



De Lisle College

GCSE Revision lists

Year 11 – Summer 2025

English Language: Paper One – Section A: Reading

Question One:

- AO1 - List
- Don't have to write in full sentences
- Take the information directly from the text
- **4 marks** - 2-3 minutes

Question Two:

- AO2 – Language analysis
- 3-4 **detailed** points
- PEAC x3-4
- **Point** – A topic sentence that answers the questions and identifies terminology
- **Embedded Quote** – Evidence from the text.
- **Analysis** – how does the quote support your point? What effect does it create?
- **Close-up** – Zoom-in on specific language within your quote. What connotations does the word(s) create?
- Because, specifically, almost as though
- **8 marks – 10 minutes**

Question Three:

- AO2 – Structure analysis
- When I first start to read the text, what is the writer focusing my attention on? How is this being developed? What feature of structure is evident at this point? Why might the writer have deliberately chosen to begin the text with this focus and therefore make use of this particular feature of structure?
- What main points of focus does the writer develop in sequence after the starting point? How is each being developed? Why is the writer taking me through this particular sequence? How is this specific to helping me relate to the intended meaning(s) at these points?
- What does the writer focus my attention on at the end of the text? How is this developed as a structural feature? How am I left thinking or feeling at the end? Why might the writer have sought to bring me to this point of interest/understanding?
- **8 marks – 10 minutes**

Question Four:

- AO4: Evaluation
- Write about your own thoughts and feelings towards the text
- Write about the techniques used to create those feelings – language, structure
- Use quotes for every point that you make
- Use tentative language – could/may/might, perhaps
- Use adverbs – masterfully, arguably, convincingly, cleverly, successfully
- **20 marks - Spend at least 25 minutes on this question!!**

English Language: Paper One – Section B: Writing

Question Five

PLAN first:

- **Drop, Shift, Zoom in, Zoom out and Leave**

- **AO5: content and organization**

- quality of **vocabulary/phrasing** : plan to use a range of sophisticated words: show don't tell

Upgrade your sentences:

Three nouns or three adjectives, colon, full sentence

Dirt, oil, grease: the boy's face was smeared with his grubby work of the day.

- **Sentence, colon, list with 3 precise details**

His face told the story of his day: oil-streaked fingermarks across his cheeks, dirt caked in his eyebrows, grease oozing from his pores.

- effective use of **linguistic devices**: similes, metaphors, personification
- effective use of **structural** features:
 - - Link the beginning and the end either by repeating words/ phrases or use an extended metaphor
 - - shifting between different times or places
 - - a sudden or gradual introduction of a new character at a significant point
 - - combining external actions with internal thoughts
 - - switching between different points of view
 - - developing and reiterating: focusing on a point of view by expanding and repeating it
 - - positioning of key sentences and their impact on the whole.
- engagement through subject matter and **detail**: show don't tell
- paragraphs/discourse markers: Before, after, meanwhile, once again, next,...
- **AO6: spelling, punctuation and grammar**
- Use one word paragraphs (sparingly)
- Vary sentence starters: '-ing' '-ed' '-ly'

English Language: Paper Two – Section A: Reading

Question One:

- AO1 – Identify and select.
- Read the directed lines from the first text.
- Select **four** statements that answer the question.
- **4 marks - 2-3 minutes**

Question Two:

- AO1 - Synthesis
- 2-3 **linked** points.
- Identify the focus of the question: what are the key words?
- Identify key points from each text which relate to this focus
- Select appropriate textual detail from both texts and make inferences.
- Statement (Text A)
- Quotation (Text A)
- Inference (Text A)
- Linking phrase: *However*
- Statement (Text B)
- Quotation (Text B)
- Inference (Text B)
- **8 marks – 10 minutes**

Question Three:

- AO2 – Language analysis
- 3-4 **detailed** points
- PEAC x3-4
- **Point** – A topic sentence that answers the questions and identifies terminology: *The writer uses..... to describe.....*
- **Embedded Quote** – Evidence from the text.
- **Analysis** – how does the quote support your point? What effect does it create? *This suggestsbecause.....*
- **Close-up** – Zoom-in on specific language within your quote. What connotations does the word(s) create? *Specifically, the word ‘.....’ Has connotations of creating the effect of.....*
- Because, specifically, almost as though
- **12 marks – 12 minutes**

Question Four:

- AO3: Comparison
- 2-3 points - Compare the **ideas** and **methods** the writers use in the texts.
- Start with a ‘coat-hanger’ statement, making a clear link: *In both texts, the writers feel.....* OR *While in the first text, the writer feels..... in the second text, the writer feels.....*
- Point + quote– Text A
- Analysis – Text A
- Linking phrase
- Point + quote – Text B
- Analysis – Text B
- **16 marks – 20 minutes**

Examples of Attitudes:

Cynical, open-minded, tolerant, devoted, determined, optimistic, pessimistic, positive, negative, apathetic, closed-minded, cold,

English Language: Paper Two – Section B: Writing

Question Five

- AO5 (24 marks) + AO6 (16 marks) – you are assessed on the content and organisation of your writing, and the accuracy and effectiveness of your spelling, punctuation, and grammar.
- PLAN first:
- Text type? Audience? Purpose? Style?
- Your argument?
- Statement: I feel that..... (try to use three powerful words in your statement to support your opinion)
- Because:
- But:
- So:
- Try to use the following sentence models in your writing:
- **Contrast:** Whilst we sleep in our comfortable beds safely within our secure homes, there is another world out there which literally begs us to listen.
- **The question:** When will we as a society learn that we.....?
- **The dramatic sentence:** Tonight, a homeless person near you will die.
- **The ‘trailer’ opening with three semi-colons and a colon:** We live in a world where.....; where.....; where.....: is this the world we want for.....?
- **The ‘For too long’ and a colon sentence:** For too long, we have.....: it is time that we
- **Now more than ever...:** Now more than ever, we need to.....
- **The ‘I understand ... (semi-colon) however...’ sentence:** I understand that.....; however, can we afford to.....?
- Spend a minimum of 10 minutes **planning** your response.
- Spend at least 30 minutes **writing** your response.
- Save time to proof read your response and to check for any errors.
- **40 marks – 45 minutes**

| GCSE ENGLISH LITERATURE | |
|--|----------------|
| PAPER 1 SHAKESPEARE AND THE 19TH CENTURY NOVEL | 64 MARKS (40%) |
| 1 HOUR 45 MINUTES 15 minutes reading time; 45 minutes for each section. | |
| SECTION A 34 MARKS (4 FOR SPAG) Macbeth | |
| There will be ONE question. There will be a short extract from the play and the question will ask you to write about both <u>the extract and the whole play</u> in reference to the focus given. Assessed for AO1, AO2 and AO3. | |
| SECTION B 30 MARKS A Christmas Carol | |
| There will be ONE question. There will be a short extract from the novel and the question will ask you to write about both <u>the extract and the whole novel</u> in reference to the focus given. Assessed for AO1, AO2 and AO3. | |
| PAPER 2 MODERN TEXTS AND POETRY | 96 MARKS (60%) |
| 2 HOURS 15 MINUTES - 45 minutes for each section | |
| SECTION A 34 MARKS (4 FOR SPAG) An Inspector Calls | |
| There will be TWO questions and you will choose ONE. You will respond in essay form to your chosen question. Assessed for AO1, AO2 and AO3. | |
| SECTION B 30 MARKS Power and Conflict Poetry | |
| There will be ONE question. One poem will be printed on the exam paper together with a list of all the poems in the cluster. You will be asked to <u>COMPARE the poem</u> printed with ONE other poem of your choice from the cluster. Assessed for AO1, AO2 and AO3. | |
| SECTION C 32 MARKS UNSEEN POETRY | |
| There will be TWO new poems for you to read in this section and TWO questions to answer. | |
| QUESTION 1 24 marks You will write about the first poem only. Assessed for AO1 and AO2. | |
| QUESTION 2 8 marks You will be asked to COMPARE the similarities and/or differences in the ways the TWO poets have presented their ideas using details from both poems. Assessed for AO2 only. | |

AQA GCSE ENGLISH AND ENGLISH LITERATURE EXAM GUIDE

Your two-year English course will focus on developing your skills in reading, writing and speaking and listening. You will study 4 texts: a Shakespeare play **Macbeth**, a 19th century novel **A Christmas Carol**, a modern play **An Inspector Calls** and a collection of poetry linked by the theme of **Power and Conflict**.

At the end of the course, you will sit 4 examinations which will allow you to demonstrate your knowledge, understanding and skills in response to unseen passages of literary texts, non-literary texts and poetry and in writing about the texts you have studied. You will not have copies of the studied texts in the examinations for English Literature.

This guide explains what you will have to do in each examination. Keep it safe so that you can prepare effectively and approach the exams with confidence. Your teachers will explain the assessment objectives (AOs) for each question.

SPEAKING AND LISTENING

You will have many opportunities to develop your oral communication skills during the course. As part of the GCSE English Language specification, you will research, plan and deliver a formal presentation which will include you responding to questions from your audience. This is an important skill in most careers and is often expected in interviews for university and employment.

You and your teachers will work together to choose an appropriate topic and task to work on which may link to a personal interest. You will be expected to address the audience directly using cue cards as support if necessary.

You will be assessed against a set of criteria which your teachers will share with you leading to the achievement of pass, merit or distinction. This outcome will be reported on your final GCSE certificate but will not count towards your final grade award for English Language.

| ENGLISH LANGUAGE PAPER 1 | | TIME: 1 HOUR 45 MINUTES |
|---|--|-------------------------|
| EXPLORATIONS IN CREATIVE READING AND WRITING | | |
| Source: an extract from a 20 th or 21 st century novel | | |
| ONE text extract printed as a complete text and then in sections within the question booklet. The question stems will always be the same. | | |
| The exam time includes 15 minutes for reading the source extract. | | |
| Q1 AO1 4 marks 5 minutes | List 4 things – this is a quick comprehension question Your focus: identify explicit information and ideas from reading the opening part of the extract. You can use quotes or paraphrase. | |
| Q2 AO2 8 marks 10 minutes | How does the writer's use of language.....? You will be asked to select examples of interesting language use from a section of the text and then comment, explain and analyse the details you select. There will be bullet points to suggest the focus for your answer. | |
| Q3 AO2 8 marks 10 minutes | How does the writer structure.....? You will be asked to write about how the writer has organised the whole extract by looking at techniques like narrative voice, sequencing, shifts in focus etc. There will be bullet points to suggest the focus for your answer. | |
| Q4 AO4 20 marks 20 - 25 minutes | To what extent do you agree.....? This question involves critical evaluation. You will be responding to a statement about part of the extract and will be writing about your response to the extract and the statement with evidence of how and why you feel and respond as you do. There will be bullet points to suggest a focus for your answer. | |
| Q5 WRITING 40 MARKS 45 minutes | You will have a choice of 2 writing tasks and these will always be either narrative or descriptive or one of each with a link to the themes of the reading source. There will be a picture to inspire one of the tasks. You will be expected to plan your writing in your answer booklet and it will be important to check the accuracy of your writing. | |
| AO5 AO6 | 24marks available for content and organisation 16 marks for your use of vocabulary, grammar and accuracy of spelling and punctuation. | |

| ENGLISH LANGUAGE PAPER 2 | | TIME: 1 HOUR 45 MINUTES |
|--|--|-------------------------|
| WRITERS' VIEPOINTS AND PERSPECTIVES | | |
| TWO sources: an extract from a 19 th century non-fiction extract and a non-fiction extract from either the 20 th or 21 st century. | | |
| Both extracts will be printed in a separate insert to allow you to access them when answering the questions in the answer booklet. The question stems will always be the same. | | |
| The exam time includes 15 minutes for reading the source extracts. | | |
| Q1 AO1 4 marks 5 minutes | True/false statements – this is a quick comprehension question You will be asked to shade boxes to mark 4 TRUE statements about source 1. | |
| Q2 AO1 8 marks 8 minutes | Write a summary..... You will be asked to write about the similarities or differences between the two sources against a specific focus related to the themes/ideas in the texts. You will need to select evidence – quotations to support what you write. No bullet points are given here. | |
| Q3 AO2 12 marks 12 minutes | How does the writer's use of language.....? You will be asked to select examples of interesting language use from any part of source 2 and then comment, explain and analyse the details you select. No bullet points are given here. | |
| Q4 AO3 16 marks 20 minutes | How do the writers present.....? This question requires comparison. You will be asked to COMPARE the ways writers present their ideas in the two extracts using evidence from both. There will be bullet points to suggest a focus for your answer. | |
| Q5 WRITING 40 MARKS 45 minutes | There will be ONE writing task linked to the topic of the reading sources and inviting you to express your point of view in a formal piece of writing for a given audience and purpose You will be expected to plan your writing in your answer booklet and it will be important to check the accuracy of your writing. | |
| AO5 AO6 | 24marks available for content and organisation. 16 marks for your use of vocabulary, grammar and accuracy of spelling and punctuation. | |

GCSE PE revision list

Paper 1

Bones, structure of the skeleton, functions of the skeleton, muscles of the body, synovial joints, types of movement (flexion, extension, abduction, adduction, circumduction, rotation, plantarflexion, dorsiflexion), pathway of air, gaseous exchange, blood vessels, structure of the heart, cardiac cycle and pathway of blood, cardiac output, stroke volume, heart rate, mechanics of breathing, spirometer traces, aerobic and anaerobic exercise, EPOC, effects of exercise (immediate, short-term, long-term)

Levers, planes and axes, movement analysis.

Components of fitness, fitness testing, principles of training, types of training, calculating working intensities, preventing injury, high altitude training, seasons, warming up and cooling down, the use of data.

Paper 2

Skill and ability, skill classification, performance and outcome goals, SMART goals, basic information processing, guidance, feedback, arousal, inverted U theory and optimum arousal, aggression, introverts and extroverts, engagement patterns.

Commercialisation, sponsorship and the media, technology in sport, conduct of performers, prohibited substances and methods, spectator behaviour, hooliganism and strategies to combat it.

Health, fitness, sedentary lifestyles, obesity, somatotypes, diet and nutrition, water balance.

GCSE Revision list 2025

| Topic | Review 1 | Review 2 | Review 3 |
|---|----------|----------|----------|
| | | | |
| Paper 1: Our Natural World | | | |
| Topic 1=Global Hazards | | | |
| | | | |
| The global air circulation | | | |
| What causes weather extremes- wind? | | | |
| What causes weather extremes- precipitation? | | | |
| What causes weather extremes- temperature | | | |
| Tropical storms- distribution | | | |
| Tropical storms- causes | | | |
| Tropical storms case study: Typhoon Haiyan 2013 (causes/impacts/responses) | | | |
| Droughts- distribution | | | |
| Droughts- causes | | | |
| Drought case study: UK drought (2012) (causes/impacts, responses) | | | |
| El Nino- causes and impacts | | | |
| La Nina- causes and impacts | | | |
| Structure of the Earth | | | |
| What is viscosity? | | | |
| What causes plates to move- convection current/slab pull/ridge push? | | | |
| The different way plates move- constructive/destructive/collision/conservative | | | |
| What causes earthquakes? | | | |
| What causes volcanic eruptions? | | | |
| The different types of volcanoes- shield/composite and hotspot | | | |
| Case study of a tectonic event (causes/impacts/responses) | | | |
| Volcanic eruption- E-16 eruption 2010 OR Earthquake- Nepal 2015 | | | |
| | | | |
| Topic 2= Changing Climate | | | |
| | | | |
| How has the climate changed throughout the Quaternary period? | | | |
| Evidence of climate change- historic and modern day | | | |
| Natural causes of climate change- Milankovitch Cycles, volcanic activity and sunspots | | | |
| The natural and enhanced greenhouse effect | | | |
| Global impacts of climate change- social | | | |

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|--|--|--|--|
| Global impacts of climate change- economic | | | |
| Global impacts of climate change- environmental | | | |
| Example- Tuvalu | | | |
| The impact of climate change on the UK- weather patterns | | | |
| The impact of climate change on the UK- social | | | |
| The impact of climate change on the UK- economic | | | |
| The impact of climate change on the UK- environmental | | | |
| | | | |
| Topic 3= Distinctive Landscapes | | | |
| | | | |
| Define landscape | | | |
| The different elements of a landscape | | | |
| Define geomorphic processes | | | |
| Distribution of upland, lowland and glaciated landscapes | | | |
| How does geology create distinctive landscapes- hard and soft rock? | | | |
| How does climate create distinctive landscapes- precipitation? | | | |
| How does human activity create distinctive landscapes? | | | |
| Four processes of erosion | | | |
| Four processes of transportation | | | |
| Types of weathering | | | |
| Formation of coastal landforms (headlands, bays, cave, arch, stack, beach and spit) | | | |
| Formation of river landforms (waterfall, gorge, v-shaped valley, floodplain, levee, meander and ox bow lake) | | | |
| River case study: River Wye (geomorphic processes, landforms, human activity and management) | | | |
| Coast case study: North Norfolk (geomorphic processes, landforms, human activity and management) | | | |
| | | | |
| Topic 4= Sustaining Ecosystems | | | |
| | | | |
| Define ecosystem | | | |
| The interdependence of an ecosystem- climate, soil, water, plants and animals | | | |
| The distribution, climate, flora and fauna of polar regions | | | |
| The distribution, climate, flora and fauna of coral reefs | | | |
| The distribution, climate, flora and fauna of grasslands | | | |
| The distribution, climate, flora and fauna of temperate forests | | | |
| The distribution, climate, flora and fauna of hot deserts | | | |

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|--|--|--|--|
| The characteristics of rainforests- layers, soil and nutrient and water cycle | | | |
| Human activity in the rainforests | | | |
| Goods and services that the rainforest provides | | | |
| Human impacts in the rainforests- logging, mineral extraction, agriculture and tourism | | | |
| Case study: Sustainable ways to manage the rainforest- Costa Rica | | | |
| The characteristics of the Arctic and Antarctica - layers, soil and nutrient and water cycle | | | |
| Human activity in the Arctic or Antarctica | | | |
| Human impacts in the Arctic or Antarctica- tourism, fishing, whaling, mineral extraction, scientific research and indigenous people | | | |
| A case study to examine one small scale sustainable management strategy in the Arctic OR Antarctica (conservation, tourism and whaling) | | | |
| A case study to examine one large scale sustainable management strategy in the Arctic OR Antarctica (Antarctic Treaty) | | | |
| | | | |
| Paper 2: People and Society | | | |
| Topic 5- Urban Futures | | | |
| | | | |
| How urban growth rates vary according to development | | | |
| Characteristics of world cities and megacities and how they have changed since 1950 | | | |
| Causes of rapid urbanisation- push and pull factors | | | |
| Consequences of rapid urban growth in LIDCs | | | |
| Urban trends in ACs- suburbanisation, counter urbanisation, and re-urbanisation | | | |
| Case study Birmingham: Location and importance of the region | | | |
| Case study Birmingham: Patterns of national and international migration to the city | | | |
| Case study Birmingham: The ways of life in the city- culture, housing, ethnicity, consumption and leisure | | | |
| Case study Birmingham: The contemporary challenges- inequality and housing | | | |
| Case study Birmingham: sustainable management of the challenges- regeneration and the library | | | |
| Case study Istanbul: Location and importance of the region | | | |
| Case study Istanbul: Patterns of national and international migration to the city | | | |
| Case study Istanbul: The ways of life in the city- culture, housing, ethnicity, consumption and leisure | | | |
| Case study Istanbul: The contemporary challenges- transport and housing | | | |

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| Case study Istanbul: sustainable management of the challenges- integrated transport and gentrification | | | |
| | | | |
| Topic 6: Dynamic Development | | | |
| | | | |
| Define and global distribution of AC, EDC and LIDC | | | |
| Economic measure of development e.g. GNI | | | |
| Social measures of development e.g. life expectancy | | | |
| Human factors that lead to uneven development | | | |
| Physical factors that lead to uneven development | | | |
| How debt, trade and political unrest can make it hard to break out of poverty | | | |
| Case study: Zambia- describe its location, population, development, politics and colonialism (post) | | | |
| Case study: Zambia- where on Rostow's model? | | | |
| Case study: Zambia/Ethiopia- how the MDGs have been met, not met | | | |
| Case study: Zambia- how the political, social and environmental context has affected its development | | | |
| Case study: Zambia- international trade (copper) | | | |
| Case study: Zambia- advantages and disadvantages of TNC investment (ABF) | | | |
| Case study: Zambia- advantages and disadvantages of aid and debt relief for development | | | |
| Case study: Zambia- top down development Kariba Dam OR China's water transfer scheme | | | |
| Case study: Zambia- bottom up development Room to Read | | | |
| | | | |
| Topic 7: UK in the 21st Century | | | |
| | | | |
| Human and physical characteristics of the UK | | | |
| Population trends since 2001- population pyramids | | | |
| Demographic Transition Model | | | |
| Distribution, causes and effects of an ageing population | | | |
| Case study: Boston, Lincolnshire- how a population has changed since 2001 | | | |
| Changing employment sectors since 2001 | | | |
| Pattern of economic hubs | | | |
| Case study: an economic hub: Oxford- the significance to the region and UK | | | |
| Case study: UK's participation in conflict in the Middle East | | | |
| The UK's media exports- TV and film | | | |
| Case study: Boston, Lincolnshire- how ethnic groups have contributed life in the UK- Balti Triangle | | | |

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| Topic 8: Resource Reliance | | | |
| | | | |
| The factors leading to increased resource use- population and economic development | | | |
| Environmental impacts of commercial fishing and farming | | | |
| Environmental impacts of deforestation and mining | | | |
| Environmental impacts of reservoirs and water transfer schemes | | | |
| Define food security | | | |
| The physical and human factors that lead to food insecurity | | | |
| The pattern of hunger globally and the world hunger index | | | |
| Differences between Malthus and Boserup theories | | | |
| Case study: Babati Goat Aid- an attempt to secure food and a local level | | | |
| Case study: Tanzania-Canada Wheat Programme- a past attempt to secure food | | | |
| Case study: Tanzania SAGCOT- a present attempt to secure food | | | |
| Sustainable attempts to secure food- ethical consumerism- fair trade and food waste | | | |
| Sustainable attempts to secure food- technology such as GM crops and hydroponics | | | |
| Sustainable attempts to secure food- bottom up approach such as urban gardens and permaculture | | | |
| | | | |
| Fieldwork (paper 1 and paper 2) | | | |
| | | | |
| The hypothesis for both human and physical fieldwork | | | |
| The methods (techniques) used for fieldwork | | | |
| How to present your data | | | |
| How to analyse your data | | | |
| How to use GIS in fieldwork | | | |
| What conclusions can be drawn from fieldwork | | | |
| How to evaluate your finding and the limitations of fieldwork | | | |

History year 11 Revision List

Paper 1 Medicine Through time:

Be able to answer short and long essay style questions Explaining how medicine changed or stayed the same in the following periods:

c1250–c1500: Medicine in medieval England

c1500–c1700: The Medical Renaissance in England

c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain

c1900–present: Medicine in modern Britain

You must be able to consider both changes in Cause, Prevention and treatment, as well as the importance of different factors such as education, key individuals, government, science and technology.

You need to be able to answer source questions on battlefield medicine on the western front. Including developments in treatments, wounds caused by the weapons, illnesses caused by conditions and the evacuation process.

Paper 2a Anglo Saxon and Norman England:

You need to be able to describe and explain changes and events in the period 1060-188 including the following key areas:

Saxon England 1060-66 including the Godwin family, society, law and order, economy and towns.

1066 including the succession crisis, the Battles of Fulford Gate, Stamford Bridge and Hastings.

1067-1075 William securing control. Including the rebellions of Edwin and Morcar, Edgar Atheling, Hereward the Wake and the rebellion of the Earls.

1075-1088 Norman England including changes to the law, land, society, church and Williams family.

Paper 2b the Cold War:

You need to be able to write a narrative account and explain the importance or consequences of key events including:

The origins of the Cold War, 1941–58 – Peace conferences, iron curtain, Truman Doctrine, Berlin Crisis, Hungarian uprising, NATO and the Warsaw Pact

Cold War crises, 1958–70 – Berlin Wall, Cuban Missile Crisis, Invasion of Czechoslovakia

The end of the Cold War, 1970–91 – Détente, Afghanistan, Raegan, Gorbachev and the collapse of communism.

The Weimar Republic 1918–29:

1 The origins of the Republic, 1918–19

- The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19.
- The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.
- 2 The early challenges to the Weimar Republic, 1919–23:
 - Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles.
 - Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.
 - The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.
- 3 The recovery of the Republic, 1924–29
 - Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.
 - The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.
- 4 Changes in society, 1924–29
 - Changes in the standard of living, including wages, housing, unemployment insurance.
 - Changes in the position of women in work, politics and leisure.
 - Cultural changes: developments in architecture, art and the cinema.

Key topic 2: Hitler’s rise to power, 1919–33:

- 1 Early development of the Nazi Party, 1920–22
 - Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20.
 - The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.
- 2 The Munich Putsch and the lean years, 1923–29
 - The reasons for, events and consequences of the Munich Putsch.
 - Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.
- 3 The growth in support for the Nazis, 1929–32
 - The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.
 - Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.
- 4 How Hitler became Chancellor, 1932–33
 - Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.
 - The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.

Key topic 3: Nazi control and dictatorship, 1933–39:

- 1 The creation of a dictatorship, 1933–34
 - The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.
 - The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.
- 2 The police state
 - The role of the Gestapo, the SS, the SD and concentration camps.
 - Nazi control of the legal system, judges and law courts.
 - Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.
- 3 Controlling and influencing attitudes
 - Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936).
 - Nazi control of culture and the arts, including art, architecture, literature and film.

4 Opposition, resistance and conformity

- The extent of support for the Nazi regime.
- Opposition from the Churches, including the role of Pastor Niemöller.
- Opposition from the young, including the Swing Youth and the Edelweiss Pirates.

Key topic 4: Life in Nazi Germany, 1933–39:

1 Nazi policies towards women

- Nazi views on women and the family.
- Nazi policies towards women, including marriage and family, employment and appearance.

2 Nazi policies towards the young

- Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.
- Nazi control of the young through education, including the curriculum and teachers.

3 Employment and living standards

- Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.
- Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.

4 The persecution of minorities

- Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities.
- The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.

Biology paper 1

- Cell biology
- Transport
- Organisation and health
- Organisation and digestion
- Infection and response
- Bioenergetics
- Plant biology

Chemistry paper 1

- Atomic structure and the periodic table
- Structure and bonding
- Quantitative chemistry
- Chemical changes
- Energy changes

Physics paper 1

- Energy
- Particle model
- Electricity
- Atomic structure

Biology paper 2

- Homeostasis
- Reproduction
- Variation and evolution
- Ecology



Chemistry Paper 2

- Rates of reaction
- Organic chemistry
- Atmosphere, analysis and using resources

Physics Paper 2

- Forces

- Waves
- Magnetism

| Good and Evil Knowledge Organiser | | Key thinker and source | Quote  | Use this when writing about.... |
|---|---|--|---|--|
| <p>Your knowledge organiser is a condensed version of the module. It covers the main information for the module in a brief way, to support you in learning the essentials.</p> <p>You will need to learn all the different features of this knowledge organiser as directed by your teacher. One of the best ways of using this knowledge organiser is look, cover, check.</p> <p>Look: read through the information. E.g. read the key word and meaning, or the question and answer.</p> <p>Cover: Cover up either the key word, meaning or answer and write down or say the answer out loud.</p> <p>Check: Did you get the answer right? If you didn't try again.</p> <p><i>Ideas: ask someone else to test you, make flash cards using this information, highlight the information that you find hard to remember and work on revising this first.</i></p> | | St John 1:1-18 | 'In the beginning was the Word, and the Word was with God and the Word was God'. | The eternal nature of Jesus, the Incarnation. |
| | | Kenosis Hymn St Paul | 'but emptied himself, taking the form of a slave' | Jesus emptied himself of His equality with God. He accepted a humble role. |
| | | St Augustine The Enchiridon | 'For what is that which we call evil but he absence of good?' | Augustine's definition of evil |
| | | Mark 10 :18 | 'No one is good but God alone' | The goodness of God |
| | Key Words  | Salvifici Doloris Pope John Paul II | "Suffering is always a trial' 'together with the working of God's love' | The importance of God's love for humanity in the face of suffering |
| Privation | The loss or absence of a quality or something that is normally present. Evil is a privation of good. | Isaiah 53 | 'He was wounded for our transgressions' 'Like a lamb to the slaughter' | Catholic response to suffering – Jesus died for our transgressions. Jesus is the ultimate example of how to endure suffering. |
| Conscience | Human reason making moral decisions. The knowledge we have of what is right and wrong and the God given compulsion within all human beings to do what is right and to avoid what is evil. | Matthew 5-7 The Sermon on the Mount | 'Blessed are the meek' 'I say to you anyone who looks at a woman with lust has already committed adultery with her in his heart' | Jesus has authority in matters of morality. Jesus fulfilled the law of Moses in his explanation, wanting people to have pure hearts. |
| Evil | The absence of good and the impulse to seek our own desires at the expense of the good of others which often results in suffering. | St Augustine De Trinitate | 'God the Father is the lover, the Son is the beloved and the Holy Spirit is love between the two' | The Trinity |
| Free Will | The decision making part of a person's mind is called the will. A will is free if a person is able to choose right from wrong without being controlled by other forces. | | | |
| Goodness | The quality of being like God: seeking the well being of others selflessly. | | | |
| Incarnation | 'made flesh'. The Christian belief that God became man in the person of Jesus, fully human and fully divine. | | | |
| Natural Law | The moral laws of right and wrong which are universal and not dependent on human laws. The belief in natural law is the belief that the moral law is discoverable by every human being and is the same for all human beings in all places at all times. | | | |
| Suffering | Pain or loss which harms human beings. Some suffering is caused by other human beings (often called moral evil); some is not (natural evil). | | | |

| Question | Answer | Question | Answer | Question | Answer |
|--|--|--|--|--|---|
| 1. What is the Trinity? | It is the belief that the one God comprising three persons. | 11.What is natural evil? | Natural evil includes any evil that has been caused by nature e.g. a tsunami | 21. How did St Thomas Aquinas define evil? | Evil is not a separate ‘thing’ but an absence of goodness. |
| 2. Who are the three persons of the Trinity? | The three persons of the Trinity are Father, Son and Holy Spirit. | 12.What is moral evil? | Moral evil is evil created by humans misusing their free will. e.g. murder | 22. Why does John Hick state there needs to be evil in the world? | There needs to be evil in the world to provide an opportunity for people to improve themselves. |
| 3. What mention of the Trinity is at Jesus’ baptism? | Jesus, the Father and the Holy spirit as a dove. | 13. What is Original Sin? | It is the sin of Adam and Eve – the first sin. | 23. What did St Augustine say about evil? | That humans abused their free will and brought about moral evil. |
| 4. How does St Augustine define the Trinity? | He offered an analogy based on love to explain the mystery of the Trinity. | 14. What does St Augustine say about evil in the Enchiridon? | He stated that moral evil is a result of the original sin. | 24. What is the main message of Salvific Doloris? | The answer to the why of suffering is God’s love. God can bring good from suffering. |
| 5. What do Jews believe about the Trinity? | Jews believe in the oneness of God and reject belief in the Trinity. | 15. How does St Augustine define evil? | Evil is the privation of good. | 25. How does Salvific Doloris say suffering improves people’s souls? | By suffering personally they develop positive characteristics such as endurance. |
| 6. What is the Incarnation? | God made flesh, God in human form. | 16. How does Judaism describe the tendencies to do good and bad? | Yetzer ha ra – inclination to do evil. Yetzer ha tov – inclination to do good. | 26. What does ambivalence mean? | Having mixed feeling towards something. |
| 7. Why is the Incarnation important? | It demonstrates God’s selfless love for humans. | 17. How can God’s greatness be witnessed in the world? | Through how he sustains creation and is immanent in the world. | 27. What does the RCC state about suffering? | It enables people to develop empathy for others. |
| 8. What does Kenosis mean? | Kenosis is a Greek word meaning ‘emptying’ | 18. What does omnibenevolent mean? | The belief that God is all good. | 28. What does Isaiah 53 state about Jesus’ suffering? | Jesus is the ultimate example to endure suffering. |
| 9. How does the Trinity respond to the problem of evil? | Jesus suffered on the cross, this makes it easier for Christians to endure their own pain. | 19. What does JL Mackie say about evil? | An all loving God would not allow people to make choices that lead to suffering. | 29. How does Isaiah describe Jesus endured suffering? | He stated ‘ like a lamb that is led to the slaughter’ |
| 10. What does John’s Gospel state about the nature of Jesus? | John makes it clear that Jesus is equal to God ‘and the Word was God’. | 20. Who first put forward the idea of the Inconsistent Triad? | It is based on the reasoning of Epicurus and then developed by Hume and Mackie. | 30. What is agape? | Christian, selfless love. |


GOOD AND EVIL KNOWLEDGE ORGANISER

| Question | Answer | Question | Answer | Question | Answer |
|--|---|---|---|---|---|
| 31.Why does Jesus have moral authority? | As one of the persons of the Trinity, he has equal authority to God the Father. | 41.What are statues and sculptures used for in Catholicism? | As a focus for worship and prayer. | 51.What is a pilgrimage? | A pilgrimage is a journey to a holy site for religious reasons. |
| 32.What Law did Jesus build upon? | The Law of Moses. | 42. Why do many protestant churches not have statues? | The Decalogue states ‘You shall not make for yourself and idol’. | 52. Why is Lourdes a Christian place of pilgrimage? | Mary appeared to St Bernadette at Lourdes and many accounts of healing have happened there. |
| 33. What did Jesus say is just as bad as the action, in the Sermon on the Mount? | The intention is just as bad as the action. | 43. Why do Catholics have statues in churches? | They use statues as an aid to prayer. | 53. Why is pilgrimage a response to suffering? | It is an opportunity for those in good health to show compassion and help those with are suffering. |
| 34. What is the Sermon on the Mount? | A collection of teachings Jesus taught, found in Matthew chapters 5-7. | 44. What is the Sacred Heart? | A statue of Jesus where his heart is clearly visible and circled by a crown of thorns. | 54. Why might a pilgrim go on a pilgrimage? | It gives pilgrims a sense of spiritual renewal. |
| 35.What prayer did Jesus teach in the Sermon in the Mount? | The Lord’s Prayer. | 45.What are the Stations of the Cross? | A series of 14 images that depict the final stages of Jesus’ life. | 55. Where may many Jews visit on a pilgrimage? | Many Jews will visit the western Wall to pray. |
| 36.Who developed the Natural law theory? | St Thomas Aquinas | 46.What does the word pieta mean? | Pieta comes from the Latin word for holiness: in Italian it means ‘piety’. | 56.What is popular piety? | It is the most common ways that Catholics show devotion to God. |
| 37.What did Aquinas say everyone can use to make a moral decision? | Their reason and conscience. | 47. How is God’s goodness seen in La Pieta? | The sculpture shows God’s sacrifice – his only son is now lying dead for the sake of humanity. | 57.What is the Rosary? | A form of devotion, with a collection of prayers to be said on sets of beads. |
| 38. What are the five primary precepts? | Five areas of moral conduct which people naturally strive for. | 48. How is human suffering shown in La Pieta? | There is great sorrow in the image of a mother cradling her only son after his death. | 58. What are the Sorrowful mysteries? | The Sorrowful Mysteries focus on Christ’s death. For example, the crowning with thorns. |
| 39.What are the four theological virtues? | Prudence, justice, fortitude and temperance. | 49.How does the sculpture show goodness in Mary’s face and posture? | Mary’s open palms show her openness to God. Her face is composed and calm showing acceptance of God’s will. | 59.How does praying the Sorrowful Mysteries help Catholics? | It reminds Catholics of what Jesus went through foe the sake of humanity. |
| 40.What gift did God grant humans? | The gift of free will. | 50. Why is Jesus shown as smaller than Mary? | To reflect his fragility and humanity. | 60. When might a Catholic pray the Rosary? | Catholics may pray the rosary at home, before Mass or for someone suffering. |



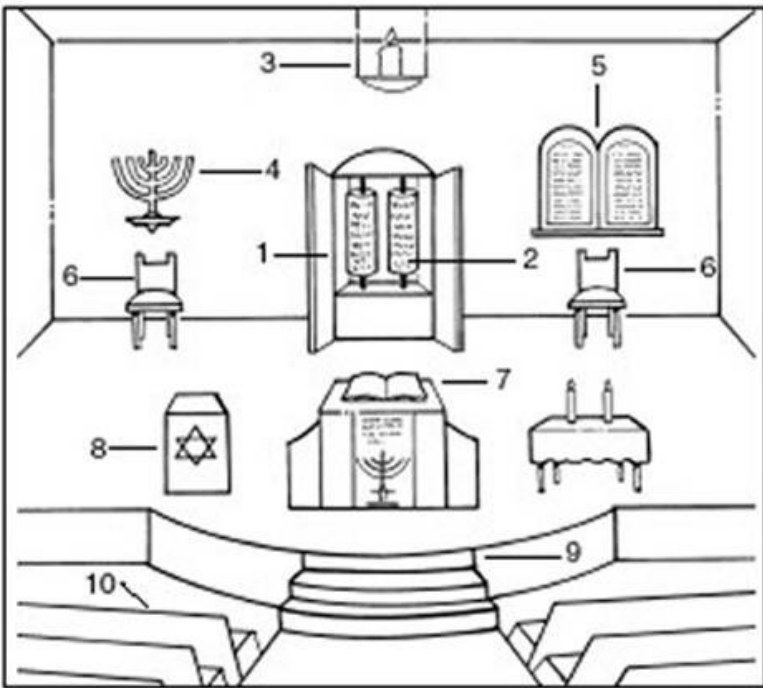
6. Mary is shown as larger than Jesus to remind us of the strong motherly love Mary shows her son.
7. This reflects the intense suffering Mary experienced as a mother.

1. Mary's face is youthful and peaceful. There is no anger at having to experience such suffering.
2. Mary's posture – her open palm shows her openness to God, and reflect Jesus at the Last Supper when he instituted the eucharist.
3. It is a reminder of Mary's holiness that she mirrors the goodness of God.
4. Jesus' body is fragile and vulnerable. This reflects his humanity.
5. The image is comforting to Catholics as it shows the close relationship between Mary and Jesus.

| Judaism Knowledge Organiser | | Source | Quote | Use this when writing about.... |
|---|--|---|--|---|
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| | | Deuteronomy 6:4 (The Shema) | Hear oh Israel, the Lord your God is one | God as one, Jewish prayer, worship in the home |
| | | Exodus 20:1-15 | Ten Commandments (see back page) | God as Law giver and judge Mitzvot, Importance of the Ten Commandments, Shabbat, features of a synagogue (idols) |
| | | Genesis 12: 1-3 | “Go from your country, your people and your father’s household to the land I will show you. 2 “I will make you into a great nation, and I will bless you;I will make your name great” | Abrahamic covenant, Brit Milah, Promised Land. Abraham, the Father of Judaism |
| | | Exodus 25: 8 | And let them make Me a sanctuary that I may dwell among them | Shekinah |
| Key Concept | Definition and example |  | | |
| Synagogue | House of Assembly. A building for Jewish public prayer, study and assembly as a community | Isaiah 11: 6 | The wolf shall lie down with the lamb | Messiah, Messianic age |
| Shekhinah | The place where God’s presence rests and can be felt. This used to be in the Holy of Holies in the Temple. Some Jews believe it is the feminine side of God and call it ‘she’. | Jeremiah 23:5 | See the time is coming when I shall raise up a branch of David’s line | Messiah, Messianic age |
| Shabbat | The day of spiritual renewal and rest. It begins at sunset on Friday and closes at nightfall on Saturday. | Genesis 12 and 17 | I will make you a great nation, I will bless you, I will make your name great.... You shall circumcise as a sign of the covenant | Abrahamic covenant Brit Milah |
| Kosher | This means ‘fit’ or ‘proper’. Foods that are permitted to be eaten according to Leviticus 11. It is also used to refer to the purity of ritual objects such as Torah scrolls. | Exodus 3: 11-15 | God said “I will be with you , when you have freed the people from Egypt , you shall worship God at this mountain” | Mosaic covenant |
| Torah | The 5 books of Moses (Genesis, Exodus, Leviticus, Numbers and Deuteronomy). Regarded as the holiest books of the Tenakh | Exodus 12: 14 | “This day you shall celebrate for years to come as a festival of the Lord” | Pesach, a mitzvot |
| Mitzvot | The term has a mix of meanings. It means ‘commandment’. It is often used to refer to duties (such as the 613 in the Torah) and good deeds. | Gen 2: 24 | 24 That is why a man leaves his father and mother and is united to his wife, and they become one flesh. | Features of a Jewish marriage ceremony |
| Messiah | The anointed one who Jews believe will bring in a new era or age for humans. This will include rebuilding the Temple and bringing in an age of universal peace. | Leviticus 11:1-23 | “Of all the animals that live on the land, these are the ones you may eat... | Kosher rules, keeping kosher, challenges and importance of keeping Kosher |
| Covenant | A promise or agreement between 2 parties. Covenants were made between God with Noah (sign of rainbow), Abraham (sign of circumcision) and Moses (10 Commandments) | | | |

| Question | Answer | Question | Answer | Question | Answer |
|---|---|--|--|---|---|
| 1. What is an Orthodox Jew? | Live as closely to the Torah as possible as it is God’s complete teaching. | 11. How do Reform Jews read the creation stories? | Metaphorically with a deeper religious truth. They accept scientific theories. | 21. What was the Covenant that God made with Abraham? | The promise of land, descendants and blessings. |
| 2. What is a Reform Jew? | Harmonise the Torah with modern life. | 12. How do Jews celebrate God’s creation of the world? | Jews celebrate the creation of the world on Shabbat and Rosh Hashanah | 22. What were Abraham’s conditions of the Covenant? | Faithfulness and belief in one God. |
| 3. What is the central belief about God in Judaism? | There is one God. | 13. What does the Torah teach about God as law-giver? | God is law-giver because His standard of goodness is perfect. | 23. What is the sign of the Abrahamic Covenant? | Circumcision at eight days old for Jewish baby boys (Brit Milah) |
| 4. What is the belief in one God known as? | Monotheism | 14. What does the Torah teach about God as judge? | God’s judgements are always fair but merciful. | 24. What did God promise Moses? | Freedom from slavery |
| 5. What is the name of the prayer that expresses the belief in one God? | The Shema | 15. When do Jews believe they will be judged? | Every year during Rosh Hashanah and after death. | 25. What were the conditions of the Mosaic Covenant? | Keeping the 613 duties in the Torah, including the Ten Commandments. |
| 6. What commandments supports the belief in one God? | You shall have no other gods besides me | 16. What do Jews believe about the Messiah? | A future Jewish ruler who will lead with authority. | 26. What is the principle of Pikuach Nefesh? | The duty to save human life, even if that means breaking the Mitzvot. |
| 7. What else do Jews believe about the nature of God? | God is omniscient, omnipotent and omnipresent. | 17. What do Jews believe the Messiah will be like? | A human man, righteous and speak with authority from God. | 27. Why is life important in Judaism? | Life comes from God and is sacred. |
| 8. What does the Torah teach about Creation? | God created the world and all that is in it. God is an Omnipotent, Omniscient, Omnibenevolent creator. | 18. What do Jews believe the Messiah will do? | Rebuild the Temple in Jerusalem, bring all Jews back to the Promised Land and bring universal peace (Messianic Age). | 28. What do all Jews agree on about the afterlife? | They should not focus on what will happen in the afterlife but rather on living a good life now |
| 9. What does Genesis 1 in the Torah teach about humans? | Humans are made in God’s image and they are God’s most special creation. Humans are given the role of stewards. | 19. What are Orthodox views on the Messiah? | There is a potential Messiah in every generation. He will come when it is most needed. | 29. What is the afterlife called in Judaism? | Olam Ha-ba – the world to come. |
| 10. How do Orthodox Jews read the creation stories? | They read the stories literally. | 20. What are the Reform views on the Messiah? | The Messianic Age will happen when all Jews follow the Mitzvot. | 30. How do Jews pray? | Jews can pray alone or with others, but it is considered less selfish to pray with others. |

| Question | Answer | Question | Answer | Question | Answer |
|--|--|--|--|--|---|
| 31. How many daily prayer services are in the Synagogue and what do they connect to? | There are 3 daily prayer services and they connect to daily sacrifices in the Temple. | 41. What is the function of a synagogue? | It is a place of prayer, study and a place for the community to gather together. | 51. What is the Talmud? | A collection of writings that clarify areas of the Torah. |
| 32. What is a minyan? | The minimum of ten Jewish men (Reform includes women) needed for communal prayer. | 42. What is a Brit Milah? | A ceremony where an eight day old baby boy is circumcised. | 52. What is kashrut? | The set of laws Judaism which outline what food Jews can and cannot eat, based on Leviticus 11. |
| 33. What happens during the Shabbat morning service/ | Reading from the Torah and Haftorah, Shema, Amidah and teaching. | 43. What happens at a Bar Mitzvah? | A 13 year old boy reads from the Torah in the synagogue and puts on Tefillin for the first time. | 53. What do Jews celebrate on Rosh Hashanah? | The Jewish new year and the renewal of their relationship with God. |
| 34. What three types of prayer does the Amidah contain? | Prayers of praise, petition followed by thanksgiving. | 44. What is a Bat Mitzvah? | A ceremony for 12 year old Reform Jewish girls, similar to a boy's Bar Mitzvah. | 54. How do Jews celebrate Rosh Hashanah? | The shofar is blown, Jews attend a service in the synagogue, a symbolic meal and Tashlich. |
| 35. What does worship in the home usually involve? | Siddur, Shema, Modeh Ani and the Mezuzah. Celebration of festivals. | 45. What is a Bat Chayil? | A ceremony for 12 year old Orthodox Jewish girls. It means 'daughter of valour'. | 55. What do Jew celebrate on Yom Kippur? | It means 'day of atonement' and Jews ask repent and ask for God's forgiveness. |
| 36. How do Jews celebrate Shabbat in the home? | Lighting two candles, blessing (kiddush) of a cup of wine, blessing over the Challah bread. | 46. What do Jews believe about marriage? | It is a mitzvot and fulfils the commandment to 'be fruitful and increase' Genesis 1:28. | 56. How do Jews celebrate Yom Kippur? | 25 hour fast and self-denial, attend 5 prayer services in the synagogue and acts of charity. |
| 37. How do Jews end Shabbat? | The family end Shabbat with the Havdalah ceremony. | 47. What happens at a Jewish wedding? | Signing a contract, unveiling of the bride, circling in the Chuppah, exchange of rings, reciting blessing and stamping on a glass. | 57. What do Jews celebrate on Pesach? | They remember when God freed the Israelites from slavery in Egypt. |
| 38. What are the items Jews wear when they pray? | The Tallit (shawl), Tefillin (boxes) and Kippah (skull cap) | 48. What is an Onan and the Chevra Kaddisha? | Someone who arranges a Jewish funeral and the voluntary group who care for the body after death. | 58. How do Jews celebrate Pesach? | Removing chametz (yeast) from the home, eating a symbolic meals called the Seder Meal, reading the story of the Exodus. |
| 39. What are the main features of a synagogue? | The Ark which contains the Torah scrolls, the Bimah and the Ner Tamid. | 49. What is Shiva? | A seven day period of mourning after the burial when Jews will not leave the home or cook. | 59. What do Jews celebrate during Sukkot? | When God provided for the Israelites when they were wondering in the desert. |
| 40. What is forbidden in a synagogue? | Images or statues of God, humans or animals. Worshipping idols is forbidden in the ten commandments. | 50. What is yahrzeit? | The anniversary of a death which is marked yearly. | 60. How do Jews celebrate Sukkot? | Building a sukkah and living in it for 7 days and wave a lulav and etrog. |



Key features of a synagogue

Please focus on the items detailed here

1. Ark/Aron Kodesh – where the Torah scrolls are kept
2. The Sefer Torah (Torah Scrolls)
3. The eternal light – Ner Tamid
4. The menorah candles
5. The Ten Commandments
7. The Bimah – raised platform where worship is led from

Kippah or skull cap – worn on the top of the head to show respect.

Tallit or prayer shawl. This has 613 tassels or tzitzit. These remind Jews of the importance of the 613 mitzvot.



Tefillin – two boxes containing the Shema. One is attached to the forehead and one to the arm to show that belief in one God should be in one's mind and in one's heart.

| Life and Death Knowledge Organiser | | Key thinker and source | Quote | Use this when writing about.... |
|--|---|--|--|---|
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| | | Pope St John Paul II, Evangelium Vitae | 'I confirm that euthanasia is a grave violation of the law of God, since it is the deliberate and morally unacceptable killing of a human person.' | Catholic teaching on assisted suicide and euthanasia. |
| | | 1 Corinthians 15:16-17 St Paul | 'For if the dead are not raised, then Christ has not been raised. If Christ has not been raised, your faith is futile and you are still in your sins.' | Resurrection, Jesus' death making eternal life possible, the resurrection of the spiritual body |
| | | CCC 1030 | 'All who die... but still imperfectly purified, are indeed assured of their eternal salvation; but after death they undergo purification, so as to achieve the holiness necessary to enter the joy of heaven.' | Redemption, heaven, purgatory, , resurrection, salvation |
| | | CCC 10333 | 'To die in mortal sin without repenting and accepting God's merciful love means remaining separate from him forever by our own free choice.' | Hell, resurrection, salvation |
| Key Concepts | Meaning | CCC 85 | 'The task of giving an authentic interpretation of the Word of God...has been entrusted to the living teaching office of the Church alone.' | Magisterium, authority of the Church, evangelising |
| Death | The end of physical life, when the physical body ceases completely to function. | Liturgy of the Easter Vigil | 'May the light of Christ rising in glory dispel the darkness of our hearts and minds' | Paschal Candle, Easter, resurrection |
| Eternal Life | The term used to refer to life in heaven after death. Also, the phrase Jesus used to describe a state of living as God intends, which leads to a life in heaven. | The Catholic Funeral Rite | Priest: In Baptism (Name) received the sign of the cross. All: May s/he now share in Christ's victory over sin and death. | Resurrection, heaven, funerals, life after death, salvation |
| Heaven | Those who have accepted God's grace and forgiveness in this life will enjoy an eternal existence in God's presence in the next life. This face-to-face encounter with God is what is called 'heaven'. | The Nicene Creed | 'I look forward to the resurrection of the dead and the life of the world to come' | Resurrection of the dead, |
| Hell | Those who, through the exercise of their own free will, ultimately reject God's grace and forgiveness, will have chosen to live eternally outside God's presence. This total lack of God for all eternity is what is called 'hell'. | Eternal Rest Prayer | Eternal rest grant unto him/her, O Lord, and let perpetual light shine upon him/her. May his/her soul & the souls of all the faithful departed, through the mercy of God, rest in peace. Amen | Prayer, Funeral Rite, |
| Judgement | The belief that each individual will be held to account by God for the things they do, or fail to do, during their lives. | | | |
| Magisterium | The teaching authority of the Church, exercised by the bishops in communion with the Pope. The Magisterium is given grace by the Holy Spirit to faithfully interpret the Scriptures and Traditions. | | | |
| Resurrection | The raising of the body to life again after death. Christians believe that Jesus has already experienced resurrection and that all people will experience it at the end of time. | | | |
| Soul | The eternal part of a human being at conception which lives on after the death of the body. Also a name for a human being's rational nature – their mind. | | | |

| Question | Answer | Question | Answer | Question | Answer |
|---|--|---|--|---|---|
| 1. What is meaning of death? | Death results in judgement before God and Jesus’ death and resurrection brings eternal life | 11. What is heaven? | Where those souls that are pure in their love for God will live forever in God’s presence | 21. What does sanctity of life mean? | Life is precious, holy and blessed because it comes from God. So life should end at it’s natural time. |
| 2. What is meant by ‘dying well’ for Catholics? | Preparing spiritually for death through confession and with dignity, peaceful relationships and forgiveness | 12. What is hell? | Where those souls who do not repent for their sins will be separated from God by their own free will. | 22. What does quality of life mean? | Life should be worth living. A life of pain and suffering may be seen as having a poor quality of life. |
| 3. What does the Catholic Church teach about palliative care? | Making suffering more bearable, maintaining dignity and unselfish care, and not hurrying death. | 13. What is purgatory? | A Catholic belief in the soul being in a state of purification so that the soul is ready to be with God. | 23. What is assisted suicide? | Someone provides a person with the means of ending their life, or helps them end their life. The Catholic Church disagrees with this. |
| 4. What does St Paul teach in 1 Corinthians 15 about Jesus’ resurrection? | Jesus died as a human and rose again 3 days later to save humans from sin. To reject this belief is to reject Christ | 14. What is the meaning of the parable of the unmerciful servant? | If people cannot forgive others, then they cannot expect God to forgive them. | 24. What is voluntary euthanasia? | Ending a person’s life at their request. The Catholic Church disagrees with this. |
| 5. What does St Paul teach in 1 Corinthians about life after death? | Jesus’ resurrection gives humans eternal life with a spiritual body. | 15. What is the meaning of the parable of the rich man and Lazarus? | People must show mercy and meet the needs of others. God’s judgement on this cannot be escaped after death. | 25. What is non-voluntary euthanasia? | Ending a person's life when they can’t ask to end it themselves. |
| 6. What does St Paul teach in 1 Corinthians about the human body. | The human body is weak and limited and will die. | 16. Why do Catholics believe that Jesus rose from the dead? | The trauma of Jesus’ treatment before, during and after crucifixion are unsurvivable. There were soldiers guarding the tomb. | 26. What are the arguments against euthanasia and assisted suicide? | It denies the sanctity of life – only God can give and take life. People may be pressured into choosing to die. Palliative care maintains dignity & life. |
| 7. What is particular judgement? | A person’s soul is judged and their soul is sent to heaven, hell or purgatory. | 17. What are the non-religious reasons for life after death? (Humanists and Atheists) | Life after death is through memories of others, genes in their children or impact on life. | 27. What are the arguments for euthanasia? | Suffering people have control over their situation. It maintains dignity as it can avoid greater suffering/poor quality of life. |
| 8. What is the Final Judgement? | At the end of time, the body and the soul will be reunited and those that showed love to others will be in heaven. | 18. What are remembered lives? | A belief that someone lives on through another eg James Houston a WW2 pilot living on through James Linegar age 2. | 28. What isn’t euthanasia according to the Catholic Church? | Refusing medical treatment that may prolong life but cause further suffering when terminally ill. |
| 9. What is the soul? | It is the non-physical part of a human given by God that lives on after death. | 19. What are near-death experiences? | People revived after physical death having awareness of events whilst dead. | 29. Is life shortening pain relief acceptable? | Yes, if it is used to just relieve pain. Patients can refuse it to remain aware. |
| 10.What is Eschatology? | The study of the four last things: death, judgement, heaven, and hell | 20. What is the ‘right to die’? | The belief that people should be free to choose when they die. | 30. Is euthanasia allowed by the Catholic Church? | No, it breaks God’s laws, natural moral law and Church teaching and tradition. |

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| 31. Where does the Magisterium come from? | Jesus passed on his authority to the disciples which passed on to the Pope and Bishops up to today. The first Pope was St Peter created by Jesus. | 41. What was Dei Verbum from the 2 nd Vatican Council about? | It means ‘Word of God’. Jesus is the Word of God who can be known through the Bible and Church teachings. | 51. Why is the Paschal Candle lit at Baptisms? | It represents the message of salvation and new life to remind us to walk in the light of Christ |
| 32. What guides the Magisterium? | The Holy Spirit that Jesus called the ‘Spirit of Truth’, first at Pentecost and later, through inspiration | 42.What does Dei Verbum teach about the Bible? | The Bible was inspired by the Holy Spirit, and preaching must be based on the Bible. Catholics should be guided in prayer by it. | 52. How does the Easter Vigil Mass give a message of salvation to the people? | The Paschal Candle is lit to dispel darkness and it’s light shared with all. Baptismal vows are renewed. |
| 33. What is the Ordinary Magisterium? | The first Church teachings passed down through time by the Pope in encyclicals eg Evangelium Vitae about sanctity of life | 43. What is Sacrosanctum Concilium about? | The importance of the liturgy or Mass as an expression of Jesus, the Son of God, who died and rose again to bring eternal life. | 53. Why is music an essential feature of worship? | It helps people pray, feel united, raise people’s mind to heavenly things, and experience the mystery of the Liturgy. |
| 34. What is the Extraordinary Magisterium: Pontifical? | Pontifical teaching where the Pope gives a final teaching, ex cathedra (from the throne of St Peter) which is infallible. | 44. What did Sacrosanctum Concilium change about the Mass? | The Mass said in the home language to involve the congregation, the priest facing the congregation and the Lectionary having more readings. | 54. What music is included in Mass? | The Alleluia, offertory hymns, the Gloria, Eucharistic prayer responses. Hymns can be traditional or more modern. |
| 35. What are the infallible teachings? | Mary as the Immaculate Conception and the Assumption of Mary | 45.What is Lumen Gentium? | It is a document from the Second Vatican Council that means ‘light to nations’. | 55. What does Faure’s Requiem communicate? | The peace and joy in eternal life and unity with God after death. |
| 36. What is Extraordinary Magisterium: Conciliar? | Teachings from the 21 councils of the Church involving the Pope and the Bishops eg the Second Vatican Council in the 1960s | 46. What did Lumen Gentium teach about the role of priests and the laity? | It encourages Catholics to live a life of service and love for others to share the Good News, and encourage Baptism. | 56. What is the Catholic Funeral rite about? | There are 3 parts: the vigil, the funeral Mass & Committal to pray for the dead and help them through purgatory |
| 37. What was the purpose of the Second Vatican Council? | To respond to the changes caused by 2 world wars, and the relationship of the Catholic Church to this modern world. | 47. What is Gaudium et Spes about? | The Church must be a source of joy and hope in the modern world by promoting peace and challenging injustice in all its forms. | 57. What are the symbols used in the Catholic funeral rite? | Holy water, the pall on the coffin, the Paschal Candle, a cross and Bible on the coffin, the priest’s white vestments and the Eucharist. |
| 38. Who ordered the 2 nd Vatican Council? | It was ordered by Pope John in 1962 and concluded by Pope Paul VI in 1963 | 48. How has Vatican II made a difference? | Catholics are more involved, charities like CAFOD (against poverty) and Pax Christi help others, Bible study has increased. | 58.Why do Catholics pray for the dead? | To show love and respect. To unite the members of the Church, both living and dead, especially saints |
| 39. Who attended the 2 nd Vatican Council? | Pope, Bishops, with non-Catholic religious leaders as observers and women auditors | 49. What are Christian sarcophagi? | They are stone coffins decorated with symbols of belief about life after death. | 59.Why is prayer important to Catholics? | It raises the heart and mind to God and strengthens the relationship |
| 40.What was the result of the Second Vatican Council? | It produced 16 documents, and reached out to other faiths, and women, showing interfaith dialogue. | 50. What is the Paschal Candle? | A tall candle first lit at the Easter Vigil to celebrate Jesus’ resurrection. It signifies new life in Jesus and Jesus as the ‘Light of the World’. | 60. What kinds of prayers do Catholics use? | 2 main types: formulaic and extempore The best example is the Lords Prayer/Our Father which has all elements of prayer. |

Christian Sarcophagi

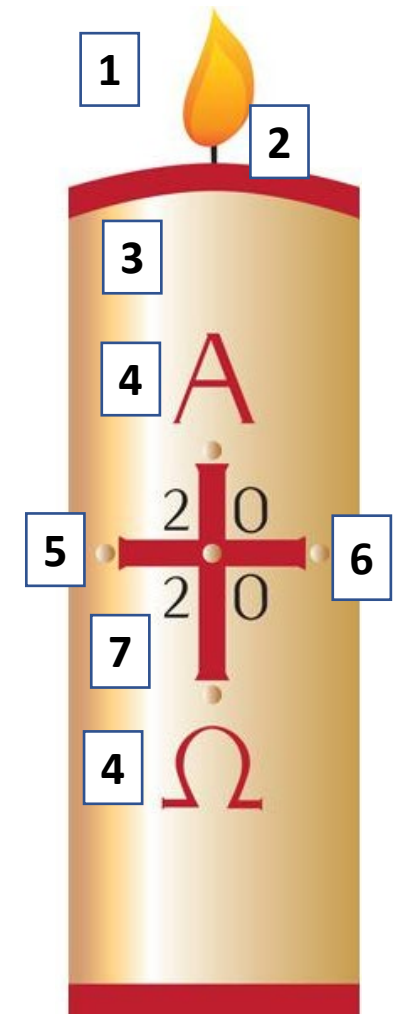
1. The sarcophagi shows Scenes of the Passion to demonstrate key Christian beliefs about Jesus' victory over death.
2. Jesus carrying the cross to Calvary with Simon of Cyrene
3. Jesus crowned with the crown of thorns which is shown as jewelled since Jesus is King of Heaven



4. The Chi Ro symbol shows Jesus is the 'anointed one' and means Christ.
5. The laurel wreath means victory. The Chi Rho and the laurel wreath show Christ's victory over death
6. The cross is the key symbol of Jesus death and sacrifice.
7. The soldiers guarding Jesus' tomb show Jesus death and resurrection are united events needed for salvation.
8. Jesus is calm and dignified on trial with Pilate

The Paschal Candle

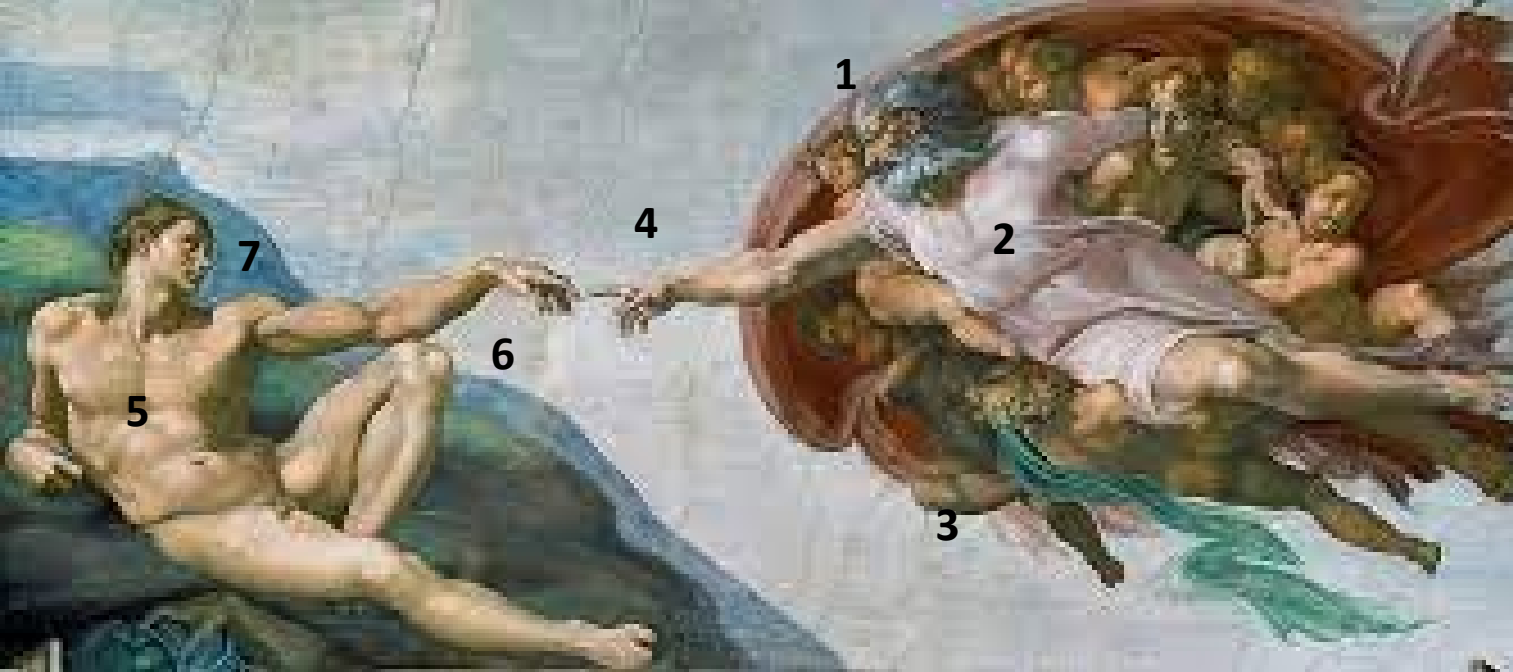
1. The Paschal Candle represents Jesus Christ as the light of the world. The flame represents Jesus' divinity.
2. The wick represents Jesus' humanity.
3. The beeswax candle represents Jesus' sinless body.
4. The Alpha and Omega demonstrate that Jesus is the beginning and the end.
5. The cross is a reminder of Jesus's death which was necessary to pay the price of human sin.
6. The 5 studs (dots) represent the 5 wounds of Jesus he suffered on the cross and still had after he was resurrected.
7. The date represents that Jesus is present now, as in the past, and will be in the future.



| Origins and Meaning Knowledge Organiser | | Key thinker and source | Quote | Use this when writing about.... |
|--|---|---|---|---|
| <p>Your knowledge organiser is a condensed version of the module. It covers the main information for the module in a brief way, to support you in learning the essentials.</p> <p>You will need to learn all the different features of this knowledge organiser as directed by your teacher.</p> <p>One of the best ways of using this knowledge organiser is look, cover, check.</p> <p>Look: read through the information. E.g. read the key word and meaning, or the question and answer.</p> <p>Cover: Cover up either the key word, meaning or answer and write down or say the answer out loud.</p> <p>Check: Did you get the answer right? If you didn't try again.</p> <p><i>Ideas: ask someone else to test you, make flash cards using this information, highlight the information that you find hard to remember and work on revising this first.</i></p> | | A: St Augustine; Confessions | ‘There was nothing from which you could create heaven and earth, therefore you have created them from nothing’ | Creation ex Nihilo, Origins of the universe |
| | | B: Pope St John Paul II; Message to the Pontifical Academy of Sciences: Evolution | ‘There is no conflict between evolution and the doctrine of faith’ | Big Bang and Evolution, Catholic beliefs about the origins of the universe |
| | | C: Genesis 1:27 | ‘God created humankind in His image’. | Catholic and Jewish beliefs about creation, imago Dei, Catholic Social Teaching, Interfaith dialogue, Sanctity of Life |
| | | D: Genesis 2:7 | ‘Then the Lord God formed a man from the dust of the ground, and breathed into his nostrils the breath of life, and the man became a living being.’ | Catholic beliefs about imago Dei, Catholic Social Teaching, Interfaith dialogue, sanctity of life, abortion |
| | | E: Genesis 2:15 | ‘The Lord God took man and put him in the Garden of Eden to work it and take care of it.’ | Catholic beliefs about stewardship, imago Dei, Catholic Social Teaching |
| Key Concept | Meaning | F: Catherine of Siena; Of Discretion | ‘Her dignity is that of her creation, seeing that she is the image of God...” | Catholic beliefs about imago Dei, Catholic Social Teaching, Interfaith dialogue, sanctity of life, abortion |
| Creation ex nihilo | It means ‘Creation out of nothing.’ There was nothing before the universe. God made the universe from nothing | G: Gaudium et Spes 29 | ‘Since all men....are created in God’s likeness....the basic equality of all (humans) must receive increasingly greater recognition.’ | Catholic beliefs about imago Dei, Catholic Social Teaching, Interfaith dialogue, sanctity of life, justice, peace and reconciliation. |
| Evolution | Mutations (changes) and survival of the fittest cause species to change over time to survive in a particular environment | H: Gaudium et Spes 78 | ‘A firm determination to respect other ... peoples and their dignity ... (is) absolutely necessary for ... peace” | Catholic beliefs about imago Dei, Catholic Social Teaching, Interfaith dialogue, sanctity of life, justice, peace and reconciliation. |
| Imago Dei | “In the image of God”. Catholics believe that only humans are a reflection of God’s personhood. We are rational, free and moral | | | |
| Inspiration | It means ‘God breathed.’ Catholics believe the Holy Spirit guides people to act or write what is good and true. | | | |
| Omnipotence | The belief that God is all powerful. He created the earth out of nothing. | | | |
| Revelation | It describes all the ways that God makes himself known to people. Most fully known through Jesus | | | |
| Stewardship | The duty given by God to look after creation responsibly and protect it for future generations, not just consume and use its resources. | | | |
| Transcendence | God exists outside of time and space. God is nothing like anything else that exists, so He is above and beyond creation. | | | |

| Question | Answer | Question | Answer | Question | Answer |
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| 1. What happens in Genesis 1 and 2? | God creates the world and everything in it. | 11. What are the scientific theories for the origins of the world and all life? | The Big Bang and Evolution. | 21. What do most Reform Jews say about abortion? | It can be allowed to save a woman’s life. (See Pikuach Nefesh) |
| 2. What happens in Genesis 1? | God creates by spoken command, in six days, resting on the seventh. All of His creation is “good” | 12. What is the Big Bang? | The rapid expansion of energy which started the universe from one singular point. | 22. What do Humanists and atheists say about the Sanctity of life? | There is no God, so life cannot be sacred. Quality of life is more important. |
| 3. What happens in Genesis 2? | God creates humans in the Garden of Eden and makes them stewards of creation. | 13. What does the Catholic Church teach about the Big Bang and Evolution? | These theories are compatible with the Catholic faith. (See quote B) | 23. What do Humanists and atheists say about abortion? | Every woman has the right to a safe, legal abortion. |
| 4. How did God create ex nihilo? | Through his omnipotence. (See quote A) | 14. What do atheists and Humanists believe about the Big Bang and Evolution? | The scientific theories are based on evidence, and do not need God. | 24. Who is Peter Singer? | An moral philosopher who believes that decisions should bring the greatest pleasure for the greatest number. |
| 5. How do Catholics interpret Genesis 1 and 2? | Symbolic stories that demonstrate God’s power and love as creator. | 15. What is the sanctity of life? | All human life is a gift from God which should be treated with dignity. | 25. What is speciesism? | Peter Singer’s criticism that humans are favoured above other species. |
| 6. What is a literalist / fundamentalist interpretation of Genesis 1 and 2? | God created as the Bible teaches us. Science is just human theory. | 16. What does St Catherine of Siena say about creation imago Dei? | Humans are a reflection of God’s goodness, which gives them dignity. (See quote F) | 26. What does Genesis 1 and 2 teach about the nature of God? | He is the Creator, omnipotent, transcendent, eternal, omnibenevolent and immanent. |
| 7. What do all Christians agree about Genesis 1 and 2? | God is the omnipotent creator of everything. God’s creation is good. | 17. What is abortion? | The deliberate ending of a pregnancy. | 27. What does Genesis 1 and 2 teach about the nature of humans? | They are imago Dei, have dignity, free will, stewards of creation and have a relationship with God |
| 8. What do Orthodox Jews say about Genesis 1 and 2? | It is a literal account of how God created the world. | 18. What do Catholics believe about abortion? | Life begins at conception and so it is against God’s will to end this life. | 28. What does Genesis 1 and 2 teach about humanity’s relationship with creation? | In Genesis 1, man is told to rule and care for creation. In Genesis 2 he is told to tend to creation. |
| 9. What do Reform Jews say about Genesis 1 and 2? | It is a metaphorical explanation for creation. | 19. What do other Christians believe about abortion? | Abortion is never good - the lesser of two evils. | 29. What does the Catholic Church teach about stewardship? | Work for the common good, share the world’s resources and promote sustainable living. |
| 10. How do Jews recall God’s creation? | By resting on Shabbat and celebrating the birthday of the world on Rosh Hashanah. | 20. What do some Orthodox Jews say about abortion? | It is unacceptable because God teaches not to kill. | 30. What is Laudato Si? | Pope Francis’ letter to the world about stewardship. |

| Question | Answer | Question | Answer | Question | Answer |
|--|--|---|--|---|--|
| 31. What do Humanists say about caring for the environment? | It makes logical sense to do so, for now and future generations. | 41. What is the Preferential Option for the Poor? | The needs of the poor should be put first. | 51. What is the connection between interfaith dialogue and imago Dei? | Because all people are created imago Dei, all people are equal |
| 32. What do Jews believe about the environment? | The world is a gift from God and they have a responsibility to heal the world (tikkun olam). | 42. What is the Universal Destination of Goods? | We do not own the earth and its resources and so must be able to pass it to the next generation. | 52. What is the role of the Catholic Church in inter-faith dialogue? | To find opportunities to participate in inter-faith dialogue and to learn from other religions. |
| 33. How do Catholics interpret the Bible? | As inspired by the Holy Spirit but written by humans in their context and so needs interpreting. | 43. What is justice? | When all people can live in a world where they are treated fairly and have equal opportunities. | 53. What is CAFOD? | The Catholic Agency for Overseas Development which works for social justice throughout the world. |
| 34. How do Fundamentalists interpret the Bible? | The Bible is the Word of God and literally true. | 44. What is social justice? | Fair distribution of wealth, opportunity and privilege in society. | 54. What does CAFOD do? | Emergency aid e.g. food and shelter. Long term development e.g. healthcare and education. |
| 35. How do Orthodox Jews interpret the Torah? | It has greatest authority as it was given by God to Moses and should not be altered. | 45. What is peace? | Living in harmony based on friendship and respect for others. | 55. Why does CAFOD do this work? | All people are imago Dei, we should love our neighbour and care for the world we live in. |
| 36. How do Reform Jews believe they should interpret the Torah? | It needs to be understood in a modern context. | 46. What is reconciliation (not the sacrament)? | The act of bringing individuals or groups together in peace after a conflict. | 56. What is the SVP? | Saint Vincent De Paul Society, a Catholic charity working in local communities with the needy. |
| 37. What is Catholic Social Teaching (CST) | The official teaching of the Catholic Church on how to treat others to make society fair. | 47. What is <i>Gaudium et Spes</i> ? | A Church document meaning “Joy and Hope” about social justice and peace. | 57. What do the SVP do? | They provide face to face care such as providing food, shelter, clothing, advice, friendship. |
| 38. What is the link between Catholic Social Teaching and imago Dei? | Because all people are created in the image of God (imago Dei) they deserve to be treated fairly and with dignity. | 48. What does <i>Gaudium et Spes</i> teach about justice? | All Catholics have a duty to work for justice. Injustice is against God’s will. | 58. Why do the SVP do this work? | All people are created imago Dei, we should love our neighbour and care for the world as St Vincent de Paul did. |
| 39. What is the Common Good? | The goodness God has made in the world that all people are entitled to share in. | 49. What does <i>Gaudium et Spes</i> teach about peace? | Peace comes from God and is about a deep harmony between all people. | 59. What is Michelangelo’s Creation of Adam? | A piece of art on the ceiling of Sistine Chapel showing God creating of Adam imago Dei. |
| 40. What is interfaith dialogue? | Communication and collaboration between people of different faiths and of no faith. | 50. What is a multi-faith society? | A society in which people of different faiths and none are free to practice their religion. | 60. What is the Tree of Life apse? | A mosaic in the Church of San Clemente showing Jesus as the New Adam, bringing new life. |



The Creation of Adam, Sistene Chapel

1. God is outside of space and time (transcendent)
2. His strong body shows his omnipotence and his older appearance shows his eternal nature
3. He is shown in either a heart (a source of love), brain (a source of wisdom) or a womb (source of life)
4. God is reaching out to Adam showing a desire to connect with humanity
5. Adam is naked showing he has just been created and his innocence
6. Adam's attempts to reach out to God lack effort showing that humans don't always respond as they should to God and fall short.
7. Adam's attractive appearance shows that God's creation is good.



Tree of Life apse, San Clemente

1. Jesus is crucified in the middle of the image. His cross comes from the tree of life – showing that Jesus' death brings new life.
2. The vines grow from the cross, showing how the Good News of Jesus spread throughout the world.
3. There are twelve doves and twelve sheep. Both represent the disciples taking the good news to others.
4. Jesus is shown as the lamb in the centre. It is a reminder that Jesus is the lamb of God, sacrificed for humans.
5. The chi rho is a reminder that Jesus is Christ. The first two letters of Christ in Greek is chi and rho. The alpha and omega are the first and last letters of the Greek alphabet, showing that Jesus is the beginning and end of everything.
6. The four gospel writers are shown at the top, remembering those who spread the Good News about Jesus in the Gospels.
7. The serpent at the bottom of the tree of life reminds us of sin entering into the world, that Jesus died to pay the price for.



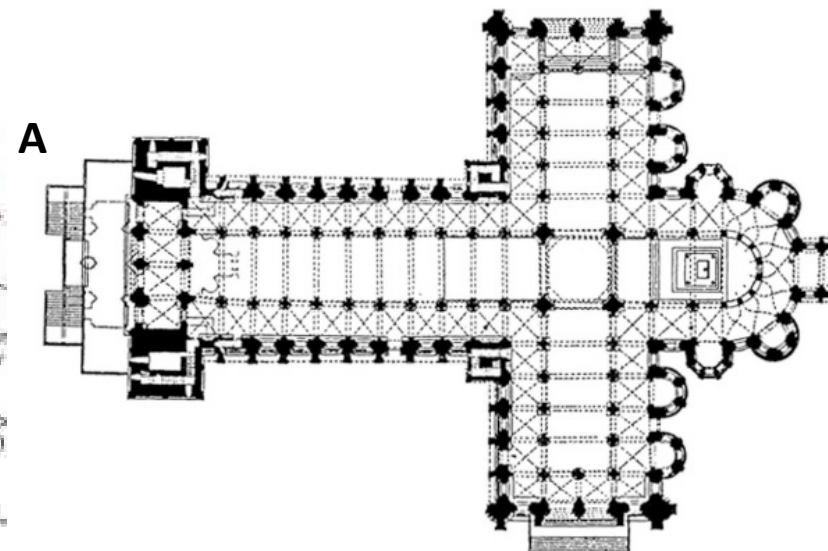
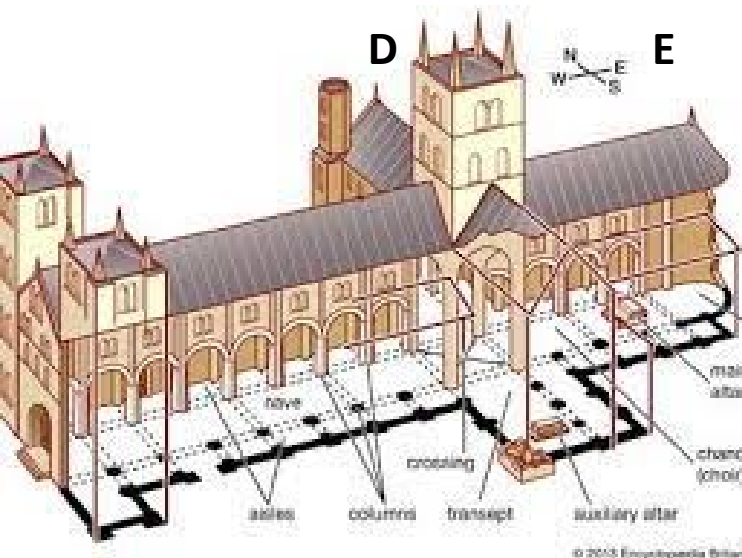
| Sin and Forgiveness Knowledge Organiser | | Key thinker and source | Quote | Use this when writing about.... |
|--|---|--|--|---|
| <p>Your knowledge organiser is a condensed version of the module. It covers the main information for the module in a brief way, to support you in learning the essentials.</p> <p>You will need to learn all the different features of this knowledge organiser as directed by your teacher.</p> <p>One of the best ways of using this knowledge organiser is look, cover, check.</p> <p>Look: read through the information. E.g. read the key word and meaning, or the question and answer.</p> <p>Cover: Cover up either the key word, meaning or answer and write down or say the answer out loud.</p> <p>Check: Did you get the answer right? If you didn't try again.</p> <p><i>Ideas: ask someone else to test you, make flash cards using this information, highlight the information that you find hard to remember and work on revising this first.</i></p> | | A: Jesus – The parable of the unmerciful servant | “Not seven times, I tell you, but seventy-seven times.” | Forgiveness, punishment, including the death penalty. |
| | | B: Jesus – Matthew 6:14-15 | “...if you do not forgive others, neither will your Father forgive your trespasses.” | Forgiveness, punishment, including the death penalty. |
| | | C: St Augustine letter to Macedonius | “...we pity the person but hate the offence or transgression.” | Punishment, including the death penalty. |
| | | D: St Augustine letter to Apringius | “Now if there were no other established method of restraining the hostility of the desperate, then perhaps extreme necessity would demand the killing of such people.” | Punishment, including the death penalty. |
| | | E: Pope St John Paul II Evangelium Vitae | “...[we] ought not go to the extreme of executing the offender except in cases of extreme necessity...” | Punishment, including the death penalty. |
| | Key Words | | | |
| Absolutism | the belief that there are certain actions that are always right or always wrong. The belief that moral laws exist eternally and are not just human inventions. | F: Genesis 9:6 | “Whoever shed the blood of a human, by a human shall that person’s blood be shed; for in his own image God made humankind.” | Arguments in favour of the death penalty. |
| Eucharist | meaning “thanksgiving”. The name Catholics use to describe the rite where the bread and wine become the body and blood of Jesus and is received by the people. Also the name for the real presence of Jesus in the Sacrament of Holy Communion. | G: Exodus 21:24 | “...eye for eye, tooth for tooth, hand for hand, foot for foot.” | Arguments in favour of the death penalty. |
| Evangelisation | literally means spreading the “good news” which we translate as Gospel. The sharing of the Gospel and life of Jesus with others. | H: Matthew 5:38 | “...if anyone strikes you on the right cheek, turn the other also.” | Arguments against the death penalty. |
| Forgiveness | the act of pardoning someone for the offences they have caused you. Overlooking a person’s faults. | I: Pope Francis Evangelii Gaudium | “I prefer a Church which is bruised, hurting and dirty because it has been out on the streets.” | Evangelisation. |
| Punishment | the consequences of a wrong decision and a penalty imposed by a person in authority on the person who has committed wrongdoing. | | | |
| Relativism | the belief that there is no moral law and that rules that govern what is right and wrong are human inventions and change from place to place and from age to age. | | | |
| Salvation | the belief that through Jesus’ death and resurrection humanity has achieved the possibility of life forever with God. | | | |
| Sin | acting against the will or laws of God. | | | |

| Question | Answer | Question | Answer | Question | Answer |
|---|--|---|--|---|---|
| 1. What is the difference between sin and crime? | Sin is an action against God’s law and crime is breaking the law of the land. | 11. What did Pope St John Paul teach about capital punishment? | It should only be used if it is the only way to keep society safe. (See quote E) | 21. What do Catholics believe about Jesus’ death on the cross? | It was a sacrifice made to pay for human sin. |
| 2. What is retribution? | Punishment which is equal to the crime committed. | 12. Why do some Christians agree with the death penalty? | Old Testament teachings suggest that major sin can be punished by death. (See quotes F &G) | 22. How do Catholics gain salvation? | By accepting the offer of salvation from Jesus and following him. |
| 3. What is deterrence? | Punishment to put people off committing crime. | 13. Why do some Christians not agree with the death penalty? | Jesus taught that we should forgive others. (See quote H) | 23. In the parable of the sheep and goats, who goes to heaven? | Those who had true faith in Jesus and helped others. |
| 4. What is rehabilitation? | Punishment to encourage someone to move on from criminal acts. | 14. What does Pope Francis teach about the death penalty? | It is wrong since all life is made imago Dei and so no-one should be put to death. | 24. What is the Paschal Mystery? | The death, resurrection and ascension of Jesus. |
| 5. How many times did Jesus say someone should forgive? | Seventy time seven, which means limitless. (See quote A) | 15. What is one non-religious argument in favour of the death penalty? | It may deter people from committing serious crime. | 25. What do Christians recall on Good Friday? | Jesus being put to death. |
| 6. What does the Lord’s Prayer say about forgiveness? | Forgiveness from God is only possible if a person is prepared to forgive others. (See quote B) | 16. What is one non-religious argument against the death penalty? | The wrong person could be executed. | 26. What do Christians celebrate on Easter Sunday? | Jesus rising from the dead. |
| 7. What do Christians believe about forgivene:s and punishment? | They work together: punishment can help a person to change and seek forgiveness. | 17. What is the consequence of sin? | Separation from God and others. | 27. What do Christians believe about Jesus’ resurrection? | Jesus overcame sin and death, making life after death possible. |
| 8. What is capital punishment? | The death penalty. | 18. How was Jesus’ life a response to sin? | He showed humans how to live. | 28. What do Christians celebrate on the feast of the ascension? | Jesus rising up to heaven. |
| 9. Why has the Catholic teaching on capital punishment evolved over time? | To respond changing attitudes to the aims and purposes of punishment and the changing world. | 19. What causes people to sin? | Using their free will to turn against God. | 29. What do Christians believe about the ascension? | Jesus went to be on God’s right hand, showing that he is God’s son. |
| 10. What did St Augustine teach about capital punishment? | It is wrong: a person should be helped to change: they can’t change if they’ve been executed. (See quotes C & D) | 20. What do Catholics believe can happen to those who accept God’s gift of salvation? | They will be able to go to heaven after death. | 30. What do Christians believe Jesus asked his apostles to do before he ascended? | Continue his work of spreading the Good News. |

| Question | Answer | Question | Answer | Question | Answer |
|---|---|---|---|---|---|
| 31. What is salvation history? | The times throughout history when God worked to save his people. | 41. What did John Hick teach about hell? | All people are saved from sin – there is no hell. | 51. What is the connection between salvation and the Church? | Jesus is necessary for salvation and the Church is his body, so it's also necessary for salvation. |
| 32. What do Catholics believe about Jesus' life, death, resurrection and ascension? | They are vital for salvation and are part of God's plan to save his people. | 42. Why might many Christians disagree with John Hick's views? | It undermines Jesus' saving work and it's not fair for sinners to get the reward of heaven. | 52. What effect can the sacraments have on the life of a person? | They can bring a person closer to God and others, which lead to salvation and eternal life. |
| 33. What is grace? | The unconditional and undeserved love that God has for the human race. | 43. What does it mean to say that the Church is one? | The Church is one community, based on belief in Jesus. | 53. What are the sacraments? | Baptism, Eucharist, confirmation, holy orders, matrimony and anointing of the sick. |
| 34. How did St Augustine believe humans could experience God's grace? | Through the sacraments. | 44. What does it mean to say that the Church is holy? | The Church is Jesus' body on earth and because Jesus was God incarnate, he is holy. | 54. How do Catholics describe the Eucharist? | The "source and summit of Christian life." |
| 35. How did St Augustine describe sacraments? | "Outward signs of an invisible grace." | 45. What does it mean to say that the Church is catholic? | The Church is universal, open to all people. | 55. Why is the Eucharist important to Catholics? | It is Jesus' body and blood, meaning he is really present. |
| 36. What is the problem of hell? | If God is good and merciful, loves unconditionally, hell would not exist and he would not allow people to go there. | 46. What does it mean to say that the Church is apostolic? | The Church continues the work of the apostles, taking Jesus' good news to others. | 56. What did Pope Francis teach about evangelisation? (See quote I) | Everyone has a duty to spread the good news, in particular to the sick and poor. Sharing faith is precious. |
| 37. What does the parable of the rich man and Lazarus teach? | The rich man goes to hell for eternity because he was selfish. | 47. How is Mary a model of the Church? | She embodied faith and charity and put Christ at the centre of her life. | 57. How can Catholics evangelise? | Welcoming others, charity work and interfaith dialogue. |
| 38. What do Catholics believe about the problem of hell? | People use their free will to make wrong choices, which means they take themselves to hell. | 48. Why is Mary special to Catholics? | She was chosen to be Mother of God, she intercedes in prayer and brings people to Jesus. | 58. Why is evangelisation important? | It continues Jesus' work and encourages people to turn to God, to receive salvation. |
| 39. What does the Catechism teach about free will? | Use free will with the knowledge that it shape your life after death. | 49. What does it mean to say that the Church is the Body of Christ? | The Church is the presence of Jesus on earth today, with Jesus at the head of the body. | 59. What are the benefits of evangelising in the UK? | Increases conversations with others and offers a chance for conversion. |
| 40. What do Catholics believe they should do if they have sinned? | Seek God's forgiveness. | 50. What does it mean to say that the Church is the People of God? | A community bound together by their love of God. | 60. What are the challenges of evangelising in Britain? | Might make people wary of Christians. |



1. Altar: where the Eucharist is celebrated. It is the altar of sacrifice, recalling that Jesus' death was a sacrifice for human sin.
2. Tabernacle: where the blessed hosts used in the Eucharist (body of Christ) are contained. Catholics believe that Jesus is really present in the Eucharist.
3. Crucifix: this is a reminder that Jesus died on the cross, which Catholics believe was a sacrifice which brought salvation.
4. Lectern: where the Bible is read from. It teaches people how to live holy lives which helps them to be saved from sin.
5. Baptismal font: where new members of the Church are baptised, to wash away sin. This makes it possible to achieve salvation.



- A. Cruciform building: in the shape of a cross showing the importance of Jesus' death on the cross for salvation.
- B. Circular building: some modern Churches are circular to show unity around the Eucharist.
- C. Stained glass windows: show Bible stories, saints and Christian teachings which can inspire someone to live in a way worthy of salvation.
- D. Towers, steeples and high ceilings: worship is directed to the heavens, suggesting connection with God.
- E. Face East: direction of the sunrise and the Holy Land, and believed to be where the second coming of Jesus will be from. Jesus' resurrection and second coming both remind Catholics about Jesus' role in salvation.

DEVELOPMENT

In this topic, you will learn about:

- Early brain development
- Piaget’s stages of development and their role in education
- Piaget’s theory of cognitive development
- Dweck’s mindset theory and the effects of learning on development
- Willingham’s learning theory and the effects of learning on development
- Studies X2 (Piaget and Inhelder (1956) and Gunderson et al.2013))
- Issues and debates around the development of morality

Early brain development

From conception to birth and beyond, we understand how our brain is developed to support our growing development.

Stages of development

How we progress through different stages of development as we grow. How this links to support us in education.

Mindset

How a mindset can inhibit us or help us grow and develop stronger, brighter futures. This links with how this theory can support education.

Cognitive

Thinking, including problem-solving, perceiving, remembering, using language and reasoning

Schema

Mental representations of the world based on one’s own experiences.

Equilibrium

When child’s schemas can explain all that they experience; a state of mental balance

Growth mindset

Believing practice and effort can improve your abilities.

Fixed mindset

Believing your abilities are fixed and unchangeable.

Egocentrism: Unable to see the world from any other viewpoint than one’s own.

Accommodation

When a schema has to be changed to deal with a new experience.

Adaptation

Using assimilation and accommodation to make sense of the world.

Assimilation

Incorporating new experiences into existing schemas.

Process praise

Someone praises what is being done, not the individual.

Entity theory:

Behaviour/ ability is a person’s nature

Incremental theory:

Behaviour/ ability is a person’s nature

Development

- Development underpins everything we do, what we say, our attitudes and our beliefs throughout our lifetime.
- It is fundamental to understanding humans.
- Development is also determined by what we are born with and our life experiences.

How did you develop? What can support development?

Dweck’s mindset theory

A theory that focuses on helping students achieve more, specifically considering how praise effects children's development. A growth mindset and a fixed mindset was developed as way to look at development and further support education.

Willingham’s learning theory

A theory that emphasises that practice and effort enable us to master knowledge and skills. It is important to practise enough to be able to do things automatically. This is necessary to leave enough working memory for learning new things. A skill must also be kept up.

Piaget’s four stages of development

| | | |
|-----------------------------|------------------|--|
| Sensorimotor | Birth to 2 years | Use their senses to make sense of the world; reflex actions; at 6 months they begin to develop object permanence (the object still exists even when they cannot see it) |
| Pre-operational | 2 to 7 years | Symbolic function (2-4yrs): symbolic play, egocentrism, animism (believes objects can behave as if they are alive) Intrusive though stage (4-7yrs): start of reasoning, centration, irreversibility (not being able to use thought to reverse events) |
| Concrete operational | 7 to 12 years | Applies rules and strategies to help their thinking; uses concrete objects to aid their understanding; difficulty with abstract ideas (such as morality) |
| Formal operational | 12+ years | Can think about multiple things (e.g. height, age, gender when describing a person); understand events change; understand that events have sequences; see that actions have consequences |

Link to education: used in classroom practice

- E.g. children in the sensorimotor stage are given stimulation and materials to practise skills and build their schemas

Study 1 – Piaget and Inhelder (1956)

Aims: children of different ages were able to take the view of another person

Procedure: 100 children were studied. A model pf 3 mountains was made (varying in size and colour). Children were asked to then arrange coloured card that represents the scene from the viewpoint of others. They were also asked to position a doll at particular viewpoints.

Results: children in the pre-operational stage show egocentrism. Children in the concrete operational stage can understand the different view points.

Conclusion: children up to 7 yrs. were egocentric, however towards the end of the pre-operation stage, they can start to see other viewpoints.

Study 2 – Gunderson et al. (2013)

Aims: To see if children are affected by different types of parental praise/person praise, given in a natural situation.

Procedure: A group of children were followed over a time period. They looked at parents use of praise at home when their children were 14 m, 26m, and 38m. 5 yrs. later the type of praise they received was measured.

Results: process praise was 18% of all praise and person praise was 16%-showing similar proportions. Other praise counted for 66%.

Conclusions: A clear relationship was found between parents use of process praise and a child's later motivational framework. The use of person praise did not show any later increase in motivational framework. The study showed some gender differences also.

Issue and debate: development of morality

Morals: refer to what you understand is right and wrong in human behaviour.

| Kohlberg | Piaget | Damon |
|---|--|--|
| <p>Kohlberg's theory was made up of 72 Chicago boys aged 10–16 years, 58 of these were followed up at three-year intervals for 20 years (Kohlberg, 1984). Each boy was given a 2-hour interview based on the ten questions. Kohlberg was not interested whether the boys judged the action right or wrong but in the reasons for the decision. He found that these reasons tended to change as the children got older.</p> <p><u>Findings:</u> Level 1: pre-conventional morality (up to 9 years) <i>Stage 1: avoiding punishment</i> In the first stage, avoiding Punishment (Age 3-7), tells us that whatever leads to punishment is wrong. If an individual acts from a belief that if they do something wrong, they'll be punished. Therefore, the best way to not do something wrong is by avoiding the consequences of it. If an action leads to a reward, then it must be good. People at this stage see fixed and absolute. For example, the man should not break into the pharmacy because the pharmacist might find him and beat him</p> <p><i>Stage 2: self-interest</i> At the self-interest stage (stage three) of Kohlberg's theory individuals will act on the belief that is justifiable to do something wrong if there is something in it for them. A behaviour is deemed as correct or incorrect depending on what the individual has to gain from it or if it is convenient for them. The individual will try to avoid punishments but gain rewards. An example of the self-interest stage is if someone cheated on a test because although it is morally wrong in the end, they will benefit from it.</p> <p>Level 2: conventional morality (most young people and adults) <i>Stage 3: good boy, good girl</i> This stage has a main focus of living up to social expectations and roles. It is about wanting to be seen as 'good' and 'nice'. For example, someone's thought process throughout this stage could include: "I better not drink and drive because my friends will think less of me and I, in turn, will think less of myself." This explains that behaviour is determined by social approval and the obsession to be liked by others. Th individual wants to maintain or win the affection and approval of others by being a 'good person'.</p> <p><i>Stage 4: maintaining social order</i> This stage is to focus on maintaining social order, society has begun to be considered as a whole when making judgements. Social order is maintained by obeying authority, following the rules and doing one's duty. The example used for this stage is the 'Heinz's dilemma', a man's wife is sick and a chemist has the medicine to cure the cancer. However, Heinz's can't afford it and the chemist won't lower the price so the husband steals the medicine.</p> <p>Level 3: post-conventional morality (only about 10% of people reach this) <i>Stage 5 (e.g., democracy)</i> Stage 5 is social contract and Individual rights and only 10% of people reach this stage of moral development. This is when the child becomes aware that while rules/laws might exist for the greater good of the most people, there are times when they will work against the interest of a particular individual. The issues are not always obvious, for example in Heinz's dilemma, the protection of life is more important than breaking the law against stealing.</p> <p><i>Stage 6:</i> Stage 6 is the understanding of moral reasoning is abstract and that you must follow the universal ethical principles. In this stage it emphasises the difference between right and wrong actions beyond individual laws. This type of reasoning involves taking the perspective person or groups This stage goes beyond social laws to what the individual has as moral principles.</p> <p><u>Evaluation:</u> 1. Lacks ecological validity Used stories that were artificial and might not represent real thinking (they lack <i>ecological validity</i>). There were no real consequences in the stories from the decisions that were made. 2. Biased sample Gilligan (1977) criticised Kohlberg as he only had a male sample which meant his theory was solely about male morality; culturally biased 3. Poor research design How Kohlberg carried out his research when constructing this theory may not have been the best way to test whether all children follow the same sequence of stage progression. His research was cross-sectional, meaning that he interviewed children of different ages to see their moral development level. A better way to see if all children follow the same order through the stages would be to conduct longitudinal research on the same children.</p> | <p>Child aged 5-10 believes that rules cannot be changed. Their ideas of morality come from parents, teachers and other family members. (heteronomous) From around the age of 10, a child learns that the intentions of the action are important. (autonomous)</p> <p>Heteronomous – rules put into place by others. Autonomous – rules can be decided by the individual person.</p> <p><u>Evaluation:</u> 1. Reliability Piaget uses qualitative methods (observation and clinical interviews). His research is based on very small samples. His methods are not standardised and therefore not replicable. It is impossible to say from his research how generalizable the results are. His is exploratory research, which is useful for generating new ideas rather than for the rigorous testing of hypotheses. 2. Validity Is Piaget testing what he thinks he is testing? This isn't clear. For example in his story of the broken cups Piaget claims to find a difference in children's views of what is right or fair. However it may be that the answer the children give is based on their view of what would actually happen in such circumstances not what they think should happen. 3. Underestimating children's rate of development Piaget argues that the shift from "moral realism" to "moral relativism" occurs around the age of 9 to 10 and that children younger than this do not take motives into account when judging how much someone is to blame. Other research suggests that children develop an understanding of the significance of subjective facts at a much earlier age. Nelson (1980) found that even 3-year olds could distinguish intentions from consequences if the story was made simple enough. 4. Lacks ecological validity Used stories that were artificial and might not represent real thinking (they lack <i>ecological validity</i>). There were no real consequences in the stories from the decisions that were made.</p> | <ul style="list-style-type: none"><i>Early infancy</i> Children's feelings towards others are not different from their feelings towards themselves.<i>Age 1-2</i> Children realise others are upset and this distresses them, but they do not understand what to do about it.<i>Early childhood</i> Children learn that others have a different view from their own and might react differently in a situation.<i>Age 10-12</i> Children start to realise that other people live in poverty and have difficulties such as disabilities. <p><u>Evaluation:</u> 1. Cross cultural validity Damon's model due to it taking place in America. In addition to this, findings have been wildly replicated in cultures that differ to the Western society for example Puerto Rico and Israel, suggesting that Damon's model is a standardised progression</p> |

MEMORY

In this topic, you will learn about:

- The structure and processes of memory and information processing
- The features of STM and LTM
- Two types of amnesia: retrograde and anterograde
- The active process of memory through Bartlett's (1932) ‘Theory of Reconstructive Memory’
- The structure of memory through Atkinson and Shiffrin's (1968) ‘Multi-store Model of Memory’
- Studies X2 (Barlett (1932) and Peterson and Peterson (1959))
- Issues and debates around reductionism and holism

| | | |
|---|---|---|
| Storage The retention of information in our memory system | Encoding Turning sensory information into a form that can be used and stored by the brain | Acoustic encoding The process of storing sound in our memory system |
| Visual encoding The process of storing something that is seen in our memory system | Semantic encoding The process of storing the meaning in our memory system, rather than the sound of a word, we store the definition/meaning of the of that word | STM Our initial memory store that is temporary and limited |
| Anterograde amnesia: A memory condition that means new long-term memories cannot be made; this is typically caused by injury to the brain | Retrograde amnesia A memory condition that affects recall of memories prior to an injury to the brain | LTM A memory store that holds potentially limitless amounts of information for up to a lifetime |
| Displacement When the STM becomes full and new information pushes out older information | Individualistic culture A culture that emphasises independence, autonomy and individuality | Active reconstruction Memory is not an exact copy of what we experienced, but an interpretation or reconstruction of events that are influenced by our schema (expectation) when we remember them again |
| | Interference When new information overwrites old information | Reductionism The theory of explaining something according to its basic constituent parts |
| | Iconic memory Sensory register for visual information | Holism The theory of explaining something as a whole |
| | | Echoic memory Sensory register for auditory information |

Memory

- Memory is central to being human. Memory can be seen as an anchor to the past, allowing us to understand what is currently happening, and to project ourselves into the future.
- Understanding how memory works can help our own memory improve and can also help and support those whose memory does not work as well as others.

| Type of memory | Duration | Capacity | Encoding | Forgetting |
|-------------------|------------------------------|-----------------------|-----------------|---|
| Short-term memory | 18 seconds without rehearsal | 7 items | Acoustic | Displacement and decay |
| Long-term memory | A few minutes to a lifetime | Potentially limitless | Mainly semantic | Decay, interference and retrieval failure |

How does memory work?

Memory and information processing

The brain is like a computer, we input and process information. This is via sight, hearing, touch, taste and smell.

Two memory theories/ models:

- **Reconstructive memory**
The idea that while remembering the past, we actively alter the stored memory drawing upon new experiences and knowledge.
- **Multi-store model of memory**
We have three different stores in our memory system; the sensory register, STM, LTM. (Atkinson and Shiffrin)

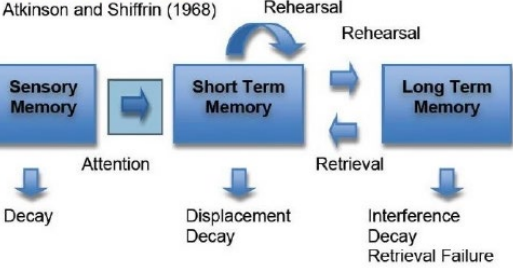
Reconstructive memory: memory and schemas

- Memories are not exact copies of an event but an interpretation – an active reconstruction
 - Bartlett referred to this general knowledge as schemas (packets of information about an event, person or places that influences how we perceive and remember)
- How do schemas influence memory?
- People recalled the pictures and stories differently because they were influenced by schemas – they cause us to change/ ignore details when we recall them.
 - Recalled displayed: omissions, transformations, familiarisation and rationalisation

Study 1 – Barlett: War of the Ghosts (1932)

Aims: to test the nature of reconstructive memory using an unfamiliar story, looking at whether or not personal schemas influence what is remembered from the story.
Procedure: Participants were asked to read ‘the war of the ghosts’ twice and then were later asked to recall it.
Results: repeated reproductions followed a similar form. Participants tended to make connections or add meaning to events during the text. Participants also left out unpleasant parts of the text.
Conclusions: the results were evidence for the active and constructive nature of memory. Participants did not recall the story fully or accurately.

Multi-Store Model



Study 2 – Peterson and Peterson (1959)

Aims: to test the true duration of STM
Procedure: 24 students were tested individually. They were asked to repeat 3 letters, then a 3 digit number and then asked to count backwards in 3s or 4s. A red light would signal and participants were expected to repeat the 3 letters.
Results: the longer each student had to count backwards, the less able they were to accurately recall the 3 letters.
Conclusions: information in our STM fades rapidly and only 10 percent could be recalled after 18 seconds

Issue and debate: reductionism Vs holism

| | <u>Reductionism</u> | <u>Holism</u> |
|------------------------------|--|---|
| <u>Definition</u> | <ul style="list-style-type: none"> Reductionism is the theory of explaining something according to its basic constituent parts. Reductionism is describing something using its basic parts or simplest explanation. It is based on the belief that human behaviour can be best explained by looking at the parts that make up behaviour. <i>Why might scientists use reductionism?</i> Because it means that we can investigate what causes a behaviour. <i>When might reductionism be used?</i> During lab studies so that we can isolate and test under controlled conditions. <i>What can be an issue with reductionism?</i> It can result in an explanation that is overly simplistic and we may ignore other causes of behaviour. | <ul style="list-style-type: none"> Holism is the theory of explaining something as a whole. Holism is about trying to understand the whole person. Many different factors might be making up a behaviour so dividing these factors may not be useful in understanding the behaviour as a whole. Holistic psychologists tend to use qualitative methods and can be regarded as unscientific. It can be difficult to achieve as you would have to investigate lots of different factors at once in an individual and will not be generalisable. |
| <u>Application to memory</u> | <p>Atkinson and Shiffrin can be considered reductionist as it describes our memory as a series of component memory stores with specific functions, such as rehearsal.</p> <p>The variables have been isolated and other factors have not been considered.</p> <ul style="list-style-type: none"> Information processing approach Multi-store model of memory Experiments | <p>Bartlett can be considered more holistic as he used qualitative methods and spent time establishing the character and backgrounds of his participants in order to understand how their schemas were formed, for example, he considered their jobs to see if any particular training might influence how they remember things.</p> <ul style="list-style-type: none"> Reconstructive memory Qualitative analysis |

PSYCHOLOGICAL PROBLEMS

In this topic, you will learn about:

- Symptoms and features of unipolar depression and addiction
- How the number of people diagnosed with depression and addiction has changed over time
- How depression and addiction affect individuals and society
- The influence of Genes on mental health and addiction
- Use of cognitive theory as an explanation of depression
- The use of learning theory as an explanation of addiction
- Use of CBT as a treatment for depression and addiction
- Use of drugs as treatment for depression and addiction
- Studies X2 (Caspi et al. (2003) and Young (2007))
- Issues and debates: nature and nurture debate

Mental health problem
A form of psychological problem characterised by symptoms affecting your mind and behaviour; they can affect how you think, feel, behave or how you relate to other people.

Genetic predisposition
A biological tendency to develop a particular behaviour as a result of the Genes someone has

Diathesis-stress model
A mental disorder develops when an individual has a vulnerability or predisposition combined with exposure to stressful life events

Withdrawal
A set of unpleasant physical or psychological symptoms someone gets when they are trying to quit or cannot satisfy their addiction

Addiction
A mental health problem that means people need a particular thing- a substance or an activity- in order to be able to go about their normal routine

Unipolar depression
A type of mood disorder causing periods of feeling sad and lacking motivation to do everyday activities

Neurotransmitters
Chemicals found within the nervous system that pass messages from one neuron to another across a synapse

Serotonin: associated with controlling mood
Noradrenaline: involved in mood and released during time of stress

Negative triad
A set of three thought patterns where people feel bad about themselves, the future and the world in general

CBT
A therapy for mental health disorders that aims to change thought processes in order to reduce symptoms – functional analysis and then skills training

Detoxification
When an addict tries to stop taking the substance they are addicted to

Placebo
An inactive substance, or ‘fake pill’, used instead of an active substance. The person given the placebo will not know it is fake

| How has statistics surrounding depression and addiction changed over time? | |
|---|---|
| <p>HOW HAVE INCIDENCES OF ADDICTION CHANGED OVER TIME?</p> <ul style="list-style-type: none">• Changed in definition – different types – now includes behaviour as well as substances• Stats show addicts are increasing – sources are becoming cheaper and becoming normalised <p>MENTAL HEALTH OVER TIME</p> <ul style="list-style-type: none">• Seligman: 1980s – 10x more likely than 1940s and keeps rising (2026 – 1.45 millions estimated) – modern living is more stressful (risk factors: sleep, poor diet and social isolation)• Teenagers and young adults – social media usage is a high risk factor | |
| Explanation | |
| Depression | Addiction |
| <p>COGNITIVE EXPLANATION – how our brain processes information – how we think</p> <p><u>Beck’s cognitive triad:</u> about the self, the world and the future</p> <ul style="list-style-type: none">• Cognitive biases: cannot see positive aspects of a situation – the world is generally a bad place. Develops from someone’s past – once they have a negative way of thinking they are more likely to perceive things in a bad way (negative self-schema). Prone to magnification (seeing their problems as much worse than they actually are) <p><u>Ellis’s ABC model:</u> A: activating events, B: beliefs (irrational), C: consequence (negative emotions)</p> | <p>LEARNING THEORY: learned through experiences</p> <p>CLASSICAL CONDITIONING: behaviour is learned through association – two things become automatically connected. Learn to associate the positive feeling with addictive behaviour so keep doing it.</p> <p>OPERANT CONDITIONING: behaviour is learned through reinforcement – any behaviour which is rewarded will be repeated. If they feel good when doing addictive behaviour then they will do it more (positive reinforcement). Continue to prevent withdrawal symptoms (negative reinforcement)</p> <p>SOCIAL LEARNING THEORY: observing role models – imitation – vicarious reinforcement. Copying their addictive behaviour to get same positive reinforcement.</p> |
| <p>GENETIC EXPLANATION</p> <p>Genetic predisposition: tendency to develop a particular behaviour as a result of the genes someone has. Peter McGuffin: if one MZ (100%) twin became depressed, there was a 46% chance that their co-twin will too. However, DZ (50%) there was only a 20% chance their co-twin will.</p> | <p>GENETIC EXPLANATION</p> <p><u>Carmelli et al:</u> MZ twins – if one of them was a smoker there was higher chance of the other one smoking than DZ</p> <p><u>Goodwin et al:</u> Adopted children who had at least one bio parent with alcohol addiction were highly likely to show signs of alcohol addiction themselves – inherited gene</p> <p><u>DDR2 gene:</u> related to developing addiction. A1 variant: gambling, alcoholism – affects the way the brain reacts to pleasurable activities so the person needs to do it more often to get a ‘buzz’</p> <p><u>Martinez et al:</u> Cocaine users had fewer D2 receptors in the brain (for dopamine)</p> |
| Treatments | |

Depression:

DRUG THERAPY: Antidepressants work by increasing the levels of neurotransmitters (serotonin and noradrenaline – control mood) – e.g., SSRIs – reuptake of serotonin

CBT: Understanding the way we think affects how we feel/ behave

Stage 1: discuss symptoms and what makes them feel this way. Stage 2: challenging irrational thoughts – replace them with rational

Study 1 – Caspi et al (2003)

Aims: investigate why stressful life events seem to lead to depression in some people and not others. If events are more likely to lead to depression.

Procedure: a group of children who have been studied since birth (847). They were divided into 3 groups based on a gene that they had. The study measured life events that occurred between 21 and 26.

Results: patients who became depressed after stressful life event were more likely to have at least one short version of the gene that controls the level of serotonin available in the brain

Conclusions: suggests there is an interaction between life events and genetic influences in causing depression. Nature and nurture play a role.

Addiction:

DRUG THERAPY: Medication prevents the unpleasant side effects from withdrawal and helps to control their addiction. Reducing cravings, treating other underlying mental health problems: depression/ anxiety. Antidepressants/ anti-anxiety reduces symptoms of problems that could cause a relapse.

CBT: application of Beck and Ellis treating depression

Two key stages: functional analysis and skills training

Study 2 – Young (2007)

Aims: to investigate the effect of using CBT to treat a group of patients diagnosed with internet addiction and to see how problem behaviours improve over time.

Procedure: 114 participants recruited who completed an internet addiction test. CBT sessions online were provided.

Results: more males than females were included in the study. There was a difference found in the apps that male/females were addicted to. Almost all said that the amount of time taken on the apps was the biggest problem.

Conclusions: suggest CBT can be an effective treatment because clients reported an increase in their ability to control problem behaviours. 6 months later, clients still had the same level of control.

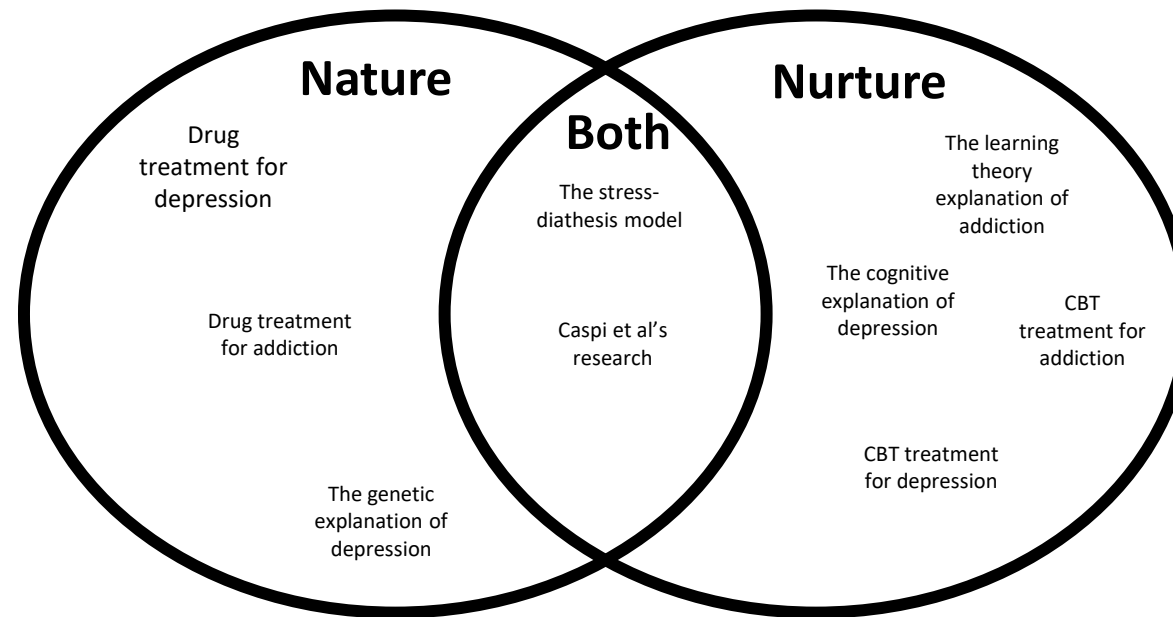
Issue and debate: nature and nurture debate

Refers to internal (biological) factors.

- Genes, hormones, neurotransmitters

Refers to external (environmental) factors.

- *Born a blank slate – we learn how to behave through our environment*
- Upbringing, interactions, peers



SOCIAL INFLUENCE

In this topic, you will learn about:

- Key terms associated with social influence
- Factors that affect bystander intervention
- Factors that affect conformity to majority influence
- Factors affecting obedience to authority figures
- How conformity and obedience influence crowd behaviour
- Ways to prevent blind obedience to authority
- Studies X2 (Piliavin et al. (1969) and Zimbardo et al. (1973))
- Issues and debates: social and cultural issues in psychology

Obedience

Complying with the orders of an authority figure

Authority figure

Someone with more power and control over another

Blind obedience

When we comply with the orders of an authority figure without question; this tends to be associated with a negative outcome

Internalisation

Going along with the majority because we do not know how to behave in a situation – we adopt the beliefs of the group

Bystander effect

When we fail to help another in need

Anti-Semitic

Negative attitudes, prejudice or discrimination against Jews

Momentum of compliance

When we start something we feel compelled to finish it

Locus of control

The extent to which we believe we have control over our behaviour/ life

Antisocial behaviour

Behaviour that is unhelpful, destructive and aggressive

Prosocial behaviour

Behaviour that is seen as helpful, kind, co=operative and peaceful

Individualistic culture:

independence, autonomy and individuality

Collectivist culture: group membership, interdependence and cooperation

Conformity

Matching the behaviour and beliefs of others in order to fit in or because we do not know how to behave in an unusual situation

Compliance

Going along with the majority even though we privately do not agree

Identification

Temporarily adopting the behaviours of a role model/ group

Situational factors

Features of a situation that influence whether or not we intervene in an emergency

Personality factors

Features of an individual that influence how likely they are to intervene in an emergency

Diffusion of responsibility

When we believe others will help so we do not have to

Pluralistic ignorance

When we interpret the situation according to others’ reactions

Bystander intervention

Situational factors affecting bystander intervention

- Diffusion of responsibility
- Noticing the event: in large crowds we keep ourselves to ourselves so less likely to notice an emergency situation. Latané and Darley (1969) we take longer to notice the smoke and slower to react when in a group.
- Pluralistic ignorance
- Cost of helping: the higher the risk of harm to ourselves, the less likely we are to help

Personality factors affecting bystander intervention

- Competence: e.g., if we are trained in CPR to resuscitate, we will help in that situation but if not, we will not help
- Mood: more likely to intervene if in a good mood
- Similarity: if we perceive ourselves as being similar to the person in need then we are more likely to intervene

Conformity

Situational factors affecting conformity (Asch, 1950s)

- Size of the majority: optimal number to exert majority influence is approx. 3-4 people. More than 4 arouses suspicion
- Unanimity of the majority: if you have social support then you are less likely to conform. If one picked the right answer, the participant did also
- Task difficulty/ ambiguity: more likely to conform the harder the task. When the three lines were more similar, the participant conformed more

Personality factors affecting conformity (Asch, 1950s)

- Locus of control: internal – personal control, we are responsible – less likely to conform. External – not responsible, something external to us is responsible – more likely to conform.

Obedience to authority figure

Situational factors affecting obedience to AF (Milgram, 1963)

- Proximity of the victim: when in the same room obedience feel to 40%, when forced Mr Wallace’s hand onto shock plate it feel further to 30%
- Proximity of the AF: when experimenter was in the same room (65% gave the highest shock). When over the phone (20.5%)
- AF: lab coat – legitimate. Ordinary member of the public (decreased to 20%)
- Legitimacy of the context: Yale University compared to run down office block (fell to 47.5%)
- Personal responsibility: when another person gave the shock (increased to 90%)
- Support of others: when one confederate refused to shock, so did the participant

Personality factors affecting obedience to AF (Adorno et al., 1950)

- Authoritarian personality: respect AF, rigid beliefs and attitudes, strong belief in justice, right-wing politics and aggressive to those inferior to themselves. F-scale on Milgram’s participants: 20/40 scored high on the F-scale.

Behaviour in crowds

- Deindividuation and conformity: increased
- Obedience: increased

How to prevent blind obedience to AF

- Social support, familiarity of the situation, distance, education

Study 1 – Piliavin et al. (1969)

Aim: to investigate helping behaviour in a natural environment
Procedure: 4500 men and women passengers travelling on a new York subway between 11am-3pm were participants. University students observed what would happen when a victim collapsed.
Results: in 81 out of 103 trials, the victim was helped before the model was scheduled to help. In 60% more that one passenger came to help.
Conclusion: people are more likely to help ill people. Men are more likely to help. Large groups are more likely to help that small groups.

Study 2 – Haney et al (1973)

Aim: to investigate prisoner-guard conflict in a simulated prison.
Procedure: 22 volunteers selected, paid 22 Dollars a day. A simulated prison was set up in the basement of Stanford University. Participants were split into 2 groups; prisoners and guard. They were observed over a expected 2 week period.
Results: guards became aggressive towards prisoners and prisoner began to rebel (like in a real prison). The study was stopped after 6 days because the behaviour was getting out of control
Conclusion: it was clear that both prisoner and guard conformed to the role they had been assigned.

Issue and debate: social and cultural issues

| | Social issues <i>A social issue is a problem or conflict within a society.</i> | Cultural issues <i>Cover a broad range of concerns including race, ethnicity, religion, sexual orientation, gender, and disability. Culture is a term that we use to refer to beliefs and customs employed by a particular group</i> |
|-------------------------|--|--|
| Obedience | <ul style="list-style-type: none">• Milgram’s research helped us to understand that the Nazi’s behaviour could be partly explained by high levels of obedience to authority.• The German soldiers were no different to anyone else, but the situation they found themselves in determined their behaviour.• Blind obedience to authority figures could lead to unlawful killing and harming of other groups, and could explain why Nazis killed so many people during World War II. | <ul style="list-style-type: none">• Individualistic cultures that stress the role of the individual are less likely to follow orders from an authority figure.• Collectivist cultures stress the importance of group goals and respect for authority so they are more likely to obey.• Milgram’s study was replicated in a collectivist culture and obedience rose to 73% giving the maximum shock level. |
| Conformity | <ul style="list-style-type: none">• August 2011 riots;• Informational social influence- People were unsure how to respond to the shooting and looked to others on how to behave: Other people are being hostile, causing damage and looting, I should too.• Normative social influence- People felt they needed to fit in so joined in with the crowd.• Normative social influence may explain why people in groups may purposefully kill other humans in other groups as they do not want to be rejected by the group and potentially harmed by them either. | <ul style="list-style-type: none">• Whether or not we see ourselves as part of a group can affect whether or not we conform to group behaviour.• Individualistic cultures are less likely to conform because individualism is not feared so there is less need to fit in.• People from individualistic cultures may be less inclined to help others in need during conflict as they are encouraged to be more independent and stand out from the crowd, whereas people from collectivist cultures may see themselves as more similar, so may be more inclined to help.• Collectivist cultures emphasise group coherence so are more likely to conform.• Asch’s line study was replicated in a collectivist culture and higher levels of conformity were found. |
| Deindividuation | <ul style="list-style-type: none">• Zimbardo’s study showed us how our behaviour can change when we lose our personal identity.• This can help us understand the behaviour of the Nazi’s as they wore uniforms and were anonymous. We become more aggressive with a loss of personal identity.• The larger the group, the more deindividuated we become and therefore more aggressive if the group is anti-social.• This could also explain the riots. | <ul style="list-style-type: none">• This is likely to occur across all cultures.• For example, warriors in a tribe use face paint to disguise themselves. This deindividuates them allowing them to be more aggressive.• Members of the Ku Klux Klan disguise themselves in white robes when taking part in racist practices. |
| Bystander effect | <ul style="list-style-type: none">• German citizens could have failed to help Jewish people during WWII because many other German people weren’t helping.• Also, they may have diffused responsibility on to other people.• Pluralistic ignorance may have occurred because they may not have comprehended the level of persecution of the Jews.• Also, the cost of helping may have been perceived as too high as they would have been imprisoned or killed for helping the Jews. | <ul style="list-style-type: none">• Individualistic cultures do not form close social bonds within groups as there is no need to cooperate for collective goals. This can lead to an indifference to others suffering and more self-protecting behaviour.• Collectivist cultures have strong in-group favouritism as they are driven to cooperate together as a social group. Therefore they are strongly motivated to help members of their group but less likely to help those who do not belong to their group. |

THE BRAIN AND NEUROPSYCHOLOGY

In this topic, you will learn about:

- The structure and function of the brain
- The lateralisation of function in the hemispheres
- The role of the CNS and how neurons and synapses interact
- The impact of neurological damage on cognitions and behaviour
- Studies X2 (Damasio et al. (1994) and Sperry (1968))
- Issues and debates: how the study of psychology has changed over time

Brain
The organ in your head made up of nerves that processes information and controls behaviour

Hemisphere
Half of the brain. The right side controls the left part of the body and the left side controls the right side of the body

Asymmetrical
The two hemispheres of the brain are not equal in terms of what they do

Neuron
A nerve cell that transmits information

Agnosia
An inability to interpret sensations and thus to recognise things

Neuroscience
The scientific study of the brain and nervous system

Temporal lobe
The area on the side of the brain that controls hearing and memory

Corpus callosum
A thick bundle of nerve fibres connecting the two hemispheres of the brain so they can communicate with each other

Central NS
The brain and spinal cord, which relays messages from the brain to the rest of the body to instruct it what to do

Synaptic transmission
The process by which neurotransmitters are released by a neuron, move across the synaptic gap and are then taken up by another neuron

Neurotransmitters
Chemicals found within the nervous system that pass messages from one neuron to another across a synapse

Post-mortem
An examination of a body after death, often to work out how or why the person died

Lateralisation of function
The different jobs that are done by each half of the brain

Peripheral NS
System of nerves that connect the central NS to the skin, muscles and organs in the body

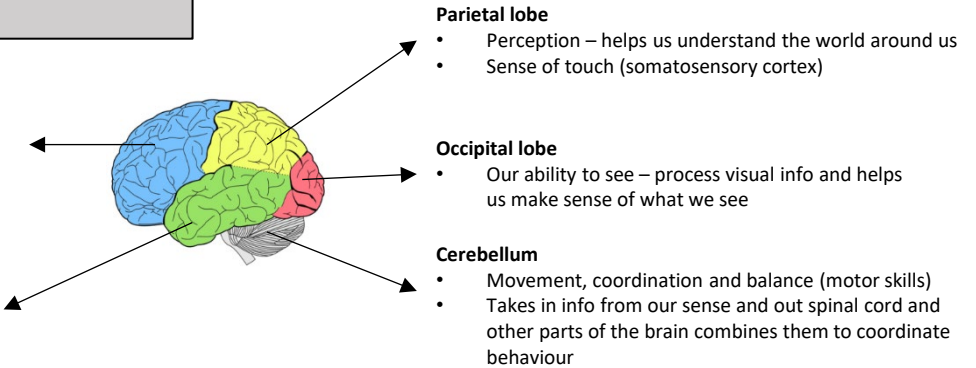
Axon
The long structure that connects the cell body of a neuron to the terminal button at the end of a cell

Synapse
A gap between two neurons that allow messages, in the form of neurotransmitters, to pass from one cell to another

White matter
Brain and spinal cord tissue, consisting mainly of nerve fibres (axons)

Structure and function of the brain

- Frontal lobe**
- Decision-making and impulse control
 - Problem-solving skills, helps us to concentrate and pay attention to different activities
 - Toward back is the motor cortex – voluntary movements
- Temporal lobe**
- Hearing and understanding sounds, understanding speech and creating speech
 - Also areas that help control memory function



Lateralisation of function in the hemispheres

- Left hemisphere**
- Controls right hand
 - Right visual field
 - Speech
 - Understand written language
 - Understanding what is heard
 - Logical thinking
 - Broca’s area
- Right hemisphere**
- Controls left hand
 - Left visual field
 - Spatial awareness
 - Creativity
 - Recognising faces
 - Musical ability

SEX DIFFERENCES IN LATERALISATION

- Better language skills (left hemisphere task)
- Thicker corpus callosum = use both sides of the brain for some tasks
- Better at spatial skills (right hemisphere)
- Dominance for one hemisphere for the same tasks with more activity in one hemisphere rather than the other



The impact of neurological damage

- Damage to the PFC**
- Harder to control emotions/ impulses – more likely to commit crime.
 - Raine et al’ study into brain abnormalities of murderers

Study 1 – Damasio et al. (1994)

Aim: to build a model of Gage’s skull to investigate which part of the brain was affected.

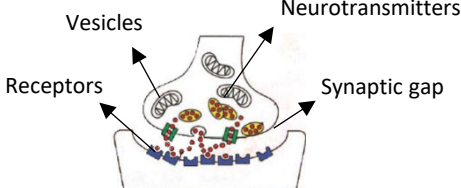
Procedure: pictures and measurements were taken of the skull and a 3D replica was built to investigate possible entry and exit points.

Results: there was likely to have been damage in both the right and left hemispheres of the frontal lobe. Damage to this area would have meant Gage was unable to pass neural messages in this part of the brain, making it useless.

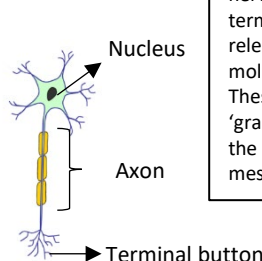
Conclusion: ventromedial area of the frontal lobe seems to be important for making sensible decisions and controlling our impulses around people. This explains the change in Gage’s personality after the accident.

The role of the CNS

Synaptic functioning



Function of neurotransmitters



Electrical impulse is triggered inside the cell body of a neuron; this passes a small impulse along the axon towards the end of the nerve fibre. At the end is a structure called terminal button, which is filled with tiny sacs called vesicles containing neurotransmitters. When the nerve impulse reaches the terminal button, the vesicles release neurotransmitter molecules into the synapse. These molecules are then ‘grabbed’ by the receptors on the next neuron to pass the message impulse on.

Visual Agnosia
Inability to recognise things that can be seen

Prosopagnosia
‘face-blindness’/ inability to recognise faces

Study 2 – Sperry (1968)

Aim: monitoring how patients process information when they have a split brain.

Procedure: 11 participants who had their corpus callosum cut. They were each given various tasks to test how they processed different types of information. All of these involved the same basic process-sending different types of sensory information to the left and right hemispheres, and then asking the brain to respond using the opposite hemisphere.

Results: patients with split brain give us strong evidence of the task controlled by each hemisphere, as their brains can no longer share information by passing it across the corpus callosum

Conclusion: each hemisphere is capable of working without being connected. However, each hemisphere seems to have its own memories, which, without a corpus callosum, could not be shared with the other side.

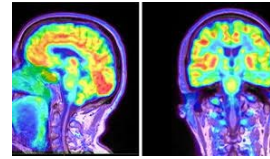
Issue and debate: how psychology has changed over time

Psychology started as a philosophical discipline



Wundt (1875)

- Open a lab in Germany to study peoples thoughts
- Introspection – **Wundt strictly controlled the environments where introspection took place**, controlled the stimuli and tasks that participants were asked to think about – self-reported their thoughts and feelings



Advantages of brain scans

- Better than post-mortem as it provides the opportunity to help people living with brain damage – if we can see which area is working/ not working then we can help

More modern technology is developed

Brain scanning:

- 1973 - PET scans (positron emission tomography)
- 1974 - MRI (magnetic resonance imaging)
- Gives more detailed pictures of what the brain looks like/ images that show how active different parts of the brain are at different times.

Neuroscience

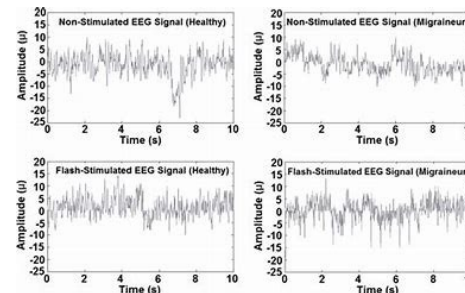
Phineas Gage (1848)

- Famous cases had started to encourage doctors to investigate how the brain was involved in specific behaviours.
- At that time, the study of the brain was carried out **POST MORTEM**, which offered limited insights



Hans Berger (1924)

- Developed the EEG (electroencephalograph)
- Measures brainwave activity in a living brain
- Start of the study of the brain that did not rely on the patient being dead
- In EEG, electrodes are placed onto the scalp to pick up the general level of activity in different areas of the brain – this tells the researcher which parts of the brain are working hardest when the person is doing different activities



Sperry (1968)

- Split-brain research began to develop our understanding of the role of the left and right hemispheres
- New methods have been greater developed - more specific and more knowledge produced from them

Present day – still developing more modern methods

- High-powered microscopes: look at how individual synapse work. For this, theories can be developed about exactly which parts of the brain control what kinds of behaviour. Rather than looking at general brain areas, it is possible to investigate behaviour at the level of the neuron.
- Example: Zald et al., 2008) – people with risk-taking and impulsive behaviour often have high levels of dopamine in their nervous system, caused by a lack of neural receptors that reduce dopamine levels



RESEARCH METHODS

Aim: Statement of the research purpose

Hypothesis: A testable statement about the relationship between two variables. In an experiment these variables are called the independent variable (IV) and the dependent variable (DV).

Null hypothesis: A statement predicting no relationship between two variables

Variable: A factor or thing that can change – it varies.

Independent Variable: The variable that the researcher alters or manipulates to look for the effect on another variable. This variable produces the two conditions of the study.

Dependent Variable: The variable that the researcher measures to see if the IV is affected.

Extraneous variable: Unwanted variable that could affect the DV.

Laboratory experiments

Experiment is high in control over what happens.

Strengths

EV's can be controlled so cause and effect can be established.
Uses standardised procedures

Weaknesses

Behaviour in a lab less normal difficult to generalise
Participants may change behaviour because they're aware they are being watched.

Field Experiments

take place in a natural setting
IV manipulated by the experimenter.

Strengths

More realistic behaviour than a lab as in natural environment
Higher ecological validity
Less chance of demand characteristics

Weaknesses

May lose control of EV's so difficult to establish cause and effect.
Ethical issues such as deception or consent more likely.

Natural experiments

take place in field or lab, IV is not changed by the experimenter it varies naturally.

Strengths

May have higher validity because real world variables.
Can use standardised procedures so less EV.s

Weaknesses

Few opportunities to carry out as behaviours may be rare – may also lead to small samples
May be EV's as cant randomly allocate ppts.

Primary data:

obtained first hand by research

Secondary data:

data from other studies or government stats.

+ Useful as suits aims of researcher
- Time & effort to collect

+ Easy and convenient to use
- May not fit with researcher aims

Experimental designs – the way that we organise the participants into conditions

| | | |
|---------------------------|--|---|
| Independent groups | Different groups of participants for each condition | + no order effects - Participant variables - More participants needed |
| Repeated measures | All participants take part in both conditions | + no participant variables + fewer participants needed so cheaper - Order effects present |
| Matched pairs | Participants are tested on variables relevant to the study and then matched and one person from each pair completes one condition. | + no order effects + Less participants variables - Time consuming to match participants - Not all participant variables are controlled |

Dealing with issues;
Participant variables

- Use random allocation; use of chance or systematic method to allocate participants to conditions.

Order effects

- Use **counterbalancing**: order in which participants complete conditions is evened out e.g. half complete condition in one or whilst other half complete opposite

Ethics

BPS guidelines are a code of conduct all professional psychologists should follow.

Informed consent: Participants should be told of the purpose of the research and that they can leave at anytime

Deception: participants should not be lied to or misled about aims.

Privacy: Participants have the right to control information about themselves.

Confidentiality: Personal data must be protected and respected.

Dealing with ethical issues

- Informed consent – sign a form that tells them what is expected
- Deception – full debrief to explain true aims.
- Protection from harm – Debrief and follow up.
- Privacy and confidentiality – keep details anonymous (give numbers or use initials).

Research procedures – these all reduce the chance of extraneous variables and make research more reliable.

Instructions to participants;

Giving the same information about the study to all participants.

Standardised procedures;

Using the exact same methods and procedures for participants in a study

Randomisation;

Using chance to control effects of bias when designing a study e.g. picking words for a list in a memory study.

Sampling methods

Sampling

Target Population

The large group of people the researcher wishes to study.

Sample

The small group of people who represent the target population and who are studied.

Representative

The sample of participants is made up of people who have the same characteristics and abilities as the target population.

Generalised

The results from the sample can be said to apply to the target population.

| Random | Opportunity | Systematic | Stratified |
|--|---|--|--|
| Each person has equal chance of being selected | Selecting people available at time e.g. who is present in the shopping mall | Selecting every nth person from a list of target population | Selecting participants from sub groups |
| + No bias - Takes time | + Quick and easy - Researcher bias - Less representative | + Avoids researcher bias - Sample may be unrepresentative | + Most representative - Very time consuming |

Observations

Researcher watches or listens to participants and gathers data.

Types of observations

Natural: record behaviour where it normally occur.

Or

Controlled: researcher manipulates aspects of the environment

Covert: Participants not aware behaviour is being recorded

Or

Overt: Told in advance

Participant: Researcher is involved

Or

Non-participant: Researcher remains separate

Behavioural categories: Target behaviours are selected and broken down into observable categories e.g. using mobile phone.

Inter-observer reliability: Two observers record data at same time with same mark sheet, results are compared.

- + When participants not aware higher ecological validity
- + Controlled observations easier to replicate
- Ethical issues of consent if observing in a public place
- Observer Bias – researchers can be subjective
- When ppts know they are being watched behaviour may change

Interviews

Face to face, real-time contact. Can also be phone.

Structured: pre-planned list of questions to ask.

Unstructured: Some questions prepared before, new questions can be created depending on interviewee response.

(-) Structured interviews prevent the opportunity for more depth to be obtained from follow up questions.

Semi-structured: some questions pre-planned but follow-up can emerge.

Evaluation

Strengths: produces a lot of information; insight gained into thoughts and feeling = high in validity

Weaknesses: data can be difficult to analyse; subjective; people can feel uncomfortable talking face to face.

Questionnaires – prepared list of questions that can be answered in writing, over the phone, internet etc.

Open questions - tend to produce qualitative data. More detailed responses

Closed questions – fixed range of answers e.g. rating scale or yes/no.

(+) gather information from many people; closed questions easy to analyse

(-) leading questions cause issues with validity; social desirability bias

Case studies: An in-depth investigation of an individual, group, event or institution.

Longitudinal – carried out over a long period of time so can see how behaviour changes. Can also be retrospective meaning they look back and collect historic data.

+ Research lacks specific aims so researcher more open-minded

+ Best way to study rare behaviours

- Focus on one individual or event so cant be generalised

- Can be subjective

Quantitative data – information that can be counted usually in form of numbers
Evaluation
+ Easy to analyse and draw conclusions
- Lacks depth

Qualitative data – information expressed in words
Evaluation
+ more depth and detail
- Hard to analyse and summarise

Descriptive stats

Range: Spread of data. Arrange in order and subtract lowest from highest score

Mean: mathematical average
Add up all scores and divide by the number of scores

Median: Middle value.
Data put in order from lowest to highest

Mode: Most common score

Evaluation

(+) Easy to calculate
(-) Can be distorted by extreme scores

(+) Uses all of data so most sensitive measure
(-) Distorted by extreme values

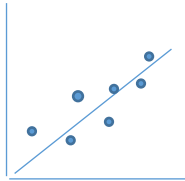
(+) Not effected by extreme scores
(-) Less sensitive than the mean to variation in values

(+) Very easy to calculate
(-) Can be unrepresentative

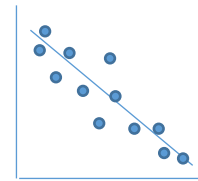
Correlations

- Show a relationship between two variables. Shows link or association but NOT cause and effect.
- Co-variables are quantitative data – continuous numerical data.

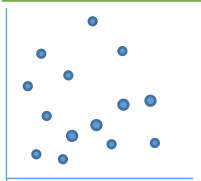
Positive: as one variable increases so does the other



Negative: as one variable increases the other decreases



Zero: There is no relationship between the two variables



Displaying quantitative data

Scatter diagrams

Display correlation one co-variable is place on X axis one is place on the Y axis. A dot is placed where they meet.

Frequency diagrams

Histogram: continuous categories/data, no spaces between bars.

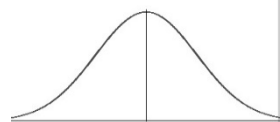
Bar chart: bars can be in any order data is not continuous e.g. favourite colour.

Frequency table

Recording the number of times something occurs allows systematic way of organising data in columns and rows

Normal distribution

Symmetrical spread of data forms a bell shape with mean, median and mode at peak.



Decimals: any number written with a point. Position represents value, left on point is whole number.

Fractions: reduced to simplest form

Ratios: a way to express fractions e.g. 8:2>4:1

Percentages: fraction out of 100

Standard form: way to represent very long or short numbers

Significant figures: signifies a level of accuracy

CRIMINAL PSYCHOLOGY

In this topic, you will learn about:

- How learning theories are used to explain criminality.
- How biological explanations can be used to explain criminality, including Eysenck's (1964) personality types.
- The effects of punishment and whether criminals reoffend
- Two ways that criminals are rehabilitated to encourage prosocial behaviour.
- Studies investigating criminality X 2 (Bandura & Charlton)

1. Learning theories:

Operant Conditioning

Learning from the consequences of actions.

Positive Punishments:

Receiving something unpleasant for a behaviour.

Negative Punishments:

Removing something pleasant so we do not repeat the behaviour again.

Primary reinforcer:

A reinforcer that satisfies a biological need.

Secondary Reinforcer:

A reinforcer of no survival value.

Positive Reinforcement

Receiving something pleasant for a behaviour, so we repeat it.

Negative Reinforcement:

The avoidance of something unpleasant so we do it again.

Observational Learning

Learning new behaviours through watching and modelling a role model.

Modelling

Learning a new behaviour through paying attention to the behaviour of a role model.

Identification

Temporarily adopting the behaviour of a role model

Vicarious Reinforcement

Motivation to model the behaviours of others who see being rewarded for their behaviour

Role Model

A person who we admire or with whom similar characteristics are shared.

Role Model

A person who we admire or with whom similar characteristics are shared.

Social Learning Theory

Behaviour is learned through the observation and imitation of role models.

2. Biological explanations:

Genetic Explanations

Karl Christensen (1977)

Use of twin studies has found that criminality can run in families.

Personality Theory

Eysenck (1964) – Eysenck personality questionnaire

Study of personality traits and linking some of these to criminal tendencies.

The biological basis of personality

Eysenck & the nervous system

Combining Eysenck's theory with arousal of an individual's nervous system to explain some criminal behaviours.

Monozygotic twins:

Genetically identical

Dizygotic twins:

Not genetically identical

Extraversion:

Outgoing, sensation-seeking and sociable

Introversion:

Reserved, calm and quiet

Unstable neuroticism:

Over-reactive in stressful situations, over-emotional and anxious

Stable neuroticism:

Unreactive in stressful situations and emotionally unaffected

Psychoticism

Cold, lacks empathy, is antisocial and can be aggressive

Understanding the effects of punishment on recidivism:

Prison:

Often reserved for the most serious cases of criminal behaviour. A given society chooses to remove the freedom of the guilty individual.

Community Sentencing:

Those convicted of a crime are tasked with completing work within the community. E.g. litter picking

Restorative Justice:

The offender meets up with the victim or people who have been harmed by the crime. E.g. a burglar could meet up with the residents.

Recidivism:

The rate at which criminals reoffend.

Rehabilitation

Token Economies:

- This is a strategy designed to reduce antisocial behaviour & increase pro-social behaviour within a prison.
- The tokens are secondary reinforcers. When they have collected a certain amount, they can be used to rewards e.g. TV time, phone calls etc.

Anger management programmes:

- Cognitive preparation
- Skill acquisition
- Application practice

Study 2 – Charlton (2000)

Aim: to investigate the effects of TV on children's behaviour.

Procedure: Natural experiment taking advantage of the before & after nature of TV being introduced on St Helena.

Results: 5 declines in prosocial behaviour. No change in anti-social behaviour.

Conclusions: TV had little influence on the behaviour of the children.

Study 1 - Bandura, Ross & Ross (1961)

Aim: to see if children would imitate an aggressive role model.

Procedure: 36 girls, 36 boys from Stanford University, lab experiment, observation. They were allocated to conditions and rated by observation.

Results: children who observed the aggressive role model displayed more aggression.

Conclusions: children learn through observation & imitation.

Stages: ARRM

Attention, retention, reproduction, motivation, identification

SLEEPING AND DREAMING

In this topic, you will learn about:

- The features, functions and benefits of sleep
- The internal and external influences on sleep and strengths and weaknesses of the explanations
- The symptoms of and explanations for sleep disorders insomnia and narcolepsy
- Freudian theory of dreaming (Freud, 1900) and the strengths and weaknesses of the theory
- Activation Synthesis Theory (Hobson and McCarley, 1977) and the strengths and weaknesses of the theory
- Studies X2 (Freud (1906) and Siffre (1975))

Sleep Deprivation

Not having enough sleep causes a sleep debt.

Sleep cycle

A nightly pattern of deep sleep, light sleep and dreaming.

Zeitgebers

External cues that synchronise out biological rhythms.

Negative Reinforcement:

The avoidance of something unpleasant so we do it again.

Psychosexual stages (Freud):

Oral, anal, phallic, latent and genital stages

REM Sleep

Part of the sleep cycle which includes rapid eye movement.

Movement Inhibition

In REM sleep, when movement is prevented.

Endogenous:

internal pace makers, e.g. our biological clock.

Exogenous:

external cues in the environment that affect our bio clock.

Pineal Gland

A small endocrine that produces a hormone that is secreted into the bloodstream, e.g. Melatonin

Cataplexy

A loss of muscle control, triggered by laughter or strong emotions.

Oedipus complex:

During the phallic stage – a boy has unconscious feelings for his mother and hates his father; castration fears.

Sensory Blockade

In REM sleep, all incoming sensory information is stopped.

Entrainment

The process of our body clocks being reset in response to external cues.

Circadian rhythms

Human body rhythms that have daily (24-hour) cycle, such as the sleep-wake cycle.

Ultradian rhythms

Rhythms what occur in a period of less than 24 hours, such as the sleep cycle.

Insomnia.

Problems with sleeping at night that cause difficulties during the day.

Narcolepsy

Inability to control sleeping and waking. Fall asleep involuntarily.

Tripartite personality:

Id: demanding; **superego:** conscience; **ego:** reasoning and balances the demands of the id and superego.

| Freud’s Theory of Dreaming | | |
|----------------------------|---|--|
| Unconscious Mind | An inaccessible part of the mind that affects behaviour and feelings. | Freud said that 90% of our thinking is accounted for by the unconscious mind. Our behaviour is dictated by this and we are mostly unaware. |
| Dreams reveal desires | Our wants and desires come out in our dreams. Linked to the ID part of our personality. | The content of our dreams is either latent or manifest and is interpreted by a psychoanalyst. |
| Dream-work | Process of transforming of unconscious thoughts into dream content. | Involves 3 processes – condensation, displacement and secondary elaboration. |

Hobson and McCarley’s Activation Synthesis

- They pointed out that the brain is active during REM sleep where movement inhibition takes place.
- During REM sleep, sensory input is virtually zero and this is referred to as ‘sensory blockade’.
- **Random thoughts during this stage of sleep occur and these form the ‘activation’ part of the theory. They are caused by the random firing of neurons in the brain and this electrical impulse releases neurochemicals. As they cross the synaptic gap, thoughts are sent.**

Evaluation of Hobson & McCarley

Strengths:

- Evidence from lab based study is strong. Conducted in sleep labs where participants show REM, movement inhibition and no sensory data received. VALID
- Animal studies have been used to study brain function. There are ethical reasons why it isn’t always possible to test humans. ETHICS

Weaknesses:

- Dream reporting can be inaccurate. NOT VALID
- Theory was adapted in 1999 suggesting that it wasn’t able to stand the test of time. NOT RELIABLE (over time).

Study 1 – Freud (Little Hans)

Aims: to help the individual and build evidence for his theory.
Procedure: 1 male participant who was interviewed. Reports sent by parent were analysed.
Results: Hans had a phobia of horses & this was linked to a fear of his father.
Conclusions: evidence of little Hans’ experiences were used to support his theory.

Study 2 – Siffre (Cave)

Aims: to investigate how would people get on while in space.
Procedure: Siffre spent more than 6 months without seeing daylight. He undertook experiments while in the cave.
Results: he became depressed and upset at his lack of freedom. Had suicidal thoughts. He did not understand days/nights.
Conclusions: he found a lot of variation in his sleep/wake cycle.

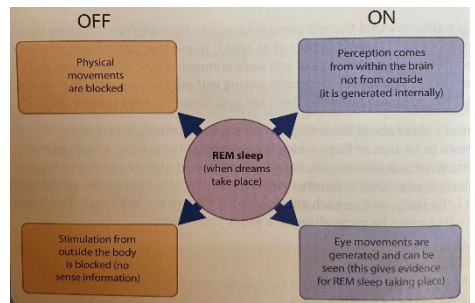
Manifest content: the story the dreamer tells of what happens in a dream.

Latent content: the deeper meaning behind what is said the dream is about.

Condensation: many ideas appear as one idea in a dream. These separate elements are important in uncovering repressed material, so one idea needs to be unpicked.

Displacement: in a dream, something unimportant seems to be important, shifting attention away from the important thing.

Secondary elaboration: using muddled ideas from dreamwork to build a whole story. The minds will add bits to the dream in order to make sense. This gets in the way of understanding the latent content of the dream.



Number

| Topic | Topic code | R | A | G |
|---|------------------|---|---|---|
| Ordering positive integers | U600 | | | |
| Ordering decimals | U435 | | | |
| Ordering negative numbers | U947 | | | |
| Adding and subtracting positive integers | U417 | | | |
| Multiplying and dividing positive integers | U127, U453 | | | |
| Adding and subtracting negative numbers | U742 | | | |
| Multiplying and dividing negative numbers | U548 | | | |
| Adding and subtracting decimals | U478 | | | |
| Multiplying and dividing with place value | U735 | | | |
| Multiplying and dividing with decimals | U293, U868 | | | |
| Order of operations | U976 | | | |
| Prime numbers, prime factorisation | U236, U739 | | | |
| Factors, multiples, HCF and LCM | U211, U751, U529 | | | |
| Powers and roots | U851 | | | |
| Using standard form | U330, U534 | | | |
| Calculating with standard form | U264, U290, U161 | | | |
| Equivalent fractions and simplifying fractions | U704, U646 | | | |
| Mixed numbers and improper fractions | U692 | | | |
| Ordering fractions | U746 | | | |
| Addition and subtraction of fractions | U736, U793 | | | |
| Multiplication and division of fractions | U475, U544 | | | |
| Converting and ordering fractions, decimals and percentages | U888, U594 | | | |
| Fractions of amounts | U881, U916 | | | |
| Percentages of amounts | U554, U349 | | | |
| Percentage change | U773, U671 | | | |
| Reverse percentages | U286, U278 | | | |
| Simple interest | U533 | | | |
| Rounding | U480, U298 | | | |
| Rounding to significant figures | U731, U965 | | | |
| Estimating answers | U225 | | | |
| Value for money | M681 | | | |

Algebra

| Topic | Topic code | R | A | G |
|-------------------------------------|------------------------------|---|---|---|
| Algebraic expressions | U613 | | | |
| Collecting like terms | U105 | | | |
| Substitution | U201, U585, U144 | | | |
| Expanding brackets | U179, U768 | | | |
| Factorising expressions | U365 | | | |
| Index laws | U235, U694, U662, U103 | | | |
| Changing the subject | U556 | | | |
| Coordinates | U789, U889 | | | |
| Midpoints | U933 | | | |
| Plotting straight line graphs | U741 | | | |
| Equations of straight line graphs | U315, U669 | | | |
| Parallel lines | U377 | | | |
| Distance-time graphs | U403, U914, U462, U966 | | | |
| Quadratic graphs | U989, U667 | | | |
| Linear equations | U755, U325, U870, U505, U599 | | | |
| Quadratic expressions and equations | U178, U228 | | | |
| Linear sequences | U213, U530, U498, U978 | | | |
| Other sequences | U958, U680 | | | |

Ratio and proportion

| Topic | Topic code | R | A | G |
|--|------------------|---|---|---|
| Simplifying ratios | U687 | | | |
| Sharing amounts in a ratio | U753, U577 | | | |
| Converting between ratios, fractions and percentages | U176 | | | |
| Direct proportion | U721, U640 | | | |
| Inverse proportion | U357, U364 | | | |
| Proportion graphs | U238 | | | |
| Units of measure: Length, Mass and Capacity | U102, U388 | | | |
| Units of measure: Time | U902 | | | |
| Units of measure: Area | U248 | | | |
| Currency conversion | U610 | | | |
| Conversion graphs | U652, U638, U862 | | | |
| Compound units: Speed | U151 | | | |

Geometry

| Topic | Topic code | R | A | G |
|--|------------------------------|---|---|---|
| Properties of 2D shapes | U121, U849 | | | |
| Properties of 3D shapes | U719 | | | |
| Nets of 3D shapes | U761 | | | |
| Angles: Measuring, Drawing and Estimating | U447 | | | |
| Angle on a line and about a point | U390 | | | |
| Vertically opposite angles | U730 | | | |
| Angles on parallel lines | U826 | | | |
| Angles in a triangle | U628 | | | |
| Combining angle facts | U655 | | | |
| Angles in a quadrilateral | U732, U329 | | | |
| Angles in polygons | U427 | | | |
| Bearings | U525, U107 | | | |
| Translations | U196 | | | |
| Reflections | U799 | | | |
| Enlargements | U519 | | | |
| Rotations | U696 | | | |
| Congruence | U790, U866 | | | |
| Area and perimeter of simple shapes | U993, U970, U351, U226 | | | |
| Area of triangles, parallelograms and trapeziums | U945, U575, U424, U265, U343 | | | |
| Circles | U767 | | | |
| Circumference | U604, U221 | | | |
| Circle area | U950, U373 | | | |
| Surface area | U929, U259, U871 | | | |
| Volume of cuboids | U786 | | | |
| Volume of prisms and cylinders | U174, U915 | | | |
| Similar shapes | U551, U578 | | | |
| Scale diagrams | U257 | | | |

Probability

| Topic | Topic code | R | A | G |
|--------------------------------|------------------|---|---|---|
| Probability scale | U803 | | | |
| Probability of single events | U408, U510, U683 | | | |
| Experimental probability | U580 | | | |
| Expected outcomes | U166 | | | |
| Listing elements in a set | U748, U296 | | | |
| Probability from Venn diagrams | U476 | | | |
| Frequency trees | U280 | | | |
| Sample space diagrams | U104 | | | |
| Tree diagrams | U558, U729 | | | |

Statistics

| Topic | Topic code | R | A | G |
|-----------------------------------|------------------|---|---|---|
| Collecting data, frequency tables | U322, U120 | | | |
| Two-way tables | U981 | | | |
| Bar charts | U363, U557 | | | |
| Pictograms | U506 | | | |
| Pie charts | U508, U172 | | | |
| Stem and leaf diagrams | U200, U909 | | | |
| Mode | U260 | | | |
| Mean | U291 | | | |
| Median | U456 | | | |
| Range | U526 | | | |
| Choosing averages | U717 | | | |
| Scatter graphs | U199, U277, U128 | | | |

Number

| Topic | Topic code | R | A | G |
|---|------------------------|---|---|---|
| Calculating with roots and fractional indices | U851, U985, U772, U299 | | | |
| Converting recurring decimals to fractions | U689 | | | |
| Surds | U338, U663, U872, U499 | | | |
| Rationalising the denominator | U707, U281 | | | |
| Error intervals | U657, U301, U587 | | | |

Algebra

| Topic | Topic code | R | A | G |
|--|------------------------|---|---|---|
| Expanding triple brackets | U606 | | | |
| Operations with algebraic fractions | U685, U457, U824 | | | |
| Factorising quadratic expressions: ax^2+bx+c | U858 | | | |
| Simplifying algebraic fractions | U294 | | | |
| Factorising to solve quadratics equations | U228, U960 | | | |
| Using the quadratic formula | U665 | | | |
| Completing the square to solve quadratics | U397, U589 | | | |
| Quadratic equations in context | U150 | | | |
| Quadratic simultaneous equations | U547 | | | |
| Index laws | U235, U694, U662 | | | |
| Equation of a straight line: Perpendicular lines | U898 | | | |
| Quadratic graphs: Turning points | U769 | | | |
| Quadratic simultaneous equations on graphs | U875 | | | |
| Exponential graphs | U229 | | | |
| Exponential growth and decay problems | U988 | | | |
| Trigonometric graphs | U450 | | | |
| Graph transformations | U598, U487, U455 | | | |
| Velocity-time graphs | U937, U562, U611 | | | |
| Rate of change graphs | U638, U652, U862 | | | |
| Estimating gradient from a curve | U800 | | | |
| Estimating area under a curve | U882 | | | |
| Equation of a circles and tangents | U567 | | | |
| Linear inequalities as graph regions | U747 | | | |
| Quadratic inequalities | U133 | | | |
| Functions | U637, U895, U448, U996 | | | |
| Recurrence relations | U171 | | | |
| Quadratic sequences | U206 | | | |
| Iteration and numerical methods | U434, U168 | | | |
| Algebraic proof | U582 | | | |

Ratio and proportion

| Topic | Topic code | R | A | G |
|---|------------|---|---|---|
| Algebraic direct and inverse proportion | U407, U138 | | | |
| Compound units: Density problem solving | U910 | | | |

Geometry

| Topic | Topic code | R | A | G |
|--|------------------------|---|---|---|
| Congruence proofs | U866, U887 | | | |
| Enlargements | U134 | | | |
| Describe combined transformations | U766 | | | |
| Circle theorems: Angles inside a circle | U459, U251 | | | |
| Circle theorems: Tangents and chords | U489, U130 | | | |
| Circle theorems problems | U808 | | | |
| Prove circle theorems | U807 | | | |
| Volume of frustums | U350 | | | |
| Volume: Problem solving | U543, U426 | | | |
| Similar Shapes: Area and volume | U630, U110 | | | |
| Pythagoras' Theorem in 2D and 3D | U385, U541 | | | |
| Right-angled trigonometry: Problem solving | U319, U283, U545, U967 | | | |
| 3D trigonometry | U170 | | | |
| The area rule | U592 | | | |
| Sine rule | U952 | | | |
| Cosine rule | U591 | | | |
| Trigonometry and bearings | U164 | | | |
| Vectors problems | U781, U560 | | | |

Probability

| Topic | Topic code | R | A | G |
|--------------------------------|------------------|---|---|---|
| Product rule for counting | U369 | | | |
| Conditional probability | U246, U821, U806 | | | |
| Probability from Venn diagrams | U476, U748, U699 | | | |

Statistics

| Topic | Topic code | R | A | G |
|-------------------------------|------------------|---|---|---|
| Averages | U877, U717 | | | |
| Cumulative frequency diagrams | U182, U642 | | | |
| Box plots | U879, U837, U507 | | | |
| Frequency polygons | U840 | | | |
| Histograms | U814, U983, U267 | | | |
| Capture-recapture | U328 | | | |



De Lisle College
A Catholic Voluntary Academy

EDUQAS ROUTE B RELIGIOUS STUDIES GCSE

Exam Specification and Past Paper Questions

| Specification | Questions |
|---|---|
| <p>PAPER 1 – FOUNDATIONAL CATHOLIC THEOLOGY</p> <p>Origins and Meaning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Catholic beliefs and teachings about the origin of the universe and the concept of creation ex nihilo as expressed in the writing of St Augustine (specifically Confessions XII, 7) <input type="checkbox"/> The relationship between Catholic views and other Christian views on the origin of the universe and the extent to which these conflict <input type="checkbox"/> The relationship between Catholic and non-religious views about the origins of the universe and of human beings (Stephen Hawking's theory of the Big Bang) and the extent to which these conflict <input type="checkbox"/> Comparison of scientific theory of evolution (Charles Darwin, Richard Dawkins), with Catholic beliefs about the purposeful creation of human beings; the extent to which creation and evolution are compatible, with reference to Pope John Paul II's Message To The Pontifical Academy Of Sciences: On Evolution (22 October 1996, paragraphs 3 & 4) <input type="checkbox"/> Catholic beliefs and teachings about the origin and sanctity of human life and the concept of imago Dei as expressed in the writings of St Catherine of Siena (specifically The Dialogue of St Catherine of Siena, of Discretion) <input type="checkbox"/> The relationship between Catholic views, other fundamentalist Christian views and non-religious views about the value of human life, including attitudes toward abortion | <p><i>Specimen</i></p> <p>Describe teachings of the Church on the scientific theory of evolution.</p> <p>Describe one Christian charity and describe how its work reflects beliefs about human dignity.</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions attitudes towards abortion.</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions beliefs about humanity created Imago Dei.</p> <p>“The world is ours to do with what we like.”</p> <p><i>2018</i></p> <p>Describe St Catherine of Sienna’s teaching on being made in the image of God.</p> <p>Describe what two symbols in the ‘Tree of Life’ apse mosaic in St Clemente in Rome represent.</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions teachings about the origin of the universe.</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions teachings about how the Bible is interpreted.</p> <p>“Only Humanists have a duty to care for the environment.”</p> |

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| <ul style="list-style-type: none"> <input type="checkbox"/> Humanist critiques of Catholic beliefs about sanctity of life issues (for example, Peter Singer's views on 'speciesism') and Catholic responses to these challenges <input type="checkbox"/> Comparison of the first (Genesis 1:1-2:3) and second (Genesis 2:4-24) creation accounts, and their respective representations of God and human beings <input type="checkbox"/> The significance of the Creation narratives with regards to Catholic beliefs about the nature of human beings and their relationship with creation <input type="checkbox"/> A comparison of Catholic and Humanist beliefs on the importance of preserving the planet and the environment <input type="checkbox"/> The Catholic understanding of the nature of revelation and inspiration, with reference to the structure and origins of scripture and its literary forms <input type="checkbox"/> Different Christian views on the literary form of Genesis and the significance of this for the interpretation of the accounts <input type="checkbox"/> The meaning of Michelangelo's Creation of Adam in the Sistine chapel <input type="checkbox"/> The extent to which Michelangelo's Creation of Adam expresses Catholic beliefs about creation, God and human beings <input type="checkbox"/> The use of symbolism and imagery in Christian art, with particular reference to the Tree of Life Apse mosaic in San Clemente in Rome and the meanings of the symbols contained within it, for example, the Alpha and Omega, the Chi-Rho, lamb, dove and the four evangelists <input type="checkbox"/> The symbol of cross as the tree of life with reference to the theology of Christ as the New Adam and how this is expressed in the San Clemente mosaic <input type="checkbox"/> The influence of the concept of imago Dei on Catholic Social Teaching about justice, peace and reconciliation, with reference | <p>2019 Describe St Augustine's teachings on the origin of the universe. Describe two ways CAFOD reflects teachings on human dignity.</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions beliefs about abortion. Explain either from Catholic Christianity and Judaism or two Christian traditions beliefs about caring for the environment.</p> <p>"The Theory of Evolution is the best explanation for the origin of humans."</p> <p>2020 Describe what Gaudium et Spes teaches about peace. Describe two Catholic beliefs about God shown in Michelangelo's Creation of Adam.</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions beliefs about how the Creation accounts in Genesis are interpreted. Explain either from Catholic Christianity and Judaism or two Christian traditions beliefs about the sanctity of life.</p> <p>"No one should have the right to an abortion."</p> <p>2021 Describe the work of a Catholic charity. Describe the role of the Catholic Church in inter-faith dialogue.</p> |
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| <p>to Gaudium et Spes 29 & 78</p> <ul style="list-style-type: none"> <input type="checkbox"/> The importance of the role of the Catholic Church in inter-faith dialogue to promote understanding, respect, tolerance and harmony between the different religious and non-religious traditions in Great Britain, including: Christianity; Buddhism; Hinduism; Islam; Judaism; Sikhism; Humanism and Atheism <input type="checkbox"/> The extent to which the work of one Catholic charity, such as CAFOD and one local charity, such as SVP, reflect Catholic beliefs about the dignity of human beings, the importance of loving one's neighbour, and respecting creation <p><i>Key words:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> creation ex nihilo <input type="checkbox"/> evolution <input type="checkbox"/> imago Dei <input type="checkbox"/> inspiration <input type="checkbox"/> omnipotence <input type="checkbox"/> revelation <input type="checkbox"/> stewardship <input type="checkbox"/> transcendence | <p>Explain either from Catholic Christianity and Judaism or two Christian traditions beliefs about the creation of the universe.</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions beliefs about the value of human life.</p> <p>“Loving your neighbour is the most important thing a person can do.”</p> <p>2022</p> <p>Describe Catholic attitudes about caring for the planet.</p> <p>Describe how Catholic teachings are shown in Michelangelo’s Creation of Adam.</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions beliefs about the sanctity of life.</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions beliefs about the interpretation of the Creation accounts in Genesis.</p> <p>“Evolution proves that God does not exist.”</p> <p>2023</p> <p>Describe Catholic teachings about peace</p> <p>Describe how Catholics interpret the creation accounts in Genesis</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions teachings about preserving the environment.</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions views about the value of human life</p> |
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| <p>Good and Evil</p> <ul style="list-style-type: none"> <input type="checkbox"/> Catholic perspectives on the origin of evil: Original Sin and evil as a “privation”, with reference to St Augustine, The Enchiridion (3.11) <input type="checkbox"/> Alternative Christian and non-Christian views on the nature and origin of evil and the difference between moral and natural evil. <input type="checkbox"/> Catholic beliefs about the relationship between God’s goodness and the goodness of the created world <input type="checkbox"/> Philosophical and non-religious challenges posed by belief in God’s goodness, free will and the existence of evil and suffering <input type="checkbox"/> The meaning of suffering and Catholic ambivalence towards it, with reference to the significance of Christ’s suffering and death and Isaiah 53 <input type="checkbox"/> The nature of the Trinity as expressed in the Nicene creed – One God in three persons: Father, Son and Spirit <input type="checkbox"/> The biblical support for the doctrine and its historical development, with reference to the metaphorical explanation of the doctrine as a trinity of love, lover and beloved in St Augustine De Trinitate 8.10 <input type="checkbox"/> The meaning and significance of the belief in Jesus as Incarnate Son, divine Word, fully God and fully human; its scriptural origins with reference to John 1:1-18 and the kenosis hymn (Phil 2:5-11) <input type="checkbox"/> The importance of the doctrine in framing Catholic responses to the Problem of Evil, with reference to Pope John Paul II, Salvifici Doloris 13 & 23 <input type="checkbox"/> The example and teaching of Jesus as the authoritative source | <p>‘Only science can explain creation’</p> <p><i>Specimen</i></p> <p>Describe the difference between moral and natural evil.</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions beliefs about Jesus as a source for moral authority.</p> <p>“The only authority we should follow is our conscience.” “The existence of suffering proves there is no God.”</p> <p>2018</p> <p>Describe what St Augustine taught about the origin of evil.</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions beliefs about the incarnation.</p> <p>“Suffering is not always evil.” “Having statues in church is against the Ten Commandments.”</p> <p>2019</p> <p>Describe two of the sorrowful mysteries.</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions beliefs about the Trinity.</p> |
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| <p>for moral teaching, with reference to Jesus as the fulfilment of the law in Matthew 5-7</p> <ul style="list-style-type: none"> <input type="checkbox"/> The existence of the Natural Law and conscience as evidence of God's goodness and the role of suffering in the development of the virtues <input type="checkbox"/> The meaning and significance of sculpture and statues to Catholic tradition and worship <input type="checkbox"/> The importance of sculpture and statuary as an expression of Catholic beliefs about God's goodness and the meaning of human suffering, with reference to Michelangelo's Pieta <input type="checkbox"/> The meaning and significance of pilgrimage for Catholics as a response to human suffering, with particular reference to Lourdes <input type="checkbox"/> Popular piety, such as the Rosary as a reflection on the meaning and significance of the Incarnation with particular reference to the Sorrowful Mysteries <p><i>Key words:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> conscience <input type="checkbox"/> evil <input type="checkbox"/> free-will <input type="checkbox"/> goodness <input type="checkbox"/> incarnation <input type="checkbox"/> Natural Law <input type="checkbox"/> privation <input type="checkbox"/> suffering | <p>"Suffering makes you a better person." "Jesus was no more than a good man."</p> <p><i>2020</i></p> <p>Describe TWO ways Michelangelo's Pieta shows Catholic beliefs about the meaning of human suffering.</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions beliefs about the origins of evil.</p> <p>"All Catholics need to do to live a good life is to follow the example of Jesus." "A pilgrimage is just another type of holiday."</p> <p><i>2021</i></p> <p>Describe two religious practices that might take place during a pilgrimage to Lourdes.</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions beliefs about conscience.</p> <p>"One God can't be three persons." "Statues do not help people to worship."</p> <p><i>2022</i></p> |
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| | <p>Describe TWO features of Natural Law.</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions beliefs about the use of sculpture and statues in worship.</p> <p>“All evil is created by humans.” “Pilgrimage is the most important religious practice for Catholics.”</p> <p>2023 Describe Catholic beliefs about Original Sin</p> <p>Explain either from Catholic Christianity and Judaism or two Christian traditions ways of understanding pilgrimage</p> <p>‘If God was all-loving he would not allow suffering’ ‘Praying the rosary is the most important practice for Catholics’.</p> |
| <p>PAPER 2 – APPLIED CATHOLIC THEOLOGY</p> <p>Life and Death</p> <ul style="list-style-type: none"> <input type="checkbox"/> Catholic teaching on the meaning of death, the importance of dying well and the importance of palliative care with reference to Catholic teaching on assisted suicide and euthanasia. <input type="checkbox"/> Contrasting views on quality and sanctity of life and the right to die <input type="checkbox"/> Catholic beliefs about life after death, with reference to 1 Cor. 15 <input type="checkbox"/> Catholic belief in resurrection of the body in contrast to popular beliefs about survival of the soul <input type="checkbox"/> Contrasting views about death as the end of personal existence <input type="checkbox"/> Catholic teaching on heaven and hell with reference to the parables of judgement (Matthew 18:21-35, Luke 16:19-31) | <p><i>Specimen</i></p> <p>Describe Jesus’ teachings on heaven and hell.</p> <p>Explain why the pascal Candle is used during the Easter Vigil and during a Catholic baptism.</p> <p>“There is no life after death.” “Prayers are too personal to be just read from a prayer book.”</p> <p>2018</p> <p>Describe Catholic beliefs about the resurrection of the body.</p> |

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| <ul style="list-style-type: none"> <input type="checkbox"/> Catholic teaching on purgatory with reference to 1 Cor. 3:11-15 <input type="checkbox"/> The nature of the Catholic Magisterium and its exercise in both its ordinary and extraordinary forms by both popes (pontifical) and councils (conciliar) with reference to Evangelium Vitae (65) <input type="checkbox"/> The nature and importance of the Second Vatican Council, its history and four key documents. <input type="checkbox"/> How Christian beliefs about eternal life influenced the iconography in Christian sarcophagi, with particular reference to the Sarcophagus with Scenes of the Passion in the Museo Pio Cristiano, Vatican, Rome <input type="checkbox"/> How Christian beliefs in the resurrection are expressed by the paschal candle as it is used in the Easter Vigil and during Catholic Baptism <input type="checkbox"/> The significance of different forms of music used in worship and how music expresses Catholic beliefs about eternal life, with reference to Faure's Requiem <input type="checkbox"/> The symbols, prayers and texts of the Catholic funeral rite in Britain and how these express Catholic beliefs about eternal life <input type="checkbox"/> The significance of prayer as "the raising of the mind and heart to God", both in formulaic and extempore prayers, with particular reference to the Lord's Prayer <input type="checkbox"/> The meaning and significance of the Catholic practice of praying for and offering Masses for the dead <p>Key words:</p> <ul style="list-style-type: none"> <input type="checkbox"/> death <input type="checkbox"/> eternal life <input type="checkbox"/> heaven <input type="checkbox"/> hell <input type="checkbox"/> judgement <input type="checkbox"/> Magisterium | <p>Explain three features of a Catholic funeral rite.</p> <p>"Euthanasia is never acceptable." "There is no such thing as purgatory."</p> <p><i>2019</i></p> <p>Describe Catholic beliefs about the resurrection of the body.</p> <p>Explain the importance of the Second Vatican Council.</p> <p>"The quality of life is more important than the sanctity of life." "There is life after death."</p> <p><i>2020</i></p> <p>Describe what two of the symbols of a Paschal Candle represent.</p> <p>Explain how Faure's Requiem shows Catholic beliefs about eternal life.</p> <p>"Only God has the right to end a life." "There is no need to pray for the dead."</p> <p><i>2021</i></p> <p>Describe TWO features of the Sarcophagus with Scenes of the Passion in Rome.</p> |
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| <div> <input type="checkbox"/> resurrection <input type="checkbox"/> soul </div> | <p>Explain the importance of the Magisterium to the Catholic Church.</p> <p>‘There is no point in praying’ ‘Everyone will enjoy life after death’</p> <p>2022</p> <p>Describe Catholic teachings about euthanasia.</p> <p>Explain Catholic beliefs about the importance of prayer.</p> <p>“Religious funerals are pointless.” “The Paschal Candle is the best way of showing Catholic beliefs about resurrection.”</p> <p>2023</p> <p>Describe two of the key documents of the Second Vatican Council</p> <p>Explain the importance of the Lord’s Prayer for Catholics</p> <p>‘Death is not the end’ ‘Assisted Suicide should never be allowed’.</p> <p><i>Specimen</i></p> |
| <p>Sin and forgiveness</p> <div> <input type="checkbox"/> The difference between crime and sin their relationship to morality, with reference to absolutist and relativistic approaches to the morality of actions </div> | <p>Describe Jesus’ teaching on forgiveness.</p> <p>Describe how the altar and font represent Catholic beliefs about salvation.</p> |

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| <ul style="list-style-type: none"> <input type="checkbox"/> The different rationales given for criminal penalties: retribution, deterrence, rehabilitation and a critical evaluation of the justifiability of each <input type="checkbox"/> Christian teachings about forgiveness, including interpretations of teachings: Matthew 18:21-22, Matthew 6: 14-15, with reference to the tension between forgiveness and punishment <input type="checkbox"/> The development of Catholic teaching on capital punishment with reference to St Augustine, Letter 134(4) & 153 (3) to Macedonius and Pope John Paul II, Evangelium Vitae 56 <input type="checkbox"/> Arguments for and against Capital punishment within Christianity, with reference to Genesis 9:6, Exodus 21:24 and Matthew 5:38 and non-religious views <input type="checkbox"/> The meaning and significance of the term “salvation” for Catholics and the role of grace and human freedom in redemption. How do Catholics believe the life, death, resurrection and ascension of Jesus saves them? <input type="checkbox"/> The compatibility of a belief in Hell and a belief in the unconditional love of God and the universal nature of God’s mercy <input type="checkbox"/> The nature of the Church as one, holy, catholic and apostolic and Mary as a model of the Church <input type="checkbox"/> The meanings and significance of different understandings of the Church as the 'Body of Christ' and 'the people of God' and the meaning of the claim “outside the Church there is no salvation” with reference to the Catechism of the Catholic Church 846-848 <input type="checkbox"/> How the sacred objects within a Church represent Catholic beliefs about salvation with particular reference to the altar and the font. <input type="checkbox"/> How the orientation of Catholic churches and their architectural | <p>Explain the possible benefits and challenges of Catholic mission and evangelisation in Great Britain today. Explain how a Catholic would view the different aims of punishing a criminal.</p> <p>“Capital punishment is wrong.”</p> <p>2018</p> <p>Describe Pope John Paul II’s teaching on capital punishment. Describe Catholic teaching on the nature of the Church.</p> <p>Explain THREE features of a Catholic Church which reflect beliefs about salvation. Explain Catholic teaching about the importance of evangelisation.</p> <p>“A loving God would not condemn anyone to hell.”</p> <p>2019</p> <p>Describe Catholic teaching on capital punishment. Describe Jesus’ teaching on forgiveness in Matthew’s Gospel.</p> <p>Explain why the death of Jesus is important to Christians. Explain why Catholics see Mary as a model of the Church.</p> <p>“Some actions are always wrong.”</p> <p>2020</p> |
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| <p>features facilitate Catholic worship and reflection on the mystery of salvation</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Catholic belief in the sacramental nature of the whole of reality and its connection to the seven sacraments: their names, meanings and effects; the meaning and significance of sacraments for a Catholic understanding of salvation <input type="checkbox"/> The meaning and significance of the Eucharist as “the source and summit” of Christian life and the role it plays in Catholic understanding of salvation <input type="checkbox"/> Catholic teaching on the imperative to evangelise and the forms this should take, with reference to Pope Francis’ <i>Evangelii Gaudium</i> 15, 48-49, 197-198, 264-265 <input type="checkbox"/> How Catholic beliefs about the relationship between faith and salvation influence attitudes to mission and evangelisation locally, nationally and globally <input type="checkbox"/> Evangelising in Britain; benefits and challenges. Results of the 2011 census compared to the 2001 census, show an increase in diverse religious and non-religious beliefs and practices (including those of Christianity; Buddhism; Hinduism; Islam; Judaism; Sikhism; Humanism and Atheism), whilst also showing that over half of those who responded considered themselves Christian <input type="checkbox"/> U.K. laws, festivals and traditions are rooted in the Christian tradition. However, festivals, beliefs and cultures of other religious and non-religious traditions are also recognised and celebrated. <p><i>Key words:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> absolutism <input type="checkbox"/> Eucharist | <p>Describe TWO reasons for punishing criminals. Describe TWO features of moral relativism.</p> <p>Explain why Catholics see the Eucharist as central to Christian life. Explain Catholic teaching about salvation.</p> <p>“People should evangelise in a society where there are many religions.”</p> <p><i>2021</i></p> <p>Describe Catholic teachings on capital punishment. Describe Catholic teachings about the Church as the “Body of Christ”.</p> <p>Explain how features of a church help Catholics to worship. Explain Pope Francis’ teaching on mission and evangelisation.</p> <p>“Baptism is a more important sacrament than Eucharist.”</p> <p><i>2022</i></p> <p>Describe TWO features of absolute morality. Describe the use of two sacred objects in a Catholic church.</p> <p>Explain Catholic beliefs about capital punishment. Explain Catholic beliefs about the nature of the Church.</p> <p>“Evangelisation is the main duty for Catholics.”</p> |
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| <ul style="list-style-type: none"> <input type="checkbox"/> evangelisation <input type="checkbox"/> forgiveness <input type="checkbox"/> punishment <input type="checkbox"/> relativism <input type="checkbox"/> salvation <input type="checkbox"/> sin | <p>2023</p> <p>Describe Mary as a model of Church</p> <p>Describe the difference between crime and sin</p> <p>Explain Catholic teachings about forgiveness</p> <p>Explain the importance of redemption for Catholics</p> <p>‘The Church is nothing more than a building’</p> |
| <p>PAPER 3 – JUDAISM</p> <p>Beliefs and teachings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Issues of God as: One, Creator: Genesis 1 3-5; 1 26-28, The Shema <input type="checkbox"/> Law-Giver and Judge: Exodus 20:1-15 <input type="checkbox"/> The nature and significance of shekhinah (the divine presence) <input type="checkbox"/> Different views within Orthodox and Reform Judaism about the nature and role of the Mashiach (Messiah); special person who brings an age of peace, ourselves, his arrival as signaling the end of the world, praying for his coming, concerned more with living life according to the mitzvot <input type="checkbox"/> The meaning and significance of the Abrahamic Covenant: Genesis 12:1-3, 17:6-8, 17:11-14 including the importance of the ‘Promised Land’ <input type="checkbox"/> The meaning and significance of the Covenant with Moses at Sinai: Exodus 3:11-15 including the continuing importance of the idea of a ‘Promised Land’ <input type="checkbox"/> Importance of the Ten Commandments: Exodus 20:2-14 <input type="checkbox"/> Beliefs and teachings about the nature and importance of Pikuach Nefesh (sanctity of life): Genesis 1:26-27, Talmud B Yoma 84b, Psalm 139: 13-15, Jeremiah 1:5 | <p><i>Specimen</i></p> <p>Describe Jewish belief about the resurrection.</p> <p>Describe how Jewish women might worship differently to men.</p> <p>Explain why Moses is important in Judaism.</p> <p>Explain why Shabbat is important in Judaism.</p> <p>“Keeping the Ten Commandments is the most important part of Judaism.”</p> <p>“You have to go to the synagogue to be a Jew.”</p> <p>2018</p> <p>Describe Jewish beliefs about God as creator.</p> <p>Describe how Pesach (Passover) is celebrated.</p> <p>Explain different Jewish beliefs about the Messiah.</p> <p>Explain why the home is important in Judaism.</p> |

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| <ul style="list-style-type: none"> <input type="checkbox"/> The relationship between free will and the 613 mitzvot (duties) between humans and with God <input type="checkbox"/> Orthodox and Reform beliefs and teachings about life after death, judgement and resurrection; spiritual and/or bodily resurrection, immortality of the soul and the belief that we must focus on this life in preparation for whatever happens in the next <p>Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> The nature and importance of Orthodox and Reform synagogue services; Shabbat service, the significance of prayer including the standing prayer (Amidah) <input type="checkbox"/> Worship in the home; siddur, recitation of Shema and Modeh Ani, display of mezuzah. The importance of preparing for and celebrating Shabbat: Exodus 20:8-10 <input type="checkbox"/> Items worn for worship; tallith, tefillin and kippah <input type="checkbox"/> Features of synagogues in Britain: significance of bimah, aron hakodesh, Torah scrolls, ner tamid, seating, minyan; Exodus 20:4-5 <input type="checkbox"/> Worship, social and community functions of synagogues serving Jewish communities in Britain. <input type="checkbox"/> The role and importance of Brit Milah: Covenant, identity, features of the ceremony <input type="checkbox"/> Bar Mitzvah: Law and personal responsibility, features of the ceremony <input type="checkbox"/> Orthodox and Reform views regarding Bat Mitzvah and Bat Chayil and features of the ceremonies <input type="checkbox"/> Marriage: Genesis 2: 24, features of the ceremony <input type="checkbox"/> Mourning rituals: onan, kaddish, sheva, yartzheit. Role of chevra kaddisha <input type="checkbox"/> Significance of use of the Tenakh and the Talmud in daily life; | <p>“Belief in the afterlife is not important in Judaism.” “You have to keep kosher to be Jewish.”</p> <p>2019</p> <p>Describe the Abrahamic covenant. Describe the origin and meaning of Sukkot.</p> <p>Explain different Jewish beliefs about life after death. Explain why the synagogue is important in Judaism.</p> <p>“All Jews should keep the 613 mitzvot” “Shabbat is the most important celebration for Jews.”</p> <p>2020</p> <p>Describe Jewish beliefs about God as judge. Describe two features of a Bar Mitzvah ceremony.</p> <p>Explain beliefs about Pikuach Nefesh in Judaism. Explain ways in which Jews worship in the home.</p> <p>“Belief in the Messiah is not important in Judaism.” “Shabbat is the most important celebration for Jews.”</p> <p>2021</p> <p>Describe Jewish beliefs about the Shekhinah. Describe TWO religious items worn for Jewish worship.</p> |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Dietary laws: kosher/treyfah, parev, the prohibition of milk with meat, requirements of a kosher kitchen: Leviticus 11:1-23 <input type="checkbox"/> Keeping kosher in Britain: benefits and challenges <input type="checkbox"/> The origin, meaning and celebration of the following festivals among different Jewish communities in Britain <input type="checkbox"/> Rosh Hashanah <input type="checkbox"/> Yom Kippur <input type="checkbox"/> Pesach: Exodus 12:14 <input type="checkbox"/> Sukkot <input type="checkbox"/> Diversity of practice between different Jewish traditions <p><i>Key words:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> synagogue <input type="checkbox"/> shekinah <input type="checkbox"/> Shabbat <input type="checkbox"/> kosher <input type="checkbox"/> Torah <input type="checkbox"/> mitzvot <input type="checkbox"/> Messiah <input type="checkbox"/> Covenant | <p>Explain how the Ten Commandments are important in Jewish belief and practice.</p> <p>Explain how Jews might celebrate Pesach (Passover).</p> <p>“Jews believe this life matters more than the next life.”</p> <p>“The synagogue is more important to Jews than the home.”</p> <p>2022</p> <p>Describe the covenant with Moses.</p> <p>Describe a Jewish marriage ceremony.</p> <p>Explain Jewish beliefs about God as one and creator.</p> <p>Explain how Jews might keep Kosher dietary laws.</p> <p>“All Jews should keep the Ten Commandments.”</p> <p>“Pesach (Passover) is the most important Jewish festival.”</p> <p>2023</p> <p>Describe Jewish beliefs about resurrection</p> <p>Describe two features of the Brit Milah ceremony</p> <p>Explain Jewish beliefs about the nature of God</p> <p>Explain how Jews show the importance of Shabbat</p> <p>‘The most important belief in Judaism is Pikuach Nefesh’</p> <p>‘The most important role of the synagogue is as a place of worship’</p> |
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AQA GCSE BUSINESS

WEEK BY WEEK REVISION SCHEDULE (2025)

Paper 1 – Friday afternoon – 9th May (1hr 45 mins)

Paper 2 – Friday afternoon – 16th May (1hr 45 mins)

- [GCSE \(Business Livestreams\)](#) – replay archive for live streamed interactive revision sessions covering core topic areas found within the GCSE (9-1) Business specifications
- [Interactive resources to support your revision](#) – knowledge and calculation workbooks to help you consolidate the theory and quantitative skills required for success on the course
- [Study Book for AQA GCSE Business](#) – you can find AQA GCSE (9-1) Business revision guides here
(all tutor2u printed resources can also be purchased on Amazon)

| WEEK | SPEC REFERENCE | RE-VISIT WORK | SUGGESTED ACTIVITIES |
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| WEEK 1 27 TH JAN | 3.1 BUSINESS IN THE REAL WORLD 3.1.1 PURPOSE AND NATURE OF BUSINESS 3.1.2 BUSINESS OWNERSHIP | <ul style="list-style-type: none"> • Reasons for starting a business • Difference between goods and services • Define the term opportunity cost • Define factors of production • Different sectors of industry • Differences between the objectives and characteristics of an entrepreneur • Recognise businesses constantly face external change <ul style="list-style-type: none"> • Pros and cons of different legal structures • The concept of limited liability | <ul style="list-style-type: none"> • Think about any small businesses / charities that are situated in your local area; make a list of the reasons why you think these businesses may have started up - think context • Select one of these businesses and draw the factors of production this business uses to provide its products • Make a table that categorises 5 examples of goods and 5 examples of services • List three examples of decisions that you have made which have involved making a choice – what was the opportunity cost each time? • Draw a diagram showing the sectors of industry involved in the production of a loaf of bread • Choose your favourite entrepreneur – list the personal characteristics that have contributed to their success • List the different changes businesses may face that are outside their control e.g. levels of competition / changes in technology <ul style="list-style-type: none"> • Draw a mind map which contains the pros and cons of the different legal structures; be sure to cover liability, |

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| | | | <p>management and control, sources of finance and how profits are shared</p> <ul style="list-style-type: none"> ● Weigh up the reasons why a business may want to keep its legal structure the same or why it may want to change it |
| WEEK 2 3RD FEB | 3.1 BUSINESS IN THE REAL WORLD 3.1.3 SETTING BUSINESS AIMS AND OBJECTIVES 3.1.4 STAKEHOLDERS 3.1.5 BUSINESS LOCATION | <ul style="list-style-type: none"> ● The purpose of setting objectives in running a business ● The main and objectives set by businesses ● Why objectives differ between businesses ● Why objectives change over time ● How objectives can be used to measure success <ul style="list-style-type: none"> ● Different stakeholder groups ● Objectives of different stakeholders ● How businesses impact different stakeholder groups ● How stakeholders influence business activity ● Conflict between stakeholders <ul style="list-style-type: none"> ● Factors influencing the location decisions of a business | <ul style="list-style-type: none"> ● Choose a new business start-up, a sole trader, a ltd, a plc & a not-for-profit organisation, make a table and list 3 different aims / objectives that each business may set; highlight any differences and think about why these differences exist - think context ● Create a mind map that shows the reasons why businesses set objectives including how objectives can be used to measure business success; add in other ways that success can be measured by businesses <ul style="list-style-type: none"> ● Produce a whole topic mind map which shows five key stakeholders, their objectives and how these objectives may conflict; include examples of how stakeholders can influence business activity and how businesses impact stakeholders <ul style="list-style-type: none"> ● For a large supermarket, a clothing store, a web design business and a car manufacturer rank the different factors of location in terms of importance - think context |
| WEEK 3 10TH FEB | 3.1 BUSINESS IN THE REAL WORLD 3.1.6 BUSINESS PLANNING 3.1.7 EXPANDING A BUSINESS | <ul style="list-style-type: none"> ● The purpose and value of business planning ● The main sections found within a business plan ● Concept of revenue, fixed costs, variable costs, total cost, profit / loss <ul style="list-style-type: none"> ● Methods of expansion | <ul style="list-style-type: none"> ● Create a mini business plan; list the main sections found within the plan and the pros and cons of producing this plan for a new business start-up ● Create numerical flash cards with the formula and meaning of total revenue, total costs, total variable costs, profit / loss, average unit costs; make sure you can reverse calculations successfully e.g. profit + total costs = revenue <ul style="list-style-type: none"> ● Create a whole topic mind map linked to growth; split your map into organic and |

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| | | <ul style="list-style-type: none"> • Pros and cons of business expansion including economies and diseconomies of scale | external growth & include the pros and cons of the 4 organic and 2 external methods of growth |
| WEEK 4 24TH FEB | 3.2 INFLUENCES ON BUSINESS 3.2.1 TECHNOLOGY 3.2.2 ETHICAL & ENVIRONMENTAL CONSIDERATIONS 3.2.3 THE ECONOMIC CLIMATE | <ul style="list-style-type: none"> • How ICT is impacting business activity including e-commerce and digital communication • Ethical & environmental considerations and sustainability • How changes in interest rates, employment levels can affect businesses and consumer spending | <ul style="list-style-type: none"> • Choose a business and list the different ways it uses ICT to communicate with its stakeholders as well as in its business operations - think context • Plan a balanced argument as to the reasons why businesses should or should not act in a morally acceptable way – refer to the terms ethics, environmental factors & sustainability in your plan; link to real life examples if you can • Plan a chain of argument about how a rise in interest rates would impact a budget retailer & a store that sells designer goods; include in your chain the terms disposable income, consumer spending, levels of employment - think context |
| WEEK 5 3RD MAR | 3.2 INFLUENCES ON BUSINESS 3.2.4 GLOBALISATION 3.2.5 LEGISLATION 3.2.6 COMPETITIVE ENVIRONMENT | <ul style="list-style-type: none"> • How UK businesses compete abroad • Exchange rates • Employment, Health and Safety law & consumer law • Uncertainty and risks businesses face | <ul style="list-style-type: none"> • Think of a business that sells its products all over the world; list the different ways this business competes with its rivals - think context • Learn the acronyms SPICED and WPIDEC; be clear how changes in exchange rates affect importers and exporters in terms of sales and profit • Categorise the different pieces of legislation into employment law, Health & Safety law and consumer law; identify the positive and negative effects of legislation on businesses • Create a mind map identifying the risks and rewards of running a business; make it clear how any risks can be minimised |
| WEEK 6 10TH MAR | 3.3 BUSINESS OPERATIONS | <ul style="list-style-type: none"> • Methods of production • Lean production • JIT v JIC | <ul style="list-style-type: none"> • Create a table that lists the pros and cons of job and flow production • Create a mind map of the different elements of lean production; add the |

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| | 3.3.1 PRODUCTION PROCESSES | | pros and cons of JIC as an extension to this diagram |
| | 3.3.2 PROCUREMENT | <ul style="list-style-type: none"> • Factors affecting the choice of suppliers • Procurement, logistics & supply chain management | <ul style="list-style-type: none"> • Make a list of the key stages in the procurement process • Rank the importance of price, quality and reliability for Gucci, Poundland & a car manufacturer that uses JIT - think context • Create a diagram showing the supply chain for a product of your choice |
| WEEK 7 17 TH MAR | 3.3 BUSINESS OPERATIONS | <ul style="list-style-type: none"> • Customer expectations of quality • How quality is measured & how quality issues are identified • Methods of maintaining quality • Costs and benefits of maintaining quality | <ul style="list-style-type: none"> • List 5 different ways that quality can be measured by a business • Create a mind map detailing the key features of quality control, quality assurance and TQM and the benefits and any drawbacks of each • Create a table that lists the costs and benefits of maintaining quality to a business |
| | 3.3.3 THE CONCEPT OF QUALITY | | |
| | 3.3.4 GOOD CUSTOMER SERVICES | <ul style="list-style-type: none"> • Methods of providing good customer service • Benefits & dangers of good and poor customer service • How ICT impacts customer service | <ul style="list-style-type: none"> • Create an illustrated diagram showing the different stages of the sales process and how this links to good customer service; relate this to advancements in ICT • Make a comparison table of the benefits of providing good customer service against the dangers of providing poor customer service |
| WEEK 8 24 TH MAR | 3.4 HUMAN RESOURCES | <ul style="list-style-type: none"> • Tall and flat organisational structures • Why businesses have organisational structures • Impact the organisational structure has on communication and management style • Centralisation and decentralisation | <ul style="list-style-type: none"> • Sketch a tall and flat organisational structure; label each with key terms, specific job roles and how this structure affects communication & management style within the business • Draw a picture of where decision making power lies in a centralised and decentralised organisational structure; list 2 pros and 2 cons of each |
| | 3.4.1 ORGANISATIONAL STRUCTURES | | |
| | 3.4.2 RECRUITMENT AND SELECTION | <ul style="list-style-type: none"> • The recruitment and selection process • The benefits of an effective recruitment process • Different employment contracts and their benefits | <ul style="list-style-type: none"> • Create a flow diagram of the recruitment and selection process; end your diagram with the different types of employment contracts and their benefits |

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| WEEK 9 31ST MAR | 3.4 HUMAN RESOURCES 3.4.3 MOTIVATING EMPLOYEES 3.4.4 TRAINING | <ul style="list-style-type: none"> ● Benefits of having a motivated workforce ● Financial and non-financial methods of motivation ● Benefits of training ● Methods of training including their pros and cons | <ul style="list-style-type: none"> ● Create a topic mind map for motivation including financial, non-financial methods of motivation, benefits of having a motivated workforce ● Write a brief induction training programme for a new teacher at your school; list 3 benefits of providing this training to this member of staff ● List the different types of training that a pilot, a teacher, a sales assistant would receive in their roles and the benefits and drawbacks of each - think context |
| WEEK 10 7TH APR | 3.5 MARKETING 3.5.1 CUSTOMER NEEDS 3.5.2 MARKET SEGMENTATION 3.5.3 MARKET RESEARCH | <ul style="list-style-type: none"> ● Identifying and satisfying customer needs ● Types of market segmentation ● Reasons why businesses conduct market research ● Quantitative and qualitative market research ● Primary and secondary market research methods including their benefits and drawbacks ● Market research data & how this impacts decision making | <ul style="list-style-type: none"> ● List 5 reasons why it is important for a business to identify and satisfy customer needs ● Draw the segments of an orange and label each with the different methods of market segmentation; include an explanation as to why businesses segment their markets ● Create a market research topic mind map; include primary, secondary, quantitative & qualitative research methods and their pros and cons ● Add a market share and market size flashcard to your numerical pack ● Look at different types of market research; practise reading tables, charts and graphs – what trends can you identify? How would this information help with business decision-making |
| WEEK 11 14TH APR | 3.5 MARKETING 3.5.4 MARKETING MIX - PRICE 3.5.4 MARKETING MIX - PRODUCT | <ul style="list-style-type: none"> ● Different pricing methods ● Factors that influence pricing decisions ● Benefits and risks of developing new products ● Factors involved in designing a new product ● Product differentiation | <ul style="list-style-type: none"> ● Make a list of the 5 different pricing methods; identify products that use each pricing method and why - think context ● List 4 factors that influence the pricing decision of a business ● Think of a new product that has been launched into a market – why has this product been successful / not successful; list 2 benefits and 2 risks of developing this product – think context |

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| | | <ul style="list-style-type: none"> • Product life cycle and extension strategies • Product portfolio | <ul style="list-style-type: none"> • Compare Aldi and Waitrose – how do they compete in the grocery market? – think context • Sketch a product life cycle – label the different stages and identify 5 different extension strategies • Draw the Boston Box and explain the 4 categories; explain how and why businesses use this to broaden their product portfolios |
| WEEK 12 21ST APR | 3.5 MARKETING 3.5.4 MARKETING MIX - PROMOTION 3.5.4 MARKETING MIX - PLACE INTEGRATED MARKETING MIX | <ul style="list-style-type: none"> • Different promotional methods and their pros & cons • Factors influencing the selection of the promotional mix • Reasons for promotion • Different channels of distribution including e-commerce & m-commerce • Integrated nature of the marketing mix | <ul style="list-style-type: none"> • Create a whole topic mind map that includes the pros and cons of the main promotional methods - advertising, PR, sales promotion, sponsorship and social media; add in 6 factors that influence the choice of promotional mix and the reasons why businesses choose to promote their products • Sketch a diagram showing the different distribution channels that exist - include e-commerce and m-commerce • Think of a product such as the newest version of the iPhone; identify how the marketing mix of the business is fully integrated so that this product is successful – think context |
| WEEK 13 28TH APR | 3.6 FINANCE 3.6.1 SOURCES OF FINANCE 3.6.2 CASH FLOW | <ul style="list-style-type: none"> • Internal and external sources of finance and their pros & cons • Suitability of sources of finance for different business situations • Importance of cash to businesses • Completion and interpretation of cash flow forecasts • Solutions to cash flow problems | <ul style="list-style-type: none"> • Create a whole topic mind map that groups sources of finance into internal & external; be sure to include pros and cons of each source / when each source is appropriate for a business to use • Practise completing cash flow forecasts • Analyse different cash flow forecasts; review the closing balance and evaluate how the cash flow position can be improved |
| WEEK 14 5TH MAY | 3.6 FINANCE 3.6.3 FINANCIAL TERMS AND CALCULATIONS | <ul style="list-style-type: none"> • Recap revenue, fixed, variable & total costs, profit / loss • Investment project & ARR calculation | <ul style="list-style-type: none"> • Revise the formulae for revenue, costs, profit from your numerical flashcards • List the 3 main types of investment project that businesses undertake • Add an average rate of return flashcard to your numerical pack |

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| <p>EXAMS BEGIN: FRIDAY 9TH MAY</p> | <p>3.6.4 ANALYSING THE FINANCIAL POSITION OF A BUSINESS</p> | <ul style="list-style-type: none"> • Break-even charts • Value of break-even analysis • Purpose of financial statements • Components of income statements & statements of financial position • Assessing business performance from financial statements from different stakeholder perspectives • Calculate gross profit & net profit margins | <ul style="list-style-type: none"> • Sketch a break-even diagram; identify the break-even point & the areas of profit and loss; calculate the margin of safety at different levels of output • Add a margin of safety flashcard to your numerical pack • Create a table that identifies 2 pros and 2 cons to a business of conducting break even analysis • Make a key terms checklist for income statements and statement of financial positions • Create a categorise activity linked to the different elements of income statements and statement of financial positions – be confident in the meaning of the terms assets, liabilities, cost of sales, overheads, gross / operating / net profit • Add all the formulae linked to income statements and statements of financial positions to your numerical flashcard pack • 4 box challenge – how many stakeholders can you remember? Identify the components of the two financial statements each stakeholder group would be interested in and why • Add a gross profit and net profit margin flashcard to your numerical pack |
| <p>WEEK 15 12TH MAY EXAM: FRIDAY 9TH MAY</p> | <p>PAPER 2 REVISION: PAPER 2: INFLUENCES OF MARKETING AND FINANCE ON BUSINESS ACTIVITY</p> | <ul style="list-style-type: none"> • Go back and revise tricky areas that you identified in your revision • Double check your understanding of all the quantitative skills listed in the specification especially averages, %s and % changes – remember 10% of the marks for each paper are coming from quantitative skills questions • Know your key terms inside out • Go back and refresh yourself of the exam technique required for success for every question type • Read and annotate case studies carefully, read every question twice, look at the number of marks for each question and ensure your answer meets the demands of the question • REMEMBER, AN ANSWER IS ONLY GOOD IF IT ANSWERS THE QUESTION SET! | |

WEEK 14 – EXAMS BEGIN – GOOD LUCK!!!





知道我是谁吗

YEAR 9 MANDARIN

GCSE (9-1) Chapter 1

我的生活 Wǒ de shēnghuó: My life

| TEST | TOPIC |
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| 1.1 | a) Likes and dislikes: 我喜欢 wǒ xǐhuān b) Activities: 活动 huódòng c) Adjectives: 形容词 xíngróngcí |
| 1.2 | Chinese families: 中国人的家庭 zhōngguó rén de jiāting |
| 1.3 | My friends: 我的朋友 wǒ de péngyǒu a) Appearance: 外貌 wàimào b) Character: 性格 xìnggé |
| 1.4 | Hobbies: 爱好 àihào |
| 1.5 | When I was young: 我小时候 wǒ xiǎo shíhou |
| 1.6 | High-level phrases: 高级词语 gāojí cíyǔ |

How to revise

- First, divide the new vocabulary into groups: don't try to learn it all at once. If you have 10 words or phrases to learn, you should follow each of the steps below with between 1 and 3 words or phrases, depending on how confident you feel. Bear in mind how many *characters* each new word contains and whether you have come across any of the characters before. Don't try to learn more than 5 new characters in one go.
- Once you have mastered your first set of vocabulary, move on to your next chunk of 1-3 words.
- Don't forget to revisit all of the words regularly so that you don't forget them!
- Try using Quizlet or Duolingo to help you practise the new vocabulary and characters.

Step 1: Understanding the vocabulary

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| 1 | Read | Read through the new vocabulary and carefully copy it into your revision book, along with the pinyin and English translation. |
| 2 | Observe | Look at the radical in each character. Does it give you a clue about the meaning? Is this character similar to any other characters you have |

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|---|--------|--|
| | | learnt? Make a mental note of the subtle differences too - a dot in the wrong place can change the character's meaning entirely! |
| 3 | Cover | Cover up the English and try to remember what each Chinese word or character means. |
| 4 | Say | Next, cover up the pinyin as well and try to say each word or character out loud, with the correct pronunciation. |
| 5 | Repeat | Repeat this process until you are confident that you understand what all of the words mean. |

Step 2: Writing the new characters

| | | |
|---|---------|--|
| 1 | Count | Count the number of strokes in each character and write them in the 'number of strokes' column. |
| 2 | Analyse | Work out how the character is constructed. Is it made up of left and right components, top and bottom components, inside and outside components? |
| 3 | Write | Practise writing each character several times. Pay attention to the correct stroke order! Each time you write a character, check you've done it correctly by looking back at your original list of new vocabulary. |
| 4 | Check | Look at the English and try to write out each new word or character from memory. Mark your work carefully in red pen. |
| 5 | Repeat | Repeat this process until you are confident that you are able to write all of the characters accurately. |

| Useful Terminology | | |
|---------------------------|---|--|
| Term | Definition | Example |
| Noun | The name of a person, place or object. | London, Joseph, pen |
| Verb | A doing word. | play, walk, run |
| Adjective | A word which describes a noun. | interesting, fun, small |
| Adverb | A word which describes how a verb is done. | quickly, now |
| Pronoun | A word that can be used to replace a noun. | I, you, he, she, we, they |
| Character | Chinese is written in characters, not letters. A word can be made up of one character or a sequence of characters put together. Each character is pronounced as one syllable. | 国 guó = 'country' 中国 zhōngguó = 'China' (literally 'middle kingdom') |
| Pinyin | A way of writing Chinese in roman letters ('romanization') with tone markers. | nǐhǎo, zàijiàn |
| Strokes | Series of lines that make up a character. Each type of stroke is always written in the same direction. | horizontal stroke, vertical stroke, dot |

| | | |
|--------------|---|---|
| Stroke order | The correct order in which you write the strokes in order to construct each character. | top to bottom, left to right, outside to inside |
| Radical | The part of a Chinese character that gives you a clue about the character's meaning. | hand radical (扌), mouth radical (口), female radical (女) |
| Tone | There are 4 main tones in Mandarin, which affect the meaning of the character. The tone of a character is indicated by a line above the pinyin. | 1 st = high and flat, eg. sān 2 nd = going up, eg. shí 3 rd = down and up, eg. wǒ 4 th = going down, eg. liù |
| Homophone | Words that sound the same but mean different things. Chinese has a LOT of these! | 'sea' and 'see'; 'dear' and 'deer' |

| Review | Revision: 复习 fùxí | | | |
|--------|-------------------|---|----------------|-----------------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 我叫 | Wǒ jiào ... | | I'm called |
| 2 | 我姓 | Wǒ xìng ... | | My surname is |
| 3 | 我。。。岁 | Wǒ ... suì | | I'm ... years old |
| 4 | 我住在 / 我家在 | Wǒ zhù zài / Wǒ jiā zài | | I live in ... / My home is in ... |
| 5 | 我是英国人 | Wǒ shì yīngguó rén | | I am British |
| 6 | 我的生日是...月...号 | Wǒ de shēngrì shì ... yuè ... hào | | My birthday is ... |
| 7 | 我有 / 没有 | Wǒ yǒu / méi yǒu | | I have / don't have |
| 8 | 哥哥 | gēge | | older brother |
| 9 | 姐姐 | jiějie | | older sister |
| 10 | 弟弟 | dìdi | | younger brother |
| 11 | 妹妹 | mèimei | | younger sister |
| 12 | 我们家有 | Wǒmen jiā yǒu | | Our family has ... |

| | | | | |
|----|------|----------------|--|-------------|
| 13 | 一只猫 | yī zhī māo | | a cat |
| 14 | 两只狗 | liǎng zhī gǒu | | 2 dogs |
| 15 | 三条金鱼 | sān tiáo jīnyú | | 3 gold-fish |
| 16 | 一只兔子 | yī zhī tùzi | | a rabbit |

| Review | Extra | | | |
|--------|---------|-----------------|----------------|--------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 母亲 | mǔqīn | | mother |
| 2 | 父亲 | fùqīn | | father |
| 3 | 爸爸 | bàba | | dad |
| 4 | 妈妈 | māma | | mum |
| 5 | 爷爷 | yéye | | grandpa (paternal) |
| 6 | 奶奶 | nǎinai | | grandma (paternal) |
| 7 | 阿姨 | āyí | | auntie (maternal) |
| 8 | 叔叔 | shūshu | | uncle (paternal) |
| 9 | 宠物 | chǒngwù | | pet |
| 10 | 出生 | chūshēng | | to be born |
| 11 | 出生地点 | chūshēng dìdiǎn | | place of birth |
| 12 | 地址 | dìzhǐ | | address |

| 1.1a | Likes and dislikes: 我喜欢 wǒ xǐhuān | | | |
|------|-----------------------------------|--------------------|----------------|------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 我喜欢 | wǒ xǐhuān | | I like |
| 2 | 我很喜欢 | wǒ hěn xǐhuān | | I really like |
| 3 | 我非常喜欢 | wǒ fēicháng xǐhuān | | I extremely like |
| 4 | 我最喜欢 | wǒ zuì xǐhuān | | I most like |

| | | | | |
|---|-------|------------------|--|---------------------|
| 5 | 我比较喜欢 | wǒ bǐjiào xǐhuān | | I prefer |
| 6 | 我特别喜欢 | wǒ tèbié xǐhuān | | I especially like |
| 7 | 我不喜欢 | wǒ bù xǐhuān | | I don't like |
| 8 | 我不太喜欢 | wǒ bù tài xǐhuān | | I don't really like |
| 9 | 我真讨厌 | wǒ zhēn tǎoyàn | | I really hate |

| 1.1b Activities: 活动 huódòng | | | | |
|-----------------------------|---------|--------------------|----------------|----------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 看电影 | kàn diànyǐng | | watching films |
| 2 | 看电视 | kàn diànshì | | watching TV |
| 3 | 看书 | kàn shū | | reading books |
| 4 | 上网 | shàng wǎng | | surfing the internet |
| 5 | 玩儿手机 | wánr shǒujī | | playing on my phone |
| 6 | 玩儿电脑游戏 | wánr diànnǎo yóuxì | | playing computer games |
| 7 | 打球 | dǎ qiú | | playing ball games |
| 8 | 踢足球 | tī zúqiú | | playing football |
| 9 | 游泳 | yóuyóǒng | | swimming |
| 10 | 跑步 | pǎobù | | running |
| 11 | 遛狗 | liù gǒu | | walking the dog |
| 12 | 骑自行车 | qí zìxíngchē | | cycling |
| 13 | 买东西 | mǎi dōngxī | | shopping |
| 14 | 听音乐 | tīng yīnyuè | | listening to music |
| 15 | 画画儿 | huà huàr | | drawing pictures, painting |
| 16 | 跳舞 | tiàowǔ | | dancing |

| 1.1c Adjectives: 形容词 xíngróngcí | | | | |
|---------------------------------|---------|-----------------|----------------|----------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 因为 | yīnwēi | | because |
| 2 | 我觉得 | wǒ juéde | | I feel |
| 3 | 对我来说 | duì wǒ lái shuō | | in my opinion |
| 4 | 我认为 | wǒ rènwéi | | I think |
| 5 | 有意思 | yǒu yìsī | | interesting |
| 6 | 好玩儿 | hǎowánr | | fun |
| 7 | 酷 | kù | | cool |
| 8 | 棒 | bàng | | brilliant |
| 9 | 有趣 | yǒuqù | | interesting, amusing |

| 1.1 Extra | | | | |
|-----------|---------|---------------|----------------|-------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 依我来看 | yì wǒ lái kàn | | as far as I'm concerned |
| 2 | | | | |
| 3 | | | | |

| 1.2 Chinese families: 中国人的家庭 zhōngguó rén de jiāting | | | | |
|--|---------|------------|----------------|------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 起床 | qǐ chuáng | | to get up |
| 2 | 吃早饭 | chī zǎofàn | | to eat breakfast |
| 3 | 上学 | shàng xué | | to start school |
| 4 | 放学 | fàng xué | | to finish school |
| 5 | 上班 | shàng bān | | to go to work |
| 6 | 下班 | xià bān | | to finish work |
| 7 | 回家 | huí jiā | | to go home |

| | | | | |
|----|-----|------------|--|--------------------|
| 8 | 吃晚饭 | chī wǎnfàn | | to eat dinner |
| 9 | 睡觉 | shuìjiào | | to sleep |
| 10 | 几点? | jǐ diǎn? | | what time? |
| 11 | 每天 | měi tiān | | every day |
| 12 | 一般 | yībān | | generally, usually |

| 1.2 | Extra | | | |
|-----|---------|---------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 总是 | zǒngshì | | always |
| 2 | | | | |
| 3 | | | | |

| 1.3a | Appearance: 外貌 wàimào | | | |
|------|-----------------------|---------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 个子 | gèzi | | height |
| 2 | 高 | gāo | | tall |
| 3 | 矮 | ǎi | | short |
| 4 | 胖 | pàng | | fat |
| 5 | 瘦 | shòu | | thin |
| 6 | 头发 | tóufā | | hair |
| 7 | 眼睛 | yǎnjīng | | eyes |
| 8 | 金色 | jīnsè | | blond |
| 9 | 黑色 | hēisè | | black |
| 10 | 红色 | hóngsè | | red |
| 11 | 棕色 | zōngsè | | brown |
| 12 | 蓝色 | lánsè | | blue |
| 13 | 绿色 | lùsè | | green |

| | | | | |
|----|----|-----------|--|-----------------|
| 14 | 好看 | hǎokàn | | good-looking |
| 15 | 帅 | shuài | | handsome, smart |
| 16 | 漂亮 | piàoliang | | pretty |

| 1.3b Character: 性格 xìnggé | | | | |
|---------------------------|---------|-----------------------|----------------|----------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 聪明 | cōngmíng | | clever |
| 2 | 笨 | bèn | | stupid |
| 3 | 有礼貌 | yǒu lǐmào | | polite |
| 4 | 有趣 | yǒuqù | | interesting, amusing |
| 5 | 友好 | yǒuhǎo | | friendly |
| 6 | 酷 | kù | | cool |
| 7 | 快乐 | kuàilè | | happy |
| 8 | 好玩儿 | hǎowánr | | fun |
| 9 | 亲切 | qīnqiè | | kind |
| 10 | 有一样的爱好 | yǒu yíyàng de àihào | | to have the same hobbies |
| 11 | 有一样的兴趣 | yǒu yíyàng de xìngqù | | to have the same interests |
| 12 | 常常帮助我 | chángcháng bāngzhù wǒ | | often helps me |
| 13 | 听我说话 | tīng wǒ shuō huà | | listens to me |
| 14 | 无聊 | wúliáo | | boring |
| 15 | 懒 | lǎn | | lazy |
| 16 | 容易生气 | róngyì shēngqì | | gets angry easily |

| 1.3 | Extra | | | |
|-----|---------|--------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

| 1.4 | Hobbies: 爱好 àihào | | | |
|-----|-------------------|--------------------|----------------|-------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 看书 | kàn shū | | to read books |
| 2 | 看电视 | kàn diànyǐng | | to watch TV |
| 3 | 看电影 | kàn diànshì | | to watch films |
| 4 | 听音乐 | tīng yīnyuè | | to listen to music |
| 5 | 做运动 | zuò yùndòng | | to do sport |
| 6 | 玩儿电脑 | wánr diànnǎo | | to play on the computer |
| 7 | 跳舞 | tiàowǔ | | to dance |
| 8 | 常常 | chángcháng | | often |
| 9 | 有（的）时候 | yǒu (de) shíhou | | sometimes |
| 10 | 有空的时候 | yǒu kòng de shíhou | | when I have free time |
| 11 | 天天/ 每天 | tiān tiān / měi | | every (single) day |
| 12 | 周末 | zhōumò | | at the weekend |

| 1.4 | Extra | | | |
|-----|---------|--------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

| 1.5 | When I was young: 我小时候 wǒ xiǎo shíhou | | | |
|-----|---------------------------------------|---------------------------|----------------|------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 我小时候 | wǒ xiǎo shíhou | | when I was young |
| 2 | 六岁的时候 | liù suì de shíhou | | when I was 6 |
| 3 | 那时候 | nà shíhou | | at that time |
| 4 | 现在 | xiànzài | | now |
| 5 | 有时候 | yǒu shíhou | | sometimes |
| 6 | 常常 | chángcháng | | often |
| 7 | 每天 / 天天 | měi tiān / tiān tiān | | every day |
| 8 | 每个星期 | měi gè xīngqī | | every week |
| 9 | 很少 | hěn shǎo | | seldom, rarely |
| 10 | 周末 | zhōumò | | (at) the weekend |
| 11 | 然后 | ránhòu | | then |
| 12 | 住在 | zhù zài | | to live in |
| 13 | 离。。。远 | lí ... yuǎn | | far from ... |
| 14 | 离。。。近 | lí ... jìn | | close to ... |
| 15 | 跟 / 和。。。一起 | gēn / hé ... yīqǐ | | with ... |
| 16 | 。。。以前 / 。。。以后 | ... yǐqián / ... yǐhòu | | before ... / after ... |

| 1.5 | Extra | | | |
|-----|---------|--------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

| 1.6 High-level phrases: 高级词语 gāojí cíyǔ | | | | |
|---|------------------|-----------------------|--------|---|
| | Chinese | Pinyin | No. of | English |
| 1 | 可是 | kěshì | | but |
| 2 | 也 | yě | | also |
| 3 | 也。。。也。。 | yě ... yě ... | | both ... and ... |
| 4 | 虽然。。但是 | suīrán ... dànshì | | although |
| 5 | 不但。。而且 | búdàn ... érqiě | | not only ... but also ... |
| 6 | 还是 | háishì | | or (in a question) |
| 7 | 或者 | huòzhě | | or (in a statement) |
| 8 | 因为。。所以 | yīnwèi ... suǒyǐ | | because |
| 9 | 除了。。(以外) | chúle ... (yǐwài) yě | | apart from ... also |
| 10 | 一边。。一边。。 | yībiān ... yībiān ... | | on the one hand ... on the other hand ... (used to describe doing |
| 11 | 比 e.g. 弟弟比我高。 | bǐ | | compared to e.g. younger brother is taller than me. |
| 12 | 不过 | bú guò | | however |

SENTENCE TRANSLATIONS

| 1.1 Likes and dislikes: 我喜欢 wǒ xǐhuān | | |
|---------------------------------------|---|--|
| 1 | I really like dancing, because it is cool. | |
| 2 | I really hate playing football, because it is boring. | |

| | | |
|---|--|--|
| 3 | I love drawing because I think that it is interesting. | |
| 4 | In my opinion, cycling is more fun than running. | |
| 5 | I walk the dog every day. | |
| 6 | At the weekend, I often go swimming. | |
| 7 | As far as I'm concerned, shopping is not interesting. | |
| 8 | My older brother thinks that playing on your phone is brilliant! | |

| | | |
|------------|--|--|
| 1.2 | Chinese families: 中国人的家庭 zhōngguó rén de jiā tíng | |
| 1 | I get up at 7am. | |
| 2 | We eat breakfast at 7.30am. | |
| 3 | Dad starts work at 8.30am. | |
| 4 | Every day, I start school at 8.50am. | |
| 5 | I eat lunch with my friends at 12.20pm. | |

| | | |
|---|---|--|
| 6 | I usually go home at 4.15pm. | |
| 7 | After eating dinner, I do my homework. | |
| 8 | Before going to sleep, I watch TV with my older sister. | |

| | | |
|------------|--|--|
| 1.3 | Describing appearance and character: 描述外貌和性格 miáoshù wàimào hé xìnggé | |
| 1 | I am very tall (lit.'My height is very tall.'). | |
| 2 | I have brown hair and green eyes. | |
| 3 | My younger sister is neither tall nor short (and) she has blond hair. | |
| 4 | I think that my boyfriend is very good-looking. | |
| 5 | My teacher is both clever and kind. | |
| 6 | I really like her because we have the same interests. | |
| 7 | I think that my older brother is not only lazy but also boring. | |

| | | |
|---|---|--|
| 8 | My dad gets angry easily but my mum always listens to me. | |
|---|---|--|

| | | |
|------------------------------|---|--|
| 1.4 Hobbies: 爱好 àihào | | |
| 1 | I quite like listening to music. | |
| 2 | Every day, I play computer games. | |
| 3 | I love dancing, because it's extremely entertaining. | |
| 4 | When I have free time, I like to do sport. | |
| 5 | I really hate listening to music, because I feel that it is boring. | |
| 6 | Often, I go to the sports centre with my friend because we have the same interests. | |
| 7 | At the weekend, I sometimes play on the computer with my friend. | |
| 8 | Tonight, I am not going to watch TV because I have lots of homework. | |

| | | |
|------------|--|--|
| 1.5 | When I was young: 我小时候 wǒ xiǎo shíhou | |
| 1 | When I was young, I lived in the city. | |
| 2 | When I was young, I played tennis every day. | |
| 3 | When I was 6 years old, I went to the sports centre every week to go swimming. | |
| 4 | When I was 10 years old, my best friend was called Harry. | |
| 5 | When I was young, I liked playing computer games. Now, I prefer playing on my phone. | |
| 6 | When I was young, we had a cat. Now, we have 2 dogs. | |
| 7 | When I was young, I especially liked dancing. Now, I prefer painting. | |
| 8 | When you were young, what did you like doing? | |

| CHAPTER 1 SUMMARY PARAGRAPH | | |
|-----------------------------|---|--|
| 1 | My name is Xiao Yue and I'm 14 years old. | |
| 2 | My height is neither tall nor short. | |
| 3 | I have blond hair and brown eyes. | |
| 4 | I think that I am both kind and friendly. | |
| 5 | My best friend is called Da Xing. He is not only clever but also amusing. | |
| 6 | He often helps me and we also have the same interests. | |
| 7 | When I was small, we often went to the park together to play tennis. | |
| 8 | Now, every weekend, we go by bike to the city centre, to go skate-boarding, because it's extremely fun. | |



YEAR 9 MANDARIN

GCSE (9-1) Chapter 2

学校 xuéxiào: School



| CHAPTER | TOPIC |
|---------|---|
| Review | Talking about school subjects: 科目 kēmù |
| 2.1 | Saying where things are: 我的学校 wǒ de xuéxiào |
| 2.2 | My school day: 学校的一天 xuéxiào de yī tiān |
| 2.3 | Comparing schools: 学校比较 xuéxiào bǐjiào |
| 2.4 | Students should ... : 学生应该 xuéshēng yīnggāi ... |
| 2.5 | Exams and results : 考试和成绩 kǎoshì hé chéngjī |
| 2.6 | School activities: 学校活动 xuéxiào huódòng |
| 2.7 | High-level phrases: 高级词语 gāojí cíyǔ |
| 2.8 | Opinion phrases: 我的看法 wǒ de kànfǎ |

How to revise

- First, divide the new vocabulary into groups: don't try to learn it all at once. If you have 10 words or phrases to learn, you should follow each of the steps below with between 1 and 3 words or phrases, depending on how confident you feel. Bear in mind how many *characters* each new word contains and whether you have come across any of the characters before. Don't try to learn more than 5 new characters in one go.
- Once you have mastered your first set of vocabulary, move on to your next chunk of 1-3 words.
- Don't forget to revisit all of the words regularly so that you don't forget them!
- Try using Quizlet or Duolingo to help you practise the new vocabulary and characters.

Step 1: Understanding the vocabulary

| | | |
|---|------|---|
| 1 | Read | Read through the new vocabulary and carefully copy it into your revision book, along with the pinyin and English translation. |
|---|------|---|

| | | |
|---|---------|---|
| 2 | Observe | Look at the radical in each character. Does it give you a clue about the meaning? Is this character similar to any other characters you have learnt? Make a mental note of the subtle differences too - a dot in the wrong place can change the character's meaning entirely! |
| 3 | Cover | Cover up the English and try to remember what each Chinese word or character means. |
| 4 | Say | Next, cover up the pinyin as well and try to say each word or character out loud, with the correct pronunciation. |
| 5 | Repeat | Repeat this process until you are confident that you understand what all of the words mean. |

Step 2: Writing the new characters

| | | |
|---|---------|--|
| 1 | Count | Count the number of strokes in each character and write them in the 'number of strokes' column. |
| 2 | Analyse | Work out how the character is constructed. Is it made up of left and right components, top and bottom components, inside and outside components? |
| 3 | Write | Practise writing each character several times. Pay attention to the correct stroke order! Each time you write a character, check you've done it correctly by looking back at your original list of new vocabulary. |
| 4 | Check | Look at the English and try to write out each new word or character from memory. Mark your work carefully in red pen. |
| 5 | Repeat | Repeat this process until you are confident that you are able to write all of the characters accurately. |

| Useful Terminology | | |
|--------------------|---|---------------------------|
| Term | Definition | Example |
| Noun | The name of a person, place or object. | London, Joseph, pen |
| Verb | A doing word. | play, walk, run |
| Adjective | A word which describes a noun. | interesting, fun, small |
| Adverb | A word which describes how a verb is done. | quickly, now |
| Pronoun | A word that can be used to replace a noun. | I, you, he, she, we, they |
| Character | Chinese is written in characters, not letters. A word can be made up of one character or a | 国 guó = 'country' |

| | | |
|--------------|---|---|
| | sequence of characters put together. Each character is pronounced as one syllable. | 中国 zhōngguó = 'China' (literally 'middle kingdom') |
| Pinyin | A way of writing Chinese in roman letters ('romanization') with tone markers. | nǐhǎo, zàijiàn |
| Strokes | Series of lines that make up a character. Each type of stroke is always written in the same direction. | horizontal stroke, vertical stroke, dot |
| Stroke order | The correct order in which you write the strokes in order to construct each character. | top to bottom, left to right, outside to inside |
| Radical | The part of a Chinese character that gives you a clue about the character's meaning. | hand radical (扌), mouth radical (口), female radical (女) |
| Tone | There are 4 main tones in Mandarin, which affect the meaning of the character. The tone of a character is indicated by a line above the pinyin. | 1 st = high and flat, eg. sān 2 nd = going up, eg. shí 3 rd = down and up, eg. wǒ 4 th = going down, eg. liù |
| Homophone | Words that sound the same but mean different things. Chinese has a LOT of these! | 'sea' and 'see'; 'dear' and 'deer' |

| Review | Revision: 复习 fùxí (Talking about school subjects: 科目 kēmù) | | | |
|--------|--|--------|--------|-----------|
| | Chinese | Pinyin | No. of | English |
| 1 | 数学 | shùxué | | maths |
| 2 | 科学 | kēxué | | science |
| 3 | 历史 | lìshǐ | | history |
| 4 | 地理 | dìlǐ | | geography |
| 5 | 汉语 | hànyǔ | | Chinese |
| 6 | 英语 | yīngyǔ | | English |
| 7 | 体育 | tǐyù | | PE |
| 8 | 戏剧 | xìjù | | drama |
| 9 | 物理 | wùlǐ | | physics |

| | | | | |
|----|-----------|-------------------------|--|----------------------------|
| 10 | 生物 | shēngwù | | biology |
| 11 | 化学 | huàxué | | chemistry |
| 12 | 经济 | jīngjì | | economics |
| 13 | 手工 | shǒugōng | | design & technology |
| 14 | 电脑 | diànnǎo | | ICT |
| 15 | 上英语课 | shàng yīngyǔ kè | | to go to an English lesson |
| 16 | 第一节课是 ... | dì yī jié kè shì ... | | the first lesson is |

| Review | Extra | | | |
|--------|---------|----------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 宗教 | zōngjiào | | R.E. |
| 2 | 美术 | měishù | | art |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

| 2.1 | Saying where things are: 我的学校 wǒ de xuéxiào | | | |
|-----|---|-----------------------------------|----------------|---------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 我是九年的学生 | wǒ shì jiǔ niánjí de xuéshēng | | I am a year 9 student. |
| 2 | 我们学校有…… | wǒ men xuéxiào yǒu ... | | Our school has (a) ... |
| 3 | 一千五百多个学生 | yì qiān wǔ bǎi duō gè xuéshēng | | more than 1,500 students. |
| 4 | 体育馆 | tǐyùguǎn | | gym |
| 5 | 操场 | cāochǎng | | sports ground |

| | | | | |
|----|------------|--|--|---|
| 6 | 食堂 | shítáng | | canteen |
| 7 | 礼堂 | lǐtáng | | assembly hall |
| 8 | 办公室 | bàngōngshì | | office |
| 9 | 教室 | jiàoshì | | classroom |
| 10 | 卫生间 | wèishēngjiān | | toilet |
| 11 | 图书馆 | túshūguǎn | | library |
| 12 | 走廊 | zǒuláng | | corridor |
| 13 | 校长办公室 | xiàozhǎng bàngōngshì | | headteacher's office |
| 14 | 学校的礼堂比较小 | xuéxiào de lǐtáng bǐjiào xiǎo | | the school's assembly hall is quite small |
| 15 | 在图书馆对面有卫生间 | zài túshūguǎn duìmiàn yǒu wèishēngjiān | | there is a toilet opposite the library. |
| 16 | 在……左边有…… | zài. . . zuǒ bian yǒu. . . | | to the left of the ...there's a... |

| 2.1 | Extra | | | |
|-----|---------------------|--|--------|--|
| | Chinese | Pinyin | No. of | English |
| 1 | 除了 ... 以外, 学校也有 ... | chúle ... yǐwài, xuéxiào yě yǒu ... | | apart from ... the school also has ... |
| 2 | 有的 | yǒude | | some |
| 3 | | | | |

| 2.2 | My school day: 学校的一天 xuéxiào de yī tiān | | | |
|-----|---|-------------------------------------|----------------|------------------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 十点到十一点是 ... | shí diǎn dào shí yī diǎn shì ... | | 10 o'clock until 11 o'clock is ... |

| | | | | |
|----|---------------|----------------------------|--|-------------------------|
| 2 | 第三节课是 ... | dì sān jié kè shì | | The third lesson is ... |
| 3 | 休息的时候, 我们 ... | xiūxi de shíhou, wǒmen ... | | At break time, we ... |
| 4 | 我觉得 ... | wǒ juéde ... | | I feel ... |
| 5 | 我认为 ... | wǒ rènwéi ... | | I think ... |
| 6 | 容易 | róngyì | | easy |
| 7 | 难 | nán | | hard, difficult |
| 8 | 好玩儿 | hǎowánr | | fun |
| 9 | 有意思 | yǒu yìsi | | amusing, interesting |
| 10 | 亲切 | qīnqiè | | kind |
| 11 | 严格 | yángé | | strict |
| 12 | 作业太多 | zuòyè tài duō | | too much homework |

| 2.2 | Extra | | | |
|-----|--------------------|-------------------------------------|----------------|-------------------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 我最喜欢 ... 课, 因为 ... | wǒ zuì xǐhuān ... kè, yīnwéi ... | | I most like ... lesson, because ... |
| 2 | 厉害 | lìhai | | strict, severe |
| 3 | 有趣 | yǒuqù | | interesting, amusing |

| 2.3 | Comparing schools: 学校比较 xuéxiào bǐjiào | | | |
|-----|--|--------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 多 | duō | | many |
| 2 | 少 | shǎo | | few |
| 3 | 大 | dà | | big |
| 4 | 小 | xiǎo | | small |

| | | | | |
|----|-----------------|--------|--|---|
| 5 | 长 | cháng | | long |
| 6 | 短 | duǎn | | short |
| 7 | 好吃 | hǎochī | | tasty |
| 8 | 难吃 | nánchī | | horrible, not tasty |
| 9 | 英国学校的班比中国的小。 | | | The classes in British schools are smaller than those in Chinese schools. |
| 10 | 英国学生的一天比中国学生的短。 | | | The British students' (school) day is shorter than the Chinese one. |
| 11 | 英国学生的作业比中国学生的少。 | | | British students have less homework than Chinese students. |
| 12 | 英国学校的饭比中国的难吃。 | | | The school food in British schools is less tasty than in Chinese schools. |

| 2.3 | Extra | | | |
|-----|---------|--------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

| 2.4 | Students should ... : 学生应该 xuéshēng yīnggāi ... | | | |
|-----|---|------------|----------------|----------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 应该 | yīnggāi | | should |
| 2 | 一定要 | yīdìng yào | | certainly must |
| 3 | 必须 | bìxū | | must, have to |
| 4 | 不能 | bù néng | | cannot |
| 5 | 不要 | bù yào | | must not |

| | | | | |
|----|------|--------------|--|---------------------|
| 6 | 不可以 | bù kěyǐ | | not allowed to |
| 7 | 用手机 | yòng shǒujī | | use mobile phones |
| 8 | 吃饭 | chī fàn | | eat food |
| 9 | 说话 | shuōhuà | | talk |
| 10 | 努力学习 | nǔlì xuéxí | | study diligently |
| 11 | 穿校服 | chuān xiàofú | | wear school uniform |
| 12 | 同意 | tóngyì | | agree |

| 2.4 | Extra | | | |
|-----|---------|------------|----------------|------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 公平 | gōngpíng | | fair |
| 2 | 毕业 | bìyè | | graduate, leave school |
| 3 | 计划 | jìhuà | | plan |
| 4 | 挣钱 | zhèng qián | | earn money |
| 5 | 规则 | guīzé | | rules |
| 6 | 别 | bié | | don't |

| 2.5 | Exams and results : 考试和成绩 kǎoshì hé chéngjī | | | |
|-----|---|--------------------|--------|-----------------------|
| | Chinese | Pinyin | No. of | English |
| 1 | 考试 | kǎoshì | | exam; to take an exam |
| 2 | 得到好成绩 | dé dào hǎo chéngjī | | achieve good results |
| 3 | 得到好分数 | dé dào hǎo fēnshù | | achieve good marks |
| 4 | 成绩很差 | chéngjī hěn chà | | bad results |
| 5 | 成绩很低 | chéngjī hěn dī | | low results |
| 6 | 成功 | chénggōng | | succeed |
| 7 | 压力太多 | yālì tài duō | | too much pressure |
| 8 | 对自己很满意 | duì zìjǐ hěn mǎnyì | | satisfied with myself |

| | | | | |
|----|--------|-------------------|--|---------------------------|
| 9 | 对自己不满意 | duì zìjǐ bù mǎnyì | | not satisfied with myself |
| 10 | 担心 | dānxīn | | worried; to worry |
| 11 | 开心 | kāixīn | | happy |
| 12 | 重要 | zhòngyào | | important |

| | | | | |
|------------|--|------------------------------------|-----------------------|--------------------------------------|
| 2.6 | School activities: 学校活动 xuéxiào huódòng | | | |
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 参加留学交流活动 | cānjiā liúxué | | take part in an overseas |
| 2 | 我希望有机会 ... | wǒ xīwàng yǒu | | I hope to have the opportunity |
| 3 | 上书法课 | shàng shūfǎ kè | | go to a calligraphy lesson |
| 4 | 学国画 | xué guó huà | | study traditional Chinese painting |
| 5 | 用筷子吃中国菜 | yòng kuàizi chī zhōngguó cài | | use chopsticks to eat Chinese food |
| 6 | 参加各种各样的活动 | cānjiā gè zhǒng gè yàng de huódòng | | take part in all kinds of activities |
| 7 | 参观表演 | cānguān biǎoyǎn | | watch a performance |
| 8 | 交新朋友 | jiāo xīn péngyǒu | | make new friends |
| 9 | 吃北京烤鸭 | chī Běijīng kǎo yā | | eat Peking duck |
| 10 | 担心 | dānxīn | | worried |
| 11 | 开心 | kāixīn | | happy |
| 12 | 玩儿得很开心 | wánr de hěn kāixīn | | to have a lovely time |

| | |
|------------|--------------|
| 2.6 | Extra |
|------------|--------------|

| | Chinese | Pinyin | No. of strokes | English |
|---|---------|--------|----------------|----------------------|
| 1 | 参加夏令营 | cānjiā | | attend a summer camp |
| 2 | | | | |
| 3 | | | | |

2.7 High-level phrases: 高级词语 gāojí cíyǔ

| | Chinese | Pinyin | No. of | English |
|----|----------------------|------------------------|--------|--|
| 1 | 可是 | kěshì | | but |
| 2 | 也 | yě | | also |
| 3 | 又。。。又。。。 | yòu ... yòu ... | | both ... and ... |
| 4 | 虽然。。。但是 | suīrán ... dànshì | | although |
| 5 | 不但。。。而且 | búdàn ... érqiě | | not only ... but also ... |
| 6 | 还是 | háishì | | or (in a question) |
| 7 | 或者 | huòzhě | | or (in a statement) |
| 8 | 因为。。。 (所以) | yīnwèi ... (suǒyǐ) ... | | because |
| 9 | 除了。。。 (以外) 也 | chúle ... (yǐwài) yě | | apart from ... also |
| 10 | 一边。。。一 边。。。 | yībiān ... yībiān ... | | on the one hand ... on the other hand ... (used to describe doing |
| 11 | 比 e.g. 弟弟比我高。 | bǐ | | compared to e.g. younger brother is taller than me. |
| 12 | 不过 | búguò | | however |

2.8 Opinions: 我的看法 wǒ de kànfǎ

| | Chinese | Pinyin | No. of strokes | English |
|---|---------|---------------|----------------|---------------|
| 1 | 我喜欢 | wǒ xǐhuān | | I like |
| 2 | 我很喜欢 | wǒ hěn xǐhuān | | I really like |

| | | | | |
|----|-------|--------------------|--|-------------------------|
| 3 | 我非常喜欢 | wǒ fēicháng xǐhuān | | I extremely like |
| 4 | 我最喜欢 | wǒ zuì xǐhuān | | I most like |
| 5 | 我比较喜欢 | wǒ bǐjiào xǐhuān | | I prefer |
| 6 | 我特别喜欢 | wǒ tèbié xǐhuān | | I especially like |
| 7 | 我不喜欢 | wǒ bù xǐhuān | | I don't like |
| 8 | 我不太喜欢 | wǒ bù tài | | I don't really like |
| 9 | 我真讨厌 | wǒ zhēn tǎoyàn | | I really hate |
| 10 | 我觉得 | wǒ juéde | | I feel |
| 11 | 对我来说 | duì wǒ lái shuō | | in my opinion |
| 12 | 我认为 | wǒ rènwéi | | I think |
| 13 | 依我看 | yì wǒ lái kàn | | as far as I'm concerned |

SENTENCE TRANSLATIONS

| Review | Talking about school subjects: 科目 kēmù | |
|--------|--|---------|
| | English | Chinese |
| 1 | I like chemistry lessons and maths lessons. | |
| 2 | I extremely like French lessons but I don't really like geography lessons. | |
| 3 | I especially like DT lessons because they are fun. | |

| | | |
|---|--|--|
| | | |
| 4 | I really hate drama lessons because our teacher is very boring. | |
| 5 | I love physics lessons because they are both fun and useful. | |
| 6 | My friend really likes economics lessons because she feels that they are not only easy but also interesting. | |
| 7 | My older sister prefers biology lessons because the teachers often helps her. | |
| 8 | My younger brother loves PE lessons because he plays football very well. (HINT: use 得) | |

| | | |
|------------|--|----------------|
| 2.1 | Saying where things are: 我的学校 wǒ de xuéxiào | |
| | English | Chinese |
| 1 | Our school is called De Lisle College. | |

| | | |
|---|--|--|
| 2 | Our school has more than 1000 students and more than 100 teachers. | |
| 3 | Our school has a gym and a very big sports field. | |
| 4 | Opposite the library is our Chinese classroom. | |
| 5 | Next to the gym there is an office. | |
| 6 | The assembly hall is bigger than the canteen. | |
| 7 | I don't like our school because I think that the canteen is too small! | |
| 8 | Apart from a big sports field, we also have a small gym. | |

| | | |
|-----|---|---------|
| 2.2 | My school day: 学校的一天 xuéxiào de yī tiān | |
| | English | Chinese |

| | | |
|---|---|--|
| 1 | At 10 o'clock, I have English (lesson). | |
| 2 | 11 o'clock until 12 o'clock is economics (lesson). | |
| 3 | At 10.50am, we have a break for 10 minutes. (Lit. 'we rest 10 minutes') | |
| 4 | The fifth lesson is maths. | |
| 5 | I like my science teacher because she is kind. | |
| 6 | I really hate my Spanish teacher because she is both strict and boring. | |
| 7 | In my opinion, my chemistry teacher is not only friendly but also often helps me. | |
| 8 | Although my RE teacher is very fun, he sometimes also gets angry easily. | |

| 2.3 | Comparing schools: 学校比较 xuéxiào bǐjiào | |
|-----|---|---------|
| | English | Chinese |
| 1 | The classes in Chinese schools are bigger than those in British schools. | |
| 2 | The Chinese students' (school) day is longer than the British one. | |
| 3 | Chinese students have more homework than British students. | |
| 4 | The school food in British schools is less tasty than in Chinese schools. | |
| 5 | Chinese teachers are more strict than British teachers. | |

| 2.4 | Students should ... : 学生应该 xuéshēng yīnggāi ... | |
|-----|---|---------|
| | English | Chinese |
| 1 | British students must wear school uniform. | |

| | | |
|---|---|--|
| 2 | In our school, we are not allowed to use our mobile phones. | |
| 3 | When having a lesson, students cannot talk. | |
| 4 | Students must not eat food in the classroom. | |
| 5 | Our teachers say we certainly must study diligently. | |
| 6 | The head teacher says, when we are in the classroom, we cannot wear a coat. | |
| 7 | I don't like our school because I really hate wearing uniform. I feel that our uniform is extremely ugly ('hard to look at')! | |

| | | |
|------------|---|----------------|
| 2.5 | School activities: 学校活动 xuéxiào huódòng | |
| | English | Chinese |
| 1 | This summer, I am going to take part in an overseas exchange. | |

| | | |
|---|--|--|
| 2 | I hope to have the opportunity to attend calligraphy lessons. | |
| 3 | I really want to make new Chinese friends. | |
| 4 | I am not only going to study traditional Chinese painting, but also eat Peking duck. | |
| 5 | Although I am a bit worried, I feel we will have a lovely time. | |



YEAR 9 MANDARIN

GCSE (9-1) Chapter 3

空闲时间 kòngxián shíjiān: Leisure

| CHAPTER | TOPIC |
|---------|--|
| 3.1 | More leisure activities: 休闲娱乐 xiūxián yúlè |
| 3.2 | Where?: 在哪儿? zài nǎr? |
| 3.3 | When and how long?: 什么时候, 多长时间? shénme shíhou, duō cháng shíjiān? |
| 3.4 | Talking about past and future leisure activities: 谈谈经验和计划 tán tán jīngyàn hé jìhuà |
| 3.5 | High-level phrases: 高级词语 gāojí cíyǔ |
| 3.6 | Opinion phrases: 我的看法 wǒ de kànfǎ |

How to revise

- First, divide the new vocabulary into groups: don't try to learn it all at once. If you have 10 words or phrases to learn, you should follow each of the steps below with between 1 and 3 words or phrases, depending on how confident you feel. Bear in mind how many characters each new word contains and whether you have come across any of the characters before. Don't try to learn more than 5 new characters in one go.
- Once you have mastered your first set of vocabulary, move on to your next chunk of 1-3 words.
- Don't forget to revisit all of the words regularly so that you don't forget them!
- Try using Quizlet or Duolingo to help you practise the new vocabulary and characters.

Step 1: Understanding the vocabulary

| | | |
|---|---------|---|
| 1 | Read | Read through the new vocabulary and carefully copy it into your revision book, along with the pinyin and English translation. |
| 2 | Observe | Look at the radical in each character. Does it give you a clue about the meaning? Is this character similar to any other characters you have learnt? Make a mental note of the subtle differences too - a dot in the wrong place can change the character's meaning entirely! |

| | | |
|---|--------|--|
| 3 | Cover | Cover up the English and try to remember what each Chinese word or character means. |
| 4 | Say | Next, cover up the pinyin as well and try to say each word or character out loud, with the correct pronunciation. |
| 5 | Repeat | Repeat this process until you are confident that you understand what all of the words mean. |

Step 2: Writing the new characters

| | | |
|---|---------|--|
| 1 | Count | Count the number of strokes in each character and write them in the 'number of strokes' column. |
| 2 | Analyse | Work out how the character is constructed. Is it made up of left and right components, top and bottom components, inside and outside components? |
| 3 | Write | Practise writing each character several times. Pay attention to the correct stroke order! Each time you write a character, check you've done it correctly by looking back at your original list of new vocabulary. |
| 4 | Check | Look at the English and try to write out each new word or character from memory. Mark your work carefully in red pen. |
| 5 | Repeat | Repeat this process until you are confident that you are able to write all of the characters accurately. |

| Useful Terminology | | |
|---------------------------|---|--|
| Term | Definition | Example |
| Noun | The name of a person, place or object. | London, Joseph, pen |
| Verb | A doing word. | play, walk, run |
| Adjective | A word which describes a noun. | interesting, fun, small |
| Adverb | A word which describes how a verb is done. | quickly, now |
| Pronoun | A word that can be used to replace a noun. | I, you, he, she, we, they |
| Character | Chinese is written in characters, not letters. A word can be made up of one character or a sequence of characters put together. Each character is pronounced as one syllable. | 国 guó = 'country' 中国 zhōngguó = 'China' (literally 'middle kingdom') |
| Pinyin | A way of writing Chinese in roman letters ('romanization') with tone markers. | nǐhǎo, zàijiàn |

| | | |
|--------------|---|---|
| Strokes | Series of lines that make up a character. Each type of stroke is always written in the same direction. | horizontal stroke, vertical stroke, dot |
| Stroke order | The correct order in which you write the strokes in order to construct each character. | top to bottom, left to right, outside to inside |
| Radical | The part of a Chinese character that gives you a clue about the character's meaning. | hand radical (扌), mouth radical (口), female radical (女) |
| Tone | There are 4 main tones in Mandarin, which affect the meaning of the character. The tone of a character is indicated by a line above the pinyin. | 1 st = high and flat, eg. sān 2 nd = going up, eg. shí 3 rd = down and up, eg. wǒ 4 th = going down, eg. liù |
| Homophone | Words that sound the same but mean different things. Chinese has a LOT of these! | 'sea' and 'see'; 'dear' and 'deer' |

| 3.1 More leisure activities: 休闲娱乐 xiūxián yúlè | | | | |
|--|---------|--------------------|----------------|----------------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 练体操 | liàn tǐcāo | | to practise gymnastics |
| 2 | 打太极拳 | dǎ tàijíquán | | to practise tai ch'i / taiqi |
| 3 | 打羽毛球 | dǎ yǔmáoqiú | | to play badminton |
| 4 | 玩儿滑板 | wánr huábǎn | | to skateboard |
| 5 | 钓鱼 | diào yú | | to go fishing |
| 6 | 锻炼身体 | duànliàn shēntǐ | | to work out |
| 7 | 爬山 | pá shān | | to climb mountains |
| 8 | 参观博物馆 | cānguān bówùguǎn | | to visit a museum |
| 9 | 参加足球比赛 | cānjiā zúqiú bǐsài | | to take part in a football match |
| 10 | 聊天 | liáotiān | | to chat |
| 11 | 弹吉它 | tán jítā | | to play the guitar |
| 12 | 看小说 | kàn xiǎoshuō | | to read a novel |

| 3.1 | Extra | | | |
|-----|---------|--------------|--------|-----------------|
| | Chinese | Pinyin | No. of | English |
| 1 | 发邮件 | fā yóujiàn | | to send emails |
| 2 | 交朋友 | jiāo péngyǒu | | to make friends |
| 3 | | | | |

| 3.2 | Where?: 在哪儿? zài nǎr? | | | |
|-----|-----------------------|------------------------|----------------|--------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | (在) 运动中心 | (zài) yùndòng zhōngxīn | | (at the) sports centre |
| 2 | (在) 购物中心 | (zài) gòuwù zhōngxīn | | (at the) shopping centre |
| 3 | (在) 公园 | (zài) gōngyuán | | (at the) park |
| 4 | (在) 健身房 | (zài) jiànshēnfáng | | (at the) gym |
| 5 | (在) 电影院 | (zài) diànyǐngyuàn | | (at the) cinema |
| 6 | (在) 市中心 | (zài) shì zhōngxīn | | (at the) city centre |
| 7 | (在) 学校 | (zài) xuéxiào | | (at the) school |
| 8 | 跟 ... 一起 | gēn ... yìqǐ | | (together) with |
| 9 | 见面 | jiànmiàn | | to meet |

| 3.2 | Extra | | | |
|-----|---------|--------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

| 3.3 | When and how long?: 什么时候, 多长时间? shénme shíhou, duō cháng shíjiān? | | | |
|-----|---|-----------------------|----------------|-----------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 每天 | měi tiān | | every day |
| 2 | 周末 | zhōumò | | at the weekend |
| 3 | 常常 | chángcháng | | often |
| 4 | 一般 | yìbān | | generally; habitually |
| 5 | 一个星期两次 | yí gè xīngqī liǎng cì | | twice a week |
| 6 | 两个小时 | liǎng gè xiǎoshí | | 2 hours |
| 7 | 一个多小时 | yí gè duō xiǎoshí | | more than one hour |
| 8 | 很少 | hěn shǎo | | rarely |
| 9 | ... 以后 | yǐhòu | | after |
| 10 | ... 以前 | yǐqián | | before |
| 11 | 什么时候? | shénme shíhou? | | what time? |
| 12 | 多长时间? | duōcháng shíjiān? | | for how long? |

| 3.3 | Extra | | | |
|-----|---------|--------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

| 3.4 | Talking about past and future leisure activities: 谈谈经验和计划 tán tán jīngyàn hé jìhuà | | | |
|------------|---|-----------------|-----------------------|--------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 上个周末 | shàng gè zhōumò | | last weekend |
| 2 | 下个周末 | xià gè zhōumò | | next weekend |
| 3 | 昨天 | zuótiān | | yesterday |
| 4 | 明天 | míngtiān | | tomorrow |
| 5 | 前天 | qiántiān | | the day before yesterday |
| 6 | 后天 | hòutiān | | the day after tomorrow |
| 7 | ... 以前 | yǐqián | | before |
| 8 | ... 以后 | yǐhòu | | after |
| 9 | 先 | xiān | | first(ly) |
| 10 | 然后 | ránhòu | | after |
| 11 | 要 | yào | | to be going to |
| 12 | 想 | xiǎng | | to want to |
| 13 | 希望 | xīwàng | | to hope |
| 14 | 打算 | dǎsuan | | to plan, decide to |
| 15 | 还 | hái | | also |
| 16 | 跟 ... 一起 | gēn yìqǐ | | (together) with |

| 3.4 | Extra | | | |
|------------|----------------|---------------|-----------------------|----------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 可能 | kěnéng | | perhaps |
| 2 | | | | |
| 3 | | | | |

| 3.5 High-level phrases: 高级词语 gāojí cíyǔ | | | | |
|---|--------------------|-------------------------------|--------|---|
| | Chinese | Pinyin | No. of | English |
| 1 | 可是 | kěshì | | but |
| 2 | 也 | yě | | also |
| 3 | 还 | hái | | also |
| 4 | 虽然。。。但是 | suīrán ... dànshì | | although |
| 5 | 不但。。。而且 | búdàn ... érqiě | | not only ... but also ... |
| 6 | 还是 | háishì | | or (in a question) |
| 7 | 或者 | huòzhě | | or (in a statement) |
| 8 | 因为。。。 (所以) | yīnwèi ... (suǒyǐ) ... | | because |
| 9 | 除了。。。 (以外) 也/ 还 | chúle ... (yǐwài) yě / hái | | apart from ... also |
| 10 | 一边。。。一 边。。。 | yībiān ... yībiān ... | | simultaneously, at the same time |
| 11 | 比 e.g. 弟弟比我高。 | bǐ | | compared to e.g. younger brother is taller than me. |
| 12 | 不过 | búguò | | however |

| 3.6 Opinions: 我的看法 wǒ de kànfǎ | | | | |
|--------------------------------|---------|-----------------------|----------------|------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 我喜欢 | wǒ xǐhuān | | I like |
| 2 | 我很喜欢 | wǒ hěn xǐhuān | | I really like |
| 3 | 我非常喜欢 | wǒ fēicháng xǐhuān | | I extremely like |
| 4 | 我最喜欢 | wǒ zuì xǐhuān | | I most like |
| 5 | 我比较喜欢 | wǒ bǐjiào xǐhuān | | I prefer |

| | | | | |
|----|-------|------------------|--|-------------------------|
| 6 | 我特别喜欢 | wǒ tèbié xǐhuān | | I especially like |
| 7 | 我不喜欢 | wǒ bù xǐhuān | | I don't like |
| 8 | 我不太喜欢 | wǒ bù tài xǐhuān | | I don't really like |
| 9 | 我真讨厌 | wǒ zhēn tǎoyàn | | I really hate |
| 10 | 我觉得 | wǒ juéde | | I feel |
| 11 | 对我来说 | duì wǒ lái shuō | | in my opinion |
| 12 | 我认为 | wǒ rènwéi | | I think |
| 13 | 依我看 | yì wǒ lái kàn | | as far as I'm concerned |

SENTENCE TRANSLATIONS

| 3.1 | More leisure activities: 休闲娱乐 xiūxián yúlè | | |
|-----|--|---------|--|
| | English | Chinese | |
| 1 | I like fishing but I don't like playing badminton. | | |
| 2 | I extremely like climbing mountains but I really hate practising taiqi. | | |
| 3 | My younger sister loves practising gymnastics, but I prefer working out. | | |
| 4 | I often visit museums with my family. | | |

| | | |
|---|---|--|
| 5 | At the weekends, I take part in football matches, because playing football is my hobby. | |
| 6 | Every day, my boyfriend plays the guitar. | |
| 7 | In the evening, I like reading a novel and chatting with my family. | |
| 8 | Although I like skateboarding, I prefer playing computer games. | |

| 3.2 | Where?: 在哪儿? zài nǎr? | |
|-----|---|---------|
| | English | Chinese |
| 1 | I like going to the sports centre to play badminton. | |
| 2 | I often work out at the gym. | |
| 3 | Mum most likes going to the shopping centre to go shopping. | |
| 4 | My younger brother plays tennis in the park. | |

| | | |
|---|---|--|
| 5 | At the weekend, I meet up with my friends in the city centre. | |
| 6 | On Saturday, I am going to go to the cinema with my older sister to watch a film. | |
| 7 | My friend and I sometimes practise gymnastics in the school's gym. | |
| 8 | After finishing school, I meet up with my older brother in the park. | |

| 3.3 | When and how long?: 什么时候, 多长时间? shénme shíhou, duō cháng shíjiān? | |
|-----|---|---------|
| | English | Chinese |
| 1 | At the weekend, I generally go fishing. | |
| 2 | I play badminton twice a week. | |
| 3 | I go running three times a week. | |
| 4 | After eating breakfast, I practise one hour of taiqi. | |

| | | |
|---|---|--|
| 5 | Every night, I watch more than one hour of TV. | |
| 6 | I very rarely work out, but on Mondays, I play more than two hours of table tennis. | |
| 7 | We don't like sport, but twice every month we go and climb mountains together. | |
| 8 | Before going to sleep, I generally do more than two hours of homework. | |

| 3.4 | Talking about past and future leisure activities: 谈谈经验和计划 tán tán jīngyàn hé jìhuà | |
|-----|--|---------|
| | English | Chinese |
| 1 | Next weekend, I've decided to go to the shopping centre to go shopping. | |
| 2 | Yesterday, I first went to the gym, then went to the park to practise taiqi. | |
| 3 | The day before yesterday, teacher went to the countryside to walk her dog. | |

| | | |
|---|---|--|
| 4 | Tomorrow, I hope to go to the mountains to go skiing. | |
| 5 | Before I go to school, I've decided to go to the supermarket to buy water. | |
| 6 | After going to the sport centre, I want to go to the cinema with my friend. | |
| 7 | Although going to the city centre is very convenient, I prefer going to the shopping centre to buy clothes. | |
| 8 | Apart from going to the park to play tennis, we also hope to go to the gym to work out. | |

GCSE MANDARIN

GCSE (9-1) Chapter 4

媒体 méitǐ: Media



| CHAPTER | TOPIC |
|---------|---|
| | Classroom language: 教室里的语言 Jiàoshì lǐ de yǔyán |
| 4.0 | Review: 复习 fùxí |
| 4.1 | Opinions: 我的看法 wǒ de kànfǎ |
| 4.2 | TV: 电视 diànshì |
| 4.3 | Surfing the internet: 上网 shàng wǎng |
| 4.4 | Film and music: 电影和音乐 diànyǐng hé yīnyuè |
| 4.5 | Role models: 偶像 ǒuxiàng |
| 4.6 | Time phrases: 什么时候, 多长时间? shénme shíhou, duō cháng shíjiān? |
| 4.7 | High-level phrases: 高级词语 gāojí cíyǔ |

How to revise

- First, divide the new vocabulary into groups: don't try to learn it all at once. If you have 10 words or phrases to learn, you should follow each of the steps below with between 1 and 3 words or phrases, depending on how confident you feel. Bear in mind how many *characters* each new word contains and whether you have come across any of the characters before. Don't try to learn more than 5 new characters in one go.
- Once you've mastered your first set of vocabulary, move on to your next chunk of 1-3 words.
- Don't forget to revisit all of the words regularly so that you don't forget them!

Step 1: Understanding the vocabulary

| | | |
|---|------|---|
| 1 | Read | Read through the new vocabulary and carefully copy it into your revision book, along with the pinyin and English translation. |
|---|------|---|

| | | |
|---|---------|---|
| 2 | Observe | Look at the radical in each character. Does it give you a clue about the meaning? Is this character similar to any other characters you have learnt? Make a mental note of the subtle differences too - a dot in the wrong place can change the character's meaning entirely! |
| 3 | Cover | Cover up the English and try to remember what each Chinese word or character means. |
| 4 | Say | Next, cover up the pinyin as well and try to say each word or character out loud, with the correct pronunciation. |
| 5 | Repeat | Repeat this process until you are confident that you understand what all of the words mean. |

Step 2: Writing the new characters

| | | |
|---|---------|--|
| 1 | Count | Count the number of strokes in each character and write them in the 'number of strokes' column. |
| 2 | Analyse | Work out how the character is constructed. Is it made up of left and right components, top and bottom components, inside and outside components? |
| 3 | Write | Practise writing each character several times. Pay attention to the correct stroke order! Each time you write a character, check you've done it correctly by looking back at your original list of new vocabulary. |
| 4 | Check | Look at the English and try to write out each new word or character from memory. Mark your work carefully in red pen. |
| 5 | Repeat | Repeat this process until you are confident that you are able to write all of the characters accurately. |

| 4.0 | Classroom language: 教室里的语言 Jiàoshì lǐ de yǔyán | | | |
|-----|--|---------------|----------------|-------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 打开书。 | Dǎ kāi shū. | | Open your books. |
| 2 | 合上书。 | Hé shàng shū. | | Close your books. |
| 3 | 跟我读。 | Gēn wǒ dú. | | Read with me. |

| | | | | |
|----|---------------|--------------------------------------|--|---------------------------------------|
| 4 | 不要说话。 | Bú yào shuō huà. | | Do not talk. |
| 5 | STAR 的坐式。 | STAR de zuòshì. | | Sit in STAR. |
| 6 | 请看白板。 | Qǐng kàn bái bǎn. | | Please look at the whiteboard. |
| 7 | 请大声一点儿。 | Qǐng dà shēng yìdiǎnr. | | Please say it a bit louder. |
| 8 | 请注意听。 | Qǐng zhùyì tīng. | | Please listen carefully. |
| 9 | 请再说一遍。 | Qǐng zài shuō yíbiàn. | | Please say it again. |
| 10 | 请放下笔。 | Qǐng fàng xià bǐ. | | Please put down your pens. |
| 11 | 红色的笔。 | Hóngsè de bǐ. | | Red pens. |
| 12 | 收拾好东西。 | Shōushi hǎo dōngxi. | | Tidy your things. |
| 13 | 对不起，我迟到了。 | Duìbúqǐ, wǒ chídào le. | | Sorry I'm late. |
| 14 | 对不起，我没有笔。 | Duìbúqǐ, wǒ méi yǒu bǐ. | | Sorry, I don't have a pen. |
| 15 | 对不起，我没有我的练习本。 | Duìbúqǐ, wǒ méi yǒu wǒ de liànxíběn. | | Sorry, I don't have my exercise book. |
| 16 | 我可以脱下外套吗？ | Wǒ kěyǐ tuōxià wàitào ma? | | Can I take off my blazer? |
| 17 | ... 用英文怎么说？ | ... yòng yīngwén zěnmě shuō? | | How do you say ... in English? |
| 18 | ... 用中文怎么说？ | ... yòng zhōngwén zěnmě shuō? | | How do you say ... in Chinese? |
| 19 | ... 用中文怎么写？ | ... yòng zhōngwén zěnmě xiě? | | How do you write ... in Chinese? |
| 20 | 我不知道。 | Wǒ bù zhīdào. | | I don't know. |
| 21 | 对 / 不对。 | Duì / Bú duì. | | Correct / Incorrect. |

| 4.0 | Review: 复习 fùxí | | | |
|-----|-----------------|-----------------|--------|----------------------|
| | Chinese | Pinyin | No. of | English |
| 1 | 看电视* | kàn diànshì | | watch TV |
| 2 | 看电影* | kàn diànyǐng | | watch films |
| 3 | 看杂志 | kàn zázhì | | read magazines |
| 4 | 看报纸 | kàn bàozhǐ | | read newspapers |
| 5 | 看新闻* | kàn xīnwén | | read /watch the news |
| 6 | 看动画片* | kàn dònghuàpiàn | | watch cartoons |
| 7 | 看 ... 节目* | kàn jiémù | | watch ... programmes |
| 8 | 听广播 | tīng guǎngbō | | listen to the radio |
| 9 | 听播客 | tīng bōkè | | listen to podcasts |
| 10 | 用手机* | yòng shǒujī | | use my mobile phone |
| 11 | 在网上* | zài wǎng shàng | | on the internet |
| 12 | 电视节目 | diànshì jiémù | | TV programmes |

| 4.0 | Extra | | | |
|-----|---------|--------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

| 4.1 | Opinions: 我的看法 wǒ de kànfǎ | | | |
|-----|----------------------------|--------------------|----------------|------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 我很喜欢* | wǒ hěn xǐhuān | | I really like |
| 2 | 我非常喜欢* | wǒ fēicháng xǐhuān | | I extremely like |
| 3 | 我最喜欢* | wǒ zuì xǐhuān | | I most like |
| 4 | 我比较喜欢* | wǒ bǐjiào xǐhuān | | I prefer |

| | | | | |
|----|----------|--------------------|--|----------------------------------|
| 5 | 我特别喜欢 | wǒ tèbié xǐhuān | | I especially like |
| 6 | 我不太喜欢 | wǒ bù tài xǐhuān | | I don't really like |
| 7 | 我真讨厌 | wǒ zhēn tǎoyàn | | I really hate |
| 8 | 我（个人）觉得* | wǒ (gè rén) juéde | | I (personally) feel |
| 9 | 对我来说 | duì wǒ lái shuō | | in my opinion |
| 10 | 我认为* | wǒ rènwéi | | I think |
| 11 | 依我看 | yì wǒ lái kàn | | as far as I'm concerned |
| 12 | 有意思* | yǒu yìsi | | interesting |
| 13 | 有趣 | yǒuqù | | interesting, entertaining |
| 14 | 好看* | hǎokàn | | interesting (good to watch/read) |
| 15 | 浪费时间* | làngfèi shíjiān | | a waste of time |
| 16 | 对（眼睛）不好* | duì yǎnjīng bù hǎo | | bad for your eyes |

| 4.1 | Extra | | | |
|-----|---------|--------------------|----------------|----------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 赛车 | sài chē | | car racing |
| 2 | 赛马 | sài mǎ | | horse racing |
| 3 | （一场）球赛 | (yī chǎng) qiú sài | | (a) ball game; match |

| 4.2 | TV: 电视 diànshì | | | |
|-----|----------------|-------------------|----------------|--------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 我最喜欢看 ...* | wǒ zuì xǐhuān kàn | | I most like watching ... |

| | | | | |
|---|-------------|-----------------------------|--|-------------------------------------|
| 2 | 年轻人喜欢看 ...* | niánqīng rén zuì xǐhuān kàn | | Young people most like watching ... |
| 3 | 音乐节目* | yīnyuè jiémù | | music programmes |
| 4 | 体育节目* | tǐyù jiémù | | sport programmes |
| 5 | 电视剧 | diànshì jù | | TV soaps |
| 6 | 中文电影 | zhōngwén diànyǐng | | Chinese films |
| 7 | 新闻* | xīnwén | | the news |
| 8 | 动画片* | dònghuàpiàn | | cartoons |
| 9 | 大自然纪录片 | dà zìrán jìlùpiàn | | nature documentaries |

| 4.2 | Extra | | | |
|-----|---------|--------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

| 4.3 | Surfing the internet: 上网 shàng wǎng | | | |
|-----|-------------------------------------|--------------|--------|--------------------|
| | Chinese | Pinyin | No. of | English |
| 1 | 手机* | shǒujī | | mobile phone |
| 2 | 电脑* | diànnǎo | | computer |
| 3 | 交朋友* | jiāo péngyǒu | | make friends |
| 4 | 聊天* | liáotiān | | chat |
| 5 | 发照片* | fā zhàopiàn | | send photos |
| 6 | 发邮件 | fā yóujiàn | | send emails |
| 7 | 发短信 | fā duǎnxìn | | send text messages |
| 8 | 写博客 | xiě bóké | | write a blog |

| | | | | |
|----|------|------------------|--|-----------------------|
| 9 | 听播客 | tīng bōkè | | listen to a podcast |
| 10 | 看地图 | kàn dìtú | | look at maps |
| 11 | 下载 | xiàzài | | download |
| 12 | 上传 | shàngchuán | | upload |
| 13 | 好处* | hǎochù | | advantage |
| 14 | 坏处* | huàichù | | disadvantage |
| 15 | 微信 | wēixìn | | WeChat |
| 16 | 社交网站 | shèjiāo wǎngzhàn | | social media websites |

| 4.3 | Extra | | | |
|-----|-----------|---------------------------------------|----------------|-------------------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 给生活带来很多方便 | gěi shēnghuó dài lái hěn duō fāngbiàn | | bring much convenience to our lives |
| 2 | 能帮我放松 | néng bāng wǒ fāngsōng | | can help me to relax |
| 3 | 对我的学习有帮助 | duì wǒ de xuéxí yǒu bāngzhù | | helps me in my studies |
| 4 | 删除 | shānchú | | to delete |
| 5 | 复制 | fùzhì | | to copy |
| 6 | 影响 | yǐngxiǎng | | influence |
| 7 | 网友 | wǎngyǒu | | internet friend |
| 8 | 网民 | wǎngmín | | internet user |
| 9 | 打电话* | dǎ diànhuà | | make a telephone call |

| 4.4 | Film and music: 电影和音乐 diànyǐng hé yīnyuè | | | |
|-----|--|---------------|----------------|--|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 歌手* | gēshǒu | | singer |
| 2 | 乐队* | yuèduì | | music group |
| 3 | 流行歌曲* | liúxíng gēqǔ | | pop music |
| 4 | 古典音乐 | gǔdiǎn yīnyuè | | classical music |
| 5 | 乐迷 | yuè mí | | music enthusiast/fan |
| 6 | 乐器 | yuèqì | | musical instrument |
| 7 | 音乐会* | yīnyuè huì | | music concert |
| 8 | 导演 | dǎoyǎn | | director (of a film); to direct (a film) |
| 9 | 演员* | yǎnyuán | | actor |
| 10 | 演出 | yǎnchū | | perform |
| 11 | 开演 | kāiyǎn | | start (film) |
| 12 | 影迷 | yǐngmí | | film enthusiast/fan |

| 4.4 | Extra | | | |
|-----|---------|---------|----------------|---|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 门票* | ménpiào | | entrance ticket |
| 2 | 张 | zhāng | | [measure word for flat things, eg. tickets] |
| 3 | 歌星 | gēxīng | | famous singer (often a pop star) |

| 4.5 | Role models: 偶像 ǒuxiàng | | | |
|-----|-------------------------|------------------------------|----------------|--|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 得* | de | | [used to express the manner in which something is done, eg. 他弹钢琴弹得很好。 <i>He plays the piano very well.</i>] |
| 2 | 名人 | míng rén | | famous person |
| 3 | 刻苦 | kè kǔ | | hard-working |
| 4 | 努力* | nǚ lì | | diligent, hard-working |
| 5 | 成为 | chéng(wéi) | | become |
| 6 | 成功 | chéng gōng | | succeed, successful |
| 7 | 跟他 / 她一样成功 | gēn tā yí yàng chéng gōng | | be as successful as him/her |
| 8 | 因此 | yīn cǐ | | therefore, so |
| 9 | 向 ... 学习 | xiàng ... xué xí | | learn from ... |
| 10 | 将来 | jiāng lái | | in the future |
| 11 | 最后* | zuì hòu | | finally |
| 12 | 对 ... 有兴趣* | duì yǒu xìng qù | | to be interested in ... |

| 4.5 | Extra | | | |
|-----|---------|--------------|----------------|-----------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 弹吉他 | tán jí tā | | play the guitar |
| 2 | 弹钢琴 | tán gāng qín | | play the piano |
| 3 | 发现 | fā xiàn | | discover |
| 4 | 以后* | yǐ hòu | | after(wards) |
| 5 | 后来* | hòu lái | | later |

| 4.6 | When and how long?: 什么时候, 多长时间? shénme shíhou, duō cháng shíjiān? | | | |
|-----|---|-----------------------|----------------|-----------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 每天* | měi tiān | | every day |
| 2 | 周末* | zhōumò | | at the weekend |
| 3 | 常常* | chángcháng | | often |
| 4 | 一般* | yìbān | | generally; habitually |
| 5 | 一个星期两次 | yí gè xīngqī liǎng cì | | twice a week |
| 6 | 两个小时 | liǎng gè xiǎoshí | | 2 hours |
| 7 | 一个多小时 | yí gè duō xiǎoshí | | more than one hour |
| 8 | 很少* | hěn shǎo | | rarely |
| 9 | ... 以后* | yǐhòu | | after |
| 10 | ... 以前* | yǐqián | | before |
| 11 | 什么时候? * | shénme shíhou? | | what time? |
| 12 | 多长时间? * | duōcháng shíjiān? | | for how long? |

| 4.7 | High-level phrases: 高级词语 gāojí cíyǔ | | | |
|-----|-------------------------------------|-------------------|--------|---------------------------|
| | Chinese | Pinyin | No. of | English |
| 1 | 可是* | kěshì | | but |
| 2 | 也* | yě | | also |
| 3 | 又 ... 又 ... * | yòu ... yòu ... | | both ... and ... |
| 4 | 虽然 ... 但是* | suīrán ... dànshì | | although |
| 5 | 不但... 而且 | búdàn ... érqiě | | not only ... but also ... |
| 6 | 还是 | háishì | | or (in a question) |
| 7 | 或者 | huòzhě | | or (in a statement) |

| | | | | |
|----|------------------------|-------------------------------|--|--|
| 8 | 因为... (所以) * | yīnwèi ... (suǒyǐ) ... | | because |
| 9 | 除了... (以外) 也/ 还 | chúle ... (yǐwài) yě / hái | | apart from ... also |
| 10 | 一边 ... 一边... * | yībiān ... yībiān ... | | on the one hand ... on the other hand ... (used to describe doing two things at the same time) |
| 11 | 比 * e.g. 弟弟比我高。 | bǐ | | compared to e.g. younger brother is taller than me. |
| 12 | 不过 * | búguò | | however |

SENTENCE TRANSLATIONS

| | | | |
|------------|---|--|--|
| 4.0 | Review: 复习 fùxí | | |
| 1 | I like watching TV programmes but I don't like watching films. | | |
| 2 | I really don't like watching the news. | | |
| 3 | My younger sister loves watching cartoons. | | |
| 4 | Grandpa reads the newspaper every day. (HINT: remember to include 都) | | |
| 5 | Dad likes reading magazines, but Mum prefers reading novels. | | |

| | | |
|---|--|--|
| 6 | I often use my mobile to look at the news. | |
| 7 | Teacher most likes listening to podcasts, (and) she also likes listening to the radio. | |
| 8 | My friend watches films on the internet. (HINT: take care with word order!) | |

| | | |
|------------|---|--|
| 4.1 | Opinions: 我的看法 wǒ de kànfǎ | |
| 1 | I like watching TV programmes, because they're interesting. | |
| 2 | I really don't like watching the news, because it's not interesting. | |
| 3 | My younger brother loves watching cartoons, because they're fun. | |
| 4 | Grandpa reads the newspaper every day, because he thinks it's entertaining. | |
| 5 | Older brother likes reading music magazines, because he is interested in music. | |
| 6 | I often use my mobile to listen to podcasts, because it's very convenient. | |
| 7 | Teacher especially likes listening to the radio but I personally feel it's really boring. | |

| | | |
|---|---|--|
| 8 | My friend really hates watching films on the internet, because he feels it's a waste of time. | |
| 9 | Dad and Mum think that watching TV every day is bad for your eyes. | |

| | | |
|---------------------------|--|--|
| 4.2 TV: 电视 diànshì | | |
| 1 | I most like watching TV soaps. | |
| 2 | My girlfriend most likes watching sports programmes, because she loves doing sport. | |
| 3 | Young people like watching cartoons, because it's really fun. | |
| 4 | Teacher most likes watching nature documentaries, because she likes animals. | |
| 5 | Older sister really hates watching the news, but she often watches music programmes. | |
| 6 | Mum sometimes watches French films, because she is studying French. | |

| | | |
|--|---|--|
| 4.3 Surfing the internet: 上网 shàng wǎng | | |
| 1 | I use my mobile phone to send text messages and look at maps. | |

| | | |
|---|--|--|
| 2 | I use my computer to send emails and do homework. | |
| 3 | I like going online to download films. | |
| 4 | I often go online (and) upload photos. | |
| 5 | I like going on social media websites to meet new friends. | |
| 6 | My older brother often goes on social media websites to chat with friends. | |
| 7 | My friend usually goes online to play computer games. | |
| 8 | My parents go online to send emails and listen to podcasts. | |

| | | |
|---|------------------------------------|--|
| 4.4 Film and music: 电影和音乐 diànyǐng hé yīnyuè | | |
| 1 | My favourite singer is Ed Sheeran. | |
| 2 | My favourite music group is BTS. | |

| | | |
|---|---|--|
| 3 | My favourite actor is Tom Holland, because I think he's really good-looking. | |
| 4 | My favourite singer is Taylor Swift because her songs are very good (lit. 'good to listen to'). | |
| 5 | I have been to lots of music concerts. | |
| 6 | I really like Peter Jackson's films. | |
| 7 | Mum is a film enthusiast. | |
| 8 | My friend is a music enthusiast. | |

| | | |
|------------------------------------|--|--|
| 4.5 Role models: 偶像 ǒuxiàng | | |
| 1 | My role model is PewDiePie because I love playing computer games. | |
| 2 | I'm very interested in cooking, (and) because of this Jamie Oliver is my role model. | |
| 3 | He plays football very well. | |

| | | |
|---|--|--|
| 4 | She plays the guitar very well. | |
| 5 | I want to be as successful as her. | |
| 6 | In the future, I want to be as famous as him. | |
| 7 | Because he is very diligent, (so) he has become famous (lit. 'a famous person'). | |
| 8 | Although he plays basketball better than me, I want to learn from him. | |

| | | |
|--|--|--|
| 4.6 When and how long?: 什么时候, 多长时间? shénme shíhou, duō cháng shíjiān? | | |
| 1 | I watch television every day. | |
| 2 | At the weekend, I often go online and download music. | |
| 3 | In the evenings, I usually listen to 2 hours of music. | |
| 4 | My younger sister watches films twice a week. | |

| | | |
|---|--|--|
| 5 | After doing my homework, I often listen to a podcast. | |
| 6 | Going online every day for more than 2 hours is really bad for your eyes. | |
| 7 | Dad rarely watches nature documentaries, but he watches the news every day. (HINT: remember to include 都) | |
| 8 | Before going to school, I play 1 hour of tennis. | |

GCSE MANDARIN

GCSE (9-1) Chapter 5

My town:

我住的地方 Wǒ zhù de dìfang



| SECTION | TOPIC |
|---------|--|
| 5.1 | My house: 我的房子 Wǒ de fángzi |
| 5.2 | Where is it?: 在哪儿? Zài nǎr? |
| 5.3 | My town: 我的城市 Wǒ de chéngshì |
| 5.4 | My local area: 我住的地方 Wǒ zhù de dìfang |
| 5.5 | Adjectives: 形容词 Xíngróngcí |
| 5.6 | Finding the way: 问路 Wèn lù |
| 5.7 | Modal verbs: 助动词 zhùdòngcí |
| 5.8 | Resources and environmental issues (1): 资源和环境问题 zīyuán hé huánjìng wèntí |
| 5.9 | Protecting the environment: 保护环境活动 bǎohù huánjìng huódòng |
| 5.10 | Resources and environmental issues (2): 资源和环境问题 zīyuán hé huánjìng wèntí |

How to revise

- First, divide the new vocabulary into groups: don't try to learn it all at once. If you have 10 words or phrases to learn, you should follow each of the steps below with between 1 and 3 words or phrases, depending on how confident you feel. Bear in mind how many *characters* each new word contains and whether you have come across any of the characters before. Don't try to learn more than 5 new characters in one go.
- Once you have mastered your first set of vocabulary, move on to your next chunk of 1-3 words.
- Don't forget to revisit all of the words regularly so that you don't forget them!
- Try using Quizlet or Duolingo to help you practise the new vocabulary and characters.

Step 1: Understanding the vocabulary

| | | |
|---|------|---|
| 1 | Read | Read through the new vocabulary and carefully copy it into your revision book, along with the pinyin and English translation. |
|---|------|---|

| | | |
|---|---------|---|
| 2 | Observe | Look at the radical in each character. Does it give you a clue about the meaning? Is this character similar to any other characters you have learnt? Make a mental note of the subtle differences too - a dot in the wrong place can change the character's meaning entirely! |
| 3 | Cover | Cover up the English and try to remember what each Chinese word or character means. |
| 4 | Say | Next, cover up the pinyin as well and try to say each word or character out loud, with the correct pronunciation. |
| 5 | Repeat | Repeat this process until you are confident that you understand what all of the words mean. |

Step 2: Writing the new characters

| | | |
|---|---------|--|
| 1 | Count | Count the number of strokes in each character and write them in the 'number of strokes' column. |
| 2 | Analyse | Work out how the character is constructed. Is it made up of left and right components, top and bottom components, inside and outside components? |
| 3 | Write | Practise writing each character several times. Pay attention to the correct stroke order! Each time you write a character, check you've done it correctly by looking back at your original list of new vocabulary. |
| 4 | Check | Look at the English and try to write out each new word or character from memory. Mark your work carefully in red pen. |
| 5 | Repeat | Repeat this process until you are confident that you are able to write all of the characters accurately. |

| Useful Terminology | | |
|--------------------|---|---|
| Term | Definition | Example |
| Noun | The name of a person, place or object. | London, Joseph, pen |
| Verb | A doing word. | play, walk, run |
| Adjective | A word which describes a noun. | interesting, fun, small |
| Adverb | A word which describes how a verb is done. | quickly, now |
| Pronoun | A word that can be used to replace a noun. | I, you, he, she, we, they |
| Character | Chinese is written in characters, not letters. A word can be made up of one character or a sequence of characters put together. Each character is pronounced as one syllable. | 国 guó = 'country' 中国 zhōngguó = 'China' (literally 'middle kingdom') |
| Pinyin | A way of writing Chinese in roman letters ('romanization') with tone markers. | nǐhǎo, zàijiàn |
| Strokes | Series of lines that make up a character. Each type of stroke is always written in the same direction. | horizontal stroke, vertical stroke, dot |
| Stroke order | The correct order in which you write the strokes in order to construct each character. | top to bottom, left to right, outside to inside |
| Radical | The part of a Chinese character that gives you a clue about the character's meaning. | hand radical (扌), mouth radical (口), female radical (女) |

| | | |
|-----------|---|---|
| Tone | There are 4 main tones in Mandarin, which affect the meaning of the character. The tone of a character is indicated by a line above the pinyin. | 1 st = high and flat, eg. sān 2 nd = going up, eg. shí 3 rd = down and up, eg. wǒ 4 th = going down, eg. liù |
| Homophone | Words that sound the same but mean different things. Chinese has a LOT of these! | 'sea' and 'see'; 'dear' and 'deer' |

| 5.1 My house: 我的房子 Wǒ de fángzi | | | | |
|---------------------------------|---------|--------------|----------------|------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 床 | chuáng | | bed |
| 2 | 桌子 | zhuōzi | | table |
| 3 | 椅子 | yǐzi | | chair |
| 4 | 衣柜 | yīguì | | wardrobe |
| 5 | 书架 | shūjià | | bookshelves |
| 6 | 电脑 | diànnǎo | | computer |
| 7 | 电视机 | diànshìjī | | TV |
| 8 | 灯 | dēng | | light |
| 9 | 门 | mén | | door |
| 10 | 电话 | diànhuà | | telephone |
| 11 | 冰箱 | bīngxiāng | | fridge |
| 12 | 洗衣机 | xǐyījī | | washing machine |
| 13 | 炉子 | lúzi | | cooker |
| 14 | 空调 | kōngtiáo | | air conditioning |
| 15 | 钟 | zhōng | | clock |
| 16 | 卧室 | wòshì | | bedroom |
| 17 | 花园 | huāyuán | | garden |
| 18 | 车库 | chēkù | | garage |
| 19 | 客厅 | kètīng | | living room |
| 20 | 厨房 | chúfáng | | kitchen |
| 21 | 卫生间 | wèishēngjiān | | toilet |

| | | | | |
|----|---------|-------------------|--|-------------|
| 22 | 浴室 | yùshì | | bathroom |
| 23 | 书房 | shūfáng | | study |
| 24 | 饭厅 / 餐厅 | fàntīng / cāntīng | | dining room |
| 25 | 楼 | lóu | | floor |

| 5.1 | Extra | | | |
|-----|---------|--------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

| 5.2 | Where is it?: 在哪儿? Zài nǎr? | | | |
|-----|-----------------------------|------------------|----------------|------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 里 (面 / 边) | lǐmiàn / biān | | in, inside |
| 2 | 外 (面 / 边) | wàimiàn / biān | | outside |
| 3 | 上 (面 / 边) | shàngmiàn / biān | | on, above |
| 4 | 下 (面 / 边) | xiàmiàn / biān | | under, below |
| 5 | 前 (面 / 边) | qiánmiàn / biān | | in front of |
| 6 | 后 (面 / 边) | hòumiàn / biān | | behind, at the back of |
| 7 | 左 (面 / 边) | zuǒmiàn / biān | | to the left of |
| 8 | 右 (面 / 边) | yòumiàn / biān | | to the right of |
| 9 | 旁边 | pángbiān | | beside |

| 5.3 | My town: 我的城市 Wǒ de chéngshì | | | |
|-----|------------------------------|---------|----------------|-------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 医院 | yīyuàn | | hospital |
| 2 | 超市 | chāoshì | | supermarket |

| | | | | |
|----|------|----------------|--|-----------------|
| 3 | 电影院 | diànyǐngyuàn | | cinema |
| 4 | 博物馆 | bówùguǎn | | museum |
| 5 | 汽车站 | qìchēzhàn | | bus station |
| 6 | 体育馆 | tǐyùguǎn | | gym |
| 7 | 邮局 | yóujú | | post office |
| 8 | 银行 | yínháng | | bank |
| 9 | 购物中心 | gòuwù zhōngxīn | | shopping centre |
| 10 | 地铁站 | dìtiězhàn | | tube station |
| 11 | 教堂 | jiàotáng | | church |
| 12 | 警察局 | jǐngchájú | | police station |
| 13 | 附近 | fùjìn | | nearby |
| 14 | 离 | lí | | away, from |
| 15 | 近 | jìn | | close |
| 16 | 远 | yuǎn | | far |

| 5.3 | Extra | | | |
|-----|---------|------------|----------------|------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 展览 | zhǎnlǎn | | exhibition |
| 2 | 动物园 | dòngwùyuán | | zoo |
| 3 | | | | |
| 4 | | | | |

| 5.4 | My local area: 我住的地方 Wǒ zhù de dìfāng | | | |
|-----|---------------------------------------|------------------|----------------|------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 郊区 | jiāoqū | | suburb |
| 2 | 海边 | hǎibiān | | seaside |
| 3 | 城市 | chéngshì | | city |
| 4 | 小镇 (上) | xiǎozhèn (shàng) | | small town |

| | | | | |
|---|----|----------|--|------------------|
| 5 | 山区 | shānqū | | mountainous area |
| 6 | 农村 | nóngcūn | | countryside |
| 7 | 风景 | fēngjǐng | | scenery |
| 8 | 交通 | jiāotōng | | traffic |
| 9 | 空气 | kōngqì | | air |

| 5.4 | Extra | | | |
|-----|---------|---------|----------------|--------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 树 | shù | | tree |
| 2 | 湖 | hú | | lake |
| 3 | 河 | hé | | river |
| 4 | 拉夫堡 | Lāfūbǎo | | Loughborough |
| 5 | 莱斯特 | Láisītè | | Leicester |
| 6 | 伦敦 | Lúndūn | | London |

| 5.5 | Adjectives: 形容词 xíngróngcí | | | |
|-----|----------------------------|------------|----------------|------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 新鲜 | xīnxiān | | fresh |
| 2 | 安静 | ānjìng | | quiet |
| 3 | 干净 | gānjìng | | clean |
| 4 | 热闹 | rènao | | bustling, lively |
| 5 | 吵 | chǎo | | noisy |
| 6 | 美 | měi | | beautiful |
| 7 | 整齐 | zhěngqí | | tidy |
| 8 | 乱 | luàn | | messy |
| 9 | 舒服 | shūfu | | comfortable |
| 10 | 现代化 | xiàndàihuà | | modern |
| 11 | 新 | xīn | | new |

| | | | | |
|----|----------------|-----------|--|------------|
| 12 | 旧 | jiù | | old |
| 13 | 安全 | ānquán | | safe |
| 14 | 方便 | fāngbiàn | | convenient |
| 15 | 好 / 很 + | hǎo / hě | | very |
| 16 | adjective + 极了 | ... jí le | | extremely |

| 5.5 | Extra | | | |
|-----|---------|--------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

| 5.6 | Finding directions: 问路 wèn lù | | | |
|-----|-------------------------------|--------------|----------------|---------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 向 | xiàng | | towards |
| 2 | 直 | zhí | | straight |
| 3 | 走 | zǒu | | walk |
| 4 | 拐 | guǎi | | turn |
| 5 | 过 | guò | | cross; pass; after |
| 6 | 下 | xià | | get off (bus, train, etc) |
| 7 | 出 | chū | | go out |
| 8 | 等 | děng | | wait |
| 9 | (马) 路 | (mǎ) lù | | road |
| 10 | 路口 | lùkǒu | | junction |
| 11 | 十字路口 | shí zì lùkǒu | | crossroads |
| 12 | 红绿灯 | hóng lǜ dēng | | traffic lights |
| 13 | (五) 路 | lù | | number [5] bus |

| | | | | |
|----|-----------|-------------------|--|-------------------------|
| 14 | 到 ... 怎么走 | dào ... zěnmē zǒu | | How do you get to ... ? |
|----|-----------|-------------------|--|-------------------------|

| 5.6 | Extra | | | |
|-----|---------|--------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

| 5.7 | Modal verbs: 助动词 zhùdòngcí | | | |
|-----|----------------------------|------------|----------------|----------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 一定要 | yīdìng yào | | must |
| 2 | 应该 | yīnggāi | | should |
| 3 | 必须 | bìxū | | have to |
| 4 | 需要 | xūyào | | need to |
| 5 | 可以 | kěyǐ | | can |
| 6 | 不能 | bù néng | | cannot |
| 7 | 不要 | bú yào | | must not |
| 8 | 打算 | dǎsuàn | | decide |
| 9 | 希望 | xīwàng | | hope |

| 5.8 | Resources and environmental issues (1): 资源和环境问题 zīyuán hé huánjìng wèntí | | | |
|-----|--|---------------------|----------------|----------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 世界上 | shìjiè shàng | | in the world |
| 2 | 在很多地区 | zài hěn duō dìqū | | in many areas |
| 3 | 在一些国家 | zài yī xiē guójiā | | in some countries |
| 4 | 最大的问题是 ... | zuì dà de wèntí shì | | the biggest problem is ... |

| | | | | |
|----|-----------|-------------------------|--|-----------------------------|
| 5 | 没有足够的 ... | méi yǒu zúgòu de | | there is/are not enough ... |
| 6 | 水资源 | shuǐ zīyuán | | water resources |
| 7 | 食物 | shíwù | | food |
| 8 | 自然资源 | zìrán zīyuán | | natural resources |
| 9 | 全球变暖 | quánqiú biànnuǎn | | global warming |
| 10 | 气候变化 | qìhòu biànhuà | | climate change |
| 11 | 空气污染 | kōngqì wūrǎn | | air pollution |
| 12 | 路上的车太多 | lù shàng de chē tài duō | | too many cars on the road |

| 5.8 | Extra | | | |
|-----|---------|-----------|----------------|--------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 非洲 | fēizhōu | | Africa |
| 2 | 亚洲 | yàzhōu | | Asia |
| 3 | 洪水 | hóngshuǐ | | flood |
| 4 | 贫穷 | pínqióng | | poor |
| 5 | 战争 | zhànzhēng | | war |
| 6 | 饥饿 | jī'è | | famine, starvation |

| 5.9 | Protecting the environment: 保护环境活动 bǎohù huánjìng huódòng | | | |
|-----|---|-------------------------|----------------|-------------------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 为了保护环境 | wèi le bǎohù huánjìng | | in order to protect the environment |
| 2 | 少用电 / 水 | shǎo yòng diàn / shuǐ | | use less electricity / water |
| 3 | 节约用电 / 水 | jiéyuē yòng diàn / shuǐ | | save electricity / water |
| 4 | 随手关灯 | suí shǒu guān dēng | | turn off lights |

| | | | | |
|----|--------|------------------------|--|--|
| 5 | 少吃肉 | shǎo chī ròu | | eat less meat |
| 6 | 多走路 | duō zǒu lù | | walk more |
| 7 | 多骑自行车 | duō qí zìxíngchē | | cycle more |
| 8 | 多坐公交车 | duō zuò gōngjiāochē | | go by bus more |
| 9 | 不要浪费食物 | bú yào làngfèi shíwù | | must not waste food |
| 10 | 回收纸 | huíshōu zhǐ | | recycle paper |
| 11 | 捡垃圾 | jiǎn lājī | | pick up rubbish |
| 12 | 回收玻璃 | huíshōu bōli | | recycle glass |
| 13 | 回收塑料瓶 | huíshōu sùliào píng | | recycle plastic bottles |
| 14 | 种树 | zhòng shù | | plant trees |
| 15 | 参加环保活动 | cānjiā huánbǎo huódòng | | take part in environmental protection activities |
| 16 | 重要 | zhòngyào | | important |

| 5.10 Resources and environmental issues (2): 资源和环境问题 zīyuán hé huánjìng wèntí | | | | |
|---|----------|----------------------------|----------------|----------------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 我们都知道 | wǒmen dōu zhīdào | | we all know |
| 2 | 对环境有影响 | duì huánjìng yǒu yǐngxiǎng | | has an effect on the environment |
| 3 | 天气 | tiānqì | | weather |
| 4 | 夏天 | xiàtiān | | summer |
| 5 | 冬天 | dōngtiān | | winter |
| 6 | 灾难 / 灾害 | zāinàn / zāihài | | disaster |
| 7 | 台风 | táifēng | | typhoon |
| 8 | 暴雨 | bàoyǔ | | rainstorm |
| 9 | 动物 | dòngwù | | animals |
| 10 | 越来越热 / 冷 | yuè lái yuè | | increasingly hot/cold |

| | | | | |
|----|----------|------------------------|--|---------------------------|
| 11 | 越来越多 / 少 | yuè lái yuè duō / shǎo | | more & more / less & less |
| 12 | 太糟糕了! | tài zāogāo le | | How terrible! |

SENTENCE TRANSLATIONS

| | | | |
|------------|--|--|--|
| 5.1 | My house: 我的房子 Wǒ de fángzi and | | |
| 5.2 | Where is it?: 在哪儿? Zài nǎr? | | |
| 1 | My house has 3 bedrooms, 1 kitchen and a living room. | | |
| 2 | My house has a big garden. | | |
| 3 | My house doesn't have a garage. | | |
| 4 | On the first floor, there are 2 bathrooms. | | |
| 5 | Next to the dining room, there is a small study. | | |
| 6 | In my bedroom, there is a bed, a bookshelf, a wardrobe and a TV. | | |
| 7 | In the kitchen, there is a cooker, a washing machine and a fridge. | | |

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| 8 | We don't have air-conditioning. | |
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| 5.3 My town: 我的城市 Wǒ de chéngshì | | |
| 1 | My town has a cinema and a hospital. | |
| 2 | Opposite the school there is a church. | |
| 3 | To the left of the post office there is a police station. | |
| 4 | The shopping centre is close to my house. | |
| 5 | The school is far from the train station. | |
| 6 | The zoo is not far from our school. | |
| 7 | There isn't a tube station near here. (HINT: Lit. 'Near here, does not have a tube station') | |
| 8 | Near my home there are lots of fun places. | |

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| 5.4 My local area: 我住的地方 Wǒ zhù de dìfang | | |
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| 1 | I live in the countryside. | |
| 2 | My grand-parents live by the sea. | |
| 3 | We live in a small town called Loughborough, not far from Leicester. | |
| 4 | My friend lives in London, near to the cinema. | |
| 5 | I don't like living in the mountains, because it's very far from the train station. | |
| 6 | I love living in the countryside, because the scenery is very beautiful. | |
| 7 | In the future, I would like to live in a big city, near to my friend's house. | |
| 8 | In the future, I would like to live in China. | |

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| 5.5 | Adjectives: 形容词 Xíngróngcí | |
| 1 | I like living in the city, because it's very lively. | |
| 2 | I don't like living in the countryside, because it's not interesting. | |

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| 3 | I really like living by the sea, because the air is very fresh. | |
| 4 | I hate living in the city centre, because it is both noisy and unsafe. | |
| 5 | Although living in a small town is very quiet, it is also quite boring. | |
| 6 | In the future, I would like to live in France, because not only is the scenery beautiful, but French food is very tasty. | |
| 7 | In my opinion, my house is both modern and extremely comfortable. | |
| 8 | Although our school is very tidy, the teaching buildings are all very old. | |

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| 5.8 Resources and environmental issues (1): 资源和环境问题 zīyuán hé huánjìng wèntí | | |
| 1 | In some countries, the biggest problem is that there are not enough water resources. | |
| 2 | In many areas, the biggest problem are that there is not enough natural resources. | |
| 3 | In the world, the biggest problem is global warming. | |
| 4 | In many big cities, the biggest problem is air pollution. | |

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| 5 | In Britain there are too many cars on the road. | |
| 6 | In many areas, climate change is a big problem. | |
| 7 | In many countries in Africa, the biggest problem is that there is not enough food. | |
| 8 | Because of climate change and global warming, [so] recently in Asia the weather has been increasingly bad (lit. 'more and more not good'). | |

| 5.9 Protecting the environment: 保护环境活动 bǎohù huánjìng huódòng | | |
|--|---|--|
| 1 | In order to protect the environment, we should use less water. | |
| 2 | In order to protect the environment, we must walk more. | |
| 3 | In order to protect the environment, we should not only not waste food, but also eat less meat. | |
| 4 | I personally feel that recycling glass and plastic bottles is extremely important. | |
| 5 | I often go to the park with friends and pick up rubbish. | |
| 6 | My parents always make me turn off lights promptly. | |

| | | |
|---|---|--|
| 7 | Some people think we should cycle more, some people think we should go by bus more. | |
| 8 | Last weekend, I took part in an environmental activity to plant trees. | |

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| 5.10 | Resources and environmental issues (2): 资源和环境问题 zīyuán hé huánjìng wèntí | |
| 1 | We all know that climate change is a big problem. | |
| 2 | Everybody knows that global warming has an effect on the environment. | |
| 3 | Recently, the summer weather has been increasingly hot. | |
| 4 | In the most recent 50 years, the weather in winter has been increasingly cold. | |
| 5 | In Asia, there have been more and more typhoons. | |
| 6 | Because of global warming, [so] in some countries, there is often rainstorms and typhoons. | |

GCSE MANDARIN

GCSE (9-1) Chapter 6



Holiday:

度假 dùjià

| SECTION | TOPIC |
|---------|---|
| 6.0 | Destinations: 目的地 mùdìdì |
| 6.1 | Weather: 天气 tiānqì |
| 6.2a | Transport: 交通 jiāotōng |
| 6.2b | Opinions about transport: 对交通的看法 duì jiāotōng de kànfǎ |
| 6.3 | Time phrases: 什么时候, 多长时间? shénme shíhou, duō cháng shíjiān? |
| 6.4 | Holiday activities: 假期活动 jiàqī huódòng |
| 6.5 | Why do you like going to China?: 你为什么喜欢去中国? Nǐ wèi shénme xǐhuān qù zhōngguó? |
| 6.6 | What are you planning to do?: 你打算做什么? Nǐ dǎsuàn zuò shénme? |
| 6.7 | Booking a hotel: 订酒店 dīng jiǔdiàn |
| 6.8 | Making travel arrangements: 旅行安排 lǚxíng ānpái |

How to revise

- First, divide the new vocabulary into groups: don't try to learn it all at once. If you have 10 words or phrases to learn, you should follow each of the steps below with between 1 and 3 words or phrases, depending on how confident you feel. Bear in mind how many *characters* each new word contains and whether you have come across any of the characters before. Don't try to learn more than 5 new characters in one go.
- Once you have mastered your first set of vocabulary, move on to your next chunk of 1-3 words.
- Don't forget to revisit all of the words regularly so that you don't forget them!
- Try using Quizlet or Duolingo to help you practise the new vocabulary and characters.

Step 1: Understanding the vocabulary

| | | |
|---|---------|---|
| 1 | Read | Read through the new vocabulary and carefully copy it into your revision book, along with the pinyin and English translation. |
| 2 | Observe | Look at the radical in each character. Does it give you a clue about the meaning? Is this character similar to any other characters you have learnt? Make a mental note of the subtle differences too - a dot in the wrong place can change the character's meaning entirely! |
| 3 | Cover | Cover up the English and try to remember what each Chinese word or character means. |
| 4 | Say | Next, cover up the pinyin as well and try to say each word or character out loud, with the correct pronunciation. |
| 5 | Repeat | Repeat this process until you are confident that you understand what all of the words mean. |

Step 2: Writing the new characters

| | | |
|---|---------|--|
| 1 | Count | Count the number of strokes in each character and write them in the 'number of strokes' column. |
| 2 | Analyse | Work out how the character is constructed. Is it made up of left and right components, top and bottom components, inside and outside components? |
| 3 | Write | Practise writing each character several times. Pay attention to the correct stroke order! Each time you write a character, check you've done it correctly by looking back at your original list of new vocabulary. |
| 4 | Check | Look at the English and try to write out each new word or character from memory. Mark your work carefully in red pen. |
| 5 | Repeat | Repeat this process until you are confident that you are able to write all of the characters accurately. |

| Useful Terminology | | |
|---------------------------|---|--|
| Term | Definition | Example |
| Noun | The name of a person, place or object. | London, Joseph, pen |
| Verb | A doing word. | play, walk, run |
| Adjective | A word which describes a noun. | interesting, fun, small |
| Adverb | A word which describes how a verb is done. | quickly, now |
| Pronoun | A word that can be used to replace a noun. | I, you, he, she, we, they |
| Character | Chinese is written in characters, not letters. A word can be made up of one character or a sequence of characters put together. Each character is pronounced as one syllable. | 国 guó = 'country' 中国 zhōngguó = 'China' (literally 'middle kingdom') |

| | | |
|--------------|---|---|
| Pinyin | A way of writing Chinese in roman letters ('romanization') with tone markers. | nǐhǎo, zàijiàn |
| Strokes | Series of lines that make up a character. Each type of stroke is always written in the same direction. | horizontal stroke, vertical stroke, dot |
| Stroke order | The correct order in which you write the strokes in order to construct each character. | top to bottom, left to right, outside to inside |
| Radical | The part of a Chinese character that gives you a clue about the character's meaning. | hand radical (扌), mouth radical (口), female radical (女) |
| Tone | There are 4 main tones in Mandarin, which affect the meaning of the character. The tone of a character is indicated by a line above the pinyin. | 1 st = high and flat, eg. sān 2 nd = going up, eg. shí 3 rd = down and up, eg. wǒ 4 th = going down, eg. liù |
| Homophone | Words that sound the same but mean different things. Chinese has a LOT of these! | 'sea' and 'see'; 'dear' and 'deer' |

| 6.0 | Destinations: 目的地 mùdìdì | | | |
|-----|--------------------------|-----------|----------------|-----------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 英国 | yīngguó | | Britain |
| 2 | 法国 | fǎguó | | France |
| 3 | 美国 | měiguó | | America |
| 4 | 德国 | déguó | | Germany |
| 5 | 中国 | zhōngguó | | China |
| 6 | 日本 | rìběn | | Japan |
| 7 | 西班牙 | xībānyá | | Spain |
| 8 | 新加坡 | xīnjiāpō | | Singapore |
| 9 | 香港 | xiānggǎng | | Hong Kong |
| 10 | 台湾 | táiwān | | Taiwan |
| 11 | 马来西亚 | mǎláixīyà | | Malaysia |
| 12 | 澳大利亚 | àodàlìyà | | Australia |

| | |
|-----|-------|
| 6.0 | Extra |
|-----|-------|

| | Chinese | Pinyin | No. of strokes | English |
|---|---------|------------|----------------|---------------|
| 1 | 欧洲 | ōuzhōu | | Europe |
| 2 | 亚洲 | yàzhōu | | Asia |
| 3 | 非洲 | fēizhōu | | Africa |
| 4 | 北美洲 | běiměizhōu | | North America |
| 5 | 南美洲 | nánměizhōu | | South America |
| 6 | 英格兰 | yīnggélán | | England |
| 7 | 爱尔兰 | àierlán | | Ireland |
| 8 | 苏格兰 | sūgélán | | Scotland |
| 9 | 威尔士 | wēiěershì | | Wales |

| 6.1 | Weather: 天气 tiānqì | | | |
|------------|---------------------------|------------------|----------------|---------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 天气 | tiānqì | | weather |
| 2 | 天气预报 | tiānqìyùbào | | weather forecast |
| 3 | 晴天 | qíngtiān | | clear sky, clear day |
| 4 | 阴天 | yīntiān | | overcast day |
| 5 | 有 / 刮风 | yǒu / guā fēng | | windy (刮 = to blow) |
| 6 | 有 / 下雪 | yǒu / xià xuě | | snowy |
| 7 | 有 / 下雨 | yǒu / xià yǔ | | rain |
| 8 | 有雾 | yǒu wù | | foggy |
| 9 | 多云 | duō yún | | cloudy |
| 10 | 很冷 | hěn lěng | | very cold |
| 11 | 很热 | hěn rè | | very hot |
| 12 | 很凉快 | hěn liángkuai | | (pleasantly) cool |
| 13 | 有暴雨 | yǒu bào yǔ | | rain storm |
| 14 | 转 | zhuǎn | | turn, change |
| 15 | 雨转多云 | yǔ zhuǎn duō yún | | light rain turning cloudy |

| | | | | |
|----|------|---------------|--|----------------------|
| 16 | 多云转晴 | duō yún zhuǎn | | cloudy turning sunny |
| 17 | 温度 | wēndù | | temperature |
| 18 | 度 | dù | | degree |
| 19 | 零下 | líng xià | | below zero |
| 20 | 平均 | píngjūn | | average |
| 21 | 季节 | jìjié | | season |
| 22 | 春天 | chūntiān | | spring |
| 23 | 夏天 | xiàtiān | | summer |
| 24 | 秋天 | qiūtiān | | autumn |
| 25 | 冬天 | dōngtiān | | Winter |

| 6.1 | Extra | | | |
|-----|---------|--------|----------------|----------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 雨伞 | yǔsǎn | | umbrella |
| 2 | | | | |

| 6.2a | Transport: 交通 jiāotōng | | | |
|------|------------------------|----------------------|--|---------------------------|
| 1 | 坐火车 | zuò huǒchē | | take the train |
| 2 | 坐飞机 | zuò fēijī | | take the plane |
| 3 | 坐公共汽车 | zuò gōnggòngqìchē | | take the bus |
| 4 | 坐船 | zuò chuán | | take the boat |
| 5 | 坐地铁 | zuò dìtiě | | take the tube/underground |
| 6 | 骑自行车 | qí zìxíngchē | | cycle |
| 7 | 走路 | zǒulù | | walk/go by foot |
| 8 | 开车 | kāichē | | drive |
| 9 | 打的 | dǎ dī | | take a taxi |
| 10 | 坐出租车 | zuò chūzūchē | | go by taxi |
| 11 | 坐旅游车 | zuò lǚyóuchē | | go by coach |

| | | | | |
|----|-----|--------------|--|----------|
| 12 | 停车场 | tíngchēchǎng | | car park |
|----|-----|--------------|--|----------|

| | | | | |
|-------------|---|---------------|--|------------------------|
| 6.2b | Opinions about transport: 对交通的看法 duì jiāotōng de kànfǎ | | | |
| 1 | 累 | lèi | | tiring |
| 2 | 安全 | ānquán | | safe |
| 3 | 方便 | fāngbiàn | | convenient |
| 4 | 快 | kuài | | fast |
| 5 | 舒服 | shūfu | | comfortable |
| 6 | 贵 | guì | | expensive |
| 7 | 便宜 | piányi | | cheap |
| 8 | 慢 | màn | | slow |
| 9 | 麻烦 | máfan | | inconvenient |
| 10 | 省钱 | shěngqián | | economical; save money |
| 11 | 太糟糕了! | tài zāogāo le | | absolutely terrible! |
| 12 | 太棒了! | tài bàng le | | absolutely brilliant! |

| | | | | |
|------------|----------------|-----------------|-----------------------|----------------|
| 6.2 | Extra | | | |
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 坐公交车 | zuò gōngjiāochē | | take the bus |
| 2 | 车次 | chēcì | | train number |
| 3 | 单程票 | dānchéng piào | | single ticket |
| 4 | 往返票 | wǎngfǎn piào | | return ticket |
| 5 | 坐大巴 | zuò dà bā | | go by coach |

| | | | | |
|------------|--|---------------|-----------------------|----------------|
| 6.3 | Time phrases: 什么时候, 多长时间? shénme shíhou, duō cháng shíjiān? | | | |
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 通常 | tōngcháng | | usually |

| | | | | |
|----|--------|----------------|--|--|
| 2 | 一般 | yìbān | | normally |
| 3 | 每天 | měitiān | | everyday |
| 4 | 常常 | chángcháng | | often |
| 5 | 经常 | jīngcháng | | often |
| 6 | 平常 | píngcháng | | usually |
| 7 | 周末 | zhōumò | | weekends |
| 8 | 有时 (候) | yǒushí (hòu) | | sometimes |
| 9 | 很少 | hěn shǎo | | rarely/seldom |
| 10 | 几乎 | jīhū | | almost |
| 11 | 几乎不 | jīhū bù | | hardly/barely |
| 12 | 这两天 | zhè liǎng tiān | | the last few days (not necessarily two days); recently |
| 13 | 先 | xiān | | first |
| 14 | 上一次 | shàng yí cì | | last time |
| 15 | 去年 | qùnián | | last year |
| 16 | 再… | zài | | then; again |
| 17 | 然后… | ránhòu ... | | then... |
| 18 | 最后 | zuìhòu | | and finally... |
| 19 | 寒假 | hánjià | | winter holiday |
| 20 | 暑假 | shǔjià | | summer holiday |

| 6.4 Holiday activities: 假期活动 jiàqī huódòng | | | | |
|--|---------|--------------------------|----------------|--|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 度假 | dùjià | | to go on holiday |
| 2 | 旅游 / 旅行 | lǚyóu / lǚxíng | | to travel |
| 3 | 参观名胜古迹 | cānguān míngshènggǔjì | | to visit scenic spots & historical sites |

| | | | | |
|----|---------|---------------------------|--|-------------------------------------|
| 4 | 照 / 拍照片 | zhào / pāi zhàopiàn | | to take photos |
| 5 | 晒太阳 | shài tàiyáng | | to sunbathe |
| 6 | 买纪念品 | mǎi jìniànpǐn | | to buy souvenirs |
| 7 | 看精彩的表演 | kàn jīngcǎi de biǎoyǎn | | to watch an exciting performance |
| 8 | 爬长城 | pá chángchéng | | to climb on the Great Wall |
| 9 | 滑雪 | huá xuě | | to ski |
| 10 | 玩儿得很开心 | wánr de hěn kāixīn | | to have fun, have a good/great time |
| 11 | 放风筝 | fàng fēngzhēng | | fly kites |
| 12 | 住在亲戚家 | zhù zài qīnqī jiā | | stay with relatives |

| 6.4 | Extra | | | |
|-----|---------|---------------------------|----------------|---------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 天坛 | tiāntán | | Temple of Heaven |
| 2 | 天安门广场 | tiānānmén guǎng- chǎng | | Tian'anmen Square |
| 3 | 鸟巢 | niǎocháo | | Bird's Nest Stadium |
| 4 | 故宫 | gùgōng | | The Imperial Palace |
| 5 | 大熊猫 | dàxióngmāo | | giant panda |
| 6 | 小吃 | xiǎochī | | snack |
| 7 | 京剧 | jīngjù | | Beijing opera |

| 6.5 | Why do you like going to China?: 你为什么喜欢去中国? Nǐ wèi shénme xǐhuān qù zhōngguó? | | | |
|-----|---|--------------------|----------------|-------------------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 风景美极了。 | fēngjǐng měi jí le | | The scenery is extremely beautiful. |

| | | | | |
|---|-------------|-------------------------------------|--|--|
| 2 | 文化特别有意思。 | wénhuà tèbié yǒu yìsi | | The culture is especially interesting. |
| 3 | 食物很好吃。 | shíwù hěn hǎochī | | The food is very tasty. |
| 4 | 空气很新鲜。 | kōngqì hěn xīnxiān | | The air is very fresh. |
| 5 | 名胜古迹很多。 | míng shèng gǔ jì hěn duō | | There are lots of scenic spots & historical sites. |
| 6 | 我对中国的历史感兴趣。 | wǒ duì zhōngguó de lìshǐ gǎn xìngqù | | I'm interested in China's history. |
| 7 | 我喜欢说 / 学外语。 | wǒ xǐhuān shuō / xué wàiyǔ | | I like speaking / studying foreign languages. |
| 8 | 我喜欢热的天气。 | wǒ xǐhuān rè de tiānqì | | I like hot weather. |
| 9 | 去中国旅游很好玩儿。 | qù zhōngguó lǚyóu hěn hǎowánr | | It's fun going travelling to China. |

| 6.5 | Extra | | | |
|-----|---------|-----------|----------------|--------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 咖喱 | gālí | | curry |
| 2 | 海鲜 | hǎixiān | | seafood |
| 3 | 寿司 | shòusī | | sushi |
| 4 | 汉堡包 | hànbǎobāo | | hamburgers |
| 5 | 面包 | miànbāo | | bread |
| 6 | 比萨饼 | bǐsàbǐng | | pizza |
| 7 | 冰淇淋 | bīngqílín | | ice-cream |
| 8 | 饭 / 菜 | fàn / cài | | food |
| 9 | 餐馆 | cānguǎn | | restaurant |
| 10 | 中餐 | zhōngcān | | Chinese food |

| | | | | |
|----|-------|---------------------|--|--------------|
| 11 | 西餐 | xīcān | | Western food |
| 12 | 各种各样的 | gè zhǒng gè yàng de | | all sorts of |

| 6.6 | What are you planning to do?: 你打算做什么? Nǐ dǎsuàn zuò shénme? | | | |
|-----|---|-----------------|----------------|--|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 打算 | dǎsuàn | | to plan /be going to |
| 2 | 计划 | jìhuà | | to plan |
| 3 | 希望 | xīwàng | | to wish/hope |
| 4 | 决定 | juéding | | to decide |
| 5 | 应该 | yīnggāi | | should |
| 6 | 将来 | jiānglái | | in the future |
| 7 | 一边...一边 | yìbiān...yìbiān | | on the one hand ... on the other hand ... ; at the same time |
| 8 | 一...就... | yí...jiù... | | as soon as ... |
| 9 | 这样 | zhèyàng | | in this way; this way |

| 6.7 | Booking a hotel: 订酒店 dīng jiǔdiàn | | | |
|-----|-----------------------------------|---------------|----------------|--------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 呆 5 天 | dāi wǔ tiān | | to stay for 5 days |
| 2 | 客人 | kèrén | | guest |
| 3 | 双人房 | shuāngrénfáng | | double bed |
| 4 | 单人房 | dānrénfáng | | single bed |
| 5 | 包括 | bāokuò | | to include |
| 6 | 免费 | miǎnfèi | | free of charge |
| 7 | 无线网 | wú xiàn wǎng | | wi-fi |
| 8 | 空调 | kòngtiáo | | air-conditioning |
| 9 | 服务员 | fúwùyuán | | hotel staff |

| | | | | |
|----|------|----------------|--|-------------------|
| 10 | 用现金 | yòng xiànjīn | | use cash |
| 11 | 用信用卡 | yòng xìnyòngkǎ | | use a credit card |
| 12 | 前台 | qiántái | | front desk |

| 6.7 | Extra | | | |
|-----|---------|--------------|----------------|----------------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 支付宝 | zhīfùbǎo | | Alipay (online payment platform) |
| 2 | 号码 | hàomǎ | | number |
| 3 | 风水 | fēngshuǐ | | fengshui |
| 4 | 服务台 | fúwùtái | | reception desk/service counter |
| 5 | 门卡 / 房卡 | mén / fángkǎ | | hotel door / room card |
| 6 | 打扫 | dǎsǎo | | to clean (a room) |
| 7 | 有礼貌 | yǒu lǐmào | | polite |
| 8 | 服务 | fúwù | | service |
| 9 | 帮忙 | bāngmáng | | to help |

| 6.8 | Making travel arrangements: 旅行安排 lǚxíng ānpái | | | |
|-----|---|--------------|----------------|---------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 机票 | jīpiào | | plane ticket |
| 2 | 照相机 | zhàoxiàngjī | | camera |
| 3 | 手机 | shǒujī | | mobile phone |
| 4 | 身份证 | shēnfènzhèng | | identity card |
| 5 | 信用卡 | xìnyòngkǎ | | credit card |
| 6 | 现金 | xiànjīn | | cash |
| 7 | 钱包 | qiánbāo | | wallet |
| 8 | 护照 | hùzhào | | passport |
| 9 | 地图 | dìtú | | map |

| | | | | |
|----|-----|-----------|--|-------------------------|
| 10 | 行李 | xíngli | | luggage |
| 11 | 旅行袋 | lǚxíngdài | | travel bag |
| 12 | 丢了 | diū le | | to have lost something |
| 13 | 站台 | zhàntái | | platform |
| 14 | 登机口 | dēngjīkǒu | | (flight) departure gate |
| 15 | 出发 | chūfā | | to depart; departure |
| 16 | 到达 | dàodá | | to arrive; arrival |

| 6.8 | Extra | | | |
|-----|---------|-----------|----------------|--------------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 行程 | xíngchéng | | itinerary |
| 2 | 游学 | yóuxué | | school exchange |
| 3 | 换 | huàn | | to change (tube/money/clothes) |
| 4 | 英镑 | yīngbàng | | pound (British currency) |
| 5 | 司机 | sījī | | driver |
| 6 | 接 | jiē | | to pick someone up |

SENTENCE TRANSLATIONS

| 6.0 | Destinations: 目的地 mùdìdì | |
|-----|---------------------------------|--|
| 1 | I really like going to America. | |
| 2 | Every year, I go to France. | |

| | | |
|---|---|--|
| 3 | Last year, I went to Taiwan. | |
| 4 | I haven't been to Japan, but I have been to Hong Kong. | |
| 5 | In the future, I want to go to Singapore. | |
| 6 | Next year, I have decided to go to Asia with my family. | |
| 7 | In August, I hope to go to Australia with my family, because it will be very interesting. | |
| 8 | In my opinion, Africa is more interesting than Europe. | |

| | | |
|------------|--|--|
| 6.1 | Weather: 天气 tiānqì | |
| 1 | Today it is windy and it is also cloudy. | |
| 2 | Tomorrow it will be very cold and it will snow. | |
| 3 | Today, in Loughborough, it is cloudy turning sunny. | |
| 4 | In Britain, in the spring, it is often cloudy and pleasantly cool. | |

| | | |
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| 5 | In Taiwan, in the summer, the weather is often extremely hot and every afternoon there is a rainstorm. | |
| 6 | I really hate the weather in Scotland because it is often foggy and there are rarely clear days. | |
| 7 | Autumn is Beijing's best season, because the weather is neither cold nor hot, (and) it rarely rains. | |
| 8 | The weather forecast says today's weather will be especially cold, the temperature will be -5 degrees. | |

| | | |
|-----------------------------------|--|--|
| 6.2 Transport: 交通 jiāotōng | | |
| 1 | I am going by plane to Spain. | |
| 2 | We are going by boat to Ireland. | |
| 3 | Last year, we went by bike to France. | |
| 4 | We often go by car to Germany, because it is cheap. | |
| 5 | Usually, we go by coach to Scotland, because it is economical. | |

| | | |
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| 6 | I especially like flying to Spain because I think flying is both quick and comfortable. | |
| 7 | Usually, we drive to France. Although it is tiring, it is very cheap. | |
| 8 | Sometimes, we go by taxi, because it is not only convenient but it is also safer than walking. | |

| | | |
|------------|---|--|
| 6.4 | Holiday activities: 假期活动 jiàqī huódòng | |
| 1 | When I travel, I like to visit scenic spots and historical sites. | |
| 2 | When I go on holiday, I take lots of photos. | |
| 3 | I especially like sunbathing at the seaside. | |
| 4 | I often buy souvenirs for my friends. | |
| 5 | When we went to China, we watched an exciting performance (and) also went to Beijing Zoo to see the pandas. | |

| | | |
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| 6 | When we go on holiday, we usually stay with family. | |
| 7 | We love going to the mountains to go skiing, because the air is extremely fresh and the scenery is very beautiful. | |
| 8 | When we went to China, we flew kites and climbed the Great Wall. We had a great time! | |

| | | |
|-----|--|--|
| 6.5 | Why do you like going to China?: 你为什么喜欢去中国? Nǐ wèi shénme xǐhuān qù zhōngguó? | |
| 1 | I want to go to China, because the culture is especially interesting. | |
| 2 | My friends have decided to go to China because they think that the food is very tasty. | |
| 3 | I'm interested in China's history, but my brother feels that Japan is more interesting than China. | |
| 4 | Next year, my parents hope to go to Spain on holiday, because they especially like hot weather. | |

| | | |
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| 5 | Although the mountain air is very fresh, I prefer to go to big cities because there are lots of scenic spots and historical sites. | |
| 6 | In my opinion, it's interesting going travelling in China, because China's culture is not the same as European culture. | |
| 7 | When going travelling to China, I most like eating all sorts of Chinese food. | |
| 8 | Although I like eating Western food, for example hamburgers and ice-cream, I most like eating Japanese sushi. | |

| | | |
|-----|--|--|
| 6.6 | What are you planning to do?: 你打算做什么? Nǐ dǎsuàn zuò shénme? | |
| 1 | I've decided to go to Australia, because I like hot weather. | |
| 2 | Next year, I hope to go to India because my grandparents are Indian. | |
| 3 | In the future, I really want to go to Singapore, because many people say that Singapore is especially clean. | |

| | | |
|---|--|--|
| 4 | When I am older, I plan to go travelling in America, because I think that America is both big and interesting. | |
| 5 | Because going by plane is too expensive, (so) we've decided to go by boat to France. | |
| 6 | Apart from going to Hong Kong, I also hope to go to Malaysia and Taiwan. | |
| 7 | As soon as I get to Beijing, I (then) want to go and visit the Forbidden City. | |
| 8 | I hope that I can simultaneously study Chinese and visit lots of famous scenic spots and historical sites. | |

GCSE MANDARIN

GCSE (9-1) Chapter 7

Food and drink:

食品和饮料 shí pǐn hé yǐn liào



| SECTION | TOPIC |
|---------|---|
| 7.0 | Revision: 复习 fùxí |
| 7.1 | Opinions and adjectives: 想法和形容词 xiǎngfǎ hé xíngróngcí |
| 7.2 | More foods: 食品 shípǐn |
| 7.3 | Eating out: 在餐馆吃饭 zài cānguǎn chī fàn |
| 7.4 | Lifestyle: 生活方式 shēnghuó fāngshì |
| 7.5 | Food and festivals: 节日饮食 jiérì yǐnshí |

How to revise

- First, divide the new vocabulary into groups: don't try to learn it all at once. If you have 10 words or phrases to learn, you should follow each of the steps below with between 1 and 3 words or phrases, depending on how confident you feel. Bear in mind how many *characters* each new word contains and whether you have come across any of the characters before. Don't try to learn more than 5 new characters in one go.
- Once you have mastered your first set of vocabulary, move on to your next chunk of 1-3 words.
- Don't forget to revisit all of the words regularly so that you don't forget them!
- Try using Quizlet or Duolingo to help you practise the new vocabulary and characters.

Step 1: Understanding the vocabulary

| | | |
|---|---------|---|
| 1 | Read | Read through the new vocabulary and carefully copy it into your revision book, along with the pinyin and English translation. |
| 2 | Observe | Look at the radical in each character. Does it give you a clue about the meaning? Is this character similar to any other characters you have learnt? Make a mental note of the subtle differences too - a dot in the wrong place can change the character's meaning entirely! |
| 3 | Cover | Cover up the English and try to remember what each Chinese word or character means. |

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| 4 | Say | Next, cover up the pinyin as well and try to say each word or character out loud, with the correct pronunciation. |
| 5 | Repeat | Repeat this process until you are confident that you understand what all of the words mean. |

Step 2: Writing the new characters

| | | |
|---|---------|--|
| 1 | Count | Count the number of strokes in each character and write them in the 'number of strokes' column. |
| 2 | Analyse | Work out how the character is constructed. Is it made up of left and right components, top and bottom components, inside and outside components? |
| 3 | Write | Practise writing each character several times. Pay attention to the correct stroke order! Each time you write a character, check you've done it correctly by looking back at your original list of new vocabulary. |
| 4 | Check | Look at the English and try to write out each new word or character from memory. Mark your work carefully in red pen. |
| 5 | Repeat | Repeat this process until you are confident that you are able to write all of the characters accurately. |

| Useful Terminology | | |
|---------------------------|---|--|
| Term | Definition | Example |
| Noun | The name of a person, place or object. | London, Joseph, pen |
| Verb | A doing word. | play, walk, run |
| Adjective | A word which describes a noun. | interesting, fun, small |
| Adverb | A word which describes how a verb is done. | quickly, now |
| Pronoun | A word that can be used to replace a noun. | I, you, he, she, we, they |
| Character | Chinese is written in characters, not letters. A word can be made up of one character or a sequence of characters put together. Each character is pronounced as one syllable. | 国 guó = 'country' 中国 zhōngguó = 'China' (literally 'middle kingdom') |
| Pinyin | A way of writing Chinese in roman letters ('romanization') with tone markers. | nǐhǎo, zàijiàn |
| Strokes | Series of lines that make up a character. Each type of stroke is always written in the same direction. | horizontal stroke, vertical stroke, dot |
| Stroke order | The correct order in which you write the strokes in order to construct each character. | top to bottom, left to right, outside to inside |

| | | |
|-----------|---|---|
| Radical | The part of a Chinese character that gives you a clue about the character's meaning. | hand radical (扌), mouth radical (口), female radical (女) |
| Tone | There are 4 main tones in Mandarin, which affect the meaning of the character. The tone of a character is indicated by a line above the pinyin. | 1 st = high and flat, eg. sān 2 nd = going up, eg. shí 3 rd = down and up, eg. wǒ 4 th = going down, eg. liù |
| Homophone | Words that sound the same but mean different things. Chinese has a LOT of these! | 'sea' and 'see'; 'dear' and 'deer' |

| 7.0 | Revision: 复习 (Jinbu 1) | | | |
|-----|------------------------|-----------|----------------|----------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 面包 | miàn bāo | | bread |
| 2 | 鸡蛋 | jīdàn | | eggs |
| 3 | 面条 | miàntiáo | | noodles |
| 4 | 米饭 | mǐfàn | | rice |
| 5 | 比萨饼 | bǐsàbǐng | | pizza |
| 6 | 水 | shuǐ | | water |
| 7 | 茶 | chá | | tea |
| 8 | 水果 | shuǐguǒ | | fruit |
| 9 | 果汁 | guǒzhī | | fruit juice |
| 10 | 吃 | chī | | to eat |
| 11 | 喝 | hē | | to drink |
| 12 | 炒面 | chǎo miàn | | fried noodles |
| 13 | 炒饭 | chǎofàn | | fried rice |
| 14 | 饺子 | jiǎozi | | Chinese dumplings |
| 15 | 包子 | bāozi | | steamed buns |
| 16 | 咖啡 | kāfēi | | coffee |
| 17 | 绿茶 | lǜ chá | | green tea |
| 18 | 红茶 | hóng chá | | black tea (lit. 'red tea') |

| | | | | |
|----|-----|-------------|--|-----------------------------------|
| 19 | 花茶 | huā chá | | flower tea |
| 20 | 蛋炒饭 | dàn chǎofàn | | egg fried rice |
| 21 | 牛奶 | niúǎi | | milk |
| 22 | 牛肉 | niúròu | | beef |
| 23 | 猪肉 | zhūròu | | pork |
| 24 | 羊肉 | yáng ròu | | lamb |
| 25 | 鸡肉 | jīròu | | chicken |
| 26 | 早饭 | zǎofàn | | breakfast |
| 27 | 午饭 | wǔfàn | | lunch |
| 28 | 晚饭 | wǎnfàn | | dinner |
| 29 | 好吃 | hǎochī | | tasty |
| 30 | 想 | xiǎng | | to want to, would like to |
| 31 | 饭馆 | fànguǎn | | restaurant |
| 32 | 菜 | cài | | vegetable |
| 33 | 可乐 | kělè | | coke |
| 34 | 冰淇淋 | bīngqīlín | | ice-cream |
| 35 | 巧克力 | qiǎokèlì | | chocolate |
| 36 | 咖啡 | kāfēi | | coffee |
| 37 | 碗 | wǎn | | bowl; also a measure word |
| 38 | 杯 | bēi | | cup or glass; also a measure word |

| 7.0 | Revision: 复习 (Jinbu 2) | | | |
|-----|------------------------|-----------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 苹果 | píngguǒ | | apple |
| 2 | 橙子 | chéngzi | | orange |
| 3 | 香蕉 | xiāngjiāo | | banana |
| 4 | 西红柿 | xīhóngshì | | tomato |
| 5 | 青菜 | qīngcài | | greens |

| | | | | |
|---|----|----------|--|-----------------|
| 6 | 西瓜 | xīguā | | watermelon |
| 7 | 葡萄 | pútáo | | grapes |
| 8 | 白菜 | báicài | | Chinese cabbage |
| 9 | 黄瓜 | huángguā | | cucumber |

7.1 Opinions and adjectives: 想法和形容词 xiǎngfǎ hé xíngróngcí

| | Chinese | Pinyin | No. of strokes | English |
|----|---------------|-----------------------|----------------|-----------------------------------|
| 1 | 好吃 / 喝 | hǎo chī/hē | | tasty |
| 2 | 难吃 / 喝 | nán chī/hē | | unpalatable (hard to eat) |
| 3 | 香 | xiāng | | fragrant, delicious |
| 4 | 甜 | tián | | sweet |
| 5 | 辣 | là | | spicy |
| 6 | 咸 | xián | | salty |
| 7 | 酸 | suān | | sour |
| 8 | 新鲜 | xīnxiān | | fresh |
| 9 | 健康 | jiànkāng | | healthy |
| 10 | 对身体 (很 / 不) 好 | duì shēntǐ hěn/bù hǎo | | good/bad for you (lit. your body) |
| 11 | 更 | gèng | | more |
| 12 | 跟 ... 一样好吃 | gēn ... yīyàng hǎochī | | as tasty as ... |

7.2 More foods: 食品 shípǐn

| | Chinese | Pinyin | No. of strokes | English |
|---|---------|----------------|----------------|--------------------|
| 1 | 汤 | tāng | | soup |
| 2 | 素菜 | sùcài | | vegetarian dishes |
| 3 | 北京烤鸭 | Běijīng kǎo yā | | Beijing roast duck |
| 4 | 火锅 | huǒguō | | hotpot |
| 5 | 稀饭 | xīfàn | | porridge |
| 6 | 烤肉 | kǎo ròu | | roast meat |

| | | | | |
|----|------|----------------|--|------------------------|
| 7 | 蛋糕 | dàngāo | | cake |
| 8 | 蔬菜 | shūcài | | vegetables |
| 9 | 豆腐 | dòufǔ | | toufu |
| 10 | 西/中餐 | xī / zhōng cān | | Western / Chinese food |
| 11 | 小吃 | xiǎochī | | snacks |
| 12 | 点心 | diǎnxīn | | dimsum |

| 7.2 | Extra | | | |
|-----|---------|----------------|----------------|------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 珍珠奶茶 | zhēnzhū nǎichá | | bubble tea |
| 2 | | | | |
| 3 | | | | |

| 7.3 | Eating out: 在餐馆吃饭 zài cānguǎn chī fàn | | | |
|-----|---------------------------------------|-------------------------|----------------|----------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 餐厅 / 馆 (m.w. = 家) | cāntīng / guǎn (jiā) | | restaurant |
| 2 | 夜市 | yèshì | | night market |
| 3 | 快餐店 | kuàicāndiàn | | fast food restaurant |
| 4 | 肯德基 | kěndéjī | | KFC |
| 5 | 麦当劳 | màidāngláo | | McDonald's |
| 6 | 外卖店 | wàimàidiàn | | take-away |
| 7 | 吃外卖 | chī wàimài | | eat take-away |
| 8 | 炸鱼和薯条 | zhá yú hé shǔtiáo | | fish & chips |
| 9 | 点菜 | diǎn cài | | order food |
| 10 | 咖喱 | gālí | | curry |
| 11 | 汉堡包 | hànbǎobāo | | hamburgers |
| 12 | 比萨饼 | bǐsàbǐng | | pizza |

| 7.3 | Extra | | | |
|-----|---------|-------------|----------------|-----------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 垃圾食品 | lājī shípǐn | | junk food |
| 2 | | | | |
| 3 | | | | |

| 7.4 | Lifestyle: 生活方式 shēnghuó fāngshì | | | |
|-----|----------------------------------|---------------------|----------------|------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 一定要 * | yīdìng yào | | must |
| 2 | 不要 * | bú yào | | must not |
| 3 | 应该 * | yīnggāi | | should |
| 4 | 抽烟 / 吸烟 * | chōu / xī yān | | to smoke |
| 5 | 抽 / 吸电子烟 | chōu / xī diànzīyān | | to vape |
| 6 | 喝酒 * | hē jiǔ | | drink alcohol |
| 7 | 垃圾食品 | lājī shípǐn | | junk food |
| 8 | 毒品 | dúpǐn | | drugs |
| 9 | 上瘾 (H) | shàngyǐn | | addicted (to sth) |
| 10 | 有害的 | yǒu hài de | | harmful |
| 11 | 胖 / 瘦 * | pàng / shòu | | fat / thin |
| 12 | 锻炼身体 * | duànliàn shēntǐ | | do exercise |
| 13 | 活动 * | huódòng | | (do) physical activity |
| 14 | 减肥 | jiǎnféi | | lose weight |
| 15 | 超重 | chāozhòng | | overweight |
| 16 | 中药 | zhōngyào | | Chinese medicine |

| 7.4 | Extra | | | |
|-----|---------|---------|----------------|-----------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 戒烟 | jiè yān | | give up smoking |

| | | | | |
|---|----|---------|--|-------------|
| 2 | 针灸 | zhēnjiǔ | | acupuncture |
|---|----|---------|--|-------------|

| 7.5a | Food and festivals (China): 节日饮食 jiérì yǐnshí (中国) | | | |
|------|--|----------------|----------------|-----------------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 节日 | jiérì | | festival |
| 2 | 过 | guò | | spend (time, the festival season) |
| 3 | 春节 | chūnjié | | Spring festival |
| 4 | 新年 | xīnnián | | New Year |
| 5 | 包饺子 | bāo jiǎozi | | make dumplings |
| 6 | 送红包 | sòng hóngbāo | | give red envelopes |
| 7 | 穿新衣服 | chuān xīn yīfu | | wear new clothes |
| 8 | 中秋节 | zhōngqiūjié | | Mid-Autumn Festival |
| 9 | 月饼 | yuèbǐng | | moon cakes |
| 10 | 看月亮 | kàn yuèliang | | look at the moon |
| 11 | 端午节 | duānwǔjié | | Dragon Boat Festival |
| 12 | 赛龙舟 | sài lóngzhōu | | dragon boat races |
| 13 | 粽子 | zòngzi | | glutinous rice dumplings |
| 14 | 舞龙 / 狮 | wǔ lóng / shī | | dragon / lion dance |
| 15 | 热闹 | rènao | | lively |
| 16 | 快乐 | kuàilè | | happy |

| 7.5a | Extra | | | |
|------|---------|--------------------|----------------|---|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 庆祝 | qìngqzhù | | celebrate |
| 2 | 年年有余 | nián nián yǒu yú | | have a surplus (of sth) year after year |
| 3 | 吃得津津有味 | chī de jīn jīn yǒu | | eat with great relish / pleasure |
| 4 | 放鞭炮 | fàng biānpào | | set off fire-crackers |

| | | | | |
|---|-----|--------------|--|--|
| 5 | 放烟火 | fàng yānhuǒ | | set off fireworks |
| 6 | 贴春联 | tiē chūnlián | | paste New Year couplets |
| 7 | 国庆节 | guóqìngjié | | China's National Day (1 st October) |

| 7.5b | Food and festivals (Britain): 节日饮食 jiérì yǐnshí (英国) | | | |
|------|--|---------------------|----------------|-----------------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 圣诞节 | shèngdànjié | | Christmas |
| 2 | 火鸡 | huǒjī | | turkey |
| 3 | 送 / 收礼物 | sòng / shōu lǐwù | | give / receive presents |
| 4 | 唱圣诞歌曲 | chàng shèngdàn gēqǔ | | sing Christmas songs |
| 5 | 复活节 | fùhuójié | | Easter |
| 6 | 巧克力 | qiǎokèlì | | chocolate |
| 7 | 参加教会 | cānjiā jiàohuì | | attend church |
| 8 | 拜访亲友 | bàifǎng qīnyǒu | | visit friends and relatives |
| 9 | 玩儿得很开心 | wánr de hěn kāixīn | | have a lovely time |

| 7.5b | Extra | | | |
|------|---------|------------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 排灯节 | páidēngjié | | Diwali |
| 2 | 尔德 | ěrdé | | Eid |
| 3 | | | | |
| 4 | | | | |

| 7.6 | Time phrases: 什么时候? shénme shíhou? | | | |
|-----|------------------------------------|-----------|----------------|----------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 通常 | tōngcháng | | usually |
| 2 | 一般 | yìbān | | normally |

| | | | | |
|----|-----------------|-------------------------------|--|----------------------------|
| 3 | 每天 (都) | měitiān (dōu) | | everyday |
| 4 | 常常 | chángcháng | | often |
| 5 | 经常 | jīngcháng | | often |
| 6 | 平常 | píngcháng | | usually |
| 7 | 周末 | zhōumò | | weekends |
| 8 | 有时 (候) | yǒushí (hòu) | | sometimes |
| 9 | 很少 | hěn shǎo | | rarely/seldom |
| 10 | 先 ... 然后 ... 最后 | xiān ... ránhòu ... zuìhòu | | first ... then ... finally |

SENTENCE TRANSLATIONS

| | | | |
|------------|---|--|--|
| 7.1 | Opinions and adjectives: 想法和形容词 xiǎngfǎ hé xíngróngcí | | |
| 1 | I like eating fried rice because it's tasty. | | |
| 2 | I really don't like drinking coffee because it's unpalatable. | | |
| 3 | I think that green tea is very fragrant. | | |
| 4 | I can't eat spicy food. | | |
| 5 | I don't eat ice-cream because it isn't healthy. | | |

| | | |
|---|---|--|
| 6 | I most like eating fruit because it's good for you. | |
| 7 | Dad likes eating salty (food), Mum prefers eating sweet (food). | |
| 8 | In my opinion, meat is as tasty as fish. | |

| | | |
|------------|--|--|
| 7.2 | More foods: 食品 shípǐn | |
| 1 | I have eaten Beijing roast duck. | |
| 2 | I have not eaten hotpot. | |
| 3 | On Sundays, we normally eat roast meat. | |
| 4 | For breakfast, I often eat porridge, because it's healthy. | |
| 5 | I really hate eating tofu, because it is not tasty. | |
| 6 | Mum often makes soup for us. (HINT: use 给) | |

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| 7 | Although vegetables are good for you, I prefer eating meat. | |
| 8 | In my opinion, Chinese food is as tasty as Western food. | |

| | | |
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| 7.3 Eating out: 在餐馆吃饭 zài cānguǎn chī fàn | | |
| 1 | I often go to a restaurant to eat food. | |
| 2 | Last weekend, I went to an Indian restaurant to eat curry. | |
| 3 | On Saturdays, I normally go to a fast-food restaurant with my friends. | |
| 4 | On Friday nights, we sometimes eat take-away. | |
| 5 | KFC's food is more tasty than McDonald's food. | |
| 6 | British people love eating fish and chips, but it's bad for you. | |
| 7 | American people often eat hamburgers, but in my opinion it's not healthy. | |

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| 8 | I bought lots of snacks at the night market in Taipei. (HINT: think about word order!) | |
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| 7.4 | Lifestyle: 生活方式 shēnghuó fāngshì | |
| 1 | Smoking is not good for you. | |
| 2 | Drinking too much alcohol is not good for you. | |
| 3 | Playing computer games every day is not good for you. | |
| 4 | In order to be healthy, we should exercise every day. | |
| 5 | Doctors say we should eat less junk food. | |
| 6 | Lots of young people think vaping is cool, but I don't agree. | |
| 7 | In order to lose weight, I've decided to eat less cake. | |

| | | |
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| 8 | Because my dad eats burgers every day, he has become overweight. (HINT: use 了 to indicate a change of state) | |
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| | | |
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| 7.5 | Food and festivals: 节日饮食 jiérì yǐnshí | |
| 1 | When it is Spring Festival, Chinese people eat dumplings. | |
| 2 | When it is the Dragon Boat Festival, Chinese people eat glutinous rice dumplings. | |
| 3 | When it is the Mid-Autumn Festival, Chinese people like to eat mooncakes while looking at the moon. | |
| 4 | When it is Christmas, British people eat turkey. | |
| 5 | When it is Easter, British people eat too much chocolate! | |
| 6 | Last Christmas, I went skiing in France. | |

| | | |
|---|--|--|
| 7 | My favourite festival is Christmas, because it is both lively and fun. | |
| 8 | In the future, I want to go to China to celebrate the Spring Festival, because I love setting off fire-crackers. | |



GCSE MANDARIN

GCSE (9-1) Chapter 8

The world of work:

工作 gōngzuò

| SECTION | TOPIC |
|---------|---------------------------------------|
| 8.0 | Revision: 复习 fùxí |
| 8.1 | Work experience: 工作经验 gōngzuò jīngyàn |
| 8.2 | Future plans: 未来计划 wèilái jìhuà |
| 8.3 | Ideal jobs: 理想的工作 lǐxiǎng de gōngzuò |
| 8.4 | Volunteering: 做义工 zuò yìgōng |
| 8.5 | Blogs: 博客 bóké |
| 8.6 | Good causes: 公益活动 gōngyì huódòng |

How to revise

- First, divide the new vocabulary into groups: don't try to learn it all at once. If you have 10 words or phrases to learn, you should follow each of the steps below with between 1 and 3 words or phrases, depending on how confident you feel. Bear in mind how many *characters* each new word contains and whether you have come across any of the characters before. Don't try to learn more than 5 new characters in one go.
- Once you have mastered your first set of vocabulary, move on to your next chunk of 1-3 words.
- Don't forget to revisit all of the words regularly so that you don't forget them!
- Try using Quizlet or Duolingo to help you practise the new vocabulary and characters.

Step 1: Understanding the vocabulary

| | | |
|---|---------|--|
| 1 | Read | Read through the new vocabulary and carefully copy it into your revision book, along with the pinyin and English translation. |
| 2 | Observe | Look at the radical in each character. Does it give you a clue about the meaning? Is this character similar to any other characters you have |

| | | |
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| | | learnt? Make a mental note of the subtle differences too - a dot in the wrong place can change the character's meaning entirely! |
| 3 | Cover | Cover up the English and try to remember what each Chinese word or character means. |
| 4 | Say | Next, cover up the pinyin as well and try to say each word or character out loud, with the correct pronunciation. |
| 5 | Repeat | Repeat this process until you are confident that you understand what all of the words mean. |

Step 2: Writing the new characters

| | | |
|---|---------|--|
| 1 | Count | Count the number of strokes in each character and write them in the 'number of strokes' column. |
| 2 | Analyse | Work out how the character is constructed. Is it made up of left and right components, top and bottom components, inside and outside components? |
| 3 | Write | Practise writing each character several times. Pay attention to the correct stroke order! Each time you write a character, check you've done it correctly by looking back at your original list of new vocabulary. |
| 4 | Check | Look at the English and try to write out each new word or character from memory. Mark your work carefully in red pen. |
| 5 | Repeat | Repeat this process until you are confident that you are able to write all of the characters accurately. |

| Useful Terminology | | |
|--------------------|---|--|
| Term | Definition | Example |
| Noun | The name of a person, place or object. | London, Joseph, pen |
| Verb | A doing word. | play, walk, run |
| Adjective | A word which describes a noun. | interesting, fun, small |
| Adverb | A word which describes how a verb is done. | quickly, now |
| Pronoun | A word that can be used to replace a noun. | I, you, he, she, we, they |
| Character | Chinese is written in characters, not letters. A word can be made up of one character or a sequence of characters put together. Each character is pronounced as one syllable. | 国 guó = 'country' 中国 zhōngguó = 'China' (literally 'middle kingdom') |
| Pinyin | A way of writing Chinese in roman letters ('romanization') with tone markers. | nǐhǎo, zàijiàn |
| Strokes | Series of lines that make up a character. Each type of stroke is always written in the same direction. | horizontal stroke, vertical stroke, dot |

| | | |
|--------------|---|---|
| Stroke order | The correct order in which you write the strokes in order to construct each character. | top to bottom, left to right, outside to inside |
| Radical | The part of a Chinese character that gives you a clue about the character's meaning. | hand radical (扌), mouth radical (口), female radical (女) |
| Tone | There are 4 main tones in Mandarin, which affect the meaning of the character. The tone of a character is indicated by a line above the pinyin. | 1 st = high and flat, eg. sān 2 nd = going up, eg. shí 3 rd = down and up, eg. wǒ 4 th = going down, eg. liù |
| Homophone | Words that sound the same but mean different things. Chinese has a LOT of these! | 'sea' and 'see'; 'dear' and 'deer' |

| 8.0 | Review: 复习 (Jinbu 2) | | | |
|-----|----------------------|--------------|-----------|------------------------|
| | Chinese | Pinyin | Number of | English |
| 1 | 工人 | gōngrén | | factory worker |
| 2 | 商人 | shāngrén | | business-person |
| 3 | 医生 | yīshēng | | doctor |
| 4 | 演员 | yǎnyuán | | actor |
| 5 | 工程师 | gōngchéngshī | | engineer |
| 6 | 记者 | jìzhě | | journalist |
| 7 | 科学家 | kēxuéjiā | | scientist |
| 8 | 护士 | hùshì | | nurse |
| 9 | 公司 | gōngsī | | company |
| 10 | 工厂 | gōngchǎng | | factory |
| 11 | 工作 | gōngzuò | | to work |
| 12 | 医院 | yīyuàn | | hospital |
| 13 | 将来 | jiānglái | | future / in the future |
| 14 | 做 | zuò | | to become / be / do |

| 8.0 | More occupations: 职业 zhíyè | | | |
|-----|----------------------------|--------------|----------------|------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 作家 | zuòjiā | | writer |
| 2 | 画家 | huàjiā | | painter |
| 3 | 艺术家 | yìshùjiā | | artist |
| 4 | 兽医 | shòuyī | | vet |
| 5 | 牙医 | yáyī | | dentist |
| 6 | 消防员 | xiāofángyuán | | fire-fighter |
| 7 | 售货员 | shòuhuòyuán | | shop assistant |
| 8 | 运动员 | yùndòngyuán | | sportsman/-woman |
| 9 | 设计师 | shèjìshī | | designer |
| 10 | 理疗师 | lǐliáoshī | | physiotherapist |
| 11 | 律师 | lǜshī | | lawyer |
| 12 | 建筑师 | jiànzhùshī | | architect |
| 13 | 翻译 | fānyì | | translator |
| 14 | 警察 | jǐngchá | | policeman/-woman |
| 15 | 司机 | sījī | | driver |
| 16 | 会计 | kuàijì | | accountant |

| 8.0 | Extra | | | |
|-----|---------|--------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

| 8.1 | Work experience: 工作经验 gōngzuò jīngyàn | | | |
|-----|---------------------------------------|--------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |

| | | | | |
|----|----------|----------------------------|--|--------------------------------|
| 1 | (参加)社会实践 | (cānjiā) shèhuì shíjiàn | | (take part in) work experience |
| 2 | 兼职 (工作) | jiānzhi (gōngzuò) | | part-time (work) |
| 3 | 工作 | gōngzuò | | work |
| 4 | 帮助 | bāngzhù | | help |
| 5 | 送报纸 | sòng bàozhǐ | | deliver newspapers |
| 6 | 学到很多东西 | xué dào hěnxuō dōngxī | | learn lots of things |
| 7 | 是 … 的 | shì ... de | | [used for emphasis] |
| 8 | 除了 … 还 … | chúle ... hái ... | | apart from ... |
| 9 | 感到满意 | gǎn dào mǎnyì | | feel satisfied |
| 10 | 感到失望 | gǎn dào shīwàng | | feel disappointed |
| 11 | 零花钱/零用钱 | línghuāqián / língyòngqián | | pocket money |
| 12 | 老板 | lǎobǎn | | boss |

| 8.1 | Extra - places you might work | | | |
|-----|-------------------------------|-----------------|----------------|----------------|
| | Chinese (measure word) | Pinyin | No. of strokes | English |
| 1 | 小学 (所) | xiǎoxué (suǒ) | | primary school |
| 2 | 医院 (所) | yīyuàn (suǒ) | | hospital |
| 3 | 饭馆 (家) | fànguǎn (jiā) | | restaurant |
| 4 | 商店 (家) | shāngdiàn (jiā) | | shop |
| 5 | 药店 (家) | yàodiàn (jiā) | | pharmacy |
| 6 | 工厂 (家) | gōngchǎng (jiā) | | factory |
| 7 | 公司 (家) | gōngsī (jiā) | | company |
| 8 | 博物馆 (个) | bówùguǎn (gè) | | museum |
| 9 | 动物园 (个) | dòngwùyuán (gè) | | zoo |
| 10 | 体育馆 (个) | tīyùguǎn (gè) | | gym |

| | | | | |
|----|-----------|-----------------|--|--------|
| 11 | 办公室 (个/间) | bàngōngshì (gè) | | office |
|----|-----------|-----------------|--|--------|

| 8.2 | Future plans: 未来计划 wèilái jìhuà | | | |
|-----|---------------------------------|------------------------------|----------------|-------------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 理想的工作 | lǐxiǎng de gōngzuò | | ideal job |
| 2 | 从小 (的时候) 就 … | cóng xiǎo (de shíhou) jiù | | from a young age |
| 3 | 毕业以后 | bìyè yǐhòu | | after graduating |
| 4 | 将来 | jiānglái | | in the future |
| 5 | 希望 | xīwàng | | hope |
| 6 | 打算 | dǎsuàn | | plan |
| 7 | 上/读大学 | shàng / dú dàxué | | go to university |
| 8 | 国外 | guówài | | abroad |
| 9 | 对 … 有/感兴趣 | duì ... yǒu/ gǎn xìngqù | | interested in ... |

| 8.2 | Extra | | | |
|-----|---------|--------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

| 8.3 | Ideal jobs: 理想的工作 lǐxiǎng de gōngzuò | | | |
|-----|--------------------------------------|-------------------|----------------|---------------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 找到 | zhǎo dào | | find |
| 2 | 高工资 | gāo gōngzī | | high wages |
| 3 | 赚钱 | zhuàn qián | | earn money |
| 4 | 全职 (工作—) | quánzhí (gōngzuò) | | full-time job |

| | | | | |
|----|---------|-----------------------|--|------------------------------|
| 5 | 兼职（工作） | jiānzhí (gōngzuò) | | part-time job |
| 6 | 重要 | zhòngyào | | important |
| 7 | 容易 | róngyì | | easy |
| 8 | 难 | nán | | hard, difficult |
| 9 | （得到）成就感 | (dé dào) chéngjiù gǎn | | (get a) sense of achievement |
| 10 | 轻松 | qīngsōng | | relaxed |
| 11 | 有趣 | yǒuqù | | interesting |
| 12 | 有意义 | yǒu yìyì | | meaningful |
| 13 | 感到满意 | gǎn dào mǎnyì | | feel satisfied |
| 14 | 帮助人 | bāngzhù rén | | help people |
| 15 | 我个人觉得 | wǒ gèrén juéde | | I personally feel |
| 16 | 依我看 | yì wǒ lái kàn | | as far as I'm concerned |

| 8.3 | Extra | | | |
|-----|---------|--------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

| 8.4 | Volunteering: 做义工 zuò yìgōng <i>and</i> | | | |
|-----|--|----------------|----------------|-------------------|
| 8.6 | Good causes: 公益活动 gōngyì huódòng | | | |
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 做义工 | zuò yìgōng | | do voluntary work |
| 2 | 做志愿者 | zuò zhìyuànzhe | | be a volunteer |
| 3 | 老人院 | lǎorényuàn | | old people's home |
| 4 | 慈善店 | císhàndiàn | | charity shop |
| 5 | 组织 | zǔzhī | | organisation |

| | | | | |
|---|---------|--------------------|--|----------------------------|
| 6 | (参加) 活动 | (cānjiā) huódòng | | (take part in an) activity |
| 7 | 给钱 / 衣服 | gěi qián / yīfu | | give clothes / money |
| 8 | 为 … 筹钱 | wèi ... chóu qián | | raise money for ... |
| 9 | 给议员写信 | gěi yìyuán xiě xìn | | write to your MP |

| | | | | |
|--------------------------|----------------|---------------|-----------------------|----------------|
| 8.4 8.6 | Extra | | | |
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 贫困 | pínkùn | | poor; poverty |
| 2 | 失业 | shīyè | | unemployed |
| 3 | 乞丐 | qǐgài | | beggar |
| 4 | 难民 | nànmín | | refugee |
| 5 | | | | |
| 6 | | | | |

| | | | | |
|------------|-----------------------|-------------------------|-----------------------|-----------------------------|
| 8.5 | Blogs: 博客 bóké | | | |
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 写博客 | xiě bóké | | write a blog |
| 2 | 网页 | wǎngyè | | web page |
| 3 | 网站 | wǎngzhàn | | website |
| 4 | 网民 | wǎngmín | | people who use the internet |
| 5 | 网友 | wǎngyǒu | | online friend |
| 6 | 打字 | dǎ zì | | type |
| 7 | 聊天 | liáotiān | | chat |
| 8 | 交新朋友 | jiāo xīn péngyǒu | | make new friends |
| 9 | 对 … 有/感兴趣 | duì ... yǒu/ gǎn xìngqù | | be interested in ... |

| 8.5 | Extra | | | |
|-----|---------|--------|----------------|---------|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

| Extra | Writing letters in Chinese: 写中文信 xiě zhōngwén xìn | | | |
|-------|---|------------------|----------------|---|
| | Chinese | Pinyin | No. of strokes | English |
| 1 | 尊敬的 | zūnjìng de | | respectful, esteemed ('Dear...' in a formal letter) |
| 2 | 申请 | shēnqǐng | | apply |
| 3 | 面试 | miànshì | | interview |
| 4 | 面谈 | miàntán | | interview |
| 5 | 自我介绍 | zìwǒ jièshào | | introduce oneself |
| 6 | 简历 | jiǎnlì | | CV |
| 7 | 工作经验 | gōngzuò jīngyàn | | work experience |
| 8 | 签名 | qiān míng | | sign your name |
| 9 | 随信附上 | suí xìn fù shàng | | enclosed is ... |
| 10 | 祝好 | zhùhǎo | | 'Best wishes ...' |

SENTENCE TRANSLATIONS

| | | |
|------------------------------|--|--|
| 8.0 Revision: 复习 fùxí | | |
| 1 | My Dad is a businessman. | |
| 2 | My Mum is a journalist. | |
| 3 | My older sister works in a hospital. | |
| 4 | My grandpa works in a company. | |
| 5 | In the future, I want to be a doctor. | |
| 6 | In the future, my friend wants to be a nurse. | |
| 7 | I want to be an engineer, because I feel that science is extremely important. | |
| 8 | My girlfriend wants to be an actor, because she is really interested in films. | |

| | | |
|------------|--|--|
| 8.1 | Work experience: 工作经验 gōngzuò jīngyàn | |
| 1 | Last year, I took part in work experience at a museum. (HINT: check word order!) | |
| 2 | In March, I took part in 2 weeks of work experience. (HINT: check word order!) | |
| 3 | I took part in 1 week of work experience in an office. (HINT: check word order!) | |
| 4 | I felt very satisfied, because I like helping children. | |
| 5 | Apart from learning lots of things, I also had a good time. (HINT: say 'played very happily!') | |
| 6 | I felt disappointed, because the boss was not nice to me. (HINT: say 'towards me not good') | |
| 7 | I think that taking part in work experience is both important and interesting. | |
| 8 | My teacher says, although taking part in work experience is difficult, you can learn lots of things. | |

| | | |
|--|---|--|
| 8.2 Future plans: 未来计划 wèilái jìhuà | | |
| 1 | In the future, I hope to go to university. | |
| 2 | After graduating, I plan to travel abroad. | |
| 3 | From a young age, I wanted to become a vet. | |
| 4 | After graduating, my ideal job is to become an accountant. | |
| 5 | In the future, I plan to go to university to study Chinese, because I hope to be a translator. | |
| 6 | I don't want to go to university, because in my opinion it is too expensive. | |
| 7 | After graduating, I want to become a designer, because I am interested in art. | |
| 8 | My ideal job is to be a lawyer, but my mum thinks that being a lawyer would be both difficult and boring. | |

| | | |
|---|--|--|
| 8.3 Ideal jobs: 理想的工作 lǐxiǎng de gōngzuò | | |
| 1 | After graduating, I want to find a full-time job. | |
| 2 | In the summer holidays, I want to find a part-time job. | |
| 3 | I think that having an interesting job is very important. | |
| 4 | My parents say that finding a well-paid job is the most important. (lit. 'a high wages job') | |
| 5 | My ideal job is both relaxing and easy. | |
| 6 | I want to find a meaningful job. | |
| 7 | I personally feel that earning lots of money is not important. | |

| | | |
|---|--|--|
| 8 | As far as I'm concerned, if I can help people, I will feel very satisfied. | |
|---|--|--|

| | | |
|-----|---|--|
| 8.4 | Volunteering: 做义工 zuò yìgōng and | |
| 8.6 | Good causes: 公益活动 gōngyì huódòng | |
| 1 | I do voluntary work at an old people's home every week. | |
| 2 | I do voluntary work at a charity shop every weekend. | |
| 3 | Last month, I did 2 weeks of voluntary work. | |
| 4 | I took part in an activity to recycle plastic bottles. | |
| 5 | I took part in an activity to help refugees. | |
| 6 | We raised money for organisations that protect the environment. | |

| | | |
|---|--|--|
| 7 | I wrote a letter to my member of parliament. | |
| 8 | I personally feel that doing voluntary work is not only important but can also make you feel very satisfied. | |

| | | |
|---------------------------|---|--|
| 8.5 Blogs: 博客 bókè | | |
| 1 | I write a blog every week. | |
| 2 | I have made lots of new internet friends online. (HINT: think about word order) | |
| 3 | I like reading sport blogs, because I'm interested in lots of different sports. | |
| 4 | Apart from reading music blogs, I also like reading Chinese blogs. | |
| 5 | I type very slowly! | |