again rises under **low pressure** conditions. This forms the **Polar Cell**. Located between the Hadley cell and the Polar cell is the **Ferrel Cell**.

Is the UK Weather becoming more Extreme?

Extreme Weather is not new to the UK. However, the frequency of extreme weather in the UK is increasing. Since the 1980s, UK temperatures have increased by about 1°C and winter rainfall has increased. There have been more weather records broken in recent years than ever before.

Extreme Weather Records Temperature

Rainfall
December 2010 coldest on record for 100 years.

Warmest April was 2011.

Highest temperature was 38.5°C in Kent in August 2003.

Lowest temperature was -27°C in Scotland in 1995.

Highest two-day record of rainfall (405mm) was in 2015.

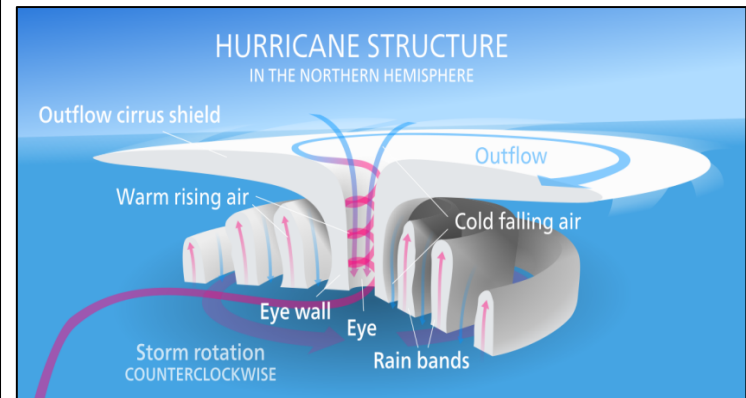
Highest three - four-day rainfall records were both in 2009.

Highest monthly total rainfall was 1296mm in 2015.

Serious flooding has become more frequent in winters.



What is the structure and the features of a tropical storm?



What are future predictions for UK Weather?

Precipitation is expected to become more frequent.
Some rivers are expected to flood more frequently in winters.
Air temperature is expected to increase, causing more drought.

Climate change cannot be responsible for individual extreme weather events, yet scientists say it can be responsible for increased frequency in such events.

Paper 1: Living with the Physical Environment

Section A: Climate Change

What are the possible Causes of Climate Change?

Climate change is the **long-term** change in weather. Global climate change occurs very slowly over thousands of years. Evidence of climate change occurring before humans existed means climate change must be natural as well as human enhanced. Natural causes alone cannot account for the significant temperature increase since the 1970s. A thicker layer of greenhouse gases (carbon dioxide 77%, methane 14%, nitrous oxide 8% and CFCs 1%) caused by human activity means less of the Sun's energy is able to escape the Earth's atmosphere, so the temperature increases.

What is the evidence for Climate Change?

Since 1914 the Met Office has reliable climate change data collected using weather stations, satellites, weather balloons, radar and ocean buoys. Evidence includes:

- An increase in the average surface air temperature by 1°C over the past 100 years.
- The warmest ocean temperatures since 1850.
- A 19cm rise in sea levels since 1900.
- Arctic sea ice has thinned by 65% since 1975.



Natural records like tree rings, ice cores (spanning 800, 000 years) and ocean sediments (spanning beyond the quaternary period), help estimate climate. The period of timeline that spans from **2.6 million years ago to the present day** is called the **Quaternary Period**. This period marks a time when there was a **global drop in temperature** and the most recent ice age began.

Ice cores are cylinders of ice drilled out of an ice sheet or glacier. The ice encloses small bubbles of air that contain a sample of the atmosphere - making it possible to measure the past concentration of gases in the atmosphere. Antarctic ice cores show us that the concentration of CO₂ was stable until the early 19th century.

How will Climate Change affect People and the Environment?

- Less ice in the Arctic Ocean increases shipping and extraction of gas and oil reserves (because we can reach it).
- Droughts reduce food and water supplies in sub-Saharan Africa.
- Water scarcity in the south and south east of the UK.
- 70% of Asia at increased risk of flooding.
- Sea level rise increases flooding and coastal erosion.
- Ice melts so wildlife declines such as Adelie penguins on the Arctic peninsula and polar bears in the Arctic.

How can we Manage Climate Change?

The burning of fossil fuels to produce electricity, fuels vehicles and power industry contributes 87% of all human-produced CO₂ emissions. The rest comes from land uses changes such as deforestation (9%) and industrial processes such as making cement (4%).

Alternative Energy Provision: To help reduce carbon emissions many countries are turning to alternative sources of energy such as: hydro-electricity, nuclear power, solar, wind and tidal. These do not emit large amounts of CO₂. Some are also renewable and will last into the future. Nuclear power uses uranium to generate electricity but it does not emit CO₂ as a by-product. At current, in 2016, renewables produce more than 20% of the UK's electricity.

Carbon Capture and Storage: Coal is the most polluting of all fossil fuels. China gets 80% of its electricity from burning coal, India 70% and the USA 50%. Carbon capture and storage (CCS) uses technology to capture CO₂ produced from the use of fossil fuels in electricity generation and industrial processes. It is possible to capture up to 90% of the CO₂ that would otherwise enter the atmosphere. Once CO₂ is captured, the carbon gas is compressed and transported by pipeline to an injection well. It is injected as a liquid into the ground to be stored in suitable geological reservoirs such as sedimentary rock as this prevents it from escaping. The UK is the world leader in CCS.

Planting Trees: Trees act as carbon sinks, removing CO₂ from the atmosphere by the process of photosynthesis. They also release moisture into the atmosphere. This has a cooling effect by producing more cloud, reducing incoming solar radiation. Tree planting is well established in many parts of the world. Plantation forests can absorb CO₂ at a faster rate than natural forests and can do so effectively for up to 50 years. The UK has a £24.9 million project to reduce deforestation and increase reforestation in Brazil. It aims to tackle climate change by reducing 10.71 million tons of CO₂ emissions over 20 years by recovering 41,560 hectares of degraded forests.

International Agreement: Paris Agreement 2015 -

- 195 adopted the first ever universal and legally binding global climate deal.
- To peak greenhouse gas emissions as soon as possible and achieve a balance between sources and sinks of greenhouse gases in the second half of this century (2050-2100).
- To keep global temperature increase below 2°C and limited to 1.5°C above pre-industrial levels.
- To review progress every 5 years.
- \$100 billion a year to support climate change initiatives in developing countries by 2020, with further finance in the future.
- There have been criticisms that many of these agreements are 'promises' or aims and not firm commitments.

Conservative Plate Margin	Tectonic plate margin where two tectonic plates slide past each other.	<i>Earthquakes are caused by conservative plate margins.</i>
Constructive Plate Margin	Tectonic plate margin where two tectonic plates slide past each other.	<i>Shield volcanoes are formed by constructive plate margins.</i>
Destructive Plate Margin	Tectonic plate margin where two tectonic plates slide past each other.	<i>Volcanoes and earthquakes are found on destructive plate margins.</i>
Immediate Response	The reaction of people as the disaster happens and in the immediate aftermath.	<i>An immediate response to the hazard was evacuation.</i>
Long-term Response	Later reactions that occur in the weeks, months and years after the event.	<i>A long term response to the hazard was improving infrastructure.</i>
Monitoring	Recording physical changes, such as earthquake tremors around a volcano, to help forecast when and where a natural hazard might strike.	<i>Seismologists are able to predict future earthquakes by monitoring seismic activity.</i>
Prediction	Attempts to forecast when and where a natural hazard will strike, based on current knowledge. This can be done to some extent for volcanic eruptions (and tropical storms), but less reliably for earthquakes.	<i>Seismologists are able to predict future earthquakes by monitoring seismic activity.</i>
Planning	Actions taken to enable communities to respond to, and recover from, natural disasters, through measures such as emergency evacuation plans, information management, communications and warning systems.	<i>We can reduce the impacts of tectonic hazards by planning ahead.</i>
Protection	Actions taken before a hazard strikes to reduce its impact, such as educating people or improving building design.	<i>Strengthening buildings and infrastructure adds protection to communities in the event of an earthquake, and can reduce the effects.</i>
Primary Effects	The initial impact of a natural event on people and property, caused directly by it, for instance the ground buildings collapsing following an earthquake.	<i>A primary effect of an earthquake is the collapse of buildings.</i>
Secondary Effects	The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale, for instance fires due to ruptured gas mains resulting from the ground shaking.	<i>A secondary effect of an earthquake is homelessness, because your home collapsed, or unemployed because your place of work collapsed.</i>
Climate Change	A long-term change in the earth's climate, especially a change due to an increase in the average atmospheric temperature.	<i>The burning of fossil fuels in one of the most significant causes of climate change.</i>
Mitigation	Action taken to reduce or eliminate the long-term risk to human life from natural hazards, such as building earthquake-proof buildings or making international agreements about carbon reduction targets.	<i>Mitigation strategies include the use of alternative energies, and adopting a plant based diet.</i>
Adaptation	Actions taken to adjust to natural events such as climate change, to reduce potential damage, limit the impacts, take advantage of opportunities, or cope with the consequences.	<i>Adaptation strategies include the building of flood defences and water transfer schemes.</i>
Orbital Changes	Changes in the pathway of the Earth around the Sun.	<i>Orbital changes modify the total amount of sunlight reaching the Earth by up to 25%.</i>

Theme 1

Vocabulary

Words that are highlighted in grey in this list are words that may be useful, but you won't need to know them for the exam.

Introductory vocabulary

l' acteur/actrice actor, actress
actif/active active
adorer to love
l' allemand (n.) (m.) German (language)
aller to go
l' ami(e) (m./f.) friend
amusant(e) amusing, fun, funny, enjoyable
l' anglais (n.) (m.) English (language)
anglais(e) (adj.) English
s' appeler to be called
apporter to bring
après after
l' après-midi (m.) afternoon
assez quite, enough
au chômage unemployed
autre chose anything else
avoir to have
beaucoup (de) a lot (of)
le beau-père stepfather, father-in-law
la belle-mère stepmother, mother-in-law
la bibliothèque library
bien good, well
blanc (adj.) white
boire to drink
bon(ne) good
bonjour good morning, afternoon
brun(e) brown
ça it, that
le café coffee, coffee shop
car because
célèbre famous
cependant however
la chanson song
le/la chanteur/chanteuse singer
les cheveux (m. pl.) hair

le chômage unemployment
cinq five
le collège (secondary) school
comme such as, like, since
le concert concert
la construction construction
content(e) glad, pleased, happy
le cours lesson
court(e) short
le/la cousin(e) cousin
dernier/dernière last
détester to hate
deux two
devenir to become
difficile difficult
dix ten
du/de la/des/de l' some
l' eau (f.) water
l' école (f.) school
écrire to write
l' éducation (f.) education
en général in general
en plus in addition
en premier first of all, firstly
l' enfant (m./f.) child
enfin finally
ennuyeux/ennuyeuse boring
ensemble together
ensuite then
équilibré(e) balanced
l' équipe (f.) team
l' espagnol (n.) (m.) Spanish (language)
espagnol(e) (adj.) Spanish
être to be
facile easy
le/la facteur/factrice postman/postwoman
faire to do, to make
la famille family
la femme woman, wife
la fille girl, daughter
le film film
le fils son
le football football

le français (n.) French (language)
français(e) (adj.) French
la France France
les frites (f. pl.) chips
le fromage cheese
le fruit fruit
gagner to win, earn
le gâteau cake
gauche left
généralement generally
génial(e) great
la géographie geography
la glace ice, ice cream
le gouvernement government
la grand-mère grandmother
le grand-père grandfather
la grève strike
habiter to live
l' heure (f.) hour, time, o'clock
l' histoire (f.) history, story
important(e) important
l' indépendance (f.) independence
l' informatique (f.) IT, computer science
intéressant(e) interesting
jamais never
je voudrais (vouloir) I would like
jeune young
jouer to play
juillet July
le lait milk
le/la/l'/les the
le légume vegetable
la lettre letter
leur(s) (to) them, their
long(ue) long
la maison house
manger to eat
(le) mardi Tuesday
le mari husband
les maths (f. pl.) maths
le matin morning
méchant(e) naughty, nasty
la mère mother

le métier job
la mode fashion
moi me
la musique music
la natation swimming
non-binaire non-binary
null(e) rubbish
l' oncle (m.) uncle
l' ordinateur (m.) computer
où where
le pain bread
par contre on the other hand
parce que because
parfois sometimes
passer to spend, to pass
le père father
la personne person
le petit-déjeuner breakfast
la photo photo
la piscine swimming pool
plusieurs several
le poisson fish
le/la policier/policière policeman/policewoman
la politique politics
porter to wear, to carry
pouvoir to be able to
préféré(e) favourite
le professeur/professeuse, prof teacher
puis then
la récréation breaktime
rentrer to go back, to go home
le restaurant restaurant
le rêve dream
le riz rice
la rue street
sain(e) healthy
le salaire salary
(le) samedi Saturday
les sciences (f. pl.) sciences
la sécurité safety, security
la semaine week
le/la serveur/serveuse waiter/waitress
la sœur sister
sourire to smile

souvent often
le sport sport
sportif/sportive sporty
strict(e) strict
le studio studio
le succès success
la Suisse Switzerland
super great, super
sûr(e) safe, secure
sympa nice
la technologie DT
le temps time, weather
le thé tea
le théâtre drama
tous les jours every day
transgenre transgender
travailler to work
trop de too much, many (of)
trouver to find
le t-shirt t-shirt
un peu a little
un(e) a
le vélo bike
vers towards
la viande meat
le Vietnam Vietnam
le village village
la ville town, city
le vin wine
voici here is
vouloir to want
voyager to travel
vraiment really

1.1G Qui suis-je?

aimer to like
l' an (m.) year
avec with
beau/belle beautiful, handsome
la Belgique Belgium
bleu(e) blue
le chien dog
comment how
la couleur colour
la cuisine kitchen, cooking
dans in

douze twelve
elle she
facilement easily
le fast-food fast food
le frère brother
gentil(le) kind
grand(e) big, large, tall
les grand-parents (m. pl.) grandparents
il he
je/j' /
joli(e) pretty
mais but
le Maroc Morocco
mauvais(e) bad
le million million
mon, ma, mes my
la montagne mountain
nous we
noir(e) black
nouveau/nouvelle new
on we, one
le pantalon trousers
parler to speak, to talk
petit(e) small, little, short
préférer to prefer
le Québec Quebec
qui who, which
regarder to look, to watch
rouge red
le Sénégal Senegal
sénégalais(e) (adj.) Senegalese
surtout especially
la table table
la télé TV
très very
tu you (singular)
vert(e) green
les vêtements (m. pl.) clothes
vieux/vieil/vieille old
les yeux (m. pl.) eyes

1.1F Ma personnalité

acheter to buy
alors so, well, then
arriver to arrive
attendre to wait
au revoir goodbye

aussi also
bavard(e) chatty
bonne chance good luck
calme (adj.) calm, quiet
la catastrophe catastrophe
la clé key
connaître to know (person, place)
le copain friend, boyfriend
la copine friend, girlfriend
de plus besides, moreover
descendre to go down, descend, get off
devoir to have to, must
drôle funny
embêtant(e) annoying
en fait in fact, in reality
en retard late
entendre to hear
fier/fière proud
fort(e) strong
gentil(le) kind
inquiétant(e) worrying
intelligent(e) intelligent
Internet (m.) internet
le judo judo
maintenant now
même same
la mission mission
neuf/neuve new
non no
la note grade, mark
oui yes
 paresseux/paresseuse lazy
partir to leave
passionnant(e) exciting
penser to think
perdre to lose
la personnalité personality
personne nobody
la qualité quality
quand when
quel that
quel(le) what, which
répondre to answer
salut hi, hello
sérieux/sérieuse serious
son/sa/ses his/her
le téléphone phone

timide timid, shy
toi you (singular)
ton/ta/tes your (singular)
le train train
travailleur/travailleuse hard-working
triste sad
trop too
vendre to sell
vite quick
la voiture car
vrai(e) true

1.2G Voici ma famille

l' année (f.) year
ce/cet/cette/ces this, these
se to argue
s' entendre avec to get on with
s' excuser to apologise
handicapé(e) (adj.) disabled
se marier to get married
ou or
le petit copain boyfriend
la petite copine girlfriend
se séparer to split up, separate
la tante aunt
terrible terrible
tout le temps all the time

1.2F Les familles de nos jours

à at, to
adopté(e) adopted
aussi ... que as ... as
canadien(ne) Canadian
chez moi at my place, at mine
choisir to choose
la chose thing
le cinéma cinema
comprendre to understand
la Côte d'Ivoire Ivory Coast
les courses (f. pl.) (grocery) shopping
le déjeuner lunch

Grammaire



The position of adjectives

In French, most adjectives **follow** the noun they describe.

J'ai les cheveux courts et les yeux verts.

I have **short** hair and **green** eyes.

However, some adjectives usually come **in front of** the noun. For example:

<i>grand(e)</i>	big, tall, large
<i>petit(e)</i>	small, short, little
<i>bon, bonne</i>	good
<i>mauvais(e)</i>	bad
<i>jeune</i>	young
<i>joli(e)</i>	pretty
<i>beau, bel*, belle</i>	beautiful
<i>nouveau, nouvel*, nouvelle</i>	new
<i>vieux, vieil*, vieille</i>	old

* in front of a vowel

J'aime mon nouveau pantalon. I like my new trousers.

J'habite dans un petit village. I live in a small town.

Grammaire



Comparative adjectives

Use comparative adjectives to make comparisons:

<i>plus ... que</i>	more ... than / ...er than
<i>moins ... que</i>	less ... than
<i>aussi ... que</i>	as ... as

Angelin est plus amusant que Nicole.

Angelin is **funnier than** Nicole.

Je suis moins gentil que ma sœur.

I am **less kind than** my sister.

Elle est aussi sympa que moi. She is **as nice as** me.

Remember to make the adjective agree with the subject of the sentence.

Bon and *mauvais* have irregular comparatives, *meilleur(e)* and *pire*:

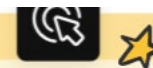
La musique est meilleure que la lecture.

Music is better than reading.

La télévision est pire que la lecture.

Television is worse than reading.

Grammaire



Adjective agreement

In French, adjectives must agree in gender and number (singular or plural) with the noun. For most adjectives, you add -e if the noun is feminine singular, -s if the noun is masculine plural, and -es if the noun is feminine plural.

Some adjectives follow different patterns:

Masculine		Feminine	
-e	<i>timide</i>	-e	<i>timide</i> (no change)
-x	<i>sérieux</i>	-se	<i>sérieuse</i>
-f	<i>neuf</i>	-ve	<i>neuve</i>
-er	<i>fier</i>	-ère	<i>fière</i>

<i>encourager</i>	to encourage
<i>énormément</i>	hugely
<i>ensuite</i>	then
<i>l'entretien (m.)</i>	interview
<i>le fils</i>	son
<i>immédiatement</i>	immediately
<i>influencer</i>	to influence
<i>maintenant</i>	now
<i>le membre</i>	member
<i>musical(e)</i>	musical
<i>la nature</i>	nature
<i>se passer</i>	to happen, go (well/badly)
<i>la photographie</i>	photography
<i>presque</i>	almost
<i>le progrès</i>	progress
<i>quelques</i>	some, a few
<i>le style</i>	style
<i>la télé-réalité</i>	reality TV
<i>la vue</i>	view

6.1F Vous voulez être célèbre?

<i>accessible</i>	accessible
<i>l'argent (m.)</i>	money
<i>le basket</i>	basketball
<i>calme (adj.)</i>	calm, quiet
<i>la célébrité</i>	celebrity
<i>classique (adj.)</i>	classical
<i>la compétence</i>	skill
<i>découvrir</i>	to discover
<i>développer</i>	to develop
<i>l'exemple (m.)</i>	example
<i>faire attention</i>	to be careful
<i>le/la footballeur/footballeuse</i>	footballer
<i>handicapé(e) (adj.)</i>	disabled
<i>l'influenceur/influenceuse (m./f.)</i>	influencer
<i>le/la joueur/joueuse</i>	player
<i>l'opinion (f.)</i>	opinion
<i>organiser</i>	to organise
<i>oublier</i>	to forget
<i>les paroles</i>	words, lyrics
<i>réussir</i>	to succeed
<i>sourire</i>	to smile
<i>le yoga</i>	yoga

6.2G Je sais réussir!

<i>actuel(le)</i>	current
<i>amuser</i>	to entertain
<i>l'athlète (m./f.)</i>	athlete
<i>le/la bénévole</i>	volunteer
<i>le/la champion(ne)</i>	champion
<i>communiquer</i>	to communicate
<i>la Côte d'Ivoire</i>	Ivory Coast
<i>danser</i>	to dance
<i>la détermination</i>	determination
<i>l'enfant (m./f.)</i>	child
<i>exprimer</i>	to express
<i>fier/fière</i>	proud
<i>l'humoriste (m./f.)</i>	humorist, comedian
<i>Idéal(e)</i>	ideal
<i>la médaille</i>	medal
<i>le/la musicien(ne)</i>	musician
<i>non seulement</i>	not only
<i>la politique</i>	politics
<i>le public</i>	audience
<i>raconter</i>	to tell
<i>le/la rappeur/rappeuse</i>	rapper
<i>rêver</i>	to dream
<i>le rôle</i>	role, part
<i>la Roumanie</i>	Romania
<i>savoir</i>	to know
<i>seulement</i>	only
<i>le/la sportif, sportive (n.)</i>	sportsman/sportswoman
<i>le symbole</i>	symbol
<i>travailleur/travailleuse</i>	hard-working

6.2F La vie de célébrité

<i>l'Amérique (f.)</i>	America
<i>l'avantage (m.)</i>	advantage
<i>complètement</i>	completely
<i>le couple</i>	couple
<i>devant</i>	in front of
<i>espagnol(e) (adj.)</i>	Spanish
<i>fantastique</i>	fantastic
<i>le hip-hop</i>	hip-hop
<i>l'influence (f.)</i>	influence
<i>malgré</i>	despite
<i>le mari</i>	husband

<i>la nuit</i>	night
<i>l'oncle (m.)</i>	uncle
<i>par</i>	by
<i> paresseux/paresseuse</i>	lazy
<i>personnel</i>	personal
<i>positif/positive</i>	positive
<i>prête(e)</i>	ready
<i>le problème</i>	problem
<i>propre</i>	clean, own
<i>protéger</i>	to protect
<i>quotidien(ne)</i>	daily
<i>répondre</i>	to answer
<i>riche</i>	rich
<i>le site web</i>	website

Culture

<i>l'athlétisme (m.)</i>	athletics
<i>avoir lieu</i>	to take place
<i>le but</i>	goal
<i>la compétition</i>	competition
<i>le continent</i>	continent
<i>la culture</i>	culture
<i>culturel(le)</i>	cultural
<i>le cyclisme</i>	cycling
<i>démocratique</i>	democratic
<i>la diversité</i>	diversity
<i>en plus</i>	in addition
<i>entre</i>	between
<i>excellent(e)</i>	excellent
<i>la langue</i>	language
<i>la lutte</i>	wrestling
<i>merci</i>	thank you
<i>le/la participant(e)</i>	participant
<i>présent(e)</i>	present
<i>promouvoir</i>	to promote
<i>la rencontre</i>	meeting
<i>République démocratique du Congo</i>	Democratic Republic of the Congo
<i>représenter</i>	to represent
<i>le tennis de table</i>	table tennis
<i>y compris</i>	including

Theme 3

Vocabulary

<i>communiquer</i>	to communicate
<i>connaître</i>	to know (person, place)
<i>le copain</i>	friend, boyfriend
<i>la copine</i>	friend, girlfriend
<i>de plus</i>	in addition
<i>de temps en temps</i>	from time to time
<i>l'e-mail (m.)</i>	e-mail
<i>en streaming</i>	streamed
<i>envoyer</i>	to send
<i>l'événement (m.)</i>	event
<i>facile</i>	easy
<i>le film d'action</i>	action film
<i>... fois par ...</i>	... time per ...
<i>l'influence (f.)</i>	influence
<i>informatif</i>	informative
<i>le magazine</i>	magazine
<i>le monde</i>	world
<i>l'opinion (f.)</i>	opinion
<i>l'outil (m.)</i>	tool
<i>par</i>	by
<i>toujours</i>	always
<i>vendre</i>	to sell
<i>le(s) vêtement(s) (m.) (pl.)</i>	clothes
<i>le vidéo</i>	video

8.1F Le monde avant et après Internet

<i>l'appli (f.)</i>	app
<i>content(e)</i>	happy, glad, pleased
<i>le danger</i>	danger
<i>devoir</i>	to have to, must
<i>la façon</i>	way, manner
<i>faire attention à</i>	to be careful of, to pay attention to
<i>faire des progrès</i>	to make progress
<i>le jeu vidéo</i>	video game
<i>leur(s)</i>	their
<i>maintenant</i>	now
<i>mais</i>	but
<i>mondial(e)</i>	global
<i>ne ... jamais</i>	never
<i>l'ordinateur portable (m.)</i>	laptop
<i>présent(e) (adj.)</i>	present
<i>seulement</i>	only
<i>le smartphone</i>	smartphone
<i>la société</i>	society
<i>la technologie</i>	technology

<i>le téléphone</i>	phone
<i>tout d'abord</i>	first of all
<i>travailler</i>	to work
<i>la vie quotidienne</i>	daily life

8.2G Ton portable, ta vie

<i>avant (de)</i>	before
<i>clair(e)</i>	clear
<i>complet/complète</i>	complete
<i>découvrir</i>	to discover
<i>disponible</i>	available
<i>l'école (f.)</i>	school
<i>elles</i>	they (female)
<i>en bonne santé</i>	in good health
<i>expliquer</i>	to explain
<i>faire la fête</i>	to party, celebrate
<i>faire mes devoirs</i>	to do my homework
<i>faire une promenade</i>	to go for a walk
<i>le festival</i>	festival
<i>gratuit(e)</i>	free
<i>ils</i>	they (male)
<i>la mode de vie</i>	way of life, lifestyle
<i>penser</i>	to think
<i>les recherches (f. pl.)</i>	research
<i>recycler</i>	to recycle
<i>la région</i>	region
<i>le sport</i>	sport
<i>la tablette</i>	tablet (computer)
<i>tchatter</i>	to chat
<i>tout(e)s</i>	all

8.2F J'utilise la technologie!

<i>à l'avenir</i>	in the future
<i>l'anniversaire (m.)</i>	birthday
<i>appeler</i>	to call
<i>cependant</i>	however
<i>changer</i>	to change
<i>la chanson</i>	song
<i>le contenu</i>	content
<i>cool</i>	cool
<i>la dépendance</i>	addiction
<i>en ce moment</i>	at the moment
<i>enregistrer</i>	to record
<i>impossible</i>	impossible
<i>inaccessible</i>	inaccessible

Grammaire



Demonstrative adjectives

French has one set of words for both 'this/these' and 'that/those':

Masculine	Feminine	Plural
<i>ce</i>	<i>cette</i>	<i>ces</i>
<i>cet (+ vowel)</i>		

Ce film est super.

Cet influenceur a beaucoup de succès.

Cette célébrité travaille en Belgique.

Ces photos sont extraordinaires.

Grammaire



Revising infinitive verbs

Infinitives end in *-er*, *-ir* or *-re* and are translated as 'to ...' or '...ing'.

utiliser (to use) *finir* (to finish) *vendre* (to sell)

We use an infinitive after *aimer*, *adorer* and *détester* to express likes and dislikes:

J'adore lire des magazines.

I love **to read / reading** magazines.

Je n'aime pas écouter la radio.

I do not like **to listen / listening** to the radio.

Theme 3 Foundation Vocabulary

Words that are highlighted in grey in this list are words that may be useful, but you won't need to know them for the exam.

7.1G ¿Cómo te gusta viajar?

el avión plane
el barco boat
la bicicleta bike, bicycle
el billete ticket
la carretera road
el coche car
coger to catch
de pie standing, on foot
el extranjero abroad
la estación station
ir de compras to go shopping
lento/a slow
llegar to arrive
el metro metro, tube, underground
el puerto port, harbour
relajante relaxing
salir to leave
el tren train
viajar to travel

7.1F ¿Qué haces durante las vacaciones?

al aire libre in the open air, outdoors
alojarse to stay
aprender to learn
el baloncesto basketball
el bosque wood, forest
buscar to look for
la carretera road
la ciudad town, city
cocinar to cook
conducir to drive
conocer to know (a person or place)
la costa coast
decidir to decide
descansar to rest
el edificio building
emocionante exciting
el/la empleado/a employee
el equipo equipment

la estrella star
excelente excellent
la excursión trip
la foto photo
fresco/a cool, fresh
el fuego fire
la habitación room
hacer camping to go camping
histórico/a historic
el hotel hotel
el interés interest
el invierno winter
ir de compras to go shopping
la isla island
el jardín garden
el lado side
lleno/a full
el lugar place
la maleta suitcase
el mercado market
mirar to look at
la mochila rucksack
montar to set up, to ride
la naturaleza nature
nuestro/a our
el país country
el paisaje country, countryside
pasado/a past
perderse to get lost
la piscina swimming pool
el plano map, street plan
la playa beach
principal main
probar to try, try out
la recepción reception
el recuerdo souvenir
el regalo present, gift
reservar to book
el restaurante restaurant
el sitio place
sobre on
tener calor to be hot
la tienda tent, shop
tomar el sol to sunbathe
el/la turista tourist
vender to sell
el verano summer

el viento wind
visitar to visit

7.2G Una visita a Andalucía

abril April
el acuario aquarium
además de as well as
andar to walk
el árbol tree
la arquitectura architecture
el arte art
el caballo horse
la cámara camera
el castillo castle
la catedral cathedral
celebrarse to be held
cerca (de) near (to)
la cultura culture
el desfile parade
entrar en to go into
el espectáculo show
la excursión trip, visit, excursion
la fiesta fiesta, festival
el flamenco flamenco (dance/music)
genial great
hay que you have to, one must
los hijos children, sons and daughters
la iglesia church
la isla island
el lado side
lejos far
la mezquita mosque
millón million
los niños children
el origen origin
el palacio palace
el parque acuático water park
el parque temático/de atracciones theme park
el plano street map
la plaza de toros bull ring
la plaza mayor main square
popular popular
el puente bridge, Bank Holiday
quedarse to stay
la razón reason

recomendar to recommend
el recuerdo souvenir
seguro/a safe, secure
el sur south
tan so
la tradición tradition
tradicional traditional
un poco a little, a bit
vale la pena it's worthwhile
el vestido dress
la vista view

7.2F ¿Qué tipo de vacaciones prefieres?

bajar de to get off (transport)
caer(se) to fall, to fall over / down
caliente warm, hot
la catedral cathedral
celebrar(se) to celebrate, to hold (event)
cenar to dine, have the evening meal
conducir to drive
la cosa thing
la costumbre custom
el edificio building
el extranjero abroad
las gafas de sol sunglasses
hermoso beautiful
ir al extranjero to go abroad
llover to rain
mandar to send
mejorar to improve
el mensaje message
mezquita mosque
montar a caballo to ride a horse, go horse riding
el mundo world
el museo museum
la nacionalidad nationality
los/as niños/as children
el noroeste north-west
el norte north
la oportunidad opportunity
el país country
la parte part
pasarla bien to have a good time
pintar to paint
pobre poor

practicar to practise
¿qué tal...? how is...?
quedar(se) to stay, remain
quemar, quemarse to burn, get sunburnt
el reloj watch, clock
la Semana Santa Easter Week, Holy Week
la sinagoga synagogue
los tíos uncle(s) and aunt(s)
la tradición tradition
valer la pena to be worth it
la zona area

Gramática



Revising comparatives

Remember these words and phrases from unit 3.1.

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

To say 'The ticket is cheaper' in Spanish, just say (literally) 'The ticket is more cheap':

El billete es más barato.

The adjective always agrees with the noun it describes.

Los verbos



Me gustaría, me encantaría, preferiría

These are important phrases to learn. They are in the conditional tense which you will see in more detail on the next page.

		with a verb	with a noun
I would like	<i>Me gustaría</i>	<i>Me gustaría viajar.</i>	<i>Me gustaría (tener) una bicicleta nueva.</i>
I would love	<i>Me encantaría</i>	<i>Me encantaría ir.</i>	<i>Me encantaría (hacer) una excursión en barco.</i>
I would prefer	<i>Preferiría</i>	<i>Preferiría ir a pie.</i>	<i>Preferiría (alojarme en) un hotel en la costa.</i>

Los verbos



The conditional tense

To form the conditional tense ('would' ...), follow these steps.

Take the infinitive (like *viajar*, *comer*, *ir*) and add the following endings:

Person	Ending	Examples	English
<i>yo</i>	<i>-ía</i>	<i>viajaría</i>	I would travel
<i>tú</i>	<i>-ías</i>	<i>pagarías</i>	you would pay
<i>él / ella / usted</i>	<i>-ía</i>	<i>vendería</i>	he / she would sell
<i>nosotros / as</i>	<i>-íamos</i>	<i>comeríamos</i>	we would eat
<i>vosotros / as</i>	<i>-íais</i>	<i>conduciríais</i>	you would drive
<i>ellos / ellas / ustedes</i>	<i>-ían</i>	<i>irían</i>	they would go

Note the irregular stem (instead of the infinitive) for these five verbs:

tener > *tendr-* (*tendría*, *tendrías*, etc.)

poder > *podr-* (*podría*, *podrías*, etc.)

hacer > *har-* (*haría*, *harías*, etc.)

poner > *pondr-* (*pondría*, *pondrías*, etc.)

haber > *habría* – there would be

8.1G Las redes sociales

<i>el acoso</i>	bullying
<i>adicto/a</i>	addict, addicted
<i>afortunadamente</i>	fortunately
<i>alguien</i>	someone
<i>alguno/a</i>	some
<i>la app</i>	app
<i>aproximadamente</i>	approximately
<i>cambiar</i>	to change
<i>el comentario</i>	comment
<i>cómo</i>	how
<i>compartir</i>	to share
<i>comunicar</i>	to communicate
<i>conectar</i>	to connect
<i>la confianza</i>	confidence
<i>cruel</i>	cruel
<i>destruir</i>	to destroy
<i>diario/a</i>	daily
<i>educativo/a</i>	educational
<i>la estrella</i>	star
<i>falso/a</i>	false
<i>gratis</i>	free (of charge)
<i>intercambiar</i>	to exchange
<i>el juego</i>	game
<i>la lista</i>	list
<i>lo bueno</i>	the good thing
<i>el mensaje</i>	message
<i>el número</i>	number
<i>olvidar</i>	to forget
<i>la página</i>	page
<i>los parientes</i>	relatives
<i>poco a poco</i>	bit by bit
<i>por ciento</i>	per cent
<i>propio/a</i>	own
<i>quince</i>	fifteen

<i>la red</i>	net, network
<i>la red social</i>	social network
<i>robar</i>	to steal
<i>el/la seguidor(a)</i>	follower
<i>segundo/a</i>	second
<i>similar</i>	similar
<i>tantos/as... como</i>	as/so many ... as
<i>la tarea</i>	task, piece of homework
<i>el uso</i>	use
<i>el/la usuario/a</i>	user
<i>útil</i>	useful
<i>varios/as</i>	several
<i>la ventaja</i>	advantage
<i>el vídeo</i>	video
<i>la videollamada</i>	video call

8.1F Los cambios en la tecnología

<i>avanzado/a</i>	advanced
<i>básico/a</i>	basic
<i>el/la compañero/a</i>	classmate, partner
<i>la conversación</i>	conversation
<i>digital</i>	digital
<i>discutir</i>	to discuss, argue
<i>diseñar</i>	to design
<i>enviar</i>	to send
<i>la información</i>	information
<i>el/la ingeniero/a</i>	engineer
<i>inteligente</i>	intelligent, smart
<i>inventar</i>	to invent
<i>el juego</i>	game
<i>el kilo</i>	kilo
<i>ligero/a</i>	light (in weight)
<i>la llamada</i>	call
<i>la llegada</i>	arrival
<i>el minuto</i>	minute
<i>el momento</i>	moment
<i>navegar</i>	to surf, navigate (i.e. the Internet)
<i>original</i>	original
<i>permitir</i>	to allow, permit
<i>pesado/a</i>	heavy
<i>pesar</i>	to weigh
<i>el portátil</i>	laptop
<i>público/a (adj.)</i>	public
<i>realista</i>	realistic
<i>recargar</i>	to charge, recharge
<i>responder</i>	to reply

<i>sencillo/a</i>	simple
<i>la serie</i>	series
<i>táctil</i>	touch (ie. touch screen)
<i>el teléfono</i>	telephone
<i>la televisión</i>	television
<i>el tenis</i>	tennis
<i>la transmisión</i>	broadcast
<i>treinta</i>	thirty
<i>último/a</i>	last, latest
<i>el videojuego</i>	video game

8.2G La tecnología en casa

<i>antes de</i>	before
<i>el aparato</i>	gadget
<i>arreglar</i>	to sort, arrange, fix
<i>la aspiradora</i>	vacuum cleaner
<i>automático/a</i>	automatic
<i>bajar</i>	to download
<i>ciento</i>	hundred
<i>conmigo</i>	with me
<i>el correo electrónico</i>	email
<i>demasiado</i>	too, too much
<i>el diseño</i>	design
<i>encender</i>	to light, turn on
<i>feo/a</i>	ugly
<i>funcionar</i>	to work, function
<i>hacer fotos</i>	to take photos
<i>horrible</i>	horrible
<i>instalar</i>	to install
<i>el libro electrónico</i>	e-book
<i>llevar</i>	to take, carry, wear
<i>la luz</i>	light
<i>mantenerse en contacto</i>	to keep in touch
<i>mayor</i>	older, bigger
<i>la pantalla</i>	screen
<i>pesar</i>	to weigh
<i>el portátil</i>	laptop
<i>que viene</i>	next
<i>romper</i>	to break
<i>roto/a</i>	broken
<i>la seguridad</i>	security, safety
<i>la tableta</i>	tablet

8.2F ¿Cómo usas tu móvil?

<i>alguno/a</i>	some
<i>la app</i>	app
<i>los auriculares</i>	headphones

<i>la calculadora</i>	calculator
<i>el/la cantante</i>	singer
<i>como</i>	as, like
<i>las compras</i>	shopping
<i>la cosa</i>	thing
<i>despertar</i>	to wake up
<i>el diccionario</i>	dictionary
<i>educativo/a</i>	educational
<i>el ejemplo</i>	example
<i>electrónico/a</i>	electronic
<i>el familiar</i>	family member
<i>la función</i>	function
<i>gratis</i>	free
<i>el lector electrónico</i>	e-book
<i>lejos</i>	far
<i>la lista</i>	list
<i>mantenerse</i>	to keep (oneself)
<i>medio/a</i>	average
<i>molestar</i>	to bother, annoy
<i>el nombre</i>	name
<i>el número</i>	number
<i>oír</i>	to hear
<i>profundamente</i>	deeply
<i>prohibido/a</i>	forbidden, banned
<i>quién</i>	who
<i>quitar</i>	to remove
<i>el ruido</i>	noise
<i>saber</i>	to know
<i>la tecnología</i>	technology
<i>todas partes</i>	everywhere
<i>el tráfico</i>	traffic

Gramática



Talking about good and bad points

When you talk about social media, it is useful to have several ways in which to describe what is good and bad about each one. Here are some useful phrases.

Positive points

<i>Me gusta...</i>	I like...
<i>Lo bueno de...</i>	The good thing about...
<i>La ventaja de...</i>	The advantage of...
<i>Se puede + infinitive...</i>	You can...
<i>Tiene...</i>	It has...

Negative points

<i>No me gusta...</i>	I don't like...
<i>Lo malo de...</i>	The bad thing about...
<i>La desventaja...</i>	The disadvantage...
<i>No se puede + infinitive...</i>	You cannot...
<i>No tiene...</i>	It does not have...

Los verbos



The perfect tense

This tense is the equivalent of the English 'has ____ -ed, have ____ -ed' (I have worked, it has changed). This is how to form it:

	the present tense of <i>haber</i>	+ past participle (___-ed)	Examples	
I have you (sing.) have he / she / it has	<i>he</i> <i>has</i> <i>ha</i>	 -ado -ido	<i>he viajado</i> <i>has encontrado</i> <i>ha recibido</i>	I have travelled you (sing.) have found he / she / it has received
we have you (pl.) have they have	<i>hemos</i> <i>habéis</i> <i>han</i>		<i>hemos seguido</i> <i>habéis respondido</i> <i>han aprendido</i>	we have followed you (pl.) have replied they have learned

There are lots of irregular past participles in English (like eaten, fallen, understood, flown, seen) but only a few in Spanish. One common one is **visto** (seen): I have seen – *he visto*.

<i>cantar</i>	to sing
<i>la canción</i>	song
<i>caro/a</i>	expensive
<i>el cine</i>	cinema
<i>el concierto</i>	concert
<i>la cultura</i>	culture
<i>emocionante</i>	exciting
<i>la energía</i>	energy
<i>la entrada</i>	ticket
<i>escuchar</i>	to listen
<i>el estilo</i>	style
<i>la estrella</i>	star
<i>Estados Unidos</i>	United States
<i>la fama</i>	fame
<i>la forma</i>	way
<i>hacer</i>	to make, do
<i>el ícono</i>	icon
<i>llevar</i>	to wear
<i>mejor</i>	better, best
<i>morir</i>	to die
<i>nacer</i>	to be born
<i>nuestro/a</i>	our
<i>opinar</i>	to believe, think
<i>otro/a</i>	other
<i>pasar de moda</i>	to be out of fashion
<i>la pasión</i>	passion
<i>la película</i>	film
<i>pensar</i>	to think
<i>personal</i>	personal
<i>presentarse</i>	to introduce oneself
<i>seguir</i>	to continue, follow
<i>tanto/a</i>	so many, so much
<i>el tiempo</i>	time
<i>todavía</i>	still
<i>único/a</i>	only, unique
<i>urbano/a</i>	urban
<i>la vez</i>	time

6.2G Una TikToker sin descanso

<i>aburrido/a</i>	boring
<i>antes</i>	before
<i>el baile</i>	dance
<i> cambiarse (de ropa)</i>	to get changed
<i>cenar</i>	to have dinner
<i>desayunar</i>	to have breakfast
<i>el descanso</i>	rest
<i>despertar(se)</i>	to wake up
<i>dormirse</i>	to fall asleep

<i>en estos momentos</i>	at the moment
<i>estupendo/a</i>	wonderful
<i>el evento</i>	event
<i>famoso/a</i>	famous
<i>finalmente</i>	finally
<i>la foto</i>	photo
<i>grabar</i>	to record
<i>la habitación</i>	room, bedroom
<i>jugar videojuegos</i>	to play videogames
<i>lavarse los dientes</i>	to brush one's teeth
<i>lentamente</i>	slowly
<i>luego</i>	then
<i>la moda</i>	fashion
<i>normalmente</i>	normally
<i>nunca</i>	never
<i>pensar</i>	to think
<i>el pijama</i>	pyjamas
<i>por la mañana</i>	in the morning
<i>primero (adv.)</i>	firstly
<i>quitarse</i>	to take off
<i>sacar fotos</i>	to take photos
<i>si</i>	if
<i>siempre</i>	always
<i>sin</i>	without
<i>tener tiempo</i>	to have time
<i>el uniforme</i>	uniform
<i>usar</i>	to use
<i>vestirse</i>	to get dressed
<i>el video</i>	video
<i>el videojuego</i>	videogame

6.2F Famosos que valen la pena

<i>a mi modo de ver</i>	as I see it
<i>agresivo/a</i>	aggressive
<i>antipático/a</i>	unpleasant
<i>la ascendencia</i>	heritage
<i>aunque</i>	although
<i>el cine</i>	cinema
<i>la ciudad</i>	city
<i>como</i>	as
<i>comprensivo/a</i>	understanding
<i>la comunidad</i>	community
<i>de niño/a</i>	as a child
<i>deshonesto</i>	dishonest
<i>donar</i>	to donate
<i>educado/a</i>	polite
<i>egoísta</i>	selfish

<i>emocionante</i>	exciting
<i>enfermo/a</i>	ill
<i>la escuela</i>	(primary) school
<i>Estados Unidos</i>	United States
<i>estar seguro/a</i>	to be sure
<i>la fama</i>	fame
<i>hablar</i>	to speak
<i>humilde</i>	humble
<i>el idioma</i>	language
<i>importante</i>	important
<i>indígena</i>	native, indigenous
<i>inspirar</i>	to inspire
<i>el/la joven</i>	young person
<i>latinoamericano/a</i>	Latin American
<i>maleducado/a</i>	impolite
<i>mexicano/a</i>	Mexican
<i>el/la modelo a seguir</i>	role model
<i>el norte</i>	north
<i>la nominación</i>	nomination
<i>Nueva York</i>	New York
<i>opinar</i>	to think
<i>optimista</i>	optimistic
<i>el país</i>	country
<i>el papel</i>	role
<i>parecer</i>	to seem
<i>la participación</i>	participation
<i>participar</i>	to participate
<i>perezoso/a</i>	lazy
<i>pesimista</i>	pessimistic
<i>el premio</i>	award, prize
<i>el proyecto</i>	project
<i>puertorriqueño/a</i>	Puerto Rican
<i>que yo sepa</i>	as far as I know
<i>recibir</i>	to receive
<i>reducir</i>	to reduce
<i>sincero/a</i>	honest
<i>el sur</i>	south
<i>la televisión</i>	TV
<i>trabajador(a)</i>	hard-working
<i>único/a</i>	unique
<i>valer la pena</i>	to be worth it
<i>la verdad</i>	truth
<i>la vida social</i>	social life
<i>la visibilidad</i>	visibility, awareness
<i>votar</i>	to vote
<i>la voz</i>	voice

Los verbos



Reflexive verbs

They are used when someone does an action for themselves. The *se* at the end of the infinitive form of the verb indicates that the verb is reflexive and must be conjugated with an appropriate reflexive pronoun.

<i>levantarse</i>	to get up
<i>me levanto</i>	I get up
<i>te levantas</i>	you (sing.) get up
<i>se levanta</i>	he / she gets up
<i>nos levantamos*</i>	we get up
<i>os levantáis*</i>	you (pl.) get up
<i>se levantan*</i>	they get up

* Higher tier only