



The John of Gaunt School
A Community Academy

Name

TG

Year 9

Knowledge Organisers

Term 4 - 2024

Year 9 Term 5 Quizzing Homework - Question Bank

| Computer Science | Computer Science cont.. |
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| <ol style="list-style-type: none"> 1. What does legislation mean in the context of computer science, and how does it help shape ethical practices? 2. How does cultural diversity influence the development of guidelines for ethical behaviour in the digital world? 3. Why is copyright important in protecting digital works, and how does it allow owners to control their use? 4. What is the role of robotics, and how can its design and use raise ethical questions in society? 5. Why might self-driving cars pose ethical challenges, and what concerns should be addressed in their development? 6. What is electronic waste, and how does it impact the environment? Name some common sources of e-waste. 7. Explain the concept of planned obsolescence and its potential environmental consequences. 8. How does data protection legislation ensure that stored data in computers is used responsibly and legally? 9. What acts are considered computer misuse, and why are legal measures necessary to prevent them? 10. What is the digital divide, and why does it matter in terms of who can use technology comfortably? 11. How does censorship in the digital age raise ethical concerns, and what are its implications for freedom of expression? 12. What legal issues surround the protection of intellectual property in the digital era? 13. How might robotics in healthcare raise ethical considerations, and what benefits can they bring? 14. How do self-driving cars contribute to addressing environmental issues, and what challenges may arise? 15. Why does the digital divide create cultural disparities in access to technology, education, and job opportunities? 16. What steps can be taken to reduce electronic waste and encourage responsible disposal practices? 17. Why is it important to address ethical concerns in the use of artificial intelligence, especially in areas like criminal justice? 18. How can individuals and organizations help reduce the environmental impact of planned obsolescence? | <ol style="list-style-type: none"> 19. Discuss the ethical considerations of collecting and using personal data in digital marketing and advertising. 20. How does the digital divide affect cultural participation in the global digital community? |

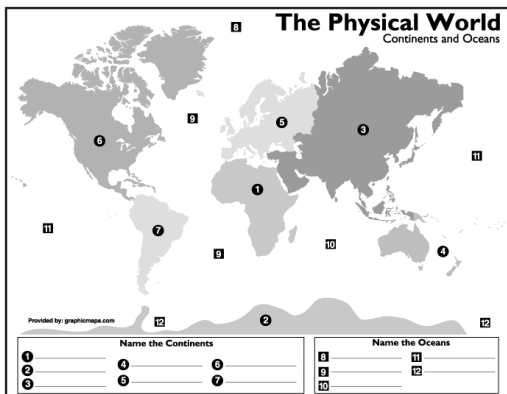
| Design Technology | Drama |
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| <ol style="list-style-type: none"> 1. What safety precaution should you consider when using a drilling machine? 2. What does the word Annotation mean? 3. Why do we Annotate design drawing work? 4. Why do designers use ACCESSFM? 5. What does the F in ACCESSFM stand for? 6. What does Aesthetics mean? 7. Describe what Anthropometrics means and give an example. 8. Describe an Ergonomic function on a product. 9. What does sustainability mean when thinking of a product? 10. Name two methods of enhancing a drawing? 11. What does CAM stand for? 12. Give an example of a CAD programme. 13. Name a drawing technique that shows 3 different views of the product? 14. Why do we Analyse a product? 15. What standard size paper is larger than A4? 16. Name a composite material? 17. How can you join different materials? 18. Give an example of a metal jointing process. 19. Explain the term Specification. 20. Why do we model in card before making the final product? | <ol style="list-style-type: none"> 1. What is emphasis? 2. What is tone? 3. What is delivery? 4. What is accent? 5. What is intonation? 6. What is a duet? 7. What is a solo? 8. What is canon? 9. What is unison? 10. What are levels? <ol style="list-style-type: none"> 1. What is this? The use of different heights to communicate status 2. What is this? Highlighting a key word or phrase with volume or pace 3. What is this? To do something all at the same time 4. What is this? The emotion of your voice 5. What is this? To do something one after another, like an echo of movement 6. What is this? How you use your vocal skills 7. What is this? When one person performs 8. What is this? How your voice changes depending on where you're from 9. What is this? When two people perform 10. What is this? The rise and fall of your voice <ol style="list-style-type: none"> 1. What is body language? 2. What are proxemics? 3. What is eye-contact? 4. What is the word for the energy a character moves with? 5. What is the word for the attitude of a character? 6. What is canon? 7. What could levels communicate? 8. What is intonation? 9. What is the difference between canon and unison? 10. What is the difference between solo and duet? |

| English | Food |
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| <p><u>A View from the Bridge Quiz Questions</u></p> <ol style="list-style-type: none"> 1. Where is the play set? 2. When is the play set? 3. What is Eddie's job? 4. Who is Eddie married to? 5. Catherine is _____'s niece. 6. What is Alfieri's job? 7. Which character acts as the Greek chorus? 8. Which characters is Marco related to? 9. Which character likes to sing, cook and sew. 10. Where does Catherine work? 11. What is a prologue? 12. What is foreshadowing? 13. What does inevitability mean? 14. What does fate mean? 15. What does juxtaposition mean? 16. What does symbolism mean? 17. What does irony mean? 18. What does toxic masculinity mean? 19. What is a tragic hero? 20. What does hubris mean? 21. What is hamartia? | <ol style="list-style-type: none"> 1. What do you do if you burn yourself? 2. What do you use to remove a hot dish from the oven? 3. Where should the pan handles be pointed to when using the hob? 4. True or false – you must provide your own apron and containers? 5. Bacteria reproduces via which method? 6. Name 3 food poisoning bacteria. 7. What are the 3 macronutrients? 8. Vitamins can be classed in ways, what are they? 9. What is cross contamination? 10. Explain what the Eatwell Guide is. 11. Name 5 sections of the Eatwell Guide. 12. What does the term 'Cuisine' mean? 13. Give 4 functions of the macronutrient fat. 14. Which nations make up the United Kingdom? 15. What is meant by the term 'Seasonal Food?' 16. Explain the term 'Organic'. 17. Explain the term 'Halal'. 18. Give 4 reasons why we eat food. 19. Draw and label the parts of a wheat grain. 20. List 4 ways you could reduce food waste. |

Geography

Activity one

1. Define biome
2. Describe the distribution of the deserts.
3. Describe the desert climate
4. What does arid mean?
5. Give 3 examples of water borne diseases
6. How has the cape fox adapted to the desert environment?
7. How has the Saguaro Cactus adapted to the desert environment?
8. How has the camel adapted to the desert environment?
9. Define water stress
10. Define desertification
11. How can desertification be managed and reduced?
12. Name the largest hot desert in the world
13. What are the opportunities for people of living in hot deserts?
14. What are the challenges for people of living in hot deserts?
15. Name the 7 continents and the 5 oceans:



Activity two

Read the section on desert plant and animal adaptations in the desert. You might also like to watch some the David Attenborough documentaries on BBC iPlayer. Answer this short 4 mark question. "Explain how plants and animals have adapted to the harsh desert environment" You must make sure that you link the adaptation to the characteristics of the climate.

e.g. camels have adapted to the dry conditions by

.....

Geography cont.

Activity three

Read the section on how water supplies can be improved in the hot deserts and use the link below to help you:

<https://www.bbc.co.uk/bitesize/guides/zgx382p/revision/3>

Complete this table

| strategy | advantages | disadvantages |
|-----------------------|------------|---------------|
| Desalination | | |
| Dig wells | | |
| Fog and water capture | | |

| History | History cont. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Task 1</p> <ol style="list-style-type: none"> 1. Why did banks go bankrupt and collapse during the Wall Street Crash of 1929? 2. Which new products created a "boom" in 1920s USA (but then became OVER-produced)? 3. Name 3 industries in the USA which were struggling in the 1920s anyway? 4. What name is given to a strict system of government where people's lives are controlled to make the country stronger? 5. If you add together the total number of ships, planes, submarines, tanks and soldiers that Germany was allowed after WW1 (from Treaty of Versailles) what would it total? 6. Who organised a huge General Strike in the UK (supporting miners) in 1926? 7. What name is given for money paid from one country to another as compensation? 8. What organisation was set up after WW1 to help stop future wars and keep the peace? 9. Which leader marched on Rome in 1922 and became the Fascist leader of Italy? 10. Which word is used for prejudice and discrimination against the Jewish religion? <p>Task 2</p> <p>Write a diary entry explaining why an imaginary friend joined the Nazi Party. Decide what kind of person they are – male/female? working class/middle class? Employed/unemployed? This will determine why they joined the Nazi Party. You should include the following information</p> <ol style="list-style-type: none"> a) What they think about Hitler's promises on the future of Germany - Land? Ending Treaty of Versailles? Employment? Economy? Destroying communism? b) What Hitler and the Party are going to do to make their life better c) What excites them about the Party? Uniform? Rallies? d) What issues do you have with your friend's decision? <p>Task 3</p> <ol style="list-style-type: none"> 11. Which 3 countries were included in Hitler's Greater Germany (to bring German speakers back together)? 12. What name is given for a system where leaders of a country are elected by the people? 13. Which word means to be able to vote? 14. If you "go on strike", what do you do? 15. What word describes an unelected individual who has almost total power? 16. Which word describes an unstoppable rise in prices which leads to currency quickly becoming worthless? | <ol style="list-style-type: none"> 17. Which Nazi organisations trained young German boys to be soldiers and young German girls to be mothers? 18. Which German word was used for the "Living Space" in Poland and Russia that Hitler desired? 19. Which word describes a system where workers run the country, and supposedly share the wealth created equally for the good of the nation? 20. Which groups below were discriminated against by the Nazi German government 1933-1945? |

| Music | PE |
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| <ol style="list-style-type: none"> 1. What is a riff? 2. What is a fill? 3. What is sampling? 4. What is a hook 5. What is the difference between a verse and chorus? 6. What is a bridge? 7. What is modulation? 8. What is a bass line? 9. What is the word for a high female voice? 10. What is the word for a low female voice? 11. What is the word for a high male voice? 12. What is the word for a low male voice? 13. What is syllabic word setting? 14. What is melismatic word setting? 15. What is the musical word for the main tune? 16. What is the musical word for how loud or quiet the music is? 17. What is the musical word for how fast or slow the music is? 18. What is the musical word for whether the music is major or minor? 19. What is the musical word for what is performing the piece? 20. What is the musical word for how many layers there are in a piece? <p>Also recognising images of the following instruments:</p> <p>Acoustic Guitar</p> <p>Electric Guitar</p> <p>Bass Guitar</p> <p>Keyboard</p> <p>Synthesiser</p> <p>Drum Kit</p> <p>Vocals</p> | |

| Science | Spanish |
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| <ol style="list-style-type: none"> 1. What are the 8 stores of energy? 2. What is a closed system? 3. What is the law of conservation of energy? 4. What are the pathways that energy can be transferred by? 5. What is the equation linking kinetic energy, mass and velocity? 6. When will an object have 0 kinetic energy store? 7. What is the equation linking gravitational potential energy, mass, gravity and height? 8. What is the value for gravity on Earth? 9. What is elastic potential energy? 10. What is equation linking elastic potential energy, the spring constant and extension? 11. What does this symbol mean Δ? 12. What is specific heat capacity? 13. What is the equation linking changing energy, mass, specific heat capacity and change in temperature? 14. Specific heat capacity of water is 4200 J/kg/°C. How much energy is needed to raise the temperature of 3kg of water by 4°C? 15. What is the equation linking power, energy and time? 16. Why is a system not 100% efficient? 17. What is dissipation? 18. What is the equation for working out efficiency? 19. What are the units for efficiency? 20. When a kettle filled with cold water is boiled 720000J of energy are transferred. If the kettle has an efficiency of 96% how much energy is supplied to the kettle to boil the water? | <p>A] Learn the ways to give an opinion and write these out in Spanish</p> <ol style="list-style-type: none"> 1. I like 2. I prefer 3. I can't stand 4. I love 5. I liked 6. I didn't like 7. I really want <p>B] Answer these questions about yourself in Spanish in full sentences:</p> <ol style="list-style-type: none"> 1. ¿Qué haces en tu tiempo libre? What do you do in your free-time? 2. ¿Qué tipo de película te gusta? What type of film do you like? 3. ¿Qué te gusto de la película? Whar did you like about the film? 4. ¿Qué película tienes ganas de ver? What fil would you like to see? |

Art Term 4. Protest Project

Banksy <https://en.wikipedia.org/wiki/Banksy>

Key content



English street artist. Active since the 1990's. His satirical street art combines dark humour with graffiti in a very unique stencil style.



His work grew out of the Bristol underground art scene.

**Graffiti.
Message
Politics
Public Art
"graphic"**

Shepard Fairey https://en.wikipedia.org/wiki/Shepard_Fairey



American artist born in 1970. Artist activist and founder of OBEY clothing that emerged from the Skateboarding scene. His work has a very distinctive "poster" style.

**Poster
Street art
Political
Bold
Colour**

Hust Wilson <https://thegreats.co/artists/hust-wilson>



African artist and designer. Born in 1993. Self taught due to growing up very poor. His work uses text to motivate and inspire using his own style of fonts that he designed.

**Graphic
Bold
Block
Motivational**

Key vocabulary

| Word | Definition |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 1. Protest | A statement or action that shows disapproval or objection to something. |
| 2. Opinion | A view, judgement, or view formed about something. |
| 3. Politics | The activities/ideas of a Government or those in charge. |
| 4. Society | Community of people living/interacting together |
| 5. Graffiti | Writing or drawings scratched, scribbled, sprayed or painted somewhere. |
| 6. Public Art | Something for all people to share/have access to/enjoy |
| 7. Font | Type/letters with a particular style or rules |
| 8. Placard | a printed or handwritten notice or sign for public display, either fixed to a wall or carried during a demonstration |

How to create a good research mood board;

1. Choose the theme/idea.

What do you want to protest about? Why?

2. Collect inspiring images

Make a new folder in your y9 Art area on your own drive. Collect lots, delete later

3. Go from messy to organised

Which images give you the best ideas. Can you copy from slogans and fonts? Open a word document and arrange the images

4. Explain your thinking

Why have you chosen this idea? How will you USE the images/fonts/slogans?

5. Add colour and use fonts.

PRESENT the page, make it look good, make it look interesting.

6. Ask for feedback.

Asking for advice doesn't mean you are not doing a good job. It means you want to do the BEST job.

Computer Science

Key content

Ethical Issues

Robotics

Self-driving Cars



Cultural Issues

Digital divide, which is the division that exists between those people who can use technology and are comfortable doing so, and those who are not.

Censorship



Legal Issues

Protection of intellectual property



Environmental Issues

Reduce, Reuse, Recycle, planned obsolescence



Key Vocab

Digital Impact

| Word | Definition |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Legislation | The process of making or enacting laws |
| Cultural Diversity | The existence of a variety of cultural or ethnic groups within a society |
| Ethical | To be morally good or correct |
| Copyright | Protects certain 'works' and allows the owner to control the ways in which they may legally be used |
| Robotics | The design, construction and use of mechanical robots |
| Electronic Waste | E-waste includes anything with plugs, cords and electronic components. Common sources of e-waste include televisions, computers, mobile phones and any type of home appliance, from air conditioners to children's toys. |
| Planned Obsolescence | The practice of designing products to break quickly or become obsolete in the short to mid-term. The general idea behind this is to encourage sales of new products and upgrades, a practice that has been banned in some countries. |
| Data Protection | Legal control over access to and use of data stored in computers |
| Computer Misuse | Includes such acts as hacking, spreading malware (such as viruses), and other unauthorized conduct, such as the alteration of software or data, changing passwords, and interfering with the normal operation of the computer system. |

More info can be found here:

BBC BiteSize Computational Thinking:

<https://www.bbc.co.uk/bitesize/guides/z8m36yc/revision/8>

DESIGN TECHNOLOGY YEAR 9 Product Life Cycle & Sustainability

Product Life Cycle

When creating new innovations and solutions, Engineers need to understand the impact their design is going to have on the planet.

End of product life

What happens to the product at the end of its life? Can any or all of it be recycled/re-used? Is it easy to dismantle and recycle? Will it go into landfill (rubbish dump)? How can this now useless product have a minimal impact on the environment?

Extracting Raw Materials

What and where are the materials you need for your solution? Do you have to transport them from the other side of the world? Can you source them locally? How are you going to extract them? Can you find recycled materials to use

Using the product

How will the product be used? Have you created it to only last a limited time? Is it an optimal design that will last a long time? Does it need servicing or maintenance? Are there extra environmental costs if the customer uses it (e.g. power usage)



Refining raw materials

Do the materials you have specified need refining (e.g. crude oil into plastic)? How many refining processes are your materials going to need? Can you substitute some raw materials for recycled/re-used materials that have already been refined.

Assembling parts

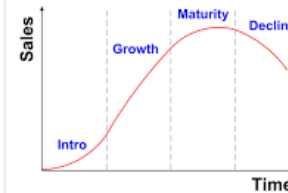
How is your product going to be assembled and packaged? Will your packaging use even more materials? Can it be assembled in the same place as it was manufactured? Once assembled, does it need to be transported to the customers?

Manufacturing parts

Where is your product going to be manufactured? Does it need to be transported when made? Do you need to set up a new manufacturing plant and train new staff? Can you manufacture locally?

| Key Word | Definition |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sustainability | means meeting our own needs without compromising the ability of future generations to meet their own needs. |
| Recycling | The process of collecting and processing materials that would otherwise be thrown away as trash and turning them into new products, or to land fill. |

Product Life Cycle



The 3 pillars of sustainability

Sustainability is most often defined as meeting the needs of the present without compromising the ability of future generations to meet theirs. It has three main pillars: **economic, environmental, and social**. These three pillars are informally referred to as people, planet and profits.



Recycling plastics



Extension task

What other symbols have you seen on packaging and products that indicate that the product is recyclable or sustainable?



This indicates the part of the product that can be recycled



Green Dot

This indicates that the recycling of this product has been considered and financed.



Recycling logo (modius Loop)

This shows if a product or part of a product can be recycled



Tidy Man

Is not a recycling symbol but is asking the consumer to be considerate when disposing of the product.

Drama

Key Vocal Skills

| Word | Definition |
|------------|-------------------------------------------------------------------------------|
| Emphasis | Highlighting a key word or phrase with volume or pace |
| Tone | The emotion of the voice |
| Delivery | How you use pace, pitch, pause, tone and volume to deliver a line of dialogue |
| Accent | How someone sounds depending on where they're from |
| Intonation | The rise and fall of a voice |

Key Techniques

| Word | Definition |
|--------|-----------------------------------------------------------------------------------------------|
| Solo | To do something individually |
| Duet | To do something with a partner |
| Canon | To do something one after another, like an echo of movement |
| Unison | To do something all at the same time |
| Level | The use of different heights and what this communicate e.g. standing or sitting or lying down |

Key Physical Skills

D.N.A by Dennis Kelly

| Word | Definition |
|---------------|-----------------------------------------------------|
| Body-language | The use of body to communicate with the audience |
| Proxemics | The distance between actors |
| Eye-contact | Where an character looks and what this communicates |
| Gait | Energy with which the character moves |
| Demeanour | The attitude of a character |

How to give constructive feedback

- WHAT skill have they used?
- HOW have they used that skill?
- WHY did they use that skill?
- WHAT effect did that skill have?



ENGLISH - A VIEW FROM THE BRIDGE

Key Characters (QLA R1):

Eddie Carbone = longshoreman (works to unload boats). Lives in Red Hook with his wife and niece. Has a close relationship with his niece and doesn't want her to be independent or grow up.

Beatrice Carbone = Eddie's wife. Kind-hearted and loyal. Helps her cousins from Italy find work and lets them stay with her and Eddie.

Catherine = Beatrice's niece. Works in an office and falls in love with Rodolpho.

Alfieri = Knowledgeable lawyer. Gives Eddie and Marco advice and acts as a narrator for the audience. Acts as the Greek chorus

Marco = Beatrice's cousin. Works as a longshoreman after arriving in New York illegally. Sends money home to his family in Italy.

Rodolpho = Beatrice's cousin and Marco's brother. Works as a longshoreman after arriving in New York illegally. Likes singing, cooking and sewing and falls in love with Catherine.

Key Quotations (QLA R2):

- 1) **Eddie**: 'Just remember, kid, you can quicker get back a million dollars that was stole than a word that you gave away'
- 2) **Catherine**: *Almost in tears because he disapproves* 'What do you want me to do?'
- 3) **Alfieri**: 'I could have finished the whole story that afternoon.'
- 4) **Eddie**: 'I want my respect.'
- 5) **Marco**: 'That one! He killed my children! That one stole the food from my children!'

Key Vocabulary, Spellings and Definitions (QLA R1 and R5):

1. **Prologue** = a character gives information at the beginning of the play; an introduction
2. **Foreshadowing** = a warning or indication of a future event
3. **Inevitability** = something that is definitely going to happen in the future
4. **Fate** = a course of events, outside of a person's control
5. **Juxtaposition** = two things seen or placed together that contrast
6. **Symbolism** = an object/action that represents a deeper idea
7. **Irony** = a situation in which something which was intended to have a particular result has the opposite or a very different result
8. **Protagonist** = main character
9. **Toxic Masculinity** = cultural pressure for men to behave in a certain "manly" way
10. **Tragic Hero** = a character from a high class background who, through an error of judgment, meets their downfall
11. **Hubris** = excessive pride
12. **Hamartia** = the tragic hero's problem or error of judgment (fatal flaw)
13. **Catharsis** = the audience's fear and pity for the characters
14. **Greek chorus** = a group of actors who commented and sang about the action of a play
15. **Anagnorisis** = when the protagonist has a moment of realisation about themselves or the truth

Key Context (QLA R5):

- They play is set in 1950s in Red Hook, New York. It was a poor area and experienced lots of Italian immigration.
- Immigrants came to work in America seeking a better life for their families. They usually had respect for family authority and honour, but didn't trust the authorities (police, lawyers etc).
- Gender roles were strictly defined in the 1950s. Women were expected to stay at home and look after the cleaning and cooking, and men were expected to work. The male head of the household expected to be obeyed.
- Arthur Miller wrote the play as a modern Greek tragedy, (where a central character is led by fate to a destiny they can't control).

Subject Food

Cuisine of the World

1. Food from Italy – Pasta, Pizza, mozzarella, salami
2. Food from India – Curry, Bhajis, Naan, basmati rice
3. Food from Mexico – Burrito, Fajita, Taco, corn
4. Food from Morocco – Tagine, Boruk, Cous cous, Harissa
5. Food from Japan – Sushi, Ramen, Goyza, sashimi



UK Foods

1. Bakewell Tart
2. Scones
3. Victoria Sponge
4. Lancashire Hotpot
5. Yorkshire Pudding
6. Cowl
7. Champ
8. Haggis
9. Black Pudding
10. Clanger

| | |
|--------|-----------------------|
| Caught | Fish, Shellfish, game |
| Reared | Meat, some fish |
| Grown | Fruit and vegetables |

Topic: Food Provenance

Key vocab

| Word | Definition |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cuisine | A style of cooking characteristic of a particular country or region, where the food has developed historically using distinctive ingredients, specific preparation and cooking methods or equipment. |
| Multi cultural | People from a variety of cultures or backgrounds |
| Food waste | Food that is consumed or used that goes to landfill. |
| Food choice | Foods that are chosen due to various reasons - this can dietary, religious or intolerances. |
| Allergies | When someone can have or has had an allergic reaction (adverse reaction) to a food source. |
| Vegan | A person who does not eat any food derived from animals and who typically does not use other animal products. |
| Seasonal | The times of the year when the harvest or the flavour of a given type of food is at its peak. This is usually the time when the item is harvested. |

More info can be found here:

<https://www.foodafactoflife.org.uk/11-14-years/where-food-comes-from-11-14-years/where-food-comes-from-videos-11-14-years/>

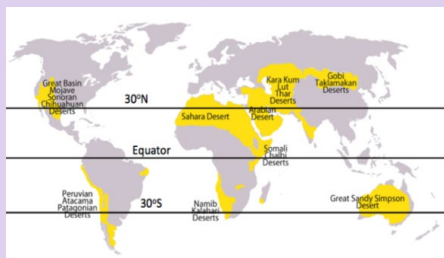
Tasks

1. The Red Tractor food assurance scheme requires strict standards of animal welfare. List the main requirements for cows, sheep and pigs.
2. Create a presentation about farming in your local area. Include how it has changed over time.

KS3 Geography: Y9 Deserts

Where are the Deserts?

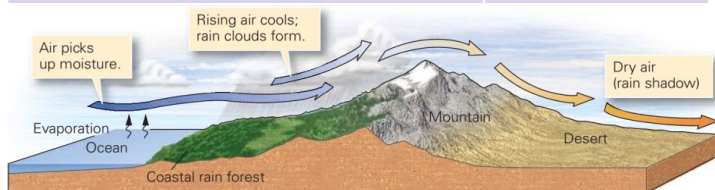
Many deserts are found in bands along **30 degrees latitude north and 30 degrees latitude south**



Some deserts located by mountains and are caused by the 'rain shadow' effect. As air moves up over a mountain range, it gets cold and loses the ability to hold moisture so it rains or snows. When the air moves down the other side of the mountain, it gets warmer. Warm air can hold lots of moisture, so it doesn't rain as much, and a desert is formed.

➤ The desert **biome** is an **ecosystem** that forms due to the **low level of rainfall** it receives each year. **Deserts cover about 20% of the Earth.**

➤ There are four major types of desert in this biome - hot and dry, semiarid, coastal, and cold. They are all able to inhabit plant and animal life that are able to survive there.



Improving water supplies in desert regions

- Life straws: can filter water as a person drinks it. This saves people from water borne disease
- Dig wells: accessing ground water can transform lives
- Fog and rainwater capture: using dark surfaces to capture fog. This can be used to irrigate gardens and fields
- desalination: the process of making sea water fit for human consumption, it involves removing the salt

Subject Specific Key Terms

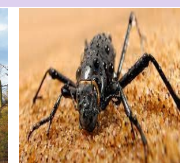
| | |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Adaptation | The process of change by which an organism or species becomes better suited to its environment. |
| Arid | Having little or no rain; too dry or barren to support vegetation. Can refer either to the land or the climate. |
| Biome | a large naturally occurring community of flora and fauna occupying a major habitat, e.g. desert, forest or tundra. |
| Desertification | The process by which land becomes drier and degraded, as a result of climate change or human activities, Also known as soil degradation. |
| Oasis | A fertile area in a desert, due to the presence of water |
| Evaporation | Water lost from the ground's surface. Rates of evaporation are high in hot deserts. |
| Hot desert | Parts of the world that have high average temperatures and very low precipitation. |
| Sahara Desert | The largest hot desert in the world. The desert comprises much of North Africa. |

Water stress: the water resources in a region or country are insufficient for its needs.

- Water borne disease can be a serious issue resulting in loss of life e.g Cholera, diarrhoea, guinea worm and bilharzia
- People may have to travel great distances to collect water for their family. This role is often performed by women and girls

Plant and animal adaptations

- Cape foxes have many desert adaptations, including fur-covered feet, heat-radiating ears and pale fur that offers excellent camouflage in the sand.
- Beetles in the Namib desert have dark, shiny shells. At day break they climb to the top of the sand dunes, turn their back to the sea and collect fog as its comes off the Atlantic Ocean. The fog condenses on the dark shells and trickles into their mouth
- The Saguaro Cactus: has long shallow roots that collect water when it does rain. It then stores water in its fleshy stem. It is covered in thorns to prevent animals from eating it.



TIMELINE: What was impact of WW1?

February 1917 – Russian Tsar Nicholas abdicates. 300 years of royal rule ends. Eventually replaced in October by Bolshevik Communists

28th June 1919– Treaty of Versailles signed. Germans humiliated.

October 1922 – Benito Mussolini marches on Rome with his “blackshirts” and soon becomes Fascist leader of Italy.

4th – 12th May 1926 – Trade Union Congress organised a huge but unsuccessful nationwide strike (printers, dockworkers, gasworkers, transport workers etc) to support miners who were being made to work longer hours for less pay.

October 1929 – Wall Street Crash in the USA – shares plummet and world plunged into global economic decline – ‘The Great Depression’.

Causes of American Wall Street Crash and Great Depression

1. Irresponsible American rural / local banks lent money to people who couldn't pay it back (often speculated on shares and lost in 1929), banks went bankrupt = people lost savings / homes.

2. New products had created a ‘boom’ (cards, radios, Telephones, fridges, nylon stockings) BUT by 1929 most people that could afford them already had them.

3. Some of the old industries (gas, leather, steel, iron and textiles) had been declining for years in the USA. Wages had gone up in line with profits.

4. Many share prices were way higher than they should have been – so they were always heading for a collapse

Challenge yourself to learn more about WW2 here:

<https://www.bbc.co.uk/bitesize/topics/zk94jxs>

IMPACT OF THE TREATY OF VERSAILLES

GERMAN LAND

1. Overseas colonies to GB & FR
2. Lost land to Poland, Czech, Den., FR and Belgium
3. No troops in Rhineland (French border)

GERMAN MILITARY

4. Army only 100,000. 6 ships. 0 planes. 0 subs. 0 tanks.

OTHER

5. War Guilt Clause = Germany blamed for WW1
6. £6,600 million to be paid by Germany in Reparations.
7. League of Nations created to stop future wars

1923 – 1933 The Rise of Hitler

- a) Promised to ignore restrictions and repayments demanded in the Treaty of Versailles
- b) Blamed Jews for defeat in WW1
- c) Wanted “Greater Germany” of German speakers (including Austria, Czechoslovakia and Poland)
- d) Lebensraum – “Living Space” in Russia for Germans
- e) Imprison Communists and provide work for all
- f) Military uniforms, marches, banners and salute

Hitler elected as Chancellor – January 1933

1. Hitler becomes “Führer” – leader
 - 1935 National Labour Service = jobs and rebuild
2. Kinder, Kirche, Küche (Children, Church and Cooking) is aim for women
3. Discrimination against disabled, Jewish and Scinti Roma (Gypsies) groups – arrest and forced labour
4. Propaganda and total control of media, literature theatre and culture to spread Nazi ideas.
5. Hitler Youth groups – spread Nazi ideas and trained young Germans to be soldiers / mothers

History – KPI 2: Impact of World War I

| Key term | Definition |
|---------------------|-----------------------------------------------------------------------------------------|
| Reparations | Money paid from one country to another as compensation |
| League of Nations | Peacekeeping organisation from Treaty of Versailles (now United Nations - UN) |
| To strike | VERB = refuse to work in order to protest against something |
| Suffrage | To be able to vote |
| Democracy | System of electing your leaders |
| A dictator | An unelected individual who rules using force and has great personal power |
| Communism | System where workers run country – nation's wealth is shared equally by all |
| Economic depression | Period of decline in business, profits and reduction in job opportunities |
| Fascism | System of government with strict government control over lives to make nation stronger. |
| Share | A share of a business bought with cash. The re-sale value can rise or fall. |
| Speculators | Investors who borrow money to buy shares |
| Anti-Semitism | Prejudice against the Jewish religion |
| Hyperinflation | Unstoppable and quick rise in prices leading to currency becoming worthless |
| Gestapo | Nazi secret (political) police |

Music

Key content

Popular Music is music with wide appeal that is typically distributed to large audiences through the music industry. These forms and styles can be enjoyed and performed by people with little or no musical training. This term we will be looking at the development of Hip Hop, Rap and Pop music from the 1990s to the present day.

Diagrams:



Drum Kit

Electric guitar



Bass guitar



Drum Machine

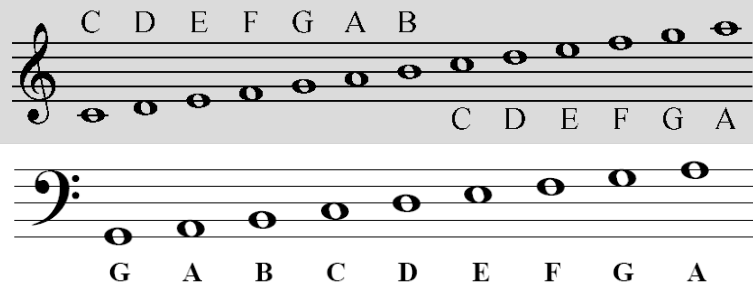
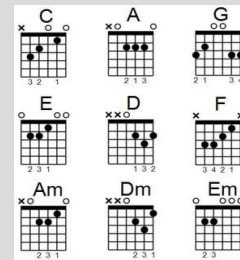


Keyboard/
Synthesiser



Vocals
Backing Vocals

Acoustic guitar



| Note | Name | Beats |
|------|----------------|----------|
| | Whole note | 4 beats |
| | Half note | 2 beats |
| | Quarter note | 1 beat |
| | Eighth note | 1/2 beat |
| | Sixteenth note | 1/4 beat |

Popular Music Part II

Key vocab

| Word | Definition |
|--------------|-------------------------------------------------------------------------------|
| Riff | A short repeated phrase typically played by a guitar or keyboard |
| Fill | A short rhythmic drum pattern played in between sections |
| Hook | A short catchy repeating melody |
| Verse | A section that repeats but the lyrics change |
| Chorus | The main part of the song which repeats |
| Modulation | Key change – where the music goes up in pitch |
| Syllabic | Each syllable has its own note |
| Melisma | Dragging one syllable over several notes |
| Drum Machine | An electronic instrument that can imitate drum kits and produce sound effects |
| Rap | A genre of music which uses spoken rhythm and rhyme |

More info can be found here: [Listening \(clean versions\)](#)



Oasis

Blur

The Spice Girls

Take That

Mariah Carey

Eminem

Kanye West

50 Cent

Nicki Minaj

Taylor Swift

Ed Sheeran

The Weeknd

Bruno Mars

Lady Gaga

Adele

Subject Physical Education

Topic Healthy ME – Year 9

Key content

Cardiovascular System

KEY TERMS

Stroke Volume
Cardiac Output



Short Term or Immediate

- Increased heart rate
- Increased of blood pressure
- Increased systolic blood pressure

Long Term effects (Adaptations)

- Cardiac hypertrophy
- Increased stroke volume
- Increased max cardiac output
- Lower resting heart rate.
- Increase in capillarisation.
- Increase in red blood cells.

Respiratory System

KEY TERMS

Vital Capacity
Tidal Volume
Oxygen Debt



Short Term or Immediate

- Increased breathing rate.
- Increased depth of breathing.

Long Term effects (Adaptations)

- Increased number of alveoli.
- Increased strength of intercostal muscles.
- Increased vital capacity
- Increased strength of diaphragm

4. HEALTHY ME

Skeletal System

1. Know different movement patterns

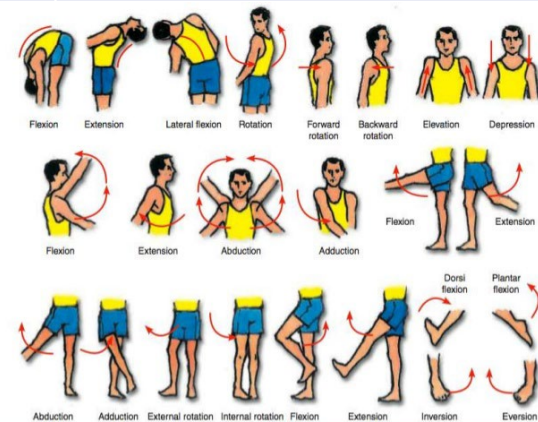
Short Term Response to exercise

2. Know the short term response to exercise on the body

Long Term adaptation to exercise

3. Know the long term adaptations of exercise on the body

| Key Word / Term | Definition |
|-----------------|-------------------------------------------|
| Flexion | Decreasing the angle at a joint |
| Extension | Increasing the angle at a joint |
| Abduction | Moving limb away from midline of body |
| Adduction | Moving limb towards midline of body |
| Circumduction | Circular motion of limb |
| Rotation | Limb rotating along their axis |
| Supernation | Rotation of the forearm to face upwards |
| Pronation | Rotation of the forearm to face downwards |
| Dorsi Flexion | Backward bending of your foot |
| Planar Flexion | Pointing your toes |



Topic Name: life after death

| Key word | Definition |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Resurrection | The Christian belief that Jesus came back to life after he was crucified. |
| Reincarnation | Coming back in the next life. What someone comes back as depends on the karma from the previous life. |
| Rebirth | Similar to reincarnation, although a person will not remember their past life. Someone may remember their past life when reincarnated. |
| Funeral | A funeral is a ceremony connected with the final disposition of a corpse, such as a burial or cremation, with the attendant observances. |
| Life after death | Living again after this life. |
| Paranormal | Events that are beyond human understanding and science. Ghosts are an example of the paranormal. |
| Moksha | The concept of heaven in Hinduism. The cycle of reincarnation (samsara) is ended and the atman (soul) goes to Moksha. |
| Karma | Actions. If a Hindu has good karma they will be rewarded in the next life. If they have bad karma they will be punished. |

There is no scientific evidence for life after death, but the belief in an afterlife is strong among religious and also some non-religious people.

For most religious people, belief in life after death is based on teachings in their scriptures or traditions. The sacred texts in Christianity, Judaism and Islam talk of an afterlife, so for followers of these faiths life after death has been promised by God. For Buddhists, belief in reincarnation is based on the tradition that the Buddha remembered his past lives when he reached enlightenment.

Not all people who believe in life after death would call themselves 'religious'. For example, some people believe in the concept of reincarnation but are not necessarily Buddhist, Hindu or Sikh. Others feel natural justice requires good to be rewarded and evil punished but do not hold one of the traditional faiths that promise an afterlife.

For some people, near-death experiences (NDEs) a sense of déjà vu or witnessing ghosts, perhaps through a medium, convince them there is life beyond death.

Christian beliefs about life after death are based on the resurrection of Jesus Christ. Christians believe that Jesus' death and resurrection are part of God's divine plan for humankind. Through his death on the cross, Jesus pays the penalty for mankind's sin and mankind's relationship with God is restored. This is called atonement. Christians believe that three days after the crucifixion, God raised Jesus from the dead and he once again appeared to his disciples. This is taken to mean that Jesus' sacrifice was a victory over sin and death. Although physical death still happens, those who believe in Christ and live good lives will be given eternal life in Heaven.

Useful websites for extended reading: <https://www.bbc.co.uk/bitesize/guides/zn6ncdm/revision/1>

Energy Stores and Systems

| Energy Stores | |
|-------------------------|--------------------------------------------------------------|
| kinetic | Moving objects have kinetic energy. |
| thermal | All objects have thermal energy. |
| chemical | Anything that can release energy during a chemical reaction. |
| elastic potential | Things that are stretched. |
| gravitational potential | Anything that is raised. |
| electrostatic | Charges that attract or repel. |
| magnetic | Magnets that attract or repel. |
| nuclear | The nucleus of an atom releases energy. |

Energy can be transferred in the following ways:

Mechanically – when work is done;

Electrically – when moving charge does work;

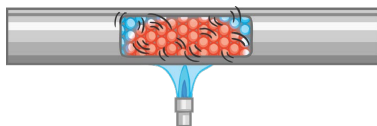
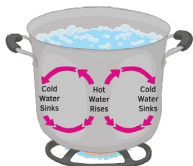
Heating – when energy is transferred from a hotter object to a colder object.

Radiation – when energy is transfer via a wave.

Conservation of Energy

Energy can never be created or destroyed, just transferred from one form to another. Some energy is transferred usefully and some energy gets transferred into the environment. This is mostly wasted energy.

Convection – when a liquid or a gas is heated, the particles move faster. This means the liquid or gas becomes less dense. The denser region will rise above the cooler region. This is a convection current.

**Equations****Kinetic energy**

$$E_k = \frac{1}{2}mv^2$$

(J) (kg)(m/s)

Potential energy

$$E_p = mgh$$

(J) (kg)(N/kg)(m)

Elastic Potential

$$E_e = \frac{1}{2}ke^2$$

(J) (N)(m)



Combined science HT – physics – energy

Power

power = energy transferred ÷ time

$$P (W) = E (J) \div t (s)$$

power = work done ÷ time

$$P (W) = W (J) \div t (s)$$

Specific Heat Capacity

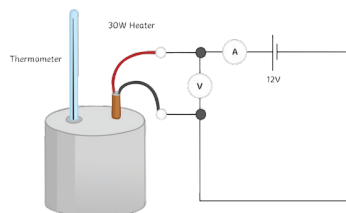
$$\Delta E = m \times c \times \Delta \theta$$

(J) (kg) (J/kg °C) (°C)

Efficiency

$$\text{efficiency} = \frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$$

Conduction – when a solid is heated, the particles vibrate and collide more, and the energy is transferred.



| Word | Definition |
|------------------------|-----------------------------------------------------------------------------------------------|
| Insulation | Reduces the amount of heat lost. |
| Lubrication | Can be used to reduce the friction between the surfaces. |
| Friction | The resistance that one surface or object encounters when moving over another. |
| Efficiency | A measure of how much work or energy is conserved in a process |
| Specific Heat Capacity | The energy required to raise the temperature of a 1kg mass of a given substance by 1 degree C |

Investigating Specific Heat Capacity

Method:

1. Using the balance, measure and record the mass of the copper block in kg.
2. Wrap the insulation around the block.
3. Put the heater into the large hole in the block and the block onto the heatproof mat.
4. Connect the power pack and ammeter in series and the voltmeter across the power pack.
5. Using the pipette, put a drop of water into the small hole.
6. Put the thermometer into the small hole and measure the temperature.
7. Switch the power pack to 12V and turn it on.
8. Read and record the voltmeter and ammeter readings – during the experiment, they shouldn't change.
9. Turn on the stop clock and record the temperature every minute for 10 minutes.
10. Record the results in the table.
11. Calculate work done and plot a line graph of work done against temperature.

El cine



| Las películas | Films |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Cuando tengo tiempo me gusta ir al cine con mis amigos. | When I have time, I like to go to the cinema with my friends. |
| Prefiero las películas de acción porque son más emocionantes. | I prefer action films because they are more exciting. |
| No aguanto las películas del oeste porque me aburren. | I can't stand western films because they bore me. |
| Me encantan los musicales porque me ponen de buen humor. | I love musicals because they put me in a good mood. |
| Acabo de ver la nueva película de James Bond. | I've just seen the new James Bond film. |
| Me gustó porque los efectos especiales eran fantásticos | I liked it because the special effects were fantastic. |
| No me gustó porque había demasiada violencia. | I didn't like it because there was too much violence. |
| Este fin de semana voy a ir al cine con mis hermanos para celebrar mi cumpleaños. | This weekend I'm going to go to the cinema with my siblings to celebrate my birthday. |
| Tengo ganas de ver la nueva película de Rebel Wilson porque es mi actriz preferida. | I really want to see the new Rebel Wilson film because she is my favourite actress. |



| A. Advanced Adjectives: Characteristics | | VOCABULARY: KS4 B. Advanced Verbs | | C. Advanced Nouns | |
|-----------------------------------------|---------------------|--------------------------------------|-----------------------|-------------------|--------------------|
| 16. munificent | generous | 16. equate | regard as the same as | 16. interlude | pause |
| 17. nefarious | wicked | 17. exacerbate | worsen | 17. invective | Insulting language |
| 18. ostensible | apparent | 18. expedite | speed up | 18. lexicon | vocabulary |
| 20. pernicious | malicious | 19. extol | praise | 19. malevolence | wickedness |
| 20. precipitous | rash | 20. fabricate | invent to deceive | 20. malice | spite |
| 21. rapacious | aggressively greedy | 21. incense | make furious | 21. melancholy | sadness |
| 22. risible | laughable | 22. inhibit | prevent | 22. modicum | little bit |
| 23. Salubrious | wholesome | 23. instigate | start | 23. myriad | countless |
| 24. Sate | fully satisfy | 24. interrogate | question | 24. nadir | lowest point |
| 25. Strident | forceful | 25. lambast | criticise | 25. nuance | subtle difference |
| 26. Supercilious | haughty | 26. mollify | to calm | 26. panacea | cure-all |
| 27. Taciturn | untalkative | 27. ostracise | alienate | 27. paragon | role model |
| 28. Tenacious | determined | 28. pacify | calm | 28. plethora | lots of |
| 29. ubiquitous | found everywhere | 29. repudiate | reject | 29. predilection | preference/liking |
| 30. zealous | enthusiastic | 30. vivify | make lively | 30. zenith | highest point |

LAST PAGE