



HOUSTONE  
SCHOOL

# Year 9 – 100% Book 2 Spring 2023

NAME	
FORM GROUP	



## The Science of Learning

### How to do Retrieval Practice

1. Study the material you are trying to learn first. Take about 20 minutes the first time BUT this will get less and less each time as you get to know the material.

You can study the material by;

- Reading it again, over and over
- Look/cover/write/check
- Creating flashcards that you test yourself on

2. Pick up and use a **black pen**.  
Put away all the answers and test yourself writing everything you remember in the blank spaces provided. Do not cheat!

3. Now pick up and use a **green pen**.

Check your answers:-

- Tick all of your correct answers
- Amend any incorrect answers (even if they are slightly wrong)
- Fill in any blank spaces with the correct answer copying the answer word for word
- Check all spellings are correct

4. Repeat the process as many times as you need to, pay special attention to your previous green pen answers (as these are the bits you need to learn!)

5. *Tip:- Lay blank pieces of paper over the answers in order to re-use the quiz again and again*

*Tip: - Even if you think you know it test yourself a week or so later to check you do.*

*Tip: - Do not leave it until the last minute – do some every week in the summer holidays (this is called Spaced Practice)*

*Tip: - Once you think you know it test yourself on everything AGAIN*

Retrieval practice feels hard but it is a really effective way to learn and commit knowledge to long term memory!

Knowledge Organiser – The Strange Case of Dr Jekyll and Mr Hyde

Key Vocabulary	
1. Supernatural	Outside the normal or natural order
2. Reputation	The opinions or beliefs that are generally held about someone or something
3. Malevolent	Deliberately causing harm
4. Uncivilised	Impolite and bad mannered
5. Persona	The aspect or part of someone’s character that is presented to, or perceived, by others
6. Duplicitous	To tell lies and be deceitful
7. Ominous	Giving the worrying impression something bad is going to happen
8. Metamorphosis	A conspicuous and relatively abrupt change in body structure
9. Rational	Based on or in accordance with reason or logic
10. Transgression	An act that goes against a law, rule or code of conduct
11. Alter ego	A person’s secondary or alternative personality
12. Façade	A deceptive outward appearance
13. Repression	The restraint, prevention, or inhibition of a feeling, quality or action
14. Taciturn	People who are so quiet that they can seem unfriendly.
15. Reconcile	To make something friendly again
16. Characterisation	The writer conveying the personality of a character
17. Setting	The place a text takes place
18. Connotation	An implied meaning
19. Narrator	The person telling the story
20. Gothic genre	Conventions of: supernatural, mystery, pathetic fallacy, death and guilty secrets
21. Context	Historical, social and political circumstances influencing a text
22. Pathetic Fallacy	When surroundings or weather reflect the inner mood of a character or event
23. Climax	The most exciting moment; turning point
24. Novella	A short novel
25. Tension	Emotional strain caused by waiting
26. Structure	The way a poem or play or other piece of writing has been put together
27. Imagery	The use of words to create a picture or "image" in your head

Key Context	
28. When was Jekyll and Hyde written?	In 1885
29. Who wrote Jekyll and Hyde?	Robert Louis Stevenson
30. Where is Jekyll and Hyde set?	Victorian London
31. Who was the monarch when the text was written?	Queen Victoria (Victorian Era)
32. What led to an explosion in the capital’s population?	Industrial Revolution
33. What occurred as a consequence of the Industrial Revolution?	Increased pollution, child labour, poverty, class division
34. What idea challenged God as creator?	Charles Darwin’s, Theory of Evolution
35. What was Freud’s theory of consciousness?	Man had an id, ego and superego – all with different aims
36. Which murders exemplified duality?	Jack the Ripper in 1888
37. How did Victorians feel about science?	They were terrified and felt it challenged their religious views

**THE CHARACTERS**



**Dr Henry Jekyll**  
Can this respectable doctor resist the strange powers of Mr Hyde?




**Edward Hyde**  
Who is this man and what is the mysterious hold he has over Dr Jekyll?



**Mr Utterson**  
Mr Utterson is Dr Jekyll's friend and lawyer. Can he solve the mystery? Can he save his friend?



**Richard Enfield**  
What information does Richard Enfield possess? Will he save or condemn Dr Jekyll?



**Poole**  
Poole is Dr Jekyll's faithful butler. Can he save his master from himself?



**Dr Hastie Lanyon**  
Dr Lanyon witnesses a terrifyingly strange event. How will he react?



**Inspector Newcomen**  
Inspector Newcomen is one of Scotland Yard's finest. Can he discover Edward Hyde's true identity, and solve a brutal murder?

4
5

Plot		
1	Who tells the story of the trampling? How was the man punished? Why is Utterson worried about the cheque?	Mr Enfield. He was forced to pay £100 to the girl's family. The signature was a name known and respected by him – Dr Jekyll
2	What does <u>the</u> will state about Dr Jekyll's wishes? Why are Dr Lanyon and Jekyll no longer friends? What does Utterson learn from Jekyll's servants? What does Utterson fear?	At his death, all his possessions would be inherited by Edward Hyde. Jekyll's science experiments became 'too fanciful' Hyde has a key to Jekyll's home and has ordered his servants to obey him. Jekyll is being blackmailed
3	How does Jekyll respond when asked about Hyde? What does Jekyll made Utterson promise?	He tries to conceal that the topic is 'distasteful'. To enact his will, giving everything to Hyde, in the case of his demise
4	Who is the narrator? Who is murdered? What evidence is found at the scene? Why can the police not catch Hyde?	The maid who witnessed the attack. Sir Danvers <u>Carew</u> . A broken walking-stick, gifted to Jekyll by Utterson. No one is quite sure what he looks like
5	What does Jekyll assure Utterson of? Who does Utterson have study the will? What does Mr Guest discover?	That he will never see Hyde again. Mr Guest. The handwriting is the same, but slopes in different directions
6	What suddenly happens to Jekyll? What does Utterson discover when he visits Lanyon?	He becomes sociable and happy. He is deathly ill following a 'shock'
7	Where do Utterson and Enfield walk? How does Jekyll seem?	To the courtyard outside Jekyll's home. Initially well, however is struck by a look of 'terror' and retreats into his home
8	What does Utterson hear from the laboratory? What do they find when they break down the door? What document do they discover?	A voice that is not Jekyll's own, but is impersonating him Jekyll's body, dressed like him but with the face of Hyde writhing on the floor. A note, prompting Utterson to read Lanyon's letter
9	What is contained in the letter Jekyll sent to Lanyon? Why did Lanyon become ill?	Instructions to collect something from his laboratory and be available for it to be collected by a man at midnight. He saw Hyde transform into Jekyll.
10	Who is the narrator? Why did Jekyll start the experiments?	<u>Dr.</u> Jekyll. He hopes to separate his good and evil sides.

## Love and Relationships Poetry

Term	Definition
1. stanza/verse	A grouping of lines separated from others in a poem. In modern free verse, the stanza, like a prose paragraph, can be used to mark a shift in mood, time, or thought.
2. sonnet	The sonnet is a popular classical form that has compelled poets for centuries. Traditionally, the sonnet is a fourteen-line poem written in iambic pentameter, employing one of several rhyme schemes, and adhering to a tightly structured thematic organization.
3. imagery	The use of words to create a picture or "image" in your head
4. persona	a character assumed by an author in a written work.
5. setting	the place or type of surroundings where something is positioned or where an event takes place.
6. beloved	a <u>much loved</u> person.
7. irony	the expression of one's meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect.
8. sublime	lofty, grand, or exalted in thought, expression, or manner
9. Romanticism	Romanticism emphasized the individual, the subjective, the irrational, the imaginative, the personal, the spontaneous, the emotional, the visionary, and the transcendental.
10. nature	"Nature" can refer to the phenomena of the physical world, <u>and also</u> to life in general.
11. pathetic fallacy	When surroundings or weather reflect the inner mood of a character or event
12. forbidden	not allowed; banned.
13. grief	the response to loss, particularly to the loss of someone or some living thing that has died, to which a bond or affection was formed.
14. melancholy	a feeling of pensive sadness, typically with no obvious cause.
15. juxtaposition	the fact of two things being seen or placed close together with contrasting effect.
16. bitterness	anger and disappointment at being treated unfairly; resentment.
17. anguish	severe mental or physical pain or suffering.
18. futility	pointlessness or uselessness.
19. sibilance	Sibilance is the repetition of letter sounds that have a hushing or hissing quality. Think of the "s" sound that recurs in "uncertain rustling," or the "sh" in "luscious shores."
20. couplet	a pair of successive lines of verse, typically rhyming and of the same length.
21. family bonds	the relationship and connection between family members
22. reciprocal	given, felt, or done in return.
23. revenge	the action of hurting or harming someone in return for an injury or wrong suffered at their hands.
24. jealousy	a feeling of unhappiness and anger because someone has something or someone that you want
25. dramatic monologue	a poem in which an imagined speaker addresses a silent listener, usually not the reader.

Key Poets	Information
26. William Shakespeare	A Renaissance playwright and poet who wrote 154 sonnets
27. William Wordsworth	A Romantic poet who <u>live</u> in the Lake District and wrote a lot about nature's power
28. Lord Byron	An infamous Romantic poet who was dedicated to the freedom of thought and action
29. Thomas Hardy	A Victorian novelist and poet whose poetry was influenced by Romanticism
30. Owen Sheers	A Welsh poet whose work draws upon his rural upbringing
31. Maura Dooley	A British poet who worked for many years in Yorkshire
32. Seamus Heaney	A Northern Irish poet who drew upon his rural upbringing
33. Simon Armitage	A British poet and former Poet Laureate
34. Robert Browning	A Victorian poet who often wrote about gruesome and unconventional relationships

## SCIENCE: 9P1 – Forces in action

1. Define "force"	A push or a pull that acts on an object due to the interaction with another object
2. Define "contact force"	A force that acts when objects are physically touching
3. Define "non-contact force"	A force that acts when objects are physically separated
4. Name five examples of contact forces	Friction, air resistance, tension, compression, normal contact force
5. Name three examples of non-contact forces	Gravitational force, electrostatic force, magnetic force
6. Define "resultant force"	Single force that can replace all the forces acting on an object and have the same effect
7. Name two things that could happen when the forces on an object are balanced	Object remains at rest, object remains at constant speed and direction
8. Name four things that could happen when the forces on an object are unbalanced	Object accelerates (speeds up), decelerates (slows down), changes shape, changes direction
9. What would the resultant force on an object be if the forces are balanced?	Zero
10. What is the name of the diagram used to represent the forces acting on an object?	Free-body diagram
11. Define "friction"	Force opposing motion which is caused by the interaction of surfaces moving over each other
12. Define "drag"	Friction force when one object is a liquid or a gas
13. Define "tension"	Force extending or pulling apart
14. Define "compression"	Force squashing or pushing together
15. Define "normal contact force"	Push force acting between two solid objects
16. Define "air resistance"	Friction force acting between an object and air particles
17. State two examples of situations where it is useful to reduce friction	Sports, vehicles
18. State two ways of reducing friction or drag	Make objects streamlined, use lubricants
19. State Newton's Third Law	When two objects interact, the forces they exert on each other are equal and opposite
20. State the equation for Hooke's Law	Force = spring constant x extension
21. Define "moment of a force"	The turning effect of a force
22. State the equation for moment of a force	Moment of a force = force x distance to the pivot
23. State the unit for "moment of a force"	Nm (Newton metre)
24. State what happens when the anticlockwise moments are equal to the clockwise moments acting on an object?	The object balances
25. State the units of spring constant	Newton per metre (N/m)
26. What happens when the clockwise and anticlockwise moments acting on an object are unequal	The object rotates
27. Define "force"	A push or a pull that acts on an object due to the interaction with another object
28. Define "contact force"	A force that acts when objects are physically touching
29. Define "non-contact force"	A force that acts when objects are physically separated
30. Name five examples of contact forces	Friction, air resistance, tension, compression, normal contact force

## SCIENCE: B1 – Cell structure

1. What are two types of eukaryotic cell?	Animal and plant.
2. What type of cell are bacteria?	Prokaryotic.
3. Where is DNA found in animal and plant cells?	In the nucleus.
4. What is the function of the cell membrane?	Controls the movement of substances in and out of the cell.
5. What is the function of mitochondria?	Site of aerobic respiration which transfers energy to the cell.
6. What is the function of chloroplasts?	Contain chlorophyll to absorb light energy for photosynthesis.
7. What is the function of ribosomes?	Enable production of proteins (protein synthesis).
8. What is the function of the cell wall?	Strengthens and supports the cell.
9. What is the structure of the main genetic material in a prokaryotic cell?	Single loop of DNA.
10. How are electron microscopes different to light microscopes?	Electron microscopes use beams of electrons instead of light, cannot be used to view living samples, are much more expensive and have a much higher magnification and resolution.
11. What is the function of a red blood cell?	Carries oxygen around the body.
12. Give three adaptations of a red blood cell.	No nucleus, contains a red pigment called haemoglobin, and have a bi-concave disc shape.
13. What is the function of a nerve cell?	Carries electrical impulses around the body.
14. Give two adaptations of a nerve cell.	Branched endings (dendrites) to connect to other cells, long axon covered in myelin sheath to transmit impulses.
15. What is the function of a sperm cell?	Fertilises an ovum (egg)
16. Give three adaptations of a sperm cell.	Tail, contains lots of mitochondria, acrosome.
17. What is the function of a palisade cell?	Carries out photosynthesis in a leaf.
18. Give two adaptations of a palisade cell.	Lots of chloroplasts and is located at the top surface of a leaf
19. What is the function of a root hair cell?	Absorbs minerals and water from the soil.
20. Give two adaptations of a root hair cell.	Long projection (root hair) and lots of mitochondria.

## SCIENCE: B2 – Transport in cells

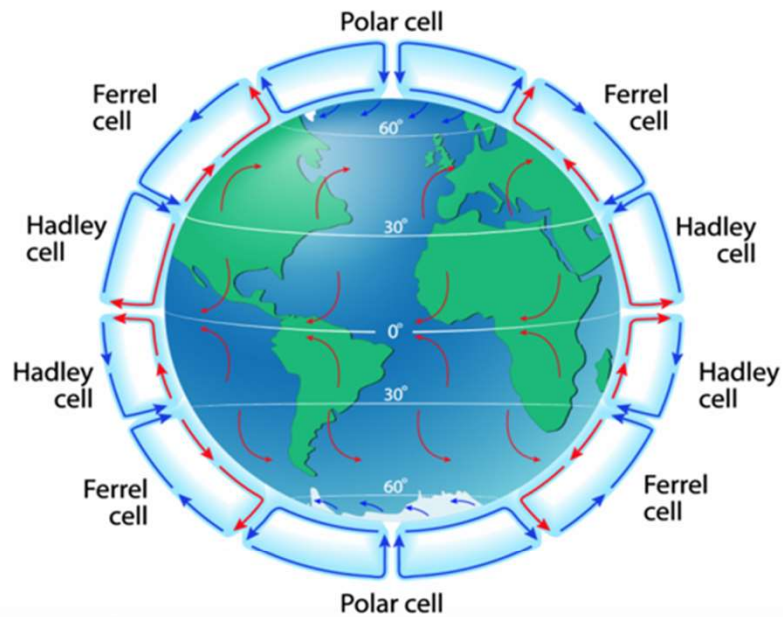
1. What is diffusion?	Net movement of particles from an area of high concentration to an area of low concentration along a concentration gradient – this is a passive process (does not require energy from respiration).
2. Name three factors that affect the rate of diffusion.	<ul style="list-style-type: none"> <li>• Concentration gradient</li> <li>• Temperature</li> <li>• Membrane surface area.</li> </ul>
3. How are villi adapted for exchanging substances?	<ul style="list-style-type: none"> <li>• Long and thin – increases surface area</li> <li>• One-cell-thick membrane – short diffusion pathway</li> <li>• Good blood supply – maintains a steep concentration gradient</li> </ul>
4. How are the lungs adapted for efficient gas exchange?	<ul style="list-style-type: none"> <li>• Alveoli – Large surface area</li> <li>• Moist membranes – increases rate of diffusion</li> <li>• One-cell-thick membrane – short diffusion pathway</li> <li>• Good blood supply – maintains a steep concentration gradient.</li> </ul>
5. How are fish gills adapted for efficient gas exchange?	<ul style="list-style-type: none"> <li>• Large surface area for gases to diffuse across</li> <li>• Thin layer of cells – short diffusion pathway</li> <li>• Good blood supply – maintains a steep concentration gradient</li> </ul>
6. What is osmosis?	Diffusion of water from a dilute solution to a concentrated solution through a partially permeable membrane
7. Give one example of osmosis in a plant.	Water moves from the soil into the root hair cell
8. What is active transport?	Movement of substances from a more dilute solution to a more concentrated solution using energy from respiration.
9. Why is active transport needed in plant roots?	Concentration of mineral ions in the soil is lower than inside the root hair cells – the mineral ions must move against the concentration gradient to enter the root hair cells.
10. What is the purpose of active transport in the small intestine?	Sugars can be absorbed when the concentration of sugar in the small intestine is lower than the concentration of sugar in the blood.



Weather

The **global atmospheric circulation model** shows the movement of air around our planet, between the equator and the poles. As the air moves it brings a range of different weather.

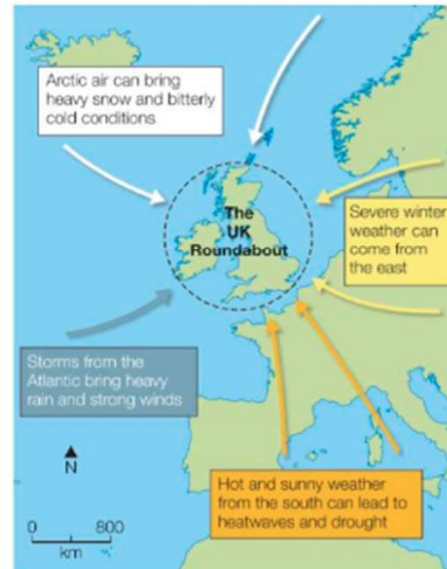
## GLOBAL ATMOSPHERIC CIRCULATION



- At the equator, warm, wet weather creates tropical rainforests.
- At 30°N/S (Tropics of Cancer and Capricorn) warm, dry weather creates deserts.
- At 60°N/S (mid latitudes) cool, wet weather creates temperate deciduous forests.
- At 90°N/S (the poles) cold, dry weather creates tundra and cold deserts.

Hadley Cell	The movement of air between the equator (0°) and the tropics (30°N/S).
Ferrel Cell	The movement of air between the tropics (30°N/S) and the mid latitudes (60°N/S)
Polar Cell	The movement of air between the mid latitudes (60°N/S) and the poles (90°N/S)
High Pressure	When air is cooled it becomes denser than the air around it, forcing it to sink.
Low Pressure	When air is heated it becomes lighter than the air around it. Forcing it to rise.
Air Mass	A large area of air, originating in a specific part of the world.
Climate	The average weather patterns, over a long period of time.
Weather	The changing atmospheric conditions, minute to minute/hour to hour.
Climate Graph	A visual representation of long-term climate data. Temperature and precipitation.
Precipitation	Water falling from the sky, can be as rain, snow, hail or sleet.
Extreme Weather	Weather that is unusual for that place at a specific time of year.
Flooding	When a river channel exceeds its volume and bursts its banks.
Tropical Storm	A violent, low pressure weather system with heavy rain and strong winds.
Storm Surge	A large wave or series of waves blown onto land by tropical storms.
Saffir Simpson Scale	The measure of tropical storm intensity.
Typhoon Haiyan	A tropical storm that took place in November 2013, primarily affecting the Philippines.

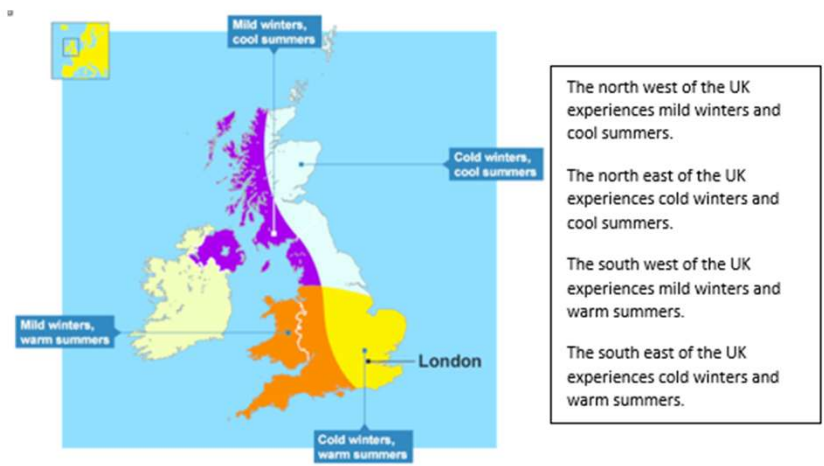
The UK experiences lots of different types of weather throughout the year. **Air masses** bring this changeable weather from different parts the world.



- The **Arctic** air mass blows from the north, over the Arctic. It brings cold and dry weather. Dominant in winter.
- The **Atlantic** air mass blows from the west, over the Atlantic Ocean. It brings mild and wet weather. This air mass can dominate throughout the year.
- The **African** air mass blows from the south, from the equator, over Africa. It brings warm and dry weather. This air mass dominates in summer.
- The **European** air mass blows from the east, over continental Europe and Asia. In summer/Spring it brings warm and dry weather. In Winter/Autumn it brings cold and dry weather. This air mass can dominate throughout the year.

The UK's weather roundabout

Despite the UK being a relatively small set of islands, different parts of the UK experiences different climates.



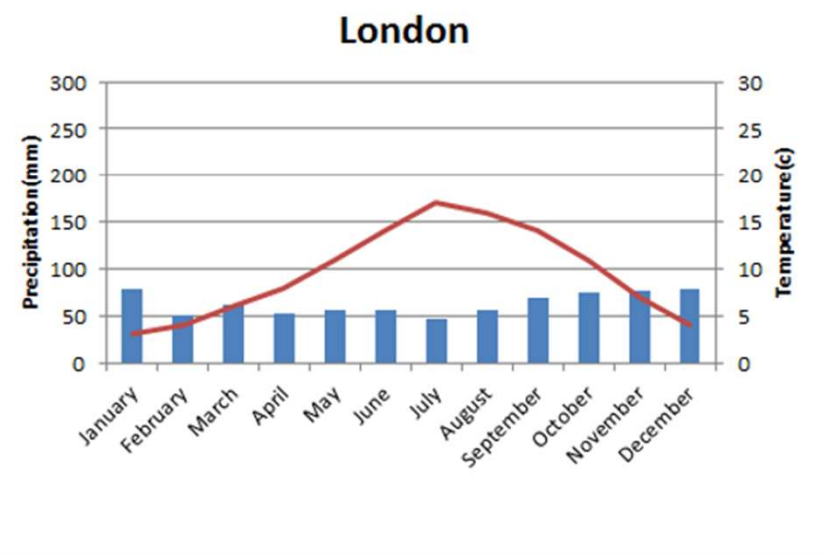
The north west of the UK experiences mild winters and cool summers.

The north east of the UK experiences cold winters and cool summers.

The south west of the UK experiences mild winters and warm summers.

The south east of the UK experiences cold winters and warm summers.

Climate graphs are visual representations of climate data. Primarily **temperature** and **precipitation**. Average monthly temperatures are represented with a **line graph**, where as average monthly precipitation is represented with a **bar graph**.



**Tropical storms** are an example of extreme weather. They are located in warm, tropical regions of the world. Tropical storms require a steady supply of **warm, deep water** to form. They are extremely **low pressure** weather systems bring destructive **winds, rain and flooding** from **storm surges**.

Tropical storms that form in the **Atlantic ocean** are called **hurricanes**. Tropical storms that form in the **Pacific ocean** are called **typhoons**. Tropical storms that form in the **Indian ocean** are called **cyclones**.

Category	Wind Speed (mph)	Damage at Landfall
1	74-95	Minimal
2	96-110	Extensive
3	111-129	Devastating
4	130-156	Catastrophic
5	157+	Catastrophic

Tropical storm **intensity** is measured on the **Saphir Simpson scale**. Tropical storms are categorised depending on the strenght of their winds.

Typhoon Haiyan occurred in November 2013 and is the strongest typhoon ever recored. Typhoon Haiyan was a category 5 storm with sustained wind speeds of 200 + mph. The Philippines experienced the worst of the storms impacts.

- 6300 people died.
- 289mm (11.1 inches) of rain fell causing widespread flooding.
- Storm surges up to 5-6 metres high (15-19ft) were recorded.
- Tacloban airport was destroyed by a storm surge measuring 5.2m (17ft).
- 600 000 people were displaced by flooding and wind damage.
- The storm directly impacted up to 2 million people.

In response to the storm local, national and foreign governments pledged to support local people in the Philippines.

- Local field hospitals were set up to treat the ill and wounded.
- International aid organisations responded with deliveries of clean water, food and temporary shelters.
- 1200 evacuation centres were set up.
- The UK government sent shelter kits to the Philippines.
- Roads, railways and airports destroyed were rebuilt.
- Thousands of new homes have been built away from areas at high risk of flooding.
- The Philippines have built storm shelters to accommodate more people evacuated from coastal areas.
- Oxfam helped to replace fishing boats, which are a vital source of income for the local population.

Second World War knowledge organiser			
Inter-war period		Alliances	
1. November 1918	Armistice- ended the fighting in WW1	17. Axis powers	Germany, Italy, Japan
2. 28 <sup>th</sup> June 1919	Treaty of Versailles signed. This blamed Germany for the outbreak of WW1 and forced them to pay reparations	18. Allied powers	Britain, France, USSR, USA
3. 1920	The League of Nations was set up	Key terms	
4. October 1929	Wall Street Crash in America – sent the world into an economic Great Depression	19. RAF	Royal Air Force (British)
5. 1938	Hitler united Germany and Austria, breaking the Treaty of Versailles	20. Luftwaffe	German air force
6. 1938- 1939	Hitler invaded a part of Czechoslovakia, with agreement from Britain, and promised not to invade further. He later took over the rest of Czechoslovakia.	21. Blitz	German bombing campaign on British cities
7. August 1939	Nazi Soviet Pact. A Treaty of Non-Aggression between Germany and the Soviet Union.	22. Appeasement	Britain's policy of avoiding conflict with Germany by giving Hitler what he wanted in Czechoslovakia
Events of WW2		Key people	
8. September 1939	Germany invaded Poland, prompting Britain and France to declare war	23. Adolf Hitler	Leader of Germany during the Second World War
9. May 1940	British soldiers evacuated from Dunkirk	24. Joseph Stalin	Leader of USSR during the Second World War
10. September 1940	The RAF defeated the Luftwaffe in the Battle of Britain	25. Neville Chamberlain	British Prime Minister 1937 – 1940. Led the policy of Appeasement
11. June 1941	The German invasion of Russia (Operation Barbarossa) began	26. Winston Churchill	'War' Prime Minister of Britain for most of the Second World War (1940-45)
12. December 1941	The Japanese attacked Pearl Harbor. The USA joined the war against Germany and Japan	27. Franklin D. Roosevelt	President of the United States of America for most of the Second World War (until April 1945)
13. 1942	2 battles at El Alamein in North Africa. Allies forced Axis forces to retreat		
14. 1942-43	Germans attacked Stalingrad and put the city under siege. USSR eventually defeated German armies.		
15. June 1944	D-Day landings marked the beginning of the allied invasion of Nazi-occupied Europe		
16. May 1945	Germany surrendered		
15. August 1945	USA dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki, prompting Japanese surrender in September.		

## The Holocaust

### Timeline

1. Roman empire: c.100BC the Roman empire took over the Jewish territory of Palestine.
2. Medieval period: Jewish communities dispersed across Europe during the medieval period. Jewish communities in Europe were periodically persecuted by their Christian neighbours.
3. 18<sup>th</sup> century: toleration for Jewish communities increased in Europe.
4. 19<sup>th</sup> century: scientific ideas about genetics were misused to create a scientific concept of 'race', including the idea that Jews were a separate race.
5. 1933: the NSDAP (Nazi Party) took power in Germany; discrimination against the German Jewish communities began; first concentration camps built
6. 1938: Nazi Germany took over Austria; Kristallnacht attack on Jewish people, businesses and synagogues in Germany; Evian Conference: countries refused to allow more Jewish refugees in
7. 1939: Nazi Germany invaded Poland causing the Second World War in Europe; Jewish communities began to be moved into ghettos
8. 1941: Nazi Germany invaded Russia; mass murder of Jews began
9. 1942: mass murder of Jewish people using gas chambers in extermination camps began
10. 1945: death marches as German army retreated; Nazi Germany defeated; survivors liberated from camps

### Victims

11. Jews – followers of Judaism; some Jews in Europe closely observed Jewish religious traditions, customs, and culture; others were more assimilated and/or less religious
12. Jehovah's Witnesses – a small religious minority group
13. Roma/Sinti – Europe's largest ethnic minority group, with their own traditions and lifestyle

The Nazis also targeted those with physical disabilities and mental health conditions such as epilepsy and schizophrenia.

### Key words

14. Antisemitism – hatred of/prejudice against Jewish people
15. War crime – an act carried out during war which violates the international rules of law e.g. targeting civilians; killing or mistreating prisoners of war who have surrendered
16. Crime against humanity – the systematic killing of individuals on a large scale
17. Genocide – the systematic killing of a group of people, with the intention of destroying the whole group
18. *Einsatzgruppen* – German units during the invasion of the USSR (1941) who carried out mass murder by shooting
19. Concentration camps – prison camps where prisoners were used as slave labour
20. Extermination camps – camps designed for mass murder using industrial methods (gas chambers and crematoria)
21. Role of British government
  - 10,000 children brought over on Kindertransport; their parents were not allowed to come
  - 80,000 Jewish refugees accepted
  - Received detailed reports of the Holocaust
  - Focused on winning the war rather than other ways to help

# SPANISH 1

## Vocabulary 9 – MY PHONE

01 ¿Qué haces con tu móvil?	01 What do you do with your phone?
02 Chateo con mis amigos	02 I chat with my friends online
03 Comparto mis videos favoritos	03 I share my favourite videos
04 Descargo aplicaciones	04 I download apps
05 Hablo por WhatsApp	05 I talk on WhatsApp
06 Juego a los videojuegos	06 I play videogames
07 Leo mis SMS	07 I read my texts
08 Mando SMS	08 I send texts
09 Saco fotos	09 I take photos
10 Veo videos o películas	10 I watch videos or films
11 ¿Con qué frecuencia?	11 How often?
12 todos los días	12 every day
13 dos o tres veces a la semana	13 two or three times a week
14 a veces	14 sometimes
15 de vez en cuando	15 from time to time
16 nunca	16 never
17 ¿Sacas fotos?	17 Do you take photos?
18 Comparten fotos	18 They share photos
19 Juegan a los videojuegos	19 They play videogames
20 Mandan y leen mensajes	20 They send and read texts

## Vocabulary 10 – MUSIC

01 ¿Qué tipo de música te gusta?	01 What type of music do you like?
02 Me gusta el rap	02 I like rap
03 Me gusta el R'n'B	03 I like R'n'B
04 Me gusta el rock	04 I like rock
05 Me gusta la música clásica	05 I like classical music
06 Me gusta la música pop	06 I like pop music
07 Me gusta la música electrónica	07 I like electronic music
08 ¿Qué música escuchas?	08 What music do you listen to?
09 Escucho rap	09 I listen to rap
10 Escucho la música de Rosalía	10 I listen to Rosalía's music
11 Escucho de todo	11 I listen to everything
12 Me encanta la letra	12 I love the lyrics
13 Me encanta la melodía	13 I love the tune
14 Me encanta el ritmo	14 I love the rhythm
15 mi canción favorita	15 my favourite song
16 mi cantante favorito	16 my favourite singer (m)
17 mi cantante favorita	17 my favourite singer (f)
18 mi grupo favorito	18 my favourite group
19 En mi opinión	19 In my opinion
20 porque es	20 because it/she/he is

## Vocabulary 11 – TELEVISION

01 ¿Qué tipo de programa prefieres?	01 What type of p. do you prefer?
02 Prefiero las comedias	02 I prefer comedies
03 un programa de deportes	03 a sports programme
04 un reality	04 a reality show
05 un concurso	05 a game show
06 un documental	06 a documentary
07 una comedia	07 a comedy
08 una serie policiaca	08 a police series
09 una telenovela	09 a soap opera
10 el telediario	10 the news
11 más divertido/a que	11 funnier than
12 más informativo/a que	12 more informative than
13 más aburrido/a que	13 more boring than
14 más interesante que	14 more interesting than
15 más emocionante que	15 more exciting than
16 Mi programa favorito se llama	16 My favourite p. is called
17 Me gustan los concursos	17 I like game shows
18 pero	18 but
19 prefiero las telenovelas	19 I prefer soap operas
20 ¿Y tú?	20 And you?

## Vocabulary 12 – WHAT DID YOU DO?

01 ¿Qué hiciste ayer?	01 What did you do yesterday?
02 Bailé en mi cuarto	02 I danced in my room
03 Fui al cine	03 I went to the cinema
04 Hablé por WhatsApp	04 I talked on WhatsApp
05 Hice gimnasia	05 I did gymnastics
06 Hice kárate	06 I did karate
07 Jugué en línea con mis amigas	07 I played online with my friends
08 Jugué tres horas	08 I played for three hours
09 Monté en bici	09 I rode my bike
10 Vi una película	10 I watched a film
11 Salí con mis amigos	11 I went out with my friends
12 No hice los deberes	12 I didn't do my homework
13 ayer	13 yesterday
14 luego	14 then
15 por la mañana	15 in the morning
16 por la tarde	16 in the afternoon
17 un poco más tarde	17 a bit later
18 porque	18 because
19 además	19 in addition
20 sin embargo	20 nevertheless, however

## GRAMMAR

-AR VERBS (Present Tense)		-ER VERBS (Present Tense)		-IR VERBS (Present Tense)	
<b>Visitar</b>	<b>To visit</b>	<b>Comer</b>	<b>To eat</b>	<b>Escribir</b>	<b>To write</b>
Visito	I visit	Como	I eat	Escribo	I write
Visitas	You (sg.) visit	Comes	You (sing.) eat	Escribes	You (sing.) write
Visita	He/She visits	Come	He/She eats	Escribe	He/She writes
Visitamos	We visit	Comemos	We eat	Escribimos	We write
Visitáis	You (pl.) visit	Coméis	You (pl.) eat	Escribís	You (pl.) write
Visitan	They visit	Comen	They eat	Escriben	They write

Preferir (to prefer) is a stem-changing verb. Some people call these 'boot' verbs.

prefiero	I prefer	preferimos	we prefer
prefieres	you prefer	preferis	you (plural) prefer
prefiere	he/she prefers	prefieren	they prefer

When you want to compare two things, you use the comparative.

**más + adjective + que...**  
more... than...

# SPANISH 2

Vocabulary 13 – EAT AND DRINK		Vocabulary 14 – MEALS			
01 ¿Qué te gusta comer?	01 What do you like to eat?	01 ¿Qué desayunas?	01 What do you have for br.?		
02 ¿Qué te gusta beber?	02 What do you like to drink?	02 Desayuno	02 For breakfast I have		
03 Me gusta(n)	03 I like	03 cereales	03 cereal		
04 Me gusta(n) mucho	04 I really like	04 churros	04 churros		
05 Me encanta(n)	05 I love	05 tostadas	05 toast		
06 No me gusta(n) nada	06 I don't like at all	06 yogur	06 yogurt		
07 Odio	07 I hate	07 café	07 coffee		
08 Prefiero	08 I prefer	08 Cola Cao	08 Cola Cao (chocolate drink)		
09 el agua	09 the water	09 té	09 tea		
10 el arroz	10 the rice	10 zumo de naranja	10 orange juice		
11 el marisco	11 the seafood	11 No desayuno nada	11 I don't have anything for br.		
12 el pescado	12 the fish	12 ¿Qué comes?	12 What do you have for lunch?		
13 el queso	13 the cheese	13 Como un bocadillo	13 For lunch I have a sandwich		
14 la carne	14 the meat	14 ¿Qué cenas?	14 What do you have for dinner?		
15 la fruta	15 the fruit	15 Ceno patatas fritas	15 For dinner I have chips		
16 la leche	16 the milk	16 pollo con ensalada	16 chicken with salad		
17 los caramelos	17 the sweets	17 ¿A qué hora comes?	17 At what time do you eat?		
18 los huevos	18 the eggs	18 Desayuno a las siete	18 I have breakfast at 07.00		
19 las hamburguesas	19 the hamburgers	19 Como a las dos	19 I have lunch at 14.00		
20 las verduras	20 the vegetables	20 Ceno a las nueve	20 I have dinner at 21.00		
Vocabulary 15 – RESTAURANT		Vocabulary 16 – PARTY			
01 ¿Qué va a tomar usted?	01 What are you going to have?	01 ¿Qué vas a traer?	01 What are you g. to bring?		
02 ¿Qué van a tomar ustedes?	02 What are you (pl.) g. to h.?	02 ¿Qué vas a comprar?	02 What are going to buy?		
03 ¿Para beber?	03 To drink?	03 Voy a traer quesadillas	03 I am g. to bring quesadillas		
04 Voy a tomar	04 I will have	04 Voy a traer limonada	04 I am g. to bring lemonade		
05 de primer plato	05 as a starter	05 Voy a comprar	05 I am going to buy		
06 de segundo plato	06 for main course	06 una lechuga	06 a lettuce		
07 de postre	07 for dessert	07 un pimiento verde	07 a green pepper		
08 la ensalada mixta	08 the mixed salad	08 un aguacate	08 an avocado		
09 la sopa	09 the soup	09 un kilo de tomates	09 a kilo of tomatoes		
10 la tortilla española	10 the Spanish omelette	10 medio kilo de queso	10 half a kilo of cheese		
11 la tarta de queso	11 the cheesecake	11 doscientos gramos de pollo	11 200 grammes of chicken		
12 el pan	12 the bread	12 un paquete de tortillas	12 a packet of tortilla wraps		
13 el filete	13 the steak	13 una botella de limonada	13 a bottle of lemonade		
14 el pollo con pimientos	14 the chicken with peppers	14 ¿Qué prefieres comer?	14 What do you prefer to eat?		
15 el helado de chocolate	15 the chocolate ice cream	15 Prefiero comer fajitas	15 I prefer to eat fajitas		
16 las chuletas de cerdo	16 the pork chops	16 ¿Qué vas a hacer?	16 What are you going to do?		
17 los huevos fritos	17 the fried eggs	17 Voy a hablar con mis amigos	17 I am g. to talk to my friends		
18 La cuenta, por favor	18 The bill, please	18 Voy a comer algo	18 I am going to eat something		
19 ¿Algo más?	19 Anything else?	19 No voy a ir	19 I am not going to go		
20 Nada más	20 Nothing else	20 No tengo ganas	20 I don't feel like it		
GRAMMAR					
PAST (PRETERITE)		PRESENT		NEAR FUTURE	
Baillé	I danced	Bailo	I dance	Voy a bailar	I am going to dance
Comí	I ate	Como	I eat	Voy a comer	I am going to eat
Vi	I saw / watched	Veo	I see / watch	Voy a ver	I am going to see
Salí	I went out	Salgo	I go out	Voy a salir	I am going to go out
Fui	I went	Voy	I go	Voy a ir	I am going to go
Fue	It was	Es	It is	Va a ser	It is going to be
<p>You use the near future tense to say what you are going to do.            Use the present tense of the verb ir followed by a plus the infinitive.</p> <p><b>Voy a traer fajitas.</b> I am going to bring fajitas.      <b>Vamos a bailar.</b> We are going to dance.  <b>Vas a comprar queso.</b> You are going to buy cheese.      <b>Vais a cantar.</b> You (pl) are going to sing.  <b>Va a ser superguay.</b> It is going to be really cool.      <b>Van a comer mucho.</b> They are going to eat a lot.</p>					

# COMPUTING 1

## Y9 - Data Science

Questions:	Answers:
1. What is data science?	Data science involves analysing and interpreting data to gain insights and make informed decisions.
2. Why is data important in the field of data science?	Data is crucial in data science because it serves as the foundation for analysis and helps uncover patterns and trends.
3. What is the role of a data scientist?	A data scientist analyses data to extract meaningful insights.
4. How can data visualisation be beneficial in data science?	Data visualisation presents data in graphical or visual formats, making it easier to understand and interpret trends.
5. How is data cleaning important in the data science process?	Data cleaning involves fixing errors and inconsistencies in data, ensuring that analysis is based on accurate and reliable information.
6. What is machine learning, and how does it relate to data science?	Machine learning is a subset of artificial intelligence that enables systems to learn and make predictions from data.
7. How does data science contribute to making predictions and solving real-world problems?	Data science models use historical data to make predictions and solve problems, aiding in decision-making processes.
8. What is the concept of data mining?	Data mining involves discovering patterns and relationships in large datasets.
9. In the context of data science, what is the difference between correlation and causation?	Correlation indicates a relationship between variables, while causation implies that one variable directly influences another.
10. What is a dataset in data science, and why is it important for analysis?	A dataset is a collection of organized data. It is important for analysis as it provides the information needed to draw insights.
11. What is the purpose of a scatter plot in data science?	A scatter plot helps visualize relationships between two variables by displaying points on a graph, showing how they relate to each other.
12. What does the "Plan" phase of the PDCA cycle involve in data science?	The "Plan" phase involves defining objectives, setting goals, and planning the steps needed for a data science project.
13. In the "Do" phase of the PDCA cycle, what activities do data scientists typically engage in?	In the "Do" phase, data scientists implement the plan, execute data analyses, and carry out the steps outlined in the planning phase.

# COMPUTING 2

## Y9 - Cybersecurity

Questions:	Answers:
1. What is cybersecurity?	Cybersecurity involves protecting computer systems, networks, and data from cyber threats.
2. How does a strong password contribute to cybersecurity?	A strong password enhances cybersecurity by making it harder for unauthorized users to access accounts.
3. What are some characteristics of a secure password?	Characteristics of a secure password include a mix of uppercase and lowercase letters, numbers, and special characters.
4. What is the purpose of antivirus software in cybersecurity, and how does it help protect computer systems?	Antivirus software detects and removes malicious software (malware) from computer systems, preventing it from causing harm or stealing sensitive information.
5. How can individuals practice good cybersecurity in their online activities?	Individuals can practice good cybersecurity hygiene by using strong passwords, keeping software up to date, and being cautious about clicking on suspicious links.
6. What is phishing?	Phishing is a type of cyber-attack where attackers trick individuals into revealing sensitive information.
7. What is a firewall in the context of cybersecurity?	A firewall is a security barrier that monitors and controls incoming and outgoing network traffic.
8. How does encryption contribute to cybersecurity?	Encryption transforms data into a secure format, making it unreadable without the correct key.
9. What is two-factor authentication (2FA), and how does it enhance cybersecurity for online accounts?	Two-factor authentication adds an extra layer of security by requiring users to provide two forms of identification before accessing an account.
10. What is malware?	Malware is malicious software designed to harm or exploit devices.
11. How does social engineering pose a threat to cybersecurity?	Social engineering involves manipulating individuals to divulge confidential information.
12. What is a VPN?	A VPN (Virtual Private Network) encrypts internet connections, enhancing online privacy and cybersecurity by protecting data from interception.



Vocal Skills

**EMPHASIS**  
WHEN SOUNDS OR WORDS ARE STRESSED TO HIGHLIGHT THEIR MEANING.

**PAUSE**  
TO DELAY TALKING FOR A MOMENT. OFTEN USED TO CREATE TENSION

**PITCH**  
HEIGHT OR DEPTH OF THE VOICE (HOW HIGH OR LOW IT IS).

**REGISTER**  
THE WAY IN WHICH SPEECH IS ALTERED DEPENDING ON WHO IS BEING SPOKEN TO.

**TOPE**  
THE EMOTIONAL QUALITY IN THE VOICE THAT EXPRESSES THE SPEAKERS FEELINGS OR THOUGHTS.

**INTONATION**  
THE RISE AND FALL OF THE VOICE DURING OR AT THE END OF THE SENTENCE.

**ACCENT**  
THE SPECIFIC SOUND QUALITIES OF THE SPEECH OF A REGION. (WHERE YOU ARE FROM).

**ARTICULATION**  
THE CLEAR PRONUNCIATION OF WORDS.

**PACE**  
SPEED AT WHICH YOU TALK (FAST, SLOW, EVEN).

**VOLUME/PROJECTION**  
HOW LOUD OR QUIET THE VOICE IS.

**CLARITY**  
HOW CLEAR THE VOICE IS.

**FLUENCY**  
TO SPEAK WITHOUT HESITATION, PAUSE OR UNCERTAINTY.

Physical Skills

**Naturalistic movement** - This is used for characterisation

**Stylised Movement** - This is used when creating abstract ideas.

**Body Language** - Naturalistic movement. Messages given by the position of the l

**Facial expression** - Look on face which shows emotion

**Gesture** - Movement of the hand or arm which communicates a meaning or emotion.

**Eye contact** - The way in which characters look at each other and who they look at in the eye.

**Posture** - Position of the body - how it is held.

**Balance** - Stylised Movement. keeping an even distribution of weight.

**Timing** - Speaking, moving or pausing at exactly the right moment

**Positioning** - Your position at a certain point within the drama.

**Use of levels** - The level you are standing, moving or sitting at during a scene. (can suggest status)

**Use of Space** - Where you move in the space. How you use the space.

**Rhythm** - Stylised Movement. Movements which follow a certain pattern or beat.

**Stance** - Attitude or position of the body.

**Use of direction.** - Stylised Movement. The directions you move in.

**Proxemics** - space between characters which conveys relationships



**DEVISING** - creating a drama from scratch

**BLOCKING** - the location of actors on the stage and the movements that they make.

**STIMULUS** - a starting point for a drama

**REHEARSAL TECHNIQUES** - activities used to create and develop a character

**DRAMATIC STRUCTURE** - the way in which a narrative is ordered chronologically - beginning, middle, end

Areas of the theatre auditorium.

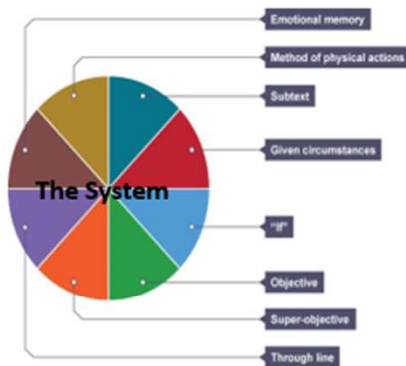


Year 9 Drama 100% Sheets SP2 Theatre Practitioners



**Constantin Stanislavski**

Style: Naturalism



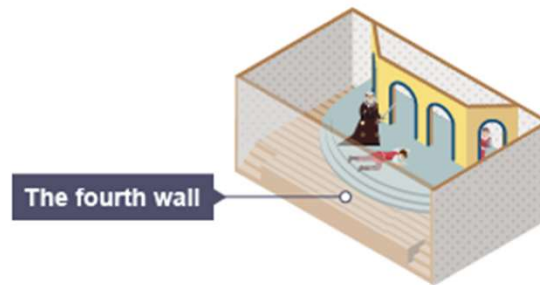
Key Term	Definition
The 4 <sup>th</sup> Wall	the imaginary "wall" that exists between actors on stage and the audience.
Breaking the 4 <sup>th</sup> Wall	Acknowledging the audience's existence through speaking and interacting with them
Naturalism	a theatrical movement that tried to create a copy of reality on stage.
Epic Theatre	a type of political theatre that addresses contemporary issues
Direct Address	Brechtian technique – when an actor speaks directly to the audience
Solitude in public	<u>Stanislavskian technique</u> - the ability to behave as one would in private, while <u>actually being in public</u> .
The 'v' effect	alienating the audience (making them separate from the action)



**Bertolt Brecht**

Style: Epic Theatre

- QUESTIONS
1. What went well in your performance?
  2. Even better if?
  3. Which techniques did you use in your performance and how did you use them?



Practitioners: Key Details		
 <b>Konstantin Stanislavski</b>	Occupation	Practitioner, actor, director
	Active	1898-1938
	Known for	The 'System'
 <b>Bertolt Brecht</b>	Notable works	'An Actor Prepares', 'Building a Character', 'Creating a Role'
	Occupation	Practitioner, playwright, director
	Active	1918-1956
	Known for	Epic Theatre
	Notable plays	Mother Courage and Her Children, Threepenny Opera, Caucasian Chalk Circle

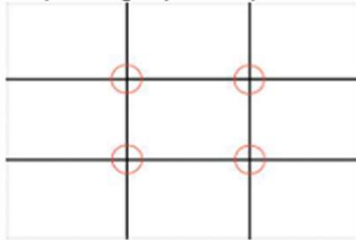
# ART 1

## Year 9 Art

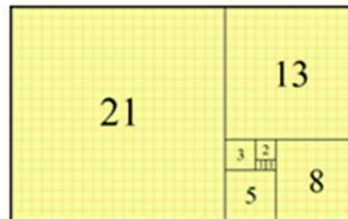
### Key Words – Spring Term

The Formal Elements  
LINE, SHAPE, TEXTURE,  
TONE, COLOUR

1. **Cubism (1907-1914):** An early 20<sup>th</sup> century movement that rejected traditional perspective. Artists fragmented shapes and depicted objects from multiple angles to create a new way of representing 3D form.
2. **Photorealism:** A painting style that emerged in Europe and the USA in the late 1960s, characterised by its painstaking detail and precision.
3. **Rule of Thirds:** a compositional device where the artwork is divided equally into nine boxes. Helps create pleasing asymmetry when organising visual elements.



4. **Golden Section:** a compositional device that uses the golden ratio (1:1.618) to divide lines and rectangles in an aesthetically pleasing way.



5. **Exposure:** how light or dark a photograph is
6. **Depth of Field:** the distance between the closest and farthest objects in a photo that appears acceptably sharp. (It essentially refers to how blurry or sharp the area is around your subject.)



7. **Analytical Cubism (1908-1912) :** the early phase of Cubism characterised by a fragmentary appearance of multiple viewpoints and overlapping planes
8. **Synthetic Cubism (1912-1914) :** the later phase of Cubism characterised by simpler shapes and brighter colours
9. **Futurism (1909-1944):** an Italian movement that aimed to capture the dynamism and energy of the modern world
10. **The Russian Revolution (1917-1923):** A period of political and social revolution that saw Russia abolish its monarchy and adopt a socialist form of government.

# ART 2

## Key Artists

**Doug Bloodworth (1954- present)** American painter who makes hyper-realistic paintings based on comics, hobbies, sweets, and soft drinks.



**Pablo Picasso (1881-1973)** Spanish artist who co-founded the Cubism movement in 1909 with Georges Braques. Widely considered one of the most pioneering artists of the 20<sup>th</sup> century.



**Lyubov Popova (1889 -1924)** Russian artist painter and designer who was an active communist in the 1917 Russian Revolution. She used ideas from her travels to Europe to shape modern Russian Art.



**Fernand Leger (1881-1955)** French painter, sculptor, and filmmaker who created his own form of Cubism known as "Tubism". His bold and simplified treatment of modern subject matter made him a forerunner of Pop Art.



# RE

<b>Agnostic</b>	Someone who does not know whether there is a god or not	<b>logical fallacy</b>	A statement that is logically flawed
<b>apophatic theology</b>	The view that God cannot be accurately described in positive language, only by saying what God is not	<b>miracle</b>	An event that cannot be explained naturally and so is seen as an act of a god or gods
<b>Atheist</b>	Someone who does not believe in the existence of a god or gods	<b>myth</b>	A story that is not historically accurate, but contains spiritual truth
<b>class consciousness</b>	A term used by Marx to mean the working class becoming aware they are being oppressed	<b>nones</b>	A term used by sociologists to describe the diverse group of people with no religion
<b>Creationist</b>	Someone who believes that God created the world in six days, as described in Genesis	<b>omnibenevolent</b>	All-loving
<b>Design (or teleological) argument</b>	The argument that the world looks designed and so has a designer – God	<b>omnipotent</b>	All-powerful
<b>Empiricism</b>	The theory that knowledge is gained through our five senses	<b>omniscient</b>	All-knowing
<b>evolution by natural selection</b>	The theory that all life evolved (developed) from a common ancestor through gradual changes over millions of years	<b>opium of the people</b>	A phrase used by Marx comparing religion to opium, an addictive, <u>painkilling</u> and vision creating drug
<b>Faith</b>	Belief or trust in something that cannot be proven	<b>oppress</b>	Use power to keep someone in a bad situation
<b>fallacy of composition</b>	An argument that wrongly claims that what is true of something's parts must also be true of the whole thing	<b>problem of evil</b>	The argument that evil and suffering shows an omnipotent, <u>omniscient</u> and omnibenevolent god does not exist
<b>false consciousness</b>	A term used by Marx to describe a way of thinking that stops the working class from seeing how they are being oppressed	<b>psychologist</b>	Someone who studies human behaviour
<b>First Cause argument</b>	The argument that everything in the universe needs a cause and so the universe also needs a cause, which is God	<b>rationalism</b>	The theory that knowledge is gained through reason
<b>first certainty</b>	'I think; <u>therefore</u> I am': Descartes' realisation that the fact he thinks shows that his mind must exist	<b>Realm of Appearances</b>	Plato's name for the world in which we live
<b>free will</b>	The ability to choose between right and wrong	<b>Realm of Forms</b>	Plato's name for a realm where our souls previously existed
<b>Genesis</b>	The first book of the Bible, which contains two accounts of how God created the world	<b>revolution</b>	Overthrowing those in power <u>in order to</u> cause change
<b>Gospels</b>	The first four books of the New Testament in the Bible which describe the life and teachings of Jesus	<b>ruling class</b>	According to Marx, the minority of the rich and powerful people, such as factory owners
<b>Humanist</b>	An atheist who believes that science and our shared human reason and compassion should guide how we live the one life that we have	<b>theistic evolution</b>	The Belief that God started the process of evolution and uses it to bring about life
<b>infinite regress</b>	An endless sequence of causes with no beginning	<b>trademark argument</b>	Descartes' argument that humans are born with the idea of God imprinted on their minds
<b>wish-fulfilment hypothesis</b>	Freud's theory that religion is invented by humans <u>in order to</u> satisfy our desire for a father, for fairness and for immortality	<b>working class</b>	According to Marx, the mass of poor people who work for (and are oppressed by) the ruling class