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**Kettering Buccleuch Academy**  
**2019-2020**



# Knowledge Organiser 2

**END OF YEAR ASSESSMENTS**

**February to July**

<b>Name:</b> .....
<b>Tutor Group:</b> .....
<b>Tutor &amp; Room:</b> .....

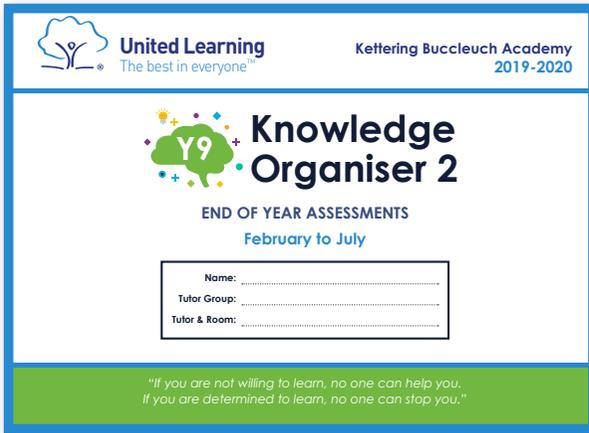
*"If you are not willing to learn, no one can help you.  
If you are determined to learn, no one can stop you."*

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# Your Knowledge Organiser and Self-Quizzing Book



## Knowledge Organisers

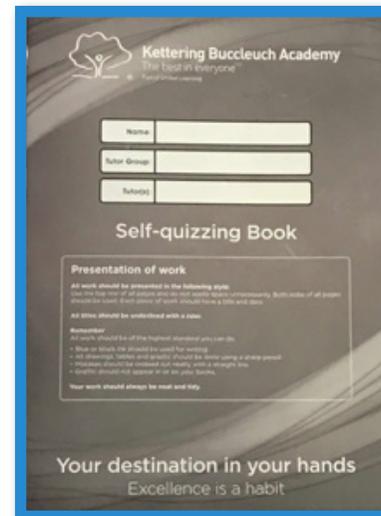
Knowledge Organisers contain critical, fundamental knowledge that you **MUST** know in order to be successful in Year 9 and subsequent years.

They will help you recap, revisit and revise what you have learnt in lessons in order to move the knowledge within from your short-term memory to long-term memory.

## Self-Quizzing Book

This is the book that all Knowledge Organiser homework is to be completed in.

You must follow the simple rules as to how they are to be used.



You **MUST** bring your Knowledge Organiser and Self-Quizzing Book to **EVERY** lesson and place it on your desk at the beginning of each lesson.

You **MUST** keep all of your Knowledge Organisers and Self-Quizzing Books because the fundamental knowledge required in Year 9 will also be required in years 10 and 11.

Knowledge Organisers are **NOT** a replacement for revision guides but they include the fundamental knowledge that ALL students in Year 9 require.



# How do I complete Knowledge Organiser homeworks?

You will be set a **MINIMUM** of 2 Knowledge Organiser homeworks in every subject each half term

## STEP 1

Check SMHW and identify what words/ definitions/facts you have been asked to learn.

Mr S. Cowley set this assignment for group 67e8a3 - Mathematics

Set on Tue 02 Jul Due on Mon 15 Jul

You will be given a LOW STAKES TEST at the beginning of Monday's lesson on the following key words/definitions set in your Year 7 Knowledge Organiser:

- Follow the simple instructions in your Knowledge Organiser to complete your homework.
- You will complete your homework in your Self Quizzing Book

10 words/definitions:

- Multiple
- Factor
- Prime Number
- LCM
- HCF
- Quotient
- Denominator
- Mixed Number
- Numerator
- Product

Important information

- This homework will take approximately 30 minutes
- Mr S. Cowley would like you to hand in this homework in class

## STEP 2

Write today's date and the title from your Knowledge Organiser.

P1   
P2   
P3   
P4

Title: Mathematics KO Homework #1 Date: 2/7/19

## STEP 3

Write out the keywords/definitions/facts you have been set from SMHW in **FULL**.

Mr S. Cowley set this assignment for group 67e8a3 - Mathematics

Set on Tue 02 Jul Due on Mon 15 Jul

Title: Mathematics KO Homework #1 Date: 2/7/19

- Multiple - a number in another number's times table
- Factor - a number that divides exactly into another number
- Prime Number - a number with exactly 2 factors
- LCM - Lowest Common Multiple
- HCF - Highest Common Factor
- Quotient - the result obtained by dividing one quantity by another
- Denominator - the integer on the bottom of the fraction
- Mixed number - a mixture of whole numbers and fractions
- Numerator - the integer on the top of the fraction
- Product - the multiplication of 2 or more numbers

## STEP 4

Cover the definitions in your SELF-QUIZZING BOOK, apart from the first. **Read it, Cover it, Say it** in your head, check it... **REPEAT** until confident.

P1   
P2   
P3   
P4

Title: Mathematics KO Homework #1 Date: 2/7/19

- Multiple - a number in another number's times table

## STEP 5

Cover up ALL the definitions/facts and write them out from memory in your SELF-QUIZZING BOOK.

P1   
P2   
P3   
P4

- Multiple - a number in another number's times table
- Factor - a number that divides exactly into another number
- Prime Number - a number with exactly 2 factors
- LCM - Lowest Common Multiple
- HCF - Highest Common Factor
- Quotient - the result obtained by dividing one quantity by another
- Denominator - the integer on the bottom of the fraction
- Mixed number - a mixture of whole numbers and fractions
- Numerator - the integer on the top of the fraction
- Product - the multiplication of 2 or more numbers

From memory...

- Multiple -

## STEP 6

Check your answers and correct where required. Repeat Steps 4 to 6 until you are confident.

You will be **tested** on the words/definitions/facts as a starter activity in your lesson on the day that the homework is due.

This will be completed in your normal exercise book and you will mark it in class.

## Can I write in paragraphs?

### The **TIPTOP** rule

You move onto a new paragraph when you change Time, Place, Topic or Person.

1. I always start an essay with **an introduction** which addresses the question.
2. I finish an essay with **a conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

Furthermore  
Whereas  
Nevertheless  
Alternatively  
Consequently

But  
Since  
Yet  
Therefore  
Besides

Meanwhile  
Nonetheless  
However  
Although  
Moreover

## Have I used the correct grammar?

*I am aware that I must use language that is appropriate to my reader.*

- **No slang** that lesson was ~~bangin'~~
- **No informal language** I'm ~~gonna~~ do my homework now

### Other things to consider:

- ✓ I am clear about the **purpose** of this piece of writing
- ✓ I know who my **audience** is
- ✓ I will use a suitable **layout** and **text type**

Literacy Fundamentals  
1 of 2

## I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

## Can I spell familiar words accurately?

### Common contractions

**We must use an apostrophe to replace any letter(s) we have left out.**

11 o'clock	How's	They'd	Where'll
Aren't	I'd	They'll	Where's
Can't	I'll	They're	Who'd
Couldn't	I'm	Wasn't	Who'll
Didn't	Isn't	We'd	Who's
Doesn't	It'd	We'll	Why'd
Don't	It'll	We're	Why'll
Hadn't	It's	Weren't	Why's
Hasn't	Mightn't	What'd	Won't
Haven't	Mustn't	What'll	Wouldn't
He'd	Shan't	What's	You'd
He'll	She'd	When'd	You'll
He's	She'll	When'll	You're
How'd	She's	When's	
How'll	Shouldn't	Where'd	

## Can I use different sentence types?

**Simple sentences:** Contains a subject and a verb and can contain an object.

- Sarah likes to read in the library.
- Tom enjoys reading at home.

**Compound sentences:** Joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so*.

- Sarah likes to read in the library **but** Tom prefers to read at home.

**Complex sentences:** A complex sentence contains a conjunction such as *because, since, after, although, or when*.

- **Because** Robert felt tired, he only studied for an hour.
- **Although** the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, **however**, he is more proficient in Art.

### Homophones

*I have checked that I have not mixed up my homophones.*

Affect/effect	One/won
Bare/bear	Passed/past
Brake/break	Peace/piece
Buy/by	Practice (n)/practise (v)
For/four	Read/red
Flour/flower	Sea/see
Grate/great	Sight/site
Hair/hare	Son/sun
Hole/whole	To/too/two
Hour/our	Wait/weight
Knight/night	Weak/week
Know/no	Wear/where
Meat/meet	

## Basics:

- Every sentence must start with a capital letter.
- Every sentence must finish with some form of punctuation: .?!)
- Proper nouns need capital letters. These are **unique** people, places or things e.g. *there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- When writing titles of works such as books, films or plays:
  - Capitalise the first word
  - Capitalise any main/important words
  - Don't capitalise minor words such as 'and', 'of' or 'the' e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire
- When writing speech:
  - ✓ Go to a new line when a different person speaks e.g. *"Good morning" said the Headteacher.*  
*"It's the afternoon!" replied the student.*
  - ✓ Each person's speech is marked with speech marks e.g. *"Walk on the left" said Mr Mathews.*

## Can I spell accurately?

1. Sound out the word
2. Think about how it looks
3. Think about a similar word
4. Is there a memory sentence for this word? (e.g. big elephants cannot always use small exits)
5. Find the word in a list –
  - Key words list
  - Frequently used words list
  - Your own word bank
6. Look it up in a dictionary/ spellchecker
7. Ask a friend or teacher
8. To learn it: look, cover, write, check
9. Once you've solved it, add the correct spelling to your own word bank.

## Can I use punctuation?

### The Apostrophe

*I always aim to use apostrophes correctly.*

There are two main reasons why we use apostrophes: for **possession** and to replace a letter or letters

**Note:** Apostrophes are NEVER used to denote plurals

Full stop	.	Indicates that a sentence has finished
Comma	,	Indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	Goes at the end of a question
Exclamation mark	!	Goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	Shows that letter(s) have been left out or indicates possession
Speech marks	""	Indicate direct speech, the exact words spoken or being quoted
Colon	:	Introduces a list, a statement or a quote in a sentence
Semicolon	;	Separates two sentences that are related and of equal importance
Dash / hyphen	-	Separates extra information from the main clause by holding words apart
Brackets	()	Can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	To show a passage of time, to hook the reader in and create suspense

## Apostrophe for Possession

*(To show that something belongs to another)*

**If a single thing/person owns anything, add an apostrophe + 's'.**

- The dog's bone
- The boy's homework
- Jones's bakery
- Yesterday's lesson

**However, if it is plural (more than one), an apostrophe comes after the 's'.**

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- Many websites' content is educational

## There/their/they're

**Note:** special care must be taken over the use of there, their and they're as they sound the same but are used quite differently:

- **There** shows position *Your seat is over there*
- **Their** shows that **'they' own something** *Their blazers are navy blue*
- **They're** is short for **they are** as in *They're revising every day*

## Its

**Note:** **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: the dog ate its bone and we ate our dinner.

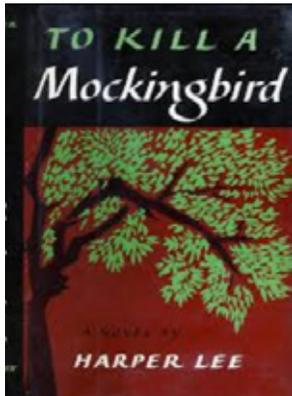
## Your/you're

**Note:** special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- **Your** is possessive as in *this is your pen*
- **You're** is short for you are as in *you're coming over to my house*

## Harper Lee

Nelle Harper Lee was born on April 28, 1926, in Monroeville, Alabama, a sleepy small town similar in many ways to Maycomb, the setting of *To Kill a Mockingbird*. Like Atticus Finch, the father of Scout, the narrator and protagonist of *To Kill a Mockingbird*, Lee's father was a lawyer. Lee maintains that *To Kill a Mockingbird* was intended to portray not her own childhood home but rather a non-specific Southern town. "People are people anywhere you put them," she declared in a 1961 interview.



# To Kill a Mockingbird - Context

## American slavery

Black people were originally brought from Africa to America during the 17th, 18th and 19th centuries. They were forcibly transported across the Atlantic in slave ships (in which many died) and sold as slaves to work on sugar and cotton plantations in the Caribbean and the southern states of north America. They had no rights and were seen by their white owners as little more than animals or machines. Even after the abolition of slavery in 1865, black people were still almost powerless. White people had too much to lose to allow black people any rights. Nothing was equal: black people had the worst of everything while white people had the best. Jim Crow laws operated between 1877 - the mid 1960s.

Such was the hatred of black people by white people - especially during the Great Depression of the 1930s, when money was tight for everyone - that it was common for black people to be lynched or hanged by a mob well into the 20th century - so there was good reason for Atticus to sit outside the jail to protect Tom Robinson before his trial. In the 1930s, although 50% of the population of Southern towns were black, they had no vote and could not marry whites. The policy of segregation meant that black people had to have their own schools, their own churches, their own football teams, even their own cemeteries. In the novel, Scout and Jem get into trouble with Aunt Alexandra for attending Calpurnia's church. Tom Robinson's friends and family file into the courthouse after the whites and have to sit up in the balcony, away from the white people.

## The Great Depression

In late 1929 the economic prosperity of the 1920s came to an end with the Wall Street Crash followed by the Great Depression. The economic boom of the 1920s rested on a fragile foundation; there was such an unequal distribution of income between the rich and the poor that when things started to falter, there were not enough people to buy goods and services to keep the economy in a healthy state. Rural, southern towns in the United States were hit hard because they were largely reliant on agriculture. Problems with the economy had a flow-on effect to all parts of society. People lost jobs, marriages broke down, banks failed, people became homeless, businesses folded, birth rates fell, people got depressed and many people went hungry. This explains the situation of poor farmers like the Cunninghams in *To Kill a Mockingbird* who have no money to pay a lawyer but pay instead with produce like hickory nuts and turnip greens. As Atticus says, 'The Cunninghams are country folks, farmers, and the crash hit them hardest'.

## Scout

- The narrator and protagonist of the story. Jean Louise "Scout" Finch lives with her father, Atticus, her brother, Jem, and their black cook, Calpurnia, in Maycomb.
- She is intelligent and, by the standards of her time and place, a tomboy.
- Scout has a combative streak and a basic faith in the goodness of the people in her community.
- As the novel progresses, this faith is tested by the hatred and prejudice that emerge during Tom Robinson's trial.
- Scout eventually develops a more grown-up perspective that enables her to appreciate human goodness without ignoring human evil.

## Tom Robinson

- The black field hand accused of rape. Tom is one of the novel's "mockingbirds", an important symbol of innocence destroyed by evil.

## Bob Ewell

- A drunken, mostly unemployed member of Maycomb's poorest family.
- In his knowingly wrongful accusation that Tom Robinson raped his daughter, Ewell represents the dark side of the South: ignorance, poverty, squalor, and hate-filled racial prejudice.

## Arthur 'Boo' Radley

- A recluse who never sets foot outside his house, Boo dominates the imaginations of Jem, Scout, and Dill.
- He is a powerful symbol of goodness swathed in an initial shroud of creepiness, leaving little presents for Scout and Jem and emerging at an opportune moment to save the children.
- An intelligent child emotionally damaged by his cruel father, Boo provides an example of the threat that evil poses to innocence and goodness.
- He is one of the novel's "mockingbirds," a good person injured by the evil of mankind.

# To Kill a Mockingbird - Characters

## Jem

- Scout's brother and constant playmate at the beginning of the story.
- Jeremy Atticus "Jem" Finch is something of a typical American boy, refusing to back down from dares and fantasising about playing football.
- Four years older than Scout, he gradually separates himself from her games, but he remains her close companion and protector throughout the novel.
- Jem moves into adolescence during the story, and his ideals are shaken badly by the evil and injustice that he perceives during the trial of Tom Robinson.

## Charles Baker "Dill" Harris

- Jem and Scout's summer neighbour and friend.
- Dill is a diminutive, confident boy with an active imagination.
- He becomes fascinated with Boo Radley and represents the perspective of childhood innocence throughout the novel.

## Atticus

- Scout and Jem's father, a lawyer in Maycomb descended from an old local family.
- A widower with a dry sense of humor, Atticus has instilled in his children his strong sense of morality and justice.
- He is one of the few residents of Maycomb committed to racial equality.
- When he agrees to defend Tom Robinson, a black man charged with raping a white woman, he exposes himself and his family to the anger of the white community.
- With his strongly held convictions, wisdom, and empathy, Atticus functions as the novel's moral backbone.

## Mayella Ewell

- Bob Ewell's abused, lonely, unhappy daughter.
- Though one can pity Mayella because of her overbearing father, one cannot pardon her for her shameful indictment of Tom Robinson.

Ch

1/2	<b>Apothecary</b>	One who prepares and sells medicines
1/2	<b>Assuaged</b>	Made less severe or burdensome
1/2	<b>Indigenous</b>	Occurring or living naturally in an area
1/2	<b>Malevolent</b>	Having or exhibiting hatred
1/2	<b>Mortification</b>	A feeling of shame or humiliation
1/2	<b>Piety</b>	Religious devotion and reverence to god
1/2	<b>Sojourn</b>	A brief, temporary stay
1/2	<b>Un sullied</b>	Spotlessly clean and fresh
1/2	<b>Vexations</b>	Irritations or annoyances
1/2	<b>Wallowing</b>	Heavily indulging in; rolling in
3/4	<b>Abominable</b>	Detestable; unpleasant
3/4	<b>Amiable</b>	Pleasant; good-natured
3/4	<b>Auspicious</b>	Presenting favourable circumstances
3/4	<b>Contentious</b>	Tending to fight; quarrelsome
3/4	<b>Dispensation</b>	A special allowance; privilege
3/4	<b>Expansively</b>	With a willingness to talk, share
3/4	<b>Fractious</b>	Inclined to make trouble; unruly
3/4	<b>Persevere</b>	To persist in a purpose, idea, or task
3/4	<b>Tranquillity</b>	State of calm, peacefulness, serenity
3/4	<b>Tyranny</b>	A government in which a single person assumes absolute control
5/6	<b>Aloof</b>	Distant; unfeeling

5/6	<b>Benevolence</b>	Inclination to perform charitable acts
5/6	<b>Benign</b>	Compassionate; incapable of causing harm
5/6	<b>Bewilderment</b>	Condition of being confused
5/6	<b>Cherub</b>	A winged, chubby angel
5/6	<b>Ensuing</b>	Following immediately afterward
5/6	<b>Morbid</b>	Gruesome, gloomy, or dark
5/6	<b>Obligated</b>	Under force of necessity; obligated
5/6	<b>Prowess</b>	Superior skill or ability; strength or courage
5/6	<b>Tacit</b>	Unspoken; understood without being expressed
7/8	<b>Aberrations</b>	Deviations from the proper course
7/8	<b>Accosted</b>	Approached in a harsh manner; assaulted
7/8	<b>Ascertaining</b>	Discovering with certainty; determining
7/8	<b>Cleaved</b>	Adhered to closely; clung to
7/8	<b>Embalming</b>	Treating with preservatives to prevent decay
7/8	<b>Feeble</b>	Physically weak from age or sickness; frail
7/8	<b>Meditative</b>	Given to contemplation or deep thought
7/8	<b>Unfathomable</b>	Difficult or impossible to understand
7/8	<b>Vigil</b>	Wakefulness maintained in reverence to another
7/8	<b>Whittle</b>	To carve or shape
9-11	<b>Analogous</b>	Possessing connections, similarities

9-11	<b>Antagonised</b>	Created an enemy or an antagonist
9-11	<b>Articulate</b>	To speak clearly and in distinct syllables
9-11	<b>Contemporaries</b>	Those who exist/live at the same time
9-11	<b>Evasion</b>	An act of escaping or avoiding
9-11	<b>Inconspicuous</b>	Not noticeable or prominent
9-11	<b>Ingenious</b>	Characterised by cleverness
9-11	<b>Nauseating</b>	Causing nausea or upset stomach
9-11	<b>Mausoleum</b>	A magnificent, decorated tomb
9-11	<b>Provocation</b>	Causing aggravation or annoyance
12-13	<b>Acquired</b>	Obtained possession of something
12-13	<b>Altercation</b>	An angry dispute; quarrel
12-13	<b>Compensation</b>	Something given to make up for something else
12-13	<b>Contemptuously</b>	Showing contempt; scornfully
12-13	<b>Ecclesiastical</b>	Having to do with the church or the clergy
12-13	<b>Formidable</b>	Hard to overcome or deal with
12-13	<b>Inconsistent</b>	Not consistent; not in agreement
12-13	<b>Permanence</b>	Being permanent; lasting
12-13	<b>Prerogative</b>	A right or privilege
12-13	<b>Qualms</b>	Sudden, disturbing feelings of uneasiness

# To Kill a Mockingbird - Vocabulary List

14-15	<b>Edification</b>	Intellectual, spiritual, or moral improvement	18-19	<b>Acquainted</b>	Familiar; having personal knowledge of	22-23	<b>Fret</b>	To worry
14-15	<b>Inaudible</b>	Not audible; cannot be heard	18-19	<b>Brash</b>	Tactless; bold	22-23	<b>Heathen</b>	Someone who deliberately insults religion, god, or a way of life
14-15	<b>Indulged</b>	Gave in to one's pleasures; had what one wanted	18-19	<b>Browbeating</b>	Intimidating; bullying			
14-15	<b>Obscure</b>	Not clearly expressed; hard to understand	18-19	<b>Expunge</b>	Strike out; erase	22-23	<b>Resentments</b>	Feelings of ill-will toward someone
14-15	<b>Peculiarities</b>	Strange or unusual qualities	18-19	<b>Lavations</b>	Washings; the process of bathing	22-23	<b>Statute</b>	A law enacted by legislature
14-15	<b>Penitentiary</b>	A prison for criminals	18-19	<b>Pilgrimage</b>	A journey or long quest for knowledge or religious reasons	22-23	<b>Vehement</b>	With conviction or force
14-15	<b>Perish</b>	To be destroyed; die	18-19	<b>Predicament</b>	An unpleasant situation	24-25	<b>Adjourned</b>	Suspended until a later time
14-15	<b>Placid</b>	Pleasantly calm or peaceful; quiet	18-19	<b>Proceedings</b>	A particular course of action	24-25	<b>Apprehension</b>	Hesitation
14-15	<b>Quarrel</b>	An angry dispute or disagreement	18-19	<b>Volition</b>	The act of making a conscious decision	24-25	<b>Bellows</b>	A device for blowing air on a flame in order for it to grow
14-15	<b>Resignation</b>	The act of resigning, withdrawing	18-19	<b>Wrathfully</b>	With great anger, hatred, or ill-will	24-25	<b>Devout</b>	Devoted to divine worship or service
16-17	<b>Acrimonious</b>	Bitter, stinging, or caustic in nature or speech	20-21	<b>Acquit</b>	Declare someone innocent	24-25	<b>Duress</b>	Constant threat; coercion
16-17	<b>Corroborating</b>	Making more certain; double-checking; conspiring	20-21	<b>Contraband</b>	Goods that are illegally imported or exported	24-25	<b>Hypocrite</b>	Someone who pretends to have virtues, moral or religious beliefs, etc. That he or she does not possess
16-17	<b>Countenance</b>	Appearance; face	20-21	<b>Corrupting</b>	Causing to be immoral or dishonest	24-25	<b>Navigate</b>	To find one's way
16-17	<b>Frank</b>	Direct and unreserved in speech	20-21	<b>Detachment</b>	Lack of interest or involvement	24-25	<b>Squalid</b>	Foul and repulsive; neglected
16-17	<b>Grudge</b>	A feeling of resentment or ill-will	20-21	<b>Discreet</b>	Careful; good at keeping secrets	24-25	<b>Varmint</b>	An undesirable animal, usually a scavenger
16-17	<b>Gullet</b>	The oesophagus; throat	20-21	<b>Indicted</b>	Formally charged with a crime	24-25	<b>Veneer</b>	A thin surface layer
16-17	<b>Lurched</b>	Staggered; stumbled	20-21	<b>Perpetuated</b>	Made something last, go on	24-25	<b>Carcass</b>	The body of a human or animal
16-17	<b>Profane</b>	Hold contempt for, usually towards god or sacred principles	20-21	<b>Temerity</b>	Reckless, offensive boldness			
16-17	<b>Scrutiny</b>	A thorough searching; a close examination or inquiry	20-21	<b>Vengeance</b>	Punishment in return for a wrong			
16-17	<b>Subpoena</b>	A summons for witnesses or evidence before a court	20-21	<b>Verdict</b>	A decision made by a jury			
16-17	<b>Acrimonious</b>	Bitter, stinging, or caustic in nature or speech	20-21	<b>Acquit</b>	Declare someone innocent			
			22-23	<b>Aggravate</b>	To annoy or anger someone			
			22-23	<b>Appeal</b>	An earnest or urgent request			
			22-23	<b>Cynical</b>	Distrustful of human nature			
			22-23	<b>Diction</b>	Clarity when speaking; choice of words			
			22-23	<b>Fatalistic</b>	Resigning to fate; allowing what happens to happen			

## The Formal Elements

- Line** Defines shape; the outer edge of something. It can vary in width, direction and length.
- Tone** How dark or light a shape is.
- Pattern** A repeated shape or line.
- Texture** The feel or appearance of a surface; how rough or smooth it is.
- Shape** Can be in the form of squares, circles, triangles, rectangles, and ovals.

## Additional Key words

- Organic** Free flowing or rounded, seemingly natural.
- Geometric** Refers to the shapes such as triangles, squares, etc.
- Symmetry** Meaning it is equal on both sides.
- Flat tones** No tonal effect in the colour.
- Distorted** A shape that is changed and no longer looks proportioned.

## Key Terms specific to: 3D

- Sculptor:** An artist who works in 3D.
- Carving:** The sculptor removes unwanted material to create the form. Materials such as a block of wood, stone, soap and other hard materials are used.
- Modelling:** The sculptor creates a form by building it up. Clay, paper machê, and other soft materials are modelled into a sculpture. Modelling with clay is generally the first process for creating a cast metal sculpture.
- Assembly or construction:** The sculptor joins materials together. This is also additive sculpture. Materials such as steel, wood, and found materials are glued, welded, or connected in some way to create a sculpture.
- Bas Relief:** Low level carving, modelling or assembling that is designed to be viewed from one angle.

## Techniques specific to: Textiles

- Applique:** A decoration made by cutting shaped of fabric and sewing them to another piece of fabric with a zig zag stitch.
- Collage:** Layering fabric and papers together to create an image, different textures or pattern.
- Embellishment:** a decorative detail or feature added to something to make it more attractive.
- Stitch:** A loop of thread that can connect fabric pieces together.
- Fabric:** cloth produced by weaving or knitting textile fibres.
- Surface decoration:** Applying decorative stitches and other embellishments to the surface of fabric.
- Fabric manipulation:** Altering and changing the appearance of fabric by using different methods such as pulling the fibres, twisting and stitching.

## Colour Theory

**Colour:** When light is reflected off an object, colour is what the eye sees. There are primary colours and secondary colours.

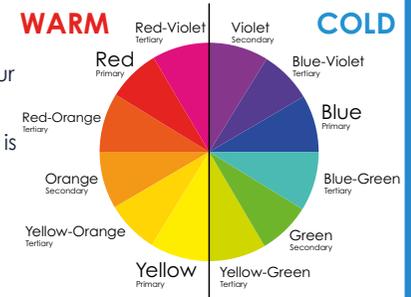
**Warm colours:** Colours that give the feeling of warmth – red, orange, yellow.

**Cool colours:** Colours that give a cool feeling – blue, green purple.

**Complementary colours:** Opposite colours on the colour wheel.

**Shade:** When black is mixed with a colour to make it darker.

**Tint:** When white is mixed with a colour to make it lighter.



## Composition

**Composition:** The arrangement/layout of shapes/objects on the page.

**Proportion:** The size and shape of one object in comparison to another.

**Foreground, mid-ground, background:** The areas at the front middle or back of a drawing or painting.

**Focal Point:** The part of the artwork which stands out and draws the eye.

**Perspective:** The way of showing that objects appear to get smaller and closer together the further away they are from the viewer.

**Symbol:** A picture of an image that tells a story of what it is without using word.

**Depth:** The illusion of space.

## Key Terms specific to: Art

<b>Mark making</b>	The different line, patterns and textures we create in a piece of art.
<b>Medium</b>	The media used to create the artwork.
<b>Observational</b>	Closely studying objects.
<b>Collage</b>	An image that is created by using layers of other images and/or materials.
<b>Mixed Media</b>	Using a variety of different media to create an artwork.
<b>Sculpture</b>	A 3D piece of artwork.
<b>Realism</b>	Painted realistically.
<b>Abstract</b>	Art which does not represent images of our everyday world.

### Three Words to Critique Movement

Movement is seen in every piece of art. Movement helps to create or define a piece of art.

1. **Swirling**
2. **Flowing**
3. **Dramatic**

### Four Words to Critique Tone

When it comes to tone in art there are four words that can help you when critiquing. None of the words are fancy; however they may not all be used in your everyday conversations with friends.

1. **Subtle**
2. **Contrasting**
3. **Muted**
4. **Dramatic**

### Five Words to Critique Shape

Art comes in various shapes whether it is a painting or a sculpture. Therefore, there are specific words to describe each piece of art.

1. **Organic**
2. **Curvaceous**
3. **Geometric**
4. **Angular**
5. **Elongated**

### Five Words to Critique Scale

Scale is basically the size of the art. The words used to critique scale are common words that are already in our vocabulary.

1. **Large**
2. **Small**
3. **Intimate**
4. **Miniature**
5. **Monumental**

## Techniques specific to: Photography

<b>Aperture</b>	The size of the hole which controls how much light is allowed into the camera when taking a photograph. The higher the aperture the smaller the hole (less light).
<b>Focus</b>	Areas of an image may be in focus (clear and sharp) and some areas may be out of focus (blurry and difficult to see).
<b>Focal Point</b>	The part of the photograph that the eye is immediately drawn to.
<b>Rule of thirds</b>	A technique used to create a successful composition. The rule states that the focal point should not be dead centre.
<b>Leading lines</b>	The viewer's eyes are naturally drawn along vertical and parallel lines.

### Six Words to Critique Colour

In art colour is very important. This is what helps each piece of art stand out. The colour, no matter what type of artwork helps define the piece and the artist. A lot of artwork can be determined on who did the work just by looking at the colours, because certain artists use specific colours in every piece of their work.

1. **Bold**
2. **Vibrant**
3. **Subtle**
4. **Pale**
5. **Earthy**
6. **Naturalistic**

### Three Words to Critique Contrast

Two out of the three words for contrast have already been used to critique other elements of art. Therefore, it should not be hard to remember these words on a list of descriptive words to critique art. The only other word you need to remember here is the word strong and that is a pretty common word.

1. **Dramatic**
2. **Subtle**
3. **Strong**

### Five Words to Critique Texture

Texture is a very common element with and often used when referring to clothing, furniture and hair. Also, if you have ever painted a wall in your home you are most likely familiar with the following words.

1. **Rough**
2. **Fine**
3. **Smooth**
4. **Coarse**
5. **Uneven**



# Pantomime Project-Devised



<b>Stimulus</b>	A starting point for your devised piece that should inspire the performance.
<b>Structure</b>	The shape of a play's narrative including the order in which it's shown.
<b>Style</b>	The way in which a director chooses to interpret a performance text on stage.
<b>Symbolism</b>	The use of props, gestures, setting, lighting etc to represent other things and create meaning.
<b>Form</b>	The type of written drama.
<b>Chorus</b>	A group of third-person narrators who provide extra information about the plot and comment on the action or characters. Originally a feature of Ancient Greek theatre.
<b>Comedy</b>	A genre of drama which features humour and a happy ending.
<b>Commedia dell'arte</b>	A type of comedy popular in 16th to 18th century Italy that makes use of stock characters.
<b>Cue</b>	A signal that tells the actors or technicians when a certain action needs to take place.
<b>Dialogue</b>	The general term for any lines spoken between characters.
<b>Duologue</b>	A scene or section of dialogue which only involves two actors.
<b>Flashback/ flash-forward</b>	A scene which shows events from before or after the main action of the play. It can give extra information about the plot or help to develop characters.

<b>Genre</b>	The type of story a play is telling (e.g. comedy, tragedy).	<b>Protagonist</b>	The main character in a story.
<b>Gesture</b>	A movement made by part of the body (e.g. arms, head) to convey a character's emotions.	<b>Proxemics</b>	The use of physical space between the actors on stage to create meaning.
<b>Improvisation</b>	When drama is made up on the spot by performers without using any prepared material.	<b>Slapstick</b>	A type of comedy that features exaggerated movements and physical humour.
<b>Mannerism</b>	A repeated physical or vocal habit that contributes to characterisation.	<b>Stage directions</b>	Any instructions written in a script by the playwright to explain how a play should be performed.
<b>Minimalist theatre</b>	A genre of theatre which uses a basic set and very few props or simple costumes.	<b>Stimulus</b>	A starting point for your devised piece that you should use to inspire your performance.
<b>Minor character</b>	A character who isn't important to the plot but who adds depth to the world of the play.	<b>Stock character</b>	A character who is based on a stock personality.
<b>Musical theatre</b>	A style of theatre that uses song and dance to develop the plot and entertain the audience.	<b>Structure</b>	The shape of a play's narrative, including the order in which it's shown to the audience.
<b>Narrator</b>	A character who comments on the action and the plot to the audience. The narrator can be first-person (involved in the action) or third-person (set apart from the action).	<b>Style</b>	The way in which a director chooses to interpret a performance text on stage.
<b>Physical theatre</b>	A non-naturalistic style of theatre which uses physical movements to tell stories.	<b>Supporting character</b>	A character who is important to the plot but isn't the audience's main focus.
<b>Plot</b>	The series of events that take place in a play.	<b>Tableau</b>	A moment in a performance when the action stops and the characters freeze in position.
<b>Posture</b>	The position a character holds themselves in when sitting or standing.	<b>Thought tracking</b>	When a character tells the audience their thoughts during a pause in the action.
<b>Promenade Theatre</b>	A style of theatre that requires the audience to follow the actors between different performance spaces over the course of the play. This usually takes place outdoors.	<b>Tragedy</b>	A genre of play which features a serious plot and an unhappy ending.
<b>Proscenium Arch stage</b>	A box-shaped stage which is set back from the audience so that only the front-end is open to them, framed by the proscenium arch itself.	<b>Tragic hero</b>	The protagonist of a tragedy, whose flaws lead to their downfall (or death).
		<b>Wings</b>	The space to the side of a stage which is used for storage and as a waiting area for the actors.

## Context

**Author:** Arthur Conan Doyle (1859-1930)  
**Nationality:** Scottish  
**Other notable works:** 'The Hound of the Baskervilles', 'The Sign of Four', 'A Study in Scarlet', 'The Lost World'  
**Dates:** 'Scandal in Bohemia' published in 1891  
**Era:** Victorian  
**Genre(s):** Crime/Detective/Mystery Fiction  
**Set:** London, England  
**Form:** Short stories

### Author biography

- Arthur Ignatius Conan Doyle was born on May 22, 1859, in Edinburgh, Scotland to a prosperous Irish-Catholic family.
- Attended a Jesuit boarding school in England from the age of nine.
- At school, he rebelled against the harsh regimes and corporal punishment typical of the English education system in that era.
- Discovered his talent for storytelling at school, he would make up exciting stories to entertain the younger students, which offered an escape from the brutality of school life.
- Despite his obvious creative flair, Doyle chose to study medicine at Edinburgh University.
- At university, he met one of the most influential figures in his life, Dr. Joseph Bell.
- Bell was a master at observation, logic, deduction, and diagnosis; qualities which were later to be found in the character of Sherlock Holmes.
- After medical school, he spent time travelling the world as a ship's surgeon on a whaling boat.
- In 1879, his first stories were published. In 1887, his first Sherlock Holmes story, 'A Study in Scarlet', was published in Mrs. Beeton's Christmas Annual.
- Sherlock Holmes stories were a huge success, making Doyle a household name.
- In 1893, Doyle killed off Holmes but a public outcry later made him bring him back to life.
- Knighted following the publication of a pamphlet he had written justifying Britain's involvement in the Boer War, a war that had killed his son, brother and two nephews.
- In his later life he became very interested in spiritualism.
- Died on 7th July 1930.

### Social, Historical & Literary context Literary Context: Detective Fiction

- Edgar Allan Poe's 'The Murders in the Rue Morgue' (1841) is considered the earliest origins of detective fiction in the English speaking world.
- Others have argued that the first true detective novel was Willkie Collins 'The Moonstone' (1868).
- Conan Doyle cemented the popularity of the genre with Sherlock Holmes. Holmes appeared in 56 short stories and 4 novels.
- Common features of detective fiction:
  - A celebrated, skilled and professional detective.
  - Ineffective and bungling local police.
  - An 'Inside' job
  - Red herrings
  - The 'least likely suspect'.
  - A large number of false suspects
  - The 'least likely suspect'.
  - A 'locked room' murder
  - A reconstruction of the crime
  - A final twist in the plot.

## Key Characters - Scandal in Bohemia

**Sherlock Holmes:** a consulting detective who resides at 221b Baker Street. Assisted in his cases by his friend Dr. Watson.

**Dr. Watson:** the narrator of the story. Sherlock Holmes' friend who assists him with his cases. Recently married to a woman named Mary.

**Irene Adler:** a central character who is respected for her intellect and integrity.

**Count Kramm / King of Bohemia:** a man of royal blood who hires Sherlock Holmes.

**Mr. Godfrey Norton:** a gentleman and a lawyer.

## Key Terminology

**Detective Fiction:** A sub-genre of crime fiction and mystery fiction in which an investigator or a detective (professional, amateur or retired) investigates a crime, often murder.

**Literary Conventions:** Defining features of particular genres such as novel, short story, ballad, sonnet, and play.

**Third Person Limited Narrative:** A type of narrative in which the narrator's thoughts, feelings, and knowledge of situations closely follow one character's perspective, usually the main character's but can switch between different characters in the text.

**Protagonist:** The central character or leading figure in a poem, narrative, novel or any other story. Sometimes can also be referred to as a "hero" by the audience or readers.

**Antagonist:** A person who actively opposes or is hostile to someone or something; an adversary.

**Setting:** The time and place in which the story takes place in a piece of literature. Setting can establish the mood or atmosphere of a scene or story.

**Symbolism:** The use of symbols to express ideas or qualities.

**Tone:** The choice of writing style the writer employs to convey specific feelings, emotions or attitudes.

**Exposition:** Refers to part of the story used to introduce background information about events, settings, characters etc. to the reader.

**Rising Action:** A related series of incidents in a literary plot that build toward the point of greatest excitement/interest.

**Climax:** The point of highest tension in a narrative.

**Falling Action:** Occurs immediately after the climax, when the main problem of the story has been resolved.

## Key Vocabulary

- Deduce:** Arrive at a fact or a conclusion by reasoning; draw as a logical conclusion.
- Deduction:** The process of reaching a decision or answer by thinking about the known facts.
- Reasoning:** The action of thinking about something in a sensible and logical way.
- Red Herring:** A clue or piece of information which is or is intended to be misleading or distracting.
- Suspect:** A person thought to be guilty of a crime or offence.
- Whodunit:** A story or play about a murder in which the identity of the murderer is not revealed until the end.
- Idiosyncratic:** A word to describe behaviour which is considered to be distinctive or peculiar.
- Incorrigible:** Not able to be changed or reformed.
- Temperament:** A person's or animal's nature/traits of personality, which have a permanent impact on their behaviour.
- Facilities:** A natural physical or mental power/an aptitude for doing something.
- Introspective:** To look inward to examine or observe one's own mental and emotional processes.
- Obstinacy:** The quality or condition of being stubborn.
- Indiscretion:** Behaviour that is indiscreet or lacks good judgement.
- Carte Blanche:** Complete freedom to act as one wishes.
- Inextricable:** Impossible to escape from, or separate from.
- Disreputable:** Not considered to be respectable in character or appearance.
- Preposterous:** Utterly absurd or ridiculous; contrary to reason or sensible judgement.
- Perpetrator:** A person who carries out an illegal, harmful or immoral act.
- Morose:** Sullen and ill-tempered.
- Vagabonds:** People who wander from place to place without a home or job.
- Convulse:** To suffer violent involuntary contraction of the muscles, producing jerky movements of the body or limbs.
- Notorious:** Famous or well known, typically for some bad quality or deed.
- Insolence:** Rude and disrespectful.
- Imprudence:** Lacking discretion, wisdom, or good judgment.
- Scrupulous:** Careful, thorough, and extremely attentive to details.

# Poetry – Relationships

## Context

**Writer/Poet:** W.H. Auden (1907-1973)

**Nationality:** Anglo American

**Poem:** 'Funeral Blues'

**Era:** 20th Century

**Other notable poems/collections:**

**Biography:**

Wystan Hugh Auden was born in York on 21 February 1907.

Graduated from Oxford University in 1928 and then became a teacher.

In 1935, Auden married Erika Mann, the daughter of the German novelist Thomas Mann.

It was a marriage of convenience for her to gain British citizenship and escape Nazi Germany. Auden was gay and homosexuality was illegal at the time.

In 1939, Auden and his friend, novelist Christopher Isherwood, emigrated to the United States. This was controversial as some saw this as them fleeing from danger before the outbreak of war.

In New York, Auden met poet Chester Kallman who he was in a relationship with until his death.

Auden taught at a number of American universities and, in 1946, took US citizenship.

He continued to publish poetry and was awarded the Pulitzer Prize.

In 1972, with his health declining, Auden left America to return to Oxford.

He died in his second home in Austria on 29 September 1973.

**Poet:** Sylvia Plath (1932-1963)

**Nationality:** American

**Poem:** 'Mushrooms'

**Other notable poems/collections:**

**Era:** 20th Century

**Biography:**

Born in Boston, USA in 1932.

Published her first poem at the age of eight - the year her father died.

In 1950, received a scholarship to Smith College, Massachusetts and then went to study at Cambridge University.

Suffered from mental health issues and spent time in a psychiatric hospital, which formed the basis of her semi-autobiographical novel 'The Bell Jar'.

Met fellow poet Ted Hughes at a party in Cambridge; they were married within three months.

The couple went to teach in America, before deciding to commit to writing full-time.

In 1960, gave birth to her first child, Frieda, and published her first book of poetry, 'The Colossus'.

The poems she is best remembered for were written in the last few months of her life.

She took her own life in her London flat, aged 30.

Her last collection, 'Ariel', was published to critical acclaim after her death.

## Key Vocabulary

<b>Alliteration</b>	The repetition of the same consonant sound, often at the beginning of words.	<b>Refrain</b>	A recurring phrase or set of lines.
<b>Allusion</b>	An expression designed to call something to mind without mentioning it explicitly.	<b>Rhyme Scheme</b>	The pattern of a poem's rhyme, often identified using letters e.g. ABABCC
<b>Assonance</b>	The repetition of a vowel sound for emphasis.	<b>Rhythm</b>	The 'movement' of the poem as created through the meter and the way that language is stressed within the poem.
<b>Blank Verse</b>	Poetry without rhyme but where the lines are always of the same number of syllables; it is usually written in iambic pentameter.	<b>Setting</b>	The description of the place in which a poem is set.
<b>Contrast</b>	Placing words, lines, verses etc. together to emphasise their differences.	<b>Simile</b>	A comparison that uses 'like' or 'as'.
<b>Couplet</b>	Two successive lines of verse of which the final words rhyme with another.	<b>Standard English</b>	The form of the English language which is widely recognised as acceptable wherever English is spoken and understood.
<b>Dialect</b>	A particular form of a language which is used by people in a specific region or social group.	<b>Stanza</b>	A group of lines forming a unit in a poem.
<b>Dialogue</b>	A conversation between two or more people.	<b>Structure</b>	The way a poem is organised.
<b>Diction</b>	A poet's choice of words such as verbs, adjectives to create a particular effect.	<b>Symbolism</b>	The use of symbols to express ideas or qualities.
<b>Enjambment</b>	The overlapping of a sentence onto the following line, usually to emphasise a word or phrase at the start of a line or verse.	<b>Syntax</b>	The way in which sentences are structured.
<b>Extended Metaphor</b>	A metaphor that is developed throughout a poem.	<b>Tone</b>	Feelings or ideas suggested by the language used by the poet.
<b>Form</b>	The way a poem is set out, or a term used to categorise poems which follow particular conventions.	<b>Verse</b>	Another word for poetry; a group of lines forming a unit in a poem, also known as a stanza.
<b>Free Verse</b>	Poetry that does not have a regular pattern of rhyme.	<b>Volta</b>	A 'turning point' in a poem.
<b>Half-Rhyme</b>	Partial rhyme, which occurs when similar but not identical sounds are repeated.		
<b>Iambic Pentameter</b>	A line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable, with the accent (or emphasis) placed on the second syllable.	<b>FORM</b>	
<b>Image</b>	A picture created with words, usually used to describe an imaginative comparison often using a simile or metaphor.	<b>Villanelle</b>	A nineteen line poem consisting of five units of three lines, rhymed or unrhymed, followed by a quatrain.
<b>Irony</b>	The use of words to imply the opposite of, or something different from what is being said.	<b>Sonnet</b>	A poem that has 14 lines and a particular pattern of rhyme (ABAB CDCD EFEF GG)
<b>Juxtaposition</b>	When two or more ideas, images, words etc. are placed side by side to develop comparisons and contrasts.	<b>Elegy</b>	A poem of serious reflection, typically a lament for the dead
<b>Metaphor</b>	A comparison in which one thing is said to be another.	<b>Ballad</b>	A narrative poem which is typically written in short stanzas.
<b>Onomatopoeia</b>	The use of a word that sounds like its meaning.	<b>Dramatic Monologue</b>	A poem in which an imagined speaker addresses a silent listener, usually not the reader.
<b>Pace</b>	The speed at which a poem flows.		
<b>Persona</b>	The 'speaker' in a poem who is a created character, not the poet.		
<b>Personification</b>	The attribution of human feelings, emotions, or sensations to an inanimate object.		

# Romeo & Juliet

## Plot

**Act 1** - In Italy two noble families, the Montagues and Capulets, have much bad blood between them. Romeo, son of old Montague, is in love with Rosaline, who disdains his love. As a result, Romeo is depressed. To cure him of his love, his friend Benvolio induces him to attend a masked ball at the Capulets, where he could encounter other beauties and forget Rosaline. At the ball, Romeo is attracted by a girl who he learns is Juliet, daughter of the Capulets. They seal their love with a kiss.

**Act 2** - Romeo lingers in Capulet's garden, standing in the orchard beneath Juliet's balcony. He sees Juliet leaning over the railing, hears her calling out his name, and wishes that he were not a Montague. He reveals his presence, and they resolve, after an ardent love scene, to be married secretly.

**Act 3** - Tybalt encounters Romeo returning from Friar Lawrence's cell. Romeo, softened by his newfound love and his marriage to Juliet, refuses to be drawn into a quarrel with Tybalt, now his kinsman by marriage. Mercutio grapples with Tybalt and is killed. Aroused to fury by the death of his friend, Romeo fights with Tybalt and kills him and takes shelter in the Friar's cell.

**Act 4** - In despair, Juliet seeks Friar Lawrence's advice. He gives her a sleeping potion, which for a time will cause her to appear dead. Thus, on the day of her supposed marriage to Paris, she will be carried to the family vault. By the time she awakens, Romeo will be summoned to the vault and take her away to Mantua.

**Act 5** - The Friar's letter fails to reach Romeo. When he hears of Juliet's death Romeo procures a deadly poison from an apothecary and secretly returns to Verona to say his last farewell to his deceased wife and die by her side. At Juliet's side, Romeo drinks the poison and dies. When Juliet awakens from her deep sleep, she realises Romeo's error and kills herself with his dagger. The Capulets and the Montagues decide to reconcile as a result of the deaths of their children.

## Symbols

### Light/dark and day/night

Romeo and Juliet is filled with imagery of light and dark. But while light is traditionally connected with "good" and dark with "evil", in Romeo and Juliet the relationship is more complex. Romeo and Juliet constantly see each other as forms of light. In the balcony scene, Romeo describes Juliet as the sun, while Juliet describes Romeo as stars. But the relationship between light and dark is complicated by the lovers' need for the privacy of darkness in order to be together.

## Characters

<b>Romeo Montague</b>	Intense, intelligent, quick witted, and loved by his friends.
<b>Juliet Capulet</b>	Naive and sheltered at the beginning, develops into a woman with strength. Grounded.
<b>Mercutio</b>	Romeo's close friend. Wild, playful and sarcastic.
<b>Tybalt</b>	Juliet's cousin. A hothead consumed by issues of family honour. Hates the Montagues.
<b>Benvolio</b>	Romeo's cousin. Less quick witted than Romeo and Mercutio, tries to keep the peace.
<b>Friar Lawrence</b>	A Franciscan monk and a friend to both Romeo and Juliet.
<b>Nurse</b>	Juliet's best friend and confidante, and in many ways is more her mother than Lady Capulet is.
<b>Prince Escalus</b>	Leader of Verona, concerned with keeping order between the warring families.

## Themes and context

**Love** - The love Romeo and Juliet share is beautiful and passionate. It is pure, exhilarating, and transformative, and they are willing to give everything to it. But it is also chaotic and destructive, bringing death to friends, family, and to themselves.

**Fate** - No matter what the lovers do, what plans they make, or how much they love each other, their struggles against fate only help fulfil it. But defeating or escaping fate is not the point. No one escapes fate. It is Romeo and Juliet's determination to struggle against fate in order to be together, whether in life or death. That shows the fiery passion of their love, and which makes that love eternal.

**Individuals v society** - Because of their forbidden love, Romeo and Juliet are forced into conflict with the social world around them: family, friends, political authority, and even religion.

**Language and word play** - Romeo and Juliet constantly play with language. They pun, rhyme, and speak in double entendres. All these word games may seem like mere fun, and they are fun. The characters that pun and play with language have fun doing it. But word play in Romeo and Juliet has a deeper purpose: rebellion.

## Key Quotes

**Prologue** - "Two households, both alike in dignity, in fair Verona, where we lay our scene, From ancient grudge break to new munity, where civil blood makes civil hands unclean. From forth the fatal loins of these two foes, a pair of star-crossed lovers take their life".

**Romeo and Mercutio** - A1 "Romeo: I dream'd a dream to-night.

**Mercutio:** And so did I.

**Romeo:** Well, what was yours?

**Mercutio:** That dreamers often lie."

**Juliet** - A1 "My only love sprung from my only hate! Too early seen unknown. And known too late!"

**Romeo** - A2 "But, soft! What light through yonder window breaks? It is the east, and Juliet is the sun!"

**Juliet** - A2 "O Romeo, Romeo! Wherefore art thou Romeo? Deny thy father and refuse thy name; or, if thou wilt not, be but sworn my love, and I'll no longer be a Capulet."

**Tybalt** - A3 "Romeo, the hate I bear thee can afford no better term than this: thou art a villain."

**Romeo and Mercutio** - A3 "Romeo: Courage, man; the hurt cannot be much.

**Mercutio:** No, 'tis not so deep as a well, nor so wide as a church-door; but 'tis enough, 'twill serve: ask for me to-morrow, and you shall find me a grave man."

**Juliet** - A4 "Or bid me to go into a new-made grave, And hide me with a dead man in his shroud."

**Juliet** - A5 "Yea, noise, then I'll be brief; O, happy dagger! This is thy sheath; there, and let me die."

**Romeo** - A5 "O true apothecary! Thy drugs are quick. - Thus with a kiss I Die. "

## Adverbs

<b>Lentement</b>	Slowly
<b>Joyusement</b>	Happily
<b>Etonnamment</b>	Surprisingly
<b>Précipitamment</b>	Hurriedly
<b>Brutalement</b>	Brutally
<b>Sans problème</b>	Smoothly
<b>Prudemment</b>	Carefully
<b>Avec impatience</b>	Eagerly
<b>Tranquillement</b>	Leisurely
<b>Extrêmement</b>	Extremely

## Wonderful 'wow' words

<b>Intelligent</b>	Intelligent
<b>Joyeux</b>	Cheerful
<b>Radieux</b>	Radiant
<b>Grincheux/euse</b>	Grumpy
<b>Effrayé</b>	Frightened
<b>Animé</b>	Bustling
<b>Utile</b>	Useful
<b>Passioné</b>	Passionate
<b>Ponctuel</b>	Punctual

## Time connectives

<b>Premièrement</b>	Firstly	<b>Deuxièmement</b>	Secondly
<b>Après</b>	Next	<b>Brièvement</b>	Briefly
<b>Après</b>	After	<b>La semaine dernière</b>	Last Week
<b>Puis / Ensuite</b>	Then	<b>Bientôt</b>	Soon
<b>Soudainement</b>	Suddenly	<b>Il y a 2 ans</b>	Two years ago
<b>Pendant ce temps</b>	meanwhile	<b>Il y a 2 jours</b>	Two days ago
<b>Quand</b>	When	<b>Finalemnt</b>	Eventually
<b>Depuis</b>	Since	<b>Au Final</b>	Finally
<b>Avant</b>	Before		

## Time connectives

### Addition

<b>Et</b>	And
<b>Aussi</b>	Also
<b>De plus</b>	In addition to
<b>En outre</b>	Furthermore
<b>Encore</b>	Again
<b>Suivant(e)</b>	The following

### Cause/effect

<b>Alors</b>	Consequently
<b>Ainsi</b>	Thus
<b>Donc</b>	So
<b>Par Conséquent</b>	Therefore / As a result
<b>Jusqu'à</b>	Until

### Emphasis

<b>Surtout</b>	Above all
<b>En particulier</b>	In particular
<b>Particulièrement</b>	Notably / Especially
<b>Considérablement</b>	Significantly
<b>En fait / En réalité</b>	In fact

### Contrast/Balance

<b>Mais</b>	But
<b>Cependant</b>	However
<b>Néanmoins</b>	Nonetheless
<b>Ou bien/ Ou sinon</b>	Alternatively
<b>Malgré</b>	Despite
<b>Toujours</b>	Still
<b>Au lieu de</b>	Instead of..
<b>D'un côté...d'un autre côté</b>	On one hand...On the other

## Module 4

Je vais en vacances au bord de la mer	I go on holiday to the seaside
à la campagne	countryside
à la montagne	mountains
J'y vais...	I go there...
avec ma famille	with my family
J'y reste...	I stay there ...
une semaine/	one week
Je pars en colo	I go to a holiday camp
Je pars en classe de neige	I go on a winter camp
On fait du camping	We go camping

### Les activités vacances

Je fais...	I do/go...
du canoë-kayak	canoeing
du VTT	mountain-biking
du ski nautique	water-skiing
du snowboard	snowboarding
de la plongée sous-marine	scuba diving
de la voile	sailing
de la planchet à voile	wind-surfing
de l'équitation	horse-riding
de l'escalade	climbing
des randonnées dans la forêt	hiking in the forest
Je vais à la pêche	I go fishing
Je prends des cours de ski	I have skiing lessons
J'ai fait un stage de (voile)	I did a (sailing) course
Il n'y a pas grand-chose à faire	There's not much to do

### Les affaires de vacances

un adaptateur	an adaptor
un chargeur (pour mon mp3)	a charger (for my mp3)
un chapeau de paille	a straw hat
un tuba	a snorkel
un sac à dos	a rucksack
une lampe de poche	a torch
de la crème solaire	sun cream
des lunettes de plongée (fpl)	swimming goggles
des palmes (fpl)	flippers

### Holiday activities

### Holiday items

## Module 5

### Mes droits

J'ai le droit de/d'  
aller au MacDo avec mes copains

aller sur des forums  
aller sur Facebook  
jouer à des jeux vidéo  
regarder la télé jusqu'à 11 heures  
sortir seul(e)  
surfer sur internet une heure par jour

### Les conditions

si j'ai aidé à la maison

si j'ai fini mes devoirs

si j'ai mon portable sur moi  
si je rentrer avant dix heures du soir  
si je veux

si mes parents savent avec qui je suis

si mes parents savent où je vais

### Les réactions

Mais ce n'est pas juste!

C'est tout à fait normal

Ce n'est pas du tout normal

C'est fou!

On te traite comme un enfant

Mais révolte - toi!

Tes parents exagèrent!

### Les expressions avec avoir

avoir envie de

avoir faim

avoir le droit de

avoir raison

avoir soif

avoir tort

en avoir marre de

### Des verbes utiles

acheter

adopter

### My rights

I am allowed to....

go to McDonald's with my friends

go onto forums

go on Facebook

play video games

watch TV until 11pm

go out by myself

surf the net for one hour per day

### Conditions

if I have helped around the house

if I have finished my homework

if I have my phone on me

if I get back by 10pm

if I want

if my parents know who I am with

if my parents know where I am

### Reactions

But it's not fair!

That's quite right

That's not right at all

That's crazy!

They are treating you like a child

Rebel!

Your parents are going too far

### Expressions with avoir

to want to

to be hungry

to be allowed to

to be right

to be thirsty

to be wrong

to be fed up of

### Useful verbs

to buy

to adopt

## Module 6 Révision

### Les mots essentiels

car  
comme  
lorsque  
par contre  
par exemple  
puisque  
si  
surtout  
avec qui?  
combien de?  
que?/ qu'est-ce que?  
pourquoi?  
y  
quel(le)(s)  
toujours  
prochain(e)(s)  
à mon avis  
au lieu de  
avant tout  
comment  
complètement  
être d'accord  
franchement  
malheureusement  
malgré  
même  
plein de  
pour (+ infin)  
pourtant

### High frequency words

for  
as  
when  
on the other hand  
for example  
since/as  
if  
especially  
with whom?  
how much/how many?  
what?  
why?  
there  
which?/what  
always  
next  
in my opinion  
instead of  
above all  
how  
completely  
to agree  
frankly  
unfortunately  
in spite of  
even  
loads of  
in order to  
however

## Newly Emerging Economies

**NEE:** Newly Emerging Economy (those moving from LIC to HIC).

**HIC:** Higher Income Country (e.g. Australia/Canada).

**LIC:** Lower Income Country (e.g. Somalia/Sierra Leone).

**Development:** The progress made over time by a country.

**Poverty:** People living without basic needs or income.

**Corruption:** Dishonest or wrong doings by those in power.

**Quality of life:** The social, economic and environmental factors of life (E.g. health, employment, income, building quality etc).

**Sanitation:** The provision of, and access to, flushing toilets, clean water etc.

## India as an NEE

**Bollywood:** The Indian film industry (the biggest film industry in the world)

**Dharavi:** The largest slum in Asia, located in Mumbai.

**Caste system:** The traditional class structure, determined by birth.

**Social segregation:** The gap between the rich and the poor (seen in many urban areas).

**Economic development:** The progress that India are making over time.

**Industrialisation:** The focus of the economy on industry and manufacturing.

**Globalisation:** The increased interconnectivity of the world, linked to TNCs.

**TNCs:** Trans-national corporations. Large companies who work on a global scale. E.g. Nike or BT.

## Supporting countries to develop

**Aid:** Help.

**Emergency aid:** Help given for short term, often after natural disasters or outbreaks of diseases.

**Development aid (long-term aid):** Help given for a longer time, often focusing on areas of need e.g. health, education.

**International aid:** Aid sent from abroad. E.g. UK sending international aid to Nigeria.

**Bilateral aid:** Help given from one country to another. E.g. UK sending aid to India.

**Multilateral aid:** Help given when organisations work together. E.g. The Disaster Emergency Committee who collected donations from countries to support after Nepal's earthquake.

**Self help schemes:** Schemes that provide training and materials to encourage people to improve their own standards of living.

**Appropriate technology:** Providing communities with resources that are appropriate for their level of development. E.g. A water pump to an LIC.

**Remittances:** The money sent home – often from migrants.

**Debt relief:** The partial or total wiping off of any debts paid (has been given to many Highly Indebted Poor Countries – HIPC – globally e.g. Ghana, Ethiopia and Haiti)

**Trade:** Transfers of goods and services from one country to another.

**Trading agreements:** A deal made between countries.

**Trading blocs:** A group of countries or organisations who work together to create deals for trade.

**Investment:** Money that is put into a country to support with business etc.

## Consequences of the development gap

**Inequality:** Gap between rich and poor.

**Slums:** Informal housing, often made from scrap material on undesirable land (also known as shanty towns).

**Migration:** The movement of people from one area to another (often linked with rural to urban migration in NEEs).

**Urbanisation:** The growth in the proportion of people who live in urban areas (linked to migration).

**Disparities in health:** Gaps in health as poorer people are unable to access vaccines or medicines.

## India's Industrial structure

**Primary:** Work relating to raw materials.

**Secondary:** Manufacturing and industrial jobs.

**Tertiary:** Jobs that provide a service.

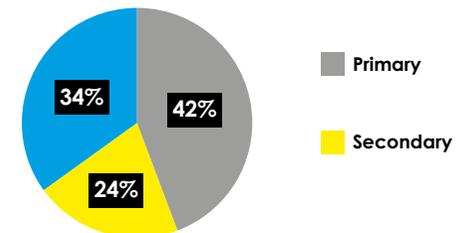
**Quaternary:** Research and development.

**Industrial structure:** The break down of the economy into each sector (primary, secondary, tertiary, quaternary).

**Exports:** The goods that are traded out of a country.

**Imports:** The goods that are traded into a country.

India's economy 2018



# Resource Management

## The UK's resources

**Consumption:** How much is used (E.g. water, energy and food consumption).

**Water deficit:** When demand for water is greater than supply. There is deficit in the South and East of the UK.

**Water surplus:** When supply of water is greater than demand. There is surplus in the North and West of the UK.

**Water security:** Availability of a reliable water supply.

**Water stress:** When there is a greater demand than supply of clean water - when water is restricted. This is sometimes experienced in the South and East of the UK.

**Water transfer schemes:** The movement of water from areas of surplus to areas of deficit (E.g. Elan Valley in Wales to Birmingham).

**Carbon footprint:** The amount of carbon dioxide released per person (can link to food miles).

**Seasonal food production:** A focus on seasonal crops rather than imported crops

**Arable farming:** Crops. Popular areas in the UK are Lincolnshire and East Anglia.

**Pastoral farming:** Animals.

**Agribusiness:** Intensive farming used to maximise profits.

**Organic farming:** Farming without chemicals.

**Energy demand:** The amount of energy needed to provide for a population.

**Energy security:** Having enough energy to provide for a population.

**Fossil fuels:** Coal, gas and oil. These are non-renewable.

**Renewable energy:** Energy that doesn't run out (e.g. solar, wind, biomass, tidal, hydro).

**Fracking:** The process used to source shale gas from rocks under the ground.

## Managing food insecurity

**The Green Revolution:** Water harvesting, soil conservation, using science to improve the quality of crops and livestock, mechanisation.

**Appropriate technology:** Using cheap materials to support LICs (E.g. Bicycle used to de husk coffee beans, or drip irrigation used in LICs).

**Biotechnology:** Using living organisms to increase crop output/yields. E.g. GM.

**Aeroponics:** Spraying plants with fine water containing nutrients constantly and reusing water.

**Hydroponics:** Constant supply of water and light. No soil needed – mineral wool used instead.

**The Indus Basin Irrigation System:** The largest irrigation system (watering) in the world – it consists of 3 large dams, and over a hundred smaller dams that regulate water flow.

## Global food resources

**Food security:** Access to sufficient, safe, nutritious food to maintain a healthy life.

**Food Insecurity:** Being without a reliable access to enough affordable nutritious food.

**Food surplus:** When countries produce more food than the population needs.

**Food deficit:** When countries do not produce enough for their population.

**Food Miles:** The distance travelled by food.

**Irrigation:** How we water crops. This can be large scale with dams and reservoirs, or small scale with drip irrigation.

## Impacts of food insecurity

**Famine:** Widespread shortage of food – often leading to starvation and death.

**Rising prices:** Demand on food increases which rises prices of food, which leads to people being unable to afford it.

**Soil erosion:** Overuse of the soil by farmers growing crops & grazing animals means the soil loses fertility and is unusable.

**Undernutrition:** Lack of a balanced diet leading to illnesses (negative multiplier)

**Social unrest :** Rioting or arguments over resources as there is not enough of them.

## Sustainable food supply

**Sustainable food supply:** Producing food in a way that fertile soils, water and environmental resources are available for future generations.

**Fish from sustainable sources:** Set catch limits (quotas), monitor breeding.

**Meat from sustainable sources:** Free range, small scale, organic.

**Permaculture:** Permanent farming. Encouraging bees, harvesting rainwater, crop rotation.

**Urban farming:** Using land/space in settlements to grow food (good for community).

**Magic stones:** Lines of stones are placed in fields (arid/ LICs) to stop surface runoff – low tech management technique.

**Sand dams:** Small scale dams built to collect sediments eroded during rainfall, these sediments contain water for later use – low tech management technique.

## Adverbs

<b>Langsam</b>	Slowly
<b>Glücklich</b>	Happily
<b>Überraschen</b>	Surprisingly
<b>Eilig</b>	Hurriedly
<b>Brutal</b>	Brutally
<b>Problemlos</b>	Smoothly
<b>Vorsichtig</b>	Carefully
<b>Eifrig</b>	Eagerly
<b>Gemächlich</b>	Leisurely
<b>Irrsinnig</b>	Insanely

## Wonderful 'wow' words

<b>Intelligent</b>	Intelligent
<b>Fröhlich</b>	Cheerful
<b>Strahlend</b>	Radiant
<b>Schimmernd</b>	Shimmering
<b>Mürrisch</b>	Grumpy
<b>Erschrocken</b>	Frightened
<b>Trubelig</b>	Bustling
<b>Nützlich</b>	Useful
<b>Leidenschaftlich</b>	Passionate
<b>Pünktlich</b>	Punctual

## Time connectives

<b>Erstens</b>	Firstly	<b>Kurzzeitig</b>	Briefly
<b>Danach</b>	Next	<b>Letzte Woche</b>	Last Week
<b>Nachdem</b>	After	<b>Nach Einiger Zeit</b>	After A While
<b>Dann</b>	Then	<b>Bevor</b>	Before
<b>Bald</b>	Soon	<b>Vor 2 Jahren</b>	Two Years Ago
<b>Plötzlich</b>	Suddenly	<b>Vor 2 Tagen</b>	Two Days Ago
<b>Inzwischen</b>	Meanwhile	<b>Letztendlich</b>	Eventually
<b>Wann</b>	When	<b>Schließlich</b>	Finally
<b>Seit</b>	Since		
<b>Zweitens</b>	Secondly		

## Time connectives

### Addition

<b>Und</b>	and
<b>Auch</b>	also
<b>Außerdem</b>	furthermore
<b>Zusätzlich</b>	in addition to
<b>Wieder</b>	again
<b>Nachfolgend</b>	the following

### Cause/effect

<b>Infolgedessen</b>	consequently
<b>Dadurch</b>	thus
<b>So</b>	so
<b>Deshalb</b>	therefore
<b>Demzufolge</b>	as a result
<b>Bis</b>	until

### Emphasis

<b>Vor Allen Dingen</b>	above all
<b>Besonders</b>	in particular
<b>Insbesondere</b>	notably
<b>Hauptsächlich</b>	especially
<b>Bedeutend</b>	significantly
<b>Sogar</b>	in fact

### Contrast/Balance

<b>Aber</b>	but
<b>Jedoch</b>	however
<b>Nichtsdestotrotz</b>	nothingless
<b>Beziehungsweise</b>	alternatively
<b>Trotz</b>	despite
<b>Trotzdem</b>	still
<b>Stattdessen</b>	instead of...
<b>Zum eine</b>	
	on one hand...on the other

## Module 4

Meine Kindheit	My Childhood
Als ich fünf Jahre alt war, ...	When I was five years old
Als ich klein, ...	When I was little
Als ich jünger war	When I was younger
Hatte ich ein tolles Rad	I had a great bike
Hatte ich eine komische Mütze	I had a funny cap
Hatte ich einen kleinen VW	I had a small VW
Hatte ich viele Kuscheltiere und Puppen	I had many soft toys and dolls
War ich nicht modisch	I was not fashionable
War mein Teddybär mein Lieblingsspielzeug	my teddy was my favourite toy
Mein Lieblingsessen	my favourite food
Mein Lieblingshobby	my favourite hobby
Mein Lieblingskleidungsstück	my favourite item of clothing
Erinnerungen	memories
Früher und heute	then and now
Mit welchem Alter konntest du...?	At what age could you...?
Mit sechs Monaten ...	At six months old ...
Mit einem Jahr ...	At one year old ...
Mit zwei Jahr ...	At two years old ...
Konnte ich	I could
Lächeln	smile
Laufen	walk
Sprechen	talk
Meinen Namen schreiben	write my name
Lesen	read
Rad fahren	ride a bike
Die Uhr lesen	tell the time
Was durftest du machen	What were you allowed to do?
Ich durfte ...	I was allowed to ...
Ich durfte nicht ...	I was not allowed to ...
Ich musste ...	I had to ...
Ich durfte alleine in die Schule gehen	I was allowed to go to school on my own
Ich durfte nicht alleine in die Stadt gehen	I was not allowed to go to town on my own
Ich durfte (k)ein Handy haben	I was (not) allowed to have a mobile phone
Ich durfte keine Schokolade essen	I was not allowed to eat chocolate

## Module 5

Ab...jahren darf man ...	From...are you allowed to ...
Paintball spielen	Go paintballing
Einen teilzeitjob haben	have a part time job
Einen lottoschein kaufen	buy a lottery ticket
Den namen ändern	change your name
Die Schule verlassen	leave school
Ein piercing haben	have a piercing
Ein mofa fahren	ride a moped
Ein kind adoptieren	adopt a child
Bis 24 uhr in discos oder clubs bleiben	be out at a disco or a club until midnight
Blut spenden	give blood
Ohne Eltern in den Urlaub fahren	go on holiday without your parents
Sich tätowieren lassen	have a tattoo
Heiraten	get married
Mit Einwilligung der Eltern	with parental consent
Ohne Einwilligung der Eltern	without parental consent
Es gibt keine Altersgrenze	There is no age limit
Welches ist das glücklichste land?	Which is the happiest country?
Das glücklichste land	the happiest country
Das reichste land	the richest country
Das sicherste land	the safest country
Das gesündeste land	the healthiest country
...hat den besten lebensstandard	...has the best quality of life
Was ist dir wichtig?	What is important to you?
...ist mir das wichtigste	...is the most important thing to me
...ist mir wichtig	is important to me
gute noten	good grades
Mein hund	my dog
ausschlafen	to lie in
...ist mir wichtig, weil... because	...is important to me,
Ich Arzt werden möchte	I want to become a doctor
Sie mich glücklich macht	it makes me happy
Es spaß macht	it's fun
Ich fit bleiben will	I want to stay fit
Er mein bester freund ist	he's my best friend
Meine Freunde sind mir das wichtigste	My friends are the most important thing to me
Meine Freunde sind mir wichtig	my friends are important to me
Die sicherheit	security/safety

## Module 6 (Revision)

Als	when
Jünger	younger
Hatte/hatten	had
War/waren	was/were
Es gab	there was/were
Musste/mussten	had to
Durfte/durften	was allowed to/were allowed to
Konnte/konnten	could
Grundschule und sekundarschule	Primary and secondary
Wir haben viele Hausaufgaben	we have lots of homework
Wir hatten keine Hausaufgaben	we had no homework
Wir mussten das klassenzimmer bleiben	we had to stay in one classroom
Est gibt ein schwimmbad	theres a swimming pool
Es gab kein schwimmbad	there's was no swimming pool
Die sekundarschule hat	the secondary school has
Die Lehrer und lehrerinnen sind streng	The teachers are strict
Die klassenzimmer sind größer	The classrooms are bigger
Die klassenzimmer waren bunter	The classrooms were more colourful
Meine klassenkameraden	My classmates
Er war der ...	He was the ...
Sie war die ...	She was the ...
Älteste	oldest
Größe	tallest
Kleinst	smallest
Intelligenteste	most intelligent
Sportlichste	sportiest
Lauteste	loudest
Musikalischste	most musical
Ungepflegteste	scruffiest
Frechste	cheekiest

# The Causes of WW2 and Nazi Germany

<b>Appeasement</b>	Allowing something to happen or accepting demands to avoid conflict.
<b>Aryan Race</b>	Hitler believed some Europeans (Germans) were descended from the ancient 'Aryan' race, which he believed was racially superior.
<b>Chancellor</b>	Like a prime minister.
<b>Dictator</b>	A single strong leader who has complete power
<b>Fascism</b>	A political belief that includes ideas such as democracy is weak, there should be no elections. Fascists are also nationalistic, militaristic and against communism.
<b>Gestapo</b>	Nazi secret police.
<b>Goebbels</b>	Head of Nazi propaganda.
<b>Lebensraum</b>	'living space'. Hitler believed Germany should take back land lost in the Treaty of Versailles.
<b>Militaristic</b>	Prioritising the armed forces over other parts of society.
<b>Nationalist</b>	Believing strongly in your own country.
<b>Nazi-Soviet Pact</b>	23 August 1939, Hitler and Stalin made a promise not to go to war with each other and (secretly) promised to invade Poland and split it between them.
<b>NSDAP</b>	Nationalist Socialist German Worker's Party (Nazi Party).
<b>Police State</b>	A country where the government uses the police to spy on people and stamps out any opposition.
<b>Propaganda</b>	Communications designed to mislead people by giving a very biased view e.g. posters/films.
<b>Reichstag</b>	The name given to the German parliament.
<b>Remilitarisation</b>	Building up military resources.
<b>Rhineland</b>	An area of Germany bordering France.
<b>SS</b>	Schutzstaffel (protection squad). Elite Nazi troops who also helped to run concentration and extermination camps in Nazi Germany.

## Key Dates

**1929**

The Wall Street Crash = Great Depression

**30 Jan 1933**

Hitler becomes Chancellor of Germany

**Aug 1934**

Hitler becomes dictator 'fuhrer' of Germany

**1935**

Hitler carries out a rally to show off how he has built up his armed forces

**March 1936**

Hitler remilitarises the Rhineland

**March 1938**

Hitler successfully joined with Austria (Anschluss)

**1938**

Hitler invades the Sudetenland of Czechoslovakia

**March 1939**

Hitler invades the rest of Czechoslovakia

**1 September 1939**

Hitler invaded Poland

**3 September 1939**

France and Britain declare war on Germany

**History**  
1 of 2

# The Holocaust

## History 2 of 2

<b>Anti-Semitism</b>	Hostility directed against Jewish people.
<b>Boycott</b>	When people refuse to buy or use something to make a point.
<b>Blood Libel</b>	The accusation in the Middle Ages that Jews had committed ritualistic murders.
<b>Bystander</b>	Someone who has seen or heard an event but not actively took part.
<b>Concentration camps</b>	A prison usually for political prisoners or members of persecuted minorities e.g Jews. In Nazi Germany, they were overcrowded with poor conditions and prisoners had to do hard labour.
<b>Death camps</b>	Camps like Auschwitz-Birkenau where prisoners were often murdered using gas chambers.
<b>Einstazgruppen</b>	SS killing squads who were given the task of murdering Jews and other minorities/political opponents.
<b>Final Solution</b>	The term given to the Nazi plan to murder all European Jews.
<b>Ghettos</b>	Walled off areas of cities in which Jews were made to live in terrible, overcrowded conditions e.g. Warsaw Ghetto where there were 400,000 Jews in 1.3 square miles.
<b>Genocide</b>	The deliberate killing of a group of people e.g. of a specific nation or race.
<b>Heinrich Himmler</b>	Head of the SS and later the all police forces in Germany. Worked closely with Hitler and made the decisions that led to the Holocaust.
<b>Kindertransport</b>	A rescue attempt by the British government (1938-39) that brought about 10,000 Jewish children to Britain.
<b>Kristallnacht</b>	'Night of Broken Glass'. Nazi thugs robbed and smashed 7,000 Jewish businesses, homes, schools. 250 synagogues burned down.
<b>Nuremberg Laws</b>	Laws passed by the Nazis that put restrictions on Jews. E.g. forbidden from marrying Aryans, stripped of their right as German citizens.
<b>Perpetrator</b>	A person who played a role in the formulation or carrying out harmful actions (against Jews).
<b>Persecution</b>	Mistreatment of an individual or group.
<b>Pogrom</b>	Violent attacks directed against an ethnic minority, such as Jews.
<b>Synagogue</b>	A Jewish place of worship.
<b>Reinhard Heydrich</b>	Oversaw the development of the 'Final Solution' and chaired the Wannsee Conference.

## Key Dates

**1190**

Jews were blamed for a fire in York and sought refuge in Clifford's Tower. There was a massacre of the Jews who were inside the castle by angry Christians

**1290**

King Edward I ordered all Jews to leave England (Edict of Expulsion). They were only allowed to return in 1656

**1905**

The 'Aliens Act'. Britain tried to reduce the number of Jewish migrants into Britain

**30 January 1933**

Hitler became Chancellor of Germany

**1 April 1933**

When the Nazis ordered a boycott of all Jewish shops

**1935**

The Nuremberg Laws

**1936**

Berlin Olympic Games

**1938**

Jews had to have a 'J' stamped on their passport

**7 November 1938**

Kristallnacht (See glossary)

**September 1939**

WW2 began

**September 1941**

Jewish people over 6 years old had to wear a yellow star

**January 1942**

Wannsee Conference. Nazi officials met to work out the 'Final Solution' of the 'Jewish Problem'. This led to the final stage of the Holocaust

**April 1943**

Warsaw Ghetto Uprising

**27th Jan 1945**

Russia liberates (frees) Auschwitz

**1945-1949**

Nuremberg War Crimes Trials

**1991**

War Crimes Act. Those who became British citizens after the war could be tried for any alleged war crimes between 1933-1945

## Critical Success Factor

A **CSF** is a critical factor or activity required for ensuring the success of a company or an organisation.

Examples of a **Critical Success Factor**:

- One critical success factor is to ensure that my background colour is the same on every slide. To meet this success factor, I will use slide master.
- Another critical success factor is to ensure that there is no spelling mistakes. To meet this success factor, I will use the spell checker.
- Another critical success factor is to ensure that I have a suitable font in my work. To meet this success factor, I will use the same font throughout my work.

A sources table would include the following:

- Date
- Web address
- If the image was copyrighted
- What to do if it is copyrighted

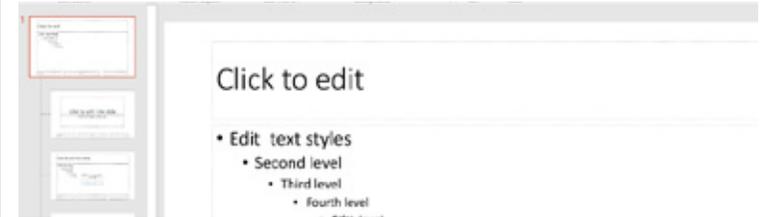
### Copyright Act Law

The Copyright Act law states that an original piece of work is covered by copyright. It could be a piece of music, a play, a novel, photos or a piece of software. Copyright can be enforced by law.

It is against the law to copy and distribute copyrighted material without the copyright owner's permission.

## Slide Master

Slide Master is a feature in PowerPoint that allows you to be consistent with the colour scheme, layout and font



### Features of a Powerpoint

Features of a Powerpoint that makes it eye catching and appealing

- Bright colours
- Gifs
- Animations
- Transitions
- Loop

IT  
1 of 2

## HTML

HTML stands for **Hyper Text Markup Language**

How does HTML work?

- HTML uses tags.
- The tags tell the computer where all the different information should go and what it should look like

Websites are broken down into 3 parts:

**1= The Head**

**2= The Body**

**3=The Footer**

### Tags used in HTML

Bold	<code>&lt;b&gt;example&lt;/b&gt;</code>
Center	<code>&lt;center&gt;example&lt;/center&gt;</code>
Heading	<code>&lt;h1&gt; example&lt;/h1&gt;</code>
Image	<code>&lt;img src="myimagenam.jpg"/&gt;</code>
Italic	<code>&lt;i&gt;example &lt;/i&gt;</code>
Numbered List	<code>&lt;ol&gt;</code> <code>&lt;li&gt;example 1&lt;/li&gt;</code> <code>&lt;li&gt;example 2&lt;/li&gt;</code> <code>&lt;/ol&gt;</code>
Paragraph	<code>&lt;p&gt;</code>
Underline	<code>&lt;u&gt;example&lt;/u&gt;</code>
Hyperlink	<code>&lt;a href="http://mywebsite.com"&gt;mywebsite &lt;/a&gt;</code>
Font Style	<code>&lt;font face="Arial"&gt;example&lt;/font&gt;</code>

# The Project Life Cycle

The Project Life Cycle refers to the four-step process that is followed by nearly all project managers when moving through stages of project completion.

Phases of a Project Life Cycle

1. Initiation
2. Planning
3. Execution
4. Evaluation



You must perform a phase review for Initiation, Planning and Execution

## Why do we use the Project Life Cycle?

It is important to ensure the project life cycle used on your project is appropriate to the work being carried out and split into distinct and manageable phases. This is a tried and tested method for delivering projects on time, within budget and to the expected quality targets.

# Key Words

**Contingency:** Time in a project plan that has no tasks assigned. This is used if tasks are not completed on time, to make sure the project still meets the final deadline.

**Milestone:** A given point in time when a task is expected to be started or completed.

**Interaction:** How the phases link together.

**Iteration:** The repeating of a phase. Each repetition of a phase, when amendments will be made, is called an iteration. The results of an iteration are used as the starting point of the next.

**Dependency:** A dependent task is one that cannot be started until a previous, specified task has been completed.

**Concurrent:** Tasks which can be completed at the same time.

**Critical path:** The sequence of tasks that shows the shortest time taken for completion of a project.

# Inputs & Outputs of the Project Life Cycle

	Inputs	Outputs
Initiation	User requirements	Feasibility report Legislation implications Phase review
Planning	Feasibility report Legislation implications	Project plan Test plan Constraints list Phase review
Execution	Project plan Test plan Constraints list	Deliverable product Test results Phase review
Evaluation	Deliverable product Test results	Release of deliverable product User documentation Final evaluation report

## Planning

**SWOT:** Analysis to find out the Strengths, Weaknesses, Opportunities and Threats of/to a project.

**Data dictionary:** A description of the structure, contents and format of a spreadsheet or database. The relationships within the database are also included.

**Flow Chart:** A flow chart can be defined as a step by step process to solve a task.

**Asset log:** A list of all the resources used in a project

**Visualisation Diagram:** Provide a visual view of the product – graph, webpage

**Gantt chart:** A visual method of showing the proposed timing of each task needed to complete a project.

IT  
2 of 2

# What is SMART

To make sure your goals are clear and reachable, each one should be:

- Specific** (simple, sensible, significant).
- Measurable** (meaningful, motivating).
- Achievable** (agreed, attainable).
- Relevant** (reasonable, realistic and resourced, results-based).
- Time bound** (time-based, time limited, time/cost limited, timely, time-sensitive).



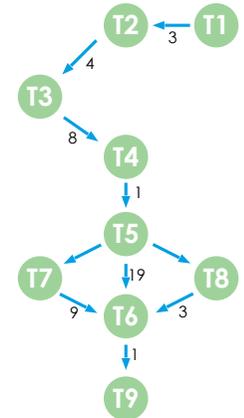
## Constraints to consider in the Project Life Cycle

Time, Resources, Cost, Hardware and Software, Regulations, Security/Risk Management.

# PERT Charts: Project Evaluation and Review Technique

## Advantages of the Project Life Cycle

- Provides a structured approach
- Can see how the project is progressing
- Clearly defined tasks
- Roles and responsibilities are clearly defined
- Resources can be allocated in advance
- The project manager can monitor the progress of the project
- The end of phase reviews can be carried out to make sure that the project is meeting the success criteria, objectives and client-defined constraints.



## To up-level your writing, you must

- Use a wide range of punctuation
- Organise sentences into clearly-structured paragraphs, linking ideas in a sophisticated way
- Include longer sentences with appropriate connectives
- Include description, choosing 'wow' words to describe things (think of the 5 senses)
- Use a variety of simple, compound and complex sentences - try some adverbial openers

## Rhetorical Questions

Do you think that...?  
 Don't you think that...?  
 Isn't it time to...?  
 Have you ever thought about...?  
 Haven't you always longed for...?  
 Why is it (that)...?  
 When should we...?

## Complex sentence openers

- Although (it was incredibly cold...),
- Even though Sam was in the company of his family,
- Despite achieving 100% in the exam,
- When there was torrential rain,
- Since I began my journey,
- If you build this house using only wood,
- As soon as he finished the chapter,

Literacy  
1 of 2

## Adverbial openers + comma

Slowly	Immediately
Briefly	Eagerly
Happily	Tenderly
Clumsily	Strictly
Rudely	Cautiously
Surprisingly	Regretfully
Patiently	Thankfully
Anxiously	Horrendously
Enthusiastically	Suspiciously
Mournfully	Unbelievably
Gradually	Leisurely
Hurriedly	Insanely
Wearily	Majestically
Erratically	Recently
Brutally	Graciously
Smoothly	Savagely
Sweetly	Lovingly
Hatefully	Longingly
Carefully	Meekly

## Wonderful 'Wow' Words

Wonderful	Important	Bustling
Splendid	Useful	Noxious
Fantastic	Useless	Fragrant
Marvellous	Incredible	Shadowy
Valuable	Bustling	Icy
Blissful	Deafening	Fiery
Elated	Rowdy	Punctual
Cheerful	Blaring	Infantile
Quick-witted	Thunderous	Mature
Intelligent	Putrid	Colourful
Smooth	Faraway	Colourless
Luscious	Remote	Odourless
Appetising	Loathsome	Painful
Delectable	Grainy	Painless
Radiant	Polished	Magnified
Shimmering	Mediocre	Gigantic
Transparent	Sweltering	Enormous
Translucent	Frosty	Miniscule
Triangular	Steamy	Worthless
Spherical	Frightened	Impatient
Elliptical	Petrified	Surprising
Sizzling	Miserable	Glorious
Scented	Grumpy	

## Time Connectives for Sequencing

Firstly/First of all	When	(Four) years ago
Then	Since	Eventually
Next	Secondly	Finally
After	Briefly	Last week/year
Soon	After a while	
Suddenly	Before	
Meanwhile	(Two) years ago	

## Said Words

Shouted	Pleaded	Confessed
Exclaimed	Assured	Declared
Whispered	Pleaded	Grumbled
Bellowed	Advised	Insisted
Highlighted	Boasted	Joked
Addressed	Bragged	Muttered
Answered	Cautioned	Remarked

## Connectives

<u>Addition</u>	<u>Cause/Effect</u>	<u>Emphasis</u>	<u>Contrast/Balance</u>	
And	Consequently	Above all	But	As for
Also	Thus	In particular	However	The opposite
Too	So	Notably	Nevertheless	Still
Furthermore	Hence(forth)	Specifically	Alternatively	Instead of
Moreover	Therefore	Especially	To turn to	On the other hand
In addition (to)	Accordingly	Significantly	Yet	Whereas
Again	Since	More importantly	Despite this	Otherwise
The following	Until	Indeed	On the contrary	Apart from
	As a result	In fact	As for	Although

## -ing words (as openers)

Seething	Looking	Skimming
Fuming	Planting	Touching
Watching	Running	Painting
Glancing (around)	Walking	Fleeting
Raging	Dancing	Rushing
Grabbing	Singing	Dreaming
Grasping	Scanning	Creating

# High frequency words - Year 9 Literacy 'Must Know' words

Ask	Asked	Began	Being	Brought	Can't
Change	Coming	Didn't	Does	Don't	Found
Goes	Gone	Heard	I'm	Jumped	Knew
Know	Leave	Might	Opened	Show	Started
Stopped	Thing	Thought	Told	Tried	Turned
Used	Walk	Walked	Walking	Watch	Write
Woke	Woken	Almost	Always	Any	Before
Better	During	Every	First	Half	Morning
Much	Never	Number	Often	Only	Second
Sometimes	Still	Suddenly	Today	Until	Upon
While	Year	Young	Above	Across	Along
Also	Around	Below	Between	Both	Different
Following	High	Inside	Near	Other	Outside
Place	Right	Round	Such	Through	Together
Under	Where	Without	Baby	Balloon	Birthday
Brother	Children	Clothes	Garden	Great	Happy
Head	Something	Sure	Swimming	Those	Word
Work	World	Earth	Eyes	Father	Fair
Friends	Important	Lady	Light	Money	Mother
Own	Paper	Sister	Small	Sound	White
Whole	Why	Window			

Will	With
Wednesday	Thursday
February	March
August	September
Yellow	Blue
Would	Your
Friday	Saturday
April	May
October	November
Green	Orange
Monday	Tuesday
Sunday	January
June	July
December	Red
Pink	Purple

## Notation

$$a \times a \times a = a^3 \quad \text{and} \quad a + a + a = 3a$$

$$3ab \times 4a^2 = 3 \times 4 \times a^2 \times a \times b = 12a^3b$$

## Simplifying

Collecting like terms

Remember to take signs in front of terms with the term

Example:

$$x + 4y + 6x + 2y = 7x + 6y$$

$$3x + y - 2x + 4y = x + 5y$$

Expand & Simplify...

$$\begin{aligned} &5(x+3) + 6(x-4) \\ &5x + 15 + 6x - 24 \\ &11x - 9 \end{aligned}$$

## Expanding brackets single

Multiply all terms inside the bracket by the term on the outside

$$\text{Example: } 2x(5 + 3a)$$

$$2x \times 5 = 10x$$

$$2x \times 3a = +6ax \quad \text{so: } 10x + 6ax$$

Double

$$(x + 3)(x - 4)$$

	<b>x</b>	<b>+3</b>
<b>x</b>	<b>+x<sup>2</sup></b>	<b>+3x</b>
<b>-4</b>	<b>-4x</b>	<b>-12</b>

Collect like terms  $\rightarrow x^2 - x - 12$

## Factorising

Into single brackets

Look for the highest common factors of all terms:

EXAMPLE:  $16x^2 + 12x$   $4x$  is the HCF of both terms

So:  $4x(4x + 3)$

Into double brackets

Look what multiplies to make the number, and what adds to give the 'x' coefficient

EXAMPLE:  $x^2 + 9x + 20$   $+4x + 5 = 20$   $+4 + 5 = 9$

So:  $(x+4)(x+5)$

## Definitions

### Equation

An equation is a mathematical statement that two things are equal. It consists of two expressions, one on each side of an 'equals' sign.

### Identity

Identities are true for any value of the variables

$$\text{Example: } 0.5a = \frac{a}{2}$$

### Expression

An expression is numbers, symbols and operators (+, -, x, ÷) grouped together that show the value of something.

$$\text{Example: } 2a + 5g - 6 + 5a$$

### Formula

A formula is a rule or fact written with mathematical symbols.

It usually has:

- an equals sign (=)
- two or more variables (x, y, etc)

Example: The formula for the volume of a cuboid is  $V = l \times w \times h$

## Index laws

When dividing, subtract the powers:

$$\frac{a^7}{a^2} = a^{7-2} = a^5$$

When multiplying, add the powers:

$$a^3 \times a^5 = a^{3+5} = a^8$$

When brackets are involved, multiply:

$$(a^2)^3 = a^{2 \times 3} = a^6$$

## Expressions and substitution

### Creating expressions

Following the order of events in the text in order to write your expression/s correctly

Example:

The cost of a badger is  $b$  pence.

A raccoon is 5 pence more expensive than a badger and a beaver three times as expensive as a badger.

a) cost of a raccoon?  $b + 5$

b) cost of a beaver?  $3(b + 5)$

c) cost of a raccoon and 8 badgers?

$$b + 5 + 8b = 9b + 5$$

### Substitution

Swap all unknown values into the expression to find the value

EXAMPLE:

If  $a = 3$ ,  $b = 2$  and  $c = -2$  find  $2ab + 4c$

$$2 \times (3) \times (2) + 4 \times (-2) = 12 + -8 = 4$$

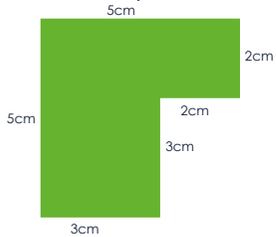
Mathematics

1 of 3

## Perimeter, Area and Measures

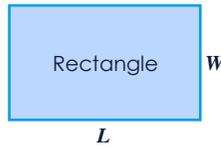
### Perimeter

The total distance around the outside of a shape.

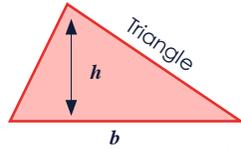


Add up the lengths of ALL sides:  
 $2+2+3+3+5+5=20\text{cm}$

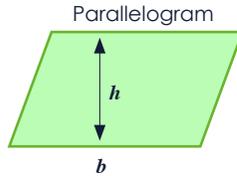
## Area formulae (Area is given in the units ' 2 ')



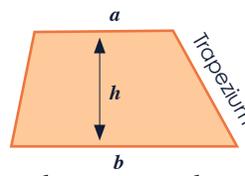
Area = length x width =  $L \times W$



Area =  $\frac{1}{2} \times \text{base} \times \text{height} = \frac{1}{2}bh$

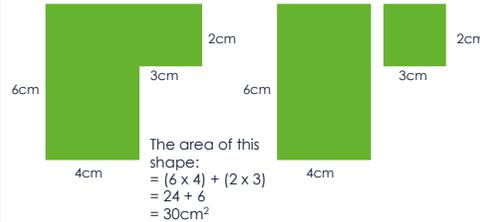


Area = base x height =  $bh$



Area =  $\frac{1}{2}(a + b) \times \text{height} = \frac{1}{2}(a + b)h$

The area of this shape → Equals → The area of these two



## Metric conversions

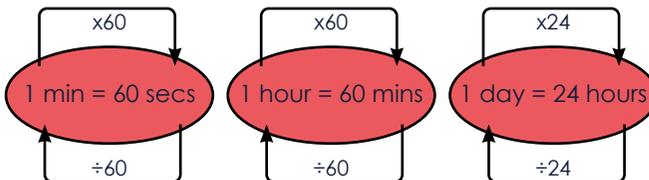
10mm = 1cm  
100cm = 1m  
1000m = 1km  
100cl = 1L  
1000ml = 1L  
1000g = 1kg

## Area conversions

$1\text{cm}^2 = 100\text{mm}^2$	$\times 100$	$\div 100$	(10mm) 1cm
$1\text{m}^2 = 10\,000\text{cm}^2$	cm → mm $\times 10\,000$	cm → mm $\div 10\,000$	<p>A = <math>1\text{cm}^2</math> A = <math>100\text{mm}^2</math> (1cm) 10mm</p>
$1\text{km}^2 = 1\,000\,000\text{m}^2$	m → cm	cm → m	

A square 1cm by 1cm is equivalent to a square with 10mm by 10mm

## Time conversions



Example:  
Convert 1 hr 36 mins into hrs.  
 $60\text{ mins} + 36\text{ mins} = 96/60 = 1.6\text{hrs}$

## Solving Linear equations

### Multistep solving

$7x + 4 = 25$  Write the equation  
 $7x + 4 - 4 = 25 - 4$  Subtract 4 from both sides  
 $7x = 21$  Simplify  
 $7x \div 7 = 21 \div 7$  Divide both sides by 7  
 $x = 3$  Simplify

### Unknowns on both sides

$9x + 14 = -7x + 12$   
 $9x + 7x + 14 = -7x + 7x + 12$  Add 7x to both sides  
 $16x + 14 = 12$   
 $16x + 14 - 14 = 12 - 14$  Take 14 from both sides  
 $\frac{16x}{16} = \frac{-2}{16}$  Divide both sides by 16  
 $x = -0.13$

## Solving equations with fractions involved

Aim to get rid of the denominator first by multiplying

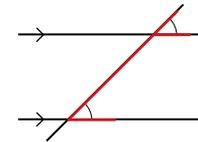
$\frac{(2x + 5)}{3} = 17$   
 $\frac{(2x + 5)}{3} \times 3 = 17 \times 3$  Multiply both sides by 3  
 $(2x + 5) = 51$   
 $(2x + 5) - 5 = 51 - 5$  Subtract 5 from both sides  
 $2x = 46$   
 $2x \div 2 = 46 \div 2$  Divide both sides by 2  
 $x = 23$

### Angle fact

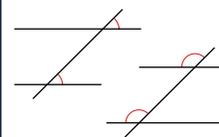
Regular polygons  
One exterior angle of a regular polygon =  $360^\circ \div \text{number of sides}$

Interior angle + exterior angle =  $180^\circ$  so to find the value of one interior angle  
 $180^\circ - \text{exterior angle}$

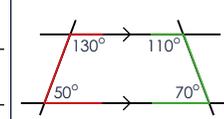
### Parallel lines: Corresponding angles are equal



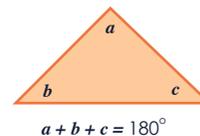
### Parallel lines: Alternate angles are equal



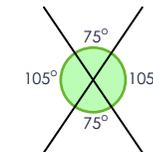
### Parallel lines: Co-interior (supplementary) angles add up to 180 degrees



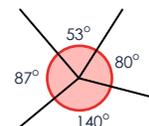
### Angles in a triangle add up to 180 degrees



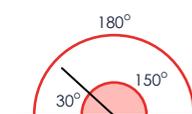
### Vertically opposite angles are equal



### Angles around a point add up to 360 degrees



### Angles on a straight line add up to 180 degrees



## Linear inequalities

These are solved like linear equations

$$2x - 4 < 18$$

$$+4 \quad +4$$

$$2x < 22$$

$$x < 11$$

When you have two inequality signs used you must balance all involved

$$31 < 3x + 1 \leq 49$$

$$-1 \quad -1 \quad -1$$

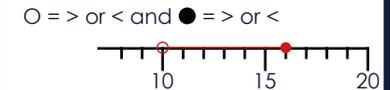
Subtract 1 from each part

$$30 < 3x \leq 48$$

Divide each part by 3

$$10 < x \leq 16$$

This can be placed on a number line



# Circles

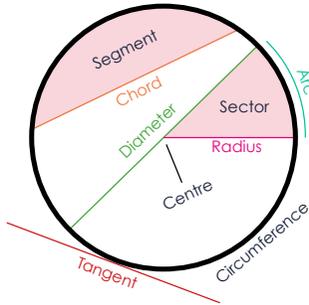
**Circumference:** distance around the outside of a circle

**Radius:** distance from the centre of the circle to the circumference

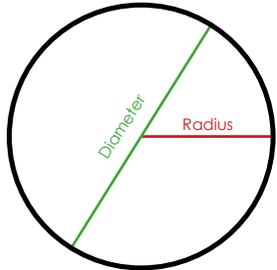
**Diameter:** distance across the width of the circle through the centre

**Chord:** line segment with two endpoints on the circle

**Tangent:** straight line that touches the circle at a single point



## Area and circumference



Area of a circle =  $\pi \times \text{radius}^2$

Circumference of a circle =  $\pi \times \text{diameter}$

Remember that the diameter = 2 x radius

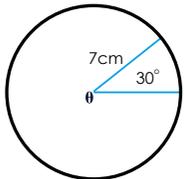
Formula: Area =  $\pi r^2$  Diameter =  $\pi d$  or  $2\pi r$

Length of arc and area of sector

$$\text{Arc Length} = \frac{\theta}{360} \times 2\pi r$$

$$\frac{30^\circ}{360} \times 2 \times \frac{22}{7} \times 7 \text{cm}$$

$$= 3.667 \text{cm}$$



$$\text{Area of Sector} = \frac{\theta}{360} \times \pi r^2$$

$$\frac{30^\circ}{360} \times \frac{22}{7} \times 7^2$$

$$= 12.83 \text{cm}^2$$

## Volume

Formula: Volume of a cuboid  
Length x width x depth

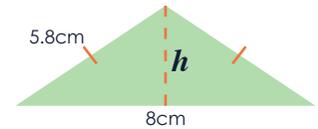
Volume of a triangular prism:  
Area of the triangular face x depth

Volume of a cylinder:  
 $\pi r^2 \times \text{height}$

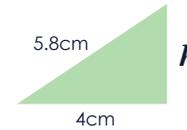
Volume of a sphere  $\frac{4}{3} \pi r^3$

## Pythagoras' Theorem in isosceles triangles

Use Pythagoras' Theorem to calculate the height  $h$  of this isosceles triangle.



Using Pythagoras' Theorem in half of the isosceles triangle, we have...



$$h^2 + 4^2 = 5.8^2$$

$$h^2 = 5.8^2 - 4^2$$

$$h^2 = 33.64 - 16$$

$$h^2 = 17.64$$

$$h = \sqrt{17.64}$$

$$h = 4.2 \text{cm}$$

## Pythagoras' Theorem

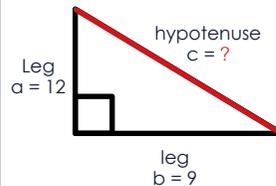
### Formula

$$A^2 + B^2 = C^2$$

Finding missing sides:

To find the hypotenuse (opposite the right angle, always the longest side) you square the two short sides and ADD them.

Example:



$$\text{leg}^2 + \text{leg}^2 = \text{hypotenuse}^2$$

$$a^2 + b^2 = c^2$$

$$12^2 + 9^2 = c^2$$

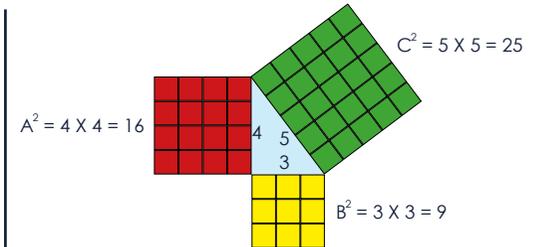
$$144 + 81 = c^2$$

$$225 = c^2$$

$$\sqrt{225} = \sqrt{c^2}$$

$$15 = c$$

Hypotenuse = 15 inches



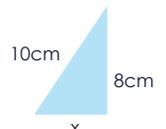
He found that the Areas of the two side squares add up to equal the Area of the long sloping "Hypotenuse" square.

$$\text{E.g. } 16 + 9 = 25$$

### Finding missing sides:

To find a shorter side.  
Hypotenuse<sup>2</sup> - short side<sup>2</sup>

Example:  $x^2 = 10^2 - 8^2$   
 $x^2 = 100 - 64$   
 $x^2 = 36$



$$x = \sqrt{36} = 6 \text{cm}$$

# Live Lounge Ensemble Project

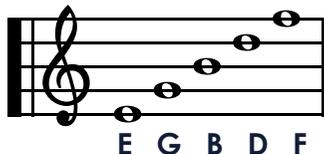
<b>Form and Structure</b>	The different sections of a piece of music or song and how they are ordered.
<b>Intro</b>	The introduction sets the mood of a song, it is often instrumental but can occasionally start with lyrics.
<b>Verses</b>	Verses introduce the song's theme. They are usually new lyrics for each verse which helps to develop the song's narrative, but the melody is the same in all verses.
<b>Pre-Chorus</b>	A section of music that occurs before the CHORUS which helps the music move forward and "prepare" for what is to come.
<b>Chorus</b>	All the choruses have the same lyrics. This section relays the main message of the song and this part of the song is repeated identically each time with the same melody and music (although this sometimes changes key before the CODA to add drama).
<b>Modulates</b>	Change key.
<b>Middle 8/Bridge</b>	This section adds some contrast to the verses and choruses by using a different melody and chord progression.
<b>Instrumental Solo</b>	Solos are designed to show off instrumentalists' skills. Rock, jazz and blues often feature solos on instruments such as piano, saxophone, guitar and drums. Sometimes the Middle 8/Bridge features an instrumental solo.
<b>Coda/Outro</b>	The final section of a popular song which brings it to an end (Coda is Italian for "tail!").
<b>Melody</b>	The main tune of a popular song, often sung by the LEAD SINGER or sometimes played on instruments within the band e.g. LEAD GUITAR. A melody can move by STEP using notes that are next to or close to one another, this is called CONJUNCT MOTION, or a melody can move by LEAPS using notes that are further apart from one another which is called DISJUNCT MOTION. The distance between the lowest pitched and highest pitched note in a melody is called the MELODIC RANGE.
<b>Chord</b>	A group of two or more pitched notes played at the same time.
<b>Bass Line</b>	The lowest pitched part of a song, often performed by bass instruments such as the BASS GUITAR. The bass line provides the harmonies on which the chords are constructed.
<b>Accompaniment</b>	Music that accompanies either a lead singer or melody line – often known as the "backing" – provided by a band or BACKING SINGERS.
<b>Lyrics</b>	The words of a song performed/sung by the singer or backing singers.
<b>Texture</b>	Layers of sound combined to make music – in a pop song this could be the bass line, chords and melody.
<b>Hook</b>	A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece.
<b>Riff</b>	A repeated musical pattern often used in the introduction or in the MIDDLE 8/BRIDGE or INSTRUMENTAL SOLOS of a song. RIFFS can be rhythmic, melodic or lyrical, short and repeated.
<b>Instrumentation</b>	Pop Bands often feature a DRUM KIT to provide the rhythm along with ELECTRIC GUITARS (LEAD GUITAR, RHYTHM GUITAR and BASS GUITAR) and KEYBOARDS. Sometimes ACOUSTIC INSTRUMENTS are used such as the PIANO or ACOUSTIC GUITAR. ORCHESTRAL INSTRUMENTS are often found in pop songs such as the STRINGS, SAXOPHONE, TROMBONE and TRUMPET. Singers are essential to a pop song - LEAD SINGER – Often the "frontline" member of the band (most famous) who sings most of the melody line to the song. BACKING SINGERS – Support the lead singer providing HARMONY and don't sing all the time but just at points within a pop song.

# Live Lounge Ensemble Project

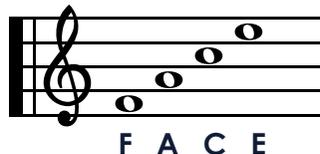
## Typical pop song structure:

- Intro
- Verse 1
- Verse 2
- Chorus
- Verse 3
- Chorus
- Bridge/middle 8
- Chorus
- Coda

Every Green Bus Drives Fast



Notes in the SPACES spell "FACE"



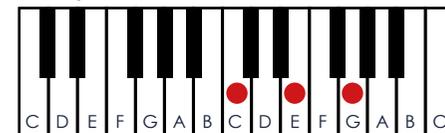
Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**



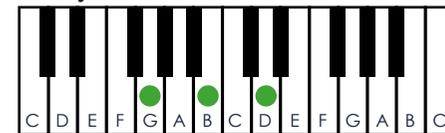
The 4 chords commonly used in pop songs are:

- I - C major
- V - G major
- VI - A minor
- IV - F major

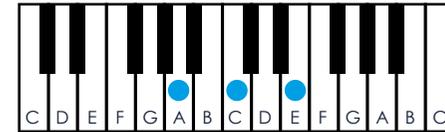
C major



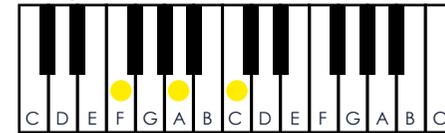
G major



A minor



F major



## The Elements of Music

**Pulse:** The beat of music. Every piece of music has a heartbeat. It doesn't need to be played by drums - you can 'feel' the beat.

**Rhythm:** Notes have different lengths, some long, some short. When we combine long and short sounds it creates a pattern, which is a rhythm.

**Pitch:** Pitch is a variation of high and low sounds. Pitch increases and decreases by step of a scale. Scales are Major and Minor.

**Tempo:** Tempo means the speed of the music. Music can change tempo within a piece. We describe tempo using Italian words.

**Dynamics:** Dynamics means the volume of the music. Music can change dynamics within a piece. We describe dynamic using Italian words.

**Structure:** Music is divided into sections. The order of these sections creates a structure. Song structure includes Chorus, Verse, Instrumental etc.

**Texture:** A single melody creates a thin sound. Adding more parts/layers creates a bigger sound. These layers can interact with each other.

**Timbre:** Each instrument has a unique sound and sounds different to others. This individual sound quality is called Timbre.

## Tempo in Italian

Largo	Adagio	Andante	Allegro	Presto
Very Slow	Slow	Walking Pace	Fast	Very Fast

## Dynamics in Italian

<i>pp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i>	<i>ff</i>
<b>Pianissimo</b> Very Quiet	<b>Piano</b> Quiet	<b>Mezzo Piano</b> Medium Quiet	<b>Mezzo Forte</b> Medium Loud	<b>Forte</b> Loud	<b>Fortissimo</b> Very Loud



## Rhythm Symbols and Values

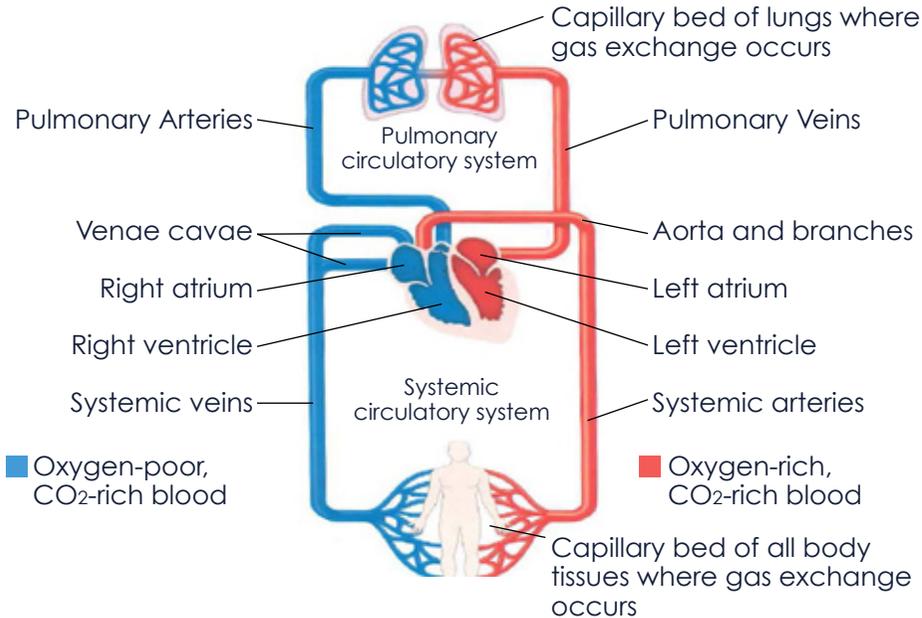
<b>Semibreve</b> 4 beats	<b>Minim</b> 2 beats	<b>Crotchet</b> 1 beats	<b>Quaver</b> 1/2 beat	<b>Semiquaver</b> 1/4 beat

## Rhythms into Syllables

Tea	Coffee	Lemonade	Coca-Cola	Pineapple

# CARDIORESPIRATORY SYSTEM

The main functions of the cardio-vascular and respiratory systems are to deliver oxygen and nutrients to the working muscles and to remove carbon dioxide and lactic acid from the muscles.



The Pulmonary Circulatory system consists of the Trachea, Bronchus, bronchioles, alveoli and diaphragm.

Its main functions are:

- Transport deoxygenated blood from the heart to the lungs.
- Oxygenate the blood through Gas Exchange in the lungs.
- Remove Carbon Dioxide from the blood in the lungs.
- Return oxygenated blood to the heart.

The systemic circulatory system (known as **Cardiovascular**) has 4 main functions:

- Transported Oxygenated blood from the left-hand side of the heart to the muscles.
- Supply Nutrients to the working muscles.
- Transport de-oxygenated blood from the muscles back to the heart.
- Remove Waste products (carbon dioxide and lactic acid) from the muscles.

## Cardiac Values

**Stroke Volume:** Volume of blood pumped of the heart per beat.

**Heart Rate:** Number of beats per minute.

**Cardiac Output:** Volume of blood pumped by the heart per minute.

$$SV \times BR = CO$$

All increase during exercise

## Breathing Values

**Breathing Frequency:** Numbers of breaths per minute.

**Tidal Volume:** Volume of air inhaled or exhaled per breath.

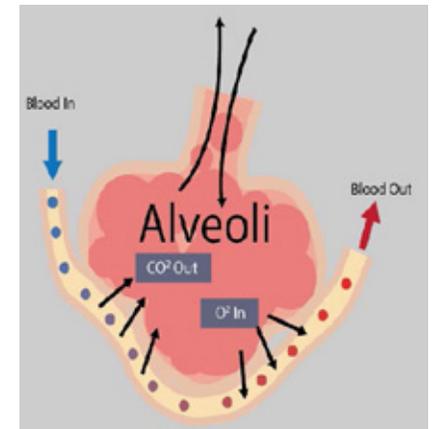
**Minute Ventilation:** Volume of air inhaled or exhaled per minute.

$$BF \times TV = MV$$

All increase during exercise

## Gaseous Exchange

- Diffusion is the movement of gas from an area of high concentration to an area of low concentration.
- In the alveoli, there is a high concentration of oxygen and in the bloodstream, there is a high concentration of carbon dioxide.
- Oxygen diffuses into the blood from the alveoli and carbon dioxide diffuses into the alveoli from the blood.
- Capillaries allow for Gas Exchange as they are 1 cell thick, moist, are close to the alveoli and have a large surface area.

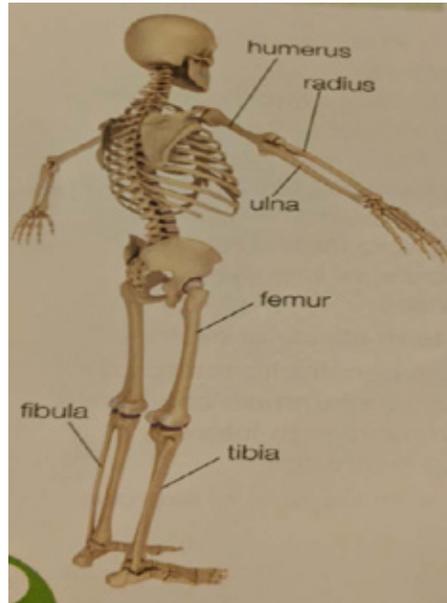
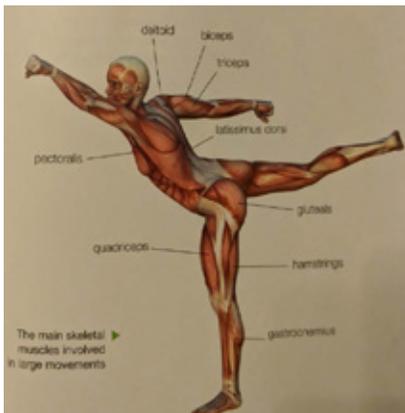


The muscular skeletal system allows body movement.  
What holds the muscles/skeleton together?

1. **Ligament:** attaches bone to bone to give joints stability
2. **Tendons:** Attach Muscle to bone to create a lever (allow movement)

### Functions of the skeleton:

- Movement
- Support
- Protection
- Production of red blood cells



### Long Distance Runner

- Would use slow twitch fibres
- Needs to run for long periods
- So works aerobically
- So needs good Cardiovascular endurance
- Need good oxygen supply
- So will be red (o<sub>2</sub> rich)
- Take longer to tire (fatigue) so can keep running for longer without stopping
- So speed and force of contract will be low as need to contract repeatedly



### Sprinter

- Would use fast twitch fibres
- Needs to short for long periods but very fast and powerful
- So works anaerobically
- So needs good Speed/Power
- Does not need good oxygen supply (compared to slow)
- So will be white (o<sub>2</sub> low)
- Fatigue (tire) quickly as working to maximum
- So speed and force of contract will be high as need to contract as strong and quickly as possible

### Muscle Fibres

- Type 1:**  
Slow twitch
- Type 2:**  
Fast Twitch

### Characteristic

	Type 1	Type 2
<b>Colour</b>	Red	White
<b>Energy System</b>	Aerobic	Anaerobic
<b>Fatigue Resistance</b>	High	Low
<b>Speed of contraction</b>	Slow	Fast
<b>Force of Contraction</b>	Low	High

<b>Evil</b>	Wickedness, the absence of good, a cause of human suffering.
<b>Natural evil</b>	Natural disasters that cause suffering.
<b>Moral evil</b>	Acts of humans that cause suffering.
<b>The problem of evil</b>	The question of how to reconcile the existence of evil with an omnipotent, omnibenevolent, and omniscient God.
<b>An argument from evil</b>	The argument that because evil exists, either God does not exist or does not have all the qualities he is believed to have.
<b>Omniscient</b>	All-knowing.
<b>Omnipotent</b>	All-powerful.
<b>Omnibenevolent</b>	All-loving.
<b>Theodicy</b>	An answer to the problem of evil (why God allows evil).
<b>Augustine's Theodicy</b>	The argument that humans use free will to sin, which takes the responsibility for suffering away from God.
<b>Hick's Theodicy</b>	Humans were created as imperfect. Suffering helps humans gain virtues to develop into the 'likeness of God'.
<b>Free will</b>	The idea that humans are free to make their own choices.
<b>The Fall</b>	Adam and Eve defied God and would have to suffer in life as a punishment.
<b>Original sin</b>	The tendency to sin in all human beings, believed to be inherited from Adam.
<b>The Christian Golden Rule</b>	The teaching to 'Do to others as you would have done to you' (treat others as you would want to be treated!).
<b>The Four Noble Truths</b>	The Buddha's teachings about suffering, its cause and the solution to it.
<b>Dukkha</b>	Buddhist term meaning suffering.
<b>Tanha</b>	Buddhist term meaning desire or craving.
<b>The Eightfold Path</b>	The Buddha's solution to suffering, eight practices to help avoid/reduce suffering.

## Judaism

<b>Adonai</b>	Name for God (means Lord).
<b>Torah</b>	Books of 'law' or 'teaching'.
<b>Tenakh</b>	The Jewish Bible.
<b>Covenant</b>	A pact/special relationship between G_d and the Jewish people.
<b>Orthodox</b>	Jews who believe G_d gave the complete Torah to Moses, and therefore live according to its laws and traditions.
<b>Reform</b>	Jews who believe the Torah was inspired by G_d and developed historically so will set aside Jewish law/traditions if they feel they are not relevant to modern life.
<b>Rabbi</b>	A Jewish teacher.
<b>Shema</b>	Statement about Jewish beliefs about G_d, said as a prayer and included in mezuzah and tefilin.
<b>Pesach</b>	Festival of Passover celebrating the freeing of the Jews from slavery in Egypt.
<b>Seder plate</b>	A special plate containing symbolic foods eaten at the Passover.
<b>Chanukah /Hanukkah</b>	Festival of lights.
<b>Kosher</b>	In accordance with Jewish law; mostly used in reference to food.
<b>Shabbat</b>	The Sabbath; the Jewish day of rest.
<b>Bar Mitzvah</b>	Celebration and ceremony of a boy becoming an adult in which he is called to read from the Torah for the first time.
<b>Bat Mitzvah</b>	Celebration of a girl becoming an adult, there may be a ceremony or celebration and the girl may be called to read the Torah for the first time.
<b>Purim</b>	Celebration of the time when Jewish people living in Persia were saved from extermination by a young Jewish woman called Esther.
<b>Shavuot</b>	Celebration of the belief that G_d gave Moses the Ten Commandments.

## The Shoah/Holocaust and Jewish responses to it.

<b>Holocaust</b>	The persecution and attempt to murder all Jews in Europe by the Nazis.
<b>Shoah</b>	'Calamity' - Hebrew term used by Jews to describe the Holocaust.
<b>Genocide</b>	The deliberate killing of a large group of people, especially those of a particular nation or ethnic group.
<b>Anti-semitism</b>	Prejudice or discrimination against Jews.
<b>Prejudice</b>	Unjustified dislike, often based on race, religion or gender, not rooted in fact.
<b>Persecution</b>	Ill-treatment based on prejudice.
<b>Scapegoat</b>	Person/people made to take blame for others.
<b>Yom Hashoah</b>	'Holocaust Day' - day of remembrance for those who died in the Shoah.

- |                                    |   |                                |  |
|------------------------------------|---|--------------------------------|--|
| <b>1 Skeleton Functions</b>        | <ul style="list-style-type: none"><li>• protection of vital organs</li><li>• support</li><li>• making blood cells in the bone marrow</li><li>• movement</li></ul> | <b>16 Cilia</b>                | <ul style="list-style-type: none"><li>• Tiny hairs on cells in the airways which move mucus away from the lungs (help keep dust and bacteria out of the lungs)</li></ul>           |
| <b>2 Muscles</b>                   | <ul style="list-style-type: none"><li>• are attached to bones with tendons</li><li>• muscle contracts causing the bone to move</li></ul>                          | <b>17 Carbon Monoxide</b>      | <ul style="list-style-type: none"><li>• Toxic chemical found in cigarette smoke which binds with red blood cells, meaning they carry less oxygen around the body</li></ul>         |
| <b>3 Antagonistic Muscle Pairs</b> | <ul style="list-style-type: none"><li>• a pair of muscles that work against each other</li><li>• when one muscle contracts, the other relaxes</li></ul>           | <b>18 Nicotine</b>             | <ul style="list-style-type: none"><li>• An addictive chemical found in cigarette smoke</li><li>• Causes blood vessels to become narrower, which increases blood pressure</li></ul> |
| <b>4 Joint</b>                     | <ul style="list-style-type: none"><li>• Structure between bones</li></ul>   | <b>19 Foetus</b>               | <ul style="list-style-type: none"><li>• A developing baby in the mother's uterus</li></ul>   |
| <b>5 Hinge joint</b>               | <ul style="list-style-type: none"><li>• Movement is backwards and forwards in one direction</li><li>• Examples include the knee and the elbow</li></ul>           | <b>20 Placenta</b>             | <ul style="list-style-type: none"><li>• An organ that connects the foetus to the wall of the uterus</li><li>• Substances such as drugs can cross the placenta</li></ul>            |
| <b>6 Ball and Socket joint</b>     | <ul style="list-style-type: none"><li>• Full movement through 360°</li><li>• Examples include the hip and the shoulder</li></ul>                                  | <b>21 Nucleus</b>              | <ul style="list-style-type: none"><li>• Part of a cell that controls cell activity</li></ul>   |
| <b>7 Fixed joint</b>               | <ul style="list-style-type: none"><li>• The bones are fused together so no movement</li><li>• Examples include the skull and the pelvis</li></ul>                 | <b>22 Chromosomes</b>          | <ul style="list-style-type: none"><li>• Long lengths of tightly-coiled DNA</li></ul>   |
| <b>8 Pivot joint</b>               | <ul style="list-style-type: none"><li>• Rotation movement around a fixed point</li><li>• The neck is an example</li></ul>   | <b>23 DNA</b>                  | <ul style="list-style-type: none"><li>• Chemical that genes are made of</li><li>• Made of two strands twisted into a double helix</li></ul>  |
| <b>9 Tendon</b>                    | <ul style="list-style-type: none"><li>• Fibres made of collagen which attach muscle to bone</li></ul>   | <b>24 Gene</b>                 | <ul style="list-style-type: none"><li>• Section of DNA that codes for one particular protein</li></ul>   |
| <b>10 Ligaments</b>                | <ul style="list-style-type: none"><li>• Fibres made of collagen which hold bones together with joints</li></ul>   | <b>25 Crick and Watson</b>     | <ul style="list-style-type: none"><li>• Scientists that first built a model of DNA</li></ul>   |
| <b>11 Diffusion</b>                | <ul style="list-style-type: none"><li>• The movement of particles from an area of high concentration to a low concentration</li></ul>                             | <b>26 Wilkins and Franklin</b> | <ul style="list-style-type: none"><li>• Provided the data that helped the model of DNA to be developed</li></ul>   |
| <b>12 Drug</b>                     | <ul style="list-style-type: none"><li>• A chemical that affects how the body works</li></ul>  | <b>27 Inheritance</b>          | <ul style="list-style-type: none"><li>• Passing on genes from parents that determine our characteristics</li></ul>   |
| <b>13 Recreational drug</b>        | <ul style="list-style-type: none"><li>• A drug which is not taken for medical reasons</li></ul>   | <b>28 Characteristics</b>      | <ul style="list-style-type: none"><li>• The features that we have, e.g. eye colour or an inherited disorder</li></ul>  |
| <b>14 Medicinal drug</b>           | <ul style="list-style-type: none"><li>• A drug which is taken for medical reasons, such as paracetamol</li></ul>  |                                |  |
| <b>15 Tar</b>                      | <ul style="list-style-type: none"><li>• A chemical found in cigarette smoke which paralyses cilia in the airways</li></ul>  |                                |  |

1. **Atom**
  - The smallest unit that makes up matter
  - Contains protons, neutrons and electrons
2. **Element**
  - Substance made up of only one type of atom
3. **Compound**
  - Two or more elements chemically bonded together
4. **Mixture**
  - Different elements, compounds or molecules mixed together but not chemically bonded
5. **Law of conservation of mass**
  - In a chemical reaction, atoms are not created or destroyed only re-arranged
6. **Thermal decomposition**
  - A chemical reaction where a substance is broken down by heating
7. **Combustion**
  - A reaction between a fuel and oxygen, the scientific name for burning
8. **Oxidation**
  - A reaction where oxygen is added to a reactant
9. **Rate of reaction**
  - The speed at which reactants turn into new products
10. **Effect of temperature on rate of reaction**
  - The higher the temperature the faster the rate of reaction
11. **Effect of concentration on the rate of reaction**
  - The higher the concentration the higher the rate of reaction
12. **Chemical reaction**
  - In a chemical reaction reactants turn into products and a new product is formed
13. **Reactants**
  - The substances which react together in a chemical reaction
14. **Products**
  - The new substance(s) formed in a chemical reaction

15. **Effect of surface area**

- The greater the surface area, the higher the rate of reaction

16. **Catalyst**

- Substance that speeds up the rate of a reaction without being used up or changed in the reaction

17. **Endothermic reaction**

- A reaction that takes in energy

18. **Exothermic reaction**

- A reaction that releases energy

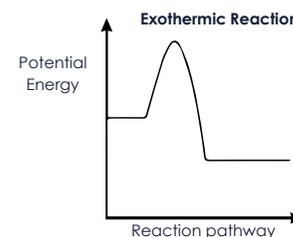
19. **Activation energy**

- The amount of energy needed to start a chemical reaction

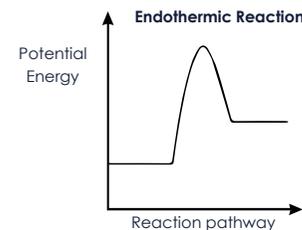
20. **Reaction profile**

- A diagram which compares the amount of energy stored in the reactants and products of a chemical reaction

21. **Exothermic reaction profile**



22. **Endothermic reaction profile**



- |                                |  |                                      |  |
|--------------------------------|--|--------------------------------------|--|
| 1. <b>Waves</b>                | <ul style="list-style-type: none"> <li>• Transfer energy without the particles moving position</li> </ul>  | 14. <b>Absorption</b>                | <ul style="list-style-type: none"> <li>• When a wave is absorbed by a material, the material's internal energy stores increase.</li> </ul>                                 |
| 2. <b>(Longitudinal Wave)</b>  | <ul style="list-style-type: none"> <li>• A wave in which the vibrations are left to right and in the same direction as the energy is travelling.</li> </ul>  | 15. <b>Reflection</b>                | <ul style="list-style-type: none"> <li>• When a wave hits a surface and is sent back</li> <li>• Angle of incidence = angle of reflection</li> </ul>                        |
| 3. <b>Sound wave</b>           | <ul style="list-style-type: none"> <li>• An example of a longitudinal wave, which is caused by the vibration of air particles.</li> </ul>  | 16. <b>Refraction</b>                | <ul style="list-style-type: none"> <li>• When a wave enters a new material, it changes speed. This causes it to change direction, which is known as refraction.</li> </ul> |
| 4. <b>(Transverse Wave)</b>    | <ul style="list-style-type: none"> <li>• A wave in which the vibrations are up and down and at right angle to the direction of energy travel.</li> </ul>   | 17. <b>Superposition</b>             | <ul style="list-style-type: none"> <li>• When two waves meet they affect each other.</li> </ul>  |
| 5. <b>Light wave</b>           | <ul style="list-style-type: none"> <li>• An example of a transverse wave. Produced by luminous objects. Does not need particles to travel, so can travel through space.</li> </ul>   | 18. <b>Constructive interference</b> | <ul style="list-style-type: none"> <li>• When two waves meet and add together. They produce a wave with a greater amplitude</li> </ul>                                     |
| 6. <b>Vacuum</b>               | <ul style="list-style-type: none"> <li>• Region where there are no particles (such as space)</li> <li>• Sound cannot travel through a vacuum but light can</li> </ul>  | 19. <b>Destructive interference</b>  | <ul style="list-style-type: none"> <li>• When two waves meet out and cancel each other out.</li> </ul>   |
| 7. <b>Peak</b>                 | <ul style="list-style-type: none"> <li>• The highest part of a transverse wave</li> </ul>  | 20. <b>Echo</b>                      | <ul style="list-style-type: none"> <li>• The reflection of a sound wave</li> </ul>   |
| 8. <b>Trough</b>               | <ul style="list-style-type: none"> <li>• The lowest part of a transverse wave</li> </ul>   | 21. <b>Hearing range</b>             | <ul style="list-style-type: none"> <li>• The range of frequencies an organism can detect</li> </ul>  |
| 9. <b>Amplitude</b>            | <ul style="list-style-type: none"> <li>• The maximum displacement of the wave.</li> <li>• Measured as the distance between the centre and the peak of a wave</li> <li>• If you increased the amplitude of a sound wave, the volume would increase</li> </ul> | 22. <b>Ultrasound</b>                | <ul style="list-style-type: none"> <li>• Sound waves with a frequency above 20,000 Hz (above human hearing range)</li> </ul>   |
| 10. <b>Wavelength</b>          | <ul style="list-style-type: none"> <li>• The distance between two peaks of a wave</li> </ul>   | 23. <b>Uses of ultrasound</b>        | <ul style="list-style-type: none"> <li>• Pregnancy scans</li> <li>• Cleaning jewellery</li> <li>• Detecting cracks in pipes</li> </ul>                                     |
| 11. <b>Frequency</b>           | <ul style="list-style-type: none"> <li>• The number of waves passing a certain point each second. Measured in Hertz (Hz)</li> <li>• If you increased the frequency of a sound then it would be very high pitched</li> </ul>                                  | 24. <b>Auditory canal</b>            | <ul style="list-style-type: none"> <li>• Part of the ear where sound travels until it reaches the ear drum</li> </ul>  |
| 12. <b>Speed equation</b>      | <ul style="list-style-type: none"> <li>• Speed (m/s) = Distance (m) ÷ Time (s)</li> </ul>  | 25. <b>Ossicles</b>                  | <ul style="list-style-type: none"> <li>• Tiny bones found in the middle ear which pass on vibrations from the ear drum</li> </ul>  |
| 13. <b>Wave speed equation</b> | <ul style="list-style-type: none"> <li>• Wave speed = frequency X wavelength</li> <li>• (m/s) (Hz) (m)</li> </ul>  | 26. <b>Cilia</b>                     | <ul style="list-style-type: none"> <li>• Tiny hairs which hang down in the liquid of the ear which respond to vibrations from sound</li> </ul>                             |
|                                |  | 27. <b>Ear drum</b>                  | <ul style="list-style-type: none"> <li>• Sound waves travel through the ear canal into the ear drum, which vibrates.</li> </ul>  |
|                                |  | 28. <b>Cochlea</b>                   | <ul style="list-style-type: none"> <li>• This contains tiny hairs and liquid that vibrate at the same time as bones in the ear, generating electrical signals.</li> </ul>  |
|                                |  | 29. <b>Auditory nerve</b>            | <ul style="list-style-type: none"> <li>• Transmits electrical impulses from the cochlea to your brain</li> </ul>   |

## Cell Biology - Paper 1

<b>Prokaryotic</b>	A cell with no nucleus.
<b>Eukaryotic</b>	A cell with a nucleus.
<b>Ribosome</b>	Part of a cell that makes proteins.
<b>Mitochondria</b>	The site of aerobic respiration.
<b>Nucleus</b>	In a cell, contains genetic information.
<b>Cytoplasm</b>	Where the chemical reactions happen in a cell.
<b>Semi-permeable</b>	Allows small soluble particles to pass through.
<b>Mitosis</b>	Cell division for growth.
<b>Duplicate</b>	Creating copies.
<b>Osmosis</b>	The movement of water across a membrane.
<b>Active Transport</b>	The movement of particles from low to high concentration using energy.
<b>Stem cell</b>	An unspecialised cell.
<b>Diffusion</b>	The movement of particles from high to low concentration.
<b>Cloning</b>	Creating identical copies.
<b>Therapeutic</b>	Used as a medicine.
<b>Net</b>	Overall.

## Organisms & Disease - Paper 1

<b>Tissue</b>	A group of cells working together.
<b>Organ</b>	A group of tissues working together.
<b>Epidermis</b>	Tissue that covers a plant.
<b>Glandular</b>	Tissue that produces chemicals.
<b>Xylem</b>	Tissue that carries water & ions.
<b>Phloem</b>	Tissue that carries sugar solution.
<b>Epithelium</b>	Tissue that covers animal organs.
<b>Mesophyll</b>	Tissue that carries out photosynthesis.
<b>Atrium</b>	The top chamber(s) in the heart.
<b>Ventricle</b>	The bottom chamber(s) in the heart.
<b>Artery</b>	A vessel carrying blood away from the heart.
<b>Vein</b>	A vessel carrying blood back to the heart.
<b>Plasma</b>	This carries CO <sub>2</sub> and other molecules in the blood.
<b>Trachea</b>	Takes air into the lungs.
<b>Stent</b>	Holds arteries open.
<b>Correlation</b>	When 2 data sets follow the same pattern.
<b>Benign</b>	A type of tumour that does not spread.
<b>Malignant</b>	A type of tumour that can invade other tissues.
<b>Transpiration</b>	The evaporation of water from the stomata.
<b>Translocation</b>	The movement of sugar in a plant.

## Atomic Structure & Bonding - Paper 1

<b>Atom</b>	The smallest piece of an element. Has a radius of 0.1 nm.
<b>Rutherford</b>	The scientist who developed the nuclear model of an atom.
<b>Element</b>	A substance containing only one type of atom.
<b>Isotope</b>	Atoms of an element with the same number of protons but different numbers of neutrons.
<b>Compound</b>	Two or more <u>different</u> atoms bonded together.
<b>Molecule</b>	Formed when the same or different atoms are bonded.
<b>Proton</b>	Subatomic particle in the nucleus, charge of +1, mass of 1.
<b>Neutron</b>	Subatomic particle in the nucleus, no charge, mass of 1.
<b>Electron</b>	Subatomic particle found in orbits around nucleus, charge of -1, mass of 1/2000.
<b>Ion</b>	A charged particle.
<b>Ionic</b>	Bond formed by transfer of electrons.
<b>Covalent</b>	Bond formed by sharing electrons.
<b>Alloy</b>	Mixture containing different metals.
<b>Polymer</b>	Large molecule made up of repeating units.
<b>Electrostatic Attraction</b>	Force between 2 oppositely charged particles.
<b>Inter-molecular</b>	Between molecules e.g. a weak force.
<b>Nanoscience</b>	<i>Structures that are 1–100nm in size, of the order of a few hundred atoms.</i>

## The Periodic Table - Paper 1

<b>Group</b>	Vertical column.
<b>Period</b>	Horizontal row.
<b>Alkali metals</b>	Elements in Group 1.
<b>Halogens</b>	Elements in Group 7.
<b>Noble gases</b>	Elements in Group 0.
<b>Acid</b>	Substance that dissolves in water to produce H <sup>+</sup> ions.
<b>Base</b>	Substance that can neutralise an acid.
<b>Alkali</b>	Soluble base that contains OH <sup>-</sup> ions.
<b>Neutralisation</b>	Reaction between an acid & a base.
<b>Acidic</b>	Solution with pH lower than 7.
<b>Neutral</b>	Solution with a pH of 7.
<b>Alkaline</b>	Solution with a pH above 7.
<b>Filtrate</b>	Solution produced after filtering.
<b>Excess</b>	More than is required.
<b>Insoluble</b>	Will not dissolve.
<b>Mendeleev</b>	A scientist who developed an earlier version of the periodic table.

**Transition metals** *The metals between group 2 & 3. Form ions of different charges & coloured compounds.*

## Energy Transfers & Particle Model - Paper 1

<b>Density</b>	How much mass in a given volume.
<b>Displaced</b>	Moved out of position.
<b>Conservation</b>	The principle that the total energy of a system stays the same, that energy cannot be created or destroyed (only stored or transferred).
<b>Internal energy</b>	The total kinetic energy and potential energy of the particles in an object
<b>Kinetic energy</b>	The energy particles have due to their movement. Related to temperature.
<b>Potential energy</b>	The total energy related to the position of particles within a substance.
<b>Conduction</b>	The transfer of energy through a material by kinetic energy passing from one particle to another by vibration.
<b>Specific heat capacity</b>	The amount of energy needed to raise the temperature of 1kg of substance by 1°C.
<b>Specific latent heat</b>	The amount of energy needed to melt or vaporise 1 kg of a substance without changing the temperature.
<b>Insulator</b>	Material that does not allow charge or energy to pass through it easily.
<b>Pressure</b>	Caused by the collision of particles with a surface.

## Changes in Energy Stores - Paper 1

<b>Chemical store</b>	Energy stored in chemical bonds e.g. food, fuel, glycogen in muscles.
<b>Gravitational potential store</b>	The energy stored by an object lifted up against gravity.
<b>Kinetic store</b>	Energy which an object possesses by being in motion.
<b>Elastic potential store</b>	Energy stored in squashed, stretched or twisted materials.
<b>Dissipation</b>	The spreading out/transfer of energy into less useful forms and to the surroundings.
<b>Lubricant</b>	A lubricant is anything which reduces the friction between two surfaces.
<b>Power</b>	The amount of energy transferred each second, measured in watts (W).
<b>Efficiency</b>	A measure of how much energy is transferred into a useful store.

### Adverbial Openers + Comma

<b>Despaciosamente</b>	Slowly
<b>Alegremente</b>	Happily
<b>Sorprendentemente</b>	Surprisingly
<b>Con prisa</b>	Hurriedly
<b>Brutalmente</b>	Brutally
<b>Con suavidad</b>	Smoothly
<b>Con cuidado</b>	Carefully
<b>Con impaciencia</b>	Eagerly
<b>Sin prisa</b>	Leisurely
<b>Locamente</b>	Insanely

### Wonderful 'wow' words

<b>Inteligente</b>	Intelligent
<b>Alegre</b>	Cheerful
<b>Radiante</b>	Radiant
<b>Brillante</b>	Shimmering
<b>Gruñón</b>	Grumpy
<b>Asustado</b>	Frightened
<b>Atestado</b>	Bustling
<b>Útil</b>	Useful
<b>Pasional</b>	Passionate
<b>Puntual</b>	Punctual

### Time connectives

<b>Por primero</b>	Firstly	<b>Antes</b>	Before
<b>Segundo</b>	Secondly	<b>De repente</b>	Suddenly
<b>Luego</b>	Next	<b>Hace 2 años</b>	Two Years Ago
<b>Brevemente</b>	Briefly	<b>Mientras</b>	Meanwhile
<b>Después</b>	After	<b>Hace 2 días</b>	Two Days Ago
<b>La semana pasada</b>	Last Week	<b>Cuando</b>	When
<b>Entonces</b>	Then	<b>Finalmente</b>	Eventually
<b>Después un rato</b>	After A While	<b>Desde</b>	Since
<b>Pronto</b>	Soon	<b>Al final</b>	Finally

## Time connectives

### Addition

<b>Y</b>	And
<b>También</b>	Also
<b>Además de</b>	In Addition To
<b>Además</b>	Furthermore
<b>Otra vez</b>	Again
<b>El siguiente</b>	The Following

### Cause/effect

<b>entonces</b>	consequently
<b>por consiguiente</b>	thus
<b>así</b>	so
<b>por eso</b>	therefore
<b>como consecuencia</b>	as a result
<b>hasta</b>	until

### Emphasis

<b>sobre todo</b>	above all
<b>en particular</b>	in particular
<b>principalmente</b>	notably
<b>especialmente</b>	especially
<b>considerablemente</b>	significantly
<b>de hecho</b>	in fact

### Contrast/Balance

<b>pero</b>	but
<b>sin embargo</b>	however
<b>aún así</b>	nonetheless
<b>alternativamente</b>	alternatively
<b>a pesar de</b>	despite
<b>todavía</b>	still
<b>en lugar de</b>	instead of...
<b>por un lado...por el otro</b>	on one hand...on the other

## Module 4

<b>Mis derechos</b>	<i>My rights</i>
Tengo derecho	I have the right...
Al amor y a la familia	to love and to family
Al juego	to play
A la educación	to education
A la libertad de expresión	to freedom of expression
A un medio ambiente sano	to a healthy environment
A vivir en armonía	to live in harmony
No puedo	I cannot...
Dar mi opinión	give my opinion
Jugar con mis hermanos	to play with my brothers and sisters
Salir solo/a	go out alone
Respirar	breathe
Tengo que ganar dinero	I have to earn money
Hay mucha violencia en mi ciudad	there is a lot of violence in my city
Mi padre grita mucho	my dad shouts a lot
Tengo que trabajar	I have to work
El aire está contaminado	the air is polluted
No es justo porque	it isn't fair because...
Es inaceptable porque	it's unacceptable because...
<b>¡Reciclamos!</b>	<b>Let's recycle!</b>
¿Qué se debería hacer para proteger el medio ambiente? What should you/we do to protect the environment?	in order to protect the environment?
Para proteger el medio ambiente?	you/we should
Se debería	save energy at home
Ahorrar energía en casa	turn off the light
Apagar la luz	turn off the tap
Cerrar el grifo	save water
Conservar el agua	unplug electrical devices
Desenchufar los aparatos eléctricos	have a shower instead of a bath
Ducharse en vez de banarse	recycle paper/ plastic/ glass
Reciclar el papel / el plástico / el vidrio	use public transport
Usar transporte público	waste water
Malgastar el agua	throw rubbish on the ground
Tirar la basura al suelo	use plastic bags
Usar bolsas de plástico	Before...
Antes...	it used to be (quite) boring
Era (bastante) aburrida	it used to be (very) dangerous
Era (muy) peligrosa	it used to be dirty
Estaba sucia	there used to be a lot of rubbish
Había mucha basura	there used to be a lot of pollution
Había mucha contaminación	there didn't used to be means of public transport
No había medios de transporte público	there didn't used to be anything for young people
No había nada para los jóvenes	

## Module 5

<b>Te presento a...</b>	<b>Let me introduce you to...</b>
Este / Esta es mi padre / madre	this is my father / mother
Estos / Estas son mis hermanos / hermanas	these are my brothers / sisters
Encantado/a ¡Mucho Gusto!	Pleased to meet you!
¿Que tal fue el viaje?	How was the journey?
(No) Tienes hambre / sed / sueño	Are you hungry / thirsty / sleepy
(No) tengo hambre / sed / sueño	I am (not) hungry / thirsty / sleepy
¿Puedo?	Can I...?
Acostarme	go to bed
Ducharme	Have a shower
<b>Una Aventura en Madrid</b>	<b>An adventure in Madrid</b>
¿Que vamos a hacer?	what are we going to do?
Vamos a hacer una caza del Tesoro	We are going to go on a treasure hunt
Hay que...	You/We have to
Tenemos que...	We have to
Buscar un perro	find a dog
Coger el teleférico	take the cable car
Comer churros	eat churros
Comprar una postal	buy a postcard
Dibujar (el león)	draw (the lion)
Guardar la entrada	keep the ticket
Ir a la churrería	go to the churros shop
Ir al estadio Santiago Bernabéu	Santiago Bernabéu stadium
Ir al parque del retiro	go to Retiro park
Sacar fotos	take photos
Ver un cuadro	see a painting
¡Lo vamos a pasar guay!	we are going to have a brilliant time!
<b>En la tienda de recuerdos</b>	<b>In the souvenir shop</b>
¿Que vas a comprar?	What are you going to buy?
Quiero (comprar) algo para mi madre / hermanos	I want (to buy) something for my mother / brother
Voy a comprar...	I am going to buy...
Un collar / un imán / un llavero / una camiseta / una figurita / una taza	a necklace, a magnet / a key ring / a t-shirt / a figurine / a cup
Unos pendientes	earrings
Unas castañuelas	castanets
El turrón	nougat
El imán es más barato que la taza	the magnet is cheaper than the cup
La camiseta es menos cara que el turrón	the t-shirt is less expensive than the nougat
Los pendientes son más bonitos que el collar	the earrings are nicer than the necklace
Las castañuelas son menos prácticas que el llavero	The castanets are less practical than the key ring
¿En qué puedo ayudarte?	How can I help you? (polite form)
¿Que busca(n) usted(es)?	What are you looking for? (polite form)
¿Cuanto es?	How much is it / are they?
Son...euros.	It is / they are ... euros
Me lo/la/los/las llevo	I'll take it / them

## Revision

Me gusta mucho hacer deporte	I really like doing sport
Hago artes marciales	I do martial arts
Juego al baloncesto	I play basketball
Voy al polideportivo	I go to the sports centre
Soy miembro de un club	I belong to a club
Voy a clases de baile	I go to dance classes
Prefiero jugar al fútbol	I prefer playing football
Es mi deporte preferido	It is my favourite sport
Empecé (a jugar)	I started (playing)
Voy a empezar a (hacer)...	I am going to start (doing)...
Para estar en forma...	To keep fit / in shape...
Se debe...	You/One must...
Beber agua frecuentemente	drink water frequently
Comer más fruta y verduras	eat more fruit and veg
Comer menos chocolate	eat less chocolate
Dormir ocho horas al día	sleep for eight hours a day
Entrenar una hora al día	train for one hour a day
Beber alcohol	drink alcohol
Fumar	smoke
Soy adicto/ a la	I am addicted to...
A partir de ahora, voy a	From now on I am going to
¿Te duele el estomago?	Does your stomach hurt?
Me duele el brazo/ el estomago	my arm / stomach hurts
Tengo catarro	I have a cold
Tengo tos	I have a cough
Estoy cansado/a	I'm tired
Estoy enfermo/a	I'm ill
No me encuentro bien	I don't feel well
Tengo que...	I have to...
Contestar al teléfono	answer the phone
Cortar el pelo a los clients	cut customers' hair
Cuidar las plantas	look after the plants
Limpiar habitaciones	clean rooms
Prepara comida	prepare food
Vender productos en la tienda	sell products in the shops
Trabajar solo/a	to work alone
Hacer un trabajo creativo	to do a creative job
Voy a...	I am going to...
Ganar mucho dinero	earn lots of money
Hacer un trabajo interesante	do an interesting job
Ir a la Universidad	go to university
Ser Famoso/a	be famous
Tener hijos	have children
Viajar (mucho)	travel (a lot)
Vivir en el extranjero	live abroad
Va a ser interesante	it is going to be interesting
Me gustaría ser...	I would like to be...
Quiero ser	I want to be...
Abogado/a	a lawyer
Enfermero/a	a nurse
Mecánico/a	a mechanic
Policia	a police officer
Taxista	a taxi driver

# Notes



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