



Launceston College

Part of the Athena Learning Trust

Year 9

Subject knowledge organiser

Name	
Year	
Tutor	

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Sparx Maths

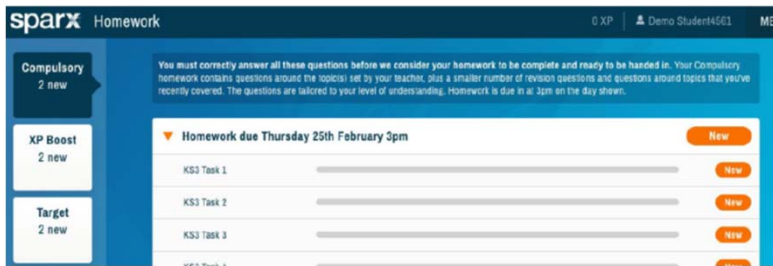
What exactly is Sparx Maths Homework?

Sparx homework is tailored to you, and should be just at the right level of challenge, based on the topics that your teacher has set.

Homework contains 3 elements: Compulsory, XP Boost and Target.

All questions in the Compulsory section must be answered correctly for the homework to be marked as complete. You may watch the videos on how to answer the questions to support you to 100% complete the work.

Each task bar will show as green when fully complete. For the homework to be classed as complete, all task bars for that homework need to be fully green. The percentage of homework complete will show on the menu page:



XP Boost questions are at a similar level to Compulsory, and offer extra practice. Target questions have been designed to challenge you. You will receive a link to a video in your parent email each week, to help you offer them support and encouragement with their Target homework.

Get into good habits for completing homework

Try and set up a quiet work area to do your homework. If you don't have the space, consider setting aside routine 'quiet times' during the day, so you can concentrate, even if only for short periods of time.

Getting logged in to Sparx

Go to <https://sparx.co.uk>, click login in the top right corner, and select student login. Here you will be asked to start typing the name of your school before being prompted to select it from a dropdown list.

You're logging in to Sparx at Launceston College. [Not your school?](#)



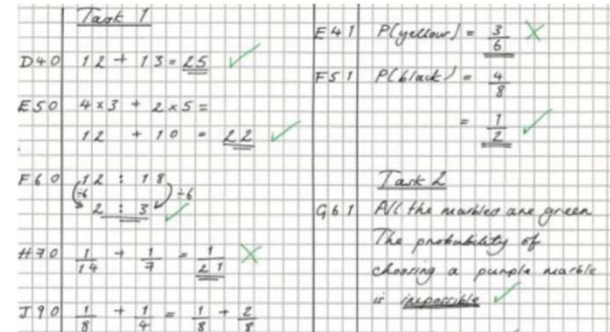
Click the large button that says log in to Sparx using Google, use your school google login and password.

Bookwork Checks.

We believe that a good standard of bookwork is very important in helping you to embed good practice, and to help you and your teachers to keep track of any misconceptions. In Sparx, every question is accompanied by a 'bookwork code'.

You should write this down, and then write your workings and answer next to the code. You will be asked for the answer you gave for a particular bookwork code, you need to give the exact answer you wrote down, even if it was wrong.

Here's an example of good bookwork; as you can see all workings and wrong answers have been recorded:



If you fail a bookwork check in Sparx, you will need to re-do the question, even if they originally gave the correct answer. This is to encourage you to record your workings. The more bookwork checks you get correct, the fewer they'll see. So, if you fail bookwork checks you will need to keep repeating the question and then your homework will take you longer.

Timetables is part of your compulsory homework.

The times tables task is an additional task that is part of your compulsory homework. The first time that this is in homework, there will be an initial diagnostic assessment that will ask a series of tables, until you get enough wrong that the system will stop and give you a club. You will be placed into a club ranging from 10-100 club, which is an indication of which tables you are able to fluently and confidently answer in good time (under 6 seconds). In order to complete the compulsory task, you will need to answer 50 questions correctly. The system will notify them when they have completed their compulsory amount, and they can continue to work on times tables after this.

Once you complete your initial assessment, you will be shown target tables that you need to practice. You will also see tasks that are available, which will ask you a variety of questions designed to teach and practise these targets, whilst also mixing in some short, engaging games. Once students practise enough, they will then be given a new assessment, where they have the opportunity to move up in their 100 club and generate new targets to practice.



How to use a knowledge organiser for homework

Knowledge organisers contain critical knowledge you must know.

Using your knowledge organiser will help you recap, revisit and revise what you have learnt in lessons in order to remember this knowledge for the long-term.

You will use your knowledge book for all of your homework except Maths.

Getting started

All work should be written in your subject knowledge organiser exercise book (pink)

In the instructions on Class Charts you will be asked to look at a specific section (e.g. A or D) or sections of your knowledge organiser.

Just like in lessons, you need to start by writing the title (subject and section of knowledge organiser) and the date. Make sure you underline it too.

Once you have completed the above you need to follow the 'look cover write correct' process as outlined below:



<p>1. Read a section of your knowledge organiser several times.</p>	<p>2. Cover it so you can no longer see it.</p>	<p>3. Write out what you've remembered.</p>	<p>4. Check the knowledge organiser to see if you're right.</p>	<p>5. Correct any mistakes ideally in a different coloured pen. Repeat this process two more times - even if you got 100% correct.</p>



Why do we use a knowledge organiser?

Knowledge organisers contain critical knowledge you must know.

Why do we keep revisiting knowledge so often?

Know more: the more students know, the more they learn.

Remember more: the more (and better) we recap, the more we remember.

Succeed more: if we remember more, we succeed more in subjects and life.

Over a century of research has found what the mind struggles with in learning: distraction, overload and forgetting. A knowledge organiser can help us to reduce overloads as the material is chunked in to sections but also by revisiting knowledge over time we reduce forgetting.

There are three main parts in how the mind learns.

Attention

What we focus on and what we ignore in our thinking, which is limited.



There are three main struggles the mind has in learning.

Distraction

Working Memory

Where knowledge is thought about in the mind: a limited bottleneck.



Overload

Long Term Memory

Where knowledge is stored in the mind: a large but crowded storehouse.



Forgetting



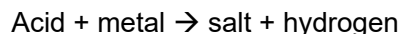
A: Grammar	B: Methods	C: Themes
<p>Simple Sentence: a sentence that has only one clause (containing a subject and a verb). E.g. <i>'Animal Farm' is a dystopian novel.</i></p> <p>Compound Sentence: a sentence that has two independent clauses, joined by a conjunction like 'and' or 'but'. E.g. <i>'Animal Farm' is a dystopian novel, and it was written by George Orwell.</i></p> <p>Complex Sentence: a sentence that contains an independent clause and at least one dependent clause (often in the form of an extra piece of information). E.g. <i>'Animal Farm' is a dystopian novel, written by Orwell to demonstrate the problems of a totalitarian government</i></p> <p>Declarative Mood: this sentence mood is used to express a factual statement. E.g. <i>'The Charge of the Light Brigade' was written by Tennyson.</i></p> <p>Imperative Mood: this mood is used to express a commanding statement. E.g. <i>Do not spoil the ending of 'Of Mice and Men'.</i></p> <p>Interrogative Mood: this mood is used to express a questioning statement. E.g. <i>"Who'll give his country a hand?"</i></p> <p>Conditional Mood: this mood is used to express a condition statement. The sentence contains an auxiliary verb (helping verb) that supports a main verb. E.g. <i>If you want to understand 'Dulce Et Decorum Est', you should read 'Whose for the Game?'.</i></p> <p>Subjunctive Mood: this mood is used to express a wish, doubt, demand, or a hypothetical situation. E.g. <i>If I were to read every day, it would broaden my range of vocabulary.</i></p> <p>Fragment: a sentence that does not express a complete thought. E.g. <i>We need an assembly. For cleverness.</i></p> <p>Prepositions: a word that tells you where or when something is in relation to something else. <i>'Of Mice and Men' was written after 'Dulce Et Decorum Est'.</i></p> <p>Interjections: a word or phrase that is grammatically independent from the words around it, and mainly expresses feeling rather than meaning. E.g. <i>Oh no!</i></p>	<p>Foreshadowing: giving clues that something will happen later. E.g. <i>Orwell foreshadows the rebellion in the opening chapter in Old Major's speech.</i></p> <p>Allegory: a hidden message that is usually moral or political. E.g. <i>'Animal Farm' allegorises the Russian Revolution.</i></p> <p>Symbol: a person, colour, object, word etc. that represents something else. E.g. <i>The ribbon Mollie wears is a symbol of the humans' influence on the animals and of vanity.</i></p> <p>Juxtaposition: when two opposing ideas or things are in the same text. E.g. <i>Orwell juxtaposes Mollie and Boxer: Mollie is lazy and vain whereas Boxer is hardworking.</i></p> <p>Repetition: saying something more than once. E.g. <i>"Long live the windmill! Long live Animal Farm!"</i></p> <p>Personification: giving something not human, human qualities. E.g. <i>Orwell gives the animals, namely the pigs, lots of human qualities such as being able to write etc.</i></p> <p>Animal imagery: giving animal qualities to something that isn't an animal. E.g. <i>"[Lennie] dragging his feet a little, the way a bear drags his paws.</i></p> <p>Simile: comparing something to something else using "like" or "as". E.g. <i>"Her hair hung in little rolled clusters, like sausages."</i></p> <p>Metaphor: saying something is something else. E.g. <i>The death of the puppy is a metaphor for the death of Lennie and George's dream.</i></p> <p>Imagery: the use of language to create images in the reader's mind. E.g. <i>"it has slipped twinkling over the yellow sands in the sunlight before reaching the narrow pool"</i></p> <p>Adjective: a word that describes a noun. E.g. <i>"he combed his long, black, damp hair..."</i></p> <p>Semantic field: a group of words connected by their meaning. E.g. <i>Steinbeck shows stillness and awkwardness "lay rigidly," "silence", "continued to stare at the ceiling." "to stare"</i></p> <p>Cyclical structure: when a story begins and ends in the same place or situation. E.g. <i>'Of Mice and Men' begins and ends at the Brush.</i></p> <p>Setting: the use of a place/location to set part/all of a story. E.g. <i>Steinbeck uses the setting of the ranch, the brush and Crooks' room for specific effects and to convey a message.</i></p>	<p>Power: a common theme running through so many literature texts including War Poetry, and 'Animal Farm' and 'Of Mice and Men'. E.g. <i>In 'Animal Farm' the pigs hold all the power.</i></p> <p>Patriotism: Patriotism is the devotion to a particular place or way of life, believed to be the best. E.g. <i>Boxer arguably represents the idea of patriotism in 'Animal Farm. because of his devotion and loyal hard work.</i></p> <p>Rebellion: an act of armed resistance to an established government or leader. E.g. <i>The animals led a Rebellion against Farmer Jones.</i></p> <p>Tyranny: cruel and oppressive government or rule. E.g. <i>Napoleon ruled with tyranny in 'Animal Farm'.</i></p> <p>Corruption: dishonest behaviour by those in power. E.g. <i>The pigs break the commandments and trick the other animals.</i></p> <p>Prejudice: a preconceived opinion that is not based on reason or actual experience. E.g. <i>Lennie faced Curley was prejudiced towards Lennie in 'Of Mice and Men'.</i></p> <p>Discrimination: the unjust treatment of different categories of people, especially on the grounds of race, gender, or disability. E.g. <i>Lennie, Crooks, Candy and Curley's wife in 'Of Mice and Men'.</i></p> <p>Loneliness: sadness because one has no friends or company. E.g. <i>Curley's wife experienced loneliness in 'Of Mice and Men' It led her to seek the company of the ranch workers.</i></p> <p>Isolation: the condition of being alone, especially when this makes you feel unhappy. E.g. <i>Crooks' isolation from the other ranch workers was due to his race.</i></p> <p>Outsiders: a person who does not belong to or really fit in with a particular group, organisation or profession. E.g. <i>Crooks, Candy, Lennie and Curley's wife in, 'Of Mice and Men.</i></p>



A: Chemical Reactions

- Acids in solution are sources of hydrogen **ions**, H⁺
- A **base** is any substance that reacts with an **acid** to form a **salt** and water only. Alkalis are soluble bases that are sources of hydroxide ions, OH⁻ when in solution
- A **neutralisation** reaction is a reaction between an acid and a base that produces salt and water

$$\text{Acid} + \text{base} \rightarrow \text{salt} + \text{water}$$
- Metals and metal carbonates react with acids as shown:

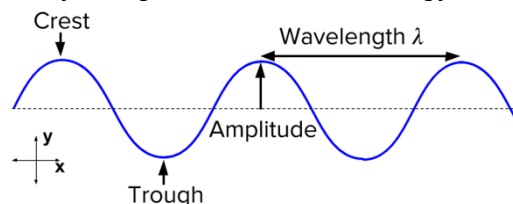


Testing for gases:

- Hydrogen gas will make a squeaky pop if there is a flame
- Carbon dioxide makes limewater cloudy
- Oxygen will relight a glowing splint.

B: Waves

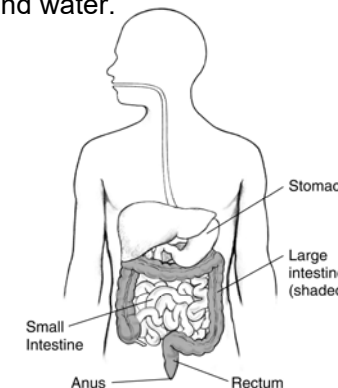
- A wave is a transfer of energy between stores by oscillations.
- Sound waves are longitudinal waves where the particles vibrate back and forth along the direction of the wave.
- Light is a transverse wave. The oscillations in transverse waves are perpendicular to the direction the wave is travelling.
- The electromagnetic spectrum is a continuous range of wavelengths of transverse waves. The higher the frequency, the greater the rate of energy transfer.



C: Diet and digestion

- The main nutrients required by humans are proteins, carbohydrates, fats (lipids), vitamins and minerals. Humans also need fibre and water.

- The function of the digestive system is to break down the food we eat into molecules small enough to pass into the blood stream.
- Enzymes break large molecules into smaller ones.



- The small intestine is covered in villi, which create a very large surface area for the efficient absorption of nutrients into the bloodstream.

D: Energy (GCSE physics)

Energy can be described as being in different 'stores' and has the unit Joules. Energy cannot be created or destroyed, but it can be transferred from one energy store to other energy store.

- Energy stores include thermal, chemical, kinetic, electrical potential, elastic potential, gravitational potential and nuclear
- The four main types of energy transfer are mechanical, electrical, heating and radiation

Energy resources:

- Non-renewable resources which are oil, natural gas, coal and nuclear, cannot be replaced or replenished. Burning fossil fuels increases the amount of carbon dioxide in the atmosphere.
- Renewable resources include solar, wind, biomass, geothermal, hydroelectric and wave. They will not run out or can be replenished and do not add carbon dioxide to the atmosphere during use.

E: Interdependence (GCSE biology)

- Interdependence means that all the organisms in an ecosystem are dependent upon each other. If the population of one organism rises or falls it will affect the rest of the ecosystem.
- An ecosystem is the interaction between a community of living organisms and their environment. A community is two or more populations of organisms.
- A population is all the organisms of the same or closely-related species in an area.
- Organisms within a system are organised into trophic levels: Producers are plants and algae which photosynthesise
 - Primary consumers are herbivores which eat producers.
 - Secondary consumers are carnivores which eat primary consumers. A tertiary consumer eats secondary consumers.

F: Earth and atmosphere (GCSE chemistry)

- The Earth's early atmosphere was formed by volcanic activity and consisted mainly of carbon dioxide, water vapour, with small amounts of ammonia, methane and nitrogen
- Water vapour condensed to form the oceans. Photosynthesis caused the amount of carbon dioxide to decrease and oxygen to increase over millions of years.
- Current atmosphere contains approx. 80% Nitrogen, 20% oxygen and less than 1% carbon dioxide, water vapour and noble gases.
- Greenhouse gases present in the atmosphere include: water vapour, carbon dioxide and methane.
- Human activities including deforestation and burning fossil fuels have increased CO₂ levels in the atmosphere. Human activities are contributing to global warming



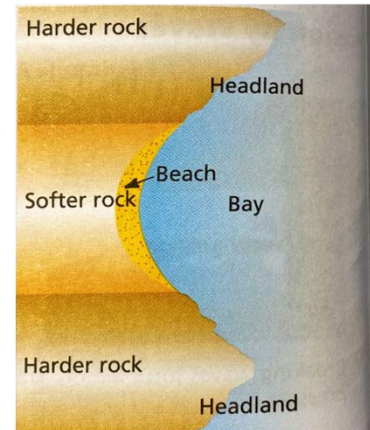
A: Coastal processes -erosion

1. Coasts are constantly changing due to erosion, transportation and deposition.
2. How coasts change depends on the geology of the area. Harder rock, like limestone and sandstone, erodes slowly. Softer rock, like clay, erodes more quickly.

Abrasion	Eroded material is hurled or scrapes against the cliff, breaking off rock
Hydraulic pressure	Waves compress pockets of air in cracks in a cliff, causing the crack to widen, breaking off rock.
Attrition	Eroded material in the sea, hit into each other breaking down into smaller pieces.

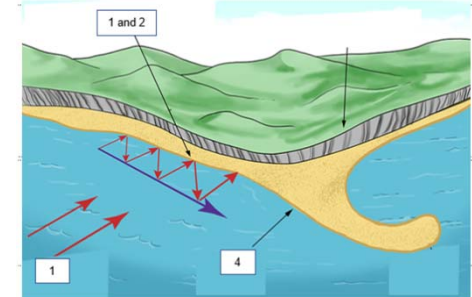
B: Erosional landforms - Headland and Bays

1. Destructive waves erode the coastline by hydraulic action and abrasion.
2. Soft rock erodes quicker and retreats inland, forming bays.
3. The hard rock is more resistant so remains and forms headlands.
4. Due to attrition, the eroded rock is broken down to form sand and is then deposited in the bay.



C: Depositional landform - spit

1. Swash moves up the beach at the angle of the prevailing wind.
2. Backwash moves down the beach at 90° to coastline, due to gravity.
3. Zigzag movement (Longshore Drift) transports material along beach.
4. Sediment is deposited causing beach to extend,



D: Source of energy

Energy security means having a reliable, uninterrupted and affordable supply of energy available. Energy insecurity can be experienced by countries with both a high and low energy consumption. Technology is increasing energy consumption.

Non-renewables

Fossil Fuels - Conventional power stations can be made more efficient with carbon capture overcoming the environmental impacts.

Nuclear - Once a nuclear plant is built it can provide a cheap and long-term dependable source of energy.

Renewables

Wind, Solar, Biomass - These are examples of environmentally friendly renewable sources that can't run out but cost a lot to install.

E: Increasing energy supply - Fracking

Fracking is a method currently being considered in the UK as a way we can increase our energy supply. Fracking is used to extract natural gas trapped in underground shale rock. As it is linked to fossil field use it is considered to be unsustainable.

Advantages	Disadvantages
<ul style="list-style-type: none"> •Estimated to create 64,000 jobs. •UK has large shale gas reserves. •Is far cheaper than natural gas. 	<ul style="list-style-type: none"> •May cause groundwater pollution •Is a non-renewable resource. •May trigger minor earthquakes

F: Sustainable energy - Chambamontera

In some areas of the world energy supplies are being improved sustainably. Chambamontera is an isolated community in the Andes of Peru. It introduced a micro-hydro to exploit water power as an energy source.

This scheme is environmentally sustainable by:

- Providing renewable energy.
- requiring less wood needed to be burnt for cooking
- Has little environmental impacts.

This scheme is economically sustainable by:

- helping businesses to develop.
- Low maintenance & running costs

This scheme is socially sustainable by:

- Uses local labour and materials.
- Provides light at night for people to work or undertake homework



History

Look

Cover

Write

Correct

A: Causes of World War One: Key people/ Events	B: Outbreak of World War One: Key people/ Events	C: Interwar period: Key people/ Events
<p>Militarism: The build of armies and military force Alliances: Agreements between countries to support each other Imperialism: A desire to build up your Empire through conquest Nationalism: a sense of pride and loyalty to your country Archduke Franz Ferdinand: heir to the Austro Hungarian Empire (assassinated June 28th 1914) Gavrilo Princip: Bosnian/ Serian terrorist who shot Franz Ferdinand Kaiser Wilhelm II: German Emperor in 1914 Schlieffen Plan: Failed German plan to invade France via Belgium Encirclement:To fight a war on 2 fronts (surrounded)</p>	<p>Stalemate: When no side makes much military ground War of Attrition: When both sides attempt to wear the enemy down. Conscription: Compulsory enrolment into the armed forces Recruitment: to encourage people to join an organisation (military) Propaganda: Government use of the media to persuade the public to accept certain ideas/ opinions Censorship: Control what the public can/ cannot read or hear. Morale: Positive or negative sense of public feeling Trench foot: form of gangrene/ infection (Sepsis) Shell shock: form of PTSD as a result of exposure to war Munitions: ammunition used during the war Dressing Station:Military hospital</p>	<p>Armistice: A negotiated and agreed peace Reparations: money to pay for damage inflicted Treaty of Versailles: A peace treaty signed by Germany in June 1919 Disarmament: to reduce weapons and military capacity Self-Determination: to be independent and self ruling Woodrow Wilson: US President at the end of WW1 David Lloyd George: UK Prime Minister (1918) Georges Clemenceau: French PM (1918) Depression: Economic slump/ unemployment Inflation: cost of living cannot keep up with wages League of Nations: Organisation set up after WW1 to ensure peace in Europe</p>
D: Causes of World War Two: Key people/ Events	E: Outbreak and Impact of World War Two Key people/ Events	F: Key dates
<p>Appeasement: Using diplomacy to avoid war Diplomacy: Finding peaceful resolutions through debate Neville Chamberlain: British PM Joseph Stalin: Russian Communist leader (1924-53) Benito Mussolini: Italian Fascist dictator (1922-1945) Adolf Hitler: German Nazi dictator (1933-1945) Fascism: Right wing belief in order and control, racist and belief in single party absolute power Communism: Left wing belief that society should be equal with an equal share of wealth and power Rearmament: to rebuild your military capacity Annexation: to take control of a country and make it part of your country Occupation: Invade and seize control of a country by force</p>	<p>Anti semitism: Anti Jewish racial policy Persecution: to discriminate and treat someone unfairly because of their race/ gender/ religion etc. Holocaust: Mass genocide (killing) of a single race Concentration camp: A work camp or death camp Homefront: The British war campaign in England during WW2 Blitz: 'lightning war' Hitler's excessive use of targeted bombing Air raid: A warning that you are under attack Evacuation organised movement of people to safety Rationing: a government control over the amount of food, produce, fuel etc during wartime to prevent the country from running out Cold War:Breakdown of relations between USA and USSR (Communist Russia)</p>	<p>1914-1918: World War One 1919 Signing of the Treaty of Versailles 1920 Founding of League of Nations 1920; Women over the age of 30 get the right to vote 1917-1923: The Russian Revolution 1922: Benito Mussolini becomes dictator of Italy 1934: Adolf Hitler becomes Fuhrer of Germany 1939: Germany invades Poland/ WW2 breaks out 1941: The Japanese attack Pearl Harbour and the USA join WW2 1945: USA drops two atomic bombs on Japan/ End of WW2 1947: The Cold War begins 1948; Establishment of National Health service 1948: arrival of Windrush generation 1950: Korean war begins 1959- 1975: The Vietnam War breaks out 1989: fall of the Berlin wall</p>



Religious Studies

Look

Cover

Write

Correct

A: Nature of worship-Christian	B: Sacraments-Christian	C: Pilgrimage and Celebrations-Christian
<p>Liturgical-traditional structure (hymns/set prayers/sacraments).</p> <p>Informal-spontaneous (music/talks/prayers from the heart).</p> <p>Individual-alone (meditation/bible study).</p> <p>Purpose of prayer-</p> <ul style="list-style-type: none"> • Adoration (Praise God), Confession-saying sorry. • Thanksgiving-thanking. • Supplication-asking for something. <p>Types of prayer-</p> <ul style="list-style-type: none"> • Set-formal (follows tradition) • Informal (improvised) • The Lord's Prayer 	<p>Baptism-infant baptism-parents commit to raise child as a Christian, priest sprinkles holy water. For Catholics removal of original sin.</p> <p>Believer (Adult) baptism wait until the believer is old enough to commit to Christian faith. Whole body submerged.</p> <p>Eucharist- Church community gathers-bread and wine</p> <ul style="list-style-type: none"> • Transubstantiation-Catholicism-Bread and wine literally become the body/blood-divine mystery. • Symbolism-CofE-the bread and wine symbolise Jesus' sacrifice. 	<p>Pilgrimage –a devotional practice. Places of pilgrimage-Taize/Walsingham/Lourdes/Iona</p> <p>Christmas-celebrates the incarnation of God-nativity/presents/hymns/midnight mass.</p> <p>Easter-celebrates the resurrection of Christ.</p> <p>Holy week-key events Maundy Thursday (last supper)/Good Friday-(Crucifixion)/Easter Sunday (Resurrection)-Easter eggs/Church services.</p>
D: Role of the Church-Christian	E: Theme E Religion, Crime and Punishment	F: Theme E Religion, Crime and Punishment
<p>Role of the Church in the UK -religious-worship/weddings/baptisms/funerals.</p> <p>Social/community –Foodbank/street pastors</p> <p>Evangelism -to spread the Christian Gospel by personal witness.</p> <p>Mission -Great Commission-to tell people about Christianity.</p> <p>Persecution /martyr-to persecute somebody for their religious beliefs e.g. St Peter.</p> <p>Reconciliation -to unite-Coventry Cathedral/</p> <p>Christian Aid -to reduce poverty</p>	<p>Relative morality -When the rightness/wrongness of an action depends on the situation</p> <p>Absolute morality -when an action is always right/wrong.</p> <p>Problem of Evil -"if God is omniscient and omnibenevolent why does suffering exist?"</p> <p>Original sin-Adam and Eve</p> <p>Free Will-Adam and Eve</p> <p>Evil -actions that go against God.</p>	<p>Causes of crime –Difficult finances /upbringing /mental health /addiction.</p> <p>Aims of punishment -Reform (improve criminals moral character)/Retribution-(revenge on behalf of victim)/ Deterrent-to discourage people from committing crimes.</p> <p>Treatment of prisoners -campaign to reform the prison system-corporal punishment (not in UK)/community service/ capital punishment (not in UK-some Christians –Fundamentalist-acceptable as deterrent v Liberal-reform as human life is sacred. In Islam acceptable as long as just cause, death penalty is inhumane and can be cancelled by compensation.</p> <p>Forgiveness-Gee Walker-"Forgive them Father."</p>



French

Look

Say

Cover

Write

Correct

A: Le temps des loisirs - Time for leisure activities

Normalement, pendant mon temps libre, je **joue** au volley avec mon équipe du collège et parfois **on fait de la danse** avec ma soeur.

J'adore faire du sport car **je trouve** ça très sociable. De plus, la musique **c'est** ma passion! Donc, **je joue** de la batterie tous les jours après le collège et **je joue** du piano depuis cinq ans.

Mon chanteur préféré **est** Harry Styles car **j'adore** son style de musique et ses paroles. **J'aimerais** aller à un de ses concerts mais malheureusement, les billets **sont** trop chers.

Je ne fais jamais de la gymnastique puisque **c'est** trop fatigant.

Quand **j'étais** plus jeune, **je faisais** du vélo mais maintenant **je pense** que **c'est** un peu ennuyeux.

Hier **j'ai joué** aux cartes avec mon père et **c'était** agréable surtout car **j'ai gagné!** Ensuite, **nous avons regardé** la télé, ce que **je trouve** très relaxant même si **je préfère** regarder des séries américaines en anglais sur mon ordinateur portable.

Le week-end prochain, **je vais faire** de l'escalade avec mes copains

ce qui **sera** passionnant. **J'adore** les sports extrêmes. **C'est** un peu effrayant mais **je pense** que les poussées d'adrénaline, **c'est** bon pour le corps et le moral et cela **me donne** plus de confiance en moi!

À l'avenir, **je voudrais** faire du surf car **j'adore** aussi les sports aquatiques. Finalement, ce que **j'aimerais** par-dessus tout, ce serait avoir mon propre blog en ligne où **j'écrirais** des articles sur mes loisirs et **j'y mettrais** beaucoup de photos et de vidéos.

Usually, during my free time I **play** volleyball with my school team and sometimes **we dance** with my sister.

I love to do (doing) sports because **I find** it very sociable. Furthermore, music **is** my passion! Therefore, **I play** the drums every day after school

and **I play** (have been playing) the piano since (for) five years.

My favourite singer **is** Harry Styles because **I love** his music and his lyrics. **I would love** to go to one of his concerts

but unfortunately the tickets **are** too expensive

I never do gymnastics since **it's** too tiring.

When **I was** younger, **I used to do** (go) cycling but now **I think** that **it is** a bit boring.

Yesterday **I played** cards with my dad and **it was** pleasant especially because **I won!** Later, **we watched** TV which **I find** very relaxing even though **I prefer** to watch American series in English on my laptop.

Next weekend, **I'm going to do** (go) rock climbing with my friends

which **will be** exciting. **I love** extreme sports. **It is** a bit frightening but **I think** that the adrenaline rush **is** good for the body and mind and it **gives me** more confidence in myself!

In the future, **I would like** to do surfing because **I also love** water sports.

Finally, what **I would love** above all, **it would be** to have my own blog online

where **I would write** articles about my hobbies and **I would upload** my photos and videos.

B: Jours ordinaires et jours de fête - Ordinary days and holidays

Normalement, **j'ai toujours** la même routine quotidienne. Les jours d'école, **je me lève** tôt le matin car **je dois** quitter la maison à huit heures pour arriver au collège à l'heure.

Le soir, **je rentre** tard et **je dois** faire mes devoirs avant d'aider ma mère à préparer le repas. **Je trouve** ça très stressant et fatigant!

Je préfère le week-end parce que **je peux** rester au lit plus longtemps même si mon père **n'aime pas** quand **je fais** la grasse matinée ou si **je prends** mon petit-déjeuner à onze heures et demie le samedi matin.

Il est très stricte sur les heures de repas mais moi, **j'adore** manger quelle que soit l'heure! Quand **j'étais** petite, **je mangeais** peu de légumes car **je préférais** les pâtes avec du fromage et du jambon ou un steak frites mais maintenant **je mange** de tout car **c'est** meilleur pour la santé.

Ce que **j'adore**, **c'est** les repas de fête. L'année dernière, pour le réveillon de la Saint-Sylvestre, **on a mangé** des fruits de mer et ensuite de la dinde rôtie, **avant de finir** avec une bûche de Noël. **C'était** délicieux et **on a même bu** un peu de champagne à minuit!

J'adore les fêtes de Noël quand **on décore** le sapin et **passe** du temps en famille mais **je suis** toujours un peu triste quand tout **se termine** le jour de la fête des rois.

Heureusement qu'il **y a** une galette à manger! Le week-end prochain, **ce sera** mon anniversaire alors **je vais aller** au centre commercial avec ma sœur pour **m'acheter** de nouveaux vêtements.

Normalement, pour célébrer mon anniversaire, **j'aime** sortir avec mes amis et **faire la fête**. **On va souvent** en discothèque où **on peut** écouter de la musique et danser.

Il me tarde vraiment car **je pense** qu'on va bien s'amuser.

Normally, **I always have** the same daily routine. On school days, **I get up** early in the morning because **I must** leave the house at 8am to arrive at school on time.

In the evening, **I go home** late and **I must** do my homework before helping my mum to prepare dinner. **I find** it very stressful and tiring!

I prefer the weekends because **I can** stay in bed longer although my father **does not like it** when **I have** a lie-in or if **I have** my breakfast at half past eleven on a Saturday morning.

He is very strict with meal times but me, **I love** to eat whatever the time! When **I was** small, **I used to eat** not many vegetables because **I preferred** pasta with cheese and ham or a steak with chips but now **I eat** everything because **it is** better for your health.

What **I love**, **it's** festive meals (food). Last year, for the New Year's Eve celebrations, **we ate** seafood and then roast turkey, **before finishing** with a Yule log. **It was** delicious and **we even drank** a bit of champagne at midnight!

I love Xmas when **we decorate** the tree and **spend** time as a family but **I am** always a bit sad when everything **ends** on Epiphany Day.

Luckily **there is** a "special cake" to eat! Next weekend, **it will be** my birthday so **I am going to go** to the shopping centre with my sister to **buy myself** some new clothes.

Normally, to celebrate my birthday, **I like** to go out with my friends and **party**. **We often go** to a club where **we can** listen to music and dance.

I am really looking forward to it 'cause **I think** that **we are going to have fun**.



Spanish

Look

Say

Cover

Write

Correct

A: Mi vida en el insti (My life at school)

Mi colegio **se llama** Launceston College **es** un insti mixto, que **está situado** en el suroeste de Inglaterra.

Me encanta mi insti ya que **hay** muchas instalaciones tales como un patio y un salón de actos.

Desafortunadamente, antes, en mi escuela primaria, **no había ni** piscina **ni** pista de tenis; **tampoco había** biblioteca

lo que **era** una pena dado que **me mola** leer.

Diría que mi asignatura preferida **es** el español ya que **me interesan** los idiomas y cuando **sea** mayor **quisiera** vivir en el extranjero.

El mes próximo, **voy a hacer** un intercambio en Barcelona, ¡**va a ser** guay !

Desde mi punto de vista, **no aguanto** las matemáticas porque mi profesora **no explica** bien y **nos pone** demasiados deberes.

Además, **ella es** más seria que mi profe de dibujo.

En mi insti, **tenemos que** llevar uniforme, **pienso** que **es** una buena idea

puesto que **me ahorra** tiempo por la mañana pero al mismo tiempo **limita** la individualidad.

Estoy de acuerdo con las normas porque **son justas: hay que** ser puntual y respetar a los demás.

Soy miembro del club de judo desde hace cinco años.

El trimestre pasado, **participé** en un concurso y **lo gané**, ¡**Fue** la caña!

My school **is called** Launceston College **it is** a mixed school, which **is situated** in the south west of England

I love my school because **there are** lots of facilities such as a playground and a hall.

Unfortunately, before, in my primary school **there was neither** a swimming pool **nor** a tennis court; **there was no** a library **either** which **was** a shame because **I love** to read.

I would say that my preferred subject **is** Spanish because **I am interested in** languages and when **I am** older **I would like** to live abroad.

Next month, **I am going to do** an exchange in Barcelona, **it is going to be** cool!

From my point of view, **I cannot stand** maths because my teacher **does not explain** well and **she gives us** too much homework.

Additionally, **she is** more serious than my art teacher.

In my school, **we have to** wear uniform, **I think** that **it is** a good idea

because **it saves me** time in the morning but at the same time **it limits** individuality.

I agree with the rules because **they are** fair: **you must be** punctual and respect others.

I am (I have been) a member of judo club since (for) five years.

Last term, **I took part** in a competition and **I won it**, how awesome!

B: Mi gente (My people)

En mi familia, **hay** seis personas: mi padre, mi madrastra, mi hermanastra, mi hermano menor, mi abuela y yo.

Tengo el pelo rojo y largo y pecas.

Mi padre **lleva** gafas y **tiene** una barba gris.

Diría que mi hermanastra **es** ambiciosa pero un poco egoísta, sin embargo, normalmente **nos llevamos** muy bien.

De vez en cuando, **me peleo** con mi madrastra ya que **me parece** que **es** terca y antipática.

Para mí, un buen amigo **es** gracioso y alguien que **te acepta** como **eres**.

Conocí a mi mejor amiga, Clara hace cuatro años. **Es** una gran persona y **nunca me critica**.

Chateamos cada día por WhatsApp y usamos Instagram para subir fotos y mandar mensajes.

La red social que **más me gusta es** WhatsApp, lo bueno **es** que todos mis amigos **la usan**.

Desafortunadamente, mi hermanastra **está** completamente enganchada, **no puede** estar sin su móvil ¡**lo usa** para todo! Ahora mismo **estoy haciendo** mis deberes en el ordenador pero las redes sociales **me están distraendo**.

Esta noche, **no puedo** salir con mis amigos porque **tengo que** cuidar a mi hermano menor.

Vamos a leer tebeos porque a mi hermano **le interesan** mucho.

Desde mi punto de vista, **es** más fácil leer en formato tradicional, sobre papel sin embargo leer en formato digital **cuesta** mucho menos y protege el planeta.

In my family **there are** six people: my dad, my stepmother, my stepsister, my little brother, my grandma and I.

I have red, long hair and freckles.

My dad **wears** glasses and **has** a grey beard.

I would say that my stepsister **is** ambitious but a bit selfish, however, normally **we get on** very well.

From time to time, **I argue** with my stepmother because **I find her** stubborn and mean.

For me, a good friend **is** funny and someone who **accepts you** as **you are**.

I met my best friend Clara four years ago. **She is** a great person and **she never criticises** me.

We chat everyday on WhatsApp and we use Instagram (in order) to upload photos and send messages.

The social media site that **I like the most is** WhatsApp, the good thing is that all of my friends **use it**.

Unfortunately, my stepsister **is** completely hooked (addicted), **she cannot** be without her mobile, **she uses it** for everything!

Right now **I am doing** my homework on the computer but social networks **are distracting me**.

This evening, **I cannot** go out with my friends because **I have to** look after my younger brother.

We are going to read comic books because **they interest** my brother a lot. From my point of view, **it is** easier to read in a traditional format, on paper however, to read (reading) in a digital format **costs** a lot less and protects the planet.



Physical Education

Look

Cover

Write

Correct

A: The components of an effective warm up and the musculoskeletal, cardio-respiratory system.	B : Components of fitness that underpin performance	C: Training methods to improve cardiovascular endurance
<p>What is a pulse raiser? Activities that gradually increase in intensity to increase the heart rate. Examples: Jogging.</p> <p>What is mobilisation? Activities that take the joints through their range of movement starting with small movements and making these bigger as the warm-up progresses. Examples: Arm Circles</p> <p>What is the stretch phase? Activities to stretch the main muscles that will be used in the physical activity. Examples: Dynamic - Walking lunges. Static deltoid stretch.</p> <p>What are the Major Muscles? deltoids, biceps, triceps, erectors spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius</p>	<p>What is power? The product of speed and strength to allow for explosive movements in sport. An example of this is when a basketball player jumping up for a rebound.</p> <p>What is speed? Distance divided by time to reduce time taken to move the body or a body part in an event or game. An example of this is when an athlete performs in the 100m sprint.</p> <p>What is Aerobic Endurance? The ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to sustain low to medium intensity work to delay.</p>	<p>What are the physical benefits? Improve fitness, body composition, sleep, helps prevent illness, symptoms of long-term health conditions.</p> <p>What are the social benefits? Meet new people, make friends, develop leadership and team working skills, decrease loneliness.</p> <p>What are mental health benefits? Improve work life balance, decrease risk of depression, improve mood, increase self-confidence and self-esteem.</p> <p>A healthy active lifestyle is essential for physical, mental health and wellbeing. You should be physically active for around 60 minutes a day.</p>
D: The benefits of leading fit and healthy lifestyles including extra-curricular sports and activities- provision in the local community.	E: The use of goals setting to aid participation /performance/fitness levels	F: Anaerobic and aerobic respiration in sports performance- training zones
<p>What is Cardiac hypertrophy? Hypertrophy means an increase in size, so muscle hypertrophy means the muscles get bigger. Cardiac hypertrophy is where the ventricle wall gets larger or thickens as a result of exercise.</p> <p>What is the benefit of a decrease in Resting Heart Rate (RHR)? The increased size of the heart means it takes less beats in a minute to supply the body with enough oxygen at rest, therefore reducing the performers resting heart rate.</p> <p>Why does cardiac output increase? As more blood is pumped from the heart per beat (Increased stroke volume). Cardiac output will also therefore increase during high or maximal levels of exercise.</p>	<p>Continuous training – steady pace and moderate intensity for a minimum period of 30 minutes</p> <p>Fartlek training – the intensity of training is varied by running at different speeds and/or over different terrain</p> <p>Interval training – work period followed by a rest or recovery period. For aerobic endurance decrease the number/length of rest periods and decrease work intensity (compared to speed training)</p> <p>Circuit training – use of a number of stations/exercises completed in succession with minimal rest periods in between to develop aerobic endurance.</p>	<p>The aerobic respiratory system is responsible for producing the majority of our energy while our bodies are at rest or taking part in low-intensity exercise for long periods of time such as marathon running or long-distance cycling.</p> <p>Glucose + oxygen → energy + water + carbon dioxide</p> <p>The anaerobic respiratory system supplies energy very quickly for sports such as vaulting in gymnastics or throwing a javelin where the activity only lasts a few seconds.</p> <p>Glucose → energy + lactic acid</p>



Art

Look

Cover

Write

Correct

A: Key words

Process: where the process of making art is not hidden but remains a prominent aspect of the completed work.

Contrast: is achieved when opposite elements are arranged together

Form: something that is three-dimensional and encloses volume, having length, width, and height.

Scale: the overall physical size of an artwork or objects in the artwork.

Balance: the use of artistic elements such as line, texture, colour, and form in the creation of artworks

B: Drawing-mark making

Mark making describes the different lines, dots, marks, patterns and textures created in a drawing. It can apply to any drawing materials.

It can be loose and expressive or controlled and neat. The results will depend on your choice of media, tools and techniques.



C: Pop art

Pop art is an art movement that emerged in the United Kingdom and the United States during the mid- to late-1950s. It presented a challenge to traditions of fine art by including imagery from popular and mass culture, such as advertising, comic books and mundane mass-produced objects.



D: Banksy

Banksy is a street artist, political activist and film director whose real name and identity remain unconfirmed and the subject of speculation.

Flower thrower 2007 Balloon girl 2002



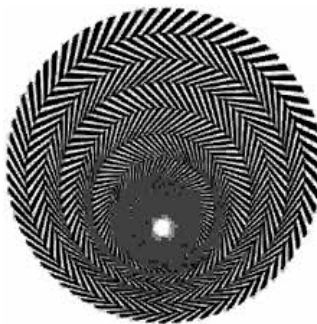
Graffiti is art that is written, painted or drawn on a wall or other surface, usually without permission and within public view.

E: Op art

Artists use shapes, colours and patterns in special ways to create images that look as if they are moving or blurring.

Bridget Riley
Blaze 4 1964

Traces



E: Ai Weiwei

Ai Weiwei is a Chinese contemporary artist, documentarian, and activist.

Circle of Animals/Zodiac Heads 2010



The zodiac animals follow one another in an established order: rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog, and pig. "A copy of an original, but not an exact copy – something that has its own sensitive layer of languages, which are different, and that bears the mark of our time." AW



Drama

Look

Cover

Write

Correct

A: Let 'im have it/ Fame and Celebrity

Naturalistic drama- theatre that attempts to create an illusion of reality through a range of dramatic and theatrical strategies.

Non Naturalistic drama-any theater that does not focus on life-like representation on stage

Stimuli- a starting point or trigger to generate ideas.e.g photo, painting, music,poem

Narrative- a technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters.

Storytelling-the vivid description of ideas, beliefs, personal experiences, and life-lessons through stories or narratives that evoke powerful emotions and insights.

Devising- a group collaboration in response to a stimulus leading to the creation of an original performance.

Performing- entertaining an audience by doing something such as singing, dancing, or acting.

Responding- respond to dramatic works as an audience member

Evaluating-to make a judgement from the evidence available, and a personal judgement about what was seen.

B: Performance skills

Vocal skills

Tone-the emotional sound of the voice

Intonation- the changing of tone in a person's voice when sounding out particular words

Pitch- the height or depth of the voice.

Pause- used to set up & spotlight what you will say next.

Pace-the speed of a performer's speech or movement.

Accent- a particular way of talking and pronouncing words, and is associated with a geographical area or social class

Physical skills

Proxemics- the use of space/distance between characters on stage. To represent the relationship between characters.

Facial Expressions- conveys an emotion that tells us about the character and the way they react to the situation.

Gesture- the way people communicate with their hands or other parts of the body

Eye Contact- the state in which characters look or don't look directly into one another's eyes. It can be used to reveal the status and relationship between characters.

Posture- the way that you describe the general way you move and stand to communicate a mood.

Mannerisms- a gesture, speech pattern, or way of conduct that is characteristic of an individual.

C: Blood brothers

Script- a piece of writing in the form of drama that is meant to be performed

Tragedy - A branch of drama that usually depicts the downfall and the reversal of fortune of a good person; suffering usually awaits many of the characters, especially the tragic hero.

Foreshadowing - A device in which an author suggests certain plot developments that might come later in the play.

Imagery - Use of language which is visually descriptive or symbolic.

Irony - The use of words where the meaning is contrary to what is expected to actually occur.

Dramatic monologue - A passage of speech in which one person is speaking to an audience or "thinking out loud".

Fate - The development of events outside an individuals' control, it is sometimes said to be determined by a supernatural power.

D: Dramatic techniques

Still Image-Participants create an image using their bodies – with no movement to portray meaning

Thought tracking-when a character steps out of a scene to address the audience about how they're feeling.

Hot seating-An actor sits in the hot-seat and is questioned in role to deepen understanding of character

Greek Chorus-A company of actors who comment (by speaking or singing in unison) on the action in a play.

Narration- the act of telling a story or giving account of something

Soundscaping- Using voice and body to create the sound of an environment.

Flashback-helps to flesh out a dramatic moment or create the beginnings of a story.

Physical theatre-A movement based style of theatre, using our bodies to create narrative and create mood and atmosphere.



Music

Look

Cover

Write

Correct

A: Music context

EDM (Electronic Dance Music)

A song written for electronic and technology, mixing, producing

'Break': section of the structure (similar to verse), '4 on the floor' from the bass drum

Build up and Drop: snare drum

The remix: when a producer changes the song to change the genre and/or mood

B: Terminology

Melody	Tune
Structure	The order of the sections in a piece of music
Texture	The layers of sound
Tonality	The key of a piece of music or individual chord i.e. minor
Tempo	Speed of the music

C: Song structure

Intro, Verse, Pre- chorus, Chorus, Middle 8/Bridge, Outro

Typical instrumentation:

Rhythm section: Drum kit and Bass guitar

Electric guitars: Rhythm guitar, Lead guitar

Keyboards and/or Synths

Singers: Lead singer, backing singers

D: Vocabulary

Intro: first section of a song

Verse: A section of a song that has some melody and different lyrics

Pre- chorus: build up to the chorus, will have some melody and lyrics.

Chorus: Includes the main hook of the song and will have some lyrics and melody.

Middle 8/Bridge: Contrasting section, often 8 bars with new musical material

Outro- Final section

Improvisation: Creating music in the moment

Monophonic: one line in music i.e. a solo

Homophonic: All parts moving at the same time/chordal

Polyphonic: Multiple independent music lines heard at the same time

Hook: the catchiest part of the song

Riff: short catchy phrase, often found in intro

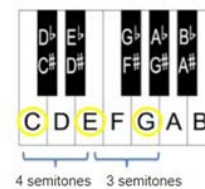
Motif: short melodic idea

E: Music theory- Chords

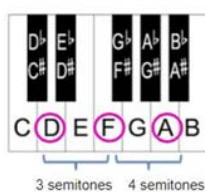
Interval: distance between notes i.e tone/major second, semitone



Major chord:
Root + 4 + 3



Minor Chord:
Root + 3 + 4



Primary chords: I IV V

Secondary chords: II, III, VI

In any major key primary chords are major, secondary chords are minor

Root Note- lowest note in a chord, often the base

F: Use of voice

A Capella- a song for voices and no instruments

Rap: developed in New York in the 1970s from Jamaican sound system culture

Flow- the rhythms and rhymes of lyrics in rap and how they work together

Flow in old school rap is slower and more basic

Flow in drill and grime is more complex and faster in tempo

Content – what is being said

Delivery – the tone of the speech

Singing in a classical style: opera, often requires a lot of training.

Pop music singing: uses the middle range of the voice (or **chest voice**). Popular music covers many different music styles, such as jazz, rock and pop.

Harmony- when singers sing different notes at the same time, like backing singers do, they are said to be singing in harmony



A: Digital Life

Reliable methods to check if a site is valid ?

- ✓ Professional look – does the site look professional?
- ✓ Quality Information – is the information well written, have no spelling errors, is well detailed?
- ✓ Links - are they working properly?
- ✓ Up-To-Date – is it updated regularly?
- ✓ Address – does the web address relate to website's content?
- ✓ Backed up – is the information backed up by other websites?

B: Computational knowledge and understanding - Binary

What is binary?

Binary is a 8-bit number system consisting of 1's and 0's which allows the computer to communicate with hardware.

What you need to know?

Use 8-bit binary to convert to and from binary using the following method to support.

128	64	32	16	8	4	2	1

C: Encryption

Pig Pen Ciphers

A Pig Pen Cipher can be used to produce coded messages.

To decipher a Pig Pen Cipher, you need to identify the symbol in the key, and replace the symbol with the related letter.

A	B	C	J	K	L
D	E	F	M	N	O
G	H	I	P	Q	R
S T X U V			W X Y Z		

D: Python

Within Python there are some keywords that you need to learn and understand to support your ability to program.

These are:

Keyword	Definition
Input	Values which get sent from the user into the computer
Variable	The place where inputs get stored by the program
Output	The values which get sent from the computer to the user
Data Type	The type of data being used by the program
Integer	"Whole Number" data type
Selection	A control structure which allows programs to make decisions

E: Programming concepts

Within programming there are several key concepts you will encounter. These are:

Algorithm	A process of set rules to be followed in order
Boolean	An expression used in computer programming that can result in either true or false
Code	Program instructions
Loop	Repeats a specific sequence of programmed instruction
Operators	Symbols used to represent actions (< > =)
Variable	A value which can be changed

F: Web Design

HTML stands for 'Hypertext Markup Language' and it is the language of the web. Almost all webpages are written in HTML.

- HTML is made up of "Tags" (often in pairs).
- HTML tags are used to tell the browser how some text (or an image) is to be arranged on the webpage, giving the page content some structure.
- Different tags do different jobs, for example, this is the HTML tag that tells the browser to display some text as a heading:

Most common Tags

<h1>Heading</h1>

<p>Paragraph tag</p>

<hr> Horizontal rule

Font tag can be used to add colour and size to a font.



A: Food and Nutrition Healthy Eating

Illness caused by too much sugar: obesity, cardiovascular disease, diabetes and non-alcoholic fatty liver disease (NAFLD) as well as cognitive decline.

Functions of fats in the body:

Protects your organs, supports cell growth, keeps cholesterol and blood pressure under control, and helps your body absorb vital nutrients.

Vegans- Do not eat or wear any animal based products.

Vegetarians- Do not eat meat or fish.

Pescatarian is someone who doesn't eat red meat or poultry, but does eat fish.

B: Textiles: Apron/ Shorts Mini NEA

Fast fashion.

Fashionable clothing that is mass produced in line with current fashion trends. Many items are only once/twice before being discarded.

Scales of production.

One off- One item. x1

Batch- A small amount. X10

Plain seam. A plain seam is the simplest type of seam.

A hem on something such as a **piece of clothing** is an edge that is folded over and stitched down to prevent threads coming loose.

The hem of a skirt or dress is the bottom edge.

Mass production- A large amount. x1000

Continuous- A large amount x10000+

C: Product Design: Animal Shelter/ Bird box.

NEA coursework uses ACCESSFM to complete product analysis & specifications.

Aesthetics- What it looks like.

Client- Who you are making it for.

Cost/Construction- How it is made.

Ergonomics- Design for comfort and usability.

Sustainability- How it helps the environment.

Size- Dimensions of the product.

Function- How it works.

Material- What its made from.

Tenon saw



Tri square



Marking Gauge

Adjustable mitre square



D: Product Design: Lamp Mini NEA

Isometric Drawing Technique. Advantages:

Accuracy, 30 degree projection, scale drawing.

