Year 10 Knowledge Organiser Spring 2023

Name: _____

Tutor Group: _____

ORMISTON
DENES ACADEMY

[OAT]
Ormiston Academies Trust
ACHIEVING MORE TOGETHER

Your Knowledge Organiser

What are Knowledge Organisers?

A Knowledge Organiser is a set of key facts or information that students need to be able to know and recall in order to master a unit or topic. In order to produce our Knowledge Organisers, our departments have effectively extracted from their curriculum content the key vocabulary, facts and information that it would help students to commit to long-term memory.

Why are we using Knowledge Organisers?

All of us, throughout our lives, will benefit from understanding how best we learn – and what strategies for learning we can employ in order to commit information to long-term memory. At school, we talk a lot about the way that knowledge is accumulated over time – and about the importance of over-learning and consolidation. Knowledge Organisers are designed to provide students with opportunities to over-learn and consolidate recently learned information. They encourage use of active and multi-sensory revision practices, repetition, and spaced retrieval. We believe that Knowledge Organisers are important because they are designed to teach students the metacognitive study skills that they will require throughout their adult learning lives; effectively, what we are using Knowledge Organisers to introduce is a five-year programme of revision aimed at developing the skills required for effective revision and developing the knowledge they will need to be effective adults and further learners.

What is Metacognition?

Metacognition is the awareness and understanding of one's own thought processes. When we talk about developing metacognitive skills in students, we're talking about students developing an understanding of how they learn best. For example, a student who wishes to commit key quotations from a text to long term memory may decide to make flashcards. When making those flashcards, a student may make all sorts of decisions such as 'using the colour yellow will help me to remember that…' The decision regarding which multi-sensory strategy to employ (flashcards) and the decisions that are made during active employment of the strategy…both are examples of metacognition.

How to Use Your Knowledge Organiser:

CHUNK IT	RE-LEARN IT	WRITE IT	SPEAK IT
Split the knowledge organiser into manageable chunks. Choose a chunk at a time to memorise. Start with the most important or the most difficult.	Re-read your notes on the chosen topic. Do some wider research on the internet until you understand it.	Write a detailed description or an explanation about everything that you know about this topic. Try to do this without your notes. Write key facts you need to memorise over and over until you have memorised them.	Give a verbal explanation about this topic as if you were teaching it. Repeat the facts you need to remember 20 times. Record key facts from the knowledge organiser into your phone.

How to Use Your Knowledge Organiser:

TRANSFORM IT	REDUCE IT	SORT IT	LINK IT
Transform key facts into a series of images. Transform what you have learned into a diagram. Transform your learning into a poem or a story.	Reduce what you have learned to five key bullet points or prompts. Reduce the three most important facts linked to a topic into 10 words.	Rank the most important pieces of information from your knowledge organiser. Categorise your key facts into groups, you choose the group headings.	Find three links between this topic and others you have studied. Link the key points together.

Art - Portraits

Basic thinking

Higher thinking

Working below a 4

Working above a 4

Describe ➤ *Understand* ➤ *Analyse* ➤ *Evaluate*

Levels	Questions	Sentence starters
1. Describe Basic ability	Describe, explain, painting, sculpture, etching, print, large, small, scale.	
	Who did it? What is it? How does this work link to yours?	*The artist I am responding to is ____* *He/She creates …* *I am responding to _____ because…*
2. Understand Competent ability	Media, skill, colours, experiment, theme.	
	How have they made it? What technique have they used?	*The artist has used…* *The way they made the work…* *The artwork is…*
3. Analyse Confident ability	Compare, similarities, differences, techniques, inspired, decided, idea.	
	Why are you responding to it? What are the links/connections between your work and the artists?	*To respond to the artist I…* *I used … in the same way* *_____ work was different to mine because…*
4. Evaluate Assured ability	Develop, attempt, experiment, refine, improve.	
	What could you improve and how? What are you going to do next? Why does this link to your work, artist or idea?	*What I liked about my work was…* *I felt I could improve … by…* *I think I could improve it by…* *This links to my idea because…*

Keywords

Tone
Light
Shade
Mid
Dark
Contrast

Line
Clean
Thick
Hard
Soft
Dotted
Cross hatching

Colour
Dull / Bright
Bold / bleached
Warm / cold
Intense/ opaque

Surface
Shiny
Textured
Patterned
Smooth
Scratched
Weathered

Media
Paint
Collage
Print -
Etching/mono
Charcoal
Pen
Oil/chalk pastel

Comparing & Contrasting

Follow the steps and in writing, compare the work of the 2 artists.

1.
Describe
(about the 2 pieces of work)

- Portrait
- Bold
- Colour
- Bland
- Detailed
- Delicate
- Pen
- Paint
- Accurate
- Stylized
- Black
- Tone
- Line
- Shape
- Realistic
- Simplistic
- Scale
- Accuracy

Julian Opie

Liz Ahnet

2.
Similarities
(between the 2 pieces of work)

- Faces
- Colours
- Composition
- Details
- Theme
- Composition

3.
Differences
(between the 2 pieces of work)

- Colour
- Technique
- Style
- Detail
- Composition
- Media

4.
Evaluate
(Which one do you prefer)

- The piece of work I prefer is…

- I like the way…

- The work of ____ I think is more interesting because…

- The reason why I like… is…

What are you going to do in response?

- I am going to respond to ____ because…

- I am going to …

- To improve my work, I am …

Art - Photography

Working below a 4

Working above a 4

Describe ➤ *Understand* ➤ *Analyse* ➤ *Evaluate*

Keywords

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Mid
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Levels	Questions	Sentence starters
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Graphics -

Working below a 4   **Working above a 4**

Describe → *Understand* → *Analyse* → *Evaluate*

Keywords

Levels	Questions	Sentence starters
1. Describe Basic ability	Describe, explain, painting, sculpture, etching, print, large, small, scale.	
	Who did it? What is it? How does this work link to yours?	*The artist I am responding to is _____* *He/She creates …* *I am responding to _____ because…*
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Ozymandias Shelley explores the idea that power is fragile. The speaker conveys the sense that the power of nature is greater than any human power. In addition, Shelley explores the idea that power can be corruptive as the speaker presents an arrogant leader who leads through fear. **Methods** •Use of irony to contrast Ozymandias' 'power' with the decayed statue that remains •Structure disrupts the traditional sonnet form •Extended metaphor of the statue	**The Emigree** Rumens explores the idea that the effects of conflict can be emotional as well as physical. The speaker feels that the reality of the situation is often outside of their control, but they can manipulate or control the emotional aspect of it. The speaker demonstrates an individual's power can resist oppression. In addition, Rumens explores the idea that power can be corruptive. The speaker feels that people can use their power to oppress others. **Methods** • Personification of the city • Contrast between memory and reality • Metaphor of sunlight/light/seasons
London Blake explores the idea that power can be corruptive. The speaker feels that London, blighted by the Industrial Revolution, has become a city of inequality and oppression. In addition, Blake also conveys the sense that the actions of those in power have lead to the universal suffering of the city's people. **Methods** • Repetition a) of 'every' to suggest universal suffering and b) of vocabulary related to suffering and anguish. • Shocking imagery- manacles, blood, youthful harlot, new born infant, marriage hearse • Use of contrasts to suggest corruption – blackening church; blood/palace walls; harlot/infant; marriage hearse.	**Kamikaze** Garland explores the idea that the effects of conflict can be emotional as well as physical. The speaker conveys a sense that conflict has a lasting negative impact on a person's emotional state. In addition Garland explores the idea that power is fragile as the speaker feels human resolve is fragile in the face of the power of nature. Finally, Garland explores the idea that power can be corrupt as the speaker feels that society's power corrupts an individual's ability to assert their free will. **Methods** • Contrast between the freedom of the sea and the oppression from the empire • Use of direct and reported speech to show the distance between the pilot and his family • Use of similes 'like a huge flag' 'strung out like bunting'
Exposure Owen explores the idea that the effects of conflict can be emotional as well as physical. The speaker feels that conflict has a lasting negative impact on a person's emotional state and that the trauma soldiers are exposed to on the battlefield are just as significant as any wounds or injuries they could sustain. In addition, Owen explores the idea that power is fragile. The speaker conveys the sense that the power of man is surpassed by the unrelenting threat of nature. **Methods** • Personification – weather is the enemy • Repetition- 'nothing happens' • Pathetic fallacy- atmosphere of violence, misery and suffering created by the description of the weather.	**Checking Out Me History** Agard explores the idea that the effects of conflict can be emotional as well as physical. The speaker conveys his disappointment and anger that he has had to discover his own identity, having been provided with only a biased view of history throughout his time at school. In addition, Agard explores the idea that power can be corruptive. The speaker feels that his own identity has been suppressed by society. **Methods** • Contrast between his own Caribbean history and the history he was taught at school • Dialect • Repetition
Tissue Dharker explores the idea that even though something may be fragile, it can also be powerful. The speaker shows how paper has the power to dominate our lives despite its fragility. **Methods** • Contrasts between power/fragility • Extended metaphor • Similes	**My Last Duchess** Browning explores idea that power can be corruptive.. The speaker misuses his power in an attempt to control his wife. In addition, , Browning explores the idea that power is fragile. The speaker's attempts to exert his power expose his lack of power. **Methods** • Repetition • Dramatic monologue

'Storm on the Island' In 'Storm on the Island, Heaney explores the primal fear of nature which is shown to have a lasting negative impact upon a person's emotional state. He also portrays the fragility of human power in the face of nature as the house is besieged by the storm. Finally, Heaney portrays the way in which power can corrupt due to the allusion to the Troubles in Ireland and the divisive influence that power has in separating and segregating people. **Methods** -Form/structure (block of verse) -Imagery of violence -Extended metaphor	**Poppies** Weir explores the idea that the effects of conflict can be emotional as well as physical. The speaker reflects on memories and the feeling of loss In addition, Weir explores the idea that power is fragile. The speaker expresses a lack of power to control her son's decision to go to war and be able to protect him. **Methods:** • Memories • Metaphors • Imagery • Ambiguity
Bayonet Charge In 'Bayonet Charge, Hughes explores the lasting negative impact caused by human conflict and war on a person's emotional state. He also explores the fragility of human power through the visceral description of suffering, linked to the human body. Finally, Hughes presents the idea that power corrupts the ability of the individual to assert their free will as the individual is trapped within a conflict not of their own making. **Methods** • Form/structure (irregular verse) • Imagery of violence • Aggressive tone • -Enjambement	**The Prelude** Wordsworth explores the idea that the effects of conflict can be emotional as well as physical. The speaker feels conflict has a lasting negative impact on a person's emotional state. In addition, Wordsworth explores the idea that power is fragile. The speaker feels that human resolve is fragile in the face of nature. Finally, Wordsworth explores the idea that power can be corruptive. The speaker feels that nature has caused the fear that dominates their thoughts. **Methods** • Repetition • Personification • Contrast between beauty/darkness
Remains Armitage explores the idea that the effect of conflict can be mental as well as physical. The speaker conveys the trauma he has experienced as his mental health deteriorates .In addition, humanity's power is presented as fragile. The speaker presents this through the ease in which life is taken and/or destroyed. **Methods** • Repetition • Violent imagery • Colloquial language	**War Photographer** Duffy explores the idea that the effects of conflict can be emotional as well as physical by presenting the photographer as deeply affected by his experiences. **Methods** • Contrast between violent imagery of the war-zones with the photographer's home country • Religious imagery • The behaviour of the photographer
The Charge Of The Light Brigade Tennyson explores the idea that the effects of conflict can be emotional as well as physical. The speaker feels the attack forces the soldiers to endure a traumatic experience. In addition, Tennyson explores the idea that power can be corruptive. The speaker feels that the soldiers trauma has been caused through the mistakes of those in power. **Methods** • Repetition • Violent/Biblical imagery • The rhythm of the horses charging	**The Big Ideas** • **The poets explore the idea that the effects of conflict can be emotional as well as physical.** • **The poets explore the idea that power is fragile.** • **The poets explore the idea that power can be corruptive.**

English Language Paper 2
Writers' Viewpoints and Perspectives

Question	Question stem	Timing & marks	Length of answer
Read 2 Non-Fiction Extracts – 10 minutes			
Question 1:	Chose four statements from the list which are true.	4 marks / 5 minutes	4 sentences
Question 2:	Make inferences from each text and synchronise the information.	8 marks / 5 Minutes	3 paragraphs
Question 3:	How does the writer use language…	12 marks/12 minutes	3 paragraphs
Question 4:	Compare how both writers use language to convey their feelings and perspectives.	16 marks /12 Minutes	4-5 paragraphs
Question 5: Writing to describe / narrate	Write an article to argue or persuade.	40 marks / 45 minutes	1 ½ - 2 sides
Proofreading and checking – 5 minutes			

Question 1 Tips-
- Read the part of the extract you are directed to twice.
- The points are in chronological order.
- Make sure you only select four bullet points.
- Fill in the box correctly.

Question 2 (inference)
- Make sure your write about each text.
- Use the format **P**oint **E**vidence **I**nference.
- Use key phrases like "infer", "conclude" "gather".
- DO NOT ANALYSE LANGUAGE- No terminology on this question.
- Make sure you write about both texts.

Question 3 (Language)
- Write a short thesis statement if you feel it will help you plan your response.
- Pick three quotes to focus on- make on your source the lines the question has asked you to focus on.
- Use terminology such as verb, metaphor, hyperbole.
- When the writer uses imagery what does he want the reader to imagine? Go into detail!
- What emotions does the writer want the reader to experience?
- Zoom in on keywords and explore the connotations of the word.
- Support each idea with a quote.
- If you can offer multiple interpretations and combine looking at language devices and key words.

Question 4 (Comparison)
- Consider contextual clues that may have shaped perspective- gender, time of writing.
- Use a table to plan your response- and a highlight to group together ideas.
- Use terminology to label the language and structural features.
- Using comparing and contrasting words such as "similarly to", "likewise", "on the other hand".

Question 5

Make sure you write in the voice of an article, letter or speech and not an essay. Avoid phrases such as "in this article I am going to…", "I believe…" and "In my opinion."

Headline
Subheading
Byline

For

Against

For

Against

Conclusion

Letter

Dear_____,

For

Against

For

Against

Conclusion

Use a checklist to make sure you are varying your writing. Some ideas:

- ❏ Rhetorical Question
- ❏ Expert's opinion
- ❏ Metaphor
- ❏ Simile
- ❏ Anecdote- A short story/ Personal Experience
- ❏ Rule of three
- ❏ Simple sentence
- ❏ Exclamation marks
- ❏ Statistic

V&A to host exhibition on Coco Chanel's career and designs

Gabrielle Chanel. Fashion Manifesto will display 180 designs, jewellery, accessories and perfumes

📷 Gabrielle Chanel. Fashion Manifesto in Paris in 2020. Photograph: Edward Berthelot/Getty Images

The V&A is to host the first ever exhibition in a major UK museum on the work of Gabrielle "Coco" Chanel, covering the career of the French designer from the opening of her first millinery boutique in Paris in 1910 to the showing of her final collection in 1971.

The London museum's exhibition, Gabrielle Chanel. Fashion Manifesto, will display 180 designs as well as jewellery, accessories and perfume, and outfits created for Lauren Bacall and Marlene Dietrich.
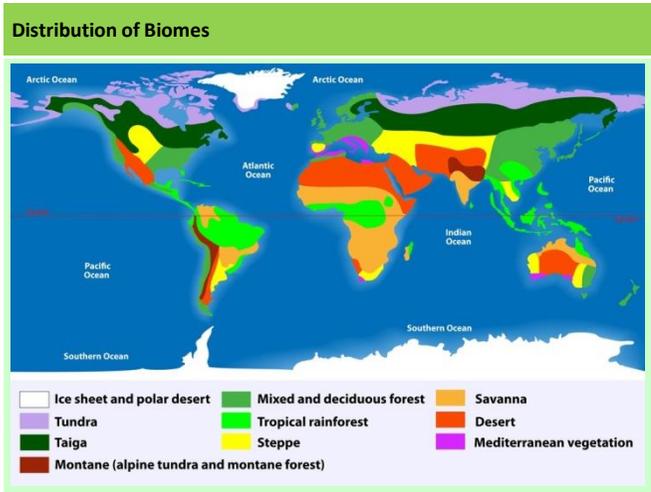
An Open Letter to Yogi Tea, Tom's of Maine, and Eden Foods

I am hurt. Not only am I hurt, but I am disappointed. As you can remember, I emailed you three weeks ago expressing my love for your companies. I went on and on about how they have changed my life and how I wanted to share that experience with as many people as I could. I asked for samples. And as I clearly remember, you replied. You seemed so appreciative. I was touched! You asked for my address to send me this gift that I requested. I sent you it! That was two weeks ago.

Two long, hard weeks have gone by. I needed this gift. You promised me it. I was so ready to receive my gifts.

Boy was I ready! I made boxes for them to stay in! I put foam in there for each sample to sit comfortably. I was going to take good care of it all! I was going to keep everything safe and perfect! I wanted to cherish it. Yet you did not seem to care. Of course I was going to take this gift seriously. It was of value to me. Your companies WERE of value to me. I am hurt.
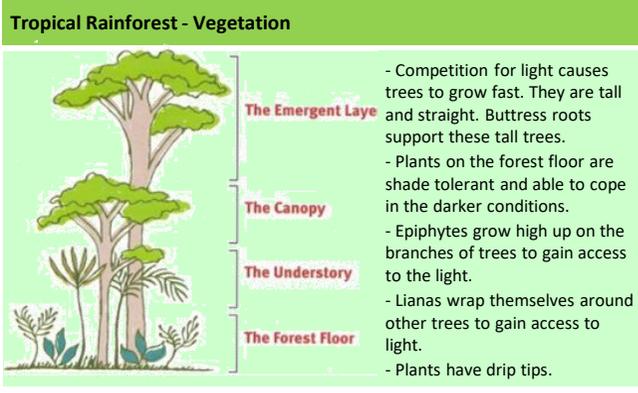
Ecosystem - Key terms

Key term	Definition
Ecosystem	A community of plants and animals that interact with one another and their physical environment.
Abiotic	Relating to non-living things.
Biotic	Relating to living things.
Producer	An organism or plant that is able to absorb energy from the sun through photosynthesis.
Primary consumer	Creature that eats plant matter. Also known as a herbivore.
Secondary consumer	Creature that eats other animals. Also known as a carnivore.
Decomposer	An organism that breaks down dead plant and animal matter.
Food chain	The connections between different organisms that rely on one another as their food source.
Food web	A complex hierarchy of plants and animals relying on each other for food.
Biome	A large global ecosystem with flora and fauna adapting to their environment.

Tropical Rainforest - Vegetation

The Emergent Layer
The Canopy
The Understory
The Forest Floor

- Competition for light causes trees to grow fast. They are tall and straight. Buttress roots support these tall trees.
- Plants on the forest floor are shade tolerant and able to cope in the darker conditions.
- Epiphytes grow high up on the branches of trees to gain access to the light.
- Lianas wrap themselves around other trees to gain access to light.
- Plants have drip tips.

Water and Nutrient Cycle

Water evaporates
Heavy daily convectional rain
Trees intercept rain
Trees take up water
Some rain reaches the ground

Trees grow rapidly
Trees shed leaves all year round
Decaying vegetation decomposes rapidly
Shallow roots take up the nutrients
Nutrients enter the soil

Distribution of Biomes

Ice sheet and polar desert	Mixed and deciduous forest	Savanna	
Tundra	Tropical rainforest	Desert	
Taiga	Steppe	Mediterranean vegetation	
Montane (alpine tundra and montane forest)			

Biome	Key Characteristics
Tropical Rainforests	•Along equator (Asia, Africa / South America). •6% of earth's surface. •25°C – 30°C and over 250mm rain per month.
Tropical Grasslands (Savanna)	•Between equator and tropics. •20 – 30°C and between 500 - 1500 mm of rain per year. •Wet and dry seasons.
Deserts	•Tropics (Sahara and Australia). •Over 30°C and less than 300 mmm per year rain. •20% of land's surface.
Deciduous forests	•Higher latitudes (W Europe, N America, New Zealand). •5 – 20°C and between 500 – 1500 mm rain per year. •4 distinct seasons. •Lose leaves in the winter to cope with the cold.
Coniferous forest (Taiga)	•60°N (Scandinavia / Canada). •Cone bearing evergreen trees. •No sunlight for part of the year.
Tundra	•Above 60°N (Arctic Circle). •Less than 10°C and less than 500mm per year rain. •Cold, icy and dry means 2 month growing season.

Effects of deforestation in the Amazon

Economic development	Soil erosion
•Brings in jobs and income. •Destroys resources in the long term. •Livelihoods of locals destroyed. •2008 $6.9 billion from cattle. •Rubber tappers lost jobs. •Mercury from gold mining poisons fish.	•Land left unprotected from heavy rain leads to landslides and flooding. •Nutrients are washed away decreasing nutrients in the soil. •Rivers silt up.

Contribution to climate change	Others
•Trees cut down change the water cycle and make it drier. •Rainforests are the lungs of the earth and so when deforested there is more carbon dioxide in the air and less oxygen. •Burning also releases carbon dioxide into the air (Greenhouse effect).	•Loss of biodiversity - 137 species a day. •Loss of indigenous tribes (90 since 1990). •Tribal people moving to towns and cities and have drugs and alcohol issues. •Loss of indigenous knowledge. •Conflicts between developers and indigenous people.

Causes of deforestation in the Amazon

| Commercial farming	Farming to sell produce for a profit. Cattle and crops. Responsible for 80% of Amazon deforestation. Ruins soil and nutrients
Logging	The business of cutting down trees and transporting the logs to sawmills. Selective logging and clear felling. Teak and Mahogany worth the most.
Mineral extraction	The removal of mineral resources from the earth. Gold, Bauxite, Oil and gas. Pollutes rivers and air. Trees above the mines and quarries are removed.
Subsistence farming	A type of agriculture producing food and materials for the benefit only of the farmer and his family or community. Small scale, often slash and burn.
Hydro - electricity	Dams have been built and large areas of rainforest destroyed by flooding.
Resettling	Since 1970 1 million people have been encouraged to move away from shanty towns and into the rainforest. They have been given land which has been cleared to allow farming.
Roads	The 4000km long Trans Amazonia Highway built 1970s. Opened up rainforest, but allowed loggers in.

Protecting the Amazon

- Selective logging. Only fell fully grown trees. Mark sustainable trees for sale.
- Conservation & education. WWF (NGO) educate and train conservation workers. Buy threatened areas.
- Ecotourism. Minimises damage to the environment and benefits locals. This creates incentive to protect the forest.
- International agreements. International Tropical Trade Agreement restricts trade in hard woods.
- Debt reduction. In 2010 the USA converted $13.5 million from Brazil and used to protect forest.
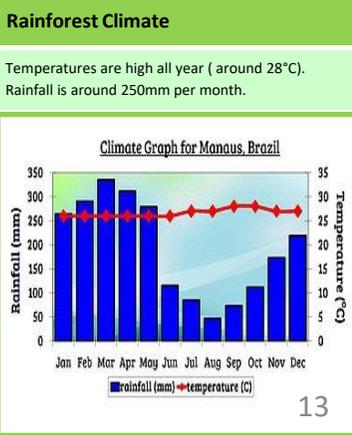
Unit 1b

AQA

The Living World
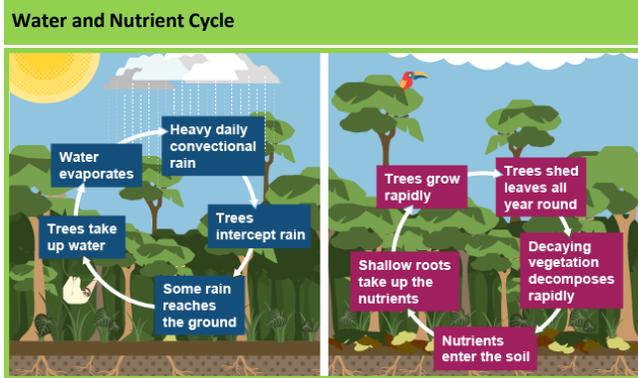
Tropical Rainforest - Animals

- Jaguars have spotted fur. This camouflages them in the dappled shade of the forest floor.
- Parrots have strong, sharp beaks to help them crack open nuts.
- Spider monkeys have a prehensile tail that allows them to cling to branches. Sharp nails allow them to peel bark.
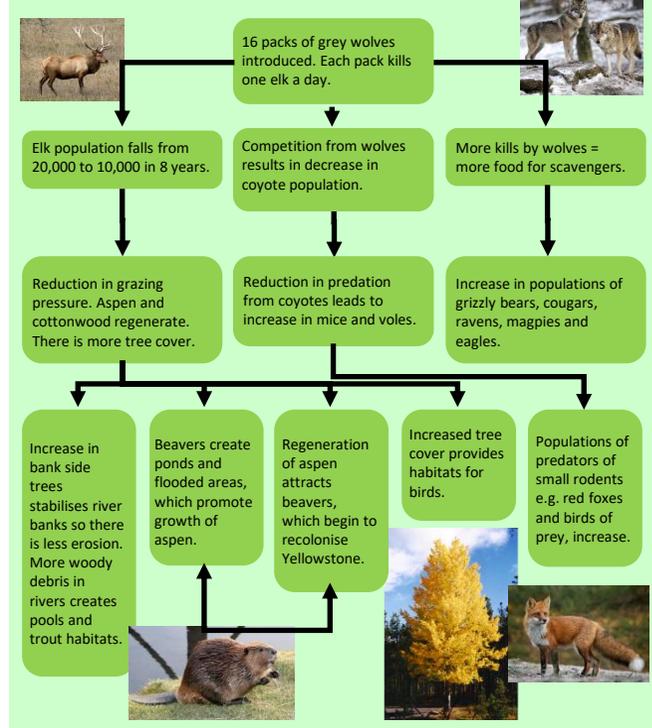- Poison dart frogs are a bright colour to warn predators away.

Rainforest Climate

Temperatures are high all year (around 28°C). Rainfall is around 250mm per month.

Climate Graph for Manaus, Brazil

Trophic levels

Trophic Level	Source of Energy	Examples
Producers	Solar energy	Green plants, photosynthetic protists and bacteria
Herbivores	Producers	Grasshoppers, water fleas, antelope, termites
Primary Carnivores	Herbivores	Wolves, spiders, some snakes, warblers
Secondary Carnivores	Primary carnivores	Killer whales, tuna, falcons
Omnivores	Several trophic levels	Humans, rats, opossums, bears, racoons, crabs
Detritivores and Decomposers	Wastes and dead bodies of other organisms	Fungi, many bacteria, earthworms, vultures

At each (trophic) level of the food chain the number of individuals declines. This is because not all individuals in any trophic level are consumed (eaten). This means not all energy is passed up to the next trophic level.

Changes within ecosystems

If any component within an ecosystem is changed it will have a knock on effect on the rest of the ecosystem.
An example of where this happened was in Yellowstone National Park in the USA when they reintroduced wolves in 1995.

16 packs of grey wolves introduced. Each pack kills one elk a day.

Elk population falls from 20,000 to 10,000 in 8 years.

Competition from wolves results in decrease in coyote population.

More kills by wolves = more food for scavengers.

Reduction in grazing pressure. Aspen and cottonwood regenerate. There is more tree cover.

Reduction in predation from coyotes leads to increase in mice and voles.

Increase in populations of grizzly bears, cougars, ravens, magpies and eagles.

Increase in bank side trees stabilises river banks so there is less erosion. More woody debris in rivers creates pools and trout habitats.

Beavers create ponds and flooded areas, which promote growth of aspen.

Regeneration of aspen attracts beavers, which begin to recolonise Yellowstone.

Increased tree cover provides habitats for birds.

Populations of predators of small rodents e.g. red foxes and birds of prey, increase.

Ecosystem - A question of scale

Ecosystems can be any size.
- Local e.g. a pond or under a dead log. Also called a habitat.
- Regional e.g. the upland moorland of the Pennines in the north of England.
- Global e.g. tropical rainforest. Also called biomes.

A small scale ecosystem - Bradgate Park

Bradgate Park is a country park to the north west of Leicester. It covers 850 acres and has a wide range of flora (plants) and fauna (animals).

The park attracts almost 1 million visitors each year.

The park has a wide range of trees including oak trees, and small areas of pine trees. There are large areas of bracken. Deciduous trees and bracken provide leaves that decompose and enrich the soil as well as providing leaf litter for insects.

The bracken provides cover and nesting areas for birds such as skylarks, yellowhammers and meadow pipits, as well as cover for the deer in the park. Kingfishers and reed buntings live alongside the River Lin as it flows through the park.

The park is managed by annual deer culls to keep deer numbers at sustainable levels. In the autumn the bracken is rolled flat to encourage nutrients back into the soil and stop the bracken spreading over the grass on which deer graze.

Hot deserts

NOT hot desserts

To be defined as a Hot Desert, there must be:
- Less than 250mm of rain a year.
- Diurnal temperatures ranging from 50°C during the day to 0°C at night.

Desert - Challenges

Extreme Temperatures Temperatures are over 40 degrees during the day and drop below freezing at night.

Inaccessibility – The Sahara is huge making travel difficult and expensive.

Water Supply - low rainfall makes water for drinking, washing and agriculture difficult to supply.

Desertification - Causes

Desertification is where land is gradually turned into desert, usually on the edge of a desert. It is caused by overgrazing by cattle or trees being cut down for firewood. Population growth is a key factor. Climate change will lead to more droughts that kill vegetation and cause the problem to spread. In the area to the south of the **Sahara**, known as the **Sahel** heavy rainstorms can wash away the exposed soil in a couple of hours.

Desert - Opportunities

Mineral resources - mineral resources from the earth can be used by industry or sold for export.

Oil and gas - oil is trapped in huge aquifers deep underground. It is an extremely valuable resource.

Solar energy - with 12 hours of cloudless sunshine every day, deserts are ideal locations for this form of electricity generation.

Tourism – deserts are remote, romantic and exotic locations for tourists.

Farming - only possible where there is access to water through irrigation.

Specific Detail

Morocco is the world's largest exporter of phosphate which is used in fertilisers and batteries. The money gained can be used to develop the country.

Algeria is a leading exporter of oil and gets 60% of its income from the oil and gas industry. It has many huge oilfields e.g. Hassi Messaoud. The industry provides jobs for 40,000 people.

Tunisia is planning a huge development that will supply enough electricity to meet the needs of 2 million homes in Western Europe. Solar power does not contribute to global warming.

You can go camel trekking in Morocco. Cities like Marrakech are popular with many tourists visiting the famous souk (market). Increasing opportunities for sand-boarding and dune buggies exist.

Egypt doubled the amount of land where crops were grown by building the Aswan Dam to control the flow of the Nile and irrigate the surrounding desert.
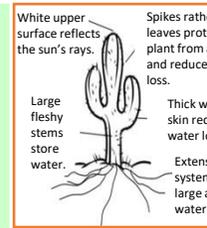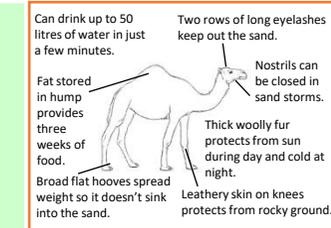
Desertification - Solutions

Irrigation - Water from aquifers used to grow crops / vegetation.

National Parks - Conserve areas at risk, protect wildlife.

Afforestation - Green wall being planted across the Sahel.

Crop rotation - Keeps nutrients in the soil by avoiding monoculture.

Appropriate Technology - Use of suitable crops, magic stones, terraces.

USA - Western Desert - California, Nevada, Utah, Arizona, New Mexico

Opportunities •Farming using water from aquifers. •Mineral extraction e.g. copper, uranium, lead. •Energy. The Sonoran Solar Project will produce enough energy for 100,000 homes. •Tourism includes the Grand Canyon (4.5 million / year) and Las Vegas (37 million visits / year).

Challenges •Temperatures reach up to 50°C. •Lack of roads meant limited access until late 1800s. •Water is limited and has to be transported from the Colorado River. •Over-extraction leads to conflict.

Desert Plants

High temperatures should lead to rapid growth but this is not possible due to the lack of moisture. Vegetation is sparse and usually confined to water holes.

Lack of rainfall is the main limit on plant growth. Plants have thin leaves or spines to reduce water loss and long roots to reach deep underground water. The Cactus is a common desert plant.

White upper surface reflects the sun's rays.

Spikes rather than leaves protect the plant from animals and reduce water loss.

Large fleshy stems store water.

Thick waxy skin reduces water loss.

Extensive root system soaks up large amounts of water after rain.

Desert Animals

The limited number of producers means the number of consumers is also low.

Animals need to be able to tolerate the range of temperatures in the desert. Many do this by staying underground during the day. They also need to find ways to cope with the limited availability of water. Some gain enough water from their food. Others extract water from air.

Can drink up to 50 litres of water in just a few minutes.

Two rows of long eyelashes keep out the sand.

Fat stored in hump provides three weeks of food.

Nostrils can be closed in sand storms.

Broad flat hooves spread weight so it doesn't sink into the sand.

Thick woolly fur protects from sun during day and cold at night.

Leathery skin on knees protects from rocky ground.

Health and Social Care - Component 1

Glossary of key terms for this unit

PIES

Physical - Physical growth and development (Growth pattern, puberty, ageing and lifestyle)

Intellectual - Intellectual development (Thinking, memory, learning, language and communication)

Emotional - Emotional development (Feelings, identity, confidence etc)

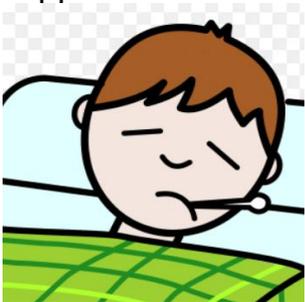**Social** - Social development (Relationships, friends, socialisation, interaction)

Life stages

- Infancy (0-2 years)
- Early childhood (3-8 years)
- Adolescence (9-18 years)
- Early adulthood (19-45 years)
- Middle adulthood (46-65 years)
- Later adulthood (65+ years)

Physical factors

- Genetic inheritance
- Diet and lifestyle choices
- Illness and disease
- Appearance

Economic factors

- Income and wealth
- Material possession

Social, cultural and emotional factors

- Educational experience
- Culture
- Influence of role models
- Social isolation
- Personal relationships

Can you identify two ways how physical growth can be aided;

Can you identify two ways how intellectual development can be aided;

Identify one milestone which happens at each life stage:

Infancy:

Early childhood:

Adolescence:

Early adulthood:

Middle adulthood:

Later adulthood:

Knowledge Organiser: H&SC

Name 3 factors and explain how they can influence growth and development

1.

2.

3.

Key Terms

Claim	A legal declaration of the intention to take control of land.
Dry Farming	Ploughing straight after rain to keep water in the soil.
Exodusters	Black Americans who migrated from the south to Kansas.
Homesteader	Someone who bought a 160 acre plot from the government.
Manifest Destiny	A belief that it was God's will for Americans to expand westwards.
Migration	People moving from one place to another.
Prospector	Someone searching for gold in rocks, streams or riverbeds.

The American West

Homestead

Migration Key Events and Dates

1834	The Permanent Indian Frontier
1846	Donner Party Mormon Migration
1848	Gold Discovered in California
1862	Homestead Act Pacific Railways Act
1873	Timber Culture Act
1879	Exoduster Movement
1893	Oklahoma Land Rush

The Oklahoma Land Rush

Cattle Ranching: Key Terms	
Corral	An enclosure for livestock.
Open Range	Land where anyone's cattle are allowed to graze.
Over stocking	The soil is destroyed by too many cattle.
Ranch	A large farm for breeding and keeping livestock.
Range War	Conflict between ranchers and homesteaders (Johnson County War).
Rustling	Stealing Livestock.

The American West

Wyatt Earp

Plains Indians Key Events and Dates

1851	Indian Appropriation Act Fort Laramie (1st treaty)
1862	Little Crow's War
1864	Sand Creek Massacre
1866	Red Cloud's War Fetterman's Trap
1868	President Grant's Peace Treaty
1876	Battle of Little Bighorn
1887	Dawes Act
1890	Battle of Wounded Knee

Red Cloud

SOLVING EQUATIONS AND INEQUALITIES

Solving Equations

$3(2x + 4) = 30$

3 (2x + 4) = 30

[Expand the brackets]

6x + 12 = 30

-12   -12

6x = 18

÷ 6   ÷ 6

x = 3

Substitute to check your answer. This could be negative or a fraction or decimal

$8x + 5 = 4x + 13$

$-4x \qquad -4x$

$4x + 5 = 13$

$-5 \qquad -5$

$4x = 8$

$\div 4 \qquad \div 4$

$x = 2$
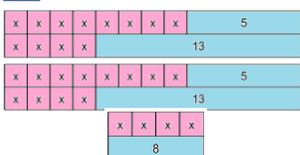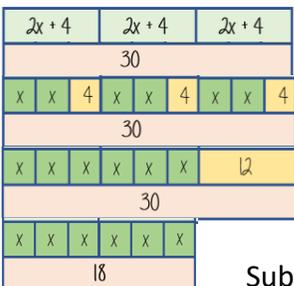
Simultaneous Equations

→ **Solve**

$2x + 3y = 11$

$3x - 5y = 7$

Multiply to match a term in x or y

$10x + 15y = 55$

$9x - 15y = 21$

Add or subtract to cancel…

$19x = 76$, so $x = 4$

Finally, substitute and solve…

$2 \times 4 + 3y = 11$, so $y = 1$

Form and Solve Inequalities

"Two more than treble my number is greater than 11"

Form

$$x \rightarrow \times 3 \rightarrow +2 \rightarrow 11$$
$$3x + 2 > 11$$

Solve

$$x \leftarrow \div 3 \leftarrow -2 \leftarrow 11$$
$$x > 3$$

Check

This would suggest any value bigger than 3 satisfies the statement

$$3 \times 3 + 2 = 11 \checkmark$$
$$10 \times 3 + 2 = 32 \checkmark$$

Inequalities with Unknown on Both Sides.

$$5(x + 4) < 3(x + 2)$$

Expand Brackets

$$5x + 20 < 3x + 6$$

-3x from both sides

$$2x + 20 < 6$$

Subtract 20 from both sides

$$2x < -14$$

Divide by 2 both sides

$$x < -7$$

Solving inequalities has the same method as equations

Plotting Graphs

One way of plotting a linear function is to use a table of values. This method means inputting different values of x into the function to get a value of y. Doing this gives are coordinates that lie on the line which can be plotted on a grid.

Example

Plot the following line of $y = 3x + 1$.

1. Create a table of values

x	-1	0	1	2
y				

2. Now input those values of x into the equation.
When $x = -1$, $y = 3(-1) + 1 = -2$. So $y = -2$. Input that value into the table and repeat until the table is done

3. The finished table of values gives you coordinates to plot on a grid, for example (-1,-2)

x	-1	0	1	2
y	-2	1	4	7

4. Plot the points and draw a line through the points or a curve if it is a quadratic.

SOLVING EQUATIONS AND INEQUALITIES

Equation of a Line

From gradient and coordinates

What is the equation of a line which has gradient of 3 and goes through the point (4,14).

1. We know the equation of the line must be in the format $y = mx + c$, where m is the gradient and c is the y-intercept
2. The gradient has already been given in the question (gradient = 3) so we just have to replace m with 3. So we now have $y = 3x + c$
3. We can work out what c is by substituting the coordinate into the equation that has the gradient substituted in.
$$(14) = 3(4) + c$$
$$14 = 12 + c$$
Subtract 12 from both sides to get c on its own
$$2 = c$$
4. So the equation of the line that has a gradient is 3 and goes through the point (4,14) is $\mathbf{y = 3x + 2}$

From 2 points

To calculate the equation of a line from 2 points we first need to calculate the gradient. To calculate the gradient we need to use the formula.

$$gradient = \frac{change\ in\ y}{change\ in\ x}$$

Once we have calculated the gradient we then input one of the coordinates given in the question (like we do above in from gradient and coordinates).

ALGEBRAIC PROFICIENCY:VISUALISING

Reflection

A shape can be **reflected** across a line of reflection to create an image. The line of reflection is also called the mirror line. The triangle **PQR** has been reflected in the mirror line to create the image **P'Q'R'**.
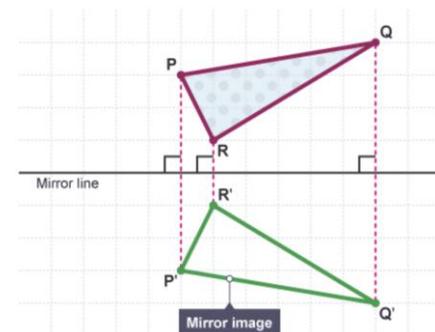
Every point in the image is the same distance from the mirror line as the original shape.
The line joining a point on the original shape to the same point on the image is **perpendicular** to the mirror line.
For example, the line between **R** and **R'** is perpendicular to the mirror line.
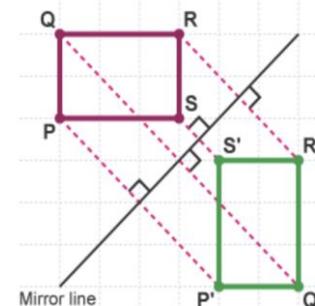
Whenever you are asked to describe a reflection, make sure you add the equation of the mirror line.

Rotation

Rotation turns a shape around a fixed point called the **centre of rotation**.

Three pieces of information are needed to rotate a shape:
- the centre of rotation
- the angle of rotation
- the direction of rotation

The shape has been rotated 90° (a quarter turn) anticlockwise about the centre of rotation.
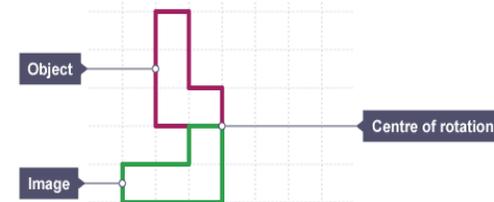
ALGEBRAIC PROFICIENCY:VISUALISING

Translation

A **translation** moves a shape up, down or from side to side but it does not change its appearance in any other way. Every point in the shape is translated the same distance in the same direction.

Column **vectors** are used to describe translations.

Vectors are given in the form $\begin{pmatrix} x \\ y \end{pmatrix}$ where x is the movement horizontally and y is the movement vertically.

A positive value of x means a movement to the right and a negative value of x means a movement to the left.
A positive value of y means a movement upwards and a negative value of y means a movement downwards.

PROPORTIONAL REASONING

Simplifying Ratio

Ratios can be fully **simplified** just like **fractions**. To **simplify** a ratio, divide all of the numbers in the ratio by the same number until they cannot be divided any more.

Example
Simplify $6: 12$.
Divide both numbers by 2: $6: 12 = 3: 6$
Divide both numbers by 3: $3: 6 = 1: 2$

A quick way of doing this in just one step is to divide by the **highest common factor** of all the numbers in the ratio. In this example, the highest common factor of 6 and 12 is 6. Dividing each number by the HCF:
$$6: 12 = 1: 2$$

Enlargement

An enlargement is a type of transformation where we change the size of the original shape to make it bigger or smaller by multiplying it by a scale factor.

To complete an enlargement we need:
- Centre of enlargement
- Scale factor

To use a centre of enlargement we need to draw lines from the centre of enlargement through the vertices of the original shape. These are called ray lines.

Example

Here triangle ABC has been enlarged by scale factor 2 about a centre of enlargement point O.
The new triangle is labelled A'B'C'.
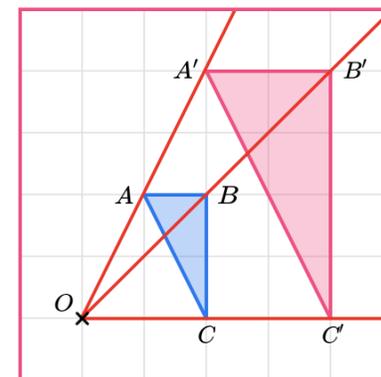
The lengths of the sides of the new shape are double the lengths of the sides of the original shape. The pairs of corresponding sides are parallel lines. The angles in the two shapes are the same and the triangles are similar triangles.

YEAR 10 INTERMEDIATE SPRING 1

PROPORTIONAL REASONING

Share into a Given Ratio

James and Helen are given pocket money in the ratio 3:5. The total amount of pocket money they are given is £24. How much money is each person given?

The amount is divided into 8 equal parts since 3+5=8.

Draw a rectangle with 8 sections and divide it in the ratio 3:5, labelling the two parts with the names 'James' and 'Helen'. Since James' name comes first he gets three of the parts as the 3 is the first number in the ratio. Helen gets 5 parts, since her name is second.

Share the £24 between the 8 parts by dividing 24 by 8 and put the amount into each part of the diagram.
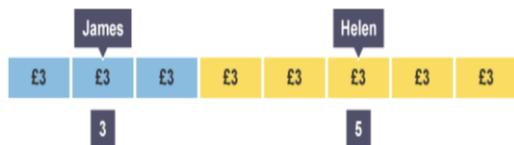
The diagram shows that:

- James gets $3 \times £3 = £9$
- Helen gets $5 \times £3 = £15$

Best Buys

Best buys problems involve assessing which item is the best value for money.

In order to compare deals:
1. **Note the cost of the items and the number of items for each deal.**
2. **Calculate the price for an equivalent number of items for each deal.**
   For the unitary method, this is the price of a single item. For the common multiples method, this is the price of a common number of items.
3. **Compare the prices of the equivalent quantities.**

Direct Proportion

When two variables are directly proportional, as one increases the other also increases at the same rate (proportionally). So if one doubles, the other also doubles.

Direct proportion is written using the proportional symbol ($\propto$). For example, if two variables x and y are directly proportional to each other, then this statement can be represented as $x \propto y$.

When the proportionality sign ($\propto$) is replaced with an equal sign (=), the equation is $x = ky$. The constant value (often written as k) is known as the constant of proportionality and relates to the amounts that increase or decrease at the same rate.

Inverse Proportion

If two quantities are inversely proportional, one increases as the other decreases at the same rate. If one quantity doubles, the other one halves. For example, more workers on a job would reduce the time to complete the task. They are inversely proportional.

Inverse proportion is written using the proportional symbol ($\propto$). For example, if two variables x and y are inversely proportional to each other, then this statement can be represented as $x \propto \frac{1}{y}$
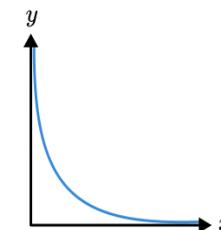
Proportional Graphs

Directly Proportional Graph

Key features:
- Algebraic form, $y = kx$
- Always a **straight line graph**
- **Positive gradient**, k
- Intersects the **origin** (0, 0)

Inversely Proportional Graph

Key features:
- Algebraic form, $y = \frac{k}{x}$
- Always a **reciprocal graph**
- One **smooth curve**
- Located in the **first quadrant only**
- Does **not touch any axis**

ALGEBRAIC PROFICIENCY: TINKERING

Solving & Factorising Quadratics (a≠1)

Factorising
When a quadratic is in the form $ax^2 + bx + c$
1. Multiply a by $c = ac$
2. Work out the factors of ac
3. Identify the factor pair that adds together to make b
4. Arrange factors in a grid with ax^2 and c diagonally opposite and the factors found in step 3 are diagonally (and they are put in front of x)
5. Now factorise each row and column

	ax^2	mx
	nx	c

Where m and n are the factor pairs worked out in step 3

Example
Factorise and solve $6x^2 + 5x - 4$
1. Multiply 6 by -4, which =-24
2. Factors of -24 are: 1 & -24, -24 & 1, -2 & 12, 2 & -12, -3 & 8, -8 & 3, -4 & 6, -6 & 4.
3. The factor pair that add together to make b which is +5 is **-3 and 8**
4. Arrange into grid

	$6x^2$	$-3x$
	$8x$	-4

5. Now factorise each row and column

	2x	**-1**
3x	$6x^2$	$-3x$
4	$8x$	-4

6. Factorised - $(3x + 4)(2x - 1)$
7. Answers – x $= -\frac{4}{3}$ x $= \frac{1}{2}$

Solving & Factorising Quadratics (a=1)

Factorising
When a quadratic expression is in the form $x^2 + bx + c$ find the two numbers that **add to give b** and **multiply to give c**.
Example
$$x^2 + 7x + 10 = (x + 5)(x + 2)$$
(because 5 and 2 add to give 7 and multiply to give 10)
$$x^2 + 2x - 8 = (x + 4)(x - 2)$$
(because +4 and -2 add to give +2 and multiply to give -8)

Solving
Factorise the quadratic in the usual way. **Solve = 0**
Make sure the equation = 0 before factorising.
Example
$$\text{Solve } x^2 + 3x - 10 = 0$$
$$\text{Factorise: } (x + 5)(x - 2) = 0$$
$$x = -5 \text{ or } x = 2$$

Difference of 2 Squares
An expression of the form $a^2 - b^2$ can be factorised to give $(a+b)(a-b)$
Example
$$x^2 - 25 = (x + 5)(x - 5)$$
$$16x^2 - 81 = (4x + 9)(4x - 9)$$

Rearrange a formula
The subject of a formula is the term on its own. Use the rules that "balance" the formula to change its subject

→ **Make x the subject of $2x + 3y = z$**
Here subtract $3y$ from both sides…
$$2x = z - 3y$$
…then divide both sides by 2
$$x = \frac{z - 3y}{2}$$

Expanding Brackets

$$p(q + r) = pq + qr$$

→ $5(x - 2y) = 5x - 10y$

$$(x + a)(x + b) = x^2 + ax + bx + ab$$

→ $(2x - 3)(x + 5)$
$$= 2x^2 - 3x + 10x - 15$$
$$= 2x^2 + 7x - 15$$

CALCULATING SPACE

Metric Units and Conversions

LENGTH CONVERSIONS					
1 centimetre	=	10 millimetres	1 cm	=	10 mm
1 decimetre	=	10 centimetres	1 dm	=	10 cm
1 metre	=	100 centimetres	1 m	=	100 cm
1 metre	=	10 decimetres	1 m	=	10 dm
1 kilometre	=	1000 metres	1 km	=	1000 m

AREA CONVERSIONS					
1 sq. centimetre	=	100 sq. millimetres	1 sq. cm	=	100 sq. mm
1 sq. metre	=	10,000 sq. centimetres	1 sq. m	=	10,000 sq. cm
1 hectare	=	10,000 sq. metres	1 ha	=	10,000 sq. m
1 sq. km	=	100 hectares	1 sq. km	=	100 ha
1 sq. km	=	1 million sq. metres	1 sq. km	=	1,000,000 sq. m

VOLUME CONVERSIONS					
1 cubic centimetre	=	1000 cubic millimetres	1 cu cm	=	1000 cu mm
1 cubic decimetre	=	1000 cubic centimetres	1 cu dm	=	1000 cu cm
1 cubic metre	=	1 million cubic centimetres	1 cu m	=	1,000,000 cu cm
1 cubic metre	=	1000 cubic decimetres	1 cu m	=	1000 cu dm

WEIGHT CONVERSIONS					
1 gram	=	1000 milligrams	1g	=	1000 mg
1 decagram	=	10 grams	1dag	=	10g
1 kilogram	=	1000 grams	1 kg	=	1000 g
1 tonne	=	1000 kilograms	1 t	=	1000 kg
(1 megagram)			(1 Mg)		
1 gigagram	=	1000 megagrams	1 Gg	=	1000 Mg or 1000 MT

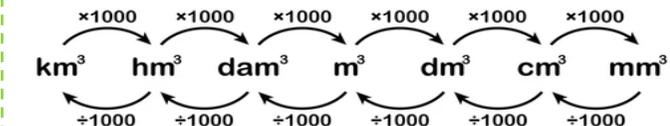| LIQUID VOLUME (CAPACITY) CONVERSIONS					
1 centilitre	=	10 millilitres	1 cl	=	10 ml
1 decilitre	=	10 centilitres	1 dl	=	10cl
1 litre	=	1000 millilitres	1 l	=	1000 ml
1 litre	=	10 decilitres	1 l	=	10dl
1 kilolitre	=	1000 litres	1 kl	=	1000 l

Length
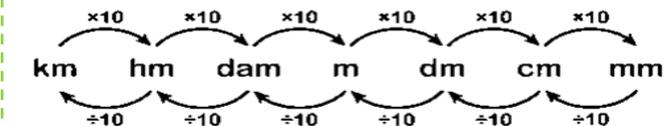
Area
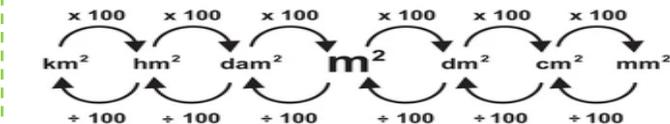
Volume

CALCULATING SPACE

Area of Triangles, Quadrilaterals and Circles

Trapezoid
$$A = \frac{(a+b)}{2} h$$

Rectangle
$$A = bh$$

Square
$$A = s^2$$

Parallelogram
$$A = bh$$

Triangle
$$A = \frac{1}{2} bh$$

Circle
$$A = \pi r^2$$

Volume and Surface Area of Spheres, Cones and Pyramids

Cone:
$$V = \frac{1}{3} Bh$$
$$SA = \pi rs + \pi r^2$$

Pyramid:
$$V = \frac{1}{3} Bh$$
$$SA = \text{sum of the area of all the faces}$$

Pyramid:
$$V = \frac{1}{3} Bh$$
$$SA = \text{sum of the area of all the faces}$$

Sphere:
$$V = \frac{4}{3} \pi r^3$$
$$SA = 4\pi r^2$$

EXPLORING FRACTION, DECIMALS AND PERCENTAGES

FDP Equivalence

Percentage
100% = a whole
= 100 hundredths

10 hundredths
10 out of 100
10%

One **hundredth**

$$\frac{10}{100} = \frac{1}{10} = 0.10 \text{ (one whole split into 100 equal parts)}$$

ones	tenths	hundredths
•	●	

Percentage change

I bought a phone for £200. A year later sold it for £125.

All values of change compare to the ORIGINAL value

100%
£200
£125

Percentage loss
$$\frac{75}{200} \times 100 = 37.5\%$$

$$\frac{Difference\ in\ values}{Original\ value} \times 100$$

I bought a house for £180,000, I later sold it for £216,000.

100%
£180,000

Percentage profit

Money made (profit value)
$$\frac{36000}{180000} \times 100 = 20\%$$

Simple Interest

For each year of investment the interest remains the same

$$\frac{Principal\ amount \times Interest\ Rate \times Years}{100}$$

Principal amount is the amount invested in the account. e.g. Invest £100 at 30% simple interest for 4 years

$$\frac{100 \times 30 \times 4}{100} = £120$$

This account earned £120 interest. At the end of year 4 they have £220

Compound Interest

Interest is added to the current value of investment at the end of each year so the next year's interest is greater.

$$Principal\ amount \times Multiplier^{Years}$$

e.g. Invest £100 at 30% compound interest for 4 years

$$100 \times 1.3^4 = £285.61$$

This account has £285.61 in total at the end of the 4 years

Repeated percentage change

Depreciation Depreciation calculations use multipliers **less than** 1

£100 | x 1.10 | x 1.10 | x 1.10

Multipliers are commutative – an overall multiplier effect can be calculated by combining the multipliers separately.

Compound Interest

Tess invests £100 at 10% compound interest for 3 years

£100 | x 1.10 ... 3 — Number of occurrences
Original amount
Repeated multiplier

e.g. Increase of 10% then a reduction of 10%

x 1.10 | x 09
x 0.99 — The multiplier

Growth and decay

Compound growth   Compound decay

Decay – the values get closer to 0
The constant multiplier is less than one
Growth – the values increase exponentially
The constant multiplier is more than one

Compound growth and compound decay are exponential graphs

Expanding Brackets
Double Brackets
Expand $(x + 3)(x + 2)$

	x	$+3$
x	x^2	$+3x$
$+2$	$+2x$	$+6$

$(x + 3)(x + 2)$
$= x^2 + 3x + 2x + 6$
$= x^2 + 5x + 6$

Triple Brackets
Expand $(3x - 2)(2x + 1)(x + 4)$

	$3x$	-2
$2x$	$6x^2$	$-4x$
$+1$	$+3x$	-2

$(3x - 2)(2x + 1)$
$= 6x^2 - 4x + 3x - 2$
$= 6x^2 - x - 2$

$(6x^2 - x - 2)(x + 4)$

	$6x^2$	$-x$	-2
x	$6x^3$	$-x^2$	$-2x$
$+4$	$+24x^2$	$-4x$	-8

$(6x^2 - x - 2)(x + 4)$
$= 6x^3 - x^2 + 24x^2 - 2x - 4x - 8$
$= 6x^3 + 23x^2 - 8$

Adding and Subtracting Algebraic Fractions

Adding and subtracting algebraic fractions is a similar process to adding and subtracting normal fractions.

Fractions can only be added or subtracted when there is a **common denominator** and algebraic fractions are the same in this method.

Factorising

When a quadratic is in the form $ax^2 + bx + c$
1. Multiply a by $c = ac$
2. Work out the factors of ac
3. Identify the factor pair that adds together to make b
4. Arrange factors in the a grid with ax^2 and c diagonally opposite and the factors found in step 3 are diagonal (and they are put in front of x)
5. Now factorise each row and column

ax^2	mx
$8x$	-4

Where m and n are the factor pairs worked out in step 3

Simplifying Algebraic Fractions

Simplifying **rational** expressions or algebraic fractions works in the same way as **simplifying normal fractions**. A common factor must be found and divided throughout.

Example

Simplify $\frac{6m^2}{3m}$

To simplify this, look for the **highest common factor** of $6m^2$ and $3m$. This is $3m$. Take this common factor out of each part of the fraction.
This gives $\frac{6m^2 \div 3m}{3m \div 3m} = \frac{2m}{1} = 2m$
This fraction cannot be simplified any further, so this is the final answer.

Multiplying & Dividing Algebraic Fractions
The method to multiply fractions is to multiply the **numerators** together, multiply the **denominators** together and then cancel down if necessary.
The method to divide fractions is to keep the first fraction the same, turn the divide sign into a multiply and turn the second fraction upside down. This is known as multiplying by the reciprocal. The sum then becomes multiplying two fractions, which is done using the method above.
Multiplying and dividing **rational** expressions works using the same methods.

PROPORTIONAL REASONING

Direct Proportion

When two variables are directly proportional, as one increases the other also increases at the same rate (proportionally). So if one doubles, the other also doubles.

Direct proportion is written using the proportional symbol ($\propto$). For example, if two variables x and y are directly proportional to each other, then this statement can be represented as $x \propto y$.
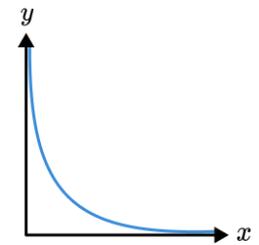
When the proportionality sign ($\propto$) is replaced with an equal sign (=), the equation is $x = ky$. The constant value (often written as k) is known as the constant of proportionality and relates to the amounts that increase or decrease at the same rate.

Inverse Proportion

If two quantities are inversely proportional, one increases as the other decreases at the same rate. If one quantity doubles, the other one halves. For example, more workers on a job would reduce the time to complete the task. They are inversely proportional.

Inverse proportion is written using the proportional symbol ($\propto$). For example, if two variables x and y are inversely proportional to each other, then this statement can be represented as $x \propto \frac{1}{y}$

Proportional Graphs

Directly Proportional Graph

Key features:
- Algebraic form, $y = kx$
- Always a **straight line graph**
- **Positive gradient**, k
- Intersects the **origin** (0, 0)

Inversely Proportional Graph

Key features:
- Algebraic form, $y = \frac{k}{x}$
- Always a **reciprocal graph**
- One **smooth curve**
- Located in the **first quadrant only**
- Does **not touch any axis**

PATTERN SNIFFING

Quadratic Sequences

Quadratic sequences are ordered sets of numbers that follow a rule based on the sequence n^2 = 1, 4, 9, 16, 25,… (the square numbers).

Quadratic sequences always include an n^2 term.

The difference between each term in a quadratic sequence is not equal, but the second difference between each term in a quadratic sequence is equal.

Quadratic sequences can also be called quadratic algebraic sequences.

Nth Term	$n^2 + 3$	$4n - 3n^2$
First 5 Terms	4, 7, 12, 19, 28,	1, −4, −15, −32, −55,
First difference (d_1)	+3 +5 +7 +9	−5 −11 −17 −23
Second difference (d_2)	+2 +2 +2	−6 −6 −6

Geometric Sequences

A geometric sequence is an ordered set of numbers that progresses by multiplying or dividing each term by a common ratio.

If we **multiply** or **divide** by the **same** number each time to make the sequence, it is a **geometric sequence**.

SOLVING EQUATIONS AND INEQUALITIES
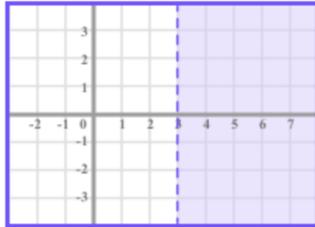
Inequalities on a Graph

Inequalities on a graph allow us to visualise the regions that satisfy one or more inequalities.
A **solid line** means the line is **included**.
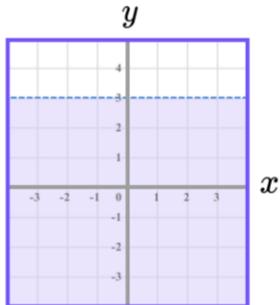A **dotted line** means the line is **not included**.

$$x > 3$$

We use a dashed line for $x = 3$ and can shade the region required to the right of the line.
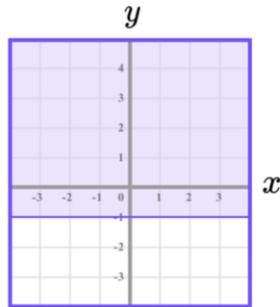
$$y \geq -1$$

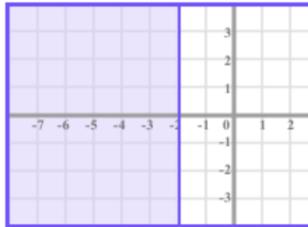We need y to be large to make it greater than -1. This means the region required is above the line.

$$y < 3$$

We need y to be small to make it less than 3. This means the region required is under the line.

$$2x - 5y > 10$$

We can use the origin (0, 0) to check the region.
2(0) - 5(0) < 10 **not** > 10 so (0, 0) is **not** in the required region.
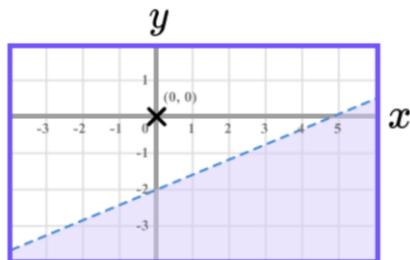
$$x \leq -2$$

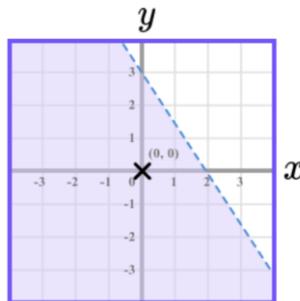We use a solid line for $x = -2$ and can shade the region required to the left of the line.

$$y > x + 1$$

We need y to be greater than $x + 1$ so y should be large.
The region required is above the line.
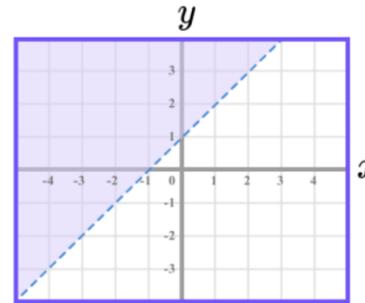
$$3x + 2y < 6$$

We can use the origin (0, 0) to check the region.
3(0) + 2(0) < 6 so (0, 0) is in the required region.

We can mark with a cross (x) all integer coordinates that satisfy the inequalities
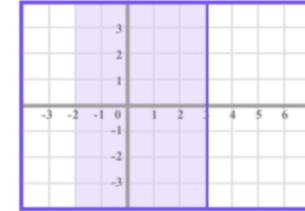
$$3x + 2y < 6$$
$$x \geq -1$$
$$y > -1$$

We must remember that the points on dashed lines can not be included.
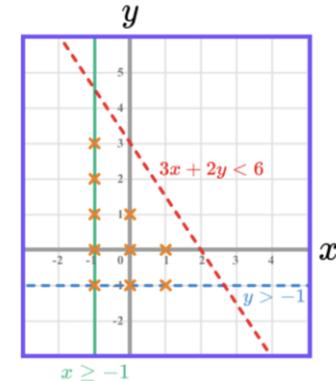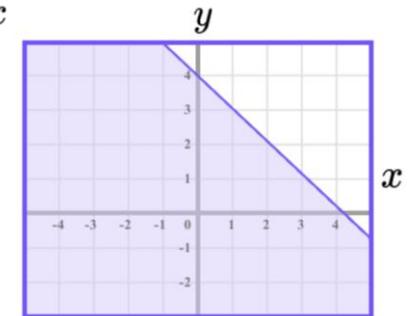
$$-2 < x \leq 3$$

We can use a dashed line for $x = -2$ and a solid line for $x = 3$.
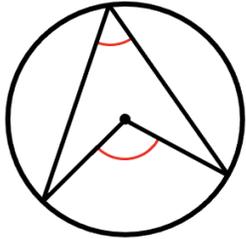We can shade the region required in between the lines.

$$y \leq 4 - x$$

We need y to be less than $4 - x$ so y needs o be small.
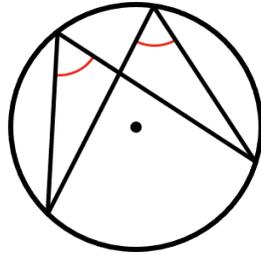The region required is under the line.
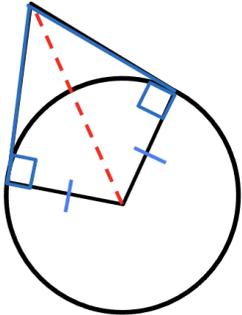
YEAR 10 HIGHER SPRING 2

27

Circle Theorems

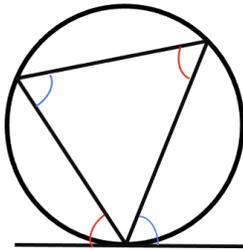The angle at the centre is twice the angle at the circumference.

Angles in the same segment are equal.

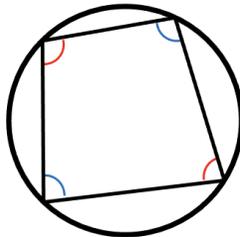The angle between a tangent and a chord is equal to the angle in the alternate segment.

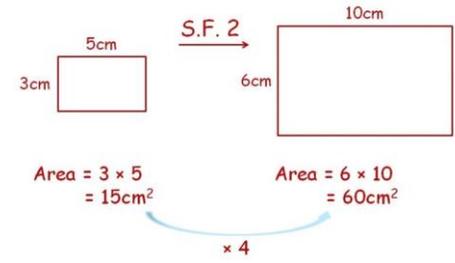Two tangents to a circle from the same point are equal in length.
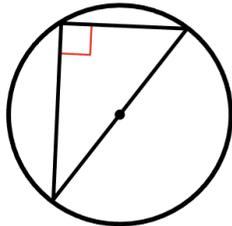
The angle in a semicircle is a right angle.

Opposite angles in a cyclic quadrilateral have a sum of 180°

Enlargements

When we enlarge a shape by a scale factor, the area of the shape is multiplied by the square of the scale factor.

S.F. 3

6cm, 3cm, 2cm → 18cm, 9cm, 6cm

Volume = 3 × 2 × 6 = 36cm³

Volume = 9 × 6 × 18 = 972cm³

× 27

S.F. 2

5cm, 3cm → 10cm, 6cm

Area = 3 × 5 = 15cm²

Area = 6 × 10 = 60cm²

× 4
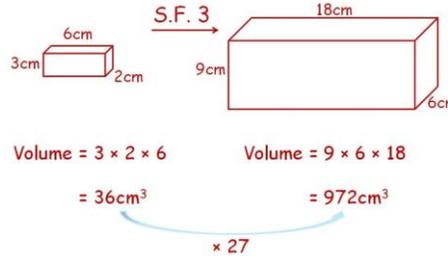
When we enlarge a shape by a scale factor, the volume of the shape is multiplied by the cube of the scale factor.

Volume and Surface Area
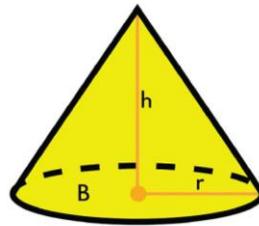
$V = \frac{1}{3}Bh$
$SA = \pi rs + \pi r^2$
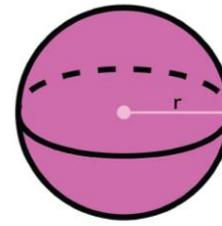
$V = \frac{4}{3}\pi r^3$
$SA = 4\pi r^2$

$V = \frac{1}{3}Bh$
$SA = $ sum of the area of all the faces

$V = Bh$
$SA = 2\pi rh + 2\pi r^2$

$V = \frac{1}{3}Bh$
$SA = $ sum of the area of all the faces

$V = lwh$
$SA = 2lh + 2lw + 2wh$

$V = Bh$
$SA = 2B + 2P$

$V = s^3$
$SA = 6s^2$

Qu'est-ce que tu portes?

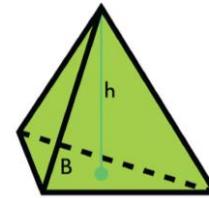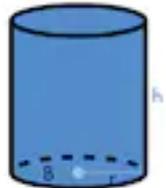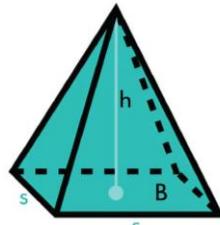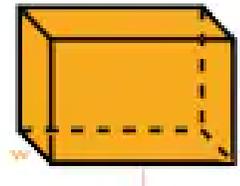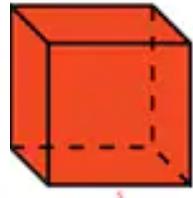|			
Je porte *(I wear)* Je mets *(I put on)* Je vais porter *(I'm going to wear)* Je vais mettre *(I'm going to put on)* J'ai porté *(I wore)* J'ai mis *(I put on)*	un blouson *(a jacket)* un chapeau *(a hat)* un costume *(a suit)* un imperméable *(a raincoat)* un jean (moulant) *((skinny) jeans)* un manteau *(a coat)* un pantalon *(trousers)* un polo *(a polo shirt)* un pull *(a jumper)* un short *(shorts)* un sac à main *(a handbag)* un sweat à capuche *(a hoodie)* un tee-shirt *(a t-shirt)*	blanc(he)(s) *(white)* violet(te)(s) *(purple)* bleu(e)(s) *(blue)* gris(e)(s) *(grey)* jaune(s) *(yellow)* noir(e)(s) *(black)* vert(e)(s) *(green)* rose(s) *(pink)* rouge(s) *(red)* marron *(brown)* orange *(orange)* multicolore(s) *(multi-coloured)* en laine *(woollen)* en cuir *(leather)*	clair *(light)* foncé *(dark)*
	une casquette *(a cap)* une ceinture *(a belt)* une chemise *(a shirt)* une écharpe *(a scarf)* une jupe *(a skirt)* une robe *(a dress)* une montre *(a watch)*	de marque *(designer)* chic(s) *(smart/stylish)* confortable(s) *(comfortable)* démodé(e)(s) *(old-fashioned)* pratique(s) *(practical)*	
	des baskets *(some trainers)* des boucles d'oreille *(some earrings)* des chaussures *(some shoes)* des chaussettes *(some socks)* des gants *(some gloves)* des lunettes de soleil *(some sunglasses)*		

Au magasin de vêtements

la taille *(size)*   la pointure *(shoe size)*
les cabines d'essayage *(changing rooms)*
de taille moyenne *(medium size)*
Il y a un trou *(There is a hole)*
Il y a une tache *(There is a stain)*
Il/Elle est *(It's)* Ils/Elles sont *(They are)*
trop petit(e)(s) *(too small)*
trop grand(e)(s) *(too big)* cassé(e)(s) *(broken)*
Il/Elle ne marche pas *(It doesn't work)*
Je voudrais échanger *(I would like to exchange)*
Je voudrais un remboursement *(I would like a refund)*

Quelle est ta routine?	
Les jours d'école (On school days)	je dois me lever tôt (I have to get up early) je dois quitter la maison à 7h (I have to leave the house at ..)
Le soir (In the evening)	je dois faire mes devoirs (I have to do my HW) je dois aider ma mère (I have to help my mum) je peux regarder la télé (I can watch the telly)
Le samedi (On Saturday) Le dimanche (On Sunday)	je peux rester au lit (I can stay in bed) je peux retrouver mes copains (I can meet my friends) je dois ranger ma chambre (I have to tidy my room) je peux écouter la musique (I can listen to music)

Qu'est-ce que tu manges?		
D'habitude (Usually) Normalement (Normally) Pour le petit déjeuner (For breakfast) À midi (At midday) Comme casse-croûte (As a snack) Le soir (In the evening) Comme dessert (As dessert)	je mange (I eat) je prends (I take)	un sandwich (a sandwich) du beurre (some butter) du fromage (some cheese) du pain (some bread) du pain grillé (some toast) du poisson (some fish) du poulet (some chicken) des céréales (some cereal) des chips (some crisps) des biscuits (some biscuits) des pâtes (some pasta) des bananes (some bananas) des fraises (some strawberries) des œufs (some eggs) des pêches (some peaches) des pommes (some apples) des pommes de terres (some potatoes des pommes de terres (some potatoes de la salade (some salad) de la confiture (some jam) de la viande (some meat) de la glace (some ice cream)
	je bois (I drink)	du jus d'orange (some orange juice) du lait (some milk) de l'eau (some water)

Comment est-ce que tu vas fêter...	
Je vais acheter (I am going to buy) Je vais apporter (I am going to bring) On va apporter (We are going to bring)	du jambon (some ham) des oignons (some onions) du pâté (some pâté) des poivrons (some peppers) du saucisson (some salami) des champignons (some mushrooms) des baguettes (some baguettes) des abricots (some apricots) des biftecks (some steaks) des framboises (some raspberries) des saucisses (some sausages) du raisin (some grapes)

Quelle est ta fête préférée?	
À Noël *(At Xmas)*	on va à l'église/à la mosquée *(we go to the church/mosque)*
La veille de Noël *(On Xmas eve)*	on boit du champagne *(we drink champagne)*
À Paques *(At Easter)*	on décore le sapin de Noël *(we decorate the Xmas tree)* on s'offre des cadeaux *(we give each other presents)*
À Divali *(At Diwali)*	
À Hanoukka *(At Hanukkah)*	on ouvre les cadeaux *(we open the presents)*
À Aïd-el-Fitr *(At Eid)*	on chante des chants traditionnels *(we sing traditional songs)*
Le 6 janvier/La fête des Rois *(Epiphany)*	on allume des bougies *(we light candles)*
Le premier avril *(On April fool's day)*	on cherche des œufs dans le jardin *(we look for eggs in the garden)*
La Chandeleur *(At Candlemas)*	on fait un grand repas *(we make a big meal)*
Le Nouvel An *(At New Year)*	on prépare la dinde rôtie *(we prepare the roast turkey)*
La Saint-Sylvestre *(At New Year's eve)* La Saint-Valentin *(On Valentine's day)* La fête des mères *(On Mother's day)*	on mange des crêpes *(we eat some crêpes)*
	on mange des choses sucrées *(we eat sweet things)*
Le 14 juillet *(On Bastille day)*	on mange toutes sortes de bonnes choses *(we eat all sorts of good things)*
Chez moi/nous *(At my/our house)*	

Comment as-tu fêté...		
Hier *(Yesterday)*	c'était mon anniversaire *(it was my birthday)*	il y avait beaucoup d'invités *(there were lots of guests)*
Avant hier *(The day before yesterday)*	je suis allé(e) au mariage de ma/mon cousin(e) *(I went to my cousin's wedding)* je suis allé(e) à une fête *(I went to a party)*	il y avait un gâteau spécial *(there was a special cake)*
Il y a <u>trois</u> jours *(<u>Three</u> days ago)*	ma sœur a eu son premier bébé *(My sister had her first baby)*	c'était génial *(it was great)*
Le weekend dernier *(Last weekend)*	mon frère s'est pacsé avec son compagnon *(My brother entered into a civil partnership with his partner)*	

Où habites-tu?

J'habite *(I live)*	dans un village *(in a village)* dans une ville *(in a town)* au centre-ville *(in the town centre)* au bord de la mer *(at the seaside)* à la campagne *(in the countryside)* à la montagne *(in the mountains)* en ville *(in town)* à Lowestoft *(in Lowestoft)*	dans le nord *(in the north)* dans le sud *(in the south)* dans l'est *(in the east)* dans l'ouest *(in the west)* dans le centre *(in the centre)*	de l'Angleterre *(of England)* de l'Écosse *(of Scotland)* de l'Irlande *(of Ireland)* de la France *(of France)* du pays de Galles *(of Wales)*

Qu'est-ce qu'il y a dans ta ville/ton village?

Dans ma ville il y a *(In my town there is)* Dans mon village il y a *(In my village there is)* Il n'y a pas de/d'** *(There isn't)* ** when saying what there isn't, you don't need the un, une or des	un centre de loisirs *(a leisure centre)* un château *(a castle)* un marché *(a market)* un musée *(a museum)* un parc/jardin public *(a park)* un stade *(a stadium)* un supermarché *(a supermarket)* une poste *(a post office)* une bibliothèque *(a library)* une église *(a church)* une gare (SNCF) *(a train station)* une mosquée *(a mosque)* des hôtels *(some hotels)* des restaurants *(some restaurants*

Qu'est-ce qu'on peut faire?

On peut *(One can)* On ne peut pas *(One cannot)*	aller à un match de foot *(go to a football match)* aller au cinéma *(go to the cinema)* faire du cheval *(do some horse riding)* faire du ski *(do some skiing)* faire du snowboard *(do some snowboarding)* faire des promenades *(do some walks)* faire les magasins *(do some shopping)* faire un pique-nique *(do a picnic)* se baigner dans la mer *(swim in the sea)* se détendre sur la plage *(relax on the beach)* visiter le château *(visit the castle)* visiter les musées *(visit the museums)*

Les directions

Où est le/la/l'…? *(Where is the ..?)* Où sont les…? *(Where are the ..?)* Pour aller au/à la/à l'/aux …? *(In order to go to the .. ?)* C'est près/loin? *(Is it near/far?)*	Va/Allez tout droit *(Go straight ahead)* Tourne/Tournez à droite *(Turn right)* Tourne/Tournez à gauche *(Turn left)* Prends/Prenez la première rue *(Take the first street)* Prends/Prenez la deuxième rue *(Take the second street)* Traverse/Traversez le pont *(Cross the bridge)* Descend/Descendez la rue *(Go down the street)*

Qu'est-ce qu'il y a dans ta région?

Dans ma région il y a *(In my region there is/are)*	un *(a)*	grand *(big)* petit *(small)* vieux *(old)* beau *(beautiful)* joli *(pretty)*	lac *(lake)* port de pèche *(fishing port)* fleuve *(river)* château *(castle)*	historique(s) *(historical)* intéressant(e)(s) *(interesting)* populaire(s) *(popular)* célèbre(s) *(famous)*
	une *(a)*	grande *(big)* petite *(small)* vielle *(old)* belle *(beautiful)* jolie *(pretty)*	rivière *(river)* cathédrale *(cathedral)* ville *(town)*	
	des *(some)*	grand(e)s *(big)* petit(e)s *(small)* vieux/vielles *(old)* beau/belles *(beautiful)* joli(e)s *(pretty)*	champs *(fields) (m)* collines *(hills) (f)* fermes *(farms) (f)* forêts *(forests) (f)* stations de ski *(ski resorts) (f)* vignobles *(vineyards) (m)* bâtiments *(buildings) (m)*	

Le meilleur …

If using something from this column, you do not need the article from the start of the next column. E.g. Le plus grand lac.	Le lac	
Pick a superlative from either this column or the last column, don't use both	Le musée	
	Le château	le/la plus historique(s) *(the most historical)*
Le/La/Les plus grand(e)(s) *(The biggest)*	Le monument	
Le/La/Les plus petit(e)(s) *(The smallest)*	Le port de pêche	le/la plus populaire(s) *(the most popular)*
Le/La/Les plus long(ue)(s) *(The longest)*	La cathédrale	
Le/La/Les plus haut(e)(s) *(The tallest)*	La forêt	
Le/La/Les plus joli(e)(s) *(The prettiest)*	La ville	le/la plus intéressant(e)(s) *(the most interesting)*
Le/La/Les plus beau(x)/belle(s) *(The most beautiful)*	La rivière	
Le/La/Les plus vieux/vieille(s) *(The oldest)*	La tour	le/la plus célèbre(s) *(the most famous)*
Le/La/Les meilleur(e)(s) *(The best)*	La plage	
	L'église	
	La montagne	
	La ferme	
	Le climat	

Visiter une ville

pour *(in order to)*	visiter l'aquarium *(to visit the aquarium)* voir l'exposition sur *(to see the exhibition on ..)* voir le spectacle son et lumière *(to see the sound and light show)* louer des vélos *(to rent some bikes)* faire une promenade en bateau *(to do a boat trip)* monter à la tour de l'horloge *(to climb the clock tower)*

S'il fait beau

Aujourd'hui *(Today)*	s'il fait beau *(if it's good)*	je vais	aller au cinéma *(to go to the cinema)*
	s'il fait mauvais *(if it's bad)*	*(I am going)*	aller à la pèche *(to go fishing)*
Demain *(Tomorrow)*	s'il fait chaud *(if it's hot)*		aller à la piscine en plein air *(to go to the outdoor pool)*
	s'il fait froid *(if it's cold)*	nous allons	faire un barbecue *(to do a BBQ)*
Le weekend prochain	s'il y a du soleil *(if it's sunny)*	*(we are is going)*	faire un pique-nique *(to do a picnic)*
(Next weekend)	s'il y a du brouillard *(if it's foggy)*		faire du ski *(to do skiing)*
	s'il y a du vent *(if it's windy)*	je voudrais	faire de la luge *(to do tobogganing)*
Cette semaine *(This week)*	s'il y a un orage *(if there's a storm)*	*(I would like)*	jouer au tennis *(to play tennis)*
	s'il pleut *(if it rains)*		jouer à des jeux vidéo *(to play video games)*
	s'il neige *(if it snows)*	j'aimerais	rester à la maison *(to stay at home)*
Pendant les vacances		*(I would like)*	regarder la télé *(to watch the telly)*
(During the holidays)			

Ville de rêve ou ville de cauchemar?

C'était *(It was)*	animé *(lively)*	et il y avait *(and there was)*	de bons transports en commun *(good public transport)*
			seulement des maisons *(only some houses)*
	tranquille *(quiet)*		trop de circulation *(too much traffic)*
C'est *(It's)*		et il y a	trop du bruit *(too much noise)*
	sale *(dirty)* propre	*(and there is/are)*	toujours des déchets par terre *(always litter on the ground)*
Ce n'est pas *(It's not)*			
	(clean) pollué	et il n'y a pas de *(and there isn't)*	grand-chose à faire *(much to do)*
Ce n'est jamais *(It's never)*			zone piétonne *(a pedestrian zone)*
	(polluted) triste *(sad)*		cinéma *(a cinema)*
Ce n'est plus *(It's no longer)*		et il n'y a plus de *(and there is no longer)*	club pour les jeunes *(a club for young people)*
			poubelles *(bins)*
		et il n'y a rien pour les jeunes *(and there is nothing for the young people)*	

4J) C'est pour un renseignement

Le château est ouvert quels jours de la semaine? *(On which days is the castle open?)*	Avez-vous un dépliant? *(Do you have a leaflet?)*
C'est ouvert tous les jours *(It's open every day)* sauf le dimanche *(except Sunday)*	Avez-vous un plan de la ville? *(Do you have a map?)*
Quels sont les horaires d'ouverture? *(What are the opening hours?)*	Où est-ce qu'on peut acheter les billets? *(Where can one buy tickets?)*
C'est ouvert de .. .heures à … heures *(It's open from …o'clock until …o'clock)*	le durée *(duration)*
C'est combien, l'entrée? *(How much is the entrance fee?)*	les tarifs *(prices)*
Ça coute … euros pour les adultes/enfants *(It costs …. Euros for adults/children)*	gratuit *(free)*
Est-ce qu'il y a … ? *(Is there a …?)*	accessibles aux personnes handicapés *(accessible to disabled people)*

The present tense
Remove the 'en' to form the stem e.g. spielen – spiel

ich	_____e	(I)	wir	_____en	(we)
du	_____st	(you)	ihr	_____t	(you inf/pl)
er	_____t	(he)	Sie	_____en	(you for/pl)
sie	_____t	(she)	sie	_____en	(they)

Some verbs are irregular. They usually only change in the du & er/sie forms.

Ich	**du**	**er/sie**
esse	isst	isst
lese	liest	liest
sehe	siehst	sieht

The perfect tense
Start with the correct form of haben (below) and end with the past participle. Form the past participle by putting **ge___t** around the verb stem. E.g. spielen – **ge**spiel**t**.

ich habe	wir haben
du hast	ihr habt
er hat	Sie haben
sie hat	sie haben

Common irregular past participles:
gelesen, gesehen, gegessen, getrunken, gefunden

Verbs where there is movement or a change of state use sein instead of haben. The most common verbs are: gegangen (went), gefahren (travelled), geflogen (flew), geblieben (stayed)

ich bin	wir sind
du bist	ihr seid
er ist	Sie sind
sie ist	sie sind

The future tense
Start with the correct form of werden (below) and end with the infinitive. E.g. spielen

ich werde	wir werden
du wirst	ihr werdet
er wird	Sie werden
sie wird	sie werden

The conditional
Start with the correct form of the verb below and end with the infinitive. E.g. spielen

ich würde	wir würden
du würdest	ihr würdet
er würde	Sie würden
sie würde	sie würden

Some verbs have special forms:

I would have	ich hätte
I would be	ich wäre
There would be	es gäbe

The Case System

Definite articles (the)

	Masc	Fem.	Neuter	Plural
Nominative	der	die	das	die
Accusative	den	die	das	die
Genitive	des	der	des	der
Dative	dem	der	dem	den

Indefinite articles (a/an)

	Masc.	Fem.	Neuter	Plural
Nominative	ein	eine	ein	-
Accusative	einen	eine	ein	-
Genitive	eines	einer	eines	-
Dative	einem	einer	einem	-

When to use each case

Case	Role	Description
nominative	subject	takes action
accusative	direct object	receives action
dative	indirect object	to/for whom action is taken
genitive	possessive	indicates owner of someone/something

How to figure out the gender of (most) German nouns without a dictionary!

← By word group

Usually Masculine (der)	Usually Feminine (die)	Usually Neuter (das)
Days, months, and seasons: **der Freitag** (*Friday*)	Many flowers: **die Rose** (*the rose*)	Colors (adjectives) used as nouns: **grün** (green) **das Grün** (*the green*)
Map locations: **der Süd(en)** (*the south*)	Many trees: **die Buche** (*the beech*)	Geographic place names: **das Europa** (*Europe*)
Names of cars and trains: **der Audi** (*the Audi*) and **der ICE** (*the Intercity Express*)	Names of aircraft and ships: **die Boeing 767** (*the Boeing 767*), **die Titanic** (*the Titanic*)	Infinitives used as nouns (gerunds): **schwimmen** (*to swim*) **das Schwimmen** (*swimming*)
Nationalities and words showing citizenship: **der Amerikaner** (*the American*)	Cardinal numbers: **eine Drei** (*a three*)	Young people and animals: **das Baby** (*the baby*)
Occupations: **der Arzt** (*the doctor*)		Almost all the chemical elements and most metals: **das Aluminium** (*aluminum*) and **das Blei** (*lead*)
Names of most mountains and lakes: **der Großglockner** (the highest mountain in Austria)		
Most rivers outside of Europe: **der Amazonas** (the Amazon)		

By prefix/suffix →

Usually Masculine (der)	Usually Feminine (die)	Usually Neuter (das)
-er (especially when referring to male people/jobs)	-ade, -age, -anz, -enz, -ette, -ine, -ion, -tur (if foreign/borrowed from another language)	-chen
-ich	-e	-ium
-ismus	-ei	-lein
-ist	-heit	-ment (if foreign/borrowed from another language)
-ner	-ie	-o
	-ik	-tum or -um
	-in (when referring to female people/occupations)	Ge-
	-keit	
	-schaft	
	-tät	
	-ung	

Charaktereigenschaften — Personal characteristics

German	English
Er/Sie ist …	He/She is …
abenteuerlustig	adventurous
aktiv	active
cool	cool
dynamisch	dynamic
fleißig	hard-working
frech	cheeky
freundlich	friendly
intelligent	intelligent
kreativ	creative
langweilig	boring
locker	laid-back
lustig	funny
modisch	fashionable
nett	nice
originell	original
selbstbewusst	self-confident
sportlich	sporty
unterhaltsam	entertaining

Aussehen — Appearance

German	English
Sie hat (braune) Haare.	She has (brown) hair.
blond	blonde
braun	brown
grau	grey
schwarz	black
rotbraun	auburn
kurz	short
lang	long
glatt	straight
dunkel	dark
hell	light
Er/Sie hat (blaue) Augen.	He/She has (blue) eyes.
Er/Sie trägt …	He/She wears …
eine Brille	glasses
eine Sonnenbrille	sunglasses
Er hat einen Bart.	He has a beard.
Sie hat Sommersprossen.	She has freckles.
Er/Sie ist …	He/She is …
hübsch	pretty
schlank	slim

Mein Wochenende — My weekend

German	English
Ich werde am Sonntag / am Wochenende …	On Sunday / At the weekend I will …
Rad fahren	go cycling
spazieren gehen	go for a walk
ins Freibad gehen	go to the open-air pool
im Internet surfen	surf the internet
soziale Netzwerke nutzen	use social networks
Hausaufgaben machen	do homework
in die Kirche gehen	go to church
einkaufen gehen	go shopping
Zeit mit Familie / Freunden verbringen	spend time with family / friends
grillen	have a barbecue
Musik hören	listen to music
einen Film gucken	watch a film
fernsehen	watch TV
bestimmt	definitely
wahrscheinlich	probably
vielleicht	perhaps
nicht	not

Damals und heute — Then and now

German	English
Als ich ein Kind war, …	When I was a child …
Mit (zehn) Jahren …	At age (ten) …
Früher …	Before …
war das Leben ziemlich schwer	life was quite hard
war meine Mutter oft krank	my mother was often ill
musste ich immer zu Hause helfen	I always had to help at home
konnte ich nie Zeit mit Freunden verbringen	I could never spend time with my friends
durfte ich niemanden nach Hause einladen	I was never allowed to invite anybody to my house
durfte ich nicht alleine (zur Schule) gehen	I was not allowed to go (to school) on my own
konnte ich abends schwimmen	I could swim in the evenings
Das war so unfair!	That was so unfair!
Heutzutage muss ich viel weniger machen.	Nowadays I have to do a lot less.
Im Moment ist es besser.	At the moment it's better.
Ich darf mit meinen Freunden …	I'm allowed to … with my friends.
Ich muss um 21 Uhr nach Hause kommen.	I have to be home by 9 p.m.
Das ist …	That is …
zu früh	too early
ein bisschen zu viel	a bit too much
Ich will länger ausgehen.	I want to stay out later.
Ich habe keine Zeit mehr für …	I no longer have any time for …
Ich will eine bessere Balance finden.	I want to find a better balance.
Ich muss …	I must …
fleißig in der Schule lernen	study hard at school
gute Noten bekommen	get good grades
Ich habe viel Freiheit.	I have a lot of freedom.
Ich darf …	I am allowed to …
abends ausgehen	go out in the evenings
mein Handy so viel benutzen, wie ich will	use my mobile as much as I want
soziale Netzwerke nutzen	use social networks
Ich bin doch kein Kind mehr!	After all, I'm not a child any more!

Beziehungen — Relationships

German	English
Ich komme (nicht so) gut mit … aus.	I (don't) get on (so) well with …
Ich verstehe mich (nicht so) gut mit …	I (don't) get on (so) well with …
Ich kann ihn/sie nicht leiden!	I can't stand him/her!
Er/Sie geht mir auf die Nerven.	He/She gets on my nerves.
Unsere Beziehung ist (nicht so) gut, … weil er/sie … ist	Our relationship is (not so) good… because he/she is …
toll	great
sympathisch	nice
lieb	kind
hilfsbereit	helpful
ehrlich	honest
ärgerlich	annoying
(zu) vorsichtig	(too) careful
nicht hilfsbereit	not helpful
weil er/sie (viel / keine) Geduld hat	because he/she has (a lot of / no) patience
weil er/sie (immer / nie) Zeit für mich hat	because he/she (always / never) has time for me
weil er/sie mich (nicht) unterstützt	because he/she supports me / doesn't support me
Ich streite mich mit …	I argue with …
meinem Vater / ihm	my father / him
meiner Mutter / ihr	my mother / her
meinen Geschwistern / ihnen	my brothers and sisters / them
Wir streiten uns um …	We argue about …
den Computer	the computer
die Kleidung	clothes
das Handy	the mobile phone
Geld	money
die Freunde	friends
Wir haben uns um … gestritten.	We argued about …
Er/Sie findet, …	He/She thinks …
Sie finden, …	They think …
ich verbringe zu viel Zeit mit dem Handy / am Computer	I spend too much time on my mobile / on the computer
ich mache nicht genug Hausaufgaben	I don't do enough homework
ich gebe zu viel Geld aus	I spend too much money
ich bin eifersüchtig auf (meinen Bruder / meine Schwester)	I'm jealous of (my brother / my sister)
Er/Sie mag meine Kleidung nicht.	He/She doesn't like my clothes.
Sie mögen meine Freunde nicht.	They don't like my friends.

Vorbilder — Role models

German	English
(Ghandi) ist ein (großes) Vorbild für mich.	(Ghandi) is a (great) role model for me.
Ich habe kein (berühmtes) Vorbild.	I don't have a (famous) role model.
Ich finde das oberflächlich.	I find that superficial.
Er/Sie inspiriert mich.	He/She inspires me.
Ich bewundere ihn/sie.	I admire him/her.
Ich habe vor ihm/ihr viel Respekt.	I have a lot of respect for him/her.
Ich finde ihn/sie …	I find him/her …
beeindruckend	impressive
begabt	talented
Sie helfen mir in meinem Leben, weil …	They help me in my life, because …
sie Menschen in Not unterstützen	they support people in need
sie mir eine Art Orientierungshilfe geben	they give me direction in life
sie eine Inspiration für uns sind	they are an inspiration for us
Er/Sie hilft mir in meinem Leben, weil …	He/She helps me in my life, because …
er so ein toller Sportler ist	he's such a great sportsman
er vielen Leuten hilft	he helps many people
… denn …	… because …
er hat sich für soziale Probleme interessiert	he was interested in social problems
er hat in seinem Leben vielen Leuten geholfen	he helped many people in his life
er war immer gegen Gewalt	he was always against violence

Wie ist ein guter Freund/ eine gute Freundin? — What makes a good friend?

German	English
Ein guter Freund/ Eine gute Freundin …	A good friend …
hat immer Zeit für mich	always has time for me
ist sympathisch	is nice
unterstützt mich immer	always supports me
muss hilfsbereit / ehrlich sein	must be helpful / honest
darf nie auf andere Freunde eifersüchtig sein	may never be jealous of other friends
muss viel Geduld haben	must have lots of patience
kann mit mir über alles reden	can talk to me about everything
hat die gleichen Interessen	has the same interests
sieht gut aus	looks good
Das ist für mich …	That is … to me.
(nicht) wichtig	(not) important
wichtiger	more important
am wichtigsten	most important
Wir sind miteinander befreundet, weil …	We are friends with each other because …
wir die gleichen Interessen haben	we have the same interests
wir viel zusammen lachen	we laugh a lot together
wir über alles reden können	we can talk about everything
Wir haben uns (in der Grundschule) kennengelernt.	We met (at primary school).
Wir sind seit (dem Sommer) ein Pärchen.	We have been a couple since (the summer).

Er/sie ist	fleißig, frech, freundlich, kreativ, intelligent, langweilig, locker, lustig, modisch, selbstbewusst, sportlich, unterhaltsam		
He/she is	hard-working, cheeky, friendly, creative, intelligent, boring, laid-back, funny, fashionable, confident, sporty, entertaining		

er/sie	hat	blonde, braune, graue, schwarze, rote, lange, kurze, glatte, dunkle, helle	Haare
		blonde, brown, grey, black, red, long, short, straight, dark, light	
	hat	**blaue, braune, grüne** blue, brown, green	**Augen**
	hat	**einen Bart, einen Schnurrbart** a beard, a moustache	
	trägt wears	**eine Brille, einen Sonnenbrille** glasses, sunglasses	
	ist	**schlank, dick, groß, klein, schön, hässlich** thin, fat, big, small, pretty, ugly	

Wie ist ein gute Freund/eine gute Freundin?   How is a good friend? (what is a good friend like?)

Ein guter Freund/eine gute Freundin a good friend….	**hat immer Zeit für mich** has always time for me
	ist geduldig, sympathisch is patient, nice
	muss ehrlich/hilfsbereit sein must honest/helpful be
	darf nie auf andere Freunde eifersüchtig sein may never of other friends jealous be
	kann mit mir über alles reden can with me over everything speak
	hat dieselben Interessen wie mich has the same interests as me

Das ist für mich That is for me	wichtig, wichtiger, am wichtigsten important, importanter, the importantest
wir sind miteinander befreundet, weil we are with each other befriended because	**wir zusammen viel lachen** we together lots laugh
	wir uns in der Grundschule kennengelernt haben we us in the Primary school got to know have

Als ich Kind war, früher, mit (Zehn) Jahren … As/when I kid was, before, with 10 years…	war	das Leben ziemlich schwer/viel besser	was life quite tough/much better
	waren	**Meine Eltern oft krank**	were my parents often sick
	musste	**ich immer zu Hause helfen**	had I always at home to help
	konnte	**ich wenig Zeit mit Freunden verbringen**	could I little time with friends spend
	durfte	**ich niemanden nach Hause einladen**	allowed I nobody to home invite
	musste	**ich allein zur Schule gehen**	had I alone to school to go
		Das war unfair	that was unfair
Heutzutage nowadays	ist	alles besser/schlimmer	is everything better/worse
	darf	**ich bis 21 Uhr mit Freunden bleiben/wach bleiben/abends ausgehen/mein Handy so oft benutzen wie ich will**	may I until 9pm with friends stay, aake stay, evenings out go, my phone as often use as I want
	muss	**ich gute Noten bekommen/fleißiger in der Schule arbeiten**	Must I good grades get, harder in the school work

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In meiner Familie/bei mir zu Hause/bei uns In my family/at mine/at ours (at me at home/at ours)	gibt es there are (is there)	vier Personen 4 people	
Es **gibt** There is	**meinen Vater/Bruder/Stiefbruder/Halbbruder/Opa/Onkel,** **meine Mutter/Schwester/Tante/Oma/Cousine/Urgrossmutter** my Dad, brother, stepbrother, halfbrother, grandpa, uncle my Mum, sister, aunt, nan, cousin, great-grandma		
Mein Vati **Meine Mutti** My Dad/my Mum	**ist** is **heißt** is called **wohnt** lives	**(40) Jahre alt** 40 years old **John/Jenny** **in London/Dublin**	
Meine Eltern/Grosseltern My parents/grandparents **Mein Bruder/Meine Schwester** My brother/my sister	**sind/leben** are/live **ist** is **heißt** is called	**getrennt/geschieden** seperated/divorced **(20) Jahre alt** 20 years old **ledig/verheiratet/verlobt** single/married/engaged **David/Daisy**	

1 **ich verstehe mich (meistens/sehr/nicht) gut mit /ich streite mich (nicht oft) mit** I (mostly/really/dont) get on well with/ i (dont often) argue with (I understand myself mostly/very/not good with/i argue myself not often with….)			**meinem Bruder/Vater, meine Mutter/Schwester** My Brother, father, my Mother, sister
1 **ich komme mit** I get on with (I come with)	**meinem Bruder, meiner Schwester, meinen Eltern/Geschwistern** My brother, my sister, my parents/siblings		**gut/nicht gut aus** (out) well/not well (good/not good)
2 **weil/da** because/since	**er/sie** he/she	**immer Zeit für mich hat** always has time for me **(**always time for me has) **(so/zu) streng/laut/faul/nervig ist** is so/too strict/loud/lazy/annoying (so/too strict, loud, lazy, annoying is)	
2**weil /da** because/since	**sie (plural)** they	**immer freundlich/nett/hilfsbereit sind** always friendly/nice/helpful (help-ready) are	
2 **denn ich** because I	**habe keine Freiheit/muss immer im Haushalt helfen/darf nur am Wochenende ausgehen** have no free time /must always in the household help/may only at the weekend go out)		
2 **denn er/sie** because he/she	**ist zu streng/gibt mir keine Freiheit/mag meine Freunde nicht/hilft mir mit meinen Hausaufgaben/hat dieselben Interessen wie ich/mag meinen Stil** is too strict, gives me no freedom, likes my friends not, helps me with my homeworks, has the same interests as me, likes my style		

1a ich werde/will/möchte	eines Tages/in zehn Jahren	heiraten/Kinder haben	, weil	es Tradition und wichtig ist/ich meine(n) Freund(in) liebe/ich nicht allein sein will/ich Kinder haben will/wir Kinder niedlich finden
I will, want, would like to	ones day, in ten years	marry, kids have		it tradition and important is, i my bf-gf love, i not alone be want, kids want, we kids cute find
1b ich werde/will/möchte	nie/nicht/ niemals	heiraten/Kinder haben	, weil	es teuer und schwierig ist/es viele Probleme gibt/viele Ehen nicht dauern/viele Leute sich trennen
	never, not, never			**it expensive and difficult is, there many problems are, many marriages not last, many people themselves seperate.**
2 mein idealer Partner/meine ideale Partnerin	**ist/wäre**	intelligent/schön/nett/ klein/gross/schlank/ ehrlich/geduldig/lustig	und	sportlich/reich/interessant/aktiv/gesund/verständnisvoll (understanding)/ humorvoll/hilfsbereit
	is, would be			

Ich werde / I will / Wir werden / We will	am Wochenende / am Sonntag	wahrscheinlich/bestimmt/ vielleicht / probably, definitely, perhaps	Rad fahren bike ride	wir sind am Wochenende Rad gefahren
			spazieren gehen walk go	wir sind spazieren gegangen
			ins Schwimmbad gehen into the swim pool go	wir sind ins Schwimmbad gegangen
			im Internet surfen	wir haben im Internet gesurft
			in die Kirche/Moschee gehen into the church, mosque go	wir sind in die Kirche, in den Tempel gegangen
			einkaufen gehen shopping go	wir sind einkaufen gegangen
			Zeit mit der Familie verbringen time with the family spend	wir haben Zeit mit der Familie verbracht
			grillen – grill = bbq	wir haben gegrillt
			einen Film gucken – a film see	wir haben einen Film geguckt

Zu Hause — At home

German	English	German	English
der Flur	hall	am Stadtrand	on the outskirts / in the suburbs
der Keller	cellar, basement	auf dem Land	in the countryside
der Garten	garden	das Einfamilienhaus	detached house
die Garage	garage	die Doppelhaushälfte	semi-detached house
die Küche	kitchen	das Reihenhaus	terraced house
das Arbeitszimmer	study	das Hochhaus	high-rise building
das Badezimmer	bathroom	der Wohnblock	block of flats
das Esszimmer	dining room	die 3-Zimmer-Wohnung	3-room flat
das Schlafzimmer	bedroom	im zweiten Stock	on the second floor
das Wohnzimmer	sitting room	im Untergeschoss	in the basement
Ich wohne (seit vier Jahren) …	I have been living … (for four years).	im Erdgeschoss	on the ground floor
in einer Kleinstadt	in a small town	der Autostellplatz	parking space
in einer Großstadt	in a city	der Dachboden	loft, attic
in der Stadtmitte	in the town centre	die Terrasse	terrace, patio

Essen und trinken — Eating and drinking

German	English	German	English
Es schmeckt …	It tastes …	Ich bin Vegetarier(in).	I am vegetarian.
lecker / köstlich / wunderbar	tasty / delicious / wonderful	die Auswahl	choice, selection
würzig	spicy	auswählen	to choose
ekelhaft / (un)appetitlich	disgusting / (un)appetising	einkaufen	to buy, to shop
geschmacklos	tasteless	anklicken	to click on
scharf / sauer	hot, spicy / sour	vorbereiten	to prepare
salzig / fettig	salty / fatty	eine leckere Spezialität aus …	a tasty speciality from …
Ich esse (nicht) gern …	I (don't) like eating …	das Frühstück	breakfast
Ich esse lieber …	I prefer eating …	das Mittagessen	lunch
Ich esse am liebsten …	I like eating … best.	das Abendessen, Abendbrot	dinner, evening meal
das Lieblingsessen	favourite meal	Das (Abendbrot) essen wir um …	We eat (dinner) at …

Zum Frühstück oder Abendessen — For breakfast or dinner

German	English	German	English
das Brot	bread	der Lachs	salmon
die Brotsorte	type of bread	die Marmelade	jam
das Brötchen	bread roll	der Honig	honey
die Butter	butter	der Pampelmusensaft	grapefruit juice
der Käse	cheese	der Kräutertee	herbal tea
die Wurst	sausage	die Milch	milk
der Wurstaufschnitt	selection of sliced cold sausage	die fettarme Milch	skimmed milk
der Schinken	ham	der Früchtetee	fruit tea
das Ei (die Eier)	egg	der Kaffee	coffee
das Spiegelei(er)	fried egg	der Saft	juice
		das Glas Sekt	glass of champagne

Zum Mittag- oder Abendessen — For lunch or dinner

German	English	German	English
der Sauerbraten	dish of marinated braised beef	ein gemischter Salat	a mixed salad
das Gulasch	goulash	die Suppe	soup
der Spargel	asparagus	der Fisch	fish
das Schnitzel	schnitzel, escalope	(mit) Kartoffeln / Reis	(with) potatoes / rice
das Rindersteak	beef steak	die Pommes (pl)	chips
die Gemüsesuppe	vegetable soup	die Currywurst	sausage with curry sauce
die Hühnersuppe	chicken soup	das Sauerkraut	sauerkraut
die Pizza (Margherita)	pizza (margherita)	das Fertiggericht	ready meal
das Schweinefleisch	pork	die Limonade	lemonade
das Lammfleisch	lamb	das Mineralwasser	mineral water
die Nudeln (pl)	pasta, noodles	die Kartoffelchips (pl)	crisps
mit Tomaten- / Fleischsoße	with tomato / meat sauce		

Süßes und Nachspeisen — Sweets and desserts

German	English	German	English
die Nachspeise	dessert	der Berliner	doughnut
das Eis	ice cream	der (Zucchini-)Kuchen	(courgette) cake
das Gebäck	baked goods, pastries	die Vanillesoße	vanilla sauce, custard
das Mehl	flour	der Apfelstrudel	apple strudel
der Keks(e)	biscuit	der Pflaumenkuchen	plum cake
die Torte(n)	gâteau	mit Sahne	with cream
hausgemachte Torte(n)	homemade gâteau(x)		

Obst und Gemüse — Fruit and vegetables

German	English	German	English
das Obst	fruit	die Traube(n)	grape
das Gemüse	vegetables	die Zitrone(n)	lemon
die Ananas(–)	pineapple	der Blumenkohl(e)	cauliflower
der Apfel (Äpfel)	apple	die Erbse(n)	pea
die Banane(n)	banana	die Gurke(n)	cucumber
die Birne(n)	pear	die Karotte(n)	carrot
die Erdbeere(n)	strawberry	der Knoblauch	garlic
die Himbeere(n)	raspberry	der Kohl(e)	cabbage
die Kirsche(n)	cherry	die Paprika(s)	pepper
die Orange(n)	orange	die Tomate(n)	tomato
der Pfirsich(e)	peach	die Zwiebel(n)	onion

Auf Austausch — On an exchange visit

German	English	German	English
Herzlich willkommen!	Welcome!	in der Ruhezeit ruhig sein	be quiet during 'quiet time'
Wie geht's dir / Ihnen?	How are you?	die Hausordnung	house rules
Wie bitte?	Pardon?	die Mittagsruhe	quiet time at midday
Ich verstehe nicht.	I don't understand.	die Ruhezeit	quiet time
Hast du (Hausschuhe) mitgebracht?	Have you brought (slippers) ?	Man darf keine laute Musik spielen.	We are not allowed to play loud music.
Können Sie bitte langsamer sprechen?	Can you speak more slowly, please?	Man darf kein Instrument üben.	We are not allowed to practise an instrument.
Kannst du das bitte wiederholen?	Can you repeat that, please?	Man darf nicht mit dem Ball spielen.	We are not allowed to play ball games.
Hast du / Haben Sie Hunger?	Are you hungry?	Man darf nie das Auto vor der Garage waschen.	We are never allowed to wash the car in front of the garage.
Hast du / Haben Sie Durst?	Are you thirsty?	der Tagesablauf	daily routine
Hast du eine Frage an uns?	Do you have a question for us?	an einem Schultag	on a school day
Was meinst du damit?	What do you mean?	täglich	daily
Was bedeutet „Hausschuhe"?	What does 'Hausschuhe' mean?	während der Woche	during the week
Wie heißt „Wi-Fi-Code" auf Deutsch?	How do you say 'WiFi code' in German?	am Abend / Nachmittag	in the evening / afternoon
Was ist dein / Ihr „Wi-Fi-Code", bitte?	What is your 'WiFi code', please?	zuerst	first of all
Man muss …	We must …	anschließend	afterwards
die Fahrräder im Keller abstellen	put the bikes in the cellar	stundenlang	for hours
die Treppen sauber halten	keep the stairs clean	am Wochenende	at the weekend
den Müll ordentlich trennen	separate the rubbish neatly		

Soziale Netzwerke und Technologie
Social networks and technology

simsen	*to text*	der Musik-Streaming-Dienst	*music streaming service*
eine SMS schicken / senden	*to send a text*	das Smart-TV	*smart TV*
per Handy / Internet telefonieren	*to call on a mobile / via the internet*	das Tablet	*tablet*
soziale Netzwerke nutzen	*to use social networks*	die Konsole	*console*
online / im Internet chatten	*to chat online*	das Handy	*mobile phone*
im Internet surfen	*to surf online*	die Kopfhörer (pl)	*headphones*
Fotos hochladen	*to upload photos*	gefährlich	*dangerous*
Musik herunterladen	*to download music*	kreativ	*creative*
sich mit Freunden unterhalten	*to chat with friends*	praktisch	*practical*
E-Mails schreiben	*to write emails*	privat	*private*
Briefe tippen	*to type letters*	schädlich	*harmful*
einen Kommentar schreiben	*to write a comment*	sicher	*safe*
der Bildschirm	*screen*	spannend	*exciting*
der Desktop-PC	*desktop computer / PC*	süchtig	*addicted*
die Digitalkamera	*digital camera*	teuer	*expensive*
der MP3-Player	*MP3 player*	überraschend	*surprising*

Vor- und Nachteile der Technologie
Advantages and disadvantages of technology

Ein großer Vorteil ist, dass …	*A big advantage is that …*	Es gibt mehr Vorteile als Nachteile.	*There are more advantages than disadvantages.*
Der größte Vorteil ist, dass …	*The biggest advantage is that …*	einerseits … andererseits …	*on the one hand … on the other hand*
Ein großer Nachteil ist, dass …	*A big disadvantage is that …*	auf der einen Seite	*on the one hand*
Der größte Nachteil ist, dass …	*The biggest disadvantage is that …*	auf der anderen Seite	*on the other hand*
Das Gute daran ist, dass …	*The good thing about it is that …*	im Großen und Ganzen	*by and large*
Das Beste daran ist, dass …	*The best thing about it is that …*	Vor allem ist das positiv, weil …	*Above all, that is positive because …*
Schlecht daran ist, dass …	*What's bad about it is that …*	Das Internet kann zu Problemen führen.	*The internet can lead to problems.*

Wo wohnst du? Wo wohnen Sie?	Where live you?
Meine Heimatstadt heißt my home town is called	(Lowestoft/Norwich etc.)

Sie ist/befindet sich she finds herself (it is located)	**an der Küste/in der Nähe von London/im Norden/im Süden** on the coast, in the near of London, in the North, in the South	
Mein Reihenhaus/Einfamilienhaus/Doppelhaus My row house (terraced house), one family house (detached), double house (semi detached) **Meine Wohnung** – my flat	**ist/befindet sich**	**am Stadtrand/in der Stadtmitte/auf dem Land** on the town edge (outskirts), in the town centre, on the land (countryside)
ich habe mein eigenes Zimmer mit I have my own room with…	**einem großen Bett/einem kleinen Kleiderschrank/eine schwarze Kommode/einem braunen Nachtisch/vielen Poster** a big bed, a small wardrobe, a black chest of drawers, brown bedside table, many posters	
Meine Lampe/mein Computer ist my lamp, my computer is	**auf/unter/neben/in/vor/zwischen** on, under, next to, in, in front of, between	**dem Bett/dem Boden/der Tür/den Schränken** the bed, the floor, the door, the shelves
In meinem Zimmer in my room	spiele ich Computerspiele/schlafe ich/mache ich meine Hausaufgaben	
wir finden die Nachbarn we find the neighbours	**zu laut/freundlich/ungewöhnlich** too loud, friendly, odd	

Mein Traumhaus ist/wäre My dream house is, would be	**ein Einfamilienhaus/eine Villa/ein Schloss** a detached house, a villa, a castle	
es hat/hätte it has, would have	(3) **Stockwerke** 3 floors/storeys	
insgesamt gibt/gäbe es in total there are/would be	(100) **Zimmer**	
im Erdgeschoss/im ersten Stock on the ground floor/on the 1st floor	**gibt/gäbe es**	**eine Küche/einen Abstellraum/ein Esszimmer/ein Büro/vier Schlafzimmer/zwei Badezimmer** a kitchen, a utilities room, a dining room, an office, 4 bedrooms, 2 bathrooms
im Wohnzimmer/in der Küche/ in the living room, kitchen	**haben/hätten wir** we would have	**zwei Sofas/drei Sessel/einen Fernseher/eine Waschmaschine/einen Kühlschrank** 2 sofas, 3 armchairs, a tv, a washing machine, a fridge
ich mag i like	**mein Haus** my house	**,weil es so riesig/schön/gemütlich ist-wäre** because it so massive, pretty, cosy would be
im Garten/im Wohnzimmer/in der Küche in the garden, living room, kitchen	**werde/würde ich** will i, would i	**kochen/abwaschen/plaudern/mich entspannen** cook, wash up, chat, myself relax

ich esse gern Käse, Suppe und Brot I like cheese, soup and bread			**aber er/sie isst keinen Käse, keine Suppe und kein Brot** But he/she eats no cheese, no soup, no bread	
ich esse viele Kekse und Bonbons i eat many cookies+sweets			**und viel Kuchen/Obst** and lots of cake/fruit	
ich trinke Alkohol, Milch, Tee und Kaffee I drink alcohol, milk, tea and coffee			**aber sie/er trinkt kein Alkohol, keine Milch und keinen Tee/Kaffee** but he/she drinks no alcohol, no milk, no tea/coffee	
ich esse Fleisch, Bananen und Gemüse i eat meat, bananas and veg			**aber sie essen kein Fleisch, keine Bananen und kein Gemüse** but they eat no meat, no bananas and no veg	
,weil es/sie/er lecker/köstlich/gesund ist because it/she/he delicious, healthy is			**,weil es/sie/er ungesund/zu salzig/zu süss/zu scharf/ekelig ist/schmeckt** because it/she/he unhealthy, too salty, too sweet, too spicy, disgusting tastes	
Mein Lieblingsessen ist (Fisch mit Pommes) my fav food is fish and chips			**und mein Lieblingsgetränk ist (Orangensaft)** and my fav drink is orange juice	
Zum Frühstück esse ich for breakfast (early piece) eat i			**Haferflocken/Toast mit Marmelade** porridge, toast with jam	
in der Mittagspause esse ich in the midday pause (lunch) eat i			**ein Schinkenbrot/einen Salat** a ham sandwich, a salad	
zum Abendessen esse ich for dinner eat i			**Hähnchen/vegetarisches Essen** chicken, vegetarian food	
Das schmeckt that tastes			**lecker, köstlich, ekelhaft, salzig, fettig, süß, sauer, scharf-würzig**	
Ich mag Fastfood i like fastfood			**,weil das lecker/billig/günstig ist** because it tasty, cheap, convenient is **,weil meine Freunde gern in McDonalds herumhängen** because my friends gladly in mcdonalds around hang	
ich mag Fastfood nicht i like fastfood not			**,weil das ungesund/umweltfeindlich ist** because that unhealthy, bad for the environment is **,weil ich lieber zu Hause esse** because i prefer at home eat	
Normalerweise normally	**koche ich zu Hause/kocht mein Vater zu Hause** cook i at home, cooks my dad		**,weil Kochen entspannend/eine Zeitverschwendung ist** because cooking relaxing, a time waste is	
einmal pro Woche/zweimal im Monat 1x a week , 2x a month	**esse ich** eat i		**mit meiner Familie/allein** with my family/alone	**im Restaurant** in restaurant
normalerweise	**essen wir** eat we		**im chinesischen/italienischen/indischen Restaurant** in chinese/italian/indian restaurant	
gestern/vorgestern yesterday, the day before yesterday	**habe ich** have i	**Pizza/Nudeln/Currywurst** pizza, noodles, currywurst	**zum Mittagessen/zum Abendessen** for lunch, dinner	**gegessen** eaten/ate
Das that	**war** was	**lecker/nicht lecker** tasty/not tasty	**und** and	**gesund/ungesund** healthy/unhealthy

Ich benutze I use	**jeden Tag** daily **oft** often **selten** seldom **nie** never	**soziale Medien** **Facebook** **Twitter** **Instagram** **Snapchat** **WhatsApp** **den Computer** **TikTok**	**und ich meine,** and I think, **und ich finde,** and I believe, **und ich glaube,** and I believe, **und ich denke,** and I think, **und ich muss sagen,** and I must say, **ist,**	**dass es nützlich ist,** **dass es lustig ist,** **dass es gefährlich ist,** **dass es todlangweilig ist,** **dass es eine Zeitverschwendung ist,** that is useful/funny/dangerous, deadly boring/ a time waste is,	**weil man mit Freunden in Kontakt bleiben kann.** because one with friends in contact stay can. **weil man Informationen im Netz finden kann.** because one info in the net find can. **weil man online einkaufen kann.** because one online shop can. **weil man Fotos ansehen kann.** because one photos look at can. **weil die Daten nicht sicher sind.** because the datas not secure are. **weil Cybermobbing ein großes Problem ist.** because cyber bullying a big problem is. **weil es viele unbekannte Menschen gibt.** because there many unknown people are. **weil man zu lang vor dem Computer verbringt.** because one too long by the computer spends.
Ein Vorteil von An advantage of **Ein Nachteil von** A disadvantage of					

Soziale Medien können gefährlich sein. social medias can dangerous be. **Es gibt viele Risiken.** There are lots of risks.	**Man muss** one must **Man soll** one should	**immer** always **keine** no/none	**ein sicheres Passwort haben.** a secure password have **mit unbekannten Menschen aufpassen.** with unknown people take care **privaten Fotos hochladen.** Private pics upload **Adresse angeben**. Addresses indicate **unbekannten Menschen treffen**. Unknown people meet

1.**Ein Vorteil vom Internet ist, dass es** An advantage of the internet is that it	**informativ/lehrreich/unterhaltsam/sozial ist** informative, enlightening, entertaining, social ist
2. **aber ein Nachteil vom Internet ist, dass es** A disadvantage of the net is that it	**negativ/isolierend/beunruhigend/alarmierend/riskant/unkontrollierbar ist,** negative, isolating, concerning, alarming, risky, uncontrollable is
3.**wenn man** when one	**gemobbt wird/Cybermobbing erlebt** bullied gets, cyberbulying experiences
4. **Cybermobbing ist,**	**wenn man online beleidigt und bedroht wird** when one online insulted and threatened gets
5. **man sollte** one should	**zur Polizei, den Eltern, den Lehrern gehen/die Erlebnisse nie verheimlichen/den Vorfall dokumentieren,** to the police, parents, teachers go/ the experiences never secretify, the incident record
6. **der beste Schutz vor Cybermobbing ist, wenn man** the best protection of cyberbullying is, when one	**die persönlichen Daten geheim halt/keine Fotos veröffentlicht/nur mit echten Freunden in Kontakt bleibt** the personal datas secret holds/ no photos publishes/ only with genuine friends in contact keeps

Ein Handy ist für mich A phone is for me **Ich finde mein Handy** I find my phone	**wichtig** important **nützlich** useful	**weil ich mit Freunden in Kontakt bleiben kann,** because I with friends in contact stay can, **weil ich Musik hören kann,** because I music listen can,	**aber man muss auch aktiv sein.** but one must also active be **aber man muss auch Zeit in der Realität verbringen.** but one must also time in the reality spend
In der Zukunft werde ich in the future will i	**mein Handy weniger benutzen** my phone less use **ein neues Handy kaufen** a new phone buy	**, weil ich einen Beruf haben werde.** because I a job have will. **, weil es viele neue Technologien gibt.** because there many new technologies are.	

Year 10 Spanish Grammar

Present Tense

The present tense is used to describe what you're doing at the present moment in time, e.g: "I am eating breakfast" or what you do routinely, e.g: "I eat breakfast every day".

hablar *to speak*	**comer** *to eat*	**vivir** *to live*
habl-**o**	com-**o**	viv-**o**
habl-**as**	com-**es**	viv-**es**
habl-**a**	com-**e**	viv-**e**
habl-**amos**	com-**emos**	viv-**imos**
habl-**áis**	com-**éis**	viv-**ís**
habl-**an**	com-**en**	viv-**en**

Preterite Tense

The preterite is sometimes known as the simple past. It's used to talk about completed events in the past, e.g. I asked, I ate, I wrote. (TARDIS tense)

preguntar *to ask*	**comer** *to eat*	**escribir** *to write*
pregunt-**é**	com-**í**	escrib-**í**
pregunt-**aste**	com-**iste**	escrib-**iste**
pregunt-**ó**	com-**ió**	escrib-**ió**
pregunt-**amos**	com-**imos**	escrib-**imos**
pregunt-**ásteis**	com-**ísteis**	escrib-**ísteis**
pregunt-**aron**	com-**ieron**	escrib-**ieron**

Near Future Tense

The near future tense can be used to express what is going to happen in the future. E.g. I am going to work, I am going to study, I am going to drink, I am going to eat….

voy	a	trabajar	*I am going*
vas	a		*to work*
va	a	estudiar	
vamos	a	beber	
vais	a	comer	
van	a	abrir	
		vivir	

Present Continuous Tense

The present continuous tense is used to indicate what is happening at the time of speaking/writing e.g. I am writing/I am talking. Estar + gerund

hablar *to speak*	**comer** *to eat*	**vivir** *to live*
estoy habl**ando**	**estoy** com**iendo**	**estoy** viv**iendo**
estás hablando	**estás** comiendo	**estás** viviendo
está hablando	**está** comiendo	**está** viviendo
estamos	**estamos**	**estamos** viviendo
hablando	comiendo	**estáis** viviendo
estáis hablando	**estáis** comiendo	**están** viviendo
están hablando	**están** comiendo	

Imperfect Tense

The imperfect tense is used for things that 'used to happen' e.g.I worked, I used to work or for descriptions in the past e.g. the food was bad, the hotel was nice

trabajar *to work*	**comer** *to eat*	**escribir** *to write*
trabaj-**aba**	com-**ía**	escrib-**ía**
trabaj-**abas**	com-**ías**	escrib-**ías**
trabaj-**aba**	com-**ía**	escrib-**ía**
trabaj-**ábamos**	com-**íamos**	escrib-**íamos**
trabaj-**ábais**	com-**íais**	escrib-**íais**
trabaj-**aban**	com-**ían**	escrib-**ían**

Conditional Tense

The conditional is recognised in English by the use of the word "would" or sometimes "should", e.g. "I would swim".

nadar *to swim*	**beber** *to drink*	**abrir** *to open*
nadar-**ía**	beber-**ía**	abrir-**ía**
nadar-**ías**	beber-**ías**	abrir-**ías**
nadar-**ía**	beber-**ía**	abrir-**ía**
nadar-**íamos**	beber-	abrir-**íamos**
nadar-**íais**	**íamos**	abrir-**íais**
nadar-**ían**	beber-**íais**	abrir-**ían**
	beber-**ían**	

How do you conjugate verbs in Spanish?

Most verbs in Spanish have **six** forms which correspond to their respective pronouns and which will be listed in the following order:

1) **yo** (I)

2) **tú** (you-familiar a person you know well, a familiar relationship)

3) **él/ella/usted** (he/she/you-formal a person you don't know, a formal relationship)

4) **nosotros/nosotras** (we)

5) **vosotros/vosotras** (you-plural-familiar [only used in Spain])

6) **ellos/ellas/ustedes** (they/you-plural-formal [Spain]/you-plural [L. America])

For most tenses you remove the verb ending (AR/ER/IR) and replace it with the correct new ending.

It's **essential** that you get the **correct ending** for the person you're talking about in Spanish because **pronouns don't tend to be used in Spanish.**

Nouns and Adjectives

Nouns can be either masculine or feminine and singular or plural.

	masculine	feminine
singular	el / un (the/a)	la / una (the/a)
plural	los / unos (the/some)	las / unas (the/some)

To figure out if a noun is masculine or feminine use this table:

Feminine	Masculine
Nouns ending with: -a -ión -dad -tad Irregulars: la foto, la mano, la moto, la radio	Nouns ending with: -o -l -n -aje -e -r -or -ma -ta -pa

Adjectives in Spanish must match the gender and number of the nouns they are describing. See below:

ENDING	MASCULINE SINGULAR	MASCULINE PLURAL	FEMININE SINGULAR	FEMININE PLURAL
O	pequeño	pequeños	pequeña	pequeñas
OTHER VOWELS	naranja	naranjas	←	
	fuerte	fuertes	←	
CONSONANTS	azul	azules	←	
	marrón	marrones	←	
	veloz	veloces	←	

¿Qué aplicaciones usas? What apps do you use?					
(No/nunca) uso I (don´t/ never) use **Suelo usar** I usually use **Prefiero usar** I prefer to use	**Facebook** **Snapchat** **TikTok** **Spotify** **Twitter** **Instagram** **Youtube** **Netflix**	**para** in order to	**buscar y descargar música** search and download music **ver mis series favoritas** watch my favourite series **organizar salidas con mis amigos** to arrange meetings with my friends **controlar mi actividad física** check my physical activity **hacer mis deberes** to do my homework **contactar con mi familia** contact my family **chatear con mis amigos** chat with my friends **pasar el rato** pass time **subir y ver videos** upload and watch videos **chatear y mandar mensajes** chat and send messages **sacar / compartir / editar /subir fotos** take/share/edit/upload photos	**ya que** because **dado que** because **puesto que** because	**es práctico** it is practical **es divertido** it is fun **es rápido** it is quick **(no) es fácil de usar** it is (not) easy to use **es útil** it is easy to use **es gratis** it is free **es una pérdida de tiempo** it is a waste of time **es adicto** it is addictive **es peligroso** it is dangerous **te engancha** it hooks you

¿Cómo eres? What do you look like? ¿Cómo es tu? What does your… look like?						
Mi My	**madre** mother **hermana (menor/mayor)** (younger/older) sister **hermanastra** stepsister **tío/tía** uncle/aunt **primo/a** cousin **abuelo/a** grandfather/ grandmother	**Tengo** I have	**los ojos verde/azules/marrones/pardos/grises** green/blue/brown/hazel/grey eyes **pecas** freckles	**Soy** I am **es** he/ she is	**muy** very **bastante** quite **un poco** a bit	**gordo/a** fat **alto/a** tall **bajo/a** short **delgado/a** slim **calvo** bald **pelirrojo/a** ginger
	padre father **hermano (menor/mayor)** (younger/older) brother **hermanastro** stepbrother **(mejor)amigo/a** (best) friend	**tiene** has	**el pelo moreno/castaño/rubio/gris** dark/brown/blonde/grey hair **el pelo largo/corto/rizado/liso** long/short/curly/straight hair	**Llevo** I have **lleva** she/ he has	**barba** a beard **bigote** a moustache **gafas** glasses	

¿Cómo eres de carácter? What is your personality like?			
En mi opinión In my opinion **Según mi familia/mis amigos** According to my family/my friends **Mis amigos creen que** My friends think that **Pienso que** I think that	**soy/es** I am/He/she is **puedo ser/puede ser** I can be/he/she can be	**muy** very **bastante** quite **un poco** a bit	**impaciente** impatient **vago/a** lazy **trabajador/a** hardworking **contento/a** happy **alegre** happy **amable** friendly **tonto/a** silly **maleducado/a** rude **sincero/a** sincere **sensible *** sensitive

¿Cuáles son las ventajas y desventajas de las redes sociales? What are the advantages and disadvantages of social networks?		
Lo bueno de The good thing about **Una ventaja de** An advantage of **Lo mejor de** The best thing about	**las redes sociales es que** social networks is that	**te ofrecen la oportunidad de compartir momentos especiales.** it allows you the opportunity to share special moments **nos ofrecen información y entretenimiento a tiempo real.** it offers us information and entertainment in real time. **es muy conveniente quedar en contacto con amigos.** It is very convenient to stay in contact with friends. **se pueden hacer nuevos amigos.** you can make new friends
Lo malo de The bad thing about **Una desventaja de** A disadvantage about **Lo peor de** The worst thing about.		**te enganchan** they hook you **pueden provocar el ciberacoso.** they can cause cyberbullying **son una pérdida de tiempo.** they are a waste of time **provocan problemas con la comunicación** they cause communication problems

¿Qué estás haciendo? What are you doing?		
Ahora mismo Right now **Actualmente** Currently	**estoy** I am **está** he/she/it is **estamos** we are **están** They are	**hablando con mis amigos** talking with my friends **jugando al fútbol/a los videojuegos** playing football/videogames **haciendo deporte** doing sport **viendo una película** watching a movie **durmiendo** sleeping **leyendo un tebeo/un libro** reading a comic/a book **saliendo con mi familia** going out with my family

¿Qué te gusta leer? What do you like to read? ¿Con qué frecuencia lees? How often do you read?						
Me encanta I love **Me chifla/mola** I'm mad about **Me gusta mucho** I like a lot **Me gusta** I like **No me gusta nada** I don´t like at all **No soporto** I can't stand **No aguanto** I can't stand **Odio** I hate	**leer** reading	**los blogs** blogs **los tebeos** comics **los periódicos** newspapers **las revistas** magazines **las poesías** poetry **las novelas de ciencia ficción** sci-fi novels **las novelas de amor** romance novels **las historias de vampiros** vampire stories	**dado que** because **puesto que** because	**me interesan.** they interest me. **me hacen reír.** they make me laugh. **me aburren.** they bore me.	**Leo** I read	**todos los días.** every day. **a menudo.** regularly. **a veces.** sometimes. **de vez en cuando.** from time to time. **dos veces a la semana.** twice a week.
Soy ratón de biblioteca. Suelo leer I am a bookworm. I usually read		**las biografías** biographies	**ya que** because	**me molestan.** they annoy me.		**después del insti.** after school.

¿Qué es mejor leer en papel o en formato digital?	What is better – Reading paper book or e-books?	
Lo bueno/mejor de leer The good/best thing about reading **La ventaja/desventaja de leer** The advantage/disadvantage of reading **Lo malo/peor de leer** The bad/worst thing about reading	**en papel es que** on paper is that **en formato digital es que** e-books is that	**protege el planeta** it protects the planet. **los e-books son más ecológicos / baratos** e-books are more ecological/cheaper. **me gusta tocar las páginas** I like to touch the pages **cansa la vista.** it tires your eyes. **malgasta papel.** it wastes paper **depende de la batería.** it is reliant on the battery.

¿Te llevas bien con? Do you get on with? ¿Cómo es un buen amigo? What is a good friend like?					
Me llevo (súper)bien con I get on (really) well with	***insert family member here***		**me apoya** he/she supports me		**te apoya** supports you
		ya que because	**me acepta como soy** he/she accepts me as I am		**te escucha** listens to you
Me divierto con I have fun with			**nunca/siempre me critica** He/she never/always criticises me		
			tenemos mucho/poco en común we have a lot/little in common	**Un buen amigo es alguien que** A good friend is someone who	**te acepta como eres** accepts you as you are
Me peleo con I fight with		**dado que** because	**nos divertimos siempre.** we always have fun		**te hace reír** makes you laugh
			nos peleamos siempre. we always argue.		**no te critica** doesn´t criticise you
		puesto que because			**nunca te juzga** never judges you

¿Qué haces en tus ratos libres? What do you do in your free time?

A la hora de comer At lunchtime **Cuando tengo tiempo** When I have time **Después del insti** After school **Los fines de semana** At the weekend **Por la mañana/tarde/noche** In the morning/afternoon/evening	**Cocino** I cook **Juego al fútbol** I play football **Monto en bici** I ride my bike **Toco la guitarra/trompeta** I play guitar/trumpet **Voy al polideportivo/ centro comercial/bolera** I go to the sports centre/mall/bowling **Hago deporte** I do sport	**pienso que** I think that **en mi opinión** In my opinion **a decir verdad** To tell the truth **admito que** I admit that	**Puede ser** – it can be **Es** – it is	**emocionante** - exciting **tonto** – silly **relajante** – relaxing **estupendo** – fantastic **entretenido** entertaining **aburrido**- boring
Suelo I usually **Solemos** We usually	**Cocinar** **Ir...** **Jugar…** **Hacer...** **Montar...** **Tocar...**			**una pérdida de tiempo** A waste of time

¿Eres teleadicto/a? Are you addicted to TV?

Sí, soy teleadicto/a Yes, I'm a TV addict **No, no soy teleadicto/a** No, I'm not a TV addict **Veo la tele… horas al día** I watch TV… hours a day	**Me gustan** **No me gustan** **Mi programa favorito es** *use un instead of los and una instead of las*	**los concursos** game shows **los programas de deportes** sports shows **los realitys** reality TV shows **los documentals** documentaries **las telenovelas** soaps **las comedias** comedies **las series policíacas** police series	**porque son** **porque es**	**muy** **bastante** **un poco**	**aburrido/a/os/as** **adictivo/a/os/as** **divertido/a/os/as** **entretenido/a/os/as** entertaining **tonto/a/os/as** **informativo/a/os/as** **emocionante(s)** **interesante(s)**

Perfect tense - I have sung/learned/lived etc

The he/she form of the perfect tense — Page 207

Remember to use the **perfect tense** for saying what someone **has done**.

To form the *he/she* form, use **ha** + **past participle** (*–ado*, *–ido*).

Ha marc**ado** muchos goles.   He/She has scored lots of goals.
Ha vend**ido** muchos libros.   He/She has sold lots of books.

	–AR Verb	–ER Verb	–IR Verb
yo	he cantado	he aprendido	he vivido
tú	has cantado	has aprendido	has vivido
él, ella, usted	ha cantado	ha aprendido	ha vivido
nosotros, nosotras	hemos cantado	hemos aprendido	hemos vivido
vosotros, vosotras	habéis cantado	habéis aprendido	habéis vivido
ellos, ellas, ustedes	han cantado	han aprendido	han vivido

¿Qué películas has visto What films have you seen **¿Qué libros has leído** What books have you read **¿Qué música has escuchado** What music have you listened to **¿Qué videojuegos has comprado** What videogames have you bought **¿Qué aplicaciones has descargado** What apps have you downloaded	**esta semana?** this week **este mes?** this month **este año?** this year	**Hé (+past participle)** I have...	**cuenta la historia de..** it tells the story of **combina el misterio/la comedia/la acción con..** it combines mystery/comedy/action with...	**el final es** the final is **la banda sonora** the soundtrack sounds	**bueno/a malo/a feliz triste raro/a**
		el nuevo álbum/libro de the new album/book by **la nueva canción/película de..** the new song/film by...		**los personajes** the characters **los gráficos** the graphics **los efectos especiales** the special effects **los actores** the actors **las animaciones** the animations **las canciones** the songs	son / **buenos/as estupendos/as guapos/as locos/as decepcionantes** disappointing **irritantes impresionantes interesantes originales**

¿Qué deportes hacías en el pasado? What sports did you do in the past?					
Antes before **Cuando era pequeño/a** When I was little **Cuando tenía … años** When I was… years old	**Jugaba** I used to play **No jugaba** I didn't used to play **Jugábamos** We used to play **Mi hermano jugaba** My brother used to play **Mis padres jugaban** My parents used to play	**al baloncesto** Basketball **al hockey** hockey **al ping pong** table tennis **al rugby** rugby **al tenis** tennis **al voleibol** volleyball	**A menudo** Often **De vez en cuando** From time to time **Todos los días** Every day **Cuando hacía sol** When it was sunny **Cuando llovía** When it rained **Cuando quería** When I wanted	**pero ahora** but now **hoy en día** nowadays **sin embargo** however **no obstante** nevertheless	**No juego** I don't play **Hago… + deporte** I do + sport **Juego al … + deporte** I play + sport **Ya no lo hago** Now I don't do it
	Hacía I used to do **No hacía** I didn't used to to **Hacíamos** We used to do **Mi hermano hacía** My brother used to do **Mis padres hacían** My parents used to do	**atletismo** athletics **ciclismo** cycling **equitación** horse riding **escalada** climbing **gimnasia** gymnastics **judo** judo **kárate** karate **natación** swimming			

¿Quién es tu modelo a seguir? Who is your role model?					
Mi modelo a seguir es… My role model is…	**porque es**	**ambicioso/a** **egoísta** **generoso/a** **trabajador(a)** **optimista** **fuerte** strong **simpático/a** **valiente** brave	**y** **también** **además**	**tiene mucho talento** they are very talented **tiene mucho éxito** they are very successful **tiene mucha determinación** they are very determined **lucha contra la pobreza** they fight poverty **lucha por los derechos humanos** they fight for human rights	**trabaja en defensa de los animales** they work to protect animals **ayuda a organizaciones benéficas** they help charities **ayuda a organizaciones benéficas** they help charities **usa su fama para ayudar a otros** they use their fame to help others

Theme A: Relationships and Families

Contraception

Artificial – man made e.g. condom.
Natural – a type of practice or behaviour aimed at preventing pregnancy e.g. NFP (natural family planning).

Christianity teaches that sex should be open to the possibility of **procreation**. Therefore, by using contraception, you are preventing procreation from happening. *The Roman Catholic Church* teaches that the use of contraception is a sin. *The Church of England* teaches that sex should be open to procreation, however, it accepts that sex is also an *expression of love* and promotes *responsible parenthood*. Therefore, the use of contraception is encouraged if you cannot properly look after and raise a child. You should wait until you're ready.

Islam teaches that children are a blessing from God, if a couple wishes to have them. Muhammad taught that parents should only have as many children as they can properly look after – *responsible parenthood*. So Muslims can and should use contraception.

Families

- **Nuclear** – mum and dad + children
- **Extended** – Nuclear family + other relatives
- **Single-parent** – mum or dad + children
- **Polygamy** – illegal in the UK. Man + more than 1 wife.

Many people would argue that the best place for raising children is within a family environment. Religious families also provide a basis for a religious upbringing, enabling parents to educate their child in a faith.

Sexual Relationships

Roman Catholics believe that sex should have 2 purposes: to **UNITE** a couple in married love and to **CREATE** new life. **Pre-marital** sex is a sin, as is masturbation (as it cannot lead to procreation).
Some other Christians accept sex before marriage in a committed and loving relationship, as it is an *expression of love*. The Bible says "Do not commit **adultery**", so having sex with someone other than your marriage partner is committing a **sin**.
Islam teaches that it is a religious duty to marry and have children. Every person should be a virgin before marriage and observe **chastity** before and during marriage.

♀ Gender Equality ♂

Traditionally, men have held positions of authority in most religions. However, there is a debate about what the role of women should be. In the **RC Church** women cannot become priests. Many argue this because: Jesus had male disciples; Jesus chose a man to lead his Church after his ascension (Peter); A woman cannot completely represent Christ during the Eucharist. In the **C of E** women can become both vicars and bishops.
Some of the earliest converts to Christianity were women, for example Priscilla at Ephesus.
"There is neither Jew nor gentile, neither slave nor free, nor is there male and females, for you are all one in Christ" (Galatians 3:28)
"So God created mankind in His own image, in the image of God he created them; male and female he created them" (Genesis 1:27)

Homosexual Relationships

For some Christians, **homosexual** sex is thought to be unnatural and cannot lead to pregnancy, so it is a sin and it is wrong.
In places, the Bible also says it is wrong for a man to sleep with another man, which has also been used to show that homosexuality is wrong.
The **Qur'an** sets out specific punishments for those who have homosexual relationships. It calls these people fornicators, and **punishment** is severe e.g. flogging or execution.

"Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith"

Marriage and Divorce

Marriage is a sacrament in some Christian traditions; it brings a blessing from God. In marriage, a couple make a promise to each other through **vows**/promises, to be good to each other, to be faithful, to love and cherish each other, until the marriage is ended by death. The rings represent the eternal bond the couple are entering into, in front of God.

For **RC** Christians, divorce is always wrong. Marriage is a sacrament which cannot be broken. The vows state *"until death do us part"* and these promises are binding.

It is possible to have an **annulment**, which is where the marriage is set aside, as if it were never real.

For most other Christians, divorce is discouraged but acceptable as a last resort. It is sometimes the *lesser of two evils*, and also a *necessary* evil.

Christianity teaches:
- God hates divorce (OT).
- "Whoever divorces… then marries another; is as if he committed adultery" (Jesus).
- We should forgive those who wrong us and show love to all (Jesus).

Key Words

- **Homeostasis** is the regulation of the internal conditions of cells.
- **Receptor cells** are cells that detect changes in the internal or external environment.
- **Coordination centre** areas receive and process the information sent by the receptors.
- **Stimuli** - any changes in the environment.
- **Effector** muscles or glands that bring about responses to stimuli.
- **Neurones** are specialised cells that carry information in the form of electrical impulses.
- **Synapse** - a physical gap between 2 neurones where electrical impulses trigger the diffusion of chemicals, transferring information.
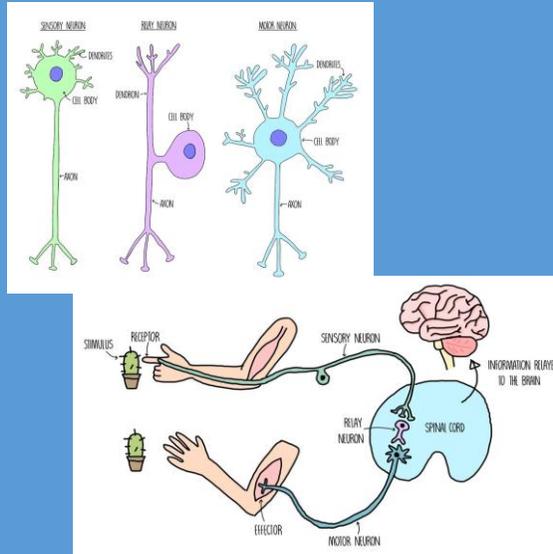
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Key Words

- **Type 1 Diabetes** when the pancreas does not make enough insulin to control your blood sugar levels.
- **Type 2 Diabetes** when the body cells stop responding to insulin, linked to obesity and lack of exercise.
- **Insulin hormones** released by the pancreas which allows glucose to be released in the blood.
- **Glucose sugar** found in the blood used in respiration.

Endocrine system

- Hypothalamus
- Pituitary gland
- Pineal gland
- Thyroid and parathyroid glands
- Thymus
- Pancreas
- Ovary (in female)
- Adrenal glands
- Testicle (in male)
- Placenta (during pregnancy)
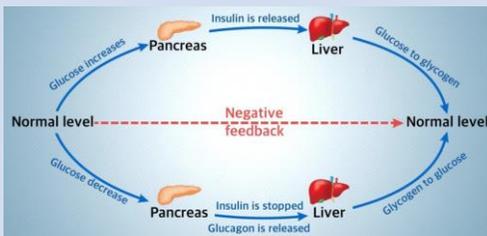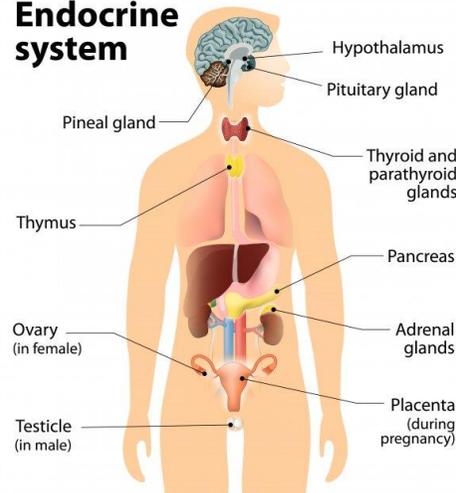
Key words

- **Endocrine system** the second co-ordination system which releases hormones into the blood. It is slower but longer lasting than the nervous system.
- **Hormones** - chemical messengers that are secreted by glands and into the blood stream.
- **Glands** - a structure that secretes hormones into the blood stream.
- **Pituitary gland** - a master gland found in the brain.
- **FSH** - follicle stimulating hormone that stimulates the ovaries to make oestrogen.

Key Words

- **Puberty** is when the body changes physically preparing for reproduction.
- **Oestrogen** is produced by the ovaries, this hormone triggers puberty and causes an egg to mature each month.
- **Menstrual cycle** is a 28-day cycle where an egg is released, may be fertilised and then the lining of the uterus is shed.
- **Testosterone** is the male hormone released by the testes. It triggers puberty and then the production of sperm.
- **FSH** cause the eggs in the ovary to mature.
- **LH** stimulates the release of the egg at ovulation.
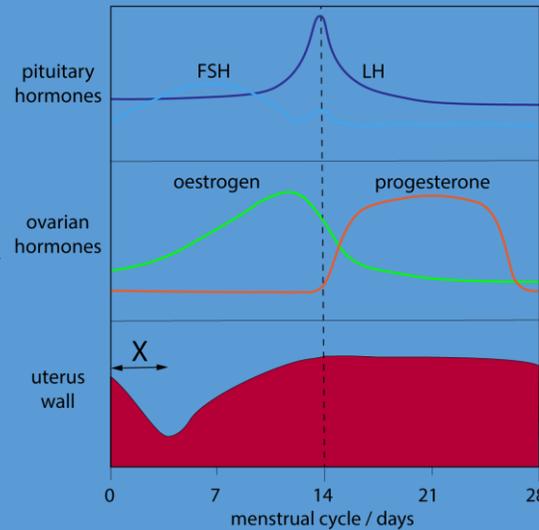
Key Words

- **DNA** - this double helix is found in the nucleus and is how our genetic code is stored.
- **Genes** - a section of DNA which codes for a characteristic.
- **Genome** - the entire genetic code for an organism.
- **Gametes** - the haploid sex cell e.g. sperm or egg.
- **Meiosis** - cell division that results in gametes having only ½ the chromosomes number of a normal cell and allows for variation in the four daughter cells.
- **Mitosis** - cell division that results in the diploid cells having the full number of chromosomes. Occurs when an organism needs to grow and repair.

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Diagram of mitosis and meiosis
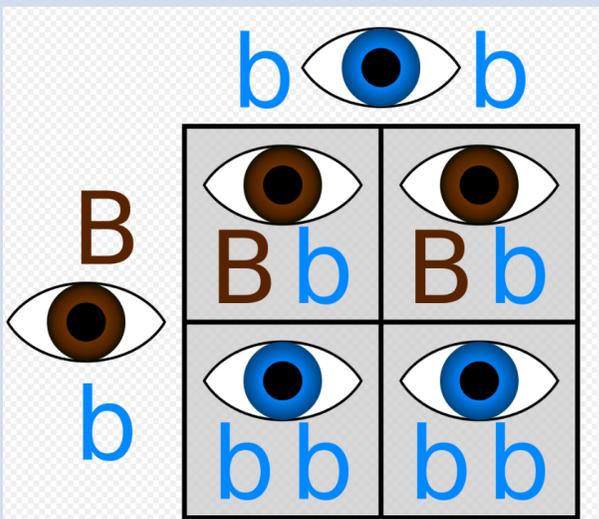
Key words

- **Variation** is the differences found within a species that reproduces sexually.
- **Mutation** is where a new form of genes form changes in existing genes.
- **Homozygous** - where the alleles are the same e.g. BB or bb.
- **Heterozygous** - where the alleles are different e.g. Bb.
- **Dominant** - the phenotype that will always show.
- **Recessive** - the phenotype that will only show if both alleles are for it.
- **Genetic diagram** (Punnett squares) allows you to predict the genetic outcome of offspring.

Key Words

- Natural selection is where the organism with the advantage will survive and breed.
- Selective breeding is where humans have chosen the characteristics they want in an organism and selected which organisms breed.
- Evolution linked to Darwin, looks at how all species of living organisms have evolved from simple life, starting 3 billion years ago.
- Extinction is the permeant loss of all members of a species everywhere in the world.
- Clone - an individual that has been produced asexually and is genetically identical to the parent.
- GM - using genetic engineering to modify (change) the genetic material of an organism.
- Antibiotic resistance - some bacteria are now resistant to antibiotics due mutations in their genetic material.

Key words

- Classification is the organisation of living things into groups based on similarities.
- Communities are made up of the populations of different species of living things.
- Interdependence is the network of relationships between different organisms within a community
  Adaptation - special features that make an organism particularly well suited to its environment.

FOOD WEB
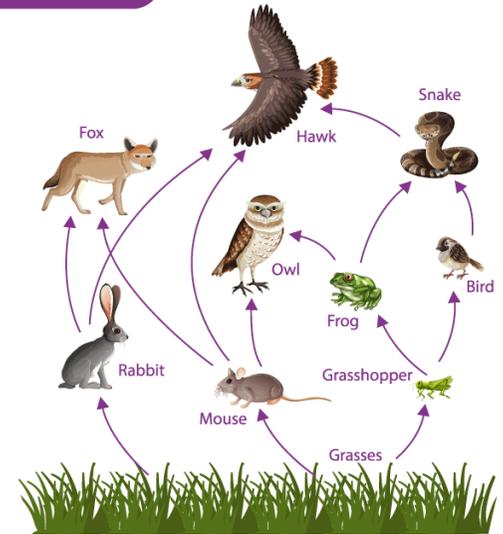
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Notes

Greenhouse effect
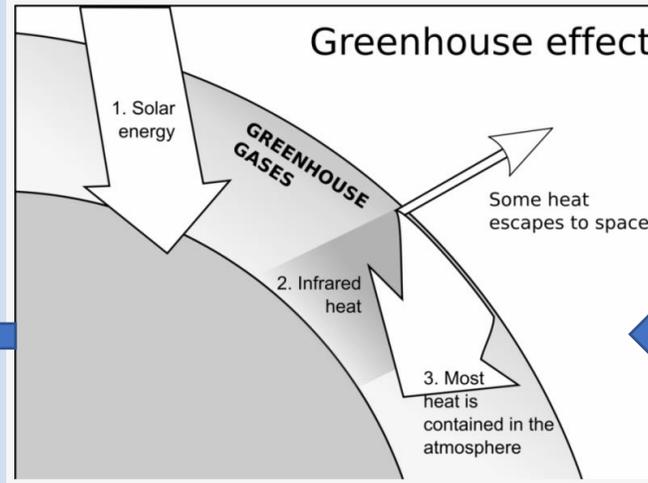
Key words

- **Bioaccumulation** - due to food webs, toxins will build up as the organism moves up the food chain.
- **Deforestation** - where land is cleared of trees for lumber or space to farm.
- **Biodiversity -** the range of different organisms living in a community.
- **The greenhouse effect** is when the energy from the sun becomes trapped in the atmosphere.
- **Global warming** - due to the build-up of greenhouse gases e.g. carbon dioxide, the temperature of the planet will increase.

Key Words

- **Rate of reaction** this tells you how fast a reactant turns into a product.
- **Collision theory** in a chemical reaction this explains how the reacting particles collide with enough energy for a reaction to occur.
- **Activation energy** the minimum energy needed for a reaction to take place.
- **Reactant** the chemicals that you have at the beginning of a reaction.
- **Product** the chemicals that you have at the end of a reaction.
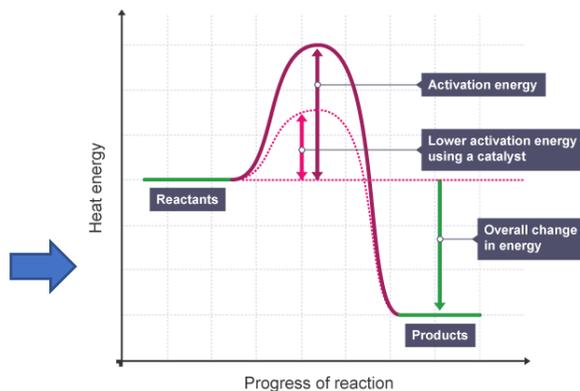
Effect of temperature on a RoR
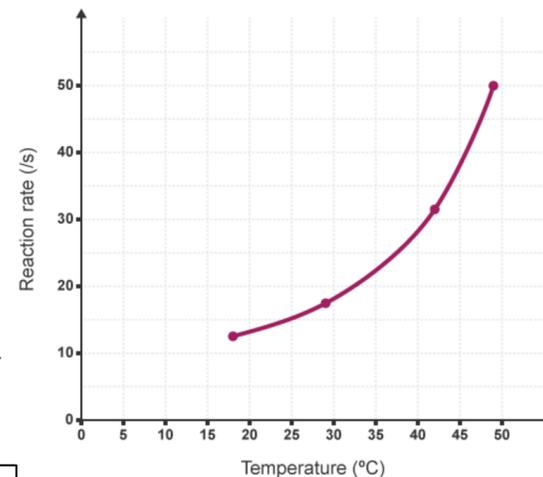
Key words

Year 10 Spring Chemistry Paper 2

Key Words

- **Hydrocarbons** - a compound that only contains hydrogen and carbon.
- **Fractional Distillation** - separating crude oil into hydrocarbons with similar boiling points.
- **Alkanes** a hydrocarbon with a general formula C_nH_{2n+2}

Key Words

- **Catalyst** - speeds up the rate of a chemical reaction but is not used up during a reaction.
- **Reversible reaction** in some reactions the products can react to make the original reactants again.
- **Endothermic** - a reaction that takes in energy from its surroundings.
- **Exothermic** - a reaction that transfers energy to its surroundings.
- **Closed system** - where no reactants can get in or out.
- **Equilibrium** - the rate of the forward reaction equals the rate of the reverse reauction.

- **Complete combustion -** the products of complete combustion of a hydrocarbon are carbon dioxide and water.
- **Incomplete combustion -** of hydrocarbons produces carbon monoxide as one of its products.

Complete combustion

fuel + oxygen → carbon dioxide + water

$CH_4 + 2O_2 \rightarrow CO_2 + 2H_2O$
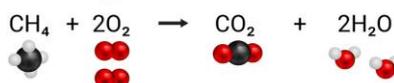
Incomplete combustion

fuel + oxygen → carbon monoxide + water + carbon

$C_2H_6 + 2O_2 \rightarrow CO + 3H_2O + C$

- **Cracking hydrocarbons -** where large hydrocarbon molecules are broken down into smaller molecules by passing vapours over a hot catalyst.
- **Alkenes -** unsaturated hydrocarbon with a general formula of C_nH_{2n}

Carbon Atoms	Name	Carbon Atoms	Name
1	meth–	6	hex–
2	eth–	7	hept–
3	prop–	8	oct–
4	but–	9	non–
5	pent–	10	dec–

- **Pure -** a substance that is made up of only one substance e.g. an element or a compound. They will have a fixed MP or BP.
- **Chromatography -** the process whereby small amounts of dissolved substance are separated by running a solvent through paper. The solvent is the mobile phase and the paper is the stationary phase. This process can be used to analyse unknown substances by working out its R_f value.

$$R_f = \frac{distance\ travelled\ by\ substance}{distance\ travelled\ by\ solvent}$$

R_f values vary from 0 (the substance is not attracted to the mobile phase) to 1 (the substance is not attracted to the stationary phase).

Year 10 Spring Chemistry Paper 2

- **Greenhouse gases -** carbon dioxide, methane and water vapour are the gases which absorb energy and radiate it back to the Earth's surface (see bio).
- **Carbon footprint** is the total amount of carbon dioxide and other gases emitted the full life cycle of a product/service/event.
- **Finite** - resources that will run out eventually.
- **Renewable -** resources that can be replaced as we use them up.
- **Recycle -** using resources again which saves energy.
- **Non-renewable (finite) -** resources that will run out eventually.

- **Atmosphere -** the relatively thin layer of gases surrounding the Earth. The Earth's atmosphere has evolved over time from one with just carbon dioxide, Nitrogen and water vapour, to the present one with 21% oxygen.

Nitrogen approximately 80%

Oxygen approximately 20%

Other gases, including carbon dioxide, water vapour and noble gases
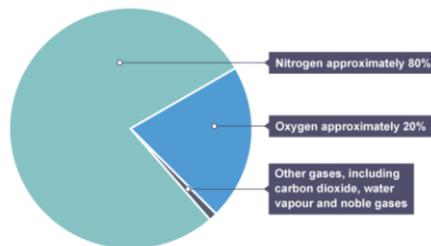
The composition of the modern atmosphere

Solvent front

Distance travelled by solvent

Distance travelled by substance

Baseline

Key Words

- **Displacement** - a distance in a given direction.
- **Magnitude** - the size of a quantity.
- **Vector** - a quantity that is physical and has both magnitude and direction.
- **Scalar** - a quantity that has magnitude but no direction.
- **Resultant force** - a single force that has the same effect as all the forces acting on an object.
- **Moment** - a measure of the turning effect of the force on an object.
- **Levers** - can be used to exert a force that is greater than the effort.

Key words

Moment, M = force, F x perpendicular distance

(newton   (newtons,   **the line of action of the**

metres, Nm)   N)   **force to the pivot, d**
(metres, m)

Key words

- **Centre of mass** of an object is the point where its mass can be thought of as concentrated.

Year 10 Spring Physics Paper 2

Key words

- **Weight -** the force acting on an object due to gravity (N).
- **Mass -** the amount of matter that makes up an object (kg).
- **Gravitational field strength** the gravitational force acting on 1 kg of an object. On Earth this would be 9.8 N/kg.

weight, W =   mass, m x   gravitational field field strength, g

(newtons, N)   (kilograms, kg)   (newtons per kg, N/kg)
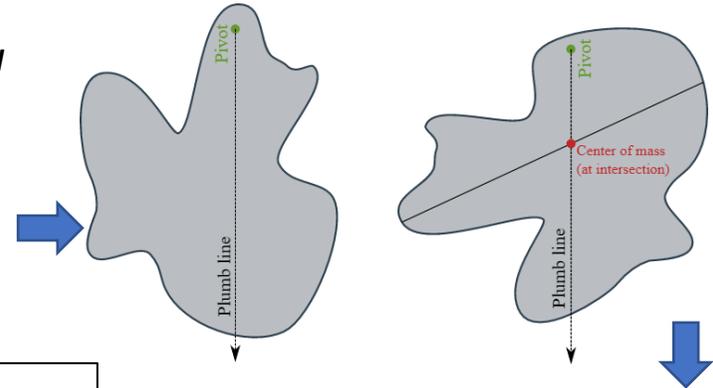
Key words

- **Speed** - the unit for speed is metres per second (m/s).

$$speed = \frac{distance}{time}$$

- **Distance-time graph** - where distance is plotted against time.
- **Gradient** - on a distance –time graph this will represent the speed. The steeper the gradient the faster an object is travelling.
- **Velocity** - speed in a given direction.
- **Acceleration** - when an object speeds up.
- **Deceleration** - when an object slows down.

Key Words

- **Extension -** the increase in length from the original.
- **Extension of material** = length at the - original length at any stage.
- **Directly proportional** when the change of one measurement produces the same change in the second measurement, e.g. as the weight doubles the extension of the spring doubles.
- **Hooke's law** when the extension of a spring is directly proportional to the force applied as long as it hasn't reached the limit of its extension.

Hooke's Law

SPRING CONSTANT (Nm⁻¹)

$F = kx$

FORCE (N)   EXTENSION (m)

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Force (N) vs Extension (m) graph with point labelled "Limit of proportionality"
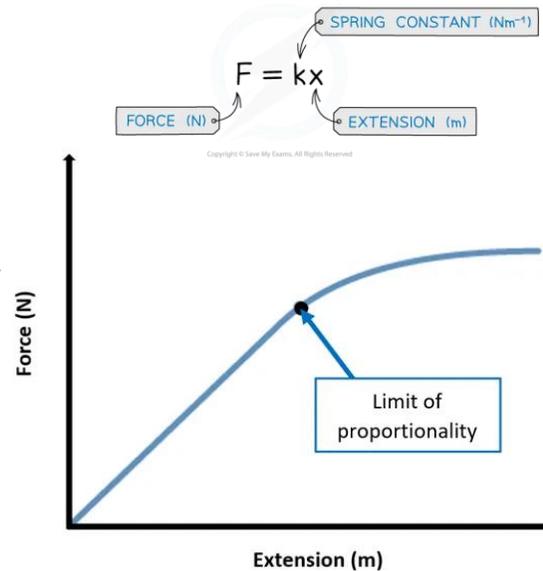
Key Words

- **Transverse -** moves perpendicular to the wave direction e.g. water.
- **Longitudinal -** moves parallel to the direction of energy transfer e.g. sound.
- **Amplitude -** the maximum displacement of a wave e.g. its height.
- **Frequency -** the number of waves past a fixed point per second.
- **Wavelength -** the distance between the same point of one wave.

- ■ wave speed (*v*) is measured in metres per second (m/s)
- ■ frequency (*f*) is measured in Hertz (Hz)
- ■ wavelength (*λ*) is measured in metres (m)

$$v = f \times \lambda \qquad f = v/\lambda \qquad \lambda = v/f$$

Year 10 Spring Physics Paper 2

Key Words

- **Reflection** of a light ray or wave at a boundary. This can be investigated using a ripple tank.
- **Refraction** when plane waves cross a boundary at a non-zero angle to the boundary, each wave front experiences a change in speed and direction.

Waves travel slower in shallower water.

Wave diagram labelled: Peak, Amplitude, Wavelength, Rest position, Trough, Wavelength, Wavelength

Ripple tank

Illumination

Power Supply

Shallow tank of water

Oscillating paddle

Wave patterns on a viewing screen or table
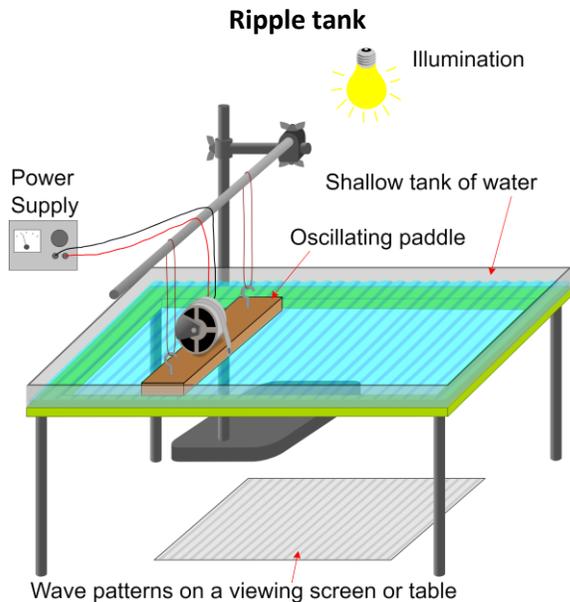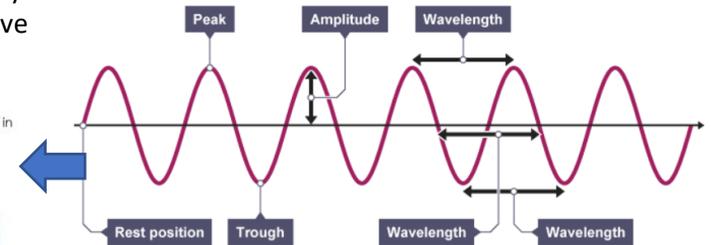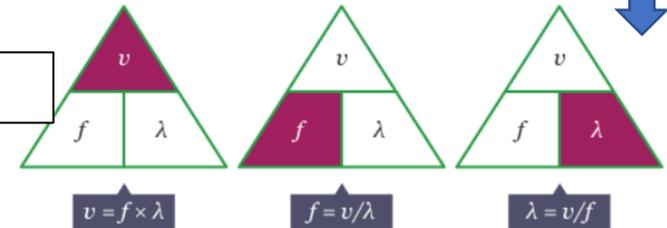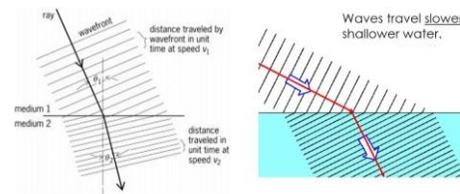
Electromagnetic Spectrum

Notes

Year 10 Spring Physics Paper 2
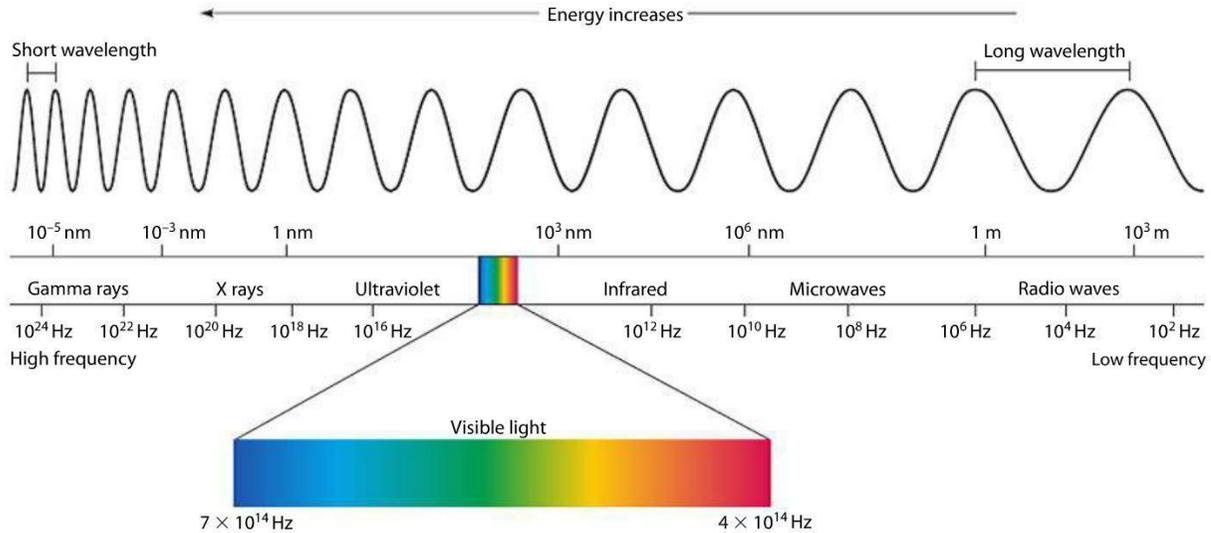
Optical fibre communications these are very thin glass fibres which are used to transmit signals

- **Radio waves** from 300 000Hz to 3000 million Hz. These carry radio, TV and mobile phone signals. They can penetrate human bodies.
- **Microwaves -** waves that can pass through the atmosphere and reach satellites. They can also heat food. Like radio waves they can penetrate human bodies.
- **Infrared** the hotter an object is, the more infrared it will emit. Infrared is absorbed by the skin and can cause damage, burn or even kill skin cells.
- **Visible light** or white light is where we find the colours of the spectrum. Starting with the lower frequency red, all the way to the faster frequency violet.
- **UV or Ultra violet -** these can be harmful to the human eye as they carry more energy than visible light waves.
- **X-rays** - these waves travel through substances and are only stopped by thick plates of lead. They can damage living cells when they pass through them.
- **Gamma rays** - these are produced by radioactive materials and carry large amounts of energy. As they have a shorter wavelength, they can penetrate further than x-rays.

iMedia

Document	Purpose	Content	Example / Create
Mind maps / Spider diagram [Website – Generate ideas for content on pages / site; Show how pages fit together]	• Quickly **generate** outline ideas • **Link** or connect aspects of ideas	• Central node (main theme) • Sub-nodes (with branches) • Topics (keywords) • Images (icons) • Colour	Central node; 4-6 nodes; few sub-nodes **Level / Criteria** 3: • Complex structure with **all** nodes and sub-nodes for topic • Content is **all** relevant 2: • **Few** nodes and **sub-nodes** • Content may **not** be wholly appropriate 1: • Central theme and few **nodes** • Some **relevance** to topic
Mood boards [Warm colours to reflect summer]	• **Visual** tool used to genera te ideas on a new project • Create mood or **feel** for a product (be specific) • **NOT** to show what product will look like	• Images (photographs, graphics, logos) • Colours (and scheme) • Text (fonts, styles, quotes) • Textures / fabrics • Sound & video clips (only for website...) • Annotations	Title; Keywords; Images (in boxes); Colour; Annotations (justify) **Level / Criteria** 3: • **All** images relevant (6) • Good justifications including colour, fonts... • **Wholly** suitable layout 2: • Some **relevant** images (4) • Annotations to **justify** images • **Layout** not wholly suitable 1: • Title • One **image** • Weak / no **annotations**
Visualisation diagrams [Website – allow to see webpage in a visual form]	• Mock version of intended product (static) • Draft version for client (be specific)	• Images (graphics, logos) • Colours (scheme) • Text (fonts, style, text examples, titles, size, position) • Annotations • Dimensions	• Content o Magazine – Big image in the centre; Big title for name of magazine; Small titles for articles inside with page references; Issue date; Barcode... o DVD – Title; Certification symbol; Main image; Other images (logos, sponsors); Other text • Layout (Suitable for DVD, magazine) o Use of space o Colour / colour scheme • Fitness for purpose o Sizes o Stylisation • Annotations to justify
Scripts	• Provide lines for characters so they know what to say • Provide details about expressions or actions • Provide stage directions for actors and production crew	• Speech / Dialogue between characters (centred) • Location / Set / Slugline (INT / EXT) • Direction (what happens in scene) • Character names (centred) • Sound and sound effects (for actions, events) • Shot type (close up, mid, long) • Camera movement (pan, tilt, zoom)	Set / Location / slugline Character Speech / Dialogue (centred) Intonation, loudness and emotion Shot type Direction What happens in the scene / interaction
Storyboards	• Visual plan on a timeline • Guidance on how to edit scenes	• Camera shots (close up, mid, long) • Camera movement (pan, tilt, zoom) • Camera angles (over the shoulder, low / high angle) • Timings / durations • Location • Sound • Scene sketches (content, characters, scenery, speech) • Lighting	• Scene content – must suit scenario o Sketch o Description • Timings • Camera shots (close up, mid, long...) • Camera angles (over the shoulder, low angle, aerial...) • Camera movement (pan, tilt, zoom or using a track and dolly...) • Lighting (types and direction) • Sound (dialogue, sound effects, ambient sound, music....) • Locations (indoor studio or other room, outdoor...)

Suitability / Long Questions

Introduction:
• What is the document and its purpose?
• Who will use it? / Who is the target audience?
  o In the question
Strengths:
• What features are there?
  o Why is this good?
Weaknesses:
• Which of the required features are missing?
  o Why is this an issue?
  o How could it be improved
Conclusion:
• Overall, is the document fit for audience and purpose?

Points to consider:
Layout; Relevance to context; Suitable detail / annotations; Suitability for target audience; Suitability for client; Fitness for purpose; White space; Composition; Clarity; Colours; Fonts; Font styles; Nodes; Sub-nodes, suitable links between content...

Market research

Primary	Secondary
Directly from source	Indirectly sourced
Meetings/Discussions	Internet/Online
Interview	Magazine article
Video footage	News broadcast
Autobiography	Biography
Surveys	Report
Questionnaires	Commentaries
Official records	Books
Original works	Focus groups

Target audience

• **Income** – target an audience that can afford your product
• **Age** – different ages appeal e.g. children different from adults (consider colour, language etc.)
• **Gender** – male and female e.g. colour is used to differentiate
• **Location** – Audience live a certain distance from store
• **Interest / lifestyle** – target at their hobbies

Accessibility for website

• Visual problems – use contrasting colours to allow people to read text easily
• Young members – make it easy to read as reading age lower
• Gender – content and colour schemes appeal to all genders
• Detect default language – of the user so easy for user or offer options
• Detect devices – depending on what it is being viewed on (e.g. mobile, tablet) load different version

Client requirements

Also known as **brief** or **specification**
• Must meet their requirements otherwise your work will not be fit for purpose
Done by:
• Face to face discussion
• Script
• Specification
• Written brief
Content (look at brief and use words given):
• Purpose
• Timescale
• Target audience
• Budget

File format

Audio: .mp3; .wav; .aac **Video:** .mp4; .wmv; .mov
Image: Web (html5) - .png, .jpeg, .gif (animation);
Print - .tiff **Animation:** .flv; .swf **Text:** .pdf – small file size (accessible by all) but can't edit
Lossy (Compressed so small file size some quality lost)
• Small file sizes as downloaded so if too big will take longer
• High quality otherwise may be blurry and portray bad view of site

Copyright, Designs & Patent Act

Intellectual property © ® TM
• Work or idea protected by copyright, trademark or patent law
License
• Open and Creative Common
To use sources:
• Contact the owner
• Ask for permission to use it
• Often you will need to pay a fee
Defamation - Can't say nasty things about someone without proof
• False statements that harm reputation of individual / group
Privacy – People have this right and it should not be invaded
• Actions to protect members:
  o Provide usernames
  o Provide password
  o Create an avatar
  o Check webpage is secure

Risk assessment

• Identify the hazards / dangers
• Decide who might be harmed and how
• Evaluate the risks and decide on precautions
• Record your findings and implement them
• Review your assessment and update if necessary

Health & Safety at Work Act

Using computers – RSI; Eye strain; Backache (relate to scenario)
Safe working practices:
• Equipment positioned properly – adjust chair height, distance from screen to eyes, cables (tripped – cover), drinks (short electrical device)
• Regular breaks (for eye strain)
• Seating posture
• Wrist rests for Keyboards / mice comfortable
Working at heights
Working with electricity
Working with heavy equipment

Work plans

Purpose:
• Provide timescales so you don't spend too long on one thing
• Allow projects to meet deadline using checkpoints to stay on track
• What order tasks need to happen (workflow)
Content:
Tasks; Activities; Time / Duration; Deadlines; Milestones; Contingencies; Resources; Budget
Contingency - extra time built in (plus extra costs)
• Unexpected events
  o Equipment failure
  o Illness
  o Health & Safety concerns
  o Conditions not correct e.g. for filming
Advantages:
• Allows team leader to track all members tasks

Hardware & Software

Creating – use hardware devices to create in a digital format e.g. mouse, keyboard, monitor...
Digitising – create by hand then digitise by:
• Photographing (with digital camera) work e.g. mood board or mind map
• Scanning (with scanner) the work e.g. visualisation diagram or storyboard
Types of software:
• Graphics editing
• Word processing
• Project management
• Spreadsheet / Database
• Desktop publishing (DTP)
• Audio editing
• Video editing
• Web browser
• Web authoring

Data Protection Act (DPA)

1. Processed lawfully
2. Held for a specific purpose
3. Adequate, relevant and not excessive
4. Kept accurate
5. Not kept longer than necessary
6. Processed in accordance with subject
7. Held securely
8. Not transferred to countries without similar DPA

Collecting Data	Sorting data
Only collect data needed	Ensure data stored securely
Only collect data for purpose stated	Not pass data onto others
Ensure data is correct	Data is up to date
Seek permission / Confirm Tc & Cs	Complies with DPA
Ensure sign up / registration is secure	

Consequences of failing to follow DPA:
• Sued
• Fined
• Prosecuted

Location recce

• Visit to a specific location for recording purposes
  o Filming, audio recording or photography
• Check it is suitable:
  o Lighting?
  o Safe?
  o Electricity?
  o Scenery?
  o Distance / location / logistics
  o Environmental issues – noise, people
• Possible issues that may arise?

Questions not covered:

Level 1/2 Hospitality and Catering Knowledge Organiser: Unit 1: 1.1.1 -
Types of Hospitality and catering provisions

wjec cbac eduqas

Hospitality and catering providers
You must understand, be able to name, and explain the two different provisions in hospitality and catering.
Commercial: the business aims to **make profit** from the hospitality and catering provision that they provide.
Non-commercial: the service provider **doesn't aim** to make a profit from the service they provide.

Commercial (residential)

Commercial (residential): meaning the hospitality and catering provision aims to create a profit from the service they provide, but also offers accommodation.

For example:
- hotels, motels & hostels
- B&B, guest houses and Airbnb
- holiday parks, lodges, pods, and cabins
- campsites and caravan parks.

Non-commercial (residential)

Non-commercial (residential): the hospitality and catering provision offers accommodation but does not aim to make a profit from the service they provide.

For example:
- hospitals, hospices, and care homes
- armed forces
- prisons
- boarding schools, colleges, and university residences.

Commercial (non-residential)

Commercial (non-residential): catering establishments that aim to make a profit from their service, but no accommodation is provided.

For example:
- restaurants and bistros
- cafes, tea rooms and coffee shops
- takeaways
- fast food outlets
- public houses and bars
- airlines, cruise ships, long distance trains
- pop up restaurants
- food and drink provided by stadiums, concert halls and tourist attractions
- mobile food vans and street food trucks
- vending machines.

Non-commercial (non-residential)

Non-commercial (non-residential): catering establishments with no accommodation provided and don't aim to make a profit from their service.

For example:
- schools, colleges, and universities
- meals on wheels
- canteen in working establishments (subsidised)
- charity run food providers.

Types of service in commercial and non-commercial provision

You need to be able to understand and know the different types of service within commercial and non-commercial provision. They are split into two main categories of food service and residential service.

Food service

The different types of food services in the catering sector are listed below. You should know the meaning of each one and be able to provide examples. For instance;

Table service
- Plate: the food is put on plates in the kitchen and served by waiting staff. Good portion control and food presentation consistent.
- Silver: a waiter will transfer food from a serving dish to the customer's plate using a silver spoon and fork at their table.
- Banquet: a range of foods suitable for large catered events such as weddings, parties, or award ceremonies.
- Family style: the food is placed on serving bowls on the customer's table for customers to share between them.
- Gueridon: is served from a trolley to the customer's table, the food is then cooked and/or finished and presented in front of the customer. Creates an atmosphere of sophistication and entertainment.

Counter service
- Cafeteria: all types of food and drink are shown on a long counter for customers to move along with a tray for them to choose what they want to eat.
- Fast food: the food and drink is displayed on a menu behind the counter, often with pictures. Quick, simple, and usually served with disposable packaging.
- Buffet: a range of foods served on a big serving table where customers walk up to collect their plate and help themselves to food and drink. The food can be hot or cold, and some items could be served by waiting staff.

Personal service
- Tray or trolley: the meals are served on trays from a trolley and customers sometimes order items in advance.
- Home delivery: the customer's order is made over the phone or online, and is then delivered by the business to their address.
- Takeaway: food that's cooked by the business onsite and then eaten elsewhere.

Residential service

Listed below are the different types of residential types of service in the hospitality and catering sector. You should know the different types of service offered in various hospitality provisions.

Rooms:
- single/ double/ king/ family
- suite (en-suite bath/ shower room, shared facilities).

Refreshments:
- breakfast/ lunch/ evening meal
- 24-hour room service/ restaurant available.

Leisure facilities:
- spa
- gym
- swimming pool.

Conference and function facilities:
- large rooms
- overhead projector and computer
- pens and paper provided
- refreshments available.