2023/2024

Cycle 2 Knowledge Navigator

Morning meeting homework

100% Sheets

Year 9

Name:

Form:

DIXONS COTTINGLEY ACADEMY

YEAR 9 Cycle 2 Knowledge Navigator

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Morning meeting homework

100% Sheets

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DIXONS COTTINGLEY ACADEMY

YEAR 9

CYCLE 2 HOMEWORK

French	Environment	CYCLE 2	Year 9

Week 1		Week 2				Week 3	
Verbs		Local Problems		Adjectives		Global Problems	
sauver	to save	les voitures	cars	sale	dirty	les embouteillages	traffic jams
battre	to beat	les camions	lorries	propre	clean	les inondations	flooding
nettoyer	to clean	le transport	transport	tranquille	peaceful	la pauvreté	poverty
construire	to build	les industries	industries	bruyant	noisy	la sécheresse	draught
conduire	to drive	les déchets	rubbish	animé	lively	le changement climatique	climate change
concerner	to concern	la pollution	pollution	affreux	terrible	l'empreinte carbone	carbon footprint
fondre	to melt	la circulation	traffic	pollué	polluted	la déforestation	deforestation
disparaître	to disappear	les sans-domicile fixe	homeless	industrielle	industrial	le déboisement	deforestation
encourager	to encourage	le chômage	unemployment	mauvais	bad	le réchauffement climatique	global warming
brûler	to burn	les usines	factories	triste	sad	le monde	the world

Week 4		Week 5		Week 6	
Recycling		Save the planet from home		Save the planet from home	
les boîtes	tins	éteindre	to turn off	se baigner	to take a bath
le verre	glass	se doucher	to shower	prendre	to take
les journaux/un journal	newspapers / a newspaper	fermer	to close	réutiliser	to re-use
les papiers	paper	mettre	to put	voyager	to travel
les pots	pots	réduire	to reduce	marcher	to walk
les magazines	magazines	trier	to sort	installer	to install
les bouteilles	bottles	économiser	to save	vérifier	to check
les vêtements	clothes	partager	to share	baisser	to lower
les sacs en plastique	plastic bags	gaspiller	to waste	augmenter	to increase

***Week 7 full test: Revise all the previous weeks complete RCWC on week 1**

French	Town and Social Issues	CYCLE 2	Year 9

Week 8	
Social Issues Nouns	
Le chômage	unemployment
La pauvreté	poverty
Les sans-abri	homeless people
Les sans domicile Fixe (SDF)	homeless people
Une association caritative	a charity
Les personnes défavorisés	disadvantaged people
Le travail bénévole	voluntary work
L'eau potable	drinking water
Un logement	accommodation
La nourriture	food

Week 9				Week 10			
Social Issues Nouns		**Social Issues Adjectives**		**Social Issues Verbs**			
des vêtements	clothes	difficile	difficult	se soigner	to look after oneself	s'inquiéter	to worry
des volontaires	volunteers	malheureux	unfortunate	donner	to give	dormir	to sleep
un emploi	a job	triste	sad	offrir	to offer	boire	to drink
un centre d'emploi	a job centre	sérieux	serious	distribuer	to distribute	se droguer	to take drugs
un sac de couchage	a sleeping bag	injuste	unfair	demander	to ask	travailler	to work
le trottoir	the pavement	grave	serious	acheter	to buy	permettre	to allow
l'inégalité	inequality	dure	hard	se loger	to shelter	dépriver	to deprive
les choses indispensables	the essentials	sain/malsain	healthy/unhealthy	payer	to pay	collecter	to collect
le froid	the cold	menaçant	threatening	chercher	to look for	partager	to share

French	Social Issues	CYCLE 2	Year 9

Week 11		Week 12				Week 13	
Drink and Drugs		**Social Issues Verbs**				**Modal Verbs**	
contre la loi	against the law	lutter	to fight	vouloir	to want	je veux	I want
les rues	the streets	se débrouiller	To sort yourself out	pouvoir	to be able	on doit	we have to
des problèmes sociaux	social problems	proteger	to protect	ésperer	to hope	on peut	we can
des maladies	illnesses	apporter	to bring	manquer	to miss	on devrait	we should
boire l'alcool	to drink alchohol	choquer	to shock	se laver	to wash	on pourrait	we could
s'injecter	to inject	porter	to carry	décider	to decide	il faut	you must
les drogues dures/douces	hard/soft drugs	rendre	to give back	s'habiller	to get dressed	il faudrait	you should
un drogué	a drug addict	commencer	to start	vivre	to live	je dois	I have to
les narcotrafiquants	drug traffickers	soucier	to worry	tomber malade	to fall ill	il ne faut pas	you must not
le revendeur de drogues	drug seller	régler	to settle (a problem / money)	se sentir	to feel	on ne doit pas	we are not allowed to

1. Density of materials

The density of a material is defined by the equation: Density (in kg/m^3) = mass (in kg) / volume (in m^3) [**ρ = m/V**]

The particle model can be used to explain

- the different states of matter
- differences in density.

2. Changes in state

Changes of state are physical changes which differ from chemical changes because the material recovers its original properties if the change is reversed.

Melting	Freezing	Boiling	Evaporating	Condense	Sublimating
Solid → liquid	Liquid → solid	Liquid → gas	Liquid → gas	Gas → liquid	Solid → gas

3. Internal energy and energy transfers

Energy is stored inside a system by the particles (atoms and molecules) that make up the system. This is called internal energy.

Internal energy is the total kinetic energy and potential energy of all the particles (atoms and molecules) that make up a system.

Heating changes the energy stored within the system by increasing the energy of the particles that make up the system. This either raises the temperature of the system or produces a change of state.

If the temperature of the system increases, the increase in temperature depends on the mass of the substance heated, the type of material and the energy input to the system. The following equation applies:

change in thermal energy (in J) = mass (in kg) × specific heat capacity (in J/kg °C) × temperature change (in °C)

[**ΔE = m c Δθ**] The specific heat capacity of a substance is the amount of energy required to raise the temperature of one kilogram of the substance by one degree Celsius.

If a change of state happens:

The energy needed for a substance to change state is called latent heat. When a change of state occurs, the energy supplied changes the energy stored (internal energy) but not the temperature.

The specific latent heat of a substance is the amount of energy required to change the state of one kilogram of the substance with no change in temperature.

energy for a change of state (in J) = mass (in kg) × specific latent heat (inJ/kg) [**E = m L**]

Specific latent heat of fusion – change of state from solid to liquid

Specific latent heat of vaporisation – change of state from liquid to vapour

4. Particle motion in gases

The molecules of a gas are in constant random motion. The temperature of the gas is related to the average kinetic energy of the molecules.

Changing the temperature of a gas, held at constant volume, changes the pressure exerted by the gas.

5. Pressure in gases

A gas can be compressed or expanded by pressure changes. The pressure produces a net force at right angles to the wall of the gas container (or any surface).

For a fixed mass of gas held at a constant temperature:

pressure (in Pa) × volume (in m^3) = constant [p V = constant pressure]

Work is the transfer of energy by a force. Doing work on a gas increases the internal energy of the gas and can cause an increase in the temperature of the gas.

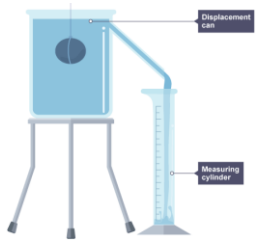
PHYSICS REQUIRED PRACTICAL - Density

Aim of the experiment

To measure the density of various materials.

Method 1: Regular solids

1. Use a ruler to measure the length (l), width (w) and height (h) of a steel cube.
2. Place the steel cube on the top pan balance and measure its mass.
3. Calculate the volume of the cube using (l × w × h).
4. Use the measurements to calculate the density of the metal.
5. Use vernier callipers to measure the diameter of the sphere.
6. Place the metal sphere on the top pan balance and measure its mass.
7. Calculate the volume of the sphere using $\frac{4}{3}\pi r^3$
8. Use the measurements to calculate the density of the metal.



Method 2: Stone or other irregular shaped object

1. Place the stone on the top pan balance and measure its mass.
2. Fill the displacement can until the water is level with the bottom of the pipe.
3. Place a measuring cylinder under the pipe ready to collect the displaced water.
4. Carefully drop the stone into the can and wait until no more water runs into the cylinder.
5. Measure the volume of the displaced water.
6. Use the measurements to calculate the density of the stone.

1. Cell structure

Organelle	Function
Nucleus	Contains genetic material (DNA) which controls the cell's activities.
Cell membrane	Surrounds the cell and controls movement of substances in and out.
Cytoplasm	Jelly-like substance where most chemical processes happen.
Mitochondria	Site of respiration, where energy is released from food molecules.
Ribosomes	Site of protein synthesis.
Cell wall	Supports & strengthens the cell, in plant cells it is made of cellulose.
Chloroplast	Absorbs light energy so the plant can make food.
Vacuole	Contains liquid, and used to keep the cell rigid and store substances.

Cells may be specialised to carry out a particular function:
- sperm cells, nerve cells and muscle cells in animals
- root hair cells, xylem and phloem cells in plants.

As an organism develops, cells differentiate to form different types of cells.
- Most types of animal cell differentiate at an early stage.
- Many types of plant cells retain the ability to differentiate throughout life.

In mature animals, cell division is mainly restricted to repair and replacement. As a cell differentiates it acquires different sub-cellular structures to enable it to carry out a certain function. It has become a specialised cell.

An electron microscope has much higher magnification and resolving power than a light microscope. This means that it can be used to study cells in much finer detail. This has enabled biologists to see and understand many more sub-cellular structures.
Magnification (M) = size of image (I) / size of actual object (A)

2. Cell division

The nucleus of a cell contains chromosomes made of DNA molecules. Each chromosome carries a large number of genes. In body cells the chromosomes are normally found in pairs.

During the cell cycle the genetic material is doubled and then divided into two identical cells.
Before a cell can divide it needs to grow and increase the number of sub-cellular structures such as ribosomes and mitochondria. The DNA replicates to form two copies of each chromosome.
In mitosis one set of chromosomes is pulled to each end of the cell and the nucleus divides.
Finally, the cytoplasm and cell membranes divide to form two identical cells.
Cell division by mitosis is important in the growth and development of multicellular organisms.

3. Transport in cells

Diffusion is the spreading out of the particles of any substance in solution, or particles of a gas, resulting in a net movement from an area of higher concentration to an area of lower concentration.
Some of the substances transported in and out of cells by diffusion are oxygen and carbon dioxide in gas exchange, and of the waste product urea from cells into the blood plasma for excretion in the kidney.
Factors which affect the rate of diffusion are:
- the difference in concentrations (concentration gradient)
- the temperature
- the surface area of the membrane.

A single-celled organism has a relatively large surface area to volume ratio. This allows sufficient transport of molecules into and out of the cell to meet the needs of the organism.

In multicellular organisms, surfaces and organ systems are specialised for exchanging materials. This is to allow sufficient molecules to be transported into and out of cells for the organism's needs. The effectiveness of an exchange surface is increased by:
- having a large surface area
- a membrane that is thin, to provide a short diffusion path
- (in animals) having an efficient blood supply
- (in animals, for gaseous exchange) being ventilated.

Water may move across cell membranes via osmosis. Osmosis is the diffusion of water from a dilute solution to a concentrated solution through a partially permeable membrane.

Active transport moves substances from a more dilute solution to a more concentrated solution (against a concentration gradient). This requires energy from respiration.
Active transport allows mineral ions to be absorbed into plant root hairs from very dilute solutions in the soil. Plants require ions for healthy growth.
It also allows sugar molecules to be absorbed from lower concentrations in the gut into the blood which has a higher sugar concentration. Sugar molecules are used for cell respiration.

4. Stem cells

A stem cell is an undifferentiated cell of an organism which is capable of becoming other types of cells.
Stem cells from human embryos can be cloned & made to differentiate into most different types of human cells.
Stem cells from adult bone marrow can form many types of cells including blood cells.
Meristem tissue in plants can differentiate into any type of plant cell, throughout the life of the plant.
Treatment with stem cells may be able to help conditions such as diabetes and paralysis.
Stem cells from meristems in plants can be used to produce clones of plants quickly and economically.

Science - Trilogy Chemistry	C1 — Atomic Structure And The Periodic Table	CYCLE 2	YEAR 9

1. Atoms, mixtures and compounds

All substances are made of atoms. An atom is the smallest part of an element that can exist.

Atoms of each element are represented by a chemical symbol, eg O for oxygen or Na for sodium.

There are about 100 different elements. Elements are shown in the periodic table.

Compounds are formed from elements by chemical reactions. Chemical reactions always involve the formation of one or more new substances. Compounds contain two or more elements chemically combined. Compounds can only be separated into elements by chemical reactions.

A mixture consists of two or more elements or compounds not chemically combined together. The chemical properties of each substance in the mixture are unchanged. Mixtures can be separated by physical processes such as filtration, crystallisation, simple distillation, fractional distillation and chromatography.

2. History of the atom

Early model	Tiny spheres that could not be divided
Electron discovered	Plum pudding model – atom was ball of positive charge with negative electrons spread around inside it
Rutherford and Marsden scattering experiment	Plum pudding model is replaced with nuclear model – small central positive nucleus with negative electrons orbiting
Niels Bohr	Electrons orbit at specific distances
Later experiments	Positive charge in nucleus can be subdivided – protons
James Chadwick	Discovers neutron

3. Sub-atomic particles

The relative electrical charges and relative masses of the particles in atoms are:

Name of particle	Proton	Neutron	Electron
Relative charge	+1	0	-1
Relative mass	1	1	Very small

In an atom, the number of electrons is equal to the number of protons in the nucleus.

Atoms have no overall electrical charge.

The number of protons in an atom of an element is its atomic number.

Almost all of the mass of an atom is in the nucleus.

The sum of the protons and neutrons in an atom is its mass number.

Atoms of the same element can have different numbers of neutrons; these atoms are called isotopes.

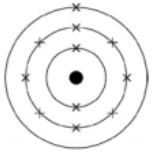
Atoms are very small, having a radius of about 0.1 nm (1 x 10-10 m).

The radius of a nucleus is less than 1/10 000 of that of the atom (about 1 x 10-14 m).

4. Representing atoms

Atoms can be represented as shown in this example: (Mass number) 23, (Atomic number) 11 Na

The relative atomic mass (A_r) of an element is an average value that takes account of the abundance of the isotopes of the element.



The electrons in an atom occupy the lowest available energy levels. The electronic structure of an atom can be represented by numbers or by a diagram.

e.g. The electronic structure of sodium is 2,8,1 or showing two electrons in the lowest energy level, eight in the second energy level and one in the third energy level.

5. The periodic table

The elements in the periodic table are arranged in order of atomic (proton) number and so that elements with similar properties are in columns, known as groups. The table is called a periodic table because similar properties occur at regular intervals.

Elements in the same group in the periodic table have the same number of electrons in their outer shell (outer electrons) and this gives them similar chemical properties.

The early periodic tables were incomplete and some elements were placed in inappropriate groups if the strict order of atomic weights was followed.

Mendeleev overcame some of the problems by leaving gaps (that were later filled) for elements that he thought had not been discovered and in some places changed the order based on atomic weights.

Elements that react to form positive ions are metals and those that do not are non-metals.

The majority of elements are metals. Metals are found to the left and towards the bottom of the periodic table. Non-metals are found towards the right and top of the periodic table.

The elements in Group 0 are called the noble gases. They are unreactive and do not easily form molecules because their atoms have stable arrangements of electrons. The noble gases have eight electrons in their outer shell, except for helium, which has only two electrons. The boiling points going down the group.

The elements in Group 1 are known as the alkali metals and have characteristic properties because of the single electron in their outer shell. They react rapidly with water and the reactivity increases going down the group.

The elements in Group 7 are known as the halogens and all have seven electrons in their outer shell. The further down the group the more the reactivity of the elements decreases.

A more reactive halogen can displace a less reactive halogen from an aqueous solution of its salt.

The transition elements are metals with similar properties which are different from those in Group 1.

Many transition elements have ions with different charges, form coloured compounds and are useful as catalysts.

History	Nature of Imperialism	CYCLE 2	Year 9

Week	Key Knowledge to learn – **Enquiry Question How did the Indian population resist British rule?**

Section A

Overview of the British Empire

In the 16th 17th & 18th Britain began to expand its social, economic and political interests across the globe. By 1913 it held power to varying degrees over 412 million people, 23% of the worlds population at this time and held 24% of the Earths total land area. A well known phrase at the time stated it was 'the Empire on which the sun never sets' It began though with the Age of Discovery, when English explorers would compete, with other European empires, to colonise territory across the known and unknown world.

Colony	A country or area under the full or partial control of another country
Colonise	Send settlers to a place to take control of it
Empire	An extensive group of states ruled over by a single monarch or sovereign state
Imperialism	Extending a countries power and influence through colonisation or military force
Merchant / trader	Someone who buys and sells goods
Indigenous	The original occupants of colonies

Section B Cause of Empire

Exploration	Between 1497 and 1763 English Seaman set out on journeys of exploration, they began to reach places Europeans had never seen before. Christopher Columbus was the first to reach the Caribbean in 1492. In 1497, an Italian financed by Henry VIII reached Canada. Other English explorers followed such as Walter Raleigh, finding new lands in the Americas. It was known as the Age of Discovery.
Colonisation	The first English colonies were founded in the 1620s, in the Caribbean, Barbados, Jamaica, Virginia and New York. These would be followed in the 17th Century by colonies in India, Africa and Australia. Often this was brutal, violence was used to take over these lands and many indigenous people were enslaved.
Competition & warfare	Competition to establish colonies was intense between the European powers of Spain, Portugal and France all understood the economic and military power colonies could bring. In the 18th century Britain fought a number of wars against France and took control of many French colonies as a result.
Trade	By the 17th century Britain was heavily involved in the Transatlantic Slave Trade, this required colonies for plantations. Private companies, encouraged by the British government contributed to expanding colonies to help trade materials such as cotton, tea, sugar and spices. Companies such as the East India Company, The London Company and the Plymouth Company did business for and on behalf of the government who received lucrative taxes from trade.

Section C Attitudes to Empire

British Attitudes Towards Empire 16th to 19th Century (For)	Many British people supported the growth of Empire. They thought they were doing the right thing by taking British political values and Christianity to the rest of the world. Some thought they were genuinely helping others and were doing the right thing by helping people become more like the British and improve.	**Attitudes of Colonists** Many were deeply unhappy with being under British rule, facing political and economic inequality the decline in their cultural and religion. Many colonists tried to rebel against British rule, such as in 1776 American War of Independence, in 1857 with the Indian Mutiny, 1899 the Boer War. These rebellions were quickly defeated and stricter rules put in place.
British Attitudes Towards Empire 16th to 19th Century (Against)	Some British people thought they were wrong that colonies had their own traditions and culture before the British arrived and these should be preserved. Some disapproved of using warfare and a way of controlling and expanding the empire.	
Present Attitudes	Its unacceptable to say that colonised people did not have or would not have developed their own forms of governments or laws without British influence. Also Britain's Empire came at cost, the slave trade and stripping indigenous people of their land and rich cultures.	

History	Britain and the Slave Trade	CYCLE 2	Year 9

Week	Key Knowledge to learn		
Section D, E, F India	**Section D Significance of India** • India became part of the British Empire in 1858 and took over the lands that were controlled by the East India Company. • The British got rid of many independent states in India and formed laws and policies of their own. Eventually the entire Indian country came under the British rule. • The Battle of Plassey in 1757 ensured the East India Company could take control of India • The British provided a single system of law and government, unifying India. They also introduced English as a unifying language such as the Treaty of Allahabad • Indians were also looked down upon by the British and their culture was treated as inferior to European culture. • Indian workers provided the British with inexpensive labor. • India was so Important to the British Empire because of its trade links with China, primarily tea, silk and opium	**Section E Ghandi & Independence Movement** • Gandhi was an Indian lawyer, anti-colonial nationalist who employed nonviolent resistance to lead the successful campaign for India's independence from the British. • Gandhi was also given the title of 'Father of The Nation' this title was accepted by the Indian community, who then referred to Gandhi as "Bapu" • In 1930 he led the Salt March, a peaceful protest where 60.000 Indians were arrested including himself • 1942, Gandhi also launched the "Quit India" movement which called for the immediate withdrawal of the British from Indian governance. **Section E Jinnah & Independence Movement** • Jinnah served as the leader of the All-India Muslim League from 1913 until the creation of Pakistan on 14 August 1947. • He is revered in Pakistan as the *Quaid-i-Azam* ("Great Leader") and *Baba-i-Qaum* ("Father of the Nation"). • He believed the only fair wat for India to gain independence would be for Muslims to have their own land.	**Section F Partition** • The **partition of India** split British India into the countries of India and Pakistan (East and West Pakistan) in 1947. • The partition was caused in part by the two-nation theory presented by Syed Ahmed Khan. Pakistan became a Muslim country, and India became a majority Hindu but secular country. • The main spokesman for the partition was Muhammad Ali Jinnah. He became the first Governor-General of Pakistan. • Once the lines were established, about 14.5 million people crossed the borders to what they hoped was the safety of their religious majority. • Approximately 14.5 million felt forced to move across the new borders of each country, one of the largest in history • The newly formed governments were unable to deal with forced migration of such huge numbers. Violence occurred from all sides, hundreds of thousands died.
Section G – Overview	**Time Line of British India (Control & Resistance)** **1617** - East India Company Wins trading rights with Mughal Empire **1757 –** Robert Clive wins decisive victory at Plassey, taking territorial and political control of large part of India **1765 –** Treaty of Allahabad and Duel Government created.	**1773 –** Warren Hastings becomes first Governor of India, taking away power from Nawabs **1857 –** Sepoy Rebellion break out against treatment of Indian soldiers serving under British. **1858 –** The British Parliament put India directly under their political control **1885 –** Indian National Congress formed to Fight peacefully for independence	**1906 –** Muslim League Organised aiming for a Muslim independent state. **1919** – Amritzar Massacre the British army opens Fire on thousands of peaceful Indians **1930** – The Salt March to end British monopoly On the salt trade

Geography	The Future	Cycle 2	Year 9

Week	Key Knowledge to learn	
1 – Future Misconceptions and The Future of the EU	**Future Misconceptions** • In all LICs across the world today, 60% of girls finish primary school • Majority of the world live in NEEs • In the last 20 years, the proportion of the world population in extreme poverty has almost halved • The average life expectancy is the world is 70 years • 80% of the worlds 1-year old children today have been vaccinated against some disease • 80% of people in the world have some access to electricity	• European Union - a **group** of **27 countries** following **similar laws** à the **UK left** the **EU** on the 31st January **2020** (BREXIT) • **1957 -** The European Economic Community (EEC) is created. The member countries are Belgium, France, Italy, Luxembourg, the Netherlands, and West Germany. The group aims to remove trade barriers and form a common market. • The objectives of the European Union are to establish European citizenship, ensure freedom, justice and security, promote economic and social progress, and assert Europe's role in the world. The capital of the European Union is Brussels, Belgium.
3 – Brexit and Problem with Energy	**Reasons for Leaving the EU** • We get control over all laws created • We get control over immigration **within** the EU • Don't pay £50 million a week membership fee • We may have to pay to enter EU countries • Goods imported to the UK may become more expensive • We would set our own taxes • More low paid jobs available • We can decide who we trade with • We won't have limits set on us like how much fish we can take from the sea.	**Problem with Energy** • In the past, the UK was heavily reliant on fossil fuels such as coal, oil and gas. • It is projected that in the future we will use more renewable energy. • Energy supply and demand has increased overtime due to increase use of transport and industry. **Carbon Footprint =** The amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organization, or community.
5 – Solving the energy problem and the problem with food	**Solving the energy problem** **Energy Consumption - The amount of energy or power used** **Renewable Energy** - is naturally replenished on a human timescale, such as sunlight, wind, rain, tides, waves, and geothermal heat Examples of Renewable energy include: Solar, Hydroelectric power and wind power	**The Problem with Food** • **Malnutrition -** lack of proper nutrition, caused by not having enough to eat, not eating enough of the right things. • 1 billion in 2012 are hungry in the world which means 1 person out of 7. • Our planet has enough food so hunger shouldn't exist. • Bolivia, Democratic Republic of Congo and Ethiopia are struggling with hunger though they have lots of food and mostly work in agriculture. These countries have the highest rate of malnutrition. 41% of Ethiopians are undernourished. • 60% of people globally that are hungry tend to work in farming. • USA has lower rates of hunger and they struggle with obesity.

Geography	The Future	Cycle 2	Year 9

Week	Key Knowledge to learn	
7 – **Solving the problem of Food and the Plastic Crisis**	**Solving the problem of Food** **Lab Grown Food** more and more companies are beginning to produce meat in labs as a way to combat such issues as greenhouse gases emissions, overfishing and animal welfare concerns. They use stem cells to produce this meat **Insects as a food source** Some countries have been eating insects for centuries and it isn't a new thing for example, countries in central America and Asia. 2 billion eat insects as part of their diet. Insects are very nutritious, have valuable fatty acids and are high in calcium. However, some insects may cause an allergic reaction.	**Plastic Crisis** • In 1950 the world produced only 2 million tonnes per year. Since then, annual production has increased nearly 200-fold, reaching 381 million tonnes in 2015. For context, this is roughly equivalent to the mass of two-thirds of the world population. • With the largest population, China produced the largest quantity of plastic, at nearly 60 million tonnes. This was followed by the United States at 38 million, Germany at 14.5 million and Brazil at 12 million tonnes.
9 – Causes and Impacts of Plastic	**Causes of Plastic Pollution** **Fishing Nets** - Commercial fishing is an economic necessity for many parts of the world. However, the nets used for certain large-scale trolling operations are usually made of plastic. These leaking toxins at will, but they also often get broken up or lost. **It is Overused** - As plastic is less expensive, it is one of the most widely available and overused item in the world today. When disposed of, it does not decompose easily and pollutes the land or air. **Disposing of Plastic and Garbage** - Because plastic is meant to last, it is nearly impossible to break down. Burning plastic is incredibly toxic and can lead to harmful atmospheric conditions and deadly illness. Therefore, if it is in a landfill, it will never stop releasing toxins in that area.	**Impacts of Plastic Pollution** • It Upsets the Food Chain • Groundwater Pollution • Land Pollution • Air Pollution • It Kills Animals • It is Poisonous • It is Expensive to clean up
11/13 – HS2	**Advantages and disadvantages of HS2** Journey times from London to Birmingham will be less than one hour. The £2-£3bn annual capital investment will help create jobs The environmental impact will be mitigated by 'green tunnels' and planting of trees The costs of HS2 continue to rise. Initially, in 2015, the project was forecast to cost £56bn but could now the total cost could soar to over £100bn Forecasts for passenger numbers are uncertain Noise pollution is a concern also . 	**Bradford Regeneration** **Urban decline - i**s the deterioration of the inner **city** often caused by lack of investment and maintenance. **Regeneration -** means improving an area that has been experiencing a period of decline. Examples of how Bradford has been regenerated are as follows: The Broadway Shopping Centre; Lister Mills renovation into flats; Plans for a new Bradford Food Market; and Sunbridge wells bars and pubs.

English	The Gothic	CYCLE 2	Year 9

1.0 Gothic Conventions		2.0 Key Techniques		3.0 Structural features	
1.1 extreme landscapes	dark, wild, and treacherous place full of wrathful weather, malevolent forests, and ghostly graveyards	**2.1 Gothic fiction**	a genre of literature and film that covers horror, death and, at times, romance	**3.1 shift in focus**	when the author changes the focus of the writing
1.2 abandoned buildings	haunted houses, cobwebbed castles, derelict churches fallen into disrepair	**2.2 metaphor**	describing one thing as though it is another	**3.2 character introduction**	when the author introduces a new character
1.3 omens, portents, visions	a character may have a disturbing dream, vision, or some phenomenon may be seen as a portent of coming events	**2.3 metonymy**	is a subtype of metaphor, in which something is used to stand for something else eg rain symbolises sorrow.	**3.3 dialogue**	speech between characters
1. 4 terror	suspenseful feelings of fear, fear of death, shock, dread, or disgust in the reader	**2.4 simile**	a comparison using 'like' or 'as'	**3.4 flashback/ flashforward**	when the narrative moves momentarily forwards or backwards out of chronological order
1. 5 supernatural monsters	demons, witches, ghosts, banshees, vampires, and other supernatural creatures	**2.5 semantic field (lexical choice)**	a collection of words which are related to one another either through meaning or through a more abstract relation	**3.5 setting**	when and where a text takes place
1.6 atmosphere of mystery and suspense.	the work is pervaded by a threatening feeling, a fear enhanced by the unknown	**2.6 tone**	the mood of the writing created by vocabulary choices	**3.6 shift in time**	moving backwards or forwards in time
1.7 Femme Fatale	French for "fatal woman", is a being of sexuality and femininity, enchantment and mystery; the femme fatale is often seen as destructive and transforming	**2.7 foreshadowing**	when the author hints at future events	**3.7 shift in place**	when the writer changes focus of the location or setting
		2.8 pathetic fallacy	attribution of human emotions to something non-living	**3.8 repetition**	using the same word or phrase again and again
1.8 science vs religion	many people viewed science and a belief in religion as being at odds with each other; many felt science was dangerous and was meddling in God's matters	**2.9 anaphora**	the repetition of a word or phrase at the beginning of successive clauses, sentences or paragraphs	**3.9 cyclical structure**	when, in a narrative, the story ends where it began
1.9 supernatural or inexplicable events	dramatic, amazing events occur, such as ghosts or giants walking, or inanimate objects (such as a suit of armour or painting) coming to life	**2.10 symbolism**	an object used as a sign for a deeper idea/meaning	**3.10 linear structure**	when an author tells a story in chronological order
1.10 high, even overwrought emotion	characters are often overcome by anger, sorrow, surprise, and especially, terror	**2.11 onomatopoeia**	words that sound like their meaning e.g. crash	**3.11 juxtaposition (contrast)**	when two different ideas are presented side by side, emphasising their contrast
		2.12 imagery	five senses are evoked to create mental images		

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
1. medicine	1. Mediterranean	1. miniature	1. scholastic	1. occasional
2. encyclopaedia	2. extract	2. fantasy	2. spreadsheet	2. librarian
3. fibre	3. yeast	3. flour	3. gallery	3. menu
4. friends	4. gauge	4. genius	4. mortgage	4. immediately
5. fulfilled	5. friends	5. gauge	5. liaison	5. incidentally
6. science	6. occasion	6. exercise	6. penicillin	6. scissors
7. interactive	7. irrelevance	7. immediately	7. icon	7. virus
8. highlight	8. layering	8. palette	8. frieze	8. illusion
9. monetary	9. irresistible	9. negotiate	9. minutes	9. necessary
10. feasible	10. immigrant	10. criticism	10. immediately	10. February
WEEK 6	**WEEK 7**	**WEEK 8**	**WEEK 9**	**WEEK 10**
1. occurrence	1. necessary	1. parallel	1. movable	1. expenses
2. magazine	2. irrelevant	2. newspaper	2. glossary	2. internet
3. melting	3. knife/knives	3. minerals	3. ingredient	3. landscape
4. independent	4. humorous	4. maintenance	4. guardian	4. incidentally
5. indispensable	5. illuminate	5. irrelevant	5. height	5. grievance
6. parliament	6. negotiable	6. separate	6. exception	6. essential
7. software	7. Index	7. interface	7. processing	7. keyboard
8. form	8. kneading	8. impasto	8. kiln	8. motion
9. miniature	9. height	9. height	9. honorary	9. mortgage
10. irresistible	10. illiterate	10. foreign	10. government	10. conscious
WEEK 11	**WEEK 12**	**WEEK 13**		
1. seize	1. paralleled	1. efficient		
2. input	2. non-fiction	2. justify		
3. harmony	3. foreground	3. line		
4. movable	4. medicine	4. medicine		
5. manoeuvre	5. irreparable	5. chaos		
6. minutes	6. mortgage	6. fascinate		
7. fiction	7. genre	7. liaison		
8. glazing	8. hygiene	8. pastel		
9. guile	9. grievance	9. negotiable		
10. guile	10. guardian	10. especially		

CYCLE 2
SPELLINGS
YEAR 9

DIXONS COTTINGLEY ACADEMY

BOX 1: Non-calculator Methods

MULTIPLES, FACTORS AND PRIME NUMBERS

Multiple	The result of **multiplying** a number by an integer. *E.g. The 3rd multiple of 7 is* ***21.***	
Lowest Common Multiple (LCM)	The **lowest common number** in the **multiplication tables** of two or more different numbers.	
Factor	A quantity which **divides equally** into a number. *E.g. factors of 8 are* ***1, 2, 4 and 8.***	
Highest Common Factor (HCF)	The **highest factor** which belongs to two or more numbers.	
Prime Number	An integer greater than 1 that has **exactly two factors, 1 and itself.** **e.g. 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31…**	
Prime Factor	A **factor** of a number which is also **prime.**	
Decomposition	To **break something down**	
Product of Prime Factors (prime factorisation)	A set of **prime factors** which **multiply** to give a number. .	*E.g. prime factor tree*  12 = **2 x 2 x 3** or **2^2 x 3**
Unique factorisation theorem	The fundamental theorem of arithmetic. Each integer can be written as a **unique product of prime factors.** This is why 1 is not a prime number.	

STANDARD FORM: LAWS (MULTIPLY & DIVIDE)

Multiplication	$A \times 10^n \times B \times 10^m = (\boldsymbol{A \times B}) \times 10^{\boldsymbol{n+m}}$
Division	$A \times 10^n \div B \times 10^m = (\boldsymbol{A \div B}) \times 10^{\boldsymbol{n-m}}$

SURDS

Surd	An **irrational** number that is a **root** of a positive integer, whose value cannot be determined exactly. Surds have infinite non-recurring decimals. *e.g.* $\sqrt{2}$
Rational Number	An **integer**, **terminating decimal** or **recurring decimal** (can be negative)**.** They can be represented as fraction in the form $\frac{p}{q}$. where p and q are integers and $q \neq 0$.
Irrational Number	Any number that is **not rational**. It has an **infinite** number of decimal places, that **don't repeat.** *E.g.* $\pi, \sqrt{3}$

SURDS: LAWS

Multiplying Surds	$\sqrt{ab} = \sqrt{\boldsymbol{a}} \times \sqrt{\boldsymbol{b}}$ *Special case:* $\sqrt{a} \times \sqrt{a} = \boldsymbol{a}$
Dividing Surds	$\sqrt{\frac{a}{b}} = \frac{\sqrt{\boldsymbol{a}}}{\sqrt{\boldsymbol{b}}}$
Simplifying surds	Using **square number** factors to get the smallest number possible in the surd
Rationalising the denominator	When you **remove a surd** in the **denominator** by writing an equivalent fraction (usually with a surd in the numerator)

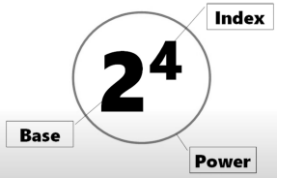
STANDARD FORM: NOTATION

Allows us to write very large or very small numbers without lots of zeros.
Numbers written in the form **A x 10^n**.
A is between **1 and 10.**
N is any **integer**

'n' is positive	**Large** number (≥ 1)
'n' is negative	**Small** number (< 1)

INDEX NOTATION

$\mathbf{a} = \boldsymbol{b^n}$
a is the Power.
b is the Base.
n is the Index.



INDEX LAWS: MULTIPLICATION AND DIVISION

When the base is the **same**, we use the following laws when multiplying and dividing.

Multiplying	**Add** the powers *E.g.* $a^m \times a^n = \boldsymbol{a^{m+n}}$
Dividing	**Subtract** the powers *E.g.* $a^m \div a^n = \boldsymbol{a^{m-n}}$
Raising a power by another power	**Multiply** the powers *E.g.* $(a^m)^n = \boldsymbol{a^{mn}}$

SPECIAL POWERS

p^0	Anything to the power of 0 is **1**
p^1	Anything to the power of 1 is **itself**
Negative indices	**Reciprocal** *E.g.* $a^{-m} = \frac{\mathbf{1}}{\boldsymbol{a^m}}$
Fractional indices	**Root.** *E.g.* $a^{\frac{1}{n}} = \sqrt[n]{\boldsymbol{a}}$ The power $\frac{1}{2}$ = **square root.** The power $\frac{1}{3}$ = **cube root**

SQUARES AND ROOTS			
Index	Tells us how many times to use the number in a repeated multiplication.	Square Number	Index = **2**
		Cube Number	Index = **3**
Root (*Fractional Index)*	The inverse of an index.	Square Root	Index = $\frac{1}{2}$
		Cube Root	Index = $\frac{1}{3}$

POSITIVE INTEGER POWERS	
Square numbers	The answer when you **multiply a number by itself.** n^2 **1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144…**
Cube numbers	The answer when you **multiply a number by itself, and then by itself again** n^3 **1, 8, 27, 64, 125, 216, 343, 512, 729, 1000…**
Powers of 2	2^n **2, 4, 8, 16, 32, 64, 128, 256, 512, 1024…**
Powers of 3	3^n **3, 9, 27, 81, 243, 729…**
Powers of 4	4^n **4, 16, 64, 256, 1024…**
Powers of 5	5^n **5, 25, 125, 625…**
Powers of 10	10^n **10, 100, 1000, 10 000, 100 000…**

BOX 2: Using percentages

PERCENTAGE CALCULATIONS		
Multiplier	A percentage written as a **decimal.** You can then use multiplication to find the percentage.	
Percentage increase	**Adding** a percentage to the original amount.	
Percentage decrease	**Subtracting** a percentage from the original amount.	
Percentage Change	The change between the **old value** and the **new value** as a percentage	$\frac{Difference}{Original} \times 100$
Reverse Percentage	Working **backwards** to find **100%**	

Simple Interest	Interest calculated as a percentage of the original amount, so the **same amount** is added each year.
Exponential Growth	When we multiply a number **repeatedly** by the same number (**more than** 1), so it **increases** by the same proportion each time.
Compound Interest	An example of exponential growth. Interest paid on the original amount and the accumulated interest, so each year a **larger amount** of interest is paid. **$R = A \times M^n$** R is the **end value**. A is the **starting value**. M is the **multiplier**. n is the **number of years.**
per annum	per **year**
Exponential Decay	When we multiply a number **repeatedly** by the same number (**less than** 1), so it **decreases** by the same proportion each time.

BOX 3: Maths and money

APPROXIMATION AND ESTIMATION	
Rounding	Writing a number **less accurately** so it is easier to work with. Below 5, **stay the same.** 5 or above, **round up.**
Truncating	To shorten (a number) by **chopping off the end.**
Decimal place	The position of a digit after the **decimal point.**
Money	When working in pounds (£), all answers should be given to **2 decimal places**
Significant Figure	The **first digit** in a number which is **not a zero.** Any digit thereafter is significant.
Estimate a calculation	The process of rounding numbers to **one significant figure** and then **calculating** to get an **approximate** answer.
Approximate	An answer **close** to the exact value.

Penny, pennies, pence

This is a one penny coin.

This is a two pence coin.

Here are two pennies. They're worth two pence.

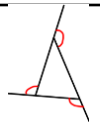
The penny dropped…

When people say the "penny dropped," they mean that someone suddenly understood something. The phrase was first used in a 1911 article about thieves using fake pennies to steal from an early automatic vending machine in a shop. When a real penny was used, the shopkeeper could hear the sound of it dropping. When fake pennies were used, he could not hear anything because the fakes were made from paper. It wasn't until the 1930s that the phrase started to be used in the sense of the idiom we know today.

BOX 4: Deduction

TYPES OF ANGLE	
Angle	A measure of **turn**
Acute Angle	An angle **less than 90°**
Right angle	**90°**
Obtuse Angle	An angle between **90° and 180°**
Straight line	**180°**
Reflex Angle	An angle between **180° and 360°**
A full turn	**360°**

Links to: PARALLEL LINES	
Parallel Lines	Lines with the **same gradient** They **never meet.** They are always the **same distance** apart.

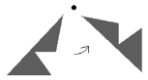
ANGLES IN POLYGONS: FACTS		
Polygon	A **2D shape** with 3 or more **straight** sides only.	
Regular polygon	A polygon with **sides** that are all **equal** and **angles** that are all **equal.**	
Interior angle	An angle **inside** a polygon	
Sum of interior angles	**(n – 2) x 180°** Where n is the number of sides	
Exterior angle	The angle formed **outside** a polygon when **one side is extended.** Interior angle + exterior angle = **180°**, because they made a **straight line.**	
Sum of exterior angles	**360°**	

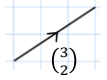
ANGLE RULES	
Angles around a point	Add to **360°** (as they make a full turn)
Angles on a straight line	Add to **180°**
Vertically opposite angles	Are **equal**
Angles in a triangle	Add to **180°**
Angles in a quadrilateral	Add to **360°**

ANGLES IN PARALLEL LINES	
Alternate angles	Are **equal**
Corresponding angles	Are **equal**
Co-interior angles	Add to **180°**

ANGLES IN POLYGONS			
Triangle	3 sides	Interior angles add to **180°**	Exterior angles add to **360°**
Quadrilateral	4 sides	Interior angles add to **360°**	Exterior angles add to **360°**
Pentagon	5 sides	Interior angles add to **540°**	Exterior angles add to **360°**
Hexagon	6 sides	Interior angles add to **720°**	Exterior angles add to **360°**
Heptagon (or Septagon)	7 sides	Interior angles add to **900°**	Exterior angles add to **360°**
Octagon	8 sides	Interior angles add to **1080°**	Exterior angles add to **360°**
Nonagon	9 sides	Interior angles add to **1260°**	Exterior angles add to **360°**
Decagon	10 sides	Interior angles add to **1440°**	Exterior angles add to **360°**

BOX 5: Rotation and translation

TRANSFORMATIONS	
Congruent	When two shapes are **exactly the same** shape and size, but can be in different orientations
Rotation 	To turn a shape. The shape does not change size (**congruent**) . To rotate a shape you need a **centre of rotation**, the **number of degrees** to turn, and a **direction of turn** (clockwise or anticlockwise)
Invariant points	Points on a line or shape which **do not move** when a specific transformation is applied
Translation 	Translate means to **move** a shape. The shape does not change size (**congruent**). To translate a shape you need a **vector** in the form $\begin{pmatrix} x \\ y \end{pmatrix}$

Links to: VECTORS		
Vector	A quantity which has **magnitude** and **direction**. It defines a **movement** from one point to another.	
Column Vector (in 2D)	The top number (**x**) moves **left** (-) or **right** (+). The bottom number (**y**) moves **up** (+) or **down** (-).	
	e.g. $\begin{pmatrix} 3 \\ 2 \end{pmatrix}$ *means a* ***movement*** *of 3 right and 2 up*	

RE	Muslim Beliefs	CYCLE 2	Year 9

Week	Key Knowledge to learn
1. – Islamic beliefs: Sunni and Shia history	• Sunni Muslims follow the example of the Prophet Muhammad • Shi'as Muslims follow the example of the Prophet Muhammad and his son-in-law Ali • About 80% of the worlds Muslims are Sunni • The larger group of Muslims chose Abu Bakr, a close Companion of the Prophet, as the Caliph • The term Caliph means the social and political leader who was chosen to lead the Muslim community • Sunnis believe that there were only four Caliphs after the Prophet Muhammad • Sunni Muslims call these the "Rightly Guided Caliphs" • Many Shi'a Muslims believe there are twelve Imams who are the successors to the Prophet Muhammad • Sunni Muslims make up the majority of British Muslims
2. Islamic Beliefs: Six beliefs of Islam	• The first belief is Tawhid, this means a belied that God is one. Another word for this is monotheistic. • The second belief is Malaikah, this means a belief in the existence of angels • The third belief is in the authority of Holy Books. The Qur'an is believed to be the final perfect message received form Allah by the Prophet Muhammad. Islam also recognise the importance of other holy books of Judaism and Christianity. These include the scrolls of Abraham and Moses, the Torah and Psalms and the Gospels. • The fourth belief is Nubuwwah and Risalah which means belief in prophets • The 5th belief is he belief in the Day of Judgement. The whole world will end and every human will be judged by Allah on their actions. Allah will decide who will be awarded a place in al-Jannah (Paradise) or Jahannam (Hell) • The 6th belief is Al-Qadr. This is the belief in predestination. Which means that although humans have free will, Allah knows what will happen • The six beliefs are found in the "Kita al-inam" (book of faith) • The Six beliefs unite all Sunni Muslims in one community which they call the ummah
3.Islamic beliefs: The Five Roots	• The Five Roots are foundations of a Shi'a Muslims faith • The first root is tawhid, this means a belief that God is one. • The second is 'Adl which means that God commands them to do good and avoid bad • The third is Nubuwwah which means belief in prophet hood • The fourth is Imamah which means there 12 imams appointed by Allah as successors to the Prophet • The 5th is Mi'ad which means a belief in the Day of Judgement and the resurrection of the body. • The five roots unite al Shi'a as a community as they all believe in them. • Sunni and Shi'a agree in ideas such as Tawhid, prophethood and the Day of Judgement • The Twelvers are those Shi'a who specifically believe in the 12 Imams • The Seveners are those Shi'a who believe there were 7 Imams who followed the Prophet

Week	Key Knowledge to learn
4. FESTIVAL: Ash`ura	• This is celebrated by Sunni and Shia Muslims on the tenth of the month of Muharram, but for different reasons. Ashura means "tenth". • **Sunni**: remembers Prophet Musa fasting on this day to remember the saving of the Israelites from the Pharoah in Egypt. • **Shia**: Remembers the death of Hussein, the grandson of the Prophet, who was killed at the battle of Karbala on this date in 680CE. Yazid was unjust and kept slaves so Hussein had refused to be led by him, and was imprisoned in Karbala and killed. • **Sunni**: Many see it as a Day of Atonement, when sins are forgiven if repented of. Many fast on the 8th-10th of Muharram. • **Shia**: this is festival of sincere sorrow and sadness. Many wear black as a sign of grief. Mosques are covered in black cloth. After prayers in the afternoon, poems about the tragedy of Hussein are read. • Shias learn from Ashura that Hussein, and the actions of the imams, should never be forgotten. This shows that all of them should stand up for justice to make society better and fight the unjust. A Shia's love for Allah is shown through their love for the imams he has chosen to lead them.
5 Key Belief: Tawhid and Surah 112	• Surah 112 of the Qur'an says "He is Allah, the One and Only; Allah, the Eternal, Absolute; None is born of Him, nor is He born; And there is none like Him." • Muslims believe Allah is eternal and unique, with no parents, partners or children • They will only worship Allah, and no image or saint or other item is worthy of worship, so they will not make images of Allah or the Prophet Muhammad because they might worship them instead of Allah (this is the sin of shirk which is the worst sin in Islam) • Muslims believe Allah is not split into different persons in the way Christians see god as a Trinity; instead Allah is completely one and cannot be divided up in any way
6. Key Belief: The nature of Allah	• Allah has many qualities such as immanence, transcendence, omnipotence, benevolence, mercy, fairness/justice, omniscience, listed in his 99 glorious names • Some believe He is both immanent and transcendent in a way that we cannot understand, because the Qur'an says he is both • Others say He is transcendent but **knows** everything that we do, which means he is "closer to you than your jugular vein" without being physically close/immanent • Since the Qur'an teaches that Allah is "closer to you than your jugular vein", Muslims will know Allah understands everything they do and why they do it so he will judge fairly on the Day of Judgement and send them to heaven or hell accordingly. Therefore they will try to live how Allah wishes because they know they will be held accountable for every action and none escapes his notice. • Believing that God is fair, loving and omnipotent means Muslims see everything that happens as part of a test and trust that he has a bigger plan for them; this may involve suffering but must be the right thing for them, otherwise Allah would not plan it this way

RE	Christian Beliefs	CYCLE 2	Year 9

Week	Key Knowledge to learn
7. Key Belief: Angels	• They have no free will and only exist to serve and worship Allah • Different angels have different roles, eg Jibril is in charge of communication between Allah and prophets; Mikail is in charge of weather. • Angels are appointed over you to protect you; they are kind and honourable, and write down your deeds. They know and understand all that you do." (Qur'an) • "They celebrate His praises night and day, nor do they ever get tired or stop."
8. Key Belief: Predestination	• All things are known to Allah before they happen, and approved by him: "Indeed, all things We created with predestination." • "No disaster strikes except by permission of Allah." Qur'an 64:11 • Muslims believe that life is a test and Allah sends suffering for a reason; we may not understand that reason but it is part of his plan for our lives and we must learn to cope and not fall into despair or doubt. • Muslims would respond that Allah does not MAKE us do what we do, he just knows in advance what we will do with our free will and what choices we will make, so judgement is fair. • Allah chose to limit his power by giving us free will so would not change what we do, because free will is needed for accountability and judgement to be fair. This is like watching a film for a second time: you know what is going to happen but you cannot change it.
9 Key Belief: Akhirah and resurrection	• After death everyone will wait in the grave for the Last Day when everyone will be resurrected and judged, then go to heaven or hell • Muslims will care for their bodies and avoid tattoos and damaging behaviours like drinking alcohol and smoking, because they want their bodies to be whole and pure in the afterlife for resurrection • Muslims will try to avoid sin so that they pass the test of judgement day and go to heaven not hell

Week	Key Knowledge to learn
10 . Key Belief: Judgement	• Everyone is accountable for all their actions in life • Good and bad deeds are weighed in a scale and whichever side is heavier determines whether you go to heaven or hell • "No one can bear the burdens of another" so no one else can pay the penalty of your sin (as Christians believe Jesus did) • Everyone will have to account for their actions, with an angel reading out their Book of Deeds, so they will try to live and worship as the Qur'an commands so they will • Even sins as light as a mustard seed will count in the scales of justice, so Muslims will try hard to avoid sin and to do good deeds, so their scales will tip towards the good and they will go to Jannah
11. Key Belief: Heaven and hell	• **Jannah** (heaven) is a place of plenty and closeness to Allah • "There are rivers of pure water; rivers of milk of which the taste never changes • **Jahannam** (hell) is a place of burning and shame, and being away from Allah • "There are some whom the Fire will reach their ankles, others up to their knees, others up to their waists, and yet others up to their necks."
12. Key Belief: Risalah	• Allah communicated with mankind through prophets at different points in history • Adam and Ibrahim are key prophets who came before Muhammad • Muhammad is the final prophet; there will be no more prophets now that Allah has revealed the Qur'an to humankind. • Adam: first man, first prophet, taught people to bake bread, cultivate crops and worship Allah • Ibrahim: rewarded for his total obedience to Allah in being willing to sacrifice his son • Muhammad: received the Qur'an via revelations lasting over 23 years; taken up into heaven at the end of his life; the final seal of the prophets; hadith are his sayings, traditions and customs and these are carefully studied by Muslim scholars; they have authority second only to the Qur'an
13. Key Belief: Holy books	• Holy books: the Scrolls of Abraham, Torah, Psalms and Gospels • The **Qur'an** is Allah's final message to humankind and will never be replaced by another; it is the highest authority in Islam • Muslims will study the Qur'an very carefully to try to learn how to live and worship correctly • Muslims will try to live according to the Qur'an's teachings to go to heaven • Some try to learn it off by heart and become a **hafiz**

Les jours de la semaine
lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche
Les mois
janvier
février
mars
avril
mai
juin
juillet
août
septmebre
octobre
novembre
décembre

Les nombres en français

0	zero	10	dix	20	vingt	30	trente
1	un	11	onze	21	vingt-et-un	31	trente-et-un
2	deux	12	douze	22	vingt-deux	32	trente-deux
3	trois	13	treize	23	vingt-trois	33	trente-trois
4	quatre	14	quatorze	24	vingt-quatre	34	trente-quatre
5	cinq	15	quinze	25	vingt-cinq	35	trente-cinq
6	six	16	seize	26	vingt-six	36	trente-six
7	sept	17	dix-sept	27	vingt-sept	37	trente-sept
8	huit	18	dix-huit	28	vingt-huit	38	trente-huit
9	neuf	19	dix-neuf	29	vingt-neuf	39	trente-neuf
40	quarante	50	cinquante	60	soixante	70	soixante-dix
41	quarante-et-un	51	cinquante-et-un	61	soixante-et-un	71	soixante-onze
42	quarante-deux	52	cinquante-deux	62	soixante-deux	72	soixante-douze
43	quarante-trois	53	cinquante-trois	63	soixante-trois	73	soixante-treize
44	quarante-quatre	54	cinquante-quatre	64	soixante-quatre	74	soixante-quatorze
45	quarante-cinq	55	cinquante-cinq	65	soixante-cinq	75	soixante-quinze
46	quarante-six	56	cinquante-six	66	soixante-six	76	soixante-seize
47	quarante-sept	57	cinquante-sept	67	soixante-sept	77	soixante-dix-sept
48	quarante-huit	58	cinquante-huit	68	soixante-huit	78	soixante-dix-huit
49	quarante-neuf	59	cinquante-neuf	69	soixante-neuf	79	soixante-dix-neuf
80	quatre-vingt			90	quatre-vingt-dix		
81	quatre-vingt-et-un			91	quatre-vingt-onze		
82	quatre-vingt-et-deux			92	quatre-vingt-douze		
83	quatre-vingt-et-trois			93	quatre-vingt-treize		
84	quatre-vingt-et-quatre			94	quatre-vingt-quatorze		
85	quatre-vingt-et-cinq			95	quatre-vingt-quinze		
86	quatre-vingt-et-six			96	quatre-vingt-seize		
87	quatre-vingt-et-sept			97	quatre-vingt-sept		
88	quatre-vingt-et-huit			98	quatre-vingt-dix-huit		
89	quatre-vingt-et-neuf			99	quatre-vingt-dix-neuf		

French SPAG marking	
sp	Spelling
art	Article
vb	Verb
T	Tense
Acc	Accent
adj	Adjective incorrect/agreement
C	Capital
ww	Wrong word
?	Re-phrase/no sense
	Word re-order

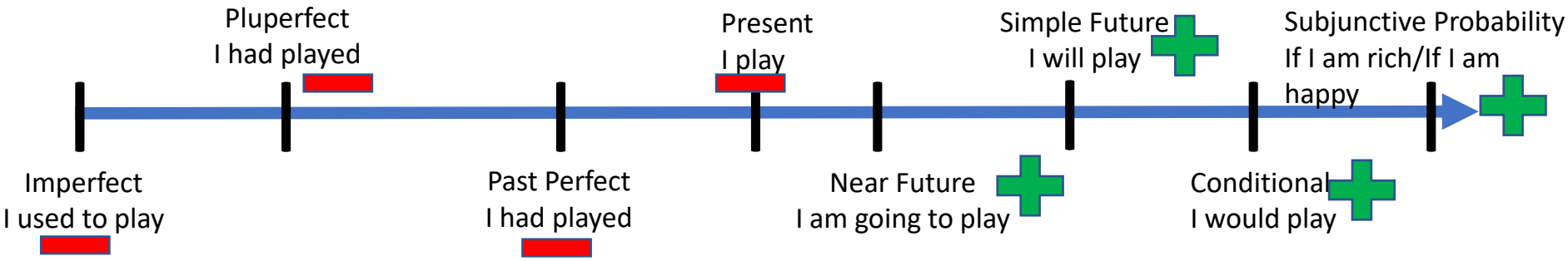
100	cent	600	six cents	105	cent cinq	1,001	mille et un
200	deux cents	700	sept cents	149	cent quarante-neuf	1,500	mille cinq cents
300	trois cents	800	huit cents	181	cent quatre-vingt-un	1,766	sept cent soixante-six
400	quatre cents	900	neuf cents	501	cinq cent un	2,001	deux mille un
500	cinq cents	1,000	mille	565	cinq cent soixante-cinq	40,000	quarante mille

74,000	soixante-quatorze mille
100,000	cent mille
1,000,000	un million
3,000,000	trois millions
1,000,000,000	un-millard

French	Marking Sticker	CYCLE 2	All Years

Title:					
Detail	**WWW**	**EBI**	**Tenses**	**WWW**	**EBI**
Connectives	1 2 3		Present tense	1 2 3	
Opinions	1 2 3		Past Perfect	1 2 3	
Reasons (adjectives)	1 2 3		Imperfect	1 2 3	
Intensifiers	1 2 3		Conditional	1 2 3	
Time expressions	1 2 3		Simple Future	1 2 3	
Adverbs	1 2 3		Pluperfect	1 2 3	
Negatives	1 2 3		Perfect Conditional	1 2 3	
			Subjunctive	1	
Comparatives	plus moins		Modal Verbs	1	
Superlatives	le plus le moins le pire le meilleur		Other Persons	1 2 3	
			Quality of Work	Si j'avais le choix	
Si clause	1 2 3				
Openers	1 2 3		**1 Excellent**	Quand j'étais plus jeune	
Exclamation	1 2 3		**2 Good**	Pour que je sois contente	
Questions	1 2 3			Quand je serai plus âgé	
Total:			**4 Poor**	vu que	
				tandis que	
				Si je pourrais	
				Pour que je puisse	

French	Verb conjugation explanation	CYCLE 2	All Years



Tense	Add or Remove ending	Meaning	Example
Imperfect	Remove ending ER IR RE OIR	I used to play	Jouer – remove er – je jouais
Pluperfect	Remove ending ER IR RE OIR	I had played	Jouer – remove er – J'avais joué
Past perfect	Remove ending ER IR RE OIR	I have played	Jouer – remove er – j'ai joué
Present	Remove ER IR RE OIR	I play	Jouer – remove er – je joue
Near future	Add the infinitive	I am going to play	Jouer – add to the structure – je vais jouer
Simple future	Add to the infinitive ER IR RE	I will play	Jouer – add the ending to the end – je jouerai
Conditional	Add to the infinitive ER IR RE	I would play	Jouer – add the ending to the end – je jouerais
Subjunctive	Probability – If I am rich /If I am happy		Learn set sentences (marking sticker& writing frame)

*imperfect and conditional share endings

French	French Literacy Mat	CYCLE 2	All Years

Connectives
car / parce que = because
puisque = since
aussi = also
donc = therefore
puis = then
après = after
Ensuite = next/then
ou = or
cependant = however
par conséquent = as a result
étant donné que = given that
tandis que = whereas
vu que = considering that
Malgré = despite
Afin que = so that
Pourvu que = given that
Sauf = except
Magré = despite
En outre furthermore
Pour que = so that

Openers
D'abord = firstly
Par contre = On the other hand
Premièrement = Firstly
Deuxièment = Secondly
Troisièmement = Thirdly
Finalement = Finally
Pour moi = As for me

Subjunctive
Pour que je sois = so that I am
Pour que je puisse = so that I can
Il faut que = It is necessary that
Il est essential qu'il aie = it is essential that there is…
Il est necessaire qu'on fasse = it is necessary that we do

Questions
Pourquoi? = Why
Qui? = Who?
Quand? = When?
Comment? = How?
Que = What?
N'est-ce pas? = Isn't it?
As-tu / Avez-vous? = Do you have?

Intensifiers
très = very
assez = quite
un peu = a little
vraiment = really
beaucoup = a lot

Complex Opinions
Je pense que = I think that
J'estime que = I consider that
Je crois que = I believe that
Il me semble que = It seems to me that
Je trouve que = I find that
À mon avis = in my opinion
En ce qui me concerne = Concerning me
Je suis d'accord car = I agree because

Time Phrases
Aujourd'hui = Today
Hier = Yesterday
Demain = Tomorrow
En été = In summer
En hiver = In winter
L'année dernière = Last year
L'année prochaine = Next year
À l'avenir = In the future
La semaine dernière = Last week
Le mois prochain = Next month

Adjectival Agreement
un garçon intelligent = a clever boy
une fille intelligente = a clever girl
un pull bleu = a blue jumper
une veste grise = a grey blazer
une cravate violette = a purple tie
une chemise blanche = a white shirt

Adverbs
d'habitude = Usually
normalement = normally
quelquefois = sometimes
tous les jours = every day
généralement = generally

Superlatives
le / la moins = the least
le / la plus = the most
le / la pire = the worst
le / la mieux = the best

Exclamation
Quel surprise! = What a surprise!
Quel chance! = What luck!
Quel dommage! = What a shame!
Quel horreur! = What horror!

Negatives
ne… pas = not
ne… jamais = never
ne… que = only
ni… ni = neither… nor
ne… plus = not anymore

Comparatives
plus… que = more… than
moins… que = less… than

Reasons (Adjectives)
c'est… = it is…
c'était… = it was…
ce sera… = it will be…
ce serait…=it would be…

intéressant = interesting
passionnant = exciting
sympa = nice
époustouflant = mind-blowing
triste = sad
affreux = terrible
épouvantable = dreadful
bizarre = strange
sale = dirty
propre = clean
bruyant = noisy
tranquille = calm
beau/joli = nice
cher = expensive
différent = different
ennuyeux = boring
mauvais/mal = bad
paresseux = lazy
vieux = old
propre = clean
facile = easy
moche/ laid = ugly
grand = big
petit = small

Pluperfect	Past Imperfect	Past Perfect	Present Tense	Near Future	Simple Future	Conditional	Perfect Conditional
INFINITIVE: porter = to wear **(Regular er)**							
I had worn	I used to wear	I wore	I am wearing/I wear	I am going to wear	I will wear	I would wear	I would have worn
Je (J') avais **porté** **Tu** avais **porté** **Il** avait **porté** **Elle** avait **porté** **On** avait **porté** **Nous** avions **porté** **Vous** aviez **porté** **Ils** avaient **porté** **Elles** avaient **porté**	**Je (J')** port **ais** **Tu** port **ais** **Il** port **ait** **Elle** port **ait** **On** port **ait** **Nous** port **ions** **Vous** port **iez** **Ils** port **aient** **Elles** port **aient**	**Je (J')** ai **porté** **Tu** as **porté** **Il** a **porté** **Elle** a **porté** **On** a **porté** **Nous** avons **porté** **Vous** avez **porté** **Ils** ont **porté** **Elles** ont **porté**	**Je (J')** port **e** **Tu** port **es** **Il** port **e** **Elle** port **e** **On** port **e** **Nous** port **ons** **Vous** port **ez** **Ils** port **ent** **Elles** port **ent**	**Je (J')** vais **porter** **Tu** vas **porter** **Il** va **porter** **Elle** va **porter** **On** va **porter** **Nous** allons **porter** **Vous** allez **porter** **Ils** vont **porter** **Elles** vont **porter**	**Je (J')** porter **ai** **Tu** porter **as** **Il** porter **a** **Elle** porter **a** **On** porter **a** **Nous** porter **ons** **Vous** porter **ez** **Ils** porter **ont** **Elles** porter **ont**	**Je (J')** porter **ais** **Tu** porter **ais** **Il** porter **ait** **Elle** porter **ait** **On** porter **ait** **Nous** porter **ions** **Vous** porter **iez** **Ils** porter **aient** **Elles** porter **aient**	**Je (J')** aurais **porté** **Tu** aurais **porté** **Il** aurait **porté** **Elle** aurait **porté** **On** aurait **porté** **Nous** aurions **porté** **Vous** auriez **porté** **Ils** auraient **porté** **Elles** auraient **porté**
INFINITIVE: finir = to finish **(ir)**							
I had finished	I used to finish	I finished	I am finishing/ I finish	I am going to finish	I will finish	I would finish	I would have finished
Je (J') avais **fini** **Tu** avais **fini** **Il** avait **fini** **Elle** avait **fini** **On** avait **fini** **Nous** avions **fini** **Vous** aviez **fini** **Ils** avaient **fini** **Elles** avaient **fini**	**Je (J')** finiss **ais** **Tu** finiss **ais** **Il** port **ait** **Elle** finiss **ait** **On** finiss **ait** **Nous** finiss **ions** **Vous** finiss **iez** **Ils** finiss **aient** **Elles** finiss **aient**	**Je (J')** ai **fini** **Tu** as **fini** **Il** a **fini** **Elle** a **fini** **On** a **fini** **Nous** avons **fini** **Vous** avez **fini** **Ils** ont **fini** **Elles** ont **fini**	**Je (J')** fin **is** **Tu** fin **is** **Il** fin **it** **Elle** fin **it** **On** fin **it** **Nous** fin **issons** **Vous** fin **issez** **Ils** fin **issent** **Elles** fin **issent**	**Je (J')** vais **finir** **Tu** vas **finir** **Il** va **finir** **Elle** va **finir** **On** va **finir** **Nous** allons **finir** **Vous** allez **finir** **Ils** vont **finir** **Elles** vont **finir**	**Je (J')** finir **ai** **Tu** finir **as** **Il** finir **a** **Elle** finir **a** **On** finir **a** **Nous** finir **ons** **Vous** finir **ez** **Ils** finir **ont** **Elles** finir **ont**	**Je (J')** finir **ais** **Tu** finir **ais** **Il** finir **ait** **Elle** finir **ait** **On** finir **ait** **Nous** finir **ions** **Vous** finir **iez** **Ils** finir **aient** **Elles** finir **aient**	**Je (J')** aurais **fini** **Tu** aurais **fini** **Il** aurait **fini** **Elle** aurait **fini** **On** aurait **fini** **Nous** aurions **fini** **Vous** auriez **fini** **Ils** auraient **fini** **Elles** auraient **fini**
INFINITIVE: attendre = to wait **(re)**							
I had waited	I used to wait	I waited	I am waiting/ I wait	I am going to wait	I will wait	I would wait	I would have waited
Je (J') avais **attendu** **Tu** avais **attendu** **Il** avait **attendu** **Elle** avait **attendu** **On** avait **attendu** **Nous** avions **attendu** **Vous** aviez **attendu** **Ils** avaient **attendu** **Elles** avaient **attendu**	**Je (J')** attend **ais** **Tu** attend **ais** **Il** attend **ait** **Elle** attend **ait** **On** attend **ait** **Nous** attend **ions** **Vous** attend **iez** **Ils** attend **aient** **Elles** attend **aient**	**Je (J')** ai **attendu** **Tu** as **attendu** **Il** a **attendu** **Elle** a **attendu** **On** a **attendu** **Nous** avons **attendu** **Vous** avez **attendu** **Ils** ont **attendu** **Elles** ont **attendu**	**Je (J')** attend **s** **Tu** attend **s** **Il** attend **_** **Elle** attend **_** **On** attend **_** **Nous** attend **ons** **Vous** attend **ez** **Ils** attend **ent** **Elles** attend **ent**	**Je (J')** vais **attendre** **Tu** vas **attendre** **Il** va **attendre** **Elle** va **attendre** **On** va **attendre** **Nous** allons **attendre** **Vous** allez **attendre** **Ils** vont **attendre** **Elles** vont **attendre**	**Je (J')** attendr **ai** **Tu** attendr **as** **Il** attendr **a** **Elle** attendr **a** **On** attendr **a** **Nous** attendr **ons** **Vous** attendr **ez** **Ils** attendr **ont** **Elles** attendr **ont**	**Je (J')** attendr **ais** **Tu** attendr **ais** **Il** attendr **ait** **Elle** attendr **ait** **On** attendr **ait** **Nous** attendr **ions** **Vous** attendr **iez** **Ils** attendr **aient** **Elles** attendr **aient**	**Je (J')** aurais **attendu** **Tu** aurais **attendu** **Il** aurait **attendu** **Elle** aurait **attendu** **On** aurait **attendu** **Nous** aurions **attendu** **Vous** auriez **attendu** **Ils** auraient **attendu** **Elles** auraient **attendu**

French	Verbs	CYCLE 2	All Years

Present Tense Regular Verbs

ER verb habiter = to live			**IR verb** finir = to finish			**RE verb** attendre = to wait		
Je (J')	habit **e**	*I live*	**Je (J')**	fin **is**	*I finish*	**Je (J')**	attend **s**	*I wait*
Tu	habit **es**	*You live (s/informal)*	**Tu**	fin **is**	*You finish (s/informal)*	**Tu**	attend **s**	*You wait (s/informal)*
Il	habit **e**	*He lives*	**Il**	fin **it**	*He finishes*	**Il**	attend **_**	*He waits*
Elle	habit **e**	*She lives*	**Elle**	fin **it**	*She finishes*	**Elle**	attend **_**	*She waits*
On	habit **e**	*We live*	**On**	fin **it**	*We finish*	**On**	attend **_**	*We wait*
Nous	habit **ons**	*We live*	**Nous**	fin **issons**	*We finish*	**Nous**	attend **ons**	*We wait*
Vous	habit **ez**	*You live (pl/formal)*	**Vous**	fin **issez**	*You finish (pl/formal)*	**Vous**	attend **ez**	*You wait (pl/formal)*
Ils	habit **ent**	*They live (m/mixed)*	**Ils**	fin **issent**	*They finish (m/mixed)*	**Ils**	attend **ent**	*They wait (m/mixed)*
Elles	habit **ent**	*They live (f)*	**Elles**	fin **issent**	*They finish (f)*	**Elles**	attend **ent**	*They wait (f)*

Present Tense Irregular Verbs

avoir = to have			**être = to be**			**faire = to do**			**aller = to visit**		
Je (J')	**ai**	*I have*	**Je (J')**	**suis**	*I am*	**Je (J')**	**fais**	*I do*	**Je (J')**	**vais**	*I go*
Tu	**as**	*You have (s/informal)*	**Tu**	**es**	*You are (s/informal)*	**Tu**	**fais**	*You do (s/informal)*	**Tu**	**vais**	*You go (s/informal)*
Il	**a**	*He has*	**Il**	**est**	*He is*	**Il**	**fait**	*He does*	**Il**	**va**	*He goes*
Elle	**a**	*She has*	**Elle**	**est**	*She is*	**Elle**	**fait**	*She does*	**Elle**	**va**	*She goes*
On	**a**	*We have*	**On**	**est**	*We are*	**On**	**fait**	*We do*	**On**	**va**	*We go*
Nous	**avons**	*We have*	**Nous**	**sommes**	*We are*	**Nous**	**faisons**	*We do*	**Nous**	**allons**	*We go*
Vous	**avez**	*You have (pl/formal)*	**Vous**	**êtes**	*You are (pl/formal)*	**Vous**	**faites**	*You do (pl/formal)*	**Vous**	**allez**	*You go (pl/formal)*
Ils	**ont**	*They have (m/mixed)*	**Ils**	**sont**	*They are (m/mixed)*	**Ils**	**font**	*They do (m)*	**Ils**	**vont**	*They go (m/mixed)*
Elles	**ont**	*They have (f)*	**Elles**	**sont**	*They are (f)*	**Elles**	**font**	*They do (f)*	**Elles**	**vont**	*They go (f)*

French	Verbs	CYCLE 2	All Years

Present Tense	Past Perfect	Immediate Future	Conditional	Simple Future	Past Imperfect	Past Pluperfect	Perfect Conditional
INFINITIVE: aller = to go **(Irregular)**							
I am going / I go	I have gone / I went	I am going to go	I would go	I will go	I was going / I used to go	I had gone	I would have gone
Je (J') v **ais**	**Je (J')** suis **allé(e)**	**Je (J')** vais **aller**	**Je (J')** ir **ais**	**Je (J')** ir **ai**	**Je (J')** all **ais**	**Je (J')** étais **allé(e)**	**Je (J')** serais **allé(e)**
Tu v **as**	**Tu** es **allé(e)**	**Tu** vas **aller**	**Tu** ir **ais**	**Tu** ir **as**	**Tu** all **ais**	**Tu** étais **allé(e)**	**Tu** serais **allé(e)**
Il v **a**	**Il** est **allé(e)**	**Il** va **aller**	**Il** ir **ait**	**Il** ir **a**	**Il** all **ait**	**Il** était **allé(e)**	**Il** serait **allé(e)**
Elle v **a**	**Elle** est **allé(e)**	**Elle** va **aller**	**Elle** ir **ait**	**Elle** ir **a**	**Elle** all **ait**	**Elle** était **allé(e)**	**Elle** serait **allé(e)**
On v **a**	**On** est **allé(e)**	**On** va **aller**	**On** ir **ait**	**On** ir **a**	**On** all **ait**	**On** était **allé(e)**	**On** serait **allé(e)**
Nous all **ons**	**Nous** sommes **allé(e/s)**	**Nous** allons **aller**	**Nous** ir **ions**	**Nous** ir **ons**	**Nous** all **ions**	**Nous** étions **allé(e/s)**	**Nous** serions **allé(e/s)**
Vous all **ez**	**Vous** êtes **allé(e/s)**	**Vous** allez **aller**	**Vous** ir **iez**	**Vous** ir **ez**	**Vous** all **iez**	**Vous** étiez **allé(e/s)**	**Vous** seriez **allé(e/s)**
Ils v **ont**	**Ils** sont **allé(e/s)**	**Ils** vont **aller**	**Ils** ir **aient**	**Ils** ir **ont**	**Ils** all **aient**	**Ils** étaient **allé(e/s)**	**Ils** seraient **allé(e/s)**
Elles v **ont**	**Elles** sont **allé(e/s)**	**Elles** vont **aller**	**Elles** ir **aient**	**Elles** ir **ont**	**Elles** all **aient**	**Elles** étaient **allé(e/s)**	**Elles** seraient **allé(e/s)**
INFINITIVE: faire = to do / make **(Irregular)**							
I am doing/ I do	I have done / I did	I am going to do	I would do	I will do	I was doing / I used to do	I had done	I would have done
Je (J') f **ais**	**Je (J')** ai **fait**	**Je (J')** vais **faire**	**Je (J')** fer **ais**	**Je (J')** fer **ai**	**Je (J')** fais **ais**	**Je (J')** avais **fait**	**Je (J')** aurais **fait**
Tu f **ais**	**Tu** as **fait**	**Tu** vas **faire**	**Tu** fer **ais**	**Tu** fer **as**	**Tu** fais **ais**	**Tu** avais **fait**	**Tu** aurais **fait**
Il f **ait**	**Il** a **fait**	**Il** va **faire**	**Il** fer **ait**	**Il** fer **a**	**Il** fais **ait**	**Il** avait **fait**	**Il** aurait **fait**
Elle f **ait**	**Elle** a **fait**	**Elle** va **faire**	**Elle** fer **ait**	**Elle** fer **a**	**Elle** fais **ait**	**Elle** avait **fait**	**Elle** aurait **fait**
On f **ait**	**On** a **fait**	**On** va **faire**	**On** fer **ait**	**On** fer **a**	**On** fais **ait**	**On** avait **fait**	**On** aurait **fait**
Nous f **aisons**	**Nous** avons **fait**	**Nous** allons **faire**	**Nous** fer **ions**	**Nous** fer **ons**	**Nous** fais **ions**	**Nous** avions **fait**	**Nous** aurions **fait**
Vous f **aitez**	**Vous** avez **fait**	**Vous** allez **faire**	**Vous** fer **iez**	**Vous** fer **ez**	**Vous** fais **iez**	**Vous** aviez **fait**	**Vous** auriez **fait**
Ils f **ont**	**Ils** ont **fait**	**Ils** vont **faire**	**Ils** fer **aient**	**Ils** fer **ont**	**Ils** fais **aient**	**Ils** avaient **fait**	**Ils** auraient **fait**
Elles f **ont**	**Elles** ont **fait**	**Elles** vont **faire**	**Elles** fer **aient**	**Elles** fer **ont**	**Elles** fais **aient**	**Elles** avaient **fait**	**Elles** auraient **fait**

DR/MRS VANDERTRAMP verbs take <u>être</u> not <u>avoir</u>

Descendre – je suis descendu(e)(s) - to come down (stairs)
Rester – je suis resté(e)(s) - to stay
Monter – je suis monté(e)(s) - to climb
Revenir – je suis revenu (e)(s) - to return
Sortir – je suis sorti(e)(s) - to go out

Venir – Je suis venue (e)(s) - to come
Aller – je suis allé(e)(s) - to go
Naître - je suis né(e)(s) - to be born
Devenir – je suis devenu(e)(s) - to become
Entrer – je suis entré(e)(s) - to enter
Rentrer – je suis rentré(e)(s) - to re-enter

Tomber – je suis tombé(e)(s) - to fall
Retourner – je suis retourné(e)(s) - to return
Arriver- je suis arrivé(e)(s) - to arrive
Mourir – je suis mort(e)(s) - to die
Partir – je suis parti(e)(s) - to leave

Art	Expressionism	CYCLE 2	YEAR 9

German Expressionism

German expressionism was an early twentieth century German art movement that emphasized the artist's inner feelings or ideas over replicating reality, and was characterised by simplified shapes, bright colours and gestural marks or brushstrokes

Ernst Ludwig Kirchner

- The aim was to establish a group with the intention of creating "a bridge between the turbulent internal world of the artist and the external world of the viewer."
- Ernst Ludwig Kirchner – who was born on the 6th May, in 1880 – co-founded the group 'Die Brücke' or The Bridge group in Dresden in 1905, with fellow painters and printmakers Erich Heckel, Karl Schmidt-Rottluff and Fritz Bleyl.
- Die Brucke employed strong contrasting colours and distorted forms to reflect the tension and anxiety of living as an emotional individual in the mechanized modern world and to affect their audiences on a psychological level.
- The group only lasted until 1913, and much of its output was derided by the Nazis in the years leading up to World War II. However, Kirchner and co's ambitions were largely successful, as the group is widely regarded as the founders of German Expressionism
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- In many ways, the movement was a reaction to and a product of the mechanized society; Expressionist artists favoured antique techniques, such as the woodcut and primitive art.

Key Terms And Vocabulary

Expression – To communicate what you are feeling through your art.

Mark-Making – Different ways of using your pencil, brush etc.

Grotesque – To create a strange or mysterious image normally seen in a face or portrait.

Complementary Colours – Opposite colours on the colour wheel that bring out the best in each other.

Abstraction – The process of breaking down real objects in an artwork so that they ae no longer recognisable.

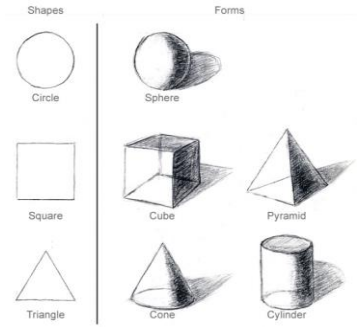
Mood – The may an artwork makes you feel.

Composition – The way an artist organises their page. Composition can be used to attract the viewer to a particular part of an artwork.

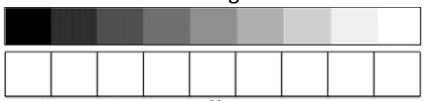
Art	Mark Making	CYCLE 2	YEAR 9

3D Form

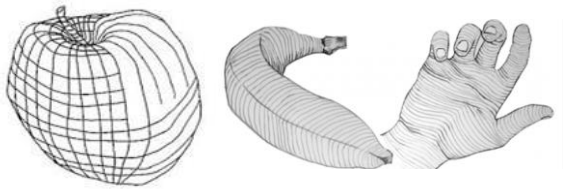
For a 3d object to look 3d on a page we need to marks that show light and dark tone.



Shading can be smooth blended shading or other techniques like stippling. But which ever type of shading used it must show a range of TONES

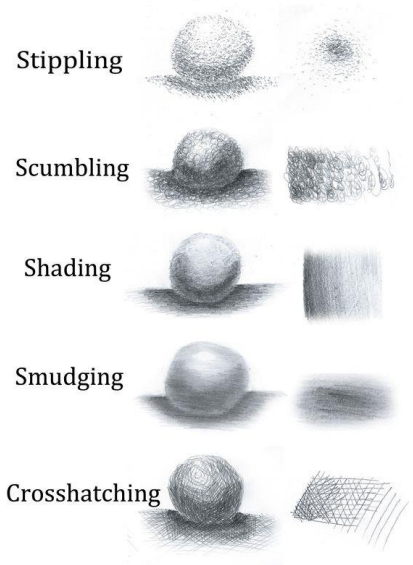


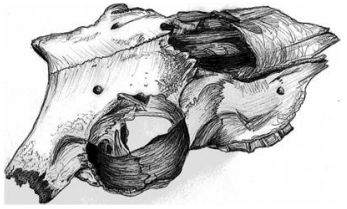
Tonal Bar- showing different tones you can use in your drawing



Contour lines- that follow the shape of an object can help your work look 3d

Types of marks that can be used for tonal shading or building up texture





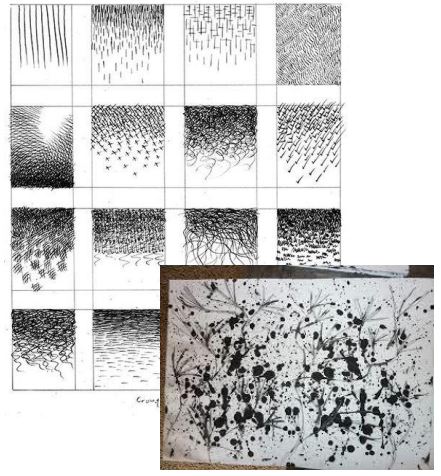
3d FORM: Shading applied to an object makes it look 3d Dark tones recede, light tones project towards us so make it look 3d

Lino printing

Max Beckmann
Linocut becomes popular in the UK, Europe and US. Linocuts were popular among the **German Expressionist** and Russian Constructivist movements in the beginning of the 20th century, including German artist Gerd Arntz, who liked the stark contrasts the technique offered.

Expressive marks

Expressive marks can be used to show mood or emotion or express something that can not be drawn .
The action of how you make a mark or the type of line you do might change how people view your work.
E.g. paint might be sprayed on creating a disorganised random effect



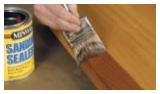
CYCLE 2	DESIGN TECHNOLOGY	YEAR 9

BOX 1: Surface Finishes

There are a wide range of surface finishes for wood that are available, these include paint and wax. Surface finishes can protect the wood and also add decoration.

Surface finishes for wood

Sanding Sealer
Used to SEAL the wood surface before applying a surface finish. Applied with brush and needs to be lightly sanded before applying final surface finish



Paint
Available in a wide range of colours. Applied with brush or spray can.

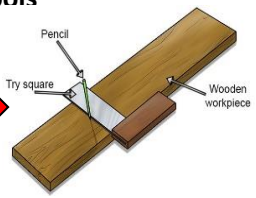
Wax
Applied with cloth and polished to a sheen. Wax Polish dries very quickly.

BOX 2: Cutting and shaping tools

Tenon Saw
Used for making straight cuts in wood.

Bench Hook
To hold the wood securely when making straight cuts with the Tenon Saw.

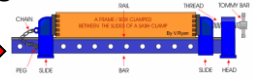
BOX 3: Marking out tools



Try square
For marking out accurate right angles and checking if work is square when gluing up.

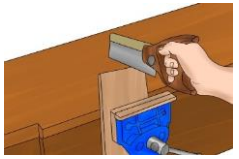
Marking Gauge
For marking out parallel lines along the edges of wood. Can be used when marking out wood joints for example marking the depth of a corner halving joint.

BOX 4: Clamping and holding tools



Sash Clamp/Cramp
For holding work securely when drilling holes on the pillar drill.

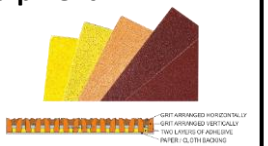
G Clamp/Cramp
Used to hold work together whilst gluing and holding work securely on a bench or pillar drill.



Woodworking Vice
To hold the wood securely when cutting, chiseling, drilling etc.

BOX 5: Finishing tools and equipment

Glass Paper
Used to remove scratches from the surface of wood. Glass paper is available in a wide range of grades for removing deep scratches to fine surface finishing.



Belt Sander
Used to sand and shape the edges of wood. The sanding belt is very course and will remove waste quickly. A sliding fence can be used when sanding at a required angle. The belt sander is suitable for sanding wider pieces of wood as the guard is positioned above the work piece.

Disc Sander
Used to sand and shape the edges of wood. The sanding disc is very course and will remove waste quickly. A sliding fence can be used when sanding at a required angle. The disc sander is suitable for sanding smaller pieces of wood.

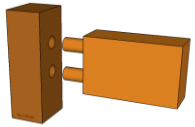
Wood joints can be either **PERMANENT** or T**EMPORARY** depending on the type and if glue is used.

BOX 6: Permanent Jointing Techniques

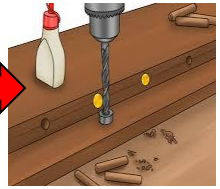
***Permanent Joint*:**
When we do not want to take the pieces apart again E.G. Glues & Jointing

The Dowel Joint

A dowel is a cylindrical rod, usually made from wood, plastic, or metal. Dowels are commonly used as structural reinforcements in furniture.



Accurate drilling of holes for wooden dowels. Dowel joint is then assembled using PVA glue

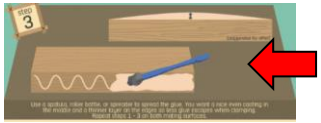


PVA or Wood Glue used to make permanent joints with wood.

Glued Joints

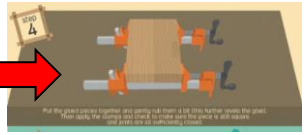
1. Ensure pieces fit together correctly and are smooth and free of any dust.

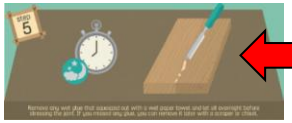
2. Apply wood glue/PVA to wood joint and ensure enough is applied to cover entire surface.



3. Spread glue using a spatula to evenly cover the entire surface.

4. Carefully apply pressure to the glued joint using clamps. Check the joint has closed up fully.





5. Remove excess glue with a damp cloth and allow the glue to dry over night.

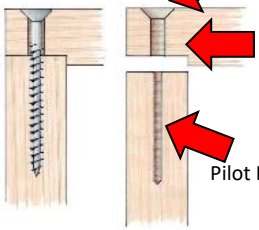
BOX 7: Temporary Jointing Techniques

Temporary Joint:
When we will, or might need to take pieces apart again E.G. Screws and nails

Wood Screws

A screw is a type of fastener typically made from metal with an external thread, Screws are available in a wide range of shapes/sizes and are commonly used to fasten wood together.

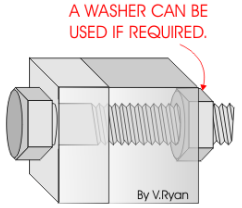
Wood screws are driven into the wood using a screwdriver or cordless screw driver/drill

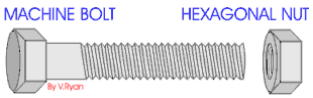


Wood screws are available in different head types including slotted, Phillips & Pozidriv.

Nuts & Bolts

Nuts and Bolts are used to join wood, metal and plastic together temporarily and can be taken apart if required. Many steel structures, including buildings, are simply bolted together. For example, the Eiffel Tower in Paris was originally a temporary structure and after twenty years it was to be dismantled.





Spanners are used to tighten the nuts and bolts, holding the parts together securely.

Wing nuts have two wings protruding from the nut, this makes it very easy to tighten/loosen by hand .

BOX 1: User Accessibility Needs

Visual: Limited vision can give many individual requirements for an interface.

- High contrast colour schemes aid limited vision & colour blindness.
- Resizable icons etc. makes it easier to see & read content.
- Text to speech software supports total vision loss – provide image alt text.
- Avoid using colour alone to provide user feedback. E.g. red for an error.

BOX 2: User Accessibility Needs

Speech: While GUI interfaces don't rely on speech, some interfaces do.

Notably speech interfaces.

- Provide alternative options to speech-only input.
- Allow control over microphone sensitivity and speech rate.
- Use literal language for the voice commands and short simple sentences.
- Allow for pauses in speech and shaky/broken speech.

BOX 3: User Accessibility Needs

Hearing: Those with limited or total loss of hearing are still affected by your user interface.

- Ensure transcripts/captions are available for audio/video content.
- Provide sign language options or use simple language.
- Avoid having content that is solely expressed through time-based media.

BOX 4: User Accessibility Needs

Motor: People with a mobility impairment may require certain features to a user interface.

- Provide resizable/larger icons to make it easier to actually point at & select.
- Provide input options other than mouse/keyboard, e.g. speech input.
- Don't use timed tasks or allow for pausing to not discriminate unfairly.
- Ensure functionality can be accessed through the keyboard without a mouse.

BOX 5: User Accessibility Needs

Cognitive: Interfaces should make sensible alterations for those with cognitive disabilities.

- Avoid the use of complicated language and large blocks of text.
- Provide text to speech software so text can be read out.
- Ensure simplicity of navigation & interaction in the interface for ease-of-use.
- Ensure time-based media or timed events can be slowed or paused.

BOX 6: User Skills

Users will have different levels of experience with IT. | This will affect their ability to use new interfaces.

Expert: Lots of experience with lots of tech. Confident in use & able to intuit the functionality.

Regular: Good experience with common tech. May need some help but generally able to figure out new interfaces.

Occasional: Some experience with common tech. Will need support & experience to use effectively.

Novice: Little experience with most tech. Likely to need training & ongoing support to use.

BOX 7: Demographics

The individual characteristics of your target audience should affect the interface design.

Age: The very young & old are less likely to be experienced IT users. An interface should consider its target audience's age.

Beliefs/Values: Some groups beliefs or values may mean less IT experience. Some content may offend values.

Culture: Some symbols may mean different things to different cultures. Languages will vary between cultures too.

Experiences: Past experiences will make certain interfaces easier to adapt to.

E.g. If you've used Word, the Excel interface is simpler.

BOX 8: Design Principles

Colours: Your colour scheme is extremely important. It must look nice & represent the business' brand image.

- Use a limited range of colours- Too many colours can be distracting & unattractive.
- Use the business house style- Most business' have chosen colours that represent their image.
- Ensure colours don't clash- Certain colours that highly contrast can be unpleasant to view.
- Use textures appropriately- The right texture can add to the aesthetic style of your interface.

BOX 9: Design Principles

Font Style/Size: The font is important in ensuring text is attractive & readable. It also can represent the brand image.

- Ensure text is readable- Some fonts may look good but be confusing to read. Your font must be legible, even in large blocks of text.
- Use sans serif fonts- Sans serif fonts (those without the little ticks at the end of strokes e.g. Text) are better for reading on screen.
- Avoid decorative fonts- These fonts may look interesting and cool but are usually very difficult to read. E.g. *This text is difficult to read.*

Health & Social Care	Component 1 Human Lifespan Development	CYCLE 2	YEAR 9

1. Life Stages: '*Are distinct phases of life that each person passes through'.*

Infancy - (0-2 years)	Still dependent on parents/carers but growing quickly and developing physical skills.
Early Childhood (3-8 years)	Becoming increasingly independent, improving thought processes and learning how to develop friendships.
Adolescence (9-18 years)	Onset of puberty, which brings growth spurts and emotional changes.
Early adulthood (19-45 years)	Leaving home, making own choices about a career and may start a family.
Middle adulthood (46-65 years)	Having more time to travel, socialise and take up hobbies as any children may be leaving the home, beginning of the menopause and aging process.
Later adulthood (65+ years)	The aging process continues, which may affect memory and mobility.

2. *Areas of Development* – *'Human growth is broken into four classifications, or areas of development'.*

- **Physical development** – Physical growth in height or weight.
- **Intellectual development** – Developing thinking, memory and language skills.
- **Emotional development** – Developing feelings about self and other, self-esteem.
- **Social development** – Forming relationships, socialisation and isolation.

3. *Factors* affecting growth and development.

Physical Factors
- Inherited conditions
- Illness and Disease
- Mental Illness
- Disabilities
- Sensory Impairment

Cultural Factors
- Religion
- Gender Identity
- Gender Roles
- Sexual Orientation
- Community & Race

Emotional Factors
- Fear
- Anxiety/worry
- Upset/Sadness
- Grief/Bereavement
- Happiness/Contentment
- Security
- Attachment

Social Factors
- Supportive/Unsupportive relationships
- Social inclusion/exclusion
- Bullying
- Discrimination

Lifestyle Factors
- Nutrition
- Physical activity
- Smoking
- Alcohol
- Substance use

Environmental Factors
- Housing
- Home environment
- Pollution

Economic Factors
- Employment situation
- Financial resources

4. Different types of life event *(Expected and Unexpected).*

Life events can be grouped under different types relating to **health and wellbeing**, **relationship changes** or **life circumstances**. Some events happen to most people such as starting school. Other events, such as a serious accident, don't happen to everyone, and come as a shock. All events have some impact on growth and development. **Health & wellbeing** events cause changes to the body, physical or mental health or mobility. **Relationship changes** are the building or breakdown of friendships or relationships. **Life circumstances** refer to the way a person lives, their day-to-day life and choices they make.

Health and Wellbeing events
- Accident/injury.
- Physical illness
- Mental and emotional wellbeing.

Relationship Changes
- New relationships
- Marriage and civil partnerships
- Divorce and separation
- Parenthood
- Bereavement

Life Circumstances
- Moving school or job
- Exclusion
- Redundancy
- Imprisonment
- Changes to living standards
- Retirement.

5. Coping with change caused by *life events*.

Character traits that influence how to cope with life events.
- Resilience
- Self esteem
- Emotional intelligence
- Disposition

Sources of support
- Family
- Friends
- Partners
- Community groups
- Multi-disciplinary and agencies

Types of support
- Emotional
- Information and advice
- Practical help.

How will I be assessed?

A **PSA** is a **P**earson **S**et **A**ssessment.

- You will complete ***'A Set Assessment'*** under examination conditions.
- After all assignments in the PSA are complete **Pearson** will check all tasks have been marked fairly.

Enterprise	Component 1	CYCLE 2	YEAR 9

BOX 1: Learning Aim C: Investigate the factors that contribute to the success of an enterprise. (internal factors)
The impact of internal factors on costs: markets and customer satisfaction. Internal Factors – Factors inside the business which they can control.
Key Words: Internal, SME, Primary & Secondary Research, Qualitative and Quantitative Research

BOX 2

Internal Factor 1:
Understanding the market
It is important you know what the customer wants.
You know how much they will pay.

Internal Factor 2:
Customer Satisfaction
Customers will return.
Customers will tell others
Customers will consider buying other products/services you offer.

Internal Factor 3:
Effective Planning
Customer orders can be taken efficiently
Stock is available when needed.
Deliveries are made on time.
Bookings are placed correctly.

Internal Factor 4:
Effective Finance
You can buy raw materials
You can pay staff
You can pay for marketing and advertising.

Internal Factor 5:
Unforeseen Human Resource Costs
You can cover the costs of staff who are ill.
Pay to advertise for new staff when others leave.
Cover maternity/paternity leave.

BOX 3

How can you understand the market?
Primary Research: Questionnaires, Surveys, Taste tests, Interviews and Focus Groups.
Secondary Research: Internet, Trade Magazines, Local Newspapers and Published accounts.

How can you ensure customer satisfaction?

Excellent Customer Service.
Good range of products and services
Keeping good stock levels
Quality products
USP (Unique Selling Point).

How can you plan effectively?
Having efficient booking systems
Checking stock regularly
Anticipating times when demand may be higher (eg Christmas).

How can you ensure your finances are effective?
Using retained profits from your sales.
Loans from a bank/building society.
Funds from investors.

How do you deal with unforseen human resource costs?
Have a contingency plan – plan for things that you hope will not happen.
Have a contingency fund – keep some money in reserve in case there is a problem.

Enterprise	Component 1	CYCLE 2	YEAR 9

BOX 4: Learning Aim C: Investigate the factors that contribute to the success of an enterprise. (external factors)
External Factors – Factors from outside the business which they cannot control.
Key Words: External, SME, Revenue, Legislation, Taxation & Success.

External Factors:

- **Changing Costs:** Cost of raw materials, Energy costs, Cost of borrowing or Cost of premises.
- **Changes in Taxation:** Income Tax rates can change, National insurance rates can change, VAT can change and Corporation Tax can change.
- **Changes in Revenue:** Competitors change prices – may lose customers, Consumer confidence is low – less likely to spend money on luxuries and Trends & fashions can change.
- **Changes in Legislation:** Some things which were previously allowed are – Not allowed and changes in how products can packed, labelled or advertised.
- **Changes in Government Relations:** BREXIT, Minimum wage rates and Data Protection regulation.

How can a business react to external factors?

Changing Costs
Increase prices to changing costs.
Find cheaper materials/premises
Look at different energy suppliers.

Changes in Taxation
Pay more taxes to the government.
Businesses have to pay National insurance for every employee.
If VAT increases, materials/goods get more expensive.

Changes in Revenue
Monitor competitor prices and match them.
Lower prices/change products.
Monitor current trends and fashions.

Changes in Legislation
Ensure that regulations are followed.
Failing to follow regulations = fine/prison
Change labelling/advertising.

Changes in Government Relations
Brexit – supplies, suppliers, staff, laws and import/export affected.
Pay staff more, either raise prices or make less profit.
Falling to follow regulations -= fine/prison.

Sport Science	R180 –Reducing the risk of injury	CYCLE 2	Year 9/10/11

Box A	**Extrinsic and intrinsic factors which influence the risk of injury**		
	Extrinsic factors that can increase the chance of injury are factors that you cannot control. These are outside of a player's control.	Examples of extrinsic factors are: environment; equipment; coaching/instructing/leading; types of sports.	Coaching can cause injury by a player being taught the incorrect technique, for example, being taught a bad tackle technique at rugby.
	Protective Equipment can help reduce injury by players having the correct protective equipment for example shin pads, gum shields and helmets if required. Lack of these can contribute to injuries	Intrinsic factors are things that a player can control and these can then reduce the chance of injury to the player.	Examples of intrinsic factors are: wearing protective equipment, warming up correctly and wearing the correct clothing/ footwear.
	Individual variables are what makes a person unique and impact the sport they can participate or make the susceptible to injuries.	Examples of individual variables are: Gender; age; ;experience; weight; fitness levels; techniques/abilities; nutrition/hydration; medical condition; sleep; previous injuries.	If a participant has an injury, such as shin splints. Competing before it has healed will cause more damage and poor technique/performance. It will cause lasting damage too.
Box B	**Psychological factors which increase the risk of injury**		
	There are four psychological factors that impact on an athletes performance: Motivation, Aggression (Direct and Channelled, Arousal and Anxiety.	Arousal is a player's level of excitement and readiness to perform.	There are three mental strategies that can support a performer: Mental Rehearsal; imagery; selective attention.
	Direct aggression is any form of behaviour that directed towards the goal of harming another player or person such as a two footed tackle in football.	Channelled aggression such as a boxer can assist with a successful outcome for a boxer. It can also be channelled to support a performance to win.	Reasons for aggression can be: Level of performance; retaliation; pressures to win; officials decisions; performance enhancing drugs.
	Over arousal is when a player feels over 'psyched' up for a game. This can be harmful to a player's performance and technique at performing skills in a game.	Under arousal is the opposite where a player feels 'sluggish' or 'lazy' – this can lead to a player not fully preparing and this can lead to injury.	Anxiety is the feeling of being nervous or worrying about a performance. This can lead to poor performance or injury as a player is not fully focussed.
Box C	**Warm up and Cool Down**		
	Warming up and cooling down routines can help prevent injuries to players.	Four phases of a warm up are: pulse raiser, mobility, dynamic movement, and skill rehearsal. This is the same regardless of the sport you are playing.	Pulse raiser: exercises that slowly increase the heart rate and body temperature of a player. Examples of a pulse raiser are: jogging, skipping cycling.
	Mobility: exercises that take the joint through the full range of movement. Examples of dynamic movements are arm swings and hip circles.	Dynamic movements: this is changing of speed and direction. For example, sprinting towards a cone and changing direction then sprinting to another. Dynamic examples – walking lunges, high knees.	The use of suitable components and examples, in the design of the warm up routines and exercises/stretches that target different muscles/joints in the body.
	Skill rehearsal: This is rehearsing common skills and movements that will be used in a game situation or the activity. For example passing in football, dribbling in basketball or shooting in netball.	Physical benefits of a warm up include: increased body temperature, increased blood flow, increased flexibility of muscle, increase in pliability of ligaments, s and increased range of movement in joints.	Psychological benefits of a warm up include: heightens arousal, settles nerves, improves concentration, increases confidence and gets players in the 'zone' through mental strategies.

Sport Science	R180 –Reducing the risk of injury	CYCLE 2	Year 9/10/11

Box D

Types, causes and treatments of common sports injuries

Acute injuries are injuries that happen because of an immediate impact or trauma and cause immediate pain. For example, a fracture, a strain or sprain.
A sprain is when a ligament has been stretched twisted or torn. Symptoms of a sprain are; swelling, pain and bruising. Treat with R.I.C.E.
A strain is when muscles tendon have been torn or stretched. Symptoms of a strain are; swelling, pain, loss of movement and bruising. Treat with R.I.C.E.

Open, closed and stress are different types **fractures**. **Dislocations** are where the bone detaches from it's joint.
Hard (skeletal) Vs Soft tissue (Muscular)
Concussion is a sudden trauma to the head that causes a short loss of mental functions. It can also cause unconsciousness. Can lead to Dementia & Alzheimer's.
Skin damage – Abrasions, Contusions (bruises) and blisters are examples of acute injuries.

Chronic injuries are injuries that happen over a long period of time that causes pain. They are also known as overuse injuries.
Examples of chronic injuries are; **shin splints**
Tendonitis – In the; Achilles, Shoulder (rotator cuff) or Knee (Patellar).
Epicondylitis – Lateral (tennis elbow) Medial (Golfer's elbow)
Stress Fractures – Repetitive strain on an area can lead to a stress fracture.
There are lots of treatments for chronic injuries including, rest, message, electrolysis, but be specific, physiotherapy, **support** such as kinesiology taping & **immobilisation** (Casts/splints/slings).
There are **Different psychological effects** of dealing with injuries and medical conditions including treatment and long term rehabilitation.

Box E

Measures taken to prevent injury
There are **Safety Checks** taken to decrease the risk of injury these include– Risk assessments, level of risk. Control measures, medicals, screening, NGB policies.
Emergency Action Plans prevent injury and include emergency personnel (people who are identified to support in case of an emergency such as first aiders), emergency communication (the telephone numbers and email addresses of who to contact such as the local police, the CEO or the hospital) and emergency equipment (defibrillator , evacuation chair)
SALTAPs (on field assessment routine)– See, Ask, Look, Touch, Passive, Strength DRABC – Danger, Response, Airways, Breathing, Circulation. **Place in Recovery position** if unconscious but breathing.
PRICE – Protect, rest, Ice, Elevate. Use of X-rays to detect injury.

Box F

Medical Condition & Cause	Symptom	Treatment
Asthma – Environment, intense exercise, cold weather	Coughing, wheezing, shortness of breath	Inhaler/nebulizer, reassurance.
Diabetes: Age (type 1) Lifestyle (type 2). Type 1 (unable to produce insulin. Type 2 does not produce enough insulin.	Increased thirst, urinating often, extreme tiredness, weight loss, cuts take a long time to heal.	Insulin/Glucose intake, lifestyle changes, diet, exercise. Monitoring blood levels (Hyperglycemia is high, hypoglycemia is low blood sugar levels).
Epilepsy – Severe head injury, anxiety/stress/lack of sleep	Eyes/Mouth/Limbs.	AED's (Anti-epileptic drugs that can reduce the amount seizures) or Ketogenic diet (High fat diet)
SCA (Sudden Cardiac Arrest) Is a heart attack caused by a malfunction in electrical impulses sent to the heart.	Unconscious or breathing difficulties.	Need to call 999, defibrillator and lifestyle changes.
Hypothermia – When the body drops below 35 degrees. If the body is exposed to cold/wet conditions for a long time.	Shivering, blue lips, pale skin, slurred speech, tiredness/confusion, slow breathing.	Remove wet clothing, wrap in blanket, DO NOT use hot bath. Give warm or sugary drink.
Heat Exhaustion – When body is above 38 degrees, strenuous activity, not enough water intake.	Excessive sweating, headache/dizziness, being thirsty, feeling or being sick, rapid pulse or breathing.	Move to a cool place, cool skin, drink plenty of water.
Dehydration – Loss of bodily fluids	Feeling thirsty, fatigued, dark yellow urine and infrequent urination, dry mouth and lips.	Drink water before exercise, keep hydrated. If diabetic drink lots of water to make up for losses.