



George Eliot Academy

The best in everyone™

Part of United Learning

Year 9

End of Year

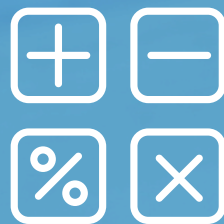
Assessment Booklet



Revision
Topics



Revision
Tips



SPARX
Help

A message from our Principal

Dear Parents and Pupils,

As we approach the end of the academic year, I would like to take this opportunity to introduce the upcoming programme of end-of-year assessments, outlined in this booklet. These assessments are an important part of each pupil's learning journey, providing a valuable opportunity to consolidate knowledge, reflect on progress, and identify next steps for future success.

Inside this booklet, you will find key information about the topics to be assessed in each subject, along with important dates.

At our school, we are proud to place our STAR values at the heart of everything we do:

- Self-Discipline – preparing effectively, managing time wisely, and maintaining focus throughout the revision and assessment period.
- Tenacity – approaching challenges with persistence and resilience, especially when learning feels difficult.
- Ambition – striving to achieve personal bests and embracing the opportunity to improve and grow.
- Responsibility – taking ownership of learning, meeting deadlines, and making the most of the support available.

These values are not just important during assessment periods, they are the habits and attitudes that will support pupils throughout their education and beyond.

We recognise that assessments can sometimes feel demanding, but they are also a chance to celebrate how far pupils have come. I would like to reassure both parents and pupils that staff are here to support every step of the way, whether that be through guidance in lessons, additional resources, or encouragement when it is most needed.

Above all, I want to say how proud we are of our pupils. Your hard work, commitment, and growth this year have been truly impressive. We encourage you to approach the coming weeks with confidence, determination, and a positive mindset.

Thank you to parents and carers for your continued support, it makes an enormous difference.
Yours sincerely,

Homeira Zakary
Principal

Assessment Timetable

A Band		
Mon 8th June	PE	P5/6 (30 mins)
Wed 10th June	RE (In Sports Hall)	P3/4 (60 mins)
Mon 15th June	English - Writing	P1/2 (45 mins)
Tues 16th June	Science - Biology	P1/2 (30 mins)
Wed 17th June	Maths – P1 – Non-Calc	P1/2 (45 mins)
Wed 17th June	(9A4 only) Food	P3/4 (30 mins)
Wed 17th June	English Reading	P5/6 (45 mins)
Thur 18th June	Science - Chemistry	P3/4 (30 mins)
Tues 23rd June	Science - Physics	P1/2 (30 mins)
Wed 24th June	(9A3 only) Food	P3/4 (30 mins)
Wed 24th June	Maths – P2 – Calc	P1/2 (45 mins)

B Band		
Wed 10th June	RE (In Sports Hall)	P3/4 (60 mins)
Mon 15th June	English - Writing	P5/6 (45 mins)
Tues 16th June	Science - Biology	P3/4 (30 mins)
Wed 17th June	PE	P3/4 (30 mins)
Wed 17th June	Maths – P1 – Non-Calc	P5/6 (45 mins)
Thur 18th June	(9B3 only) Food	P1/2 (30 mins)
Fri 19th June	English Reading	P1/2 (45 mins)
Fri 19th June	Science - Chemistry	P5/6 (30 mins)
Tues 23rd June	Science - Physics	P3/4 (30 mins)
Wed 24th June	Maths – P2 – Calc	P5/6 (45 mins)

9A

Weds 3rd June	Spanish Comprehension	P1/2 (45 mins)
Thurs 4th June	Geography	P3/4 (60 mins)
Fri 5th June	Drama	P3 (30 mins)
Mon 8th June	History	P1/2 (60 mins)
Tues 9th June	Music	P5 (30 mins)
Wed 10th June	Spanish Writing	P1/2 (45 mins)
Tues 16th June	Computer Science	P6 (40 mins)

9C

Tues 2nd June	History	P3/4 (60 mins)
Thurs 4th June	Spanish Comprehension	P1/2 (45 mins)
Thurs 4th June	Drama	P5 (30 mins)
Fri 5th June	Geography	P3/4 (60 mins)
Tues 9th June	Music	P6 (30 mins)
Thur 11th June	Spanish Writing	P1/2 (45 mins)
Tues 16th June	Computer Science	P5 (40 mins)

9E

Tues 2nd June	Geography	P5/6 (60 mins)
Tues 2nd June	Drama	P4 (30 mins)
Fri 5th June	French Comprehension	P3/4 (45 mins)
Tues 9th June	Music	P3 (30 mins)
Fri 12th June	History	P1/2 (60 mins)
Fri 12th June	French Writing	P3/4 (45 mins)
Fri 19th June	Computer Science	P6 (40 mins)

9S

Mon 1st June	Spanish Comprehension	P3/4 (45 mins)
Mon 1st June	Geography	P1/2 (60 mins)
Tues 2nd June	Drama	P4 (30 mins)
Mon 8th June	Spanish Writing	P3/4 (45 mins)
Thur 11th June	History	P3/4 (60 mins)
Thur 11th June	Music	P6 (30 mins)
Fri 19th June	Computer Science	P3 (40 mins)

9T

Mon 1st June	Geography	P3/4 (60 mins)
Thurs 4th June	Spanish Comprehension	P3/4 (45 mins)
Fri 5th June	Drama	P3 (30 mins)
Mon 8th June	History	P1/2 (60 mins)
Wed 10th June	Music	P1 (30 mins)
Thur 11th June	Spanish Writing	P3/4 (45 mins)
Wed 17th June	Computer Science	P2 (40 mins)

9X

Tues 2nd June	Drama	P3 (30 mins)
Thurs 4th June	Geography	P1/2 (60 mins)
Fri 12th June	History	P1/2 (60 mins)
Fri 12th June	Spanish Comp/Writing	P3/4 (45 mins) x2
Fri 12th June	Music	P6 (30 mins)
Thur 18th June	Computer Science	P6 (40 mins)

English



Preparing for your end of year exams

You will sit 2 papers:

- Persuasive Writing
- Reading – Poetry

Revision Tasks

You will have revision lessons in class for both papers, but to support this you could use the tasks below.

Persuasive Writing

Can you define and use:

Rhetorical Question	
Direct Address	
Anecdote	
Statistics	
Tricolon	
Emotive Language	
Expert Testimony	
Hyperbole	

Do you know how to structure and plan for a piece of persuasive writing:

- Introduction – short paragraph introducing your topic and your purpose
- Problem – Paragraph explaining the issue and why it is important
- Evidence – Paragraph stating what supports your argument
- Opposition – Paragraph dismissing the opposite point of view
- Conclusion – short paragraph summing up your main points.

Your plan might look like this:

Introduction	Content	Vocabulary	Technique	Punctuation	Sentence type
Problem					
Evidence					
Opposition					
Conclusion					

You can use less columns depending on your targets. Remember your plan should only use 5 minutes of your time.

Some additional vocabulary which could upgrade your non-fiction writing. Could you learn 2 of these to include?

Concur	To be of the same opinion, to agree
Concede	To admit agreement, usually after a period of denying or opposing.
Reinforce	Add strength of support. This can be literal in the case of building structures, or metaphorical in the case of making arguments stronger
Corroborat	confirm, or give support to an argument or idea.
Significanc	The quality of being important.
Gravity	Extreme importance or seriousness.
Contradict	To deny or oppose a fact
Refute	To prove something wrong, or attempt to discredit an idea

Poetry

This paper will give you a choice of 2 questions, and these will be poems that we study in the first 2 weeks after half term. Your task is to respond to the question with a clear idea then use evidence and analysis from the text to support your idea.

Check your knowledge of Key Vocabulary:

- Stanza
- Rhyming Couplet
- Rhythm
- Simile
- Metaphor
- Personification
- Symbol
- Enjambment

We will include revision of this in lessons.

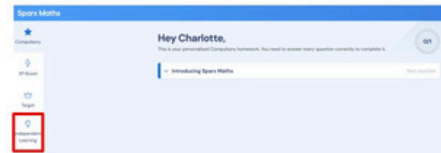
Maths

Revising independently with Sparx Independent learning

Revising independently with Sparx Independent Learning

Step 1

When you log in, you will see the independent learning feature in the top right hand corner (highlighted in red in the screenshot)



Step 2

Choose the topic you want to work on by

- Searching for the topic code (listed later in this document) (highlighted in green in the screenshot)
- Searching for the name of the topic (highlighted in blue in the screenshot)
- Browsing the content by clicking on one of the main strands (highlighted in purple in the screenshot)



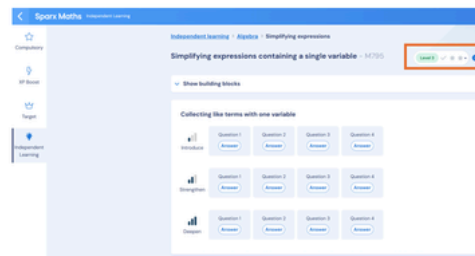
Step 3

The difficulty level will in line with that of your homework.

You can choose to complete questions that **introduce** the topic if you don't remember it, **strengthen** the topic if you need a recap or **deepen** the topic if you are looking to increase your knowledge

An example of this is shown on the right with a topic

You can also change the difficulty level, this is located in the top right of the screen. (highlighted in orange in the screenshot)



Step 4

As you are learning more difficult content now, some of the topics are in the GCSE section on Sparx

When the Sparx code starts with a U, you need make sure the 'Your curriculum' section says GCSE and change it using the arrow

When the Sparx code starts with a M, you need make sure the 'Your curriculum' section says KS3 and change it using the arrow

The 'Your curriculum' section is the middle box (highlighted in sky blue in the screenshot)

Also please be aware, as the content is becoming more difficult, not all topics will start a Level 1 for difficulty



Maths

Year 9 End of Year Foundation Assessment Revision List

You can search the Sparx codes in the Independent Learning function in Sparx
The Year 9 End of Year Assessment can include any topic from Year 9 Term 1 to 5

Unit	Topic	Sparx topics
9.01	Decimal manipulation	U417, U478, U127, U293, U453, U868, U976
9.02	Estimation and limits of accuracy	U480, U298, U731, U965, U225, U657, U108, U301
9.03	Related calculations	U735
9.04	HCF and LCM of large numbers	U211, U751, U529, U236, U739, U250
9.05	Fraction calculations	U736, U692, U793, U475, U224, U544, U538, U881, U916, U874
9.06	Algebraic manipulation	U613, U662
9.07	Index laws	U235, U694, U851
9.08	Standard form	M719, M678
9.09	Expanding and factorising	U179, U365, U768, U178, U963
9.1	Forming expressions and substitution	M175, M428, U201, U585, U144, M830
9.11	Direct and inverse proportion	U721, U610, U357, U640, U364, U238
9.12	Probability 1	U408, U510, U683, U166, U104, U476, U748, U296, U280, U580
9.13	Solving equations 2	U755, U325, U870, U599
9.14	Inequalities 1	U759, U509, U738, U145
9.15	Sequences	U213, U530, U498, U978, U680, U958
9.16	Pythagoras	U385
9.17	Interior and exterior angles	U447, U390, U730, U628, U732, U329, U655, U427
9.18	Vectors 1	U196, U903, U564, U632, U660
9.19	Transformations 1	M797, U799, U696, U519

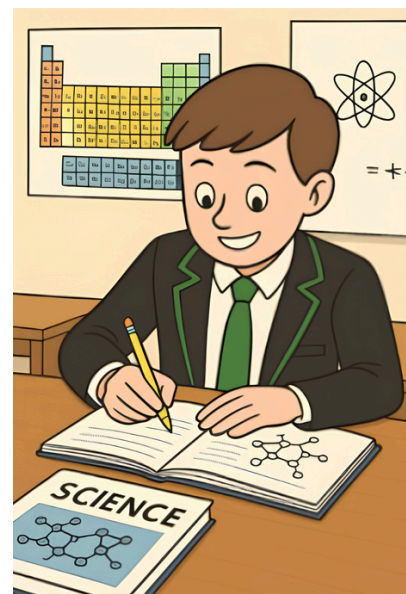
Science

Topics Included in Assessment

	Topic
Cells and Transport	Cell structure, Rolls of organelles, Diffusion, Magnification
Photosynthesis	Equations of photosynthesis, Factors that affect respiration
Respiration	Equation for Aerobic and Anaerobic Respiration, Investigating respiration Effect of exercise
Elements, Compounds and Mixtures	Definition, Structure of the atom, State changes, Separation of Mixtures
Reactivity	Acids and Alkalis, Neutralisation reaction, Naming salts, Electron configuration, ion formation, rate of reaction
Waves (Sound and light)	Waves structures and measurements,
Forces in Action	Energy transfers, power calculations, Work done, energy transfers, Hooke's law,
Particle Model of matter	Density calculations, investigating Density,


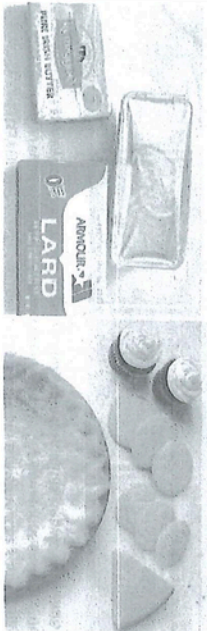


Revision Resources

1. **United Learning Knowledge Organisers** – For each topic they can be found in this folder. Pupils will need to log in to thier school account to access these. [Year 9 KOs for EOY](#)
2. **SPARX Science** – Independent Learning.
3. **KS3 Revision Padlet:** An online bank of resources. <https://padlet.com/emarsdenscience/ks3-science-ul-revision-padlet-yw6lnuph9ejghvtp>
4. **KS3 Revision Guide:** <https://amzn.eu/d/7yBrz0A>


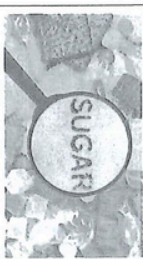


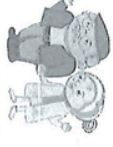









Food Technology

Year 9 Revision sheet

<p>Food Hygiene</p> <p>4 STEPS TO FOOD SAFETY</p>  <p>As an important part of food safety and ensuring the health and well-being of consumers, food hygiene is the practice of handling, preparing, and storing food in a way that prevents foodborne illnesses. Also, it's a set of guidelines designed to keep food safe from contamination and spoilage. Examples are: making sure food is stored at correct temperatures, check dates of all foods before using, colour coded chopping boards, wash hands after handling meats, store foods within 90 mins of cooking, clean down surfaces, wash vegetables to remove soil.</p> <p>What is Shortening?</p> <p>A shortening is defined as a fat, solid at room temperature, which can be used to give foods a crumbly and crisp texture such as pastry. Examples of fat used as "shorteners" include butter, margarine, vegetable oils and lard.</p> 	<p>Physical, Chemical and Biological Contamination</p> <ul style="list-style-type: none"> • Biological hazards include bacteria, parasites, fungi and viruses, ... • Chemical hazards are harmful substances such as pesticides or machine oils, ... • Physical hazards are objects which contaminate your foods such as pieces of glass or metal, toothpicks, jewellery or hair. <p>What is Dextrinisation and Caramelisation?</p> <p>Dextrinisation</p>  <p>When food containing starch is heated (without the presence of water) it can produce brown compounds due to dextrinisation. Dextrinisation occurs when the heat breaks the large starch polysaccharides into smaller molecules known as dextrins. Many of these dextrins can also produce a brown colour.</p> <p>Caramelisation</p>  <p>Caramelisation is a slow cooking process that occurs when sugar is cooked over low heat, causing a change in both appearance and flavour.</p>
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Food Technology

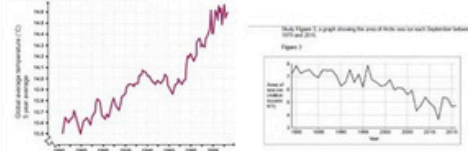
<p>What are festivals?</p> <p>A festival is an event celebrated by a community and some characteristic aspect or aspects of that community and its religion or cultures. Lots of foods sold at festivals will be something that is handmade and does not really require cutlery. There is usually a range of sweet foods such as, doughnuts, waffles, ice cream and savoury foods such as, burgers, chips, burritos, fajitas, shawarma wraps, hot dogs, kebabs etc...</p> 	<p>Sugar</p>  <p>Eating too much sugar can contribute to people having too many calories, which can lead to weight gain. Being overweight increases your risk of health problems such as heart disease, some cancers and type 2 diabetes. Ways to reduce sugar in your diet is by drinking water and cut down on sugary drinks, less sugary cereals, natural fruit for snacks, more home-made meals and products, don't use sweets as a reward, check food labels.</p>
<p>Nutritional needs for different age groups</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="border: 1px solid black; padding: 5px; margin-left: 10px;"> <p>Children need high starchy carbohydrates, protein, vitamins, calcium and less sugary and salty foods.</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="border: 1px solid black; padding: 5px; margin-left: 10px;"> <p>Adults need to reduce saturated fats, less salt, more protein, vitamins, iron and calcium. Need less starchy carbohydrates if not as active.</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; padding: 5px; margin-left: 10px;"> <p>Elderly people need to drink more water so do not become dehydrated, less starchy carbohydrates as not as active, more protein, fruits and vegetables, fibre to help digestion, less salty foods, calcium for strong bones.</p> </div> </div> </div> <p>Allergies and Intolerances</p> <p>Allergy - A food allergy is an abnormal immune response to food. The symptoms of the allergic reaction may range from mild to severe. Symptoms include itchy skin, swelling of the tongue, vomiting, diarrhea, hives, trouble breathing. A food intolerance is caused by your body not being able to digest a certain food or an ingredient in food. The most common is lactose intolerance. This is when your body is not able to digest lactose, a type of sugar mainly found in milk and dairy products.</p>	<p>Religion and food</p> <div style="display: grid; grid-template-columns: 1fr 1fr 1fr; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; padding: 5px;"> <p>Muslims only eat halal meats, no pork or alcohol.</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; padding: 5px;"> <p>Jewish people only eat kosher meat, no pork and no dairy and meat together.</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; padding: 5px;"> <p>Buddhists mainly vegetarian and do not believe in the killing of animals.</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; padding: 5px;"> <p>Hindus do not eat beef as the cow is sacred and most mainly.</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; padding: 5px;"> <p>Sikhs do not eat beef as the cow is sacred and most mainly vegetarians.</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; padding: 5px;"> <p>Christians do not have any food laws. Do fast for lent by giving up a product to eat or drink.</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; padding: 5px;"> <p>Rastafarian are vegetarians and believe in eating natural, clean food. Do not eat meat, coffee or take drugs. Do not eat fish with scales or longer than 30cm.</p> </div> </div> </div> <p>Vegans and Vegetarians</p> <p>Both groups do not eat any meat or fish. Vegetarians will eat some animal's products like dairy (milk, cheese, eggs). Vegans will not have anything from an animal or use animal products.</p>

Geography

Climate Change – subject summary

KPI 9.1.1

Evidence of climate change



What is the evidence for climate change?

1. The world's climate has always changed. During the Medieval Warm Period grapes were grown in London but during the time of the Stuarts, the River Thames would freeze.
2. Since 1880 the Earth's climate has increased by approx. 0.8 degrees.
3. However, the increase in temperature has not been steady. The first graph shows that this increase fluctuates.
4. 16 out of the 17 warmest years in the last 136 years have all occurred since 2001.
5. Also, since the 1980s the Arctic sea ice has been in decline, fluctuating, with the

Methods to find out what the climate was like in the past

Ice cores	Tree Rings	Temperature records
<ol style="list-style-type: none"> 1. Ice sheets are huge blocks of ice made up of layers. A new layer forms each year. 2. Gases trapped in the ice give information about the temperature when they were trapped. 3. One ice core from Antarctica shows the temperature change over 400,000 years. 	<ol style="list-style-type: none"> 1. As a tree grows, a new outer layer (or ring) is formed each year. 2. These are thicker in warm, wet conditions. 3. Tree rings can go back 10,000 years. 	<ol style="list-style-type: none"> 1. Since the 1850s, global temperature has been measured. 2. Thermometers are used to measure temperature and are very accurate.

KPI 9.2.1

Physical cause of climate change

Orbital change	Sunspots	Volcanic eruptions
<ol style="list-style-type: none"> 1. Orbital change is about how close the Earth is to the sun. Every 100,000 years the proximity of the Earth's orbit will move from circular to elliptical (oval). 2. The further the Earth is from the sun, the colder the temperature. A more eccentric (elliptical) orbit makes the distance from the Earth to the sun fluctuate. 	<ol style="list-style-type: none"> 1. These are dark spots that appear on the surface of the sun. 2. The more the sunspots, the greater the heat produced. 3. They come and go in 11-year cycles. 4. This is known as the sunspot cycle. 	<ol style="list-style-type: none"> 1. Lots of material is released into the atmosphere during a volcanic eruption. 2. This reflects the sun rays back out (so they do not reach the Earth). 3. This leads to cooling e.g. after the Mt Pinatubo eruption (1991), global temperature fell.

Manmade greenhouse effect

The Greenhouse Effect
Some sunlight that hits the Earth is reflected. Some becomes heat. CO₂ and other gases in the atmosphere trap heat, making the earth warm.

1. Sun rays travel through the atmosphere to Earth.
2. As they reflect off the Earth, some of the outgoing rays escape back out of the atmosphere.
3. Some are trapped.
4. This balance is needed to keep the Earth warm enough for life.
5. The atmosphere is made up of many gases, two important gases are carbon dioxide (CO₂) and methane.
6. Human activity e.g. driving cars and using electricity often requires the burning of fossil fuels such as oil and coal, which give off CO₂.
7. These greenhouse gases are released into the atmosphere and they trap more and more rays that would normally escape into space.
8. So, the global temperature increases.

Climate Change – subject summary

KPI 9.1.4

Human factors causing climate change

1. **Cars (and other transport)** burn fossil fuels increasing CO₂ into the atmosphere.
2. **Coal and gas power plants** give off CO₂ whilst burning fossil fuels to make electricity.
3. **Building factories** means more electricity is needed.
4. **An increase in the standard of living** means more electricity used in homes so more CO₂ is released.
5. **Increased farming** (pastoral) means more dung so more methane.
6. **Deforestation** means less trees to absorb CO₂.

Developed countries are the biggest contributors to the greenhouse effect. This is because they have more technology and money to do the things above.

Mitigation vs Adaptation – dealing with climate change

Mitigation:
International agreements:
Countries agree to reduce their carbon emissions (carbon footprint) by setting emission targets.

1. Good – reduces CO₂, so stops the negative impacts e.g. flooding
2. Bad – not all countries agree to this e.g. USA pulled out of the Paris Accord. China has not engaged – CO₂ still increases as these are the biggest contributors.

Alternative energies:
Using wind farms, solar energy, nuclear and tidal.

1. Good – reduced CO₂ and associated effects, also they will not run out (infinite).
2. Bad – unreliable so will need to use fossil fuels when they are not working. Also, expensive initially, so higher bills.

Carbon Capture:
Some power plants are designed to capture the CO₂ they create when they burn fossil fuels. Once caught, it is stored underground.

1. Good – reduces CO₂, so reduces consequences e.g. flooding.
2. Bad – expensive = higher bills. The ground could crack causing CO₂ to escape.

KPI 9.1.3

Environmental impacts of climate change

1. Warmer climate means glaciers and ice sheets melt (e.g. Greenland) so sea levels will rise.
2. Sea ice shrinking means lost habitats e.g. polar bears risk extinction.
3. Rising sea levels means coastal areas flood which destroys habitats e.g. Norfolk Broads.
4. Sea temperatures rise so coral reefs are bleached and habitats are lost e.g. the Great Barrier Reef.

Social impacts of climate change

1. Temperature rise so there are more droughts & deaths from dirty water in places like the Sahel.
2. Rising sea levels means coastal areas are flooded, leading to migration. For example, Shanghai is at risk with 24.5 million people.
3. Lower yields of crops (e.g. Maize) due to warmer temperatures means farmers go bankrupt.
4. Droughts cause crop failure, which can cause famine and starvation.
5. Sea temperatures increase, causing more tropical storms, causing death / homelessness.

Adaptation:
Coping with rising sea levels:
Sea levels are predicted to rise by 82cm by 2100. Physical barriers – flood embankments (levees) could be built e.g. The Thames Barrier.

1. Good – these will hold the water back.
2. Bad – very expensive, so developing countries will unlikely be able to prevent floods and the people will be forced to move.

Changing agricultural systems:
Crop patterns are changing. In Kenya drought resistant crops are being used to provide food even when rainfall is low.

1. Good – reduces the risk of starvation.
2. Bad – can be expensive, so the cost of food increases, resulting in the poor going without.

Managing water supply:
Areas will get drier, so adding water meters may reduce use. Also, using water storage facilities.

1. Good – people will have clean water during times of low rainfall.
2. Bad – water meters may not change usage in wealthy countries. Both have little impact if there is not enough rain, so the impacts of droughts e.g. drinking dirty water will remain.


1. Can describe the evidence to suggest that the world's climate is changing.
2. Can explain the natural and human processes which cause climate change.
3. Can discuss the different impacts that climate change will have globally.
4. Assess the effectiveness of methods used in response to climate change.

Geography

Life in an emerging country – subject summary

9.3.1 Describe the location of the newly emerging countries and the characteristics of them.


Who are the emerging countries?



A map showing the BRIC countries (Brazil, Russia, India, China)

- The BRIC countries are the countries with the **fastest growing economies** world-wide.
- They are located in South America (Brazil) and Asia (Russia, India, China).
- They have a **large land mass**.
- They tend to be rich in **natural resources**.
- They have **large populations**, which are generally young.
- They play a key role in **world trade**, with China being the world's biggest exporter.

9.3.1 Describe the location of the newly emerging countries and the characteristics of them.




A map showing the MINT countries (Mexico, Indonesia, Nigeria, Turkey)

- The MINT countries are another four recently emerging countries.
- One is located in South America (Mexico), two in Asia (Indonesia and Turkey), and one on the east coast of Africa (Nigeria).
- Similar to the BRIC countries, they have **large land masses** and a young population.
- Nigeria's** growth has been based on exporting oil.
- Mexico is home to many **TNCs** (see below), such as Fiat, therefore **exporting secondary products** world-wide.

9.3.1 Describe the location of the newly emerging countries and the characteristics of them.

Is the Brandt line still relevant?



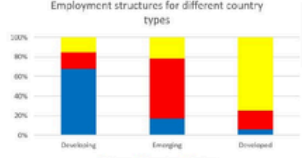
- The **Brandt line** suggests that there are just two categories of countries, developed and developing.
- This was created in the 1980s and was based purely on GDP.
- The rise of the **BRIC and MINT countries** does **undermine** the line.
- 7 of the countries are found south of the line.
- Today many countries are seeing a rapid increase in their GDP per capita.

Key Terms:

- Imports** – Goods brought into a country.
- Exports** – Sending goods to another country for sale.
- Trade unions** – An organisation of workers who work to protect the rights of those employed.
- Tax Breaks** – This reduces the amount of tax a company must pay (normally for a fixed period), therefore increasing profit.
- Subsidies** – Money given by a government to help an industry keep down the cost of exports.
- Human development index (HDI)** – A development measure which combines GDP per capita, life expectancy and literacy rate.
- Urbanisation** – The growth in the number/ proportion of people living in towns and cities.

9.3.1 Describe the location of the newly emerging countries and the characteristics of them.

The key features of emerging countries:



- The graph shows the 'general' employment structures for a developing, emerging, and developed country.
- Emerging countries** are characterised by having a **large % of workers in secondary industries** (manufacturing).
- Emerging countries have seen **mechanisation of primary activities** such as farming, in rural areas, so a reduction in jobs in the primary sector.
- This has allowed people to move to cities, to work in the **manufacturing sector**, where wages are often higher.

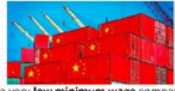
	GDP	Life expectancy	Infant mortality	HDI
Somalia	\$550	50	117 per 1000	0.26 (v. low)
Mexico	\$13, 150	72	19 per 1000	0.81 (high)
UK	\$35, 250	77	6 per 1000	0.95 (v. high)

Development indicators in an emerging country:

- Emerging countries are categorised as having a **rapidly improving quality of life**.
- In general, the **population is getting richer**, due to higher wages.
- This means the **governments** of these countries have more money to **invest in infrastructure** such as schools and hospitals, which also improves quality of life.
- From the table it is clear to see that **Mexico** (an emerging country), has **significantly improved development indicators**. This has resulted in an HDI score for Mexico, which is much closer to the UK.

9.3.1 Describe the location of the newly emerging countries and the characteristics of them.

How China became an emerging country:



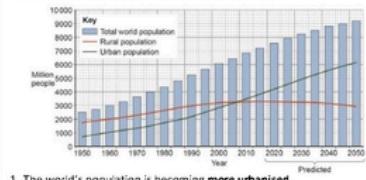
- China had a very **low minimum wage** compared to developed countries, this encouraged companies to set-up, as products could be made cheaply, leading to **greater profits**.
- Trade unions were weak** in China, resulting in many companies attempting to pay below the minimum wage and making **workers work long hours**. This led to **greater production and profits**.
- Companies such as **transnationals were given tax breaks**, this encouraged companies to set-up.
- There were **fewer environmental laws** in China, this meant that **industries could operate more cheaply**, resulting in bigger profits.
- The **government placed subsidies on exports**; \$1 billion was set aside each year to reduce the cost of the goods exported, resulting in **more being sold** and therefore increasing job opportunities.

NB: The jobs are often low-paid and have been criticised for mission purposes.

Life in an emerging country – subject summary


9.3.2 Explain why rural to urban migration is a key feature of life in emerging countries.

Urbanisation is a key feature of emerging countries:



- The world's population is becoming **more urbanised**.
- The **fastest rates** of urbanisation are taking place in the **emerging countries**.
- People are moving from the rural areas to the urban areas; the pace of this movement is rapid.

Push and pull factors to urban areas are a key feature in emerging countries:



Possible push factors from rural areas:

- Mechanisation** of primary industries (farming) means few jobs.
- Potential drought**, lack of food and clean water.
- Lack of schools**, meaning less chance of children getting an education.
- Difficult to access medical care**, meaning illness and disease may go untreated.

They are pulled to the city as there are many jobs in the manufacturing industries, with improved wages.
As well as a reliable food and water source, access to medical care and education.

KPIs:

9.3.1 Describe the location of the newly emerging countries and the characteristics of them.


9.3.2 Explain why rural to urban migration is a key feature of life in emerging countries.

9.3.3 Assess the opportunities and challenges faced by people living in a city in an emerging country.

9.3.4 Evaluate the social, environmental, economic and political impacts of a TNC(s) in an emerging country.


9.3.3 Assess the opportunities and challenges faced by people living in a city in an emerging country.

The opportunities and challenges of living in a city in a newly emerging country (Rio):



- Rio is a city in an emerging country (Brazil) which has seen rapid rates of urbanisation.
- Some people live in **modern apartments** and housing, whilst others live in **favelas** (shanty settlement/ illegal) on the edges and hillsides of the city.

What are shanty settlements (favelas) like?



- Houses are densely packed** together.
- They are **built illegally** and could be knocked down by the authorities.
- They are usually built on land which developers do not want to use e.g. **hillsides**, near railway tracks, on marsh land, on the outskirts of cities etc.

Opportunities of living in Rocinha (a favela in Rio):

- Located in Rio which has the **highest income per head** in the country, so jobs could lead to wages for food, medicines and sending children to school.
- 88%** of housing is connected to the main **water supply**, so less diseases e.g. cholera.
- Housing has electricity**, which means an improved quality of life e.g. being able to heat and light the home.

Challenges of living in Rocinha (a favela in Rio)

- 12%** of the population **do not have access to clean water**, so might be forced to drink dirty water with the risk of getting diseases.
- Unemployment** in favelas is **20%**, so many people do informal, cash in hand jobs. Pay can be low, so they might not be able to afford basic medicines and food.
- Only **50% of waste is collected**, so waste builds up in the streets, sometimes leading to vermin and mosquitos, which can increase the risk of diseases such as malaria.
- Crime** can be a problem in the area.

9.3.4 Evaluate the social, environmental, economic and political impacts of a TNC(s) in an emerging country.

The role of TNCs in emerging countries:


A **transnational corporation** is a company which has its **headquarters** in one country (normally a **developed country**), and its **factories elsewhere** (normally an emerging or developing country).

TNCs as a route out of poverty:

- South Korea is a good example of a country which historically used TNCs to help it develop.
- During the 1960s they encouraged companies to set-up within the country.
- They promoted their cheap labour force, and ensured workers worked long hours.
- Companies such as Ford set-up in S. Korea.
- The **S. Korean's used taxes to improve schools** and develop their own industries.
- Today S. Korea** is home to some of the **biggest companies in the world**, including Samsung, LG, and Hyundai.
- The South Korean example demonstrates that TNCs can significantly help a country develop.

Foxconn (Apple in China) – opportunities and challenges

Foxconn has factories in Shenzhen, China. Inside the factory electronic items are manufactured, including the **iPhone**, an Apple product from California.



Opportunities:

- Wages** in the factory are just above the minimum wage at **£152 per month**, which means people have money which they can spend on other things, which can lead to a positive multiplier effect.
- In total **300, 000 people are employed** at the Foxconn sites at Shenzhen, this means an increase in taxes for the government and therefore increased spending on schools and hospitals.
- Workers are learning new skills**, this means they may start developing their own companies. Many Chinese companies are now big global brands e.g. Huawei.

Challenges (some are perceived and in the past):

- Workers work **extremely long hours** sometimes without breaks (up to 60 hrs per week), this means they may not see their family, reducing quality of life.
- Rules** inside the factories can be **strict**, in the past there have been reports of financial punishments.
- Foxconn is said to **pay a relatively small amount of tax** to the Chinese government.
- The **company is footloose**, meaning it can leave at any time, therefore workers worry that the company will close, and they will become unemployed.

History



Causes of World War One

The assassination of Franz Ferdinand

Who? Franz and Sophie Ferdinand. Franz was the heir to the Austro-Hungarian Empire.

When? 28th June 1914

Where? Sarajevo, the capital of Bosnia

What happened?

- Seven young Bosnian Serbs who were members of the Black Hand Gang planned to assassinate Franz Ferdinand as he drove along the main road in Sarajevo.
- The first conspirator, Čabrinović, tried to kill Franz Ferdinand and threw a bomb at his car. He missed and was arrested.
- The Archduke escaped unhurt. He decided to abandon the visit and return home via a different route to the one planned, and visit those injured in the blast.
- No one had told the driver the route had changed. On the way back, the driver turned into Franz Josef Street, following the previously agreed route and, when told of his error, stopped the car to turn around.
- Unfortunately, the car stalled in front of Gavrilo Princip, one of the conspirators.
- Princip pulled out a gun and shot at Franz Ferdinand, hitting him in the jugular vein. There was a tussle, during which Princip shot and killed Sophie. By 11.30am, Franz Ferdinand had bled to death.



Militarism: Many countries believed it was important to build large armies and navies as a sign of power and strength. Great Britain and Germany were competing with each other to have the largest navy. This increased tensions between the two countries.



Alliances: Two opposing groups dominated Europe by 1914. The **Central Powers** of Germany, Austria-Hungary and Italy and the **Triple Entente** of France, Russia and Great Britain. When war broke out between Austria-Hungary and Serbia, Serbia called in their friends (Russia) and Austria-Hungary their friends (Germany) and so on. Within 37 days of the assassination, the world was at war.

Imperialism: Many European nations had empires - the British Empire was the largest by far. Countries wanted the largest empire and were greedy, taking over smaller countries, especially in Africa. For example, Austria-Hungary taking over Bosnia in 1908.



Nationalism: This is a deep sense of patriotism and pride for your country. The Black Hand Gang were patriotic Bosnian Serbs who wanted to save Bosnia from Austro-Hungarian rule. This pushed them to assassinate Franz Ferdinand.



WOMEN'S SUFFRAGE KNOWLEDGE ORGANISER

Summary

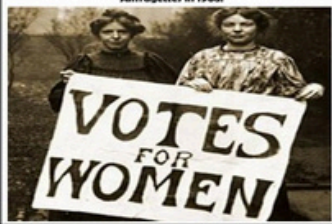
Women's Suffrage is about the right of women to vote at elections.

At the start of the 19th century, women in Britain did not have the right to vote. They also had few legal protections or rights to education or work.

By the end of the 1800s, there was increasing support for the right of women to vote. There were two main groups who campaigned for women's rights, the Suffragists (NUWSS) and the Suffragettes (WSPU).

In 1918, just before World War One ended, the government passed a law giving some women the right to vote for the first time. Further acts in 1928 and 1969 extended this to more women.

Anney Kenney and Christabel Pankhurst of the Suffragettes in 1906.



Major Events

Women's Suffrage Petition - 1866

In 1866, Barbara Bodichon and other women's rights activists presented the first women's suffrage petition to Parliament. Signed by over 1,500 women, the petition demanded that women be granted the right to vote on the same terms as men. While this initial petition was unsuccessful, it laid the groundwork for future suffrage efforts.

Formation of the Suffragettes - 1903

Founded by Emmeline Pankhurst and her daughters Christabel and Sylvia, the WSPU was a militant suffragette organization that played a significant role in the women's suffrage movement. The WSPU employed tactics such as demonstrations, hunger strikes, and window-smashing to draw attention to the cause and put pressure on the government.

Formation of Suffragists (NUWSS) - 1897

The NUWSS, led by Millicent Fawcett, advocated for women's suffrage through peaceful and constitutional means. Unlike the more militant WSPU, the NUWSS focused on lobbying, public speaking, and organizing petitions to achieve suffrage. The NUWSS played a crucial role in gaining support for women's suffrage and paved the way for future legislative victories.

Cat and Mouse Act - 1913

The Act was designed to deal with suffragettes who engaged in hunger strikes while imprisoned. Under this Act, hunger-striking prisoners could be released from prison if their health deteriorated to a dangerous level due to starvation. Once their health improved, they could be rearrested and returned to prison to complete their sentence.

Representation of the People Acts - 1918 and 1928

- The Representation of the People Act 1918 was a landmark piece of legislation that partially granted women the right to vote in the UK. It extended voting rights to women over the age of 30 who met certain property qualifications, as well as to all men over 21.
- The Representation of the People Act 1928, also known as the Equal Franchise Act, granted equal voting rights to women and men over the age of 21, regardless of property qualifications.
- This legislation finally achieved universal adult suffrage in the UK.

Key People

Key People	Key Vocabulary
MILlicent FAWCETT (1847-1929)	Suffrage Suffragette
EMMELINE PANKHURST (1858-1928)	Suffragist NUWSS WSPU Hunger Strike
EMILY DAVISON (1872-1913)	Cat & Mouse Act Petition Act Emmeline Pankhurst Millicent Fawcett Emily Davison

Top Facts

- When the Suffragettes began adopting more aggressive acts, their motto became 'Deeds Not Words.'
- Before the Cat and Mouse Act, Suffragettes were often force-fed when they went on hunger strike.
- Emily Davison's death raised awareness of the cause.
- World War 1 drastically changed women's role in society. Women were cast into roles previously occupied by men. It is thought that this contributed to changing attitudes across the country.
- The 1918 Representation of People Act wasn't thought to go far enough. Women still had to be over the age of 30 and own property to be allowed to vote.
- 'Suffrage' means the right to vote in elections.
- There remains divided opinion over the extreme strategies adopted by the Suffragettes.
- The fight for women's rights is not over. Men are still paid more on average for doing the same jobs, and in many countries women do not have basic rights.

Women's Suffrage Timeline

- | | | | | | | | |
|---|---|---|--|-------------------------------------|--|--|---|
| 1866: First women's suffrage petition is presented to parliament by Barbara Bodichon. | 1897: Establishment of Suffragists (NUWSS). | 1903: Formation of Suffragettes under Emmeline Pankhurst. | 1907: First 'Mud March' by Suffragettes in London. | 1908: Women's Sunday demonstration. | 1913: Emily Davison steps out in front of the King's horse at the Epsom Derby. | 1918: Representation of People Act passed, granting voting rights to some women over 30. | 1928: Representation of People Act passed, granting equal voting rights to women and men. |
|---|---|---|--|-------------------------------------|--|--|---|

History

1. How did Europe fall under the control of dictators?

Key concepts:

- The political spectrum
- Left wing
- Right wing
- Dictatorship
- Totalitarianism

Keywords:

1. **Communism** - An economic and political system in which all property is state-owned
2. **Democracy** - A political system that allows the people to vote on how the country is run
3. **Dictator** - A single strong leader who can do what they want and has complete power
4. **Fascism** - A political system that puts the strength of the nation above the individual
5. **Totalitarian** - A form of rule in which the government or leader has unlimited power over all aspects of society
6. **Autocracy** - A system of government by one person with absolute power
7. **Bolsheviks** - The radical left-wing political group which seized control of the Russian government in 1917
8. **Proletariat** - Used by communists to describe the working class
9. **Tsar** - The Russian emperor
10. **Collectivisation** - The grouping together of farms to be owned by the state
11. **Industrialisation** - The widescale development of industries in a country
12. **Purge** - To remove a group of people from an organisation
13. **Soviet Union** - Or USSR, the new name for Russia under Communist control
14. **Fuhrer** - Hitler's title from 1934, when he became the absolute ruler of Germany
15. **Police state** - A country where the government uses the police to spy on the people and stamp out opposition
16. **Weimar Republic** - The German democratic government established after WWI

Key dates:

- 1917 - The Bolsheviks seize control of Russia
- 1919 - Germany forced to sign Treaty of Versailles
- 1924 - Stalin becomes leader of the Soviet Union
- 1929 - The Great Depression
- 1933 - Hitler becomes Chancellor of Germany
- 1934 - Purges begin in the Soviet Union and Hitler becomes Fuhrer



2. Why was Nazism defeated?

Key people:

- Winston Churchill
- Dwight Eisenhower
- Franklin Roosevelt
- Stalin

Keywords:

1. **Allies** - The alliance between Britain, the USA, the USSR and France
2. **BEF** - British Expeditionary Force
3. **Blitzkrieg** - Tactic used by Hitler meaning lightning war
4. **Axis** - The alliance that stood opposed to the allies made up of Germany, Japan and Italy
5. **Encircle** - To surround an enemy army
6. **Red Army** - Army of the Soviet Union
7. **Pincer movement** - A movement by two separate groups of troops to close in on an enemy from two different directions
8. **Isolationist** - The American policy of isolating itself from European and world affairs
9. **Lend-Lease** - A scheme under which the USA lent or leased vital supplies to Britain during the war
10. **Tariff** - A tax paid on certain imports or exports
11. **Luftwaffe** - The Nazi air forces
12. **Operation Overlord** - The allied military operation to liberate France from Nazi occupation

Key dates:

- 1 September 1939 Hitler invades Poland
- 26 May - 4 June 1940 Dunkirk evacuation
- 14 June 1940 Paris falls to the Nazis
- 22 June 1941 Hitler launches Operation Barbarossa
- 7 December 1941 Attack on Pearl Harbor
- 11 December 1941 Hitler declares war on the USA
- September 1942-January 1943 The Battle of Stalingrad
- 6 June 1944 D-day
- 8 May 1945 End of the war in Europe



Unit 3: Shifting World Orders in the Modern World

3. Why was Europe split in half?

Key people:

- 'The Big Three' - Winston Churchill, Roosevelt, Stalin
- Harry Truman

Keywords:

1. **Capitalism** - Where trade and industry are run by private individuals for profit
2. **Cold War** - A state of political hostility between countries that doesn't go quite as far as open warfare
3. **Sphere of influence** - Region of the world in which one Superpower is dominant
4. **Superpower** - An unusually strong country
5. **Containment** - The US policy of stopping Communism from spreading
6. **Satellite state** - Countries that came under direct control of the Soviet Union after WWII
7. **Arms race** - When countries compete against each other to make more and more powerful weapons
8. **Deterrent** - Something that prevents one country from attacking another
9. **Mutually Assured Destruction** - The existence of massive nuclear weapons meant that a future World War could end life on earth

Key dates:

- February 1945 Yalta Conference
- May 1945 Germany defeated
- July 1945 Potsdam Conference
- 6-9 August 1945 USA drops atomic bombs
- March 1947 Truman Doctrine announced
- March 1948 Marshall Aid introduced
- June 1948 Berlin Blockade



Year 9, Topic Summary Sheet

Unit 2: The Holocaust.

Links: Year 11 Germany

GCSE Paper 3 & Paper 2 Cold War

1. Key Dates Timeline

1.	January 1933 Hitler is made Chancellor of Germany.
2.	April 1933 Jewish shops are boycotted (German citizens are encouraged not to use Jewish shops).
3.	September 1935 The Nuremberg Laws were passed. These were a series of laws reducing German Jews human rights, such as their ability to marry Germans, to vote, and to be recognised as a citizen.
4.	March 1938 Hitler joined Germany with Austria (something that was forbidden by the Treaty of Versailles). This became known as the Anschluss. Remember, Hitler was actually Austrian and not German.
5.	November 1938 Kristallnacht (Night of Broken Glass). This was a pogrom (violent riot) against German Jews carried out by SA (Brown Shirts) forces and civilians throughout Nazi Germany on 9-10 November. The German authorities looked on without intervening. Jewish homes, hospitals and schools were ransacked as the attackers demolished buildings with sledgehammers. The rioters destroyed 267 synagogues throughout Germany, Austria and the Sudetenland. Over 7,000 Jewish businesses were damaged or destroyed and 30,000 Jewish men were arrested and sent to concentration camps.
6.	1 st September 1939 Hitler invades Poland. Britain and France issue an ultimatum telling Germany to leave. Germany ignore the threat and Britain and France declare war on Germany on 3 rd September 1939.
7.	From October 1939 the process of ghettoization began in Poland in order to confine and segregate Poland's Jewish population of about 3.5 million for the purpose of persecution, terror, and exploitation. The largest <i>ghetto</i> in Poland was in the capital city of Warsaw, covering the area of 307 hectares (3.07 km ²). The initial population of the ghetto was 450,000.
8.	November 1939 Polish Jews are forced to wear yellow stars. The star represents the Star of David (a Jewish symbol).
9.	From February 1942 the Mass deportation of Western European Jews to concentration camps began. Jewish people were transported from all Nazi occupied countries such as Bulgaria, Romania in the east and France and the Netherlands in the west. They were taken by train to death camps in Poland where they would be systematically murdered.
10.	By 1944 Jews from countries that were Germany's allies were also deported and taken to the gas chambers e.g. Hungarian Jews.
11.	23 rd January 1945 Russian troops from the Soviet Union liberated what they thought was a POW (Prisoner of War) camp in Oswiecim, southern Poland that contained 7,000 prisoners. They later realised that this was actually Auschwitz-Birkenau, the world's most notorious crime scene where over 1.2 million Jews, gypsies and other 'untersmenschen' (undesirables) had been routinely murdered in gas chambers and their bodies burnt to ashes to hide the evidence.

History

2. Key Individuals

12. Adolf Hitler	Nazi Party Dictator of Germany 1933-1945
13. Heinrich Himmler	Leader of the SS. It was the SS that carried out the mass extermination of Jewish people.
14. Adolf Eichmann	Eichmann was a German-Austrian high ranking SS officer and one of the major organizers of the Holocaust
15. Josef Goebbels	Nazi Party minister of propaganda.
16. Rudolf Hoss	Hoss was the longest serving officer in charge of Auschwitz.

3. Key Words/Terms

17. Lebensraum	Living space in the east (e.g. Poland) where Hitler was planning to build his 1000 year Reich for the master/superior race (Herenvolk).
18. Minorities	Anyone considered non-Aryan, disabled people, homosexuals, Roma.
19. Nuremberg	A series of laws reducing German Jews human rights, such as their ability to marry Germans, to vote, and to be recognised as a citizen.
20. Pogrom	A violent attack on Jewish communities, these had been occurring all over Eastern Europe & Russia since 1900.
21. Roma	Known as gypsies, they were persecuted especially when the Nazis' moved East during WWII.
22. SA	Known as Hitler's bullyboys in the early days they helped him gain power by intimidating people.
23. SS	Hitler's elite part of the army, also responsible for the workings of the concentration camp network under Himmler.
24. SS Einsatzgruppen	SS murder squads that went around Eastern Europe looking for Jews, capturing them and then murdering them.
25. Sterilisation	Preventing men and women from breeding by an operation.
26. Genocide	The killing of an entire race of people.
27. Synagogue	A Jewish place of worship.

3. Key Words/Terms (Continued)

28. Anti-Semitism	Discrimination against Jews as a religious group or race.
29. The Final Solution	The Nazi government official policy which authorised the murder of all Jews within the Nazi Reich (empire).
30. Aryan	Meaning pure German blood. Hitler believed they would make Germany great again.
31. Concentration Camps	Prison camps set up by the Nazis in 1933, firstly for political opponents (communists), then minorities from criminals, homosexuals, gypsies, Jews. Some later became extermination camps.
32. Extermination 'death' Camp	A concentration camp designed for the systematic murder of prisoners e.g. Treblinka or Sobibor.
33. Eugenics	The study of races. The Nazis' distorted science such as Darwin's survival of the fittest.
34. Euthanasia	The killing of those with disabilities or diseases.
35. Gestapo	Hitler's spy network, which relied on informants.
36. Holocaust	The Holocaust took place in Europe between 1933 and 1945. Six million Jews were systematically and brutally murdered by the Nazis and their collaborators. Millions of non-Jews, including Roma and Sinti (Gypsies), Serbs, political dissidents, people with disabilities, homosexuals and Jehovah's Witnesses, were also persecuted by the Nazis.
37. Ghettos	Parts of cities reserved for Jews from 1939, they were unhygienic places to live, had a lack of water and healthcare. They acted as prisons as they had large walls and curfews.
38. Kristallnacht	Kristallnacht – The Night of broken glass, people encouraged by the SS burned down synagogues, humiliated Jewish people and many were killed.
39. Untermenschen	Anyone considered an undesirable in Hitler's Germany; disabled, Roma, homosexuals and Jews.

Spanish

Spanish
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Unit 9 - Relationships

9.1.1 Describe tu familia - Describe your family	
Mi padre/ mi padrastro	My dad/stepdad
Mi madre/mi madrastra	My mum/stepmum
Mi hermana/o mayor	My older sister/brother
Mi hermana/o menor	My younger sister/brother
Mi media/o hermana/o	My half sister/brother
Mis padres	My parents
Mis abuelos	My grandparents
Tiene(n) el pelo ...	S/he has [they have]... hair
Tiene(n) ... años	S/he is [they are]... years old
Es...	S/he is...
Son...	They are...

9.1.2 ¿Te llevas bien con tu familia? - Do you get on well with your family?	
Me llevo bien con...	I get on well with...
No me llevo bien con.../Me llevo mal con...	I don't get on well with...
Salimos	We go out
Discutimos	We argue
Compartimos	We share
Nos peleamos	We argue/fight
Tenemos mucho en común	We have lots in common
No tenemos nada en común	We have nothing in common
Me fastidia	S/he annoys me
Me hace reír	S/he makes me laugh
Juntos	Together

9.2.1 ¿Qué haces y cuándo? - What do you do and when?	
Juego	I play
Juego al baloncesto/ Juego en el parque	I play basketball/ I play in the park
Hago	Literally: I do/ make (many expressions need hacer)
Hago natación/Hago escalada/Hago ejercicio	I swim - I go swimming/ I climb/ I exercise
Voy	I go
Voy al centro/Voy a una fiesta/Voy de paseo	I go to town/ I go to a party/ I go for a walk
Salgo	I go out
Me quedo en mi habitación	I stay in my room
Toco + instrumento	I play an instrument
Toco la guitarra/Toco la batería	I play the guitar/ I play the drums

9.2.2 ¿Qué hace tu hermano/a? - What does your brother/sister do at the weekend?	
Juega	S/he plays
Hace	Literally: I do/make (many expressions need hacer)
Hace deporte/Hace sus deberes	S/he does sport/S/he does his/her homework
Va	S/he goes
Sale	S/he goes out
Se queda en su habitación	S/he stays in his/her room
Se entrena	S/he trains
A... le gusta (+ infinitive)...	S/he likes (to...)
Es aficionado/a de ...	S/he is a fan of...
Juegan ...	They play...
Hacen...	They do...
Somos muy diferentes	We are very different
Tenemos gustos similares	We have similar likes/interests
Su/sus (agrees with the object)	Her/his (su = his or her singular; sus = his or her plural)

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Spanish
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Unit 9 - Relationships

9.3.1 ¿Cómo sería tu pareja ideal? - What would your ideal partner be like?	
¿Te gustaría casarte o tener una familia?	Would you like to get married or have a family?
Mi novia/o ideal	My ideal boyfriend/girlfriend
(No) sería...	S/he would (not) be...
Tendría...	S/he would have...
Le gustaría	S/he would like...
Me gustaría	I would like
Casarse	To get married
Separarse	To separate
Divorciarse	To divorce
Enamorarse	To fall in love
Estar comprometido/a	To get engaged
Vivir juntos	To live together
El matrimonio	Marriage
La boda	Wedding
Soltero/a	Single
La libertad	Freedom

9.4.1 ¿Qué hiciste el fin de semana pasado? - What did you do last weekend?	
Tuve que (+ infinitive)	I had to...
Quería (+ infinitive)	I wanted to...
Era/fue...	It was...
Me divertí mucho	I enjoyed myself
Hacía/hizo calor/frío	It was hot/cold
Llovía/llovió	It rained

9.4.2 ¿Qué hacías cuando eras pequeña/o? - What did you used to do when you were little?	
Cuando era pequeña/o	When I was little
Lo que más me gustaba era	The thing I liked the most was...
Me gustaba (+ infinitive)	I liked to ... / I used to like to...
Me encantaba (+ infinitive)	I loved to ... / I used to love to...
No soportaba (+ infinitive)	I could not stand...

9.3.2 En tu opinión ¿Qué es un buen amigo? - In your opinion, what is a good friend? (see Exercise Book for adjectives)	
Un buen amigo/una buena amiga es...	A good friend is...
Me hace reír	Makes me laugh
Me hace feliz	Makes me happy
Me ayuda con mis problemas	Helps me with problems
Me acepta	Accepts me
Me entiende	Understands me
Comparte todo	Shares everything
La amistad	Friendship
Comprensiva/o	Understanding

9.3.3 ¿Cuáles son tus planes para el fin de semana? - What are your plans for the weekend?	
Voy a (+ infinitive)	I am going to (+verb/activity)
Voy a salir de fiesta	I am going to go partying
Va a (+ infinitive)	S/he is going
Vamos a (+ infinitive)	We are going
Van a (+ infinitive)	They are going
Espero (+ infinitive)	I hope
Va a ser	It's going to be
Será	It will be
Como siempre	As usual

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Unit 10 - Festivals And Celebrations

10.1.1 La comida - Food	
El desayuno	Breakfast
Desayunar	To eat/have breakfast
El almuerzo/la comida	Lunch
La merienda	Afternoon snack
La cena	Dinner/tea
Cenar	To eat /have dinner
Como/tomo	I eat/I take
Tomo cereales con leche	I take cereals with milk
Una dieta equilibrada	A balanced diet
Comer sano	To eat healthily
La comida grasosa/ grasa	Fatty food
Una comida	A meal
Comida para llevar	Takeaway food
La carne	Meat
Una comida vegetariana/vegana	A Vegetarian/vegan meal
Las verduras	Vegetables
El arroz	Rice
La pasta (en salsa de tomate)	Pasta (in a tomato sauce)
El pescado (el atún/el salmón)	Fish (tuna/salmon)
Alrededor del mediodía/ de las seis	At about midday/At about 18:00
Mi plato preferido	My favourite dish
Al volver a casa	When returning home...
Me levanto y luego...	I get up and then...
Juntos en familia	Together as a family

10.1.2 La variedad de la cocina hispánica	
La cocina tradicional	Traditional food/dishes
Una especialidad	A speciality
En América Central	In Central America
En Sudamérica	In South America
El plato nacional	The national dish
Similar a	Similar to
Picante	Spicy
El ajo	Garlic
El maíz	Corn
Los mariscos	Shellfish
Relleno/a de...	Filled with...
En comparación con...	Compared with...

10.2.1 ¿Qué celebraciones se celebran en España/en países de habla hispana? - Which festivals/celebrations are celebrated in Spain/Spanish speaking countries?	
Celebramos...	We/One celebrates...
La Nochevieja	New Year's Eve
El Año Nuevo	New Year's Day
La Navidad	Christmas
La Pascua/la Semana Santa	Easter
El día de la madre	Mothers' Day
El Día de los Muertos	Day of the dead (celebrated in Mexico)
Los Sanfermines	Festival with the running of the bulls
Las Fallas de Valencia	Traditional celebration in Valencia every year
La feria de Abril de Sevilla	April festival of Seville
Un desfile/una procesión	A parade
Los fuegos artificiales	Fireworks
Los regalos	Presents
La tarta de cumpleaños	Birthday cake

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Unit 10 - Festivals And Celebrations

10.2.2 Háblame sobre una fiesta que celebraste - Tell me about a past festival/celebration	
El año pasado	Last year
Hace dos meses/un año	Two months/ a year ago
Celebré.../Celebramos...	I celebrated/ we celebrated
Hice/hicimos una tarta de cumpleaños	I made a cake/He/she made a cake
... me compró...	... (s/he) bought me a...
Bailé	I danced
Invité a mis amigos a mi casa	I invited my friends to my house
Organicé una fiesta	I organised a party
Participé	I participated in...
Llevé un disfraz	I wore fancy dress
Fui	I went...
Fue + adjective	It was + adjective
Toda la noche/ todo el día	All night/day
Me divertí mucho	I enjoyed myself
Lo pasé/pasamos genial/ fenomenal/bomba	I/we had a great time

10.2.3 ¿Qué festival/qué fiesta te gustaría visitar y por qué? - What festival would you like to visit?	
(No) me gustaría (+ infinitive)	I would (not) like
Me encantaría (+ infinitive)	I would love
Parece + adjective	It seems + adjective
Parece emocionante	It seems exciting
Me interesa la cultura	I'm interested in culture
Me interesan las tradiciones	I'm interested in traditions
(No) soy religiosa/o	I am (not) religious

10.3 ¿Cómo se compara con las tradiciones de su país? - How does it compare?	
En comparación con...	In comparison to...
Que	Than
Que en España/México	Than in Spain/Mexico
Than in Spain/Mexico	It seems exciting
Es más...	It's more...
Es menos...	It's less...
Mientras que	Whereas
Ponemos/ ponen	We put/they put
Tenemos/ tienen	We have/they have
Comemos/ Comen	We eat/they eat
Hacemos/ hacen	We do/they do
Celebramos/ celebran	We celebrate/they celebrate

10.4 ¿Qué hay en la foto? - What is there in the photo?	
En la foto hay	In the photo there is/are
Puedo ver	I can see
Una familia/ algunas personas/ jóvenes/niños	A family/ some people/young people/ children
Un hombre/ una mujer/ un chico/una chica	A man/a woman/a boy/a girl
Al aire libre/dentro	Outside/indoors
Los turistas	Tourists
Parece... (feliz/triste)	S/he seems... (happy/sad)
Parecen (felices/tristes)	They seem... (happy/sad)
Los edificios (modernos/viejos)	Some (modern/old) buildings
Un lago/ una montaña/ un jardín	A lake/ a mountain/ a garden
Hace sol	It's sunny
Hace buen/mal tiempo	It's nice/bad weather
Habla/discute/juega/trabaja/camina/come	S/he is speaking/ is arguing/is playing/is working/is walking/ is eating
Hablan/discuten/ juegan/ trabajan/caminan/comen	They are speaking/arguing/ playing/working/walking/ eating
Lleva (una camiseta/un jersey/ un vestido/vaqueros/zapatillas/gafas)	S/he is wearing (a t-shirt/a jumper/a dress/jeans/trainers/ glasses)
A la izquierda/a la derecha	On the left/on the right
En primer plano	In the foreground
Al fondo	In the background

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Unit 11: City Or Region In A TL Country

11.1.2 ¿Qué se puede hacer en tu región? - What can you do in your area?	
Hay mucho que hacer	There is lots to do
No hay nada que hacer	There is nothing to do
(No) se puede (+ infinitive)	You/one can (not)
En invierno	In winter
En verano	In summer

11.1.3 Mi región antes - My area before	
Antes	Before
En el pasado	In the past
Había	There was/were or there used to be
Estaba/era	It was/used to be
Más (+ adjective)	More
Menos (+ adjective)	Less/fewer

11.3.2 ¿Dónde te gustaría vivir en el futuro? - Where would you like to live in the future?	
(No) me gustaría/Me encantaría (+ infinitive)	I would (not) like to/I would love to [+ verb]
En algún lugar (en Francia/en España/en Australia)	Somewhere (in France, in Spain, in Australia)
Un país cálido	A hot country
Un país de habla hispana	A Spanish speaking country
Soy fan de...	I am a fan of
Me entusiasma...	I love/am excited by ...
Los deportes de invierno	Winter sports
La comida	The food
El modo de vida	The way of life
La gente es... (people in Spanish is singular)	People are
Lejos de	Far (away) from
Cerca de	Close to

11.4.1 ¿Qué quieres comprar? - What do you want to buy?	
Quiero comprar	I want to buy
¿Cuánto cuesta?	How much does it cost?
Cuesta...	It costs...
¿De qué color?	Which colour?
Un recuerdo	A souvenir
Un regalo	A present

11.4.2 ¿Qué compraste recientemente? - What have you bought recently?	
Compré...	I bought...
Fui a las tiendas/ Fui de compras.	I went to the shops/shopping.
Quise/quiera	I wanted
Esperaba	I hoped/was hoping to
Olvidé	I forgot
Tuve que (+ infinitive)	I had to...
Un regalo de cumpleaños	A birthday present
El vendedor/La vendedora	Shop assistant
Cerrado/a	Closed

11.5.1 ¿Qué país de habla hispana te gustaría visitar? - Which Spanish speaking country would you like to visit?	
Me gustaría visitar...	I would like to visit...
Me encantaría visitar...	I would love to visit...
Visitaria...	I would visit...
Haría ...	I would do...
La cultura sudamericana	South American culture
Las ciudades antiguas	Ancient cities
La selva	The jungle
Las montañas	The mountains
Las playas tropicales	Tropical beaches

11.5.2 Los países de habla hispana - ¿Qué quieres hacer allí? - What do you want to do there?	
Quiero (+ infinitive)	I want to (+ verb)
Quisiera/me gustaría (+ infinitive)	I would like to (+ verb)
Descubrir	To discover
Ver	To see
Probar	To try
La comida típica	Local food
Los festivales	Festivals

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Unit 12: The World Around Us

12.1.1 ¿Qué problemas medioambientales hay en...? - What environmental problems are there in...?	
(No) hay	There is/are (no)
Tráfico (es)	Traffic
Bolsa de plástico (la)	Plastic bag
Ruido (el)	Noise
Basura (la)	Rubbish
Polución (del aire/ del agua) (la)	Pollution
Contaminación (del aire/ de la agua) (la)	Contamination
Espacios verdes (los)	Green areas
No es sostenible	It is not sustainable
Es un desastre	It is a disaster/ a catastrophe

12.1.2 ¿Qué se puede/debería hacer? - What can/should we do/be done?	
Se puede/podemos (+ infinitive)	We can ...
Se debería (+ infinitive)	We should ...
Usar	Use
Reciclar	Recycle
Reusar	Reuse
Reducir el consumo de	Reduce the consumption of
Ahorrar	Save (as in save up, not to rescue or salvage)
Apagar la luz	Turn the light off
Desenchufar los aparatos eléctricos	Unplug electrical devices
El transporte público	Public transport
Menos	Less
Agua	Water
Una bolsa de plástico	A plastic bag
La energía	Energy
La basura	Rubbish
Las latas	Tins
Las botellas	Bottles
El vidrio	Glass

12.1.3 Cuando eras pequeña/o, ¿hacías más o menos para proteger el medio ambiente? - When you were little did you do more or less to protect the environment?	
Cuando era pequeña/o	When I was little
Antes	Before [in the past]
Era más/menos ecológica/o	I was more/less environmentally friendly
Que ahora	Than now
Hacia mucho - Hago	I used to do a lot - I do
No hacía nada	I didn't used to do anything
Iba a pie - Voy a pie	I used to walk - I walk
Ahorra - Ahorro	I used to save - I save
(No) reciclaba - Reciclo	I used to/didn't used to recycle - I recycle
Reutilizable	Reusable

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Unit 12: The World Around Us

12.2.1 ¿Qué derechos tienen los niños? - What rights do children have?	
El derecho	The right
(No) tengo derecho a...	I (do not) have the right to...
Los niños (no) tienen derecho a...	Children (do not) have the right to...
Tener una identidad	To have an identity
Tener una nacionalidad	To have a nationality
Tener una familia	To have a family
Tener acceso al agua	To have access to water
Comer	To eat
Ir al colegio	To go to school
Ser atendido/a (s)	To be cared for
Salir	To go out
Es justo	It's fair
Es injusto	It's unfair
Es esencial	It's essential

12.3.1 ¿Cómo se puede ayudar a los demás? - How can we help others?	
Podemos/se puede (+ infinitive)	We can
Ser amable con todos	To be nice to everyone
Dar dinero	To give/donate money
Dar ropa	To give/donate clothes
Trabajar de voluntaria/o	To volunteer
Educar a la gente	To raise awareness
Organizar un evento	To organise an event
Una tienda benéfica	A charity shop
Las personas sin hogar = los sin techo	Homeless people

12.2.2 ¿Qué quieres hacer en el futuro? - What do you want to do in the future?	
(No) quiero	I (don't) want
Tengo la intención de ...	I have the intention of...
Quiere	S/he wants
Quieren	They want
Estudiar en la universidad	To study at university
Luchar contra la injusticia	To fight injustice
Ayudar a los demás	To help others
Trabajar de voluntaria/o	To do volunteer work
En el futuro	In the future
Me parece	It seems to me

12.3.2 ¿Cómo quieres ayudar en el futuro? - How do you want to help in the future?	
Quiero	I want
Me gustaría	I would like
Cuando sea mayor	When I am older
Recaudar fondos	To fundraise
Un refugio de animales	An animal shelter
Una causa noble	A worthy cause
Una causa importante	An important cause
Una asociación de ayuda (al refugiado, a los animales, a la infancia)	A charity (for refugees, animals, children)

French

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Unit 9: Family and Relationships

9.1.1 Décris ta famille - Describe your family	
Mon père/beau-père	My Dad/stepdad
Ma mère/belle-mère	My Mum/stepmum
Mon frère aîné	My older brother
Mon frère cadet/plus jeune	My younger brother
Mon demi-frère	My half brother
Ma soeur aînée	My older sister
Ma soeur cadette/plus jeune	My younger sister
Ma demi-soeur	My half sister
Mes parents	My parents
Mes grands-parents	My grandparents
Elle/il a les cheveux/yeux ...	S/he has ... hair/eyes
Elle/il a ... ans.	S/he is ... years old
Elle/il est.../ils/elles sont...	S/he is.../They are...

9.1.2 Est-ce que tu t'entends bien avec ta famille? - Do you get on well with your family?	
Je m'entends bien avec...	I get on well with...
Je ne m'entends pas bien avec...	I don't get on well with...
On sort	We go out
On discute	We discuss
On partage	We share
On se dispute	We argue
On a beaucoup en commun	We have lots in common
Elle/il m'énervé	S/he annoys me
Elle/il me fait rire	S/he makes me laugh
Ensemble	Together

9.2.1 Que fais-tu et quand? - What do you do and when?	
Je joue	I play
Je joue au basket/Je joue au parc	I play basketball/I play in the park
Je fais	literally: I do/make (many expressions need faire)
Je fais de la natation/Je fais du sport	I swim - I go swimming/I do sport
Je vais	I go
Je vais au centre/Je vais à une fête	I go to town/I go to a party
Je sors	I go out
Je reste dans ma chambre	I stay in my room
Je joue du/de la/de l' + instrument	I play an instrument
Je joue du piano/Je joue de la guitare	I play the piano/I play the guitar

9.2.2 Que fait ton frère/ta sœur le weekend? - What does your brother/sister do at the weekend?	
Elle/il joue	S/he plays
Elle/il fait	literally: S/he does/makes (many expressions need faire)
Elle fait du sport/il fait les devoirs	She does sport/He does homework
Elle/il va	S/he goes
Elle/il sort	S/he goes out
Elle/il reste dans sa chambre	S/he stays in his/her room
Elle/il s'entraîne	S/he trains
Elle/il aime (+infinitive)...	S/he likes (to...)
Elle/il est fan de ...	S/he is a fan of...
Eles/ils jouent ...	They play...
Eles/ils font...	They do...
Nous sommes très différents	We are very different
Nous avons des goûts similaires	We have similar likes/interests
Son/Sa/Ses (agrees with the object)	Her/his

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Unit 9: Family and Relationships

9.3.1 Comment serait ton petit ami idéal/ta petite amie idéale? - What would your ideal boyfriend/girlfriend be like?	
AIMERAI-TU TE MARIER ou AVOIR une famille?	Would you like to get married or have a family?
Mon petit ami idéal/ma petite amie idéale	My ideal boyfriend/girlfriend
(Ne) serait (pas)...	Would (not) be...
(N') aurait (pas)...	Would (not) have...
Aimerait	Would like...
Je voudrais/J'aimerais	I would like
Me marier	To get married
Séparer	To separate
Divorcer	To divorce
Tomber amoureux	To fall in love
Me fiancer	To get engaged
Vivre ensemble	To live together
Le mariage	Marriage/wedding
Célibataire	Single
La liberté	Freedom

9.3.2 À ton avis, qu'est-ce qu'un bon ami/une bonne amie? - In your opinion, what is a good friend?	
Un bon ami/une bonne amie est...	A good friend is...
Me fait rire	Makes me laugh
Me fait heureux/heureuse	Makes me happy
M'aide avec les problèmes	Helps me with problems
M'accepte	Accepts me
Me comprend	Understands me
Partage tout	Shares everything
L'amitié	Friendship

9.3.3 Quels sont tes projets pour le weekend? - What are your plans for the weekend?	
Je vais (+ infinitive)	I am going
Je vais faire la fête	I am going to go partying
Elle/il va (+ infinitive)	S/he is going
Nous allons (+ infinitive)	We are going
Eles/ils vont (+ infinitive)	They are going
J'espère (+ infinitive)	I hope
Ça va être	It's going to be
Ce sera	It will be
Comme d'habitude	As usual

9.4.1 Qu'est-ce que tu as fait le weekend dernier? - What did you do last weekend?	
J'ai dû (+ infinitive)	I had to...
Je voulais (+ infinitive)	I wanted to...
C'était...	It was...
Je me suis bien amusé(e)	I enjoyed myself
Il faisait chaud/froid	It was hot/cold
Il pleuvait	It rained

9.4.2 Qu'est-ce que tu faisais le week-end quand tu étais petit(e)? - What did you (used to) do at the weekend when you were little?	
Quand j'étais petit(e)	When I was little
J'aimais/J'adorais ça	I liked/loved it/used to like/love it
J'aimais/J'adorais (+infinitive)	I liked/loved to.../I used to like/love to...

French

French
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Unit 10: Festivals and Traditions

10.1.1 Qu'est-ce que tu aimes manger? - What do you like to eat?	
Le petit-déjeuner	Breakfast
Le déjeuner	Lunch
Le casse-croûte/Le goûter	A snack
Le dîner	Dinner/tea
Je grignote	I snack
Je mange	I eat
Je prends	I take (or I have) + food
Manger équilibré	To eat a balanced diet
Manger sainement	To eat healthily
Le repas	Meal
Un plat à emporter	A take-away
La viande	Meat
Le repas végétarien	Vegetarian meal
Les légumes	Vegetables
Le riz	Rice
Les pâtes (à la sauce tomate)	Pasta (in a tomato sauce)
Le poisson (le thon/le saumon)	Fish (tuna/salmon)
Vers midi/vers 18h	At about midday/At about 18:00
Mon plat préféré	My favourite dish
En famille	Together as a family

10.1.2 Que penses-tu de la cuisine francophone? - What do you think of French food?	
La cuisine traditionnelle	Traditional food/dishes
Une spécialité	A speciality
Les pays francophones européens	European French-speaking countries
Les pays francophones africains	African French-speaking countries
Le plat national	The national dish
Semblable à	Similar to
Un piment	A chili
Un poivron	A pepper
Les noix	Nuts
Les gaufres	Waffles
Les moules-frites	Mussels and chips
La fondue au fromage	Cheese fondue (a melted cheese dish)
En comparaison avec	Compared to

10.2.1 Quelles fêtes sont célébrées en France/dans les pays francophones? - Which festivals/celebrations are celebrated in France/French-speaking countries?	
On fête...	We/One celebrates...
La Saint Sylvestre	New Year's Eve
Le Jour de l'an	New Year's Day
Le Noël	Christmas
Pâques (f)	Easter
La Fête des mères	Mothers' Day
La fête nationale	Bastille Day/ 14th July (in France) or Independence Day in other countries.
Jours fériés (m)	Public holidays/bank holidays
Un défilé (militaire)	A (military) parade
Les chars (m)	Floats (in a parade)
Les feux d'artifice (m)	Fireworks
Un grand repas	A big meal
Les concerts (m)	Concerts
Les cadeaux (m)	Presents
Le gâteau d'anniversaire	Birthday cake
Les bougies (f)	Candles
On va à l'église	We go to church
On offre des cadeaux	We offer/give presents.
On fête dans les rues	We celebrate in the streets
On décore...	We decorate...

10.2.2 Parle-moi d'une fête que tu as célébrée - Tell me about a festival/celebration that you (have) celebrated	
L'année dernière	Last year
Il y a deux mois/un an	Two months/ a year ago
J'ai fêté.../On a fêté...	I celebrated/ we celebrated
J'ai fait un gâteau/Il/elle a fait un gâteau	I made a cake/He/she made a cake
... m'a acheté un/une...	... bought me a...
J'ai invité mes amis chez moi	I invited my friends to my house
J'ai organisé une boum/une fête	I organised a party
J'ai porté un déguisement	I wore fancy dress
Mes parents m'ont permis de/d'... (+ infinitive)	My parents allowed me to...
Avoir une boum	To have a party
Sortir	To go out

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Unit 10: Festivals and Traditions

10.2.3 Quel festival/Quelle fête voudrais-tu visiter et pourquoi? - What festival would you like to visit and why?	
Ça a l'air passionnant	It looks exciting
Ça a l'air intéressant	It looks interesting
Je m'intéresse à la culture	I'm interested in culture
Je m'intéresse aux traditions	I'm interested in traditions
Je (ne) suis (pas) religieux/religieuse	I am (not) religious
Le Poisson d'Avril	April Fools' Day
Les blagues	Jokes/pranks
La Chandeleur	Candlemas (religious holiday where pancakes are eaten)

10.3 Comment cela se compare-t-il aux traditions de ton pays? - How does it compare to traditions in your country?	
En comparaison de...	In comparison to...
Que/Qu'en France	Than/Than in France
C'est plus/moins...	It's more...
Tandis que/qu'	Whereas
On met/ils mettent	We put/they put
On a/ils ont	We have/they have
On mange/ils mangent	We eat/they eat
On fait/ils font	We do/they do
On fête/ils fêtent	We celebrate/they celebrate
Une couronne	A crown
Jour des Rois	Epiphany (King's day in French) - 6th January
La galette des rois	King cake/epiphany cake
Les pétards de Noël	Christmas crackers
Semblable à	Similar to
(Vraiment) différent(e)	(Really) different
Le Mardi gras	Shrove Tuesday

10.4 Qu'est-ce qu'il y a sur la photo?	
Sur la photo	In the photo
Il y a	There is/are
(Aussi) Je peux voir	(Also) I can see
Une famille/ des personnes/gens/des jeunes/des enfants	A family/ some people/young people/ children
Un homme/Une femme/un garçon/une fille	A man/A woman/a boy/a girl
Dehors/à l'intérieur	Outside/indoors
Elle/il a l'air (content/triste)	S/he seems... (happy/sad)
Elles/ils ont l'air (content/triste)	They seem... (happy/sad)
Des bâtiments (modernes/vieux)	Some (modern/old) buildings
Un lac/une montagne/Un jardin	A lake/ a mountain/ a garden
Elle/il parle /se dispute/joue/travaille/marche/mange	S/he is speaking/ is arguing/is playing/is working/is walking/is eating
Elles/ils parlent/se disputent/jouent/travaillent/marchent/mangent	They are speaking/arguing/playing/ working/walking/eating
Elle/il porte	S/he is wearing
À gauche/à droite	On the left/on the right
Au premier plan	In the foreground
En arrière-plan	In the background

French

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Unit 11: A City Or Region In A French Speaking Country

11.1.1 Où habites-tu? - Where do you live? Qu'est-ce qu'il y a dans ta ville/région? - What is there in your town/local area?	
Dans ma ville il y a...	In my town there is/are...
Dans ma ville il n'y a pas de...	In my town there isn't...
Une piscine	A swimming pool
Une gare/gare routière	A train station/ bus station
Une boulangerie	A bakery
Une bibliothèque	A library
Un musée	A museum
Un parking	A car park
Un hôtel de ville/ une mairie	A town hall
Un centre commercial	A shopping centre
Un supermarché	A supermarket
Un centre de loisirs	A leisure centre
Un cinéma	A cinema
Un commissariat	A police station
Un parc d'attractions	A theme park

11.1.2 Qu'est-ce qu'on peut faire dans la région? - What can you/one do in your local area?	
Il y a beaucoup à faire	There is lots to do
Il n'y a rien à faire/il n'y a pas grand-chose à faire	There is nothing to do/there isn't much to do
On peut (+ infinitive)	You/one can
On ne peut pas (+ infinitive)	You/one can't
En été	In summer
En hiver	In winter

11.1.3 Comment était la région avant? - What was your local area like in the past?	
Dans le passé	In the past
Il y a dix/vingt/cinquante ans	10/20/50 years ago
Il y avait	There was/were or there used to be
Était	Was/used to be
Plus (+ adjective)	More
Plus de (+ noun)	
Plus à (+ verb)	
Moins (+ adjective)	Less/fewer
Moins de (+ noun)	
Moins à (+ verb)	

11.3.1 Comment ça se compare à...? - How does it compare to...?	
En comparaison avec ...	In comparison with ...
Que/Qu' à Paris	Than/Than in Paris
C'est plus...	It's more...
C'est moins...	It's less...
Ma région est...	My region is...
Le paysage est...	The scenery/landscape is...
La faune et flore est...	The fauna and flora are...
Il y a plus de choses à faire	There are more things to do
Il y a moins de choses à faire	There are fewer things to do
Ma région a plus/moins de...	My region has more/fewer...
Le volcan	Volcano
Les animaux	Animals
Les touristes	Tourists

French
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Unit 11: A City Or Region In A French Speaking Country

11.3.2 Où aimerais-tu habiter à l'avenir? - Where would you like to live in the future?	
J'aimerais/voudrais (+ infinitive)	I would like
Je n'aimerais pas (+ infinitive)	I would not like to
À l'étranger	Abroad
Quelque part (en/au/aux + country)	Somewhere (in + country)
Un pays chaud	A hot country
Un pays francophone	A French-speaking country
Je suis fan de...	I am a fan of
...me plaît	I like ...
Les sports d'hiver	Winter sports
La nourriture	The food
La mode de vie	The way of life
Les gens sont...	The people are
Loin	Far (away)
Près (de)	Close (to)

11.4.1 Qu'est-ce que tu veux acheter? - What do you want to buy?	
Je veux acheter	I want to buy
Ça coûte combien? /Ça fait combien?	How much does it cost?
Ça coûte.../Ça fait...	That costs.../That comes to ...
Quelle couleur?	Which colour?
Ce souvenir	This souvenir
Ce sweat à capuche	This hoodie
Ces porte-clés	These key rings
Cette écharpe	This scarf
Cette carte postale	This postcard
Cette crème solaire	This sun cream
Collectionner	To collect

11.4.2 Qu'est-ce que tu as acheté récemment? - What have you bought recently?			
J'ai acheté/voulu...	I bought/wanted...	Un jogging	A tracksuit
J'ai oublié	I forgot	Un ballon	A football
J'ai dû	I had to	Du maquillage	Make up
Une gourde	A flask/water bottle	Le choix	Choice
Un cadeau d'anniversaire	A birthday present	Fermé	Closed

11.5.1 Quel pays francophone aimerais-tu visiter? - Which French-speaking country would you like to visit?	
Je voudrais/aimerais visiter...	I would like to visit...
Je visiterais...	I would visit...
Je ferais...	I would do...
La Côte d'Ivoire	The Ivory Coast
La Suisse	Switzerland
La Tunisie	Tunisia
Le Canada	Canada
Le Maroc	Morocco
Le Sénégal	Senegal
Les Seychelles	The Seychelles
La culture nord-africaine	North African culture
La culture nord-américaine	North American culture
Les villes anciennes	Ancient cities
Le désert	Desert
Le Lac Rose	Lake Retba (pink lake in Senegal)
Les plages tropicales	Tropical beaches
Les sports d'hiver	Winter sports

11.5.2 Qu'est-ce que tu veux faire là-bas? - What do you want to do there?	
Je voudrais	I would like
Je veux	I want
Découvrir	To discover
Essayer	To try
La nourriture locale	Local food
Les fêtes traditionnelles	Traditional festivals

French

French
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Unit 12 : The World Around Us

12.1.1 Quels sont les problèmes avec l'environnement dans ta région? - What are the environmental problems in your local area?

Les problèmes	The problems
Grave(s)	Serious
Il y a/Il n'y a pas	There is/are/There isn't/aren't
La pollution de l'air/ de l'eau	Air pollution/ water pollution
Trop de...	Too many/too much...
Assez de...	Enough...
Pollué(e)	Polluted
Les déchets (m)/les ordures (f)	Litter/rubbish
Par terre/dans la mer/dans les rivières	On the ground/ in the sea/ in the rivers
Les espaces verts/ les sites naturels	Green spaces/ natural areas
Mauvais pour les animaux	Bad for the animals
Un sac en plastique	A plastic bag
Le gaz d'échappement	Exhaust fumes
La circulation	Traffic
Les usines	Factories
Le gaz carbonique	Carbon dioxide
C'est une catastrophe	It's a catastrophe

12.1.2 Qu'est-ce qu'on peut faire pour protéger l'environnement? - What can we do to protect the environment?

Nous pouvons/On peut	We can
Nous devrions/on devrait	We should
Il faut	It's necessary to (we must)
Il ne faut pas	We must not
Recycler	(to) recycle
Utiliser	(to) use
Acheter	(to) buy
Protéger	(to) protect
Économiser	(to) save
Les produits écologiques	Eco-friendly products
Du verre	Glass
Du papier	Paper
Une bouteille	A bottle
Une boîte	A can/a box
La poubelle	The bin

12.1.3 Quand tu étais petit(e), faisais-tu plus ou moins pour protéger l'environnement? - When you were little did you do more or less to protect the environment?

Quand j'étais petit(e)	When I was little
J'étais plus/moins écologique	I was more/less environmentally friendly
Que maintenant	Than now
Je faisais beaucoup	I used to do a lot
Je ne faisais rien	I didn't do anything
J'allais à pied/ à vélo	I used to walk /go by bike
J'économisais	I used to save
Je (ne) recyclais (pas)	I used to/didn't use to recycle
Une gourde	A flask/water bottle
Réutilisable	Reusable
J'utilise	I use
Je recycle	I recycle

French
8 of 8

Unit 12 : The World Around Us

12.2.1 Quels droits ont les enfants dans le monde? - What rights do children have in the world?

Le droit	The right
J'ai le droit de...	I have the right to...
Je n'ai pas le droit de...	I don't have the right to...
Les enfants ont le droit de...	Children have the right to...
Les enfants n'ont pas le droit de...	Children don't have the right to...
Avoir une identité/une nationalité	To have an identity/nationality
Avoir une famille	To have a family
Avoir accès à l'eau	To have access to water
Manger	To eat
Aller à l'école	To go to school
Être protégé(e)(s)	To be protected
Être soigné(e)(s)	To be cared for
Aimer	To love
Sortir	To go out
C'est juste/ injuste/ essentiel	It's fair/unfair/essential

12.2.2 Qu'est-ce que tu veux faire à l'avenir? - What do you want to do in the future?

Je (ne) veux (pas)	I (don't) want
J'ai l'intention de/d'...	I have the intention of.../I intend to...
Étudier à l'université	To study at university
Combattre l'injustice	To fight injustice
Aider les autres	To help others
Faire du travail bénévole	To do volunteer work

12.3.1 Comment pouvons-nous/peut-on aider les autres? - How can we help others?

Nous pouvons/on peut (+ infinitive)	We can
Être sympa à tous	To be nice to everyone
Collecter des fonds (pour)	To fundraise (for)
Donner	To give/donate
Faire du travail bénévole	To volunteer
Sensibiliser le public	To raise awareness
Organiser un événement	To organise an event
Une association caritative	A charity
L'argent	Money
Les vêtements	Clothes

12.3.2 Comment veux-tu aider à l'avenir? - How do you want to help in the future?

Je veux /voudrais	I want /would like
C'est enrichissant/important	It's enriching/rewarding/important
Une cause noble/essentielle	A worthy/essential cause
Les SDF	Homeless
Une banque alimentaire	A food bank
Un refuge pour animaux	An animal shelter
Pauvre(s)	Poor

Music

Topics – Musical Elements Harmony, Tonality, Structure, Instrumentation, Texture, Ground Bass and EDM Music features, Fil Music, Pop music features.

- **Harmony** – the combination of different pitches Chord = multiple notes played at once

Triad = 3 note chord

Major chord = R + 4ST + 3ST

Minor chord = R + 3ST + 4ST

Primary chords = I, IV, V

Secondary chords = ii, iii, vi, vii

Harmonic rhythm = how long each chord lasts

- **Tonality** – Key of the music Major = happy, bright sound; T T ST T T T ST

Minor = dark, sad sound; T ST T T ST T T

Diatonic = notes from within the key

Chromatic = notes from outside the key

Semitone = next nearest note

- **Instrumentation** – instruments used Strings = violins, violas, cellos, harp

Woodwind = Flute, oboe, clarinet, bassoon

Brass = trumpet, French horn, trombone, tuba

Percussion = Snare drum, bass drum, glockenspiel, cymbals, timpani drums

Tremolo strings = oscillating the pitch on a single note

Arco = bowed strings; Pizzicato = plucked strings

Reverb = Electronically applied echo sound

Panning = moving the sound in the stereo-field (left or right speakers)

- **Texture** – Layers of sound. Homophonic = melody and accompaniment

Monophonic = single melody line

Polyphonic = multiple melodies/rhythms at once

Melody = main tune

Accompaniment = chords/ostinato/drone/pedal notes

Bass line = lowest pitched part

- **Structure** – The order of the sections in a piece of music

Chorus = the catchy part of a song, with the same lyrics and melody every time

Verse = the story telling part of a song, with the same melody but different lyrics each time it is heard

Bridge = otherwise known as the middle 8, this is a contrasting section

Music

Ground Bass music features:

- Repeating bassline
- 4/4 metre / 4 beats in a bar
- Slow harmonic rhythm (one chord per bar, or half a bar)
- String instruments typical
- Basso continuo (harpsichord and cello)

Film music features:

- Diegetic music: Music the characters can hear
- Leitmotif: Music to fit a character, item or idea
- Underscore: Music to create a specific mood or build tension
- Mickey Mousing: Music to emphasise an action
- Musical elements used to create an atmosphere or mood

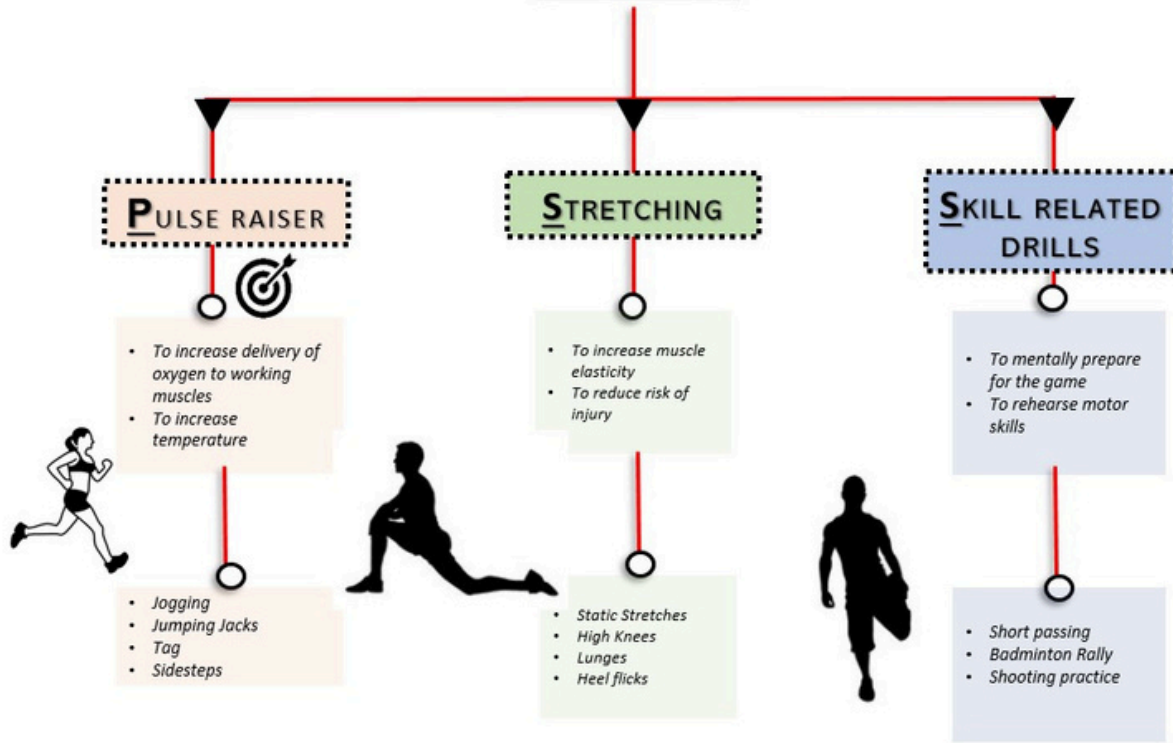
Pop music features:

- Use of synthesisers: electronic created sounds
- A capella: vocals only without instrumental backing
- Popular song form structure: Intro, Verse, Chorus, Bridge, Outro sections
- Repeating chord sequences
- 4/4 metre (4 beats in a bar)

PE

WARM UP

Y7 PE KNOWLEDGE ORGANISER

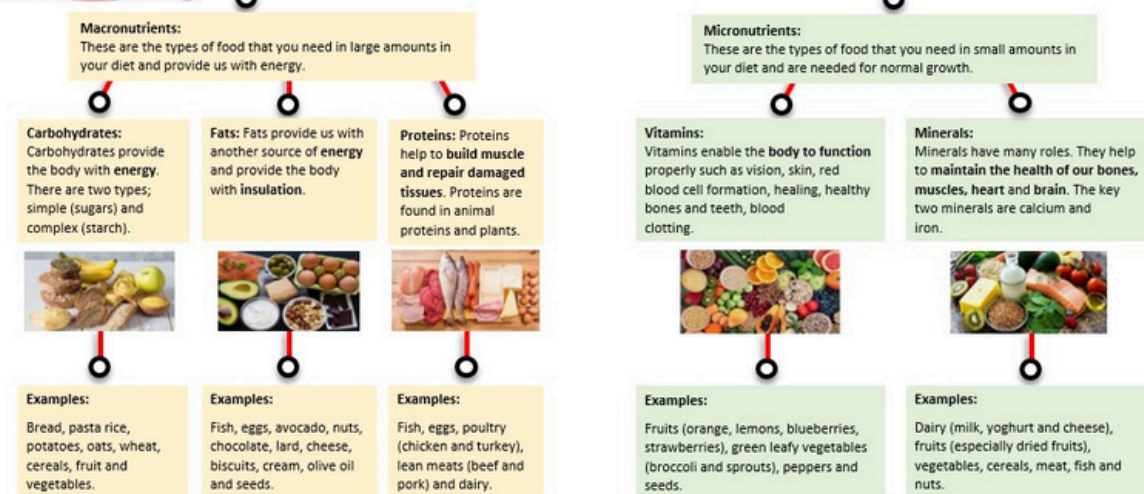


Diet and Nutrition

Y8 PE KNOWLEDGE ORGANISER



Diet is an essential part of providing our bodies with energy we need to maintain a healthy lifestyle and optimise performance.



PE

Sport Specific Diet and Nutrition

Y9 PE KNOWLEDGE ORGANISER

Diet and nutrition provide our bodies with energy to optimise performance. Therefore, it is important to understand that athletes in different sports, would require different diets.

Carbohydrate loading:

Carbohydrate loading is also known as carbo-loading and is a strategy used by **endurance athletes** to maximise glycogen (energy) stores in the body.

Endurance athletes, such as marathon runners, will carbo-load to increase their performance as they will have more energy stored in their liver and muscles, allowing them to run for longer periods.

High protein diet:

High protein diets are vital for **strength and power athletes** as proteins help to build and repair damaged muscle tissues.

Strength athletes, such as power lifters, will need to eat large amounts of protein after their training/event to aid the growth and recovery of their damaged muscle tissues.

Hydration levels:

Water is the main component of most cells and helps to regulate temperature, transport nutrients, waste and hormones. You should drink at least 2 litres of water a day.

An athlete can lose up to 1 litre of water every hour when exercising, due to sweating and breathing. This can lead to dehydration which can have a significant impact on performance. Therefore, hydration is vital to all athletes.

Component	Definition	PE example	How will we know if we have improved this component?	Fitness test	
Muscular endurance	The ability to use voluntary muscles over a long period of time without tiring.			1 minute press up/sit up test	
Muscular strength	The ability of a muscle to apply force and overcome resistance.			Hand grip dynamometer	
Cardiovascular fitness	The ability to continue exertion while getting energy from the aerobic system.			12 minute cooper run	
Power	The ability to exert a maximal force in as short a time as possible.			Vertical jump test	
Speed	Maximum frequency that an individual can cover a distance in a period of time.			30m sprint	

RE

Knowledge Organiser Life and Death					
1	Morality	Principles concerning the distinction between right and wrong or good and bad behaviour.	11	Relativism	The view that morality exists in relation to culture, society, or historical context, and is not absolute.
2	Ethics	Moral principles that govern a person's behaviour or the conducting of an activity.	12	Agape	Unconditional love, "the highest form of love, charity" and "the love of God for man and of man for God".
3	Sanctity of Life	The view that all life is sacred because it is made by God.	13	Abortion	A procedure to end a pregnancy.
4	Quality of Life	The standard of health, comfort, and happiness experienced by an individual or group.	14	Pro-Life	Opposing abortion and euthanasia.
5	Rules	One of a set of explicit or understood regulations or principles governing behaviour.	15	Pro-Choice	Advocating the legal right of a woman to choose whether or not she will have an abortion.
6	Natural Moral Law	A system of laws based on close observation of human nature, given to humans by God.	16	Euthanasia	The painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma.
7	Precept	A general rule intended to regulate behaviour or thought.	17	Capital Punishment	The legally authorized killing of someone as punishment for a crime.
8	Reason	The power of the mind to think, understand, and form judgements logically.	18	Animal Rights	the rights of animals to live free from human exploitation and abuse.
9	Absolute	A value or principle which is regarded as universally valid.	19	Dominion	To be in charge of something or rule over it.
10	Situation Ethics	The view that there should be flexibility in the application of moral laws according to circumstances.	20	Stewardship	The job of supervising or taking care of something.

Knowledge Organiser Equality					
1	Equality	The state of being equal, especially in status, rights, or opportunities.	11	Racism	Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group.
2	Privilege	A special right, advantage, or immunity granted or available only to a particular person or group.	12	Slavery	A condition of having to work very hard without proper pay or appreciation.
3	Prejudice	Pre-judging a person or group based on aspects of their identity in a negative way.	13	Liberation	The action of setting someone free from imprisonment, slavery, or oppression
4	Discrimination	The unjust treatment of different categories of people, especially on the grounds of race, age, sex, or disability.	14	Liberation Theology	A movement in Catholic Christianity which attempts to address the problems of poverty and social injustice as well as spiritual matters.
5	Justice	Fairness; the principle that people receive that which they deserve.	15	Social Change	Changing of the social order of a society.
6	Diversity	The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.	16	Gender	A word that is used to talk about how people express masculine (traits most people think of as male) or feminine (traits most people think of as female) traits.
7	Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs.	17	Gender Equality	The state in which access to rights or opportunities is unaffected by gender.
8	Rights	A moral or legal entitlement to have or do something.	18	Feminism	The advocacy of women's rights on the ground of the equality of the sexes.
9	Universal Declaration of Human Rights	An international document that states the rights and freedoms of all human beings.	19	LGBTQ	An acronym for lesbian, gay, bisexual, transgender and queer or questioning. Terms are used to describe a person's sexual orientation or gender identity.
10	Status	Position or rank in relation to others.	20	Disability	A physical or mental condition that limits a person's movements, senses, or activities.

Study of Hindu Dharma

Key Vocabulary

1	Brahman	The one, divine ultimate reality. Everything comes from Brahman and returns to it.
2	Atman	The Hindu idea of the soul – the true self that lives on after the body dies.
3	Moksha	Freedom (liberation) from the cycle of birth, death and rebirth (the ultimate goal in Hindu Dharma), where the soul becomes one with the divine.
4	Deity	Preferred term for a god or goddess. In Hindu Dharma, there are many deities, each representing aspects of Brahman.
5	Monotheism	Belief in one God. Some followers of Hindu Dharma include monotheistic ideas, even though there are many deities.
6	Polytheism	The belief in many gods.
7	Pantheism	The belief that God is present in everything; in nature, people, and the universe.
8	Brahma	Hindu deity of creation, part of the Trimurti (Brahma, Vishnu, and Shiva).
9	Vishnu	Hindu deity known as the protector of the universe (one of the Trimurti). He appears in many forms (avatars) to help restore balance in the world.
10	Shiva	Hindu destroyer deity. He helps make way for the new and brings balance (one of the Trimurti).
11	Trimurti	Three main deities in Hindu Dharma (Brahma the creator, Vishnu the protector, and Shiva the destroyer), who together keep the universe in balance.
12	Avatar	A deity appearing on Earth in human or animal form to help restore balance and protect good.
13	Vedas	Oldest and most important texts in Hindu tradition. Ancient scriptures including hymns, prayers, and teachings.



Religious Authority Introduced

Bhagavad Gita	One of many Hindu sacred texts. A narrative in which Lord Krishna teaches Arjuna about life, duty, and making good choices.
Vedas	Oldest and most important texts in Hindu tradition. Ancient scriptures including hymns, prayers and teachings.
Dharma	A person's duty; doing what is right for you, your role, and your community.

Tools for Studying Religion

Theology is the study of God and ideas about God. Theologians look at how ideas about God influence beliefs in religions and the actions people will do.

Social Scientists use evidence to see how people are influenced by society. Social Scientists look at patterns in what people believe about God and how this may change due to time and place.



Study of Hindu Dharma

Key Vocabulary

14	Bhagavad Gita	Sacred Hindu text where Lord Krishna teaches Arjuna about life, duty, and making good choices.
15	Dharma	(In Hindu Dharma) a person's duty; doing what is right for you, your role, and your community.
16	Sanatana Dharma	A name many Hindus use for their traditions, meaning "eternal (or universal) duty". Universal values that are believed to be true for all people.
17	Varnashrama Dharma	Hindu idea that people should follow their individual duties based on their stage of life (ashrama) and their role in society (varna).
18	Varna	The four traditional groups in Hindu society (Brahmins, Kshatriyas, Vaishyas, and Shudras), each with different roles and duties.
19	Ashrama	The four stages of life in Hindu Dharma (student, householder, retiree, and spiritual seeker) each with its own duties.
20	Mandir	(or temple) A place where many Hindus go to pray, worship and take part in religious ceremonies.
21	Murti	Statue or image of a deity used in Hindu worship to help people focus.
22	Puja	Hindu act of worship that includes offering prayers, flowers, food and light to a deity.
23	Ramayana	Ancient Hindu story about Prince Rama, his wife Sita, and his battle against the demon king Ravana.
24	Diwali	Festival of lights celebrating the victory of good over evil in the Ramayana. Many Hindus light lamps, share sweets and enjoy fireworks.
25	Namakarana	Hindu baby naming ceremony, where the child's name is chosen and blessings are given.
26	Samsara	Cycle of birth, death, and rebirth in Hindu belief. People aim to break free from this cycle by living a good life.
27	Karma	Idea that actions and choices have consequences; good actions bring good results, and bad actions bring bad results, this follows the atman (soul) into the next life.
28	Ahimsa	Hindu principle of non-violence: not hurting others in actions, words or thoughts.
29	Caste	Traditional system in Hindu society that grouped people into different roles (Varna), like teachers, protectors, or traders, based on birth.
30	Dalit	People who were traditionally outside the caste system in India. Many Dalits have faced unfair treatment, but today the term is used with pride by those working for equality.



Computer Science

KS3 Revision topics and links:

[KS3 Computer Science - BBC Bitesize](#)

- **Introduction to computational thinking**
- **Decomposition**
- **Searching**
- **Sorting**
- **Representing text, images and sounds**