



THE KINGSWAY SCHOOL

Year 9 Exam Preparation Booklet

ENGLISH

What is your exam on?

- 50 minute essay on a key theme in 'Hamlet'
- 50 minute non-fiction writing article on a question on representation

Essential Knowledge for 'Hamlet'

- Plot of the play
- Key characters: Hamlet, Claudius, Hamlet's ghost
- Key themes: power; revenge; justice
- Key Quotes
- Context of Elizabethan/Shakespearean England
- 5 paragraph essay plan: introduction; 3 analysis paragraphs and conclusion
- Language devices: similes, metaphors, noun, verb, adjective, adverb
- Play devices: tragic hero, soliloquy, structure

Essential Knowledge for Non-fiction Writing

- Representation of different groups in society across various forms of media
- Language devices: anaphora; connectives; opinion as fact; hyperbole; emotive language; simile; imperatives; vague language; extended metaphor
- Aristotelian triad: pathos; ethos; logos
- 5 paragraph writing plan: introduction; 3 hamburger paragraphs and a conclusion
- Higher level punctuation use
- Sophisticated and sensationalist vocabulary for effect

ENGLISH HAMLET REVISION

Plot

Complete the following plot quiz to assess your understanding:

1. Who has died in the exposition of the play?
2. Who has Gertrude married?
3. What appears to Hamlet?

4. What is revealed about his father's death?
5. What does Hamlet seek to do?
6. Which characters are asked to find out why Hamlet is acting strangely around Claudius?
7. What does Hamlet ask the group of travelling actors to do? Why?
8. Who is Ophelia to Hamlet?
9. How does Claudius react to the travelling actors?
10. Who does Hamlet accidentally kill?
11. How does Ophelia react?
12. Who plots to murder Hamlet?
13. Who dies at the end of the play?

Watch the following video and use your resource booklet to check your answers.

<https://www.youtube.com/watch?v=t0CqUTmwKiM>

Key Quotes

Fill in the missing words of the key quotes to check your recall. Take It Further: Identify who says the quote and where in the play it appears.

1. Our whole ____ to be contracted in one brow of ____
2. Tis an unweeded ____ garden that grows to ____
3. That ____, that adulterate ____
4. Tis ____ grief
5. But I am pigeon-livered and lack ____ to make oppression bitter
6. For in that sleep of death what ____ may come
7. Thus ____ does make cowards of us all
8. Pray can I not, though inclination be as sharp as ____
9. Is there not ____ enough in the sweet heavens to ____ it as white as snow?
10. My ____, mine own ____, and my ____
11. And am I then ____ to take him in the ____ of his soul
12. For like the hectic in my blood he rages, and thou must ____ me
13. He has my ____ voice

Use your Essential Knowledge Cover Sheet to check your answers and fill in any incorrect/missing words.

Context

Watch the following video to recall the context of the play:

<https://www.youtube.com/watch?v=zHvQf2qHjbk>

Themes

Create revision pages for how we see the following themes develop over the play. You could do this in a mind-map, freytag's pyramid or in poster form.

Power, considering different types of power e.g. political power, family power or the powerlessness of the female character.

Revenge and how this drives Hamlet's actions. Consider justice and whether seeking revenge in the way that Hamlet does, is justice.

Characters

Using the following image as a template, create character profiles.

Hamlet	Gertrude	Claudius
		
Plot Details: <ul style="list-style-type: none">• Seeking revenge for his father's death	Plot Details:	Plot Details:
Characterization: <ul style="list-style-type: none">• Indecisive, morbid, moody.	Characterization:	Characterization:
Motives: <ul style="list-style-type: none">• Can't stand Claudius	Motives:	Motives:
Friend(s): <ul style="list-style-type: none">• Horatio	Friend(s):	Friend(s):
Enemy(s): <ul style="list-style-type: none">• Claudius, Laertes, Rosencrantz and Guildenstern	Enemy(s):	Enemy(s):

Horatio	King Hamlet - Ghost	Rosencrantz and Guildenstern
		
Plot Details:	Plot Details:	Plot Details:
Characterization:	Characterization:	Characterization:
Motives:	Motives:	Motives:
Friend(s):	Friend(s):	Friend(s):
Enemy(s):	Enemy(s):	Enemy(s):

Laertes	Ophelia	Polonius
		
Plot Details:	Plot Details:	Plot Details:
Characterization:	Characterization:	Characterization:
Motives:	Motives:	Motives:
Friend(s):	Friend(s):	Friend(s):
Enemy(s):	Enemy(s):	Enemy(s):

ENGLISH NON-FICTION WRITING REVISION

Aristotelian Triad

Watch the video to revise ethos, pathos and logos in persuasive writing.

https://www.youtube.com/watch?v=aUpiy67_nt4&t=114s

Read through the WAGOLL Disney hamburger paragraph and identify where it uses: vocabulary for effect; different ACOHESIVE devices; sentence structure and punctuation for effect

Firstly, let's start with the undeniable – and not even subtle – sexism in these 'Disney classics'. Whilst there are a number of films centred around female characters, we can't exactly jump for joy and celebrate these as examples of positive female representation. The archaic gender roles are as rigid as wood and only serve to either perpetuate the damaging, dangerous and detrimental expectations of a 'woman's role' in society, or prove that women with power are evil, sinister and threatening. Consider 'Snow White' – Disney's first full length feature film – and on the surface you could be mistaken into thinking it's almost progressive that a female character is given the focus of the feature. However, all Snow White appears to do is cook, clean, serve and wait on a bunch of different male characters. What's the lesson from this? That a woman's place is in the kitchen and her worth is weighted on how well she serves men. In addition, the only woman with true power and independence in the film is categorized as an evil, wicked, ugly step-mother who sets out to destroy the lives of others. What's the lesson from this? That a woman with power is a menace to society. Take 'The Little Mermaid' where Ariel literally gives up her entire voice to become desirable and attractive to Prince Eric. What's the lesson from this? That in order to 'get your man' you need to practically change your entire identity. And don't get me started on 'Beauty and the Beast', where the intelligent, widely read and independent Belle is outcast from society and labelled as 'strange' merely because she has her own voice and opinions. This outrageous can only have two outcomes: make young girls feel they have to meet these criteria or teach young boys that this is what they should expect from women. Either way, it's harmful and I will not be subjecting my child to the older Disney films for this reason!

Word Bank

Create a word bank for versatile vocabulary you could include in your non-fiction writing. Make a list of words with positive and negative connotations for example: vitriolic; outrageous; beneficial.

MATHS

Exams

- 1 x 50 minute exam paper testing application of skills in HT1-5.

Equipment Needed

- Calculator (preferably a scientific calculator)
- Compass and protractor
- Pencil and ruler

Essential Knowledge

Knowledge bases for each of these areas have been posted in google classrooms:

- Straight Line Graphs
- Forming and solving equations and inequalities
- Numerical and algebraic conjectures
- Three-dimensional shapes
- Constructions and congruency
- Using different types of number
- Percentages
- Problems using money
- Angle rules and deduction
- Rotation and translation
- Pythagoras' Theorem

Maths Revision

Sparx Maths - You can search the independent learning area on Sparx for all of the essential knowledge topic areas for explanation videos and revision questions. Ask your maths teacher if you are not sure.

SCIENCE

What is the exam on?

2 x 45 mins papers

PAPER 1

- 25 mins: 30 multiple-choice assessment of acquired knowledge across biology, chemistry & physics.
- 20 mins: Written exam of mixed ability application questions across biology & chemistry.

PAPER 2

- 45 mins: Written exam of **EITHER** foundation tier **OR** higher tier application questions across biology, chemistry & physics.

Topics

Biology: Cells

Chemistry: Atomic Structure and the Periodic Table

Physics: Energy

Sparx Science

You can search the independent learning area on Sparx for all of the essential knowledge topic areas for explanation videos and revision questions. Ask your Science teacher if you are not sure.

Essential Knowledge

Biology

- Using a microscope and calculating magnification.
- Describe the functions of the main parts of prokaryotic and eukaryotic cells and describe differences between specialised cells.
- Diffusion, osmosis and active transport, name factors that affect the rate of cell transport.
- Describe differences between embryonic and adult stem cells.
- Describe the process of mitosis and describe what happens at each stage of the cell cycle.

Chemistry

- Describe the structure of an atom using information from the periodic table.
- Changes in the model of the atom.
- Development of the Periodic Table
- Describe patterns and trends in the periodic table.
- Describe several different separating techniques.

Physics

- Understand the different forms of energy and how energy can be transferred between them.
- Give examples of energy transfers.
- Knowledge of both renewable and non-renewable energy resources and understand their advantages and disadvantages.
- Evaluate the use of different energy resources and understand the trends in usage of various energy resources.
- Knowledge of the concept of efficiency.
- Describe the methods of heat transfer and explain how energy losses can be reduced in buildings.
- Calculate changes in multiple energy stores.

Helpful video links:

Biology:

[Animal cells](#) [Eukaryotes](#) [Microscopy](#) [Mitosis](#)

Chemistry:

[Atomic Structure and the PT](#)

Physics:

[Conservation & Dissipation of Energy](#) [Energy transfer by heating](#)

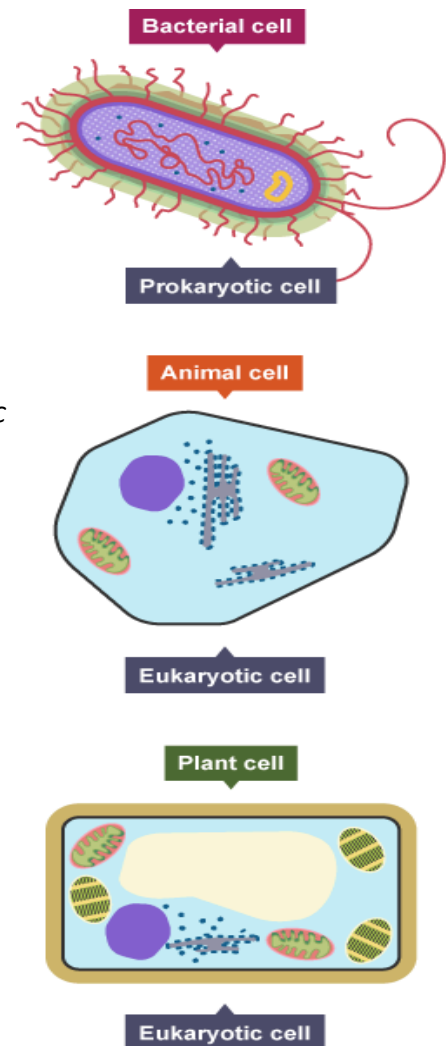
[Energy Resources](#) [Specific Heat Capacity](#)

Something to get you started...

Eukaryotes and prokaryotes

Bacteria are amongst the simplest of organisms – they are made of single cells. Their cell structure is simpler than the cells of animals, plants and fungi.

- Cells of bacteria are called *prokaryotic cells*.
- Cells of animals, plants and fungi are called *eukaryotic cells*.



Comparing cell types

	Eukaryotic cell	Prokaryotic cell
Size	Most are 5 μm – 100 μm	Most are 0.2 μm – 2.0 μm
Outer layers of cell	Cell membrane - surrounded by cell wall in plants and fungi	Cell membrane - surrounded by cell wall
Cell contents	Cytoplasm, cell organelles include mitochondria, chloroplasts in plants and ribosomes	Cytoplasm, ribosomes, no mitochondria or chloroplasts
Genetic material	DNA in a nucleus - plasmids are found in a few simple eukaryotic organisms	DNA is a single molecule, found free in the cytoplasm - additional DNA is found on one or more rings called plasmids
Type of cell division	Mitosis	Binary fission

A group of organisms called *Archaea* are also prokaryotic.

Early ideas about atoms

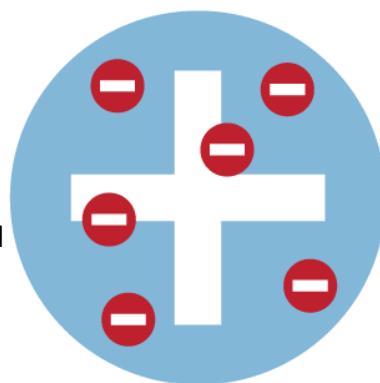
Ideas about atoms have changed over time. Scientists developed new atomic *models* as they gathered new experimental evidence.

John Dalton published his ideas about atoms in 1803. He thought that all matter was made of tiny particles called *atoms*, which he imagined as tiny spheres that could not be divided.

Nearly 100 years later, J J Thomson carried out experiments and discovered the *electron*. This led him to suggest the *plum pudding model* of the atom. In this model, the atom is a ball of positive charge with negative electrons embedded in it - like currants in a Christmas pudding.

The plum pudding model

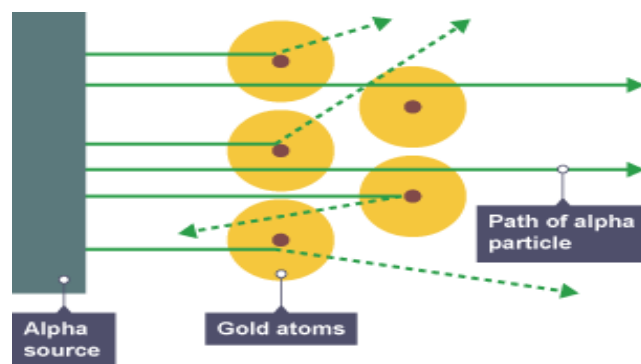
In 1909 Ernest Rutherford designed an experiment to test the plum pudding model. In the experiment, positively charged *alpha particles* were fired at thin gold foil. Most alpha particles went straight through the foil. But a few were scattered in different directions.



The alpha particle scattering experiment

This evidence led Rutherford to suggest a new model for the atom, called the *nuclear model*. In the nuclear model:

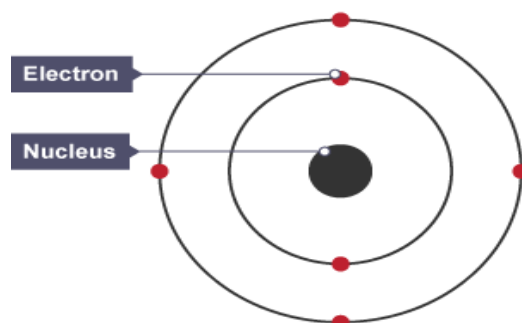
- the mass of an atom is concentrated at its centre, the *nucleus*
- the nucleus is positively charged



Niels Bohr adapted Ernest Rutherford's nuclear model. Bohr did calculations that led him to suggest that electrons orbit the nucleus in shells. The shells are at certain distances from the nucleus. The calculations agreed with observations from experiments.

The nuclear model of the atom, showing electrons in shells

Further experiments led to the idea that the nucleus contained small particles, called *protons*. In 1932 James Chadwick found evidence for the existence of particles in the nucleus with mass but no charge. These particles are called *neutrons*. This led to another development of the atomic model, which is still used today.



Energy

Energy is never used up. Instead it's just transferred between different energy stores and different objects...

Energy is Transferred Between Stores

When energy is transferred to an object, the energy is stored in one of the object's energy stores.

The energy stores you need to know are:

- 1) Thermal energy stores
- 2) Kinetic energy stores
- 3) Gravitational potential energy stores
- 4) Elastic potential energy stores
- 5) Chemical energy stores

Energy is transferred mechanically (by a force doing work), electrically (work done by moving charges), by heating or by radiation (e.g. light, p.220, or sound).

Specific heat capacity is really just a sciencey way of saying how hard it is to heat something up...

Different Materials Have Different Specific Heat Capacities

- 1) More energy needs to be transferred to the thermal energy store of some materials to increase their temperature than others. E.g. you need 4200 J to warm 1 kg of water by 1 °C, but only 139 J to warm 1 kg of mercury by 1 °C.
- 2) Materials that need to gain lots of energy in their thermal energy stores to warm up also transfer loads of energy when they cool down again. They can 'store' a lot of energy.
- 3) Specific heat capacity is the amount of energy needed to raise the temperature of 1 kg of a substance by 1 °C.
- 4) Here's the equation that links energy transferred to specific heat capacity: (the Δ 's just mean "change in").

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

Change in thermal energy (J) Mass (kg) Specific heat capacity (J/kg°C) Temperature change (°C)

Most Energy Transfers Involve Some Waste Energy

- 1) Useful devices are only useful because they can transfer energy from one store to another.
- 2) As you'll probably have gathered by now, some of the input energy is usually wasted by being transferred to a useless energy store — usually a thermal energy store.
- 3) The less energy that is 'wasted' in this energy store, the more efficient the device is said to be.
- 4) You can improve the efficiency of energy transfers by insulating objects, lubricating them or making them more streamlined (see pages 171 and 210).
- 5) The efficiency for any energy transfer can be worked out using this equation:

$$\text{Efficiency} = \frac{\text{Useful output energy transfer}}{\text{Total input energy transfer}}$$

- 6) You might not know the energy inputs and outputs of a device, but you can still calculate its efficiency as long as you know the power input and output:

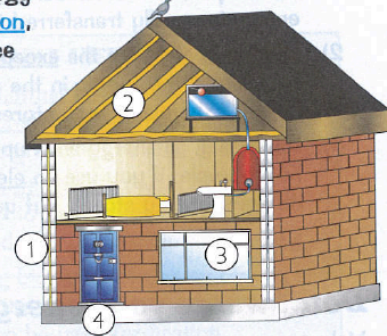
$$\text{Efficiency} = \frac{\text{Useful power output}}{\text{Total power input}}$$

Insulation Reduces the Rate of Energy Transfer by Heating

The last thing you want when you've made your house nice and toasty is for that energy to escape outside. There are a few things you can do to prevent energy losses through heating:

- Have thick walls that are made from a material with a low thermal conductivity. The thicker the walls and the lower their thermal conductivity, the slower the rate of energy transfer will be (so the building will cool more slowly).
- Use thermal insulation. Here are some examples:

- 1) Some houses have cavity walls, made up of an inner and an outer wall with an air gap in the middle. The air gap reduces the amount of energy transferred by conduction through the walls. Cavity wall insulation, where the cavity wall air gap is filled with a foam, can also reduce energy transfer by convection in the wall cavity.
- 2) Loft insulation can reduce convection currents (a cycle where air particles are constantly being heated, rising, cooling and then sinking) being created in lofts.
- 3) Double-glazed windows work in the same way as cavity walls — they have an air gap between two sheets of glass to prevent energy transfer by conduction through the windows.
- 4) Draught excluders around doors and windows reduce energy transfers by convection.



Reducing the difference between the temperature inside and outside the house will also reduce the rate of energy transfer.

Non-Renewable Energy Resources Will Run Out One Day

Non-renewable energy resources are fossil fuels and nuclear fuel (uranium and plutonium). Fossil fuels are natural resources that form underground over millions of years. They are typically burnt to provide energy. The three main fossil fuels are:

- 1) Coal
- 2) Oil
- 3) (Natural) Gas

- These will all 'run out' one day.
- They all do damage to the environment.
- But they provide most of our energy.

Renewable Energy Resources Will Never Run Out

Renewable energy resources are:

- | | |
|----------------------|---------------|
| 1) The Sun (Solar) | |
| 2) Wind | 5) Bio-fuel |
| 3) Water waves | 6) Tides |
| 4) Hydro-electricity | 7) Geothermal |

- These will never run out — the energy can be 'renewed' as it is used.
- Most of them do damage the environment, but in less nasty ways than non-renewables.
- The trouble is they don't provide much energy and some of them are unreliable because they depend on the weather.

French

You will sit a 45 minute paper in the hall. It will assess your reading and translation skills.

The below vocabulary lists cover everything that will come up in the paper.

Point de départ (pages 30–31)

le premier avril	<i>the first of April</i>	la Chandeleur.	<i>Pancake Day.</i>
le deux / trois / dix avril	<i>the second / third / tenth of April</i>	la Saint-Valentin.	<i>Valentine's Day.</i>
Quelle est ta fête préférée?	<i>What's your favourite festival?</i>	l'Aïd.	<i>Eid.</i>
J'adore ...	<i>I love ...</i>	mon anniversaire.	<i>my birthday.</i>
J'aime ...	<i>I like ...</i>	manger du chocolat.	<i>to eat/eating chocolate.</i>
Je préfère ...	<i>I prefer ...</i>	acheter des cadeaux.	<i>to buy/buying presents.</i>
Je n'aime pas ...	<i>I don't like ...</i>	danser.	<i>to dance/dancing.</i>
Je déteste ...	<i>I hate ...</i>	faire une soirée pyjama.	<i>to have/having a sleepover.</i>
Noël.	<i>Christmas.</i>	aller chez mes cousins.	<i>to go/going to my cousins' house.</i>
Pâques.	<i>Easter.</i>	C'est amusant.	<i>It is fun.</i>
le 14 juillet.	<i>Bastille Day.</i>	C'est commercial.	<i>It is commercialised.</i>
le Nouvel An.	<i>New Year.</i>	C'est nul.	<i>It is rubbish.</i>
		C'est sympa.	<i>It is nice.</i>

Unité 1 (pages 32–33) C'est carnaval!

Ma fête préférée, c'est le carnaval.	<i>My favourite festival is carnival.</i>	Il/Elle est dans un parc.	<i>He/She is in a park.</i>
Je retrouve mes copains.	<i>I meet my friends.</i>	Il/Elle danse.	<i>He/She is dancing.</i>
Je porte un masque et un déguisement.	<i>I wear a mask and a costume.</i>	Il/Elle regarde la parade.	<i>He/She is watching the parade.</i>
Je regarde la parade.	<i>I watch the parade.</i>	Il/Elle mange une glace.	<i>He/She is eating an ice cream.</i>
J'écoute la musique.	<i>I listen to the music.</i>	Il/Elle chante.	<i>He/She is singing.</i>
Je mange une crêpe.	<i>I eat a pancake.</i>	Il/Elle porte un déguisement.	<i>He/She is wearing a costume.</i>
Je partage des photos.	<i>I share photos.</i>	Il/Elle porte un masque.	<i>He/She is wearing a mask.</i>
Sur la photo, il y a un homme.	<i>In the photo there is a man.</i>	Je pense qu' ...	<i>I think that ...</i>
Sur la photo, il y a un garçon.	<i>In the photo there is a boy.</i>	il fait beau.	<i>the weather is fine.</i>
Sur la photo, il y a une femme.	<i>In the photo there is a woman.</i>	il fait mauvais.	<i>the weather is bad.</i>
Sur la photo, il y a une fille.	<i>In the photo there is a girl.</i>	il fait chaud.	<i>it is hot.</i>
Il/Elle est dans une parade.	<i>He/She is in a parade.</i>	il fait froid.	<i>it is cold.</i>

Unité 2 (pages 34–35) La fête de la musique

J'attends la fête avec impatience.	<i>I am looking forward to the festival.</i>	Je préfère la fanfare.	<i>I prefer the brass band.</i>
Je vends des disques vinyles.	<i>I sell records.</i>	Ma mère chante dans la chorale.	<i>My mother sings in the choir.</i>
Je finis à midi.	<i>I finish at lunchtime.</i>	Mon frère choisit un groupe folk.	<i>My brother chooses a folk group.</i>
Je choisis un groupe de rock.	<i>I choose a rock group.</i>	le matin	<i>(in) the morning</i>
J'écoute un rappeur.	<i>I listen to a rapper.</i>	l'après-midi	<i>(in) the afternoon</i>
		le soir	<i>(in) the evening</i>

Unité 3 (pages 36–37) Et avec ça?

le fromage	<i>cheese</i>	un demi-kilo de ...	<i>half a kilo of ...</i>
le jambon	<i>ham</i>	une tranche de ...	<i>a slice of ...</i>
un chou-fleur	<i>a cauliflower</i>	Vous désirez?	<i>What would you like?</i>
un haricot vert	<i>a green bean</i>	Je voudrais des tomates,	<i>I'd like some tomatoes, please.</i>
un melon	<i>a melon</i>	s'il vous plaît.	
un œuf	<i>an egg</i>	Et avec ça?	<i>Anything else?</i>
un oignon	<i>an onion</i>	C'est tout?	<i>Is that all?</i>
une banane	<i>a banana</i>	Ça fait combien?	<i>How much is it?</i>
une pomme	<i>an apple</i>	Ça fait 3€50.	<i>That's 3 euros fifty.</i>
une pomme de terre	<i>a potato</i>	Voilà.	<i>Here you are.</i>
une tomate	<i>a tomato</i>	Merci, bonne journée!	<i>Thanks, have a nice day!</i>
un kilo de ...	<i>a kilo of ...</i>		

Unité 4 (pages 38–39) Qu'est-ce que tu vas manger?

Qu'est-ce que tu vas manger pour la fête?	<i>What are you going to eat for the festival?</i>	des pois chiches	<i>chickpeas</i>
Je vais manger ...	<i>I am going to eat ...</i>	des carottes	<i>carrots</i>
une salade niçoise.	<i>a tuna and olive salad.</i>	C'est comment?	<i>What is it like?</i>
une tarte flambée.	<i>a pizza-like tart.</i>	C'est très bon.	<i>It is very good.</i>
un couscous aux légumes.	<i>a vegetable couscous.</i>	C'est délicieux.	<i>It is delicious.</i>
une crêpe	<i>a pancake</i>	C'est savoureux.	<i>It is tasty.</i>
des moules-frites	<i>mussels and chips</i>	C'est un plat typique ...	<i>It's a typical dish ...</i>
une quiche lorraine	<i>a bacon quiche</i>	C'est une spécialité ...	<i>It's a speciality ...</i>
du thon	<i>tuna</i>	du nord de la France.	<i>of the north of France.</i>
du fromage blanc	<i>soft white cheese</i>	du sud de la France.	<i>of the south of France.</i>
de la pâte	<i>pastry</i>	de l'est de la France.	<i>of the east of France.</i>
des olives	<i>olives</i>	de l'ouest de la France.	<i>of the west of France.</i>

Unité 5 (pages 40–41) Le marché de Noël

Qu'est-ce que tu vas faire?	<i>What are you going to do?</i>	écouter des chorales.	<i>to listen to some choirs.</i>
Je vais ...	<i>I am going ...</i>	manger une tarte flambée.	<i>to eat a pizza-like tart.</i>
visiter le marché de Noël.	<i>to visit the Christmas market.</i>	boire un jus de pomme chaud.	<i>to drink a hot apple juice.</i>
acheter un cadeau.	<i>to buy a present.</i>		
admirer les maisons illuminées.	<i>to admire the illuminated houses.</i>		

Les mots essentiels High-frequency words

le matin	<i>in the morning</i>
l'après-midi	<i>in the afternoon</i>
le soir	<i>in the evening</i>
samedi prochain	<i>next Saturday</i>
le weekend prochain	<i>next weekend</i>
la semaine prochaine	<i>next week</i>
demain	<i>tomorrow</i>

À Loisirs

Point de départ (pages 54–55)

Qu'est-ce que tu aimes à la télé?	<i>What do you like on TV?</i>	Qui est ton acteur préféré?	<i>Who is your favourite actor?</i>
J'adore ...	<i>I love ...</i>	Qui est ton actrice préférée?	<i>Who is your favourite actress?</i>
J'aime ...	<i>I like ...</i>	J'aime (Emma Stone)	<i>I like (Emma Stone)</i>
Je n'aime pas ...	<i>I don't like ...</i>	Je n'aime pas (Idris Elba)	<i>I don't like (Idris Elba)</i>
Je déteste ...	<i>I hate ...</i>	parce qu'il est ...	<i>because he is ...</i>
les comédies.	<i>comedies.</i>	parce qu'elle est ...	<i>because she is ...</i>
les dessins animés.	<i>cartoons.</i>	parce qu'il n'est pas ...	<i>because he isn't ...</i>
les feuilletons.	<i>soaps.</i>	parce qu'elle n'est pas ...	<i>because she isn't ...</i>
les infos.	<i>the news.</i>	intelligent(e)	<i>intelligent</i>
		drôle	<i>funny</i>
les jeux (télévisés).	<i>gameshows.</i>	modeste	<i>modest</i>
les émissions de cuisine.	<i>cooking programmes.</i>	généreux/généreuse	<i>generous</i>
les émissions de musique.	<i>music programmes.</i>	beau/belle	<i>good-looking</i>
les émissions de sport.	<i>sports programmes.</i>	arrogant(e)	<i>arrogant</i>
les émissions de science-fiction.	<i>science fiction programmes.</i>	sérieux/sérieuse	<i>serious</i>
les émissions de télé-réalité.	<i>reality programmes.</i>	un peu	<i>a bit</i>
Mon émission préférée, c'est ...	<i>My favourite programme is ...</i>	assez	<i>quite</i>
		très	<i>very</i>
		trop	<i>too</i>

Unité 1 (pages 56–57) Ma vie numérique

Quand est-ce que tu regardes la télé?	<i>When do you watch TV?</i>	Qu'est-ce que tu regardes à la télé?	<i>What do you watch on TV?</i>
le matin	<i>in the morning</i>	Je regarde (les feuilletons).	<i>I watch (soaps).</i>
le soir	<i>in the evening</i>	Comment est-ce que tu regardes la télé?	<i>How do you watch TV?</i>
le weekend	<i>at the weekend</i>	sur ma tablette	<i>on my tablet</i>
Où est-ce que tu regardes la télé?	<i>Where do you watch TV?</i>	à la demande, sur Netflix	<i>on demand, on Netflix</i>
à la maison	<i>at home</i>	J'écoute de la musique en streaming.	<i>I stream music.</i>
dans le bus	<i>on the bus</i>	Je télécharge des chansons.	<i>I download songs.</i>
chez mes amis	<i>at my friends' house</i>	Je crée des playlists.	<i>I create playlists.</i>
Avec qui est-ce que tu regardes la télé?	<i>Who do you watch TV with?</i>	J'écoute la musique de ...	<i>I listen to the music of ...</i>
seul(e)	<i>alone</i>	Je joue sur ma Xbox.	<i>I play on my Xbox.</i>
avec ma famille	<i>my family</i>	Je joue contre mon frère.	<i>I play against my brother.</i>
avec mes copains	<i>with my friends</i>	Mon jeu préféré, c'est ...	<i>My favourite game is ...</i>

Unité 2 (pages 58–59) On va au ciné?

Je vais aller au cinéma ce soir.	<i>I'm going to go to the cinema this evening.</i>	un film de super-héros.	<i>a superhero film.</i>
Je vais voir ...	<i>I'm going to see ...</i>	Tu viens?	<i>Are you coming?</i>
une comédie.	<i>a comedy.</i>	Oui, je veux bien, merci.	<i>Yes, I'd like to, thanks.</i>
un film d'animation.	<i>an animated film.</i>	Désolé(e). Je ne peux pas ce soir.	<i>Sorry. I can't this evening.</i>
un film d'action.	<i>an action film.</i>	Rendez-vous à quelle heure?	<i>When shall we meet?</i>
un film d'horreur.	<i>a horror film.</i>	Rendez-vous (chez moi) à (19h00).	<i>Let's meet at (my house) at (7 pm).</i>
un film de science-fiction.	<i>a sci-fi film.</i>		

Unité 3 (pages 60–61) Quels sont tes loisirs?

J'ai un smartphone.	<i>I have a smartphone.</i>	Je ne joue jamais à des jeux vidéo.	<i>I never play video games.</i>
Je surfe.	<i>I surf.</i>	Je ne lis rien.	<i>I don't read anything.</i>
Je blogue.	<i>I blog.</i>	Je ne fais rien en ligne.	<i>I don't do anything online.</i>
Je tchatte.	<i>I chat.</i>	Sur la photo, il y a 2 filles et 2 garçons.	<i>In the photo, there are 2 girls and 2 boys.</i>
Je fais des achats en ligne.	<i>I do online shopping.</i>	À droite ... / À gauche ...	<i>On the right ... / On the left ...</i>
Je joue au foot.	<i>I play football.</i>	Il regarde son portable.	<i>He is looking at his phone.</i>
Je fais du vélo.	<i>I go cycling.</i>	Elle joue à des jeux vidéo.	<i>She is playing video games.</i>
Je lis des BD.	<i>I read comic books.</i>	Elle écoute de la musique sur sa tablette.	<i>She is listening to music on her tablet.</i>
Je n'ai pas de portable.	<i>I don't have a phone.</i>	avec un copain / une copine	<i>with a friend</i>
Je n'ai pas d'ordinateur.	<i>I don't have a computer.</i>		
Je ne fais pas de sport.	<i>I don't do any sport.</i>		
Je ne regarde jamais la télé.	<i>I never watch TV.</i>		

Unité 4 (pages 62–63) Tu as fait des achats?

Je suis allé(e) au centre commercial.	<i>I went to the shopping centre.</i>	J'ai bu une limonade.	<i>I drank a lemonade.</i>
J'ai fait les magasins. }	<i>I went shopping.</i>	J'ai fait une balade. }	<i>I went for a walk.</i>
J'ai fait des achats. }		J'ai fait une promenade. }	
J'ai acheté un tee-shirt.	<i>I bought a tee-shirt.</i>	Je suis allé(e) au cinéma.	<i>I went to the cinema.</i>
J'ai mangé un sandwich.	<i>I ate a sandwich.</i>	J'ai vu un film comique. }	<i>I saw a comedy.</i>
		J'ai vu une comédie. }	

Unité 5 (pages 64–65) Ça, c'est la question!

Quels sont tes loisirs?	<i>What are your hobbies?</i>	Hier, j'ai regardé une	<i>Yesterday, I watched a sports</i>
Je joue au basket.	<i>I play basketball.</i>	émission de sport.	<i>programme.</i>
Qu'est-ce que tu aimes voir	<i>What do you like to see at</i>	Qu'est-ce que tu as fait le	<i>What did you do last</i>
au cinéma?	<i>the cinema?</i>	weekend dernier?	<i>weekend?</i>
J'aime les films d'action.	<i>I like action films.</i>	Le weekend dernier, j'ai fait	<i>Last weekend, I did some</i>
Qu'est-ce que tu as	<i>What did you watch on TV</i>	du sport.	<i>sport.</i>
regardé à la télé hier?	<i>yesterday?</i>		

Les mots essentiels *High-frequency words*

Possessive adjectives

mon/ma/mes	<i>my</i>
ton/ta/tes	<i>your</i>
son/sa/ses	<i>his/her</i>

Negatives

ne ... pas	<i>not</i>
ne ... jamais	<i>never</i>
ne ... rien	<i>nothing</i>

Spanish

You will sit a 45 minute paper in the hall. It will assess your reading and translation skills.

The below vocabulary lists cover everything that will come up in the paper.

¿Qué te gusta hacer? What do you like to do?

Me gusta...	I like...	salir con mis amigos	to go out with my friends
Me gusta mucho...	I really like...		
No me gusta...	I don't like...	ver la televisión	to watch TV
No me gusta nada...	I don't like at all...	porque es...	because it is...
chatear	to chat online	porque no es...	because it is not...
escribir correos	to write emails	interesante	interesting
escuchar música	to listen to music	guay	cool
jugar a los videojuegos	to play videogames	divertido/a	amusing, funny
leer	to read	estúpido/a	stupid
mandar SMS	to send text messages	aburrido/a	boring
navegar por Internet	to surf the net		

¿Qué haces en tu tiempo libre? What do you do in your spare time?

bailo	I dance	monto en bici	I ride my bike
canto karaoke	I sing karaoke	saco fotos	I take photos
hablo con mis amigos	I talk with my friends	toco la guitarra	I play the guitar

Expresiones de frecuencia Expressions of frequency

a veces	sometimes	nunca	never
de vez en cuando	from time to time	todos los días	every day

¿Qué tiempo hace? What's the weather like?

hace calor	it's hot	llueve	it's raining
hace frío	it's cold	nieva	it's snowing
hace sol	it's sunny	¿Qué haces cuando llueve?	What do you do when it's raining?
hace buen tiempo	it's nice weather		

Las estaciones The seasons

la primavera	spring	el otoño	autumn
el verano	summer	el invierno	winter

¿Qué deportes haces? What sports do you do?

Hago artes marciales.	I do martial arts.	Juego al tenis.	I play tennis.
Hago atletismo.	I do athletics.	Juego al voleibol.	I play volleyball.
Hago equitación.	I do/go horseriding.	¡Me gusta!	I like it!
Hago gimnasia.	I do gymnastics.	¡Me gusta mucho!	I like it a lot!
Hago natación.	I do/go swimming.	¡Me gusta muchísimo!	I really, really like it!
Juego al baloncesto.	I play basketball.	¡Me encanta!	I love it!
Juego al fútbol.	I play football.		

Los días de la semana The days of the week

lunes	Monday	sábado	Saturday
martes	Tuesday	domingo	Sunday
miércoles	Wednesday	los lunes	on Mondays, every Monday
jueves	Thursday		on Tuesdays, every Tuesday
viernes	Friday	los martes	

Algunas preguntas Some questions

¿Qué...?	What/Which...?	¿Cómo...?	How/What...?
¿Cuándo...?	When...?	¿Cuántos...?	How many...?
¿Dónde...?	Where...?		

Palabras muy frecuentes High-frequency words

con	with	pero	but
cuando	when	porque	because
generalmente	generally	sí	yes
mucho	a lot	también	also, too
no	no	y	and
o	or	¿Y tú?	And you?

¿Qué estudias? What do you study?

Estudio...	I study...	informática	ICT
ciencias	science	inglés	English
dibujo	art	matemáticas	maths
educación física	PE	música	music
español	Spanish	religión	RE
francés	French	teatro	drama
geografía	geography	tecnología	technology
historia	history		

¿Cuál es tu día favorito? What is your favourite day?

Mi día favorito es el	My favourite day is	Porque...	Because...
lunes/el martes.	Monday/Tuesday.	por la mañana	in the morning
Los lunes/martes	On Mondays/Tuesdays	por la tarde	in the afternoon
estudio...	I study...	estudiamos	we study
¿Por qué?	Why?	no estudio	I don't study

Opiniones Opinions

¿Te gusta el dibujo?	Do you like art?	aburrido/a	boring
Sí, me gusta (mucho)	Yes, I like art (a lot).	difícil	difficult
el dibujo.		divertido/a	funny
No, no me gusta	No, I don't like art (at all).	fácil	easy
(nada) el dibujo.		importante	important
¿Te gustan las	Do you like science?	interesante	interesting
ciencias?		práctico/a	practical
Sí, me encantan las	Yes, I love science.	útil	useful
ciencias.			

Los profesores Teachers

El profesor/La	The teacher is...	raro/a	odd
profesora es...		severo/a	strict
paciente	patient		

¿Qué hay en tu insti? What is there in your school?

En mi insti hay...	In my school, there is...	una piscina	a swimming pool
un campo de fútbol	a football field	unos laboratorios	some laboratories
un comedor	a dining hall	unas clases	some classrooms
un gimnasio	a gymnasium	No hay piscina.	There isn't a
un patio	a playground		swimming pool.
una biblioteca	a library		
una clase de	an ICT room		
informática			

Cómo es tu insti?

Es...
antiguo/a
bonito/a
bueno/a
feo/a

What's your school like?

It's...
old
nice
good
ugly

grande
horrible
moderno/a
pequeño/a

big
horrible
modern
small

¿Qué haces durante el recreo?

Como...
un bocadillo
unos caramelos
chicle
una chocolatina
fruta
unas patatas fritas
Bebo...

I eat...
a sandwich
some sweets
chewing gum
a chocolate bar
fruit
some crisps
I drink...

What do you do during break?

agua
un refresco
un zumo
Leo mis SMS.
Escribo SMS.
Nunca hago los deberes.

water
a fizzy drink
a juice
I read my text messages.
I write text messages.
I never do homework.

Expresiones de tiempo

normalmente
a veces

normally
sometimes

Time expressions

luego
primero

then
first

Palabras muy frecuentes

algo
donde
hay
o
pero

something
where
there is/there are
or
but

High-frequency words

¿Por qué?
porque
también
tampoco
y

Why?
because
also, too
nor/neither
and

¿Qué hay en tu ciudad? What is there in your town?

Hay...	There is...	una universidad	a university
un castillo	a castle	En...	In...
un centro comercial	a shopping centre	mi barrio	my neighbourhood
un estadio	a stadium	mi ciudad	my town, my city
un mercado	a market	mi pueblo	my village, my town
un museo	a museum	No hay museo.	There isn't a museum.
un parque	a park	No hay nada.	There's nothing.
una piscina	a swimming pool	unos museos	some museums
una plaza	a square	unas tiendas	some shops
un polideportivo	a sports centre	muchos museos	a lot of museums
un restaurante	a restaurant	muchas tiendas	a lot of shops
una tienda	a shop		

¿Te gusta vivir en...? Do you like living in...?

Me gusta mucho vivir en...	I like living in... a lot.	porque hay/es...	because there is/it is...
No me gusta nada vivir en...	I don't like living in... at all.		

¿Qué hora es? What time is it?

Es la una.	It's one o'clock.	veinte.	
Son las dos.	It's two o'clock.	Son las nueve menos cuarto.	It's quarter to nine.
Es la una y cinco.	It's five past one.	Son las diez menos diez.	It's ten to ten.
Son las dos y diez.	It's ten past two.	Son las once menos cinco.	It's five to eleven.
Son las tres y cuarto.	It's quarter past three.	Son las doce.	It's twelve o'clock
Son las cuatro y veinte.	It's twenty past four.	¿A qué hora?	At what time?
Son las cinco y veinticinco.	It's twenty-five past five.	a la una	at one o'clock
Son las seis y media.	It's half past six.	a las dos	at two o'clock
Son las siete menos veinticinco.	It's twenty-five to seven.		
Son las ocho menos	It's twenty to eight.		

¿Qué haces en la ciudad? What do you do in town?

Salgo con mis amigos.	I go out with my friends.	a la cafetería	to the cafeteria
Voy...	I go...	a la playa	to the beach
al cine	to the cinema	de compras	shopping
al parque	to the park	de paseo	for a walk
a la bolera	to the bowling alley	No hago nada.	I do nothing.

En la cafetería In the café

Yo quiero...

bebidas

un batido de

chocolate/de fresa

un café

una Coca-Cola

una Fanta limón

un granizado de limón

un té

raciones

calamares

croquetas

I want...

drinks

a chocolate/strawberry
milkshake

a coffee

a Coca-Cola

a lemon Fanta

an iced lemon drink

a tea

snacks

squid

croquettes

gambas

jamón

pan con tomate

patatas bravas

tortilla

¿Algo más?

No, nada más.

¿Y de beber?

¿Cuánto es, por
favor?

Son cinco euros
setenta y cinco.

prawns

ham

tomato bread

spicy potatoes

Spanish omelette

Anything else?

No, nothing else.

And to drink?

How much is it,
please?

That's 5,75 €.

¿Qué vas a hacer? What are you going to do?

Voy a salir con mis

amigos.

Vas a ver la televisión.

Va a ir de paseo.

I am going to go out with
my friends.

You are going to
watch TV.

He/She is going to go
for a walk.

Vamos a jugar al

voleibol.

Vais a chatear.

Van a hacer los

deberes.

We are going to
play volleyball.

You are going to
chat.

They are going to
do their homework.

¿Cuándo? When?

este fin de semana

el sábado por la

mañana

el domingo por la

tarde

primero

this weekend

on Saturday morning

on Sunday afternoon/
evening

first

luego

finalmente

a las tres de la tarde

(un poco) más tarde

then

finally

at three o'clock

in the afternoon

(a little) later

Palabras muy frecuentes High-frequency words

aquí

a ver

con

here

let's see

with

hasta

más

until

more

¿Cuántas personas hay en tu familia?**How many people are there in your family?****En mi familia hay...****personas.****mis padres****mi madre****mi padre****mi abuelo****mi abuela****mi bisabuela****mi tío****mi tía****mis primos**

In my family, there are...

people.

my parents

my mother

my father

my grandfather

my grandmother

my great-grandmother

my uncle

my aunt

my cousins

¿Cómo se llama tu madre?**Mi madre se llama...****¿Cómo se llaman tus primos?****Mis primos se llaman...****y...****su hermano****sus hermanos**

What is your mother called?

My mother is called...

What are your cousins called?

My cousins are called... and...

his/her brother

his/her brothers

Los números 20 – 100 Numbers 20 – 100**veinte**

20

treinta

30

cuarenta

40

cincuenta

50

sesenta

60

setenta

70

ochenta

80

noventa

90

cien

100

¿De qué color tienes los ojos? What colour are your eyes?**Tengo los ojos...**

I have... eyes.

azules

blue

grises

grey

marrones

brown

verdes

green

Llevo gafas.

I wear glasses.

¿Cómo tienes el pelo? What's your hair like?**Tengo el pelo...**

I have... hair.

castaño

brown

corto

short

largo

long

liso

straight

negro

black

rizado

curly

rubio

blond

Soy pelirrojo/a.

I am a redhead.

Soy calvo.

I am bald.

¿Cómo es? What is he/she like?

Es...	He/She is...	joven	young
No es muy...	He/She isn't very...	viejo/a	old
alto/a	tall	Tiene pecas.	He/She has freckles.
bajo/a	short	Tiene barba.	He has a beard.
delgado/a	slim	mis amigos	my friends
gordo/a	fat	mi mejor amigo/a	my best friend
guapo/a	good-looking	su mejor amigo/a	his/her best friend
inteligente	intelligent		

¿Cómo es tu casa o tu piso? What is your house or flat like?

Vivo en...	I live in...	cómodo/a	comfortable
una casa	a house	grande	big
un piso	a flat	moderno/a	modern
antiguo/a	old	pequeño/a	small
bonito/a	nice		

¿Dónde está? Where is it?

Está en...	It is in...	un pueblo	a village
el campo	the countryside	el norte	the north
una ciudad	a town	el sur	the south
la costa	the coast	el este	the east
el desierto	the desert	el oeste	the west
la montaña	the mountains	el centro	the centre

Palabras muy frecuentes High-frequency words

además	also, in addition	un poco	a bit
bastante	quite	mi/mis	my
porque	because	tu/tus	your
muy	very	su/sus	his/her
¿Quién...?	Who?		

HISTORY

Exams

You will sit a 1 hour paper in the hall. This paper will include:

- Written section worth 28 marks. You will have to answer **one** causation question and **one** essay question based on your Y9 learning. You will have 45 minutes for this section.
- Knowledge section. You will have 15 minutes to answer knowledge questions worth 20 marks.

You will have four in class revision sessions to help you prepare and will be provided with essential knowledge resources to help you with revision homework. You should also use the resources on Google Classroom.

Essential Knowledge

- Jack the Ripper: context of London in the 1880s, victims, suspects and witnesses, why Jack the Ripper was never caught
- International Relations in the inter war years and WW2, 1918-45: ToV, LoN, the rise of dictators, steps to war and Appeasement, the end of WW2.
- Hitler in Germany: Problems in Germany following WW1, How and why Hitler was able to take power, Hitler's consolidation of his power and life in Hitler's Germany
- The Cold War: the atom bomb and post WW2 conferences, Stalin's invasion of Eastern Europe, the USA's actions in response, the Berlin blockade, the Berlin Wall, the Cuban Missile Crisis and causes of the Vietnam War and why it was fought.

Revision: Each student will be provided with further revision materials in class

ToV:

<https://teachers.thenational.academy/lessons/was-the-treaty-of-versailles-a-peace-of-revenge-ccukat>

LoN:

<https://www.youtube.com/watch?v=tzWnpt1cFC8>

Road to War:

Read through each of the following actions of Hitler and explain why it may have lead to WW2 (hint- consider the terms of the TOV, the aims of the LON etc)

1935 – Rearmament and Conscription. The Treaty of Versailles limited the size of the German army. In 1935 Hitler introduced conscription to Germany and started to build up weapons. Britain and France did nothing. This would lead to war because _____.

2) 1936 – The Rhineland. Hitler broke Versailles again by sending troops into the Rhineland, the border with France. Britain and France did nothing, they only protested. Hitler's popularity in Germany rose immensely. This would lead to war because _____

3) 1938- The Anschluss with Austria. In 1938 Hitler invaded his home land with German forces. Once Nazi troops had invaded 99.75% of Austrians voted for unification of the two countries. This Anschluss was against the terms of the Treaty of Versailles. This would lead to war because _____

4) 1938- The invasion of the Sudetenland. In 1938 Hitler invaded the Sudetenland, an area of Czechoslovakia that was home to 3 million Germans. Britain and France promised to help Czechoslovakia. At the Munich conference Britain and France met with Germany, Czechoslovakia was not invited. B+F agreed Hitler could keep the Sudetenland if he promised not to invade the rest of Czechoslovakia This would lead to war because _____

5) 1939- The Invasion of Czechoslovakia. In March 1939 Hitler invaded the rest of Czechoslovakia. This directly broke the promise he had made at the Munich conference. This finally ended Britain and France's policy of appeasement. This would lead to war because _____

6) 1939- The Nazi Soviet Pact. In August 1939, the USSR and Nazi Germany signed a non aggression pact saying they would not go to war with one another. They also secretly agreed to divide lots of Eastern Europe between them. This would lead to war because _____

7) 1939- The Invasion of Poland. In September 1939 the Germans invaded Poland from the West and the Russians from the East. Britain and France had told Hitler that if he invaded Poland they would go to war. This led to war because _____

The Early Cold War:

What happened at the Yalta and Potsdam conferences?

- 1) How did they disagree at Potsdam?
- 2) Why did they disagree at Potsdam ? (hint- what major changes have taken place by this time?)
- 3) Could the Cold War have been avoided?

Yalta

- February 1945 – Germany is still not defeated.
- Stalin, Roosevelt, Churchill.
- Conference goes well – Allies mostly agree.
- Stalin agreed to join the war against Japan after Germany was defeated.
- Agreed that Germany should be divided into four zones with USSR, USA, GB and France each controlling a zone.
- Berlin to be divided the same.
- Liberated countries to hold free elections.
- The Big Three would all join the United Nations Organisation.
- Eastern Europe to become “a Soviet sphere of influence”.
- Disagreed about Poland:
- Stalin wanted borders of Poland and USSR to move westwards (Poland would take some German territory and USSR would take some Polish territory). This would weaken Germany and create a bigger buffer zone. Stalin sees a “friendly” Polish government (under Soviet control) essential.

Potsdam

- July-August 1945 – Germany defeated.
- Stalin, Truman, Attlee.
- Conference goes badly – lots of disagreement.
- Agreed that:
 - Germany would be divided and have to pay reparations.
- Disagree:
 - Germany:
 - Stalin wants to cripple Germany to prevent future threats to the USSR.
- Reparations:
 - USSR was devastated and 20 million people had died. Stalin wanted Germany to pay and to be crippled.
 - UK and USA do not want to repeat the mistakes of WW1
- Soviet policy in Eastern Europe:
 - Stalin keen to establish pro-Soviet governments in eastern European countries (as agreed at Yalta). By July Soviet troops had “liberated” eastern Europe and these troops stayed.
- USA and UK unhappy about this

GEOGRAPHY

'The Living World' unit



Key ideas:

Ecosystems are an environments with living parts (Biotic) and non-living parts (Abiotic). All parts of ecosystems link together. Humans can change ecosystems in a positive and negative way. Global ecosystems are known as biomes.

Example: Etherow Park (A small scale local ecosystem)



Key ideas:

Tropical Rainforests are found north and south of the equator between the tropics. They have high biodiversity due to heavy rainfall and high temperatures all year round. Humans can gain economically from deforestation but can have devastating impacts on the natural environment.

Case Study: Amazon Rainforest (Causes and impacts of deforestation)

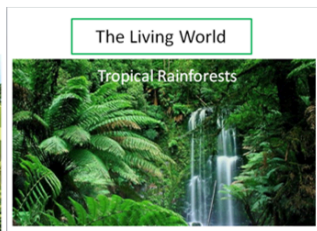


Key ideas:

Hot Deserts are found along the tropics of Capricorn / Cancer. They have low levels of biodiversity due to lack of rain and high daily temperatures and low nighttime temperatures. Hot deserts can have economic opportunities for humans (Tourism / farming / mining, but the harsh climate makes many of these extremely challenging. Edges of hot deserts are at risk from desertification.

Case Study: Development opportunities and challenges in the Thar Desert

Year 9 End of Year Exam



Section A- 20 multiple choice questions covering all of the above topics.

Section B- Past paper GCSE questions on 'The Living World' topic.

Section C- Past paper GCSE questions on the 'River Landscapes in the U.K topic.

Time allowed: 1 hour

Total marks available 48 marks

Recorded revision videos

Ecosystems- <https://www.loom.com/share/509bea99249848aaa4e77eafde6a7080>

Tropical Rainforests- <https://www.loom.com/share/88bbca9852614895a85a9b04f65e4549>

Hot Deserts- <https://www.loom.com/share/4ff6a0bbda3d470c9dd99259f6dd7321>

Ecosystems-Revision Mat Questions

A-What is an ecosystem?

- 1-An ecosystem is.... (finish the sentence starter)
- 2- What are the living parts of an ecosystem called? Examples?
- 3-What are the non-living parts of an ecosystem called? Examples?

B- Producers, Consumers and Decomposers

- 4- How do producers gain their energy? Examples species?
- 5-How do consumers gain their energy?
- 6-What is the difference between primary, secondary, tertiary and quaternary consumers?
- 7- What is a decomposer?
- 8-What is the nutrient cycle and why is it so important?

C- Food chains and food webs

- 9-What is a food chain?
- 10-What is a food web?
- 11-Which is more useful, a food chain or food web? Can you explain why?

D- Physical factors influencing ecosystems

- 12- How might a drought influence an ecosystem?
- 13-How might this effect have knock on consequences through the food web?
- 14-How might a disease influence an ecosystem?
- 15-How might this have knock on consequences through a food web?

E-Human factors influencing ecosystems

- 16- How could farmers using fertiliser influence an ecosystem?
- 17-How could this have knock on consequences through the food web?
- 18-How could deforestation influence an ecosystem?
- 19-How could this have knock on consequences through the food web?

F- Example: Etherow Park, Stockport

- 20-Where is Etherow park?
- 21- What species can be found here. Can you categorise them as producers / consumers?
- 22- How have humans influenced Etherow park both positively and negatively?

G- World Biomes

- 23-What is the key factor influencing the plants and animals found around the world?
- 24-Do world biomes follow lines of latitude or longitude?
- 25- Which biome can be found along the equator? Can you describe it?
- 26-Which biome can be found along the tropics? Can you describe it?
- 27-Which biome can be found in northern Canada? Which [other](#) biome is it [similar to](#)? Why?
- 28-In which biome do we live in? Can you describe our biome?

Tropical Rainforests-Revision Mat Questions

A-Distribution of tropical rainforests

- 1-Name the continents Tropical rainforests can be found within.
- 2-Tropical rainforests can be found along what?
- 3- Can you explain why tropical rainforests can be found here?

B-Climate of tropical rainforests

- 4-Describe the temperature from January to December in the rainforest.
- 5-Describe the rainfall levels from January to December in the rainforest.
- 6-Can you support your answers to Q's 4+5 with yearly average temperature and yearly total rainfall?

C-Interdependence [an](#) biodiversity

- 7-What are the soils like in the tropical rainforest?
- 8-Why are the soils this way?
- 9-How are the plants of the rainforest affected by the soil?
- 10-How are the animals of the rainforest affected by the plants?
- 11-How are the humans of the rainforest influenced by the climate, soil, plants and animals?
- 12-Is biodiversity high or low in the tropical rainforest? What does this mean?

D-Plant and animal adaptations

- 13-Epiphytes / Liana vines / Buttress roots / Drip Tips. Can you describe and explain each plant adaptation?
- 14-Leaf-tailed gecko / Harpy eagle / Sloth / can you describe / explain each animals adaptation?

E- Causes of deforestation in the Amazon rainforest

- Subsistence farming / Commercial farming / Logging / Road building / Mining / Energy development / Population growth
- 15-Describe how / why each of the activities above could cause deforestation of the Amazon rainforest.
 - 16-Which of the above activities is considered the most sustainable use of the rainforest. Can you explain why?
 - 17-Which activity is the biggest cause of deforestation in the Amazon? (Least sustainable).

F-Impacts of deforestation in the Amazon rainforest

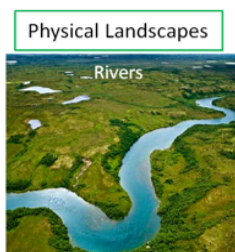
- 18- What are the economic benefits?
- 19-How does deforestation cause soil erosion? What are the consequences of this?
- 20-How does deforestation cause climate change?

G- Sustainable management of the Amazon rainforest

- 21-Why is the Amazon rainforest considered valuable to the environment and humans?
 - 22-What strategies are available to sustainably manage the Amazon?
- Selective logging and replanting / conservation and education / ecotourism / international hardwood agreements / debt reduction

Hot Deserts-Revision Mat Questions	
<p>A-Distribution of hot deserts</p> <p>1-Are hot deserts found along or between the tropics?</p> <p>2-Can you use figures for latitude to locate the hot deserts of the world?</p> <p>3- What is the largest hot desert and in which continent is it found?</p> <p>B-Climate of hot deserts</p> <p>4-Describe the temperature and rainfall in the hot desert biome.</p> <p>5—Can you use figures (°C and mm) to support your description?</p> <p>6-What is meant by a large diurnal temperature range?</p> <p>7-Can you explain why deserts are so hot and dry?</p> <p>C-Interdependence and biodiversity</p> <p>8- How does the climate impact on soil, plants, animals and people in the hot desert biome?</p> <p>9- Explain what is meant by hot deserts being fragile and interdependent.</p> <p>10- Is biodiversity high or low in the hot desert biome? Explain.</p> <p>D-Plant and animal adaptations</p> <p>11-How do plant roots, succulents, spines and dormant seeds help plants to survive in the hot desert biome climate?</p> <p>12-How have Fennec foxes, tortoises, camels and kangaroo rats adapted to survive in the hot desert biome climate?</p>	<p>E-Case study: The Thar desert-opportunities and challenges</p> <p>13-Describe the location of the Thar desert. Continent / border of which 2 countries?</p> <p>14-What is the Indira Gandhi canal? Why is it so important to the Thar desert?</p> <p>15-Explain why mining, energy production, commercial farming and tourism are all opportunities in the Thar desert.</p> <p>16-Explain the benefits of these activities to the economy and people of the Thar desert.</p> <p>17-Explain why extreme temperatures, water supply and roads make the above activities challenging.</p> <p>18-Why is Jaisalmer for at risk of <u>falling down</u>? What impact would this have?</p> <p>F- Causes of desertification in the Sahel</p> <p>19- What is desertification?</p> <p>20- Where in the world are most at risk of desertification?</p> <p>21-How can climate change causes desertification?</p> <p>22-How can human activities lead to desertification?</p> <p>(Removal of fuel wood / Overgrazing / Over-cultivation / population growth)</p> <p>G-Strategies to reduce the risk of desertification</p> <p>23-How do stone lines help to prevent desertification?</p> <p>24-Explain why stone lines are considered 'appropriate technology'</p> <p>25-Explain how the Great Green Wall might prevent desertification (Tree planting)</p> <p>26- How can soil and water management help to prevent desertification?</p>

'River Landscapes in the U.K' unit



Key Ideas

Rivers transport water falling from the sky back out to sea. Along the way they can shape the land through processes such as erosion, transportation and deposition. The types of landforms change depending where along the course of the river you are. Humans can be affected by flooding of rivers. There are methods to prevent flooding and reduce the risks of flooding. Some of these are more sustainable than others.

Example: Landforms of erosion and deposition on the River Tees.

Recorded revision videos:

River landscapes in the U.K-

<https://www.loom.com/share/8845102bede74a918b0836158cab7de5>

Websites:

Seneca Learning-AQA GCSE Geography

<https://app.senecalearning.com/classroom/course/5a073d30-21f8-11e8-8c19-619061cc7240/section/7014fdb0-21f8-11e8-8c19-619061cc7240/session>

BBC Bitesize- AQA GCSE Geography

<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>

Internet Geography-AQA GCSE Geography

<https://www.internetgeography.net/aqa-gcse-geography/>

River Landscapes of the UK – revision mat questions	
<p>A-River Processes</p> <p>1-What does the long profile of a river show?</p> <p>2-How does the river valley change as it flows downstream?</p> <p>3-How does the river channel change as it flows downstream?</p> <p>4-What is the difference between lateral and vertical erosion</p> <p>5-Describe the 4 processes of erosion (Hydraulic action / Abrasion / Corrosion / Attrition)</p> <p>6-Describe the 4 processes of transportation (Traction / Saltation / Suspension / Solution)</p> <p>7- What is deposition and why will it occur?</p> <p>B- Landforms created by erosion (Upper course)</p> <p>8-Why is geology (rock type) important when understanding why waterfalls form?</p> <p>9-How do waterfalls change over time?</p> <p>10-How do waterfalls create gorges in the upper course of a river?</p> <p>11- How do vertical erosion and weathering make V-shaped valleys in the upper course?</p> <p>12- How do interlocking spurs form in V-shaped valleys in the upper course?</p> <p>13-How could you identify the upper course of a river on a map? (Page 85)</p> <p>C-Landforms created by erosion and deposition (Middle Course)</p> <p>14-Why do river cliffs form on the outside of a meander?</p> <p>15-Why do slip-off slopes form on the inside of a meander?</p> <p>16-How do meanders change over time to create ox-bow lakes?</p>	<p>D-Landforms created by deposition (Lower course)</p> <p>17-What is a floodplain? How do they form?</p> <p>18-How does flooding create <u>levees</u>'s?</p> <p>19-What are estuaries? How do they link with the tides and the sea?</p> <p>20-How could you identify the lower course of a river on a map? (Page 85)</p> <p>E-Example of a river valley in the U.K (River Tees)</p> <p>21- Where in the U.K is the river Tees? (Source? Mouth?)</p> <p>22-Describe the landforms / locations in the upper course</p> <p>23-Describe the landforms / locations in the middle course</p> <p>24-Describe the landforms / location in the lower course</p>

Design and Technology

Food Preparation and Nutrition Year 9		
Nutrition and Healthy eating		
<p>Macronutrient Needed by the body in large amounts (Fat, Carbohydrates and Protein).</p> <p>Micronutrient Needed by the body in small amounts (Vitamins and minerals)</p> <p>Fat Fat provides the body with energy and keeps us warm.</p> <p>Saturated Fat Fats that are turned in to cholesterol in the liver. Usually solid and from animals.</p> <p>Unsaturated fat Fats that are NOT turned in to cholesterol in the liver. Usually from plant sources e.g. nuts, sunflower oil</p> <p>Cholesterol Made by the liver from saturated fats. It travels in your blood and can clog up arteries which can lead to high blood pressure and heart attacks.</p> <p>Protein Protein is required by the body for muscle growth, building and repairing cells.</p> <p>Amino Acids The building blocks that join together to make protein molecules.</p> <p>Essential Amino Acids Amino acids that the body cannot make by itself and must get from food.</p> <p>Biological value The number of essential amino acids that a protein food contains.</p> <p>LBV Low Biological Value – contains only SOME of the essential amino acids.</p> <p>HBV High Biological Value – contains ALL of the essential amino acids.</p> <p>Carbohydrates Carbohydrates provides the body with energy.</p> <p>Starches Otherwise known as complex carbohydrates. Give you energy slowly over a long period of time. Do not taste sweet.</p> <p>Sugars Group of carbohydrates that taste sweet. Give you energy quickly over a short period of time.</p> <p>NSP Non-Starch Polysaccharide – Also known as FIBRE. Helps to keep you full and helps you to digest your food.</p> <p>Vitamins Vitamins are needed to keep us healthy and help the immune system.</p> <p>Minerals Minerals are needed to maintain health and prevent disease.</p>	<p>Special Diets A diet that has specific needs due to a medical, ethical, moral or religious reason.</p> <p>Coeliac An intolerance to the protein GLUTEN.</p> <p>Lactose Intolerant An intolerance to the sugar LACTOSE found in milk.</p> <p>Vegetarian Someone who does not eat meat. There are variations where some people eat fish (pescatarian).</p> <p>Vegan Someone who does not eat meat, fish or any animal products such as eggs.</p> <p>Eatwell groups Fruit and vegetables, potatoes, bread, rice, pasta and other starchy carbohydrates, beans, pulses, fish, eggs, meat and other proteins, dairy and alternatives and oils and spreads</p> <p>Nutrient Groups Fat, Protein, Carbohydrates, Vitamins and Minerals.</p> <p>Food Allergy This happens when a person's immune system has a very sensitive reaction to specific foods.</p> <p>Food Intolerance A long-term condition where foods can cause a person to feel unwell - this does not involve the immune system.</p>	
Food Science	Food Provenance/Choice	
<p>Gelatinisation The swelling of starch granules when they are cooked with a liquid to the point where they burst. This thickens the liquid.</p> <p>Gluten Protein found in flour.</p> <p>Fermentation When yeast grows and gives of CO2 gas</p> <p>Raising agent An ingredient or process that introduces a gas into a mixture so that it rises when cooked.</p> <p>Mechanical raising agent Whisking, beating, sieving, creaming, rubbing in, folding to trap air, adding liquid which turns in to steam.</p> <p>Conduction The transfer of heat through a metal, e.g. pan or baking tray.</p> <p>Convection The transfer of heat energy by the movement of molecules in a liquid or a gas</p> <p>Radiation Infrared rays travel through the air and when they come in to contact with a solid object they are absorbed into the surface of the object and heat it up.</p>	<p>Carbon footprint A measure of the contribution of something - e.g. food production) to the emission of greenhouse gases.</p> <p>Greenhouse Gases Form an insulating layer around the earth's atmosphere, which traps heat and raises the earth's temperature.</p> <p>Climate change Changes in the earth's temperature that can lead to unusual and extreme weather conditions.</p> <p>Food security The ability of people to by sufficient, safe, nutritious and affordable food.</p> <p>Sustainability Producing food in a way that can be maintained over a long period of time and protects the environment.</p>	
Food Preparation Skills		
<p>Accuracy - Carrying out a skill very neatly and with precision.</p> <p>Julienne - Cutting vegetables into very thin matchstick size pieces.</p> <p>Brunoise - Cutting vegetables into very small cubes (2mm x 2mm x 2mm)</p> <p>Macedoine - Cutting vegetables into small cubes – 5mmx5mmx5mm</p> <p>Jardiniere - Cutting vegetables into small batons - 3mmx3mmx18mm</p> <p>Paysanne - Cutting vegetables into small geometrical shapes – 1-4mm thickness.</p>		

Food, Nutrition and Health



Gelatinisation



Food Waste



Bread making



Food Preparation Skills



Types of starch to thicken liquids:

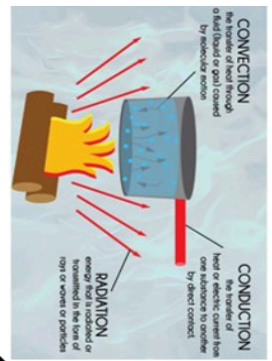
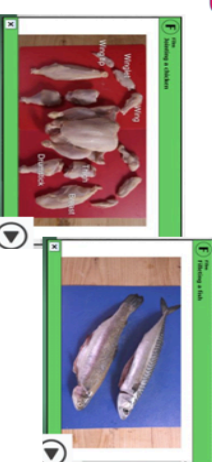
- Wheat flour
- Cornflour
- Arrowroot

Knife skills – Precision and Accuracy



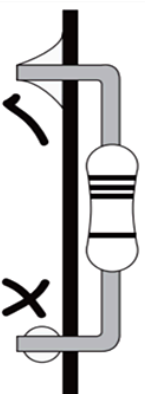
Mechanical

COMPLEX MAKING SKILLS:



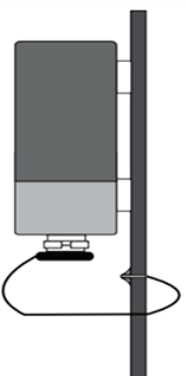
Solder in the components in the following order to help you build your 555 Timer circuit successfully

1. Solder the 4 resistors in place (care should be taken not to overheat the copper track or it will lift from the card base).

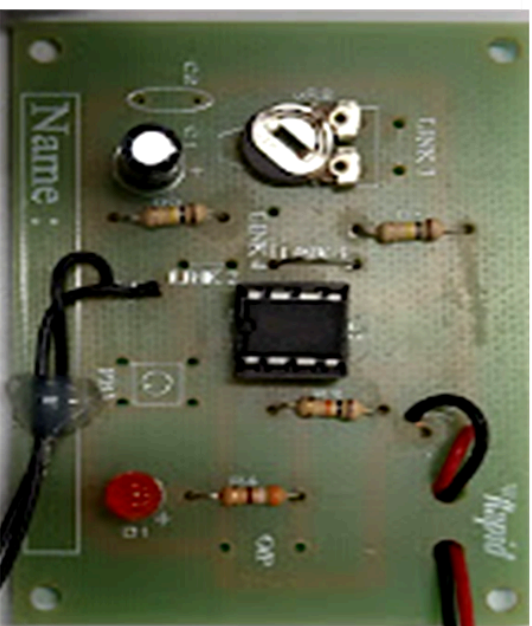


Make sure that the resistors are bent and soldered carefully when inserting them in the circuit board.

2. Solder link 1 in place. This is simply a piece of single core wire



3. Solder the battery clip in place



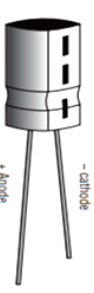
4. Solder the 8 pin DIL socket in place. Make sure it's the correct way around



5. Solder the variable resistor and capacitor (Observe polarity)

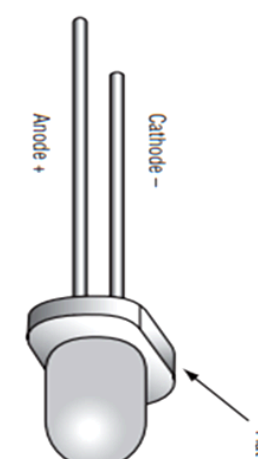
Capacitors

The cathode or negative leg can be identified since it is shorter than the positive leg and has a light stripe next to it on the case.



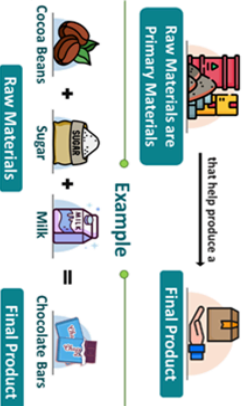
6. Solder the push to make switch in place

7. Solder the LED in place



Make sure they are soldered in the correct way round. The anode is the positive connection and can be identified by the longer leg.

Pass the battery clip wires through the two holes in the circuit board from the back to the front, taking care to connect them the correct way. The battery (not included) should be attached to the solder side of the circuit board by using two sticky pads.

Key Concepts	Keywords.	Tools, Equipment's, Processes	Key Knowledge
<p>Design Brief. (what is the project about and what are you being asked to design?)</p> <p><u>Task Analysis</u> How to pick out the key points of the brief and understand what you will design and how you will go about producing a high-quality product.</p> <p><u>Target Audience.</u> Designing for a particular type of group of people.</p> <p><u>Concept Designs.</u> What is the difference between CAD and CAM – what quality issues need to be considered.</p>	<p>Design Brief</p> <p>Task Analysis</p> <p>Innovative</p> <p>Target Audience.</p> <p>Concept sketches/designs</p> <p>Sketching techniques</p> <p>Construction lines</p> <p>Geometric shapes</p> <p>Aesthetics</p> <p>Presentation</p> <p>Visual Communication</p> <p>Ideas</p> <p>Title/Border</p> <p>Innovation</p> <p>Shading</p> <p>Product analysis</p> <p>ACCESSFM</p> <p>Research</p> <p>Design process</p> <p>Investigate</p> <p>Lamination</p> <p>Negative spacing</p> <p>CAD/CAM</p> <p>Manual Vs Automatic</p> <p>Isometric</p> <p>Google sketch up</p> <p>2D Design</p> <p>Tolerance</p> <p>Drill bit</p> <p>Hand drill</p> <p>Glass paper</p> <p>Needle files</p> <p>Centre punch</p>	<p>Plastics Understand properties, finishing skills. Buffering and sanding</p> <p>CAD/CAM Understand the difference between the two and understand how each work together</p> <p>2D Design Be able to select and use the software with accuracy and apply detail</p> <p>Laser cutter CNC Be able to select and use appropriate material and use the CNC machine to create prototypes and final outcome.</p> <p>Laminating Be able to layer material, if necessary, in an aesthetically pleasing manner, understanding materials and their working properties.</p>	<p>Materials research This is an aspect focuses on materials and their working properties.</p> <p>How to use a mood board to generate design ideas. This is an important art of designing which uses imagery to help come up with initial (first) ideas.</p> <p>ACCESSFM – Know how to use the key words and link to the project. Be able to use the terminology to create a specification.</p> <p>What is CAD?– CAD stands for Computer Aided Design which is Designing with the help of a computer.</p> <p>What are the benefits of CAD. Faster, accurate, professional, easier, duplicate, edit.</p> <p>Material properties Discuss materials and their properties and therefore how they can work or be manipulated to function.</p> <p>How finish materials and link to quality control Be able to produce a step-by-step account of the overview of the project, identifying quality control.</p> <p>Specialist materials – understand how to use vernier callipers and work within tolerances.</p>
Types of production	Online resources		
<ol style="list-style-type: none"> 1. One off production 2. Batch production 3. Mass production 4. Continuous production <p>Lifecycle of a product</p>  <p>Raw Materials are Primary Materials</p> <p>Example: Cocoa Beans + Sugar + Milk = Chocolate Bars</p> <p>Final Product</p>	<p>Negative spacing https://www.youtube.com/channel/UCvmMvsUftoY6TZ-YtpCSR_w</p> <p>Plastics https://www.youtube.com/watch?v=z4zmFTzWxs</p> <p>Materials www.technologystudent.com https://www.bbc.co.uk/bitesize/subjects/zvg4d2p</p> <p>Types of production https://www.marketing91.com/four-types-production/</p>		



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