



Glenmoor & Winton Academies

High Achievement – High Standards

Part of United Learning

Knowledge Organiser

Year 9 - 2026/27

Student Name: _____



Need to ask your teacher about any of these topics? Make a note here!

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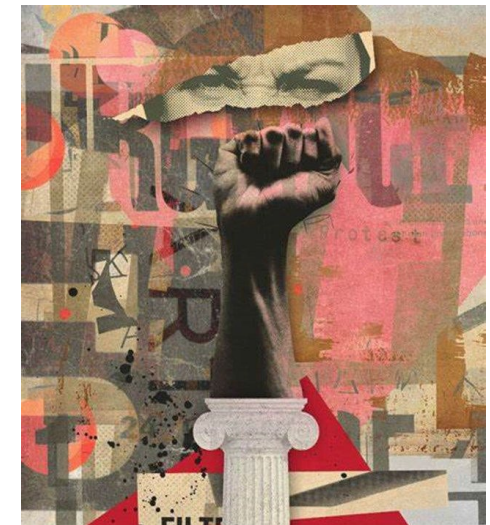
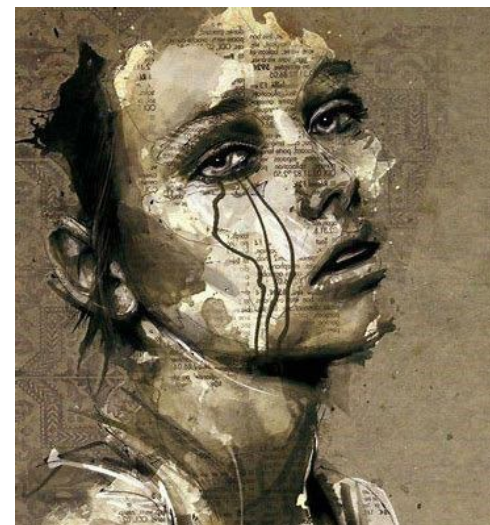
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Key vocabulary	Definition
Protest	Protest is a statement or action expressing disapproval of or objection to something. An example of this might be an anti-war demonstration.
Types of Protest	• Marches • Demonstrations • Boycotts • Silent vigils • Petitions • Peaceful street protest • Picketing
Emotive self portrait	A visual representation of your face which shows strong emotion captured through facial expression.

Artistic Techniques & Media	
Monoprint	The monoprint is a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals.
Mixed Media	Mixed media is a term used to describe artworks composed from a combination of different media or materials.
Mark-making	Mark making is a term used for the creation of different patterns, lines, textures and shapes. This may be on a piece of paper, on the floor, outside in the garden or on an object or surface.
Oil Pastels	An oil pastel is a painting and drawing medium formed into a stick, containing pigment mixed with a binder of oil and wax. Oil pastels are bold and bright. They can be blended easily but they can break easily too.
Stencil Printing	A thin sheet of card, plastic, or metal with a pattern or letters cut out of it, used to produce the cut design on the surface below by the application of ink or paint through the holes.

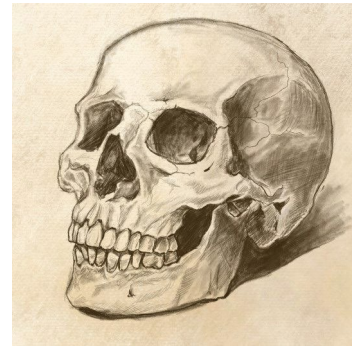
Artists		
Guy Denning	Guy Denning is an English contemporary artist. He is part of the Bristol urban art scene and often draws and paints on found grounds such as newspaper or cardboard. War has been a great influence and he works from observation and photographic references.	 Image © Guy Denning
Jenny Saville	Jenny Saville is a contemporary British figurative painter concerned with body image and representation. Her paintings are often large in scale and made with overlapping lines and expressive brush marks. She uses pencil, oil and chalk pastel and oil paint. Areas of interest are the female nude, body image, motherhood, plastic surgery and injury. As a result, her works are very emotive.	 Image © Jenny Saville



Art - Day of The Dead

Key vocabulary	Definition
Day of the Dead	Los Dias de los Muertos - The Day of the Dead, is a traditional Mexican holiday honoring the dead. Los Dias de Los Muertos is not a sad time, but instead a time of remembering and rejoicing.
Beliefs and Traditions	Holiday celebrating the times they shared with deceased family members. Believe the souls of dead people visit at this time and the traditions of the festival guides them home. Celebration full of excitement, music, colour, food, love and fun. No crying - Elders say: "the path back to the living world must not be made slippery by tears"
Altars and Traditions	In the homes families arrange <i>offrenda's</i> (offerings) on "altars" with flowers, bread, fruit and candy. Pictures of the deceased family members are added. In the late afternoon special all night burning candles are lit - it is time to remember the departed – their family, loved ones and friends.
Food and traditions	Pan de Los Muertos Special sweet loaves of bread are baked, called pan de Muertos, and decorated with skulls or bones.
Flowers and traditions	During <i>Los Dias de Los Muertos</i> the yellow marigold symbolizes the short duration of life.
Skulls and traditions	Skeletons and skulls are found everywhere. Chocolate skulls, marzipan coffins, and white chocolate skeletons decorated with bright colours.



Key vocabulary	Definition	
Papel picado	It is a decorative craft made out of paper cut into elaborate designs. It is considered a Mexican folk art.	
Relief Sculpture	A sculpture in which the three-dimensional elements are raised from a flat base.	
Design	A process of planning a creation.	
Drawing for observation	Observational drawing - is drawing what you see, focusing on accurately representing the subject's shapes, forms, details, texture and tones.	



Citizenship - Health and Wellbeing

1. Drugs and Addiction	
Addiction	A compulsive need for a substance, behaviour, or activity having harmful effects.
Recreational Drugs	A drug used without medical justification for its psychoactive effects.
Consequences of Addiction: Physical: Kidney damage, liver failure, heart disease, lung damage, strokes Psychological: Hallucinations, anxiety, paranoia, aggressiveness	
Vape	A device used for inhaling vapour containing nicotine and flavouring.
Risks of Vaping: - Nicotine is highly addictive - Nicotine can harm adolescent brain development - Vapes contain other harmful substances that can increase risk of cancer and lung disease	

2. Alcohol	
Dependency	A state in which a person relies upon a substance to feel or function as normal.
Depressant	A type of drug that slows body systems, lowers cognitive abilities and slows reactions.
Consequences of Alcohol misuse: Short term: Vomiting, blurred vision, risky behaviour: doing and saying things one wouldn't normally do. Long term: High blood pressure, cancer, liver disease, depression	
Connected Careers	
- Counselling/therapy - Psychologist - Medicine: Nurse/Doctor/Health Care assistant - Dietitian - Personal Trainer - Dental care	

3. How to Prevent Poor Health	
Personal Hygiene	How you care for your body.
Self-Screening	Examining yourself to check for signs of disease or illness.
Factors that contribute to a healthy lifestyle: A healthy, varied diet: A balanced diet can support a strong immune system and keep energy up. Regular exercise: Exercise gives greater flexibility and strength, prevents boredom and helps sleep. Sleeping well: Sleeping gives bodies and minds the time to rest, recover and process all the things which have happened during the day.	

Key Concepts	
Resilience	Being able to recover quickly from difficulties.
Risk Factors	Things that could result in a period of poor mental health. Such as: - Social isolation/loneliness - Traumatic life event - Severe or long-term stress - Poor physical health
Protective Factors	Things that support mental health. Such as: - Strong support network - Healthy habits; diet, sleep, exercise - Mindfulness - High self-esteem
Harm	To damage, injure or hurt.

Helpful Resources	
FRANK: Information, help and advice about drugs. Website: talktofrank.com Helpline: 03001236600 We Are With You: Free, confidential support with alcohol, drugs or mental health. Website: wearewithyou.org.uk Mind UK: Mental health charity. Website: mind.org.uk Helpline: 0300 123 3393 Childline: Children's charity. Call their helpline for a free, private and confidential service where you can talk about anything. Helpline: 0800 1111 Website: childline.org.uk	



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Citizenship - Relationships

1. Choices in Relationships		2. Safe Relationships		3. Relationship Abuse	
Consent	'A person consents if he/she agrees by choice , and has the freedom and capacity to make that choice.'	Harassment	Aggressive pressure or intimidation.	Coercion	Using force or threats to get your own way.
Contraception	Methods used to prevent pregnancy from occurring.	Pornography	Pornography is not a healthy and real representation of healthy relationships.	Honour-based violence (HBV)	Practices used to control the behaviour of (mostly) women and girls.
Types of Contraception:  • Condoms • The pill • Contraceptive implants • Intrauterine device (coil)		Examples of healthy boundaries for a safe relationship: • Not excessively texting one another • Maintaining individuality, personal space, and personal hobbies • Having other healthy relationships that are allowed to flourish • Being able to say 'No' and being clear on what makes you uncomfortable		Types of Honour-based violence: • Physical abuse e.g. beating and kicking • Psychological pressure e.g. threats and humiliation • Forced marriage • Abandonment • Killing	

Connected Careers

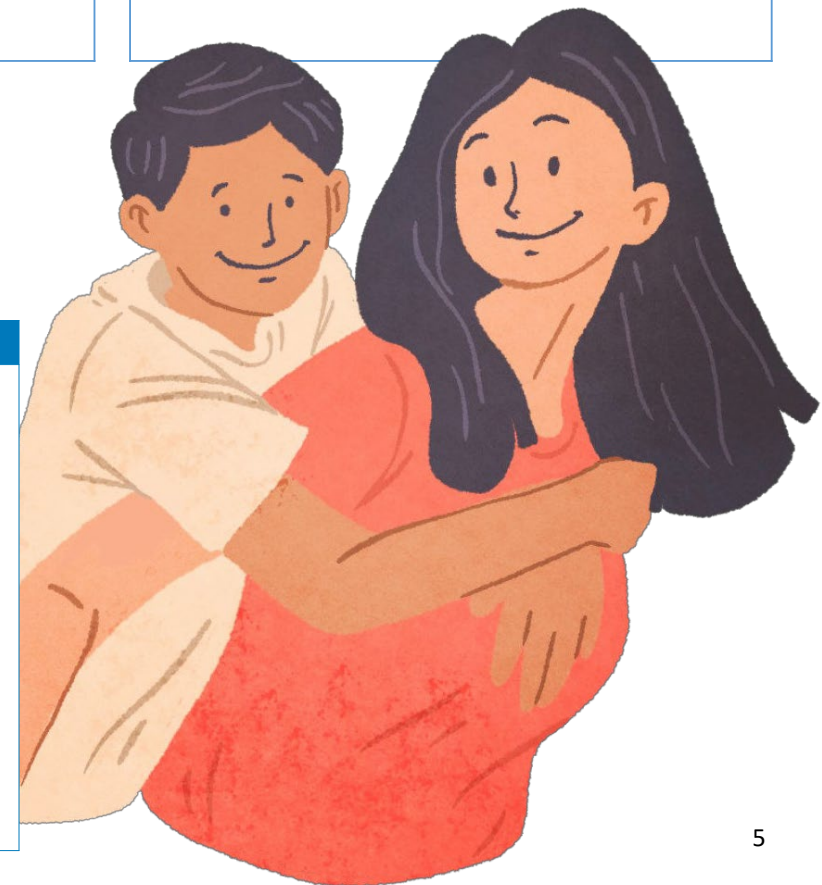
- Relationships counselling and therapy
- Safeguarding: police, social work, pastoral leader in schools
- Charity work

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Helpful Resources

- **National domestic abuse hotline:** 0808 2000 247
- **Women's Aid:** This charity supports young girls and women who face domestic abuse www.womensaid.org.uk
- **Mankind:** Service supporting young boys and men who face domestic abuse www.mankind.org.uk
- **Galop:** Support for LGBT+ people experiencing abuse.
- **Website:** <http://www.galop.org.uk> **Helpline:** 0800 999 5428
- **Childline:** Children's charity. Call their helpline for a free, private and confidential service where you can talk about anything. **Helpline:** 0800 1111 **Website:** childline.org.uk
- **Respect:** Support those exhibiting controlling behaviours **Helpline:** 0808 802 4040



Citizenship - Democracy and Government

1. UK Political Parties	
General Election	Voting for the political party that will govern the country.
Political Party	A group of people with similar ideas and beliefs who have come together to work to achieve their aims. E.g. The Conservative Party, The Labour Party and the Liberal Democrat Party
The Conservative Party	Current leader: Kemi Badenoch Promises: • Potentially leaving the ECHR • Tougher immigration control • No income tax rises
The Labour Party	Current leader: Sir Keir Starmer Promises: • More funding for the NHS • Build 1.5million homes • Smash the gangs (immigration)
The Liberal Democrat Party	Current Leader: Ed Davey Promises: • Stop Brexit • Funding for education • Raising income tax for invest in services such as mental health

Helpful Resources	
• Parliament Website: www.parliament.uk • See voting history of your MP: www.theyworkforyou.com • Contact your local MP or councillor: www.writetothem.com • UK Youth Parliament: https://www.byc.org.uk/uk/uk-youth-parliament	

2. Should Politicians be Model Citizens?	
Politician	A person who is professionally involved in politics, especially as a holder of an elected office, such as an MP
Member of Parliament (MP):	The candidate with the most votes for their area (constituency). Their role is to represent their constituents in Parliament
Demographics of MPs (2024) Gender: Currently there are 263 female MPs: 41% of all MPs Age: 49% of MPs elected in 2024 were aged over 50 Ethnicity: In 2024 14% of total MPs were from non-white backgrounds, a record number	

Connected Careers	
• Member of the civil service in departments such as the Diplomatic Service, the Treasury or security and intelligence services • Researcher for governments • Politician • Communications • Working for local authority • Charity • See and read more on Unifrog.org	

3. Our Role in Democracy	
Democracy	'Rule by the people'. A form of government where the people rule, either directly or through elected representatives, e.g. UK
Local Government	Local government is responsible for issues which are relevant on a local level. For example, they are responsible for aspects of local education, transport, social care, libraries, waste management and housing
How can our voices be heard? • Voting • Contact Local Councillors • Contact your MP • Participate in the UK Youth Parliament	



Citizenship - Managing Money

1. Managing Money	
Income	Money received, especially on a regular basis.
Income Tax	Tax taken straight from a person's earnings.
Deductions	The money taken from your salary before it is paid to you. Includes: income tax, National Insurance, Pension, Student Loan Repayments.
Take home pay (net pay)	The amount of money you are paid of your salary after deductions. (Gross pay – Deductions = net pay).

1. Managing Money	
Buy now pay later	A way to purchase a product without paying for it immediately: the money is loaned to you, and you pay back, with interest later.
Gambling	Gambling involves playing a game, placing a bet or taking a risk in the hope of winning money or something else desirable.
Cryptocurrency	A digital currency in which transactions are verified and records maintained by a decentralized system using cryptography, rather than by a centralized authority.

2. Money Decisions	
Budget	A financial plan for a set period of time, including planned savings and expenses.
Expenses	Money spent, such as for bills, food and any other purchases.
Mortgage	A loan used to borrow money for the purchase of a house.
Deposit	The amount of money you pay upfront towards the cost of a property (the mortgage covers the rest).
Interest	Either: money you receive from a bank when you save, OR: money you have to pay when you borrow money on top of the actual amount you borrowed.

Connected Careers
• Retail and investment banking • Finance managers for businesses, schools etc. • Accountant • Insurance advisor • Cyber security • See and read more on unifrog.org

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Resources

- **Natwest Resources** and games to teach about finances <https://natwest.mymoneysense.com/home/>
- Money makes sense resources <https://www.moneymakesense.co.uk/>
- **Childline:** Free counselling service for young people to talk about any issues that is causing distress or concern. **Helpline:** 0800 1111 **Website:** www.childline.org.uk
- **GamCare:** Information and support for the prevention and treatment of problem gambling. **Helpline:** 0808 8020 133 **Website:** www.gamcare.org.uk
- **Cifas:** Fraud prevention service with lots of information on preventing financial crime. **Website:** www.cifas.org.uk

Citizenship - Law and the Justice System

1. Why do we need laws on equality?

Equality	Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents.
Discrimination	Treating people differently based on prejudice. Examples of discrimination include: sexism, racism, transphobia and xenophobia.
Prejudice	Prejudging people without good reason. Often based on characteristics such as race/religion/disability.
The Equality Act (2010)	A law in the UK which brought together multiple acts regarding equality and discrimination made to advance equality for all.

Protected Characteristics:

The protected characteristics according to the Equality Act 2010 are:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Age Disability • Gender Reassignment • Race • Religion or Belief | <ul style="list-style-type: none"> • Sex • Sexual Orientation Pregnancy and maternity • Marriage and Civil Partnership |
|---|---|

Connected Careers

- Law enforcement
- Careers related to law: Bailiff, Barrister, Court legal adviser, Court assistants, Prosecutor, Judge
- Forensic science and psychology
- Prison and probation officer
- See and read more on unifrog.org

2. How far have we made progress on equality in the UK?

Inequality	The unfair situation in society when some people have more opportunities or other privileges than other people.
Disability	You are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. (Equality Act 2010).
Types of Disability	Physical disability, Visual Impairment, Hearing Impairment, Progressive conditions such as cancer, Learning difficulties, Mental Health conditions.
The Equality Act (2010) for disability	This act made it illegal to discriminate against disabled people across multiple circumstances. Service providers must make reasonable adjustments to enable disabled people to access services.
Reasonable Adjustment Examples	• Flexible working hours. • Modifying work performance targets • Special equipment. • Providing information in an accessible format i.e. Braille or Large Print. • Ramps for wheelchair access. • Adapted toilets.

3. Does the law in the UK need updating?

The Justice System	The collection of agencies involved in the detection, prevention and prosecution of crimes. The Three components of the Justice system are: • Law Enforcement (Police) • Courts System • Corrections System
Bill	The idea that is brought to the house of commons and house of lords in hopes of forming a new law.
Royal Assent	The King must agree to a bill and sign it in order for it to become an official law.



Resources

- See Bills that are currently being debated in Parliament here: <https://bills.parliament.uk/>
- **Childline:** Children's charity. Call their helpline for a free, private and confidential service where you can talk about anything. **Helpline:** 0800 1111 **Website:** childline.org.uk
- Read more about your rights and the law regarding equality from the Equality and Human Rights commission at: www.equalityhumanrights.com
- Further resources about crime and an anonymous crime reporting online form at <https://www.fearless.org/en>

Citizenship - Media Literacy

1. Cybercrime	
Cybercrime	Criminal activities carried out by means of computers or the internet.
Grooming	When someone builds a relationship with another person to gain their trust for the purposes of harm or abuse.
Breck Foundation	A charity set up to tackle online grooming following the murder of 14-year-old Breck Bednar.
The Breck Principles	• Be aware and believe • Report it • Educate and Empower • Communicate • Know the signs and keep safe

Connected Careers	
• Journalism • Social media manager • Advertising • Software development • Web designer • Intelligence officer, cyber security officer IT support technician • See and read more on unifrog.org	

2. Information Sharing	
Phishing	When someone pretends to be someone else online in order to try and get your personal information.
CEOP	The Child Exploitation and Online Protection Centre.
Indecent image	A sexual image of a child that may include nudity, partial nudity or children sexually posing, including self-generated images.
Victim blaming	Someone saying, implying or treating a person who has experienced harmful or abusive behaviour like it was a result of something they did or said.
The Law on Nude Sharing	It is an offence for a person to take, distribute, possess or publish indecent photographs of a child under 18. 

3. Digital Citizenship	
Citizenship	The ability to safely and responsibly access digital technologies, as well as being an active and respectful member of society, both online and offline.
Evaluate	Judging and weighing the strengths and weaknesses of something.
Digital Footprint	Data that is left behind when users have been online.
Media Literacy	The ability to critically analyse and evaluate the messages conveyed through media and use digital media responsibly.



Resources

Childline: Children's charity. Call their helpline for a free, private and confidential service where you can talk about anything. **Helpline: 0800 1111** **Website: childline.org.uk**

Breck Foundation: <https://www.breckfoundation.org>

Child Exploitation and Online Protection (CEOP): Report online abuse and access support at <https://www.ceop.police.uk/Safety-Centre/>

Safer Internet Centre <https://www.saferinternet.org.uk>

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1. Physical Skills		
Term	Definition	Words used to describe its use
Posture	The way the body is held or the shape of the back to communicate meaning	Hunched, upright, stiff, straight, curved, arched, twisted
Gestures	The use of the hands, head or shoulders to communicate meaning	Hands/arms – wave, point, crossed, fists, hands on hips, covering face Head – Nod, shake, tilt to the side, lowered, raised Shoulders – shrug, one lifted, rolling backwards, rolling forwards
Facial Expressions	The use of the face to communicate meaning.	Eyebrows – Furrowed, frowning, raised, lifted, arched Eyes – Squinted, wide, narrowed, heavy-lidded Mouth – smiling, smirking, down-turned, pout, biting your lip, agape
Eye Contact	The use of the eyes focus to communicate meaning	Direct, avoid, lowered, lifted, darting, staring, scanning
Gait	The way a character walk to communicate meaning	Large, small, fast, slow, wide, narrow, run, limp, skip, stumble
Stance	The way a character stands including the placement of the feet and body weight to communicate meaning	Wide base, narrow base, parallel feet, feet turned out, feet turned in, knees bent, knees straight, weight on one leg, hip out to the side, weight forward, weight backwards

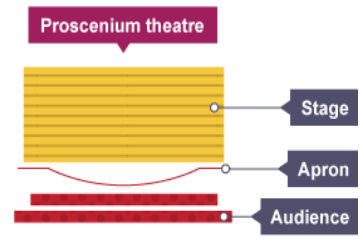
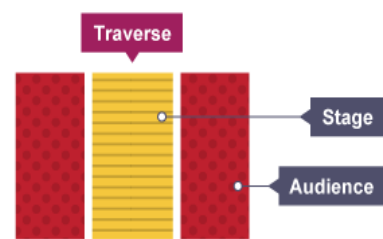
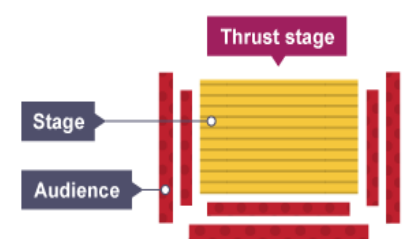
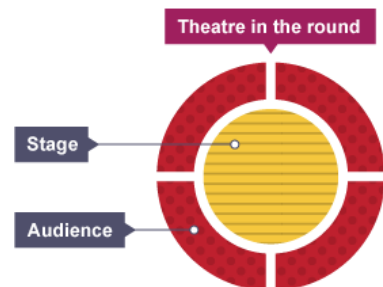
2. Vocal Skills		
Term	Definition	Words used to describe its use
Pitch	How high or low the voice is to communicate meaning	High, low
Pace	How fast or slow the voice is to communicate meaning	Fast, slow, halting, rapid, hurried, rushed, steady, even, brisk
Pause	A moment of silence to build tension, add emphasis or communicate other meaning	Where in the sentence will you put the pause and how long will it be? What will you do in the pause with your physical skills?
Volume	How loud or quiet the voice is to communicate meaning	Loud, quiet
Accent	The way a character pronounces words according to their regional location or social class	American, Scottish, Welsh, Irish etc
Tone	The way the character speaks to show emotion	Warm, friendly, cheerful, calm, harsh, gruff, sarcastic, aggressive, formal, smooth, soft
Emphasis	Adding stress to a word or phrase to enhance importance and communicate meaning	Which word will you emphasise in the sentence? How will you emphasise it (make it louder, slower, higher, lower, whisper)?
Articulation	How clearly the words are pronounced to communicate meaning	Crisp, clear, sharp, mumbled, muttered, slurred, garbled

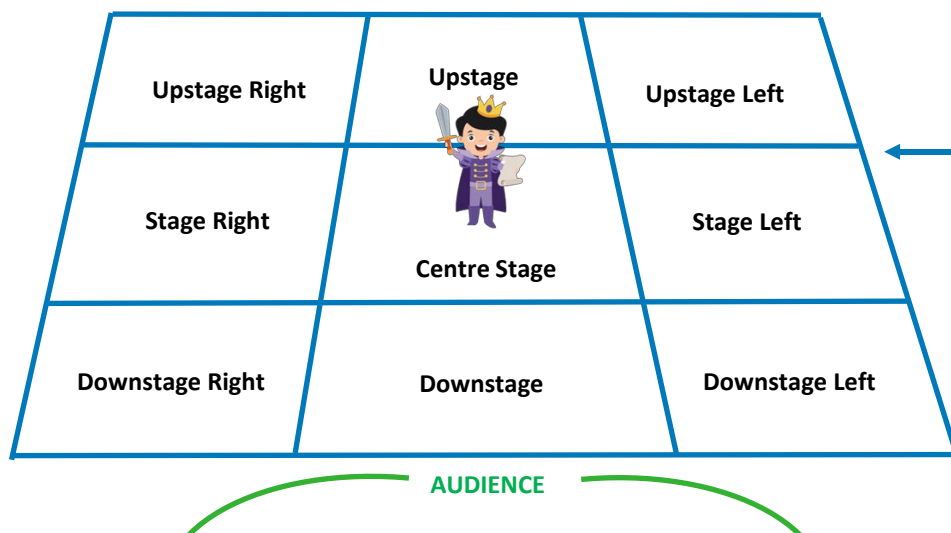
3. Use of Space		
Term	Definition	Words used to describe its use
Levels	How high an actor is stood or sat to communicate meaning	Stand up, sit down, on a block, on a chair, on the floor (quickly, slowly, sharply, softly)
Proxemics	The distance between actors to communicate meaning	Move towards, move away, lean towards, lean away, turn towards, turn away (quickly, slowly, sharply, softly)
Blocking	The process of staging the movement of a scene	

1. Creating Theatre	
Term	Definition
Devising	Creating an original piece of theatre.
Stimulus	An item that is used to generate and inspire ideas.
Artistic Vision	What the actor/director wants the audience to experience.
Character	A person in a novel, play, or film
Narrative	A series of events that make up a story
Improvisation	Making a performance on the spot with no rehearsal
Freeze Frame	A still image created by the actors to communicate meaning
Marking the moment	Highlighting or emphasising the important moments of a story

2. Performance Quality	
Term	Definition
Audience Awareness	Being aware of what the audience will see, hear and experience when rehearsing or performing a scene
Clarity	Speaking clearly so the audience can hear you
Projection	The vocal and physical energy used to engage and connect with the audience

3. Movement	
Term	Definition
Unison	A group of people moving as one
Canon	Performing the same phrase of movement one after the other
Dynamics	The quality of the movement relating to speed, flow or weight
Choreography	A sequence of stylised movement created to communicate meaning
Transitions	The method of moving between scenes

4. Stage Types	
There are 4 different types of stage that you can use to perform for an audience.	
	The traditional stage is called a proscenium arch stage and has the audience on one side of the performance space. Any performance space with the audience on one side is also called End On
	This is a Traverse Stage. The audience are sat on 2 opposite sides of the stage and there are only 2 entrances – one at each end of the stage.
	This is called a thrust stage. The audience are sat on 3 opposite sides of the stage and there are only 2 entrances – they are at one end of the stage on the left and right.
	This is called an in-the-round stage. The audience are sat all around the sides of the stage. There can be any number of entrances/exits but they are through the audience.



Stage Positions

This is the language we use when we want an actor to move to a different place or face a different direction on stage.

To work them out you have to stand on the stage and face the audience. Then it is the actors left or right.

Features of a Script

Scene Title - The name and number of the scene – helps to identify where in the play it appears

Character Names
Tells the actor which character is speaking – not read out loud

Scene Eight

Top floor landing of The Crow's Nest. Late Tuesday night. David and Gary stand outside the closed bathroom door.

David I hope this is gonna to be worth it.

Fliss appears from Room 11.

Gary At last. You said to be here for ten to.

Fliss Something was happening outside. I heard feet dragging on the gravel.

David Probably a werewolf.

Fliss I knew it was a mistake to let you two in on it. What's happened to Lisa?

Sound of toilet flushing. David points to the door. (opening bathroom door) You can come in now. Hiya, Fliss.

They go into the bathroom.

Lisa Anything happened then?

Stage Directions

Instructions in the text which tell the actors and director what to do or add context – not heard by the audience – usually in *italics* or *(brackets)*

Dialogue - What the characters are saying in the scene

Sentence Construction		
1	Capital letters	Used at the beginning of sentences and for proper nouns.
2	Main clause	A clause that does make sense on its own.
3	Subordinate clause	A clause that doesn't make sense on its own.
4	Embedded clause	A subordinate clause used within a main clause.
5	Subordinating conjunction	Introduces a subordinate clause e.g. despite, since, as, if
6	Coordinating conjunction (FANBOYS)	A word that connects main clauses or phrases. e.g. for, and, nor, but, or, yet, so
7	Declarative sentence	Makes a statement.
8	Imperative sentence	A command or instruction.
9	Interrogative sentence	Asks a question.
10	Exclamatory sentence	Expresses strong emotion and ends with an exclamation mark.
11	Fragment sentence	A sentence that does not contain a verb and/or subject.
12	Simple sentence	A sentence consisting of only one main clause.
13	Compound sentence	A sentence which includes two main clauses joined by a semi colon or coordinating conjunction.
14	Complex sentence	A sentence which includes a main clause and one or more subordinate clauses.
15	Compound-complex sentence	A sentence that contains two main clauses and one or more subordinate clauses.

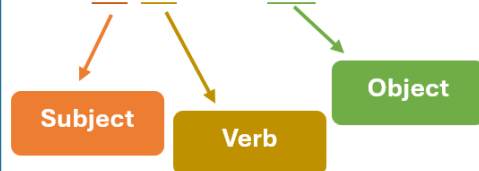
Punctuation		
16	Full stops	Used to mark the end of a sentence.
17	Commas	- To separate main and subordinate clauses. - To separate items in a list. - After introductory clauses, phrases, discourse markers.
18	Apostrophes	Used to show possession and omission.
19	Semi colon	- Used between two main clauses that are closely related - Used in-between ideas of a list that are already complex due to the inclusion of commas and conjunctions
20	Colon	- Introduce a list, information, idea and explanation. - Introduce quoted information.
21	Dash	- To add extra information. - To signal a change in thought or shift in tone.
22	Hyphen	Used to combine words into a compound word. e.g. washing-up
23	Brackets	- Separates extra information in an informal style (round). - Gives alternatives (round). - Around the ellipsis that shows words have been omitted from a quote (square).

Word Types		
24	Abstract noun	An idea or concept. e.g. bravery, courage, love
25	Noun	A name, place or thing.
26	Proper noun	Names of people and places which require a capital letter. e.g. London, Anna
27	Adjective	A word that describes the noun.
28	Verb	Action or state (be, have).
29	Modal verb	A verb that shows necessity or possibility. e.g. will, should, could
30	Adverb	A word that describes a verb.
31	Preposition	Providing information on time, place, and position.
32	Personal Pronoun	Words used in place of names of people or things. e.g. she, I, you
33	Collective Pronoun	Words that are used to show a group of people. e.g. our, us, we

Simple Sentence

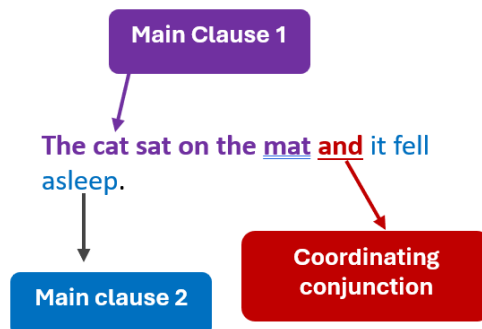
A sentence consisting of only 1 main clause. EXAMPLE:

The cat sat on the mat.



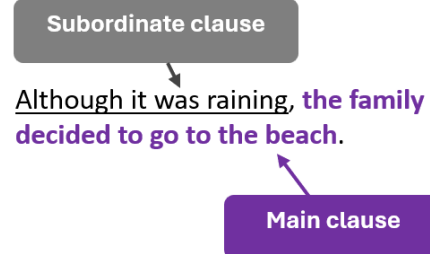
Compound sentence

A sentence consisting of two main clauses joined by a coordinating conjunction or semi colon. Example:



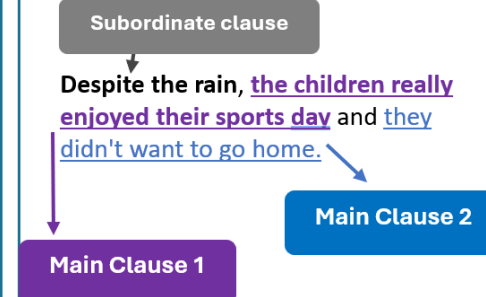
Complex sentence

A sentence which includes a main clause and one or more subordinate clauses. EXAMPLE:



Compound complex sentence

A sentence that contains two main clauses and one or more subordinate clauses. EXAMPLE:



Commas	Apostrophes
1. To separate main and subordinate clauses. EXAMPLE: As I wandered through the street, I noticed the tired looking shops.	1. Used to show omission Omission is when we show that we have taken a letter out of a word and replaced it with an apostrophe. EXAMPLE 1: I do not think we should do this. = I don't think we should do this. EXAMPLE 2: It is clear that you are right. = It's clear that you are right.
2. To separate items in a list. EXAMPLE 1: I went to the shops to buy milk, eggs, bread and cheese. EXAMPLE 2: The door was old, worn, battered and overwhelmingly large.	2. Used to show possession Possession is when we show that we have used an apostrophe to show that something belongs to someone. EXAMPLE 1: Miss Smith must mark all the students' papers. EXAMPLE 2: James' bike was broken. EXAMPLE 3: The writer's use of the noun "table" suggests...
3. After introductory clauses, phrases, discourse markers EXAMPLE 1: Firstly, I believe that we should not keep animals for testing. EXAMPLE 2: Additionally, I strongly view healthy eating as important.	

English - Blood Brothers

Key context		
1	The British class system	A hierarchical system that separates class according to wealth, occupation and social status: lower, middle and upper. Typically, the class system favours the wealthy whilst limiting the poor.
2	Conservative	The Conservative party is rooted in capitalism and focuses on individual responsibility and the creation of wealth.
3	Labour	The Labour party is rooted in socialism and prioritises workers' rights and the welfare system.
4	The welfare state	A British post-war initiative to protect the health and well-being of its citizens by introducing free health care, benefits for those in need and a state pension for all.
5	Margaret Thatcher	First female British Prime Minister for the Conservative party from 1979-1990. Her policies (Thatcherism) promoted a small state, which meant that individuals were encouraged to take responsibility to help themselves and not look to government.
6	Recession	A period of temporary economic decline leading to rising unemployment and higher cost of living.

Key dramatic vocabulary		
	Term	Definition
7	Stage directions	Instructions in the text of the play for actors, staging, lighting etc.
8	Narrator (play)	A character who speaks directly to the audience and 'narrates' the play.
9	Playwright	The author of the play.
10	Prologue	Introductory scene in verse which establishes themes, plot or characters of the play.
11	Tragedy	Drama based on human suffering – typically involving death.
12	Dramatic irony	Where the audience knows more than the characters in the play.
13	Pathos	Evokes pity or sadness.
14	Dramatic foil	A character who deliberately contrasts with another to emphasise their differences.
15	Symbolism	Using objects or characters to represent an important idea or concept.
16	Motif	A repeated image or idea.

Key vocabulary		
	Term	Definition
17	Socialism	A belief that all people are equal and should have an equal share in the country's money.
18	Capitalism	An economic system in which business and industry are privately owned in order to create the biggest profits possible for individual people.
19	Social inequality	When resources are given unevenly across the social classes (the wealthy prosper whilst the poor suffer).
20	Superstition	Genuine - and often irrational - belief in supernatural influences leading to good or bad luck.
21	Dialect	A form of language belonging to a specific region.
22	Sociolect	The dialect of a specific social class.
23	Classism	The negative treatment of someone based on social class.
24	Nature vs. nurture	The debate between whether inherited traits or your environment establish who you are as a person.

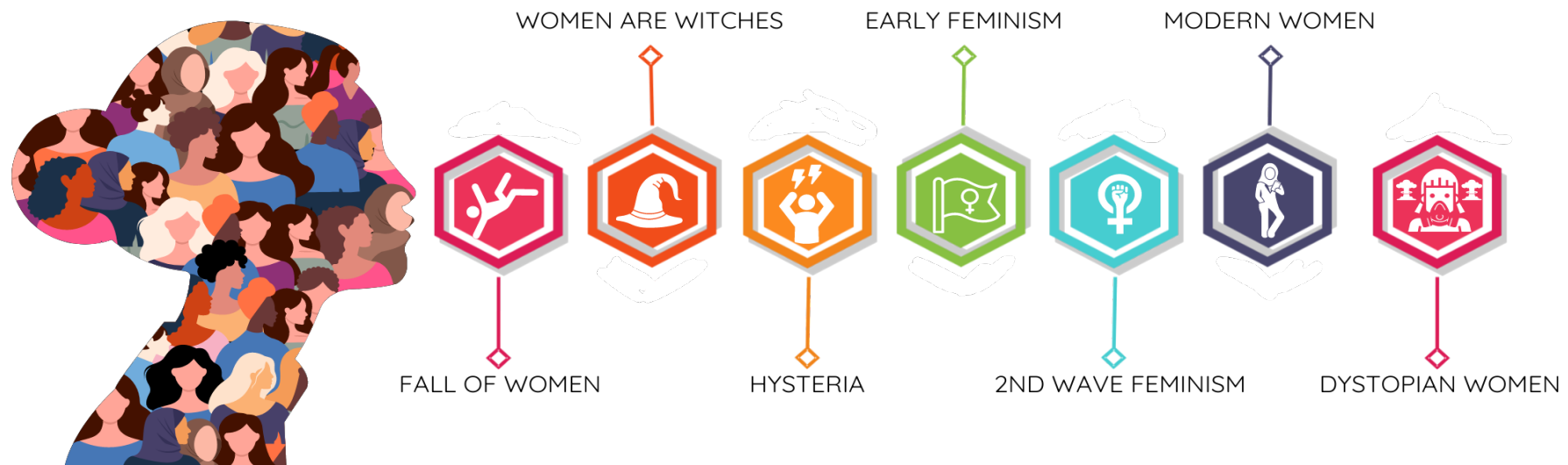
English - Women in Literature

	Key vocabulary	Definition
1	Stanza	A group of lines in a poem; a verse.
2	Enjambment	No punctuation at the end of a line of poetry.
3	Rhyme	When the ends of lines of poetry have the same sound.
4	Rhyme scheme	Fixed pattern of organising rhyme. e.g. abab, aabb, abba.
5	Rhythm	Patterns of stresses and unstressed syllables in poetry.
6	Quatrain	A stanza of four lines.
7	Rhyming couplet	When the words at the end of two consecutive lines of poetry rhyme.
8	Refrain	A repeated line or lines in a poem.
9	Tone	The speaker's feelings or attitude in the poem.
10	Speaker	The person speaking in a poem.
11	Alliteration	When the same letter or sound starts two or more words in a line.
12	Repetition	Where the same line, word or phrase is written more than once.

	Key vocabulary	Definition
13	Original sin	All humans are born with sin because Adam and Eve ate the fruit from the tree of knowledge.
14	Dystopian	An imagined state or society where there is great suffering or injustice.

	Key vocabulary	Definition
15	Subservient	Prepared to obey others unquestioningly.
16	Hysteria	A term often used to describe emotionally charged behaviour that seems excessive and out of control.
17	Oppression	Prolonged cruel or unjust treatment or control.
18	Marginalise	Treat a person, group, or concept as insignificant.
19	Suffragette	A suffragette was a member of an activist women's organisation in the early 20th century who fought for the right to vote in public elections.
20	Stereotypes	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
21	Feminism	A movement that fights for the equality of the sexes.
22	Empowerment	Authority or power given to someone to do something.
23	Prejudice	An opinion that is not based on reason or actual experience.
24	Subvert	To go against or change.

Learning Timeline



	Key vocabulary	Definition
1	Ethos	The writer or speaker's experience and qualifications.
2	Logos	The main argument in a piece of persuasive writing. Is normally full of facts and statistics.
3	Pathos	Appeals to the emotions of the audience and elicits feelings that already reside in them.

Types of Tone

4	Accusatory	Suggesting someone has done something wrong, complaining.
5	Cautionary	Gives warning or raises awareness.
6	Humorous	Amusing, entertaining or playful.
7	Imploring	Begging or pleading.
8	Nostalgic	Thinking about the past.

Forms of Writing

9	Speech	An address delivered to a group of people.
10	Article	A piece of writing included with others in a newspaper, magazine or online.
11	Letter	A form of written communication sent to a particular person.

	Key vocabulary	
12	Anecdote	A short story.
13	Fact	A true statement.
14	Opinion	Someone's beliefs or thoughts.
15	Rhetorical question	A question asked by the writer or speaker which does not expect an answer.
16	Emotive language	Language used to get an emotional response from the audience/reader.
17	Statistics	A fact or piece of data obtained from a study of a large quantity of numerical data.
18	Triple	Three words used in a list to describe something.
19	Collective pronouns	Words that are used to show a group of people. e.g. our, us, we
20	Direct address	Using 'you' to talk directly to the reader/audience.
21	Analogy	A comparison between one thing and another.
22	Anadiplosis	Repetition of the same word at the end of one clause and the start of the next clause.
23	Hypophora	Asking a question and then providing an answer.
24	Expert voice	Using a knowledgeable figure or person who can express an opinion which supports your point.
25	Anaphora	Repetition of the same word/phrase at the beginning of successive clauses.
26	Tone	The choice of writing style the writer employs to convey specific feelings, emotions or attitudes.

English - Identity Poetry

Poetic Forms		
1	Form	The physical structure of a poem.
2	Verse	Has a regular rhythm and a fixed rhyme scheme.
3	Free Verse	No rhyme scheme or regular metre.
4	Elegy	A poem that is supposed to show mourning or loss.
5	Slam Poetry	A form of performance poetry that combines the elements of performance and audience participation.
Poetic Structure		
6	End-stopped	Line ending in a punctuation mark.
7	Enjambment	No punctuation at the end of a line of poetry.
8	Caesura	Pause in a line indicated by a punctuation mark
9	Volta	Turning point in a poem; shift in tone.
10	Stanza	A group of lines in a poem; a verse
11	Couplet	A stanza of two lines.
12	Quatrain	A stanza of four lines.

13	Rhyme Scheme	Fixed pattern of organising rhyme. e.g. abab, aabb, abba
14	Refrain	A repeated line or line in a poem.
15	Internal Rhyme	Where there are two words which rhyme in the same line as each other.

Poetic Methods		
16	Simile	When one thing is compared to another using like or as.
17	Metaphor	When one thing is directly compared to another. e.g. 'the tank is a monster'
18	Personification	Giving human qualities to an object e.g. the bullets screamed.
19	Speaker	The person speaking in the poem.
20	Imagery	Where the writer uses words or phrases that create a certain image in the reader's mind.
21	Tone	The speaker's feelings or attitude in the poem.
22	Oxymoron	Two opposing words/idea placed directly next to each other
23	Symbolism	Using objects or characters to represent an important idea or concept.
24	Juxtaposition	The placement of two contrasting elements close together to emphasize their differences.
25	Direct Address	Using 'you' to talk directly to the reader/audience.
26	Extended Metaphor	A metaphor that continues throughout a text or piece of writing.
27	Repetition	Where the same line, word or phrase is written more than once.
28	Rhetorical Question	A question that does not require an answer.
29	Semantic field	Where a group of words all link together to form a similar idea or concept.
Key Concepts		
30	Identity	Who you are and the way you think about yourself.
31	Nation	Population united by language, history and culture in one country.
32	Culture	Ideas, skills, traditions, beliefs and morals shared by a large group of people.
33	Ethnicity	Belonging to a large group of people with the same national, racial or cultural origins.
34	Stereotype	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.



Ethics - Religion and Morality

1. Religious sources of morality - God's revelation	
Source of morality	Where our ideas about right and wrong come from. Christians and Muslims believe God is the ultimate source of morality.
Revelation	How God makes Himself known to people so they can understand Him better. E.g. his nature.
Islam: Allah's revelation	- Allah's revelation to the Angel Jibril on the Night of Power to the Prophet Muhammad as recorded in the Qur'an. - Life of Muhammad – the words and actions of the Prophet Muhammad are recorded in the Hadith.
Christianity: God's revelation	- God revealed himself through the Bible (e.g. 10 commandments, creation story) - Life of Jesus – e.g. reveals God is forgiving and just/fair.
Interpretations of revelation	- Fundamentalist – God's revelation should be followed closely and literally. - Progressive – revelation should be understood more flexibly according to today's culture.

2. Humanist morality	
Humanism	Humanists do not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion.
Humanism and morality	Humans are responsible for making their own choices. They have autonomy – they own their body and choices.
Humanist sources of morality	- Reason – using logic and common sense to decide what is right e.g. thinking about the effects of actions on others. - Empathy – they care about how others feel. They focus on doing what creates happiness and reduces suffering for people. - Law – rules and laws help protect people to live together safely and fairly.
Dignity in Dying	Humanists UK are campaigning to legalise assisted dying in the UK.

3. Natural Law – Absolute Morality	
Natural Law	The idea we can use our God-given reason to determine what is 'good' and 'bad'.
St Thomas Aquinas	A Catholic theologian who developed Natural Law theory had a substantial impact on Catholic teachings.
Five Primary Precepts [POWER]	Precepts humans know innately (by nature) to help us be good. They are: Protect life, live in an ordered society, worship God, educate children and reproduce .
Secondary Precepts	Rules based off the primary precepts e.g. not using contraception as humans should reproduce.
Criticisms	- Secondary precepts can contradict each other e.g. Pope allowing contraception to prevent abortions during the Zika virus outbreak - Relies on a belief in the Abrahamic God, many people today are atheists - Harmful consequences of absolutism e.g. backstreet abortions

4. Situation Ethics – Relative Morality	
Situation Ethics	There are no absolute moral rules, people should decide what is right depending on the most loving (agape) thing to do in each situation.
Joseph Fletcher	An American philosopher who developed Situation Ethics as a moral theory in the 1960's – a time when people questioned authority and traditional rules (anti-institutionalism).
Agape Love	Agape love is the unconditional, selfless love that promotes the wellbeing of others.
Four Working Principles	- Pragmatism – should be practical and work towards a loving result - Relativism – there are no absolute rules - Positivism – belief that love is the most important thing in decision making - Personalism – people matter more than rules e.g. Gracie and Rosie (conjoined twins)
Criticisms	- Slippery slope – sometimes we need firm guidelines - Too variable – what love means to one person might be different to another, so the most loving thing is difficult to identify 'Doing the most loving thing' becomes a rule in itself - Unloving things can be done in the name of love e.g. animal testing

5. Utilitarianism – Relative Morality	
Utilitarianism	We should choose the action that results in the 'greatest good for the greatest number'.
Jeremy Bentham	Founder of Utilitarianism (1789) and created the Hedonic Calculus.
Hedonic Calculus	A method to measure happiness and decide which action is best. Intensity (how strong is the happiness?); duration (how long will the happiness last?); certainty (how sure are you the happiness will happen?); purity (will it cause pain as well?); extent (how many people will be affected?).
John Stuart Mill	- Believed some types of happiness are better than others. - Focused on quality, not just quantity of happiness
Criticisms	- Future outcomes are impossible to predict accurately. - The theory might justify immoral actions e.g. things that are cruel or unfair. - Can lead to a survival lottery e.g. it could justify killing one healthy person to save the lives of multiple other people through organ transplants. - It is unfair to judge what people enjoy.
Trolley Problem	Ethical dilemma – do you do nothing and allow five people to die or pull the lever to sacrifice one person but save five lives?

Absolute Morality	Relative Morality	Revelation	Night of Power	Qur'an	Bible	Morality
The idea that some actions are always right or wrong, no matter the situation.	The idea that the rightness of wrongness of an action depends on the situation.	How God makes Himself known to people so they can understand Him better. E.g. his nature.	When Angel Jibril first revealed the Qur'an to Prophet Muhammad.	The holy book of Islam, said to be Allah's exact words	The holy book of Christianity, consisting of the Old Testament and New Testament.	Standards that determine right from wrong.

19



Ethics – Applied Ethics

1. Value of life	
Sanctity of life	All life is sacred and belongs to God so should be treated with dignity.
Abrahamic religious belief (Christians, Muslims)	Humans are special because we have a soul “Breath of life”.
Dharmic belief (Hindu)	Humans are sacred due to living beings having an atman that connects us with Brahman.
Quality of life	The standard of health, happiness or comfort experienced by an individual
Non-religious belief (Humanism)	- Reject the sanctity of life as they believe in Evolution (we all adapted from less complex species). - Therefore, the soul does not exist.

5. Euthanasia	
Catholic (absolutist-always wrong)	“It is a false act of compassion”- Pope Francis - Alternative is hospice palliative care eg. Forest Holme Hospice - Opposes Preserve Life precept
Islam (rarely acceptable)	- Active euthanasia wrong. Passive euthanasia may be allowed (brain-dead). “The term of every life is fixed by Allah”- interrupting Al-Qadr unless Allah has decided.
Humanism (individuals choice)	- Allow if quality of life is poor - We should have autonomy over our bodies (e.g Paul Lamb). - Dignity in Dying= campaign to legalise euthanasia in the UK, like Dignitas in Switzerland. - Terminally Ill Adults Bill faced scrutiny and blocked in House of Lords.

2. Abortion	
Pro-life: Unborn life should be protected.	
Catholic (absolute morality)	- Abortion is “never the lesser of two evils” Pope Francis ie. always wrong. - Against Primary Precept to ‘Preserve Life’ - Life begins at conception
Biblical teachings	“Before I formed you in the womb, I knew you” “Thou shall not kill”.
Pro-choice: Pregnant women should have the right to choose.	
Humanist (relative morality)	- We should approach difficult situations with empathy. - Utilitarianism- “Greatest good...” - Reduces backstreet abortions
Violinist analogy	Judith Jarvis Thomson defends abortion and emphasises bodily autonomy (control over our body).

6. Capital punishment	
Law	Abolished in the UK since 1965. 50 countries still use death penalty.
Aims of punishment	Allows for retribution (revenge), deterrent (scare criminals) and protection of innocent citizens.
ISLAMIC ATTITUDES	
For: Acceptable in Muslim majority countries where there is “just cause” according to Sharia Law eg. Saudi Arabia- murder, adultery, homosexuality.	Against: Potential misinterpretation of Sharia by scholars.
Successful deterrent and “protects the ummah”	Contradicts Allah’s “most-merciful” nature and their belief in sanctity of life. “Nor take life that Allah has made sacred”.

3. PGD & saviour siblings	
PGD: Pre-genetic diagnosis	
PGD	A procedure used in IVF (In Vitro Fertilisation) to screen embryos for genetic disorders before they are implanted into the uterus.
ARGUMENTS FOR	ARGUMENTS AGAINST
- Helps parents avoid passing down hereditary disease and illnesses. - Parents can avoid an abortion later down the line - Less risk of miscarriage	- Involves discarding imperfect embryos - Slippery slope towards ‘designer babies’ - Discrimination towards the disabled/certain sexes
Saviour siblings	
Saviour siblings	A child conceived to donate tissue to save a sick sibling.
ARGUMENTS FOR	ARGUMENTS AGAINST
- Saves a life- helps a family. - Low risk to donor child as they are statistically proven to be stronger (hence why they were picked).	- Treats the donor child as a ‘means to an end’. - May result in lots of medical appointments and surgeries reducing the donor child’s quality of life.

7. Animal testing	
Animals are tested on both for medical and cosmetic purposes.	
Statistics	- Over 100 million animals used for animal testing per year eg. rats. - Subjected to cruel and inhumane treatment.
Humanist	- All sentient beings are important (feel pleasure and pain). - Peter Singer coined the term Speciesism (discrimination against other species). “Christianity is our foe”. - Should use cruelty free brands eg. LUSH
HINDU DHARMA	
Ahimsa	Due to principle of non-violence would only support medical testing.
Atman	Every living being (including animals) have an inner self or soul.

8. Environment	
Christianity	- Work for ‘Global Citizenship’. - God-given responsibility to be stewards “care and cultivate” (Genesis) - Responsible dominion- we are the pinnacle of creation and so should “rule over the fish...”
Christian Climate Action	Protest, roadblocks in London, pray for climate justice emergency. Rev. hung ‘Don’t crucify creation’ sign on outside of Bath Abbey.
Hindu Dharma	- Part of Sanatana Dharma (universal duty) to protect the environment. - Ahimsa- we must minimise harm to our ecosystem eg. BCP beach cleans. - Extinction of species- every living being has atman, so should be protected and conserved.
Fast fashion: Rapid, cheap clothing production e.g. Primark.	Environmental impact= Microplastics, extreme water consumption, high textile waste in landfills, carbon emissions (8-10% global emissions linked to fashion industry).

Quality of life	Sanctity of life	Atman	PGD	Global Citizenship	Euthanasia	Abortion	Environmental sustainability	Capital punishment
The standard of health or happiness experienced by an individual	All life is sacred and given by God	The Hindu belief in the soul	Pre-implantation Genetic Diagnosis. Screening embryos for disease.	The collective responsibility to look after our world.	Assisted suicide- ending a patient’s life to relieve suffering	The deliberate termination of a foetus up to 24 weeks	To use natural resources responsibly to preserve them for future generations.	Ending someone’s life for a crime they committed.



Paper 1

Ethics – Issues of Life & Death

1. Creation	
Origin of the universe	
Christian	Humanist
The universe was designed by an omnipotent God (Father). Genesis 1: - Universe created ex nihilo - God spoke the world into existence "Let there be light". Design Argument: Paley's 'Watch Analogy' supports the idea of a designer due to the complexity of the world.	Universe is here by chance Big Bang Theory: Developed by Stephen Hawking - Universe is expanding from a singularity (13.7 billion years ago). - Red shift & background radiation from the explosion= evidence.
Origin of humans	
Christian	Humanist
Genesis 2: - Adam= dust, Eve=rib - Adam receives "breath of life" (soul) - Created on day 6 as the 'pinnacle'. - Created in the 'imago dei'- sharing a likeness to God.	Evolution: Charles Darwin - Natural selection- Useful mutations are passed down through offspring. - Survival of the fittest e.g. finches' beaks. - Richard Dawkins (atheist)- Gene centred view of evolution. "We are survival machines".
4. Christian Interpretations of Genesis	
Fundamentalist: Evangelical	- Literal interpretation- Genesis is a factual, historical account. - World is 10,000 years old (tracing back Adam and Eve's family tree).
Young Earth Creationist (Ken Ham)	
Progressive Catholic	- Allegory- Genesis is not a historical account, but has hidden meanings e.g. companionship. 40 different authors, 2000 yrs old, mistranslated. - Theistic guided evolution- God guided evolution over 7 'yom' (period of time) - Big Bang- God is the first cause of the Big Bang (proposed by George LeMaitre)
2. The Soul	
Dualism	The belief that we are made up of a spiritual soul & physical body
Christianity	
God-given	"Breath of life" (Genesis)
Sanctity of life	"You body is a temple of the Holy Spirit"
Immortal	Our soul will live forever.
Islam	
Ruh	The Arabic word for soul. Ruh given at 120 days after conception.
Fitrah	Our souls have inner knowledge of Allah & good/evil.
Humanism	
Materialism	The belief that only the physical world is all there is (proven by empirical evidence).
Bertrand Russell	A Humanist philosopher- "When I die, my body shall rot. No part of shall survive."
3. Judgement	
Christianity: judged on a mixture of faith and good works.	
Bodily resurrection	On Judgement Day we will be raised with new, immortal bodies (as Jesus did at the ascension). Rapture- Evangelical belief.
Parable of the sheep & Goats	Jesus will judge everybody and those who have helped the least fortunate will go to Heaven.
Islam: judged on faith and good deeds/intentions (niyyah).	
Barzakh	- A cold sleep our 'ruh' waits in until Day of Judgement. - Asked three questions in 'the trial of the grave' to determine peace experienced during barzakh.
Noble recorders	Angels Raqib and Atid write down our deeds and niyyah in two books, ready to be weighed on Day of Judgement. This will determine how successfully we cross bridge of as-sirat.
Day of Judgement	- Allah is 'most-just' and will judge us on our book of good and bad deeds presented by Raqib and Atid. - Dunya (earthly life) is a test from Allah.
5. Afterlife	
Fundamentalist View: Real, physical places we will be resurrected to.	Progressive view: Spiritual existence/ feeling.
Heaven:	Heaven:
- God created the "Heavens and the Earth" Genesis. - Will be united with God, angels, a new "tree of life."	- A feeling of closeness to God and comfort. "Heaven is within you" - Universalism- an omnibenevolent God would not send anyone to Hell.
Hell:	Hell:
- An eternal place of torture- darkness and fire. Sinners will join Satan. "Weeping and gnashing of teeth" (Bible).	- A state of separation from God. "Sinners will not reach eternal life"- not existing in any kind of afterlife is punishment enough. - Not physical place as disproven by science.
Islam: Akhirah (the everlasting life after death)	
Real, physical places.	As evidenced in the Qur'an (literal) and by Prophet Muhammed's flight up to Jannah on the Night Journey with Angel Jibril.
As-Sirat	Bridge to Jannah which is "thin as a hair and sharp as a sword"
Jannah	Paradise with "rivers of milk & honey", united with Allah. 7 stages- the prophets and angels are already in Jannah.
Jahannam	A place of torture. For those who disbelieve "garments of fire". 7 stages that increase in torment- the 7 th stage is for hypocrites.
Humanism	
No afterlife	- There is no immortal part to us. No expectation of reward. - Should live this life being empathetic and respecting Human Rights as only our legacy will live on.
	Bertrand Russell- "the things we care for will continue"
6. Funerals	
Christian Practice	Link to afterlife
Prayers and Hymns	Communicating with God in the hope the deceased with achieve a place in heaven.
Candles	Physical representation of hope and light- Jesus leading us to salvation.
Burial (coffin)	Ready for physical resurrection. "I am the resurrection and the life".
Islamic Practice	Link to afterlife
Shahadah	- Said as a reminder of a Muslims lifelong faith. "There is no God but Allah and Muhammad is his messenger". - Will support their experience in barzakh.
Buried in a white shroud, facing Mecca.	- This garment represents equality in death "equal as the teeth of a comb". - Muslims aim to be buried in the same white shroud they wore on Hajj. - Sunnah act- commanded by Muhammed.
Humanist Practice	Link to afterlife
Celebrant	Celebrant supports family in remembering loved one
Music / eulogy	Focus on the legacy and memories of the loved one, no afterlife



Paper 1

Ethics – Life and Death

Life and Death: Key Vocabulary

Quality of life	Sanctity of life	Afterlife	Evolution	Global Citizenship	Euthanasia	Abortion	Environmental sustainability	Soul
The standard of health or happiness experienced by an individual.	All life is sacred and given by God.	The belief that life continues after death.	The process whereby species adapted over millions of years.	The idea that we should work as a community to look after the world.	Assisted suicide- ending a patient's life to relieve suffering.	The deliberate termination of a foetus up to 24 weeks.	To use natural resources responsibly to preserve them for future generations.	Non-physical, immortal part of a human.

Ethics – Writing structure

5 marks
Describe

Discourse markers

- **Sequential:** 'Firstly...
- **Comparative:** 'Similarly...
- **Adding:** 'Also, Additionally, Moreover...'



5 full sentences, NOT bullet points!
Read the question carefully 'what, why, importance, two'
Use as much tier 3 vocabulary as possible.
Join points together using discourse markers for flow.

10 marks
Discuss

Discuss- Create an argument. Paragraph in support, one paragraph against the statement. Evaluate and conclusion.

POINT: Some may agree/disagree with the statement that...
EVIDENCE: Teachings and examples.
EXPLAIN: This is because (give a few reasons/examples)
EVALUATE: This view is arguably convincing as:
This view could be criticised as:

X2

EVALUATION STEMS IN ETHICS

+	=
Is it practical?	Is it impractical?
Does it promote Human Rights?	Is it unfair?
Is it in line with modern thinking?	Is it outdated?
It is in line with the religion?	Does it contradict the religion elsewhere?
Is it logical?	Is it muddled?

SENTENCE STARTERS

Adverb sentence starters

Surprisingly,
Contrastingly,
Notably,
Equally,
Foolishly,
Strangely,
Unquestionably,
Evidently,
Occasionally,
Largely,
Fairly,
Convincingly,
Arguably,

Evaluative sentence stems

Some people may say...
Arguably this is...
Seemingly, this perspective...
This view is convincing...
This is effective because...
The argument is compelling as...
This is a strong/weak viewpoint...
The evidence presented is insufficient...
Here, the argument is successfully highlighted in...
It appears that...
Arguably the strengths of this...
This view can be undermined...

2x

P.E.E. Paragraphs

6 marks
Explain

Point

Evidence

Explain

P: State whose perspective you have chosen and their view.

'Muslims believe...

'Fundamentalist Christians see...

'Some Christians reject...

Ev: Give examples, statistics and/ or teachings to support the view above.

'For example...

'This can be seen in the Biblical teaching...

'This is demonstrated by...

Ex: Justify why the evidence links to your point- say why!

'This is because...

'Therefore, this suggests...

'This highlights the belief that...

Aim: include how this belief or practice impacts a believer (think/act/feel).



Paper 1

Ethics - Relationships

1. Marriage		
Christianity		
Church	Commitment in God's presence.	• <i>"Till death do us part"</i> • <i>"Two become one flesh"</i>
Rings	Blessed by the priest and represent eternal love.	
Vows	Promises made to each other and God.	
Giving away	Bride's father 'gives' her to husband, as God did with Eve.	
Islam		
Nikah	Contract signed by groom & bride- say 'I accept' 3 times.	• <i>"Allah has created partners so you may take comfort in them"</i> • <i>"The Provider"- 99 names</i>
Walimah	Celebratory feast-foods for fertility.	
Mahr	Payment from groom to bride to symbolise 'providing'	
Mosque or home	No set venue- Allah is everywhere.	
Interfaith marriage:	When you marry someone from a different religion or tradition to you:	
Easy: • Muslims and Christians share beliefs and values: monotheism, prophethood, afterlife family, compassion, charity. • 20% British relationships= interfaith.		Difficult: • Muslims and Christians practice their faith differently: vows vs nikah, shahadah vs baptism. • Christian denominations disagree on moral issues e.g. Contraception & cohabitation.

4. Purpose of Sex		
Christianity- Catholic		
Purpose	• Reproduce in loving union.	<i>“Be fruitful and multiply”</i> <i>“Continue the species”- Natural Law</i>
Contraception	• Absolutist – immoral. • Over 50% young Catholics ignore this. • Relative– Zika virus.	
Cohabitation	Sinful– remain chaste until marriage as sex makes a couple <i>“one flesh”</i> .	
Christianity-Quakers		
Purpose	Show love /intimacy to a stable partner.	
Contraception	Permitted- we have autonomy and should reduce harmful consequences	Conscience= “small, still voice of God”
Cohabitation	Acceptable if there is love and respect.	

Commitment	Divorce	Roles	Responsibilities	Adultery	Contraception	Gender equality	Cohabitation
Being dedicated to something e.g. a marriage.	To legally end a marriage.	A person's position or job in society e.g. leadership.	Actions you are expected to carry out.	When a married person has sex with someone who is not their husband/wife.	Methods used to prevent pregnancy or STIs.	People of all genders having the same rights and opportunities.	To live together in a sexual relationship without being married.

2. Family and Gender Roles		
Christianity		
Family	- Parents deserve respect - Parents teach rituals e.g. Lord's Prayer.	"Be fruitful and multiply"- Genesis "Honour thy mother and father"- 10 C
Gender Roles (traditional)	- Wives submit to husbands. - Men- provide finances, women- homemakers.	"Christ is head of man, man is head of woman" "Ordered society"- 5 Primary Precepts
Gender roles (progressive)	- No set roles for husband and wife. - Women can have careers, like Lydia (sold purple cloth)	"We are all one in Christ" Bible
Islam		
Family	- Children taught religion e.g. how to keep halal. - Grow ummah.	"Paradise lies at the feet of your mother"- Hadith
Gender roles	- Men are providers and women are nurturers. - Roles set out in nikah.	"The Provider" 99 Names

5. Same-Sex Relationships		
Christianity		
Catholic	Immoral– cannot reproduce. Not permitted eucharist if in sexual relationship.	Family is "stable union between man and woman" Pope Leo
Quaker	Accepted– campaigned since 2009. 'Quaker Rainbow' LGBTQ+ support group.	"An act that expresses affection is not sinful"- Quaker View of Sex
Islam		
Traditional	- Immoral– forbidden under Sharia Law. 6 Muslim-majority countries have the death penalty for same-sex.	"As for two men guilty of lewdness, punish both" - Story of Lut– Cities were destroyed by Allah in response to homosexuality.
Liberal	Accepted– IMAAN= UK's leading LGBTQ+ Islam charity– group iftars.	- Couples "take comfort" in partner. - Allah is "most merciful"

3. Divorce, Separation & Remarriage		
Christianity- Catholic		
Divorce	- Divorce is morally wrong. - The marriage vows were a commitment made in God's presence. - Seek counselling– Marriage Care.	•<i>"Till death do us part"</i> •<i>"What God has joined let no man separate"</i> •<i>"Ordered society"- 5 Primary Precepts</i>
Separation	A couple may separate (live apart) but remain married.	
Remarriage	• Remarriage is considered adultery, as they are still married in God's eyes. • No eucharist allowed for those who have remarried.	
Islam		
Divorce	• Divorce not encouraged, but allowed. • Cannot divorce during pregnancy. • If wife initiates, she repays the mahr (dowry).	• <i>"Of all things permitted by Allah, divorce is hated most."</i> • Iddah- 3-month trial to fix the marriage.
Remarriage	Remarriage is encouraged as Allah wants us to <i>"take comfort"</i> in our partners.	

6. Gender Roles in Worship	
Christianity– Catholic	
Patriarchal Leadership	- Priests represent Jesus (a man). - Women can't transubstantiate.
Women's role	To assist the priest, hand out eucharist, worship with the congregation, nun
Christianity– Church of England	
Equal Roles	- Women priests ordained since 1994. - First female Archbishop of Canterbury 2026 (Sarah Mullally)
Islam	
Traditional	- Male-only imams. - Prophet Muhammad and the next caliphs (leaders) were all male. - Men and women sit separately in a Mosque
Progressive View	- Mariam Mosque in Denmark– jumma prayers female only. - Ayisha– Led prayers for women. "Equal as the teeth of a comb"

French - Les rapports familiaux et les passetemps

1. Parle-moi de ta famille	Tell me about your family
Dans ma famille il y a	In my family there is
Mes parents et moi	My parents and me
Mon frère	My brother
Ma sœur	My sister
Mon père	My father
Ma mère	My mother
Ma tante	My aunt
Mon oncle	My uncle
Mon grand-père	My grandad
Ma grand-mère	My grandma
Mon cousin	My cousin (male)
Ma cousine	My cousin (female)
Ma demi-sœur	My half sister
Mon demi-frère	My half brother
Ma jumelle/ mon jumeau	My twin

4. Avec qui tu t'entends	Who do you get on with?
Je m'entends bien avec	I get on well with
Je me dispute avec	I argue with
Je m'amuse avec	I have fun with
Je me confie à	I confide in

5. Voudrais-tu te marier ?	Would you like to marry?
Je voudrais me marier	I would like to marry
Je voudrais tomber amoureux /euse de quelqu'un	I would like to fall in love with someone

2. Tu peux décrire ton frère ou ta sœur ?	Can you describe your brother or sister?
Il / elle est	He / she is
Grand (e)	Tall
Petit (e)	Small
De taille moyenne	Average height
Mince	Slim
Beau/belle	Beautiful
Gros / se	Fat
Il / elle a	He / she has
Les cheveux courts	Short hair
Les cheveux longs	Long hair
Les cheveux raides	Straight hair
Les cheveux bouclés	Curly hair
Les cheveux blonds	Blond hair
Les cheveux châtain	Brown hair
Les yeux bleus	Blue eyes

Reasons	
Parce que	Because
Car	Because
Puisque	Because
Étant donné que	Given that

Ce serait	It would be
Car ce serait romantique	Because it would be romantic
Car ce serait incroyable	Because it would be incredible
Ce serait trop cher	I would be too expensive

3. Il / elle est comment?	What is he / she like?
Il / elle est	He / she is
Il / elle peut être	He / she can be
Il n'est jamais	He is never
Elle n'est pas	She is not

Extra detail	Intensifier
Très	Very
Assez	Quite
Un peu	A bit

Intelligent (e)	Clever
Drôle	Funny
Sportif / ive	Sporty
Généreux / euse	Generous
Fiable	Trustworthy
Timide	Shy
Debrouillard (e)	Resourceful
Branché (e) / de tendance	Trendy
Gentil /le	Kind
Sympa / agréable	Nice

Têtu (e)	Stubborn
Egoïste	Selfish
Agaçant(e), énervant(e)	Annoying
Paresseux / euse	Lazy
Méchant(e)	Nasty / mean
Pénible	A pain

Il / elle m'aide	He / she helps me
Il / elle me soutient	He / she supports me
Il / elle me fait rire	He / she makes me laugh

Je m'entends bien avec ma tante car elle est très drôle et gentille. Elle me fait rire!



French - Les rapports familiaux et les passe-temps

PRESENT - I form

6. Que fais-tu le weekend ?	What do you do at the weekend?
Je danse / je fais de la danse	I dance
Je fais de la natation	I swim
Je fais des arts martiaux	I do martial arts
Je joue de la guitare / du piano	I play guitar / piano
Je joue au golf / tennis / foot / rugby / netball	I play golf / tennis / football / rugby / netball
Je traîne avec mes amis	I hang out with my friends
Je regarde des films	I watch films
Je lis	I read
Je vais à la gym	I go to the gym

7. Que fais-tu sur ton portable / ton ordi ?	What do you do on your phone / computer?
Je partage des photos	I share photos
Je vais sur des réseaux-sociaux	I go on social media sites
Je commente des photos	I comment on photos
Je regarde des clips sur youtube	I watch clips on youtube
Je fais des quiz	I do quizzes
Je joue à des jeux	I play games
Je télécharge de la musique	I download music
Je fais mes devoirs	I do my homework

PRESENT - Opinion + Infinitive

8. Qu'est-ce que tu aimes faire ?	What do you like to do?
Time expressions	
D'habitude / Normalement	Normally
Quand il fait beau	When it is nice
De temps en temps	From time to time
Opinions	
J'aime	I like
J'adore	I love
Je préfère	I prefer
Je n'aime pas	I don't like
Je déteste	I hate
Faire des magasins	To do (go) shopping
Aller à la plage	To go to the beach
Faire du sport	To do sport
Sortir avec mes amis	To go out with my friends
Aller au cinéma	To go to the cinema
Faire du vélo	To do cycling

What to include in your writing (colour key)	
C	Connectives
O	Opinions
R	Reasons
N	Negatives
E	Extra detail
T	Time expressions
T	Tenses
I	Interesting adjectives
	Masculine
	Feminine
	Plural

PAST - Imperfect

Time expression	
Quand j'étais petit (e)	When I was little
9. Que faisais-tu quand tu étais petit/e ?	What did you do when you were younger?
J'aimais	I used to like
Je n'aimais pas	I didn't like
J'aimais lire	I used to like to read
J'aimais écouter des histoires	I used to like to listen to stories
J'aimais dessiner	I used to like drawing
J'aimais chanter	I used to like singing
Je n'aimais pas étudier	I didn't like studying
C'était	It was

FUTURE

Time expression	
Ce weekend	This weekend

10. Que vas-tu faire ?	What are you going to do?
Je vais + infinitive	I am going to...
Ce weekend je vais sortir	This weekend I am going to go out
Je vais rencontrer des amis en ville	I am going to meet friends in town
Je vais manger au restaurant	I am going to eat at a restaurant
Ce sera divertissant	It will be fun

If you use an opinion verb like 'j'aime the next verb needs to be an INFINITIVE. It will end in **-er**, **-re** or **-ir**

Eg J'aime FAIRE du vélo

If you don't use an opinion verb, it ends in E

French - Les fêtes et les traditions

What to include in your writing		1. Qu'est-ce qu'on mange en France ?	What do they eat in France?
C	Connectives	Au dîner	At dinner
O	Opinions	Au déjeuner	At lunch
R	Reasons	Au petit-déjeuner	At breakfast
N	Negatives	On mange	One eats
E	Extra detail	On prends	One eats
T	Time expressions	De la viande	Meat
T	Tenses	Du poisson	Fish
I	Interesting adjectives	Du pain	Bread
	Masculine	Du fromage	Cheese
	Feminine	Des céréales avec du lait	Cereal with milk
	Plural	Des légumes	Vegetables

3. Quel est ton festival préféré ?	What is your favourite festival?
Mon festival français préféré est..	My favourite French festival is
Pâques	Easter
La fête du citron	Menton Lemon festival
Le quatorze juillet	Bastille Day
la fête de la musique	The festival of music
la Saint -Sylvestre	New Years Eve
La fête des lumières	The festival of light

4. Quel est ton opinion des festivals?	What is your opinion of festivals?
À mon avis les festivals sont	In my opinion festivals are
Un aspect important du patrimoine	An important part of the heritage
Traditionnels et intéressants	Traditional and interesting
Importants	Important
Trop commercialisés	Too commercialised
Trop bondés	Too packed
Trop chers	Too expensive

Opinions	
2. Qu'est-ce que tu aimes manger ?	What do you like to eat?
J'aime manger	I like to eat
Je préfère manger	I prefer to eat
Je déteste manger	I hate to eat
+	
Du chocolat	Chocolate
Du fromage	Cheese
Des œufs	Eggs
Des tartes	Tarts
Des gâteaux	Cakes
Des produits laitiers	Dairy products

+ Reasons	
Parce que	Because
Car	Because
Puisque	Because
C'est délicieux	It's delicious
C'est dégoûtant	It's disgusting
C'est trop sucré	It's too sweet
C'est sain	It's healthy

5. Comment est le Noël en France ?	What is Christmas like in France?
On chante	One / We sings
On danse	One / We dances
On porte le déguisement	One / We wear fancy dress
On mange	One / We eat
On boit	One / We drink
On fête	One / We celebrate
On se reunit avec sa famille	We reunite with family
On joue des instruments	One / We play instruments
On offre des cadeaux	One / We give gifts

PAST - Passé Composé

6. Tu es allé à quel festival ?	Which festival did you go to?
L'année dernière je suis allé (e) au festival de..	Last year I went to the....festival
J'y suis allé (e) avec ma famille	I went there with my family
Nous sommes restés dans un hôtel / un appartement	We stayed in a hotel / flat
On a dansé et chanté	We danced and sang
On a bu et mangé	We drank and ate
On a vu des feux d'artifices	We saw fireworks

French - Les fêtes et les traditions / Ta ville

7. Où habites-tu?	Where do you live?
J'habite à + city	I live in + city
Dans le sud de l'Angleterre	It is in the South of England
Elle se trouve	It is located
Sur la côte	On the coast
À la campagne	In the countryside
C'est	It is
Une grande ville	city
Une petite ville	A small town
Un village	a village
Un quartier	A zone / area
Il y a	There is
Une région	A region
Une montagne	A mountain
Une rivière	A river
Un lac	A lake

8. Qu'est-ce qu'il y a ?	What is there?
Il y a	There is / are
Il n'y a pas de (no article)	There is not
Un centre de loisirs	A leisure centre
Un parc	A park
Un centre commercial	A shopping centre
Un cinéma	A cinema
Un magasin	A shop
Un marché	A market
Un restaurant	A restaurant
Une cathédrale	A cathedral / church
Une piscine	Swimming pool
Une plage	A beach
Des magasins	Some shops
Des restaurants	Some restaurants
Une banque	A bank

9. C'est comment?	What is it like?
C'est	Is it
Rural(e)	Rural
Calme	Quiet /peaceful
Sûr (e)	Safe
Dangereux/euse	Dangerous
Propre	Clean
Sale	Dirty
Joli(e)	Pretty
Beau / belle	Pretty
Moche	Ugly
Touristique	Touristy
Industriel/le	Industrial

PAST - Imperfect

Time Expressions	
Avant	Before
Dans le passé	In the past

C'était It was

Plus	More
Moins	Less

Sale	Dirty
Propre	Clean
Bruyant	Noisy
Pollué	Polluted
Animé	Lively
Cher	Expensive

Que	Than
Maintenant	Now

Present

10. Quel temps fait-il ?	What is the weather like ?
S'il fait beau	If it's nice
S'il fait chaud	If it's hot
S'il pleut	If it rains
Quand il fait froid	When it's cold
Quand il y a du soleil	When it's sunny

11. Qu'est-ce qu'on peut faire?	What can you do ?
On peut	One can
On peut aller à la plage	You can go to the beach
On peut faire des sports nautiques	You can do watersports
On peut aller au cinéma	You can go to the cinema
On peut faire des magasins	You can go shopping
On peut faire du vélo	You can go cycling

Future

12. Où voudrais-tu visiter?	Where would you like to visit?
je veux visiter	I want to visit
j'aimerais visiter	I would like to visit
Je voudrais visiter	I would like to visit
Je ne voudrais pas visiter	I wouldn't like to visit
Ce serait	It would be
Incroyable	Incredible

French - L'environnement

1. Quels sont les problèmes de l'environnement dans ta région?	What are the environmental problems in your local area?
Malheureusement	Unfortunately
Il y a	There is / there are
Trop de	Too much
Beaucoup de	Too many
Voitures	Cars
Déchets	Rubbish
Plastique	Plastic
Monde	People
Circulation	Traffic
Il n'y a pas assez de	There aren't enough
Poubelles	Bins
Espaces verts	Green spaces
Transports en commun	Public transport
Quel dommage!	What a shame

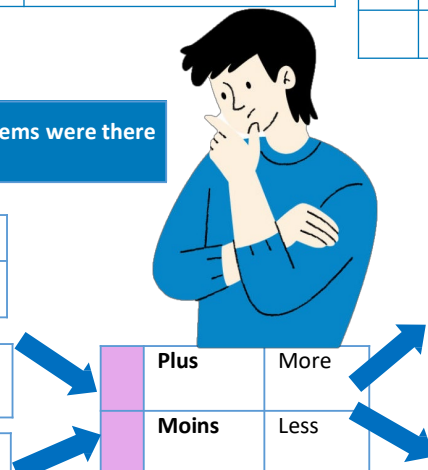
2. Qu'est-ce qu'on peut faire ?	What can we do?
On peut	We can
On pourrait	We could
On doit	We must
On devrait	We should ...
Utiliser	Use
Recycler	Recycle
Réutiliser	Reuse
Réduire la consommation de	Reduce the consumption of
Sauver économiser	Save (animals, the planet) Save up (not spend)
Eteindre les lumières	Turn the light off
Débrancher les appareils électriques	Unplug electrical devices
Utiliser les transports en commun	Use public transport
Consommer moins d'énergie	Consume less energy
Utiliser moins d'eau	Use less water
Refuser le plastique	Refuse plastic

What to include in your writing	
C	Connectives
O	Opinions
R	Reasons
N	Negatives
E	Extra detail
T	Time expressions
T	Tenses
I	Interesting adjectives
	Masculine
	Feminine
	Plural

Time expressions	
Quand ?	When?
Après le collège	After school
Normalement	Normally
Jamais	Never
Toujours	Always
Parfois / quelquefois	Sometimes
Le lundi	On Monday
Le mardi	On Tuesday
Le mercredi	On Wednesday
Le jeudi	On Thursday
Le vendredi	On Friday
Le samedi	On Saturday
Le dimanche	On Sunday

3. Quels problèmes y avait-il avant ?	What problems were there before?
---------------------------------------	----------------------------------

Avant	Before
Dans la passé	In the past
Il y avait	There was
C'était	It was



de circulation	Traffic
de pollution	pollution
de bâtiments	Buildings
de gens	People

Sale	Dirty
Propre	Clean
Bruyant	Noisy
Tranquille	Quiet

Que	Than
Maintenant	Now

French - L'environnement

4.	Quels droits ont les enfants?	What rights do children have?
	Les enfants ont le droit	To have the right to
	De jouer	To play
	De vivre en paix	To live in peace
	À l'éducation	To education
	À la liberté d'expression	To freedom of speech
	À l'amour	To love
	À la nourriture	To food
	Je pense que c'est normal	I think it's normal
	Je crois que c'est juste	I think it's fair

Opinions		
	Il me semble que	It seems to me that
	C'est juste	It's fair
	C'est injuste	It is not fair
	C'est inacceptable	It is unacceptable
	C'est important	It is important

6.	Comment peut-on aider les autres ?	How can we help others?
	On peut	We can...
	Acheter des produits issus du commerce équitable	Buy fair trade products
	Collecter des fonds	Fundraise
	Donner de l'argent / des vêtements	Donate money / clothes
	Travailler comme bénévole	Work as volunteer
	Visiter les boutiques de charité	Visit charity shops
	Utiliser les magasins d'occasion	Use second hand shops
	Aider les ONG	Help NGOs (non-governmental organisation = charity)
	Une association caritative	Charity

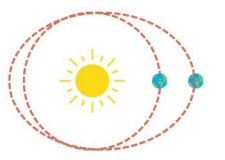
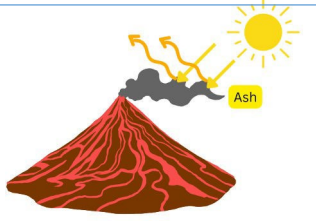
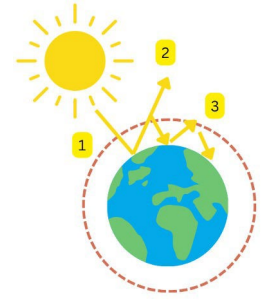
5.	Qu'est-ce qu'ils doivent faire?	What do they have to do?
	Les enfants doivent	Children must / have to
	Aider à la maison	Help at home
	Gagner de l'argent	Earn money
	Chercher de l'eau	Look for water

What to include in your writing	
C	Connectives
O	Opinions
R	Reasons
N	Negatives
E	Extra detail
T	Time expressions
T	Tenses
I	Interesting adjectives
	Masculine
	Feminine
	Plural



Geography - Climate Change

1. How have global temperatures changed over time?	
Key vocabulary	Definition
Climate change	A change in the global climate from the expected average.
Global warming	A gradual increase in temperature attributed to the enhanced greenhouse effect.
Quaternary period	A period in geological time which stretches from 2.6 million years ago to now.
2. Evidence for climate change	
Evidence	Explanation
Photographs (Short term)	Comparing photos from 1850s with today show how glaciers have shrunk.
Ice cores (Long term)	Ice cores are drilled out by scientists who analyse the ancient air. More GHGs means higher temperatures. This can go back 450,000 years.
Temperature (short term)	Records using thermometers show us temperature variations. Only since 1850s.
Tree rings (long term)	Good growing conditions (warm and wet) means rings are wide. Extreme weather (droughts/frost) means are rings thin. Trees can go back 10,000 years.
5b. Why are LICs more vulnerable?	
Lots of farmers	Lost food and income due to drought.
Lack of money for defences	More damage to buildings from sea level rise and flooding.

3. What are the natural causes of climate change?		
Solar output e.g. sunspots	The amount of radiation the sun releases can vary in an 11-year cycle. It is a dark patch on the sun which increases sunspot activity results in higher temperatures.	
Changes in Earth's orbit or axis	The Earth's orbit moves from circular to oval every 100,000 years. Circular rotation so the Earth is closer to the sun which means a warmer climate. Oval so Earth is further from sun resulting in glacial periods (ice ages).	
Volcanic activity	Large volcanic eruptions emit ash and gas into the atmosphere that block the sun and cool the earth's climate. Example: 1816 Year without a summer.	
4. What are the human causes of climate change?		
Greenhouse gases (GHGs)	Three main greenhouse gasses are - carbon dioxide (CO ₂) methane (CH ₄) and nitrous oxide (N ₂ O).	
Human causes	- Burning fossil fuels to power cars, make electricity and power factories emits CO₂. - Deforestation and burning trees means trees can no longer absorb CO₂ and burning trees releases CO₂. - Agribusiness (large scale intensive farming practices) leads to an increase CH₄ from livestock and increase N₂O from fertilisers.	
Enhanced greenhouse effect	The human intensification of climate change by creating a thicker greenhouse layer.	
	1.Sun's energy enters the atmosphere and heats up the Earth. 2. Heat is absorbed is trapped and/or reflects back to space. 3.Humans emit greenhouse gases from burning fossil fuels which means more heat is trapped. 4. The Earth's temperatures increases, speeding up global warming.	

Geography - Climate Change

5a. What are the effects of climate change?

Social impacts	- Less rain so more droughts resulting in famine (more extreme malnourishment) e.g. 43000 people died in Somalia due to famine in 2023. - Temperatures increase so ice caps melt which means sea levels rise resulting in floods so people migrate e.g. Fairbourne, Wales - More extreme weather events e.g. tropical storms means more homes and businesses destroyed.
Environmental impacts	- Temperature increases so ice sheets melt resulting in polar habitat impacted e.g. 30% worlds polar bears could be lost by 2050. - Temperature increases this means ice sheets melt, so sea levels rise resulting in flooding of coastal habitats e.g Fairbourne, Wales - Sea temperatures increase leading to coral reef bleaching e.g. 25% of worlds reefs have severe bleaching.

6. Managing climate change: Mitigation

Mitigation	Reducing the causes of climate change (less greenhouse gasses)			
Strategy	Description (P)	Explanation (D)	Explanation (DD)	Assessment
International agreements e.g. COP 30, Brazil 2025	Agreements between countries which set limits on much CO ₂ emissions.	This means countries look for alternative sources of energy e.g. solar energy.	This means less CO ₂ in the atmosphere, so global warming slows down.	Still a lack of progress on phasing out fossil fuels
Alternative energy sources e.g. Thanet windfarm, UK (2010)	Energy sources such as wind energy.	These don't release greenhouse gases.		MPs voted against Navitas Bay wind farm of Dorset coast to protect tourism.
Carbon capture and storage e.g. Shell in the UK	CO ₂ produced from factories (e.g. Shell in the UK, Acorn Project) is collected and stored underground.	Less CO ₂ is released into atmosphere.		Expensive. It costs \$1bn to convert a power station to capture carbon.
Planting trees e.g. Great Green Wall, Sahel, Africa.	Encouraging afforestation means that there will be more trees.	Trees absorb CO ₂ during photosynthesis.		Takes time for trees to grow.

7. Managing climate change: Adaptation

Adaptation	Action taken to adjust to climate change. (Minimise the impacts)			
Strategy	Description (P)	Explanation (D)	Explanation (DD)	Assessment
Drought resistant crops e.g. Millet, Kenya.	Adapting farming practices.	Allows people to continue farming when there is less rainfall.	People don't have to migrate and become environmental refugees.	Most in need cannot afford them.
Managing water supplies e.g. Sand dams in Kenya	Building a dam to trap sand and water so it cannot be evaporated.	More water is available for people who previously faced water deficit.	People don't have to migrate.	Cheap to build and uses local materials.
Reducing risk of rising sea levels e.g. Thames Barrier, UK.	Flood barriers (Thames Barrier) as sea level rising 82cm by 2100.	Barriers would hold back the rising sea preventing flooding.	Protecting people and buildings.	Barriers are expensive, not affordable in LICs.

Geography- Energy

1. Energy overview

Energy Security	Energy security means having a reliable, uninterrupted and affordable energy supply.
Affected by:	- Supplies available - Size of population - Amount used by each person
Energy surplus	This occurs when a country produces more energy than is required by their population.
Countries with surplus	Oil: Iran, Saudi Arabia. Coal: Australia, China.
Energy deficit	Having too little energy to meet the needs of the people and industry.
Countries with deficit	Politically unstable: Sudan (LIC). Few resources: Ireland (HIC).
High consumption	Wealthy countries (HICs) tend to have higher energy consumption due to car ownership/heating.
Low energy consumption	Poorer countries (LICs) tend to have lower energy consumption due to lifestyle and lack of access.

2. Factors affecting energy consumption

Reasons for increasing consumption	
Rising population	More people need more energy.
Economic development	Rapidly increasing in NEEs. More disposable income to spend on luxuries like cars, electronic devices.
Technology	We have more technology. Phones, tablets all require energy.

3.. Factors affecting supply

Physical factors	Unequal distribution of fossil fuels. Variations in climate mean some energy sources are more suited to certain areas.
Economic factors	Fossil fuels are becoming more costly to extract and prices fluctuate. LIC's can't afford to exploit their energy.
Technology	Some sources are hard to extract so advancements in technology to access. Improvements in technology has made fracking possible.
Political factors	Wars/political instability can affect exports International agreements encourage countries to emit less CO ₂ > renewable. Nuclear illegal in some countries.

4. Impacts of energy insecurity

Exploration of difficult and environmentally sensitive areas	Need to seek out new reserves in areas like the Arctic. Oil spills could damage these fragile ecosystems. Production uses 30% of energy.
Food production	Energy deficit may lead to food shortages and malnutrition.
Industrial output	Energy is essential for industry. Power cuts stop production.
Potential for conflict	Middle East produces 56% of oil. They control prices. Can lead to war like Iraq.

6. Sustainable energy supply

Carbon footprint	Total greenhouse gases a person produces
Conservation	Automatic lights Sustainable design (insulate walls, solar panels)
Technology	Electric and hybrid cars. Energy efficient appliances
Reducing demand	Increase the price of energy Off-peak energy tariffs

5. Strategies to increase supply

Renewable	Will never run out	
	Wind	Turbines on land/sea.
	Solar	Solar panels convert sunlight.
	Hydro	Dams. Turbines spin to create electric.
	Tidal	Barrages across estuaries use tides.
	Geo-thermal	Water heated underground in contact with hot rocks. (Tectonics)
	Wave	Air forced into chambers, turn turbines
Non - Renewable	Biomass	Energy produced from organic matter
	Non-renewable so will run out.	
	Nuclear	Large amounts, but waste dangerous.
	Fossil Fuels: Coal Gas Oil	Need to search for new reserves. Use new technology to exploit reserves previously too difficult/costly to use.

7. Energy example

Fracking in the UK – Stopped in the UK in November 2019	
Fracking	More people need more energy.
Advantages	+ Cleanest fossil fuel which produces 45% less CO ₂ than coal. +Large reserves in the UK.
Disadvantages	- Releases carbon dioxide. - Causes small earthquakes - Will run out so does not create energy security

8. Sustainable energy example

Where?	Chambamontera, rural village in northern Peru
What?	Micro-hydro scheme supported by the charity Practical Action in 2007.
Impacts	+ 60 rural families have electricity  Reduces deforestation as no longer have to burn wood to provide heat.  60% said their income has increased. - Project costed \$51000 and local families contributed \$750.

Geography - Life in a newly emerging economy (NEE)

1. What are newly emerging economies?

Key vocabulary	Definition
NEE	Newly emerging economy. A country that has experienced rapid economic growth.
BRICS	The fastest growing economies named in 2001. Brazil, Russia, India, China and South Africa
MINTs	The four more recently growing NEEs named in 2014. Mexico, Indonesia, Nigeria, Turkey.
Industrialisation	The process of a country moving from mostly agriculture (farming) to manufacturing goods (factories).
Brandt line	The line that divided the Rich North from the Poor South.

2. What are the characteristics of NEEs?

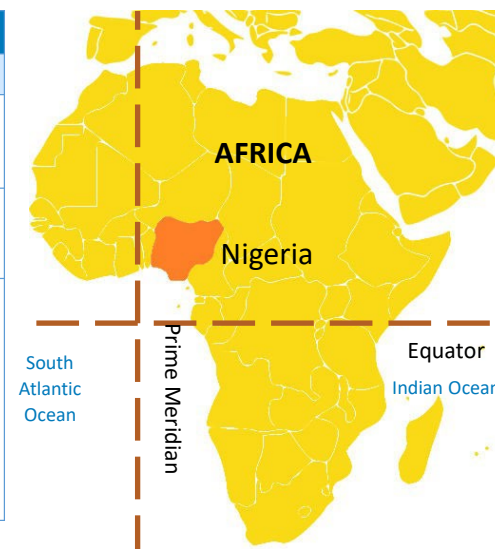
Large land masses....	...means countries have space for industries to develop.
Large, young populations....	...means countries have a lots of people to work and pay tax.
Rich in natural resources....	...means countries can sell (export) them to other countries.
Key role in world trade. Home to TNCs....	...this means there are more jobs available.
Large secondary sector....	...because of the growth of industries.

4. Rural to urban migration in Nigeria

Key vocabulary	Definition
Rural – urban migration	The movement of people from countryside to cities.
Push factors	Things that make people want to leave an area. E.g. mechanisation meant few jobs in the countryside. Political unrest. Boko Haram kidnapped girls in northern Nigeria
Pull factors	Things that attract people to live in an area. E.g. Wages are four times higher in Lagos. E.g. 68% get a secondary school education in Lagos.
Urbanisation	The increasing percentage of people living in town and cities.
Mechanisation	When machines do the jobs people used to do e.g. using tractors on farms.

3. Changing employment structure

Key vocabulary	Definition
Employment structure	How the workforce is divided up between primary, secondary, tertiary and quaternary jobs.
NEE employment structure	Secondary is increasing and primary is decreasing.
Informal employment	Jobs which are not taxed, workers don't have contracts or rights. Jobs which are not recognised by the government. Causes: • There are not enough formal jobs. • Jobs not created quick enough. • Migrants are not skilled enough.



5. What are the impacts of a TNC locating in a NEE?

Key vocabulary	Definition
Transnational Corporation (TNC)	Companies that operate in more than one country. There are 40 TNCs in Nigeria including Shell.
Positive multiplier effect	The cycle where investment in one area leads to further improvement. Locals receive a job, so they can pay more tax and government improve infrastructure, which attracts more TNCs.
Source country	The country where a TNC has its headquarters usually in HICs.

7. Shell in Nigeria. A TNC in an NEE

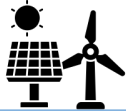
	Point	Double	Develop
Positives of Shell (Benefits)	💰 Direct jobs for 2700 people and 9000 contractors	So people can earn a higher wage.	Means increase in disposable income so they can buy goods and services.
	💰 90% of contracts given to Nigerian companies.	Therefore the government receives more tax.	Which can be invested in infrastructure or services like health care.
Negatives of Shell (Costs)	🛢️ Oil spills into the Niger Delta.	Which pollutes the water and farmland	Therefore, reducing fishing yields and agricultural production.
	💰 Most crude oil is exported to USA and Europe	Refining the oil (secondary jobs) into petrol and diesel	Most of the profits do not contribute to Nigeria's GDP.

Geography - Resources

1. What are resources?	
Key vocabulary	Definition
Resource	A stock or supply of something that has a value or a purpose (food, energy, water).
Resource management	Control and monitoring of resources so they don't become depleted or exhausted.
Significance for well being	
Resources are key to human wellbeing. Their social and economic benefits increase standard of living.	
Food	More than 1 billion are malnourished (this > chance of diseases). Calories provide energy which are vital for people (work, school).
Water	Needed for drinking, cooking, and washing. Walking long distances to collect water can stop people working /going to school. Dirty water kills (diseases like cholera).
Energy	Allows industry to develop, creating jobs and making countries richer. Vital for transport. Without it, people burn wood/kerosene to heat homes (causes breathing problems damages environment)
Resources inequality	
Distribution Uneven	Some countries don't have energy reserves or have unsuitable climates to grow food.
Dependent on wealth	Countries without must import them or find technological solutions. (expensive)
Consumption	Greatest in HICs (> money, expect higher living standard). Rapidly increasing in NEEs . Low in LICs . Can't afford to exploit resources or import them.

2. Food in the UK	
Demand	Increasing... rising population, demand for greater choice, more disposable income.
Importing 40% food	Expensive in the UK due to poor harvests. Greater demand for exotic foods. Unsuitable climate for growing some food. Demand for seasonal foods all year round.
Problems with importing food...	
Carbon footprint	A measure of the greenhouse gases produced. If we transport goods from abroad the carbon footprint is larger.
Food miles	The distance food travels. The smaller the better.
Current food trends in the UK...	
Agribusiness	Large scale, industrial farming aimed to maximise the amount of food produced.
Organic produce	Food grown without the use of chemicals. Higher labours costs can make it expensive.
Eat local	Buy from local farms means lower food miles.

4. Water in the UK	
Demand	Demand is increasing (70% since 1985). Higher population > more houses > more water intensive appliances e.g. dishwashers
Water quality	Water quality improving. But pollution present from fertilisers, oil spills, vehicle pollutants.
Managing pollution	Stricter regulations on fertilisers, filtering water for sediment, purifying water (chlorine).

3. Energy in the UK	
Demand	We consume LESS energy even though there are more people because of industry decline and energy efficient products like light bulbs.
Energy mix	The different energy resources used by a country. Renewable + non-renewable. 
How is it changing?	Renewables are increasing. 1970 – 91% came from coal and oil. 2014 – 19% came from renewable. 50% came from coal and oil.
Reduced domestic supplies coal, gas, oil	North Sea oil + gas reserves running out. We still have coal reserves, but all coal fired power stations will close by 2025.
Issues with energy exploitation	Economic 💰 Extraction is expensive. 💰 Money needed to research alternatives 💰 UK must pay to import energy. Environmental 🏠 Fracking can cause mini earthquakes. 🔥 Burning fossil fuels release CO₂. 🛢️ Oil spills can leak toxic chemicals. 
Areas of deficit	South and east UK High population = high demand but low rainfall.
Areas of surplus	North and west UK High rainfall but low population.
Water transfer	From areas of surplus to areas of deficit. e.g. Mid Wales (surplus) to Birmingham. BUT expensive, affects wildlife, social conflict.

Geography – Issues of Urbanisation

6. Introduction to Nigeria

Located just north of the Equator, in west Africa.

Employment structure	Secondary sector is increasing. Primary sector is decreasing.
Importance of Nigeria	
Global importance	NEE in 2014 and World's 21 st largest economy. 5 th largest contributor to UN peacekeeping.
Local importance	Fastest growing economy in Africa. 2014- highest GDP in Africa.
Nigeria's context	
Political	Boko Haram have killed 17,000 people since 2002.
Environmental	Rainforest in south and savanna in north.
Social	500 ethnic groups. Life expectancy 55 yrs
Cultural	Nollywood (World's 2 nd largest film industry).

7. Aid in Nigeria

Key vocabulary	Definition
Top down aid	Large scale, expensive projects, where TNCs and government make the decisions.
Bottom up aid	Small scale, local projects where charities and local people make the decisions.
Aid in Nigeria	Over 60% live on less than US\$1 a day. Nigeria receives 4% of aid given to Africa. UK gives £3 billion a year to Nigeria.
Nets for Life	\$2 mosquito net reduces bites which cause malaria. 85,000 nets given out in Abuja (Nigeria's capital city).

8. What are the impacts of economic development?

Quality of life	Happiness and health.
Tax	Money paid to the government.
Disposable income	Money people have after paying for essentials.
Life expectancy	The average age a person is expected to live to in a country. In Nigeria, it has increased from 46 to 55 years.
Air pollution	Particles in the air that can cause damage to health.

9. Squatter settlements

Squatter settlements	An area of poor-quality housing (often illegal) lacking basic services e.g., sanitation.
Sanitation	Access to clean water and a toilet.
Makoko	Squatter settlement in Lagos by the lagoon.
Inequality	Differences in wealth and well-being between different people.



10. Opportunities of living in Lagos

Social opportunities	68% have a secondary education (40% don't attend primary school in the rural north). Thriving film and music industry in 'Nollywood'.
Economic Opportunities	Many jobs available especially in construction of developments like Eko Atlantic. Wages are four times higher than in rural areas.

11. Challenges of living in Lagos

Social challenges	66% live in squatter settlements like Makoko. Communal water point 3km away. High crime as the large area is difficult to police. Gangs like 'Area boys'. Traffic congestion. 2 hour commute called the 'Go Slow'.
Environmental challenges	10,000 illegal industries so waste disposal and emissions aren't controlled.
Economic challenges	60% work in the informal economy as there is not enough formal jobs. People earn low wages shining shoes.

12. Managing challenges

Waste disposal	LAWMA started to collect rubbish overnight and placed recycling banks to each estate.
Air and water pollution	Lagos has banned the import of mini generators so communities are encouraged to share a larger generator. Invested in \$2.5 million water treatment plant.
Traffic congestion	Creating Bus Rapid Transit network that is built to cope with 200,000 daily.

12. Urban planning: Makoko Floating school

	How does it improve QoL?	Was it successful?
Built in 2013. Educated 100 of the poorest children in Makoko	Collects rainwater. Improved job prospects for locals.	Increased quality of life. Collapsed after a storm in 2016.

History - The First World War 1914-18

How did alliances lead to war?

Alliances	- Pacts made by countries to support each other if war broke out - Designed to deter a war from starting
Triple Alliance	- Formed in 1882 - Germany, Austria Hungary & Italy
Triple Entente	- Formed in 1907 - Great Britain, France & Russia

How did militarism lead to war?

Militarism	The building-up of armies and navies, fuelling capacity for war
Arms Race	European countries prioritising military spending to build up their armies
Naval Race	- Britain had a large navy to protect its empire - Kaiser Wilhelm wanted to create a strong German navy
Schlieffen Plan	- Germany felt threatened by France & Russia - They created a plan in 1905 to attack and defeat France before turning to deal with Russia

How did imperialism cause war?

Imperialism	Desire to build an empire
European Empires	- Britain: largest empire in the world - France: Second largest empire - Russia: No overseas empire but wanted to expand into the Balkans - Austria-Hungary: Large empire in central Europe - Germany: Had third largest overseas empire. The Kaiser was keen to expand it.
Why did they want Empires?	- Access raw materials - Build power and wealth
Moroccan Crises	1905 – Germany challenged France’s power over Morocco. Resolved through the Algeciras Conference (1906) 1911 – Germany sent a war ship, The Panther, to Morocco in response to more French troops there. Germany eventually backed down
Algeciras Conference	Ended the First Moroccan Crisis; strengthen the bond between GB and France; left Germany feeling humiliated.
Scramble for Africa	The invasion and colonisation of Africa by European countries

How did nationalism cause war?

Nationalism	Belief in the superiority of your country
Balkans	Region in south eastern Europe
Ottoman Empire	Old empire based in Turkey losing control of the Balkans
Self-determination	A desire to have economic and political independence
Serbs	- A regional identity for people from Serbia and around the Balkans. Serbia wanted to create a bigger country uniting all Serbs - The Black Hand were a terrorist group fighting for Serbian
Austria - Hungary declares war on Serbia	- Austria-Hungary took control of Bosnia in the Balkans - Archduke Franz Ferdinand heir to Austro-Hungarian empire was murdered by Gavrilo Princip: Member of the Black Hand - Austria-Hungary gave Serbia an ultimatum
How did the alliances get involved?	- Germany gave a Austria a ‘Blank Cheque’ (offer of support) - Russia wanted to protect Serbia

Analysing causation

Long term	Factors which built up over a long period of time—alliances, war plans and imperialism
Short term	Factors which sparked the outbreak of war in 1914—rise of nationalism in the Balkans and the assassination of Archduke Franz Ferdinand
M.A.I.N.	- M: Militarism - A: Alliances - I: Imperialism - N: Nationalism

1882 Triple Alliance formed	1906 Algeciras Conference	1907 Triple Entente formed	28 Jun 1914 Franz Ferdinand assassinated	Jul 1914 Serbia reject ultimatum	4 August 1914 Britain declares war
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History - The First World War 1914-18

Experiences of the war abroad	
Pals Battalions	Men from the same village, sports team etc. encouraged to join the army together
Recruitment	Methods use to encourage men to 'sign up' for the armed forces
Conscription	Compulsory military service introduced in 1916
'Often forgotten armies'	Term used to describe soldiers from around the world who fought in WW1 but have not always been remembered in the same way as others
Women on the Western Front	Not able to serve as front-line soldiers but worked as nurses, ambulance drivers

Trench warfare	
Western Front	Main area of fighting between Germany and the Allies. A line of trenches stretched from the North Sea to Switzerland
Trenches	Long, narrow ditches dug to protect soldiers from enemy fire. Built in a zig-zag formation to limit impact of explosions
No Mans Land	Area between the opposing trenches which was extremely dangerous to cross
War of Attrition	A long conflict where each side aims to wear the other down

Experiences of the war at home	
Home Front	Civilian population of a nation and their activities whilst their country is engaged in a war abroad
Role of women	Produced munitions, worked in agriculture, became bus drivers, police officers
Canaries	Nickname given to women who handled TNT explosives in the munitions factories which caused their skin to turn yellow
Conscientious Objectors	People who had a religious or personal belief which meant that they refused to fight in the war of which some were imprisoned
Rationing	Controlled distribution of food, including meats and sugar introduced in 1917 as a result of severe food shortages caused by German submarine blockades
Air Raids	German bombing campaign using Zeppelin airships resulted in mass casualties
DORA	Defence of the Realm Act passed in 1914 which gave the government powers to control the Home Front, censor the press and manage the economy for the war effort
Armistice	Document signed on 11th November 1918 which brought all hostilities to an end

Global significance of WW1	
League of Nations	Political organisation established in 1920 to maintain peaceful relations between international powers
USA as a superpower	- USA emerged from the war stronger than before - Its economy grew and many countries owed the USA money after borrowing to fund the war
Independence Movement	- Imperial armies contributions to WW1 helped encourage demands for independence from British colonial control - Independence movements emerged in Asia, Africa and the Middle East

European significance of WW1	
Treaty of Versailles	Peace treaty which outlined the punishments given to Germany as a result of causing WW1 including reparations, full blame and military restrictions
Germany	German Kaiser abdicated (stepped down from power) resulting in the formation of a democratic government
New nations	- Several new nations created including Poland, Czechoslovakia, Yugoslavia, Latvia, Lithuania and Estonia. - These aimed to give national groups more independence

National significance of WW1	
Women	Expectations for women changed which strengthened the argument for women's political rights
Population changes	- Britain lost nearly 1 million soldiers - A "lost generation" meant fewer young men and a long-term social
Political and economic changes	- Britain faced huge war debts and economic difficulties - Empire began to decline
State support	Public expectation that the government should support the people
Homes for Heroes	Government scheme to build better quality housing for returning soldiers and their families

1914 Defence of the Realm Act passed	1916 Conscription introduced	1917 Rationing introduced	11th November 1918 Armistice is signed	1919 Treaty of Versailles is signed	1920 League of Nations formed
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History - Suffrage and Popular Protest

Why was the pre-1832 system unfair?		Campaign for Universal Female Suffrage	
Franchise/Suffrage	The right to vote in an election	Suffragettes (WSPU)	- Formed in 1903 and led by Emmeline Pankhurst - Used militant (violent) methods to achieve the vote including arson and
Rotten Boroughs	Tiny populations but had the right to elect two Members of Parliament (MPs), meaning they had full representation	Suffragists (NUWSS)	- Formed in 1897 and led by Millicent Fawcett - Used constitutional (legal) methods to achieve the vote including marches and petitions
Industrial Cities	No MPs despite having large populations. Examples would include Birmingham and Manchester	Role of WW1	- Men sent to the Western Front - Women filled men's jobs on the Home Front and produced munitions
Laissez-Faire	Government attitude of not taking an interest in the lives of the common people. This attitude started to change in the 1800s	Government role	- Tried to prevent impact of Suffragettes going on hunger strike by passing the Cat and Mouse Act in 1913 - Prime Minister Herbert Asquith (1908-1916) was not supportive of women's suffrage - Prime Minister David Lloyd George (1916-1922) was supportive of women's suffrage
Campaign for Universal Male Suffrage		1918 Representation of the People Act	- All men over the age of 21 gained suffrage and men over the age of 19 who had served in the armed forces - All women over the age of 30 gained suffrage
Campaigns for Male Suffrage	1832: Wealthy male property owners secure the right to vote 1867: Urban skilled working class men secure the right to vote 1884: Rural working class men secure the right to vote	1928 Equal Franchise Act	All men and women over the age of 21 gained suffrage
Charter	Formal document that outlines the rights of an organisation	Historian's views on suffrage	
Chartist Movement	- British working class political movement that campaigned for electoral and parliamentary reforms - Working class men had been excluded from the 1832 Reform Act - People's Charter of 1838 demanded universal suffrage for men over age of 21	Arthur Marwick	WW1 was the turning point for why women achieved suffrage
The Six Points	Six point charter (demands) made by the Chartist Movement- Universal male suffrage, secret ballot, equal constituencies, no property qualification for MPs, payment for MPs, annual parliaments	June Pervis	The Suffragettes made women's rights impossible to ignore
Why they failed	- Divisions between peaceful and militant Chartists - Government repression and arrests - Economic improvements reduced support	Martin Pugh	Women's suffrage was achieved as part of longer term political reform linked to male suffrage, not the role of WW1
Long term impact	- Most demands eventually became law - Inspiration for later protest movements		

1832: Great Reform Act	1838: The People's Charter	1867: Second Reform Act	1884: Third Reform Act	1897: NUWSS formed	1903: WSPU formed	1913: Cat and Mouse Act	1918: Representation of the People Act	1928: Equal Franchise Act
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History - World War Two 1939-45

Causes of World War Two	
League of Nations	Global organisation set up after 1920 to keep world peace.
Germany breaking the Treaty of Versailles	- Germany allowed to re-militarise - No challenge when Germany militarised the Rhineland - The Anschluss: Germany allowed to unite with Austria - Occupation of the Sudetenland (part of Czechoslovakia)
Appeasement	British & French policy of giving into demands to avoid conflict
Why did war breakout?	Nazi invasion of Poland resulted in the French & British declaring war
Axis Powers	Alliance of Fascist countries (Germany, Italy & Japan)
Allied Powers	British Empire, Russia (USSR) & USA

Pre-war Britain and the outbreak of war	
Social Conditions	Working class: lived in overcrowded, damp slum housing with shared outdoor toilets. Middle class; semi detached homes.
Economic Conditions	High rates of unemployment
Political conditions	Limited role of the government
Impact of War on everyday life	- Blackouts: Everyone legally required to cover windows so enemy planes would not spot city lights. - Phoney War: First eight months of WW2 characterised by a lack of major land operations - Conscription: Men aged 18—41 had to register to fight.

Long term changes	
Welfare State	Government takes full responsibility for the social and economic well being of its citizens.
NHS	National Health Service created in 1948 to provide free healthcare.

The Blitz	
The Blitz	Heavy and continuous bombing campaign launched by Nazi Germany for 8 months from September 1940 against British towns and cities.
Why was the Blitz significant?	- Targeted civilians; this was the first time civilians directly experienced war. - Social changes: Led to the government launching evacuation campaigns.
Impact of the Blitz	- Physical consequences; Homes destroyed - Emotional consequences; increased fear from civilians. - Social consequences; communal shelters and impact on poorer communities.
Blitz Spirit	The blitz united the British public and strengthened their determination to defeat Germany.

Responses of the British Government	
Rationing	System introduced by the government to limit the amount of certain foods people could buy to make sure everyone had a fair share during the shortages.
Workers	Workers were redirected into essential industries such as; dock workers, farmers, train drivers, engineers and factories.
Censorship and Propaganda	Censorship: Creating opinions or attitudes to promote a political cause or point of view. Propaganda: Banning ideas or information considered to be a threat to a political order or regime.

Women during World War Two	
Women before World War 2	- Married women often left paid employment. - Paid employment was often low paid, unskilled and very few women held positions of power.
Women's Land Army	Organisation created during World War 2 to recruit women to work on farms so the country would not run out of food.
Limits to women	- Paid less than men - Men retained positions of authority - Dual burden of paid work and housework.

Children during World War Two	
Evacuation	The government moved over 1.5 million children and vulnerable people out of big cities and into the countryside to protect them from German bombing raids.

1st September 1939: Government begins to evacuate children	3rd September 1939: Britain and France declare war on Germany	8th January 1940: Food rationing begins	September 1940: The Blitz begins	December 1941: Conscription of Women	8th May 1945: VE Day
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History - The Holocaust

Why were Jews persecuted?	
Pogrom	Organised violence against Jewish communities
Stereotype	A widely held belief that is very simplified and often completely untrue
Experiences of Jewish people before 1933	- Medieval period: Jews falsely accused of poisoning wells during the Black Death - Early Modern period: Jews were forced to live in walled districts with gates in cities like Venice 19th Century Europe: Pogroms in Eastern Europe

Nazi Ideology	
Key ideas of the Nazi Policy	- Nationalism: Belief that your country is superior than all others. - Antisemitism: Hostile actions and prejudice towards Jewish people
Hitler's popularity and rise to power	- The use of propaganda - The use of the SA (private army) - The appeal of Hitler
Hitler's role as a dictator	- Use of censorship - Control of education - Pro-Nazi youth organisations - Police State

Persecution in Germany between 1933—1939	
Boycott	People avoiding using certain businesses to make a point. In 1933 the Nazis encouraged Germans to boycott Jewish businesses
Nuremburg Laws	A series of laws passed in 1935 by the Nazis, said that Jews were not German citizens and banned Jews from having relationships with 'Aryans'
Kristallnacht 9th November 1938	- Means the 'Night of broken glass' - Nazi thugs destroyed thousands of Jewish businesses, burned 250 synagogues and arrested 30,000 Jews

January 1933: Hitler and the Nazis take power	April 1st 1933: Nazi boycott of Jewish businesses	1935: Nuremburg Laws	9th November 1938: Kristallnacht (Night of Broken Glass)	September 1939: WW2 begins	January 1942: Wannsee Conference	1945: WW2 Ends
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Persecution during World War Two	
Ghettos	A walled off part of a city where Jews would be forced to live often in terrible living conditions with lots of disease and starvation
Einsatzgruppen	Nazi killing squads whose job it was to murder Jews in the Soviet Union (Russia)
The Final Solution	The name given to the Nazi idea of dealing with the 'Jewish problem' - 6,000,000 Jews would be mass murdered as a result of this decision
Extermination camps	- Located in Nazi occupied Europe. - Auschwitz-Birkenau: The largest Nazi death camp used during WW2. Over 1 million people were killed here mainly in the gas chambers using Zyklon B gas.

Responses and Responsibility	
Perpetrator	Those who carried out the mass murder of the Jews
Collaborator	Those who made the mass murder of the Jews easier
Bystander	Those who did nothing about the mass murder of the Jews
Resistor	Those who helped the Jews or tried to stop the Nazis

Aftermath and Legacy	
Nuremburg Trials	A series of trials held after World War 2 where the allied countries put Nazi leaders on trial for their war crimes.
Antisemitism post WW2	Many Jews continued to face anti-Semitism when they returned to their home towns State of Israel established in 1948 as an independent homeland for the Jewish people

History - US and British Civil Rights

Life for Black Americans after Emancipation	
Emancipation Proclamation	• Issued by US President Abraham Lincoln on 1st January 1863 • Declared that all slaves in the USA would be freed
Segregation	The forced separation of people based on their race
Jim Crow Laws	Laws in the southern states of the US that enforced segregation Impacted education, housing, transport etc
Lynching	• The execution of a person without a trial • Frequently carried out against Black Americans in the 19th and early 20th centuries
Emmett Till	• Black teenager lynched in the US state of Mississippi in 1955 • His white murderers were found not guilty

US Civil Rights	
Civil Rights Movement	In the 1950s & 60s, groups of Black Americans tried different ways to persuade the government to give them equal rights
Little Rock Nine	A group of Black American students who enrolled at Little Rock High School after desegregation in 1957; first black students to attend a previously segregated school
Rosa Parks	A Black American woman; refused to move seats on a public bus; started the Montgomery Bus Boycott
Martin Luther King	Christian pastor from Alabama Encouraged non-violent protests such as boycotts and marches
Civil Rights Act	1964 law which prevented discrimination due to race, colour, sex, religion or national origin

Life for Black Britons after WW2	
The 1948 Commonwealth	Gave all British subjects in the Commonwealth and British colonies the rights to citizenship and to migrate to Britain
HMT Empire Windrush	One of the first ships to bring Caribbean migrants to Britain in 1948 Gave rise to the term 'The Windrush Generation'
Notting Hill Race	A series of racially motivated riots against members of the Black community in Notting Hill, London

Black British campaigns in the 1960s	
The Colour Bar	Black people were banned from working in customer serving roles in some parts of Britain
Paul Stephenson	• A Black youth worker who led the Bristol Bus Boycott in 1963 • Campaigned for Black and Asian people to be allowed to be employed as bus workers
Jocelyn Barrow	Led a campaign against the Colour Bar General Secretary of The Campaign Against Race Discrimination (CARD)
Bernard Coard	• Grenadian academic who wrote a book entitled 'How the West Indian Child is Made Educationally Sub-Normal in the British School System.' • Highlighted the bias of education against Black students in Britain
Grassroots activism	Community-led, local, movements that aim to create progress for their causes

British women and Black Power	
Black Power	A political term that encapsulates the aim of self determination for Black people
Stokely Carmichael	A member of an American Black Power group who gave a speech in London in 1967 encouraging the Black Power movement in Britain
Olive Morris	Led campaigns against racism after being mistreated by police in 1969 Founded the Brixton Black Women's Group (BBWG)
Claudia Jones	• Helped found the Notting Hill Carnival • Set up the West Indian Gazette the first major newspaper in Britain for the
Altheia Jones LeCointe	• A member of the British Black Panthers (Black Power group) • Was arrested for inciting a riot outside the Mangrove restaurant in 1970 • Successfully defended herself in the Mangrove 9 trial

Legacy of the British Civil Rights movement	
Stephen Lawrence	• A Black teenager murdered in 1993 • The case was dropped by the police and no trial took place • In 2012 two men were found guilty of his murder
Macpherson Report	• A government enquiry in 1997 introduced because of the Stephen Lawrence case

1863 The Emancipation Act	1948 Windrush lands in Britain	1955 Murder of Emmett Till	1955 Montgomery Bus Boycott	1957 Little Rock 9	1964 Civil Rights Act in the USA	1958 Notting Hill Race Riots	1963 Bristol Bus Boycott	1970 Mangrove 9	1993 Murder of Stephen Lawrence	1997 Macpherson Report
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Mathematics - Number

Key vocabulary	Definition
Ascending	Increasing in size (or numerical value)
Compare	To look at two or more numbers and say what is similar or different.
Composite Numbers	A positive integer with more than two factors.
Consecutive	Describing things which follow each other in a particular order.
Cube Numbers	The result of multiplying a number by itself twice. 1, 8, 27, 64, 125, 216, 343, 512, 729, 1000
Decimal Places	The number of digits to the right of a decimal point in a decimal number.
Degree of Accuracy	Describing how precise or accurate a value is, in terms of number of decimal places or significant figures.
Denominator	The bottom number of a fraction. Must be an integer.
Descending	Decreasing in size (or numerical value)
Difference	The result of a subtraction.
Divisible	One number is divisible by another if it is capable of being divided exactly, without a remainder.
Equivalent	Of equal value.
Estimate	To find an approximate answer to a calculation by rounding the numbers involved, commonly to 1 significant figure.
Evaluate	To find the numerical value of.
Factor	An integer that divides another integer exactly, without a remainder.
Factor Pair	A set of two factors that have a particular product.
Fraction	A number which represents part (or parts of) a whole.
Highest Common Factor	The largest number that divides exactly into two or more numbers.

Key Equivalents		
FDP Conversion	$1 = \frac{1}{1} = 100\%$ $0.5 = \frac{1}{2} = 50\%$ $0.1 = \frac{1}{10} = 10\%$ $0.25 = \frac{1}{4} = 25\%$	$0.75 = \frac{3}{4} = 75\%$ $0.2 = \frac{1}{5} = 20\%$ $0.\dot{3} = \frac{1}{3} = 33.\dot{3}\%$

Key vocabulary	Definition
Improper Fraction	A fraction where the numerator is larger than the denominator.
Indices	The power of a number which shows how many times the number is multiplied by itself.
Inequality	The relationship between two numbers that are not equal to each other, shown using the symbols $<$, $>$, $\leq$, $\geq$ or $\neq$.
Integer	A whole number including positive and negative numbers and zero.
Lowest Common Multiple	The smallest number which appears in the list of multiples for two or more numbers.
Mixed Number	A number formed of both an integer (whole number) and a fraction.
Multiple	The result of multiplying a number by an integer, i.e. the times tables of a number.
Numerator	The top number of a fraction. Must be an integer.
Order of Operations	BIDMAS—Brackets, Indices, Division & Multiplication and Addition & Subtraction.
Power of 10	The product of multiplying 10 by itself, a number of times.
Prime Number	A positive integer with only two factors, 1 and itself. 2, 3, 5, 7, 11, 13, 17, 19, 23, 29
Product	The result of a multiplication.
Proper Fraction	A fraction in which the numerator is less than the denominator.
Remainder	In division, the amount leftover when a number does not divide exactly.
Square Numbers	The result of multiplying a number by itself. 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225
Square Root	The particular factor of a number which can be multiplied by itself to produce that number.
Sum	The result of an addition.
Unit Fraction	A proper fraction with a numerator of 1.
Significant figures	The significant figures of a number are the digits which carry meaning (i.e. are significant) to the size of the number. The first significant figure of a number cannot be zero .

Key vocabulary		Definition
Equivalent Fractions		Fractions which have different numerators and denominators but represent the same value.
Percentage Increase/Decrease		Calculating a percentage of an amount and either adding this onto (increasing) or subtracting this from (decreasing) the original amount.
Percentage Change		To calculate the percentage change, use the following: $\frac{\text{difference}}{\text{original}} \times 100$
Percentage Multiplier		The number you multiply a quantity by to increase or decrease it by a percentage. E.g. to increase by 10% the multiplier is 1.1.
Write number in standard form		A way of writing large or small numbers.
Product of prime factors / Prime factorisation		Finding which prime numbers multiply together to make the original number. Should be written as primes multiplied together e.g. $20 = 5 \times 2 \times 2$ or as index form $20 = 5 \times 2^2$
Simple Interest		Interest calculated as a percentage of the original amount.
Compound Interest		Interest calculated as a percentage of the current value.
Cube Root		The particular factor of a number which can be multiplied by itself twice to produce that number.
Key units of measurement	Time 1 hour = 60 minutes 1 minute = 60 seconds 1 hour = 3600 seconds	Length 1 cm = 10mm 1m = 100cm 1km = 1000m
	Mass 1kg = 1000g 1 tonne = 1000kg	Area $1\text{cm}^2 = 100\text{mm}^2$ $1\text{m}^2 = 10000\text{cm}^2$

Mathematics - Algebra

Key vocabulary	Definition
Algebra	A branch of mathematics in which letters are used to represent numbers.
Coefficient	A constant value which multiplies a variable. Always written before the variable.
Constant	A fixed number on its own.
Equation	A mathematical statement in which two expressions with equal values are connected by an equals sign.
Expand	To remove the brackets from an expression by multiplying terms and simplifying as necessary.
Expression	An algebraic expression is made up of two or more terms combined by operators.
Factorise	To rewrite an expression in brackets. Completed by finding the highest common factor, placing this outside the bracket and dividing by this to get an expression for inside the bracket.
Formula	An equation that shows the relationship between two or more variables.
Identity	An equation that is true for all values.
Linear	Contain only variables with a power of one, such as x
Simplify	To write an expression or fraction in a more concise form using the rules of algebra.
Solution	The value or values that can be substituted for the unknown in an equation to make it true.
Solve	To find the solution(s) to an equation by isolating the unknown.
Subject	The dependant variable in a formula or equation, identifiable by being on its own on one side of the equals sign.
Substitution	The process by which symbols are replaced by numbers in order to evaluate an expression or formula.
Term	A constant, variable or coefficient and one or more variables.
Unknown	A value that is not known in an equation.
Variable	A symbol, often a letter, whose value can vary.

Key vocabulary	Definition												
Inverse operation	The opposite operation that is being performed on a variable.												
Term	A constant, variable, or coefficient, and one or more variables.												
Inequality	<table border="1"> <thead> <tr> <th colspan="2">Inequality Symbols</th></tr> </thead> <tbody> <tr> <td>$\neq$</td><td>not equal</td></tr> <tr> <td>$<$</td><td>less than</td></tr> <tr> <td>$\leq$</td><td>less than or equal to</td></tr> <tr> <td>$>$</td><td>greater than</td></tr> <tr> <td>$\geq$</td><td>greater than or equal to</td></tr> </tbody> </table>	Inequality Symbols		$\neq$	not equal	$<$	less than	$\leq$	less than or equal to	$>$	greater than	$\geq$	greater than or equal to
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$\neq$	not equal												
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$\leq$	less than or equal to												
$>$	greater than												
$\geq$	greater than or equal to												

Key vocabulary	Definition	Examples
Inequalities on a Number Line	Inequalities can be shown on a number line. Open circles are used for numbers that are less than or greater than ($<$ or $>$) Closed circles are used for numbers that are less than or equal or greater than or equal ($\leq$ or $\geq$)	

Key vocabulary	Definition
Direct Proportion	If two quantities are in direct proportion, as one increases, the other increases by the same percentage.
Inverse Proportion	If two quantities are inversely proportional, as one increases, the other decreases by the same percentage.
Scale Factor	A factor by which a shape is enlarged
Ratio	Comparing the size of one part to another. The ratio of a to b is written as a:b.
Equivalent ratio	Equivalent ratios are found by multiplying/dividing all parts of the ratio by the same value.

Mathematics - Algebra

Key vocabulary	Definition
Quadratic	A quadratic expression is of the form $ax^2 + bx + c$ where a, b and c are numbers, $a \neq 0$

Key vocabulary	Definition
Function machine	Shows the relationship between two variables, the input and the output.

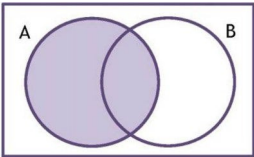
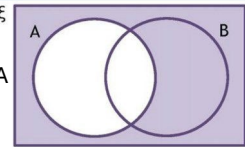
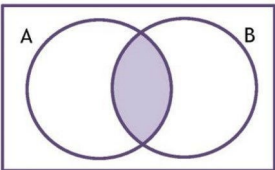
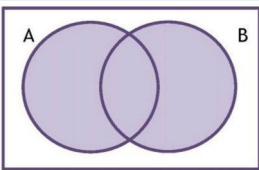
Key vocabulary	Definition
Multiplication Index Law	When multiplying with the same base (number or letter), add the powers . $a^m \times a^n = a^{m+n}$
Division Index Law	When dividing with the same base (number or letter), subtract the powers . $a^m \div a^n = a^{m-n}$
Brackets Index Laws	When raising a power to another power, multiply the powers together. $(a^m)^n = a^{mn}$
Notable Powers	$p^0 = 1 \qquad p^1 = p$

Key vocabulary	Definition
Linear Sequence	A number pattern with a common difference.
Term	Each value in a sequence is called a term.
Term-to-term rule	A rule which allows you to find the next term in a sequence if you know the previous term.
nth term	A rule which allows you to calculate the term that is in the nth position of the sequence. Also known as the 'position-to-term' rule. n refers to the position of a term in a sequence.

[illegible]

Mathematics - Statistics & Probability

Key vocabulary	Definition
Basics	Probabilities add to 1.
Probability Scale	Impossible will definitely happen 0 Unlikely Likely 1
Relative Frequency	$\text{frequency} \div \text{total trials}$
Independent Events	Independent events: one event doesn't impact the other.
Expected Outcome	Expected outcome = probability x number of trials

Key vocabulary	Definition
A	Everything in the set A 
A'	Complement. Everything not in set A 
A ∩ B	Intersection of set A and set B. i.e. In A and in B 
A ∪ B	Union of set A and set B. i.e. In A or in B 

Key vocabulary	Definition
Linear Sequence	A number pattern with a common difference.
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[illegible]

Mathematics - Statistics

Key vocabulary	Definition
Average	A single number or value that is used to represent a set of data. There are three main averages we focus on: mode, median and mean.
Data	Information in the form of facts and numbers.
Data point	A single item from a data set.
Data Set	A collection of data which all refers to the same category or topic.
Intersection	The numbers of elements that belong to both/all sets. In a Venn Diagram, this is where the circles overlap.
Mean	The sum of all the values in a data set, divided by the number of values in the data set.
Median	The middle value in an ordered list.
Mode	The most common value. It is possible to have more than one mode
Qualitative Data	A type of data that can be grouped under named categories, often described as data that can be described.
Quantitative Data	Types of data that can be represented numerically, often described as data that can be counted.
Range	The difference between the smallest and largest value.
Two-way Table	A diagram in which frequencies for two categories may be organised; one variable in rows and the other in columns.
Venn Diagram	A diagram in which circles are used to illustrate the relationships between different sets. Must have a box drawn around it.

Key vocabulary	Definition	Examples																					
Frequency Table	A table showing how often something occurs. Can include tally charts.	<table border="1"> <thead> <tr> <th>Score</th><th>Tally</th><th>Frequency (<i>f</i>)</th></tr> </thead> <tbody> <tr> <td>1</td><td> </td><td>4</td></tr> <tr> <td>2</td><td> </td><td>9</td></tr> <tr> <td>3</td><td> </td><td>6</td></tr> <tr> <td>4</td><td> </td><td>8</td></tr> <tr> <td>5</td><td> </td><td>3</td></tr> <tr> <td>6</td><td> </td><td>1</td></tr> </tbody> </table>	Score	Tally	Frequency (<i>f</i>)	1		4	2		9	3		6	4		8	5		3	6		1
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1		4																					
2		9																					
3		6																					
4		8																					
5		3																					
6		1																					
Line Graph	Uses lines to join points on a graph to represent a data set.																						
Bar Chart	A way of displaying data using horizontal or vertical bars which are the same width and have gaps between them.																						
Pie Chart	A method of displaying proportional information by dividing a circle up into different- sized sectors.																						

Statistics	Definition
Frequency	How many times something occurs.
Continuous data	Data that can take any value. E.g. height, weight, length.
Discrete data	Data that can only take certain values. E.g. shoe size.

Mathematics - Geometry and Measure

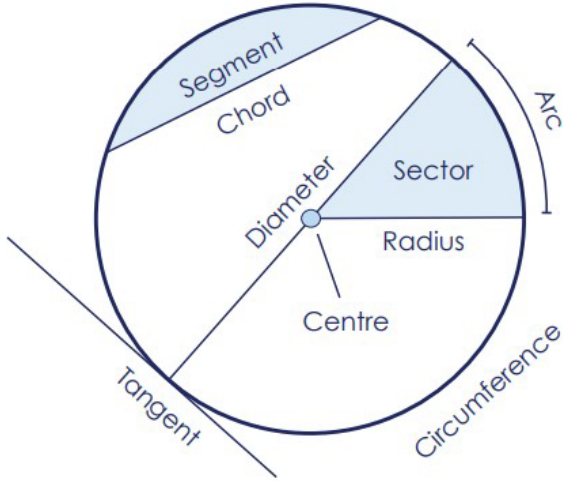
Key vocabulary	Definition
Acute Angle	An angle less than 90°.
Adjacent	Next to, or near.
Area	A measure of the space inside a closed two-dimensional shape.
Axes	The straight lines on a graph used to define the position of a point. The x-axis goes across (horizontal). The y-axis goes up (vertical).
Centimetre (cm)	A metric unit of length equal to one hundredth of a metre.
Compound Shape	A shape made up of two or more geometric shapes.
Coordinate	An ordered pair of points that show an exact position on a set of axes. Written (x, y).
Exterior Angle	An angle between one side of a shape and a line extending from an adjacent side.
Irregular Polygon	A polygon with unequal length sides and angles.
Kilometre (km)	A metric unit of length equal to one thousand metres. 1km = 1000m
Line of Symmetry	A line that can divide a shape into identical halves, which are mirror images of each other.
Metre (m)	The base unit of length in the international system of units.
Midpoint	The point exactly halfway between two points.
Millimetre (mm)	A metric unit of length equal to one thousandth of a metre.
Obtuse Angle	An angle measuring between 90° and 180°.
Order of Rotation	The number of times that a shape appears identical during a turn of 360°.
Origin	The point with coordinate (0, 0).
Parallel	Two lines that will never cross and that will remain the same distance apart.
Perpendicular	Two lines that meet at an angle of 90°.

Key vocabulary	Definition
Perpendicular	Two lines that meet at an angle of 90°.
Perimeter	The total distance around the outside of a closed two-dimensional shape.
Polygon	A closed two-dimensional shape made up of all straight edges.
Protractor	An instrument used to measure angles.
Quadrilateral	A two-dimensional shape with four sides.
Reflex Angle	An angle measuring between 180° and 360°.
Regular Polygon	A polygon with sides of equal length and angles of equal size.
Right-angle	A 90° angle.
Rotational Symmetry	A symmetry in which a shape may be rotated about a central point and appears identical after a turn of less than 360°.
Square Units	Units used to measure area.
Triangle	A two-dimensional shape with three sides.
Vertex	A point on a polygon at which two lines meet to form an angle.

Key vocabulary	Definition
Angles around a point	Angles around a point sum to 360°.
Angles on a straight line	Angles on a point on a straight line sum to 180°.
Angles in a triangle	Angles in a triangle sum to 180°.
Angles in a quadrilateral	Angles in a quadrilateral sum to 360°.

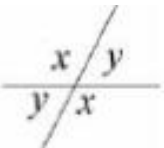
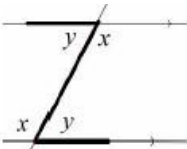
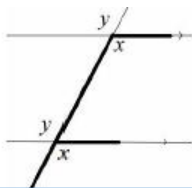
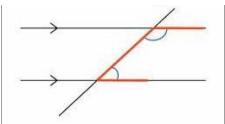
Key vocabulary	Definition
Area of a rectangle or square	Length x width
Area of a parallelogram	Length x perpendicular height
Area of a triangle	$\frac{\text{Base} \times \text{perpendicular height}}{2}$
Area of a trapezium	$\frac{a + b}{2} \times h$, where a and b are parallel sides.

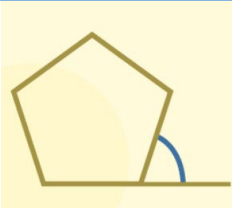
Mathematics - Geometry & Measure

Key vocabulary	Definition
Parts of a circle	
Arc	A section of the circumference.
Sector	The area bounded by two radii and an arc.
Chord	A straight line joining any two parts of the circumference.
Circumference	The distance around the outside of the circle.
Diameter	A straight line going from one end of the circle to another passing through the centre.
Segment	The area bound by the circumference and a chord
Tangent	A straight line that touches the circumference at a single point.
Pi (π)	The ratio of a circle's circumference to its diameter.

Key vocabulary	Definition
Circumference	The perimeter of the circle. $C = \pi d$
Radius	$diameter \div 2$
Diameter	$2 \times radius$
Perimeter of semi-circle	$p = \frac{\pi d}{2} + d$
Perimeter of quarter circle	$p = \frac{\pi d}{4} 2r$
Perimeter of three-quarter circle	$p = \frac{3}{4}\pi d + 2r$
Area of a circle	$A = \pi r^2$
Area of a semi-circle	$A = \frac{\pi r^2}{2}$
Area of a quarter-circle	$A = \frac{\pi r^2}{4}$
Area of three-quarter circle	$A = \frac{3\pi r^2}{4}$
Sector	Sectors are sections of a circle that are created by two radii and an arc
Arc	A portion of the circumference
Area of sector	$Area\ of\ a\ sector = \frac{\theta}{360} \pi r^2$
Length of arc	$length\ of\ arc = \frac{\theta}{360} \pi d$

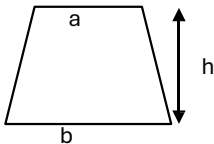
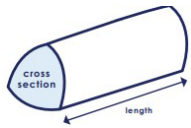
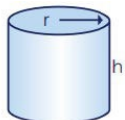
Mathematics - Geometry & Measure

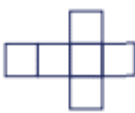
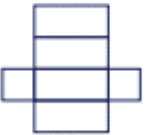
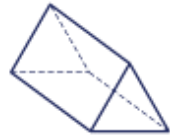
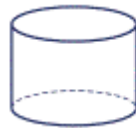
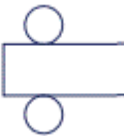
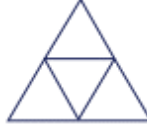
Key vocabulary	Definition
Vertically Opposite Angles	Vertically opposite angles are equal. 
Alternate Angles	Alternate angles are equal. 
Corresponding Angles	Corresponding angles are equal. 
Co-Interior Angles	Co-Interior angles add up to 180°. 

Key vocabulary	Definition
Sum of all angles in Polygons	n is the number of sides. $(n - 2) \times 180$
Internal angle in regular polygon	$\frac{(n - 2) \times 180}{n}$
External angle	The angle between a side of a polygon and an extended adjacent side.
Exterior angle regular polygon	 $\frac{360}{n}$

Key vocabulary	Definition
Translation	Translate means to move a shape. The shape does not change size or orientation.
Column Vector	In a column vector, the top number moves left (-) or right (+) and the bottom number moves up (+) or down (-)
Rotation	The size does not change, but the shape is turned around a point.
Reflection	The size does not change, but the shape is 'flipped' like in a mirror. Line $x = ?$ is a vertical mirror line. Line $y = ?$ is a horizontal mirror line. Line $y = x$ is a diagonal mirror line.
Enlargement	The shape will get bigger or smaller in relation to a centre of enlargement. Multiply each side by the scale factor.
Scale factor	The multiplier for the length of each side of a shape when carrying out an enlargement.
Centre	Used in rotations and enlargements as the centre for the transformation.

Mathematics - Geometry & Measure

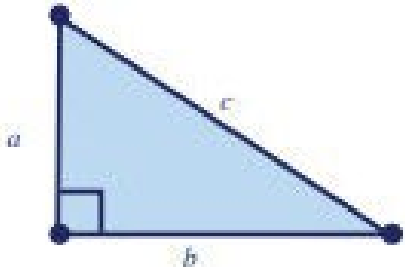
Key vocabulary	Definition	
Area of a trapezium	$\frac{a+b}{2} \times h$	
Face	A face is a single flat surface.	
Edge	An edge is a line segment between two faces.	
Volume	The amount of 'space' a solid object occupies. Units: mm^3, cm^3, m^3, etc. The volume of a prism $V = \text{Area of Cross Section} \times \text{Length}$ The volume of a cylinder $= \pi r^2 h$  	
Volume of a cube / cuboid	Length x width x height	
Prism	A 3D shape with a constant cross-section.	
Cross-section	The 2D shape that is consistent throughout the prism	
Volume conversions	1 L = 1000 cm^3 0.5 L = 500 cm^3	

Key vocabulary	Definition	Shape	Net
Cube	6 square faces 12 edges 8 vertices		
Cuboid	6 rectangular faces 12 edges 8 vertices		
Triangular Prism	5 faces 9 edges 6 vertices		
Cylinder	3 faces 2 edges 0 vertices		
Square-based Pyramid	5 faces 8 edges 5 vertices		
Triangular-based Pyramid	4 faces 6 edges 4 vertices		
Cone	2 faces 1 edge 1 vertex		
Sphere	1 face 0 edges 0 vertices Half a sphere is known as a hemisphere.		

Mathematics - Geometry & Measure

Key vocabulary	Definition
Properties of Solids	Faces = flat surfaces Edges = sides/lengths where faces meet Vertices = corners where edges meet
Plans and Elevations Plan View Side Elevation: Front Elevation	This takes 3D drawings and produces 2D drawings. from above from the side from the front

Key vocabulary	Definition
Surface Area	The total area of all the faces of a 3D shape.
Surface area of a cylinder	$A = 2\pi rh + 2\pi r^2$
Volume of a Prism	$V = \text{Area of Cross Section} \times \text{Length}$

Key vocabulary	Definition
Right-angled triangle	A triangle that contains a 90° angle
Hypotenuse	The longest side – opposite the right angle
Pythagoras' theorem	For any right-angled triangle, the area of the square of the longer length (the hypotenuse) is equal to the area of the squares of the shorter lengths added together. $c^2 = a^2 + b^2$ 

Notes

Music - Elements of Music

1. Elements of music

Dynamics	The volume of the music.
Melody	The tune.
Pitch	How high or low the sound is.
Rhythm	The pattern of beats in a piece of music.
Tempo	The speed of the music.
Texture	The layers in a piece of music.
Tonality	Major or minor music.
Structure	The sections in a piece of music.
Harmony	The accompaniment.

3. Texture

Monophonic	One melody or rhythm.
Homophonic	Melody and accompaniment.
Polyphonic	Multiple melodies or rhythms played at the same time.
Octave	Playing the same note exactly 8 notes higher or lower.
Unison	Playing or singing the same notes at the same time.

5. Key vocabulary: Tonality

Major	Happy sounding music
Minor	Sad sounding music

2. Tempo: Italian terms

Tempo	The speed of the music
Largo	Very slow
Adagio	Slowly
Andante	At a walking pace
Allegro	Fast
Presto	Very fast
Accelerando	Gradually speeding up
Rallentando	Gradually slowing down

4. Dynamics

Italian term	English definition
Pianissimo	Very quiet
Piano	Quiet
Mezzo piano	Moderately quiet
Mezzo forte	Moderately loud
Forte	Loud
Fortissimo	Very loud
Crescendo	Gradually getting louder
Diminuendo	Gradually getting quieter

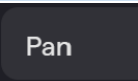
6. Rhythmic devices

Polyrhythm	Multiple rhythms played at the same time of equal importance.
Call and response	A soloist calls a rhythm and the group respond with a similar or matching phrase.
Ostinato	A repeating pattern which can be rhythmic or melodic.
Pulse	A steady beat.
Syncopation	An off-beat rhythm.

7. Popular Music – Structure	
Intro	Short section at the start of a song.
Verse	Section where the lyrics tell a story.
Pre-chorus	Found before the chorus and feels like its building.
Chorus	The main catchy part of the song.
Bridge	A contrasting section.
Outro	The ending of the song.

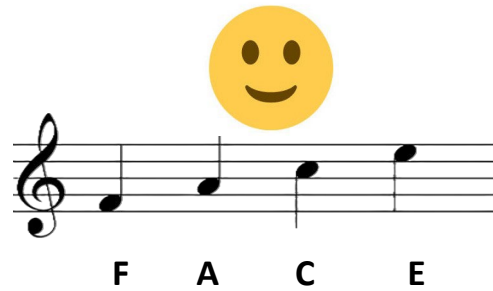
8. Film Music	
Diegetic	Music or sounds that are part of the action.
Non-diegetic	Music or sounds that are not part of the action.
Mickey-mousing	When the music matches what is happening on screen.
Leitmotif	A short musical idea that represents a person, place or emotion.
Fanfare	A short musical idea to introduce someone important, played by the brass family.

Music Technology

9. Music Technology		
	Region	Contains the music that has been composed.
	Extend the Region	Used to fit more notes into a region.
	Loop	Used to repeat an idea.
	Inputting Notes	Used to input individual notes.
	Automation	Used to add dynamics and panning.
	Panning	Moving the sound to just the left speaker, right speaker or both.

Music - Reading Notation

Treble Clef Notes on the staff

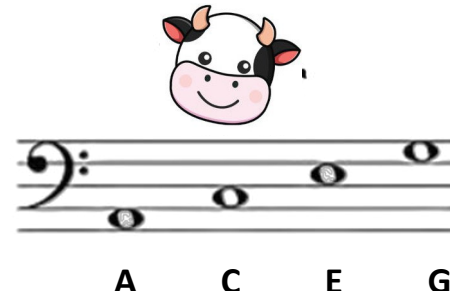


FACE in the space

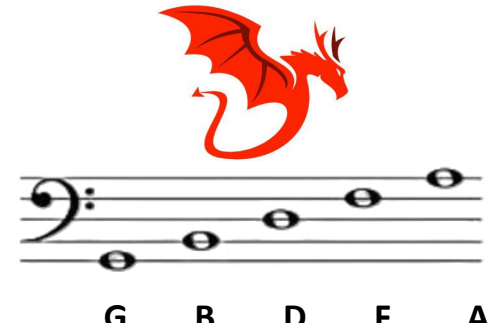


Eddie's Green Boots Don't Fit

Bass Clef Notes on the staff



All Cows Eat Grass



Great Big Dragons Fly Away

Treble Clef Ledger Lines



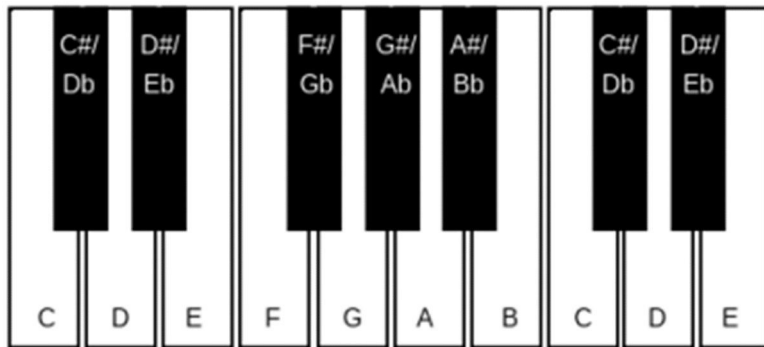
Bass Clef Ledger Lines



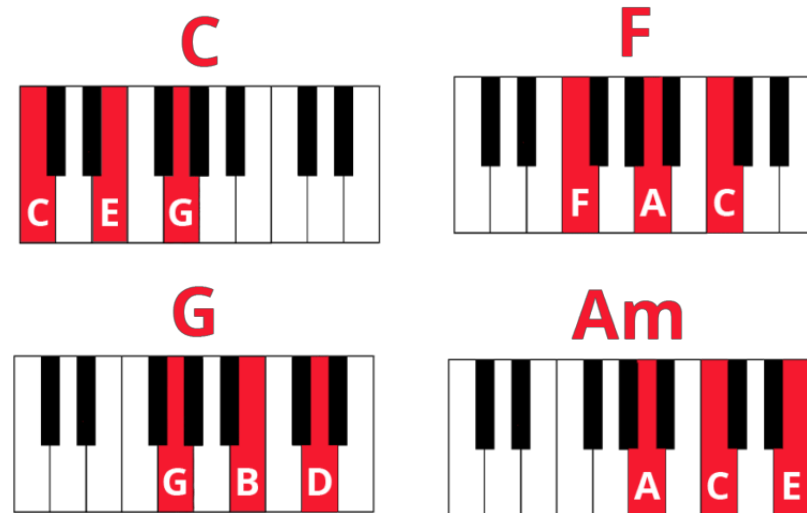
Notes and Rests

Symbol	Term	Rest	Duration
	Semiquaver		1/4 beat
	Quaver		1/2 beat
	Crotchet		1 beat
	Minim		2 beats
	Semibreve		4 beats

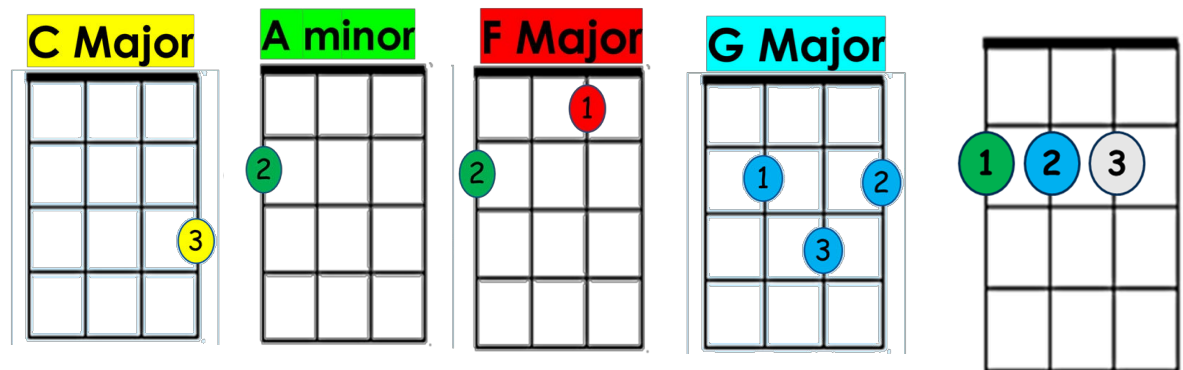
The notes on the keyboard



Piano Chords



Ukulele Chords



Physical Education - Health Related Fitness

Phases of Warm up	What it is	Specific Examples	Benefits of warmup
Pulse Raiser	Slowly increasing HR	Jogging around the field/hall	• Warming up muscles • Preparing the body physically and mentally for competition • Increase body temperature - Improve flexibility of muscles and joints. • Reduce chance of injury.
Mobility	Taking joints to their full range of movement	Circling shoulders – opening closing the gate	
Stretching	Static – stationary - Dynamic - moving stretches	Hamstring stretch or Lunges	
Dynamic movements	Show a change in speed and direction	Sprint shuttles, fast feet and bounding	
Skill rehearsal	Practising movement patterns and skills that will be used in the activity	Passing in football	

Key terms	
Aerobic	With oxygen
Anaerobic	Without oxygen
Maximum HR	Maximum heart rate = 220 - AGE
RHR	Resting Heart Rate
Aerobic threshold	60-80% of Maximum heart rate (HR)
Anaerobic threshold	80-90% of maximum heart rate (HR)

Principles of Training		
Basic Principles of Training	Frequency	How often you train
	Intensity	How hard you train
	Time	How long you train for
	Type	What type of training you do

Method of Training		
Method of Training	Description	Example
Circuit	• Exercises performed at stations • Usually, 6-8 stations • Works all components of fitness	• Station 1: Press ups • Station 2: Burpees • Station 3: Sit ups • Station 4: Mountain Climbers • Station 5: Tricep Dips
Interval	High intensity with rests	Sprint Shuttles
Continuous	Moderate intensity for a minimum of 20 minutes	Cross country run around the school field
Fartlek	This is where the intensity of the training is varied with speeds or different terrains. Known as speed play.	Lines of different cones. Sprint to one colour, jog to another, walk to another then repeat.
Flexibility	This is using a range of stretching movements to increase the range of motion around a joint to improve flexibility.	Stretching after exercise

Physical Education - Handball

Phases of a Warmup	What it is	Specific Examples	Benefits of warmup
Pulse Raiser	Slowly increasing HR	Jogging up and down the handball court	Warming up muscles
Mobility	Taking joints to their full range of movement	Shoulder rotations	Preparing the body physically and mentally for competition
Stretching	Static- stationary- dynamic- moving stretches	Triceps/deltoid/hamstring stretches	Increase body temperature- Improve flexibility of muscles and joints
Dynamic movements	Show a change in speed and direction	Shuttles and changing direction at speed	
Skill Rehearsal	Practising movement patterns and skills that will be used in activity	Passes to a partner/shots at goalkeeper	Reduce chance of injury

Tactics	Definition
Passing	- Using the correct passes at the correct time. - Entice players towards you and offload before you are tackled to create space for your teammates.
Receiving	- When receiving the pass in attack, be on the move. - This makes you a more difficult player to mark and defend. - Creates spaces and opportunities to beat defenders and shooting chances.
Shooting	- Look to beat defenders using a feint and dodge. - Use the jump shot to get a better angle of shot and to get closer to the goal. - Use your three steps to beat defenders and get shots away from inside the area (using your jump).
Defending	- Standing together and make yourself as tall- create a barrier - Decision making- when to step off the 6m line to engage in contact. - Always tackle from the front, use your feet to stay in front of attackers
Attacking	- Use set plays, swap over positions to confuse defenders and utilise the space. - Use feints or fake passes to confuse defenders and take them on.
Decision Making	Which pass to use and when. Your positioning on the court, can you swap positions whilst in play? When to tackle and when to let attacker shoot. When to pass and who to pass to.

Set Plays	Definition
Possession Play	- Making a lot of passes - Keeping the ball away from the opposition. - Be patient with passes
Fast Break	- Looking to use the quick players who can get up the court quicker than the defenders can get back to defend. - Fast break every time the goalkeeper has the ball. - Look to release the ball as quickly as you can and catch opponents out.
Free Throws	- All players behind the 9meter line - You can shoot directly from a free throw - Move the ball quickly to a wide position - Take all shooting opportunities.
Penalties	Penalties are awarded for dangerous play when shooting. You must take the shot from the 7 meter mark and your foot must remain behind the line and cannot move when taking the shot.
Defending	Staying as tall as possible, meet attackers before they get to the line. Look to force attacking team as wide as possible to make shooting angle as small as possible.
Centre Passes	Once the ball is back to the centre, all attacking players must start in their own half. You do not have to wait for the defending team to be back, this can lead to fast breaks.

Physical Education - Netball

Phases of Warm up	What it is	Specific Examples	Benefits of warmup
Pulse Raiser	Slowly increasing HR	Jogging around the netball court	Warming up muscles
Mobility	Taking joints to their full range of movement	Arm circles or opening closing the gate	Preparing the body physically and mentally for competition
Stretching	Static – stationary - Dynamic - moving stretches	Hamstring stretch or Lunges	Increase body temperature -
Dynamic movements	Show a change in speed and direction	Sprint shuttles, fast feet and bounding	Improve flexibility of muscles and joints.
Skill rehearsal	Practising movement patterns and skills that will be used in the activity	Pass and moving – bow tie	Reduce chance of injury.

Key Skills			
Key Skills		What is it?	Why is it used?
Passing	Centre Passes	- Centre steps into the circle - On whistle all key players drive forward to receive the pass	- To start the game - WA, WD, GA and GD drive to - give options to C player.
	Semi-Circle tactics	Movement in and around the semi-circle to get the best opportunity to shoot.	Set patterns of play involving GS, GA, WA, C, in order to maximise shooting opportunities.
Defend	Rebounds	Be able to have quick reactions	Jump higher than others to retrieve the ball.
	Interceptions	Be able to turn over ball and keep control when landing	Turnover ball and start the attack to your end
	Marking	Apply 1M rule and get your distance before hands.	Perform this everywhere on court to turn over ball
Attack	Dodging	Use either sprint or feint to create space anywhere on court	Used effectively during a centre pass, back or side-line passes.

Key Rules		
Rule	Definition	Sanction
Free Pass	When a rule is broken that does not directly affect another player. This is when a penalty pass is awarded. No players are out of play.	
Penalty Pass	When a rule is broken that directly affects another player. The player who committed the foul must stand next to the player and is out of play until the pass has been made.	
Obstruction	A player must always be at least 3 feet (0.9M) away from an opponent with the ball when defending.	Penalty Pass
Replayed Ball	The player cannot catch the ball with both hands, drop it and pick it up again.	Free Pass
Footwork	A player is not allowed to move, drag, or hop on the landing foot until they have thrown the ball. If they land on 2 feet, they can choose which foot to move first.	Free pass to the other team.
Contact	Players cannot make physical contact with each other on court.	Penalty Pass
Held ball	Holding the ball for more than 3 seconds	Free Pass
Over a Third	The ball cannot be thrown over a complete third of the court without being touched or caught by a player	Free Pass
Repossession (shooting)	After releasing the ball, the GS or GA may not replay the ball until it has been touched by another player or it rebounds from the goalpost.	Free pass

Physical Education - Gymnastics

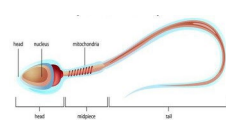
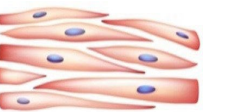
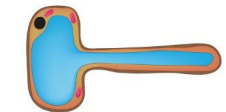
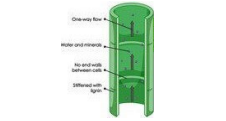
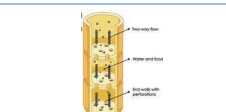
Phases of Warm up	What it is	Specific Examples	Benefits of warmup
Pulse Raiser	Slowly increasing heart rate and body temperature	Jogging around the hall	• Warming up muscles • Preparing the body physically and mentally for competition • Increase body temperature - Improve flexibility of muscles and joints • Reduce chance of injury
Mobility	Taking joints to their full range of movement	Circling shoulders – opening closing the gate	
Stretching	Static and Dynamic	Hamstring stretch or opening/closing gate	
Dynamic movements	Show a change in speed and direction	Sprint shuttles, fast feet and bounding	
Skill rehearsal	Practising movement patterns and skills that will be used in the activity	Practicing rolls, cartwheels or jumps	

Key Skills

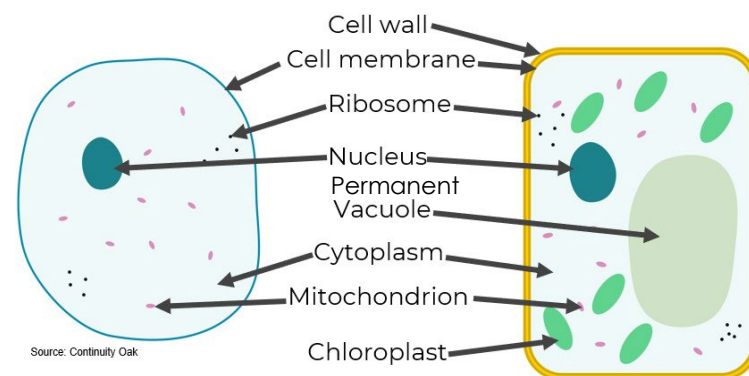
Key Skill	What is it?	Why is it used?
Vaulting	Being able to spring, using hands & feet over an apparatus to land safely	To be able to negotiate apparatus in order to move over it, on top of it and around it
Mount & Dismount	Getting onto, and off, a piece of apparatus – usually a vault or block	To travel over, on and off a high piece of apparatus, allows you to fluently move through skills using apparatus
Taking weight on hands	Using the hands to take the weight of your body e.g. handstand, through vault, cartwheel, handspring	To show strength in gymnastics. The ability to create shapes & movements where the weight is on your upper body
Decision Making	Working out how a basic skill can be performed or adapted to add different apparatus	To show your ability to adapt skills for apparatus. To work out how a skill can be performed differently (entry/exit etc) when using apparatus
Flight	The action of flying through the air. In gymnastics this is with the aid of a vault, springboard etc	Flight in gymnastics allows you to create different shapes and rotations in the air before landing safely EG: straddle jump; handspring; somersault
Take Off	The preparation for a jump	Two feet together, swing arms behind and upwards to push the feet off the floor
Landing	The placement of the feet on the floor/apparatus at the end of a jump/flight	Bend the knees on contact with the floor/apparatus, arms out in front of the body to control the landing
Aesthetics	How a skill or routine looks to the audience	
Fluency	Moving from one skill to another easily and smoothly	
Body tension	Tensing & stretching the muscles in order to keep the body in line & held in a shape during a skill	

Science - B1 - Cell Biology

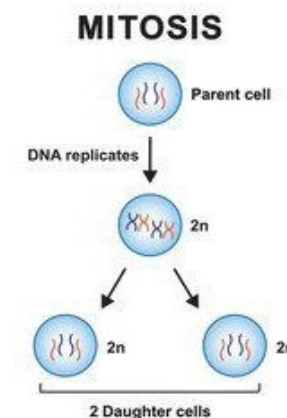
1. Key vocabulary	
DNA	The molecule that holds the genetic information in a cell
Plasmid	A small loop of DNA, only found in prokaryotic cells (bacteria)
Eukaryotic cell	DNA contained within nucleus (plant and animal)
Prokaryotic cell	DNA not contained in nucleus (bacteria)
Cell differentiation	Cells become specialised by developing different sub-cellular structures to help them function
Chromosomes	Found in nucleus of a cell, made of DNA. Usually found in pairs. Humans have 46 chromosomes (23 pairs) in a body cell

3. Specialised cells		
Specialised cell	Image	How the structure relates to the function
Nerve cell		Elongated axon to transmit electrical impulses over a distance; large dendrites; fatty sheath covering the axon for insulation, to speed up transmission
Sperm cell		Has a long tail to allow it to swim; contains many mitochondria to release lots of energy; streamlined head containing enzymes
Muscle cell		Lots of mitochondria to release energy for muscle contraction; elastic fibres to allow the muscle to contract and relax
Root hair cell		Has a large surface area and thin cell wall for water and mineral absorption
Xylem cell		Strengthened walls by lignin for the transport of water and dissolved ions
Phloem cell		Sieve plates to allow the transport of dissolved sugars

2. Sub-cellular structures	Function
Nucleus	Controls the cell's activities and contains genetic material
Cell membrane	Controls the movement of substances into and out of the cell
Cytoplasm	Jelly-like substance where chemical reactions take place
Mitochondria	The site of aerobic respiration
Ribosome	Site of protein synthesis (proteins are made)
Cell wall	Strengthens the cell, made of cellulose
Chloroplast	Site of photosynthesis (contains chlorophyll, a green pigment which absorbs light)
Permanent Vacuole	Filled with cell sap to help keep the cell turgid (stiff) to provide support



4. Mitosis – cell division	
Stage	Description
1	Cell grows, number of sub-cellular structures (e.g. ribosomes and mitochondria) increases and DNA replicates to form two copies of each chromosome
2	Nucleus divides and one set of chromosomes is pulled to each end of the cell
3	Cytoplasm and cell membranes divide to form two identical cells



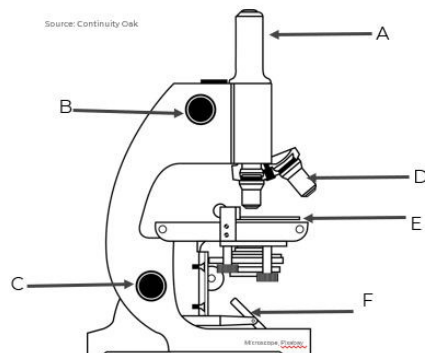
Science - B1 - Cell Biology

1. Microscopy

Term	Definition
Magnification	Magnification = size of image ÷ size of actual object
Focus	Start with lowest magnification to focus image
Resolution	This is the measure of the level of detail you can see in the image using a microscope
Light microscope	Device that uses visible light and a series of lenses to produce an enlarged image of an object, maximum magnification of 1500x and low resolution
Electron microscope	Microscope with a much higher magnification and resolution than a light microscope so can be used to study cells in much finer detail and see sub-cellular structures

3. Microscopes

A	Eyepiece lens	Where the viewer looks through to see the specimen
	Clips	Keep the specimen secure on the stage
B	Coarse focus	Moves the stage up and down
C	Fine focus	Used to make the image clearer
D	Objective lens	Changes the magnification of the image
E	Stage	Where the specimen is placed
F	Light	Produces light to see the specimen



2. Transport across membranes

Process	Definition	Image	Uses
Diffusion	The net movement of particles from an area of higher concentration to an area of lower concentration. Occurs in solutions and gases.		Movement of oxygen and carbon dioxide in gas exchange (lungs - alveoli; leaves - spongy mesophyll and stomata), and of the waste product urea from cells into the blood plasma for excretion in the kidney.
Osmosis	The diffusion of water from a dilute to concentrated solution, across a partially permeable membrane (shown in red).		Movement of water across cell membranes into and out of cells.
Active Transport	The movement of particles from a low concentration to a high concentration, using energy from respiration.		Absorption of mineral ions into plant root hairs from very dilute solutions in the soil. Absorption of sugar molecules from lower concentrations in the gut into the blood which has a higher sugar concentration.

4. Stem cells

A stem cell is an undifferentiated cell of an organism which is capable of giving rise to many more cells of the same type, and from which certain other cells can arise from differentiation. Stem cells may be able to help conditions such as diabetes and paralysis.

Embryo	Adult	Meristem
Can be cloned and made to differentiate into most different types of human cells	Adult bone marrow can form many types of cells including blood cells	Can differentiate into any type of plant cell, throughout the life of the plant
In therapeutic cloning an embryo is produced with the same genes as the patient		

Science - B1 - Infection and response

1. Key vocabulary	
Communicable	A disease spread from person to person caused by a pathogen
Pathogen	Micro-organism that causes disease. The four types of pathogen are bacteria, virus, fungus and protist
Bacteria	Causes disease by reproducing rapidly inside the body, and releasing toxins which damage tissues and make us feel ill
Virus	Causes disease by living and reproducing inside cells, causing cell damage
Vector	An organism which carries something e.g. a disease but isn't affected by it such as a mosquito

3. Diseases				
Disease	Pathogen	Symptoms	Transmission	Method of reducing transmission
Measles	Virus	Fever, red skin rash	Inhalation of infected droplets from sneezes and coughs	Vaccination
HIV	Virus	Flu-like symptoms. Develops into AIDS over time which damages the body's immune system.	Sexual contact, exchange of bodily fluids, sharing needles	Condoms, do not share needles
Tobacco mosaic virus (TMV) - plant only	Virus	Distinctive mosaic pattern of discolouration on leaves, affects growth of plant by reducing photosynthesis	Spread through the use of infected tools on healthy plants (direct contact)	Removing infected areas of the plant, sterilising gardening tools
Salmonella	Bacteria	Fever, abdominal cramps, vomiting, diarrhoea	Bacteria ingested in food prepared in unhygienic conditions, undercooked food	Vaccination of poultry, ensure food cooked thoroughly, especially poultry
Gonorrhoea	Bacteria	Thick yellow or green discharge from the penis or vagina, pain when urinating	Sexual contact	Treatment with antibiotics, use of a barrier method of contraception e.g. condom
Rose black spot—plant only	Fungus	Purple or black spots on leaves. Effects growth of plant due to reduction of photosynthesis	Air, water or direct contact	Use of fungicides and/or removing and destroying the affected leaves
Malaria	Protist	Recurrent episodes of fever	Mosquito (vector)	Preventing mosquitoes breeding: mosquito nets and insect repellent

2. Treatment	
Antibiotic	Drug which cures bacterial disease by killing pathogenic bacteria
Painkiller	Drug which reduces pain, does not cure a disease but relieves symptoms

4. Non-specific defence systems	
Skin	Acts as a barrier
Nose	Hairs and mucus trap pathogens before entering lungs
Trachea and bronchi	Cilia cells (small projections from cells) and mucus (produced by goblet cells) trap pathogens
Stomach	Contains hydrochloric acid to kill pathogens that have been eaten

5. Vaccination key terms	
Vaccines	Dead or weakened form of a pathogen injected into the body
Antigen	Protein on the surface of a pathogen which the body recognises as a foreign body
Antibody	Protein produced by white blood cells which binds to the antigens on pathogen and helps them be destroyed
Herd immunity	The protection given to a population against an outbreak of a specific disease when a very high percentage of the population have been vaccinated against it

6. Stages of vaccination	
Stage	Effect
1	Dead or weakened pathogen injected into the body
2	Antigens in the vaccine stimulate white blood cells to make antibodies
3	Memory cells (type of white blood cell) can be used to make the correct antibody for that pathogen
4	If the pathogen re-enters the body the white blood cells will respond quickly to produce the correct antibodies, preventing infection. The person is immune

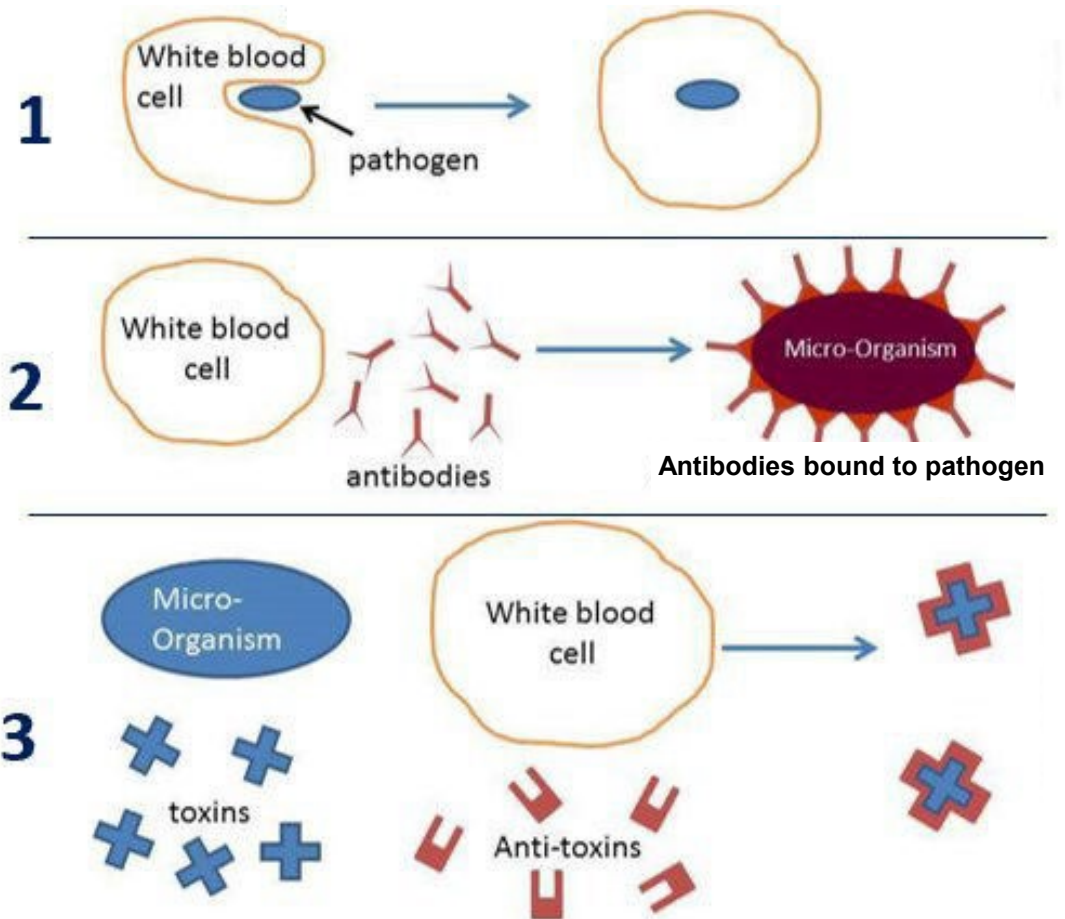
Science - B1 - Infection and response

1. Drugs	
Drug	Origin
Digitalis	Heart drug from foxgloves originally
Aspirin	Painkiller from willow trees
Penicillin	Antibiotic originally from fungus. Discovered by Alexander Fleming

3. Drug trials key terms	
Key vocabulary	Definition
Efficacy	Whether the drug works
Dose	How much of the drug to use
Toxicity	If the drug has harmful side effects
Placebo	A fake drug
Double blind trial	Neither the doctor nor the patient know if they have the placebo or the real drug, to avoid bias

4. Stages in drug trials	
Pre-clinical trials	1. Tested on cells and tissues for toxicity and side effects 2. Tested on animals for toxicity and side effects
Clinical trials	3. Low dose tested on healthy volunteers to check for side effects and toxicity 4. Test on small group of patients with the illness to find optimum dose (best dose with fewest side effects). Patients will go through double blind trials, to avoid bias 5. Large scale testing 6. Peer review, to avoid bias

2. White blood cells		
1	Phagocytosis	engulfing and breaking down the pathogen
2	Produces antibodies	specific to the antigen
3	Produces antitoxins	to neutralise toxins

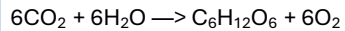


Science - B1 - Bioenergetics (Photosynthesis)

1. Photosynthesis

Endothermic chemical reaction that takes place in chloroplasts in leaves that produces glucose and oxygen from carbon dioxide and water

Carbon dioxide + water → glucose + oxygen



3. Required practical

Number	Label
1	Lamp (LED to control temperature)
2	Thermometer
3	Distance from light
4	Collected oxygen
5	Bubbles of oxygen (count number of bubbles produced per minute)
6	Water with sodium hydrogencarbonate
7	Pond weed

2. Uses of glucose from photosynthesis

Converted into starch for storage

Used to produce fats and oils for storage

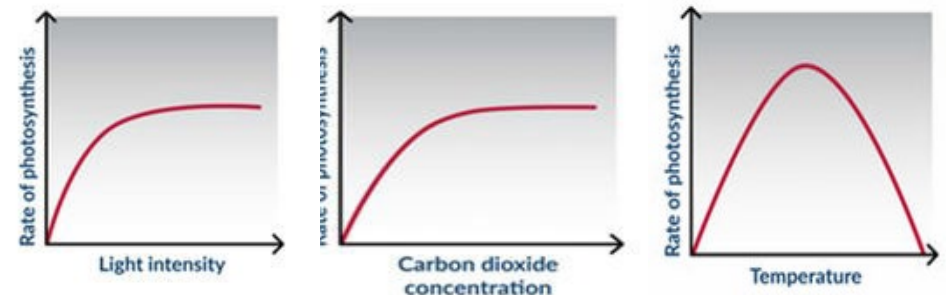
Used to produce cellulose, which strengthens the cell wall

Used to produce amino acids for protein synthesis (to produce proteins, plants also use nitrate ions that are absorbed from the soil)

Used for respiration

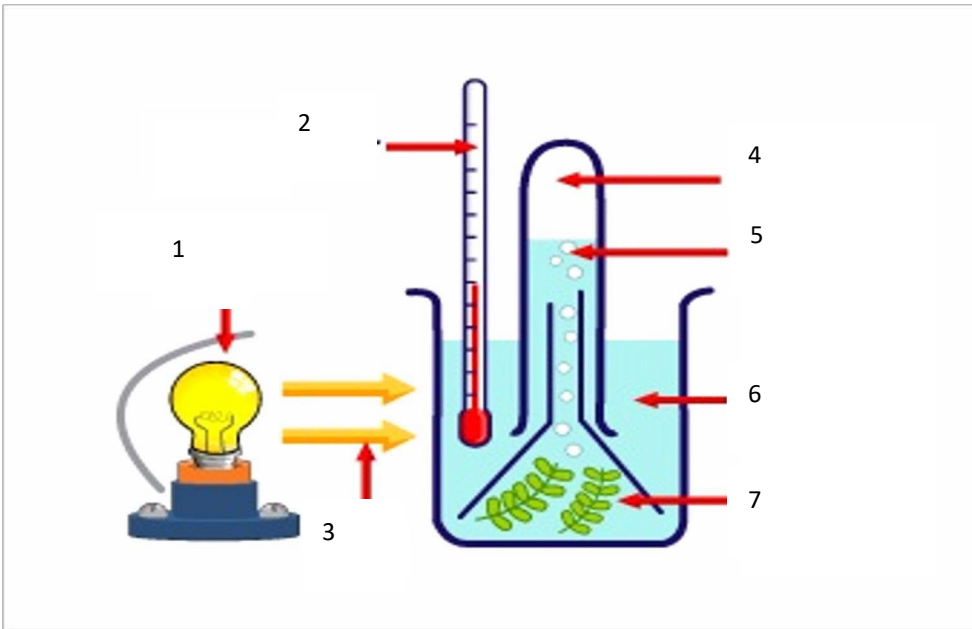
4. Limiting factors:

1	Concentration of carbon dioxide
2	Light intensity
3	Amount of chlorophyll
4	Temperature



Light intensity (HT only)

Inverse square law	As distance from the light source increases, the light intensity decreases in a non-linear relationship.
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Science - B1 - Bioenergetics (Respiration)

1. Respiration

Key vocabulary	Definition
Respiration	A chemical process in all cells that releases energy from glucose.
Aerobic respiration	Respiration that uses oxygen to release large amounts of energy from glucose, occurs in the mitochondria.
Anaerobic respiration	Respiration that does not use oxygen and releases less energy from glucose, occurs in the cytoplasm.
Oxygen debt (HT only)	The amount of extra oxygen the body needs after exercise to react with accumulated lactic acid and remove it from the cells.

3. Respiration equations

Aerobic respiration	Glucose + oxygen $\rightarrow$ carbon dioxide + water $C_6H_{12}O_6 + 6O_2 \rightarrow 6CO_2 + 6H_2O$
Anaerobic respiration (muscles – animals)	Glucose $\rightarrow$ lactic acid
Anaerobic respiration (plants and yeast)	Glucose $\rightarrow$ Carbon dioxide + ethanol

5. Uses of anaerobic respiration

Fermentation	Ethanol produced from anaerobic respiration in plants and yeast is used to make alcoholic drinks such as beer, wine, cider and spirits.
Baking	Carbon dioxide produced from anaerobic respiration in yeast is used to make bread rise.

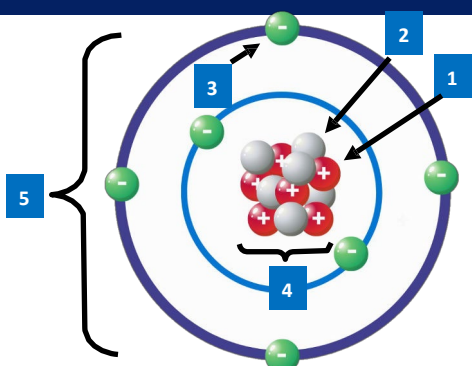
2. Effect of exercise

Effect	Reason
Increased heart rate	To deliver more oxygen and glucose to muscle cells and remove waste carbon dioxide.
Increased breathing rate	To get more oxygen into the blood quickly
Increased breath volume	Get more oxygen into blood per breath and remove waste carbon dioxide
Heart beats harder	More blood is pumped with every beat

4. Metabolism is the sum of all the reactions in a cell or body. Including:

1	Conversion of glucose to starch, glycogen and cellulose
2	Formation of lipids from fatty acids and glycerol.
3	The use of glucose and nitrate ions to form amino acids which are turned into proteins
4	Respiration
5	Breakdown of excess proteins to form urea for excretion

Science - C1 - Atomic structure and the Periodic table



	Name	Relative Mass	Relative Charge
1	Proton	1	+1
2	Neutron	1	0
3	Electron	very small	-1
4	Nucleus	A	+Z
5	Atom	A	0

2. Key vocabulary	Definition
Element	Substance that contains only one type of atom
Mixture	Two or more elements and/or compounds not chemically combined together
Compound	Contains two or more different elements chemically combined
Group	Columns on the periodic table, informs us of the number of electrons in the outer shell of the atom. Contain 'families' of elements with similar properties
Period	Rows on the periodic table, informs us of the number of electron shells in an atom
Reactants	The substances that take part in a chemical reaction
Products	The substances that are made in a chemical reaction
Electronic structure	Pattern of electrons in shells. Shells fill from the inside; 1 st shell max 2, 2 nd shell max 8, 3 rd shell max 8, 4 th shell max 2
Ion	An atom with an overall positive or negative charge due to the loss or gain of electrons

1. Key vocabulary	Definition
Atom	A neutral particle consisting of protons, neutrons and electrons. Number of protons = number of electrons
Mass number, A	Total of number of protons and neutrons in the nucleus of an atom
Atomic number, Z	Number of protons in the nucleus of an atom; determines the identity of the element
Atomic radius	Distance from the centre of an atom's nucleus to the electrons (approx. 10^{-10}m or 0.1nm)
Isotopes	Atoms of the same element (i.e. same number of protons) with different number of neutrons
Nanometre	$1 \times 10^{-9}\text{m} = 0.001\mu\text{m} = 0.000\,001\text{mm} = 0.000\,000\,001\text{m}$
Nucleus	The positively charged centre of an atom made of protons and neutrons. Approximately 10 000 times smaller than the atom (approx. 10^{-14}m)
Subatomic	Smaller than the size of an atom



	Definition
a Relative atomic mass	Average mass of the element's atoms, calculated from the mass and abundance of its isotopes
b Element symbol	One or two-letter abbreviation for the element
c Element name	The official name of a chemical element
d Atomic number	Number of protons in an atom's nucleus

3. Method	For separating mixtures of...	Requirements	Example
Filtration	insoluble solids from liquids/solutions	Filter funnel, filter paper	Sand from water
Crystallisation	soluble solids from solvents	Heat energy for evaporation	Copper sulphate crystals from solution
Simple distillation	two liquids of different boiling points	Heat energy, condenser	Ethanol (alcohol) from water
Fractional distillation	many liquids of differing boiling points	Heat energy, condenser or fractionating column	Crude oil fractions
Chromatography	different coloured compounds	Solvent, chromatography paper	Pigments in ink/ dye

4. Scientist	Contribution
Rutherford	Disproved 'plum pudding' model. Replaced with 'Nuclear model' Atom mostly empty space, nucleus positive where almost all the mass is concentrated
Bohr	Modified the 'Nuclear' model: central nucleus with orbiting electrons at <u>specific</u> distances.
Chadwick	After the proton was discovered, provided experimental evidence for existence of neutrons.

Science - C1 - Bonding, Structures and Properties of Matter

1. Key vocabulary

Vocabulary	Definition
Ionic bond	Between a metal and non-metal. Involves the transfer of electrons.
Covalent bond	Between non-metals only. Involves the sharing of electrons.
Ion	charged particles formed through the loss or gain of electrons. Metals and hydrogen form positive ions. Non-metals form negative ions.
Metallic bond	Between metal ions. Neat rows of positive metal ions surrounded by a sea of delocalised electrons.
Alloy	Harder than a pure metal. Different sized atoms distort the layers meaning they cannot slide.
Simple covalent structures	Small molecules with low melting and boiling points as they have weak intermolecular forces, so it doesn't take much energy to overcome these forces.
Molten	Melted (in the liquid state).
Aqueous	Dissolved in water (aq).

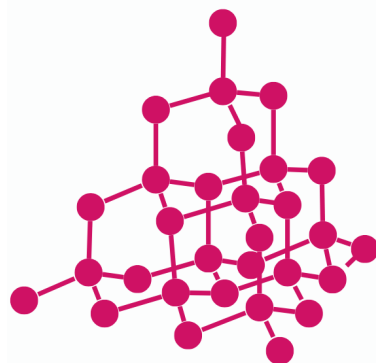
3. State symbols

Symbol	Meaning
(s)	Solid
(l)	liquid
(g)	Gas
(aq)	Aqueous (dissolved in water)

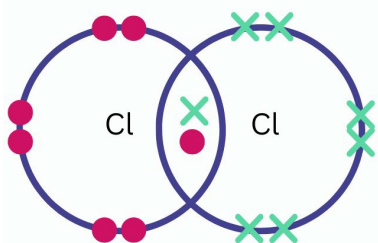
2. Giant structures

Key vocabulary	Facts
Giant covalent structures	High melting and boiling point as has strong covalent bonds between many atoms which take a lot of energy to break e.g. Diamond, graphite and silicon dioxide
Diamond	Four covalent bonds from each carbon atom to neighbouring carbon atoms. Does not conduct electricity as no free electrons. Hard and high melting and boiling point
Graphite	3 bonds between each carbon atom Conducts electricity as has free electrons (delocalised electrons) Soft as layers can slide
Giant ionic lattice	High melting and boiling point as has strong electrostatic forces between many ions, so takes a lot of energy to overcome forces. Does not conduct when solid Conducts electricity when molten or aqueous as ions are free to move
Polymer	Made of many repeating units. Large molecules with strong covalent bonds linking monomers. Strong intermolecular forces so solid at room temperature
Graphene	Single layer of graphite. Useful in electronics and composites
Fullerenes	Molecules of carbon atoms with hollow shapes
Buckminsterfullerene	First fullerene to be discovered. Made of 60 carbons (C_{60}). Spherical shape
Carbon nanotubes	Hollow carbon tubes. very high strength to weight ratio

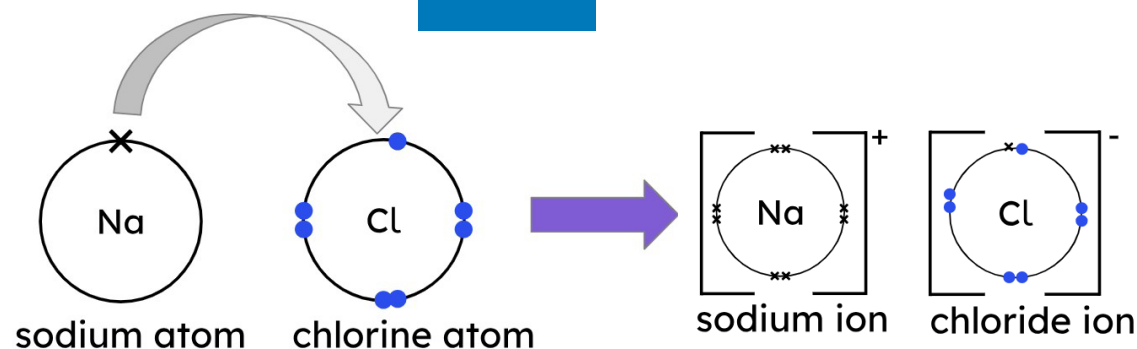
Diamond



Covalent bond

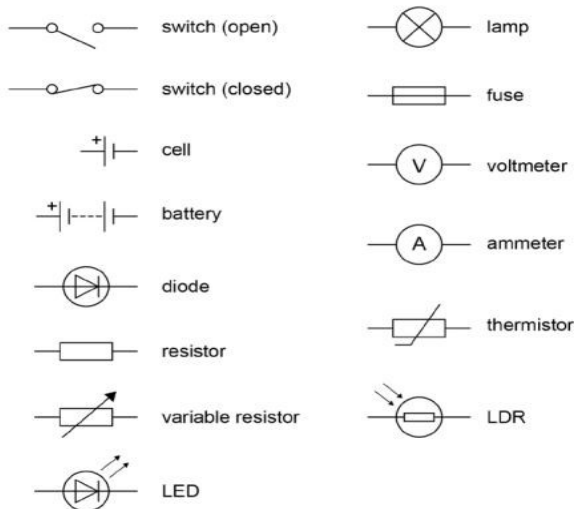


Ionic bond

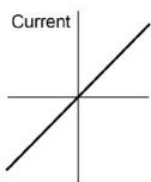


Science - P1 - Electricity

1, Circuit diagram symbols

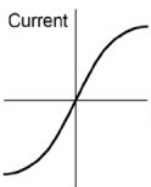


4. Resistors



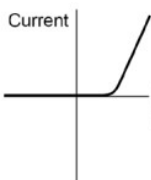
Fixed Resistor (Ohmic Conductor)

Current and potential difference are **directly proportional**. Resistance is **constant**.



Filament Lamp

Resistance of a filament lamp is **not constant**. As temperature increases, resistance increases.



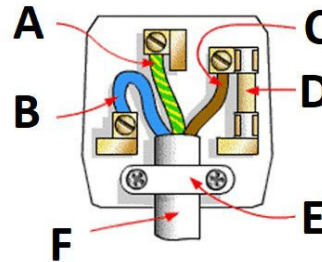
Diode/ LED

The **current** through a diode flows in **one direction only**. The diode has a **very high resistance in the reverse direction**.

2. V, I and R in Series and Parallel

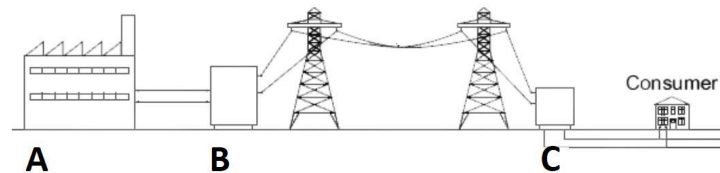
	Current	Potential Difference	Resistance
Series	The current is the same through each component	The total potential difference of the power supply is shared between the components	The more resistors, the greater the resistance . The total resistance of two components is the sum of the resistance of each component. $R_{total} = R_1 + R_2$
Parallel	Current through the whole circuit is the sum of the currents through the separate branches	The potential difference across each branch is the same	The total resistance of two resistors is less than the resistance of the smallest individual resistor

3 core cable



A	Earth	Yellow and green colour. Potential difference of 0V. Carries charge to Earth if live wire touches the metal casing of an appliance (faulty).
B	Neutral	Blue colour. Completes the circuit. Potential difference should be 0V.
C	Live	Brown colour. Current flows to the appliance. Potential difference between this and other wires should be 230V.
D	Fuse	A safety device consisting of a strip of wire that melts and breaks an electric circuit if the current exceeds a safe level.
E	Cable grip	F Cable

5. National grid



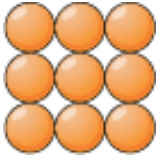
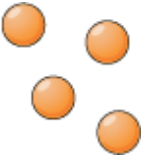
Definition:

A series of **cables** and **transformers** linking power stations to consumers

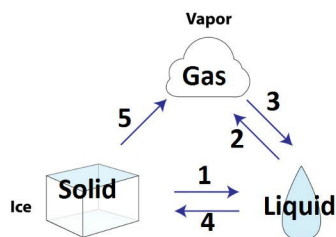
A	Power station	Non-renewable power stations burn fossil fuels to boil water, which turns a turbine and generator, transferring chemical energy to electrical.
B	Step up transformer	Increases the potential difference for transmission across power cables. This reduces the current and therefore less heat is lost from the cables. This makes the National Grid efficient.
C	Step down transformer	Reduces the potential difference from the cables to 230V for use by consumers.

Science - P1 - Particle Model

1. Particle model

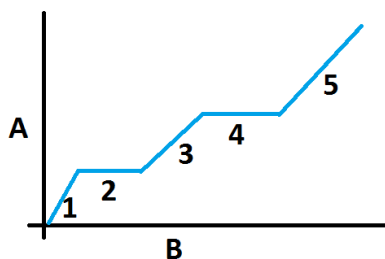
			
Organisation (Pattern)	Regular pattern	No pattern, random arrangement	No pattern, random arrangement
Spacing (Touching?)	All touching, close together	Close together but may still be touching	Wide spaces between, far apart
Motion (Movement of molecules)	Vibrate in a fixed position	Move and slide around each other	Move quickly in all directions

1. Melt
2. Boil
3. Condense
4. Freeze
5. Sublimate



1. Solid
2. Melting
3. Liquid
4. Boiling
5. Gas

A. Temp.
B. Heat absorbed

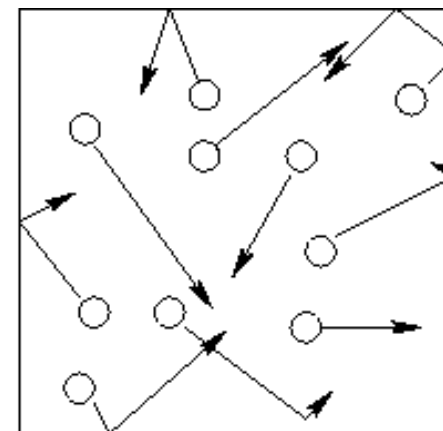
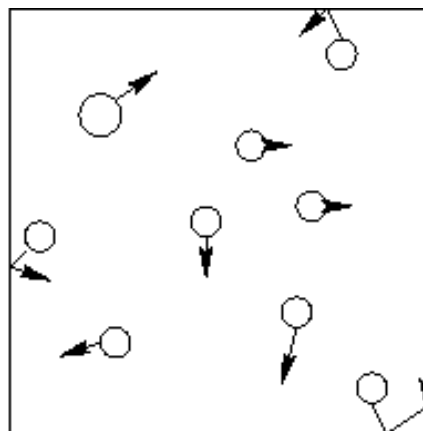


2. Key vocabulary

Vocabulary	Definition
Internal energy	The total kinetic energy and potential energy of all the particles (atoms and molecules) that make up a system
Changes of state	Physical changes, the material recovers its original properties if the change is reversed
Specific heat capacity	The amount of energy required to raise the temperature of one kilogram of the substance by one degree Celsius
Specific latent heat	The amount of energy required to change the state of one kilogram of the substance with no change in temperature
Specific latent heat of fusion	Change of state between solid and liquid
Specific latent heat of vaporisation	Change of state between liquid and gas / vapour
Pressure	Pressure is caused by the force exerted by particles in a gas when they collide with the walls of a container
Density	The mass per unit volume
Mass	The amount of matter

3. Pressure in gases

Particles in a gas are constantly moving – so they store **kinetic energy**. They collide with the walls of their container, and exert a force when they do. The total force exerted on a certain area of the wall is the **gas pressure**.

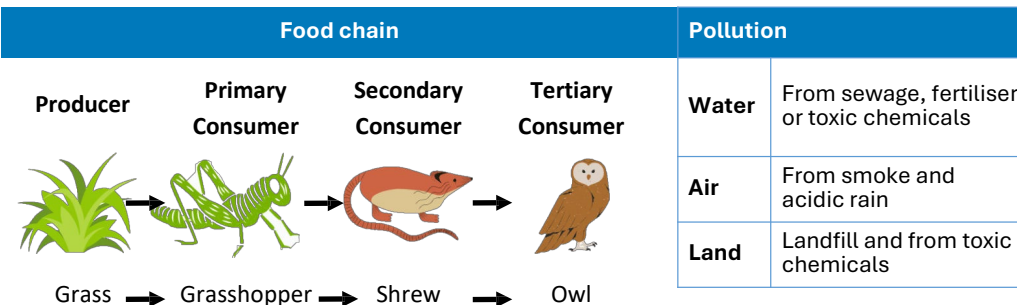


1. Ecosystems

Key vocabulary	Definition
Habitat	The area in which an organism lives.
Individual	Single organism
Population	Collection of organisms of the same species in a habitat
Community	Collection of populations in a habitat
Ecosystem	The interaction of a community of living organisms (biotic) with the non-living (abiotic) parts of the environment.
Competition	Plants compete for light, space, water and mineral ions. Animals compete for food, mates and territory.
Interdependence	Within a community each species depends on other species for food, shelter, pollination etc.
Adaptations	A feature an organism has that allows it to survive in its ecosystem.

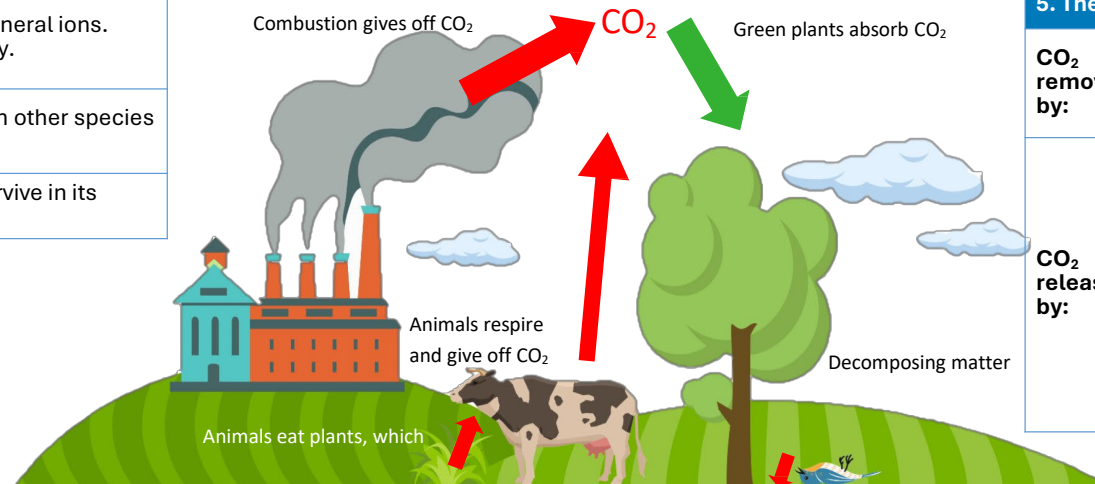
3. Biotic and Abiotic Factors

Biotic factors	Availability of food, new predators, new pathogens, other species outcompeting each other.
Abiotic factors	Light intensity, temperature, moisture levels, oxygen levels, wind intensity, carbon dioxide levels, soil pH.



2. Biodiversity

Biodiversity	The variety of all the different species of organisms in an ecosystem.
Factors that reduce biodiversity	Destruction of peat bogs, destroying habitats, releasing carbon dioxide into atmosphere (global warming), pollution, deforestation
Maintaining biodiversity	Breeding programmes, protection and regeneration of habitats, keeping hedgerows in farmers' fields, reduction of deforestation and carbon dioxide emissions, recycling rather than using landfill



5. The Carbon Cycle

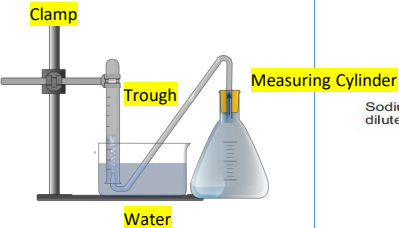
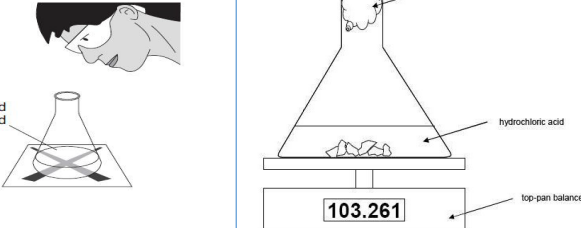
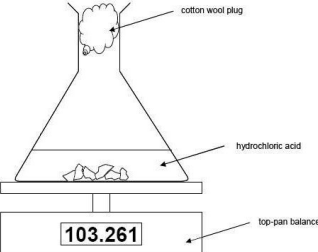
CO₂ removed by:	Photosynthesis (plants)
CO₂ released by:	Respiration (plants and animals), combustion (of fossil fuels), Decay and decomposition, destruction of peat bogs

4. Sampling techniques

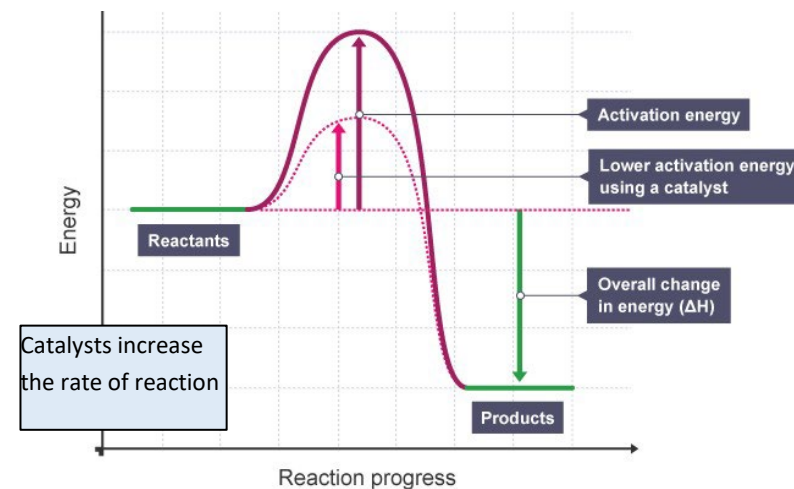
	Random sampling	Transect line
Use	Used to count total number of organisms in an area	Used to see pattern of organisms e.g. through a forest/across a river
Method	- Randomly place quadrat (to avoid bias) and count number of organisms. - Repeat 10 times and calculate a mean. - Work out area of field and area of quadrat. - Calculate total organisms by multiplying mean by number of quadrats that could fit in field	- Place a transect line using a 30m tape measure - Place the quadrat at 0m and count organisms. Record distance and organism number in table - Move quadrat to 5m and repeat, moving 5m each time - Plot a graph to see pattern of results

Science - C2 - Rate of Reaction

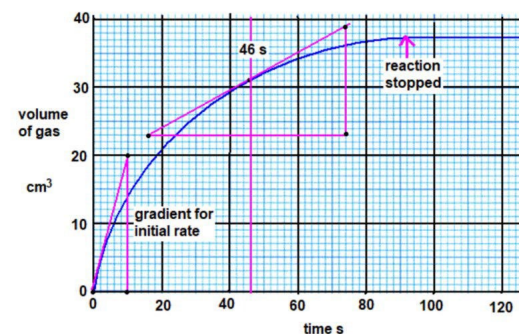
1. Key concepts	
Key vocabulary	Definition
Rate of reaction	mass/volume of product formed or used up per unit time
The rate of reaction depends on (collision theory)	1. frequency of collisions between reacting particles 2. energy transferred during successful collisions 3. activation energy – the minimum energy that particles must have to successfully collide and form bonds
Mean rate of reaction	$\frac{\text{quantity of reactant used}}{\text{time taken}}$ OR $\frac{\text{quantity of product formed}}{\text{time taken}}$
Factors affecting rate of reaction	1) concentrations of reactants in solution 2) pressure of reacting gases 3) surface area of solid reactants 4) temperature of the reactants 5) presence of catalysts

2. Methods		
Measure the volume of gas produced. e.g. magnesium metal & dilute hydrochloric acid produces hydrogen gas	Timing the formation of product, e.g. sodium thiosulfate & hydrochloric acid makes a cloudy yellow precipitate, which is turbid (opaque).	Measure the change in mass e.g. calcium carbonate in dilute acid will release CO ₂ into air
		

The effect of changing conditions on equilibrium—Le Chatelier's principle (HT only)		
CONCENTRATION	TEMPERATURE	PRESSURE
If the concentration of a reactant is increased, more products will be formed until equilibrium is reached again.	If the temperature is increased the relative amount of products at equilibrium increases for an endothermic reaction and decreases for an exothermic reaction.	An increase in pressure causes the equilibrium position to shift towards the side of the equation with fewer molecules.



3. Reversible reactions (products of the reaction can react to produce the original reactants)	
$A + B \rightleftharpoons C + D$	Equilibrium is reached when the forward and reverse reactions occur at exactly the same rate in a closed system
If it is exothermic in one direction, it will be endothermic in the other direction	The direction of reversible reactions can be changed by changing the concentration

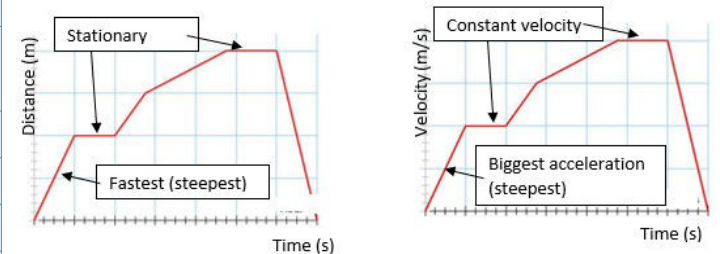


Calculate the rate of a reaction by dividing the change in quantity of reactant (or product) by time taken.
steeper gradient means faster rate of reaction.

Science - P2 - Forces and motion

1. Forces and motion	
Key vocabulary	Definition
Scalar	A scalar quantity has a magnitude (size) only
Vector	A vector quantity has both a magnitude (size) and a direction
Contact force	A force caused by objects physically touching each other
Non-contact force	Forces where the objects are separated, they do not need to be physically touching.
Resultant force	Result of forces interacting (sum or difference)
Weight	The force acting on an object due to gravity (caused by Earth's gravitational field)
Centre of mass	Point at which an object's weight is considered to act
Newton-metre	Device to measure weight in Newtons (N)
Free fall	Acceleration when free falling = 9.8 ms^{-2}
Terminal velocity	When air resistance and weight are equal, no resultant force acts so object reaches a constant velocity

2. Momentum	
Conservation of momentum	Momentum before and after a collision/ explosion is the same



3. Newton's Laws of Motion	
First Law	If no resultant force is acting on an object, it will continue to move at same speed in same direction
HT ONLY – Inertia	The tendency of objects to continue in their state of rest or of uniform motion
Second law	Force = mass x acceleration
HT ONLY – Inertial mass	A measure of how difficult it is to change the velocity of an object ($\text{inertial mass} = \frac{\text{Force}}{\text{acceleration}}$)
Third law	For a pair of interacting objects, the forces they exert on each other are equal but opposite
~	Approximately equal symbol

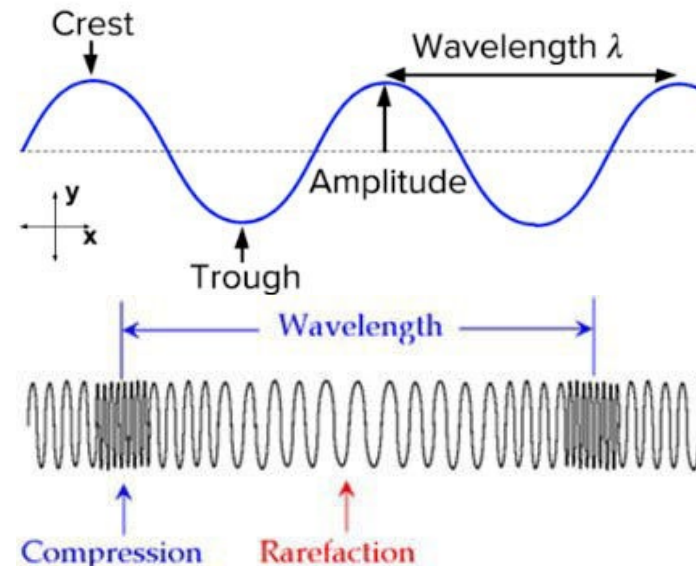
4. Speed	
Walking	1.5 m/s
Running	3 m/s
Cycling	6 m/s
Speed of sound	330 m/s
Speed of light	300,000,000 m/s (300 million)
Factors affecting speed	Age, terrain, fitness and distance travelled

5. Stopping distance	
Stopping distance	The sum of the distance travelled during the reaction time plus the distance travelled under the braking force (Thinking distance + braking distance)
Reaction time	Typically 0.2 to 0.9s
Factors that affect thinking distance	Speed, tiredness, drugs and alcohol. Distractions may also affect a driver's ability to react
Factors that affect braking distance	Speed, adverse road and weather conditions (wet/ icy) and poor condition of the vehicle (worn brakes/ tyres)
Dangers	Rapid deceleration can lead to overheating of brakes and/or loss of vehicle control

Science - P2 - Waves

1. Describing waves

Key vocabulary	Definition
Amplitude	distance from rest position to maximum displacement
Wavelength	The distance from a point to the same point on the next wave
Frequency	The number of waves passing a point per second. Unit: Hz
Period	The time for one wave to pass a given point
Oscillation	Movement back and forth
Wave	Transfer of energy with no transfer of matter
Transverse wave	Oscillations perpendicular to direction of energy transfer (e.g. EM wave, ripples on water)
Longitudinal wave	Oscillations are parallel to direction of energy transfer (e.g. sound). Show areas of compression and rarefaction (spread out)



Transverse

Longitudinal

Electromagnetic (EM) spectrum

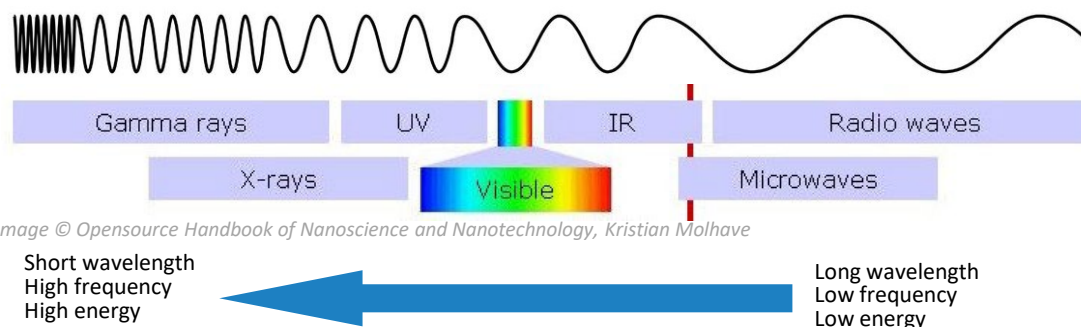


Image © Opensource Handbook of Nanoscience and Nanotechnology, Kristian Molhave

2. Properties of EM Waves and Sound Waves

Property	EM Wave	Sound Wave
Speed	300,000,000 m/s	330 m/s in air
Medium it can travel through	Can travel through anything, even a vacuum (space)	Solids, liquids, gases
Type of wave	Transverse	Longitudinal
Risk	UV, x-rays and gamma rays are ionising (damage cells)	Hearing damage

3. Uses and Risks of EM Radiation

EM Wave	Use	Why it's suitable (HT ONLY)
Radio Waves	Television and radio	Reflected by ionosphere so can broadcast over long distances
Microwaves	Satellite communications, cooking food	Able to pass through the atmosphere to satellites. Has a heating effect
Infrared	Electrical heaters, cooking food, infrared cameras	Has a heating effect. Emitted by objects so can be detected
Visible Light	Fibre optic communications	Able to pass along a cable by total internal reflection
Ultraviolet	Energy efficient lamps, sun tanning	Increases amount of melanin (brown pigment) in skin
X-Rays	Medical imaging and treatments	Absorbed by bone but transmitted through soft tissue
Gamma Rays	Medical imaging and treatments	Able to pass out of body and be detected by gamma cameras. Can kill cancerous cells

Science - P2 - Magnets and Electromagnets

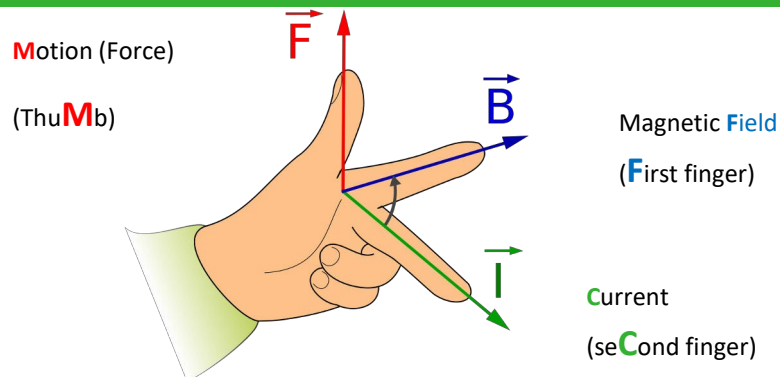
1. Magnets

Term	Definition
Magnetic field	Where magnetic force is experienced. Always goes N to S
Poles	The ends of a magnet, where magnetic force is strongest
Repulsion	Force between two like poles (N to N or S to S)
Attraction	Force between two unlike poles (N to S)
Permanent magnet	Produces its own magnetic field
Induced magnet	A material that becomes magnetic when placed in a magnetic field. Temporary magnet. Cannot be repelled
Magnetic materials	Iron (steel), cobalt and nickel

2. Electromagnets

Term	Definition
Electromagnet	Created by a flow of charge through a wire (current flows + to -)
Solenoid	Coil of wire. Magnetic field similar to bar magnet
Increasing strength	3 C's: Coil the wire, or add more coils Increase the current Add an iron core

HT ONLY - Fleming's Left Hand Rule



Field around bar magnet

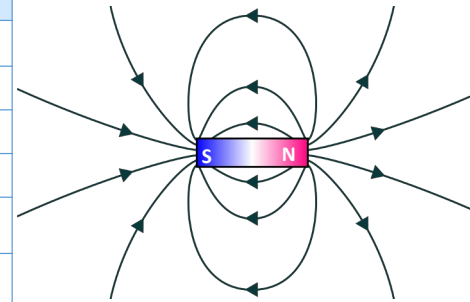
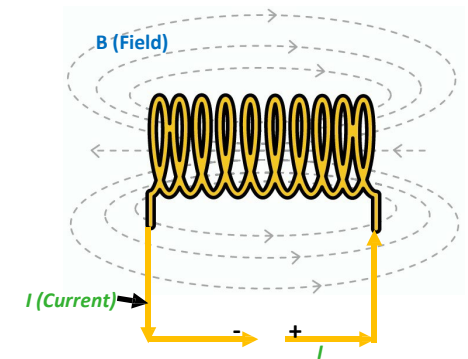


Image credit: Wikimedia Commons, Ischa1

Field around solenoid



HT ONLY - Motors

Term	Definition
Motor effect	When a wire carrying a current is placed in a magnetic field, the field interact causing a force to be exerted
Electric motor	A coil of wire carrying a current in a magnetic field rotating
Fleming's left-hand rule	Used to determine direction of rotation of motor

Working Scientifically

1. Variables	Definitions and examples
Independent (IV)	The values that are changed or selected by the investigator.
Dependent (DV)	The value is measured for each change of the IV.
Control (CV)	This would affect the outcome of the investigation and therefore has to be kept constant.
Hypothesis	A suggestion of how variables are linked, which can be investigated.

3. Calculations	Definitions
Mean	Add the values and divide by the total number of values. Remember to discard any anomalies.
Range	The maximum and minimum values, or difference between them
Interval	The spacing between readings e.g. measuring every 10cm interval would be 0.1m
Resolution	The smallest division able to be measured using a measuring instrument e.g. a balance that measures to 0.1g
Uncertainty	Interval within which the true value can be expected to lie e.g. a length of 56 cm $\pm$ 2 cm would mean the true value could be anywhere between 54 cm and 58 cm. Equal to half the range.

5. Key vocabulary	Definitions and examples
Accurate	Close to the true value
Precise	A small spread of values around the mean value
True value	This is the value that would be obtained in an ideal measurement
Valid conclusion	A conclusion which has been supported by valid data, ie data that has been collected as part of a fair test and with minimal errors
Fair test	Only the IV has been allowed to affect the DV.

6. Graph key words	Definitions and examples
Axis	x = IV, y = DV
Line of best fit (science only)	•straight line drawn with ruler or a smooth curve •shows the trend between two variables •NEVER dot to dot!
Anomaly	Result that does not fit the pattern. Ignore in mean calculations or when drawing line of best fit.

2. Errors	Definitions
Random error	Results varying in an unpredictable way. These can be reduced by taking more measurements and calculating a mean.
Systematic error	Measurements being different to the true value by a consistent amount each time. Can be addressed by taking the error into account
Zero error	When a zero measurement is not a true zero, e.g. a non-zeroed balance. Can overcome the error by adjusting the data appropriately
Measurement Error	the difference between a measured value and true value. Can be overcome by repeating and calculating a mean

4. Command words	Definition
Describe	To recall facts, events or a process accurately
Explain	To state the reasons why something happens
Suggest	To apply your scientific knowledge and understanding to a new/unfamiliar situation. Use words such as might or could
Compare	To describe the similarities and/or differences. Use words and phrases such as more than, less than, whereas, however. Use data in your answer if provided
Determine	To use given data or information to obtain an answer
Evaluate	To use the information supplied in the question, as well as your own knowledge and understanding, to consider evidence for and against and a conclusion
Justify	To use evidence from the information supplied to support an answer
Predict	Suggest a sensible answer
Plan	Write a step-by-step method to carry out an experiment

7. Prefixes	Value	Order of magnitude	Prefix symbol
mega	1 000 000	10^6	M
kilo	1 000	10^3	k
centi	0.01	10^{-2}	c
milli	0.001	10^{-3}	m
micro	0.000 001	10^{-6}	μ
nano	0.000 000 001	10^{-9}	n

Spanish - Relaciones familiares y tiempo libre

1 ¿Quién hay en tu familia?	Who is in your family?
Hay	There is / there are
En mi familia hay	In my family there is
Mi hermana	My sister
Mi tía	My aunt
Mi madre	My mum
Mi abuela	My grandma
Mi prima	My cousin (fem)
Mi hermano	My brother
Mi padre	My dad
Mi tío	My uncle
Mi abuelo	My grandad
Mi primo	My cousin (m)
Mi gemelo/a	My twin
Mis padres	My parents

2 ¿Con quién te llevas bien?	Who do you get on with?
Me llevo bien con	I get on with
Discuto con	I argue with
Me divierto con	I have fun with
Confío en	I trust

3 ¿Te gustaría casarte?	Would you like to marry?
(No) Me gustaría	I would (not) like
Me gustaría casarme	I would like to marry
Enamorarme	To fall in love with someone

Reasons	
Porque	Because
Ya que	Because
Dado que	Because
Puesto que	Because

Sería	It would be
Sería increíble	It would be incredible
Sería romántico	It would be romantic
Sería demasiado caro	It would be too expensive

4 ¿Puedes describir a tu hermano / a?	Can you describe your brother or sister?
Es	He / she is
Alto /a	Tall
Bajo /a	Small
Medio /a	Average height
Delgado /a	Slim
Gordito/a	Chubby
Tiene	He / she has
El pelo corto	Short hair
El pelo largo	Long hair
El pelo liso	Straight hair
El pelo rizado	Curly hair
El pelo rubio	Blond hair
El pelo marrón	Brown hair
Los ojos azules	Blue eyes

What to include in your writing	
C	Connectives
O	Opinions
R	Reasons
N	Negatives
E	Extra detail
T	Time expressions
T	Tenses
I	Interesting adjectives
	Masculine
	Feminine
	Plural

5 ¿Cómo es?	What is he / she like?
Es	He / she is
Puede ser	He / she can be
Nunca es	He / she is never
No es	He / she is not

Extra detail	Intensifier
Muy	Very
Bastante	Quite
Un poco	A bit

Inteligente	Clever
Gracioso /a	Funny
Deportista	Sporty
Generoso /a	Generous
Bonito	Beautiful
De confianza	Trustworthy
Tímido /a	Shy
Listo /a	Smart
Amable	Kind
Simpático /a	Nice



Me peleo con mi hermano porque puede ser muy pesado y terco!

Terco /a	Stubborn
Egoísta	Selfish
Pesado /a	Annoying
Perezoso /a	Lazy
Cruel	Nasty / mean
Molesto/a	Annoying



Me ayuda	He / she helps me
Me apoya	He / she supports me
Me hace reír	He / she makes me laugh

Spanish - Relaciones familiares y tiempo libre

PRESENT - I form - ends o

6 ¿Qué haces el fin de semana?	What do you do at the weekend?
Bailo	I dance
Hago natación / nado	I swim
Hago artes marciales	I do martial arts
Toco la guitarra	I play guitar
Toco el piano	I play piano
Juego al golf / tenis / futbol	I play golf / tennis / football
Paso el rato con mis amigos	I hang out with my friends
Veo las películas	I watch films
Leo	I read
Voy*al gimnasio	I go to the gym

7 ¿Qué haces en tu móvil?	What do you do on your phone / computer?
Comparto las fotos	I share photos
Voy en las redes sociales	I go on social media sites
Leo los blogs	I read blogs
Comento en las fotos	I comment on photos
Pongo al día mis gustos	I update my likes
Veo los clips en Youtube	I watch clips on youtube
Hago los quiz	I do quizzes
Juego a los videojuegos	I play games
Descargo música	I download music
Hago mis deberes	I do my homework

PRESENT - Opinion + Infinitive

8 ¿Qué te gusta hacer?	What do you like to do?
Time expression	
Normalmente	Normally
Cuando hace buen tiempo	When it is nice
De vez en cuando	From time to time

Opinions	
Me gusta	I like
Me encanta	I love
Prefiero	I prefer
No me gusta	I don't like
Odio	I hate

Ir de compras	To go shopping
Ir a la playa	To go to the beach
Hacer deporte	To do sport
Salir con mis amigos	To go out with my friends
Ir al cine	To go to the cinema
Hacer ciclismo	To do cycling

Very important!

If you use an opinion verb like 'me gusta' the next verb needs to be an **INFINITIVE**. It will end in **-ar -er -ir**. Eg me gusta jugar

If you don't use an opinion verb, you need to remove the **-ar -er -ir** and replace with **o**

PAST - Imperfect

Time expression	
Cuando era pequeño /a	When I was little
9 ¿Qué solías hacer cuando eras pequeño?	What did you do when you were younger?
Solía	I used to
No solía	I didn't use to
Me gustaba	I used to like
Solía leer	I used to read
Solía escuchar historias	I used to listen to stories
Solía cantar	I used to sing
Solía estudiar	I used to study
Era	It was

FUTURE

Time expression	
Este fin de semana	This weekend
10 ¿Qué vas a hacer?	What are you going to do?
Voy a	I'm going to
Este fin de semana voy a salir	This weekend I am going to go out
Voy a quedar con mis amigos	I am going to meet friends in town
Voy a comer al restaurante	I am going to eat at a restaurant
Será divertido	It will be fun

Spanish - Fiestas y tradiciones

1 ¿Qué se come en España?	What do they eat in Spain?
Para la cena	For dinner
Para el almuerzo	For lunch
Para el desayuno	For breakfast
Se come	One eats
(El) pescado	Fish
(El) pan	Bread
(El) queso	cheese
(La) carne	Meat
(Los) cereales con leche	Cereal with milk
(Las) verduras	Vegetables
(El) pan tostado	Toasted bread

Grammar note

After se come you **DON'T** need an article (el / la / los / las) Eg Para desayunar se come tostadas

2 ¿Cuál es tu fiesta favorita?	What is your favourite festival?
Mi fiesta española favorita es	My favourite Spanish festival is
Carnaval	Carnival
La Tomatina	The Tomatina—Tomato throwing in Buñol
La Fallas de Valencia	The Fallas of Valencia—burning big structures
El Día de los Muertos	The Day of the Dead—In South America
La Noche Vieja	New Years Eve—Eating grapes at midnight

Opinions	
3 ¿Qué te gusta	What do you like to eat?
Me gusta comer	I like to eat
Prefiero comer	I prefer to eat
Odio comer	I hate to eat
Chocolate	Chocolate
Paella	Spanish rice dish
Tapas	Spanish small dishes
Tortilla española	Spanish omlette
Jámon	Ham
Chorizo	Chorizo (spicy sausage)
Queso	Chesse
Bocadillos	Sandwiches
Helado	Ice cream

Reasons	
Porque	Because
Ya que	Because
Es rico	It is delicious
Es agrio	It is sour
Es asqueroso	It is disgusting

4 ¿Cómo es la Navidad en España?	What is Christmas like in Spain?
La gente canta	People sing
La gente baila	People dance
La gente come una gran comida especial	People eat a big special meal
La gente bebe	People drink
La gente regala regalos	People give gifts
La familia se junta	The family gets together

PAST - Preterite

5 ¿Fuiste a cuál fiesta ?	Which festival did you go to?
El año pasado fui a la fiesta de...	Last year I went to the....festival
Fui con mi familia	I went there with my family
Nos quedamos en un hotel / un apartamento	We stayed in a hotel / flat
Vimos los desfiles	We saw parades
Bailamos y cantamos	We danced and sang
Bebimos y comimos	We drank and ate

6 ¿Cuál es tu opinión de las fiestas?	What is your opinion of festivals?
En mi opinion las fiestas son	In my opinion festivals are
Un aspecto importante de la historia	An important part of the history
Tradicionales y interesantes	Traditional and interesting
Importantes	Important
Concurridas	Packed
Demasiado caras	Too expensive

Spanish - Fiestas y tradiciones

7 ¿Dónde vives?	Where do you live?
Vivo en	I live in
Está	It is located
Está en el sur de Inglaterra	It is in the South of England
Está en la costa	It is on the coast
Un pueblo	A town
Un pueblo	A village
Un barrio	Neighbourhood
Un río	A river
Un lago	A lake
Una capital	A capital
Una ciudad	A city
Una región	A region
Una montaña	A mountain

9 ¿Qué hay en tu ciudad ?	What is there?
Hay	There is / there are
No hay (no article)	There is not
Un polideportivo	A leisure centre
Un parque	A park
Un centro comercial	A shopping centre
Un cine	A cinema
Un mercado	A market
Un restaurante	A restaurant
Un puerto	A port
Una piscina	A swimming pool
Una playa	A beach
Una tienda	A shop
Una catedral	A cathedral

11 ¿Cómo es?	What is it like?
Es	It is
Rural	Rural (in the countryside)
Tranquilo /a	Quiet /peaceful
Seguro /a	Safe
Peligroso /a	Dangerous
Hermoso /a	Pretty
Bonito /a	Pretty
Feo /a	Ugly
Turístico /a	Touristy
Industrial	Industrial
Está	It is (with clean and dirty)
Limpio /a	Clean
Sucio /a	Dirty

PAST - Imperfect

Antes	Before	Estaba	It was	Más	More	Sucio	Dirty	Que	Than
En el pasado	In the past	Era	It was	Menos	less	Limpio	Clean		
						Animado	Lively		
						Peligroso	Dangerous	Ahora	Now

Present

8 ¿Qué tiempo hace?	What is the weather like ?
Si hace buen tiempo	If it's nice
Si hace calor	If it's hot
Si llueve	If it rains
Cuando hace frío	When it's cold
Cuando hace sol	When it's sunny



10 ¿Qué se puede hacer?	What can you do ?
Se puede	You can
Se puede ir a la playa	You can go to the beach
Se puede hacer deportes acuáticos	You can do watersports
Se puede ir al cine	You can go to the cinema
Se puede ir de compras	You can go shopping
Se puede montar en bici	You can go cycling
Puedes hacer senderismo	You can go hiking

Future

12 ¿Dónde te gustaría	Where would you like to visit?
Quiero visitar	I want to visit
Me gustaría visitar	I would like to visit
Me encantaría visitar	I would love to visit
No me gustaría visitar	I wouldn't like to visit
Sería	It would be
Increíble	Incredible

Spanish - El medioambiente

1 ¿Qué problemas medioambientales hay?	What environmental problems are there?
(No) hay	There is/are (no)
Mucha/o/s	A lot of
Demasiada/o/s	Too much
Mucho tráfico	A lot of traffic
Demasiado plástico	Too much plastic
Mucho ruido	Lots of noise
Demasiado embalaje	Too much packaging
Muchos contenedores	Lots of bins
Muchos espacios verdes	Lots of green spaces
Demasiada polución	Too much pollution
Mucha basura	Lots of rubbish
Es un desastre	It is a disaster
¡Qué pena!	What a shame
Desafortunadamente	Unfortunately

2 ¿Qué problemas había antes ?	What problems were there before?
--------------------------------	----------------------------------

Antes	Before
En el pasado	In the past

Había	There was
-------	-----------

Estaba	It was
--------	--------

Era	It was
-----	--------

Más	More
Menos	Less

Tráfico	Traffic
Contaminación	Pollution
Edificios	Buildings
Gente	People

Sucio	Dirty
Limpio	Clean

Animado	Lively
Peligroso	Dangerous



Que	Than
-----	------

Ahora	Now
-------	-----

3 ¿Qué se puede hacer?	What can we do/be done?
Se puede	We can
Se podría	We could
Se debería	We should
Se debe / hay que	We must
Usar el transporte público	Use public transport
Reciclar la basura	Recycle rubbish
Reusar las bolsas	Reuse bags
Reducir el consumo de agua	Reduce the consumption of water
Ahorrar	Save (as in save up, not to rescue or salvage)
Apagar la luz	Turn the light off

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4 ¿Cuándo?	When?
Después del insti	After school
Normalmente	Normally
Nunca	Never
Siempre	Always
A veces	Sometimes
Los lunes	On Mondays
Los martes	On Tuesdays
Los miércoles	On Wednesdays
Los jueves	On Thursdays
Los viernes	On Fridays
Los sábados	On Saturdays
Los domingos	On Sundays

Spanish - El medioambiente

5 ¿Qué derechos tienen los niños?	What rights do children have?
Tienen	They have
Tienen derecho a	They have the right to
Jugar	Play
La libertad (de expresión)	Freedom (of speech)
La educación	Education
La seguridad	To security
Vivir en paz	To live in peace
Ser feliz	To be happy
Lo que es	Which is
Lo que es justo	Which is fair
Lo que es normal	Which is normal

6 ¿Cómo podemos ayudar a otros?	How can we help others?
Se puede	We can...
Comprar productos de comercio justo	Buy fair trade products
Recaudar fondos	Fundraise
Donar dinero y ropa	Donate money /clothes
Trabajar de voluntaria/o	Work as volunteer
Visitar las tiendas benéficas	Visit charity shops
Ir a las tiendas de segunda mano	To go to second hand shops
Asociación de ayuda (al refugiado, a los animales, a la infancia...)	Charity helping (refugees, animals, children...)
Porque vale la pena	Because it's worth it

7 ¿Que tienen que hacer en ciertos países?	What do they have to do in some countries?
Hay que + infinitive	You have to
Tienen que	They have to
Trabajar	Work
Ayudar en casa	Help at home
Ganar dinero	Earn money
Estudiar	Study
Llevar	Wear
Me parece que	I think that
Es injusto / no es justo	It's unjust / it is not fair
Es inaceptable	It is unacceptable



Opinions	
En mi opinión	In my opinion
Desde mi punto de vista	From my point of view
Es muy fácil	It's very easy
Es muy importante	It's very important
No es complicado	It's not complicated

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Literacy Guide

Prefix	General meaning	Examples
Agri	Land	Agriculture
Audi	To hear	Audible, auditorium
Bi	Two	Bicycle, bilateral
Bio	Life	Biology, biodiversity
Broncho	Relating to breathing	Bronchitis
Cent	Hundred	Century, centipede
Chrono	Time	Chronology, chronicle
Co/con/com/col	With, together	Congregation, communication
Contra/contro, counter	Against/opposite	Controversial, contradiction, counterbalance
Demo	People/nation	Democracy
Di	Two	Diverge
Eco	Home	Ecosystem, ecology
Em, en, endo	In	Empower, encourage, endothermic
Homo	Same	Homophone, homogenous, homosexual
Hydro	Water	Hydroelectricity, hydrotherapy
Cardio	Heart	Cardiology, cardiac, cardiovascular
Chroma	Colour	Chromatography, chromosome
Dec	Ten	December, decade, decimal
Demi, hemi, semi	Half	Demigod, hemisphere, semicircle
Omni	All/every	Omnipresent, Omnipotent, Omniscient
Phone/phono	Sound	Phonological, Homophone
Photo	Light	Photograph, Photosynthesis
Sept/hept	Seven	Heptagon, September
Hex	Six	Hexagon, Hexapod
Dict	Talk	Dictation, contradiction
Nate	Birth	National, native
Spir	To breathe	Respiration, transpiration
Terra	Earth	Terrestrial, Mediterranean
Therm	Heat	Thermometer, geothermal

Command words	Word types	Connectives
Describe	Verb	Firstly
Analyse	Adverb	Secondly
Explain	Noun	Finally
Identify	Proper noun	Similarly
Evaluate	Adjective	However
Discuss		Whereas
Justify		On the other hand
Define		But
To what extent		For
Infer		So
Calculate		No
Suggest		Yet
State		Also

