



Salford City Academy

The best in everyone™

Part of United Learning

Year 9

End of Year Revision Materials

June 2026

Name: _____

Tutor group: _____

RESPONSIBILITY | EXCELLENCE | ASPIRATION | COMMITMENT | TEAMWORK

<p>Me llevo bien con (I get on well with)</p> <p>Tengo buena relación con (I have a good relationship with)</p> <p>Puedo confiar en (I can trust in)</p>	<p>mi padre (my dad)</p> <p>mi madre (my mum)</p> <p>mi padrastro (my stepdad)</p> <p>mi madrastra (my stepmum)</p>	<p>porque (because)</p>	<p>es (he/she is)</p>	<p>simpático/a (nice)</p> <p>comprensivo/a (understanding)</p> <p>gracioso/a (funny)</p> <p>cariñoso/a (loving/affectionate)</p> <p>alegre (cheerful)</p> <p>amable (kind)</p>	<p>y (and)</p>	<p>me ayuda (he/she helps me)</p> <p>me apoya (he/she supports me)</p> <p>me hace reír (he/she makes me laugh)</p> <p>me entiendo (he/she understands me)</p> <p>me escucha (he/she listens to me)</p> <p>me da libertad (he/she gives me freedom)</p>
<p>Me llevo mal con (I get on badly with)</p> <p>Tengo una relación problemática con (I have a problematic relationship with)</p> <p>Me peleo con (I fight with)</p> <p>Discurto con (I argue with)</p> <p>No puedo confiar en (I can't trust in)</p>	<p>mi hermano mayor (my older brother)</p> <p>mi hermana menor (my younger sister)</p> <p>mi hermano gemelo (my twin brother)</p> <p>mi abuelo (my granddad)</p> <p>mi abuela (my grandma)</p>	<p>ya que (as)</p>	<p>no es (he/she isn't)</p> <p>puede ser (he/she can be)</p>	<p>antipático/a (mean)</p> <p>terco/a (stubborn)</p> <p>celoso/a (jealous)</p> <p>perezoso/a (lazy)</p> <p>travieso/a (naughty)</p> <p>egoísta (selfish)</p>	<p>pero (but)</p> <p>sin embargo (however)</p>	<p>me critica (he/she criticises me)</p> <p>me trata como un niño (he/she treats me like a child)</p> <p>me molesta (he/she annoys me)</p> <p>me fastidia (he/she annoys me)</p> <p>no me da libertad (he/she doesn't give me freedom)</p>
<p>Tengo mucho en común con (I have a lot in common with)</p> <p>No tengo nada en común con (I don't have anything in common with)</p>	<p>mi primo (my cousin)</p> <p>mi mejor amigo/a (my best friend)</p>					
















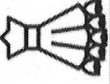
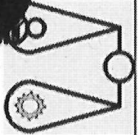

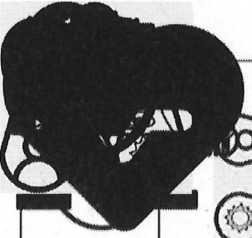

Pienso que (I think that)		es (is)	muy (very)	simpático/a (nice)			ayudarme (help me)
				comprensivo/a (understanding)			apoyarme (support me)
Creo que (I believe that)	un buen amigo (a good friend)			gracioso/a (funny)	y también (and also)	debe (he/she must)	escucharme (listen to me)
				cariñoso/a			
Desde mi punto de vista (From my point of view)		debe ser (must be)	bastante (quite)	(loving/affectionate)			trátarme bien (treat me well)
				alegre (cheerful)			entenderme (understand me)
				amable (kind)			
				amistoso/a (friendly)	y además (and in addition)	puede (he/she can)	comprenderme (understand me)
Mis amigos dicen que (My friends say that)	una buena amiga (a good friend)			honesto/a (honest)			criticarme (criticise me)
				generoso/a (generous)		no debe (he/she must not)	
Mis padres dicen que (My parents say that)		puede ser (can be)	un poco (a bit)			no puede (he/she cannot)	fastidiarme (annoy me)

<p>Ayer (Yesterday) La semana pasada (last week) El mes pasado (last month) El año pasado (last year) Hace un año (A year ago)</p>	<p>fui (I went to) fuimos (we went to)</p>	<p>al colegio (to the school) al mercado (to the market) al supermercado (to the supermarket) al museo (to the museum) al polideportivo (to the sports centre) al estadio (to the stadium) al centro comercial (to the shopping centre) al restaurante (to the restaurant) al cine (to the cinema) al parque (to the park) a la biblioteca (to the library) a la playa (to the beach) a la panadería (to the bakery) a la piscina (to the swimming pool) a la tienda (to the shop)</p>	<p>donde (where)</p>	<p>leí libros (I read books) estudié (I studied) compré comida (I bought food) compré pan (I bought bread) compré ropa (I bought clothes) aprendí sobre la historia (I learnt about history) vi películas (I watched films) hice deporte (I did sports) hice ejercicio (I did exercise) nadé (I swam) tomé el sol (I sunbathed) vi un partido de fútbol (I watched a football match) caminé (I walked) comí (I ate)</p>	<p>y fue (and it was) Y lo pasé genial (and I had a good time) Y lo pasé fat al (and I had an awful time) lo pasé bomba (and I had a blast)</p>	<p>genial (great) increíble (amazing) emocionante (exciting) inolvidable (unforgettable) divertido (fun) relajante (relaxing) estresante (stressing) aburrido (boring) horrible (horrible) un desastre (a disaster)</p>
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Mi ciudad ideal <i>(My ideal city)</i>	debe ser <i>(must be)</i>	barato/a <i>(cheap)</i>	debe tener <i>(must have)</i>	una playa tropical <i>(a tropical beach)</i>
Mi pueblo ideal <i>(My ideal town)</i>	sería <i>(would be)</i>	precioso/a <i>(beautiful)</i>	y tendría <i>(and it would have)</i>	una selva <i>(a jungle)</i>
Mi barrio ideal <i>(My ideal neighbourhood)</i>	no sería <i>(it would not be)</i>	tranquilo/a <i>(calm/quiet)</i>	y habría <i>(and there would be)</i>	unas montañas <i>(some mountains)</i>
		limpio/a <i>(clean)</i>		muchos espacios verdes <i>(lots of green spaces)</i>
		caro/a <i>(expensive)</i>		muchos lagos <i>(lots of lakes)</i>
		feo/a <i>(ugly)</i>		muchos ríos <i>(lots of rivers)</i>
		ruidoso/a <i>(noisy)</i>		unos bosques <i>(some forests)</i>
		sucio/a <i>(dirty)</i>		
		concurrido/a <i>(busy)</i>		

En mi pueblo <i>(In my town)</i>		mucho <i>(a lot of)</i>	tráfico <i>(traffic)</i>
		demasiado <i>(too much)</i>	ruido <i>(noise)</i>
En mi barrio <i>(In my neighbourhood)</i>		mucha <i>(a lot of)</i>	basura <i>(rubbish)</i>
	hay <i>(there is/are)</i>	demasiada <i>(too much)</i>	contaminación del aire <i>(air pollution)</i>
En mi ciudad <i>(In my city)</i>			contaminación del agua <i>(water pollution)</i>
En mi país <i>(In my country)</i>		muchas <i>(lots of)</i>	bolsas de plástico <i>(plastic bags)</i>
		demasiadas <i>(too many)</i>	fábricas <i>(factories)</i>
	se debe <i>(one must)</i>	usar el transporte público <i>(use public transport)</i>	
		reducir el consumo de gasolina <i>(reduce the consumption of petrol)</i>	
Para mejorar el medio ambiente <i>(In order to improve the environment)</i>	se puede <i>(one can)</i>	reciclar plástico <i>(recycle plastic)</i>	
		reciclar papel <i>(recycle paper)</i>	
	debo <i>(I must)</i>	reciclar latas <i>(recycle cans/tins)</i>	
		reciclar vidrio <i>(recycle glass)</i>	
		apagar la luz <i>(turn off the light)</i>	
Para cuidar el planeta <i>(In order to look after the planet)</i>	puedo <i>(I can)</i>	ahorrar energía <i>(save energy)</i>	
		usar menos agua <i>(use less water)</i>	
	debemos <i>(we must)</i>	reutilizar bolsos de plástico <i>(reuse plastic bags)</i>	
	podemos <i>(we can)</i>		

Poem key quotations

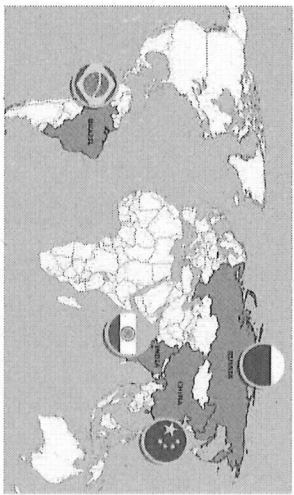
	My son aged three fell in the nettle bed. (Nettles)		But thy eternal summer shall not fade. (Sonnet 18)
	White blisters beaded on his tender skin. (Nettles)		So long lives this, and this gives life to thee (Sonnet 18)
	A funeral pyre to burn the fallen dead. (Nettles)		The time will come when, with elation (Love after Love)
	My son would often feel sharp wounds again (Nettles)		You will love again the stranger who was yourself. (Love after Love)
	Overnight, very Whitely, discreetly (Mushrooms)		Give wine. Give bread. Give back your heart (Love after Love)
	Nobody sees us (Mushrooms)		Sit. Feast on your life. (Love after Love)
	Little or nothing So many of us! (Mushrooms)		Love's time's beggar, but even a single hour, (Hour)
	We shall by morning Inherit the earth Our foot's in the door (Mushrooms)		We find an hour together, spend it not on flowers (Hour)
	Shall I compare thee to a summer's day? (Sonnet 18)		than here. Now. Time hates love, wants love poor, (Hour)
	Thou art more lovely and more temperate. (Sonnet 18)		but love spins gold, gold, gold from straw. (Hour)

Year 9 – Relationship Poetry – Key Words

Alliteration	The repetition of the same consonant sound, often at the beginning of words.
Contrast	Placing words, lines, verses etc. together to emphasise their differences.
Couplet	Two successive lines of verse of which the final words rhyme with another.
Dialogue	A conversation between two or more people.
Enjambment	The overlapping of a sentence onto the following line, usually to emphasise a word or phrase at the start of a line or verse.
Extended metaphor	A metaphor that is developed throughout a poem.
Form	The way a poem is set out, or a term used to categorise poems which follow particular conventions.
Free verse	Poetry that does not have a regular pattern of rhyme.
Half-rhyme	Partial rhyme, which occurs when similar but not identical sounds are repeated.
Juxtaposition	When two or more ideas, images, words etc. are placed side beside to develop comparisons and contrasts.
Onomatopoeia	The use of a word that sounds like its meaning.
Pace	The speed at which a poem flows.
Personification	The attribution of human feelings, emotions, or sensations to an inanimate object.
Rhyme scheme	The pattern of a poem's rhyme, often identified using letters e.g. ABABCC
Rhythm	The 'movement' of the poem as created through the meter and the way that language is stressed within the poem.
Stanza	A group of lines forming a unit in a poem.
Structure	The way a poem is organised.
Tone	Feelings or ideas suggested by the language used by the poet.
Volta	A 'turning point' in a poem.
Sonnet	A poem that has 14 lines and a particular pattern of <u>rhyme</u> .

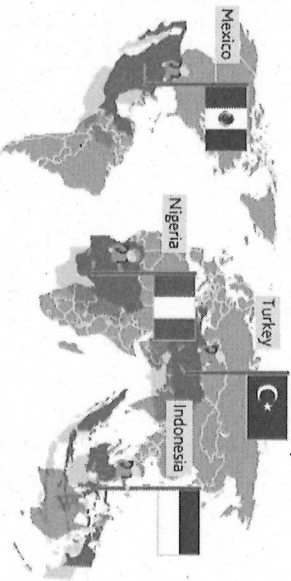
9.3.1 Describe the location of the newly emerging countries and the characteristics of them.

Who are the emerging countries?



A map showing the BRIC countries (Brazil, Russia, India, China)

1. The BRIC countries are the countries with the fastest growing economies world-wide.
2. They are located in South America (Brazil) and Asia (Russia, India, China).
3. They have a large land mass.
4. They tend to be rich in natural resources.
5. They have large populations, which are generally young.
6. They play a key role in world trade, with China being the world's biggest exporter.

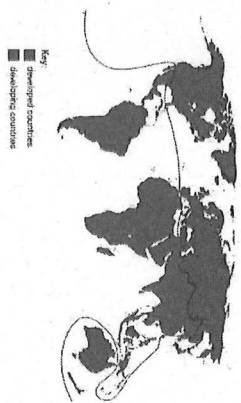


A map showing the MINT countries (Mexico, Indonesia, Nigeria, Turkey)

1. The MINT countries are another four recently emerging countries.
2. One is located in South America (Mexico), two in Asia (Indonesia and Turkey), and one on the east coast of Africa (Nigeria).
3. Similar to the BRIC countries, they have large land masses and a young population.
4. Nigeria's growth has been based on exporting oil.
5. Mexico is home to many TNCs (see below), such as Fiat, therefore exporting secondary products world-wide.

9.3.1 Describe the location of the newly emerging countries and the characteristics of them.

Is the Brandt line still relevant?



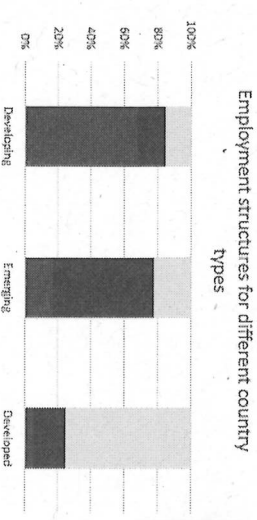
1. The Brandt line suggests that there are just two categories of countries, developed and developing.
2. This was created in the 1980s and was based purely on GDP.
3. The rise of the BRIC and MINT countries does undermine the line.
4. 7 of the countries are found south of the line.
5. Today many countries are seeing a rapid increase in their GDP per capita.

Key Terms:

1. Imports – Goods brought into a country.
2. Exports – Sending goods to another country for sale.
3. Trade unions – An organisation of workers who work to protect the rights of those employed.
4. Tax Breaks – This reduces the amount of tax a company must pay (normally for a fixed period), therefore increasing profit.
5. Subsidies – Money given by a government to help an industry keep down the cost of exports.
6. Human development index (HDI) – A development measure which combines GDP per capita, life expectancy and literacy rate.
7. Urbanisation – The growth in the number/proportion of people living in towns and cities.

9.3.1 Describe the location of the newly emerging countries and the characteristics of them.

The key features of emerging countries:



	GDP	Life expectancy	Infant mortality	HDI
Somalia	\$550	50	117 per 1000	0.26 (v. low)
Mexico	\$13, 150	72	19 per 1000	0.81 (high)
UK	\$36, 250	77	6 per 1000	0.95 (v. high)

Development indicators in an emerging country:

1. Emerging countries are categorised as having a rapidly improving quality of life.
2. In general, the population is getting richer, due to higher wages.
3. This means the governments of these countries have more money to invest in infrastructure such as schools and hospitals, which also improves quality of life.
4. From the table it is clear to see that Mexico (an emerging country), has significantly improved development indicators.
5. This has resulted in a HDI score for Mexico, which is much closer to the UK.

1. The graph shows the 'general' employment structures for a developing, emerging, and developed country.
2. Emerging countries are characterised by having a large % of workers in secondary industries (manufacturing).
3. Emerging countries have seen mechanisation of primary activities such as farming, in rural areas, so a reduction in jobs in the primary sector.
4. This has allowed people to move to cities, to work in the manufacturing sector, where wages are often higher.

How China became an emerging country:

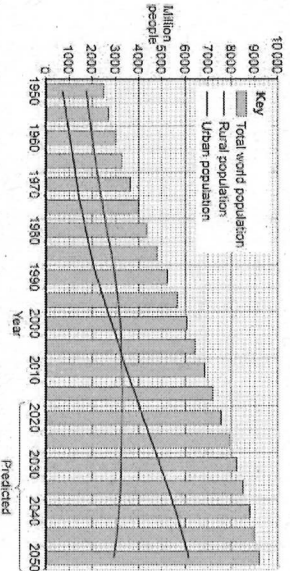


1. China had a very low minimum wage compared to developed countries, this encouraged companies to set-up, as products could be made cheaply, leading to greater profits.
2. Trade unions were weak in China, resulting in many companies attempting to pay below the minimum wage and making workers work long hours. This led to greater production and profits.
3. Companies such as transnationals were given tax breaks, this encouraged companies to set-up.
4. There were fewer environmental laws in China, this meant that industries could operate more cheaply, resulting in bigger profits.
5. The government placed subsidies on exports; \$1 billion was set aside each year to reduce the cost of the goods exported, resulting in more being sold and therefore increasing job opportunities.

NB: The points are historic and have been generalised for revision purposes.

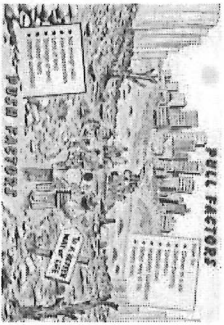
9.3.2 Explain why rural to urban migration is a key feature of life in emerging countries.

Urbanisation is a key feature of emerging countries:



1. The world's population is becoming more urbanised.
2. The fastest rates of urbanisation are taking place in the emerging countries.
3. People are moving from the rural areas to the urban areas; the pace of this movement is rapid.

Push and pull factors to urban areas are a key feature in emerging countries:



Possible push factors from rural areas:

1. Mechanisation of primary industries (farming) means few jobs.
2. Potential drought, lack of food and clean water.
3. Lack of schools, meaning less chance of children getting an education.
4. Difficult to access medical care, meaning illness and disease may go untreated.

They are pulled to the city as there are many jobs in the manufacturing industries, with improved wages.

As well as a reliable food and water source, access to medical care and education.

KPIs:

- 9.3.1 Describe the location of the newly emerging countries and the characteristics of them.
- 9.3.2 Explain why rural to urban migration is a key feature of life in emerging countries.
- 9.3.3 Assess the opportunities and challenges faced by people living in a city in an emerging country.
- 9.3.4 Evaluate the social, environmental, economic and political impacts of a TNC(s) in an emerging country.

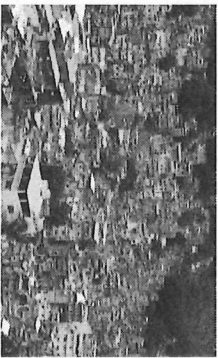
9.3.3 Assess the opportunities and challenges faced by people living in a city in an emerging country.

The opportunities and challenges of living in a city in a newly emerging country (Rio):

1. Rio is a city in an emerging country (Brazil) which has seen rapid rates of urbanisation.
2. Some people live in modern apartments and housing, whilst others live in favelas (shanty settlement/illegal) on the edges and hillsides of the city.



What are shanty settlements (favelas) like?



1. Houses are densely packed together.
2. They are built illegally and could be knocked down by the authorities.
3. They are usually built on land which developers do not want to use e.g. hillsides, near railway tracks, on marsh land, on the outskirts of cities etc.

Opportunities of living in Rocinha (a favela in Rio):

1. Located in Rio which has the highest income per head in the country, so jobs could lead to wages for food, medicines and sending children to school.
2. 88% of housing is connected to the main water supply, so less diseases e.g. cholera.
3. Housing has electricity, which means an improved quality of life e.g. being able to heat and light the home.

Challenges of living in Rocinha (a favela in Rio)

1. 12% of the population do not have access to clean water, so might be forced to drink dirty water with the risk of getting diseases.
2. Unemployment in favelas is 20%, so many people do informal, cash in hand jobs. Pay can be low, so they might not be able to afford basic medicines and food.
3. Only 50% of waste is collected, so waste builds up in the streets, sometimes leading to vermin and mosquitos, which can increase the risk of diseases, such as malaria.
4. Crime can be a problem in the area.

9.3.4 Evaluate the social, environmental, economic and political impacts of a TNC(s) in an emerging country.

The role of TNCs in emerging countries

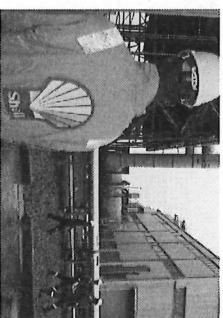
A transnational corporation is a company which has its headquarters in one country (normally a developed country), and its factories elsewhere (normally an emerging or developing country).

TNCs as a route out of poverty:

1. South Korea is a good example of a country which historically used TNCs to help it develop.
2. During the 1960s they encouraged companies to set-up within the country.
3. They promoted their cheap labour force, and ensured workers worked long hours.
4. Companies such as Ford set-up in S. Korea.
5. The S. Korean's used taxes to improve schools and develop their own industries.
6. Today S. Korea is home to some of the biggest companies in the world, including Samsung, LG, and Hyundai.
7. The South Korean example demonstrates that TNCs can significantly help a country develop

TNCs in Nigeria (Shell) – opportunities and challenges

Oil was discovered in the Niger River Delta in 1958. Shell is responsible for 50% of all oil extraction in Nigeria.



Opportunities:

1. The oil industry creates over **65,000** direct jobs in Nigeria and more than **250,000** jobs in non-direct employment.
2. The oil and gas industry accounts for **65% of all government revenue** in Nigeria. This means that the government has more money to invest in the country's services, such as schools and hospitals.

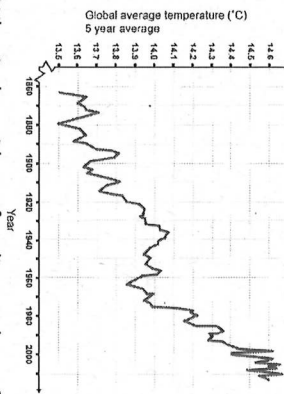
Challenges:

1. Shell is a **Dutch-owned company**. Therefore, much of the profit from the industry does not stay within Nigeria.
2. The oil industry has created more than **12,000 oil spill incidents** in the Niger River Delta region between 1976 and 2014. This is an area which consists of mangroves, lowland rainforest, and freshwater aquatic ecosystems.
3. Drinking water has been seriously polluted due to oil spills. Life expectancy in the delta region is approximately **10 years** lower than the national average.
4. The fertile land in the Niger Delta is contaminated by oil spills. This means that **farmers produce fewer crops** and the food they produce may also be contaminated to.

KPI 9.1.1

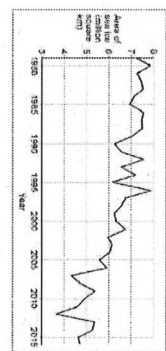
Climate Change

Evidence of climate change:



What is the evidence for climate change?

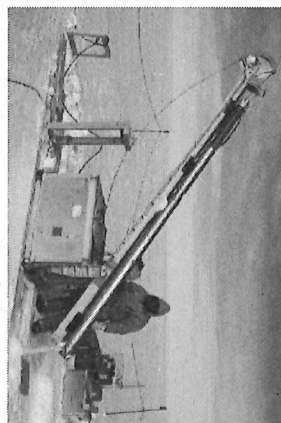
1. The world's climate has always changed. During the Medieval Warm Period grapes were grown in London but during the time of the Stuarts, the River Thames would freeze.
2. Since 1880 the Earth's climate has increased by approx. **0.8 degrees**.
3. However, the increase in temperature has **not been steady**. The first graph shows that this increase **fluctuates**.
4. 16 out of the 17 warmest years in the last 136 years have all occurred since 2001.
5. Also, since the 1980s the **Arctic sea ice has been in decline**: fluctuated, with the



Slide 1 (Figure 3) a graph showing the area of Arctic sea ice from 1979-September 2015

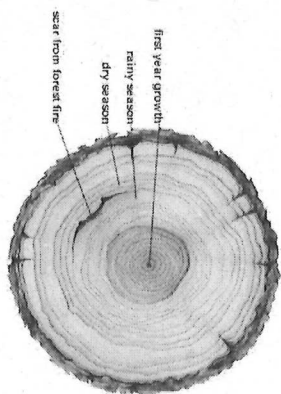
Methods to find out what the climate was like in the past:

Ice cores



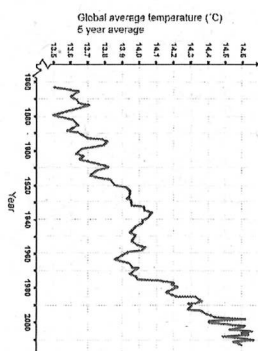
1. **Ice sheets** are huge blocks of ice made up of **layers**. A new layer forms each year.
2. **Gases trapped in the ice** give information about the **temperature** when they were trapped.
3. One ice core from Antarctica shows the temperature change over **400,000 years**.

Tree Rings



1. As a tree grows, a **new outer layer (or ring)** is formed each year.
2. These are thicker in warm, wet conditions.
3. Tree rings can go back **10,000 years**.

Temperature records

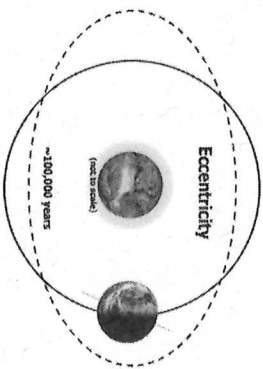


1. Since the 1850s, global temperature has been measured.
2. **Thermometers** are used to measure temperature and are very accurate.

KPI 9.2.1

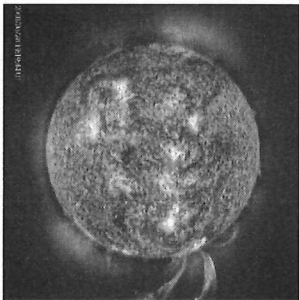
Physical cause of climate change

Orbital change



1. **Orbital change** is about how close the Earth is to the sun. Every 100,000 years the proximity of the Earth's orbit will move from **circular to elliptical (oval)**.
2. The further the Earth is from the sun, the colder the temperature. A more **eccentric (elliptical)** orbit makes the distance from the Earth to the sun fluctuate.

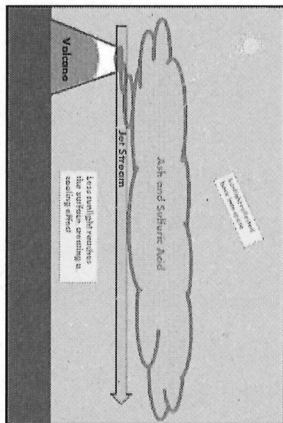
Sunspots



© National Geographic

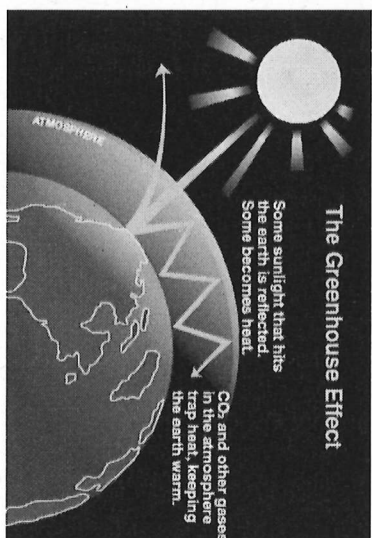
1. These are **dark spots** that appear on the surface of the sun.
2. The **more** the sunspots, the **greater** the heat produced.
3. They come and go in **11-year cycles**.
4. This is known as the **sunspot cycle**.

Volcanic eruptions



1. Lots of **material** is released into the **atmosphere** during a volcanic eruption.
2. This **reflects the sun rays back out** (so they do not reach the Earth).
3. This leads to **cooling** e.g. after the Mt Pinatubo eruption (1991), global temperature fell.

Mannmade greenhouse effect



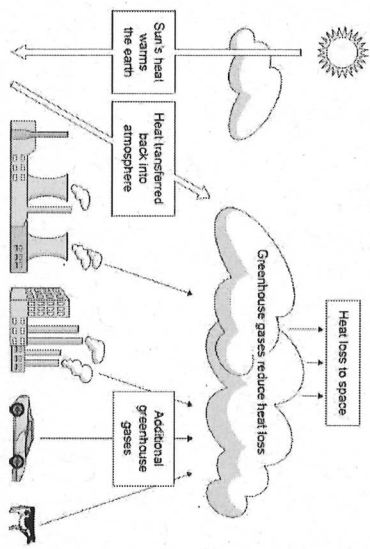
The Greenhouse Effect

Some sunlight that hits the earth is reflected. Some becomes heat.

CO₂ and other gases in the atmosphere trap heat, keeping the earth warm.

1. **Sun rays** travel through the **atmosphere** to Earth.
2. As they **reflect off the Earth**, some of the **outgoing rays escape** back out of the **atmosphere**.
3. **Some are trapped**.
4. This balance is needed to keep the Earth warm enough for life.
5. The atmosphere is made up of many gases, two important gases are carbon dioxide (CO₂) and methane.
6. **Human activity** e.g. driving cars and using electricity often requires the burning of **fossil fuels** such as oil and coal, which give off CO₂.
7. These **greenhouse gases** are released into the **atmosphere** and they trap more and more rays that would normally escape into space.
8. So, the **global temperature increases**.

Human factors causing climate change:



1. **Cars (and other transport)** burn fossil fuels increasing CO₂ into the atmosphere.
 2. **Coal and gas power plants** give off CO₂ whilst burning fossil fuels to make electricity.
 3. **Building factories** means more electricity is needed.
 4. **An increase in the standard of living** means more electricity used in homes so more CO₂ is released.
 5. **Increased farming** (pastoral) means more dung so more methane.
 6. **Deforestation** means less trees to absorb CO₂
- Developed countries are the biggest contributors to the greenhouse effect. This is because they have more technology and money to do the things above.

Climate change

Mitigation vs Adaptation – dealing with climate change

Mitigation:

International agreements:

- Countries agree to reduce their carbon emissions (carbon footprint) by setting emission targets.
1. Good – reduces CO₂, so stops the negative impacts e.g. flooding
 2. Bad – not all countries agree to this e.g. USA pulled out of the Paris Accord. China has not engaged = CO₂ still increases as these are the biggest contributors.

Alternative energies:

Using wind farms, solar energy, nuclear and tidal.

1. Good – reduced CO₂ and associated effects, also they will not run out (infinite).
2. Bad – unreliable so will need to use fossil fuels when they are not working. Also, expensive initially, so higher bills.

Carbon Capture:

Some power plants are designed to capture the CO₂ they create when they burn fossil fuels. Once caught, it is stored underground.

1. Good – reduces CO₂, so reduces consequences e.g. flooding.
2. Bad – expensive = higher bills. The ground could crack causing CO₂ to escape.

Adaptation:

Coping with rising sea levels:

Sea levels are predicted to rise by 82cm by 2100. Physical barriers – flood embankments (levees) could be built e.g. The Thames Barrier.

1. Good – these will hold the water back.
2. Bad – very expensive, so developing countries will unlikely be able to prevent floods and the people will be forced to move.

Changing agricultural systems:

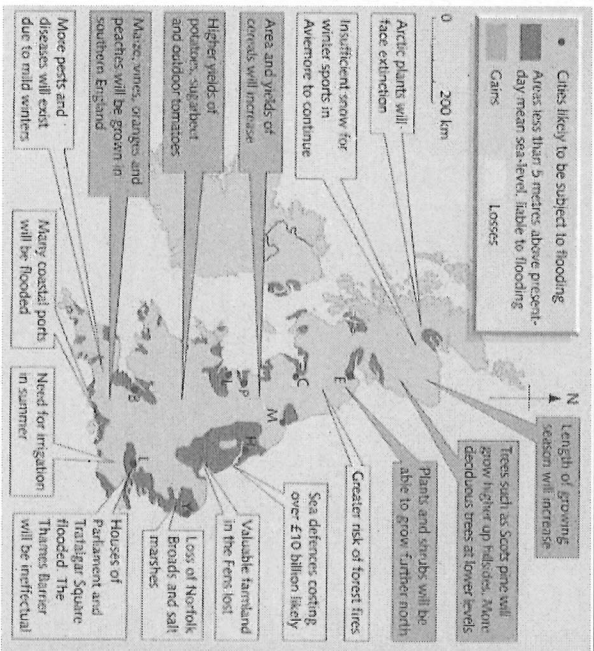
Crop patterns are changing. In Kenya drought resistant crops are being used to provide food even when rainfall is low.

1. Good – reduces the risk of starvation.
2. Bad – can be expensive, so the cost of food increases, resulting in the poor going without.

Managing water supply:

Areas will get drier, so adding water meters may reduce use. Also, using water storage facilities.

1. Good – people will have clean water during times of low rainfall.
2. Bad – water meters may not change usage in wealthy countries. Both have little impact if there is not enough rain, so the impacts of droughts e.g. drinking dirty water will remain.



- #### Social impacts of climate change
1. **Temperature rise** so there are more droughts & deaths from dirty water in places like the Sahel.
 2. **Rising sea levels** means coastal areas are flooded, leading to migration. For example, Shanghai is at risk with 24.5 million people.
 3. **Lower yields of crops** (e.g. Maize) due to warmer temperatures means farmers go bankrupt.
 4. Droughts cause **crop failure**, which can cause famine and starvation.
 5. **Sea temperatures increase**, causing more tropical storms, causing death / homelessness.

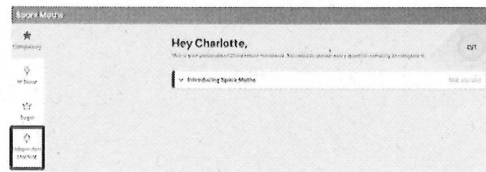
Environmental impacts of climate change

1. **Warmer climate** means glaciers and ice sheets melt (e.g. Greenland) so sea levels will rise.
2. **Sea ice shrinking** means lost habitats e.g. polar bears risk extinction.
3. **Rising sea levels** means coastal areas flood which destroys habitats e.g. Norfolk Broads.
4. **Sea temperatures rise** so coral reefs are bleached and habitats are lost e.g. the Great Barrier Reef.

Revising independently with Sparx Independent Learning

Step 1

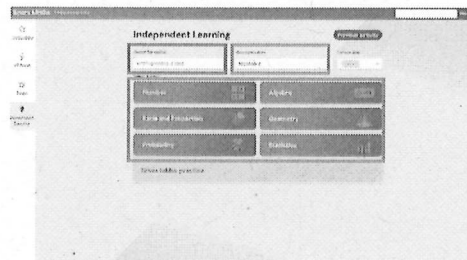
When you log in, you will see the independent learning feature in the top right hand corner (highlighted in red in the screenshot)



Step 2

Choose the topic you want to work on by

- Searching for the topic code (listed later in this document) (highlighted in green in the screenshot)
- Searching for the name of the topic (highlighted in blue in the screenshot)
- Browsing the content by clicking on one of the main strands (highlighted in purple in the screenshot)



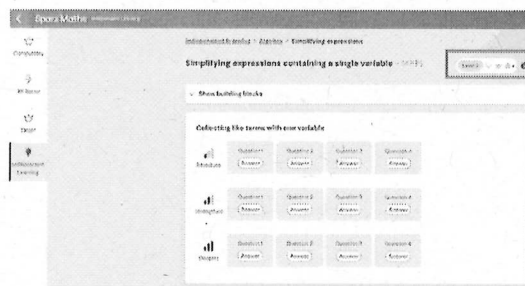
Step 3

The difficulty level will in line with that of your homework.

You can choose to complete questions that **introduce** the topic if you don't remember it, **strengthen** the topic if you need a recap or **deepen** the topic if you are looking to increase your knowledge

An example of this is shown on the right with a topic

You can also change the difficulty level, this is located in the top right of the screen. (highlighted in orange in the screenshot)



Step 4

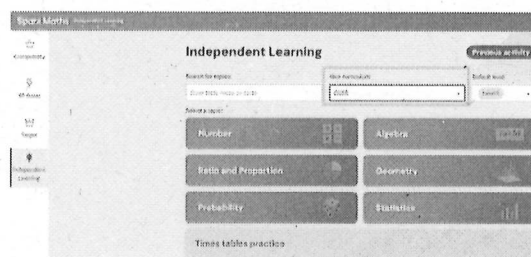
As you are learning more difficult content now, some of the topics are in the GCSE section on Sparx

When the Sparx code starts with a U, you need make sure the 'Your curriculum' section says GCSE and change it using the arrow

When the Sparx code starts with a M, you need make sure the 'Your curriculum' section says KS3 and change it using the arrow

The 'Your curriculum' section is the middle box (highlighted in sky blue in the screenshot)

Also please be aware, as the content is becoming more difficult, not all topics will start a Level 1 for difficulty



Year 9 End of Year Foundation Assessment Revision List

You can search the Sparx codes in the Independent Learning function in Sparx

The Year 9 End of Year Assessment can include any topic from Year 9 Term 1 to 5

Unit	Topic	Sparx topics
9.01	Decimal manipulation	U417, U478, U127, U293, U453, U868, U976
9.02	Estimation and limits of accuracy	U480, U298, U731, U965, U225, U657, U108, U301
9.03	Related calculations	U735
9.04	HCF and LCM of large numbers	U211, U751, U529, U236, U739, U250
9.05	Fraction calculations	U736, U692, U793, U475, U224, U544, U538, U881, U916, U874
9.06	Algebraic manipulation	U613, U662
9.07	Index laws	U235, U694, U851
9.08	Standard form	M719, M678
9.09	Expanding and factorising	U179, U365, U768, U178, U963
9.10	Forming expressions and substitution	M175, M428, U201, U585, U144, M830
9.11	Direct and inverse proportion	U721, U610, U357, U640, U364, U238
9.12	Probability 1	U408, U510, U683, U166, U104, U476, U748, U296, U280, U580
9.13	Solving equations 2	U755, U325, U870, U599
9.14	Inequalities 1	U759, U509, U738, U145
9.15	Sequences	U213, U530, U498, U978, U680, U958
9.16	Pythagoras	U385
9.17	Interior and exterior angles	U447, U390, U730, U628, U732, U329, U655, U427
9.18	Vectors 1	U196, U903, U564, U632, U660
9.19	Transformations 1	M797, U799, U696, U519