

Summer 2 - Year 9 Name:



Just reading through your books or a knowledge organiser is not always an effective way to revise. Instead, you should do something with the information. Choose an example of the revision methods on the pages or see if you can come up with another method.

The knowledge is evolutionary not revolutionary. Approximately half the knowledge is new and half helps you revise. Many of the activities are changing. We hope you enjoy them.

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Idea

Plant Cell

Make some flash cards or PowerPoint slides. Make top trumps.



Make a poster.



Draw spider diagrams, or for the adventurous mind maps.









Write a quiz. Design a game.

strip.

Explanation

Write down key words, auotation, auestions or equations on one side of a card. On the other side, write the definition or answer. Use them to test yourself.

Turn your notes into posters with lots of colour and illustrations. Summarising the key information in a different way is an effective way of learning and your brain will remember the colours more easily. Do the title last!

Write the topic/keyword in the centre of your page. Add everything you know in subtopics. Then explore each subtopic in turn adding more ideas. Colour/pictures help you recall.

Are there songs that stick your head. Change the lyrics to the information you want to learn. If you record and listen back it will be a more fun way of revising.

If you teach something to someone else the chance of recalling it is really high. This has been found to be the most effective way of learning something for the long term.

Take the keywords or facts that you need to learn and turn them into a story or a cartoon. The sillier the story the more likely you are to remember it.

Playing is how we learn as young children and it is a very powerful way of learning throughout life. If we enjoy the game it helps us remember.

Sharing the Love of Reading: 11-16-year olds







Adding colour/tone:







Year 9 Plastic forming and 3D CAD – Summer term

3D CAD - Computer Aided Design



Plastic forming

You will be forming plastic in the workshop to make a phone holder. It will be made from one piece of acrylic. You will be using the line bender or strip heater to bend/form your acrylic.



You will need a jig to bend your acrylic into a specific shape. Once your acrylic has been softened you will bend your acrylic around your chosen jig. What PPE do you think you will need when doing this process?

https://www.youtube.com/watch?v=-s1d4xy6uiw – watch this video which shows you how to make a phone holder with acrylic and using a line bender.

Another way of forming/shaping plastic in the workshop is with a vacuum former. We will show how this works.

https://www.youtube.com/watch?v=cbV8Wbympig – watch this video to learn how vacuum forming works.

These products have been made with a vacuum former or line bender. Have a look at plastic products at home and see if any have been vacuum formed or produced or a line bender.





CAD is the use of computers to enable users to perform certain functions in the design process. Siemens Solid Edge 3D is the programme we use in the Academy for 3D CAD.



Designers use 3D CAD to develop their ideas and to communicate them to stakeholders. They would need to present their final design in isometric and orthographic projections. Both projects are important to provide clarity to others.



3D Solid Edge allows you to draw your product in 3D isometric and it will also project this as an orthographic drawing. It will also generate a parts and materials list. This information is crucial for communicating details to a third party.

https://www.youtube.com/watch?v=JZ-6AfadSQI Watch this video for a Solid Edge tutorial.



Solid Edge allows you to render (add colour and texture) to a product. This shows what your product would look like.

Career paths for those interested in CAD/CAM: Architect, Graphic designer, illustrator, textile designer, fashion designer, engineer, furniture designer, product designer.

Festival Food

WORKING TOWARDS A BRIEF

For your last practical's for year 9 you are working towards a BRIEF. This means you need to understand what the brief is asking you and select dishes that are suitable.

The brief: The dishes should celebrate the cuisine and culinary tradition of a chosen culture and demonstrate a range of skills.

Factors to consider when planning for a brief

- How much time do you have to cook.
- What equipment do you need.
- Do you have the culinary skills to make the dish.

Festival food should....

- Be served quickly meaning some elements need to be made in advance.
- Be eaten with your hands or just a fork with throw away packaging.
- Colourful, there will be competition!



What skills should you demonstrate?

- Independently following a recipe
- Possibly adapting a recipe.
- Tasting and seasoning your dish appropriately.
- A range of reparation skills e.g. high quality chopping skills, accurately weighing ingredients, kneading, mixing etc.
- Cooking skills e.g. baking, roasting, boiling, simmering.











	Fitness testing for perfor	mance	
Component of fitness	Fitness test	Advantages	Disadvantages
Aerobic Endurance	Multistage fitness test Cones are place 20m apart. You run between the sounds of the beep which gradually gets faster.	 You can test many people at once Tests maximum effort 	 Scores can be subjective The conditions can affect the result
Agility	Illinois Agility test Using a set course, compete in quickest time possible	 Cheap and easy 	 Human error or weather can affect the results
Bada	Body Mass index (BMI) BMI= Weight (kg) ÷ Height (m) × Height (m)	 Easy to complete 	 Misleading results
Composition	Skinfold test Use callipers to measure skin on bicep, <u>tricep</u> , shoulder blade and hip.	 Accurate percentage of body fat 	 Specialist equipment needed
Flexibility	Sit and reach test Both feet against the box reaching forward and measure in centimetres.	Quick and easyWell known	 Arms and leg length can affect result
Muscular Endurance	Sit up and press up tests Count how many sit ups or press ups completed in one minute	 Quick and easy Little equipment needed 	 Incorrect technique will affect results
Muscular	Grip Dynamometer	 Simple and easy 	 Equipment affects
Power	Vertical Jump test Standing side on, jump and mark the wall with chalk, jumping as high as possible.	 Quick and easy 	 Technique can affect results



Components of Physical Fitness

Aerobic Endurance

The ability of the heart and lungs to work hard to supply nutrients and oxygen to the muscles during exercise.

Muscular Endurance

The ability of the muscles to work efficiently for long periods of time

Speed

The ability to cover a distance quickly. There are 3 types of speed (Accelerative speed, Pure speed and Speed Endurance.

Muscular Strength

The maximum force, measured in kilograms (Kg) or newtons (N) that can be generated by a muscle or group of muscles.

Flexibility

The range of motion in all joints of the body and the ability to move a joint fluidly through its complete range of movement.

Body Composition

The amount of fat to fat-free muscle mass.

Components of Skill-related Fitness

Agility

The ability of a sports performer to quickly change direction without losing balance or time

Balance

The ability to maintain your centre of mass over a base of support. There are two forms of balance (static which is maintaining balance in a stationary position and Dynamic which is maintaining balance while in motion)

Co-ordination

The ability of the body to work together to move smoothly and accurately

Power

The ability to use strength and speed. It is the work done in a unit of time and is calculated in the following way Power = Force (Kg) x Distance (m) / time (mins or seconds)

Reaction time

The time taken for a sports performer to respond to a stimulus, for example, the time taken for a sprinter to react to the starter gun.



Methods of training

Circuit training — This involves a number of different activities that can be sport-specific or tailored to help improve certain levels of fitness.

Continuous training — This is training at a steady pace, moderate intensity to develop aerobic endurance. At least 30 minutes of steady running is an example of continuous training.

Fartlek training — This is a form of continuous training but the intensity is changed by running at different speeds over different terrains.

Interval training - This method requires periods of exercise followed by rest and recovery periods.

Plyometric training - This training develops sport-specific explosive power and strength.

Flexibility training — The method to develop flexibility at a joint. This is conduction using stretching. The three stretching categories are Static, Ballistic and Proprioceptive Neuromuscular Facilitation (PNF)

Speed training — Speed training can take many forms and can be sport specific. The three types of sprints are Acceleration, Interval and Hollow sprints.

Weight training - Weight training is a form of interval training and involves using reps and sets of reps.



Can you try these exercises at home? They are easy, free and works wonders for your core!



Fitness questions (Complete this using either a computer or paper)



Which fitness test is this?

- 2. What form of exercise can be used in continuous training?
- 3. Provide an advantage of the multistage fitness test
- 4. Which method of training uses reps and sets?
- 5. 'The ability of the muscles to work efficiently for long periods of time' is a definition of which fitness component?
- 6. How would you work out your BMI?
- 7. What is Plyometric training?
- 8. What are the three stretching categories?
- 9. Why would incorrect techniques affect the reliability of the press up or sit up test?
- 10. This is a skin calliper. What does this measure?

Using the link below or scan the code, to access BBC Bitesize to revise and test yourself on Health and Fitness training. www.bbc.co.uk/bitesize/topics/zp9d7ty

Create a <u>two week</u> fitness programme for a British athlete. Your athlete is training for the Olympic Games. Consider the FITT principle, methods of training and fitness tests your athlete could use to help.

You could use this template as an idea.

	Activity	Method of training	Component of fitness or test
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Once you have created this programme, complete this for yourself to test the quality of your programme.











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Knowledge Organiser: Year 9 Summer Term Part 2 - Understanding computers and data representaion

Summary

Computers use binary - the digits 0 and 1 - to store data. A binary digit, or bit, is the smallest unit of data in computing.... Binary numbers are made up of binary digits (bits), . The circuits in a computer's processor are made up of billions of transistors

Boolean algebra and <u>truth tables</u> can be used to describe logical expressions. The most common Boolean operators are AND, OR and NOT (always in capitals). Each operator has a standard symbol that can be used when drawing logic gate circuits.

A bit pattern could represent different types of data including text, image, sound and integer.

Computers require input hardware, processing hardware and output hardware. The hardware that defines a computer is the CPU and memory. Without these a computer could not function. The CPU and memory work together to run programs.

CPU - executes programs using the fetch-decode-execute cycle.

Memory - stores program operations and data while a program is being executed. There are several types of memory, including: registers, cache, RAM and virtual memory.

t Q

Decimal, binary and hexa decimal



		1	Boolea	in Algebi	ra				
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Tut	h Table		Truth Tab	ie .	Truth Table				
nput A	Output Q	Input A	Input B	Output Q	Input A	Input B	Output		
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1 0		0	1	0	0	1	1		
		1	0	0	1	0	1		
		1	1	1	1	1	0		

Central Processing Unit

The Central Processing Unit or CPU is arguably the most important component of a computer. You can think of the CPU is being like the brain in a human.

It is responsible for all of a computer's processing.

The Fetch – Decode – Execute cycle

The CPU operates by repeating three operations:

FETCH – causes the next instruction and any data involved to be fetch ed from main memory DECODE – decod es the instruction to make sure it

can be carried out

EXECUTE – carries out the instruction

Rep eat



Key Vocabulary

KEEP

CALM

GO

Clock speed	The speed of a computer CPU, measured in hertz.
Cache	A piece of temporary memory. It can refer to a part of the RAM, storage disk, CPU, or an area for storing web pages.
CPU	Central Processing Unit - the brains of the computer that processes program instructions. Also called a microprocessor.
Execute	To run a computer program.
GHz	Gigah ertz. One billion h ertz p er s econd = one gi- gah ertz. This is a measure of frequency and is used to describe bus speeds and CPU clock speeds.
Hardw are	The physical parts of a computer system, e.g. a graphics card, h ard d isk drive and CD drive.
Mother- board	The circuit board inside a computer that houses the CPU, memory and connections to other devices.
RAM	Memory that is constantly being written to and read from. It does not retain its contents without a constant supply of power, i.e. when a computer is turned off, everything stored in its RAM is lost.
Registers	The section of high speed memory within the CPU that stores data to be processed.
Software	Software is the programs that run on a computer.
Virtual memory	A section of a computer storage drive which is temporarily used as RAM.
	PC Components

http://bit.ly/2Qxi9ab

BBC

Bitesize



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Topics covered

- What is Norwich like?
- Natural/man-made features
 How is Norwich changing?
- ✓ Do geographical ideas and theories work in Norwich?
- ✓ What are data types?
- \checkmark How can I collect data?
- ✓ How can I present data?
- What does my data tell me?

Designed by KMU for Open Academy 2019

Year 9 Knowledge Organiser: Local Fieldwork Project – Norwich

Key Ideas:

- 1. I can define my local area
- 2. I can describe different areas within Norwich
- 3. I can ask geographical questions about my local area
- 4. I can test ideas and theories about my local area
- 5. I can report on the findings of my local area investigation

Skills

- To use GIS (digital mapping) to describe/ locate my local area
- $\hfill\square$ To use mapping to investigate features
- □ To collect primary (my own) data on my local
- environment (could also be secondary data)
- To construct tables/graphs/sketches to record observations
- □ To write a detailed analysis of results



Key Terms Used in this Unit

□ Primary data □ Secondary data □ Hypothesis □ Transect □ Sampling □ Bi-polar analysis □ Fieldsketch □ Pie chart □ Scattergraph □ Radar graph □ **C**orrelation □ Proportional symbols □ Averages (mean/mode/median) □ **C**onclusion □ Judgement □ Reliability □ Limitations

Places and

Environments

✤ Open Academy

✤ Heartsease

* Norwich

✤ Trowse

Walk

✤ Riverside

* Anglia Square

✤ Gentlemans

Chapelfield

Evaluation

Norwich has seen many changes to its Land Use over time. Sometimes this was driven by transport changes, WW2, new housing demand and retail changes.



A 'hypothesis' is a type of $\ensuremath{\mathsf{auestion}}$ or idea that could be tested to be True or false.



Are there any ideas that could be tested linked to the previous images?





A good fieldwork project always introduces the study area in detail.



How would you introduce the location of Norwich?

Line graphs enable us to compare types of data. If the data is linked it will show a Diagonal trend line.





No correlation There is no relationship between the two variables

Can you think of 2 types of data that would be linked?

Norwich is continuing to grow outwards over time. This means that the surrounding countryside is being lost to 'urban' land use.

The demand for housing is the main cause of recent changes along with the building of new main roads.

The NDR is now built. Currently there is on-going debate about the need to link up the A47 and the NDR to enable a 'ring road' type scenario.

Environmental groups and members of the public have voiced concerns over the route.

Business leaders are in favour of moving ahead with the plans.



Broads Authority Area joutside the GNLP area

Do you think that the NDR – A47 link is a good idea?

Why do house prices keep rising?



Once data has been analysed it is important to re-visit the original hypothesis. Ideally you will have different types of data as evidence. You must then make summary statements and observations about what this told you.



Why is it important that you have good data?

Number of respondents in each age category **5**-14 **1**5-24 ≡ 25-34 35-44 45-54 **55-64 65**+

Pie graphs are good ways to show data but why are they so effective?

Does Norwich need a restricted housing development

'green belt' like Cambridge and London?

Arguably the most important part of an investigation is the Evaluation. Here you can weigh up the successes and failures. In Geography admitting you made mistakes is a good thing, its also a chance to say how you could improve the project if done again.





What have you learned about your project?





German

Soundfile

Module 5: Wir gehen aus (We are going out)

Here is the vocabulary you will need for Stimmt 2, Module 5.

Kleider	/Klamotten	 Clothes
---------	------------	-----------------------------

der Rock	skirt
der Mantel	coat
der Anzug	suit
der Kapuzenpulli	hoodie
die Jeanshose (die Jeans)	jeans
die Hose	trousers
das Kleid	dress
das Hemd	shirt
das T-Shirt	T-shirt
die Schuhe (pl)	shoes
die Stiefel (pl)	boots
die Sandalen (pl)	sandals

www.textivate.com

Username: openacademy Password: surname800 Go to 'my resourses' to find your work.

Keep practising your German vocabulary on <u>www.quizlet.com</u> and <u>www.memrise.com</u>

Ask you German teacher for more details.

In this Module you will learn how to:

- Discuss clothes and style
- Talk about plans for a date
- Talk about getting ready to go out
- Talk about how the date went
- Talk about uniforms
- Create publicity material





Wie ist es? • What is it like?

kurz	short
lang	long
weit	wide-leg, baggy
schmal	slim-leg, skinny
schick	smart
locker	casual
kariert	checked
gepunktet	spotty
gestreift	stripy

Soundfile

Was trägst du?

What do you wear/are you wearing?

Ich trage ... einen kurzen Rock einen langen Mantel einen schicken Anzug einen lockeren Kapuzenpulli eine weite Hose eine schmale Jeanshose a pair of skinny jeans ein kariertes Hemd ein gepunktetes Kleid ein gestreiftes T-Shirt schicke Stiefel

I wear/am wearing ... a short skirt a long coat a smart suit a casual hoodie

a baggy pair of trousers a checked shirt a spotty dress a stripy T-shirt smart boots

Ein erstes Date • A first date

Was wirst du machen?	What will you do?
Ich werde	I will
die Karten im Voraus	buy the tickets in advance
kaufen	
einen guten Film	choose a good film
auswählen	
früh ankommen	arrive early
abholen	pick up
etwas Schickes anziehen	put on something smart
genug Geld mitnehmen	take enough money
	with me
mit dem Bus in die Stadt	go by bus to town
fahren	
ins Kino gehen	go to the cinema
essen gehen	go out to eat

<u>Soundfile</u>



Wie ist dein Stil? • What is your style?

lässig	informal	
sportlich	sporty	
trendig	trendy	Soundfile
klassisch	classic	



Soundfile Ich mache mich fertig

I get myself ready

Ich style mir die Haare. I style my hair. Ich mache mir die Haare. I do my hair. Ich putze mir die Zähne. Ich schminke mich. Ich ziehe mich an. Ich sehe mich im Spiegel an. Ich benutze ein Deo. Ich wähle meine Kleider aus.

I clean my teeth. I put make-up on. I get dressed. I look at myself in the mirror. I put deodorant on. I choose my clothes.

Soundfile



Diskussion und Debatte

Discussion and debate

Viele/Einige Leute sagen	Many/Some people say
Meiner Meinung nach	In my opinion
Erstens	Firstly
Zweitens	Secondly
Schließlich	Finally
Du hast gesagt, aber ich denke	You said, but I think
Auf der einen Seite	On the one hand
Auf der anderen Seite	On the other hand





- Carlos	
41	Some

Oft benutzte Wörter					
• H	ligh-frequency words				
wenn	when (if)				
immer	always				
zum Beispiel	for example				
zuerst	first of all				
seit	since (for)				
für	for				
möglich	possible				
pro Jahr	peryear				
nächstes Jahr	next year				
teuer	expensive				
alle	all/everyone				
um zu	in order to				

Read the Strategy Box to help memorise vocabulary.

Strategie 5

Aktiv lernen - online!

Learning is about doing. Try to memorise vocabulary actively and creatively by using some of these ideas.

- Use an online app to record yourself saying the German words and their English meaning – use this to test yourself.
- Make some online flashcards and then play the games and activities created with them.
- Create word shapes with your vocabulary, like this one:

traditionell unbequem zu altmodisch o sportlich trendig

Soundfile

Year 9 - Russian Revolutions and Jack the Ripper

Key words	
Tear	Monarch or emperor of Russia
Autocracy	A political system where the country is ruled by one monarch who holds all political power
Revolution	A sudden and significant change to the political system in a country, usually involving the overthrow of the previous government or ruler
Bolshevik	Name of the Russian Communist Party who take control of Russia in 1917
Lenin	Leader of the Bolsheviks until his death in 1924
1905 Revolution	Russia's first Revolution in which the Tsar's power is threatened but survives with some minor changes
February Revolution	Takes place in 1917 and sees the overthrow of the Tsar and his replacement with the 'Provisional Government'
October Revolution	Takes place in 1917, led by the Bolsheviks, and sees the overthrow of the Provisional Government
Jack the Ripper	Nickname given to a serial killer who killed at least five prostitutes in Whitechapel in 1888
Whitechapel	The very poor area of London in which 'Jack the Ripper' carried out his murders.

Russia in 1905

By 1905, the vast majority of Russia was still a backward country mostly based on farming. Peasants worked hard and were often vulnerable to famine and disease. However, they were very religious and very loyal to the Tsar of Russia.

In 1905 Russia had its first Revolution. Although the protesters mostly did not wish to overthrow the Tsar they did demand some changes. This had 3 main causes:

- Ongoing poverty and inequality in Russia, and as inflation, hunger and taxation increased the peasants began to protest
- The Russian army/navy were humiliated by the Japanese in the Russo-Japanese war, so people were angry and some blamed the Tsar
- Bloody Sunday was a protest in the capital city of St. Petersburg where the Tsar ordered his troops to shoot the protesters

in	February 1917 Revolution	October 1917 Revolution
nive.	Caused by the Tsar's failure to end the war	Caused by the Provisional Government's failure to
	despite its effects on the Russian people.	end the war, despite promising they would.
es.	Caused by increasing demands for democracy in	Caused by the actions of the Communists who
	Russia by many different political groups.	wanted Russia to become a Communist country.
e	Caused by ongoing poverty and suffering in Russia.	Caused by ongoing poverty and suffering in Russia.
e of	Led to the creation of a Provisional Government	Led to the replacement of the Provisional
	who planned to bring in free elections	Government with a Communist government
	Although they imprisoned much of their opposition,	Once in power, the Bolsheviks fought the Russian
	the Government eventually lost control and the	Civil War against those who wanted the Tsar to
	Bolsheviks took power	return. They won and remained in power.

Despite a large amount of opposition in 1905, Tsar Nicholas II was able to survive and introduce only very limited changes.

However, in 1917 there were two revolutions in Russia that changed the country forever. On the right are some of the key features of both. o sn academy

'Jack the Ripper'

In Whitechapel in 1888 the murders of five prostitutes were strongly suspected to be the work of a single person. Although the murderer was never caught, he was given the name 'Jack the Ripper'.

The murders took place in the area of Whitechapel, London. It was possible for the killer to escape partly because the crime rate in Whitechapel was so high.

Prostitutes were often victims of violent crime; they were alone with men, spent a lot of time out at night and many had no family able to protect them.

The victims

1. Mary Ann Nichols- 31st August 1888

Mary was found dead in the middle of the street. She had had her throat cut and her belly sliced open.

2. Annie Chapman- 8th September 1888

Annie Chapman was found in a yard, again with her throat cut and her belly sliced open. The fact that many people were close by suggests the killer was silent. Elizabeth Long reported seeing Annie talking to a foreign gentlemen with a shabby genteel appearance.

3. Elizabeth Stride- 30th September 1888

Elizabeth Stride was found dead in a pub back yard. Her throat had been cut however the killer had been disturbed before he could mutilate her body. This seemed to anger him and he went in search of another victim.

4. Catherine Eddowes- 30th September 1888

Later that same night Catherine Eddowes was murdered in Mitre Seuare. The killer was clearly frustrated by his earlier failure as the cuts were deeper and more frantic than the others.

5. Mary Jane Kelly- 9th November 1888

This was the most gruesome of the murders. Mary Kelly invited the murderer back to her home where the murder took place. Jack the Ripper spent hours mutilating her body. This was the most gruesome murder by far.

Why wean't the killer caught?

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It is likely that, had he been around today, Jack the Ripper would have been caught. However there were several reasons why he was able to get away with it.

Some of these have to do with the failures of the Police at the time:

- The police ignored and sometimes destroyed key evidence, such as writing on Catherine Eddowes' wall (a crime scene)
- The two police forces involved did not communicate well with each other
- · The police offered no reward for information
- Much of the evidence the police used came from unreliable witnesses

However, there were also factors outside of Police control:

- Whitechapel was like a maze which made it easy for criminals to hide and escape
- The press were very critical of the police and mocked even some of their sensible tactics
- Many fake letters were sent to the police, claiming to be from the killer.

Structure analysis checklist:	Language analysis checklist:	Evaluate
 Zoom in/out Repetition of an image/idea Links and connections between paragraphs Shifts: 	 Link to task Relevant quote Meaning of quote Method named Effects explained 	 The impressions you have of the text in relation to a statement The methods the writer has used to create these impressions How the particular methods create these impressions
- Inside to outside (and vice versa) - focus - time - topic - setting/place - mood/atmosphere - description to dialogue (and vice versa)	 Word zoomed in on Meaning of word Implied meanings Aim higher: layers of meaning 	 <u>Methods</u> Linguistic devices – simile, metaphor, personification, repetition, rhetorical question etc. Word choices – nouns, adjectives, verbs, adverbs etc. Sentence forms – fragment, simple, compound, complex
Checklist:1. Capitals2. Full stop .3. Exclamation !4. Question ?5. Comma ,6. Apostrophe '7. Ellipsis8. Semi colon ;9. Colon :	criptor from GCSE assessment criteria 14: simple vocabulary Good Light Happy 15: effective vocabulary ative Positive Bright Jolly 16: sophisticated vocabulary 17 Fantastic Brilliant Ecstatic 18: 7-9: ambitious vocabulary oral Virtuous Dazzling Elated	 Literary devices and word class Metaphor – a literal comparison – she was a monster Personification – human qualities – the grass danced in the wind Simile – as/like/as if – he was like a man possessed Onomatopoeia – the sound words – bang, pop, sizzle Alliteration – same starting sounds - really rather raucous Lists – to emphasise many reasons Verbs – doing words Adjectives – describing words Nouns – objects or abstract things e.g. love Adverbs – describe doing words e.g. wrote neatly connotations of words – associations – night-time = mystery
	Structure analysis checklist:	Structure analysis checklist: Zoom in/out Repetition of an image/idea Links and connections between paragraphs Shifts:

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Activities:

- Look up and define any of the key words in the purple box that you don't feel confident with.
- Look, cover and copy the key words in the purple box. Do this each day until you get the spelling of them correct.
 You could complete your learning of these words by getting a parent or sibling to test you on all of them.
- Read the extract from The Hobbit by J. R. R Tolkien the next page. Write down all of the adjectives you can see.
 Next to them, using a thesaurus if you have one, write synonyms that are more ambitious. For example, 'nice' 'pleasant', 'gracious', 'congenial'.
- Draw a picture of a Hobbit hole. Surround it with words you would use to describe them (adjectives).
- Using the blue box to help you, try to create 10 metaphors. Use the theme of fantasy to inspire them. Example the
 tree waved like a huge crowd moving towards the entrance to a music concert.
- Using the blue box to help you, create 10 similes. Use the theme of fantasy to inspire them.
 Example the stars moved across the sky like fireworks sparkling across the dark sky.
- Write a short story (200-300 words) that fantasy. Use first or third person and past or present tense, but make sure that this is consistent throughout. Use as many of the literary devices in the blue box as you can and make sure you include nouns, adjectives, verbs and adverbs that are ambitious and effective. Plan your story before you begin, using the narrative arc model on the next page.
- Read a book that explores elements of fantasy (there is a link below). Then, write a review of it (100-200 words), detailing what you found most enjoyable and perhaps, what you didn't like so much. Imagine you are writing it for a website that young readers will look at to decide what to read next. The link below will take you to free audio books... including The Hobbit!
- After reading this extract one student said that the author has described the hobbit as a fussy character. Using language structure and form explain your opinion of this statement.
- Analyse a piece of your writing and write a commentary of your choices. Explain why you have used certain word and language device choices.

https://stories.audible.com/start-listen.

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The Hobbit by J. R. R. Tolkien

In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare, sandy hole with nothing in it to sit down on or to eat: it was a hobbit hole, and that means comfort. It had a perfectly round door like a porthole, painted green, with a shiny yellow brass knob in the exact middle. The door opened on to a tube shaped hall like a tunnel: a very comfortable tunnel without smoke, with panelled walls, and floors tiled and carpeted, provided with polished chairs, and lots and lots of pegs for hats and coats the hobbit was fond of visitors. The tunnel wound on and on, going fairly but not quite straight into the side of the hill The Hill, as all the people for many miles round called it and many little round doors opened out of it, first on one side and then on another. No going upstairs for the hobbit: bedrooms, bathrooms, cellars, pantries (lots of these), wardrobes (he had whole rooms devoted to clothes), kitchens, dining rooms, all were on the same floor, and indeed on the same passage. The best rooms were all on the left-hand side (going in), for these were the only ones to have windows, deep set round windows looking over his garden and meadows beyond, sloping down to the river. This hobbit was a very well-to-do hobbit, and his name was Baggins. The Bagginses had lived in the neighbourhood of The Hill for time out of mind, and people considered them very respectable, not only because most of them were rich, but also because they never had any adventures or did anything unexpected: you could tell what a Baggins would say on any question without the bother of asking him. This is a story of how a Baggins had an adventure, found himself doing and saying things altogether unexpected. He may have lost the neighbours' respect, but he gained well, you will see whether he gained anything in the end. The mother of our particular hobbit ... what is a hobbit? I suppose hobbits need some description nowadays, since they have become rare and shy of the Big People, as they call us. They are (or were) a little people, about half our height, and smaller than the bearded Dwarves. Hobbits have no beards. There is little or no magic about them, except the ordinary everyday sort which helps them to disappear guietly and guickly when large stupid folk like you and me come blundering along, making a noise like elephants which they can hear a mile off. They are inclined to be fat in the stomach; they dress in bright colours (chiefly green and yellow); wear no shoes, because their feet grow natural leathery soles and thick warm brown hair like the stuff on their heads (which is curly); have long clever brown fingers, good natured faces, and laugh deep fruity laughs (especially after dinner, which they have twice a day when they can get it). Now you know enough to go on with. As I was saying, the mother of this hobbit of Bilbo Baggins, that is was the fabulous Belladonna Took, one of the three remarkable daughters of the Old Took, head of the hobbits who lived across The Water, the small river that ran at the foot of The Hill. It was often said (in other families) that long ago one of the Took ancestors must have taken a fairy wife. That was, of course, absurd, but certainly there was still something not entirely hobbitlike about them, and once in a while members of the Took clan would go and have adventures.

YEAR 9 - REPRESENTATIONS ...



What do I need to be able to do?	Keywords	Add Fractions
 By the end of this unit you should be able to: Oidd, Subtract and multiply fractions Find probabilities using likely outcomes Use probability that sums to 1 Estimate probabilities Use Venn diagrams and frequency trees Use sample space diagrams Calculate probability for independent events Use tree diagrams 	Event: one or more outcomes from an experiment. Outcome: the result of an experiment. Intersection: elements (parts) that are common to both sets Union: the combination of elements in two sets. Expected Value: the value/ outcome that a prediction would suggest you will get. Universal Set: the set that has all the elements Systematic: ordering values or outcomes with a strategy and sequence. Product: the answer when two or more values are multiplied together.	Multiply Fractions





A job that relies on probability:



An actuary is a business professional who analyses the financial consequences of risk. Actuaries use mathematics, statistics, and financial theory to study uncertain future events, especially those of concern to money and business. Actuaries may work for insurance companies, consulting firms, government, employee benefits departments of large corporations, hospitals, banks and investment firms, or, more generally, in businesses that need to manage financial risk. A career as an Actuary is better described as a "business" career with a mathematical basis than as a "technical" mathematical career.

Actuaries are in high demand, with starting salaries ranging from £35,000 to £50,000.

YEAR 9 — REPRESENTATIONS...

Algebraic Representation





A job that relies on algebra:

Computer Programmer Computer programmers write the instructions that list the steps a computer must do to perform a task. These instructions are called programs or software. Programmers use a special computer language to write the software. Computer programmers often work in a specific area, such as engineering or science.

Skills such as patience, persistence, logical thinking, and the ability to work under pressure are looked for by employers. School subjects that can be helpful range from computer science, mathematics, physics, English, electronics, chemistry and biology.

Year 9 RS: How do Muslims interact with culture and society?

	Key words
Allah	The God in Islam
Quran	The Holy book in Islam
Moseue	The place of worship in Islam
Muhammad	The last prophet in Islam
Irham	The set of white clothing that all Muslims wear whilst on Hajj
Tawaf	Walking 7 times in an anti-clockwise direction around the Kaaba in Mecca.
Mecca	The holy city in Saudi Arabia.
Eid ul Fitr	A celebration or festival that occurs at the end of Ramadan.
Ramadan	A holy month of fasting and prayer.

The 5 Pillars of Islam.

- Muslims take an oath to only worship Allah and that they believe that Muhammad is the messenger of Allah.
- Muslims pray 5 times a day.
- Muslims give charity (Zakat) to the poor.
- Muslims fast during the month of Ramadan.
- Hajj is the pilgrimage to Makkah.

Muslims are monotheistic and worship one, all-knowing God, who in Arabic is known as Allah. Followers of Islam aim to live a life of complete submission to Allah. They believe that nothing can happen without Allah's permission, but humans have free will.

<u>The Shahadah (1ST Pillar)</u>

The Shahadah is the first pillar of Islam It is the belief that there is only one God and that Muhammad is His messenger. The Shahadah is the Muslim declaration of faith in Allah. It is the pillar on which all the other pillars are based. Muslims will say the Shahadah many times during their lives. In particular they will:

• Repeat it many times each day Whisper it into the ear of their new-born baby.

• Teach it to their children as soon as they are old enough to learn it. Hope that it will be the last words to cross their lips before they die.

There is no God but Allah and Muhammad is the messenger' of Allah.'

<u>Salah (2nd Pillar)</u>

Salah is the second pillar of Islam, 'Salah' means 'prayer' in Arabic.It is every Muslim's duty to pray to Allah five times a day.

Muslims often stand shoulder to shoulder when praying as a sign of the equality of humans before Allah.

Salah does not have to take place in a Moseue. It can be carried out in any public place as long as: it begins with washing (called wudu). This is a special kind of washing. The place is clean. Muslims use a prayer mat to make sure of this. All prayer mats have a directional arch on them, which is pointed to Makkah.

<u>Hajj (5th Pillar)</u>

Hajj is the fifth pillar of Islam. It is a journey to Makkah to take part in a very special ceremony which lasts three to five days.

Every adult Muslim should go on Hajj at least once in their life. Some Muslims save for many years to be able to afford to go.

Hajj shows that everyone is equal in the eyes of Allah. Everyone wears the same clothes and does the same things.

The Ka'aba is a special building that stands in the centre of Mecca. Thousands of Muslims walking around the Ka'aba at the same time. The walk around it in an anti-clockwise direction, seven times.

Hajj takes place every year during the month of Ramadan. Pilgrims travel to the city of Makkah from all over the world.

Hajj promotes equality and fellowship amongst Muslims. It creates a sense of belonging and brotherhood amongst them.

They are given special titles after they return from Hajj. A man is called a Hajji and a woman is called a Hajja.

Zakah (3rd Pillar)

Zakah is the third pillar of Islam. It means charity. It is the amount of money that every Muslim who is financially able must pay to support people who are poor and needy. Zakah should be given once a year, and should be paid to a moseue or to Zakah organisations such as Islamic relief or Muslim Hands. Every Muslim must give 2.5% of their surplus money to Zakah. Zakah money helps people less fortunate than those who give it. Paying Zakah is a test of honesty-a Muslim cannot live happily with himself if he does not pay Zakah.

Sawm (4th Pillar)

Sawm is the fourth pillar of Islam. It means fasting. When fasting, Muslims do not eat or drink anything. Muslims practise Sawm by fasting every year in the month of Ramadan. During Ramadan, Muslims fast from until sunset.

By practising Sawm, a Muslim develops sympathy for suffering. It also demonstrates discipline and obedience to Allah

Muslims do not have to fast if they are under 12, too old, pregnant, breastfeeding, travelling or sick. At the end of each day the family gets together to break their fast as a group. They eat dates and drink water before anything else each night because this is what Muhammad recommended. During Ramadan, Muslims who are fasting will eat a large meal, before the sun rises (dawn) in order to set themselves up for a day without food and water.



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World Music

Samba Music

- Originates from Brazil and is often played at carnivals and festivals
 - Can have up to 2000 people in a band, all playing percussion instruments whilst marching to stay in time
 - Uses polyrhythms and a fast tempo

American Music Often referred to as Country and Western Music, it relies heavily on guitars and drums Often patriotic, religious and deals with adult content Repetitive and easy chords but with strong melodies and lyrics

Bhangra Music

- Bhangra is a fusion of traditional Indian Raga music and British influences.
- It developed in the underground party scene of Indian and Pakistani immgrants who had moved to the UK in the 1970/80's
- It uses music technology and traditional singing styles and raga scales

Reggae Music

- Originates from Jamaica in the 1960's
- Uses syncopation (off-beat) and a rock-steady tempo
- Bob Marley was the King of Reggae music and made it famous worldwide
- Uses instruments such as drums, guitars, keyboards and trumpets

Chinese Music

- The most recognisable feature of Chinese music is the use of the pentatonic scale, which uses all the black keys on a western keyboard.
 - It usually uses flutes, stringed instruments, cymbals and gongs
- The music is soothing, played at a rubato tempo and is meant to reflect nature

Modern British Music

- Famous British artists and bands include The Beatles, Oasis, Rolling Stones, Queen, Elton John and Coldplay
- Grunge, grime, dubstep, punk, soft rock
 are all subgenres of British music
- Often have eccentric personalities and unique singing styles

Song	gwi	ritin	g														
1)	De	cide on	the st	ructure	on vo	ur song	using i	ntrodu	tions, vers	es. chor	uses ar	nd bride	es				
2)	Ch	oose yo	our cho	ord pro	gressio	n for ea	ch sect	tion	,				,				
3)	Ad	Id a sing	gle me	lody lir	e to ea	ch secti	on usir	ng impr	ovisation b	efore se	ttling o	on a rep	eating	pattern	that car	n be alter	ed slightly in
	pit	tch or re	everse	d to ad	d contra	ast and	intere	st									
4)	Ad	ld harm	ony us	ing ap	propria	te interv	vals										
5)	Ad	ld lyrics															
6)	Fir	nally, ch	ioose v	vhich i	nstrume	ents to u	use in y	your ar	angement								
C F G A C D B n F D T G E n A F#	F G G A Bb C D E i ii n Dm n Em n Gm n Am		jor Key C A A D E F D G E A I C C C C D A F C G C A E	vs: C, E m F m F m Bt im C F#m D V Vi 3 Am 4 Bm 5 Dm 5 Em 5 F#m	C, F, G &	A ii Dm7 Em7 Gm7 Bm7 Bm7 C I D C F E G A	V G7 G7 D7 E7 V F Ar G Br Bb Dr C Er D F#	I Dmaj7 Fmaj7 Gmaj7 Amaj7 i V n G m A n C m D tm E	E	United	Minor 2nd	Major 2n	d Minor Jed	Major Ird	Diminished 4t	h Perfect-4tth	Augmented -Rth
I iii	i IV	V	II	V I	V	II	V ii	V	-0)							
C Em D F#r	n F m G	G A	C F	; C 3 D	G A		F Drr G Err	G A			-	-	b •	b •	>	4.0	•
F Am G Bm A C#	n Bb n C m D	C D E	F E G C A I	Bb F G D A	C D E	F E G A	Bb Grr C An D Br	n C n D n E	J J	Diminished 51	Perfect 5th	Augmented	th Minor 6th	Major 6th	Minor 7th	Major 7th	Perfect Octave
			www.piano	keyboard-gui	de.com												



Year 9 Knowledge Organiser: Willy Russell – Blood Brothers

WHO

Willy Russell was born in Liverpool in 1947, to a working class family; his father worked in a factory and his mother was a nurse. he left school at 15 and became a women's hairdresser, before returning to education age 20 and eventually becoming a teacher.

Willy Russell continues to be one of the most celebrated and widely produced writers of his generation with works regularly being produced throughout the world as well as in the UK.

WHAT

The first play Russell wrote was Keep Your Eyes Down (1971) and performed at the Edinburgh Fringe Festival in 1971. In 1974 Russell wrote John, Paul, George, Ringo and Bert, a musical about The Beatles, winning the Evening Standard and London Theatre Critics awards for the best musical of 1974.

Alongside further stage works, One for the Road (1976)and Stags and Hens (1978). Commissioned by the Royal Shakespeare Company, Educating Rita premiered at the Warehouse, London in 1980 and transferred to the West End. In 1986.

Russell wrote Shirley Valentine which went on to an acclaimed West End and Broadway run. Both Shirley Valentine and Educating Rita became feature films with Michael Caine, Julie Walters and Pauline Collins all receiving Oscar nominations for their respective roles, as did Russell for his Educating Rita screenplay.

Russell's other worldwide theatrical success has been Blood Brothers, about a pair of twins separated at birth and brought up in completely different environments.

THEMES AND IS	SUES	
CLASS	NATURE v's NURTURE	FATE
VIOLENCE	SUPERSTITION	

BLOOD BROTHERS - PLOT

Deserted by her husband, Mrs Johnstone already has five children and is expecting twins. She cleans house for childless Mrs Lyons who offers unofficially to adopt one of the babies.

Mrs Johnstone reluctantly agrees; she knows that the child will be well brought up in a rich household. But, there is a prophesy that twins parted at birth will die when they discover the truth, and both mothers do their best to keep the twins, Mickey and Edward, separated.

The situation becomes harder for both women when Mickey and Edward meet while playing in the street and when an immediate bond is formed. They become "blood brothers". Distraught Mrs Lyons moves to the country. Soon after, Mrs Johnstone is rehoused nearby and the boys meet again and fall in love with the same girl, Linda.

But as Edward goes on to higher education, Mickey must take a boring job as Linda is pregnant. After marrying Linda he loses his job. He turns to crime but gets caught and sent to jail. On his release he becomes dependent on tranquillisers. Linda turns to Edward, now a councillor, for help. Edward gets Mickey a job - and a house. Mrs Lyons tells Mickey that Edward is having an affair with Linda and Mickey goes after Edward with a gun. He finds him at a meeting but cannot shoot him - until Mrs Johnstone bursts in and tells them the truth – that she gave Edward, his twin, away.

Mickey kills Edward and in turn is shot by the police.

DRAMATIC CONVENTIONS

PROLOGUE – A separate, introductory section of a play.

DRAMATIC IRONY – When the audience know something that the characters on stage don't.

MULTI ROLE – PLAY – When one actor plays a range of roles in a performance.

NON-NATURALISTIC – A performance that does not look like real life. It may include a range of dramatic techniques such as tableaux, narration, thought tracking or song + dance.

BRECHTIAN - A performance in the style of Bertolt Brecht – a drama practitioner who believed that the audience should be made to think as well as feel.

COMIC RELIEF – A break from sad events in a play – creates a humorous response from the audience.

ENSEMBLE – A group of actors who perform together for a more theatrical impact.

NARRATOR - A character who directly addresses the audience with new information, tells us that time has passed, or gives opinions.

FORESHADOWING- The play begins with what happens at the end.