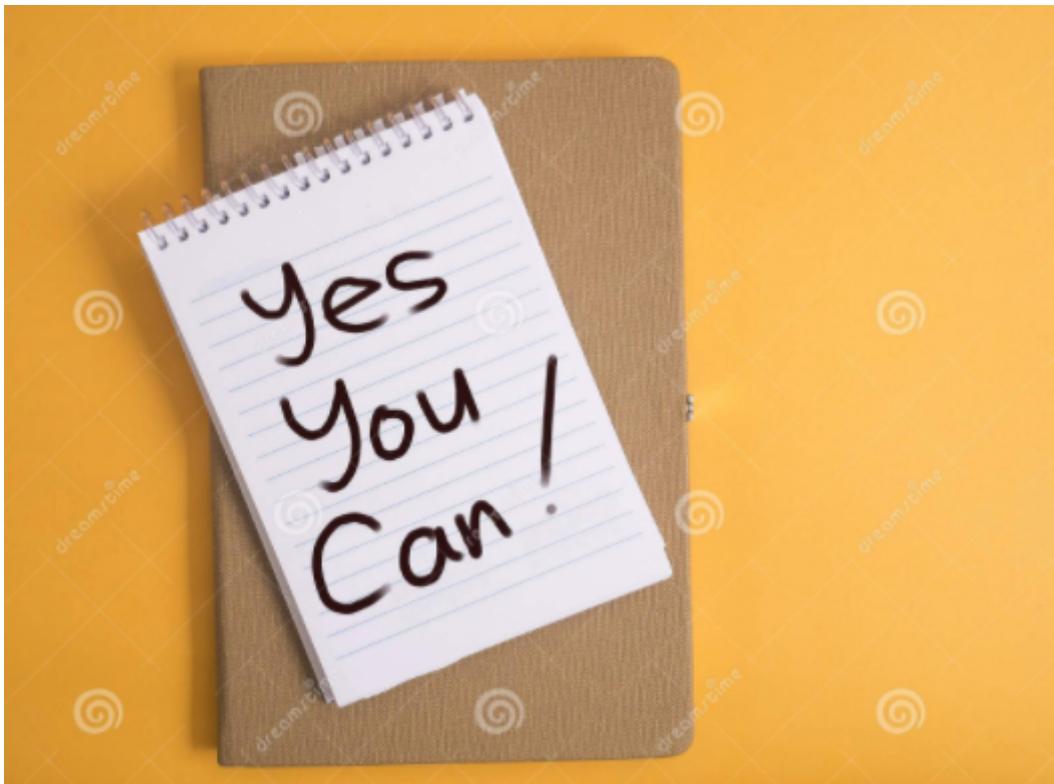




# Unit 3, Year 10

## Knowledge Organiser



<b>Name</b>	
<b>Tutor</b>	

	<b>AMon</b>	<b>ATue</b>	<b>AWed</b>	<b>AThu</b>	<b>AFri</b>
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	<b>BMon</b>	<b>BTue</b>	<b>BWed</b>	<b>BThu</b>	<b>BFri</b>
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English – Year 10 – Unit 3

*Driving Question-What is nature's power over humans?*

Week 1: Unit 1 Retrieval			RAG
1	<b>Hamartia</b>	The <b>fatal flaw</b> in a protagonist/character which leads to their downfall. Macbeth's is ambition.	
2	<b>Great Chain of Being</b>	Belief that God provided a <b>natural order</b> for all, including providing power to monarchs ( <b>known as the Divine Right of Kings</b> ). Opposition to monarchs was seen as <b>sacrilege</b> - an attack on God.	
3	<b>Hubris</b>	<b>Intense pride</b> – links to Macbeth and Lady Macbeth.	
4	<b>Equivocation</b>	The use of <b>ambiguous language</b> to hide the truth. The witches/apparitions use equivocation.	
5	<b>Antithesis</b>	People or things that <b>oppose</b> each other, e.g. Duncan/Malcolm vs Macbeth in Kingship.	

Week 2			RAG
6	<b>Fruitless crown (Macbeth)</b>	Adjective/ Metaphor Macbeth realises his children will not be kings - a turning point.	
7	<b>Nought's had, all's spent Where our desire is got without content (Lady Macbeth)</b>	Rhyming couplets Lady Macbeth is suggesting their efforts have been wasted as they have got what they set out for but are still unhappy.	
8	<b>Make our faces vizards to our hearts (Macbeth)</b>	Metaphor Role reversal- previously it was Lady Macbeth advising Macbeth to disguise his true intention.	
9	<b>To be thus is nothing, but to be safely thus (Macbeth)</b>	Repetition Macbeth is insecure- he is worried that Banquo's heirs will become kings.	
10	<b>The west yet glimmers with some streaks of day (First murderer)</b>	Motif of light/ dark- could symbolise the horrors of Macbeth's reign.	
11	<b>I am cabined, cribbed, confined (Macbeth)</b>	Alliteration Macbeth feels trapped- he is fearful at the news that Fieance has escaped.	

Week 3			RAG
12	<b>Are you a man? (Lady Macbeth)</b>	Reminiscent of 1.7 Gender roles.	
13	<b>Blood will have blood (Macbeth)</b>	Repetition/ Motif of blood Macbeth recognises the murders may be his downfall.	
14	<b>He shall spurn fate (Hecate)</b>	Verb Hecate recognises Macbeth's hamartia.	
15	<b>Macbeth- Context</b>	Medieval Scotland did not have a strict principle of dynastic succession to the throne, and there were frequent struggles for power amongst noblemen.	
16	<b>Thou canst not say I did it: never shake thy gory locks at me. (Macbeth)</b>	Macbeth's guilt is clear to his guests, as he addresses the ghost of Banquo.	

Week 4			RAG
17	<b>Something wicked this way comes (Second witch)</b>	Adjective Macbeth is no longer the honourable hero of Act 1.	

18	<b>Beware Macduff (First apparition)</b>	Imperative The apparition's prophecy confirms Macbeth's concern over Macduff.	
19	<b>He's a traitor (First Murderer)</b>	Noun Ironic accusation of Macduff before his family is murdered.	
20	<b>Tyrant's feast (Lennox)</b>	Noun Even minor characters such as Lennox, hate Macbeth which shows how widespread the discontent is.	
21	<b>'Infected be the air whereon they ride; And damn'd all those that trust in them!'</b>	Macbeth damns those who trust the witches - which includes himself.	

Week 5			RAG
22	<b>Are you a man? (Lady Macbeth)</b>	Reminiscent of 1.7 Gender roles.	
23	<b>Blood will have blood (Macbeth)</b>	Repetition/ Motif of blood Macbeth recognises the murders may be his downfall.	
24	<b>Bleed, bleed, poor country!...For goodness dare not check thee (Macduff)</b>	Symbolism/ personification/ dramatic irony Macduff describes the horrors of Macbeth's reign but will soon act against him once he learns of the murder of his own family.	
25	<b>Dispute it like a man (Malcolm) I must also feel it as a man (Macduff)</b>	Noun/ Gender roles Sadness is seen as womanly weakness- similar to Lady Macbeth's earlier coercion of Macbeth.	
26	<b>Macbeth is ripe for shaking (Malcolm)</b>	Symbolism/ metaphor Malcolm is saying Macbeth's downfall is imminent.	

Week 6			RAG
27	<b>His secret murders sticking on his hands (Angus)</b>	Metaphor/ Motif of blood These words echo those of Lady Macbeth attempting to wash the blood from her hands.	
28	<b>I will not be afraid of death (Macbeth)</b>	Statement Macbeth still feels protected by the prophecies.	
29	<b>This dead butcher and his fiend-like queen</b>	Metaphor- Macbeth referred to as a 'butcher' due to the amount of people he has murdered. Lady Macbeth is referred to as 'fiend-like' which highlights her cruelty.	
30	<b>A tale told by an idiot, full of sound and fury, signifying nothing (Macbeth)</b>	Metaphor/ Adjective - 'idiot'/ Contrast - fury/nothing Macbeth realises that his efforts to keep the throne have come to nothing.	
31	<b>'what I am truly, is thine and my poor country's to command' (Malcolm)</b>	Malcolm presents himself as a true Christian ruler, one who will serve others.	

Week 7: Language Paper 2			RAG
32	<b>Language Paper 2, Question 5- Opening</b>	Sentence 1: Define. Sentence 2: Summarise. Sentence 3: Make an assertion.	
33	<b>Language Paper 2, Question 5- Paragraph 2</b>	Single sentence: To argue that...is narrow-minded and naive.	
34	<b>Language Paper 2, Question 5- Paragraph 3-5</b>	Points supporting your argument and considering counter-argument Some may believe.../ However.../ It is also necessary to consider...	
35	<b>Language Paper 2, Question 5- Conclusion</b>	Use a colon and end with a simple declarative- link back to opening: Irrespective, the fact remains...	

Week 8			RAG
36	<b>'I have supp'd full with horrors; Direness, familiar to my slaughterous thoughts Cannot once start me.'</b>	Macbeth has become accustomed to horror.	
37	<b>Swords I smile at (Macbeth)</b>	Sibilance Macbeth is unafraid of any man 'born of woman'.	
38	<b>Macduff was from his mother's womb untimely ripped (Macbeth)</b>	Graphic imagery The audience is now satisfied that Macduff is excluded from the prophecy.	
39	<b>I will not yield (Macbeth)</b>	Statement Macbeth would rather fight to the death than accept humiliation.	
40	<b>Out, damned spot! Out, I say! (Lady Macbeth)</b>	Imperatives / Exclamation / Symbolism Sleepwalking - Lady Macbeth is overcome by her guilt.	

Week 9: Retrieval - Jekyll and Hyde					RAG
41	J&H Quotation	<b>'blistered and distained'</b>	Verbs Symbolism	Description of the door - links to setting and the Urban city. Symbolic of the characters.	
42	J&H Quotation	<b>'trampled calmly over the child's body and left her screaming on the ground'</b>	Verb 'screaming' Adverb 'calmly' Imagery Foreshadowing	Hyde tramples a girl. Links to crime and violence, Physiognomy, Darwinism/Evolution. Juxtaposition throughout to represent duality.	
43	J&H Quotation	<b>'murderous mixture of timidity and boldness'</b>	Alliteration Juxtaposition Noun - 'mixture'	Description of Hyde. Links to theme of duality and science vs religion. Links to the gothic.	
44	J&H Quotation	<b>'the moment I choose I can be rid of Mr. Hyde'</b>	Irony - especially the verb 'choose' Personal pronoun 'I' vs detached formal noun 'Mr Hyde'	Description of Jekyll. Lies and deceit - Jekyll is misguided and in denial.	
45	J&H Quotation	<b>'O God!' I screamed, and 'O God!' again and again'</b>	Repetition Verb - screamed Exclamation mark	Lanyon. Religion vs science	

Science – Year 10 – Unit 3

Week 1:			RAG												
1.	<b>Human Nervous System</b>	The human nervous system consists of: <ul style="list-style-type: none"> <li>the <b>central nervous system</b> (CNS) – the brain and spinal cord</li> <li>the <b>peripheral nervous system</b> – nerve cells that carry information to or from the CNS</li> </ul>													
2.	<b>Nerve Cells</b>	Nerve cells are also called <b>neurones</b> . They are adapted to carry electrical impulses from one place to another: <ul style="list-style-type: none"> <li>they have a long fibre (<b>axon</b>) which is insulated by a fatty sheath</li> <li>they have tiny branches (<b>dendrons</b>) which branch further as <b>dendrites</b> at each end</li> </ul>													
3.	<b>Stimulus</b>	(plural: stimuli) a change in the external or internal environment that are detected by receptors.													
4.	<b>Receptors</b>	Cells that detect stimuli.													
5.	<b>Effectors</b>	Areas (usually muscles or glands) that bring about responses in the body.													
6.	<b>Sensory Neurone</b>	Neurone that carries impulses from the sensory organs to the central nervous system (CNS).													
7.	<b>Motor Neurone</b>	Carry impulses from the CNS to the effector organs.													
8.	<b>Relay Neurone</b>	Links a sensory neurone to a motor neurone in the CNS.													
9.	<b>Reflex Arc</b>	<i>stimulus → receptor → sensory neurone → relay neurone → motor neurone → effector → response (bypasses brain in the CNS)</i>													
10.	<b>Synapse</b>	A gap between two neurones where chemicals pass from one to another.													
Week 2:															
11.	<b>Homeostasis</b>	The regulation of the internal conditions of a cell or organism to maintain optimum conditions for function, in response to internal or external changes.													
12.	<b>Pituitary gland</b>	The endocrine ‘master gland’ found in the brain that secretes a number of hormones into the blood in response to different conditions to control other endocrine glands in the body.													
13.	<b>Hormones</b>	Chemicals produced in one area of the body of an organism that have an effect on the functioning of another area of the body. In animals, hormones are produced in glands.													
14.	<b>Internal conditions that are regulated:</b>	<ul style="list-style-type: none"> <li>body temperature</li> <li>blood sugar (glucose) level</li> <li>water content</li> </ul>													
15.	<b>Insulin</b>	Hormone involved in the control of blood sugar levels.													
16.	<b>Action of insulin</b>	<table border="1"> <thead> <tr> <th></th> <th>Low glucose</th> <th>High glucose</th> </tr> </thead> <tbody> <tr> <td><b>Effect on pancreas</b></td> <td>Insulin not secreted into the blood</td> <td>Insulin secreted into the blood</td> </tr> <tr> <td><b>Effect on liver</b></td> <td>Does not convert glucose into glycogen</td> <td>Converts glucose into glycogen</td> </tr> <tr> <td><b>Effect on blood glucose level</b></td> <td>Increases</td> <td>Decreases</td> </tr> </tbody> </table>		Low glucose	High glucose	<b>Effect on pancreas</b>	Insulin not secreted into the blood	Insulin secreted into the blood	<b>Effect on liver</b>	Does not convert glucose into glycogen	Converts glucose into glycogen	<b>Effect on blood glucose level</b>	Increases	Decreases	
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<b>Effect on blood glucose level</b>	Increases	Decreases													
17.	<b>Glucagon (H)</b>	Hormone involved in the control of blood sugar levels.													
18.	<b>Diabetes</b>	Type 1 – a disorder where the pancreas fails to produce sufficient insulin. Type 2 – a disorder where the body cells no longer respond to the insulin produced by the pancreas.													
19.	<b>Negative feedback</b>	Systems that work to maintain a steady state.													
20.	<b>Negative feedback mechanisms</b>	<ul style="list-style-type: none"> <li>if the level of something rises, control systems reduce it</li> <li>if the level of something falls, control systems raise it</li> </ul>													
Week 3:															
21.	<b>Thyroxine (H)</b>	Produced by the thyroid gland stimulates the basal metabolic rate.													
22.	<b>Adrenaline (H)</b>	Hormone that prepares the body fight or flight.													

23.	<b>Ovulation</b>	The release of a mature egg every 28 days.	
24.	<b>Follicle stimulating hormone (FSH)</b>	Causes the eggs in the ovary to mature (the eggs grow surrounded by cells called the follicle).	
25.	<b>Luteinising hormone (LH)</b>	Stimulates the release of the egg at ovulation.	
26.	<b>Oestrogen</b>	Secreted by the ovaries stimulates the growth of the uterus lining and the release of LH and inhibits FSH.	
27.	<b>Progesterone</b>	Produced by the empty follicle after ovulation. It maintains the uterus lining and inhibits FSH and LH.	
28.	<b>Testosterone</b>	Main male reproductive hormone produced by the testes and stimulates sperm production.	
29.	<b>Contraception</b>	To prevent the egg and sperm meeting or the fertilised egg implanting in the uterus.	
30.	<b>In vitro fertilisation (IVF)</b>	A form of fertility treatment used if the oviducts have been damaged or blocked or long-term infertility.	
<b>Week 4:</b>			
31.	<b>Sexual reproduction</b>	Involves the fusion of male and female gametes producing genetic variation in the offspring.	
32.	<b>Asexual reproduction</b>	Involves only one individual and the offspring is identical to the parent.	
33.	<b>Gametes</b>	Sex cells (e.g. sperm and egg)	
34.	<b>Meiosis</b>	Two stage process of cell division that reduces the chromosome number of daughter cells. It is involved in making gametes for sexual reproduction.	
35.	<b>Diploid</b>	containing two complete sets of chromosomes, one from each parent.	
36.	<b>Haploid</b>	having a single set of unpaired chromosomes.	
37.	<b>Fertilisation</b>	a male gamete and a female gamete join together in sexual reproduction.	
38.	<b>DNA</b>	(deoxyribonucleic acid) is the complex chemical that carries genetic information. DNA is contained in chromosomes, which are found in the nucleus of most cells.	
39.	<b>Genome</b>	The genome of an organism is its hereditary information encoded in DNA.	
40.	<b>Alleles</b>	A variant of a gene.	
<b>Week 5:</b>			
41.	<b>Homozygote</b>	Individual with two identical alleles for a characteristic.	
42.	<b>Heterozygote</b>	Individual with different alleles for a characteristic.	
43.	<b>Genotype</b>	The genetic makeup of an individual for a particular characteristic (e.g. hair or eye colour).	
44.	<b>Phenotype</b>	The physical appearance / biochemistry of an individual for a particular characteristic.	
45.	<b>Punnett square</b>	A diagram / way of modelling genetic cross and predicting the outcome.	
46.	<b>Polydactyly</b>	A dominant inherited disorder that results in babies born with extra fingers and / or toes.	
47.	<b>Cystic fibrosis</b>	An inherited disorder (through a recessive allele) that affects the lungs, digestive and reproductive system.	
48.	<b>Nature</b>	The natural, physiological, and material world. Factors passed on by parents.	
49.	<b>Nurture</b>	The environment around a growing individual, including from other individuals.	
50.	<b>Variation</b>	Difference, either between species or inside a species.	
<b>Week 6:</b>			
51.	<b>Natural Selection</b>	Those with more favourable <b>phenotypes</b> are more likely to survive to breeding age.	
52.	<b>Selective Breeding</b>	Humans selecting individuals to mate in order to have young with favourable characteristics.	
53.	<b>Genetic Engineering</b>	Directly modifying an organism's genotype using biotechnology.	
54.	<b>Evolution</b>	The change in inherited characteristics of a species over generations.	
55.	<b>Extinction</b>	When the last survivor of a species dies and no more succeed it.	
56.	<b>Antibiotic Resistance</b>	Bacteria that are not affected by antibiotics multiply, passing on this gene	
57.	<b>MRSA</b>	Methicillin-resistant <i>staphylococcus aureus</i> - Resistant to a wide range of antibiotics.	
58.	<b>Classification</b>	The process by which scientists sort species into separate groups.	

59.	<b>Domains</b>	The highest taxonomic level. Split into: Eukaryota, Bacteria, and Archaea.	
60.	<b>Communities</b>	Populations of different species that are interdependent living in one habitat.	
<b>Week 7:</b>			
61.	<b>Interdependence</b>	The relationship between different species that allows for survival.	
62.	<b>Abiotic</b>	Non-living factors (Light, Temperature, Moisture, Soil pH, Wind, O <sub>2</sub> and CO <sub>2</sub> )	
63.	<b>Biotic</b>	Living factors (Food, Predators, Pathogens, Competition)	
64.	<b>Quadrats</b>	Randomly sampling an area using a square frame.	
65.	<b>Line Transect</b>	Sampling along a line to show how distribution changes with abiotic factors.	
66.	<b>Adaptation</b>	Special features due to ability to compete and survive to breeding age.	
67.	<b>Extremophile</b>	Species that are adapted to live in extreme conditions.	
68.	<b>Camouflage</b>	The ability of a species to blend into their environment.	
69.	<b>Reproductive age</b>	The age at which a species can start to reproduce and pass on their genes.	
70.	<b>Competition</b>	The interaction between organisms in which there is a limited supply of a resource that both need.	
<b>Week 8:</b>			
71.	<b>Biomass</b>	Food for the next <b>trophic</b> level in the food chain.	
72.	<b>Primary consumer</b>	Second <b>trophic</b> level of the food chain. Species that eat plants.	
73.	<b>Secondary consumer</b>	Third <b>trophic</b> level of the food chain. Species that eat animals that eat plants.	
74.	<b>Producer</b>	First <b>trophic</b> level of the food chain. Photosynthesizers.	
75.	<b>Decomposer</b>	Species that feed on dead and decaying matter.	
76.	<b>Carbon Cycle</b>	A series of processes that convert carbon compounds in the environment (involving photosynthesis, respiration, decay and combustion).	
77.	<b>Water Cycle</b>	A series of process by which water moves around the planet (involving evaporation, condensation, transportation, precipitation and percolation).	
78.	<b>Bioaccumulator</b>	An organism that accumulates toxins. The toxin level increases further up the food chain.	
<b>Week 9:</b>			
79.	<b>Eutrophication</b>	Nutrient runoff (fertiliser from farmland) that causes dense growth of surface plant life in water.	
80.	<b>Global Warming</b>	Increase in global temperatures.	
81.	<b>Climate Change</b>	Change in local climates (rainfall patterns, temperature) that impact life.	
82.	<b>Global Dimming</b>	Decrease in sunlight reaching the Earth due to carbon particles.	
83.	<b>Acid Rain</b>	Caused by sulfur dioxide and carbon dioxide emissions dissolving in rain.	
84.	<b>Biodiversity</b>	The number of different species that coexist in an environment.	
85.	<b>Ecosystem</b>	The interaction of a community of living organisms with the non-living (abiotic) parts of their environment.	
86.	<b>Abundance</b>	The evenness of distribution of individuals among species in a community.	
87.	<b>Deforestation</b>	Removal of a large area of trees without replanting (destroys habitats and reduces photosynthesis).	

**Subject - History Year 10 Unit 3 Germany/Conflict and Tension in Asia**

<b>Week 1:</b>		<b>R A G</b>
1	Building the ARVN (South Vietnamese Army) up so that they could fight the Communists without the help of US troops	<b>Vietnamisation</b>
2	A logistical network of roads and trails that ran from the Democratic Republic of Vietnam to the Republic of Vietnam through the kingdoms of Laos and Cambodia.	<b>Ho Chi Minh Trail</b>
3	What happened in March 1969?	<b>Bombing of Ho Chi Minh Trail in Cambodia begins</b>
4	Nixon sends US troops to fight the North Vietnamese in Cambodia	<b>April 1970</b>
5	Khmer Rouge	<b>Communist organisation in Cambodia</b>
6	What was Josef Goebbels in charge of in the Nazi Party?	<b>Propaganda</b>
7	What key idea did Josef spread as propaganda?	<b>'Work and Bread'</b>
8	President Hindenburg appointed two Chancellors. What were they called?	<b>a) Papen b) Schleicher</b>
9	What did both of them fail gain from the Reichstag	<b>support</b>
10	What did Hindenburg and Papen both try to do to Hitler?	<b>They tried to control Hitler</b>
<b>Week 2:</b>		
11	Pathet Lao	<b>Communist organisation in Laos</b>
12	What happened on 8 February 1971?	<b>ARVN fail in an attack against North Vietnamese in Laos</b>
13	Nixon begins talks with the USSR about limiting nuclear weapons and ending the war in Vietnam	<b>1970</b>
14	What happened in February 1972?	<b>Nixon is the first US President to visit China</b>
15	Ceasefire between North and South Vietnam agreed, and free elections to be held	<b>October 1972</b>
16	Who was blamed on 27 <sup>th</sup> February 1933 when the Reichstag caught fire?	<b>Communists</b>
17	What did this lead to Hitler being given by President Hindenburg?	<b>Emergency powers</b>
18	Which political party did Hitler ban from the Reichstag?	<b>Communists</b>
19	On 5 <sup>th</sup> March 1933 there was another election and the Nazis won 43.9% of the votes. How many seats did they win?	<b>288</b>
20	What act was introduced by Hitler on 23 <sup>rd</sup> March 1933?	<b>Enabling Act</b>
<b>Week 3:</b>		
21	What happened in March 1973?	<b>Last of US forces leave Vietnam</b>
22	What happened in December 1974?	<b>North Vietnam attacked South Vietnam</b>
23	Saigon fell to Communism and Vietnam was unified again under Communist control.	<b>April 1975</b>
24	The two main rivals in the Cold War	<b>USA and USSR</b>
25	The Palmer Raids	<b>To arrest Communist bombers</b>
26	What did this allowed Hitler to do in regard to making laws?	<b>Hitler did not have to ask the</b>

		<b>Reichstag</b>	
27	What were the Gestapo and concentration camps?	<b>They were part of the Police State</b>	
28	What did Hitler do to all political parties on 14 <sup>th</sup> July 1933?	<b>Banned all political parties</b>	
29	When did Hitler attacked all leading SA member on the Night of the Long Knives (day, month and year)?	<b>30<sup>th</sup> June 1934</b>	
30	Supreme Leader, the title Hitler gave himself	<b>Der Fuhrer</b>	
<b>Week 4:</b>			
31	The Soviet leader between 1928 and 1953	<b>Joseph Stalin</b>	
32	The attack on Nazi Germany, delayed until 1944	<b>D-Day</b>	
33	The name of the initiative to give Europe \$13 billion in 1947	<b>The Marshall Plan</b>	
34	Said that an 'Iron Curtain' had divided Europe after 1945	<b>Winston Churchill</b>	
35	Truman's policy of containing Communism	<b>The Truman Doctrine</b>	
36	When a ruler has total control over how a country is governed	<b>Dictatorship</b>	
37	Hitler's brown shirted supporters employed to beat up opponents and guard meetings	<b>Stormtroopers (SA)</b>	
38	Systematic spreading of ideas and information to influence people's thinking and actions	<b>Propaganda</b>	
39	Country controlled by a political police force; government has strict control over people's lives	<b>Police State</b>	
40	When was Hitler appointed Chancellor of Germany by Hindenburg (include day, month and year)?	<b>30<sup>th</sup> Jan. 1933</b>	
<b>Week 5:</b>			
41	The Western military alliance	<b>NATO</b>	
42	The Communist military alliance	<b>The Warsaw Pact</b>	
43	Two countries that lie to the north of Korea	<b>a) China and the USSR</b>	
44	The line which separates North Korea from South Korea	<b>38<sup>th</sup> parallel</b>	
45	The leader of North Korea in 1948	<b>Kim-Il-sung</b>	
46	When did Hitler become Fuhrer of Germany (include day month and year)?	<b>2<sup>nd</sup> Aug. 1934</b>	
47	What did the National Labour Service (RAD) make men aged between 18-25 do?	<b>6 months labour (work)</b>	
48	Give one example of a public work scheme that the National Labour Service had to do.	<b>Autobahns (motorways)</b>	
49	Conscription was used to increase the army. How much did it increase by over 5 years?	<b>From 100,000 to 1.4 million</b>	
50	Who were the two Ministers of the Economy?	<b>a) Schacht (until 1936) b) Goering (after 1936)</b>	
<b>Week 6:</b>			
51	The capital of South Korea	<b>Seoul</b>	
52	The Commander-in-Chief of UN forces in Korea	<b>General MacArthur</b>	
53	The reason for MacArthur's sacking	<b>For sending troops back North</b>	
54	The name used for Vietnam, Laos and Cambodia before World War 2	<b>French Indochina</b>	
55	The country which controlled Indochina during the war	<b>Japan</b>	

56	Trade unions were replaced with DAF (German Labour Front) . Name the two organisations that were within the German Labour Front.	a) SDA (Beauty of Labour) b) KdF (Strength through Joy)	
57	What did Albert Speer lead during the war as well as armaments?	Total War effort	
58	What was education used for by the Nazis?	To indoctrinate children	
59	Name 3 of of the school lessons during the Nazi period.	a) Eugenics b) Geography c) History	
60	What were teachers forced to join during the Nazi period?	The German Teachers League	
<b>Week 7:</b>			
61	Man who led the Vietnamese Communists fighting the French	Ho Chi Minh	
62	A conference to decide the future of Vietnam	The Geneva Conference	
63	The line of latitude which divided Vietnam	17 <sup>th</sup> parallel	
64	The US President at the time of the Geneva Conference	President Eisenhower	
65	The first leader of South Vietnam after the war	Bao Dai	
66	What did Hitler set up for they young people of Germany to do outside of school?	The Hitler Youth	
67	What three Nazi movements did boys join?	a) Little Fellows, b) Young Folk c) Hitler Youth	
68	What two Nazi organisations did girls join?	a) Youth Girls b) League of German Girls	
69	What three focuses in society did the Nazis want women to have?	<i>Kinder, Kirche, Küche (Children, Church, Cooking)</i>	
70	What did the Nazis do to encourage marriage?	Loans were given out to couples	
<b>Week 8:</b>			
71	People are free to own businesses and compete. Several political parties voted for by the people.	Capitalism	
72	all property is owned by the community and each person contributes and receives according to their ability and needs	Communism	
73	A period in history after 1945 where relations between the USSR and USA were 'cold' and hostile.	Cold War	
74	System which allows people to vote for their leaders.	democracy	
75	A policy that would stop Communism spreading from country to country.	containment	
76	Who was blamed on 27 <sup>th</sup> February 1933 when the Reichstag caught fire?	Communists	
77	What did this lead to Hitler being given by President Hindenburg?	Emergency powers	
78	Which political party did Hitler ban from the Reichstag?	Communists	
79	On 5 <sup>th</sup> March 1933 there was another election and the Nazis won 43.9% of the votes. How many seats did they win?	288	
80	What act was introduced by Hitler on 23 <sup>rd</sup> March 1933?	Enabling Act	
<b>Week 9:</b>			
81 82	Someone who loves their country and wants it to have political independence.	nationalist	
83	The right to block a decision made by the majority.	veto	

84	Situation where no one can win.	<b>stalemate</b>	
85	What happened in October 1949?	<b>China becomes Communist</b>	
86	Stalin gives Kim-Il-sung permission to attack the South	<b>April 1950</b>	
87	What did this allow Hitler to do in regard to making laws?	<b>Hitler did not have to ask the Reichstag</b>	
88	What were the Gestapo and concentration camps?	<b>They were part of the Police State</b>	
89	What did Hitler do to all political parties on 14 <sup>th</sup> July 1933?	<b>Banned all political parties</b>	
90	When did Hitler attack all leading SA members on the Night of the Long Knives (day, month and year)?	<b>30<sup>th</sup> June 1934</b>	

**French – Year 10 – Unit 3 – Health 6.2 G & 6.2 F, Marriage 1.2 G & 1.2F, Social media 2.1 G & 2.1F.**

Semaine 1: Un régime alimentaire équilibré?		Week 1: A balanced diet?	RAG
1.	Généralement, <b>pour garder la forme, je mange</b> cinq portions de fruits par jour.	Generally, <b>to keep fit, I eat</b> five portions of fruit a day.	
2.	Aussi, <b>je fais de l'exercice</b> de temps en temps mais, honnêtement, <b>je le déteste !</b>	Also, <b>I exercise</b> from time to time but, honestly, <b>I hate it!</b>	
3.	J' <b>essaie souvent d'éviter</b> les matières grasses et le sucre	<b>I often try to avoid</b> fats and sugar,	
4.	car <b>ils peuvent être</b> dangereux au cœur.	as <b>they can be</b> dangerous for the heart.	
5.	Cependant, si <b>je vais</b> au gymnase pendant la semaine,	However, if <b>I go</b> to the gym during the week,	
6.	<b>je m'offrirai</b> des chocolats et des chips !	<b>I will treat myself</b> to chocolates and crisps!	
Semaine 2: Mon mode de vie avant et maintenant		Week 2: My lifestyle then and now	
7.	Il y a cinq ans, <b>j'étais</b> plus paresseux – <b>je ne faisais jamais d'exercice !</b>	Five years ago, <b>I used to be</b> lazier – <b>I never exercised!</b>	
8.	En outre, mes repas favoris <b>étaient</b> les plats à emporter!	In addition, my favourite meals <b>were</b> takeaways!	
9.	Pourtant maintenant, <b>je fais</b> l'effort d'éviter les sucreries,	Yet now, <b>I make</b> the effort to avoid sweet things,	
10.	<b>je ne fume pas</b> et <b>je fais attention à ce que je mange.</b>	<b>I don't smoke</b> and <b>I watch what I eat.</b>	
11.	Dans le futur, <b>je ne pense pas</b> que <b>je puisse m'inscrire</b> dans un gymnase car <b>c'est</b> cher !	In the future, <b>I don't think</b> that <b>I can join</b> a gym as <b>it's</b> pricey!	
12.	<b>Je pense que ça sera</b> plus facile de <b>commencer à faire du jogging.</b>	<b>I think that it will</b> be easier <b>to start jogging.</b>	
Semaine 3: On se marie?		Week 3: Shall we get married?	
13.	<b>Il faut que</b> mon partenaire <b>soit</b> charmant, intelligent et	<b>It's necessary that</b> my partner <b>should be</b> charming, clever and	
14.	ambitieux car <b>c'est</b> comme ça que <b>je me vois.</b>	ambitious because that <b>is</b> how <b>I see myself.</b>	
15.	<b>Je voudrais que</b> mon partenaire <b>ait</b> les cheveux bruns et	<b>I would like</b> my partner <b>to have</b> brown hair and	
16.	les yeux bleus comme mon acteur préféré. D'ailleurs, <b>il est</b>	blue eyes like my favourite actor. Moreover, <b>it is</b>	
17.	essentiel <b>qu'il veuille se marier</b> avant l'âge de trente ans	essential <b>that he wants to get married</b> before the age of thirty	
18.	<b>étant donné que</b> c'est mon rêve depuis toujours d' <b>avoir</b> une famille.	<b>given that</b> it's always been my dream <b>to have</b> a family.	
Semaine 4: Tu aimerais te marier?		Week 4: Would you like to get married?	

19.	<b>Bien que je sois</b> assez traditionnelle, <b>je ne suis pas</b> sûre si	<b>Although I am</b> quite traditional, I <b>am not</b> sure if	
20.	<b>je veux me marier. Je serais</b> contente d' <u>habiter</u> avec	I <b>want to get married. I would be</b> happy <u>to live</u> with	
21.	mon partenaire, surtout si <b>on a déjà acheté</b> une maison.	partner, especially if <b>we have already bought</b> a house.	
22.	Mes parents <b>sont</b> religieux, par conséquent, <b>ils préféreraient</b>	My parents <b>are</b> religious, consequently, <b>they would prefer</b>	
23.	que <b>je me marie</b> dans une église catholique mais	that I <b>get married</b> in a Catholic church but	
24.	de nos jours, les mariages <b>sont</b> super chers et le divorce <b>est</b> si courant.	nowadays, weddings <b>are</b> really expensive and divorce <b>is</b> so common.	
<b>Semaine 5: Comment vois-tu l'avenir?</b>		<b>Week 5: How do you see the future?</b>	
25.	A l'avenir, <b>il y a</b> plein de choses que <b>je voudrais faire</b>	In the future, <b>there are</b> lots of things that I <b>would like to do</b>	
26.	avant que <b>je me marie. J'ai toujours voulu voyager</b> en	before I <b>get married. I have always wanted to travel</b> to	
27.	Asie avec mes copains du lycée afin de <b>découvrir</b>	Asia with my school friends in order <b>to discover</b>	
28.	des cultures différentes. De plus, <b>je veux avancer</b> dans ma carrière	different cultures. In addition, I <b>want to get ahead</b> in my career	
29.	parce que <b>je sais qu'il peut être</b> difficile de <b>travailler</b> à plein temps	because I <b>know</b> that it <b>can be</b> difficult <b>to work</b> full time	
30.	quand <b>tu as</b> une famille.	when <b>you have</b> a family.	
<b>Semaine 6: Préférerais-tu être seul ou en couple ?</b>		<b>Week 6: Would you prefer to be single or in a couple?</b>	
31.	Les deux modes de vie <b>ont</b> leurs avantages et leurs	The two lifestyles <b>have</b> their advantages and their	
32.	inconvénients, bien sûr. <b>Si on se met en couple,</b>	disadvantages, of course. <b>If you are in a couple,</b>	
33.	<b>on doit être</b> fidèle et <b>on ne peut pas garder</b> sa liberté. Pourtant,	<b>you must be</b> faithful and <b>you cannot keep</b> your freedom. However,	
34.	si <b>on reste</b> célibataire, <b>on n'aura pas</b> de sécurité.	if <b>you stay</b> single, <b>you will not have</b> any security.	
35.	Personnellement, <b>je pense qu'on peut vivre</b> en concubinage et	Personally, I <b>think that you can live</b> together and	
36.	<b>être</b> heureux sans <b>se marier, c'est</b> la meilleure solution peut-être?	<b>be</b> happy without <b>getting married, it's</b> the best solution maybe?	
<b>Semaine 7: On garde le contact</b>		<b>Week 7: We keep in touch</b>	
37.	<b>Je dirais que je passe</b> deux heures par jour à <b>garder</b> le contact avec mes amis.	I <b>would say that I spend</b> two hours a day <b>keeping</b> in touch with my friends.	
38.	Après le collège et <b>avant de faire</b> mes devoirs,	After school and <b>before doing</b> my homework,	

39.	<b>j'aime me mettre au courant</b> avec mes amis en <b>utilisant</b> mon portable.	<b>I like to catch up</b> with my friends <b>by using</b> my phone.	
40.	<b>Je passe</b> beaucoup de temps en ligne car <b>j'aime regarder</b> des vidéos.	<b>I spend</b> a lot of time online because <b>I like to watch</b> videos.	
41.	Aussi, <b>je passe du temps à tchatter</b> avec ma sœur qui <b>habite</b> à l'étranger	Also, <b>I spend time chatting</b> with my sister who <b>lives</b> abroad	
42.	et à <b>mettre</b> des commentaires sur Facebook.	and <b>posting</b> comments on Facebook.	
<b>Semaine 8: Les réseaux sociaux</b>		<b>Week 8: Social networks</b>	
43.	Grâce aux réseaux sociaux, les jeunes <b>peuvent dire</b>	Thanks to social networks, young people <b>can say</b>	
44.	<b>ce qu'ils pensent, connaître</b> les opinions des autres et	<b>what they think, know</b> other people's opinions and	
45.	<b>voter</b> pour quelque chose qui <b>les intéresse</b> .	<b>vote</b> for something that <b>interests them</b> .	
46.	<b>Je n'aime pas trop participer</b> à des forums de discussion,	<b>I don't really like participating</b> in discussion forums,	
47.	sans être impoli, <b>je trouve que</b> ceux qui contribuent aux forums	without being rude, <b>I find that</b> those who contribute to forums	
48.	<b>sont</b> un peu bizarres.	<b>are</b> a bit weird.	
<b>Semaine 9: Les réseaux sociaux</b>		<b>Week 9: Social networks</b>	
49.	A mon avis, <b>c'est</b> une manière comme les autres <b>de se faire des amis</b> et	In my opinion, <b>it's</b> just another way <b>to make friends</b> and	
50.	grâce aux réseaux sociaux, <b>j'ai vraiment</b> beaucoup de copains.	thanks to social networks, <b>I really have</b> a lot of friends.	
51.	En plus, les réseaux sociaux <b>me permettent</b> de <b>garder le contact</b> avec tous mes potes	In addition, social networks <b>allow me</b> to <b>keep in touch</b> with all my friends	
52.	qui n'habite pas près de chez moi.	who don't live near me.	
53.	<b>Je pense qu'il est</b> important de <b>pouvoir communiquer</b> jour et nuit	<b>I think that it is</b> important <b>to be able to communicate</b> day and night	
54.	et <b>je veux continuer de le faire</b> , mais je suis toujours si fatigué!	and <b>I want to keep doing it,</b> but <b>I am</b> always so tired!	

## Geography - Year 10 – Unit 3 – The Challenge of Resource Management

Week 1:			RAG
1.	Supply	How much of a resource someone has.	
2.	Demand	How much of a resource someone wants/needs.	
3.	Resource management	Control and monitoring resources so that they do not run out.	
4.	Malnourishment	Caused by not having enough to eat or not eating a nutritious diet.	
5.	Agribusiness	Large-scale industrial farming.	
6.	Organic farming	Farming that does not use artificial fertilisers or pesticides.	
7.	Food miles	The distance covered supplying food to consumers.	
8.	Food security	Access to sufficient, safe, nutritious food to maintain a healthy and active life.	
9.	Sustainable food supply	Food production that avoids damaging natural resources, providing good quality produce and social and economic benefits to local communities.	
10.	Carbon footprint	Measurement of the greenhouse gases individuals produce, through burning fossil fuels.	
Week 2:			
11.	Water surplus	When the water supply is greater than demand.	
12.	Water deficit	When demand for water is greater than supply.	
13.	Water transfer	Matching supply with demand by moving water from an area with water surplus to another with water deficit.	
14.	Grey water	Recycled water that is used immediately instead of treated first.	
15.	Groundwater management	Regulation and control of water levels, pollution, ownership and use of groundwater.	
16.	Sustainable water supply	Meeting the present-day need for safe, reliable and affordable water without reducing supply for future generations.	
17.	Energy mix	Range of energy sources of a region or country, both renewable and non-renewable.	
18.	Energy security	Uninterrupted availability of energy sources at an affordable price.	
19.	Energy exploitation	Developing and using energy resources to the greatest possible advantage, usually for profit.	
20.	Energy conservation	Reducing energy consumption by using less energy and existing sources more efficiently.	
Week 3:			
21.	Non-renewable energy	A resource that cannot be replaced when it is used up, such as oil, natural gas or coal.	
22.	Renewable energy	Power that is generated using natural resources that will not run out, eg wind and wave power.	
23.	Fracking	The process of drilling down into the earth before a high-pressure water mixture is directed at the rock to release the gas inside.	
24.	Shale gas	Natural gas that is found trapped within shale formations of fine-grained sedimentary rock.	
25.	Nuclear power	Energy released by a nuclear reaction, especially by fission or fusion.	
26.	Sustainable energy supply	Energy that can potentially be used well into the future without harming future generations.	
27.	Water conflict	Disputes between different regions or countries about the distribution and use of water.	
28.	Waterborne diseases	Diseases like cholera and typhoid caused by microorganisms in contaminated water.	
29.	Water security	Availability of reliable sources of acceptable quantity and quality of water.	
30.	Water insecurity	When water availability is insufficient to ensure the good health and livelihood of a population, due to short supply or poor quality.	
Week 4:			

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