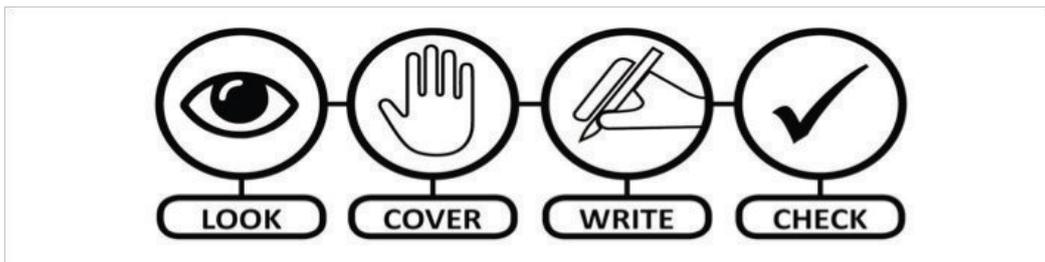




Year 9 Knowledge Organiser: Spring

Name:	
Form:	



Number 3

Subject: Maths (Page 6-11)	
Week beginning	Homework instructions
6th January	Complete the designated page for the Knowledge Organiser ready for a low stakes test in your next Maths lesson. Page 1 - 9JMM, 9QME Page 4 - 9JCG, 9JCN, 9QCN, 9QMLD, 9QMM
13th January	Complete the written homework task set by your class teacher to be handed in on you next maths lesson for feedback
20th January	Complete the designated page for the Knowledge Organiser ready for a low stakes test in your next Maths lesson. Page 2 - 9JMM, 9QME Page 5 - 9JCG, 9JCN, 9QCN, 9QMLD, 9QMM
27th January	Complete the written homework task set by your class teacher to be handed in on you next maths lesson for feedback
3rd February	Complete the designated page for the Knowledge Organiser ready for a low stakes test in your next Maths lesson. Page 3 - 9JMM, 9QME Page 6 - 9JCG, 9JCN, 9QCN, 9QMLD, 9QMM
10th February	Complete the written homework task set by your class teacher to be handed in on you next maths lesson for feedback

Subject: English (Page 12-13)	
Week beginning	Homework instructions
6th January	Create a mind map exploring the context of the novel.
13th January	Learn the summary and key quote for chapters one to three of the novel.
20th January	Define each of the language devices used by Golding.
27th January	Write and learn each of the quotes for the six main characters.
3rd February	Write a 100 word summary of what you have read so far.
10th February	Create flash cards for each character.

Subject: Science (Page 14-15)	
Week beginning	Homework instructions
6th January	States of Matter KO. Look, cover, write and check Homework 1. Include labelled diagrams of solids liquids and gases, as well as the names used for changes in state. Discuss how we can use the melting point of a substance to distinguish between pure and impure substances.
13th January	States of Matter KO. Look, cover, write and check Homework 1. Include labelled diagrams of the apparatus used in Filtration and Crystallisation.
20th January	Your teacher will assign you 150 questions to complete on Tassomai.
27th January	Separation Techniques KO. Look, cover, write and check Homework 2. Include labelled diagrams of the equipment used in chromatography and distillation.
3rd February	Separation Techniques KO. Look, cover, write and check Homework 2. Outline the stages of water treatment and define the key terms potable and desalination.
10th February	Your teacher will assign you 150 questions to complete on Tassomai.

Subject: RE (Page 19- 21)	
Week beginning	Homework instructions
6th January	Sections 1 and 2 Bible and interpretation of the Bible. Look, cover, write and check the information on both of these sections. To be tested in class.
13th January	Section 3. Magisterium. Look, cover, write and check the information. To be tested in class.
20th January	Section 4. The Second Vatican Council. Look, cover, write and check the information. To be tested in class.
27th January	Sections 5 and 6. The Church as the Body of Christ and The Four Marks of the Church. Look, cover, write and check the information. To be tested in class.
3rd February	Section 7. Mary as a model of the Church. Look, cover, write and check the information. To be tested in class.
10th February	Section 8. Personal and ethical decision- making. Look, cover, write and check the information. To be tested in class.

Subject: History (Page 22 – 26)	
Week beginning	Homework instructions
6th January	Look at Part One of the Knowledge Organiser ('Peacemaking'). Use the look, cover, write, check, and correct (using purple pen) method for ALL SECTIONS on this page (1-18).
13th January	Look at Part Two of the Knowledge Organiser ('The League of Nations Part 1. Structure and 1920s'). Use the look, cover, write, check, and correct (using purple pen) method for ALL SECTIONS on this page (Sections A-F).
20th January	Look at Part Two of the Knowledge Organiser ('The League of Nations Part 1. Structure and 1920s'). Use the look, cover, write, check, and correct (using purple pen) method for the commissions of the LoN (Section G) and the League of Nations in the 1920s (Section H). You could create a table or mind map of each of the key events of
27th January	Look at Conflict and Tension Knowledge Organiser 3: The League of Nations Part 2: Diplomacy outside the LoN and failure of the LoN in the 1930s . Look at numbers 1-7 (diplomacy outside the LoN). Use the look, cover, write, check, and correct (using purple pen) method on this section.
3rd February	Look at Conflict and Tension Knowledge Organiser 3: The League of Nations Part 2: Diplomacy outside the LoN and failure of the LoN in the 1930s . Use the look, cover, write, check, and correct (using purple pen) method on Section 9: The impact of the Wall Street Crash and the Great Depression and Section 10: The Manchurian Crisis.
10th February	Look at Conflict and Tension Knowledge Organiser 3: The League of Nations Part 2: Diplomacy outside the LoN and failure of the LoN in the 1930s . Use the look, cover, write, check, and correct (using purple pen) method on Section 11: the Abyssinian Crisis and Section 8: Why did the League of Nations fail?

Subject: Geography (page 27-28)	
Week beginning	Homework instructions
6th January	Complete the questions from the Homework Quiz set by your teacher. Find the answers on your Natural Hazards Knowledge Organiser. Write the questions and answers as flash cards in your homework book. Use techniques such as look, cover, write and blind testing to revise for your quiz in lesson.
13th January	Complete the questions from the Homework Quiz set by your teacher. Find the answers on your Natural Hazards Knowledge Organiser. Write the questions and answers as flash cards in your homework book. Use techniques such as look, cover, write and blind testing to revise for your quiz in lesson.
20th January	Complete the questions from the Homework Quiz set by your teacher. Find the answers on your Natural Hazards Knowledge Organiser. Write the questions and answers as flash cards in your homework book. Use techniques such as look, cover, write and blind testing to revise for your quiz in lesson.
27th January	Complete the questions from the Homework Quiz set by your teacher. Find the answers on your Natural Hazards Knowledge Organiser. Write the questions and answers as flash cards in your homework book. Use techniques such as look, cover, write and blind testing to revise for your quiz in lesson.
3rd February	Complete the questions from the Homework Quiz set by your teacher. Find the answers on your Natural Hazards Knowledge Organiser. Write the questions and answers as flash cards in your homework book. Use techniques such as look, cover, write and blind testing to revise for your quiz in lesson.
10th February	Complete the questions from the Homework Quiz set by your teacher. Find the answers on your Natural Hazards Knowledge Organiser. Write the questions and answers as flash cards in your homework book. Use techniques such as look, cover, write and blind testing to revise for your quiz in lesson.

Subject: Spanish (Page 31-32)	
Week beginning	Homework instructions
6th January	Vocabulary learning - set by individual teacher.
13th January	Vocabulary learning - set by individual teacher. KO - Match the questions to the answers and translate them to English.
20th January	Vocabulary learning - set by individual teacher.
27th January	Vocabulary learning - set by individual teacher. KO - Read the text and then decide which of the statements are correct.
3rd February	Vocabulary learning - set by individual teacher.
10th February	Vocabulary learning - set by individual teacher. KO - Read the texts and answer the questions in Spanish.

Subject: Computing (Page 29)	
Week beginning	Homework instructions
6th January	Key Concepts: Using the definitions in the table, create your own mind map or flashcards of the key information and descriptions given.
13th January	The Central Processing Unit: Create your own mind map or flashcards to help you understand the key components of the CPU.
20th January	Fetch Decode Execute Cycle: Create a poster to help you understand the stages of the fetch decode execute cycle. Use keywords from the Central Processing Unit section to make it more technical.
27th January	Exam Questions: Answer the exam questions in the knowledge organiser - paying attention to the command words used.
3rd February	Teacher set homework - revising for end of unit assessment
10th February	Teacher set homework

Subject: Creative Media Production (Page30)	
Week beginning	Homework instructions
6th January	Client Brief: Use look - cover - write - check to understand what a client brief is and what it will usually contain.
13th January	Target Audience: Using the information in the knowledge organiser, choose two films or TV Programmes and decide on the target audience. You should decide on age, gender, location, ethnicity/culture, income.
20th January	Production Schedule: Using your advert production as an example - create your own production schedule - make sure you note down how long you expect each thing to take.
27th January	Features of a Production Schedule: Use look - cover - write - check to understand the features of a production schedule.
3rd February	Primary Research: Create your own mind map to learn the features and types of primary research.
10th February	Secondary Research: Create your own mind map to learn the features and types of secondary research.

Subject: Hospitality and Catering (Page 34-35)	
Week beginning	Homework instructions
6th January	Use the link below to revise what the hospitality and catering industry is. You will be given a test next lesson. https://www.bbc.co.uk/bitesize/guides/zvtx47h/revision/1
13th January	Design a spider diagram on the different careers in the hospitality industry. Use coloured pencils and write in pen. Ensure all of the spellings are correct. Use the link below to help you https://www.bbc.co.uk/bitesize/guides/zb6njhv/revision/1
20th January	Use the link below to revise the star ratings. You will be given a test next lesson https://www.bbc.co.uk/bitesize/guides/zvim47h/revision/1
27th January	Revise nutrition and the industry section on the below link ready for a test next lesson. Produce mind maps to help you with your revision. Knowledge organisers will be checked next lesson.
3rd February	Design a poster on the personal attributes needed for working in the Hospitality and Catering industry. Use coloured pencils and write in pen. Ensure all of the spellings are correct.
10th February	Revise all aspects of Knowledge organiser for end of term test.

For the following subjects your teacher will provide you with instructions for your homework and the use of their knowledge organiser
Art(page 16), textiles(Page 18), Graphic design(Page 17), Business (Page 33) Travel and tourism, Health and social and PE



Solving Two Step Equations

WAGOLL:

$$\text{Solve } 7x + 3 = 31$$

$$\quad -3 \quad -3$$

$$7x = 28$$

$$\quad \div 7 \quad \div 7$$

$$x = 4$$

Check its correct by substituting your answer into the original equation

$$7 \times 4 + 3 = 31$$

$$28 + 3 = 31$$

Key Vocabulary

Radius: A straight line from the centre to the circumference of a circle or sphere.

Diameter: A straight line passing from side to side through the centre of a body or figure, especially a circle or sphere.

Adding and Subtracting Mixed Numbers

$$3\frac{2}{5} + 1\frac{3}{7}$$

Step 1: Convert both numbers to improper fractions

$$\frac{17}{5} + \frac{10}{7}$$

Step 2: Find a common denominator and then equivalent fractions

$$\frac{119}{35} + \frac{50}{35}$$

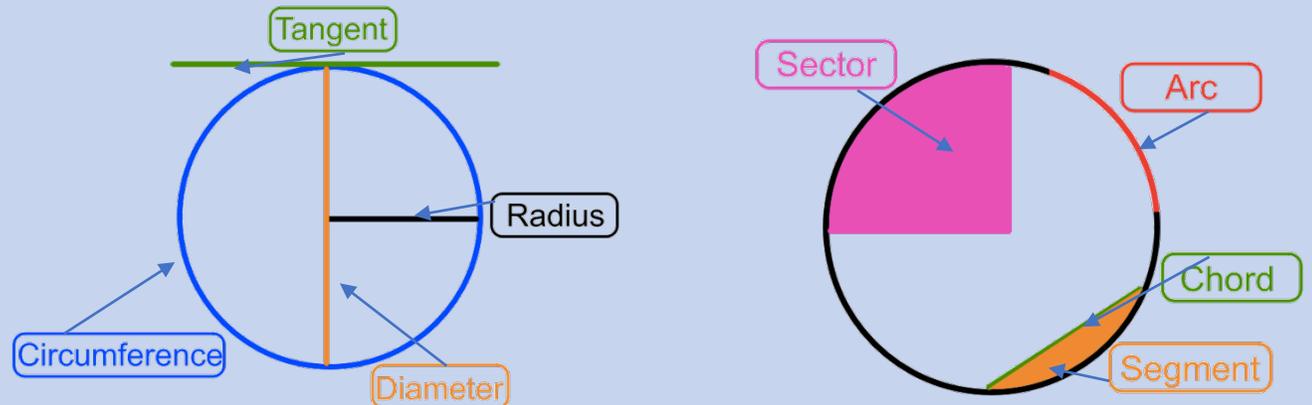
Step 3: Add the fractions keeping the denominator as 35

$$\frac{169}{35}$$

Step 4: Convert this back to a Mixed Number

$$4\frac{29}{35}$$

Circle Properties





Solving equations with brackets

WAGOLL:

$$\text{Solve } 5(x - 2) = 50$$

$$5x - 10 = 50$$

$$+10 \quad +10$$

$$5x = 60$$

$$\div 5 \quad \div 5$$

$$x = 12$$

Check its correct by substituting your answer into the original equation

$$5(12-2) = 50$$

Notes:

Expand the bracket

Solve the equation using inverse operations and doing the same operation to each side.

Key Vocabulary

Circumference: the enclosing boundary of a curved geometric figure, especially a circle.

Tangent: a straight line or plane that touches a curve or curved surface at a point, but if extended does not cross it at that point.

Multiplying Mixed Numbers

$$3\frac{2}{5} \times 1\frac{3}{7}$$

Step 1: Convert both numbers to improper fractions

$$\frac{17}{5} \times \frac{10}{7}$$

Step 2: Multiply the two numerators and two denominators

$$\frac{170}{35}$$

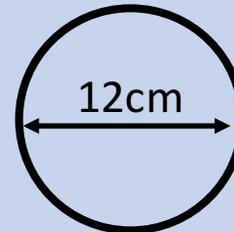
Step 4: Convert this back to a Mixed Number

$$4\frac{30}{35} = 4\frac{5}{6}$$

Circumference of a Circle

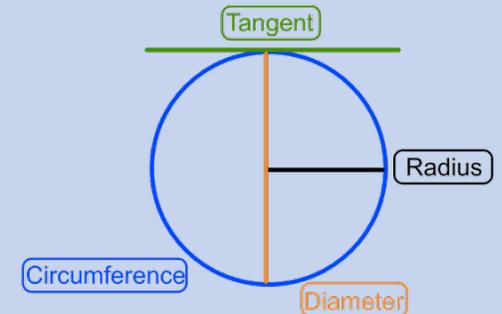
Formula: Circumference of a circle = $\pi \times$ diameter

WAGOLL:



$$\begin{aligned} C &= \pi d \\ &= 12 \times \pi = 12\pi (\text{In terms of } \pi) \\ &= 37.7\text{cm (3sf)} \end{aligned}$$

Circle Properties:





Solving Equations with Unknowns on Both Sides

WAGOLL:

$$\text{Solve } 6x + 12 = 2x + 40$$

$$\quad -2x \quad -2x$$

$$4x + 12 = 40$$

$$\quad -12 \quad -12$$

$$4x = 28$$

$$\div 4 \quad \div 4$$

$$x = 7$$

Notes:

Isolate your x terms

Follow the normal solving equation steps once you have isolated your x terms

Key Vocabulary

Arc: A part of a curve, especially a part of the circumference of a circle.

Chord: Part of a circle is a straight line segment whose endpoints both lie on the circle.

Dividing Mixed Numbers

$$3\frac{2}{5} \div 1\frac{3}{7}$$

Step 1: Convert both numbers to improper fractions

$$\frac{17}{5} \div \frac{10}{7}$$

Step 2: Use the 'keep, change, flip' method for dividing fractions

$$\frac{17}{5} \times \frac{7}{10} = \frac{119}{50}$$

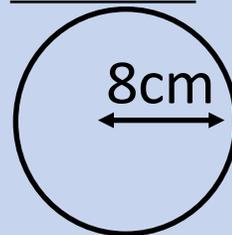
Step 4: Convert this back to a Mixed Number

$$2\frac{19}{50} = 4\frac{5}{6}$$

Area of a Circle

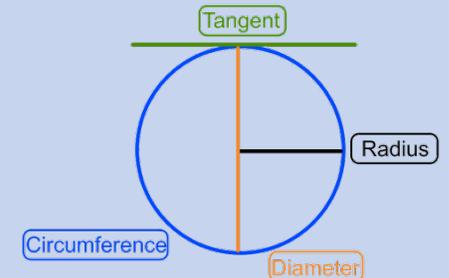
Formula: Area of a circle = $\pi \times \text{radius}^2$

WAGOLL:



$$\begin{aligned} \text{Area} &= \pi r^2 = \\ &\pi \times r \times r = \\ &\pi \times 8 \times 8 = \\ &64\pi (\text{In terms of pi}) \\ \text{Or} \\ &201\text{cm}^2 (3\text{sf}) \end{aligned}$$

Circle properties:





Simplifying Fractions

WAGOLL 1:

Simplify $\frac{40}{60}$

$$\frac{40}{60} = \frac{4}{6} = \frac{2}{3}$$

Diagram showing simplification steps: $\frac{40}{60} \xrightarrow{\div 10} \frac{4}{6} \xrightarrow{\div 2} \frac{2}{3}$

WAGOLL 2:

Simplify $\frac{70}{105}$

$$\frac{70}{105} = \frac{14}{21} = \frac{2}{3}$$

Diagram showing simplification steps: $\frac{70}{105} \xrightarrow{\div 5} \frac{14}{21} \xrightarrow{\div 7} \frac{2}{3}$

Key Vocabulary

Simplify: Make something simpler or easier to do or understand or to reduce something to its lowest terms

Power: The power of a number says how many times to use the number in a multiplication

Factor: A number that divides into another number exactly and without leaving a remainder.

Powers and Roots

Vertical text: Square Numbers

$1^2 = 1 \times 1 = 1$

$2^2 = 2 \times 2 = 4$

$3^2 = 3 \times 3 = 9$

$4^2 = 4 \times 4 = 16$

$5^2 = 5 \times 5 = 25$

$6^2 = 6 \times 6 = 36$

$7^2 = 7 \times 7 = 49$

$8^2 = 8 \times 8 = 64$

$9^2 = 9 \times 9 = 81$

$10^2 = 10 \times 10 = 100$

$11^2 = 11 \times 11 = 121$

$12^2 = 12 \times 12 = 144$

$13^2 = 13 \times 13 = 169$

$14^2 = 14 \times 14 = 196$

$15^2 = 15 \times 15 = 225$

Vertical text: Square Roots

$\sqrt{1} = 1 \text{ and } -1$

$\sqrt{4} = 2 \text{ and } -2$

$\sqrt{9} = 3 \text{ and } -3$

$\sqrt{16} = 4 \text{ and } -4$

$\sqrt{25} = 5 \text{ and } -5$

$\sqrt{36} = 6 \text{ and } -6$

$\sqrt{49} = 7 \text{ and } -7$

$\sqrt{64} = 8 \text{ and } -8$

$\sqrt{81} = 9 \text{ and } -9$

$\sqrt{100} = 10 \text{ and } -10$

Fractions, Decimals and Percentages

Fraction	Decimal	Percentage
$\frac{1}{2}$	0.5	50%
$\frac{1}{3}$	$0.\dot{3}$	33. $\dot{3}$ %
$\frac{1}{4}$	0.25	25%
$\frac{1}{5}$	0.2	20%

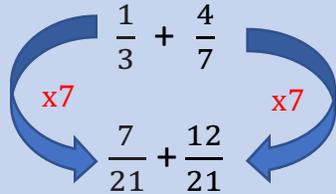


Adding and Subtracting Fractions

WAGOLL:

Work out: $\frac{1}{3} + \frac{4}{7}$

Create a common denominator by find the lowest common multiple (LCM). The LCM of 3 and 7 is 21.



Once the denominators are the same. Just add the numerators.

$$\frac{7}{21} + \frac{12}{21} = \frac{19}{21}$$

Key Vocabulary

Numerator: The top number in a fraction. Shows how many parts we have

Denominator: The bottom number in a fraction. Shows how many equal parts the item is divided into

Multiple: he product result of one number multiplied by another number.

Powers and Roots

Square Numbers

$$(-1)^2 = -1 \times -1 = 1$$

$$(-2)^2 = -2 \times -2 = 4$$

$$(-3)^2 = -3 \times -3 = 9$$

$$(-4)^2 = -4 \times -4 = 16$$

$$(-5)^2 = -5 \times -5 = 25$$

$$(-6)^2 = -6 \times -6 = 36$$

$$(-7)^2 = -7 \times -7 = 49$$

$$(-8)^2 = -8 \times -8 = 64$$

$$(-9)^2 = -9 \times -9 = 81$$

$$(-10)^2 = -10 \times -10 = 100$$

$$(-11)^2 = -11 \times -11 = 121$$

$$(-12)^2 = -12 \times -12 = 144$$

$$(-13)^2 = -13 \times -13 = 169$$

$$(-14)^2 = -14 \times -14 = 196$$

$$(-15)^2 = -15 \times -15 = 225$$

Square Roots

$$\sqrt{1} = 1 \text{ and } -1$$

$$\sqrt{4} = 2 \text{ and } -2$$

$$\sqrt{9} = 3 \text{ and } -3$$

$$\sqrt{16} = 4 \text{ and } -4$$

$$\sqrt{25} = 5 \text{ and } -5$$

$$\sqrt{36} = 6 \text{ and } -6$$

$$\sqrt{49} = 7 \text{ and } -7$$

$$\sqrt{64} = 8 \text{ and } -8$$

$$\sqrt{81} = 9 \text{ and } -9$$

$$\sqrt{100} = 10 \text{ and } -10$$

Division Tables

$$-7 \div 7 = -1$$

$$14 \div 7 = 2$$

$$-21 \div 7 = -3$$

$$-28 \div 7 = -4$$

$$35 \div -7 = -5$$

$$42 \div 7 = 6$$

$$-49 \div -7 = 7$$

$$-56 \div -7 = 8$$

$$63 \div 7 = 9$$

$$70 \div -7 = -10$$

$$8 \div 8 = 1$$

$$16 \div -8 = -2$$

$$-24 \div -8 = 3$$

$$-32 \div 8 = -4$$

$$40 \div 8 = 5$$

$$-48 \div -8 = 6$$

$$-56 \div -8 = 7$$

$$-64 \div -8 = 8$$

$$72 \div 8 = 9$$

$$80 \div -8 = -10$$

$$-9 \div -9 = 1$$

$$18 \div 9 = 2$$

$$-27 \div -9 = 3$$

$$-36 \div 9 = -4$$

$$45 \div -9 = -5$$

$$54 \div 9 = 6$$

$$-63 \div 9 = -7$$

$$-72 \div -9 = 8$$

$$81 \div 9 = 9$$

$$90 \div -9 = -10$$



Multiply Fractions

WAGOLL:

To **multiply** two fractions together, multiply the **numerators** together and multiply the **denominators** together.

$$\frac{2}{3} \times \frac{3}{4} = \frac{6}{12} = \frac{1}{2}$$

$\frac{6}{12}$ can be simplified to $\frac{1}{2}$, as 6 is the highest common factor (HCF) of 6 and 12.

Key Vocabulary

Mixed Number: a number consisting of an integer and a proper fraction

Improper Fraction: a fraction in which the numerator is greater than the denominator, such as

$$\frac{7}{4}$$

Powers and Roots

Powers

$$(-2)^0 = 1$$

$$(-2)^1 = -2$$

$$(-2)^2 = -2 \times -2 = 4$$

$$(-2)^3 = -2 \times -2 \times -2 = -8$$

$$(-2)^4 = -2 \times -2 \times -2 \times -2 = 16$$

$$(-2)^5 = -2 \times -2 \times -2 \times -2 \times -2 = -32$$

Roots

$\sqrt{16} = 4$ and -4
because $4^2 = 16$ and $(-4)^2 = 16$

$\sqrt[3]{125} = 5$ because $5^3 = 125$

$\sqrt[5]{32} = 2$ because $2^5 = 32$

Dividing Fractions

WAGOLL:

Work out $\frac{2}{3} \div \frac{1}{4}$

To answer this questions we use the acronym **KFC**.

This stands for **KEEP, FLIP, CHANGE**.

KEEP the first fraction. **FLIP** the second fraction. **CHANGE** the division operation to a multiplication operation.

$$\frac{2}{3} \times \frac{4}{1} = \frac{8}{3} = 2\frac{1}{3}$$

If the fraction is improper then it needs to be converted into a mixed number.

LORD OF THE FLIES

Context – *Lord of the Flies* was written by William Golding in 1954.

<p>William Golding – William Golding was born on September 19, 1911, in Cornwall, <u>England</u>. Golding pursued the natural sciences until switching to English Literature at university. He <u>served in the navy in WWII</u>, before becoming a teacher and writer. <i>Lord of the Flies</i>, which was published in 1954, was his <u>first and biggest success</u>, however he also wrote <i>The Pincher Martin</i> (1956) and <i>The Brass Butterfly</i> (1958).</p> 	<p>Darwin and Evolution – In the late 19th Century, Charles Darwin published his research paper '<u>The Origin of Species</u>.' This set out the theory of evolution – that humans and other life has <u>developed from more primitive species</u>. At the time that Golding wrote <i>Lord of the Flies</i>, it was still a relatively new concept that man had evolved from more primitive, animalistic creatures.</p> 
<p>The Coral Island – <i>The Coral Island: A Tale of the Pacific Ocean</i> (1858) is a novel written by Scottish author R.M. Ballantyne. It tells of <u>3 boys marooned on a pacific island</u>; the only survivors of a shipwreck. In the book, the children encounter different types of evil, yet their growing friendship, courage, and determination aid them in survival. Written around 100 years earlier, it nevertheless <u>inspired <i>Lord of the Flies</i></u>. Golding was <u>unsatisfied</u> with how it 'espoused myths' and sought to invert its meanings (the evil is instead within the boys).</p> 	<p>Sigmund Freud – Sigmund Freud (1856-1939) was an Austrian neurologist and the founder of <u>psychoanalysis</u>: a clinical method for treating psychopathology. He famously theorised that the human mind was a constant battle ground for three contrasting forces: the <u>id</u> (our most primal needs and desires), the <u>superego</u> (our sense of conscience and morality) and the <u>ego</u> (our conscious, rational mind). <i>Lord of the Flies</i> can be read through this theory, as the boys battle with what they have learnt is right and their innermost desires.</p> 
<p>Religion – <i>Lord of the Flies</i> was written in the mid-twentieth century, a period of great <u>discovery and scientific advancement</u>. Aspects of life that were previously attributed to being religious or supernatural phenomena or were now being explained in some parts by science. In <i>Lord of the Flies</i>, Golding explores some of the fundamental issues that science could not fully explain, for example human sin and the conflict between internal good and evil.</p> 	<p>World War II – World War II was the <u>largest and deadliest conflict in human history</u>. Involving all of the major developed nations in the world, the war pitted the Allied countries against the Axis powers (led by Hitler's Nazi Germany). In total, between <u>50 and 80 million people died</u>, leaving a catastrophic effect the world over. Golding served in the navy, and participated in the invasion of Normandy. It had a profound effect on his view of the evils of which humanity was capable.</p> 

Main Characters – Consider what Golding intended through his characterisation of each of the below...

<p>Ralph – Ralph is the lead <u>protagonist</u> of the novel. He is a twelve year old English boy, who has <u>fair hair and a larger physique</u> than most of the boys on the island. Ralph attempts to coordinate the boys to build a functioning <u>civilisation</u> on the island until they can be rescued. He represents the civilizing impact of human beings, as opposed to Jack's savage instincts. He is closely allied with Piggy.</p>	<p>Jack – Jack is the main <u>antagonist</u> of the novel, as he comes into direct opposition with Ralph on more than one occasion. He is also one of the older boys stranded on the island. Jack becomes the leader of the hunters but <u>craves total power</u>. He becomes <u>wild, barbaric and cruel</u> as the novel progresses. He becomes an expert at manipulating other boys, and represents human savagery.</p>
<p>Quote: "Shut up," said Ralph absently. He lifted the conch. "Seems to me we ought to have a chief to decide things."</p>	<p>Quote: "'I ought to be chief," said Jack with simple arrogance" "because I'm chapter chorister and head boy. I can sing C sharp."</p>
<p>Piggy – Piggy is arguably the most <u>intellectual and mature</u> boy on the island, but a combination of his <u>whiny voice, overweight physique, and annoying manner</u> means that his voice is often drowned out. Piggy becomes Ralph's lieutenant, remaining sure that civilisation is the way forward on the island. He represents the scientific, rational side of civilisation.</p>	<p>Simon – Simon is a <u>shy and sensitive boy</u> who has often been described as the only truly 'good' character on the island. He helps the younger boys and is <u>willing to work for the good of the community</u>. Unlike Ralph and Piggy, Simon's moral actions do not seem to have been imposed upon him by society. In this way he represents a natural goodness that is lost when he dies.</p>
<p>Quote: "...we can't be rescued if we don't have smoke."</p>	<p>Quote: "You'll get back to where you came from."</p>
<p>Roger – Roger is a <u>cruel and sadistic boy</u>, who displays a tendency to enjoy violence from early in the novel. Roger is one of the older boys, who enjoys <u>bullying</u> the littluns, and very quickly becomes Jack's lietenant when the Castle Rock tribe is formed. Roger is often seen as the <u>opposite of Simon</u>, as he presents a sense of natural evil. His true inner nature is shockingly revealed when he rolls a boulder over Piggy, <u>killing him</u>, in the final chapters of the novel.</p>	<p>The Littluns – 'The Littluns' is the name given by the older boys to identify the younger boys on the island. Whilst perhaps they need the most care of any on the island, the fact that hardly any of their <u>names are mentioned</u> demonstrates that they are not considered important – they are certainly not appropriately cared for by the older boys. The Littluns are often <u>excitable and easily distracted</u>, and are terrified by the idea of the beast.</p>
<p>Quote: "Roger advanced upon them as one wielding a nameless authority."</p>	<p>Quote: "Simon found for [the littluns] the fruit they could not reach"</p>

Themes – A theme is an idea or message that runs throughout a text.

<p>Civilisation vs. Savagery – The central themes in <i>Lord of the Flies</i> is a conflict between two competing impulses within all human beings – the inclination towards living by rules, acting peacefully (civilisation) and the impulse towards gratifying desires and acting violently (savagery). The boys battle between these two forces throughout their whole time on the island.</p>
<p>Innocence – The boys on the island progress from well-behaved, orderly young boys who seek rescue, into bloodthirsty hunters who have no desire to return to civilisation. Golding does not paint this as a result of some external driving force, but rather as resulting naturally from innate desires that have always rested within them.</p> 
<p>'The Beast' – Throughout their time on the island, the boys fear a <u>terrifying, imaginary beast</u> that they believe stalks the island. The beast is in fact symbolic of the primal instinct of savagery that lies within each of the boys. Only Simon realises this, and is soon killed.</p>
<p>The Weak and the Strong – Golding explores how communities and leaderships evolve in the absence of a determined order. Immediately after they are marooned on the island, the boys seek a leader (Ralph) and seek to determine some sort of hierarchy. Weaker individuals are cast aside, bullied, and even killed (e.g. the littluns and Piggy).</p> 

LORD OF THE FLIES

Chapter-by-Chapter Summary – Alongside key quotations from each scene.

Chapter 1	A transport plane carrying a group of English boys is shot down onto an island. Jack and Piggy find a conch shell that they use to call the other boys. No adults survive – only boys aged 6-12. Some boys tease Piggy. Ralph is named leader, and Jack the chief hunter. The hunters find a tangled pig, but Jack finds himself unable to kill it.	<i>"Next time there would be no mercy. He looked round fiercely, daring them to contradict."</i>
Chapter 2	It is agreed that whoever has the conch shell at meetings may speak. A young boy claims to have seen some form of 'beastie' or monster the night before, which makes the other boys shudder. The older boys try to reassure them. The boys decide to build a fire on the top of the mountain, to alert nearby ships/planes. In their enthusiasm, they accidentally set trees ablaze. A small boy playing near to the trees is now missing. Piggy laments the boys.	<i>"That little 'un that had a mark on his face—where is—he now?"</i> 
Chapter 3	Ralph shares his problems with Jack and Simon – none of the boys are helping to build the huts, the hunters have failed to kill anything, and most of the boys just want to play. Jack is only bothered about killing animals for food. Jack and Ralph begin to bicker, and become increasingly hostile towards one another. They try to make peace by going for a swim in the lagoon together, but it is clear that their feelings fester. Simon walks in the forest, helping the 'littluns.' Eventually he comes to a clearing, which he finds beautiful.	<i>"They walked along, two continents of experience and feeling, unable to communicate."</i> 
Chapter 4	The Littluns become troubled by visions and bad dreams. They continue to talk of the 'beastie.' Roger becomes increasingly violent and sadistic towards the littluns. Jack disappears to kill a pig. A ship is seen, but the fire has gone out. Ralph is furious at Jack for this. The hunters return, crazed that they have caught a pig. In the ensuing argument, Jack breaks Piggy's glasses. Jack eventually accepts his failure, but does not apologise to Piggy.	<i>"Here, invisible yet strong, was the taboo of the old life. Round the squatting child was the protection of parents and school and policemen and the law."</i>
Chapters 5-6	Jack calls a meeting to bring order. Again, the older boys try to allay fears of the beast. A littlun claims to have seen the beast and Jack claims that he will kill it if he sees it. This sends the boys into manic behaviour and they follow Jack. Ralph thinks of relinquishing control, but Piggy tells him that the boys need guidance. In the next chapter, above the island, there is a brief aerial battle. A dead parachutist falls to the island and becomes caught in the trees. His parachute flaps in the wind. Sam and Eric awake, and see the parachutist – they mistake this for the beast. The boys thus begin an expedition onto the hill to find the beast – the littluns soon become preoccupied with ideas of building a fort.	<i>"We'll have to go back and climb the mountain. That's where they saw the beast."</i> 
Chapter 7	Ralph feels disconsolate about the disorder on the island, but Simon soothes him. The boys find boar droppings, and decide to hunt the boar. Ralph gets caught up in the exhilaration. Later that night, the group recreate the thrill of the chase, and in their excitement almost kill a boy named Robert. Ralph, Jack, and Roger climb up to the summit of the mountain and see what they think is the beast (the parachutist flapping in the wind). They hurry down the mountain to warn the other boys.	<i>"He bound himself together with his will, fused his fear and loathing into a hatred, and stood up."</i> 
Chapter 8	The boys return claiming to have seen the beast, to Piggy's bemusement Jack says Ralph is a coward who should be removed as Chief, but the others won't vote him out. Jack storms off, creating a new tribe with him as chief. They steal things from Ralph's tribe. Simon, alone, sees a pig's head, swarming with flies. In an apparition, it taunts him. He faints.	<i>"There isn't anyone to help you. Only me. And I'm the Beast. . ."</i>
Chapter 8	The boys return claiming to have seen the beast, to Piggy's bemusement Jack says Ralph is a coward who should be removed as Chief, but the others won't vote him out. Jack storms off, creating a new tribe with him as chief. They steal things from Ralph's tribe. Simon, alone, sees a pig's head, swarming with flies. In an apparition, it taunts him. He faints.	<i>"There isn't anyone to help you. Only me. And I'm the Beast. . ."</i>
Chapter 9	Simon wakes in a daze, and staggers around. He sees the parachutist, and realises the boys' mistake. He rushes down to tell them that the beast does not exist. At Jack's tribe, a feast is held – all except Simon are present. Jack sits with a painted face on a throne, issuing commands. He issues an invitation to all of Ralph's tribe to join his own – most accept. They begin a wild tribal dance. At this point Simon comes down from the forest. Mistaking him in the dark as the beast, the boys kill him in their wild frenzy. It is swept into the ocean, as a storm begins, and the parachutist is swept off the cliff.	<i>"Even in the rain they could see how small a beast it was; and already its blood was staining the sand."</i> 
Chapter 10	Almost all have joined Jack's tribe. Ralph and Piggy awake, feeling ashamed. At Castle Rock, Jack rules with absolute power – acting brutally to those in the tribe. He states that Ralph's tribe are a danger. Jack's tribe attack and badly beat Ralph and his tribe. They steal Piggy's glasses, which are the only way of making fire on the island.	<i>"They didn't come for the conch. They came for something else. Ralph—what am I going to do?"</i>
Chapters 11-12	Ralph's tribe travel to Castle Rock to try and make the others see reason. Jack and Ralph square off, and Sam and Eric are accosted by Jack's tribe. Piggy tries to make his voice heard, but Roger pushes a huge boulder down the cliff, knocking Piggy to his death. Ralph narrowly escapes with his life, whilst Sam and Eric are tortured into joining Jack's tribe. In the final chapter, Ralph hides in the jungle. Jack plans to send the whole tribe after him to kill him. Smelling smoke, Ralph realises Jack has set the forest on fire to smoke him out. His pursuers, armed with spears, are close to catching and killing him when a naval officer appears, having seen the smoke. He laments their lack of civilisation.	<i>"Ralph wept for the end of innocence, the darkness of man's heart, and the fall through the air of a true, wise friend called Piggy."</i> 

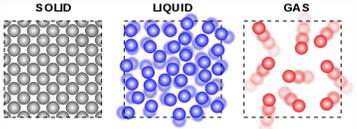
Golding's Language Devices

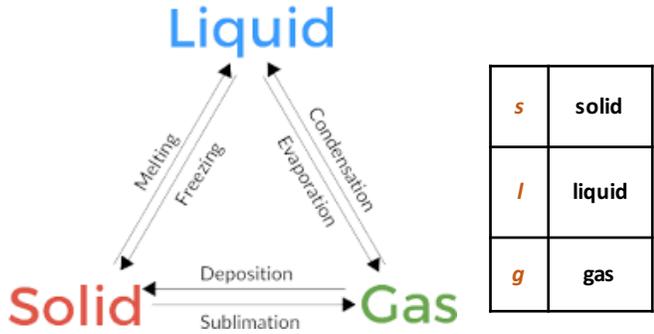
Features of Form

Simile	"When the sun sank, darkness dropped on the island like an extinguisher." (Golding, Ch4)	Adventure Novel – Adventure stories commonly feature characters on a desert island, needing to be brave and resourceful to survive. Other examples are <i>Robinson Crusoe</i> and <i>Treasure Island</i> . Golding was particularly influenced by <i>The Coral Island</i> , in which three shipwrecked boys bond whilst being marooned on an island together. Golding found this hard to believe, and so wrote his own version! Allegory – Allegories are narratives that have deeper, symbolic levels of meaning. In <i>Lord of the Flies</i> : -Ralph stands for civilisation, whilst Jack stands for savagery; -Piggy symbolises rational human thought, whilst Simon represents human morality and goodness; - The island setting is a microcosm of the wider world.
Metaphor	"Now they talk—not only the littluns, but my hunters sometimes—talk of a thing, a dark thing, a beast, some sort of animal." (Jack, Ch5)	
Interesting Adjectives	"He began to dance and his laughter became a bloodthirsty snarling." (Golding, Ch4, about Jack)	
Personification	"At midday the illusions merged into the sky and there the sun gazed down like an angry eye." (Golding, Ch4)	

Homework 1 States of Matter and Separation Techniques

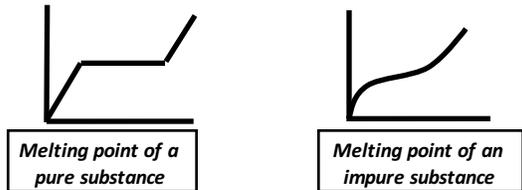
States of Matter

Solid, liquid, gas	<i>Melting and freezing happen at melting point, boiling and condensing happen at boiling point.</i>	 <p>SOLID LIQUID GAS</p> <p>The amount of energy needed for a state change depends on the strength of forces between particles in the substance.</p>
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Energy and movement	<i>Gas particles have higher levels of energy than liquids and solids</i>	Gas particles move more than the other states of matter, with solids moving the least due to their tightly packed arrangement. Solid particles can only vibrate around their fixed positions.
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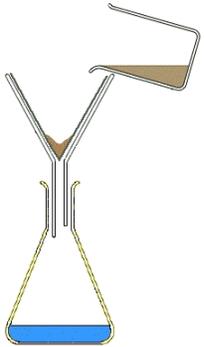
Pure substances



Pure substances	<i>A pure substances is a single element or compound, not mixed with any other substance.</i>	Pure substances melt and boil at specific temperatures. Heating graphs can be used to distinguish pure substances from impure.
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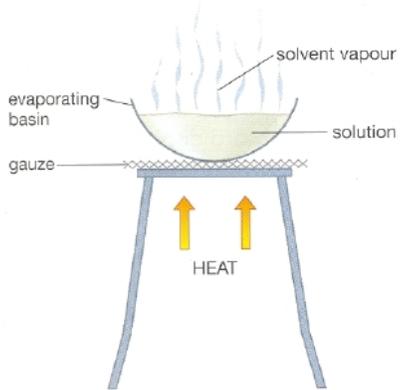
Filtration

Filtration	<i>This technique separates substances that are insoluble in a solvent from those that are soluble</i>	An example is sand in water; the sand will collect in the filter paper and the water will move through the it.
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<i>The filtrate is the liquid that moves through the filter paper and collects underneath</i>	The residue is the insoluble solid that collects in the filter paper.
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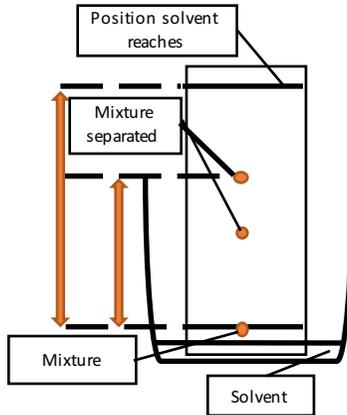
Crystallisation



Crystallisation	<i>This technique separates a soluble substance from a solvent by evaporation</i>	An example is the crystallisation of sodium chloride from a salt solution.
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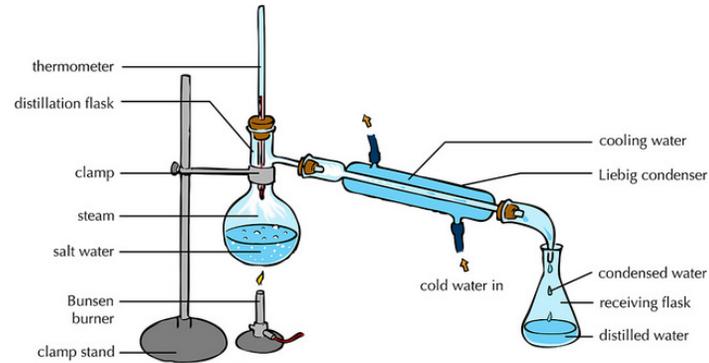
• Homework 2 Separation Techniques Continued

Chromatography



Chromatography	<i>Can be used to separate mixtures and help identify substances.</i>	Involves a mobile phase (e.g. water or ethanol) and a stationary phase (e.g. chromatography paper).
R_f Values	<i>The ratio of the distance moved by a compound to the distance moved by solvent.</i>	$R_f = \frac{\text{distance moved by substance}}{\text{distance moved by solvent}}$
Pure substances	<i>The compounds in a mixture separate into different spots.</i>	This depends on the solvent used. A pure substance will produce a single spot in all solvents whereas an impure substance will produce multiple spots.

Simple distillation



Distillation	<i>Used to separate a mixture of liquids</i>	During distillation, the mixture gets heated causing one liquid at a time to evaporate and then condense in the Liebig condenser.
Boiling points	<i>Each of the liquids in the mixture will have a different boiling point</i>	This enables the liquids to be separated. Distillation can also be used to analyse purity of a substance as pure substances have a sharp boiling point.

Fractional distillation

Distillation	<i>Used to separate a mixture of liquids</i>	During distillation, the mixture gets heated causing one liquid at a time to evaporate and then condense in the Liebig condenser.
Boiling points	<i>Each of the liquids in the mixture will have a different boiling point</i>	This enables the liquids to be separated. Distillation can also be used to analyse purity of a substance as pure substances have a sharp boiling point.

Potable water

Potable water	<i>Water of an appropriate quality is essential for life</i>	Human drinking water should have low levels of dissolved salts and microbes. This is called potable water.
UK water	<i>Rain provides water with low levels of dissolved substances</i>	This water collects in the ground/lakes/streams. To make potable water an appropriate source is chosen, which is then passed through filter beds and then sterilised.
Desalination	<i>Needs to occur is fresh water is limited and salty/sea water is needed for drinking</i>	This can be achieved by distillation or by using large membranes e.g. reverse osmosis. These processes require large amounts of energy.
Using water	<i>Water used for chemical analysis must not contain any dissolved salts</i>	Water used for this purpose must be treated in order to be suitable.
Producing potable water	<i>There are 4 main steps to producing potable water</i>	<ol style="list-style-type: none"> 1. Choosing appropriate source of fresh water 2. Sedimentation 3. Passing the water through filter beds 4. Chlorination



Year 9 Art & Design - Knowledge Organiser Term 1

A: Key Skills:

- 1: Display knowledge & understanding
- 2: Research, investigate, select, collect & analyse
- 3: Drawing ability
- 4: Recording ideas and insights
- 5: Reflective annotation

B: Reflection:

- What?** Explain what it is
Why? Explain how this will help your investigation
How? How did you create
Quality? WWW EBI
Learning? What have you discovered

Literacy: Key Vocabulary

Composition

The arrangement and layout of artwork/objects

Media

Refers to the materials that are used to create a work of art.

Primary

The most important feature.

Detail

Decorative feature in a piece of art work.

Refine

Something that's refined has gone through a process to improve it.

Observation

the action or process of closely observing or monitoring something or someone.

Tone

Various ranges of lightness and darkness.

Shade

To make colours lighter or darker to make an image look realistic and solid.

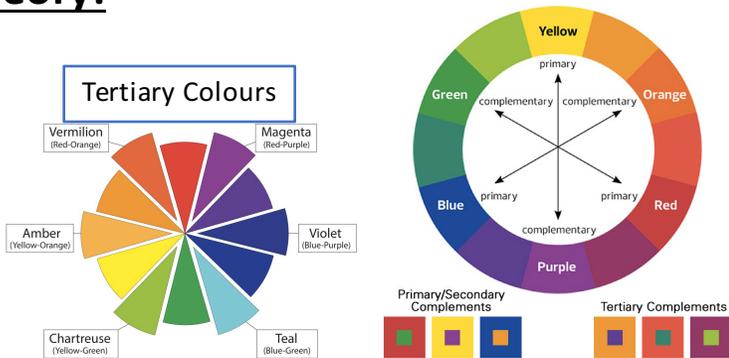
Line

A line is a mark on a surface which describes a shape or outline. It can create texture and can be thick or thin.

Shape

Shape is a 2- dimensional line with no form or thickness, shapes are flat and can be grouped into two categories, geometric and organic

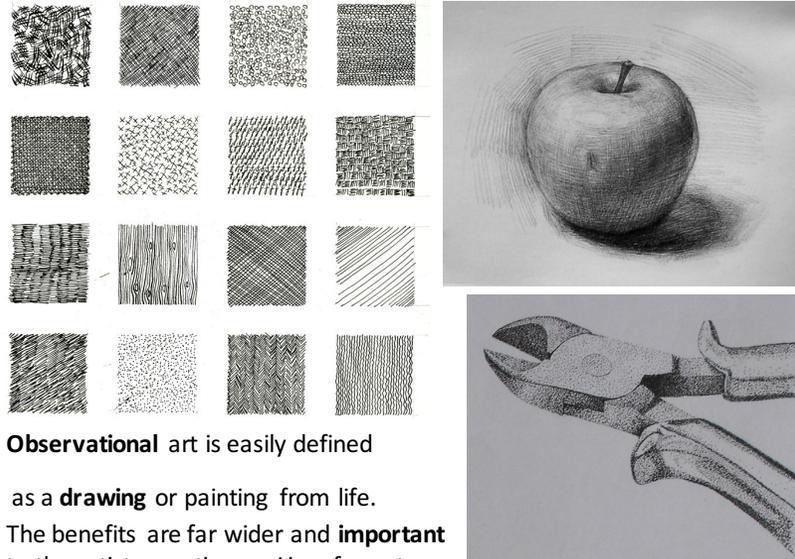
Theory:



Elements of art

The elements of art are the building blocks of all art. Every piece of art ever created includes one or more of these elements. line, colour, shape, form, value, space, and texture.

Drawing from observation:



Observational art is easily defined

as a **drawing** or painting from life. The benefits are far wider and **important** to the artists practice. ... Line, form, tone, colour all improve just by the act of observing and **drawing**



Year 9 Graphic Design- Knowledge Organiser Term 1

A: Key Skills:

- 1: Display knowledge & understanding
- 2: Research, investigate, select, collect & analyse
- 3: Drawing ability
- 4: Recording ideas and insights
- 5: Reflective annotation

B: Expressing an opinion:

- Sentence starters
- I feel/believe that
 - In my opinion
 - It seems to that
 - Based on my experience

Literacy: Key Vocabulary

Composition

The arrangement and layout of artwork/objects

Media

Refers to the materials that are used to create a work of art.

Primary

The most important feature.

Detail

Decorative feature in a piece of art work.

Refine

Something that's refined has gone through a process to improve it.

Contrast

The arrangement of opposite elements (light vs dark, rough vs smooth) in a composition so as to create visual interest

Emphasis

Used to make certain parts of an artwork stand out. It creates the center of interest or focal point.

Pattern

The repetition of specific visual elements such as a unit of shape or form.

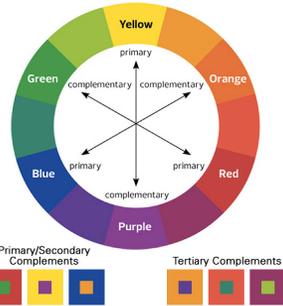
Rhythm

A harmonious sequence or correlation of colours or elements.

Design

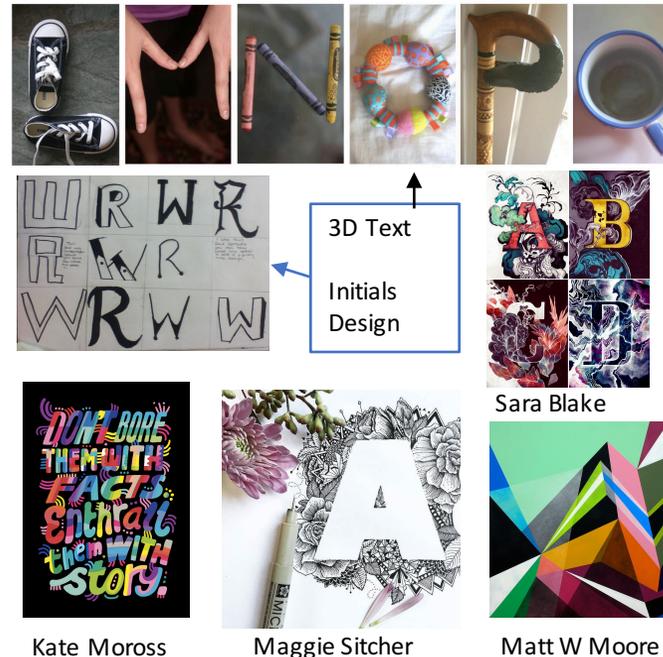
The combination of details or features of a picture

Theory:



The **principles of design** are the rules a designer must follow to create an effective composition that cleanly delivers a message to her audience. The most important, fundamental **principles of design** include emphasis, balance and alignment, contrast, repetition, proportion, movement and white space.

Logo Design:



3D Text

Initials Design

Sara Blake

Kate Moross

Maggie Sitcher

Matt W Moore



Year 9 Textile Design - Knowledge Organiser Term 1

A: Key Skills:

- 1: Display knowledge & understanding
- 2: Research, investigate, select, collect & analyse
- 3: Drawing ability
- 4: Recording ideas and insights
- 5: Reflective annotation

B: Reflection:

- What?** Explain what it is
Why? Explain how this will help your investigation
How? How did you create
Quality? WWW EBI
Learning? What have you discovered

Literacy: Key Vocabulary

Composition

The arrangement and layout of artwork/objects

Media

Refers to the materials that are used to create a work of art.

Primary

The most important feature.

Detail

Decorative feature in a piece of art work.

Refine

Something that's refined has gone through a process to improve it.

Observation

the action or process of closely observing or monitoring something or someone.

Tone

Various ranges of lightness and darkness.

Shade

To make colours lighter or darker to make an image look realistic and solid.

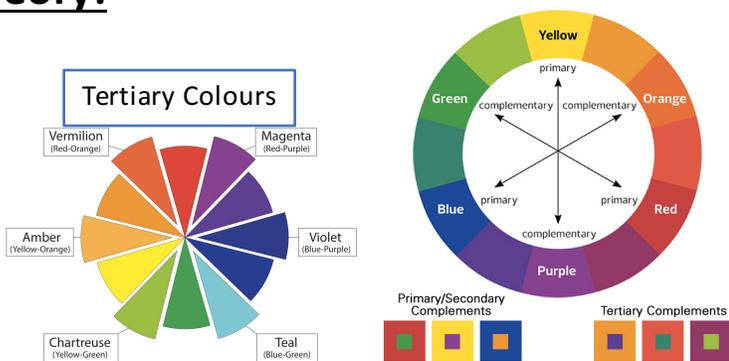
Line

A line is a mark on a surface which describes a shape or outline. It can create texture and can be thick or thin.

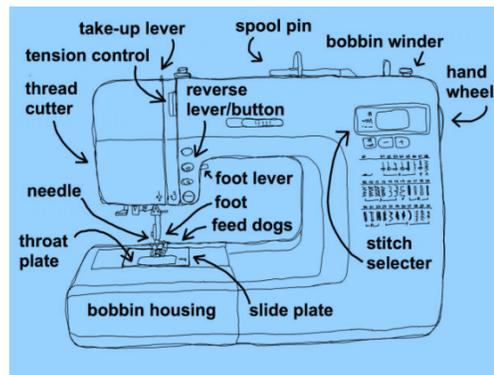
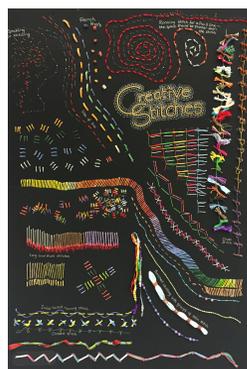
Embroidery

A hand or machine sewing technique used to embellish and decorate fabric.

Theory:



Technique & Processes:



Elements of art

The elements of art are the building blocks of all art. Every piece of art ever created includes one or more of these elements. line, colour, shape, form, value, space, and texture.

Hand Embroidery



Kandinsky



Matt W Moore



Chapter 3 Sources of Wisdom and Authority.

<u>Key word</u>	<u>Example</u>	<u>Reference .Why?</u>
<p>1. The Bible. Christian holy book.</p>	<p>It contains many books by different authors.It is split into 2 main sections Old and New Testament.</p> <p>Catholics have 7 additional books that are not in the Protestant Bible.</p>	<p>Old Testament has Law, History, prophets and writings about the Jewish nation.</p> <p>New Testament has Gospels or Good News about Jesus.</p> <p>Letters to the early Church and Revelation about the end of the world.</p>
<p>2. Interpretation of the Bible. Different Christian groups have different ways of interpreting the Bible.</p> 	<p>1. Inspired word of God. There is truth in the message of the Bible . The human writers were inspired by the Holy Spirit. This is the Catholic view.</p> <p>2.Literal word of God (fundamentalist). The Bible is true word for word. No mistakes in it . If it conflicts with the science then the science is wrong.</p> <p>3.The liberal view. The Bible contains spiritual not literal truths. There is much symbolism and poetry in the Bible. Invites closeness with God by sharing human experience.</p>	<p>' All scripture is inspired by God." 2Timothy 3</p> <p>Christianity is the religion of the 'Word ' of God.' It is a living and incarnate faith. Therefore faith in the book of the Bible comes second to faith in Jesus. CCC 105 -108</p>
<p>3. The Magisterium. The Pope and bishops who have the teaching authority of the Catholic Church.</p> <p>Ordinary - everyday teachings of bishops and Pope.</p> <p>Extraordinary - (conciliar) meeting of Pope and bishops to consider particular issue such as The Second Vatican Council.</p> <p>Or Pope (Pontifical) on his own makes a declaration on an issue.</p>	<p>The role of the magisterium is to interpret and protect the Bible and Apostolic Tradition for Catholics in the modern world.</p> <p>Three legs or supports of the Catholic church. Magisterium , Scripture and Apostolic Tradition.</p>  <p>Magisterium interpret the Word of God and produce the Catechism of the Catholic Church. (CCC) This informs Catholics faith and understanding.</p>  	<p>Pope-leader of the world wide Catholic church.</p> <p>Cardinal-senior Bishop in a country who is chosen by Pope.</p> <p>Archbishop-head of an archdiocese a larger area.</p> <p>Bishop-head of a diocese / smaller area.</p> <p>Monsignor-additional title given to some priests</p> <p>Parish priest - in charge of a parish.</p> <p>Deacon - ordained man who assists the parish priest.</p> <p>CCC The interpretation of the Word of God is solely the magisterium of the Church.</p>

Key Word.	Example.	Reference. Why?												
<p>4. The Second Vatican Council. Ecumenical (different Christian groups) meeting in the Vatican to discuss religious teachings and beliefs in the modern world.</p> 	<p>Four main documents or constitutions</p> <table border="1" data-bbox="835 219 1602 991"> <thead> <tr> <th data-bbox="835 219 1034 308">Sacrosanctum Concilium</th> <th data-bbox="1034 219 1215 308">Lumen Gentium</th> <th data-bbox="1215 219 1365 308">Dei Verbum</th> <th data-bbox="1365 219 1602 308">Gaudium et Spes</th> </tr> </thead> <tbody> <tr> <td data-bbox="835 308 1034 429">Reform of the liturgy or mass</td> <td data-bbox="1034 308 1215 429">Beliefs about the church</td> <td data-bbox="1215 308 1365 429">Scripture</td> <td data-bbox="1365 308 1602 429">Humanity and society</td> </tr> <tr> <td data-bbox="835 429 1034 991">.Mass can now be in local language. .Laity (ordinary people) can be more involved</td> <td data-bbox="1034 429 1215 991">.Non-Christians have the possibility of salvation. .Explanation on the role of Mary.</td> <td data-bbox="1215 429 1365 991">.The Word of God is Jesus not just the Bible. .The Bible is the Word of God written by humans inspired by the Holy Spirit.</td> <td data-bbox="1365 429 1602 991">. Importance of talking with non-believers and other Christians. .Covers poverty and social justice.</td> </tr> </tbody> </table>	Sacrosanctum Concilium	Lumen Gentium	Dei Verbum	Gaudium et Spes	Reform of the liturgy or mass	Beliefs about the church	Scripture	Humanity and society	.Mass can now be in local language. .Laity (ordinary people) can be more involved	.Non-Christians have the possibility of salvation. .Explanation on the role of Mary.	.The Word of God is Jesus not just the Bible. .The Bible is the Word of God written by humans inspired by the Holy Spirit.	. Importance of talking with non-believers and other Christians. .Covers poverty and social justice.	<p>1.It is a right and duty to be able to participate in the liturgy (mass). Sacrosanctum Concilium</p> <p>2. The clergy have a duty to recognise the service and gifts of the laity. Lumen Gentium</p> <p>(Clergy are the deacons, priests and bishops. Laity are the non ordained ordinary Christian people).</p> <p>3. Jesus is God's perfect revelation to the world. Dei Verbum</p> <p>4. The followers of Christ are concerned with the joys, hopes and anguish of all people. Gaudium et Spes</p>
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.Mass can now be in local language. .Laity (ordinary people) can be more involved	.Non-Christians have the possibility of salvation. .Explanation on the role of Mary.	.The Word of God is Jesus not just the Bible. .The Bible is the Word of God written by humans inspired by the Holy Spirit.	. Importance of talking with non-believers and other Christians. .Covers poverty and social justice.											
<p>5. The Church as the Body of Christ. The individuals who form the Christian community.</p>	<p>Laity, Clergy, religious (nuns / monks) make up the Church. Jesus is the head that leads the Church or body. Following Jesus' ascension His work is continued on earth by every baptised individual. Who all join together to make one living body which is the Church today.</p> <p>The Eucharist received at mass is the Body of Christ.</p>	<p>"the body is one and has many members' 1 Corinthians 12</p> <p>"Christ has no body but yours." St Teresa of Avila</p> <p>The Eucharist is the highest sacrament. CCC</p>												

<p>6. The Four Marks of the Church. Contained in the Nicene creed which is the Catholic statement of faith,</p>	<table border="1"> <tr> <td data-bbox="848 125 1001 187"><u>One</u></td> <td data-bbox="1001 125 1633 187">One body , one church united through the Mass</td> </tr> <tr> <td data-bbox="848 187 1001 248"><u>Holy</u></td> <td data-bbox="1001 187 1633 248">Jesus is the source of all holiness.</td> </tr> <tr> <td data-bbox="848 248 1001 309"><u>Catholic</u></td> <td data-bbox="1001 248 1633 309">Jesus universally present.</td> </tr> <tr> <td data-bbox="848 309 1001 391"><u>Apostolic</u></td> <td data-bbox="1001 309 1633 391">Apostolic succession, the apostolic authority passed down by Pope and bishops.</td> </tr> </table>	<u>One</u>	One body , one church united through the Mass	<u>Holy</u>	Jesus is the source of all holiness.	<u>Catholic</u>	Jesus universally present.	<u>Apostolic</u>	Apostolic succession, the apostolic authority passed down by Pope and bishops.	<p>"We believe in one holy catholic and apostolic Church." The Nicene creed.</p> 
<u>One</u>	One body , one church united through the Mass									
<u>Holy</u>	Jesus is the source of all holiness.									
<u>Catholic</u>	Jesus universally present.									
<u>Apostolic</u>	Apostolic succession, the apostolic authority passed down by Pope and bishops.									
<p>7. Mary as a model of the Church. Open to God and willing to accept God's requests.</p> 	<p>Immaculate conception- Mary was born without sin. Virgin birth-conceived Jesus through the power of the Holy Spirit. Joined with Jesus , she followed Jesus even to the cross. She showed faith in following God's requests and showed charity to others at Jesus first miracle changing water into wine.</p> <p>Many prayers and hymns particular to Mary such as the rosary, Hail Holy Queen and Hail Mary . Special feast days and places of pilgrimage such as Lourdes.</p>	<p>" Mary's role in the Church is inseparable from the union with Christ and flows directly from it." CCC 964</p>								
<p>8. Personal and ethical decision - making. Jesus is the role model when making moral decisions.</p> 	<p>Doing the right thing involves the Love of others Forgiveness, Servanthood, Social Justice.</p> <p>Sources of personal and ethical decision - making for Catholics.</p> <p>Conscience Scripture and tradition The authority of the magisterium.</p> <p>Natural law - Do good avoid evil - St Thomas Aquinas Virtue is a moral excellence Primacy of conscience- Catholics must follow a conscience informed by the Bible and tradition.</p>	<p>Golden rule - treat others as you wish to be treated. Matthew 7</p> <p>Jesus washed the feet of the disciples at the last supper to demonstrate service. John 13</p> <p>Sheep and Goats - ' what you do for the least of my brothers you do for me' Matthew 25</p>								

SECTION A: Key Definitions

1. Armistice	11/11/1918. Cease-fire that ended WWI. Germany surrendered to the Allies.
2. Big Three	The leaders of the victorious powers at the end of WWI. Woodrow Wilson (USA), David Lloyd-George (Britain), Georges Clemenceau (France).
3. Fourteen Points	Designed by Woodrow Wilson. His vision for the post-war settlement, including key aspects such as universal disarmament, self-determination for all nations, and to create a League of Nations.
4. Treaty of Versailles	Peace settlement that punished Germany. Signed on the 28 th June 1919.
5. Plebiscite	A vote of all members of the electorate on an important Constitutional decision (eg: Saar 1935)
6. LON Mandate	A country placed under the control of the LON by the Treaty of Versailles (eg: Germany's colonies in Africa).
7. Settlement	Name given to the treaties signed at the end of WWI which dealt with the defeated countries.
8. Self-determination	Idea that countries should govern themselves and not be ruled by an empire.
9. Demilitarise	Remove all weapons and troops from an area.

Conflict and Tension. Part One: Peacemaking

SECTION B: Aims of the Big Three	
10. Georges Clemenceau (France)	<ul style="list-style-type: none"> • Punishment and revenge. France had suffered enormously during the war, both in terms of casualties and damage to the country itself. • Protection – reduction of Germany's armed forces and power. He had seen Germany attack France twice (in 1870 and in 1914). • Recover losses and reparations.
11. David Lloyd-George (Britain)	<ul style="list-style-type: none"> • Revenge and reparations for the people of Britain (huge public pressure upon him to deal severely with Germany). • Reduce the size of Germany's navy and empire • Re-develop Britain's trade with Germany. Therefore, he didn't want reparations to be too high. (Germany had been Britain's second largest trading partner before WWI.) • Reduce the risk of a future war.
12. Woodrow Wilson (The USA)	<ul style="list-style-type: none"> • Peace settlement based upon his Fourteen Points • Self-determination for all nations. • Establishment of the League of Nations • Did want to punish Germany, but not too harshly. (The USA had only entered the war in 1917, and had not suffered any damage to the country itself, meaning that Wilson was much less interested in punishing Germany severely.)

SECTION C: Terms of the Treaty of Versailles

13. Article 231	'War Guilt' Clause. Germany had to accept full responsibility for the cause of WWI.
14. Reparations	Meant that Germany would have to pay the victorious powers for damages caused during the war. the figure was set in 1921 at £6.6 billion.
15. Military terms	<ul style="list-style-type: none"> • The German Army was limited to 100,000 men • Conscription was banned • Not allowed any tanks, submarines, or air force • Rhineland became a demilitarised zone
16. Territorial terms	<ul style="list-style-type: none"> • The Saar was put under LON control for 15 years • Germany's overseas empire was taken away • Danzig was taken and made a free city under LON control • Germany was split in two by the Polish corridor, which gave Poland access to the sea • North Schleswig was given to Denmark • Alsace-Lorraine was returned to France • Germany lost around 10% of its land in total
17. League of Nations	<ul style="list-style-type: none"> • The League of Nations was formed as a peacekeeping organisation. Germany was not allowed to join.
18. Other terms	<ul style="list-style-type: none"> • <i>Anschluss</i> (union) between Germany and Austria was forbidden

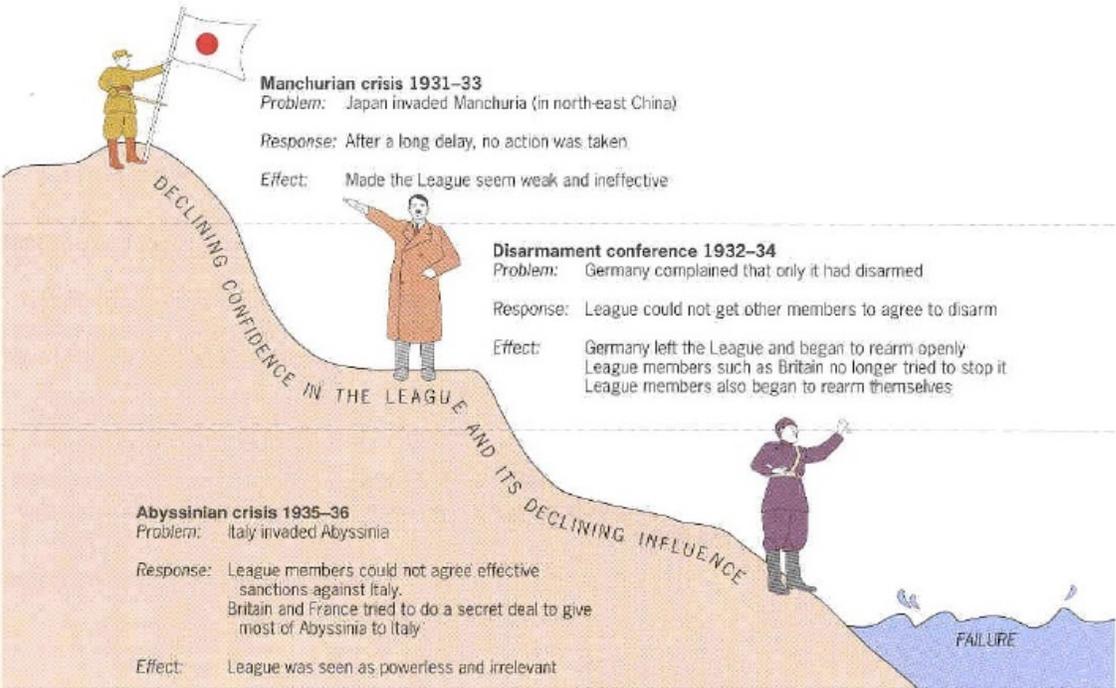
Conflict and Tension Knowledge Organiser 2: The League of Nations Part 1. Structure and 1920s.

A. Aims of the League of Nations	C. The structure of the League of Nations		D. Key Terminology			
The aims of the League were set out in the Covenant . This also included a set of 26 Articles, or rules, which all members of the League agreed to follow.	The Assembly	<ul style="list-style-type: none"> The League's Parliament Every country in the LON sent a representative to the Assembly Voted and recommended action to the Council, and could vote on: admitting new members to the LON, appointing temporary members of the council, and the budget of the LON. Met once a year. Decisions made by it had to be unanimous (had to be agreed by all members of the Assembly). 	League of Nations	Peacekeeping organisation established by the Treaty of Versailles.		
To prevent future wars from breaking out, and maintain peace.			Covenant	Set up what the LON was, and what its members could expect to happen under it.		
To discourage aggression from any nation.			Collective security	Members of the LON would work together in order to maintain peace.		
To encourage nations to co-operate, especially in business and trade.			Fountainebleau Memorandum	Issued on 25 March 1919 by David Lloyd-George. He stated that he completely supported the LON.		
To encourage all nations to work towards disarmament.			LON Commissions	The League attempted to tackle other major problems, on top of dealing with disputes between members. This work was done through commissions/committees, such as: Mandates Commission, Refugees Commission, Slavery Commission.		
To improve the living and working conditions of people in all parts of the world.	The Council	<ul style="list-style-type: none"> Met around 5 times a year, and in the case of emergency. It included (a) Permanent members (in 1920, these were Britain, France, Italy, and Japan) and (b) Temporary members (elected by the Assembly for 3-year periods) Each of the permanent members had a veto, meaning each country could stop the LON acting even if all other members agreed. The Council would use the powers outlined on the bottom left-hand side to manage problems (arbitration, moral condemnation, economic sanctions, military force) 	E. Strengths of the LON		F. Weaknesses of the LON	
B. The Covenant also set out the powers of the League of Nations (how it would deal with aggression)...			It was written into all of the peace treaties at the end of WWI, so all nations involved had signed an agreements that recognised the organisation.		Many important countries did not, or would not, join. E.g. USA. This undermined the LON as a 'global' organisation and meant that countries faced with economic sanctions could still trade with some of the most powerful and richest countries.	
1. Arbitration – the League would attempt to get countries together to try and resolve any problems through discussion			It had a vast membership		The League had no army, which meant that it could not force people to obey it	
2. Moral condemnation – publicly condemn the aggressor's actions, and tell it to stop what it was doing.			As there were so many members, economic sanctions and moral condemnation were daunting punishments for many countries.		The structure was very complicated. It confused people and slowed action.	
3. Economic sanctions – Members of the League would not trade with the warring countries.			The League did have 'means of influence', and a clear structure of how it would deal with disputes: (1) moral condemnation, (2) arbitration, (3) economic sanctions, (4) military force.		Decisions had to be unanimous, which meant that decision-making was slow.	
4. Military force – as the League did not have its own army, it relied upon its members providing troops from their armed forces.	Permanent Court of International Justice	<ul style="list-style-type: none"> Made up of judges from the member countries Would give decisions on border disputes between countries Also, gave legal advice to the Assembly/Council However, the Court had no way of making sure that countries followed its rulings. 	23			
	The Secretariat	<ul style="list-style-type: none"> Civil Service of the League. Kept records of meetings and prepared reports for the different agencies of the LON. 				

G. Commission			H. The League of Nations in the 1920s	
Aims	Successes (+) /Failures (-)			
International Labour Organisation	To bring workers, employers and governments together to improve the conditions that people worked in.	+ 1928 – 77 countries agreed to set a minimum wage. - 1919 – tried to stop children under the age of 14 from working. This was not adopted by many members as they thought it would cost too much money.	Vilna, 1920 = FAILURE	<ul style="list-style-type: none"> Poland and Lithuania (both created after the break-up of the Austro-Hungarian Empire) Vilna was to be the capital of Lithuania, but the majority of people living there wanted to be Polish. A Polish Army took control of Vilna, and Lithuania asked the LON for help. The LON told Poland to remove the army, but Poland said NO. Britain and France did not get involved as it was not in their own best interests. Poland took Vilna; the LON had failed the first time it was asked to settle a dispute.
The commission for Refugees	To return prisoners of war home and support refugees by improving camp conditions, finding new homes, or returning them to their own countries once the threat of conflict had passed.	+ 1921 – LON helped free around 427,00 out of 500,000 prisoners of war still imprisoned from WWI. + LON set up refugee camps and sent doctors to treat diseases in these camps to help with the impact of violence between Greece and Turkey in 1922.	Upper Silesia, 1921 = SUCCESS	<ul style="list-style-type: none"> Upper Silesia was on the border between Poland and Germany. Both Germans and Poles were living there, and wanted to claim the area. The LON organised a plebiscite for the people to vote on which country to join. The League divided the region according to how different areas had voted, which both sides (and most citizens) accepted.
			Aaland Islands, 1921 = SUCCESS	<ul style="list-style-type: none"> Both Sweden and Finland claimed the Aaland Islands, and threatened war. The LON investigated both of their claims, and decided the Islands should go to Finland Finland were told they could not build forts on the islands, so they could not use it as a base from which to attack Sweden. Sweden agreed to these terms. The League had successfully avoided war.
The Slavery Commission	To end slavery around the world. Even though it was already illegal, it was still practiced in a number of countries.	+ organised raids on the camps of slave traders in Sierra Leone, setting 200,000 people free. In 1927 Sierra Leone announced that slavery was to be abolished altogether. - couldn't end all slavery everywhere.	Corfu, 1923 = FAILURE	<ul style="list-style-type: none"> Whilst supervising the border between Greece and Albania, an Italian General (Tellini) was killed. Mussolini blamed the Greek government and demanded compensation and the execution of the murderers. But Greece had no idea who the murderers were. Mussolini bombarded and occupied Corfu, killing 15 people. Greece appealed to the LON, who condemned Mussolini's actions. It also suggested Greece pay compensation, which the LON would keep and pay to Italy if, and when, Tellini's killers were found. Officially, Mussolini accepted the decision, but behind the scenes he persuaded the Conference of Ambassadors to change the League's decision. The Greeks had to apologise and pay compensation directly to Italy. Mussolini withdrew from Corfu boasting of his triumph. A permanent member of the council had undermined the LON.
			Bulgaria, 1925 = SUCCESS	<ul style="list-style-type: none"> Greece invaded Bulgaria when Greek soldiers were killed on the border. Bulgaria appealed to the LON for help, and the League condemned Greece's actions and ordered them to withdraw troops and pay compensation. Greece thought the LON was being hypocritical, as Mussolini had gotten away with similar actions in Corfu in 1923. Greece was a small country, and did not want to risk poor relations with powerful members of the League, like Britain or France, and so they obeyed the League's decision.
Organisation for Communications and Transport	Keep people safe through the regulation of transport that was developed during the war.	+ introduced shipping lanes, which meant that fewer collision occurred + Produced an international highway code so that car drivers followed the same traffic rules wherever they travelled.		
The Health Committee	Improve health conditions around the world.	+ Started an international campaign to kill mosquitoes, which spread diseases such as malaria and yellow fever + The Health Committee was later renamed the World Health Organisation (WHO), which still exists today. + They gave out lots of vaccinations and medical information. + Helped to improve living conditions in refugee camps in the 1920s.		

Conflict and Tension Knowledge Organiser 3: The League of Nations Part 2. Diplomacy outside the LON and Failure of the LON in the 1930s.

Diplomacy outside the LON = (strength / weaknesses)		8. Why did the League of Nations fail?	
1. Washington Conference, 1921	<ul style="list-style-type: none"> • USA, Britain, Japan, and France agreed to reduce the size of their navies. • This showed some countries were keen on disarmament • But, nobody wanted to reduce arms further after this. 	<p>The LON had no army of its own, which meant it was difficult to use military force (E.g. the self-interest of Britain and France prevented the use of military force during the Manchurian Crisis).</p>	<p>The LON had some very ambitious plans, such as preventing war and making the world a better place, but it could be argued their aims were too ambitious and didn't really have a chance of succeeding.</p>
2. Geneva Protocol, 1924	<ul style="list-style-type: none"> • Tried to make countries use the League to sort out disputes • This seemed to strengthen the LON • Britain refused to sign it after a change in government 	<p>The Depression meant people turned to extremist dictators, such as Hitler and Mussolini, as they promised strong government. These leaders also wanted to invade other countries to increase their power. This contributed to the failure of the LoN, and the outbreak of the Second World War, as Hitler invaded a number of countries and the LoN did not stop him.</p>	<p>America refused to join the LON, and this weakened the organisation from the outset. (E.g. During the Manchurian Crisis, economic sanctions would have been ineffective as Japan's main trading partner was the USA. Also, during the Abyssinian Crisis, Italy continued to trade with the USA in spite of economic sanctions from League members.)</p>
3. Dawes Plan, 1924	<ul style="list-style-type: none"> • USA plan to lend money to Germany and spread out reparations repayments • This would help Germany to recover, increasing trade and co-operation • The benefit of this was wiped out by the Great Depression 		
4. Locarno Treaties, 1925	<ul style="list-style-type: none"> • Germany accepted their Western borders that were set by the Treaty of Versailles. • This was a significant step towards peace, as it showed that Germany was moving on from feelings of resentment. • This allowed Germany to join the LON in 1926. • However, nothing was said about Germany's eastern borders, which worried Czechoslovakia and Poland. 	<p>The USSR and Germany were not allowed to join when the LON was formed, both were powerful countries. (E.g. the USSR could have been very helpful during the Manchurian Crisis due to its close proximity to Manchuria).</p>	<p>The Assembly only met once a year, the council could veto proposals, and decisions had to be unanimous. This made decision-making slow.</p>
5. Kellogg-Briand Pact, 1928	<ul style="list-style-type: none"> • 65 nations agreed not to use 'aggression' to settle arguments. • The Pact didn't define what 'aggression' was, meaning countries could claim they had not been aggressive. • Nothing was mentioned about what would happen to a country if they broke the Pact. • However, this was still one of the most significant steps of the entire decade towards a lasting peace. It suggested countries were truly committed to preventing future wars. • The USA also signed this, in spite of the isolationism that had kept them out of the LoN. 		
6. Young Plan, 1929	<ul style="list-style-type: none"> • Reduced the amount of German reparations that would now be paid over 59 years. • This would help Germany to recover, increasing trade and co-operation • The benefit of this was wiped out by the Great Depression. 		
7. OVERALL ASSESSMENT =	<ul style="list-style-type: none"> • The spirit of the LON was strengthened by these treaties – especially when Germany joined the LON in 1926. • However, it could be argued that countries were making these agreements separate from the LON because they didn't trust it to be effective. 	<p>The LON was very slow to act during the Manchurian Crisis. The Lytton Report did make the correct judgement about Japan's aggression, but it took far too long to produce. This gave Japan time to complete their invasion of Manchuria.</p>	<p>The British and the French were very worried about keeping Mussolini as a potential ally against Hitler. This therefore meant they were ineffective in trying to stop the Abyssinian invasion (e.g. they failed to close the Suez Canal and they went behind the League's back with the Hoare-Laval Pact).</p>



9. The impact of The Wall Street Crash, 1929, and Great Depression, 1930s,

What was it?	<ul style="list-style-type: none"> In 1929 the US stock market crashed, which led the USA to ask for its loans to be paid back. (Remember Germany had loaned huge amounts from them.) This affected most industrial countries. Within three years, there were over 2.5 million people unemployed in Britain, and more than 30 million unemployed in the industrial countries of the West. Germany was particularly affected, as they had relied on American loans. Their exports suffered, and unemployment rose to over 6 million by 1932.
Impact on the work of the LoN	<ul style="list-style-type: none"> The Depression caused widespread poverty, which meant people were more likely to support extreme right-wing leaders, as they promised strong government (e.g. Hitler was elected in Germany in 1933). The LoN was powerless to control these new leaders, who were willing to resort to violence to get their own way. Countries like Britain and France became less willing to help the LoN; they were more interested in solving their own domestic problems like unemployment. The economic crisis also contributed to the crises of the 1930s. (Japan invaded Manchuria, and Italy invaded Abyssinia partly as a result of the impact of the Depression.)

	10. Manchurian Crisis, 1931-1933	11. Abyssinian Crisis, 1935-1936
	<ul style="list-style-type: none"> The first major challenge to the LoN Japan was a rising power in Asia, and had developed very quickly in the early 20th Century But, the Wall St. Crash had a very negative impact upon the Japanese economy (e.g. loss of trade). 	<ul style="list-style-type: none"> Abyssinia = modern-day Ethiopia. Surrounded by British and French colonies in 1935, but Abyssinia itself was an independent country.
Cause	<ul style="list-style-type: none"> Japan looked for other ways to expand to distract people from the domestic problems. Japan was dominated by the military. Generals could force the government to take more aggressive actions. Japan did not have many natural resources, so they wanted Manchuria's. 	<ul style="list-style-type: none"> Mussolini wanted to increase Italy's prestige as a world power by gaining territory in Africa. The Italians wanted revenge for a humiliating defeat by the Abyssinians in 1896. Mussolini was confident he could invade Abyssinia without the LoN doing anything (Corfu, 1923 and the Manchurian Crisis suggested this).
Events	<ul style="list-style-type: none"> In 1931, Japan used the excuse of an explosion on the South Manchurian Railway to invade Manchuria. They blamed China for the explosion China appealed to the LoN, who sent the Lytton Commission to investigate, but this was slow and took a year to complete the report. The report said Japan had been aggressive; the LoN accepted the findings and asked Japan to withdraw from Manchuria. Japan refused to withdraw, and left the LoN in 1933 and kept control of Manchuria. Japan then invaded the Jehol region of China, and used the two areas as a base to invade the rest of China in 1937. 	<ul style="list-style-type: none"> December 1934 = clash between Italian soldiers and Abyssinians at the Wal-Wal Oasis. The LoN tried to intervene, but found it difficult to stop Mussolini, who then invaded Abyssinia in October 1935. The Emperor of Abyssinia, Haile Selassie, appealed to the LoN for help. The LoN condemned Italy's actions, and imposed economic sanctions, but they did not include oil, and Italy continued to trade with the USA. Britain also did not close the Suez Canal which would have stopped Italy's route to Abyssinia. France and Britain wanted to keep Mussolini as an ally against Germany, and came up with a secret deal in December 1935 to give Italy most of Abyssinia (Hoare-Laval Pact) but this was withdrawn when leaked to the public. May 1936 = Italy captured Abyssinia's capital.
Impact	<ul style="list-style-type: none"> The LoN had failed – a permanent member of the Council (Japan) had ignored the Covenant and behaved aggressively. Japan had withdrawn from the LoN. Britain and France showed they were unwilling to support the LoN in taking action against Japan. Economic sanctions could not be enforced as Japan's main trading partner was the USA, showing weakness in the membership of the LoN. The LoN had failed to prevent aggression, which encouraged later aggression from Italy and Germany. 	<ul style="list-style-type: none"> Italy left the League in 1937. The crisis showed that League members were not willing to use force to stop aggression. The Hoare-Laval Pact showed Britain and France were undermining the LoN. Britain/France's failure to close the Suez Canal, which would have stopped Mussolini moving troops and supplies to Abyssinia, also reflected an undermining of the LoN as they did not want to upset Mussolini. This effectively meant the end of the LoN as a peacekeeping organisation as it could no longer be taken seriously.

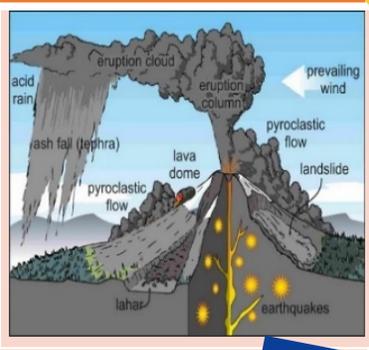


The structure of the Earth

The Crust	Varies in thickness (5-10km) beneath the ocean. Made up of several large plates.
The Mantle	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.
The Inner and outer Core	Hottest section (5000 degrees). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.

Volcanic Hazards

Ash cloud	Small pieces of pulverised rock and glass which are thrown into the atmosphere.
Gas	Sulphur dioxide, water vapour and carbon dioxide come out of the volcano.
Lahar	A volcanic mudflow which usually runs down a valley side on the volcano.
Pyroclastic flow	A fast moving current of super-heated gas and ash (1000°C). They travel at 450mph.
Volcanic bomb	A thick (viscous) lava fragment that is ejected from the volcano.



Managing Volcanic Eruptions

Warning signs		Monitoring techniques	
Small earthquakes are caused as magma rises up.		Seismometers are used to detect earthquakes.	
Temperatures around the volcano rise as activity increases.		Thermal imaging and satellite cameras can be used to detect heat around a volcano.	
When a volcano is close to erupting it starts to release gases.		Gas samples may be taken and chemical sensors used to measure sulphur levels.	
Preparation			
Creating an exclusion zone around the volcano.		Being ready and able to evacuate residents.	
Having an emergency supply of basic provisions, such as food		Trained emergency services and a good communication system.	

Convection Currents

The crust is divided into tectonic plates which are moving due to convection currents in the mantle.

- Radioactive decay of some of the elements in the core and mantle generate a lot of heat.
- When lower parts of the mantle molten rock (Magma) heat up they become **less dense** and **slowly rise**.
- As they move towards the top they cool down, become **more dense** and **slowly sink**.
- These **circular movements** of semi-molten rock are **convection currents**
- Convection currents create **drag** on the base of the tectonic plates and this causes them to move.

LIC -CS: Haiti Earthquake 2010



Causes On a conservative plate margin, involving the Caribbean & North American plates. The magnitude 7.0 earthquake was only 15 miles from the capital Port au Prince. With a very shallow focus of 13km deep .	Effects 230,000 people died and 3 million affected. Many emotionally affected . 250,000 homes collapsed or were damaged. All 8 hospitals in capital city were destroyed.	Management Individuals tried to recover people. Many countries responded with appeals or rescue teams . Heavily relied on international aid , e.g. \$330 million from the EU. 98% of rubble remained after 6 months .
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Earthquake Management



PREDICTING

Methods include:

- Satellite surveying (tracks changes in the earth's surface)
- Laser reflector (surveys movement across fault lines)
- Radon gas sensor (radon gas is released when plates move so this finds that)
- Seismometer
- Water table level (water levels fluctuate before an earthquake).
- Scientists also use seismic records to predict when the next event will occur.

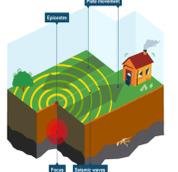
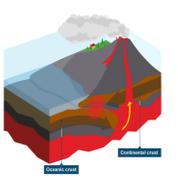
Unit 1a

The Challenges of Natural Hazards



Types of Plate Margins

Destructive Plate Margin
When the denser plate subducts beneath the other, friction causes it to melt and become molten magma . The magma forces its way up to the surface to form a volcano. This margin is also responsible for devastating earthquakes .
Constructive Plate Margin
Here two plates are moving apart causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the Mid Atlantic Ridge .
Conservative Plate Margin
A conservative plate boundary occurs where plates slide past each other in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.



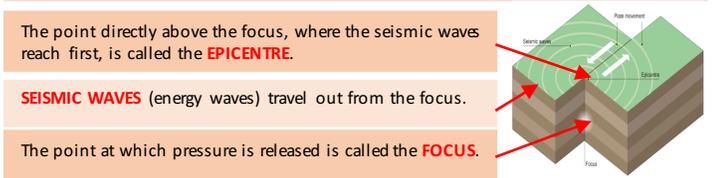
What is a Natural Hazard

A natural hazard is a natural process which could cause death, injury or disruption to humans, property and possessions.

Geological Hazard	Meteorological Hazard
These are hazards caused by land and tectonic processes.	These are hazards caused by weather and climate.

Causes of Earthquakes

Earthquakes are caused when two plates become **locked** causing **friction** to build up. From this **stress**, the **pressure** will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of **seismic waves**, to travel from the **focus** towards the **epicentre**. As a result, the crust vibrates triggering an earthquake.



HIC - CS: New Zealand Earthquake 2011



Causes New Zealand is located on the plate boundary between the Australian and Pacific plates. The epicentre was 10km away from Christchurch ; the second highest populated city in New Zealand. The earthquake was magnitude 6.3 on the Richter scale	Effects • Economic cost = NZ\$ 3.5 billion • 181 people were killed in total • Liquefaction produced 400,000 tonnes of silt • Land that was damaged by liquefaction cannot be built on again	Management A full emergency response plan was in place within 2 hours. Hospitals survived the earthquake and treated those who were injured. 27,000 toilets were distributed. Bottled water was provided.
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Global pattern of air circulation

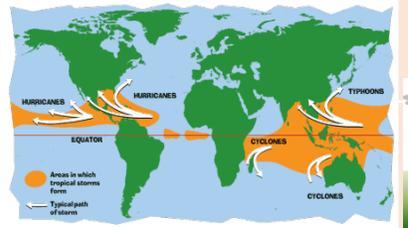
Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth.

Hadley cell	Largest cell which extends from the Equator to between 30° to 40° north & south.
Ferrel cell	Middle cell where air flows poleward between 60° & 70° latitude.
Polar cell	Smallest & weakness cell that occurs from the poles to the Ferrel cell.



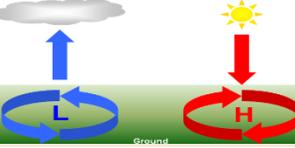
Distribution of Tropical Storms.

They are known by many names, including hurricanes (North America), cyclones (India) and typhoons (Japan and East Asia). They all occur in a band that lies roughly 5-15° either side of the Equator.



High and Low Pressure

Low Pressure	High Pressure
Caused by hot air rising. Causes stormy, cloudy weather.	Caused by cold air sinking. Causes clear and calm weather.



Formation of Tropical Storms

- The sun's rays heats large areas of ocean in the summer and autumn. This causes **warm, moist air** to rise over the particular spots
- Once the **temperature is 27°**, the rising warm moist air leads to a **low pressure**. This eventually turns into a thunderstorm. This causes air to be sucked in from the **trade winds**.
- With trade winds blowing in the opposite direction and the rotation of earth involved (Coriolis effect), the thunderstorm will eventually start to **spin**.
- When the storm begins to **spin faster than 74mph**, a tropical storm (such as a hurricane) is officially born.
- With the tropical storm growing in power, **more cool air sinks** in the centre of the storm, creating calm, clear condition called the **eye of the storm**.
- When the tropical storm hits land, it **loses its energy source** (the warm ocean) and it begins to lose strength. Eventually it will 'blow itself out'.

Changing pattern of Tropical Storms

Scientists believe that global warming is having an impact on the frequency and strength of tropical storms. This may be due to an increase in ocean temperatures.

Management of Tropical Storms

Protection Preparing for a tropical storm may involve construction projects that will improve protection.	Aid Aid involves assisting after the storm, commonly in LIDs.
Development The scale of the impacts depends on the whether the country has the resources cope with the storm.	Planning Involves getting people and the emergency services ready to deal with the impacts.
Prediction Constant monitoring can help to give advanced warning of a tropical storm	Education Teaching people about what to do in a tropical storm.



Primary Effects of Tropical Storms

- The intense winds of tropical storms can destroy whole **communities, buildings** and **communication networks**.
- As well as their own destructive energy, the winds can generate abnormally high waves called **storm surges**.
- Sometimes the most destructive elements of a storm are these subsequent **high seas and flooding** they cause to coastal areas.



Secondary Effects of Tropical Storms

- People are **left homeless**, which can cause distress, poverty and ill health due to lack of shelter.
- Shortage of clean water** and **lack of proper sanitation** makes it easier for diseases to spread.
- Businesses are damaged** or destroyed causing employment.
- Shortage of food as **crops are damaged**.

Case Study: Hurricane Katrina 2005



Causes A tropical storm formed over the Atlantic Ocean in August 2005. As it travelled eastwards towards Florida, it reached Hurricane Category 3. It was Category 4 when it hit New Orleans.	Effects 2500 people dead or missing. People taking cover in the Superdome were left without food, water and sanitation. Looting of shops took place, police adopted shoot-to-kill	Management Early warnings given to evacuate – those with cars did, 100,000 poor were left behind 220 miles of flood walls rebuilt, but won't be strong enough for Category 5 hurricane.
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Case Study: Somerset Floods 2013-2014



Causes
A deep depression over the Atlantic with air pressure of 936mb brought storm conditions to Somerset, with the highest rainfall recorded in one month since 1910.

Effects 600 houses flooded and 16 farms evacuated 50,000 homes without electricity. Water contaminated with petrol and sewage destroyed crops and put farmers out of business.	Management Boats provided by RNLI were used to taxi people to and from work. 8km of River Parratt dredged in March 2014. Height of A327 road has been increased.
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What is Climate Change?

Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years.

Recent Evidence for climate change.

Global temperature	Average global temperatures have increased by more than 0.6°C since 1950 .
Ice sheets & glaciers	Many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by 10% in 30 years .
Sea Level Change	Average global sea level has risen by 10-20cms in the past 100 years. This is due to the additional water from ice and thermal expansion.



Enhanced Greenhouse Effect

Recently there has been an increase in **humans burning fossil fuels** for energy. These fuels (gas, coal and oil) emit **greenhouse gases**. This is making the Earth's atmosphere thicker, therefore trapping more solar radiation and causing **less to be reflected**. As a result, the Earth is becoming warmer.

Evidence of natural change

Orbital Changes	Some argue that climate change is linked to how the Earth orbits the Sun, and the way it wobbles and tilts as it does it.
Sun Spots	Dark spots on the Sun are called Sun spots. They increase the amount of energy Earth receives from the Sun.
Volcanic Eruptions	Volcanoes release large amounts of dust containing gases . These can block sunlight and results in cooler temperatures.

Managing Climate Change

Carbon Capture This involves new technology designed to reduce climate change.	Planting Trees Planting trees increase the amount of carbon is absorbed from atmosphere.
International Agreements Countries aim to cut emissions by signing international deals and by setting targets.	Renewable Energy Replacing fossil fuels based energy with clean/natural sources of energy.



Year 9 Computer Science Knowledge Organiser

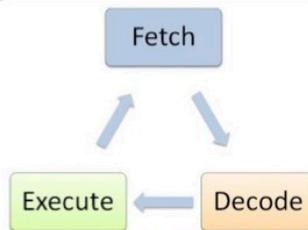
Systems Architecture

KEY CONCEPTS

- Computer systems take data (input), process it and then output it.
- **Embedded systems** are computers built in to other devices like washing machines. They are dedicated to a single task so they are efficient.
- **Clock speed:** the number of instructions a processor can carry out per/second. Higher clockspeed = faster CPU.
- Number of **Cores:** The more cores a CPU has the more instructions it can carry out at once (multitasking). More cores = faster processing.
- **Cache size:** A larger cache gives the CPU faster access to more data

FETCH - DECODE - EXECUTE CYCLE

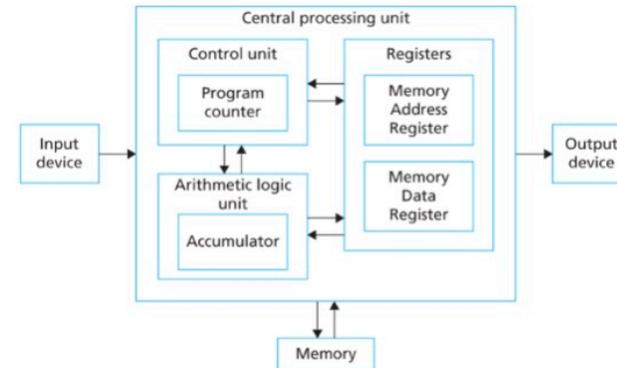
CPU **fetches** instruction from the RAM (copies memory address to MAR, copies instruction to MDR & adds 1 to PC).
CU **decodes** the instruction from the MDR
Instruction is **executed** by the CU
The next instructions is fetched and
The cycle repeats.



EXAM QUESTIONS

1. Explain how cache size, cores and clockspeed affect the performance of the CPU.
2. Define what is meant by an embedded system
3. What is the purpose of the ALU?
4. Explain the role of the CPU registers (MAR and MDR)
5. Explain how the fetch decode execute cycle works

THE CENTRAL PROCESSING UNIT (CPU)



Control Unit (CU): executes instructions and controls the flow of data in the CPU.

Program counter: holds the memory address for the instruction of each cycle.

Arithmetic Logic Unit (ALU): does all of the calculations and logic operations.

Accumulator: holds the result of any calculations in the ALU.

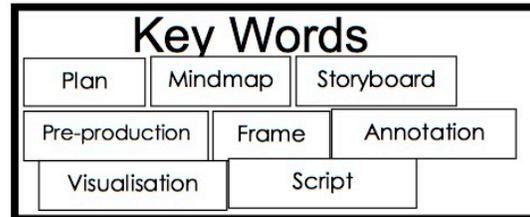
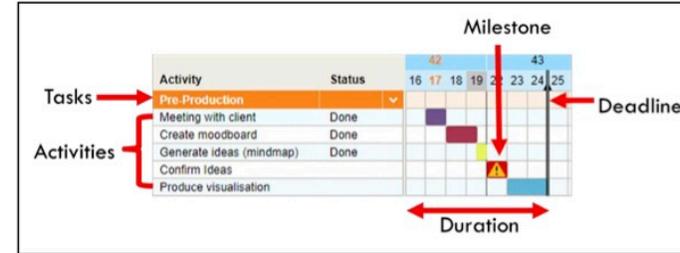
Cache: very fast memory that stores regularly used data so that the CPU can access it quickly.

MAR (Memory Address Register): holds the address about to be used by the CPU.

MDR (Memory Data Register:) holds the actual data or instruction being processed by the CPU.

Year 9 Creative Digital Media Knowledge Organiser

Pre-Production



What is a client brief?

A client brief is what a company will be asked to do when designing a media product. These might come from as written brief, a discussion, a script or from a specification.

They will often contain details of:

- Who the client is
- The type of company they are
- The target audience
- The product they would like you to create
- The requirements of the product
- Initial theme / colour schemes

Features of Production Schedules

Tasks – the different stages or main sections of the overall project

Activities – a series of things to do in order to complete a task.

Durations – the amount of time that a task is expected to take

Timescales – how long the overall project will take.

Milestones – key dates when sections needed to be completed by.

Deadlines – a date when a particular section must be finalised

Resources – what is needed to help complete the tasks

Contingencies – “what if” scenarios, back up plans in case something goes wrong

Target Audience

The Target audience of a product is who the product is aimed at. **Note:** This is **not** always the same as who it is being produced for!

You will need to consider the following when creating a product for your target audience:

- Age group
- Gender
- Location
- Ethnicity / culture
- Income

Production Schedule

In order to know what is needed to be done and when producers keep what is known as a production schedule (work plan).

A production schedule is a list of all tasks and activities needed to complete a project.

A typical production plan will include the following information:

Resources – The things you require to complete each task

Personnel – The people involved in completing each task

Timings – How long you expect each task to take

Good plans will also include a **contingency** to allow time for any unexpected issues.

Primary Research

When planning a product for a client it is important that some research is undertaken in order to ensure your product is appropriate for both the client and it's intended target audience.

Primary research is where fresh or new data is collected for the first time. Examples of primary research methods are: questionnaires, surveys, interviews, focus groups or monitoring of particular behaviours or interactions. Others include photos, videos or recordings

Secondary Research

Secondary research involves the gathering of pre-existing data that has already been produced.

Secondary research is where information or data is collected from reports or previous studies by agencies such as the government or business within a particular area of business or industry that has previously collected primary research, Others include biographies, articles or news broadcasts

Homework 1

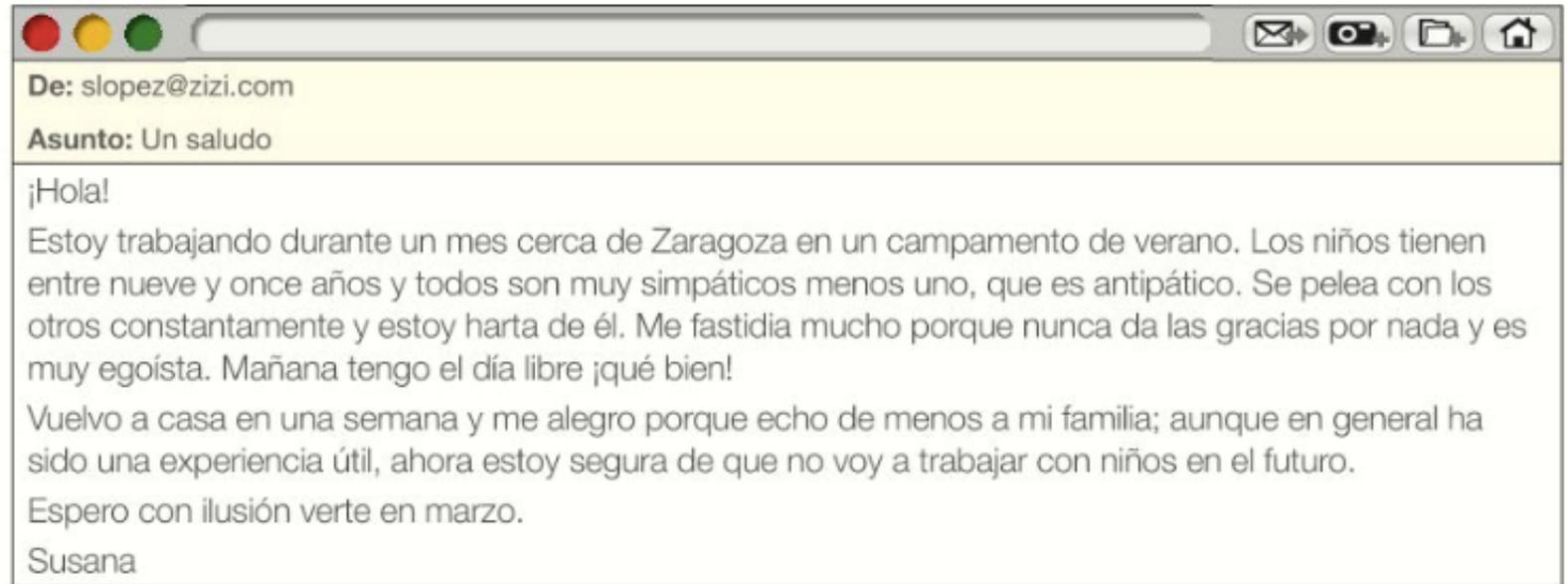
Translate the sentences.

Match questions 1–8 with answers a–j (two of the answers are not needed).

- 1 ¿Cómo es tu nuevo ordenador?
 - 2 ¿Cuántas horas al día pasas en Facebook?
 - 3 ¿Dónde viven tus tíos?
 - 4 ¿Qué estás haciendo?
 - 5 ¿Quién usa más internet en tu casa?
 - 6 ¿Cuándo descargas música?
 - 7 ¿Por qué prefieres Twitter?
 - 8 ¿Cómo escuchas música?
- a En Australia.
 - b Los fines de semana.
 - c Porque es más fácil.
 - d Mi padre, creo. Es adicto.
 - e Hay un cine en el centro.
 - f Es blanco y negro.
 - g Por internet.
 - h Vamos a enviar un mensaje.
 - i Unas tres, normalmente.
 - j Estoy mandando un email.

Homework 2

 Read this email from your Spanish friend, Susana, who is working in a summer camp. Which of the following statements are correct?



The screenshot shows an email interface with a yellow header. The sender is 'slopez@zizi.com' and the subject is 'Un saludo'. The body of the email is in Spanish and discusses a summer camp experience.

De: slopez@zizi.com
Asunto: Un saludo

¡Hola!

Estoy trabajando durante un mes cerca de Zaragoza en un campamento de verano. Los niños tienen entre nueve y once años y todos son muy simpáticos menos uno, que es antipático. Se pelea con los otros constantemente y estoy harta de él. Me fastidia mucho porque nunca da las gracias por nada y es muy egoísta. Mañana tengo el día libre ¡qué bien!

Vuelvo a casa en una semana y me alegro porque echo de menos a mi familia; aunque en general ha sido una experiencia útil, ahora estoy segura de que no voy a trabajar con niños en el futuro.

Espero con ilusión verte en marzo.

Susana

- | | |
|---|--|
| A She isn't looking forward to going home. | E The children in the camp are aged 9–11. |
| B She has a day off tomorrow. | F She thinks the experience has been a waste of time. |
| C She's going to see you in May. | G She is going home in a week. |
| D One of the children is very selfish. | H All of the children are really nice. |

Homework 3

Read the texts and answer the questions in Spanish.

4  Lee lo que dicen estos jóvenes sobre la vida futura.

Contesta las preguntas en **español**.

Siempre me ha gustado la idea de casarme algún día y pasar el resto de mi vida viviendo con el hombre de mis sueños. Sin embargo, ultimamente veo la mala relación que tienen muchos de los padres de mis amigos y creo que ser soltera es la mejor opción. Por suerte, solo tengo quince años, tengo mucho tiempo para pensar mi futuro.

Verónica

Con respecto al matrimonio, no sé qué pensar. Mis padres no están casados y viven juntos desde hace veinte años. Normalmente están muy contentos y las pocas discusiones que tienen no son nada graves. Por otro lado, me entusiasma la idea de celebrar una gran boda con todos mis parientes y amigos. ¡Qué ilusión!

Leo

Ejemplo: ¿Qué le ha gustado siempre a Verónica? La idea de casarse.

- 1 ¿Con quién quiere casarse Verónica?
- 2 ¿Por qué cree Verónica ahora que casarse puede ser una mala idea?
- 3 ¿Por qué cree Verónica que está bien tener 15 años?
- 4 ¿Qué piensa Leo del matrimonio?
- 5 ¿Cómo son las discusiones que tienen los padres de Leo?
- 6 Si Leo se casa, ¿quién va a asistir a su boda?

activity 4 show you the amount of information you are expected to give. If the example answer is just one word, you will usually be expected to write a one-word answer. If the example answer is longer than one word,

Finance in Business

Costs, Revenue, Profit and Loss



Formulas

Fixed cost + variable cost = Total Cost

Variable cost per unit x amount made = Total variable cost

Selling price per unit - amount of items sold = Total revenue

Revenue - expenditure = Profit/ Loss

Key Words

Start-up Costs – The costs of starting up a business

Running Costs – The costs of running a business day to day

Fixed Costs – The costs that stay the same regardless of output. **Also known as indirect costs.**

Variable Costs – The cost that changes depending on the output. **Also known as direct costs.**

Total costs – Fixed and variable costs added together.

Expenditure – Money spent (money going out of the business)

Revenue – Money coming into the business (example: from sale of goods)

Profit- When revenue is more than costs/ expenditure.

Loss – When revenue is less than cost/ expenditure



Example:

James runs a business making wicker chairs. He estimates the following monthly costs:

Variable costs of £30 for each chair he makes

Fixed costs of £120

James makes 6 chairs in February.

Work out James' variable costs for February. $30 \times 6 =$
£180

Work out James' total costs for February. $180 + 120 =$
£300

Year 9- Hospitality and Catering Knowledge Organiser

Focus: Unit 1: Job requirements and working conditions in the hospitality and catering industry

AC
1.2

1. Working in the Hospitality and Catering Industry

The hospitality and catering industry provides a range of jobs, especially in busy locations where there are many hotels and guest houses, restaurants and other places to eat out, busy shopping areas, and tourist attractions. Therefore, there are plenty of opportunities for those people who are ambitious and are willing to work their way up in an exciting and challenging career.

Supply of and demand for staff



The Hospitality and Catering industry has continued to grow in the past few years and the demand for employees and workers has grown with it.

There are certain times of the year when the demand for staff for different job roles in the Hospitality and catering industry increases, e.g. the summer holiday season, Christmas, and other celebrations, such as the New Year. People who are employed to work only at these busy times are known as **seasonal workers**.

Training to work in the Hospitality and Catering Industry

The Hospitality and Catering Industry is keen to employ people who have a good range of skills, in order to fill its job vacancies. There are a number of training courses available at different levels to gain these skills for different industry sectors.

This WJEC Vocational Award in Hospitality and Catering Level 1 & 2 course that you are studying has been developed to provide school students with relevant knowledge, skills and training in order to give them the opportunity to climb onto the first step of the career ladder, by moving on from the school to a new course or apprenticeship. Work experience is also valuable as it gives you an idea of how the industry works and helps you find out which sector you are most interested in working in.

Once you leave school, there are lots of courses available at different further education colleges and universities throughout the country to provide additional training qualifications. Apprenticeships and/or work experience may also be available.

2. Training in the Industry

City and Guilds



A global leader in skills development that offers courses and training across 26 industries, including hospitality and catering. These are delivered through further education colleges and training providers.

Examples of courses and other training opportunities provided

- There are many courses available, such as;
- Introduction to the Hospitality Industry
- Cooking and service for the Hospitality Industry
- Culinary skills
- Food and Beverage service

Universities and Colleges Admissions Service (UCAS)

The organisation that provides information on higher education courses and the application process for applying to go to university.

There are a number of Hospitality and Catering courses available at various universities, such as:

Higher National Certificates and Diplomas (HNC and HND) and degrees (e.g. Bachelor of Arts) in:

- Hospitality Management
- Professional Cookery
- Culinary Management
- Food and Culinary Arts



Springboard UK



A business partner of the Springboard Charity that promotes careers in the Hospitality and Catering industry and provides careers advice.

Examples of courses and other training opportunities provided

- Springboard Future Chef work in schools
- Future Chef competitions and awards
- Mentoring industry visits, visiting speakers etc.

Chartered Institute of Environmental Health (CIEH)

A training and awarding organisation for qualifications in food safety and hygiene.

Examples of courses;

- Level 1 Introductory Certificate in Food Safety
- Level 2 Foundation Certificate in Food Safety.



Year 9- Hospitality and Catering Knowledge Organiser

Focus: Unit 1: Job requirements and working conditions in the hospitality and catering industry

AC
1.2

1. Key Words

Understand and be able to explain the key words shown below:

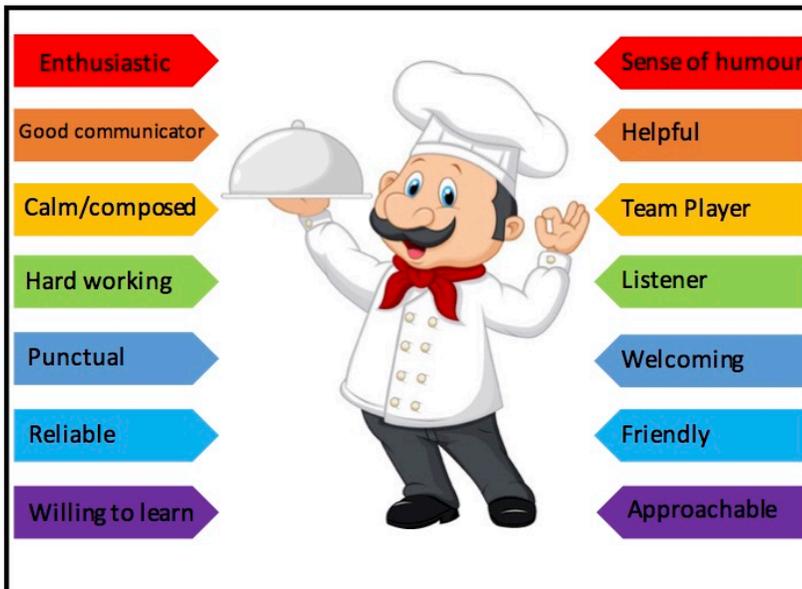
Attribute
Personal
Personality
Employee
Employer
Criticism
Communicator
Situations
Adaptable
Flexible
Approachable
Welcoming
Punctual
Reliable
Enthusiastic
Helpful
Calm
Skills
Traits
Advantages
Receptionist
Effective
Willing



2. Personal attributes for working in the Hospitality and Catering industry

A personal attribute is a quality or personality trait that someone has in their character.

In order for someone to be successful in a particular job role in the Hospitality and Catering industry, there are specific personal attributes that an employer looks for and would expect employees and workers to have. Some examples of specific personal attributes are given below



3. Personal attributes for working in the Hospitality and Catering industry

Different job roles require **different sets of skills and personal attributes** in order for them to be effective and make the business a success. Additional skills could include; speaking another language fluently especially in a multicultural/popular tourist location.

4. Employment rights and contracts

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Both employees and workers in the hospitality industry have employment rights, which cover a range of issues;

- How long they work a shift
- Frequency of breaks they are allowed
- Protection against discrimination.



Employees also have additional rights, including;

- Sick pay
- Flexible working
- Protection against unfair dismissal.

There are **FOUR** types of contracts available in the hospitality and catering industry;

1. **Full-time, permanent contract**- hours of work and start/end times are specified. Any shift work is specified. The employee qualifies for sick pay and holiday pay.
2. **Part-time, permanent**- days of the week and hours of work and start/end times are specified. The employee qualifies for reduced sick pay and holiday pay.
3. **Casual work**- Seasonal or available through an agency, e.g. to cover someone who is away from work due to illness. The worker does not qualify for sick or holiday pay
4. **Zero hours contract**- This type of contract is between an employer and a worker, where the worker may sign an agreement to be available to work when they are needed by the employer, but no specific number of hours or times to start and end work are given. The employer is not required to accept any work that may be offered. The employee does not qualify for sick pay or holiday pay.