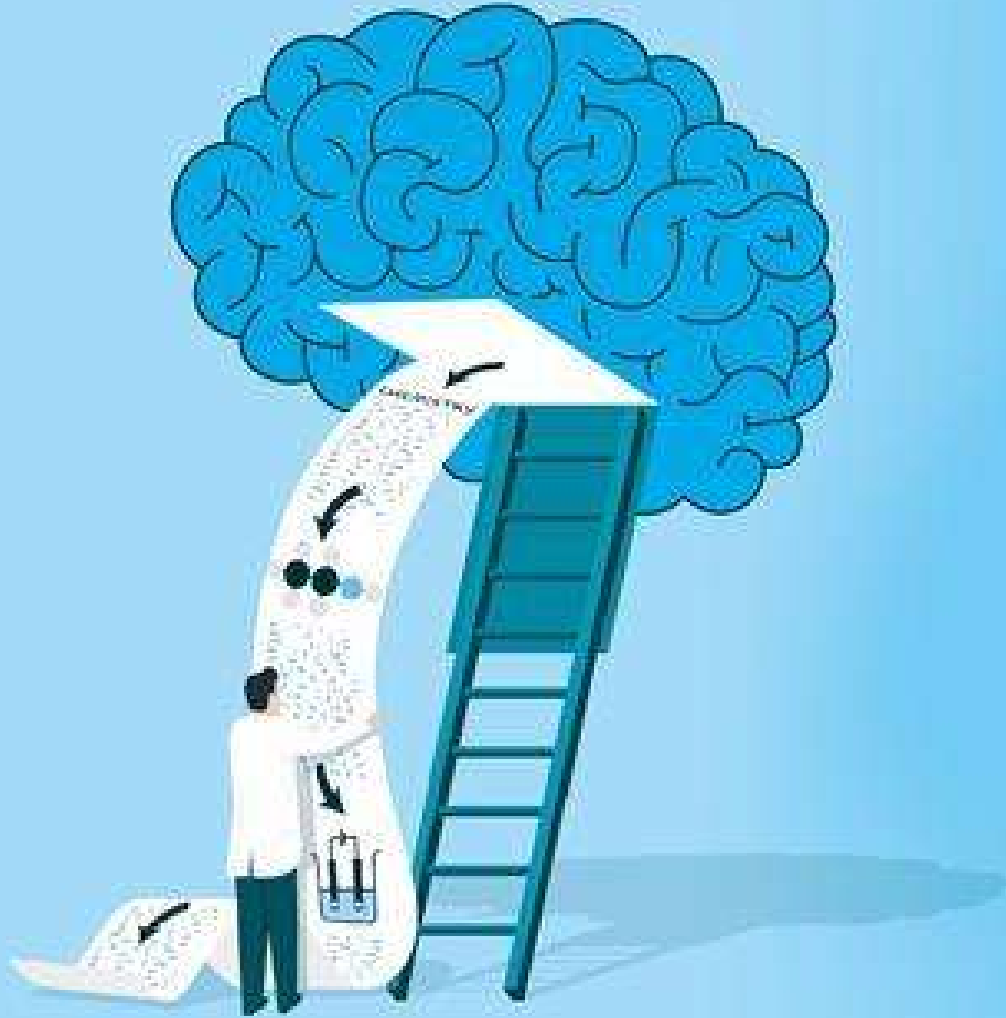


Revision Booklet



YEAR 9

Cycle 3

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 29th June, 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	Wednesday 1st July	Wednesday 1st July
Maths	Monday 29 th June Tuesday 30 th June Wednesday 1 st July	Monday 29 th June Tuesday 30 th June Wednesday 1 st July
Science	Wednesday 1st July	Wednesday 1st July
History	Friday 3 rd July	Friday 3 rd July
Geography	Friday 3 rd July	Monday 29 th June
Spanish	Tuesday 30 th June	Tuesday 30 th June
Art- Coursework due:	Friday 3 rd July	Friday 3 rd July
Music	Wednesday 24 th June	Monday 29 th June
Computing	Monday 29 th June	Friday 26 th June
Drama	Monday 29 th June	Tuesday 30 th June
Sport	Wednesday 1st July	Wednesday 1st July
Nutrition	Thursday 25 th June	Thursday 2 nd July

This cycle we have been studying the AQA GCSE poems.

The pupils will be asked to compare the way two poets present ideas in two of the following poems which we will specify:

1. **Storm on the Island** – Seamus Heaney
2. **Tissue** – Imtiaz Dharker
3. **The Prelude** – William Wordsworth
4. **Checking Out Me History** – John Agard
5. **The Emigrée** – Carol Rumens
6. **My Last Duchess** – Robert Browning
7. **Ozymandias** – Percy Bysshe Shelley

These are the poems to revise.

The other poems we will study next year are:

8. **Bayonet Charge** – Ted Hughes
9. **The Charge of the Light Brigade** – Alfred, Lord Tennyson
10. **Exposure** – Wilfred Owen
11. **Kamikaze** – Beatrice Garland
12. **London** – William Blake
13. **Poppies** – Jane Weir
14. **Remains** – Simon Armitage
15. **War Photographer** – Carol Ann Duffy

We suggest pupils revise by reading through the poems and from listening and reading the learning resources on BBC Bitesize:

[GCSE English Literature - AQA - BBC Bitesize](#)

The essays will be marked using the GCSE Criteria here:

Mark	AO	Typical features
Level 6 <i>Convincing, critical analysis and exploration</i> 26–30 marks	AO1	<ul style="list-style-type: none"> Critical, exploratory, conceptualised response to task and whole text Judicious use of precise references to support interpretation(s)
	AO2	<ul style="list-style-type: none"> Analysis of writer's methods with subject terminology used judiciously Exploration of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task
Level 5 <i>Thoughtful, developed consideration</i> 21–25 marks	AO1	<ul style="list-style-type: none"> Thoughtful, developed response to task and whole text Apt references integrated into interpretation(s)
	AO2	<ul style="list-style-type: none"> Examination of writer's methods with subject terminology used effectively to support consideration of methods Examination of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task

Level 4 <i>Clear understanding</i> 16–20 marks	AO1	<ul style="list-style-type: none"> Clear, explained response to task and whole text Effective use of references to support explanation
	AO2	<ul style="list-style-type: none"> Clear explanation of writer's methods with appropriate use of relevant subject terminology Understanding of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task
Level 3 <i>Explained, structured comments</i> 11–15 marks	AO1	<ul style="list-style-type: none"> Some explained response to task and whole text References used to support a range of relevant comments
	AO2	<ul style="list-style-type: none"> Explained/relevant comments on writer's methods with some relevant use of subject terminology Identification of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task

Level 2 <i>Supported, relevant comments</i> 6–10 marks	AO1	<ul style="list-style-type: none"> Supported response to task and text Comments on references
	AO2	<ul style="list-style-type: none"> Identification of writers' methods Some reference to subject terminology
	AO3	<ul style="list-style-type: none"> Some awareness of implicit ideas/contextual factors
Level 1 <i>Simple, explicit comments</i> 1–5 marks	AO1	<ul style="list-style-type: none"> Simple comments relevant to task and text Reference to relevant details
	AO2	<ul style="list-style-type: none"> Awareness of writer making deliberate choices Possible reference to subject terminology
	AO3	<ul style="list-style-type: none"> Simple comment on explicit ideas/contextual factors

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 questions that are too easy!

Maths Assessments:
 Monday: Cycle 3 Paper
 Tuesday: ½ GCSE Paper
 Wednesday: ½ GCSE Paper

Ratio

Writing and simplifying ratios	U687
Using equivalent ratios to find unknown amounts	U753
Converting between ratios, fractions and percentages	U176
Sharing amounts in a given ratio	U577
Solving cross-topic problems with ratios*	U595
Combining ratios	U921

Angles and Bearings

Angles on parallel lines	U826
Measuring and drawing bearings	U525
Calculating bearings	U107

Similarity*

Understanding similarity*	U551
Finding unknown sides in similar shapes*	U578

Proportion

Solving direct proportion word problems	U721
Solving inverse proportion word problems	U357
Currency conversion	U610
Interpreting direct proportion equations*	U640
Constructing direct proportion equations*	U407
Interpreting inverse proportion equations*	U364

Transformations

Translation	U196
Reflection	U799
Rotation	U696
Enlargement by a positive scale factor	U519
Enlargement by a negative scale factor*	U134
Combining transformations	U766

Right-Angled Triangles

Using Pythagoras' theorem in 2D	U385
Applying Pythagoras' theorem in 2D	U828
Finding unknown sides in right-angled triangles	U283
Finding unknown angles in right-angled triangles	U545
Angles of elevation and depression	U967

* = Higher Only

Your end of cycle 3 assessment will be sample of past paper exam questions. These will be a mixture of foundation and higher tier questions. There will be one six-mark question within this.

Below are the Sparx codes for the topics we have studied this cycle.

	Topic	Sparx code	RAG
Enzymes	Enzymes	Z309	
	Factors affecting enzymes	Z242	
	Core practical: Enzymes and pH	Z724	
	Rate calculations of enzyme activity	Z765	
	Enzymes and digestion	Z252	
Cell division and growth	Mitosis	Z755	
	Growth in animals and plants	Z946	
	Cell differentiation	Z911	
	Stem cells	Z148	
	Monitoring growth- percentile growth charts	Z581	
Nervous system	The structure of the nervous system	Z862	
	Reflex arc	Z391	
Bonding	Electronic configuration	Z326	
	Ionic bonding	Z491	
	Dot and cross diagrams for ionic bonding	Z554	
	Properties of ionic compounds	Z951	
	Ionic formulae	Z891	
	Covalent bonding	Z568	
	Simple covalent molecules	Z315	
	Large covalent molecules	Z246	
	Metallic bonding	Z189	
	Properties of metals	Z644	
Waves	Transverse and longitudinal waves	Z673	
	Wave properties	Z100	
	Wave calculations	Z162	
	Core practical: investigating waves	Z796	
	Measuring wave speed	Z940	

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.**



The Four Chords



What is a Four Chord Song?

A **four-chord song** is a song that is built mainly from the same four chords repeated throughout most or all of the piece. Many popular songs use this pattern because it sounds familiar and makes them easy to remember.

Key Features

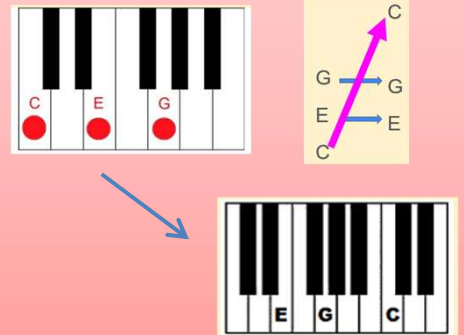
- ✓ 100s of chart songs use the same four-chord progression.
- ✓ It makes the songs catchy, easy to learn and easy to play.
- ✓ The four chords are often played on piano / keyboard, guitar or ukulele.

Chord Progression

The order in which the chords are played.

Inversions

Playing 'Jenga' with chords! Putting the note that would usually be at the bottom at the top

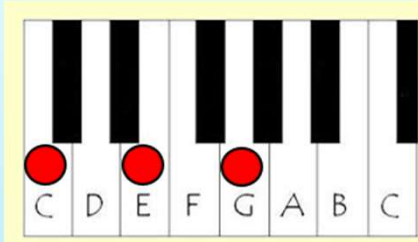


Songs that use 'the four chords'...

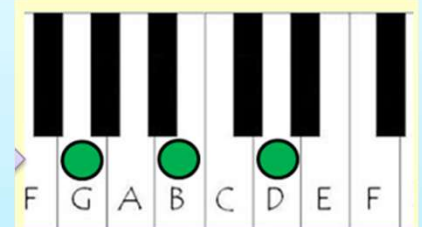
- ❖ Let it be
- ❖ Come on Barbie!
- ❖ Poker Face
- ❖ Can you feel the love tonight (Lion King)
- ❖ With or Without You
- ❖ Paparazzi
- ❖ Don't stop believing

The Four Chords in C Major

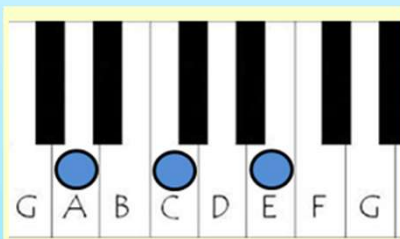
CMaj
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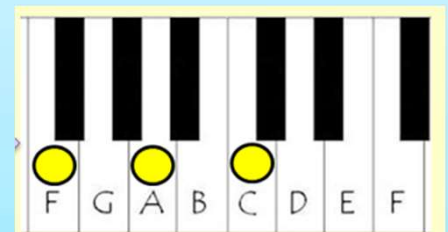
GMaj
V



A Min
VI








FMaj
IV



Music

Term	Definition	Example
Pitch	How high or low a sound is	See notation guide below
Rhythm	A pattern of sounds, often with different durations	See note value grid below
Duration	The length of a sound	See note value grid below
Dynamics	How loud or quiet the music is	<i>Piano</i> = quiet <i>Forte</i> - loud
Tempo	The speed of the music	<i>Andante</i> – walking pace <i>Allegro</i> – running pace
Timbre	The colour of sound – how instruments and pieces of music can sound different from each other	Words to describe timbre might include: <i>bright, deep, rich, mellow, piercing, shrill....</i>
Melody	A sequence of musical notes - the tune!	Links to pitch!
Texture	Layering or combining different sounds or rhythms at the same time.	
Harmony	A combination of notes played together	A chord or a bass line underneath a melody
Structure / form	How a piece is organised	Verse / chorus / verse
Chord	Playing more than one note at the same time	



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

Knowledge Organiser

<p>1. Welfare State in Post-War Britain</p> <p>Definition: The Welfare State was a system where the government provided services like healthcare, education, and housing to improve people's lives.</p> <p>Impact: It helped reduce poverty and improve living standards for many people in Britain after WWII.</p> <p>Key Services: The NHS (National Health Service) was a major part of the Welfare State, providing free healthcare to all.</p>	<p>2. Windrush Generation</p> <p>Who They Were: The Windrush Generation refers to Caribbean immigrants who came to Britain between 1948 and 1971.</p> <p>Challenges: They faced racism and discrimination but contributed significantly to British society.</p> <p>Impact: Their arrival led to greater cultural diversity and influenced British music, food, and culture.</p>	<p>3. Bristol Bus Boycott</p> <p>Background: Black Britons faced discrimination in employment, including being denied jobs.</p> <p>The Boycott: In 1963, the Bristol Bus Boycott protested against this discrimination, leading to changes in hiring practices.</p> <p>Significance: The boycott was a key event leading to the first Race Relations Act in 1965, which aimed to prevent racial discrimination.</p>
<p>4. Women's Lives Post-1945</p> <p>1945 Context: After WWII, women were expected to return to traditional roles, but many wanted to continue working.</p> <p>Second Wave Feminism: This movement in the 1960s and 70s fought for equal rights for women.</p> <p>Changes: Women gained more opportunities in education and employment, and laws were passed to support gender equality.</p>	<p>5. Margaret Thatcher and Mining Communities</p> <p>Who She Was: Margaret Thatcher was the first female Prime Minister of the UK, serving from 1979 to 1990.</p> <p>Policies: Her government closed many coal mines, leading to widespread unemployment in mining communities.</p> <p>Impact: These closures contributed to economic and social divides between the North and South of England.</p>	<p>6. Section 28 and the LGBTQ+ Community</p> <p>What It Was: Section 28 was a law passed in 1988 that prohibited the promotion of homosexuality by local authorities.</p> <p>Consequences: It led to increased stigma and discrimination against LGBTQ+ people.</p> <p>Protests and Repeal: The law faced significant opposition and was eventually repealed in 2003.</p>
<p>7. British Imperialism in Ireland by 1852</p> <p>Colonisation: Britain colonised Ireland over several centuries (c.1000 - 1800).</p> <p>Potato Famine: The Great Famine (1845-1852) caused mass starvation and emigration, exacerbated by British policies.</p> <p>Religious Tensions: There were significant tensions between Protestant and Catholic communities, partly due to British rule.</p>	<p>8. Partition of Ireland in 1921</p> <p>Irish War of Independence: This conflict (1919-1921) led to Ireland gaining independence from Britain.</p> <p>Partition: Ireland was divided into Northern Ireland (remaining part of the UK) and the Republic of Ireland.</p> <p>Problems: The partition created ongoing political and sectarian conflicts, particularly in Northern Ireland.</p>	<p>9. Legacy of Partition in Ireland</p> <p>The Troubles: A violent conflict in Northern Ireland from the late 1960s to 1998, involving nationalist and unionist communities.</p> <p>Significance: The partition continues to influence political and social dynamics in both Ireland and the UK.</p> <p>Peace Process: The Good Friday Agreement (1998) helped to reduce violence and promote political cooperation.</p>
<p>10. Competing Claims for Palestine after WWI</p> <p>British Promises: Britain promised the land of Palestine to both Jewish and Arab groups, leading to conflicting claims.</p> <p>Zionism: A movement advocating for a Jewish homeland in Palestine, increasing tensions in the region.</p> <p>Mandate Period: Britain controlled Palestine after WWI, struggling to manage the conflicting promises and tensions.</p>	<p>11. Partition of Palestine in 1947</p> <p>UN Partition Plan: The United Nations proposed dividing Palestine into separate Jewish and Arab states.</p> <p>Reactions: The plan was accepted by Jewish leaders but rejected by Arab leaders, leading to conflict.</p> <p>Outcome: The partition led to the creation of Israel and ongoing conflict between Israelis and Palestinians.</p>	<p>12. Arab-Israeli War of 1948 to the 2002 Wall</p> <p>Causes of the War: The war began after the declaration of the state of Israel and the rejection of the UN partition.</p> <p>Consequences: The war resulted in significant territorial changes and the displacement of many Palestinians.</p> <p>Rising Tensions and the Wall: Continued conflicts from the 1960s to the 1980s led to the construction of a wall in 2002 to separate Israeli and Palestinian areas.</p>

Year 9 Geography: Urban World

Urbanisation

- Urbanisation = growth of cities.
- Rural-urban migration = people moving from the countryside to cities.
- Megacity = city with over 10 million people.
- Most urban growth is in developing countries.

Migration

Push factors

- Lack of jobs
- Poor services
- Drought

Pull factors

- More jobs
- Better schools
- Better healthcare

Nairobi and Kibera

- Nairobi is growing rapidly.
- Kibera is a large informal settlement (slum).
- Problems: overcrowding, poor sanitation and disease.
- Some residents find work in the city.

Jakarta

- Rapid urban growth.
- Traffic congestion and pollution.
- City is sinking because too much groundwater is used
- Flood risk is increasing.

Dharavi, Mumbai

- One of the world's largest informal settlements.
- Home to many small businesses.
- Problems include overcrowding and poor services.
- People disagree over plans to redevelop it.



Year 9 Geography: Urban World

London: A World City

- Capital city of the UK.
- Important for finance, business and culture.
- Connected to countries around the world.

Opportunities in London

- Jobs
- Cultural diversity
- Entertainment and services

Challenges in London

- Expensive housing
- Traffic congestion
- Pollution
- Inequality

Urban Regeneration

- Improving old urban areas.
- Stratford was regenerated after the 2012 Olympics.
- New homes, jobs and transport links were created.

Sustainable Cities

Freiburg

- Good public transport.
- Cycle routes.
- Renewable energy.
- Green spaces.

Masdar City

- Planned as a sustainable city.
- Uses renewable energy.
- Expensive to build.
- Not completely sustainable.

Key Words: Urbanisation • Megacity • Migration • Push Factor • Pull Factor • Slum • Informal Settlement • World City • Regeneration • Sustainability • Kibera • Dharavi • Jakarta • Freiburg • Masdar City

Spanish



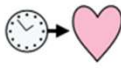
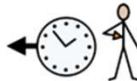



YEAR 9 C3 Week 1		Week 2		Week 3		Week 4		Week 5	
alegre	cheerful	físico	physical	casado	married	bi(sexual)	bi(sexual)	activo	active
enojado	angry	guapo	good-looking	civil	civil	gay	gay	débil	weak
gracioso	funny	hermoso	beautiful	soltero	single, unmarried	hetero(sexual)	straight, heterosexual	deportivo	sporty, sports
independiente	independent, self-sufficient	largo	long	amistad	friendship	transgénero	transgender	físico	physical
joven	young	marrón	brown	boda	wedding	identidad	identity	fuerte	strong
listo	ready (after estar), clever, intelligent (after ser)	moreno	brown (hair), dark (skin)	confianza	confidence, trust	celebrar	(to) celebrate celebrating	sano	healthy, wholesome
nervioso	nervous, uptight	rubio	blond, fair	mujer	woman, wife	conocer	(to) know (person, place), meet	dar un paseo	(to) go for a walk, str
optimista	optimistic	familia	family	novia	girlfriend, bride	morir	(to) die dying	estar en forma	to be fit
perezoso	lazy	gafas	glasses	pareja	couple, partner	nacer	(to) be born being born	agua	water
responsable	responsible	madrastra	stepmother	presión	pressure	parecer; parecerse a	(to) seem seeming; (to) look like	piscina	swimming pool
serio	serious	bebé	baby	relación	relationship	respetar	(to) respect respecting	salud	health
simpático	nice, friendly	ojo	eye	tradición	tradition	besar	(to) kiss kissing	baile	dance
tonto	silly	padrastro	stepfather	amor	love	casarse	(to) get married getting married	baloncesto	basketball
trabajador	hardworking	pelo	hair	apellido	surname	discutir	(to) argue, discuss arguing, discussing	corazón	heart
personalidad	personality, celebrity	tatuaje	tattoo	apoyo	support, backing	divorciarse	(to) get divorced getting divorced	cuerpo	body
carácter	personality, character	abuelo/a	grandfather / grandmother	consejo	(piece of) advice	entender; entenderse	(to) understand ; (to) get on	deporte	sport
humor	humour, mood	hijo/a	son/daughter (child)	hombre	man	gritar	(to) shout shouting	equipo	team, equipment
apoyar	(to) support supporting	niño/a	young boy / girl	marido	husband	llamar; llamarse	(to) call, name; (to) be called	partido	(sports) match, (political) party
comunicar	(to) communicate communicating	primo/a	cousin (m/f)	matrimonio	marriage	pelearse	(to) fight (physically) fighting (physically)		
cuidar	(to) take care of taking care of	tío/a	uncle/aunt	novio	boyfriend, groom	romper	(to) break breaking		
				respeto	respect, regard	separar; separarse	(to) separate; (to) separate (of a couple)		
				sentimiento	feeling, sentiment				16

Spanish

Week 6	Week 7		Week 8		Week 9		Week 10	
<p>Vocaboo speaking task for Mid-Cycle Assessment</p>	cansado	tired	dulce	sweet	muerto	dead	caer; caerse	(to) fall falling; (to) fall over falling over
	delgado	thin, slim	equilibrado	balanced	cabeza	head (body part)	cambiar; cambiarse	(to) change; (to) get changed
	enfermo	ill, sick	rico	rich, wealthy, tasty	carrera	career, (university) degree course, race	cenar	(to) have dinner, tea (evening meal)
	gordo	fat	patatas fritas	chips, fries	costumbre	custom, habit, tradition	correr	(to) run running
	peligroso	dangerous	bebida	drink	droga	drug	costar	(to) cost, be hard costing, being hard
	vegano	vegan	carne	meat	enfermedad	illness, disease	descansar	(to) rest, relax resting, relaxing
	vegetariano	vegetarian	cena	dinner, evening meal	juventud	youth	doler	(to) hurt, be painful hurting, being painful
	bicicleta	bicycle, bike	ensalada	salad	mano	hand	dormir; dormirse	(to) sleep; (to) fall asleep
	botella	bottle	grasa	fat, grease	medicina	medicine	entrenar; entrenarse	(to) train; (to) go training
	copa	cup, glass	hamburguesa	burger	piel	skin	fumar	(to) smoke smoking
	hambre	hunger	manzana	apple	tele, televisión	TV, television	juega	(she/he/it) plays (she/he/it) is playing
	sed	thirst	sal	salt	consejo	(piece of) advice	juegan	(they) play (they) are playing
	vida	life	uva	grape	diente	tooth	juegas	(you) play (you) are playing
	cuidado	care, carefulness	tapas	small dishes of food, bar snacks	juego	game	juego	(I) play (I) am playing
	desayuno	breakfast	azúcar	sugar	peligro	danger	jugar	(to) play (sport/game) playing (sport/game)
	ejercicio	exercise	bocadillo	sandwich	pie; a pie	foot; on foot	lavar; lavarse	(to) wash; (to) have a wash
	estrés	stress	caramelo	sweet	riesgo	risk	levantar; levantarse	(to) raise raising; (to) get up getting up
	gimnasio	gym	jamón	ham	río	river	montar	(to) ride, set up riding, setting up
	sueño	dream, sleep	pescado	fish			morir	(to) die dying
			peso	weight, peso (currency)			nadar	(to) swim swimming
			régimen	diet			probar	(to) taste, try tasting, trying
							respirar	(to) breathe breathing

Spanish

Key phrases

Verb	I like to.... 	I don't like to.... 	I would like to... 	I have just.... 
Jugar To play	Me gusta jugar I like to play	No me gusta jugar I don't like to play	Me gustaría jugar I would like to play	Acabo de jugar I have just played
	Me gusta + infinitive	No me gusta + infinitive	Me gustaría + infinitive	Acabo de + infinitive
				
Verb	I (past)	I (present)	I (future – going to)	
Comer	Comí I ate	Como I eat	Voy a comer I am going to eat	
	✗ AR + é ✗ ER/IR + í	✗ AR/ER/IR + o	Voy + a + infinitive	

Reflexive verbs

Reflexive verbs end in 'se' in the infinitive form and always have a reflexive pronoun when conjugated.

Person	Reflexive pronoun	Reflexive verb
I	Me	Me llamo I am called (literally I call myself)
You	Te	Te llamas You are called (literally you call yourself)
He/she/it	Se	Se llama He/she/it is called
We	Nos	Nos llamamos We are called
You (pl)	Os	Os llamáis You (pl) are called
They	Se	Se llaman They are called

Computing

Term	Definition
Cell; Cell Address	A single element in a spreadsheet. Each cell has its own address or reference, e.g., D3, which corresponds to the column and row for that cell.
Range; Contiguous	A selection of <i>contiguous</i> cells, e.g., A3:D7. Contiguous means there are no gaps between the selected cells.
Formatting	The visual styling for a cell. The cell text can be bold , <i>italic</i> , or <u>underlined</u> ; a specific format, e.g., a number (12345), or currency (£12.34); and the fill and outline colour of the cell.
Formula; (plural <i>formulae</i>)	A mathematical expression within a cell, that performs a calculation. The calculation usually depends on the content of other cells within the spreadsheet, or another spreadsheet with the workbook. A formula must start with an equals symbol (=). For example, to add the values in cell A1 and A2, you would enter =A1+A2 .
Excel Functions	In most Excel formulae, we will use a small number of functions: IF; COUNTIF; SUM; MAX; MIN; COUNTA; AVERAGE.
Mathematical Operators	Multiplication: * (asterisk) Division: / (forward slash) Addition: + Subtraction: - Powers, e.g., 2 ³ : POWER(<i>number</i> , <i>power</i>), e.g., POWER(2,3)
Algorithm	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	Iteration is repeating a set of instructions to until a specific condition or outcome is achieved.
FOR loops	A type of loop used when the number of <i>iterations</i> is known.
WHILE loops	A type of loop used when the number of <i>iterations</i> is unknown.
IF condition	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.
Variable	A 'container' within a computer program that holds a value of any data type. For example: <ul style="list-style-type: none"> • you might store a person's name as a string data type, within a variable called 'username' • you might store a person's age as an integer data type, within a variable called 'age'
Data types	Data types are categories that organise different kinds of computer data, helping programs store and process information accurately and efficiently.
NUMBER Data Types	int : an integer; a whole number; no decimal places float : a number with a decimal point
Other Data Types	list : a list of values; the values can be of any data type. bool : a Boolean value, i.e., either TRUE or FALSE. string : text, in Python contained within speech marks.

Computing

Term	Definition
Network	a group of devices connected together, wirelessly or using cables, to enable communication
Server	a computer on a network that provides a service like storing files or web pages
Client	a device on a network that requests a service from a server
Router	a device that connects different computer networks together and directs data between them
Protocol	Rules used to allow devices to communicate with each other
IP Address	A unique identifier, such as 192.168.4.8, that is assigned to a networked device.
Iteration	The process of repeating a sequence of instructions within a program loop
Condition	An expression that evaluates (results in) True or False
Flag	A signal that is used to let a program know whether a condition has been met or not
Wired	Uses a cable to connect to a device on a network. At home, you might connect a device to your router with a cable to enable internet access.
Wireless (WiFi)	Uses radio waves to connect a device to a network. At home, you might connect a device to your router via WiFi to enable internet access.
Bandwidth	The maximum amount of data that can be transmitted at a time, e.g., 80Mbps, 1Gbps.
CPU	Central Processing Unit. The 'brain' of a computer system.
RAM	Random Access Memory. Primary storage. Programs and data are loaded into this area from secondary storage, e.g., hard disk, USB drive, memory card. Volatile: when the power is turned off, RAM is empty.
GPU	Graphics Processing Unit. A dedicated graphics processing circuit, that reduces the amount of work that the CPU needs to do to display complex graphics. Regularly found in gaming PCs and consoles, on video editing equipment, and in AI systems.
HDD	Hard Disk Drive. Secondary storage, comprising of spinning disks, electrical circuits, and mechanical arms with magnets that read and write data to and from the disks. Fragile, slow, cheap. Non-volatile: when the power is turned off, the data remains.
SSD	Solid State Drive. Secondary storage, comprising of silicon and electrical circuits. Data is stored in memory cells, and is read and written using memory addresses. More robust than HDD, fast, getting cheaper but still relatively expensive compared to similarly-sized HDDs. Non-volatile: when the power is turned off, the data remains.
Input device	Any device that allows data to be entered <i>into</i> the computer system, e.g., keyboard, mouse, microphone, touch-screen monitor.
Output device	Any device that allows data from inside the computer system to reach the outside world, e.g., a printer, a monitor that displays video or images, speakers.
Hardware	Something physical that you can touch, e.g., keyboard, monitor, mouse.
Software	Programs and data stored within a computer system. Non-physical.

Nutrition

Definition:
Slicing or the action of cutting something.

Characteristics

There are three types of cutting tools: Single point cutting tool. Double point cutting tool. Multi-point cutting tool.

Examples:

Slicing an apple using the bridge cut..

Cutting

Non-examples

Grating some lemon using the grater.

Definition:

How to take care of your body and reduce risks of infection and diseases.

Characteristics

Cleaning your body every day and washing your hands regularly.

Examples:

Washing your hands with soapy water before and after handling food.

Personal Hygiene

Non-examples

Not washing and sneezing into hands and then handling food.

Definition:

Something that is harmful has a bad effect on your body/mind.

Characteristics

Wearing protective equipment when handling any harmful substances

Examples:

Asbestos, Formaldehyde, Hazardous/Toxic Air Pollutants, Lead. Mercury.

Harmful Substances

Non-examples

Washing up liquid and hand soap and sun cream.

Definition:

The condition of being protected from or unlikely to cause danger, risk, or injury.

Characteristics

Lead by example and ensure your follow key safety instructions and be positive and Strong communication.

Examples:

Making sure hair is tied back and make sure knives are pointed down when carrying them.

Safety

Non-examples

Talking to someone about their weekend when they should concentrating on what they are cooking .

Definition:

Eating healthy means following a healthy eating routine eating specific healthy foods.

Characteristics

Adequacy, balance, calorie control, moderation, and variety.

Examples:

Protein, carbohydrates, fats and oils

Healthy Diet

Non-examples

Exercising regularly. Eating McDonalds.

Revision Booklet



YEAR 9
CYCLE 3