

C2 Knowledge Organiser - Year 9

Name:

Advisory:

Hard work | Integrity | Fairness

Contents

Content	Page
Homework Overview	1
English	2-3
Science	4-8
Geography	
History	12-14
Mandarin	15-20
Spanish	21-26
Spellings	27-30

Year 9 Homework Overview

Day	Subject	Type
Monday	Geography or History	RCWC in homework booklet full page Spellings
Tuesday	Maths	Sparx Maths
Wednesday	English	Sparx Reader Spellings
Thursday	Science	Sparx Science
Friday	English (1/2 page) Spanish or Mandarin (1/2 page)	RCWC in homework booklet

w/c 8 th <u>December</u> - Section 1: Purple Hibiscus Context		w/c 15 th December - Section 2: Purple Hibiscus Characters 1	
Political unrest	The novel is based on a military coup (pronounced 'koo') in Nigeria in 1985; the government was corrupt and violent.	Kambili Achike	The narrator: fifteen-year-old girl who is quiet and withdrawn but an excellent student; idolises her father.
Colonialism	Nigeria was governed under British rule until 1960; this affected many aspects of life such as religion, economics and politics.	Jaja	Kambili's older brother; seventeen; unable to protect Kambili.
Dele Giwa	A journalist who was critical of the government; killed in 1986 by a bomb.	Papa (Eugene)	Kambili's father; devout Catholic who is wealthy.
Religious Fundamentalism	Catholicism is used in contrast with traditional Nigerian religion, creating conflict.	Mama (Beatrice)	Kambili's mother; a quiet submissive woman who does not speak out about Papa's violence.
Igbo	People who live chiefly in south-eastern Nigeria.	Aunty Ifeoma	Papa's <u>sister</u> ; a tall, outspoken woman who is a professor at the university.
w/c 5 th January - Section 3: Purple Hibiscus Themes		w/c 12 th January - Section 4: Purple Hibiscus Characters 2	
Nigerian politics	The struggle for power and corruption within Nigeria's government.	Papa <u>Nnukwu</u>	The father of Papa and Ifeoma; a traditionalist who follows the beliefs of his ancestors.
Religion and belief	Conflict between Catholicism and traditional Igbo spirituality.	Father Amadi	A young, handsome Nigerian priest; a Catholic who respects his Nigerian roots.
Freedom vs. tyranny	The tension between personal liberty and oppressive control.	Amaka	Aunty Ifeoma's oldest child; Kambili's cousin; a fifteen-year-old artist who wants to be an activist.
Violence	Physical and emotional harm used to maintain power or control.	Ade Coker	Papa's friend and editor of a newspaper; writes dangerous stories criticising the government.
w/c 19 th January - Section 5: Purple Hibiscus Language Techniques / Methods 1		w/c 26 th January – Section 6: Purple Hibiscus Vocabulary 1	
Narrative	The way a story is told, including perspective and voice.	Duality	having to sides to a person
Exposition	The introduction of background information about characters and setting.	Unrest	A state of dissatisfaction or disturbance among people.
Rising action	Events that build tension and lead to the climax.	Colonial	Relating to a country controlling another territory.
Climax	The most intense or dramatic point in the story.	Censor	To suppress or remove parts considered offensive or dangerous.
Resolution / Denouement	The ending where conflicts are resolved.	Coup	A sudden, violent overthrow of a government.

w/c 2 nd February - Section 7: Purple Hibiscus Language Techniques/ Methods 2		w/c 9 th February - Section 8: Purple Hibiscus Vocabulary 2	
Symbolism	Using objects or actions to represent deeper meanings.	Corruption	Dishonest or unethical behaviour by those in power.
Foreshadowing	Hints or clues about what will happen later.	Fanaticism	Extreme and uncritical devotion to a belief or cause.
Dialogue	Conversation between characters recorded as direct speech.	Feminism	Advocacy for women's rights and equality.
Flashback	A scene set in an earlier time than the main story.	Foil	An opposing or opposite character.
Allusion	A reference to another text, event, or figure.	Contrast	The state of being strikingly different from something else in juxtaposition or close association.
w/c 23 rd February - Section 9: Purple Hibiscus Contextual Vocabulary		w/c 2 nd March - Section 10: Analytical Verbs	
Propaganda	Biased information used to promote a political cause.	This shows...	Demonstrates, reveals, exposes, displays, exhibits
Liberal	favouring reform, open to new ideas, and tolerant of the ideas and behaviour of others; not bound by traditional thinking; broad-minded.	This suggests...	Implies, symbolises, evokes, signifies, connotes, indicates
Assassination	The deliberate killing of a prominent person.	This highlights...	Emphasises, exaggerates, underlines, stresses, foreshadows, promotes
Repressed	to end, limit, or restrain, as by intimidation or other action.	Writer's purpose	Provokes, manipulates, subverts, exposes, ridicules, attacks
w/c 9 th March - Section 11: Sentence Variety		w/c 16 th March - Section 12: Descriptive Techniques / Methods	
Connective start	Beginning a sentence with a linking word (e.g., However, Therefore).	Personification	Giving human qualities to non-human things.
Prepositional phrases	A phrase starting with a preposition (e.g., In the garden).	Juxtaposition	Placing contrasting ideas side by side.
Embedded clause	A subordinate clause inserted within a main clause. The main clause still makes sense around the insertion.	Foreshadowing	Hints or clues about what will happen later.
Semi-colon	A punctuation mark (;) used to link related ideas – can replace a conjunction in a compound sentence.	Pathetic fallacy	Using nature or weather to reflect emotions.
w/c 23 rd March - Section 13: Structuring Descriptive Writing			
Drop	Start with a dramatic moment to hook the reader.		
Zoom	Focus closely on a small detail.		
Flash	Jump briefly to another time or place. Create contrast with what has come before.		
Mirror	End by reflecting the opening scene or idea. Add a change or development to the original opening.		

Section 1 – States of Matter		WB. 05/01/26
Particle Model	Atoms or molecules represented by small, solid, spherical particles. Particles identical in each state – only arrangement and energy change.	
Solids	Particles are regularly arranged, close together and vibrating in fixed positions. Strong forces.	
Liquids	Particles are randomly arranged, close together and moving around each other. Weak forces.	
Gases	Particles are randomly arranged, far apart and moving randomly in all directions at a range of speeds. No forces.	
Section 2 – Gas Pressure		WB. 12/01/26
How do gases exert pressure?	Particles collide with the walls of the container and exert a force. Pressure is the force per unit area.	
Temperature of a gas	Related to the average kinetic energy of the particles.	
Temperature and pressure	Temperature of gas increases -> particles have more K.E. -> move faster -> more frequent collisions with walls -> and larger force exerted -> pressure increases.	
High pressure	May cause container to break, burst or explode.	
Section 3 – Changes of State		WB. 19/01/26
3 key facts	1. Physical changes. 2. Mass is always conserved. 3. Easily reversible.	
Melting	Solid to liquid. Energy supplied. Forces weaken. Occurs at melting point when heating.	
Boiling	Liquid to gas. Energy supplied. Forces break. Occurs at boiling point when heating.	
Condensing	Gas to liquid. Energy given out. Forces reform. Occurs at boiling point when cooling.	
Freezing	Liquid to solid. Energy given out. Forces strengthen. Occurs at melting point when cooling.	

Section 4 – Density		WB. 26/01/26
Definition	Mass per unit volume. Measured in kg/m^3 .	
Equation	density = mass / volume	
Density of regular solid (e.g. cuboid)	1. Measure length, width and height with a ruler. 2. Calculate volume: length x width x height. 3. Measure mass with a mass balance. 4. Use density equation.	
Density of irregular solid (e.g. a stone)	1. Fill eureka can with water and insert object. 2. Collect displaced water in a measuring cylinder to measure volume. 3. Measure mass with a mass balance. 4. Use density equation.	
Density of liquid	1. Measure volume with a measuring cylinder. 2. Measure mass with a mass balance. 3. Use density equation.	
Section 5 – Internal Energy and Energy Transfers		WB. 02/02/26
Internal energy	Total kinetic energy and potential energy of all the particles in a system.	
Change in internal energy	Causes either a change in temperature or a change in state.	
Heating & cooling curves	Diagonal line	Temperature is increasing or decreasing.
	Horizontal line	A change of state is occurring (temperature remains constant).
Specific heat capacity	Definition	Amount of energy required to increase the temperature of 1 kg of a substance by 1 °C. Measured in $\text{J/kg } ^\circ\text{C}$.
	Equation	Energy change = mass x SHC x temp change
Specific latent heat	Definition	Amount of energy required to change the state of 1 kg of a substance without changing its temperature. Measured in J/kg .
	Equation	Energy change = mass x specific latent heat

GCSE Science

Physics P3 – Particle Model of Matter

Section 1 – States of Matter		WB. 09/02/26
Particle Theory		Models particles as small, solid, inelastic spheres .
Solid	Particles	Regular arrangement, touching each other, strong forces , vibrating in fixed positions.
	Properties	Fixed shaped and volume . Cannot flow or be compressed .
Liquid	Particles	Random arrangement, touching each other, weak forces , moving around each other.
	Properties	No fixed shape but fixed volume . Can flow but cannot be compressed .
Gas	Particles	Random arrangement, not touching each other, no forces , moving randomly in straight lines at a range of speeds.
	Properties	No fixed shape or volume. Can flow and can be compressed .
Section 2 – Changes of State		WB. 09/02/26
Melting (S → L)	Particles gain energy and move faster → forces weaken → particles break free from positions.	
Boiling (L → G)	Particles have enough energy to break the forces between them.	
Condensing (G → L)	Particles no longer have enough energy to overcome forces. Forces re-form .	
Freezing (L → S)	Particles lose energy and move slower → forces strengthen → particles held in positions.	
Melting Point	Temperature at which a solid melts or a liquid freezes .	
Boiling Point	Temperature at which a liquid boils or a gas condenses .	
Energy Required	Stronger forces → more energy required → higher melting and boiling points.	

Section 3 – Formation of Ions		WB. 23/02/26
Ions	Charged particles.	
Cations	Positive ions formed when electrons are lost .	
Anions	Negative ions formed when electrons are gained .	
Group 1 metals	Lose 1 electron → form ions with 1+ charge.	
Group 2 metals	Lose 2 electrons → form ions with 2+ charge.	
Group 6 non-metals	Gain 2 electrons → form ions with 2- charge.	
Group 7 non-metals	Gain 1 electron → form ions with 1- charge.	
Section 4 – Ionic Bonding		WB. 23/02/26
Electron Transfer	Electrons transferred from metal to non-metal atoms. Both gain full outer shells .	
Ionic Bond	Electrostatic attraction between a positive metal ion and a negative non-metal ion .	
Structure of Compound	Lattice of oppositely charged ions held together by strong electrostatic forces in all directions.	
Melting & Boiling Points	High → many strong electrostatic forces → require a lot of energy to break.	
Electrical Conductivity	Solid = does not conduct → ions not free to move Molten or aqueous = does conduct → ions free to move.	
Section 5 – Explaining Reactivity Trends in Group 1 and 7 WB. 02/03/26		
Group 1 Trend	More reactive as you go down the group.	
Group 1 Explanation	Down the group: number of shells increases → outer shell electron further from nucleus → less attraction → electron lost more easily .	
Group 7 Trend	Less reactive as you go down the group.	
Group 7 Explanation	Down the group: number of shells increases → outer shell electrons further from nucleus → less attraction → electron gained less easily .	

GCSE Science

Chemistry C2 – States of Matter & Ionic Bonding

Section 1 – Covalent Bonding **WB. 02/03/26**

Covalent Bond	Bond formed between two non-metal atoms when they share a pair of electrons .
Double Covalent Bond	Bond formed between two non-metal atoms when they share two pairs of electrons .
Electrostatic Attraction	Between the negative shared electrons and the positive nuclei of the atoms.

Section 2 – Simple Molecular Covalent Substances **WB. 02/03/26**

Structure	Small molecules made up of atoms covalently bonded together. Weak intermolecular forces between molecules. E.g. methane (CH_4), ammonia (NH_3).
Melting & Boiling Points	Low -> intermolecular forces are weak -> do not require much energy to break.
Size of Molecule	Larger molecules -> stronger intermolecular forces -> higher melting and boiling point.
Conductivity	Do not conduct -> no charged particles.

Section 3 – Polymers Covalent Substances **WB. 02/03/26**

Structure	Long chain molecules made up of repeating units called monomers . Intermolecular forces between molecules. E.g. poly(ethene)
Melting & Boiling Points	Higher than simple molecular covalent as larger molecules . But lower than ionic and giant covalent.
Conductivity	Do not conduct -> no charged particles.

Section 4 – Giant Covalent Substances **WB. 02/03/26**

Structure	Giant molecule made up of very many atoms all bonded to each other by strong covalent bonds . E.g. diamond, graphite and silicon dioxide (SiO_2).
Melting & Boiling Points	High -> many strong covalent bonds -> require a lot of energy to break.
Conductivity	Do not conduct -> no charged particles (except graphite).

Section 5 – Allotropes of Carbon (contain covalent bonds) **WB. 09/03/26**

Diamond	Each carbon bonded to 4 others . Very hard . Very high melting point. Does not conduct . Uses -> cutting and drills .
Graphite	Each carbon bonded to 3 others . Sheets of atoms arranged in hexagons . Weak forces between sheets -> can slide over each other. Conducts electricity -> free electrons . Uses -> lubricants and pencil lead .
Graphene	Single sheet of graphite . Very light and conducts electricity . Uses -> strengthening materials and electronics .
Fullerenes	Molecules of carbon shaped like tubes or balls . E.g. Buckminsterfullerene = C_{60} . Uses -> lubricants, electronics, catalysts and strengthening .

Section 6 – Metallic Bonding **WB. 09/03/26**

Structure	Lattice of positively charged metals ions surrounded by a sea of delocalised electrons . Held together by strong electrostatic forces .
Melting & Boiling Points	High -> many strong electrostatic forces -> require a lot of energy to break.
Electrical Conductivity	Conduct electricity -> free electrons can move through whole structure -> carry charge .
Thermal Conductivity	Conduct heat -> free electrons can move through whole structure -> carry thermal energy .
Malleability	Can be bent or hammered into shape -> layers of atoms can slide over each other.
Alloys	Mixture of metals or a mixture of a metal and a non-metal .
Strength of Alloys	Different sized atoms -> distorts layers so they cannot slide over each other -> stronger than pure metal .

GCSE Science**Chemistry C2 – Covalent & Metallic Bonding**

Section 1 – Cell Organisation **WB. 16/03/26**

Cells	Building blocks of life.
Tissue	Group of similar cells that work together.
Organ	Group of different tissues that work together.
Organ System	Group of organs that work together.
Organism	Group of organ systems that work together.

Section 2 - Enzymes **WB. 23/03/26**

Enzymes	Biological catalysts -> increase the speed of a reaction without being changed or used up. They are proteins .
Substrate	Molecule that binds to the active site of an enzyme. Forms an enzyme-substrate complex .
Lock and Key Model	Only one type of substrate can fit in the active site of an enzyme.
Denaturing	Active site changes shape -> due to high temperatures or extreme pH -> substrate can no longer bind.

Section 3 - Digestive Enzymes **WB. 23/03/26**

Enzyme	Function	Site of production	Site of action
Carbohydrase e.g. amylase	Carbohydrates -> simple sugars e.g. starch -> maltose	Salivary glands Pancreas Small intestine	Mouth Small intestine
Protease e.g. pepsin	Proteins -> amino acids	Stomach Pancreas Small intestine	Stomach Small intestine
Lipase	Lipids -> fatty acids and glycerol	Pancreas Small intestine	Small intestine

Section 4 - Other Digestive Chemicals **CYCLE 3**

Bile	Made in liver -> stored in gall bladder -> released into small intestine . Two functions: 1. Alkaline so neutralises acidic food from stomach. 2. Emulsifies lipids (breaks into smaller droplets) -> larger S.A..
Hydrochloric acid	Found in stomach . Two functions: 1. Kills pathogens . 2. Provides optimum pH for pepsin enzyme.

Section 5 – Food Tests **CYCLE 3**

Prepare sample	Crush food -> add water -> mix -> filter out solid bits.
Test for sugars	Benedict's solution -> put in water bath at 75 °C -> turns from blue to green, yellow or brick-red .
Test for starch	Iodine solution -> turns from brownish-orange to blue-black .
Test for proteins	Biuret solution -> turns from blue to pink or purple .
Test for lipids	Sudan III solution -> forms a bright red top layer . Or shake with ethanol -> forms a cloudy emulsion .

Section 6 - Lungs **CYCLE 3**

Structure	Trachea (windpipe) -> bronchi -> bronchioles -> alveoli
Oxygen	Diffuses from alveoli into red blood cells in capillaries.
Carbon dioxide	Diffuses from blood plasma in capillaries into alveoli .
Adaptations of alveoli for gas exchange	1. Many small alveoli -> large surface area. 2. Thin walls -> short diffusion pathway. 3. Good ventilation and capillary network -> steep concentration gradient maintained.

Section 7 - Heart **CYCLE 3**

Double Pump	Right side pumps blood to lungs . Left side pumps blood to body cells .
Vena cava	Carries deoxygenated blood from body cells into right atrium .
Pulmonary artery	Carries deoxygenated blood from right ventricle to lungs .
Pulmonary vein	Carries oxygenated blood from lungs to left atrium .
Aorta	Carries oxygenated blood from left ventricle to body cells .
Pacemaker	Cells in right atrium wall that control resting heart rate . Produce a small electrical impulse -> makes muscle cells contract .

GCSE Science

Biology B2 – Cell Organisation Part 1

Geography

W/C 8 th December - Section 1 – Natural Hazards		W/C 12 th January – Section 4 – NH – Conservative Plate Margin	
tectonic plate	section/segment of crust	plate movement	two tectonic plates slide past each other
plate margins	where plates meet (plate boundary)	earthquakes	pressure and friction builds between the plates as they slide past each other → eventually the plates slip suddenly to a new position → sudden movement causes vibrations (seismic waves) → felt as an earthquake
constructive margin	two plates move away from each <u>other</u> → rising magma fills the gap	volcanoes	no volcanic activity at conservative plate margins (no rising magma)
destructive margin	two plates move towards each other → oceanic crust is subducted (sinks underneath) under the continental crust		
conservative margin	two tectonic plates slide past each other		

W/C 15 th December – Section 2 – NH - Constructive Plate Margin		W/C 19 th January - Section 5 – reducing Dev Gap	
plate movement	two plates move away from each other	1. investment	companies in one country invest in (give money to) companies in another country → improves business → more profit → development → then some of this profit is sent back to the company who lent the money
earthquakes	earthquakes sometimes occur at constructive margins → as two plates pushed apart → pressure builds up within the rocks → pressure released as vibrations → which can cause small earthquakes	2. industrial development	reducing primary sector jobs (farmer) and increasing secondary sector jobs (factory worker) → more profitable goods to trade → development
volcano formation	as the two plates move away from each other → magma rises to fill the gap → forms volcano	3. tourism	tourists spend money → increases tertiary sector employment for locals e.g. hotel staff and tour guides → higher pay → more development
volcano type	shield volcanoes → wide, flat, shield shaped (formed from layers of lava)	4. aid	money, goods and services given as a gift to a country → to improve the quality of life and economy (or to help recover from a natural disaster)

Geography

W/C 5 th January – Section 3 – NH – Destructive Plate Margin		W/C 26 th January – Section 6 – Reducing Dev Gap	
plate movement	two plates move towards each other → oceanic crust is subducted (sinks underneath) under the continental crust	5. intermediate technology	simple, easily learned and maintained technology used by locals in LICs → e.g. 'Life Straw' → cleans water → less sickness → more development
earthquakes	pressure and friction <u>builds</u> between the plates (as the oceanic plate is subducted) → eventually plates slip suddenly to new position → sudden movement causes vibrations (seismic waves) → felt as earthquake	6. fairtrade	producers in LICs are given a higher price for the goods they produce → improves income and reduces exploitation → more development
volcano formation	oceanic plate subducted underneath continental plate → immense heat and pressure → oceanic plate melts as it sinks and turns into magma → magma rises to surface through cracks in continental plate → forms volcano on the surface	7. debt relief	cancelling debts of LICs → use the money to develop the country
volcano type	composite volcanoes → high, steep, cone shaped (formed from layers of ash)	8. microfinance loans	very small loans → given to people in LICs → help them to start a small business → more income → better quality of life → more development

W/C 2 nd February – Section 7 – Cold Environment		W/C 2 nd March – Section 10 – Cold Environment	
cold environments	areas with very low temperatures distributed at high latitudes e.g. tundra and polar biomes	case study	<u>Alaska</u> → tundra biome
global ecosystem	very large ecosystems e.g. desert, tropical rainforest and polar biomes	location	largest and most north-westerly state in USA → Northern Hemisphere → high latitude → bordered by Canada → surrounded by Arctic Ocean
interdependence	when the components of an ecosystem rely on each other to survive	1. temperature	extreme → -30° C → 60 days of non-stop night (darkness) during winter → difficult work conditions → limits development
climate	the average temperature and precipitation in a place over many years	2. inaccessibility	sparsely populated → ice covers roads → towns hard to travel to and from → employment difficult → isolated communities
permafrost	layer of permanently frozen ground → found in polar and tundra regions	3. infrastructure	buildings heat permafrost layer → melts → buildings sink into ground

Geography

W/C 9 th February – Section 8 – Cold Environment - Tundra		W/C 9 th March – Section 11 – Cold Environment	
distribution	located Arctic areas of Northern Europe, Northern Asia, North America	Case study	<u>Alaska</u> → tundra biome
temperature	long freezing winters -50° C → short cold summers 10° C	1. mineral extraction	over half of income from oil and gas extraction → Trans-Alaskan Pipeline transports oil across Alaska in 2015 Alaska exported \$154 million of gold
precipitation	low → less than 300 mm annually (per year)	2. energy	hydroelectric power provides over 21% of electricity to Alaska
animal adaptation	musk ox → two fur coats → keeps them warm → helps survival	3. fishing	salmon employs around 30,000 people → boosts economy \$1.7 billion
plant adaptation	arctic poppy → turns head to follow sun → maximises photosynthesis → also has small hairs on stem to trap heat and grows close to ground	4. tourism	2 million tourists a year → mostly arrive on cruise ships → tourism employs about 39,000 local people → boosts economy \$2.5 billion

W/C 23 rd February – Section 9 – Cold Environment – Polar		W/C 16 th March – Section 12 – Cold Environment	
distribution	located around North and South Poles e.g. the Arctic and Antarctica	wilderness areas → fragile and valuable → need to protect	wilderness areas are fragile and valuable → provide habitats for species that cannot survive anywhere else → allows scientists unique opportunity to study rare areas that are undisturbed by human activity
temperature	long freezing winters -90° C → short cold summers maximum 10° C	1. technology	Trans-Alaskan Pipeline raised on stilts → stops permafrost melting
precipitation	low → less than 100 mm annually (per year) → usually falls as snow	2. governments	governments protect fragile wilderness areas e.g. Arctic National Wildlife Refuge (ANWR)
animal adaptation	polar bears → insulated with thick fur → survive freezing temperatures	3. international agreements	1959 Antarctic Treaty → bans nuclear activities in Antarctica 1986 Whaling Ban → increased numbers of whales 3% each year
plant adaptation	lichen grows without soil → adapted to grow on rocks	4. conservation	conservation groups → Greenpeace campaigns to protect fragile environments → e.g. to stop oil drilling

W/C 23rd March – Section 13 – Rivers

1. hydraulic action – Type of erosion	moving water forces air into cracks in rocks à pressure weakens rocks
2. abrasion – Type of erosion	rocks carried by <u>river</u> wear down the <u>river bed</u> and banks
3. attrition – Type of erosion	rocks carried by river smash together à get smaller smoother rounder
4. solution – Type of erosion	soluble particles of sediment are dissolved into the river
5. vertical erosion – Type of erosion	downward erosion of bed (bottom of river)
6. lateral erosion – Type of erosion	sideways erosion of banks (sides of river)
1. traction – Type of transportation and deposition	the rolling of boulders and large pebbles along the <u>river bed</u>
2. saltation – Type of transportation and deposition	particles of sediment bouncing along the <u>river bed</u>
3. suspension – Type of transportation and deposition	small pieces of sediment floating in the moving river water
4. solution – Type of transportation and deposition	soluble particles of sediment are moved whilst dissolved in flowing river
river loses energy – Type of transportation and deposition	1) at inside bend of a meander 2) in shallow water 3) at mouth of river
1. traction – Type of transportation and deposition	the rolling of boulders and large pebbles along the <u>river bed</u>
2. saltation – Type of transportation and deposition	particles of sediment bouncing along the <u>river bed</u>

GCSE HISTORY 100% SHEET: LIVING UNDER NAZI RULE 1933-1945

Nazi Ideology and Demands

Scrap the Treaty of Versailles	The Treaty of Versailles was a treaty that Germany had to sign at the end of World War 1. The Nazis wanted to scrap the treaty by building up the army and taking back land lost.
Bread and Work (Brot und Arbeit)	Bread and work was promised to the millions of unemployed in 1933.
Hatred towards Jews (Antisemitism)	The Nazis believed that Jews were controlled governments, particularly in Britain and the USA. This enemy had to be destroyed of the Aryan race was to survive.
Aryan Supremacy	The Nazis believed that the Aryan race was superior (better) to any other. Eastern Europeans and Jews were untermenschen (sub-human) and a threat to the Germanic race.
Living Space (Lebensraum)	The Nazis believed that Germany should invade Poland and Russia in order to gain more living space for Germans.
Winterhilfswerk	Winter Relief of the German People A Nazi charity to help the poor, providing them with food, warmth and clothing.

29-30 June 1934 – Night of the Long Knives

- By 1934, Hitler had become concerned by the increasing power of the SA which had over 3 million members and wanted to take control of the army. **Ernst Röhm**, the leader of the SA, was a personal rival of Hitler's.
- During the Night of the Long Knives, SA leaders were dragged from their beds and shot. **Röhm** too was arrested and shot.

2 August – Death of Hindenburg and Army Oath

- When Hindenburg died, Hitler combined the offices of President and Chancellor. He was now the undisputed head of government and took the title **Führer (Supreme Leader)**.
- The army now took an **oath of personal loyalty** to Hitler as he was now Supreme Commander of the armed forces. All German soldiers swore to obey Hitler and to risk their life for him at any time.
- Hitler now had almost **absolute power** meaning the any important decision in Germany could not happen without his permission.

Consolidation of Power

27 February 1933– Reichstag Fire

- The Reichstag (German Parliament) was destroyed by a fire created by a Dutch Communist **Marinus van der Lubbe**.
- The Nazis claimed that this was the start of a Communist plot to take over Germany. The next day Hitler persuaded Hindenburg to grant him **emergency powers** – people could be arrested people **without trial**.
- 4,000** people were arrested, mainly Communists and Socialists



5 March 1933– New Elections

- The Nazis used the police and the SA (**brownshirts**) to march through the streets and **intimidate** other parties, breaking up meetings of the Socialists.
- The Nazis used the radio to broadcast their anti-Communist message.
- This helped the Nazis achieve their **best ever** election result, with **44 per cent** of the vote, but it was not the 2/3rds majority Hitler needed.



24 March 1933– The Enabling Act

- Hitler wanted an Enabling Act.
- This would give Hitler the power to pass laws without going through the Reichstag or the President. **In order** to achieve it, he needed to get **two-thirds (66%)** of the Reichstag to support it.
- The Communists were banned from voting.
- The Centre Party was persuaded to vote in favour of the law and only the Social Democrats voted against it.
- The Enabling Act was passed by **444 votes to 94**. Germany was now a dictatorship because all important decisions would now only be made by Hitler and his closest advisors.



May-July 1933 – the Enabling Act in Action

- The Civil Service Act.** Political opponents or anyone who was non-Aryan were fired from government positions. This meant that Jews could no longer be teachers, judges or university lecturers.
- 1 April 1933:** Boycott of Jewish shops and businesses. SA guards were posted outside shops to prevent people from entering.
- Trade Unions taken over:** Trade Unions are an organisation set up to protect workers rights. On 2 May 1933 Trade union offices were taken over and union leaders were arrested.
- All political parties banned (July):** A law was introduced that banned people from forming new political parties. There was now only one party in Germany.
- Controlling local government:** In **January 1934** the power of the **Länder** (Local Governments) was removed completely. The states (counties) were now split into 42 **Gaue**, each run by a **Gauleiter** (Governor) chosen by the Nazi Party.

Why was it so hard to oppose Nazi rule?

Terror and Propaganda

Heinrich Himmler and the SS

- The SS was made up of men of **pure German blood** and had the ideal Aryan features.
- In 1934 the SS truly rose to power after removing the leadership of the SA. Hitler now looked to the **obedience and ruthlessness** of the SS to carry out purges and remove political enemies.
- The SS was made an independent organisation led by **Heinrich Himmler** – see right.



Reinhard Heydrich and the SD

- The SD (Secret Service) was the main **official intelligence gathering agency**.
- The role of the SD was to identify enemies of the Nazi leadership.
- The SD focused on any opposition to the party itself. It **spied on all aspects of education, the arts, government and administration**, as well as churches and the Jewish community.
- From their findings, agents wrote extensive reports on the morale and attitude of the German people.
- These enabled the Nazi leadership to monitor the impact of the changes they made and to tailor propaganda as and when it was necessary.
- The SD did not **take action** against individuals but passed information on to those who did – the Gestapo.
- The SD was led by **Reinhard Heydrich** – see right



The Gestapo

- The Gestapo (Secret Police) spied on the public to remove any opposition.
- At its height, the Gestapo had **15,000** active officers to police a population of 66 million. This works out as **only one officer per 4,400 people**. Yet even with such low numbers, the Gestapo was deeply feared.
- It had the power to arrest and imprison any person suspected of opposing the Nazi state.
- They could **tap telephones and open mail**, but mostly they relied on **informers** who might pass on remarks they had overheard or just general suspicions.



Joseph Goebbels

- Joseph Goebbels was the **Minister for Propaganda and Public Enlightenment** – see right.
- His **ministry controlled** radio messages, all newspapers, films and organised posters and displays of propaganda through rallies – see below.
- These messages persuaded many Germans to support the Nazis.



Newspapers

- The Nazis **took control** over existing papers and closed any opposition papers down.
- By 1939 they owned **two-thirds** of all German newspapers and magazines
- Any articles that did not show the Nazis in a positive way would be **censored** (banned).

Radio

- The Ministry for Propaganda controlled the output of every radio station so that they always included Nazi messages, Hitler's speeches.
- The Nazis produced **cheap radio sets**, the People's Receivers. These were sold at a week's wage for the average manual worker and could be paid for in instalments.
- In 1933, **1.5 million** of these sets were produced, and by 1939, **70 per cent** of Germans had a radio in their home.



Posters

- The Nazis were mastered at the visual message, using bold colours and **eye catching phrases** which made messages clear and obvious. Thousands were out up all over Germany.

Rallies

- Giant rallies were held to emphasise and celebrate the strength of the Nazi movement. They involved speeches, choruses, marches, torch-lit parades and even mock battles.
- The annual party rally at Nuremberg was the largest of these and the 1934 event lasted a whole week.
- For the 1934 **Nuremberg Rally**, **30,000 swastika flags** were placed around the field, each with its own spotlight.

How much opposition was there to Nazi Rule?

Opposition: 1933-1945

Opposition from the Social Democrats

- After the Nazi takeover in 1933, the leaders of the **Social Democratic Party** fled the country.
- They produced anti-Nazi leaflets and posters, but were hunted down by the Gestapo, who **arrested 1200** of them in the Rhine Ruhr region alone.

Opposition from the Communists

- The Communists were more active than the Social Democrats. They aimed to provide visible resistance with meetings, propaganda and newsletters.
- One of these newsletters, The Red Flag, produced **10,000 copies at least once a month**.
- However, this visibility meant Communists were easily identified and **soon arrested** by the Gestapo.

Opposition from the Church

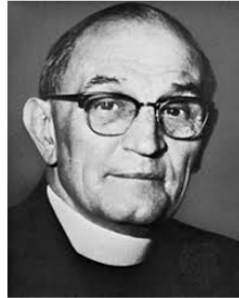
- With about **22 million Catholics, 40 million Protestants**, religious groups were by far the largest non-Nazi organisations in Germany.
- Hitler saw the Church as a potential threat and so he:
- made an agreement called the '**Concordat**' with the leader of the Pope. The Pope promised that German Catholics would stay out of politics if, in return, the Nazis would leave them alone.

Resistance from Individuals (Niemoller and Cardinal Galen)

- Martin **Niemoller** was a Protestant pastor (priest – see right above) refused to join the Reich Church and instead founded an alternative, the non-Nazi **Confessional Church**.
- By 1934, **6,000 pastors had joined**. The Confessional Church preached against violence and Nazi racial policy.
- **800** pastors were arrested and sent to concentration camps.
- **Niemoller** was sent to **Sachsenhausen** then Dachau but survived.
- In 1934 the Catholic Bishop of **Münster**, **Cardinal Galen** began sermons criticising the Nazi regime over its racial policy.
- The Gestapo were sent to question Galen, but he **was too high profile** to remove from power, so he continued to provide resistance.



Ernst Thälmann
(pictured above)
Leader of the
German
Communist Party.
He was arrested in
1933.



Swing Kids

- These young people came together to listen to **jazz**, dance and talk openly. The Swing Kids wanted to develop their own individual personalities.
- Himmler saw the group as so dangerous he personally wrote to **Heydrich**, asking the Gestapo to deal with them. Many were arrested and some were sent to concentration camps.



Edelweiss Pirates

- Members of this group wore an **Edelweiss flower** on their clothing.
- Some listened to **foreign radio** and spread news. They produced flyers and **painted slogans on walls**. Some actively picked fights with the Nazis, with reported **beatings of the Hitler Youth members**.



Public Criticism: The White Rose Group

- The White Rose was a group at Munich University centred around **Hans and Sophie Scholl**.
- The students decided to produce a series of **anti-Nazi leaflets**.
- Between **6000 and 9000 leaflets** were distributed to **nine** large cities around Germany
- On **18 February 1943** the **Scholls** distributed their leaflets outside lecture theatres at Munich University.
- They were then identified, **arrested and executed**.



Wartime Opposition

- As the war progressed, German army officers such as **Colonel Stauffenberg** became disillusioned with the Nazi leadership and particularly disagreed with the **policy towards Jews**.
- He (**Stauffenberg**) joined a resistance group led by Ludwig Beck and **Henning von Tresckow**, and took charge of planning and leading an assassination attempt. The plan was to kill Hitler and initiate **Operation Valkyrie**, an emergency order which would allow the plotters to use the reserve army to remove the SS and the Gestapo.
- On 20 July 1944 **Stauffenberg** planted a bomb at the **Wolfsschanze ('Wolf's Lair')**, Hitler's headquarters in **Rastenburg**, East Prussia. The bomb exploded yet Hitler survived.
- Back in Berlin, the plotters were tried in a hastily arranged **court martial** and **executed** by firing squad.



Mandarin – Year 9 – C2 – Week 1 (08/12): Weather

风	fēng	wind
雨	yǔ	rain
雪	xuě	snow
云	yún	cloud
晴天	qíng tiān	clear day
雾	wù	Fog
冷	lěng	Cold
热	rè	Hot
天气	tiān qì	Weather
今天	jīn tiān	Today
明天	míng tiān	Tomorrow
昨天	zuó tiān	yesterday
今天有风。	jīn tiān yǒu fēng.	It is windy today.
明天没有雨。	míng tiān méi yǒu yǔ.	It will not rain tomorrow.
昨天不冷。	zuó tiān bù lěng.	It was not cold yesterday.

Mandarin – Year 9 – C2 – Week 2 (15/12): Countries, nationalities and languages

中国	zhōng guó	China
英国	yīng guó	UK
法国	fǎ guó	France
德国	dé guó	Germany
美国	měi guó	USA
日本	rì běn	Japan
印度	yìn dù	India
西班牙	xī bān yá	Spain
巴基斯坦	bā jī sī tǎn	Pakistan
澳大利亚	ào dà lì yà	Australia
中文	zhōng wén	Chinese (language)
汉语	hàn yǔ	Chinese (language)
中国人	zhōng guó rén	Chinese (people/ nationality)
日本人	rì běn rén	Japanese (people/ nationality)
英文/语	yīng wén /yǔ	English (language)
西班牙文/语	xī bān yá wén /yǔ	Spanish (language)
说	shuō	to speak /to say
你说英语吗?	nǐ shuō yīng yǔ ma?	Do you speak English?
你是哪国人?	nǐ shì nǎ guó rén?	What nationality are you?

Mandarin – Year 9 – C2 – Week 3 (05/01): Locations and Activities

地方	dì fang	Place
海边	hǎi biān	Seaside
山区	shān qū	mountains
农村	nóng cūn	countryside
城市	chéng shì	City
博物馆	bó wù guǎn	Museum
滑雪	huá xuě	to ski /skiing
散步	sàn bù	to go for a walk
去	qù	to go
朋友	péng you	Friend
男朋友	nán péng you	Boyfriend
和...一起...	hé...yì qǐ...	together with...to do..
我和朋友一起去山区滑雪。	wǒ hé péng you yì qǐ qù shān qū huá xuě.	I go to the mountains with my friend to ski.

Mandarin – Year 9 – C2 – Week 4 (12/01): Transport

博物馆在哪儿?	bó wù guǎn zài nǎr?	Where is the museum?
你去哪儿?	nǐ qù nǎr?	Where are you going?
火车	huǒ chē	Train
汽车	qì chē	Car
公共汽车	gōng gòng qì chē	Bus
出租车	chū zū chē	Taxi
自行车	zì xíng chē	Bicycle
飞机	fēi jī	aeroplane
船	chuán	ship /boat
坐	zuò	to sit /go by
骑	qí	to ride on
怎么	zěn me	How
今年	jīn nián	this year
明年	míng nián	next year
去年	qù nián	last year
你怎么去海边?	nǐ zěn me qù hǎi biān?	How are you getting to the seaside?
他去年去了中国。	tā qù nián qù le zhōng guó.	He went to China last year.

Mandarin – Year 9 – C2 – Week 5 (19/01): Tenses

昨天	zuó tiān	yesterday
从前	cóng qián	in the past/ before
以前	yǐ qián	In the past/ before
过	guò	after the verb to indicate past tense
了	le	after the verb to indicate past tense
今天	jīn tiān	Today
明天	míng tiān	Tomorrow
今年	jīn nián	this year
去年	qù nián	last year
明年	míng nián	next year
这个月	zhè gè yuè	this month
上个月	shàng gè yuè	last month
下个月	xià gè yuè	next month
上个星期	Shàng gè xīng qī	last week
下个星期	Xià gè xīng qī	next week
目前	mù qián	Currently
现在	xiàn zài	Now
将来	jiāng lái	Future

Mandarin – Year 9 – C2 – Week 6 (26/01): Useful adjectives

有趣	yǒu qù	Amusing
有意思	yǒu yì si	interesting
无聊	wú liáo	Boring
没意思	méi yì si	Boring
高兴	gāo xìng	Happy
漂亮	piào liang	Pretty
好看	hǎo kàn	good looking
酷	kù	Cool
聪明	cōng míng	Clever
新鲜	xīn xiān	Fresh
太棒了	tài bàng le	Brilliant
安静	ān jìng	Quiet
热闹	rè nào	Lively
吵	chǎo	Noisy
远	yuǎn	Far
近	jìn	Close
方便	fāng biàn	convenient
舒服	shū fú	comfortable
高	gāo	tall, high
矮	ǎi	Short
胖	pàng	Fat
瘦	shòu	Thin

Mandarin – Year 9 – C2 – Week 7 (02/02): Furniture

床	chuáng	Bed
桌子	zhuō zi	Desk
椅子	yǐ zi	Chair
柜子	guì zi	Wardrobe
门	mén	Door
书架	shū jià	bookshelves
灯	dēng	lamp /sunny
卧室	wò shì	Bedroom
电脑	diàn nǎo	Computer
里	lǐ	in /inside
上	shàng	On
下	xià	Under
张	zhāng	measure word for flat objects: table, bed, etc
把	bǎ	measure word for chairs
有	yǒu	Have
没有	méi yǒu	haven't
一起	yì qǐ	Together

Mandarin – Year 9 – C2 – Week 8 (09/02): Colour & Clothes

黑	hēi	Black
白	bái	White
红	hóng	Red
绿	lǜ	Green
蓝	lán	Blue
黄	huáng	Yellow
色	sè	Colour
上衣	shàng yī	top, jacket
大衣	dà yī	Coat
衬衣	chèn yī	Shirt
裙子	qún zi	Skirt
袜子	wà zi	Socks
裤子	kù zi	Trousers
鞋	xié	Shoes
运动鞋	yùn dòng xié	Trainers
穿	chuān	to wear
件	jiàn	measure word for clothes (upper body)
条	tiáo	measure word for clothes (lower body)

Mandarin – Year 9 – C2 – Week 9 (23/02): Daily routine

起床	qǐ chuáng	to get up
睡觉	shuì jiào	to sleep
回家	huí jiā	to go home
做作业	zuò zuò yè	to do homework
上学	shàng xué	go to school
以后	yǐ hòu	After
上班	shàng bān	to go to work
下班	xià bān	to finish work
晚上	wǎn shang	Evening
都	dōu	all /both
每天	měi tiān	Everyday
开始	kāi shǐ	Start

Mandarin – Year 9 – C2 – Week 10 (02/03): Colour & Clothes

几点?	jǐ diǎn	What time?
点	diǎn	o'clock
半	bàn	Half
分	fēn	Minute
上午	shàng wǔ	Morning
下午	xià wǔ	Afternoon
吃	chī	to eat
喝	hē	to drink
早饭	zǎo fàn	Breakfast
早上	zǎo shang	Morning
午饭	wǔ fàn	Lunch
晚饭	wǎn fàn	Dinner
晚上	wǎn shang	evening/night
杯	bēi	glass/ <u>cup</u> (measure word as well)
碗	wǎn	<u>bowl</u> (measure word as well)
想	xiǎng	would like to; want to
饭馆	fàn guǎn	restaurant

Mandarin – Year 9 – C2 – Week 11 (09/03): School subjects

中文	zhōng wén	Chinese
英文	yīng wén	English
法文	fǎ wén	French
德文	dé wén	German
科学	kē xué	Science
数学	shù xué	maths
历史	lì shǐ	history
地理	dì lǐ	geography
体育	tǐ yù	PE
音乐	yīn yuè	music
学校	xué xiào	school
课	kè	lesson
学	xué	to learn
班	bān	class
学生	xué sheng	student
男学生	nán xué sheng	male student
女学生	nǚ xué sheng	female student

Mandarin – Year 9 – C2 – Week 12 (16/03): Numbers

一	yī	one
二	èr	two
三	sān	three
四	sì	four
五	wǔ	five
六	liù	six
七	qī	seven
八	bā	eight
九	jiǔ	nine
十	shí	ten
十一	shí yī	eleven
十二	shí èr	twelve
十三	shí sān	thirteen
十四	shí sì	fourteen
十五	shí wǔ	fifteen
十六	shí liù	sixteen
十七	shí qī	seventeen
十八	shí bā	eighteen
十九	shí jiǔ	nineteen
二十	èr shí	twenty

Mandarin – Year 9 – C2 – Week 13 (23/03): Hobbies

你的爱好是什么?	nǐ de ài hào shì shén me?	What is your hobby?
看书	kàn shū	to read
听音乐	tīng yīn yuè	to listen to music
买东西	mǎi dōng xi	to go shopping
上网	shàng wǎng	to surf the Internet
看电影	kàn diàn yǐng	to watch films
看电视	kàn diàn shì	to watch TV
玩儿电脑游戏	wánr diàn nǎo yóu xì	to play computer game
玩儿滑板	wánr huá bǎn	to play skateboard
喜欢	xǐ huan	to like
不喜欢	bù xǐ huan	to dislike
你呢?	nǐ ne?	How about you?
也	yě	<u>also</u> ; too

Mandarin – Year 9 – C2 – Week 14 (30/03): Sports

谁	shuí	Who...?
运动	yùn dòng	sport
踢足球	tī zú qiú	to play football
打篮球	dǎ lán qiú	to play basketball
打乒乓球	dǎ pīng pāng qiú	to play table tennis
打网球	dǎ wǎng qiú	to play tennis
跑步	pǎo bù	to run
游泳	yóu yǒng	to swim
打球	dǎ qiú	to play ball games
会	huì	<u>can</u> (do something skilled)
星期一	xīng qī yī	Monday
星期二	xīng qī èr	Tuesday
星期三	xīng qī sān	Wednesday
星期四	xīng qī sì	Thursday
星期五	xīng qī wǔ	Friday
星期六	xīng qī liù	Saturday
星期日	xīng qī rì	Sunday

Week beg 8.12 Week 1 : Most important infinitive verbs				Week beg 15.12 Week 2: Present tense			
usar	To use	ver	To watch/see	Uso la tecnología	I use technology	Hago las compras	I shop/do shopping.
Publicar	To publish	jugar	To play	Uso Internet	I use the Internet	Publico fotos	I publish photos.
charlar/chatear	To chat	mandar	To send	Uso mi tableta	I use my tablet.	Charlo con amigos	I talk with friends.
bajar	To download	leer	To read	Siempre uso mi móvil	I always use my phone.	Subo vídeos	I upload videos.
subir	To upload	comprar	To buy	Mando mensajes y correos	I send messages and emails	Comparto gifs	I share gifs.
compartir	To share	reciclar	To recycle	Uso las redes sociales	I use social media.	Sigo a influencers	I follow influencers.
hacer	To do	proteger	To protect	Nunca mando mensajes	I never send messages	Veo series	I watch series.
apagar	To turn off	conservar	To save/conserve	El fin de semana uso la red	At weekend I use the Internet	Veo películas	I watch films.
ahorrar	To save	evitar	To avoid	Juego a los videojuegos.	I play videogames.	Todos los días leo blogs	Every day I read blogs.

Week beg 5.1 Week 3: ¿Cómo usas la tecnología? - How do you use technology?			
Uso las redes sociales	I use social media	Suelo usar mi tableta	I usually use my tablet
Uso mis dispositivos favoritos	I use my favourite devices	Suelo leer los blogs	I usually read blogs
Uso mis redes sociales favoritas	I use my favourite social media	Para hacer los deberes	In order to do homework
Uso mi móvil más que	I use my mobile more than	Para leer comentarios	In order to read comments
Suelo usar las redes sociales	I usually use social networks	Para colgar fotos	In order to post photos

Week beg 12.1 Week 4 – ¿Cómo usas la tecnología? - How do you use technology?

Uso la red para <u>hacer las compras</u>	I use the Net to do shopping.	<u>Siempre uso mis dispositivos favoritos</u>	I always use my favourite devices. (Always I use my devices favourite)
Uso mi <u>móvil</u> para leer blogs.	I use my mobile to read blogs.	<u>Nunca uso mi ordenador</u>	I never use my computer.
<u>No uso mi móvil para bajar música</u>	I don't use my mobile to download music.	<u>A menudo uso mis apps preferidas</u>	<u>Often</u> I use my favourite apps.
Uso las redes <u>sociales</u> para <u>charlar con amigos</u> .	I use social media to chat with friends.	<u>Uso mi tableta para hacer compras.</u>	I use my tablet to do shopping.
Uso mi <u>tableta</u> para <u>ver vídeos</u>	I use my table to watch videos.	<u>Uso mi móvil para bajar canciones</u>	I use my mobile to download songs.

Week beg 19.1 Week 5 - ¿Qué piensas de la tecnología?

<u>Diría que las redes sociales son guay.</u>	I would say social media is (are) cool.	<u>Hacer las compras por Internet es fácil.</u>	Shopping on the Internet is easy.
<u>Odio los anuncios.</u>	I hate the adverts.	<u>Publicar fotos en la red es peligroso.</u>	To publish (publishing) photos on the Internet is dangerous.
<u>Pienso que mi móvil es más práctico.</u>	I think my mobile is more practical.	<u>Ver series en mi tableta es gratis.</u>	To watch series on my tablet is free.
<u>Pienso que mi ordenador es menos práctico</u>	I think my computer is less practical.	<u>Charlar con mis amigos es gratis.</u>	To chat (chatting) with my friends is free.
<u>Compartir fotos es peligroso.</u>	To share (sharing) photos is dangerous.	<u>Pienso que mi portátil no es práctico</u>	I think that my laptop is not practical.
<u>Jugar a los videojuegos es divertido.</u>	To play (playing) videogames is fun.	<u>Pienso que la red es segura.</u>	I think that the Internet is not safe.
<u>Bajar vídeos es caro.</u>	To download (downloading) videos is expensive.	<u>Creo que la red no es segura.</u>	I think that the Internet (net) is safe.

Week beg 26.1 Week 6: ¿Qué piensas de la tecnología?

<u>Suelo usar mi móvil ya que es más práctico.</u>	I usually use my mobile <u>as (because)</u> it is more practical.	<u>Diría que la comunicación es fácil.</u>	I <u>would say communication is easy..</u>
<u>No suelo usar mi portátil porque es menos práctico</u>	I don't <u>usually use my laptop (I tend not to use my laptop)</u> because it is less practical.	<u>Pienso que mandar mensajes es fácil.</u>	I <u>think sending messages is easy.</u>
<u>Diría que es menos divertido.</u>	I <u>would say it is less fun.</u>	<u>Pienso que hacer los deberes es fácil.</u>	I <u>think doing homework is easy.</u>
<u>Diría que es más fácil.</u>	I <u>would say it is easier (more easy).</u>	<u>Pienso que usar las redes sociales no es peligroso.</u>	I <u>think using social media is not dangerous.</u>
<u>Creo que una desventaja es el ciberacoso.</u>	I <u>think that a disadvantage is cyberbullying.</u>	<u>Una ventaja es tengo muchos seguidores.</u>	An <u>advantage is I have lots of followers.</u>
<u>Creo que una desventaja es el efecto sobre la salud mental</u>	I think a disadvantage is the effect on mental health.	<u>Una ventaja es que hay muchos usuarios famosos.</u>	An <u>advantage is there are many (lots of) famous users.</u>

Week beg 2.2 Week 7: Most important infinitive verbs

usar	To use	ver	To watch/see
Publicar	To publish	jugar	To play
charlar/chatear	To chat	mandar	To send
bajar	To download	leer	To read
subir	To upload	comprar	To buy
compartir	To share	reciclar	To recycle
hacer	To do	proteger	To protect
apagar	To turn off	conservar	To save/conserve
ahorrar	To save	evitar	To avoid

Week beg 9.2 Week 8: ¿Cuáles son los problemas medioambientales en tu región?

En mi pueblo hay demasiado tráfico	In my town there is too much traffic.	En mi pueblo hay muchos coches eléctricos	In my town there are many electric cars.
En mi barrio hay muchos árboles y flores	In my neighbourhood/district there are many flowers and trees.	En mi ciudad hay mucha contaminación	In my city there is a lot of pollution.
En mi ciudad hay unas playas sucias	In my city there are dirty beaches.	Hay un buen sistema de transporte público	There is a good public transport system.
En mi región hay temperaturas muy altas	In my region there are high temperatures.	No hay mucha basura en las calles.	There is not much rubbish on the streets.
En mi pueblo hay unos espacios verdes	In my town there are green spaces.	En mi región hay incendios forestales.	In my region there are forest fires.
¡Qué suerte!	How lucky!	¡Qué pena!	What a shame!

Week beg 23.2 Week 9: ¿Cuáles son los problemas medioambientales en tu región?

En mi pueblo hay demasiada contaminación	In my town there is too much pollution.	Pienso que la contaminación es un problema.	I think pollution is a problem.
En mi barrio hay mucha basura.	In my neighbourhood/district there is a lot of rubbish.	Pienso que el transporte público no es bueno.	I think public transport is not good.
En mi barrio no hay espacios verdes.	In my neighbourhood/district there are no green spaces.	Hay mucha basura en las calles.	There is a lot of rubbish in the streets.
En mi región hay incendios forestales.	In my region there are forest fires.	No hay temperaturas altas en mi región.	There are not high temperatures in my region.
En mi pueblo hay pocos árboles.	In my town there are few trees.	¡Qué suerte!	How lucky!
En mi pueblo no hay muchos árboles.	In my town there are not a lot of trees.	¡Qué horrible!	How horrible!

Week beg 2.3 Week 10: ¿Qué piensas del cambio climático? ¿Por qué?

Me preocupa el cambio climático	Climate change worries me	Es peligroso para los animales	It is dangerous for animals
Me preocupa la destrucción de los bosques	The destruction of forests worries me.	Es peligroso para la gente.	It is dangerous for people.
No me preocupa el cambio climático	Climate change does not worry me.	Hace demasiado calor	It is too hot.
No me preocupa el daño a la naturaleza.	The harm/damage to nature does not worry me.	Hay más inundaciones donde vivo	There are more floods where I live.
Me importa la destrucción de los bosques	The destruction of forests is important to me.	Hay peores problemas en el mundo	There are worse problems in the world.
No me importa el cambio climático	Climate change is not important to me.	Me pone triste porque afecta a mi familia.	It makes me sad because it affects my family.
No creo que exista*	I don't think it exists *(star phrase)	Soy optimista	I am optimistic

Week beg 9.3 Week 11: ¿Qué haces para proteger el medio ambiente? ¿Por qué?

Para proteger el medio ambiente...	To protect the environment..	Porque/ ya que es	
Uso el transporte público	I use <u>public transport</u>	ecológico	
Reciclo la basura	I <u>recycle rubbish</u>	importante	
Soy vegetariano/a	I am a <u>vegetarian</u>	imprescindible	
Voy a pie al insti	I <u>walk to school</u>	fácil y sano	
Ahorro agua.	I <u>save water</u>	Hay que salvar el planeta	
Apago los aparatos eléctricos	I <u>turn off electrical items</u>	Hay que salvar los animales	
No uso el coche	I <u>don't use the car</u>		
No como carne	I <u>don't eat meat</u>		
No malgasto agua	I <u>don't waste water</u>		

Week beg 16.3 Week 12: ¿Qué se debería hacer para proteger el planeta?

En el futuro voy a (+ INFINITIVE)	In <u>the future</u> I am <u>going to</u>	Reciclar el papel/ el plástico/ el vidrio	<u>Recycle paper/ plastic/ glass</u>
Para salvar el planeta se debería (+ INFINITIVE)	In <u>order to save the planet</u> you <u>should</u>	Evitar el uso de plástico	<u>Avoid using plastic</u>
No se debería (+ INFINITIVE)	<u>You should not</u>	Comprar un coche eléctrico	<u>Buy an electric car</u>
Ahorrar energía en casa	<u>Save energy</u> at home	Plantar árboles	<u>Plant trees</u>
Apagar la luz	<u>Turn off the light</u>	Tirar basura	<u>Throw rubbish</u>
Cerrar el grifo	<u>Turn off (close) the tap</u>	Usar bolsas de plástico	Use <u>plastic</u> bags
Conservar el agua	Conserve <u>water</u>	Separar basura	<u>Separate rubbish</u>
Ducharse	<u>Shower</u>	Malgastar agua/ energía	<u>Waste water/ energy</u>
Ir en bici	<u>Go by bike</u>	Comprar productos verdes	<u>Buy green products</u>

Week beg 23.3 Week 13: Past and future tense revision

Voy a ir	I am <u>going to go</u>	Fui	I <u>went</u>
Voy a visitar	I am <u>going to visit</u>	Visité	I <u>visited</u>
Voy a comer	I am <u>going to eat</u>	Comí	I ate
Voy a beber	I am <u>going to drink</u>	Bebí	I <u>drank</u>
Voy a comprar	I am <u>going to buy</u>	Compré	I <u>bought</u>
Voy a usar	I am <u>going to use</u>	Usé	I <u>used</u>
Voy a llevar	I am <u>going to wear</u>	Llevé	I <u>wore</u>
Voy a ver	I am <u>going to watch/ see</u>	Vi	I <u>watched</u>
será	<u>It will be</u>	fue	<u>It was</u>

Spellings weeks 1-3

Week 1 set 1	Week 1 set 2	Week 2 set 1	Week 2 set 2	Week 3 set 1	Week 3 set 2
1. Coefficient	1. Expression	1. Equation	1. Linear equation	1. Formula	1. Simplify
2. Term	2. Constant	2. Inequality	2. Quadratic equation	2. Substitute	2. Expand
3. Colonialism	3. Politics	3. Narrative	3. Rising Action	3. Resolution	3. Duality
4. Fundamentalism	4. Tyranny	4. Exposition	4. Climax	4. Denouement	4. Censor
5. Plasmid	5. Prokaryotic	5. Synthesis	5. Xylem	5. Magnification	5. Iodine
6. Eukaryotic	6. Flagella	6. Enzyme	6. Phloem	6. Resolution	6. Apparatus

Spellings weeks 4-6

Week 4 set 1	Week 4 set 2	Week 5 set 1	Week 5 set 2	Week 6 set 1	Week 6 set 2
1. Factorise	1. Identity	1. Brackets	1. Quadratic	1. Arithmetic sequence	1. Nth term
2. Rearranging	2. Like terms	2. Linear	2. Sequence	2. Geometric sequence	2. Recurring sequence
3. Coup	3. Symbolism	3. Dialogue	3. Corruption	3. Feminism	3. Contrast
4. Unrest	4. Foreshadowing	4. Allusion	4. Fanaticism	4. Foil	4. Propaganda
5. Mitosis	5. Subcellular	5. Differentiation	5. Embryonic	5. Diffusion	5. Permeable
6. Chromosome	6. Replication	6. Cytokinesis	6. Meristem	6. Osmosis	6. Concentration

Spellings weeks 7-9

Week 7 set 1	Week 7 set 2	Week 8 set 1	Week 8 set 2	Week 9 set 1	Week 9 set 2
1. Simultaneous	1. Axis	1. Gradient	1. Linear graph	1. Perpendicular	1. Function
2. Coordinate	2. Origin	2. y-intercept	2. Parallel	2. Values	2. Machine
3. Liberal	3. Repressed	3. Exhibits	3. Emphasises	3. Provokes	3. Subverts
4. Assassination	4. Exposes	4. Implies	4. Exaggerates	4. Manipulates	4. Ridicules
5. Gradient	5. Kinetic	5. Temperature	5. Freezing	5. Evaporating	5. Potential
6. Arrangement	6. Collisions	6. Molecule	6. Condensing	6. Reversible	6. Density

Spellings weeks 10-12

Week 10 set 1	Week 10 set 2	Week 11 set 1	Week 11 set 2	Week 12 set 1	Week 12 set 2
1. Input	1. Mapping	1. Scatter graph	1. Positive	1. Line of best fit	1. Transformation
2. Output	2. Diagram	2. Correlation	2. Negative	2. Outlier	2. Translation
3. Preposition	3. Therapist	3. Pathetic Fallacy	3. Journalist	3. Personification	3. Copywriter
4. Embedded	4. Interpreter	4. Anadiplosis	4. Editor	4. Juxtaposition	4. Strategist
5. Irregular	5. Eureka	5. Latent	5. Covalent	5. Polymer	5. Ionic
6. Volume	6. Specific	6. Capacity	6. Electrostatic	6. Intermolecular	6. Conductivity