

Study Skills Preparation

December Assessments 2025

Year 9

Name:

Form:

Top Tips:

1. Create a revision timetable that plans which subjects and topics you will revise and when.
2. When planning your revision, focus on the areas you find difficult.
3. Don't spend too long on one topic. Short and regular sessions are the most effective (aim for 20-30 minutes before having a break)



Year 9 Assessment Week Revision Overview

- This booklet is designed to give an overview of all the topics you have covered this year in your subjects in order to help you start your revision.
- The booklet also gives you a list of recommend resources to use for each subject to help you revise.
- It also includes **some of the core knowledge needed for some subjects. Please note, this is only a starting point for you revision. You must use the overview to find further resources to help with your revision.**
- It also contains some blank pages to help you prepare for your revision.

Effective Revision Methods

Effective Revision is a cycle. This cycle needs to be repeated continuously for core knowledge to ensure it gets stuck in our long-term memory.

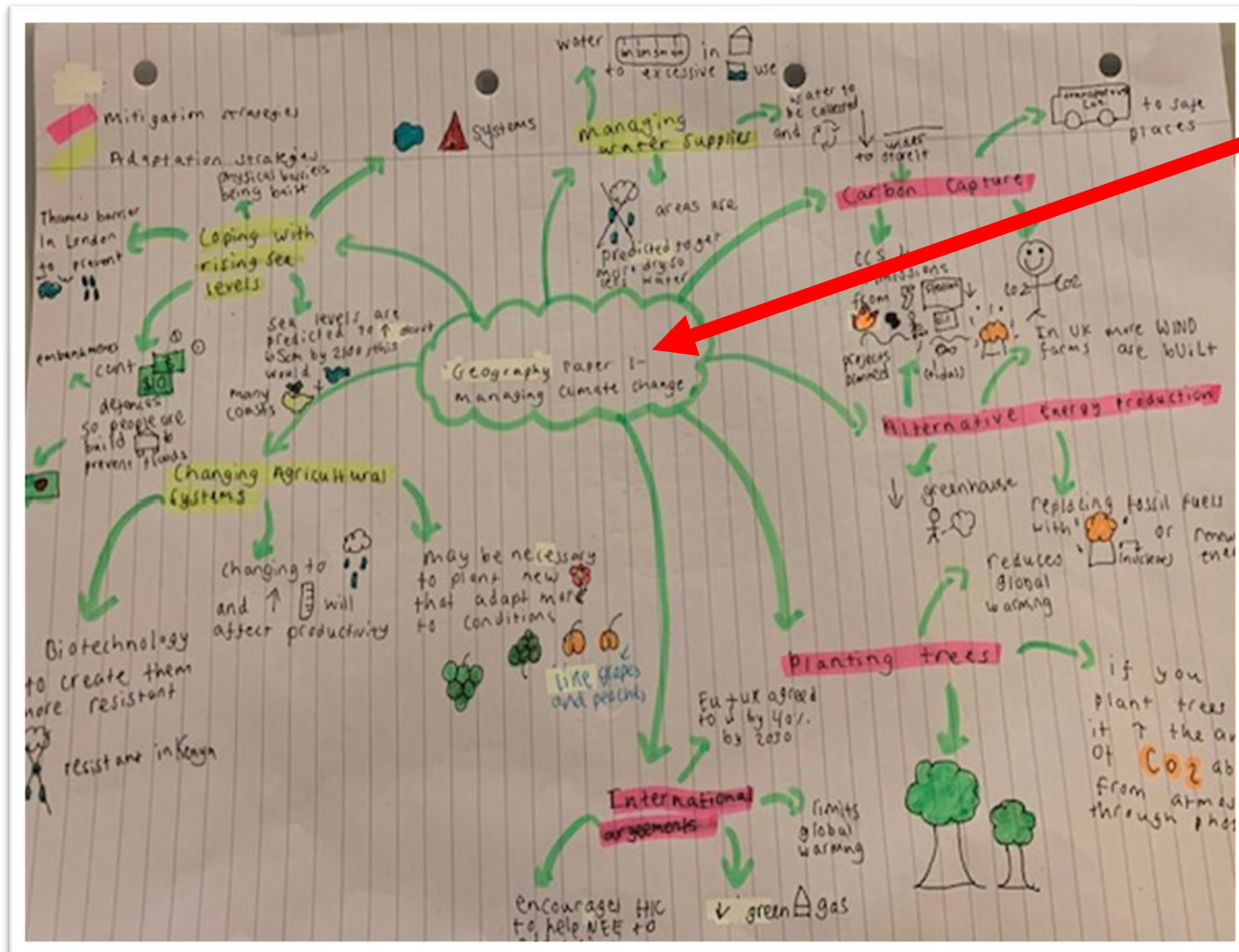
- 1) **Prepare:** Making flashcards and revision mind maps
- 2) **Retrieve:** Using look, cover, write, check, or getting someone else to test you at home
- 3) **Apply:** Applying the knowledge correctly to practice questions

Part 1) Prepare: First, you need to break down the important information into your own words. Making revision material is an important part of revising. When you make your own resource, you are aiming to reduce larger amounts of content from a revision guide or knowledge organiser so that you can remember it.

Part 2) Retrieve: This step is about checking your knowledge. Here you need to work out what is sticking in your brain and what you are struggling to remember so that you can go back over it

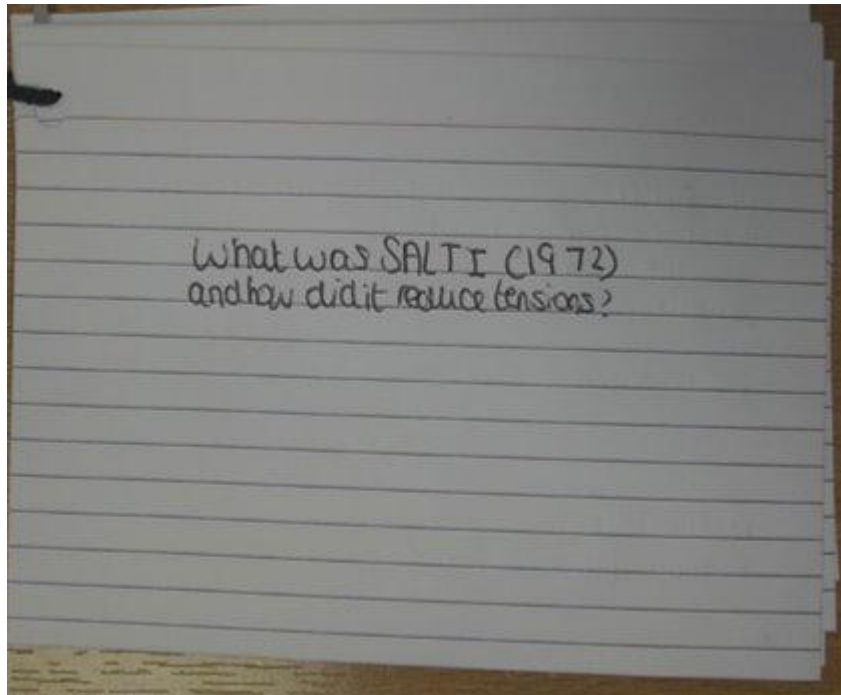
Part 3) Apply: Attempt your questions FROM MEMORY, do not copy from your notes - it is important for you to find out what you can remember

Example Mind Map



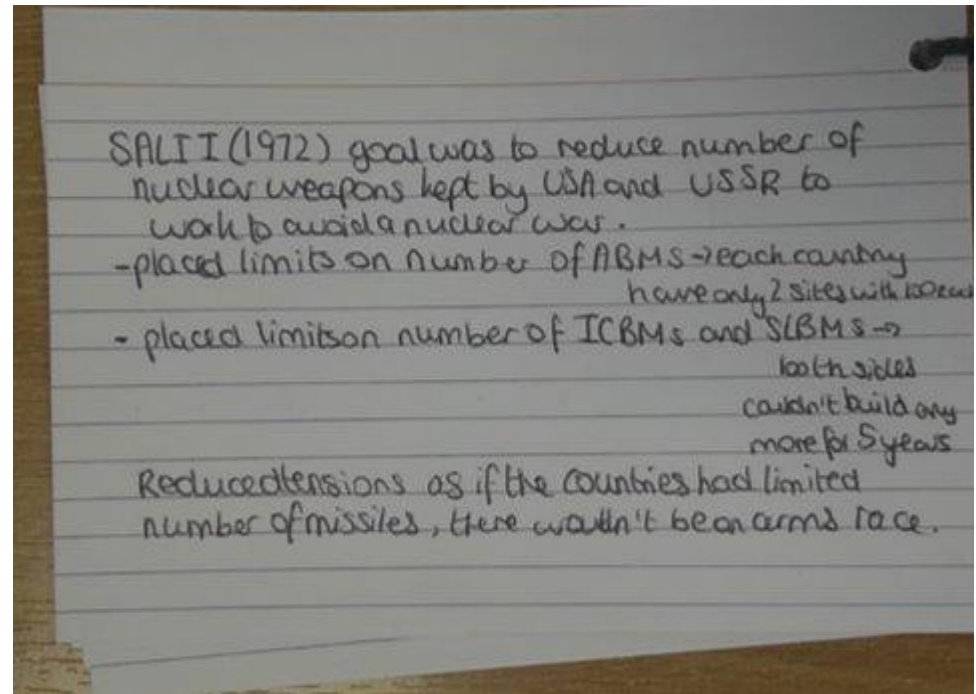
- Main topic is in the centre
- Key information is broken up into different sections
- Use of images as visual cues to help remember certain points
- Colour coding for different sections

Example Flash Card



Front of the flashcard

- Has a key question



Back of the flashcard

- Has a number of short responses, with the key detail, which answer the question

Example Revision Timetable			
	Subject/Time	Subject/Time	Subject/Time
Monday	Computing 5:00-5:30	English 5:40-6.10	Biology 6.20-6.50
Tuesday	Geography 5.00-5.30	RE 5.45-6.15	Chemistry 6.30-7
Wednesday	Maths 5.15-5.45	DT 6.00-6.30	Physics 6.45-7.15
Thursday	RE 10.45-11.15	History 6.00-6.30	Biology 6.45-7.15
Friday	French/Spanish 6.30-7	Geography 7.15-7.45	Chemistry 8-8.30
Saturday	Computing 2.00-2.30	History 2.45-3.15	Physics 3.15-3.45
Sunday	DT 10.00-10.30	Art 10.45-11.15	Biology 11.30-12

Revision Timetable			
	Subject/Time	Subject/Time	Subject/Time
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Year 9		
Subject	Term 1	Resources
Art	<ul style="list-style-type: none"> The grid method - Artist Chuck Close. 	<ul style="list-style-type: none"> https://www.youtube.com/watch?v=GbGoUmRGJvs
Biology	<ul style="list-style-type: none"> Topic 9 - Ecosystems and Material Cycles Topic 1 - Key concepts in Biology 	<ul style="list-style-type: none"> Please refer to your Yardleys Biology Revision Guide which will be handed out in lessons by your class teacher. Keep this until the end of year 11. Your exercise book and DIPs completed in class BBC Bitesize https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f GCSE POD
Combined Biology	<ul style="list-style-type: none"> Topic 1-Key concepts in Biology Topic 2-Cells and Control 	<ul style="list-style-type: none"> Please refer to your Yardleys Biology Revision Guide which will be handed out in lessons by your class teacher. Keep this until the end of year 11. Your exercise book and DIPs completed in class BBC Bitesize https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f GCSE POD

Chemistry	<ul style="list-style-type: none"> • Topic C2 - Matter and Mixtures • Topic C1.1 - Atoms, Periodic Table, and Ionic Bonding 	<ul style="list-style-type: none"> • Please refer to your Yardleys Chemistry Revision Guide which will be handed out in lessons by your class teacher. Keep this until the end of year 11. • Your exercise book and DIPs completed in class • BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zy984j6 • GCSE POD
Combined Chemistry	<ul style="list-style-type: none"> • Topic C2 - Matter and Mixtures • Topic C1.1 - Atoms, Periodic Table, and Ionic Bonding 	<ul style="list-style-type: none"> • Please refer to your Yardleys Chemistry Revision Guide which will be handed out in lessons by your class teacher. Keep this until the end of year 11. • Your exercise book and DIPs completed in class. • BBC Bitesize https://www.bbc.co.uk/bitesize/examspecs/zy984j6 • GCSE POD • Chemistry Knowledge Organiser
Computing	<ul style="list-style-type: none"> • Programming • Impact of technology • App development • Computer systems • Networks 	<ul style="list-style-type: none"> • Knowledge organiser • https://www.bbc.co.uk/bitesize/subjects/zvc9q6f • https://www.bbc.co.uk/bitesize/subjects/z8mtsbk

	<ul style="list-style-type: none"> • Data representation • Web development • Software skills 	
English	<ul style="list-style-type: none"> • Conflict • 'Salt to the Sea' • Close text analysis 	<ul style="list-style-type: none"> • Red exercise book • BBC Bitesize (language and structure features)
French	<ul style="list-style-type: none"> • Food and drinks - verbs for eating, food items, drink items • Tenses revision - present, perfect and near future • Healthy lifestyles - healthy foods, what you do to be healthy, and lead a healthy lifestyle, what you should do and what you are going to do 	<ul style="list-style-type: none"> • Exercise book • Purple Grammar book • K.Os in exercise books • DIP tasks and improvement tasks • K.O revision packs • www.linguascope.com Username: yardleys Password: tyseley1 • www.languagehut.com • (login details glued into back of exercise books)
Geography	<ul style="list-style-type: none"> • Urban change in Birmingham - regeneration around Yardleys School 	<ul style="list-style-type: none"> • Green exercise book • Knowledge Organizers on VLE • BBC bitesize

	<ul style="list-style-type: none"> • The world ocean - how the oceans affect us on land. 	
History	<ul style="list-style-type: none"> • The First World War including: • Causes • Experiences by gender / race • Consequences • Western Front 	<ul style="list-style-type: none"> • Exercise book • Booklets • Knowledge organisers (VLE) • https://www.bbc.co.uk/bitesize/subjects/zk26n39
Maths	<ul style="list-style-type: none"> • Dividing by decimals • Error intervals • Recurring decimals to fractions • Percentages (simple interest, increase, decrease, reverse, percentage change) • Properties of shapes • Angles in parallel lines • Index Laws • Standard form • Ratio • Solving linear equations (inc unknowns on both sides) • Transformations of shapes 	<ul style="list-style-type: none"> • Corbett Maths • Knowledge organisers (VLE and printed) • Exercise book • Assessment Book - Weekly Quizzes
Music	<ul style="list-style-type: none"> • Film and Game Music • Understanding the meaning and application of <i>leitmotif</i>. 	<ul style="list-style-type: none"> • VLE Lesson PowerPoints

	<ul style="list-style-type: none"> • Be able to write the treble and bass clef onto a staff. • Be able to write simple rhythmic and melodic patterns onto the staff. 	
Physics	<ul style="list-style-type: none"> • Topic 1 and 2 (Forces and Motion) 	<ul style="list-style-type: none"> • Please refer to your Yardleys Physics revision Guide which will be handed out in lessons by your class teacher. Keep this until the end of year 11. • Your exercise book and DIPs completed in class. • Edexcel revision guides. • BBC Bitesize https://www.bbc.co.uk/bitesize/examspecs/zqpshv4 • GCSE POD • Physics and Maths tutor: https://www.physicsandmathstutor.com/ • Save my exams: https://www.savemyexams.com/ • Make sure to select GCSE Physics and Edexcel.
Physics (combined)	<ul style="list-style-type: none"> • Topic 1 and 2 (Forces and Motion) 	<ul style="list-style-type: none"> • Please refer to your Yardleys Physics revision Guide which will be handed out in lessons by

		<p>your class teacher. Keep this until the end of year 11.</p> <ul style="list-style-type: none"> • Your exercise book and DIPs completed in class. • Edexcel revision guides. • BBC Bitesize https://www.bbc.co.uk/bitesize/examspecs/zqpshv4 • GCSE POD • Physics and Maths tutor: https://www.physicsandmathstutor.com/ • Save my exams: https://www.savemyexams.com/ • Make sure to select GCSE Physics and Edexcel.
RE	<ul style="list-style-type: none"> • Causes and types of suffering - nature vs nurture • The Story of Job • Examples of suffering studies - Anti-Semitism and Islamophobia • The Inconsistent Triad • Four Buddhist sights of suffering • Dharma, Karma, 4 Noble Truths and Eight-Fold Path 	<ul style="list-style-type: none"> • Revision booklet • Exercise book • Quiz done in class

	<ul style="list-style-type: none"> • Traditions in Buddhism and the Sangha • Buddhist precepts • Teachings about overcoming suffering in Buddhism • Christian schisms, Islamic schism and Jesus's message - teaching and parables (Year 8) • Sikhism, Hinduism, and Judaism (Year 7) 	
Spanish	<ul style="list-style-type: none"> • Food and drinks - verbs for eating, food items, drink items • Tenses revision - present, preterite and near future • Healthy lifestyles - healthy foods, what you do to be healthy, and lead a healthy lifestyle, what you should do and what you are going to do 	<ul style="list-style-type: none"> • Exercise book • Purple Grammar book • K.Os in exercise books • DIP tasks and improvement tasks • K.O revision packs • www.linguascope.com Username: yardleys Password: tyseley1 • www.languagehut.com • (login details glued into back of exercise books)

Yr7 - Industrial Change

- ☐ I can define and classify different jobs into their employment type.
- ☐ I can create a graph to show and then analyse a countries employment structure.
- ☐ I can describe the processes of industrial change.
- ☐ I can give a balanced view of Trans National Corporations.

Geography

Key locations			Key terms		
1	Birmingham	The UK's second largest city and previously home to a lot of manufacturing industry. Went through deindustrialisation and is still being regenerated.	6	Brownfield	A building site that has existing, but abandoned, buildings on it.
2	Lucas electrical	A large factory that used to be in Tyseley less than 1 mile from our school that made car parts, but was closed due to competition from factories in India. The brownfield site it left was used to build houses.	7	Deindustrialisation	The decline in manufacturing and a corresponding growth in tertiary and quaternary industry.
3	Bangladesh	An LIC country on the continent of Asia. Manufactures the third highest amount of clothing in the world (after China & Turkey)	8	Employment structure	The percentage of the population who works in each of the four types of employment.
4	Primark Clothing	A fast fashion brand that makes its clothes in Bangladesh but sells them in the UK - a TNC	9	Globalisation:	The way the world is becoming more interconnected - it is getting easier to do business all over the world.
			10	Greenfield	A building site which has not been built on in the last 500 years.
			11	Industrialisation	The growth of secondary, manufacturing industry as the major way a country gains wealth and development.
			12	Primary Industry	Jobs where people collect things from the Earth, for example miner, farmer or fisherman.
			13	Quaternary Industry	Jobs where people use high-level expertise to develop things to help the other sectors, for example a research scientist.
			14	Regeneration	When a run down urban area is improved
			15	Secondary Industry	Jobs where people build things and make things, for example in factories.
			16	Stakeholder	A person who can be affected by an issue, in a positive or negative way.
			17	Tertiary Industry	Jobs where people provide a service to others, for example healthcare or education.
			18	Trans National Corporation (TNC)	A company that operated in more than one country, for example Nike.
			19	Unemployed	A person without a job.
Models & theory					
5	Trans National Corporation (TNC)	Many of the biggest companies in the world operate in more than one country - not just their shops but their entire business. This is called globalisation . For example, the headquarters will be in a HIC but the factories in an LIC. This is good for the LIC country as the TNCs provide jobs and their workers pay taxes - giving the governments money to develop, improving services like healthcare or education. However, the TNC could take advantage of the LICs need for money, with worse working conditions or environmental damage than a factory in a HIC could be allowed to have.			

- ❑ I can define and correctly spell coastal process vocabulary.
- ❑ I can define and correctly spell coastal landscape vocabulary.
- ❑ I can draw annotated diagrams of both coastal processes and landforms.

Key locations

1	Dorset	Country in the South-West of England with a long coastline.
2	Durdle Door	A sea arch made of limestone located in Dorset
3	Old Harry	A sea stack made of chalk located in Dorset
4	Sandbanks	A spit located in Dorset

Models & theory

5	Longshore Drift	This is how material is transported along a beach. Constructive waves approach in the same direction as the prevailing wind so the swash goes up the beach at an angle, pushing material with it. Backwash brings water back down the beach straight to the sea (as it is powered by gravity) moving the material along like a conveyer belt. Each wave moves more material in the direction of the prevailing wind .
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Key terms

6	Abrasion	A type of erosion. Sand and pebbles wearing away rock like sandpaper.
7	Arch	Part of the sequence of erosion for a headland (cave, arch, stack stump)
8	Attrition	A type of erosion- rocks knocking against each other, breaking pieces off.
9	Backwash	The movement of a wave back down a beach
10	Bay	An area of softer rock that has eroded back
11	Constructive wave	A low energy wave that builds up a beach
12	Deposition	When material is dropped (for example - building up a beach)
13	Destructive wave	A higher energy wave that removes material from a beach
14	Erosion	The wearing away of a coastline by water energy
15	Fetch	The length of water the wind blows over to create a wave
16	Headland	A area of hard, erosion resistant rock that sticks out into the sea.
17	Hydraulic Action	A type of erosion. The force of water hitting a rock face, water is forced into cracks, making them wider and breaking the rock.
18	Prevailing wind	The normal direction the wind blows along a coastline. It pushes the waves in that direction, so Long Shore Drift will move in the same direction.
19	Salt marsh	An area of shallow water and mud sheltered by a spit that has lots of grasses and insects, attracting feeding birds.
20	Solution	A type of erosion. When acids in the water dissolve rocks (limestone & chalk are prone to this)
21	Spit	A beach that sticks out into the sea, attached to land at one end.
22	Swash	The movement of a wave up a beach

Yr8 - Mega cities

- ☐ I can define and locate mega cities.
- ☐ I can use data to explain a point or personal opinion.
- ☐ I can explain the causes and consequences of internal migration.

Geography

Key locations

1	New York	The worlds first megacity
2	India	Second most populated country in the world, an NEE undergoing rapid urbanisation.
3	Mumbai	The biggest city in India, home to 13 million people. In the North-East of the country on the coast of the Arabian Sea (part of the Pacific Ocean)
4	Dharavi	A large slum in the middle of Mumbai. An estimated million people are crammed into less than 1 square mile.

Models & theory

5	Urbanisation	The growth of towns and cities across the world. More than half of all humans now live in cities, for the first time in history. Urbanisation occurs in two ways, through migration - people moving to the city, and natural increase - when birth rate is higher than death rate .
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Key terms

6	Birth rate	The number of babies born per 1000 people in the population.
7	Choropleth Maps	A different way to show number information on a map. The darker the colour, the higher the number (always check the key).
8	Death rate	The number of deaths per 1000 people in the population.
9	Development Indicator	A piece of data that shows how developed a country is, or can be used to compare two countries
10	GDP per head	The total amount of money a country/area makes in a year, divided by population.
11	Infant mortality	The number of deaths of infants under one year old per 1,000 live births.
12	Internal Migration	Migration to another place in the same country.
13	International Migration	Migration to a different country.
14	Life expectancy	The average age a person can expect to live to.
15	Literacy rate	The percentage of a population who can read and write.
16	Megacities	A city that has 10 million people or more.
17	Migration	Moving from one place to another to live.
18	Natural Increase	A method of population growth - when the death rate is lower than the birth rate, so over time there are more people in an area.
19	Proportional circles	A way to show number information on a map. The larger the circle - the larger the number (for example - population).
20	Pull factor	A good thing about a place that attracts you to it.
21	Push factor	A bad thing about a place that makes you want to leave.
22	Quality of life	The standard of health, comfort, and happiness experienced by an individual or group.
23	Slum	A poor quality part of an urban area, usually inhabited by the very poorest people in the city.
24	Urban	Towns and cities.
25	Urbanisation	The growth in the size and population of an urban area.

Yr9 – Oceans

- ☐ I can define and correctly spell ocean vocabulary.
- ☐ I can locate the key locations on a world map.
- ☐ I can explain theories associated with oceans

Key locations

1	5 Oceans	Arctic, Pacific, Atlantic, Indian and Southern.
2	Birmingham, UK	Birmingham is a central city, located in the West Midlands. 106 miles from the nearest coast.
3	Pacific Ocean	Largest ocean lying between the continents of Asia and Australia on the west and North America and South America on the east.

Geography

Models & theory

4	Photosynthesis	Plants take in carbon dioxide and water from the air and soil. The water is oxidized in the plant cell causing it to lose electrons. This transforms water into oxygen that is released into the air, and the carbon dioxide is turned into glucose for the plant.
5	Eutrophication	Ocean waters become rich in nutrients as debris runs off of the land into the water. This adds phosphorus, nitrogen and other plant nutrients to the water which causes plant life to grow on the surface of the water (e.g. Algae). This blocks off sunlight to the plants on the ocean floor creating less photosynthesis, therefore creating less oxygen.
6	Sea levels rising	Global warming causes ice sheets to melt which adds sea water into the ocean, additionally water expands as it gets warmer (thermal expansion) meaning the ocean rises as the temperatures increases.
7	Circular economy	A model of production and consumption. It shows how a product is made, used and then recycled. This means the materials can be used for future products.

Key terms

8	Flooding	Water covering or submerging dry land.
9	Holocene	Current Geological time period after the Pleistocene period.
10	Low-lying areas	Land that is at or near sea level.
11	Recycle	Action of converting waste into reusable material
12	Resource	Any physical material from the Earth that people need and value.
13	Thermal expansion	As ocean temperatures warm water molecules expand causing the sea levels to rise.
14	Tsunami	Series of ocean waves that sends surges of water onto land.

Conflict & Tension: The First World War 1894-1918

History

Part One: Causes

The MAIN long-term causes of the First World War:

If something is 'long-term' it occurs over a long period of time (decades or even centuries). Below are the long-term causes of the First World War. These were all things that were building tension in Europe before the war broke out in 1914.

Militarism is when a country builds an army to be the strongest. This leads to war because it build tension between countries and means that when an event triggers a war, countries will be more prepared for conflict. Militarism links to imperialism because countries need a strong military to conquer other countries. It also links to nationalism because countries feel really proud of their military.

An alliance is almost like a 'friendship' between countries. When countries form an 'alliance,' they agree to support one another in a time of conflict. The two main alliances in the First World War are called the Triple Alliance and the Triple Entente. The alliance system can cause tension and can turn a war between two countries into a 'world war.'

Imperialism is when a country take land abroad to build an empire. This can increase a countries wealth, power and influence. Imperialism increasing competition between countries which in turn, builds tension and envy.

Nationalism is almost like an extreme patriotism. It is when people feel very proud of their country and feel that they are superior (better than other countries). This can lead to a war because countries might want to prove that they are the best. Furthermore, people who have nationalistic ideas, will do anything for their country. This might lead to some extreme actions that might have severe consequences (e.g. the Assassination).

The Arms Race (1897-1914): This is when the countries of Europe were competing to have the biggest and strongest military.

- **The Arms Race on land:** By 1870, the countries of Europe had spent over £90 million on the military between them, by 1914, that figure had risen to almost £400 million. Germany's spending alone had increased by 73%.
- **Military Plans:** The countries of Europe were highly suspicious of one another in the decades leading up to WW1. They were all making plans for what they would do if there was a war. For example, in 1897, Germany started formulating the Schlieffen Plan
- **Anglo-German Naval Race:** Britain's navy was the strongest in the world and the Kaiser wanted Germany's to be a close second. The Kaiser also wanted the German Empire to rival the British Empire, (Britain owned 25% of the world). In 1898, the Kaiser announced that he was building 41 new battleships. In 1906, the British unveiled the HMS Dreadnought, a superior battleship. Germany and Britain started to compete for the most Dreadnoughts and by 1914, Britain had 29 and Germany had 17. Germany was also building U-Boats.

The Alliance System: By 1907, Europe was split into two main alliances.

Triple Alliance	Countries	Germany, Austria-Hungary and Italy.	Triple Entente	Countries	Britain, France and Russia
	Date	1882		Date	1907
	Why?	Germany was threatened by the 'encirclement' & wanted to avoid fighting on two fronts.		Why?	Britain joined the existing Franco-Russian alliance in response to the growing power of Germany

Remember

On this paper, you need good specific evidence (dates, names, statistics). Use the timelines to revise these!

1879: The 'Dual Alliance' between Germany & Austria-Hungary.

1882: Triple Alliance is signed.

1897: Germany starts writing the Schlieffen Plan and the Kaiser announces 'Weltpolitik.'

1905: The first Moroccan Crisis AKA the Tanger Crisis

1907: The Triple Entente is signed.

1911: The Second Moroccan Crisis

June 1914: The Assassination of Archduke Franz Ferdinand sparking WW1.

1881: The Scramble for Africa begins.

1892: The Franco-Russian Alliance signed.

1898: The Kaiser announces the building of 41 battleships.

1906: British unveil the HMS Dreadnought and the International Conference in Algieras.

1908-09: The Balkan Crisis

1912-13: The Balkan Wars

Trench warfare

1	Where was the Western Front?	France and Belgium
2	What was No Man's Land?	The area between the two sides' trenches
3	What was trench foot?	A painful condition of the feet, caused by exposure to cold water or mud
4	What is shell shock?	Post-traumatic stress from fighting in the First World War
5	What is shelling?	Using big artillery guns to fire explosive bombs (shells) at the enemy
6	What is chlorine gas?	A chemical weapon that produces yellow-green smoke. It reacts with water to form an acid and would suffocate victims

Equipment and cleanliness

7	How can you prevent gas attacks?	Wearing a gas mask
8	What is a tropical uniform?	Thin clothing for soldiers in hot and humid climates
9	What did sepoy use instead of grenades?	Jam jars filled with dynamite

Types of soldiers

10	Who were Algerian soldiers?	Soldiers from North Africa, part of the French Empire
11	Who were the sepoy?	Indian soldiers who fought for the British
12	Who were the labourers?	People who are given work that requires hard exercise, such as digging or working as a mechanic
13	What does segregated mean?	Where a group are kept away or apart from others
14	What were Pals battalions?	A unit of up to 1000 soldiers that were from the same area, or had signed up together

Birmingham in the war

15	What was the home front?	The way a war impacts the people who are not fighting
16	What is rationing?	Limiting the amount of food people can buy so there is enough for everyone
17	Who were canaries?	Women working in weapons factories, the chemicals made their skin yellow

Year 9 Revision Guide

Evil and Suffering

Different beliefs include:

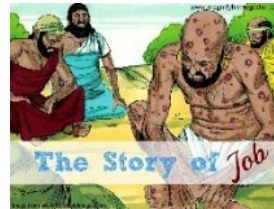
- God is testing our loyalty. "God does not burden a soul more than it can bear." (Qur'an)
- Adam and Eve brought suffering into the world. "Through painful labour you will have children." (Bible)
- The Devil tempts people into evil.
- Ones karma produces good or evil. "He becomes pure by pure deeds and evil by evil deeds." (Vedas)



The Story of Job

A story whereby Job loses his animals, family and goods but rather than curse God he says "Even if God were to kill me, I will still trust him." (Bible)

This story encourages religious people to see suffering as a test they can overcome with patience and resilience.



Types of Evil and The Inconsistent Triad

Moral Evil: Evil man causes others, e.g. war, murder, theft etc.

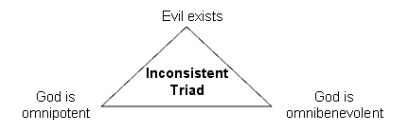


Natural evil: Evil caused in nature, e.g. tsunamis, volcanoes and floods.



These are evils and they cause death, destruction of homes and habitats.

Some say God cannot be loving and powerful if he allows evil. This is known as the Inconsistent Triad.



Anti-Semitism and Persecution

Anti-Semitism: a hatred or dislike to Jews.

Worsened by the war in Gaza. But Jews have faced a history of persecution including:

- Blood libels
- The Holocaust
- Deicide
- Poisoning the wells causing the Black Death



The Hebrew Bible teaches that suffering could be a punishment from God but also that many people have greatly suffered and emerged victorious. Consider the story of the Israelites who were imprisoned in Egypt and found their way back to the Holy Land with the support of Moses. "I know their sorrows. But the more they were oppressed, the more they multiplied and became strong." (Hebrew Bible)

Islamophobia and Persecution

Islamophobia: a hatred or dislike of Muslims.

We studied Uighur Muslims in Reformation Camps in China who are unable to:

- Eat halal food
- Wear religious clothing
- Pray
- Read the Qur'an

Some journalists have reported it to be 'cultural genocide.' Some Muslims see it as a test and say they will be rewarded in the after life if they overcome their suffering since, "God does not burden a soul more than it can bear." (Qur'an)



Suffering in Buddhism

The Buddha saw four sights of suffering upon leaving the palace.

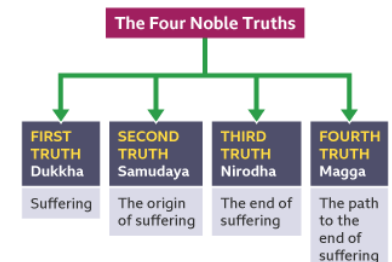
1. Old man
2. Sick man
3. Dead body
4. Holy man



He came to realise dukkha exists.

"Some suffer too much, others too little." (Buddha)

The Four Noble Truths are the Buddhist truths of suffering existing.



The Three Poisons and The Eight-Fold Path

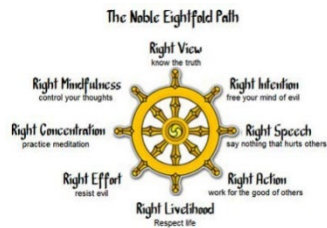
The Buddha taught suffering is caused by anger (or hatred), ignorance and greed.

He said if people are too attached to these things they will suffer.

"The cause of all pain and suffering is ignorance." (Buddha)

"The root of suffering is attachment." (Buddha)

But following the Middle Way helps overcome suffering.



The Sangha

This is the Buddhist community including:

- Buddhist monks
- Buddhist nuns
- The Lay Buddhists

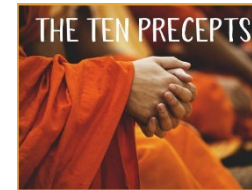
Lay Buddhists follow five precepts, whereas the monks and nuns aim to follow ten.

Similar precepts (in five):

- Do not kill
- Do not steal etc.

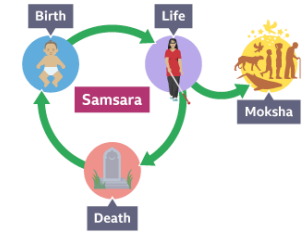
Different precept (in ten):

- Do not eat in the afternoon
- Do not sleep on a luxurious bed.



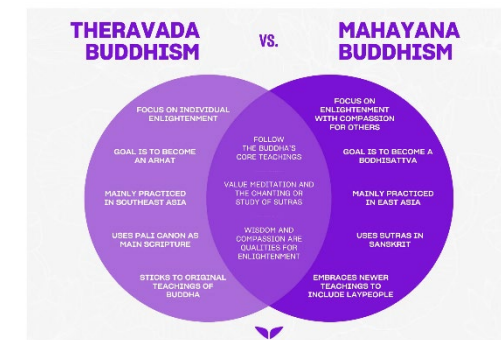
Buddhist Goals and Traditions

Reincarnation is tied to karma. If one has good karma this will benefit them in the future. All buddhists wish to achieve enlightenment (moksha) and break free from the cycle of samsara.



Therevada: Focus on becoming an arhat and individual enlightenment.

Mahayana: Aim to support others achieve enlightenment.



1. Explain two ways the Buddha taught suffering could be overcome. (6 marks)

P:	E:
P:	E:

Q:

Origin of quote _____

2. Explain two causes of suffering according to the Buddha. (6 marks)

P:	E:
P:	E:

Q:

Origin of quote _____

3. Explain two types of evil. (4 marks)

P:	E:
P:	E:

4. Explain the significance of two teachings within the Eight-Fold Path in Buddhism. (4 marks)

P:	E:
P:	E:

Les légumes – Vegetables

(a) L'ail – garlic
 Le brocoli - broccoli
 Les aubergines – aubergines
 Les carottes – carrots
 Les champignons – mushrooms
 Le chou – cabbage
 Les concombres - cucumbers
 Les courgettes - courgettes
 Les épinards – spinach
 Les frites – chips
 Les haricots verts – green beans
 Le maïs – sweetcorn
 Les oignons – onions
 Les petits pois – peas
 Le poireau – leek
 Les pois chiches – chick peas
 Les pommes de terre – potatoes
 La salade – salad
 Les poivrons – peppers

Les fruits - Fruit

(b) Les abricots – apricots
 Les ananas – pineapples
 Les bananes – bananas
 Les cerises – cherries
 Les citrons – lemons
 Les fraises – strawberries
 Les framboises – raspberries
 Le melon – melon
 Les mûres – blackberries
 Les myrtilles – blueberries
 Les noisettes – hazelnuts
 Les oranges – oranges
 Le pamplemousse – grapefruit
 Les pêches – peaches
 Les poires – pears
 Les pommes – apples
 Les raisins – grapes
 Les raisins secs – raisins
 Les tomates - tomatoes

Les boissons - Drinks

(c) La bière – beer
 Les boissons gazeuses – fizzy drinks
 Le café – coffee
 Le chocolat chaud – hot chocolate
 Le cidre – cider
 Le coca – Coca Cola
 L'eau – water
 L'eau minérale – mineral water
 Le jus d'orange – orange juice
 Le lait – milk
 La limonade – lemonade
 Le thé – tea
 Le vin - wine

La viande - Meat

(d) L'agneau – lamb
 Le bœuf – beef
 Le canard – duck
 Le jambon – ham
 Le porc – pork
 Le poulet – chicken
 La saucisse – sausage
 Le saucisson – salami
 Le steak – steak
 Le veau – veal

Les poissons / les fruits de mer – Fish / Seafood

(e) Le crabe – crab
 Les crevettes – prawns
 Les huîtres – oysters
 La morue – cod
 Les moules – mussels
 Le saumon – salmon
 Le thon – tuna
 La truite - trout

Les desserts - Desserts

(f) Les crêpes – pancakes
 Le fromage – cheese
 Le gâteau (au chocolat) – (chocolate) cake
 Les pâtisseries – pastries
 Les yaourts – yoghurts
 La glace – ice cream
 à la vanille – vanilla
 à la pistache – pistachio

Le riz – rice
 Les pâtes – pasta

Les snacks - snacks

(g) Les bonbons – sweets
 Les biscuits – biscuits
 Les chips – crisps
 Les barres de chocolat – chocolate bars

Le petit-déjeuner - Breakfast

(h) Le pain – bread
 Le beurre – butter
 Les céréales – cereal
 La confiture – jam
 Le miel - honey
 Les croissants - croissants
 Le pain grillé – toast
 Les tartines – slices of bread

Year 9 French Revision 2 – Autumn Term: Opinion

Les opinions

(a)

Opinions

J'aime	<i>I like</i>
J'adore	<i>I love</i>
Je n'aime pas (du tout)	<i>I don't like (at all)</i>
Je déteste	<i>I hate</i>
Je préfère	<i>I prefer</i>
bien que ce soit...	<i>even though it is...</i>
parce que c'est...	<i>because it is...</i>
goûteux/savoureux	<i>tasty</i>
(trop) sucré	<i>(too) sweet</i>
(trop) épicé	<i>(too) spicy</i>
sain	<i>healthy</i>
malsain	<i>unhealthy</i>
salé	<i>salty</i>
gras	<i>fatty</i>
délicieux	<i>delicious</i>
sans goût	<i>tasteless</i>
dégoûtant	<i>disgusting</i>
bon pour la santé	<i>good for your health</i>
mauvais pour la santé	<i>bad for your health</i>
Je ne peux pas manger de	<i>I cannot eat any...</i>
Je ne peux pas boire de	<i>I cannot drink any...</i>
Je suis allergique	<i>I am allergic</i>
Je suis musulman	<i>I am Muslim</i>
Je suis végétarien	<i>I am vegetarian</i>

Manger

to eat

(b)

Je mange	I eat
Tu manges	You (sg) eat
Il, elle mange	He, she eats
Nous mang <u>e</u> ons	We eat
Vous mangez	You (pl) eat
Ils, elles mangent	They eat

Boire

to drink

(c)

Je bois	I drink
Tu bois	You (sg) drink
Il, elle boit	He, she drinks
Nous buvons	We drink
Vous buvez	You (pl) drink
Ils, elles boivent	They drink

Prendre

to take/to have

(d)

Je prends	I have
Tu prends	You (sg) have
Il, elle prend	He, she has
Nous prenons	We have
Vous prenez	You (pl) have
Ils, elles prennent	They have

The partitive articles

(e)

These articles are used when talking about a quantity of something, and means 'some'. Although you don't always use the word 'some' in English, you always do in French.

de = some

- **la → de la** (before feminine nouns)
- **l' → de l'** (before nouns starting with a vowel and a silent h)
- **les → des** (before plural nouns)
- **le → du** (before masculine nouns)

e.g. Je mange **des** fraises tous les jours. I eat (some) strawberries every day.

However, you always use 'de' (any) in a negative sentence. → Je ne mange pas **de** fraises.

La fréquence

tous les jours
une fois par semaine
deux fois par semaine
parfois / quelquefois
de temps en temps
la plupart du temps
souvent
rarement
toujours
en semaine
le week-end

(a) Frequency

everyday
once a week
twice a week
sometimes
from time to time
most of the time
often
rarely
always
in the week
at the weekend

Les repas

pour le petit-déjeuner *at breakfast*
pour le déjeuner *at lunch*
pour le goûter *at snack time*
pour le dîner *at dinner*

(b) Meals

Commander

Vous désirez? What would you like?
C'est tout? Is that all?
Quel parfum? What flavour?
Combien de boules? How many scoops?
C'est combien? How much is it?
Comme boisson? For drinks?
Je voudrais... I would like...
un cornet a cone
un pot a tub
un plat régional a regional dish
une spécialité a speciality

Ordering food

Les quantités

un kilo de
un demi kilo de/
cinq cent grammes de
un litre de
une bouteille de
un paquet de
un pot de
une boîte de
une tablette de

Quantities

a kilo of
half a kilo of/
500g of
a litre of
a bottle of
a packet of
a jar/pot/tub of
a box of
a bar of

un morceau de
une cuillère
une tranche de
un bol de
une tasse de
un verre de
une assiette de

A piece of
A spoonful of
A slice of
a bowl of
a cup of
a glass of
a plate of

Il faut
Il faut acheter

You need
You need/must
buy

The past tense is used to say what someone did. To form this tense:

1. Pronoun (who is doing the action)
2. Part of 'avoir' (meaning 'have' or 'has' [column 1])
3. The **past participle** (past action verb) [column 2]

J'ai	mangé (ate) bu (drank) pris (took/consumed) fait (did) joué (played)
Tu as	
Il/Elle a	
Nous avons	
Vous avez	
Ils/Elles ont	

Mode de vie

Il est essentiel/
important/
nécessaire de manger...
Il (ne) faut (pas) boire...
C'est/ Ce n'est pas bon
pour...
le coeur/le cerveau.
les cheveux/les dents.
les muscles/les os.
la peau/les yeux.
la santé.

Il y a des vitamines/fibres/
protéines.

Il y a trop de sucre/grasses.

Lifestyle

It is essential/
important/
necessary to eat
You must (not) drink
It is/It isn't good
for...
the heart/the brain.
the hair/the teeth.
the muscles/the bones.
the skin/the eyes.
the health.

There is/are vitamins/fibre/
protein (in it).

There is too much sugar/fat
(in it).

Impersonal structures

Use these for saying:

- what you **must do**: **il faut** + infinitive
- what is **important**, etc. **to do**:

Il faut/Il ne faut pas			+ infinitive:
Il est	important	de/d' de ne pas	manger ...
	essentiel		boire ...
	nécessaire		prendre ...
			avoir ...

The near future tense is used to say what someone is going to do. To form this tense:

- Take the present tense of the verb 'aller' (to go).
- Add an infinitive verb.

Mode de vie sain

Que fais-tu pour vivre
sainement?

Pour garder la forme...

Je fais beaucoup de sport.

Je joue au foot/tennis.

Je mange au moins cinq
fruits et légumes par jour.

Je mange à des heures
régulières.

Je mange équilibré/
sainement.

Je bois un litre et demi d'eau
par jour.

Je dors huit heures par nuit.

Healthy lifestyle

What do you do to live
healthily?

In order to stay healthy...

I do a lot of sport.

I play football/tennis.

I eat at least five fruits
and vegetables per day.

I eat at regular times.

I eat a balanced diet/
healthily.

I drink one and a half
litre of water per day.

I sleep eight hours per night.

je vais	I am going
tu vas	you are going
il, elle va	he, she is going
nous allons	we are going
vous allez	you are going
ils, elles vont	they are going

Infinitive verbs

manger: to eat

boire: to drink

éviter: to avoid

The pronoun en

En means 'of them', 'of it', 'some' or 'any'.

It comes before the verb:

Tu manges **des fruits et des légumes**? →

Oui, j'**en** mange cinq par jour.

Do you eat **fruit and vegetables**? →

Yes, I eat five **of them** per day.

Tu fais **du sport**? → Non, je n'**en** fais pas.

Do you do **any sport**? → No, I don't do **any**.

Le petit-déjeuner - Breakfast

Le pain – bread

Le miel - honey

Le beurre – butter

Les croissants - c

Les céréales – cereal

Le pain grillé – to

La confiture – jam

Les tartines – slice

Las comidas

¿Qué desayunas?
¿Qué comes?
¿Qué meriendas?
¿Qué cenas?

Desayuno ...

Como ...

Meriendo ...

Ceno ...

carne con verduras

cereales

fruta

galletas

magdalenas

pasta

patatas fritas

pescado con

ensalada

pizza

pollo

tostadas

un bocadillo

a

Meals

What do you eat for breakfast?

What do you eat for lunch?

What do you eat for tea?

*What do you eat for
supper/dinner?*

For breakfast I eat ...

For lunch I eat ...

For tea I eat ...

For supper/dinner I eat ...

meat with vegetables

cereal

fruit

biscuits

fairy cakes

pasta

chips

fish with salad

pizza

chicken

toast

a sandwich

siempre

generalmente

normalmente

a veces

de vez en cuando

todo el tiempo

c

always

usually

normally

sometimes

from time to time

all the time

¿Qué bebes?

Bebo ...

Cola Cao

té

zumos de naranja

No meriendo.

No desayuno nada.

Nunca como.

¿A qué hora

desayunas/cenas?

Desayuno a las ocho.

Como a mediodía.

Ceno después de las nueve.

b

What do you drink?

I drink ...

*Cola Cao (drinking
chocolate)*

tea

orange juice

I don't have tea.

*I don't have anything for
breakfast.*

I never have lunch.

*At what time do you have
breakfast/dinner?*

*I have breakfast at eight
o'clock.*

I have lunch at midday.

*I have dinner after nine
o'clock.*

Verbs of eating

desayuno

como

bebo

ceno

meriendo

suelo comer

suelo beber

intento comer

intento beber

d

= I have breakfast

= I eat

= I drink

= I have dinner

= I have a snack

= I usually eat

= I usually drink

= I try to eat

= I try to drink

¿Qué te gusta comer?	a <i>What do you like eating?</i>
Me gusta (mucho) comer ...	<i>I (really) like eating ...</i>
No me gusta (nada) comer ...	<i>I don't like eating ... (at all).</i>
A veces como ...	<i>I sometimes eat ...</i>
Nunca como ...	<i>I never eat ...</i>
Me gusta beber ...	<i>I like drinking ...</i>
Nunca bebo ...	<i>I never drink ...</i>
Normalmente como ...	<i>Normally I eat ...</i>
El fin de semana pasado comí ...	<i>Last weekend I ate ...</i>
Mañana voy a comer ...	<i>Tomorrow I'm going to eat ...</i>

<u>Describing food</u>	b
contener	= to contain
contiene	= it contains
contienen	= they contain
mucho/os/a/as	= a lot of / lots of
poco/os/a/as	= little
demasiado/os/a/as	= too many
fibra	= fibre
sal	= salt
grasa	= fat
azúcar	= sugar
vitaminas	= vitamins
proteínas	= protein
carbohidratos	= carbohydrates
minerales	= minerals

En el restaurante	c <i>At the restaurant</i>
¿Qué vas/va a tomar?	<i>What are you (familiar/polite) going to have?</i>
De primer plato ...	<i>As a starter ...</i>
De segundo plato ...	<i>As a main course ...</i>
De postre ...	<i>As a dessert ...</i>
quiero ...	<i>I'd like ...</i>
fruta	<i>fruit</i>
pescado	<i>fish</i>
pollo	<i>chicken</i>
un flan	<i>a crème caramel</i>
un helado (de chocolate)	<i>a (chocolate) ice-cream</i>
una ensalada	<i>a salad</i>
una paella (de mariscos)	<i>a (seafood) paella</i>
una sopa	<i>a soup</i>
unas gambas	<i>some prawns</i>
¿Para beber?	<i>And to drink?</i>
(Quiero) ..., por favor.	<i>(I want/I'd like) ..., please.</i>
agua	<i>water</i>
una Coca-Cola	<i>a Coca-Cola</i>
una limonada	<i>a lemonade</i>
Tengo hambre.	<i>I'm hungry.</i>
No tengo hambre.	<i>I'm not hungry.</i>
Tengo sed.	<i>I'm thirsty.</i>
La cuenta, por favor.	<i>The bill, please.</i>

Palabras muy útiles normalmente de nada nunca algo mucho/a/os/as	b <i>Very useful words</i> <i>normally</i> <i>of, about</i> <i>nothing</i> <i>never</i> <i>anything, something</i> <i>a lot of</i>
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Los números	Numbers	quinientos	500
cien	100	c seiscientos	600
ciento diez	110	setecientos	700
doscientos	200	ochocientos	800
trescientos	300	novecientos	900
cuatrocientos	400	mil	1000

Una dieta sana la comida sana la comida malsana el agua (f) el café el pescado la Coca-Cola la fruta la leche las galletas las patatas fritas las verduras los caramelos los huevos los pasteles	b <i>A healthy diet</i> <i>healthy food</i> <i>unhealthy food</i> <i>water</i> <i>coffee</i> <i>fish</i> <i>Coca-cola</i> <i>fruit</i> <i>milk</i> <i>biscuits</i> <i>crisps</i> <i>vegetables</i> <i>sweets</i> <i>eggs</i> <i>cakes</i>
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En el mercado ¿Qué quieres? un kilo de ... dos kilos de ... medio kilo de ... quinientos gramos de ... jamón manzanas peras queso tomates uvas zanahorias un cartón de leche un chorizo una barra de pan una botella de agua una lechuga ¿Algo más? Sí, quiero ... por favor Nada más, gracias. ¿Cuánto cuesta? Un euro. Dos euros y veinte céntimos. Ochenta céntimos.	a <i>At the market</i> <i>What would you like?</i> <i>a kilo of ...</i> <i>two kilos of ...</i> <i>half a kilo of ...</i> <i>500 grams of ...</i> <i>ham</i> <i>apples</i> <i>pears</i> <i>cheese</i> <i>tomatoes</i> <i>grapes</i> <i>carrots</i> <i>a carton of milk</i> <i>a chorizo (spicy Spanish sausage)</i> <i>a baguette/loaf of bread</i> <i>a bottle of water</i> <i>a lettuce</i> <i>Anything else?</i> <i>Yes, I'd like ...</i> <i>please</i> <i>Nothing else, thanks.</i> <i>How much is it?</i> <i>One euro.</i> <i>€2.20.</i> <i>Eighty cents.</i>
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La vida sana

Para llevar una vida más sana,
(no) debes ...
beber agua frecuentemente
beber alcohol
beber muchos refrescos
comer comida basura
comer fruta y verduras
comer menos caramelos
dormir ocho horas al día
fumar cigarrillos
hacer deporte
frecuentemente
tomar drogas

Healthy life

*To lead a healthier life you
should (not) ...
drink water often
drink alcohol
drink a lot of fizzy drinks
eat junk food
eat fruit and vegetables
eat fewer sweets
sleep eight hours a night
smoke cigarettes
do sport often
take drugs*

a

Healthy living

duermo 8 horas	= I sleep 8 hours
juego al fútbol	= I play football
practico deportes	= I do sports
voy al gimnasio	= I go to the gym
hago ciclismo	= I do cycling
como mucha fruta	= I eat a lot of fruit
no fumo	= I don't smoke
no bebo alcohol	= I don't drink alcohol
no tomo drogas	= I don't take drugs
evito la comida basura	= I avoid junk food

c

Quiero bajar de peso.

Quiero llevar una vida más sana.

¿Qué debo hacer?

Una vida más sana

Voy a llevar una vida más sana.

Voy a comer bien.

No voy a beber alcohol.

Nunca más voy a fumar cigarrillos.

I want to lose weight.

I want to lead a healthier life.

What must I do?

A healthier life

I'm going to lead a healthier life.

I'm going to eat well.

I'm not going to drink alcohol.

I'm never going to smoke cigarettes again.

b

Key phrases

estoy preocupado/a	= I am worried
estoy gordo/a	= I am fat
perder peso	= to lose weight
pesar	= to weigh
engordar	= to gain weight
adelgazar	= to slim down
para estar en forma	= to be in good shape
para llevar un vida más sana	= to lead a healthier lifestyle
para sentir mejor	= to feel better
para no engordar	= to not put on weight
deberías	= you should
no se debe	= you mustn't

d

