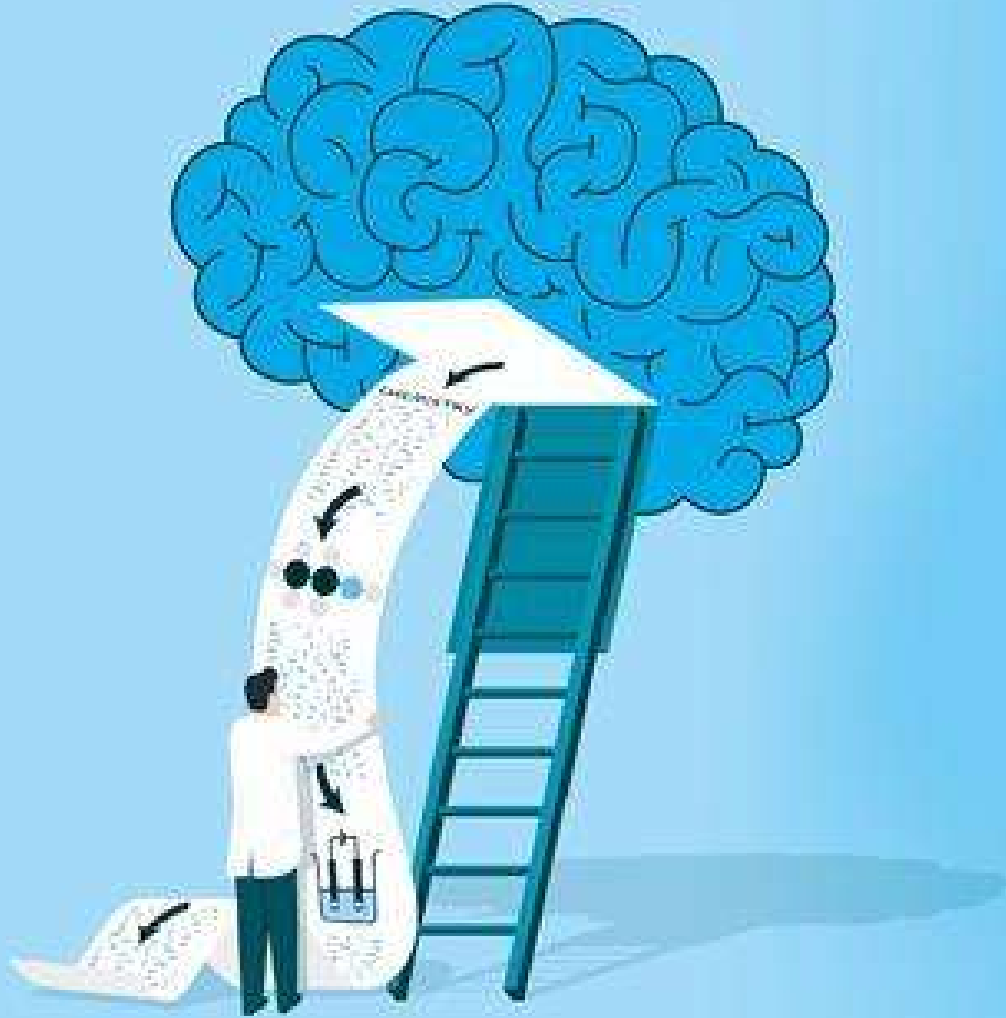


Revision Booklet



YEAR 9

Cycle 2

Name:	
Team	

What is Assessment Week?

Assessment week takes place in week 11 of our 12 week learning cycles.

During assessment week, you will sit assessments in all of your subjects throughout the week.

The purpose of assessment week is to uncover how well you have grasped key ideas. It also highlights areas we need to work on still and where you are ready for more stretch and challenge in your learning!

One of the best ways you can prepare for your assessment to revise a little and often in the run up for your assessment.

Use this revision pack to help you focus your revision both outside and inside school!

You should also prepare on the day by making sure you get plenty of sleep, eating a good breakfast and staying hydrated. Remember, you have got this!

How to Revise Videos:

- Cornell Notes https://www.youtube.com/watch?v=nX-xshA_0m8
- Flashcard Quizzing <https://www.youtube.com/watch?v=TjPFZaMe2yw>
- Look, Cover, Write, Check <https://www.youtube.com/watch?v=WSaRUa-tPxs>
- Concept Mapping <https://www.youtube.com/watch?v=sZJj6DwCqSU>
- <https://www.youtube.com/watch?v=IUEqM-4BP4w>

Assessment dates:

All assessments will take place in week 11, week commencing 16th March, unless stated otherwise in the table below! Your teacher will tell you what your assessment will involve before the date, e.g. assessment of a practical piece of work, evaluation of a performance or a written test.

	9a1	9a2
English	Thurs 19 th	Thurs 19 th
Maths	Paper Wed 18 th , Online Fri 20 th	Paper Wed 18 th , Online Fri 20 th
Science	Wed 18 th	Wed 18 th
History	Tues 17 th	Tues 17 th
Geography	Thurs 19 th	Mon 16 th
Spanish	Tues 17 th	Tues 17 th
Art- Coursework due:	Fri 20 th	Fri 20 th
Music	Wed 11 th	Mon 16 th
Computing	Mon 16 th	Thurs 12 th
Drama	Mon 16 th	Thurs 19 th
Sport	Wed 18 th	Wed 18 th
Nutrition	Thurs 12 th	Thurs 19 th

Your revision for this scheme is not just for the Final Assessment, but for your GCSE in Year 11. You need to make notes that help you recall the characters, themes and playwright's craft. We suggest you make mind maps. Mind maps have been proved to help revision, but only if they are made with the following rules:

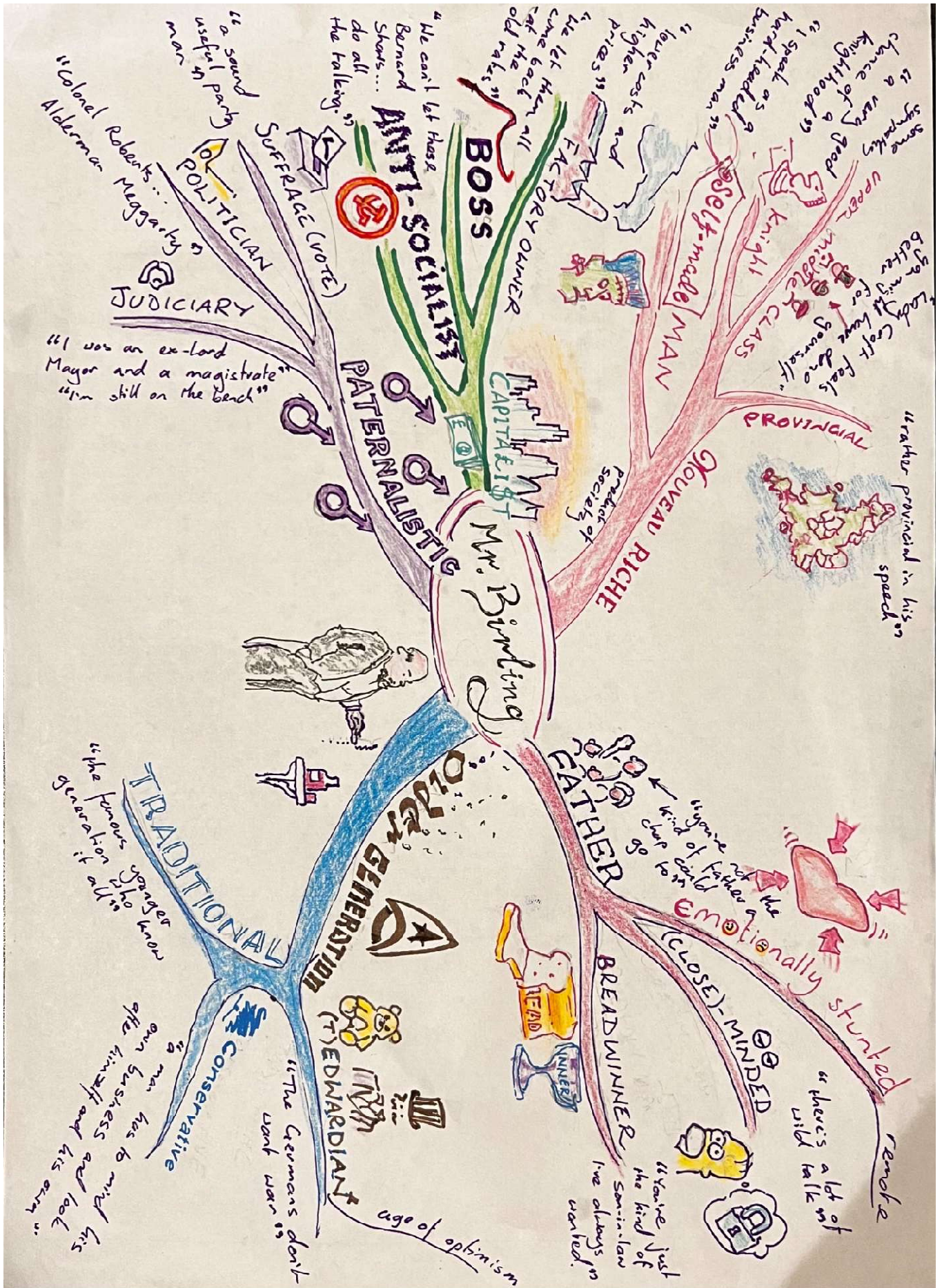
1. The paper needs to be landscape rather than portrait – the mind recalls;
2. The focus of the mind map goes in the centre;
3. Draw curved branches that move from thick to thinner;
4. Use single words – the mind map is not there to contain all you know – just as cues to remind you of ideas for the exam;
5. Colour-code your ideas – this will help you recall them;
6. Shape your lettering to match the ideas;
7. Dual-code your ideas with pictures to help your memory;
8. Place short quotations from the text at the ends of the lines

Make mind maps for the main characters; Birling, Mrs Birling, Sheila, Gerald, Eric and the Inspector. Keep them safe!

Your assessment will be a GCSE-style essay, as we have been practising. Here is the marking criteria.

Mark	AO	Typical features	How to arrive at a mark
Level 6 <i>Convincing, critical analysis and exploration</i> 26–30 marks	AO1	• Critical, exploratory, conceptualised response to task and whole text. • Judicious use of precise references to support interpretation(s).	At the top of the level , a candidate's response is likely to be a critical, exploratory, well-structured argument. It takes a conceptualised approach to the full task supported by a range of judicious references. There will be a fine-grained and insightful analysis of methods supported by judicious use of subject terminology. Convincing exploration of one or more ideas/perspectives/contextual factors/interpretations.
	AO2	• Analysis of writer's methods with subject terminology used judiciously. • Exploration of effects of writer's methods to create meanings.	
	AO3	• Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task.	At the bottom of the level , a candidate will have Level 5 and be starting to demonstrate elements of exploratory thought and/or analysis of writer's methods and /or contexts.
Level 5 <i>Thoughtful, developed consideration</i> 21–25 marks	AO1	• Thoughtful, developed response to task and whole text. • Apt references integrated into interpretation(s).	At the top of the level , a candidate's response is likely to be thoughtful, detailed and developed. It takes a considered approach to the full task with references integrated into interpretation; there will be a detailed examination of the effects of methods supported by apt use of subject terminology. Examination of ideas/perspectives/contextual factors, possibly including alternative interpretations/deeper meanings.
	AO2	• Examination of writer's methods with subject terminology used effectively to support consideration of methods. • Examination of effects of writer's methods to create meanings.	
	AO3	• Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task.	At the bottom of the level , a candidate will have Level 4 and be starting to demonstrate elements of thoughtful consideration and/or examination of writer's methods and/or contexts.

Level 4 <i>Clear understanding</i> 16–20 marks	AO1	• Clear, explained response to task and whole text. • Effective use of references to support explanation.	At the top of the level , a candidate's response is likely to be clear, sustained and consistent. It takes a focused response to the full task which demonstrates clear understanding. It uses a range of references effectively to illustrate and justify explanation; there will be clear explanation of the effects of a range of writer's methods supported by appropriate use of subject terminology. Clear understanding of ideas/perspectives/contextual factors. At the bottom of the level , a candidate will have Level 3 and be starting to demonstrate elements of understanding and/or explanation of writer's methods and/or contexts.	Level 2 <i>Supported, relevant comments</i> 6–10 marks	AO1	• Supported response to task and text. • Comments on references.	At the top of the level , a candidate's response is likely to be relevant and supported by some explanation. It will include some focus on the task with relevant comments and some supporting references from the text. There will be identification of deliberate choices made by writer with some reference to subject terminology. Awareness of some contextual factors. At the bottom of the level , a candidate's response will have Level 1 and be starting to focus on the task and/or starting to show awareness of the writer making deliberate choices and/or awareness of contexts.
	AO2	• Clear explanation of writer's methods with appropriate use of relevant subject terminology. • Understanding of effects of writer's methods to create meanings.			AO2	• Identification of writers' methods. • Some reference to subject terminology.	
	AO3	• Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task.			AO3	• Some awareness of implicit ideas/contextual factors.	
Level 3 <i>Explained, structured comments</i> 11–15 marks	AO1	• Some explained response to task and whole text. • References used to support a range of relevant comments.	At the top of the level , a candidate's response is likely to be explanatory in parts. It focuses on the full task with a range of points exemplified by relevant references from the text; there will be identification of effects of a range of writer's methods supported by some relevant terminology. Explanation of some relevant contextual factors. At the bottom of the level , a candidate will have Level 2 and be starting to explain and/or make relevant comments on writer's methods and/or contexts.	Level 1 <i>Simple, explicit comments</i> 1–5 marks	AO1	• Simple comments relevant to task and text. • Reference to relevant details.	At the top of the level , a candidate's response is likely to be narrative and/or descriptive in approach. It may include awareness of the task and provide appropriate reference to text; there will be simple identification of method with possible reference to subject terminology. Simple comments/responses to context, usually explicit. At the bottom of the level , a candidate's response will show some familiarity with the text.
	AO2	• Explained/relevant comments on writer's methods with some relevant use of subject terminology. • Identification of effects of writer's methods to create meanings.			AO2	• Awareness of writer making choices. • Possible reference to subject terminology.	
	AO3	• Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task.			AO3	• Simple comment on explicit ideas/contextual factors.	
				0 marks	Nothing worthy of credit/nothing written.		



Sparx Independent Learning Codes

To revise maths:

You will need a device to log in to Sparx and some paper to write down your bookwork codes and method.

1.Choose your topic from the list below.

2.Log into Sparx homework

3.Select "Independent Learner"

4.Search for the code on the right in search bar, for example "U435".

5.Try the questions.

If an objective is too easy, move onto later questions or a different topic. Don't waste time going over what you already know!

Paper 1

Objective	Code
Fractions, decimals, percentages	U888
Multiples	U751
Shapes	U121, U719
Rounding	U480, U298
Estimating	U225
Timetables	M963
Scale drawings	U257
Angle reasoning	U655
Stem and leaf diagrams	U200, U909
Probability of an event	U683, U166
Problem solving involving ratio	U753, U577
Interior and exterior angles	U427
Vectors	U632

Paper 2

Objective	Code
Simplifying expressions	U105
Unit conversion	M772
Angles	M502
Bar charts	M460, M738
Forming expressions	U599
Solving equations	U325
Fraction calculations	M645
Fraction of an amount	U881
Function machines	M175
Decimal calculations	U293, U868
Proportionality	M478
HCF	U529
Plotting quadratic graphs	U989
Calculating with standard form	U290
Equation of a line	U315

Notes:

Osmosis - the overall movement of water molecules, from high water molecule concentration to lower water molecule concentration through a partially permeable membrane. This is a passive process and does not require energy.

Osmosis Core Practical:

IV - concentration of the sucrose solution

DV - mass of the potato chip which allows the percentage change in mass to be calculated

CV - time potato is left in solution, volume of solution

Percentage change in mass = ((final mass - start mass)/start mass) x 100

(A negative answer is a percentage loss in mass.)

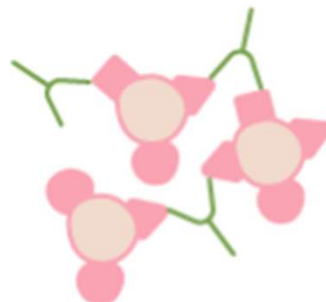
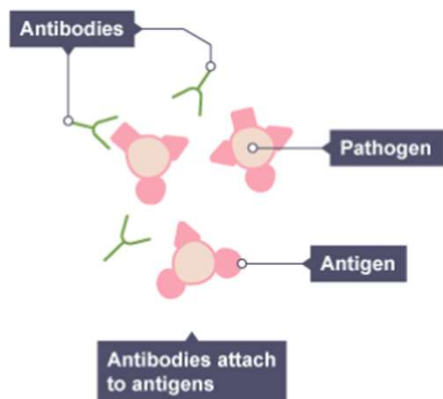
If there is an **increase** in mass the water has moved by osmosis into the cells (into the potato) from an area of high-water molecule concentration outside the cell/potato to the area of low water molecule concentration inside the cells across a partially permeable membrane.

If there is a **decrease** in mass this is because the water has moved by osmosis from inside the cells/inside the potato to outside the cells/potato from an area of high-water molecule concentration to low water molecule concentration across a partially permeable membrane.

Health, disease and immunity key vocabulary:

- Antibody: _____
- Antigen: _____
- Communicable disease: _____
- Chemical defence: _____
- Lymphocyte: _____
- Non-communicable disease: _____
- Pathogen: _____
- Physical defence: _____
- Memory lymphocyte: _____
- Vaccine: _____
- Vector: _____

Immune response to a pathogen



ANNOTATION GUIDE

Annotations are written explanations or critical comments added to art or design work that record and communicate your thoughts. If you want to develop your artistic language look at the a 'Write Like an Artist Page'

There are several reasons annotation may be used, for example, to:

- ✓ Analyse the work of an inspirational artist or designer
- ✓ Record a technique
- ✓ Record ideas
- ✓ Explain the thinking behind an idea
- ✓ Analyse the success of a technique, idea or composition
- ✓ Explain how a particular artist or designer's style or technique has influenced your work

Use this when annotating your experiments and process work:

- ☐ Clearly state what technique or material you used
- ☐ Explain why you tried it
- ☐ Describe what worked well
- ☐ Identify what didn't work and why
- ☐ Explain how this experiment will influence your next steps



Use these to show understanding and critical reflection:

- ☐ Explain the intention behind your idea (what you wanted to show)
- ☐ Describe how your choices support that intention (colour, composition, technique)
- ☐ Evaluate the success of the outcome
- ☐ Identify clear improvements for next time
- ☐ Connect your decisions to your theme and artist influences

USE THESE WORDS TO WRITE AND SPEAK

LINE

Contour - Bold - Fine - Wavy - Jagged - Curved - Directional - Implied - Parallel - Vertical - Horizontal - Diagonal - Contour - Chaotic - Calm - Unpredictable - Basic - Frantic

LIKE AN...

ARTIST

TEXTURE

Rough - Smooth - Bumpy - Soft - Glossy - Matt - Grained - Polished - Shiny - Furry - Silky - Coarse - Fluffy - Sharp - Thin - Thick - Warm - Cold - Bare - Washed - Fake - Plastic

SHAPE

Organic - Geometric - Abstract - Irregular - Regular - Angular - Curved - Symmetrical - Asymmetrical - Flat - 2D - 3D

FORM

Spherical - Cylindrical - Cubic - Volumetric - Solid - Hollow - Angular - Curved - Concave - Convex - Realistic - Abstract

COMPOSITION

Balanced - Unbalanced - Symmetrical - Asymmetrical - Focal Point - Foreground - Background - Overlapping - Layered - Centred - Rule of Thirds - Negative Space - Depth

TONE

Light - Dark - Soft - Harsh - Contrasting - Muted - Monochrome - Graduated - Subtle - Dramatic

COLOUR

Primary - Secondary - Warm - Cool - Complementary - Contrasting - Harmonious - Muted - Vibrant - Pastel - Earthy - Monochrome - Bold

MOOD

Intense

Chaotic - Tense - Aggressive - Disturbed - Dramatic - Explosive - Passionate - Turbulent - Violent - Overwhelming - Shocking

Dark

Dark / Mysterious Eerie - Sinister - Melancholic - Gloomy - Mysterious - Haunting - Foreboding - Isolated - Dystopian - Bleak - Shadowy - Tragic - Surreal

Peaceful / Calm

Tranquil - Serene - Calming - Gentle - Still - Meditative - Dreamy - Balanced - Harmonious - Soothing - Soft - Idyllic - Subtle

Emotional / Reflective

Nostalgic - Sentimental - Introspective - Thoughtful - Lonely - Poignant - Bittersweet - Reflective - Honest - Raw - Expressive - Sad - Hopeful

Uplifting / Energetic

Joyful - Playful - Energetic - Exciting - Positive - Radiant - Fun - Vibrant - Celebratory - Optimistic - Exuberant - Animated - Bright

Ambiguous / Complex Conflicted - Ambiguous - Uncertain - Mysterious - Surreal - Disorienting - Unsettling - Tense - Elusive - Paradoxical - Intriguing - Thought-provoking

Take it to the next level and use similes and metaphors in your writing. For example, to use a simile we would use 'as' and 'like'. This page is useful like the way a friend whispers you advice in moments of mind-blanked panic. Or to use a metaphor, we get rid of the 'like' and 'as' and just confidentially go for it! **This page is a gift from the art universe determined to help me succeed.**

Music Through the Decades Part 1: Blues to 1970



quaver	crotchet	minim	semibreve
½ beat	1 beat	2 beats	4 beats
= 1 beat			

Blues Music

Key Features:

Originated in South America

Sad, melancholy lyrics, rooted in hardship and homesickness

Moderate tempo

4/4 time

12 Bar Blues Pattern

Walking Bass

Improvisation

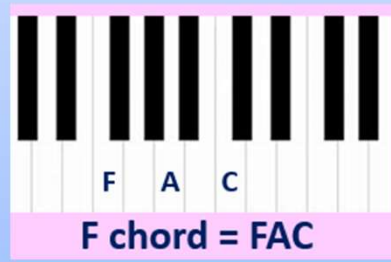
Key Instruments: voice, piano / keyboard, guitar, bass guitar, drums, occasionally trumpet or saxophone

Key Artists:

Robert Johnson, Muddy Waters, B.B. King, Howlin' Wolf, John Lee Hooker and Bessie Smith

The 12 Bar Blues Pattern (in C Major)

C	C	C	C
F	F	C	C
G	F	C	C



Music Through the Decades Part 1: Blues to 1970

🎵 The 1950s

Key Features:

Jazz, Blues, Swing, Rock and Roll!
The growth of popular music
Music for dancing very popular
New teen culture
Rise of the electric guitar

Key Artists:

Elvis Presley, Chuck Berry,
Buddy Holly

🎤 The 1960s

Key Features:

The rise of pop music!
High energy rock, love songs, tunes
with strong melodies,
Guitars, keyboards, strings, drums

Key Artists:

The Beatles, The Rolling Stones,
The Beach Boys, The Who, Bob
Dylan



🎵 Elvis - extra info!

✓ Known as the king of Rock and Roll!

✓ Hip swinging and style of singing shocked parents!

Songs included:

Hound Dog
Love Me Tender
Jailhouse Rock
Heartbreak Hotel



🎤 The Beatles - extra Info!

✓ Formed in Liverpool in 1960

✓ Best-selling act in musical history

✓ John Lennon, Paul McCartney, George Harrison, Ringo Starr

Songs Include:

Yellow Submarine, Help!
Penny Lane, All you need is love,
Yesterday, Let it Be



🎹 The 1970s

Key Features:

Rock, Pop, Disco
Lots of different styles
Electric instruments and effects
Invention of the Walkman and the CD!

Key Artists:

Queen, ABBA, Elton John, Deep Purple, Electric Light Orchestra

🎸 Queen - extra info!

✓ formed in 1970

✓ Freddie Mercury, Brian May, Roger Taylor, John Deacon

Songs Include:

We Will Rock You, Another One Bites the Dust, Bohemian Rhapsody, We are the Champions



History

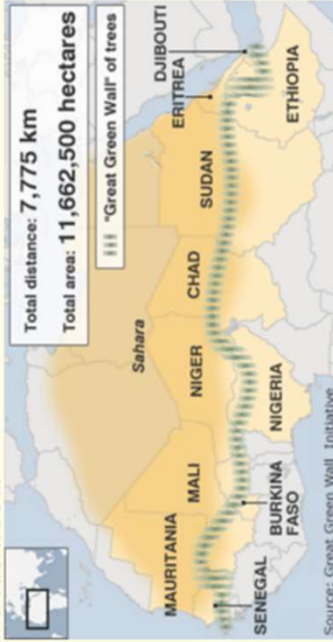
Rise of Dictators in Europe	Hitler's Path to Power	Stalin's Rise to Power
- Democracy vs. dictatorship: different rights, freedoms, and decision-making. - Post-WWI Europe: economic hardship, political instability, loss of faith in democracy. - WWI's legacy: historian Thomson argued war made dictatorship seem modern and strong.	- Hitler: charismatic speaker, propaganda expert, strategic decisions. - Economic crisis: Treaty of Versailles, reparations, Great Depression, mass unemployment. - Political instability: weak Weimar government, Reichstag Fire, Enabling Act.	- Power struggle after Lenin: no clear successor, Stalin vs. Trotsky, Lenin's Will warning. - Stalin's tactics: loyal network as General Secretary, alliances, ruthless elimination of rivals. - Comparison: both exploited instability, but Stalin relied on internal party manoeuvres.
Cult of Personality	Fear as Control	The Nazi-Soviet Pact
- Propaganda: heroic imagery, censorship, rewriting history. - Mass rallies and media control to build loyalty. - Hitler and Stalin portrayed as father figures and saviours.	- Secret police: Gestapo (Germany), NKVD (USSR). - Violence: purges, executions, concentration camps, Gulags. - Fear combined with propaganda to enforce obedience.	- Signed August 1939: non-aggression agreement between Germany and USSR. - Secret protocol: division of Poland and Eastern Europe. - Shocked the world, paved way for WWII.
Defining the Holocaust	Roots of Anti-Semitism	Jewish Life Before WWII
- State-sponsored genocide: 6 million Jews murdered (1933–45). - Other victims: Roma, disabled, Poles, POWs, political opponents. - Industrialised killing through extermination camps.	- Prejudice and discrimination against Jews; scapegoating for problems. - Central to Nazi ideology and propaganda. - Modern relevance: scapegoating still exists today.	- Rich cultural and community life in Europe. - Photographs show traditions but need critical analysis. - Contrast: normal life before persecution.
Escalating Persecution	The Final Solution	Resistance and Liberation
- Nuremberg Laws (1935): stripped citizenship, banned intermarriage. - Kristallnacht and ghettoisation. - Patterns and turning points in Nazi policy.	- Systematic plan for mass murder. - Wannsee Conference and extermination camps. - Evidence from testimonies and Nazi records.	- Active resistance: Warsaw Ghetto Uprising, sabotage, escapes. - Passive resistance: secret schools, cultural preservation, spiritual defiance. - Liberation in 1945: survival, trauma, displacement.

History

	How did they take power?	How did they maintain (keep) power?
Hitler		
Stalin		

What does the content tell you? What can you see? What does it suggest?	What type of source is it? How does that make it useful? Who made it and when? How is that useful?
Why might someone have made this?	So, overall, how useful for the enquiry?

Geography

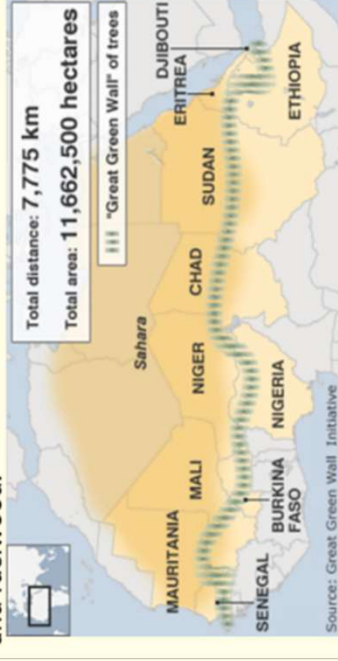
Year 9 - Geography- Cycle 2		Week 1 – Hot Deserts		Week 2 - Hot Desert Adaptations											
Key Information		A desert is an area that receives less than 250mm of rainfall per year. Hot deserts are mostly found in dry continental interiors, away from the coasts, in a belt approximately 30°N and 30°S. At these latitudes, air that has risen at the Equator descends forming a belt of high pressure. There is a lack of cloud and rain and very high daytime temperatures. With a lack of clouds, temperatures can plummet to below freezing at night. Desert soils are sandy or stony with little organic matter due to the lack of leafy vegetation. Evaporation draws salt to the surface. The soil is not very fertile.		Plants tend to have thin leaves or spines to reduce water loss and some have long roots to reach deep underground water (e.g. cactus). Vegetation is low growing and sparse. Many rodents are nocturnal, living in burrows underground and venturing out at night. Snakes and lizards retain water by having waterproof skin and producing only tiny amounts of urine. Camels have long eyelashes to keep out the sand and a hump to store fat on their back.											
Extreme Environment: A habitat that is considered very hard to survive in due to harsh conditions. <table><tr><th>Extreme</th><th>Location</th></tr><tr><td>Hottest</td><td>Death Valley: 54.4°C (2020)</td></tr><tr><td>Coldest</td><td>Eastern Antarctic Plateau: -93.2°C (2010)</td></tr><tr><td>Highest</td><td>Mount Everest: 8,849 metres</td></tr><tr><td>Lowest</td><td>Mariana Trench: 11,034 metres</td></tr></table>		Extreme	Location	Hottest	Death Valley: 54.4°C (2020)	Coldest	Eastern Antarctic Plateau: -93.2°C (2010)	Highest	Mount Everest: 8,849 metres	Lowest	Mariana Trench: 11,034 metres	Week 4 – Causes of desertification Desertification happens when land is gradually turned into a desert. Over-cultivation: results from the need to produce more food so the soil becomes exhausted. It will turn to dust and become infertile. Over-grazing: Population pressure results in land being overgrazed - too many animals to be supported by limited vegetation. Fuelwood: demand is increasing. Climate change: Causing drier conditions and unreliable rainfall, raining less than it did 50 years ago. Soil erosion: When the vegetation is destroyed, the soil is exposed to the wind and the rain, making it vulnerable to erosion.		Week 5 – Managing desertification Appropriate technology: involves using methods appropriate to the level of development. 'Magic stones' are used in Burkina Faso. Used to build low stone walls on the contours of slopes to trap water and soil. Tree planting: Trees bind the soil together and the leaves and branches provide shade, grazing for animals and fuelwood.	
Extreme	Location														
Hottest	Death Valley: 54.4°C (2020)														
Coldest	Eastern Antarctic Plateau: -93.2°C (2010)														
Highest	Mount Everest: 8,849 metres														
Lowest	Mariana Trench: 11,034 metres														
Week 3 – Thar Desert Stretches across north-west India and into Pakistan. Covers 200,000km². Most densely populated desert. Opportunities: Mineral extraction: Gypsum, feldspar, phospherite, kaolin. Sanu limestone in Jaisalmer for India's steel industry. Energy: Ideal location for wind and solar power. At Balheri, solar power is used in water treatment. Jaisalmer Wind Park was constructed in 2001. Challenges: Temperatures exceeding 50°C makes farming work difficult and high rates of evaporation leads to water shortages. The 650km long Indira Gandhi Canal was constructed in 1958 as a source of freshwater.															



Week 5 – Managing desertification

Appropriate technology: involves using methods appropriate to the level of development. 'Magic stones' are used in Burkina Faso. Used to build low stone walls on the contours of slopes to trap water and soil.

Tree planting: Trees bind the soil together and the leaves and branches provide shade, grazing for animals and fuelwood.



Geography

Key Vocabulary	Week 6 – Las Vegas	Week 7 – Alaska
Inhospitable: An environment that is harsh and difficult to live in. Desertification: The process whereby land which once was fertile is gradually turned into a desert. Distribution: The way in which something is spread over an area.	Approximately 650,000 inhabitants. Population in the Colorado Basin is set to almost double to 77 million by 2060. Average household in Las Vegas uses around 840 litres of water per day. The city gets just over 10cm of rain each year. The city recently suffered its longest drought with 116 days without rain. Seven states all rely on the Colorado River for their water. The water that feeds Las Vegas comes from Lake Mead, behind the Hoover Dam. It is drying up. Xeriscape – a garden that requires little or no irrigation or other maintenance. Desalination – the process of removing salt from seawater.	Covers 2 million km². Tundra overlaying permafrost in the north.. Indigenous people include the Inupiat. Opportunities: Mineral extraction: Coal, copper, silver and gold. 20% of Alaska's mineral wealth is in gold. \$2.1 billion worth of gravel is mined. Energy: 1/3 of the state's income comes from oil and gas, employing over 100,000 people. Transported from Prudhoe Bay in the north to Valdez in the south via the Trans-Alaskan pipeline (1,200km long / 800 miles). Challenges: Roads built on gravel beds to reduce heat transfer, reducing the permafrost melting. Limited sunlight in winter makes working outside difficult. Travel by snowmobiles or 4x4s.
Week 8 – Antarctica	Week 9 – Mount Everest	Week 10 – Mariana Trench
Antarctic Treaty (large scale) Treaty came into force in 1961, originally signed by 12 countries. By 2016, there were 53 countries. Protocol states Antarctica is a natural reserve dedicated to peace and science. Objectives include: no military operations, scientific cooperation, ban mineral extraction. Union glacier (small scale) Expanse of ice in the Ellsworth Range. Natural blue ice runway to land large Ilyushin cargo planes which bring equipment for expeditions. Camp open for four months of the summer season. Small number of visitors for walking, trekking, visiting penguin colonies (must stay 5m away from wildlife). Some equipment is powered by solar panels to reduce the use of diesel.	Height of 8,850 metres above sea level on the Nepal-Tibet border. Everest formed due to the collision between the Indian and Eurasian tectonic plates. Sherpa community are an ethnic group, indigenous to the Himalayan region. Many work as mountain guides, carrying extra gear such as oxygen bottles and are expert navigators. In 2019, Nepali climbers retrieved four bodies and collected some 11 tonnes of decades-old garbage from Mount Everest. Slopes were littered with human excrement, torn tents, cans and plastic wrappers. People living near Everest use melted snow for their water supply.	Located in the western Pacific Ocean. It is a crescent-shaped trench, considered the deepest oceanic trench on Earth. It is about 2,550km in length and 69km in width. The maximum known depth is 10,984 metres at Challenger Deep. Only three divers have explored this. Some measurements suggest 11,034 metres. The Mariana Trench is part of the Izu-Bonin-Mariana subduction system that forms the boundary between two plates. The Pacific plate is subducted beneath the smaller Mariana Plate. In 2019, Victor Vescovo reported finding a plastic bag and candy wrappers at the bottom of the trench.

Spanish

Week 1		Week 2		Week 3		Week 4		Week 5	
pasar	to spend/spending	coger	to take/taking	despertar	to wake up/waking up	acordarse	to remember/remembering	costar	to cost/costing
aprovechar	to make/making the most of	recoger	to collect/collecting	levantar	to raise/raising	quedarse	to stay/staying	preferir	to prefer/prefering
montar	to ride/riding	compartir	to share/sharing	llamar	to call/calling	sentar(se)	to sit/sitting down	colocar	to place/placing
encontrar	to meet/meeting	salir	to go out/going out	desayunar	to have/having breakfast	venir	to come/coming	solero	to usually do (something)
comprar	to buy/buying	perder	to lose/losing	revista	magazine	comunidad	community	probar	to taste/tasting
llegar	to arrive/arriving	conocer	to know/knowing	periódico	newspaper	costumbre	custom	mezclar	to mix/mixing
descansar	to rest/resting	correr	to run/running	zapato	shoe	forma	way	pan	bread
caminar	to walk/walking	descubrir	to discover/discovering	mesa	table	hora	hour, time	huevo	egg
viajar	to travel/travelling	gente	people	silla	chair	luz	light	verdura	vegetable
disfrutar	to enjoy/enjoying	ambiente	atmosphere	sucio	dirty	muerte	death	leche	milk
verano	summer	río	river	limpio	clean	nivel	level	vino	wine
caballo	horse	naturaleza	nature	antes	before	tierra	earth	dulce	sweet
fiesta	party	calle	street	dentro	inside	especial	special	tradicional	traditional
lugar	place	hermoso	beautiful	encima	above	mexicano/a	Mexican (m/f)	fresco	fresh (m)
país	country	sin embargo	however	delante	in front	muerto/a	dead (person) (m/f)	fresca	fresh (f)
viaje	trip, journey	además	besides	fuera	outside	único/a	unique (m/f)	caliente	hot
mientras (que)	whilst (whereas)	así que	so	detrás	behind			cortar	to cut/cutting
		allí	there	debajo	below				
Week 6		Week 7		Week 8		Week 9		Week 10	
YEAR 9 CYCLE 1		les	to them	invitar	to invite/inviting	sois	you (all) are (trait)	gastar	to spend/spending
		contar	to count/counting	cruzar	to cross/crossing	vosotros/as	you (all) (m/f)	tener que	to have to/having to
		mandar	to send/sending	pelear	to fight/fighting	aumentar	to increase/increasing	tocar	to touch, to play (instrument)
		cocinar	to cook/cooking	practicar	to practise/practising	beneficio	benefit	vais	you go/are going (plural)
		dolor	pain	mejorar	to improve/improving	corazón	heart	estrella	star
		arroz	rice	sé	I know	cuerpo	body	guitarra	guitar
		pollo	chicken	consejo	(piece of) advice	edad	age	medianoche	midnight
		invierno	winter	pelota	ball	ojo	eye	Navidad	Christmas
		camiseta	t-shirt	riesgo	risk	peso	weight	programa	program
		gafas	glasses	tenis	tennis	piel	skin	televisión	television
		gris	grey	duro	hard, difficult (m)	delgado/a	thin	tradición	tradition
		naranja	orange	dura	hard, difficult (f)	gordo/a	fat	siguiente	next, following
		tanto/a	so much/many (m/f)	varios	several, various (m)	joven	young	desde	from
		cuarenta	forty	varias	several, various (f)	pálido/a	pale	hasta	as far as, up to, until
		cincuenta	fifty	contra	against	sano/a	healthy	cien	one hundred
		sesenta	sixty	ochenta	eighty	vuestro/a	your (m/f)	ciento (uno)	one hundred and (one)
		setenta	seventy	noventa	ninety				

Spanish

Week 1		Week 2		Week 3		Week 4		Week 5	
aceptar	to accept	amenazar	to threaten	camino	path, way	asistir	to attend	oír	to hear
dedicar	to dedicate	atacar	to attack	dios	god	cumplir	to fulfil	reconocer	to recognise
echar de menos	to miss	considerar	to consider	batalla	battle	huir	to run away	sentir	to feel
lograr	to manage to	escapar	to escape	imperio	empire	nacer	to be born	marido	husband
nadar	to swim	matar	to kill	lengua	language	ambos/as	both (m/f)	mujer	woman, wife
soportar	to put up with	organización	organization	oro	gold	derecho	right	población	population
Alemania	Germany	tiempo	time, weather	Perú	Peru	duda	doubt	raíz	root
aventura	adventure	diferente	different	rey	king	esperanza	hope	relación	relationship
desafío	challenge	peligroso/a	dangerous (m/f)	siglo	century	experiencia	experience	actual	current
sol	sun	pobre	poor	peruano/a	Peruvian (m/f)	extranjero	abroad, foreigner	cubano/a	Cuban (m/f)
humano	human	todavía	still	entonces	so, then				
		a través de	through, across	indígena	indigenous, native				

	Week 7		Week 8		Week 9		Week 10	
Cycle 2 vocab	encender	to turn on	promover	to promote	tuve	I had	respetar	to respect
	morir	to die	proteger	to protect	comprender	to understand	tratar	to deal with
	producir	to produce	resolver	to resolve	incluir	to include	conseguir	to get, obtain
	prohibir	to prohibit	sobrevivir	to survive	realizar	to carry out	manifestación	protest
	bosque	forest	planeta	planet	acción	action	principio	beginning
	consumo	consumption	recurso	resource	final	end	al principio	in/at the beginning
	efecto	effect	uso	use	al final	in/at the end	protagonista	main character
	futuro	future	vidrio	glass	ley	law	idea	idea
	gobierno	government	esencial	essential	millón	million	público	audience
	medio ambiente	environment	grave	serious	plano	map		
	plástico	plastic	terrible	terrible				

Indefinite articles (saying 'a/an' and 'some')

	Masculine	Feminine
Singular (a/an)	Un Un gato - a cat	Una Una casa - a house
Plural (some)	Unos Unos gatos - some cats	Unas Unas casas - some houses

Definite articles (saying 'the')

	Masculine	Feminine
Singular (the)	El El gato - the cat	La La casa - the house
Plural (the)	Los Los gatos - the cats	Las Las casas - the houses

Word order

In English, we put the adjective (describing word) before the noun (person/place/thing) when describing something.

Example - I have a **big** (←adjective) **house** (← noun)

In Spanish, the adjective (describing word) comes AFTER the noun (doing word)

Example - I have a **house** (← noun) **big** (← adjective)

Tengo una casa grande.

Describing words MUST come AFTER the things that they describe and agree in number (singular/ plural) AND gender (masculine/ feminine)

Describing what is in a photo

Use **PALM**

En la foto hay..... → in the photo there is/there are.....

People (how many people do you see?)

- dos/tres/cuatro personas - two/three/four people
- una familia - a family
- un grupo - a group

Action (what are they doing)

- change an infinitive verb into who is doing the action

Location (Where is he/she/it?)

- Está en..... → he/she/it is in
- Están en..... → they are in

Mood

- Está → he/she/it is + describing word
- Están → they are + describing word

Anything else that you see

- Could be any object that you know how to say

Computing

Term	Topic(s)	Definition
Algorithm	Python Programming with Sequences of Data	An algorithm is a step-by-step set of clear instructions, in a specific order, that a computer follows to complete a task accurately.
Iteration	Python Programming with Sequences of Data	Iteration is repeating a set of instructions to until a specific condition or outcome is achieved.
FOR loops	Python Programming with Sequences of Data	A type of loop used when the number of <i>iterations</i> is known.
WHILE loops	Python Programming with Sequences of Data	A type of loop used when the number of <i>iterations</i> is unknown.
IF condition	Python Programming with Sequences of Data	A program uses an IF condition to make a decision. The program checks if something is TRUE or FALSE and then chooses what code to run next. This helps your program behave differently depending on the situation.
Data types	Python Programming with Sequences of Data	Data types are categories that organise different kinds of computer data, helping programs store and process information accurately and efficiently.
NUMBER Data Types	Python Programming with Sequences of Data	int : an integer; a whole number; no decimal places float : a number with a decimal point
Other Data Types	Python Programming with Sequences of Data	list : a list of values; the values can be of any data type. bool : a Boolean value, i.e., either TRUE or FALSE. Named after George Boole, English mathematician. See his Wiki page here: https://en.wikipedia.org/wiki/George_Boole
Python LIST	Python Programming with Sequences of Data	An example of a list of usernames: usernames = ["Hansel", "Gretel", "Rapunzel", "Gothel"]
Event	Python Programming with Sequences of Data	Events control the flow of a program or app. For example, <i>clicking a button</i> triggers an event that runs some code to perform an action. For example, a user could click a button to change the background colour of a screen, or display a message.
User-centred Design	Python Programming with Sequences of Data	Apps are designed to be easy to learn and easy to use by users from different backgrounds, age groups, and abilities. User-centred design is the process of creating an app that <i>puts the needs and requirements of the user first</i> .
Debugging	Python Programming with Sequences of Data	When we run code, we will find errors. Debugging is the process of finding out what is causing the errors, and correcting the code so that the errors no longer occur.
Variable	Python Programming with Sequences of Data	A container that holds a value; the value can change if required. For example, a program might ask for a user's name. When the user enters their name (the <i>value</i>), it can be stored within a variable (called <i>username</i> , for example). The code for this might look like this: username = input("What is your name?")
Decomposition	Python Programming with Sequences of Data	Decomposition is the process of breaking down a large problem, into smaller, manageable chunks.

Computing

Term	Topic(s)	Definition
Block-based programming	Python Programming with Sequences of Data	Programs that use a visual interface to create an app. Examples are Scratch, App Lab. Elements that represent code are dragged into place. No coding is required.
Text-based programming	Python Programming with Sequences of Data	Programs that require a user to type in code to create an app. There are many programming languages used for different purposes. Two of the most popular programming languages are Python and Java. You can see a list of the most popular languages around the world here: https://www.tiobe.com/tiobe-index/
Data and Information	Introduction to Cyber Security	<i>Data</i> is meaningless on its own. When we give that data <i>context</i> , then it becomes <i>information</i> . For example, we are given a list of numbers and letters: A 11 B 1 C 8 D 1 E 10 F 3. On its own, this is meaningless data. When we add context (this is a count of the number of times each of these 6 six letters appear in the description for "Algorithm" at the top of the previous page.
Social Engineering	Introduction to Cyber Security	A set of methods used by cybercriminals to extract data or money illegally.
Phishing	Introduction to Cyber Security	A social engineering method in the form of email, sent to high numbers of recipients. The email will contain a link to a deceptive URL, designed to trick the user into revealing sensitive information or downloading malware. There will usually be a sense of urgency to the email, designed to cause worry or panic in the user.
Blagging (or pretexting)	Introduction to Cyber Security	A social engineering method in the form of a fake scenario, delivered via email, text, phone call or in-person. This approach is designed to build trust and will take place over a longer conversation.
Shouldering	Introduction to Cyber Security	A social engineering method that involves the attacker physically watching or recording sensitive information such as PINs or passwords, by looking over a person's shoulder, usually in public places such as cafés or at ATMs.
DoS - Denial of Service	Introduction to Cyber Security	A network attack from a single point, designed to overwhelm the target system, causing it to crash, shutdown, or run slowly. Easier for the target system to block as the attack comes from a single source.
DDoS - Distributed Denial of Service	Introduction to Cyber Security	A network attack from multiple sources, designed to overwhelm the target system, causing it to crash, shutdown, or run slowly. Much harder for a target system to block as the attack comes from multiple sources.
Brute Force Attack	Introduction to Cyber Security	A trial-and-error method used by attackers to gain unauthorised access to systems. Especially effective against weak passwords. Relies on computing power.
Malware Types	Introduction to Cyber Security	Ransomware; worms; trojans; spyware; adware; viruses. We will cover these in detail during the rest of this cycle.
UK GDPR and DPA2018	Introduction to Cyber Security	The UK General Data Protection Regulations and the Data Protection Act 2018.

Drama Vocabulary: Revise the Drama Techniques below as you will need to use some of these in your Drama Assessment. Look up the definitions.

- Thought Tracking
- Choral Speaking
- Tableaux
- Narration
- Mime
- Physicality
- Vocal work
- Brechtian Techniques

Read through the criteria for Drama below and consider where you can improve this end of Cycle 2 Assessment. You will be marked on three areas:

Rehearsal, Performance and Feedback

DRAMA CRITERIA for Assessment

1.Rehearsal/Responding - devising and bringing a script to life

25-33 Empowering, helping others to fulfil potential

17-24 On task

9-16 Variable

1-8 Obstructive

2.Performance - sharing work with your peers in class

25-33 Convincing and courageous - performing to whole class with total focus and attention to detail

17-24 Committed throughout the performance

9-16 Some elements of the performance effective

1-8 Unconvincing

3. Giving feedback and reviewing the work in lesson - verbally and written

25-33 Thoughtful and perceptive comments

17-24 Productive and positive comments using drama vocabulary

9-16 Able to comment on some aspects of others' work

1-8 General comments made about the work

Revision Booklet



YEAR 9
CYCLE 2