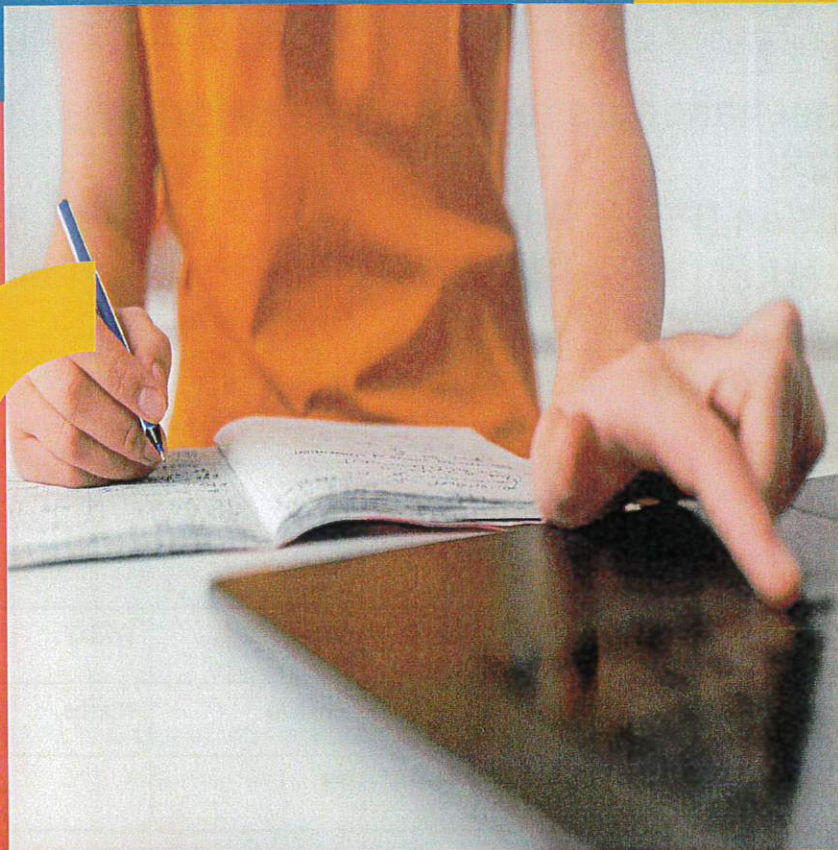




SMITHILLS SCHOOL  
SUCCESS FOR ALL

# HOMEWORK BOOKLET



Year 9  
Spring Term 2

[www.smithillsschool.net](http://www.smithillsschool.net)



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### Homework Timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
Green	English	Maths	Science	English	Maths
	Geography	History	Spanish/ Urdu French	RE	
	Music	Dance	PE	Food	
	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader
Orange	Science	English	Maths	Science	English
	Geography	History	Spanish/ Urdu French	RE	
	Art	Drama	Des Tech	Computing	
	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader

## Student Guide to Logging In

- 1 Go to **sparxmaths.com**
- 2 Select **Student Login**
- 3 Carefully select your school from the list
- 4 Select **New Sparx user**
- 5 Enter your:
  - First Name
  - Last Name
  - Date of Birth

6 Click **Submit**

7 You will be prompted to set your own password. The password must be at least 6 characters long and you will need to remember it

8 Confirm your username and password, then click **Check your details**

9 You can now log in to Sparx using your username and password

10 If a password is lost, you can select the option to request a new password from your teacher

Use your Sparx login

Username:

Password:  [Show](#)

[Forgotten Sparx login details?](#)

[New Sparx user?](#)

Fill in your details below to create your account

Your first name:

Your last name:

Your date of birth:

Now set a password, make sure you choose one that you will remember

Choose your password  [Show](#)

Your password needs to:

- ✔ Be 6 or more characters

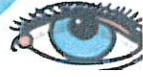
Let's check you have remembered your log in details

Enter your username:

Enter your password:  [Show](#)

## Instructions on how to complete your homework:

1. Write the subject and date in your homework exercise book.
2. If you have been given tasks to complete, please do this in your exercise book. If you have been asked to recall information from a knowledge organiser, please use the steps below.



- Look at box/es that your teacher has assigned to you. Repeatedly read the information until you are confident you can remember it. You might find saying them out loud helps you.



- Cover each box so that you cannot see the text.



- Next, in your homework exercise book, write down everything you can remember from each box.



- Uncover the box and check your answers, correct any you got wrong or missed.
- Repeat this one more time as you should be able to remember more from each box on the second round.

3. Rule a line under the homework you have completed.

4. Repeat the process for your next subject/s.

5. Use the QR link below if you would prefer a visual reminder of how to complete this.



Big picture: Do we treat creation correctly?		Year 9 – RE – Autumn Term 2 – Do we treat Creation correctly?	
<p>What are you to do with your own ideas? Underline 1.1. What are you to do with your own ideas? Underline 1.1. What are you to do with your own ideas? Underline 1.1.</p>	<p>Outline of the address 1.1</p>	<p>1. Key Concepts</p>	<p>Checklist and Student Response to Issues in the text</p>
<p>1.1. SMH</p>	<p>1. Key Concepts</p>	<p>2. Vocabulary</p>	<p>3. Assessment Criteria</p>
<p>4. Key DOWA (Deeds of Wisdom and Authority)</p>	<p>5. Key Figures</p>	<p>6. Assessment Criteria</p>	<p>7. Assessment Criteria</p>
<p>8. Key Figures</p>	<p>9. Assessment Criteria</p>	<p>10. Assessment Criteria</p>	<p>11. Assessment Criteria</p>

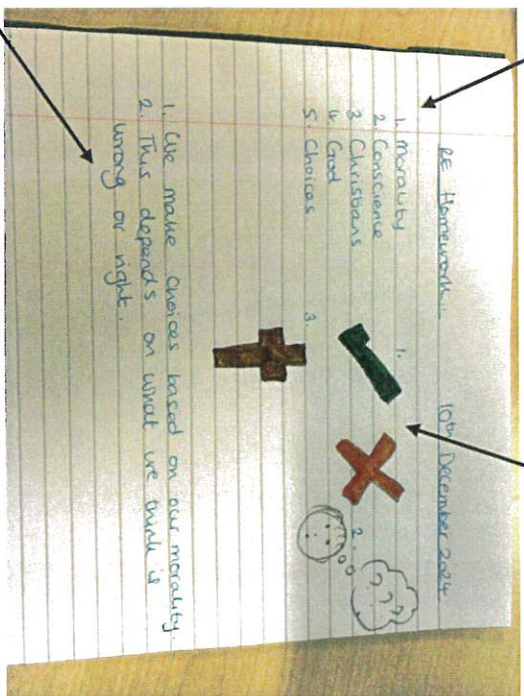
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<p>4. Key DOWA (Deeds of Wisdom and Authority)</p>	<p>5. Key Figures</p>	<p>6. Assessment Criteria</p>	<p>7. Assessment Criteria</p>
<p>8. Key Figures</p>	<p>9. Assessment Criteria</p>	<p>10. Assessment Criteria</p>	<p>11. Assessment Criteria</p>

**New homework strategy: The Gist**

Look at your knowledge organiser and read through the content of one box.

Once you feel confident that you know the content, in your pink homework exercise books, summarise the text into the following:

1. 5 keywords.
2. 3 images.
3. 2 sentences.



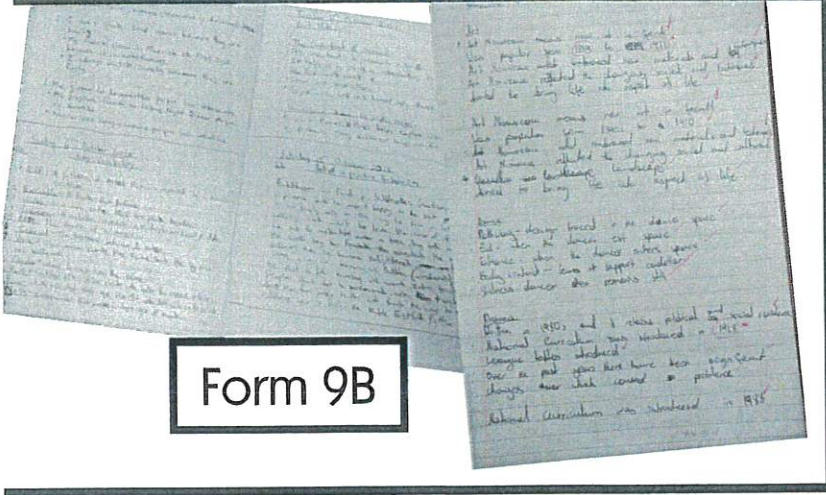
**Example:**

5 key words

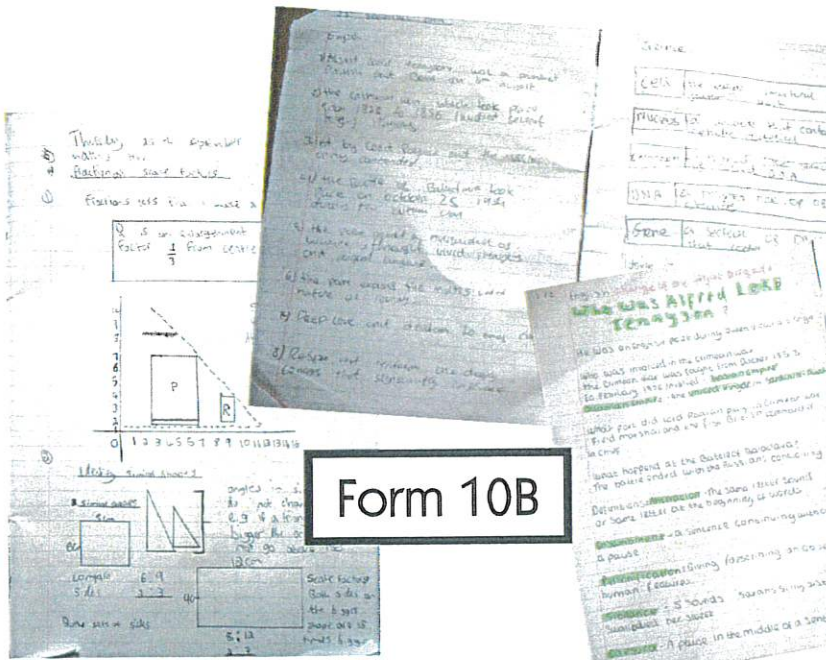
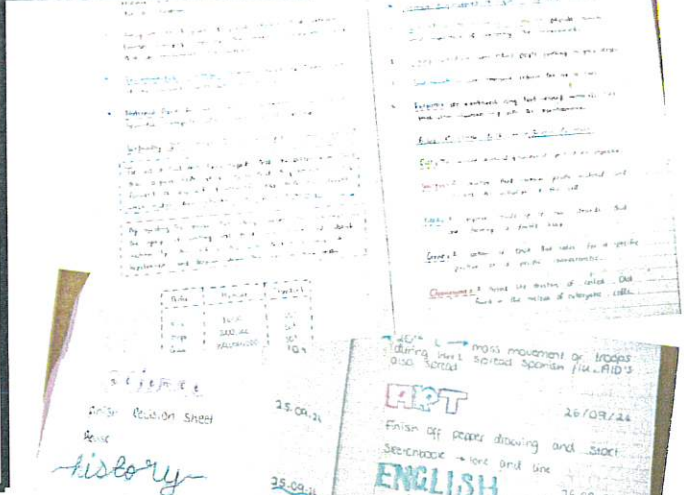
3 images

2 sentences

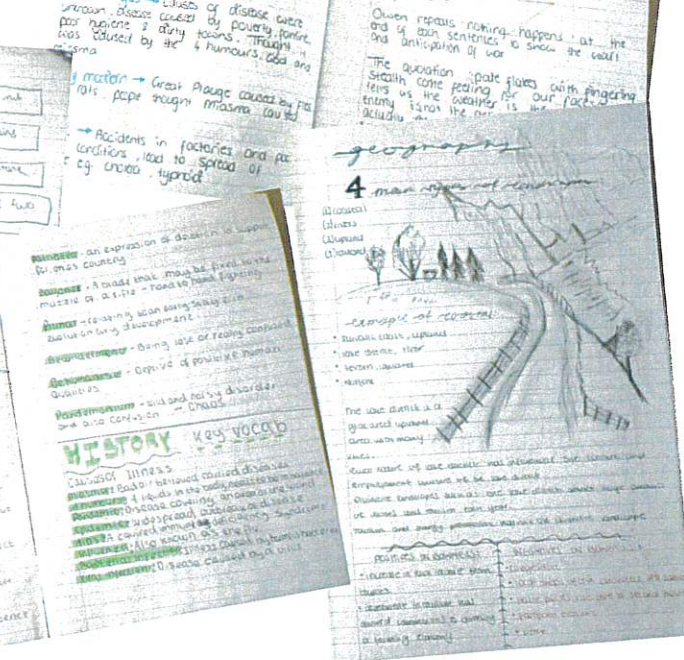
# Examples of what your homework books should look like...



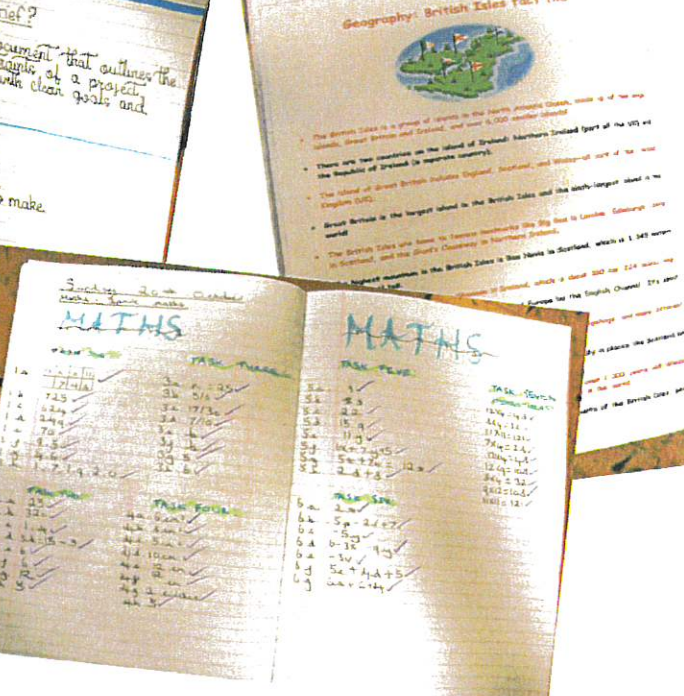
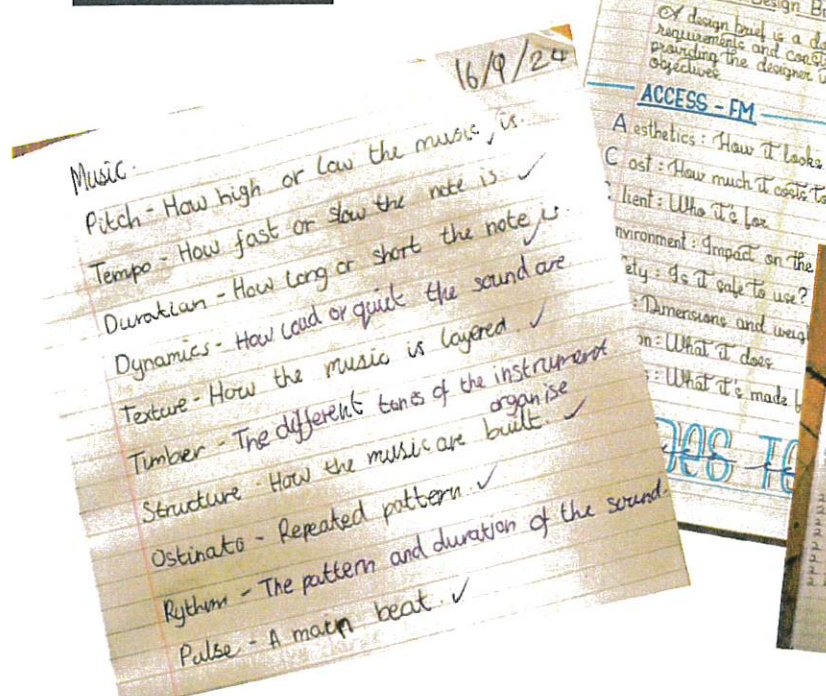
Form 9B



Form 10B



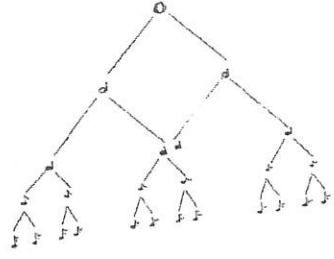
Form 7H



Thursday 10<sup>th</sup> October 2024  
 Muslims view death as a transition from one state of being to another. They believe they follow the law in the afterlife. So, if you follow the law in the Quran and live a good life you will be rewarded in the afterlife. In the death you will be separated from the ugliness in this world.

Friday 11<sup>th</sup> October 2024  
 Shakespeare's work collected and printed in various editions in the century following his death, and by the early eighteenth century his reputation as the greatest poet ever to write in English was well established. The unexpected admiration gained by his work led to a fierce curiosity about Shakespeare's life, but the death of biographical information has left many details of Shakespeare's life, but the death of biographical information left many details of Shakespeare's personal history shrouded in history. Some scholars have concluded from this lack and from Shakespeare's personal history has concluded from this lack and from Shakespeare's modest education that his plays were actually written by someone else. Francis and the Earl of Oxford and the two most popular of candidates.

Friday 29 September 2024  
 Key Concept - Basic note values  
 Minoreve = 4 beats  
 Min = 2 beats  
 Crotchet = 1 beat  
 Quaver = 1/2 beat  
 Semiquaver = 1/4 beat



- Melody
- Articulation
- Dynamics
- Texture
- Structure
- Harmony
- Increments

## Form 8F

27<sup>th</sup> September 2024

## SPARX MATHS:

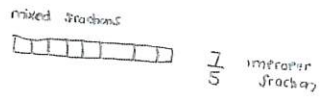
- 1a)  $\frac{1}{2} + \frac{1}{5} = \frac{7}{10}$   
 $\frac{5}{10} + \frac{2}{10} = \frac{7}{10}$
- 1b)  $\frac{9}{11} - \frac{9}{14} = \frac{27}{154}$
- 1c)  $\frac{1}{7} + \frac{1}{5} + \frac{1}{2} = \frac{59}{70}$
- 2a)  $4(c+2) = 28$   
 What does c equal? 5
- 2b)  $3(2m+5) = 9$   
 What does m equal? 4
- 2c)  $2(5+3x) = 28$   
 What does x equal? 3
- 2d)  $2a = 5(2a-3)$   
 What does a equal? 7
- 2e)  $6 = 2(3+2p)$   
 what does p equal? F = -5
- 3a) 22 out of 40 plants, equals 55%
- 3b) Number of matches won = 7  
 Number of matches drawn = 6  
 Number of matches lost = 7  
 Matches won = 35%

Drawing on the writings of authors and poets, sunarars and spiritual leaders. These things can help us find meaning and purpose in our lives.  
 Philosophy: the study of life and existence and a sea of theories, ideas and beliefs.

## WE ALL NEED inspiration AND guidance

This quote from paragraph 1, tells us how we need 'inspiration and guidance'.  
 We need inspiration to receive motivation, release our creativity and to achieve a great well-being.  
 However, we also need guidance to choose the appropriate decisions, how to become successful in life and improve ourselves.  
 - Mrs. Goldie  
 SL - 8d/rel

$\frac{1}{4}$  is represented in all images



Add / Subtract unit fraction  
 $1\frac{1}{2} + 1\frac{1}{2} = 1\frac{1}{2}$

Add and Subtract Fractions  
 $\frac{2}{7} + \frac{3}{7} = \frac{5}{7}$

Add and Subtract from integers  
 $1 - \frac{2}{6} = \frac{4}{6}$

$3\frac{1}{6} - \frac{2}{6} = 3\frac{1}{6}$

## Form 11G

Symbol equation - Uses symbols to show reaction (reactants -> products)  
 $2Mg + O_2 \rightarrow 2MgO$   
 Shows the number of atoms/molecules in the reaction. Mass must be balanced.  
 Monday 21<sup>st</sup> October 2024

### English

King James I  
 - Macbeth written between 1603-1606 -> assassination of James VI of Scotland / James I of England  
 - Survived an assassination attempt.  
 - Conspired him by making Banquo a hero in the play.

### Science

Year	Diagram	Arrangement	Description
1808		They solid spheres that could not be divided.	Before discovery of electron John Dalton said solid sphere made up of different elements.
1897		A ball of positive charge with negative electrons embedded in it.	Thompson's experiment showed that an atom must contain negatively charged.
1909		Positively charged nucleus at centre, surrounded electrons.	Ernest Rutherford alpha particle scattering experiment showed that the mass was concentrated at the centre of the atom.
1913		Electrons orbit the nucleus at specific shells.	Niels Bohr proposed that electrons orbit the nucleus in specific shells supported by experimental observations.

**Cells** - smallest unit of structure and function of an organism.  
 Chloroplast, vacuole, cell wall, nucleus, cytoplasm, cell membrane, cell wall, cell wall, cell wall.

**Specialised cells:**  
 Epithelial - a group of cells with nucleus.  
 Red blood cells - transport oxygen.  
 White blood cells - fight against infection.  
 Nerve cells - carry messages.  
 Muscle cells - contract to move things.  
 Root hair cells - absorb water and minerals.  
 Palate cells - taste food.  
 Sperm cells - male reproductive cells.  
 Egg cells - female reproductive cells.  
 Root cap cells - protect the root tip.  
 Guard cells - control the opening of stomata.  
 Xylem vessels - transport water and minerals.  
 Phloem sieve tubes - transport food.  
 Root nodules - fix nitrogen.  
 Root hairs - increase surface area for absorption.  
 Root cap - protects the root tip.  
 Root meristem - cells that divide to form new cells.  
 Root apical meristem - cells at the tip of the root that divide to form new cells.  
 Root cap cells - cells that protect the root tip.  
 Root cap cells - cells that protect the root tip.  
 Root cap cells - cells that protect the root tip.

**Keywords:**  
 Chloroplast, vacuole, cell wall, nucleus, cytoplasm, cell membrane, cell wall, cell wall, cell wall.

**DNA:** Deoxyribonucleic acid  
**Gene:** DNA segment coding for a protein

**Method:** Microscopy - method  
 Microscope - to observe cells  
 Sectioning - to see internal structure

**1.10.2024**

**Method:**  
 $2 \times 10^6 + 10^6 = 3 \times 10^6$   
 $2 \times \frac{1}{2} - \frac{1}{2} = \frac{1}{2}$   
 $2 + \frac{1}{2} = 2\frac{1}{2}$   
 $\frac{2}{3} + \frac{1}{3} = \frac{3}{3} = 1$   
 $\frac{1}{2} + \frac{1}{2} = 1$   
 $\frac{1}{3} + \frac{2}{3} = \frac{3}{3} = 1$   
 $\frac{1}{4} + \frac{3}{4} = \frac{4}{4} = 1$   
 $\frac{1}{5} + \frac{4}{5} = \frac{5}{5} = 1$   
 $\frac{1}{6} + \frac{5}{6} = \frac{6}{6} = 1$   
 $\frac{1}{7} + \frac{6}{7} = \frac{7}{7} = 1$   
 $\frac{1}{8} + \frac{7}{8} = \frac{8}{8} = 1$   
 $\frac{1}{9} + \frac{8}{9} = \frac{9}{9} = 1$   
 $\frac{1}{10} + \frac{9}{10} = \frac{10}{10} = 1$

**2. Surface area of a cube = 6s<sup>2</sup>  
 Volume of a cube = s<sup>3</sup>  
 2s<sup>2</sup> = 25  
 s = 5**

**3.  $2^3 = 8$   
 $3^3 = 27$   
 $4^3 = 64$   
 $5^3 = 125$   
 $6^3 = 216$   
 $7^3 = 343$   
 $8^3 = 512$   
 $9^3 = 729$   
 $10^3 = 1000$**

**Overview**  
Photography is the art and practice of creating durable images by recording light or other electromagnetic radiation. It captures moments in time and allows us to express emotions, ideas, and narratives through visuals. The evolution of photography has led to various styles and movements, one of which is Surrealism.

**Key Stylistic Elements in Photography:**

- **Documentary:** Capturing real-life events and conditions.
- **Portrait:** Focusing on individuals and their expressions.
- **Landscape:** Capturing vast environments and the beauty of nature.
- **Still Life:** Arranging inanimate objects to create artistic compositions.

**Surrealist photographers**

Surrealism in photography aims to channel the unconscious mind and challenge reality. Notable photographers include:

1. **Man Ray**
  - Known for photograms and manipulating photographic processes to create surreal images.
2. **Salvador Dalí**
  - While mostly known as a painter, he used photography for his surreal and dream-like imagery.
3. **André Breton**
  - One of the founders of Surrealism; although he focused on literature, his influence on photographic techniques is undeniable.
4. **Lee Miller**
  - Utilised photography to explore the absurd, combining sensuality and surrealistic elements.

**Interesting Facts**

- **First Photograph:** The first permanent photograph was taken by Joseph Nicéphore Niépce in 1826, known as the "View from the Window at Le Gras."
- **The Role of Surrealism:** Surrealism blossomed in the 1920s, and it sought to unlock the imagination of the unconscious.
- **Digital Revolution:** The move from film to digital photography has fundamentally changed how we capture and process images.
- **Paparazzi Photography:** The term 'paparazzi' originated from Federico Fellini's film "La Dolce Vita," representing photographers who capture candid shots of celebrities.
- **Snapshot Culture:** With smartphones, millions engage in photography daily, documenting life and experiences like never before.

**Photoshop basics**

Photoshop is an essential tool in modern photography. Students should understand:

1. **Basic Editing Functions**
  - **Cropping:** Removing unwanted parts of an image to enhance composition.
  - **Adjustment Layers:** Non-destructive editing (brightness, contrast, saturation).
  - **Healing Brush:** Repairing imperfections in an image.
2. **Layering**
  - **Layers:** Stacking images or effects that can be individually edited.
3. **Filters**
  - **Applying Filters:** Adding effects (blur, sharpen, artistic styles) to an image.
4. **Selection Tools**
  - **Lasso Tool:** Selecting freeform areas of an image.
  - **Magic Wand Tool:** Quickly selecting areas of similar colour.

**Key Vocabulary**

- **Exposure:** The amount of light that reaches the camera sensor.
- **F-stop:** A measurement of aperture; the lower the number, the more light enters.
- **Bokeh:** The aesthetic quality of the out-of-focus areas of an image.
- **Contrast:** The difference in luminance or colour that makes an object distinguishable.
- **Saturation:** Intensity of colour in an image.
- **DPI (Dots Per Inch):** A measure of the resolution in printing and scanning.

**Camera techniques**

1. **Exposure**
  - **Aperture:** Controls the amount of light entering the camera; affects depth of field.
  - **Shutter Speed:** Determines how long the camera's shutter remains open; affects motion blur.
  - **ISO:** Sensitivity of the camera's sensor to light; higher ISO can lead to grainy images.
2. **Composition**
  - **Rule of Thirds:** Dividing the frame into thirds to create balanced compositions.
  - **Framing:** Using elements within the scene to frame the subject.
  - **Leading Lines:** Using lines to draw the viewer's eye towards the subject.
3. **Focus**
  - **Depth of Field:** The range of distance within a photo that appears sharp.
  - **Macro vs. Wide:** Macro for close-up shots and wide for expansive scenes.
4. **Lighting**
  - **Natural Light:** Utilising sunlight for various effects (golden hour, harsh midday).
  - **Artificial Light:** Using flash or studio lights to enhance or alter the scene.



<p><b>1. Linear Search</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> A search algorithm that checks each item in a list one by one until the target value is found.</li> <li>- <b>Efficiency:</b> Works well for small lists but is slow for large lists (<math>O(n)</math> time complexity).</li> <li>- <b>When to Use:</b> If the list is <b>unsorted</b> or small.</li> <li>- <b>Examples:</b></li> <li>- Searching for a friend's name in a list of contacts by checking each entry one by one.</li> <li>- Looking for a specific book in an unordered bookshelf.</li> </ul>	<p><b>2. Binary Search</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> A search algorithm that repeatedly divides a sorted list in half to find a target value.</li> <li>- <b>Efficiency:</b> Faster than linear search for large datasets (<math>O(\log n)</math> time complexity).</li> <li>- <b>When to Use:</b> Only works if the list is <b>already sorted</b>.</li> <li>- <b>Examples:</b></li> <li>- Looking up a word in a dictionary by checking the middle page and moving left or right.</li> <li>- Searching for a number in a phone book by dividing the list in half each time.</li> </ul>	<p><b>3. Bubble Sort</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> A sorting algorithm that repeatedly compares and swaps adjacent items until the list is sorted.</li> <li>- <b>Efficiency:</b> <b>Slow for large lists (<math>O(n^2)</math> time complexity).</b></li> <li>- <b>How It Works:</b> Compares pairs of items and moves the larger one up the list in a series of passes.</li> <li>- <b>Examples:</b></li> <li>- Sorting a list of students' heights by comparing each pair and swapping them.</li> <li>- Arranging playing cards in order by comparing adjacent cards repeatedly.</li> </ul>
<p><b>4. Insertion Sort</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> A sorting algorithm that builds the final sorted list by inserting one item at a time into its correct position.</li> <li>- <b>Efficiency:</b> Works well for small datasets but is slower for larger ones (<math>O(n^2)</math> time complexity).</li> <li>- <b>How It Works:</b></li> <li>- Start with the second element and compare it to the first.</li> <li>- Insert it into the correct position.</li> <li>- Repeat for all elements.</li> <li>- <b>Examples:</b></li> <li>- Sorting a hand of playing cards by picking up one card at a time and placing it in order.</li> <li>- Arranging student test scores in ascending order manually.</li> </ul>	<p><b>5. Merge Sort</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> A <b>fast and efficient</b> sorting algorithm that splits a list into smaller sublists, sorts them, and then merges them back together.</li> <li>- <b>Efficiency:</b> Much faster than Bubble and Insertion Sort for large datasets (<math>O(n \log n)</math> time complexity).</li> <li>- <b>How It Works:</b></li> <li>- Divide the list into two halves until each half contains a single element.</li> <li>- Merge the halves together in order.</li> <li>- <b>Examples:</b></li> <li>- Sorting a long list of names by splitting them into small groups, sorting them, and combining them in order.</li> <li>- Used in real-world applications like <b>sorting large databases efficiently</b>.</li> </ul>	

**Big Picture:** In dance you will now have an opportunity to explore how to create and choreograph actions to specific pieces of music. Each lesson you will be given a piece of music and range of actions, spacing, dynamics and relationships that will have to use. Your choreography must represent the music that you hear. Music in a piece of choreography is very important because it creates a mood, adds expression and could help inform the story of the dance piece.

<p><b>1. Why use music in choreography? Know and recall this</b></p> <ul style="list-style-type: none"> <li>• Music sets the tone and mood of the dance, helping to convey emotions and tell a story.</li> <li>• The rhythm and tempo of the music give dancers a framework to follow, ensuring their movements are coordinated and timed correctly.</li> <li>• Music adds depth to the dance, allowing dancers to express feelings and connect with the audience on a deeper level.</li> <li>• Different types of music can inspire unique movements and choreography, encouraging dancers to explore new styles and ideas.</li> </ul>	<p><b>2. How do we use music in choreography? Know and recall this</b></p> <ul style="list-style-type: none"> <li>• Music provides the tempo and rhythm that dancers follow, ensuring their movements are timed correctly and flow smoothly.</li> <li>• The mood and tone of the music help dancer's express emotions and tell a story through their movements.</li> <li>• Different styles of music can inspire unique dance moves and choreography, encouraging dancers to explore new ideas and styles.</li> </ul>	<p><b>Expressive and mental skills that helps you perform to the music choice</b></p> <ul style="list-style-type: none"> <li>• Projection</li> <li>• Focus</li> <li>• Use of rehearsal and class time</li> <li>• Commitment</li> <li>• Musicality</li> <li>• Working positively with others</li> </ul>
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**4. Key Vocabulary**

<p><b>Use of weight</b> – transferring your body weight in different directions and to use body weight to transfer the body to and from the floor</p>	<p><b>Roll</b> - A rotation of an isolated body part</p>
<p><b>Momentum</b> - Momentum often starts with a strong push or pull from the dancer's body, such as a leap, turn, or push-off from the floor.</p>	<p><b>Ripple</b> - The body ripples in a wave like motion, a body part starts the movement and gradually effects other parts of the body to follow, one after another</p>
<p><b>Suspension</b> - Suspension occurs at the highest point of a movement, such as the top of a leap or the fullest extension of an arm.</p>	<p><b>Isolations</b> – isolating a particular body part through movement</p>
<p><b>Use of gravity and fall and recovery</b> - Shifting weight from one part of the body to another</p>	<p><b>Five dance actions</b> – jump, turn, stillness, gesture and travel</p>
<p><b>Tempo</b> – speed and pace at which a piece of music is played</p>	<p><b>Structure</b> – AB (dance of two sections) ABA (dance of three sections but section A repeats)</p>
<p><b>Mood</b> - refers to the overall feeling or atmosphere that a piece of music creates. It can make you feel happy, sad, excited, calm, or any other emotion.</p>	<p><b>Contrast</b> – different actions, spacing, dynamics in the choreography</p>
<p><b>Wave</b> - Across the arms, movement that ripples from one hand across the body to the other hand</p>	

Big Picture - This half term you will either be looking at Devising work or Production Design

Devising

Production

Devising - Planning, creating and performing your own performance.

Stimulus - The inspiration for your performance.



What performance could you create based on this image? Write a script.

Find out what each of these job roles are in theatre and what their job is:

1. Lighting designer
2. Sound designer
3. Set designer
4. Costume designer
5. Make-up artist
6. Chorographer
7. Director
8. Stage manager
9. Theatre manager
10. Marketing manager
11. Front of house

Practitioners

Set Design

Bertolt Brecht

Constantin Stanislavski

Steven Berkoff

For each of these practitioners research:

1. Who are they?
2. What style of theatre did they create?
3. What key skills would each use in their performances?

Draw this template into your homework booklets.

Design a set for the performance you have watched in lesson.

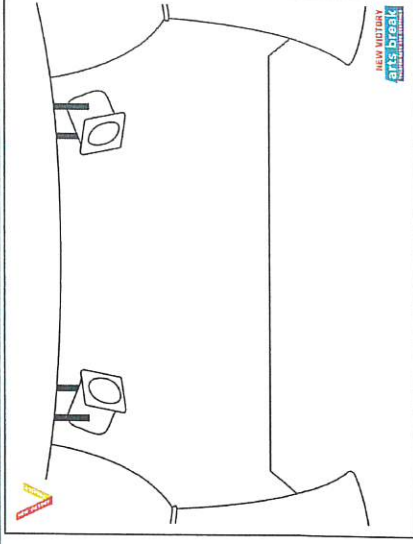
Think about use of

- Colour
- Materials
- Setting

What is a realistic set?

What is a symbolic set?

What is a minimalistic set?

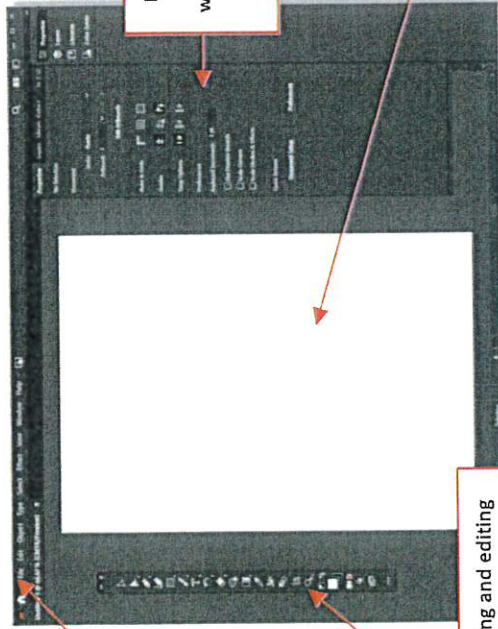


## Year 9 Graphics: Knowledge Organiser - Spring 2

### Key Outcome 1

#### Adobe Illustrator: Understanding the workspace

The workspace is like your digital art desk – it has all your tools and the space where you make your designs.



Top bar is the area where users access the menu bar and different effects.

Properties panel let's you view settings and controls whilst working on your current task. For example, layers, colour swatches, font style and sizes.

Artboard is the space where users create their artwork.

Toolbar provides essential drawing and editing tools arrange vertically.

#### Keyboard Shortcuts:

To help you save time when designing!

Copy	Ctrl + C	Paste	Ctrl + P
Undo	Ctrl + Z	Redo	Shift + Ctrl + Z
Zoom In	Ctrl + '+'	Zoom Out	Ctrl + '-'
Select All	Ctrl + A	Save	Ctrl + S
New File	Ctrl + N	Print	Ctrl + P

### Key Outcome 2

**Adobe Illustrator** is a vector based graphics program that uses mathematical equations to create artwork. **Vectors** are like drawings made of stretchy rubber bands as they can be made bigger or smaller without losing quality. Perfect for logos that need to be any size.



Did you know? Adobe Illustrator was first invented by co founder John Warnock in 1986, but wasn't released to the public until 1987.

### Key Outcome 3

**Adobe Illustrator toolbar** provides drawing and editing tools arrange vertically. Highlighted are some of the main tools you will be learning to use.



**Direct Selection tool** selects and adjusts anchor point and sections to reshape individual parts of vector objects.

**Curvature tool** creates and edits curved lines by adding and changing curve points.

**Paintbrush tool** draws outlines with a brush, creating different artistic effects.

**Shape Builder** combines and changes overlapping shapes to create new shapes.

**Eye Dropper tool** allows you to select different colours from other pictures.

**Blend tool** creates a series of objects that transform between selected shapes.

**Artboard tool** creates and edits the workspace.

**Fill and Stroke tool** controls the colour and style of the inside and outline of an object.



**SMITHILLS SCHOOL**

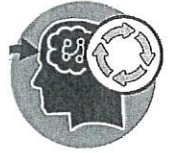
**Year 9**

**HOMework**

**An Inspector Calls**

**English Homework  
Booklet – Spring 2**

## Week One: Recall



Task 1:

In Act 1, the Birlings are having an engagement party for Sheila and Gerald when a police Inspector calls. What did you learn about each of the characters?

- Mr Birling
- Mrs Birling
- Sheila
- Eric
- Gerald

Task 2:

According to the Inspector, how did each of the characters know Eva Smith?

## Week Two – Priestley’s Message



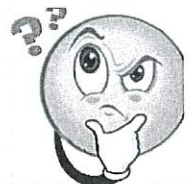
Task 1: *Fill in the blanks.*

J B Priestley wrote *An Inspector Calls* in 1945, during the Second World War, but set the play in 1912. In 1912, society wasn't ....., people with more ..... and from a ..... class had more ..... Priestley used the unequal society of 1912 as a setting to get people to think about ..... in 1945. Priestley wrote the play to ..... his ..... to think about how many more disasters lay ahead for them if they didn't learn from past .....

audience higher challenge money mistakes inequality power equal

Task 2:

'An Inspector Calls' is a morality play – what does this mean?

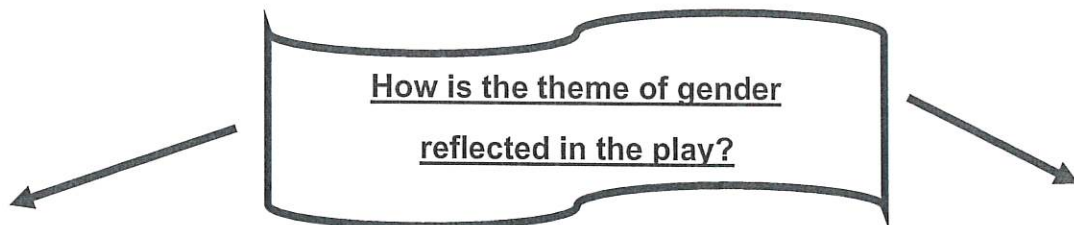


### Week Three: Gender Roles

*An Inspector Calls* highlights the different roles that men and women had in the family and society – they led very different lives from each other. Priestley is asking his audience to think about how people are treated differently because of their gender.

Task 1:

Consider the question below:



Spider diagram your thoughts / ideas.

Task 2: Complete the grid below. Use the two examples to help you.

Character	How does Priestley show this?	Quote
Sheila conforms to a stereotype of how a young woman is supposed to behave.	Priestley implies that Sheila cannot make a decision without asking for approval from her fiancé – the man.	'Sheila gazes adoringly at her ring and asks, "Is it the one you wanted me to have?"
Eva Smith...		
Mr Birling is very strict with his daughter and she has to do as she is told. Gerald is allowed a lot of freedom.	There seemed to be different rules for men and women in 1912. Gerald was allowed to have different girlfriends before his marriage but Sheila was not allowed to have a male visitor unless her parents were there.	Arthur Birling says that "even in his day they broke out and had a bit of fun sometimes" when he is asked about Gerald's behaviour.
Eric ...		

## Week Four: Quickfire Questions

Task 1:

Act 1:

1. How does the opening scene in Act 1 suggest that the Birling's are the perfect family?
2. Why did Mr Birling sack Eva Smith?

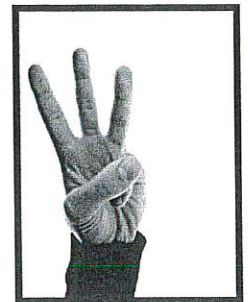
Act 2:

3. How does Sheila react towards her fiancé Gerald once he finishes telling everyone what happened between him and Eva Smith?
4. Give two reasons why Sybil (Mrs Birling) refused to help Eva (Daisy)?

Task 2:

### Your thoughts in three:

- Give three ways in which Sheila comes across at the beginning of the play.
- Name three ways that Sheila and her mother, Sybil, are different.
- List three events that changed the social structure between 1914 and 1945.



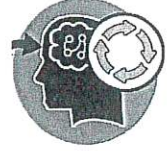
## Week Five: An Inspector Speaks

Look at the quotations from Inspector Goole. Explain what he means:

1. "But after all it's better to ask for the earth than to take it."
2. "A nice little promising life there, I thought, and a nasty business somebody's made of it"
3. Gerald says, "After all, y'know we're respectable citizens and not criminals"  
The Inspector replies with "Sometimes there isn't as much difference as you think"
4. "Public men, Mr Birling, have responsibilities as well as privileges."



## Week Six: The Cliffhanger



The ending leaves the audience on a cliff-hanger. In Act 3 the Birlings believed themselves to be off the hook when it is discovered that the Inspector wasn't real and that no girl died in the infirmary. This releases some of the tension – but the final phone call, announcing that a real inspector is on his way to ask questions about the suicide of a young girl, suddenly restores the tension very dramatically. It is an unexpected final twist.

Task 1:

Explain your thoughts in detail:

- Why do you think Priestley ended the play like this?
- How could this link to the context of the problems caused by the class system?
- Why do you think Priestley never reveals the real identity of the Inspector?

Task 2:

What effect do you think the final revelation (that a girl has died after drinking disinfectant and an inspector is on his way) will have on each of the characters?

**Optional Task** – optional – this means it is your choice

Write a **blog** for the internet. How would you describe what the play was about?

**Challenge: Write your blog in 10 words or less...**

A product's size, shape, colour and surface texture can be described, eg large, small, oblong, square, yellow, pink, rough.

**APPEARANCE**

stringy heavy flat  
fizzy crystalline wet  
cuboid fragile dull

These words may be used to describe either appearance or texture of food products.

firm  
flaky crisp  
fluffy dry crumbly  
lumpy smooth  
hard mushy  
sticky

**TEXTURE**

brittle rubbery short gritty  
clammy close stodgy  
bubbly sandy tacky  
tender waxy  
open soft

Texture may be assessed through touch. When food is placed in the mouth, the surface of the tongue and other sensitive skin reacts to the feel of the surface of the food. Different sensations are felt as the food is chewed.



**SENSORY VOCABULARY**

Sensory evaluation involves using one or more tests to determine different characteristics of food such as appearance, odour, taste and texture. A wide range of vocabulary is used to describe sensory characteristics of food products.



The nose detects volatile aromas released from food. An odour may be described by association with a particular food, eg herby, cheesy, fishy. The intensity can also be recorded.

**ODOUR**

aromatic  
floral rotten  
perfumed acrid musty pungent  
fragrant scented

Odour and taste work together to produce a flavour. These words may be used to describe either odour or taste of food products.

bland tart  
rancid strong  
acidic spicy  
citrus mild  
tainted weak  
savoury

**TASTE**

sweet cool bitter zesty warm  
hot tangy sour sharp  
rich salty

The tongue can detect four basic tastes: sweet, sour, salt and bitter. Tastes may be described by association with a particular food, eg meaty, minty or fruity. The intensity can also be recorded.

**Big Picture: Why are we learning this now?**

We have covered the topic of 'home' in year 7 but will now look more at talking about the location and expressing more detailed opinions as well as combining three tenses: present, conditional/future and imperfect to talk about different stages in your life (be as creative as you like!)



Il y avait....=There was/were

Il y a .....= there is/are

Il y aura/aurait...= there will be/would be

**1. Key Concepts**

Imperfect tense: used to talk about something you **USED** to do or **to describe something in the past** eg. Your previous home

Conditional: used to explain what you **WOULD** do eg. I would live in France because the weather is nice

Present : explains what you are **DOING / DO** eg. I am living in Bolton / I live in Bolton

**2. Processes: 'habiter' in the present tense**

**HABITER: a regular ER verb**

- I live J'habite
- You live Tu habites
- He lives Il habite
- She lives Elle habite
- We live Nous habitons
- You live Vous habitez
- They live Ils habitent
- They live Elles habitent

J'habite à... I am living in...

**3. Sentence starters**

- Quand j'étais petit(e)...
- Dans le passé j'habitais dans...
- À l'avenir j'aurai...
- La meilleure chose est que.....
- Le pire est que.....

**4. Vocabulary 1: location and types of home**

À la campagne	In the countryside
Dans la banlieue	In the suburbs
En ville	In the city/town
Au bord de la mer	At the seaside
Un appartement	Flat
Une maison	House
Une ferme	Farm
un chalet	Chalet / bungalow/villa

**5. Vocabulary 2: rooms in the house**

Une cuisine	A kitchen
Une salle à manger	A dining room
Une grande/petite chambre	A big/small bedroom
un salon confortable	A comfortable living room
un jardin/garage	A garden/garage
Une cave/ un grenier	A spacious cellar/attic
Une salle de bains/un W.C.	A bathroom / a toilet
un bureau	A study/office

**6. Assessment**

- Où habites-tu?
- Qu'est-ce qu'il y avait dans ta maison?
- Qu'est-ce qu'il y aurait dans ta maison idéale?
- Tu voudrais habiter à...?

<b>1. Write the English for the phrases, work in your homework book</b>	
<i>French</i>	
a. Un salon	
b. Une salle à manger	
c. Au premier étage	
d. Au rez de chaussée	
e. Une cuisine	

<b>2. Translate the sentences into English, work in your homework book</b>	
1	Au rez de chaussée il y a une grande cuisine
2	Il n'y a pas de salle à manger mais il y a un petit salon
3	Au premier étage il y a trois chambres et une salle de bains

<b>3. Translate the sentences into French, work in your homework book</b>	
1	In my house there is a living room and a small kitchen
2	Outside there is a garden and a garage
3	Upstairs there are four bedrooms and a small bathroom

<b>1. Write the English for the phrases, work in your homework book</b>	
<i>French</i>	
a. Une maison individuelle	
b. Une maison mitoyenne	
c. Un appartement	
d. Une ferme	
e. Un chalet	
f. Dans la banlieue	

<b>2. Translate the sentences into English, work in your homework book</b>	
1	J'habite dans une ferme à la campagne
2	Ma maison est belle mais c'est assez petite
3	J'aimerais habiter au bord de la mer dans un appartement

<b>3. Translate the sentences into French, work in your homework book</b>	
1	I live in a small house in the outskirts
2	My house is modern and big
3	I live in a detached house in the countryside

<b>1. Fill in the vocabulary table using your knowledge organiser for support, work in your homework book</b>	
<b>French</b>	
a.	Ma maison idéale aurait...
b.	Il y aurait...
c.	La maison de mes rêves
d.	Une salle de jeux
e.	Une piscine
f.	Un balcon
<b>2. Translate the sentences into English, work in your homework book</b>	
1	Ma maison idéale aurait une grande piscine
2	Dans la maison de mes rêves il y aurait un bowling et une sauna
3	La maison de mes rêves aurait un cinéma et un bowling
<b>3. Translate the sentences into French, work in your homework book</b>	
1	My ideal house would have a balcony
2	It would have a pool and a cinema
3	In my dream house there would be a gym and a jacuzzi



Lake District National Park

# Year 9 spring term 2 homework knowledge organiser

## What makes landscapes distinctive?

Landscapes are made of different features and landforms. Some of these features combine to make it special or distinctive. Within this unit there are examples of upland and lowland landscapes as well as river and coastal landscapes.

Physical landscapes are often affected by human activity. Some are positive...

- Visitors to the countryside spend more money, which boosts the local economy.
- Some are negative...
  - Too many visitors can affect the local environment and community.

A honeypot site is an area that experiences excessive visitor numbers e.g. Bowness, Lake District

### Positives in Bowness

- Increase in rural income from tourists
- Investment in tourism has allowed communities to diversify a farming economy

### Negatives in Bowness

- Congestion
- Local shops often changed into souvenir stores
- House prices rise due to second homes
- Footpath erosion
- Litter

## Can distinctive landscapes be managed?

Many of these distinctive landscapes are Areas of Outstanding Natural Beauty (AONB) or National Parks. Visitors to these areas must be managed in order to reduce their impact on the landscape.

Examples of Management techniques in the Lake District National Park

1. Designated footpaths protect sensitive areas
2. Detailed visitor information boards educate tourists about importance of conserving the environment
3. Clearly marked car parks reduce people parking on grass verges
4. Investment in public transport reduces car use
5. Strict control of planning and building ensures new developments are restricted.
6. Footpaths are maintained using hard wearing materials like stone. Often volunteers help with the maintenance



## Example of a city in a HIC; Manchester

Location: North-west England

- Large city in North West England, 50 km west of Liverpool and 260km north west of London.
- Grew as an industrial city, especially after the opening of Manchester Ship Canal made it a trading port with the rest of the world.
- Became the centre of the UK's cotton industry
- Many factories & docks closed by 1970, city became run-down, riots in the early 1980's.
- Now reinvented as a modern city, with finance, restaurants, leisure and shops replacing the run-down warehouses and docks.

Salford Quays – An area of affluence

- High standard of living (wages) and quality of life (clean, safe, vibrant living experience)
- Low levels of unemployment, most are professionals earning huge salaries, highly educated and skilled, children have aspiration
- More educated therefore less likely to smoke or drink to excess. Houses well heated and modern.
- Health is good meaning life expectancy is 3 years above NA, people have balanced diets, have gym memberships & drink less.
- Crime is combatted by widespread CCTV and high tech security systems and staff

Hulme – is an area of Manchester which suffers from deprivation. 99% of children live in poverty. Salford is an area that did experience poverty but through a series of regeneration projects now is largely more affluent.

### How can we measure it?

- Standard of living is how wealthy you are, quality of life is how healthy and happy u r.
- Child poverty and fuel poverty are also used
- Hulme has very high unemployment, low wages, low skill levels and poor performing schools. Youths lack aspiration, crime is v. high
- Health is poor meaning life expectancy is extremely low. Few can afford 5 fruit & veg a day, alcohol/drug addiction high, including smoking. Houses are sub-standard and damp.
- Life expectancy 5 years below NA, gun crime is rife, few job opportunities for migrants.

### Urban renewal in Salford Quays

- Salford Quays was originally Manchester Docks, linked to the Irish Sea by the Manchester Ship Canal, built in 1894.
- Became run down by the 1970's and closed. Area of decay and high unemployment. Salford Quays includes new-build executive housing and renovated warehouses (apartments)
- Over 300 homes, 5-star hotel, shops, restaurants, offices. Advantages of brownfield sites include
  - ✓ Electricity, water and road structure already there
  - ✓ Dangerous, run-down buildings made safe
  - ✓ Protects ru-urban fringe – encouraging building here means edge of town developments can be refused

### How can we reduce it?

- Comprehensive redevelopment of old housing with modern, sustainable homes (see below)
- Use of Pupil Premium to help less well off to do better at school and gain more qualifications
- Language classes, adult employment skills courses offered for free, free transport to work / interviews
- Improve health by stop smoking classes, drug & alcohol education and cheaper fruit and veg.
- Reduce racial discrimination in the workplace

### Improving Housing in Manchester – Sustainable solutions

- All new housing in Salford Quays is built as sustainable living to reduce CO2 emissions. New housing is designed to have a south facing aspect to reduce the need for heating and lighting
- Walls are insulated to at least 30cm thickness
- Use of cars is discouraged, Metrolink has been built through the Quays, the Millennium Walkway allows traffic free cycling and walking into nearby city centre.
- Excellent internet access allows for working from home.
- Use of renewable energy such as wind and solar

### Migration into Hulme

- People from the West Indies, India & Pakistan came to fill labour shortages in the 1960's
- People from Ireland fled famine in 1840's, Somali's came to escape civil war & famine in the 1980's & 90's.
- They cluster close to people with a similar language & culture, for religious reasons (mosques, halal butchers) & for safety.
- They have few qualifications or skills, struggle with language, living in sub-standard housing and racial discrimination.

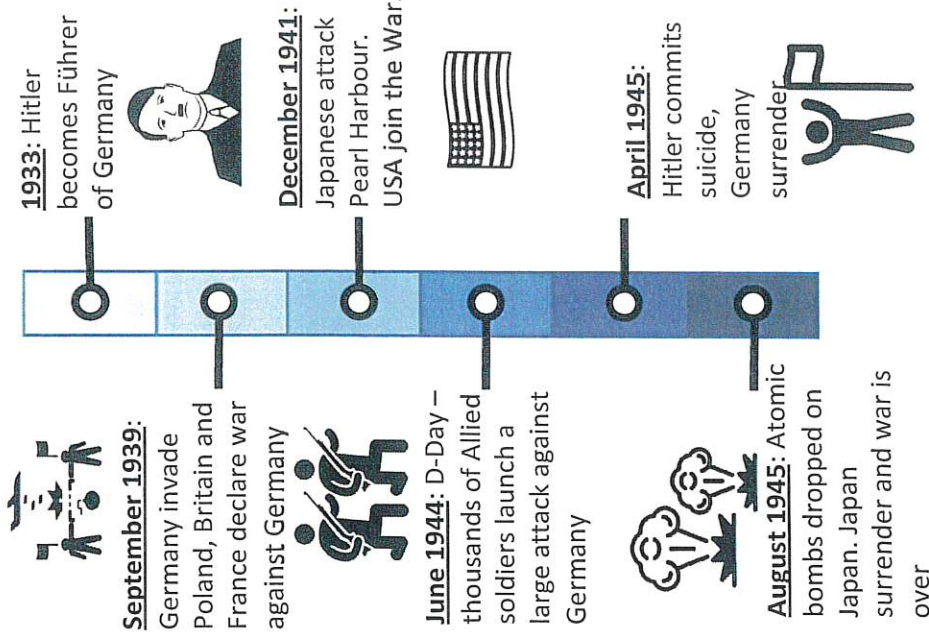
### Solving Manchester's Traffic Issues

- Solving Manchester's traffic issues
- 200,000 homes are projected to be needed around Manchester before 2040. TfGM 2040 promises:
  - Electrification of all major railways
  - Further expansion of Metrolink
  - Integrated ticketing system with use of mobile phones and swipecards to cut down on queues.
  - More cycle lanes, bus lanes and safe walkways.
  - Developing 'Park and Ride' schemes close to railway stations such as Horwich Parkway.
  - Encouraging 'water transport' on the Manchester Ship Canal into Salford.
  - Northern Hub – series of improvements to railway system in and around Manchester.

2. Vocab	
<b>Führer</b>	The German word for leader
<b>Lebensraum</b>	A German word meaning 'living space'
<b>Appeasement</b>	To let someone get what they want to avoid conflict
<b>Atomic Bombs</b>	Weapons with massive destructive power
3. People	
<p><b>Adolf Hitler:</b> The Führer (leader) of Germany from 1933, to the end of the War in 1945.</p> <p><b>Winston Churchill:</b> The Prime Minister of Britain from 1940 to the end of the War in 1945.</p> <p><b>Joseph Stalin:</b> The leader of Communist Russia (The USSR) throughout the Second World War.</p> <p><b>Harry S. Truman:</b> The President of the USA at the end of the War. He made the decision to drop the atomic bombs on Hiroshima and Nagasaki.</p>	

1. Key content

- When Hitler became Führer of Germany in 1933, he had three key aims; to reverse the Treaty of Versailles, to create lebensraum (living space) for the German people, and to unite all German speakers in to one country.
- Britain and France appeased Hitler to avoid starting another war, and the League of Nations was too weak to stop him.
- Hitler became braver and more confident, and following his invasion of Poland in 1939, Britain and France finally declared war. The Second World War had begun.
- There were many key turning points in the war, including the British evacuation of soldiers from Dunkirk, Britain's victory in the Battle of Britain, Hitler's disastrous invasion of Russia (Operation Barbarossa), the Japanese attack on Pearl Harbour and the dropping of the atomic bombs.
- Ultimately, both Germany and Japan surrendered, and the War came to an end in 1945.



Stylistic Features

Remix

Music in the Media

Responding to a Music Brief

**Big Picture:** This term will focus upon exploring the different stylistic features of popular music continuing to develop your knowledge of riffs, chords, scales and key signatures. You will explore the use of the DAW Soundtrap developing your knowledge of music production to create and edit your musical ideas. You will demonstrate your knowledge of the stylistic features of your chosen genre of music to produce a complete and coherent piece of music Music in the Media

		1. Key concept – Vocabulary		2. Key Concept – Context				
<b>diegetic</b>	Music for both the characters and audience to hear e.g: a car radio, a band in a nightclub or sound effects.	Early films had no soundtrack (“ <b>SILENT CINEMA</b> ”) and music was provided live, usually <b>IMPROVED</b> by a pianist or organist. The first <b>SOUNDTRACKS</b> appeared in the 1920’s and used existing music ( <b>BORROWED MUSIC</b> – music composed for other (non-film) purposes) from composers such as Wagner and Verdi’s operas and ballets. In the 1930’s and 1940’s Hollywood hired composers to write huge Romantic-style soundtracks. <b>JAZZ</b> and <b>EXPERIMENTAL MUSIC</b> was sometimes used in the 1960’s and 1970’s. Today, film music often blends <b>POPULAR, ELECTRONIC</b> and <b>CLASSICAL</b> music together in a flexible way that suits the needs of a particular film.						
<b>non-diegetic</b>	Music which is put “over the top” of the action of a film for the audience’s benefit and which the characters within a film can’t hear – also known as <b>UNDERScore</b> or <b>INCIDENTAL MUSIC</b> .							
<b>leitmotif</b>	a melodic theme that represents a particular character, place or thing	<b>3. Key Concept – Film composers</b>						
<b>pedal note</b>	The same note played continuously throughout a section, usually at a low pitch to create tension	<b>John Williams</b> Star Wars    Jaws    E.T. Harry Potter    Indiana Jones Superman	<b>Rachel Portman</b> Godmothered Jane Austins Emma Chocolat					
<b>sequence</b>	The same phrase repeated at a higher or lower pitch	<b>Germaine Franco</b> -First woman to compose the score for a Disney animated film – Encanto Coco    The Mother    A Cloud Never Dies	<b>Hans Zimmer</b> No Time To Die The Lion King Gladiator    Dunkirk Blade Runner					
<b>accompaniment</b>	provides the rhythmic and/or harmonic support for the melody or main themes							
<b>M</b>	<b>A</b>	<b>D</b>	<b>T</b>	<b>S</b>	<b>H</b>	<b>I</b>	<b>R</b>	<b>T</b>
melody	articulation	dynamics	texture	structure	harmony	instruments	rhythm	tempo



# Decision-Making

A **decision** made in the heat of the moment in a sporting situation may lead to either **success** or **failure**.

**Task 1** For each sporting situation, think of a **decision** which increases the chance of a **successful** outcome and a decision which could lead to a **negative** outcome.

Situation	Good decision	Bad decision
The routine you've planned for the final round of a gymnastics competition won't earn you enough points to make it into the top 3 places, even if you earn maximum points.		
Your opponent in badminton is forcing you to play on the baseline which is your weakness.		
Your boxing opponent is getting tired.		
You're 3000 m into a 5000 m race and you're with the leading pack. You know that your sprint finish isn't as strong as some of your competitors.		

**Task 2** Describe **two situations** that may occur in **individual sports** where a decision must be made. State the **best decision** you could make in each situation.

Situation 1:

Situation 2:

Best decision



Best decision



## Eating nothing but cake forever? Bad decision, sadly...

Bad decisions don't always lead to a performer failing or losing a particular event. Why is this the case? What other factors might affect the outcome of an event?

**Big Picture: Students will consider the purpose and value of life**

**1. Key Concepts**

<p><b>Sanctity of life 1.1</b> It means life is sacred/holy. God has a special relationship with humans because we are made in his image and have responsibility over the world. Human life must be treated with care. Human life is intrinsically valuable – this means we are valuable because we are created by God.</p>	<p><b>Evolution 1.2</b> It means that all life forms have evolved from one form and have adapted to their environment over billions of years. Darwin observed that species can change gradually over time, to suit their particular environment. This process is the survival of the fittest. Some Christians reject the theory as the Bible teaches that God created humans in his own image and Darwin's theory contradicts this. Some reject evolution because it is not compatible with the Bible. Others believe evolution is compatible with the Bible. God used evolution to create life and is personally involved with life.</p>	<p><b>Life after Death 1.3</b> Non-religious views include: remembered lives – people being able to remember past lives, paranormal – spiritualists believing there is a spirit world beyond the physical one where mediums can communicate with the dead, people experiencing ghosts/visions of the dead, logical – it makes sense that this life is not all there is, near death experiences – when someone is medically understood to be dead for a short time and comes back to life and recalls details such as a bright light, religious – Christians: Jesus' bodily resurrection.</p>	<p><b>Transplant 1.4</b> Organ donation is the gift of an organ to help someone else who needs a transplant. Hundreds of people's lives are saved each year by the generosity of organ donation. The organs taken after death are then transplanted into the body of someone desperately needing them! Or they are taken from a live donor – kidney. Kidneys, heart, liver, lungs, pancreas and the small bowel can all be transplanted. Tissue and bone can also be used. Christians have differing views – some say body is not needed after death, so it is allowed. However, some say it is playing God and goes against the sanctity of life. Many Muslims are against it as in the Shariah law nothing can be removed after death, but some Muslim lawyers say it is allowed.</p>
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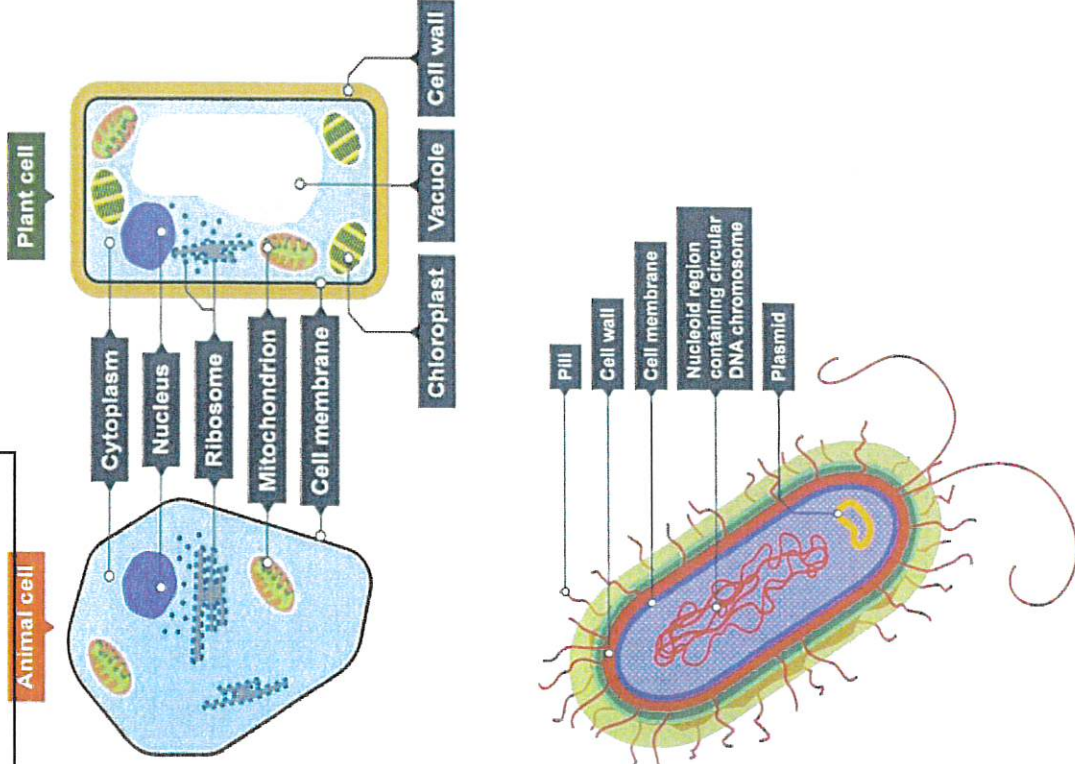
<p><b>Cloning 1.5</b> Cloning is a form of genetic engineering that produces a duplicate cell of a parent plant or animal. You can break a stem off a plant, put it in water to grow roots and then plant it and hey presto-a genetic copy of the parent plan.</p>	<p><b>Euthanasia 1.6</b> "Euthanasia" literally means "a gentle, easy death." In Britain, as in many other countries, euthanasia is illegal. A doctor who deliberately ends someone's life can be charged with manslaughter or murder. <b>Active Euthanasia</b> - An active intervention by a doctor to end a patient's life. <b>Passive Euthanasia</b> - Deliberately withholding or withdrawing medical treatment which would help the patient to live longer, with the intention of ending life. <b>Voluntary Euthanasia</b> - When euthanasia is performed because the person who is dying has requested it and has given their permission freely. <b>Involuntary Euthanasia</b> - Ending the life of an able patient without their permission or against their will.</p>	<p><b>Capital Punishment 1.7</b> This is the death penalty given to someone for committing a crime. This is not carried out in the UK. It was abolished in 1969 for murder and 1992 was the last time a death sentence was carried out. Four theories of punishment: <b>Deterrence</b> - should put people off committing crime <b>Reform</b> - should reform the criminal, making them a better person <b>Retribution</b> - punishment should make the criminal pay for what they have done wrong <b>Protection</b> - punishment should protect society from the criminal and the criminal from themselves</p>	<p><b>2. Vocabulary</b></p> <table border="1"> <tr> <td data-bbox="638 403 742 571"> <p><b>Active Euthanasia</b></p> </td> <td data-bbox="638 44 742 403"> <p>An active intervention by a doctor to end a patient's life.</p> </td> </tr> <tr> <td data-bbox="742 403 893 571"> <p><b>Passive Euthanasia</b></p> </td> <td data-bbox="742 44 893 403"> <p>Deliberately withholding or withdrawing medical treatment which would help the patient to live longer, with the intention of ending life.</p> </td> </tr> <tr> <td data-bbox="893 403 1045 571"> <p><b>Situation Ethics</b></p> </td> <td data-bbox="893 44 1045 403"> <p>Ethical theory which suggests that decisions should be made based on what the most loving thing to do is in a situation.</p> </td> </tr> </table>	<p><b>Active Euthanasia</b></p>	<p>An active intervention by a doctor to end a patient's life.</p>	<p><b>Passive Euthanasia</b></p>	<p>Deliberately withholding or withdrawing medical treatment which would help the patient to live longer, with the intention of ending life.</p>	<p><b>Situation Ethics</b></p>	<p>Ethical theory which suggests that decisions should be made based on what the most loving thing to do is in a situation.</p>
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<p><b>3. Skills</b> Discuss differing types of punishment and their causes and consequences. Evaluate whether the death penalty is the right form of punishment. Explain why Justice is important in Islam. Explain why laws are important. Interpret SOWA and consider their application for and against one of the concepts</p>	<p><b>4. Key SOWA (Sources of wisdom and authority)</b> Genesis 1: humans are made in God's image. 1 Corinthians: the human body was designed to be a special dwelling for the holy spirit. Qur'an 2 "Indeed we belong to Allah and indeed to Him we will return"</p>	<p><b>5. Key Figures</b></p> <table border="1"> <tr> <td data-bbox="1101 929 1204 1093"> <p>Charles Darwin</p> </td> <td data-bbox="1101 571 1204 929"> <p>Author of the Origin of the Species 1859, was a naturalist (studied animals and plants).</p> </td> </tr> <tr> <td data-bbox="1204 929 1308 1093"> <p>Prof. Sir Ian Wilmut</p> </td> <td data-bbox="1204 571 1308 929"> <p>The Scientist whose team created Dolly the Sheep.</p> </td> </tr> <tr> <td data-bbox="1308 929 1412 1093"></td> <td data-bbox="1308 571 1412 929"></td> </tr> <tr> <td data-bbox="1412 929 1532 1093"></td> <td data-bbox="1412 571 1532 929"></td> </tr> </table>	<p>Charles Darwin</p>	<p>Author of the Origin of the Species 1859, was a naturalist (studied animals and plants).</p>	<p>Prof. Sir Ian Wilmut</p>	<p>The Scientist whose team created Dolly the Sheep.</p>					<p><b>6. Assessment Criteria</b></p> <table border="1"> <tr> <td data-bbox="1101 425 1204 571"> <p><b>State/Outline</b></p> </td> <td data-bbox="1101 44 1204 425"> <p>Give 3 examples in 3 different sentences</p> </td> </tr> <tr> <td data-bbox="1204 425 1308 571"> <p><b>Explain</b></p> </td> <td data-bbox="1204 44 1308 425"> <p>2 developed reasons in 2 sentences. (develop with examples / SOWAs or explanation)</p> </td> </tr> <tr> <td data-bbox="1308 425 1412 571"> <p><b>Explain and SOWA</b></p> </td> <td data-bbox="1308 44 1412 425"> <p>2 developed reasons in 2 sentences. (develop with examples / SOWAs or explanation) and link in a SOWA to support the points.</p> </td> </tr> <tr> <td data-bbox="1412 425 1532 571"> <p><b>Evaluate</b></p> </td> <td data-bbox="1412 44 1532 425"> <p>Higher level answers will state which is the stronger argument and WHY this argument is more compelling.</p> </td> </tr> </table>	<p><b>State/Outline</b></p>	<p>Give 3 examples in 3 different sentences</p>	<p><b>Explain</b></p>	<p>2 developed reasons in 2 sentences. (develop with examples / SOWAs or explanation)</p>	<p><b>Explain and SOWA</b></p>	<p>2 developed reasons in 2 sentences. (develop with examples / SOWAs or explanation) and link in a SOWA to support the points.</p>	<p><b>Evaluate</b></p>	<p>Higher level answers will state which is the stronger argument and WHY this argument is more compelling.</p>
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# Year 9 Science Organisms

**Big Question: why are we studying this now** The fundamental units of living organisms are cells, this topic builds on KS3 Cells  
 Further development of microscope skills, cell division and Stem cells and exchange of substances

## 1. Cell Structure



## 2. Specialised Cells

<b>Sperm cells</b>	<p><b>Take male DNA to the egg</b></p> <ul style="list-style-type: none"> <li>• Tail to help it swim</li> <li>• Lots of mitochondria for energy</li> </ul>
<b>Nerve cells</b>	<p>Carry electrical signals around the body</p> <ul style="list-style-type: none"> <li>• Long to cover long distances</li> <li>• Branches to connect to other cells</li> </ul>
<b>Muscle Cells</b>	<p>Muscle cells contract</p> <ul style="list-style-type: none"> <li>• Long so have space to contract</li> <li>• Lots of mitochondria for energy</li> </ul>
<b>Root hair cells</b>	<p>Root hair cells absorb water and minerals</p> <ul style="list-style-type: none"> <li>• Long hairs</li> <li>• Large surface area for absorption</li> </ul>
<b>Phloem Cells</b>	<p>Phloem cells transport sugars (plants)</p> <ul style="list-style-type: none"> <li>• Long tube joined end to end</li> </ul>
<b>Xylem cells</b>	<p>Xylem cells transport water (plants)</p> <ul style="list-style-type: none"> <li>• Long tubes joined end to end</li> <li>• Hollow so water can flow through</li> </ul>

Keywords	
1. Eukaryotic	A complex cell with a nucleus (e.g. animal or plant cells).
2. Prokaryotic	A smaller cell without a nucleus (e.g. bacterial cell).
3. Nucleus	Contains genetic material.
4. Cytoplasm	Where a cells chemical reactions happen.
5. Cell membrane	Controls what goes into and out of a cell.
6. Ribosome	Part of a cell where proteins are made.
7. Mitochondria	Where aerobic respiration takes place.
8. Cell wall	Only found in plant cells. Made of cellulose and supports the cell.
9. Vacuole	Only found in plant cells. Contains cell sap.
10. Chloroplasts	Only found in plant cells. Where photosynthesis takes place.
11. Plasmid	Only found in bacterial cells. A small loop of DNA.
12. Genetic material	Long strands of genes not tightly pack in a nucleus.

# Year 9 Science Organisms

**Big Question:** why are we studying this now The fundamental units of living organisms are cells, this topic builds on KS3 Cells  
Further development of microscope skills, cell division and Stem cells and exchange of substances

cell	The smallest structural and functional unit of an organism.
nucleus	A structure that contains genetic material and controls the activities of the cell.
chromosome	A thread like structure of coiled DNA found in the nucleus of eukaryotic cells.
DNA	A polymer made up of two strands forming a double helix.
gene	A section of DNA that codes for a specific protein or characteristic.

largest ← smallest

## 4. SURFACE AREA TO VOLUME

Large multicellular organisms (anything bigger than a worm) aren't able to get the nutrients they need just by diffusion from their surroundings because they have a **small surface area to volume ratio**.

Instead, they have adaptations to increase the rate of diffusion. Exchange surfaces (like the lungs, the intestines and gills in fish) have adaptations to increase diffusion.

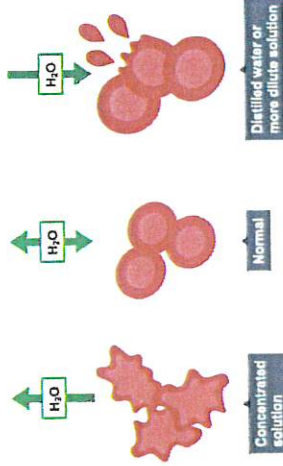
They normally have:

- A **large surface area**
- A **thin membrane** (to provide a short diffusion path)
- Having an **efficient blood supply**
- Are well ventilated (animal lungs)

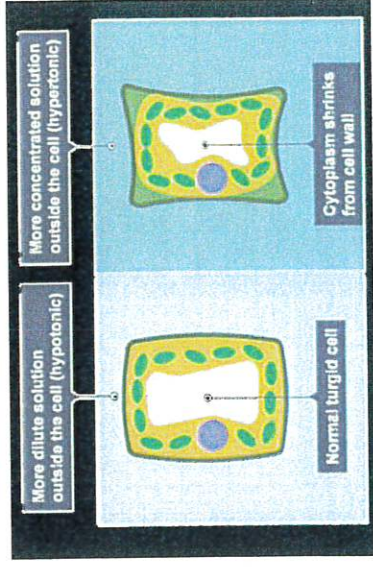


## 5. OSMOSIS IN ANIMAL AND PLANT CELLS

Effect of osmosis in animal cells



Effect of osmosis in plant cells



## 6. Transport in cells

Diffusion <b>No</b> energy required	<b>Movement of particles in a solution or gas from a higher to a lower concentration</b>	E.g. O <sub>2</sub> and CO <sub>2</sub> in gas exchange, urea in kidneys. Factors that affect the rate are concentration, temperature and surface area.	Small intestines	<b>Villi</b> – increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.
Osmosis <b>No</b> energy required	<b>Movement of water from a dilute solution to a more concentrated solution</b>	E.g. Plants absorb water from the soil by osmosis through their root hair cells. Plants use water for several vital processes.	Lungs	<b>Alveoli</b> – increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.
			Gills in fish	<b>Gill filaments and lamella</b> – increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.
			Roots	<b>Root hair cells</b> - increase surface area.
			Leaves	<b>Large surface area, thin leaves for short diffusion path, stomata on the lower surface to let O<sub>2</sub> and CO<sub>2</sub> in and out.</b>

**Big Picture: Why are we learning this now?**  
We are practising a verb we have used before 'hay' but in different tenses so as to add complexity to your work. Knowing a few verbs well i.e. able to use it in a range of tenses is a key skill at GCSE.

**PREPOSICIONES DE LUGAR**

**1. Key Concepts**

**Present tense:** used to talk about something you have or to describe something in general eg. In my house there is a kitchen and it is big.

**Imperfect tense:** used to talk about something you USED to have or to describe something in the past eg. In my house there were 4 bedrooms in the past and it was modern.

**Conditional:** used to explain what you WOULD have e.g. In my dream house there would be a games room

**2. Processes: conditional**

1. Take the **infinitive**.  
e.g. comer – to eat  
Comería – I would eat

2. Then add the following endings:

i	ía
You (s.)	ías
He/She/One	ía
We	íamos
You (pl)	íais
They	ían

**Key verbs:**  
me gustaría  
(no) habría  
sería

**3. Sentence starters**

- En mi casa hay...
- En mi casa ideal habría
- En la casa de mis sueños habría
- Mi casa ideal sería
- La casa de mis sueños sería

**4. Vocabulary 1: rooms in the house**

Arriba / abajo / fuera (no) hay	Upstairs / downstairs/outside there is (not)
Un salón	A living room
Un comedor	A dining room
Un aseo	A toilet
Un jardín	A garden
Un garaje	A garage
Un cuarto de baño	A bathroom
Un dormitorio	A bedroom
Una cocina	A kitchen
Una entrada	An entrance/hallway

**5. Vocabulary 2: adjectives to describe your local area**

Un cine	A cinema
Un jacuzzi	A jacuzzi
Un establo	A stable
Un salón de juegos	A games room
Un gimnasio	A gym
Un jardín con terraza	A garden with a terrace
Una cocina de lujo	A luxury kitchen
Una sauna	A sauna
Una bolera	A bowling alley

**6. Assessment**

- ¿Qué hay en tu casa?
- ¿Dónde está...?
- ¿Qué habría en tu casa ideal?
- ¿Te gustaría vivir en una casa con...?

**1. In your homework book list 5 rooms in a house (e.g. living room, kitchen...)**

**2. Translate the sentences into English, write the sentences in your homework book**

- |   |  |
|---|--|
| 1 | En mi casa hay una cocina.   |
| 2 | En mi casa no hay comedor.   |
| 3 | En mi casa hay tres dormitorios y un cuarto de baño grande pero no hay jardín. |

**3. Translate the sentences into Spanish, write the sentences in your homework book**

- |   |  |
|---|--|
| 1 | In my house there is a living room.                                |
| 2 | In my house there is no garage.                                    |
| 3 | In my house there is a modern kitchen but there is no dining room. |

**1. In your homework book list 5 things you could have in a ideal/dream house (e.g. games room, luxury kitchen...)**


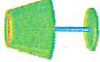

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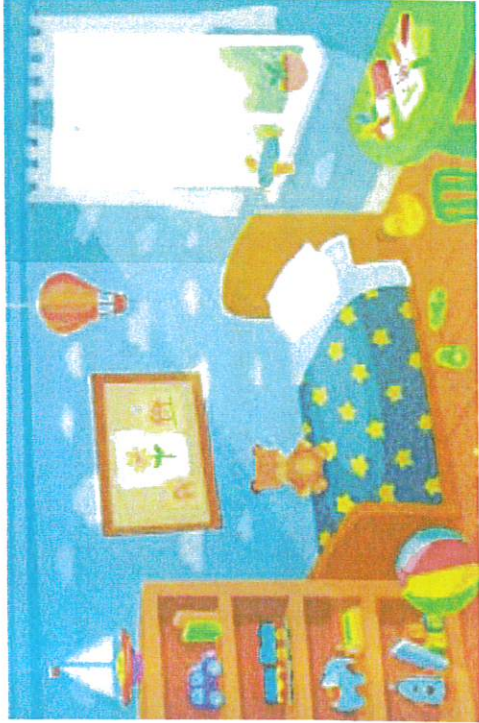
- |   |   |
|---|---|
| 1 | En mi casa ideal habría una sauna.                          |
| 2 | En mi casa ideal habría un gimnasio gigante.                |
| 3 | En mi casa ideal habría un cine cómodo pero no habría cine. |

**3. Translate the sentences into Spanish, write the sentences in your homework book**

- |   |   |
|---|---|
| 1 | In my ideal house there would be a luxury kitchen.                                    |
| 2 | In my dream house there would be a modern games room.                                 |
| 3 | In my dream house there would be a garden with a terrace but there would be no sauna. |

**1. In your homework book list 5 objects in a bedroom (e.g. bed, wardrobe...)**

2. Complete each question – use the pictures!	
1	¿Dónde está .....? 
2	¿Dónde está .....? 
3	¿Dónde está .....? 



**3. In your homework book write 3 sentences about any 3 objects in the picture to say WHERE they are (e.g. the window is in front of the bed, the teddy is on the bed, the ball is on the floor...)**

**Big Picture: Why are we learning this now?**  
In this unit we are going to talk about different types of films, dramas, tv shows and compare different media.

too	quite	so/very
زیادہ	تھوڑا	بہت

### 1. Key Concepts

Comparing the past to now:

Pehlay ..... lekin ab .....  
Jab main chota/i tha/i .....  
Bachpan main .....  
Puraanay zamaanay main ... jabkay ....  
Puraanay log ..... say zyadaa/kam ...

### 2. Processes: Subordinate Clause

Even though ....., [independent]

Halaankay	حالانکہ
-----------	---------

### 3. Sentence starters

Mujhay cinema jaana .....  
DVD par film dekhna mujhay ....  
Mera pasandida adaakaar .....  
Gulukaaron main mujhay .....

### 4. Vocabulary 1: Film types

Mazaahia	Comedy	مزاحیہ
Jaasoosi	Spy	جاسوسی
Daroni	Horror	ڈراؤنی
Action	Action	ایکشن
Romaanvi	Romantic	رومانوی
Mehmaathi	Adventure	مہماتی
Thaareekhi	Historical	تاریخی
Jang wali	War	جنگ والی

### 5. Vocabulary 2: Adjectives

Zabardhasth	Fantastic	زبردست
Shaandhaar	Excellent	شاندار
Bakwaas	Rubbish	بکواس
Benthareen	Best	بہترین
Badthareen	Worst	بدترین

### 6. Assessment

- Thumhaari pasandida film kya hai aur kyun?
- Kaunsa drama thumhay ukthatha hai aur kyun?
- Kahaani achi honi chaahiyay yaa film kay nazaray?
- ?