

COMPUTING CYBERSECURITY

Cybersecurity looking at common attacks and methods to protect ourselves and our networks against these attacks.

Data: raw facts and figures

Information: data that has been processed and has context

It is the law



Key words

adware	advertises for products a user may be interested in, based on internet history
authentication	verifying the identity of a user or process
auto update	updating software to remove vulnerabilities automatically
biometrics	'password' created from the user fingerprint, iris, retina, facial, voice
blagging	inventing a scenario to obtaining personal information
CAPTCHA	Completely Automated Public Turing Test To Tell Computers and Humans Apart
DoS/DDoS	Denial of Service attack/Distributed Denial of Service
encryption	mathematically converts data into a form that is unreadable without a key
firewall	checks incoming and outgoing network traffic for threats
hacking	gaining unauthorised access to or control of a computer system'
malware	a variety of forms of hostile or intrusive software
penetration testing	testing a network/program for vulnerabilities
pharming	redirecting web traffic to fake websites designed to gain personal information
phishing	messages designed to steal personal details/money/identity
ransomware	virus which locks a computer and encrypts files until a "ransom" is paid
script kiddies	hackers with no technical hacking knowledge using downloaded software
shouldering	directly observing someone enter personal details e.g. PIN number, password.
social engineering	manipulating people so they give up personal/confidential information
spyware	gathers information about a person or organisation without their knowledge
trojans	masquerades as having a legitimate purpose but actually has malicious intent
viruses	self-replicating software attached to another program/file
worms	Replicate and spread through the network

GDPR:

All organisations and people using and storing personal data must abide by the GDPR principles . It states how data should be stored/accessed and what rights a data subject has for the protection of their data.

Computer Misuse Act 1990: It is an offence to

1. have unauthorised access to computer material
2. have unauthorised access with intent to commit or facilitate the commission of further offences
3. commit unauthorised acts with intent to impair, or with recklessness as to impairing, the operation of a computer.

Network and System security measures include:



Anti-malware

passwords

Penetration testing

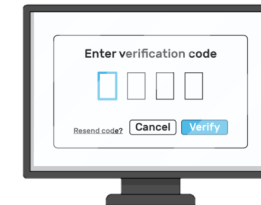
User permissions

firewall

biometrics

User authentication

encryption



Hacking in the context of cyber security is gaining **unauthorised** access to or control of a computer system .

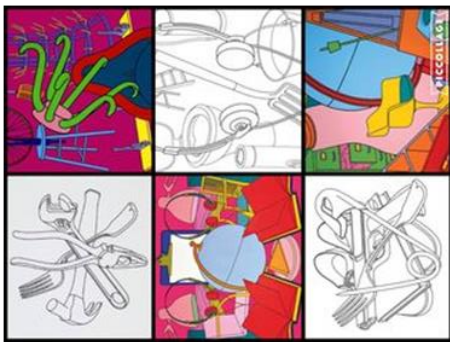
Unethical versus ethical hacking

Penetration testers (pen testers) are people who are paid to legally hack into computer systems with the sole purpose of helping a company identify weaknesses in their system.



Everyday Objects

The word mundane can be appropriate here, as it can be used to refer to things that are common or ordinary.

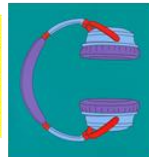


Painting Techniques

- Ensure your colour is smooth, flat and even coverage
- Harmonious colours blend better
- Paint should be mixed on a palette before blending
- Complimentary colours make each other stand out



Pop Art style

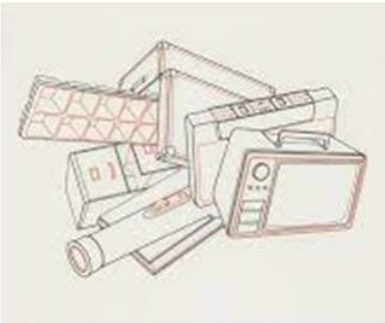


Formal Elements of Art

COLOUR
TEXTURE
LINE
SHAPE
TONE
PATTERN
FORM

Composition

Composition is the arrangement or placement of visual elements in a piece of artwork.



Grid Drawing

Converse Grid Drawing



Method =
Only draw
one square at
a time

Line Drawing



A drawing do exclusively in line, providing gradations in tone entirely through variations in width and density.

Y9 THE EVERYDAY

These are the skills & the key information that you will need to know & use in 'The Everyday' Project

Colour Vocabulary

Complimentary – Colours opposite each other on the colour wheel and when placed next to each other make each other appear brighter and more vibrant



Key Terms

Media	The substance that artists use to make artwork
Materials	The same as media but it can include the basis for artwork eg canvas, paper, clay.
Processes	The creative journey of what you do to develop your artwork from beginning to end.
Techniques	The method, procedure or way that something is done eg drawing, painting or printing are all different techniques
Design	A plan for the construction of an object or the preliminary planning to solve any problems
Refine	To make small changes which improve the idea in some way. Adapt, modify, transform or correct your work.

Y9 EVERYDAY OBJECTS

Artist Research Page

TWISBOQ

Title - Artist name

Writing - Artist info

Images - Artist images

Study - own copy of

artist's work

Background - Creative

& relevant to style

Opinion - own opinion

of artwork

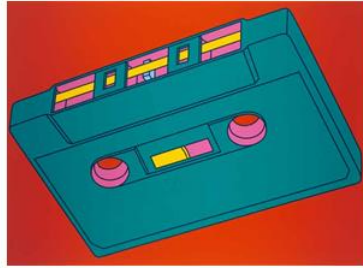
Quote - from the artist



Annotation = written explanations that

record your thoughts and explain the thinking

behind an idea or analyse a technique



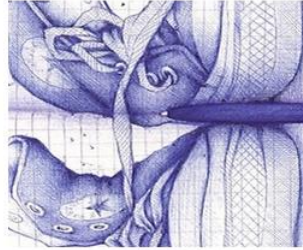
Artist links



Michael Craig-Martin



Andrea Joseph



Key Words & Definitions

Acrylic Paint	A plastic, water soluble pigment used for painting.
Balance	The art principle which refers to the arrangement of elements in an art work. Balance can be either formal symmetrical, informal asymmetrical or radial.
Colours	An element of art that refers to "hue" (colour name) "intensity" (the brightness) and "Value" (light or dark)
Colour wheel	The organisation of colours on a wheel. Used to help understand colour schemes.
Composition	The arrangement or placement of the parts of a work of art
Design	From the Italian word meaning "drawing" which also implied planning and composing
Drawing	Representations on a flat surface usually made with pen, pencil, crayon, chalk or paint with an emphasis on line
Line	An element of art used in drawing, painting and sculpture. A line is the path of a moving point.
Shape	The element of art that describes a two-dimensional area (height and width).
Pop Art	Art based on modern popular culture and the mass media, especially as a critical or ironic comment on traditional fine art values. What is fashionable/popular in society
Vivid	An intensely deep or bright colour
Garish	Bright, 'show-off', loud colours
Complementary colours	Colours opposite each other on the Colour Wheel. They make the other one appear brighter and more vibrant when placed next to each other.

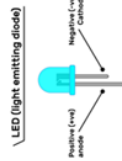
Engineering

Year 9 Engineering Knowledge Organiser

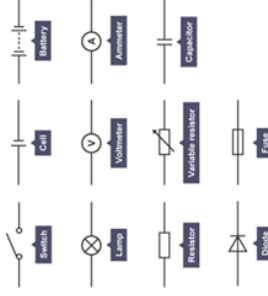


Electronic Components

Component	Circuit Diagram Symbol
Wire	
Resistor	
Light bulb	
Cell	
Battery	
Switch	



- Electricity is the presence or flow of charged particles.
- An electric current is the flow of electrons around a circuit.



Circuits

There are two types of circuit we can make, called series and parallel. The components in a circuit are joined by wires. If there are no branches then it's a series circuit. If there are branches it's a parallel circuit.

Parallel Circuits

In parallel circuits different components are connected on different branches of the wire. If you follow the circuit diagram from one side of the cell to the other, you can only pass through all the different components if you follow all the **branches**.



In a parallel circuit, if a lamp breaks or a component is disconnected from one parallel wire, the components on different branches **keep working**. And, unlike a series circuit, the lamps stay bright if you add more lamps in parallel.

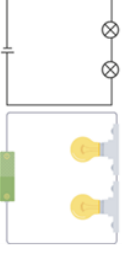


Current in parallel circuits

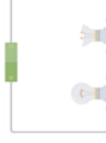
The current in a parallel circuit splits into different branches then combines again before it goes back into the supply. When the current splits, the current in each branch after the split adds up to the same as the current just before the split, i.e. the current (I) drawn from the power supply is equal to the sum of all the currents flowing in the branches of the circuit.

Series circuits

In a television series, you get several episodes, one after the other. A series circuit is similar. You get several components one after the other. If you follow the circuit diagram from one side of the cell to the other, you should pass through all the different components, one after the other, without any branches.



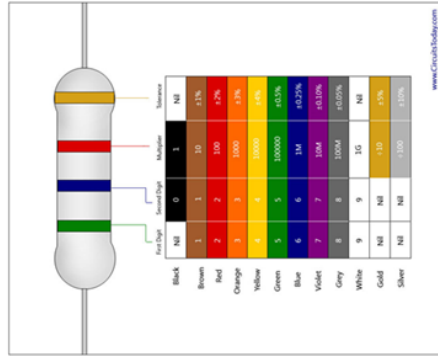
If you put more lamps into a series circuit, the lamps will be dimmer than before.



In a **series** circuit, if a lamp breaks or a component is disconnected, the circuit is broken and all the components stop working.

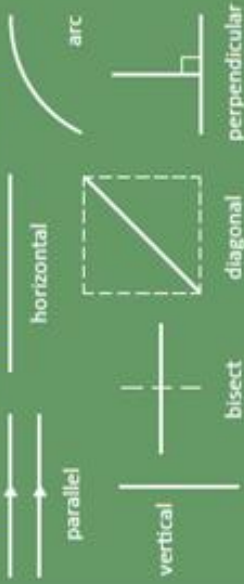
Series circuits are useful if you want a warning that one of the components in the circuit has failed. They also use less wiring than **parallel** circuits.

4 Band Resistor



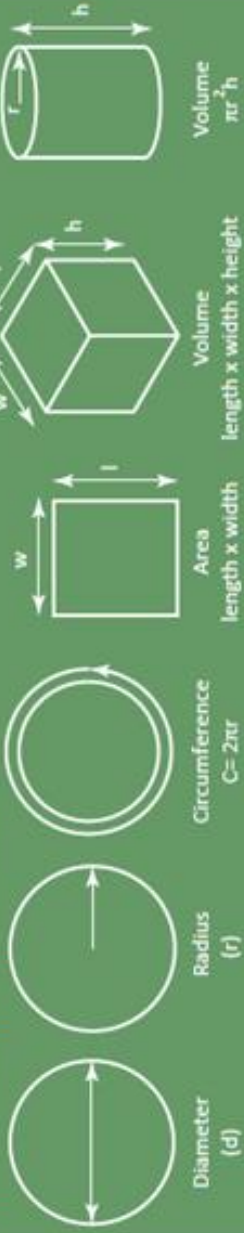
LINES

What do each of following lines mean



SHAPES

How to measure different shapes



ANGLES

Use the right tool to get the right angle



A try square is used to mark a 90° angle.

A mitre square is used to mark a 45° angle.

A sliding bevel is used to mark irregular angles.

NUMERACY SUPPORT IN

D&T

MEASURES OF AVERAGES

This help you draw conclusions from data

The mean is the most common measure of average. To calculate the mean add the numbers together and divide the total by the amount of numbers:

Mean = sum of numbers ÷ amount of numbers

If you place a set of numbers in order, the median number is the middle one.

The mode is the value that occurs most often.

MEASURING

Measuring in millimetres is more accurate than measuring in centimetres. In the workshop you will frequently use the steel rule.

- 1mm = 0.1cm
- 10mm = 1cm
- 50mm = 5cm
- 57mm = 5.7cm
- 100mm = 10cm

To convert mm to cm ÷ 10
To convert cm to mm x 10



Knowledge Organiser



Topic: Food Poisoning

Food Spoilage

When food deteriorates to the point where it is not edible

Signs of Spoilage:

- Discoloration
- Visible mould
- Changes in texture
- Unpleasant odour
- Changes in flavour

Causes of Food Spoilage

1. Microorganisms - bacteria, yeast, mould, fungi.
2. Chemical reactions - between food, oxygen & moisture.
3. Enzymes - Speed up the process of decay.
4. Environment - Warmth, pH, oxygen & moisture
5. Insects/rodents - Leaves behind bacteria, urine & faeces.
6. Time - this depends on hygiene, correct storage & temperature

Storage

Remember, bacteria needs warmth & moisture to multiply. Refrigerating removes warmth Freezing removes warmth & moisture



Key temperatures

- 75°C: kills bacteria. Cook or reheat high risk foods to this temperature
- 5-63°C: the danger zone - bacteria multiply quickly.
- 37°C: optimum temperature for bacteria multiplication.
- 0-5°C: chilling/ fridge: slows bacteria multiplication, extends shelf life
- 18°C: freezing - stops bacteria multiplying (until defrosted) and extends shelf life of foods & preserves nutrients.

High-Risk Foods – foods which bacteria multiply most in due to high moisture and protein. They have a short shelf life. Meats, fish and poultry, dairy foods; gravy, stocks and sauces; cooked rice

Ambient Foods – can be safely stored at room temperature - Flour; sugar; tinned food; crisps, pasta

'Use By' Date: Unsafe to consume after this date
'Best before' date: Safe to consume after the date but quality not as high. i.e. crisps not as 'crisp'

Cover foods to prevent contamination
 Storing food in the fridge - keep meats at the bottom to prevent juices/blood dripping onto ready to eat foods.

Food Poisoning

Food contaminated with pathogenic bacteria causes severe illness & possibly death. The following are common bacteria responsible for food poisoning:

Pathogenic Bacteria	Source	Symptoms	Onset time
Salmonella	Raw poultry, meat, eggs without lion mark, sewage, contaminated water	Diarrhoea, abdominal pain fever, headache, vomiting	6-48 hrs
Campylobacter	Raw and undercooked poultry, unpasteurized milk, contaminated water	Diarrhoea, abdominal pain, fever, headache and dizziness. *may not be sick	2-5 days
Staphylococcus Aureus	Humans – skin, hair, nose, mouth, cuts.(coughing/sneezing)	Abdominal pain, severe vomiting, chills	1-6 hrs
E.coli	Found in gut of animals and humans, contaminated water, raw and undercooked meat and poultry, dirty vegetables	Diarrhoea which may contain blood, kidney damage	3-4 days
Clostridium perfringens	Animal and human waste, dust, soil, manure, sewage, raw meat, insects, dirty vegetables	Abdominal pain, diarrhoea, nausea * May not be sick * This bacteria can form spores	12-18 hrs
Bacillus cereus	Rice, dust and soil * Forms SPORES and releases TOXINS	Nausea, vomiting, abdominal pain and cramps * Illness caused by small amount of bacteria	1-6 hrs
Listeria	Unpasteurized dairy products, pate, poorly cooked cook chill products, salad vegetables	Flu like symptoms, may lead to miscarriage during pregnancy	1-70 days

Contamination

Food contamination - foods that are spoiled because they contain microorganisms, e.g. bacteria, that make them unfit for consumption.

Contamination of foods can be physical, chemical or biological:

Physical: A foreign object has dropped into the food, e.g. hair, jewellery, finger nail, machinery components.

Chemical: Cleaning products & pesticides

Biological: Bacteria (i.e. from unhygienic workers/high risk food), viruses, moulds & fungi - cause food poisoning

Bacteria need
 Moisture (Monday)
 Time, (Tuesday)
 Warmth, (Wednesday)
 Food (Thursday)
 (& sometimes O2 & pH)



Bacteria doesn't grow in size, but multiplies into 2 every 20 mins - known as **binary fission**



Mould changes the appearance (fuzzy), smell and taste of food. It grows and spreads quickly. Often spoils bread, cheese & fruit

Prevent contamination by the 4 C's: Clean – Cook – Chill – Cover

- RAW MEAT
- RAW FISH
- COOKED MEAT
- SALAD & FRUIT
- VEGETABLES
- BAKERY & DAIRY

Cross Contamination Transferring bacteria from one source to another. Bacteria can't move, so need something to move from one surface to another. E.g. cutting raw chicken, then using the same knife, unwashed, to cut lettuce for a salad. The bacteria from the chicken will be destroyed when the chicken is cooked but the salad will not.

Toxins: Waste materials of bacteria, can survive high temperatures. Survive when reheating pre-cooked foods (i.e. rice)

Spores: Created from bacteria & can survive very high temperatures. Spore-forming bacteria include *Bacillus cereus*

Yeast can grow & spread quickly. Grows on fruit. Spoil fruit by fermenting the sugars

Enzymic browning - chemical process - oxygen & enzymes in food react to cause a cut surface to brown i.e. apple

Desirable changes in food:

Use	
Yeast	Bread making and fermentation of cereals in beer & fruit in wine.
Bacteria (lactic acid)	Fermentation of milk to produce yoghurt & cheese.
Mould	Added to cheese - adds texture & flavour (sharp and tangy).
Probiotics	Yoghurt to aid digestion.

Key Words

- Spoilage** - When food deteriorates to the point where it is not edible
- Microorganisms** - bacteria, yeast, mould, fungi.
- Enzyme** - Found in foods, speed up the process of decay.
- Danger zone** - where bacteria multiplies most - 5 - 63°C.
- High risk** - foods which bacteria multiply most in - high moisture & protein. i.e. Meats, fish, dairy, gravy, cooked rice
- Ambient** - foods can be safely stored at room temperature - Flour; sugar; tinned food; crisps, pasta
- Use by** - Unsafe to consume after this date
- Best before** - Safe to consume after the date but quality not as high. i.e. crisps not as 'crisp'
- Contamination** - spoiled because they contain microorganisms, e.g. bacteria, that make them unfit for consumption
- Cross contamination** - Transferring bacteria from one source to another. E.g. cutting raw chicken, then lettuce.
- Pathogenic** - bacteria which cause disease (unsafe)
- Preservation** - Slowing the rate of food spoilage can occur by minimising bacteria activity, increasing shelf life.
- Vacuum packaging** - a method of packaging that removes air from the package to extend shelf life
- Autolysis** - self destruction caused by enzymes present in food



Pathogenic Bacteria	Source	Symptoms	Onset time
Clostridium Botulinum	Inadequately processed canned products, soil, dirty vegetables	Voice change, double vision, drooping eyelids, severe constipation	12-36 hrs

Food Poisoning

Summary

Bacteria causes food poisoning when given the conditions moisture, time, warmth and food.

The key temperatures:

- 75°C (killed), 5-63°C (danger zone), 0-5°C (slows multiplication - fridge) and -18°C (bacteria 'dormant' or asleep - freezer)

The 3 types of contamination are physical, chemical and biological.

Cross contamination is transferring bacteria from one source to another

The 4 Cs to prevent contamination are **clean, cook, chill and cover**.

Food can be preserved to slow food spoilage by removing the conditions bacteria need (i.e. warmth, moisture, oxygen and pH)



Food



Planning balanced diets knowledge organiser

Nutritional needs of people differ depending on:

- Age
- Weight
- Height
- Gender
- State of health
- Physical activity levels

People are advised to follow the eight tips for healthy eating

They are:

- 1) Base your meals on starchy foods
- 2) Eat lots of fruit and vegetables
- 3) Eat more oily fish
- 4) Cut down on saturated fat and sugar
- 5) Eat less salt
- 6) Get active and be a healthy weight
- 7) Don't get thirsty
- 8) Don't skip breakfast

General guidance can be taken from the Eatwell guide



Adults and elderly 19+

- Fibre is important to help prevent over eating which can lead to obesity. Fibre also helps lower blood cholesterol so looks after heart health. Fibre will also prevent constipation which can be more common in elderly people
- Vitamin D and calcium are required to maintain strong bones
- Plenty of iron will prevent anaemia and maintain healthy blood cells
- Vitamin C will help iron absorption
- Some elderly may be less active and if this is the case less energy will be required. Reducing consumption of energy dense foods often high in saturated fats and sugars is recommended
- Physical activity should be encouraged for all adults
- Less salt and more water should be consumed to prevent high blood pressure and minimise risk of dehydration
- B vitamins will support nerves and help prevent certain types of anaemia.

How nutritional needs vary depending on age



Toddlers 1-3 years

- Try to follow a 55:32 rule:
- 5 portions of starchy carbohydrate
 - 5 portions vegetables and fruits
 - 3 portions of milk and dairy
 - 2 portions of protein rich foods
 - Vegetarian children should eat 3 portions of protein rich foods

Other important points:

- Encourage toddlers to try a wide variety of different foods.
- Praise them when they try new foods.
- Avoid foods high in sugar and salt.
- Encourage toddlers to feed themselves. Make meal times happy family time.
- Do not over face them with too much food, keep portions small.
- Toddlers should have whole milk

Young children 4-10 years

- Growth spurts mean young children require more protein, calcium and vitamin D
- Teething means they require more calcium, fluoride and vitamin D to build healthy new teeth
- More vitamins and minerals are needed to support forming of the immune system
- Sugary sweets and drinks should be avoided to prevent excess weight gain and tooth decay
- Children should be encouraged to be active



Teenagers 11-18 years

- Protein is needed to support growth
- Calcium and vitamin D are needed to support growth spurts and help reach peak bone mass
- More iron is needed particularly by teenage girls to prevent anaemia which may be caused by menstruation
- Vitamin C is essential to help with the absorption of iron
- Limit consumption of sweets and sugary drinks to prevent tooth decay and increased chance of obesity
- Have breakfast and try to stick to regular meal patterns to provide energy for increased physical and intellectual activity. High fibre starchy carbohydrates will provide energy and will give a feeling of fullness helping to prevent snacking on poor nutritional foods
- B vitamins will support release of energy from carbohydrate foods

Food

Planning diets for individuals with specific lifestyles



Vegetarians

Vegetarians are people who do not eat meat and sometimes other foods of animal origin.

TYPES OF VEGETARIAN

Lacto-ovo-vegetarian – eat dairy foods and eggs

Lacto-vegetarian – eat dairy foods (NOT eggs)

Ovo-vegetarians – eat eggs (NOT dairy foods)

Vegans – eat NO foods of animal origin eg no meat, fish, eggs, milk and dairy, honey and butter. They often avoid using other products of animal origin eg leather

The structure of protein

Protein is made up of building blocks called **AMINO ACIDS**.

The body can make some of these amino acids – we call these **NON-ESSENTIAL AMINO ACIDS**

There are some amino acids the body **CANNOT** make and these have to be **obtained from the food we eat** – we call these **ESSENTIAL AMINO ACIDS**

FOODS AND ESSENTIAL AMINO ACIDS

Different foods contain different amounts of these essential amino acids

Foods that contain **ALL** of the essential amino acids are called **HIGH BIOLOGICAL VALUE** foods (**HBV**).

SOURCES OF HBV = Meat, fish, eggs, milk and dairy foods, soya (the only plant food that is HBV)

Foods that lack one or more of the essential amino acids are called **LOW BIOLOGICAL VALUE** foods (**LBV**).

SOURCES OF LBV = nuts, cereals, grains, beans, peas, lentils

Why do people choose to be a vegetarian?

- They think it is a healthier choice
- They don't like the thought of animals being killed
- They think it is better for the environment
- Religious beliefs
- They don't like the taste or smell of meat
- They have concerns regarding the safety of meat

Physical activity

Sports people have higher energy needs and often need to consume extra macro and micro nutrients to remain healthy and support their stamina

CARBOHYDRATE – easily accessible energy. **WHO FOR?** Athletes and marathon runners

PROTEINS – build and repair muscles. **WHO FOR?** Weight lifters and swimmers

FAT – needed to insulate the body and provide extra energy. **WHO FOR?** Those who train in the cold e.g. winter sports people and swimmers

Pros and cons of a vegetarian diet

A vegetarian diet is suitable for all people but must be well planned and make use of a variety of foods to ensure it is balanced. This is particularly important for vegans

PROS

- Higher in fibre
- Usually rich in vitamins
- Can be lower in fat
- Can be lower in calories

CONS

- May be low in HBV protein
- May lead to deficiency of vitamin B12
- May lead to deficiency of iron and subsequent anaemia
- Can be monotonous if variety is not included
- Can be high in fat if lots of dairy foods are eaten

Physical activity

ELECTROLYTES – needed to maintain water balance in the body and prevent painful cramps.

WHO FOR? All sports people

Information

Islam (Muslims)

Eat

Halal food only

Don't eat or drink

Pork, alcohol, fish and shell fish without scales

Holidays or fasting periods

Ramadan – month long fasting period during which Muslims can eat only at night

Other information

Halal means permitted, allowed. To be halal meat has to be slaughtered in a ceremonious way where all blood is drained from the animal

Judaism (Jews)

Kosher food only
Only fish with fins and scales

Shell fish, pork, meat and dairy at the same time

Passover celebrates liberation of Jews from slavery in ancient Egypt
Rosh Hashanah, Yom Kippur, Hanukkah

Kosher means clean. Matzo is a special unleavened bread eaten during Passover

Hinduism (Hindus)

Milk
Mainly vegetarian

Beef, alcohol

Diwali – festival of lights

Cows are sacred animals and therefore their meat cannot be eaten. During Diwali sweets are given as gifts

Food – Tier 3 Vocab

VOCAB	DEFINITION
Micro-organisms	Tiny organisms that can only be seen under a microscope eg. Bacteria, yeast and moulds
Food spoilage	When food shows signs of going off or deteriorating
Enzymes	Biologically active protein molecules that speed up chemical reactions
High risk foods	Foods that micro-organisms will grow rapidly in
Danger zone	The temperature range in which micro-organisms will grow most rapidly (5-63c)
Cross contamination	When micro-organisms, particularly bacteria, transfer from one place to a food product
Food poisoning	An illness caused by eating spoiled or contaminated food
Pathogen	A micro-organism which causes disease
Symptom	A sign that you may have food poisoning
Preservation	A way in which food items last longer by slowing/preventing the growth of micro-organisms eg. freezing
Core temperature of food	The temperature that the middle of a food must reach in order to be safe to eat
Autolysis	Self- destruction caused by enzymes present in food

VOCAB	DEFINITION
Vegetarian	A person who does not eat meat and sometimes other foods from animals
Vegan	A person who does not eat ANY food that comes from an animal
Ovo vegetarian	A vegetarian who will eat eggs
Lacto vegetarian	A vegetarian who will eat dairy foods
Lacto ovo vegetarian	A vegetarian who will eat dairy foods and eggs
Pescatarian	A kind of vegetarian who will eat fish
Coeliac disease	A condition when gluten cannot be broken down in the small intestine
Lactose	The sugar found in milk
Lactose intolerance	The condition when lactose cannot be broken down in the body
Food allergy	A condition in which specific food ingredients cannot be tolerated by the body
Consume	Eat
Amino acids	The building blocks of protein
Non-essential amino acids	These are amino acids that the body can make
Essential amino acids	These are amino acids that have to be obtained from food. The body cannot make them.
High biological value foods (HBV)	These are foods that contain all essential amino acids
Low biological value foods (LBV)	These are foods that have one or more of the essential amino acids missing
Protein complementation	Combining at least two plant protein foods together in one meal eg. Baked beans on toast

Year 9 Textiles Knowledge organiser

Textiles overview

During this project you will further develop your skills and knowledge in textiles by developing designs through research inclusive of the theme of Culture and acquiring the skills needed to make your drawstring bag in response to the brief

Key skills and knowledge

- How to develop designs through research, annotation and student examples.
- Knowledge of specialist equipment and how to safely use it.
- How to create textile art in the form of batik.
- Develop **Oracy** skills through the use of key words and definitions.
- (**Oracy** can be defined as the range of speaking and listening skills).

Health and Safety:

Hazard: A danger or risk.

Mitigate: To lower the risk.

You will have training with specialist equipment to ensure safe practice.



Extension Tasks and challenging activities

Learning how to safely operate a sewing machine



SEWING MACHINE

An electrical machine for sewing or stitching fabric.

JANOME 2522LE



Equipment

Fabric scissors

Beads

Buttons

Cotton thread

Sewing needles

Batik pot

Tjanting tools

Iron

Cotton

Interfacing

Fabric dye

Embroidery needle

Embroidery thread



Key words

Batik: A method of producing coloured designs on textiles by dyeing them, having first applied wax to the parts to be left undyed.

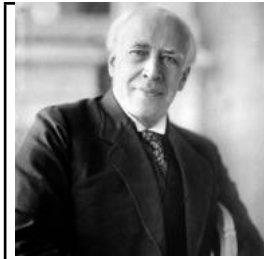
Tjanting: These are traditional tools used to draw and apply hot wax to fabric in batik.

Interfacing: An extra layer of material or an adhesive stiffener that is applied to the facing of a garment to add support.

Pattern: A repeated decorative design

Annotation: A note by way of explanation or comment added to a text or diagram.

Theatre Practitioner	Someone who creates theatrical performance and/or writes theatrical ideas and teachings.
Konstantin Stanislavski	Russian
Born	1863
Died	1939



Elements of the System

He formed the **Moscow Art Theatre** and is most commonly known for his 'system'.

The 'System' was Stanislavski's acting method, born out of a quest for realism in acting. A set of rules and exercises created a foundation for actors to work from.

The principle objective of his system was to aid the actor in creating an illusion of actuality on stage and in convincing the audience that he (the actor) was portraying a real person, convincing his audience that his feelings and thoughts were exactly those of the character he embodied.

He taught that an actor must prepare his role in great detail, with a large amount of attention to the psychology, the motivation and the lifestyle of the character. It is important to be clear, Stanislavski does not teach you how to act, he teaches you how to work with yourself, how to organise your own creativeness and use your inner body to create the external show, it gives him a purpose.

The preparatory work on a role can be divided into three areas. Textual analysis, establishing life (internal) and transferring it to physical form (external).

Given circumstances - The given circumstances are the information about the character that you start off with and the play as a whole. How old is the character? What's their situation in the play and in relation to the other characters? Are there any notes provided about the play and its characters? Such notes and stage directions may not tell you everything you need to build a character but they are the starting point from which you'll work to examine the other questions.

Emotional memory - Emotional memory is when the actor finds a real past experience where they felt a similar emotion to that demanded by the role they are playing. They then 'borrow' those feelings to bring the role to life.

Method of physical actions - Imagine a simple activity like cleaning your teeth and then imagine a husband cleaning his teeth whilst deliberating on how to tell his wife about his mistress. This is a simple illustration of how a physical action can release the necessary emotions.

Subtext - The script of a play could be called the text. The subtext is the actual meaning and motivation behind the lines that are spoken and the actions taken. For example, the heroine might say to the hero, "I love you" and we might assume that it is the happy ending fairy tale moment. But the delivery would be very different if she was worried that he was about to walk out on her.

If - Stanislavski said that the character should answer the question, 'What would I do **if** I was in this situation?' Also known as the '**magic if**', this technique means that the actor puts themselves into the character's situation. This then stimulates the motivation to enable the actor to play the role.

Objective & Super-objective - An **objective** is the reason for our actions. What are we trying to achieve? Life, people and circumstances constantly put up barriers in our way. Each of these barriers presents us with the objective of getting through them. You shouldn't try to express the meaning of your objective in terms of a noun, always use a verb, eg 'I wish to...'

The **super-objective** is an over-reaching objective, probably linked to the overall outcome in the play. We use the word super-objective to characterise the essential idea, the core, which provided the impetus for the writing of the play. A character's objectives are likely to be stages in the journey towards the super-objective. If that journey is perceived as a clear path to the super objective, then you have your through line.

Circles of attention - Stanislavski believed that an actor needed a sense of isolation in order to produce a characterisation and avoid unnecessary tension. They needed to concentrate on themselves. This is the first circle of attention. Stanislavski referred to it as Solitude in Public. Beyond this, the actor might, in the 'second circle', be aware of the character he is addressing and in the 'third circle', the rest of the production. There's no direct awareness of the audience in this. These circles of attention are achieved through focus and concentration.

Tempo and rhythm - Stanislavski felt that an inner and an outer tempo and rhythm were vital if you were to enact movements truthfully and link them to the expression of emotions and feelings. He linked tempo to the speed of an action or feeling and the rhythm to the intensity or depth of the experience.











Subject terminology	Definition
*Narrative arc	This describes the sequence of events following a traditional structure of exposition - rising action - climax/ dilemma - falling action - resolution.
*Narrative perspective	The point of view from which the story is told. First person narrative perspective: in this point of view, a character (typically the protagonist, but not always) is telling the story. Pronouns such as 'I' and 'we' are used. Third person narrative perspective: in this point of view, an external narrator is telling the story. Pronouns such as 'he', 'she', 'it' and 'they' are used.
*Show not tell	This is when you allow the reader to experience and guess what is happening in the story through the use of words, images and action, rather than telling them directly.
*Chronological/ non-chronological	Stories written in chronological order are stories which move forward in time, from beginning to middle to end. The events are sequenced in order. Stories that are non-chronological don't follow the chronological order of events - they might start at the end and go backwards, or they feature flashbacks/flash forwards. They tend to jump back and forth in time.

Language techniques	Definition
*Metaphor	A type of image when one thing is compared to another thing to help the reader to understand an aspect of the original thing more clearly e.g. " <i>The plane was a <u>metallic little bird</u> soaring through the empty sky.</i> " In this example, the aeroplane (this is called the ' tenor ') is compared to a bird (this is called the ' vehicle ') to help the reader to understand an aspect of the aeroplane more clearly (understanding the link between the tenor and the vehicle is called the ' ground ').
*Personification	A type of image where a human quality is attached to a thing or idea e.g. " <i>The trees <u>wore</u> blankets of ice.</i> "
*Simile	A type of image that writers use to compare one thing with another, using 'like' or 'as' e.g. " <i>The snow fell like delicate confetti.</i> " TIF: begin with the simile e.g. " <i>Like the flames of a wild fire, the heat gained in intensity.</i> "
*Imagery	The use of vivid language to evoke a sensory experience or create a picture with words for a reader. Writers often use the different senses to describe something - such as seeing, hearing and touching - in order to help the reader experience what is being described.
*Symbol/ symbolism	A thing that represents or stands for something else - usually, this is an object that represents a much deeper idea, emotion or feeling e.g. the colour white can symbolise peace; a star might symbolise hope.
PATHETIC FALLACY	A type of personification where emotions are given to a setting, a natural object or the weather.
SEMANTIC FIELD	A group of words that are very similar in meaning . Semantic fields are often used by writers to keep or reinforce a certain image/ feeling/ impression in the reader's mind.

Word classes	Definition	Example
*Verb	A verb is a word or set of words that shows actions and feelings.	<i>He <u>thought</u> of an idea.</i> <i>She <u>understood</u> what a verb was.</i>
*Adverb	*An adverb is a describing word that adds more detail to a verb. They show the way or manner in which something is being done.	<i>She <u>instinctively</u> understood what a verb was.</i> <i><u>Rapidly</u>, he thought of an idea.</i>
	Adverbs can show: TIME: <i>when</i> something happens. PLACE: <i>where</i> something happens. FREQUENCY: <i>how</i> often something happens.	<i>Now, then, today, later, earlier, soon.</i> <i>Near, here, inside, somewhere.</i> <i>Usually, frequently, occasionally, rarely.</i>
*Noun	*Nouns are names, places and things.	<i>The <u>sunshine</u> was blinding.</i> <i>His <u>knowledge</u> of grammar was impressive.</i>
	* Concrete nouns are nouns that you can see, hear, taste, touch or smell (i.e. they can be experienced through the senses).	<i>Sky, medicine, thunder, chair, cake.</i>
	* Abstract nouns are ideas and concepts.	<i>Love, justice, happiness, sadness, hope.</i>
*Pronoun	Words used instead of a noun i.e. 'he', 'she', 'they', 'it'.	<i>The idea filled <u>her</u> with happiness.</i> <i>The basketball rolled until <u>it</u> hit the wall.</i>
*Adjective	An adjective is a describing word that adds more detail to a noun.	<i>His <u>impressive</u> knowledge of grammar filled him with confidence.</i> <i>The <u>blinding</u> sunlight meant that it was difficult to see.</i>
*Preposition	A preposition is a word that tells you where or when something is in relation to something else.	<i>The house was <u>on</u> a hill <u>beside</u> a tree.</i> <i>The cat lurked <u>under</u> the bed.</i>

Sentence openings	Definition	Example
*Begin with a verb	A sentence that begins with the action (<i>verb, person sentence</i>).	<i><u>Reading</u> through the book, he became engrossed in the story. <u>Crying</u>, she opened the envelope.</i>
*Begin with an adverb (of manner)	A sentence that begins with the description of the action.	<i><u>Quietly</u>, she crept away.</i> TIF: <i><u>Swiftly yet stealthily</u>, he roamed the city streets.</i>
*Begin with an emotion	A sentence that begins by describing the emotion of the subject.	<i><u>Furious</u>, he slammed the door and vowed never to return.</i> TIF: <i><u>Determined, frustrated and exhausted</u>, the runner crossed the finish line.</i>
*Begin with a preposition	A sentence that begins by stating where something is.	<i><u>On the horizon</u>, the sky darkened and a storm began to brew.</i>
BEGIN WITH AN ADVERB OF TIME, PLACE OR FREQUENCY.	A sentence that begins by stating when, where or how often something has happened.	<i><u>Now</u>, there was nothing to do but wait in terrified silence.</i> <i><u>Outside</u>, the wind whistled.</i> <i><u>Usually</u>, she was tired when she woke up in the morning, but not today.</i>

Structural techniques	Definition
*Exposition	The beginning of the text where elements of plot, character and setting are introduced.
*Rising action	The action building up to the climax. We start to learn more about the characters and relationships in the story. There will be an incident (or incidents) that create suspense, or interest, or some kind of conflict.
*Climax/ dilemma	The most intense, important point of the story where the tension has built to its highest point. For example, it might be a confrontation, or a moment where someone realises how they feel about someone/ something, or when a secret is revealed.
*Falling action	The action that happens as a result of the climax. For example, this might be where the characters guess/ speculate/ worry about what will happen to them next.
*Resolution	The end of a text where events are resolved. Loose ends are tied up and we see what the characters' lives are going to look like now that the story is over.
*Flashback	A flashback is a reference (or scene) to something that takes place before a story begins. Flashbacks interrupt the chronological order of the main story and they take the reader back in time.
*Flashforward	A flashforward is a reference (or scene) to the future (it could be an imagined idea of the future, or what actually happens in the future). It is much more direct than foreshadowing, which is where a writer tends to drop hints and clues rather than telling the future directly.
ANAPHORA	When a writer repeats a word or phrase at the beginning of successive sentences, phrases, or clauses e.g. " <u>We</u> came, <u>we</u> saw, <u>we</u> conquered."
CYCLICAL STRUCTURE	When the end of the text repeats or references an idea/ character/ setting from the opening . TIF: start and end with the same line of dialogue; mirror your first and final paragraphs.
Foreshadowing	Where the author gives the reader hints or signs about the future . It suggests what is to come through imagery, language, and/or symbolism. It does not directly give away the outcome, but rather, suggests it.
Withholding information	Where a writer conceals information in order to raise questions from the reader and therefore build both suspense and tension . This can be achieved by making the <u>reader know what</u> the character does, making the <u>reader know more</u> than the character does or making the <u>character know more</u> than the reader does.

Story types	Example
*Character flaw 	The main character has some sort of flaw which lands them into trouble. The story often ends with the character learning their lesson and changing their ways.
*Quest/ journey 	The main character goes on a quest or adventure. They usually go on this journey to complete a specific task. The character will face a series of challenges, trials or temptations which they will need to overcome to succeed and find their way back home.
*Rags to riches 	The main character feels upset or mistreated because of the situation they are in at the beginning of the story. The character overcomes their difficulties and is often transformed in some way. This transformation can include either their appearance, personality or opinions.
*Conquering the monster 	Everything is well for the main character until a threat appears. The threat is difficult to defeat, but the character eventually overcomes it using their resourcefulness or a positive character trait (e.g. honesty, courage, kindness).
*Discovery tale 	The main character finds something valuable, interesting or important. But finding this object may lead to things going wrong. The character has to overcome the problems, sometimes by discarding the valuable item in some way.
*Meeting tale 	The main character meets someone or something which leads to a dilemma. The main character might have to look after this new acquaintance or keep them a secret. Alternatively, the two characters might argue and go their separate ways. But something terrible happens to one of them. Luckily, the other character helps them, and they are usually able to overcome their differences and resolve everything.
Losing tale 	The story starts with the main character having a valuable item. The character loses the precious item and has to either search for it or face the consequences of losing it. The story may end with the valuable item being found again.
Tale of fear 	The main character is afraid of something and encounters a situation in which they have to face their fear. After some difficulty, the character is eventually able to conquer their fear.
Warning tale 	The main character is warned not to do something, but they ignore the warning and do it anyway. Something goes wrong which lands the character in trouble. The character is eventually rescued and (hopefully) learns their lesson!
Wishing tale 	The main character wants something badly but is prevented by some sort of barrier that needs to be overcome. Once this is overcome the character gets what they wished for, but sometimes their desire was not worth it after all! Variation of a wishing tale: the main character is granted a wish, but ends up wasting it.

Context			
<p>Jacobean era: the Jacobean era began when James I took over the crown in England from Elizabeth I, from 1603-25. Jacobean society was very patriarchal, and it had a strict hierarchy based upon the Great Chain of Being (a belief which ranks each living being and matter by closeness to God). Women were subordinate to men in the Great Chain of Being.</p>		<p>Attitudes to people from different cultures: although the majority of people living in England in Shakespeare's time were white, there were some black people living in London. For example, Elizabeth I had a Moorish ambassador in her court, and there were some black servants in richer households, but generally, people from other cultures were viewed as rare and exotic. The attitude of England's white population towards people from different cultures was something that we would find disgusting and abhorrent today. People from Africa (usually referred to 'Moors') were often considered to be irrational, jealous and violent. The dominant view was that black people were subordinate to white people. The idea of a black man being the protagonist – and tragic hero – of a play would have been very unusual to a Jacobean audience.</p>	
<p>The setting of Venice: Shakespeare opened his play in Venice for very deliberate reasons. At the time, Venice's reputation was as a powerful city but one in which people had very loose sexual morals. Venice was known for tolerating promiscuity (having more than one partner/ relationship) and prostitution. However, infidelity was the ultimate marital crime in Europe, and in England especially. One reason for this is that illegitimate children endangered patriarchal power – wealth, property and titles were always passed from father to son, and illegitimacy threatened this order.</p>		<p>The setting of Cyprus: Cyprus is thought to be the birthplace of Venus, Goddess of Love. It is ironic that Shakespeare chooses to set the scenes where Desdemona and Othello's love is corrupted in a place symbolic of love; this heightens the nature of the tragedy.</p>	
Characters		Important terms and concepts	
<p>Othello, the protagonist, who is an esteemed general in the Venetian army. He is also referred to by many characters as the 'Moor' (someone who is from North Africa). Although he is powerful and noble, he is also easily manipulated and overpowered by jealousy from within.</p>	<p>Desdemona, the general's new wife. She is innocent and virtuous, but she also knows her own mind. She is dignified, assertive and determined when dealing with her father and her husband.</p>	<p>Patriarchy: patriarchal society in Renaissance Europe ordered women to be obedient wives. Women were expected to be subservient in relationships and society, and they were expected to be completely faithful to their husbands. Infidelity was not tolerated.</p>	<p>Machiavellian: someone who is described as Machiavellian is sneaky, cunning, and lacks a moral compass or code. The word originally derives from the Italian philosopher Niccolò Machiavelli – he wrote a political 'guide' called 'The Prince' in the 1500s. In the book, he advised politicians and rulers that "the end justifies the means" – this means that morally wrong, unfair or corrupt methods are acceptable to use if they help to achieve a positive end result.</p>
<p>Iago, a malcontent. He is the Othello's ensign (a soldier of low rank) and he is overlooked for promotion at the start of the play. Although his motives aren't always clear, he is manipulative and poisonous with his words, and delights in the destruction of others' happiness.</p>	<p>Emilia, the long-suffering wife of Iago, is also Desdemona's handmaiden. Like her husband, she is cynical and her attitude to love often contrasts with Desdemona. Although she is loyal to Desdemona, she unwittingly aids Iago's plot.</p>		
<p>Cassio, the newly promoted but inexperienced lieutenant, is the object of Iago's resentment. He is used by Iago to stoke the fires of Othello's insecurities and jealousy.</p>	<p>Bianca, a prostitute and Venetian courtesan. She is used by Cassio but her existence is also used to exploit Othello's insecurity.</p>	<p>Cuckold: being called a cuckold (a man whose wife is unfaithful to him) was the ultimate shame for men in patriarchal Jacobean society as it was used to mock them and insult their reputation. A 17th century audience would probably sympathise with a male character's rage and sense of outrage if they thought they had been cuckolded.</p>	<p>Malcontent: the malcontent was a recognisable character type that often appeared in dramas in this period. Dissatisfied with life and everyone around them, they delight in disruption and in making the world a rotten place for all of the other characters, too. The malcontent is often an outsider observes and comments on the action – they may even admit that they are in a play to the audience, and tell the audience about what they are doing.</p>
<p>Roderigo, Iago's companion, is a jealous young nobleman in love with Desdemona. He is desperate and foolish enough to give all his money to Iago to help him win Desdemona. In fact, Iago exploits him for his own ends.</p>	<p>Brabantio, father of Desdemona, is appalled by his daughter's marriage to a 'Moor', viewing it as an act of theft or witchcraft by Othello. He views the act in racial terms and sees the marriage as a betrayal.</p>	<p>Masculinity: Masculinity manifested itself in male power over females: wives were used as a confirmation of control and status; Iago preys on Othello's fragile masculinity and pride (arguably his hamartia).</p>	

Subject terminology	Definition	Literary techniques	Definition
Dramatic irony*	This is when the audience knows more about a character's situation than the character themselves. It is often used by playwrights to create tension, or sometimes humour.	*Imagery	The use of vivid language to evoke a sensory experience or create a picture with words for a reader. Writers often use the different senses to describe something – such as seeing, hearing and touching – in order to help the reader experience what is being described.
Soliloquy*	A speech spoken by a single character in a play. The purpose is for the character to express their inner thoughts and feelings that are not intended to be heard or known by other characters in the play. During a soliloquy, the action of the play stops, as if time has paused for the audience to be “inside” the speaker’s head for a moment while they express what they are thinking and feeling.	*Metaphor	A type of image when one thing is compared to another thing to help the reader to understand an aspect of the original thing more clearly. The original thing (called the ‘ tenor ’) is compared to another thing (this is called the ‘ vehicle ’) to help the reader to understand it more clearly (understanding the link between the tenor and the vehicle is called the ‘ ground ’).
Antagonist*	The character, or a group of characters, which stands in opposition to the protagonist. They are usually an enemy/adversary/opponent .	*Motif	An object, image, symbol or idea that is repeated throughout a literary work. Motifs help to explain bigger ideas or themes.
Foil*	A character whose purpose is to emphasise or contrast with the qualities of another character.	PATHOS	A moment that makes us feel pity or sorrow . Dramatists will use pathos to make the audience feel sorry for a character.
Monologue*	A long speech by one character in a play. It is different to a soliloquy because it is intended that other characters can hear them.	*Personification	A type of image where a human quality is attached to a thing or idea.
Tragedy*	A genre of play that focuses on human suffering and the downfall of the protagonist.	*Simile	A type of image that writers use to compare one thing with another, using ‘like’ or ‘as’ .
FATAL FLAW	A flaw which causes an otherwise noble or exceptional character to bring about their own downfall and, often, their eventual death. Examples of this could include jealousy, misplaced trust, excessive curiosity, pride and lack of self-control.	*Symbol/ symbolism	A thing that represents or stands for something else – usually, this is an object that represents a much deeper idea, emotion or feeling. A symbol might occur only once to signify a particular emotion or idea. It becomes a motif if it is repeated at various points in a text. Therefore, a symbol could be described as a ‘ <i>mini-motif</i> ’!
JACOBEAN TRAGEDY	Jacobean plays tended to be explore the extremes of human nature , such as humanity’s selfishness and the nature of evil. Jacobean plays were particularly violent, cynical, pessimistic, and often dealt with the theme of society’s moral corruption . The darker, disruptive and immoral side of humanity was often portrayed on the stage.	*Oxymoron	A phrase combining two or more contradictory terms e.g. deafening silence, blinding darkness.
TRAGIC HERO	A seemingly noble character whose flaws, imperfections and actions lead to their downfall .	*SEMANTIC FIELD	A group of words that are very similar in meaning . Semantic fields are often used by writers to keep or reinforce a certain image/ feeling/ impression in the reader’s mind.
		Exclamatory	A sentence that expresses a heightened emotion . They end with an exclamation mark.
		Imperative	A sentence that is a command . They start with a verb.

Themes

Jealousy: jealousy causes most of the conflict in the play. Shakespeare suggests that jealousy arises from insecurity. Shakespeare suggests that jealousy is also caused by deception and manipulation. Jealousy causes even the most noble and self-disciplined of characters to behave irrationally and destructively.	Prejudice: Shakespeare suggests that racial prejudice runs throughout Venetian society (despite Othello’s status as beloved and respected general at the start, he is condemned when he marries Brabantio’s daughter). Prejudice is also rooted in ignorance, hatred and fear. Shakespeare suggests that racial prejudice is insidious and damaging.
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Deception (appearance vs. reality): characters deceive themselves and others, and this causes suffering and pain. For example, Iago cruelly deceives others for his own ambitions; Othello is deceived by others and he falls from grace. Shakespeare also suggests that everyone is capable of deception. Shakespeare suggests that deception can be the result of reckless cruelty and ‘motiveless malignity’.	Manhood and honour: Shakespeare suggests that masculinity is rooted in power, status and sexual confidence. Shakespeare suggests that manhood is linked to status and reputation, and when this is threatened, insecurities begin to fester. Most male characters are obsessed with reputation and are terrified at the thought of falling from grace.
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Womanhood and sexuality: Shakespeare explores how women were expected to be loyal and subservient to men, and he explores what happens when this is disrupted. Shakespeare suggests that women fall into two contrasting ‘categories’: the virtuous and loyal (represented by Desdemona) and the promiscuous and morally corrupt (represented to an extent by Bianca). Women are viewed as property, of worth to their fathers and their husbands. Women are also subject to the male gaze (they are, at various points in the play, elevated and worshipped, viewed as promiscuous, perceived as threatening feared, hated and punished). However, women also symbolise tenderness, loyalty and intelligence.	Love: Shakespeare suggests that love can overcome racial prejudice, society’s barriers and hierarchy. Shakespeare suggests that love is intense and powerful, but also fragile. Shakespeare suggests that love can be manipulated, and that even the deepest trust can be unravelled.
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***What you already know**

Key Concepts

Two of these will definitely come up as 2-mark questions.

Beliefs:

Mool Mantra: Opening words of the GGS, describes the nature of God. For many it is the essence of Sikhism.
Mukti: release of the atma from samsara, union with God.

Sangat: Sikh community
Sewa: Selfless service to humanity and to God.

Practices:

Amrit Sanskar: ceremony when joining the Khalsa, first done by Gobind Singh.
Vaisakhi: Celebration of the formation of the Khalsa, harvest festival and seen as Sikh new year.
Gurpurbs: celebration of the birth or death of a Sikh Guru.
Gurdwara: 'Door way to the Guru' Sikh place of worship.

Vocabulary

Samsara cycle of birth and rebirth.
Atma/atman eternal part of a human contains the divine spark.
Maya illusion of reality. Tricks us into valuing the wrong things, like money etc.
Haumai ego, needs to be overcome to achieve Mukti
Daswandh donating to the community.
Hukam Gods will
Mughals rulers of the S Asia wanted to stop Sikhism and promote Islam. Lead to Sikhs becoming a warrior tradition.



The Gurus



There were 10 human Guru's, each one developed the Sikh faith in unique ways. All important **sources of authority** for Sikhs.

Guru Nanak: Founder, taught about **equality**. Had an experience with God in a river and came back 3 days to begin his teaching.

Amar Das: Made **langar** compulsory, appointed **women preachers**, banned **Sati** (Hindu tradition of women throwing themselves on their husband's funeral pyre/fire).

Guru Arjan: Compiled first draft of the Guru Granth Sahib the Adi Granth, built the Golden Temple, first Sikh martyr killed for refusing to stop spreading the message of Guru Nanak.

Guru Hargobind: Imprisoned for political reasons, refused to leave the prison until the 52 Hindu princes could leave with him, this is remembered at Diwali.

Guru Tegh Bahadur: Second Sikh martyr, killed for refusing to convert to Islam.

Guru Gobind Rai/Singh: Son of Tegh Bahadur, become Guru aged 9. Created the Khalsa and the Khalsa army at Vaisakhi. Developed clear Sikh identity, 5k's, turban, was the last human guru and said that the final and eternal Guru would be the Guru Granth Sahib

Guru Granth Sahib: Eternal Living Guru, sacred text, treated with the utmost respect, remains the Sikh guru to this day.

Seva/Sewa (selfless service)

Seva is central to the Sikh way of life. It is based on the idea of equality and that serving others is good for society and good for the soul. It is putting others first, being humble not egotistical.
Man: Mental seva e.g. teaching children about the Gurus.
Tan: Physical seva e.g. working in the Langar.
Dhan: Giving seva e.g. daswandh or donating food for Langar.

'You shall find peace doing seva' GGS

Quotes/evidence/
Sources of authority

Sangat Sikh (Sikh community, especially in front of the Guru Granth Sahib)

Idea started by Guru Nanak when he invited people of **all castes** and, men and women to sit and worship/eat with him. This was unheard of then due to the caste system and different ideas about the role of women. Anyone can join but there are different groups that make up the sangat. **The Khalsa/Amritdhari** or baptised Sikhs who have taken **Amrit (Amrit Sanskar)**. **The Nihangs** these were a very highly trained group within the Khalsa army, in the days of Sikh persecution would defend Sikh shrines and whilst often outnumbered would win great victories. Today they are known for their displays of Gatka (Sikh Martial art) at festivals. Guru Nanak believed in keeping the 'company of the holy' that it would help **spiritual edification** (improve their faith). **Anyone** else can join the sangat just by attending the **gurdwara**. In sangat they can listen to **Kathas** (Sikh history/teaching) sing **Kirtan**, **meditate**, do **seva**, have **langar**, teach children. Show equality to others, *'renounce your ego in sadh sangat'*

Good Karma

Bad Karma

Good Karma

Bad Karma

Bad Karma

Bad Karma

Bad Karma

Bad Karma

The Nature of God

Best described in the **Mool Mantra**, first passage of the Guru Granth Sahib, begins with **Ik Onkar- The is ONE creator God**. The Mool Mantra is one of the most important passages and many Sikhs will recite this daily.

It also describes God as;

Truth (Satnam)

Fearless (Nirhau)

Without hate (Nirvair)

Eternal (Akaal Moorat)

Beyond the cycle of birth and rebirth (**Ajoooni**)

Self existent was not created

Can be known by **Gods Grace (Gur Prasad)** If people worship and pray, God will bless them and become known to them.

Other religions are different paths to one God

Quotes/evidence/
Sources of authority

Ultimate purpose in Sikh's life: Mukti/Union with Waheguru (God)

Being gurmukh (God-centred)

Following the **Three Foundations**

- o **Naam Japna:** (Meditating on God's name) Prayer and worship.
- o **Kirat Karna:** working hard and being honest.
- o **Vand Chakna:** sharing and giving to others.

Some may become **Amritdhari**, wear 5k's follow the

Reyhat Maryada (Sikh code of conduct)

Overcoming **haumai** (ego) being humble.

Seeing through the veil of **maya** (valuing right things)

Developing the **Virtues;**

- o **Truth/Truthful living**
- o **Compassion (kindness) and patience**
- o **Contentment** (Not wanting more)
- o **Humility and self-control**
- o **Love**
- o **Wisdom/courage**

'The gurmukhs do not die...Gurmukhs are absorbed into the True Lord.' GGS



The Oneness of Humanity (equality)

- All contain divine spark of God/Waheguru
- Created by God, all will return to God.
- All sit at the same level in the Gurdwara.
- Guru Nanak rejected caste differences all worship and eat together.
- Guru Amar Das raise status of women, banned Sati, face veils and appointed women preachers.
- Golden Temple has 4 entrances, all welcome.
- Guru Gobind Singh set up Khalsa, all can join, all take names Singh (Lion) /Kaur(Princess)
- Langar for all, vegetarian.
- Mai Bhago Kaur lead men to victory in battle and become Guru Gobind Singh's personal bodyguard.
- Sangat welcomes all, all faiths seen as valuable routes to God.

'Recognise the whole human race as one' Guru Gobind Singh

'From her kings are born' Guru Nanak

'No Hindu no Muslim' Guru Nanak

Quotes/evidence/
Sources of authority

Being manmukh (self-centred)

- o Being self-centred, serving your own ego/haumai.
- o Giving in to **maya**, chasing money and wealth to feed you ego.
- o Giving in to the **Five Evil Passions/Five Thieves**
 - o **Anger**
 - o **Greed**
 - o **Worldly Attachment** (due to maya)
 - o **Pride** (False egotistical pride)
 - o **Lust** (sexual desire, sex is only for within a marriage)

'The self-willed manmukh is lured by another man's wife'
'The self-willed manmukh wanders forever in reincarnation'
'Pride in maya is poison' GGS

Quotes/evidence/
Sources of authority

The afterlife

Every living thing has an **atma**, containing a **divine spark**, this is trapped in a constant cycle of reincarnation (**Samsara**). Each life is linked by the **karmic debt** carried over from the previous life. Each atma has lived many lives. As humans we are able to choose to break free, to work to achieve **mukti** where our soul (atma) can re-join with God forever.

Quotes/evidence/
Sources of authority

Vocabulary

Ragis: Punjabi musicians that accompany kirtan.

Kirtan: devotional singing.

Granthi: One who reads the Guru Granth Sahib and runs the gurdwara. Can be a man or a woman, sometimes they are trained in the Punjab, sometimes paid, sometimes they live in the Gurdwara.

Khanda Sikh symbol, featuring two kirpans and a central khanda double edged sword that the symbol is named after.

Kathas Teaching about Sikhism and Sikh history in the Gurdwara.

Gatka Traditional Sikh martial art often performed during special celebrations. The Nihangs are well known for their displays.

Daily worship at home

Most Sikhs do not have a copy of the Guru Granth Sahib in their home but many have a prayer book known as a **gutka**, which is treated with great respect by being clothed in a romalla (special cloth) when not in use.

Sikhs bath in the morning to symbolise God being all around them and to separate the sleep from their meditation.

They meditate on God's name by repeating the **Japji Sahib** and the **Swayyas** in the morning. They may also use a prayer beads known as a mala; they will repeat 'Waheguru' as they pass the beads through their fingers. In the evening the **Rahiras**, is recited at dusk and another prayer the **Sohila** at bedtime.

Gurdwara: 'Door Way to the Guru'

Features

Nishan Sahib, orange flag featuring the Sikh Khanda, serves as a welcome to all.

Often **four entrance** doors to show that everyone is welcome. Main prayer hall is called the **divan hall**. The **sach khand** is the room where the **Guru Granth Sahib** is placed overnight. The **langar**, free kitchen anyone is welcome.

Guru Granth Sahib is placed on a raised platform (**Takht**/throne) to show its importance. It is higher than the **sangat**

Role

Run by the **sangat** as part of seva. A **granthi** is appointed to oversee the running of the Gurdwara. Gurdwaras are used to support and serve the sangat and the local community.

E.g **Social centre** for the local community to meet and host events and groups, such as youth clubs. In the **UK** they may have **legal advice**, in the **Punjab** they may have **health clinics** or **accommodation** for visitors/pilgrims. They may teach **Punjabi** or have lessons by **ragis** in traditional Punjabi music for **kirtan**.

Festivals

Diwali

Diwali is important for Sikhs for several reasons: it allows Sikhs to remember the bravery of Guru Hargobind, who was imprisoned with 52 Hindu princes for political reasons and the martyrdom of **Bhai Mani Singh**, who was the granthi at the Harmander Sahib (Golden Temple).

It is celebrated with Akhand Path, processions of the Guru Granth Sahib, fireworks, special langar, cleaned houses and special clothes being worn.

Vaisakhi

Vaisakhi is the Sikh harvest festival. It shows gratitude and thanks for the harvest of food and crops that year. It became significant following the actions of Guru Gobind Singh and the formation of the Khalsa in AD1699. During Vaisakhi, many Sikhs remember solemn occasions from the past when other Sikhs were persecuted.

It is celebrated with Akhand Path, Nishan Sahib is replaced and the flag pole cleaned, There are sporting competitions and demonstrations of Sikh martial arts (Gatka) traditional Punjabi music and bhangra dancing. It is sometimes seen as the birthday of Sikhism and as a new year celebration.

Gurpurbs

Gurpurbs are festivals that celebrate the anniversary of births or deaths of Gurus. There are many celebrations throughout the year. However, the four gurpurbs that are celebrated the most widely are: **the birthday of Guru Nanak** (November) **the birthday of Guru Gobind Singh** (December/January) **the martyrdom of Guru Arjan** (June) **the martyrdom of Guru Tegh Bahadur** (November/December). They are celebrated with Akand Path, langar, **Kathas** about the Guru being remembered and sometimes street processions. In the **Punjab** they will be celebrated on the actual day, in the **UK** they are often marked on the closest Sunday.

Ceremonies

Amrit Sanskar/Taking Amrit (Joining the Khalsa)

- Follows the example of Guru Gobind Singh and the original 5 Khalsa members (Panj Piare- the five beloved ones)
- 5 Khalsa Sikhs will represent the Panj Piare
- The person being initiated will wear the 5K's
- Readings from the GGS.
- Sugar and water are stirred with a Khanda making amrit.
- Sprinkled on eyes and hair of the initiate.
- Promise to follow the Sikh Code of Conduct (Rehat Maryada) includes, not drinking, wearing the 5k's, not cutting hair etc.
- All take same name, Kaur (Princess) for a women, Singh (Lion) for a man to show equality.

Naam Karan (baby naming ceremony)

- Takes place in a Gurdwara.
- Family often take a donation or offering, rumalla are common (special cloth to cover the GGS)
- Mool Mantra is said.
- Granth opens GGS at random and the babies name is chosen using the first letter of the first word on the page.
- Baby is given a spoon of Amrit (water and sugar)
- Karah parshad (special spiritual food) is shared.

Akhand Path

The **Akand Path** is the non-stop continuous reading of the **Guru Granth Sahib** from beginning to end. This reading is completed over 48 hours by many people. It lasts through the day and night until it is completed. There are many reasons to complete the Akand Path, including to honour important **festivals** or occasions such as **marriage**. The Akand Path is one way for Sikhs to perform seva.

The Golden Temple

Many Sikhs make a pilgrimage to the Harmander Sahib. 'Harmander' means 'the temple of God' and 'Sahib' is a sign of respect. This is the most famous place of worship for Sikhs.

The temple has doors on each side, to show equality, all welcome. Inside the temple is the original Adi Granth – the first version of the Guru Granth Sahib, which was compiled by Guru Arjan. A continuous reading of the Guru Granth Sahib is performed at the Golden Temple each day. The temple's langar serves around 50,000 people every day.

Amritsar

Amritsar is a city in the Punjab. It is the centre of Sikhism and is where the Harmander Sahib, also called the Golden Temple, can be found. Amritsar was founded by Guru Ram Das in AD1577. He ordered a sacred pool or lake to be dug. This is called the Amrita Saras ('Pool of Nectar') and it is from this pool that the city gets its name.

The Harmander Sahib was built in the centre of the lake and completed in AD1604 by Guru Arjan.

Pilgrimage

A pilgrimage is a journey that has religious or spiritual significance, usually to an important religious place. Pilgrimage is not compulsory for Sikhs, and some Sikhs choose not to visit religious sites. Some Sikhs believe that the money spent on pilgrimage could be used as part of Vand Chhakna or sewa to help others.

However, for some Sikhs, going on a pilgrimage is important. When they go on a pilgrimage, Sikhs often visit important sites in India and the Punjab, where it is believed that Sikhism began.

Year 9 French Half Term 3: Ma Vie Sociale



VOCABULARY

- What do you do on social media?
- Giving your opinion on somebody
- Arranging to go out
- Describing a date/day out
- Describing s music festival

GRAMMAR

- Present tense of regular verbs
- Adjectival agreement
- Direct object pronouns
- Perfect tense
- Near future tense

Questions to answer:

- Qu'est-ce que tu fais sur Facebook/Instagram?
- Qu'est-ce que tu penses de...?
- C'était comment le festival?

Studio Grammaire

In the present tense, regular **-er** verbs take the following endings:

passer (to spend time)

je passe *nous passons*

tu passes *vous passez*

il/elle/on passe *ils/elles passent*

Studio Grammaire

Most adjectives have different masculine, feminine and plural forms. The two most common patterns are:

singular		plural	
masculine	feminine	masculine	feminine
<i>charmant</i>	<i>charmante</i>	<i>charmants</i>	<i>charmantes</i>
<i>généreux</i>	<i>généreuse</i>	<i>généreux</i>	<i>généreuses</i>

Adjectives that end in **-e** in the masculine singular don't add another **-e**:

Il est drôle. *Elle est drôle.*

Ils sont drôles. *Elles sont drôles.*

Studio Grammaire

Page 26

A direct object pronoun replaces a noun which is the object of the sentence. In French, direct object pronouns go **in front of the verb**.

Comment tu trouves Frank?

*Je **le** trouve gentil.*

Comment tu trouves Emma?

*Je **la** trouve jolie.*

Comment tu trouves Thomas et Julie?

*Je **les** trouve pénibles.*

Studio Grammaire

To say what you are going to do, you can use the near future tense. This is formed by using the correct part of the verb *aller* (to go), plus the infinitive of another verb.

je vais *aller*

tu vas *faire*

il/elle/on va *jouer*

nous allons *manger*

vous allez *voir*

ils/elles vont *sortir*

How will I be assessed?

Regular vocab tests

90-150 word written piece

End of unit assessment – speaking and writing

Sur Facebook • On Facebook

Je vais sur ma page perso.	<i>I go onto my home page.</i>
Je lis mes messages.	<i>I read my messages.</i>
Je poste des messages.	<i>I post messages.</i>
Je modifie mes préférences.	<i>I update my likes.</i>
J'invite mes copains.	<i>I invite my friends.</i>
Je fais des quiz.	<i>I do quizzes.</i>
Je joue à des jeux.	<i>I play games.</i>
Je regarde des photos.	<i>I look at photos.</i>
Je commente des photos.	<i>I comment on photos./ I leave comments on photos.</i>
Je passe des heures ...	<i>I spend hours ...</i>
On organise des sorties.	<i>We arrange to go out.</i>
On partage des photos.	<i>We share photos.</i>
On s'envoie ...	<i>We send each other ...</i>
des liens vers des vidéos	<i>video links</i>

Les adjectifs • Adjectives

arrogant(e)	<i>arrogant</i>
beau/belle	<i>good-looking/beautiful</i>
charmant(e)	<i>charming</i>
drôle	<i>funny</i>
égoïste	<i>selfish</i>
généreux/généreuse	<i>generous</i>
gentil(le)	<i>kind</i>
jaloux/jalouse	<i>jealous</i>
joli(e)	<i>pretty</i>
lunatique	<i>moody</i>
pénible	<i>a pain</i>
timide	<i>shy</i>

Les invitations • Invitations

Je vais/On va ...	<i>I'm/We're going to ...</i>
aller au cinéma/en ville	<i>go to the cinema/into town</i>
aller à la patinoire/à une fête	<i>go to the skating rink/to a party</i>
faire les magasins	<i>go shopping</i>
faire un piquenique	<i>have a picnic</i>
Tu viens avec moi/nous?	<i>Are you coming with me/us?</i>
Tu veux m'/nous accompagner?	<i>Do you want to come with me/us?</i>
Ça t'intéresse?	<i>Are you interested?</i>
On se retrouve où/à quelle heure?	<i>Where/When shall we meet?</i>
chez moi/toi	<i>at my/your place</i>
Il y a une séance à ...	<i>There's a showing at ...</i>
À plus.	<i>See you later.</i>
À demain/samedi.	<i>See you tomorrow/on Saturday.</i>

Les réactions • Reactions

Oui, merci. Je veux bien.	<i>Yes, please. I'd like to.</i>
D'accord, si tu veux.	<i>OK, if you like.</i>
Génial! Bonne idée!	<i>Great! Good idea!</i>
Pourquoi pas?	<i>Why not?</i>
Je n'ai pas trop envie.	<i>I don't really want to.</i>
Tu rigoles!	<i>You're joking!</i>
C'est vraiment nul!	<i>That's really rubbish!</i>
J'ai horreur de ça!	<i>I hate that!</i>

Quand? • When?

ce matin/soir	<i>this morning/evening</i>
cet après-midi	<i>this afternoon</i>
demain matin	<i>tomorrow morning</i>
samedi après-midi	<i>Saturday afternoon</i>
dimanche soir	<i>Sunday evening</i>
hier	<i>yesterday</i>
samedi dernier	<i>last Saturday</i>
le weekend dernier	<i>last weekend</i>
l'année dernière	<i>last year</i>

Les sorties • Going out

Je suis sorti(e) avec ...	<i>I went out with ...</i>
Je suis/On est allé(e)(s) ... au cinéma/à une fête/en ville	<i>I/We went ... to the cinema/to a party/into town</i>
J'ai/On a ... bavardé	<i>I/We ... chatted</i>
bu du coca	<i>drank cola</i>
fait les magasins	<i>went shopping</i>
fait une promenade	<i>went for a walk</i>
joué au bowling	<i>went bowling</i>
mangé un hamburger	<i>ate a burger</i>
regardé un DVD	<i>watched a DVD</i>
bien rigolé	<i>had a real laugh</i>
On a dansé ensemble.	<i>We danced together.</i>
Je suis resté(e) à la maison.	<i>I stayed at home.</i>

Ça s'est passé • How did it go? comment?

C'était ...	<i>It was ...</i>
cool/génial	<i>cool/great</i>
intéressant/marrant	<i>interesting/funny</i>
romantique/sympa	<i>romantic/nice</i>
affreux/bizarre	<i>terrible/weird</i>
ennuyeux/horrible	<i>boring/horrible</i>
nul/un désastre	<i>rubbish/a disaster</i>

Les mots essentiels • High-frequency words

très	<i>very</i>
assez	<i>quite</i>
un peu	<i>a bit</i>
trop	<i>too</i>
carrément	<i>completely</i>
vraiment	<i>really</i>
avec	<i>with</i>
normalement	<i>normally</i>
en général	<i>mostly</i>
d'habitude	<i>usually</i>
tout/toute/tous/toutes	<i>all/every</i>
de temps en temps	<i>from time to time</i>
quelquefois	<i>sometimes</i>
souvent	<i>often</i>
tous les jours	<i>every day</i>
tous les weekends	<i>every weekend</i>
tout le temps	<i>all the time</i>
une fois/deux fois ...	<i>once/twice ...</i>
... par jour/semaine/mois	<i>... a day/week/month</i>

**Stratégie 1****Learning new vocabulary**

Sometimes you can recognise a French word or even remember how to spell it, but forget what it means. One way of remembering words that just won't stick is to put them into English sentences and repeat them to yourself.

For example, to remember the French words for 'summer' and 'winter', you could say 'The weather's always a lot nicer *en été* than *en hiver*.' Or to remember the word for 'often', you could say 'I'm *souvent* forgetting to hand my homework in on time.' See how many more you can come up with. The funnier the better!

1. CHARACTERISTICS OF COLD ENVIRONMENTS?

Cold Environments include polar, tundra and alpine regions. They are located at 60°N and S of the Equator (high latitudes) and in mountainous areas (high altitudes).

POLAR DESERTS

- Polar regions have very short cool summers and long, very cold winters.
- The amount of precipitation is usually low and often falls as snow.
- Temperatures never get as high as 10°C.
- Places close to the North and South Pole can have 24 hours of daylight in summer and 24 hours of darkness in winter.
- Due to the cold air temperatures, there is very little evaporation which means there is very little precipitation.
- Strong winds blow and they can cause blizzards and reduce the temperatures further.

REASONS FOR THE CLIMATE

- **Latitude** – this affects the intensity of sun rays. At the poles, they are spread over a larger surface so are not as intense.
- **Reflection**- The **albedo effect** is when the sun's rays are reflected back into the atmosphere. Surfaces with snow and ice reflect more heat.
- **Altitude**- Some areas of Antarctica are above 3000m. The higher you are, the colder it is.
- **Ocean Currents** - The cold seas which surround Antarctica do not allow warm water to reach the continent.
- **Size of Antarctica** - Oceans store heat so they often create milder temperatures and increased rainfall. However, as Antarctica is such a large land mass, only the very edges may get precipitation.

2. ANIMAL ADAPTATIONS

Adelie Penguin:

- A small body and very dense, thick feathers to keep in heat.
- Wings and flippers are short to swim fast.
- A spiky tongue so slippery fish can't escape.
- Their colouring: black and white – makes it harder to see in the sea and helps with warming while on land.

Weddell Seal:

- Smooth, streamlined body to for swimming.
- A thick layer of blubber to keep heat in.
- Weddell Seals have large eyes to see under the water and ice while hunting.
- They can swim very large distances under water and dive for over an hour up to depths of 600m.

Antarctic Krill:

- They can cope for long periods of starvation (up to 200 days) by using their muscle as a reserve, the krill shrink in the process.
- They have very fine filtering net or "basket" of 6-8 pairs of limbs that catch phytoplankton down to 1 micrometre (a millionth of a metre).

3. ECOSYSTEMS

- **Ecosystem:** A system in which organisms interact with each other and with their environment.
- **Consumers:** Consumers feed on other living things (e.g. krill).
- **Producer:** Plants which convert sunlight into energy through photosynthesis.(e.g. phytoplankton).
- **Food Web:** A system of interlocking food chains.

4. ANTARCTICA'S CLIMATE

Climate Change is the long-term alteration of temperature and typical weather patterns in a place.

NATURAL CAUSES

- **Orbital Changes** – The way the earth moves round the sun changes. E.g. the path of the earth's orbit switches from a perfect circle to an oval.
- **Volcanic Ash** - Volcanic material ejected can reflect sunlight away, reducing global temperatures temporarily.
- **Solar Activity** – Dark spots on the Sun are called Sun spots. They increase the amount of energy Earth receives from the Sun.

HUMAN CAUSES

- **Burning Fossil fuels** – release carbon dioxide with accounts for 50% of greenhouse gases.
- **Agriculture** – accounts for around 20% of greenhouse gases due to methane production from cows. Larger populations and growing demand for meat and rice increase contribution of methane.
- **Deforestation** – logging and clearing land for agriculture increases carbon dioxide in the atmosphere and reduces ability for plants to absorb carbon through photosynthesis

5. EVIDENCE OF CLIMATE CHANGE

- **Ice Cores** – Ice sheets are made up of layers of ice. By analysing the gases trapped in the layers of ice, scientists can tell what the temperature was each year.
- **Tree Rings**- Tree rings usually grow wider in warm, wet years and they are thinner in years when it is cold and dry. If the tree has experienced stressful conditions, such as a drought, the tree might hardly grow at all in those years.
- **Temperature Records** – Since 1850 the global temperatures have been measured accurately using thermometers.
- **Scientific Research** – Sampling CO₂ in the air, ocean temperatures and currents, rainfall records as well as satellite imaging are used to investigate climate change.

6. CONSEQUENCES OF CLIMATE CHANGE

- Warmer temperatures will lead to the melting of ice on land, leading to sea level rise. This will flood low lying countries such as the Maldives.
- Sea ice is shrinking, leading to the loss of polar habitats.
- Ocean temperatures are increasing in tropical areas, leading to changing rainfall patterns, extreme flooding and more extreme tropical storms.
- Increasing heatwaves and wildfires will lead to destruction of forests, habitats and loss of life.
- Changing precipitation patterns will lead to problems with water availability.

7. OPPORTUNITIES IN ANTARCTICA

- **Tourism**- Over 36,000 tourists visited Antarctica in 2014 to observe its wildlife and experience its beautiful wilderness.
- **Scientists**- between 4-5,000 people from over 14 nations live in scientific bases on Antarctica in the summer (the number falling to around 1,000 over winter). Scientists study weather patterns, geology, and past climatic changes.
- **Mineral Extraction**- reserves of high-value minerals such as gold, silver, iron ore and copper can all be found in polar environments. Countries are looking to Antarctica as a possible location for new oil supplies, and one of the largest coalfields in the world can be found under the ice cover of this continent.
- **Fishing**- the polar oceans are increasingly attractive for commercial fishing. Massive amounts of krill are harvested from the waters around Antarctica.

8. CHALLENGES IN ANTARCTICA

- **Extreme Climate** - Temperatures can fall below -30°C , making it dangerous to work outside. Working outside becomes difficult when having to wear several layers of clothing.
- **Development** (transport/buildings)- Often built raised above the ground so wind and snow blow underneath instead of burying them. Massive insulated doors form a seal around them when closed to prevent the wind, snow and cold air getting in.
- **Resource Extraction**- Antarctica has many resources. As no single country owns Antarctica, access to these resources could cause conflict. Minerals, such as copper and gold, fossil fuels and fish stocks are all valuable resources that could be exploited however, coal, oil, gas- offshore are all banned from being exploited by the Treaty.

9. THREATS TO ANTARCTICA

- **Climate change** resulting in a warming of the sea and loss of sea ice and land-based ice. Some estimates suggest that sea levels have risen by around 3 mm per year since the 1990s.
- **Over fishing**, both legal and illegal. Fishing for krill could be particularly significant as these are at the bottom of many Antarctic food chains. There are already illegal fishing boats that ignore current regulations.
- **Extinction of animals**. Others have been killed incidentally or disturbed, soils have been contaminated, untreated sewage has been discharged into the sea and rubbish that will not decompose or break down for hundreds of years has been left behind in even the remotest parts.

These threats will increase due to:

- Antarctica becoming more accessible due to wealth.
- Industrialisation and economic development will increase the need for resources.
- Population development/growth will also increase the need for resources from fragile environments (especially if fossil fuels become scarce elsewhere)

10. MANAGING ANTARCTICA

Nobody owns Antarctica. It has no government or permanent population.

The **International Antarctic Treaty** was established in 1959 and signed by 12 countries. More than 50 countries have now signed it. The treaty is an agreement to put aside any territorial claims on the continent. It also establishes rules that nations must follow. Some of these rules are below:

1. Antarctica must be used for peaceful purposes only. All military activities are banned.
2. There can be no nuclear explosions within Antarctica. The disposal of radioactive waste is also banned.
3. Scientists from any country can carry out research, but any plans and findings must be freely shared.

NGO: a non-governmental organisation, is often a non-profit charity whose purpose is to address issues.

KEY TERM	DEFINITION
Hostile	Very unfavourable to life or growth
Fragile	Easily destroyed or threatened
Characteristics	A feature or quality belonging typically to a person, place, or thing and serving to identify them
Treaty	A formally concluded and approved agreement between countries.

Knowledge organiser – What led to British decolonisation in India and Kenya?

The impact of WWI and WWII on Britain

1. In 1901 the British Empire ruled over 450 million people and covered about one quarter of the world's land area. However, in the years after the Second World War the majority of the countries controlled by the British Empire gained independence.
2. The First World War (1914-18) put Britain into debt because it had to borrow money, mainly from the USA. The war also disrupted British trade and Britain lost many of its traditional trading partners.
3. The Second World War (1939-45) then bankrupted Britain. After WWII Britain borrowed even more money from the USA to recover.
4. After 1945 Britain was replaced as the world's **superpower** by the USA and USSR.

The Indian independence struggle 1915-19

1. Gandhi joined the **Indian National Congress** in 1915 and was committed to using non-violent methods to gain independence for India.
2. Gandhi supported the British during WWI by encouraging Indians to join the army to fight for Britain in Europe.
3. After WWI the British made some minor changes in India and allowed 5 million educated Indians to vote. This was around 2% of the Indian population.
4. Most Indians felt that the changes did not go far enough and there were a number of demonstrations against British rule. In Amritsar in 1919 the British ordered the army to open fire on a group of peaceful protesters. In total 379 people were killed and the event is known as the Amritsar massacre, or the Jallianwala Bagh massacre.

The Indian independence struggle 1919-47

1. Following the Amritsar massacre, Gandhi encouraged non-cooperation with the British and told Indians to produce their own cloth rather than buy British-made fabrics.
2. In 1930 Gandhi led the Salt March as a protest against unfair British taxes. This led to a wave of **civil disobedience** across India which saw over 100,000 people arrested.
3. Gandhi's protests increased pressure from other countries on Britain to end the empire. They also made it more expensive to control India and cost Britain a huge amount of trade.
4. After 1945 the new Labour government in Britain agreed to Indian independence. In 1947 India was given its independence but **partitioned** into India, Pakistan and Bangladesh.

British colonialism in Africa and Kenya

1. Between 1880 and 1900, over 80% of Africa was taken over by just seven European nations.
2. Having large **colonies** in Africa was a way for European countries to demonstrate their power and influence. They could also take valuable materials from their **colonies**.
3. British involvement in Kenya began during the 1890s when they built a railway from Uganda to the African east coast at the city of Mombasa.
4. The British took control of the most fertile land in Kenya and grew tea and coffee. Kenyans were forced off the best land and onto **reserves**.
5. Kenya was a British **colony** until 1963.

Factors leading to Kenyan independence, 1945 – 63

1. **New ideas** - When India gained independence from Britain in 1947, many other **colonies** started to demand their freedom too. People in Kenya realised that it was possible to break free of British rule after India achieved independence.
2. **Economic reasons** – the cost of WWI and WWII had bankrupted Britain. This severely weakened Britain and it no longer had the wealth to hold onto its **colonies** in Africa.
3. **Protests** – From 1950 a violent Kenyan **nationalist** group known as the **Mau Mau** began to gain widespread, although not total support, amongst Kenyans. The **Mau Mau** organised attacks on British owned farms and white British settlers.
4. **Pressure from other countries** – During the 1950s other European nations gave independence to their **colonies** in Africa which put pressure on Britain to do the same. The USA also disapproved of the British Empire and put pressure on Britain to leave Kenya.
5. **Changing views in Britain** – By 1960 Harold Macmillan, the British Prime Minister, was keen to allow Kenya to become independent due to the cost of fighting the **Mau Mau** movement. American pressure also contributed towards changing British views.
6. **Leaders** – Jomo Kenyatta was imprisoned by the British for seven years. This drew criticism from other countries. He also played an important role in negotiating Kenya's independence with the British government. Kenya gained independence in 1963.

Key term

Definition

Key term	Definition
Civil disobedience	Refusing to follow the laws or demands of the government without resorting to violence.
Colony	A place where a group of people from another country come to settle and control. A country within an empire.
Decolonisation	When a colony becomes free and independent.
Detention camp	A place where large numbers of people are kept under armed guard.
Indian National Congress	A group in India who fought for independence from Britain from 1885 to 1947. It still exists as a political party in India today.
Mau Mau movement	An armed group who used violence to resist British rule in Kenya.
Nationalism	Loyalty to a certain country and a belief that it is better than other nations. In places that are controlled by another country nationalism is often expressed through a desire to be independent.
Non-cooperation	Refusal to do what is asked by the government.
Partition	To divide into separate parts or areas.
Reserves	Areas of land on which Kenyan people were forced to live so that the best land could be taken by the British.
Superpower	A nation that is one of the most powerful countries in the world.
Viceroy	The person chosen to rule India by the British.

Knowledge Organisation: How and why did the Holocaust happen?

(a) What was the Holocaust?	(b) Prejudice before WWII	(c) Problems in Germany after 1918	(d) The development of the Nazis
<p>1. The Holocaust was a genocide of European Jews carried out during the Second World War.</p> <p>2. During the Holocaust the Nazis and their collaborators murdered approximately 6 million Jews.</p> <p>3. Before the Second World War there were around 9.5 million Jews in Europe – there was no single Jewish identity and European Jewish life was diverse.</p> <p>4. Western and Central European Jews tended to live in cities, whereas in Eastern Europe many Jews lived in Shtetls.</p> <p>5. Jewish people made an enormous contribution to European business, science, sport and education before WWII.</p>	<p>1. Hostility towards Jews can be traced back over 2000 years. When the Romans conquered the city of Jerusalem in 63 BC they punished the Jews there for refusing to follow Roman religious beliefs.</p> <p>2. In 130 AD Jews were forced out of ancient Israel by the Romans and from there they moved to Europe, North Africa and Arabia.</p> <p>3. In Medieval Europe Jews were blamed for problems such as the Black Death. They were often forced to live in ghettos.</p> <p>4. In 1870 Wilhelm Marr introduced the idea of anti-Semitism which claimed that Jews were a different ‘race’ and dangerous to Europeans.</p>	<p>1. Just before the end of WWI Kaiser Wilhelm II was replaced by a new leadership called the Weimar government.</p> <p>2. The Weimar government signed the Treaty of Versailles in June 1919. This finally ended WWI but Germany had to accept harsh punishments including having to pay £6.6 billion for all the damage during WWI.</p> <p>3. Two groups tried to overthrow the Weimar government. The Spartacists were communists who attempted a rebellion in January 1919. The Kapp Putsch was a rebellion by supporters of Kaiser Wilhelm II in March 1920.</p> <p>4. During 1923 prices in Germany rose incredibly quickly – this was known as hyperinflation.</p>	<p>1. Adolf Hitler joined the German Workers Party in September 1919. BY 1921 he had become the party’s leader and renamed it the National Socialist German Workers Party (Nazis for short).</p> <p>2. In November 1923, during the hyperinflation crisis, Hitler tried to take over Germany with the Munich Putsch. This failed and Hitler was imprisoned for 9 months.</p> <p>3. Whilst in prison Hitler wrote a book called <i>Mein Kampf</i> and decided that he would get into power by convincing people to vote for him.</p> <p>4. In the 1928 election only 2.8% of Germans voted Nazi. However by 1932 the Nazis were the most popular party in Germany.</p>

(e) Reasons for the growing Nazi support after 1929	(f) Jewish persecution 1933 - 1939	(g) Jewish persecution 1939 – 41.	(h) Jewish persecution 1942 – 1945.
<p>1. In 1929 Germany again began to experience problems – the ‘Great Depression’ led to 6 million Germans becoming unemployed by 1932. Many people turned against the Weimar government.</p> <p>2. The Nazis had popular ideas such as ending the Treaty of Versailles, providing jobs and offering strong leadership.</p> <p>3. Hitler was a powerful speaker and he addressed huge audiences at meetings known as rallies.</p> <p>4. After 1929 the Nazis used newspapers, radio broadcasts and posters to spread their message.</p> <p>5. Many Germans believed that the Nazis were the only party strong enough to stop the Communists.</p>	<p>1. In 1932 the Nazis won 37% of the vote. In January 1933 Hitler was made Chancellor of Germany.</p> <p>2. Between 1933 and 1938 a series of anti-Semitic laws were passed which persecuted Germany’s Jews. These included Jewish people not being allowed to marry non-Jews (September 1935), Jewish people being banned from owning businesses (November 1938) and Jewish children being forced to go to separate schools (November 1938).</p> <p>3. In November 1938 following a speech by Josef Goebbels Jews across Germany were attacked in an event known as ‘Kristallnacht’. During the violence Jewish shops and homes were destroyed and over 100 Jews were killed.</p>	<p>1. After WWII began in September 1939, Nazi Germany quickly conquered much of Europe. This brought millions of Jews under Nazi control.</p> <p>2. In Nazi occupied Poland the country’s 2 million Jews were forced into ghettos. Ghettos were then created in all Nazi controlled countries. Conditions in these ghettos were appalling and thousands died from starvation and disease.</p> <p>3. Between 1939 and 1941 the Nazis were planning forced emigration of Europe’s Jews to Madagascar.</p> <p>4. In 1941 Nazi Germany invaded the Soviet Union. Here the Einsatzgruppen carried out mass shootings. By the end of 1941 around 1.5 million Jews had died in the ‘Holocaust by bullets’.</p>	<p>1. Following the Wannsee Conference the Holocaust was carried out in death camps across Europe. The first death camp was in the Polish town of Chelmno.</p> <p>2. A network of death camps murdered millions of Jews. The most infamous death camp was Auschwitz- Birkenau where approximately 1.1 million people were murdered.</p> <p>3. From mid-1944 the death camps were liberated by soldiers from the Soviet Union, Great Britain and the United States of America.</p> <p>4. Following the liberation of the camps the Nuremburg trials were held to punish those responsible for the Holocaust. However historian Mary Fulbrook estimates that 99% of those involved were never punished.</p>

Key Term	Definition
Anti-Semitism	Discrimination against or prejudice or hostility towards Jewish people.
Collaborator	People, organisations or governments that helped the Nazis to persecute and/or murder Jews.
Concentration camp	Places where large numbers of people were kept as prisoners under armed guard.
Death camp	Killing centres built by the Nazis in Central and Eastern Europe. These were often close to or part of concentration camps.
Einsatzgruppen	Groups that followed the regular German army and carried out mass shootings of Jews.
Ghetto	Areas in towns or cities where Jews were separated by force from other people.
Hyperinflation	When prices increase incredibly quickly and money loses its value.
Nazi	The shortened name of the German National Socialist Party who ruled Germany between 1933 and 1945.
Shtetl	Towns or villages with a largely Jewish population.
Treaty of Versailles	An agreement that Germany was forced to sign in June 1919 to finally end the First World War.
Weimar government	The name given to the government of Germany between November 1918 and January 1933. This was because the government was based in the town of Weimar.
Yiddish	A form of German spoken by Jewish people in Central and Eastern Europe.

MATHS 9A 9D 9F		SPARX Code(s)	KO Pages	Vocabulary	
Year Group Movie - THE IMITATION GAME					
SPRING 1					
Wk 1	Fractions & Percentages	Equivalent Fractions and Expressing Numbers as Fractions of Other Numbers, Fractions of Amounts	U439	4	proportion
		Adding & Subtracting Fractions including Mixed Numbers	U793	4	currency
Multiplying & Dividing Fractions including Mixed Numbers		U224	4	change	
Convert between Fractions, Decimals and Percentages		U439 U888	5	profit	
Wk 2		Terminating and Recurring Decimals to Fractions	U550	6	loss
		Percentage of a Quantity, with and without a calculator	U349 U554	33	ratio
Wk 3		Percentage Increase/Decrease (using Multipliers)	U773	33	like terms
		Finding the Percentage Change (including Expressing as a Percentage)	U773	33	dimension
		Reverse Percentages	U286	33	heptagon
	Compound Interest & Depreciation	U332 U988	34	kilo-	
END OF UNIT FEEDBACK					
Wk 4	Angles	Review basics of angle rules	U655	36	
		Angles in Triangles & Quadrilaterals	U732	36	
Angles on Parallel Lines		U655	36		
Wk 5		Multi-Step Angle Problems	U655		
		Angles in Polygons	U427	37	
		Interior/Exterior Angles of Regular Polygons	U427	37	
Wk 6	Ass Week	Revision			
		ASSESSMENT			
		ASSESSMENT FEEDBACK			
		RE-TEACH LESSON			
Wk 7	Area	Area of Rectangles, Triangles, Trapeziums and Parallelograms	U945 U424 U265	41	
		Convert Between Metric Units of Area	U388	35	
		Area and Perimeter of Compound Shapes	U970	41	
END OF UNIT FEEDBACK					
FEBRUARY HALF TERM					

MATHS 9E 9C 9T		SPARX Code(s)	KO Pages	Vocabulary	
<u>Year Group Movie - THE IMITATION GAME</u>					
SPRING 1					
Retrieval Starter					
Wk 1	Fractions & Percentages	Convert between mixed number and improper fractions	U692	7	proportion
		Add and Subtract Fractions & Mixed Numbers	U736	8	currency
		Multiply and Divide Fractions & Mixed Numbers	U475 U544	7	change
		Convert between fractions/decimals/percentages (inc ordering)	U888	8	profit
Wk 2		Find a Percentage of an Amount without a Calculator	U553	32	loss
		Find a Percentage of an Amount with a Calculator	U349	32	ratio
Wk 3		Percentage Increase/Decrease		32	like terms
		Finding a Percentage Change	U671 U773	33	dimension
		Real Life Percentages (VAT, Profit/Loss, Income Tax)		33	heptagon
END OF UNIT FEEDBACK				kilo-	
Wk 4	Ratio & Proportion	Simplify Ratios	U687	28	
		Writing Ratios as Fractions/Percentages	U176		
		Divide a Quantity into a Ratio (including 3 parts)	U577	28	
Wk 5		Map Scales	U257	33-34	
		Exchange Rates	U610		
Problem Solving Questions					
Wk 6	Ass Week	Revision			
		ASSESSMENT			
		ASSESSMENT FEEDBACK			
		RE-TEACH LESSON			
Wk 7	Ratio & Proportion	Solve Recipe Problems		29	
		Word Problems involving simple direct and inverse proportion	U721	28	
		Direct & Inverse Proportion (inc Graph Form)	U238		
		END OF UNIT FEEDBACK			
FEBRUARY HALF TERM					

MUSIC: Genres of Latin Music

Bachata



Origins

Bachata music is a genre of Latin music that originated in the Dominican Republic.

Bachata music is typified by a slow, sensual beat, romantic or bittersweet lyrics, and instrumentation anchored by either acoustic or electric guitar.

Instrumentation

A bachata band features five core instruments: lead guitar, rhythm guitar, bass guitar, bongos, and güira (a metal percussion instrument that's scraped with a brush).

Mariachi



Origins

Mariachi music is a genre of Mexican music noted for its ensemble groups of exuberant performers dressed in matching attire.

Instrumentation

Instruments include a high-pitched, five-string guitar called a vihuela, a bass guitar called the guitarrón, violins, and trumpets.

Reggaetón



Origins

Reggaeton blends Jamaican music influences of reggae and dancehall with those of Latin America, as well as that of hip hop. The music is also combined with rapping (generally) in Spanish

Instrumentation

Instruments such as the congas, güiros, bongos, cuatro (Spanish guitar), bass, synths, and pianos are used to create the sound of

Flamenco



Origins

Flamenco is an art form comprising of songs, dances, and instrumental music associated with southern Spain.

Instrumentation

In Flamenco there is usually an acoustic (classical) guitar, a cajon, castanets, palmas (hand clapping) and expressive vocals.

Year 9 Spanish: Half Term 3 La Comida

VOCABULARY

- Items of food and drink
- Describing your breakfast, lunch and dinner
- Frequency phrases
- Buying food in a market (including higher numbers)
- Describing a past meal

GRAMMAR

- Present tense of regular verbs
- Tu and usted forms of address
- Revising indefinite articles (un/una/unos/unas)
- Recap of preterite tense of key regular verbs

Present tense Regular verbs	-AR	-ER	-IR
	HABLAR	COMER	VIVIR
Yo	Hablo	como	vivo
Tú	Hablas	comes	vives
él / ella / usted	Habla	come	vive
Nosotros / nosotras	hablamos	comemos	vivimos
vosotros / vosotras	Habláis	coméis	vivís
ellos / ellas / ustedes	Hablan	comen	viven

	VERBOS -AR	VERBOS -ER	VERBOS -IR
	HABLAR	COMER	VIVIR
yo	hablé	comí	viví
tú	hablaste	comiste	viviste
él / ella	habló	comió	vivió
usted	habló	comió	vivió
nosotros / as	hablamos	comimos	vivimos
vosotros / as	hablasteis	comisteis	vivisteis
ellos / ellas	hablaron	comieron	vivieron
ustedes	hablaron	comieron	vivieron

Los Artículos

	Masculino Singular	Masculino Plural	Feminino Singular	Feminino Plural
Definidos	el	los	la	las
Indefinidos	un	unos	una	unas

ARTICULO	INGLES	ESPAÑOL
INDEFINIDO	A	UN / UNA
	AN	UNOS / UNAS
DEFINIDO	THE	EL / LA
		LOS / LAS

Knowing When to Use the Spanish Tú and Usted
 Spanish speakers use *tú* (*too*) and *usted* (*oos-tehd*), which both mean “you,” to convey the formality of a relationship. *Tú* is less formal than *usted*.
 You use *tú* when you’re talking to someone of the same age, or someone who is a close friend or family member.
Usted signifies a more respectful way of talking to someone, such as a new acquaintance or an older person.

Culture Lessons:
 Food and mealtimes in Spain
 Football – FC Barcelona vs Real Madrid – the rivalry
 Flamenco – Spain’s national dance

Questions to answer:

- ¿Qué desayunas/comes/cenas normalmente?
- ¿Qué quieres en el mercado?
- ¿Fuiste al restaurant recientemente?
- ¿Qué comiste/bebiste ayer?

How will I be assessed?

- Regular vocab tests
- Departmental standardised writing task – 90/150 words
- End of unit assessment – reading and listening + culture question

Las comidas

¿Qué desayunas?

¿Qué comes?

¿Qué meriendas?

¿Qué cenas?

Desayuno ...

Como ...

Meriando ...

Ceno ...

carne con verduras

cereales

fruta

galletas

magdalenas

pasta

patatas fritas

pescado con ensalada

pizza

pollo

tostadas

un bocadillo

¿Qué bebes?

Bebo ...

Coca Cola

té

zumo de naranja

No meriando.

No desayuno nada.

Nunca como.

¿A qué hora
desayunas/cenas?

Desayuno a las ocho.

Como a mediodía.

Ceno después de las
nueve.siempre
generalmente**Meals***What do you eat for
breakfast?**What do you eat for
lunch?**What do you eat for tea?**What do you eat for
supper/dinner?**For breakfast I eat ...**For lunch I eat ...**For tea I eat ...**For supper/dinner I eat ...**meat with vegetables**cereal**fruit**biscuits**fairy cakes**pasta**chips**fish with salad**pizza**chicken**toast**a sandwich**What do you drink?**I drink ...**Coca Cola (drinking
chocolate)**tea**orange juice**I don't have tea.**I don't have anything
for breakfast.**I never have lunch.**At what time do you
have breakfast/
dinner?**I have breakfast at
eight o'clock.**I have lunch at midday.**I have dinner after nine
o'clock.**always
usually*normalmente
a veces
de vez en cuando
todo el tiempo**Los números**

cien

ciento diez

doscientos

trescientos

cuatrocientos

quinientos

seiscientos

setecientos

ochocientos

novecientos

mil

En el mercado

¿Qué quieres?

un kilo de ...

dos kilos de ...

medio kilo de ...

quinientos gramos de ...

jamón

manzanas

peras

queso

tomates

uvas

zanahorias

un cartón de leche

un chorizo

una barra de pan

una botella de agua

una lechuga

¿Algo más?

Sí, quiero

por favor

Nada más, gracias.

¿Cuánto cuesta?

Un euro.

Dos euros y veinte
céntimos.

Ochenta céntimos.

normally
sometimes
from time to time
all the time**Numbers**

100

110

200

300

400

500

600

700

800

900

1000

At the market*What would you like?**a kilo of ...**two kilos of ...**half a kilo of ...**500 grams of ...**ham**apples**pears**cheese**tomatoes**grapes**carrots**a carton of milk**a chorizo (spicy
Spanish sausage)**a baguette/loaf of bread**a bottle of water**a lettuce**Anything else?**Yes, I'd like**please**Nothing else, thanks.**How much is it?**One euro.**€2.20.**Eighty cents.***En el restaurante**

¿Qué vas/va a tomar?

De primer plato ...

De segundo plato ...

De postre ...

quiero ...

fruta

pescado

pollo

un flan

un helado (de chocolate)

una ensalada

una paella (de mariscos)

una sopa

unas gambas

¿Para beber?

(Quiero) ..., por favor.

agua

una Coca-Cola

una limonada

Tengo hambre.

No tengo hambre.

Tengo sed.

La cuenta, por favor.

Una cena especial

El fin de semana

pasado ...

salí con ...

Fui a ...

un restaurante español

un restaurante muy caro

Comí una ensalada.

Mi compañero/a

comió gambas.

Compartimos una paella.

Bebimos agua.

Hablamos de fútbol/

música.

¡Fue genial!

At the restaurant*What are you (familiar/
polite) going to have?**As a starter ...**As a main course ...**As a dessert ...**I'd like ...**fruit**fish**chicken**a crème caramel**a (chocolate) ice-cream**a salad**a (seafood) paella**a soup**some prawns**And to drink?**(I want/I'd like) ...,
please.**water**a Coca-Cola**a lemonade**I'm hungry.**I'm not hungry.**I'm thirsty.**The bill, please.***A special dinner***Last weekend ...**I went out with ...**I went to ...**a Spanish restaurant**a very expensive**restaurant**I ate a salad.**My companion ate**prawns.**We shared a paella.**We drank water.**We talked about**football/music.**It was brilliant!***¿Qué comiste ...?**

anteayer

ayer

el fin de semana pasado

esta mañana

cené ...

comí ...

desayuné ...

merendé ...

hice ...

fui ...

vi ...

Palabras muy útiles

normalmente

de

nada

nunca

algo

mucho/a/os/as

**What did you
eat ...?***the day before yesterday**yesterday**last weekend**this morning**I had ... for dinner**I ate .../I had ... for
lunch**I had ... for breakfast**I had ... for tea**I did ...**I went ...**I saw ...***Very useful words***normally**of, about**nothing**never**anything, something**a lot of***Estrategia****Finding the right word**

Be careful not to choose the wrong Spanish word when you use a dictionary. For example, someone wanted to say *I drink tea* and ended up with **Bebo merienda**. Why is this wrong?

Here are ways of avoiding this kind of mistake:

- 1 Make sure you look up the correct spelling of the English word (e.g. *meal/meet, pear/pair*).
- 2 Look for dictionary abbreviations (*vt, nm, nf*, etc. – see page 41). If it's a noun you want, don't choose a verb (e.g. *a drink/to drink*).
- 3 Look at any example sentences given.
- 4 Double-check the Spanish word in the Spanish-English half of the dictionary.

Find the correct Spanish translations of these foods in a dictionary (they all have double meanings or more than one spelling!):

- jam
- roll
- bean
- sweet
- cake
- chop