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Kettering Buccleuch Academy



Knowledge Organiser 1

MID-YEAR ASSESSMENTS

Name:

Tutor Group:

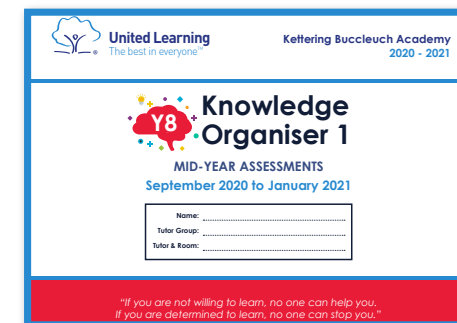
Tutor & Room:

*"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

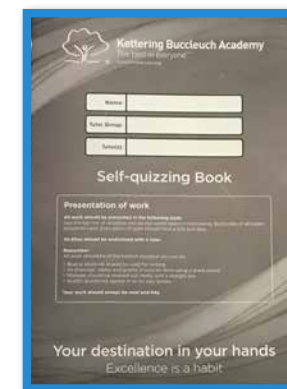
Knowledge Organisers contain critical, fundamental knowledge that you **MUST** know in order to be successful in Year 8 and subsequent years.

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 8 will also be required in years 9 to 11.

Knowledge Organisers are **NOT** a replacement for revision guides but they include the fundamental knowledge that ALL students in Year 8 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

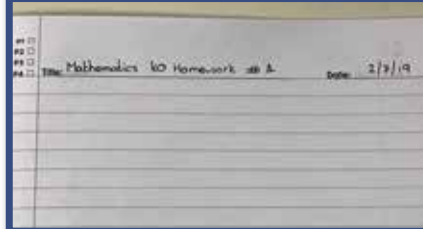
STEP 1

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



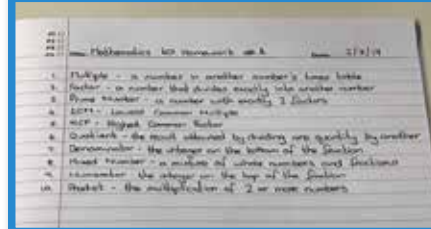
STEP 2

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



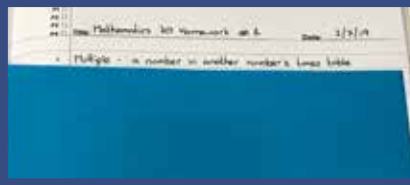
STEP 3

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



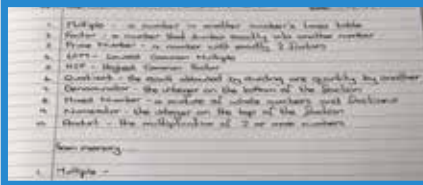
STEP 4

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.



STEP 5

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



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 ~~begin~~
- **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

Literacy Fundamentals

2 of 2

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*

Whole Academy Reading

1 of 2

Chapter breakdown

1.)The animals gather to listen to old Major. He gives them a vision of a life without man.

2.)The animals rebel and overthrow Jones. The commandments are written.

3.)The animals' first harvest is a success. The pigs keep the milk and apples to themselves.

4.)The Battle of the Cowshed: Jones attempts to reclaim the farm.

5.)Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.

6.)Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.

7.)Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.

8.)Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.

9.)Boxer is sold to the knacker's yard.

10.)The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.

The Seven Commandments

1.) Whatever goes upon two legs is an enemy.

2.) Whatever goes upon four legs, or has wings, is a friend.

3.) No animal shall wear clothes.

4.) No animal shall sleep in a bed.

5.) No animal shall drink alcohol.

6.) No animal shall kill any other animal.

7.) All animals are equal.

Characters

Napoleon – ‘a large, rather fierce-looking Berkshire boar, the only Berkshire on the farm, not much of a talker, but with a reputation for getting his own way.'

Snowball – ‘a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.'

Squealer – ‘with very round cheeks, twinkling eyes, nimble movements, and a shrill voice. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white.'

Boxer – ‘an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together... in fact, he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work.'

Key words

allegory – A story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.

tyrant – Someone who has total power and uses it in a cruel and unfair way. A tyranny is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way.

rebellion – A rebellion is a situation in which people fight against those who are in charge of them.

harvest – The time when crops are cut and collected from fields.

corrupt – When people use their power in a dishonest way in order to make life better for themselves.

propaganda – Information that is meant to make people think a certain way. The information may not be true.

cult of personality – A cult of personality is where a leader convinces people to worship him or her, and treat them like a god.

treacherous – If you betray someone who trusts you, you could be described as treacherous.

Biographical information

1.) 'Animal Farm' was written in 1945.

2.) It was written by George Orwell.

3.) Orwell was born in 1903.

4.) 'Animal Farm' was influenced by the events of World War II.

5.) Orwell wanted to write about the cruel leaders of Europe during World War II.

6.) 'Animal Farm' is an allegory for the events of the Russian Revolution.

4

5

Animal Farm Vocabulary List

Ch	Ch	Ch
1 cynical – tending to disbelieve	4 tractable – easy to deal with, docile	7 graphically – clearly
1 dissentient – individuals who disagree	4 perpetual – to last for a long time, never ending	7 incited – caused
1 enmity – mutual hatred or hostility, ill will	5 articulate – expressing oneself clearly, easy to hear or understand	7 retribution – punishment, payback
1 ensconce – settle comfortably	5 disinterred – something taken out of a tomb or grave	7 cower – to crouch or huddle up in fear, cringe
1 plaited – braided	5 innovate – to create, to make changes to	8 censure – blame, official disapproval, criticism
1 benevolent – kind	5 liable – likely	8 conciliatory – peace-making
1 abolish – to get rid of	5 manifest – to reveal, to show itself plainly	8 contrive – to plan
2 apathy – no emotion	5 pretext – misleading excuse	8 machinations – a plot or plan of evil doings
2 gambol – frolic, skip and play	5 procure – to get, to obtain	8 rash – hasty, risky
2 preeminent – surpassing, better than, superior, outstanding	5 publican – a tax collector	8 skulk – sneak
2 tormentors – people who cause great pain or make fun of others	5 restive – unruly, restless	8 unscathed – unharmed
3 acute – mentally alert and awake	6 arable – fit for cultivation (farming)	8 cunning – sly
3 conceive – to imagine or understand the meaning of something	6 malignity – great hatred	8 liberal – generous, plenty
3 cryptic – mysterious, hidden	6 toil – work hard	9 complicity – partnership in wrongdoing
3 maxim – a rule	6 indignation – a feeling or expression of anger because of an unjust or mean action	9 demeanor – a way a person looks or acts
3 principle – a law or a rule	6 solicitor – in England, a lawyer	9 superannuated – retired
4 contemptible – considered low or worthless, despicable	6 intermediary – the person who acts as the go-between	9 knacker – in England, animal slaughter
4 flogging – to beat with a stick	7 attribute – part of, belonging to	9 spontaneous – without planning, spur of the moment
4 ignominious – shameful, disgraceful	7 capitulate – surrender	10 inebriate – to make drunk
4 impromptu – without preparing	7 categorically – absolutely	10 morose – sad, gloomy
4 irrepressible – not able to keep down, always coming up	7 countenance – facial expression	10 subsist – to stay alive on the barest means, barely stay alive

1. 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

Still Life: A painting or drawing of an arrangement of objects, typically including fruit and flowers and objects.

Symbolism: Is when one idea, feeling, emotion, or other concept is represented by something else, like a: skull meaning death, a white dove representing peace. A red rose conveying love.

Dominance: An object or colour that stands out in relation to the rest of the artwork.

Highlight: Small areas on an artwork in which reflected light is the brightest.

2. Techniques specific to: Drawing

- **Hatching:** Drawing Lines that are close together, the closer they are the darker they will appear, while lines further apart will suggest highlights.
- **Cross Hatching:** Drawing lines that cross over each other, the more lines that cross the darker the area.
- **Blending:** Gradually blend and build tone onto your pages. Blending colours together and showing graduated tone.
- **Stippling:** Applying small dots to your work the closer the dots the darker the tone appears.
- **Scumbling:** Building up small scribbled lines, vary the direction of the line to add interest.

3. Colour Theory

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

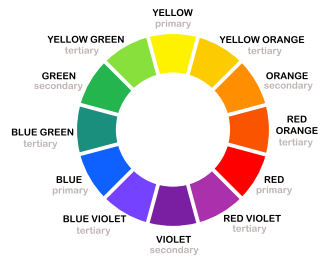
Warm Colours: Colours that give the feeling of warmth – red, orange, yellow.

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.



4. 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.

Six Words to Critique

In art a line can be described in several things. The words used to describe line in the form of art are everyday type of words, nothing fancy.

- Flowing
- Delicate
- Simple
- Bold
- Thick
- Thin

Four words to Critique Tone

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

- Subtle
- Contrasting
- Muted
- Dramatic

Three words to Critique Movement

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

- Swirling
- Flowing
- Dramatic

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 the artwork can be determined on who did the work just by looking at the colours, because certain artists used specific colours in every piece of their work.

- Bold
- Vibrant
- Subtle
- Pale
- Earthy
- Naturalistic

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

- Rough
- Fine
- Smooth
- Coarse
- Uneven

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.

- Dramatic
- Subtle
- Strong

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.

- Organic
- Curvaceous
- Geometric
- Angular
- Elongated

Five Word 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.

- Large
- Small
- Intimate
- Miniature
- Monumental

Melodrama & Key Words and definitions

•**Antagonist**: A character who causes trouble for the protagonist.

• **Aside** : A comment which a character makes to another character or the audience. The rest of the characters on stage can't hear them.

• **Blackout**: When the stage lights are turned off between scenes or at the end of a performance.

• **Blocking** : The process of positioning the actors on stage and planning their movements to maintain good sightlines for the audience.

•**Body language** : The way movements, posture and gestures can show how someone feels without speaking.

•**Character arc** : The way a character changes over the course of a story.

•**Characterisation** : the way an actor interprets and performs the character

•**Chorus**: 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.

•**Climax** : The turning point in a play, where tension is at its highest. When the tension is resolved again straight away, this can create an anticlimax.

•**Comedy** : A genre of drama which features humour and a happy ending.

•**Cross cutting** : When two or more scenes which take place at different times or in different places are performed on stage at the same time.

•**Dialogue** : The general term for any lines spoken between characters.

•**Dramatic irony** : When the audience know something the characters don't.

•**Duologue** : A scene or section of dialogue which only involves two actors

•**Epic Theatre** : A style of theatre made famous by Bertolt Brecht. It tries to distance the audience from the action of the play so that they can concentrate on the overall message.

•**Flashback/flashforward** : 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.

•**Form** : The type of written drama (e.g. play, opera, musical, pantomime). These often have set theatrical conventions but vary in genre and style.

•**Forum theatre** : A style of theatre where a short play showing a form of injustice is performed twice. The audience are encouraged to intervene in the second performance to change its outcome.

•**Fourth wall** : The imaginary barrier that separates the audience from the world of the play on the screen.

•**Genre** : The type of story a play is telling (e.g. comedy, tragedy)

•**Gesture** : A movement made by part of the body (e.g. arms, head) to convey a character's emotions.

•**Hot seating**: A rehearsal technique where an actor stays in character and answers questions from the rest of the group. The aim is to develop a better understanding of the character.

•**Improvisation** : When drama is made up on the spot by performers without using any prepared material.

Melodrama

• Dramatic work that exaggerates plot and characters in order to appeal to the emotions.

• Exaggerated emotions of the stereotypical characters (hero, heroine, villain, villain's sidekick), interpersonal conflict.

• Sensationalises events.

• Over the top

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Greek Theatre & Key Words and definitions

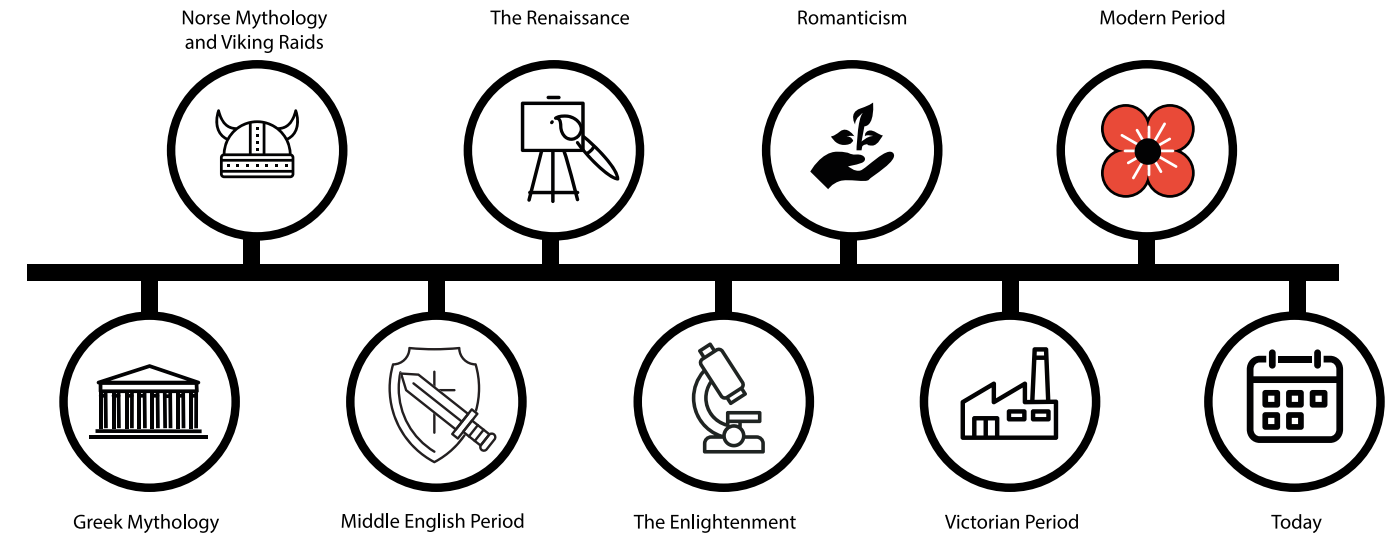
- **Melodrama:** A genre of theatre that features unbelievable plots, extreme emotions and exaggerated acting. The effect is often heightened using incidental music.
- **Mime:** The use of movements, gestures and facial expressions to communicate an idea without words.
- **Mood:** The atmosphere at a moment that creates a feeling or emotion for the audience.
- **Musical theatre:** A style of theatre that uses song and dance to develop the plot and entertain the audience.
- **Physical theatre:** A non naturalistic style of theatre which uses physical movements to tell stories.
- **Plot:** The series of events that take place in a play.
- **Posture:** The position a character holds themselves in when sitting or standing.
- **Promenade Theatre:** 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.
- **Proscenium Arch stage:** 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.
- **Protagonist:** The main character in a story.
- **Proxemics:** The use of physical space between the actors on stage to create meaning.
- **Revolving stage:** A stage or part of a stage which can spin around.
- **Role on the wall:** A rehearsal technique that involves writing thoughts, opinions and personality traits inside a character's outline to aid characterisation.
- **Slapstick:** A type of comedy that features exaggerated movements and physical humour.
- **Split stage:** When the stage split into different areas representing different places or times.
- **Stage directions:** Any instructions written in a script by the playwright to explain how a play should be performed.

- **Stimulus:** A starting point for your devised piece that you should use to inspire your performance.
- **Stock character:** A character who is based on a stock personality.
- **Style:** The way in which a director chooses to interpret a performance text on stage.
- **Subtext:** The underlying or hidden meaning behind a character's speech and actions.
- **Theatre in the round:** A style of staging which seats the audience on all sides of a central stage.
- **Tragedy:** A genre of play which features a serious plot and an unhappy ending.
- **Tragic hero:** The protagonist of a tragedy, whose flaws lead to their downfall (or death).
- **Tragicomedy:** A genre which combines elements of comedy and tragedy in the same story.
- **Traverse stage:** A long, narrow stage which runs between the audience, who face the stage on both sides.
- **Wings:** The space to the side of a stage which is used for storage and as a waiting area for the actors.

Greek Theatre

- Usually 3 actors and a chorus (the story tellers who comment on the action)
- Fate/destiny is a strong theme.
- Long speeches delivered to the audience.
- All violence takes place offstage (a messenger would enter and tell about the murder/suicide etc...)
- Based on myths or well known stories.
- Masks were often used actors had to focus on body language to portray their emotions.

The Literary Timeline



Context

Author: Bram Stoker (1847-1912)
Nationality: Irish
Other notable works: The Jewel of Seven Stars', 'The Lair of the White Worm'
Dates : written between 1891-1897, published in 1897
Era: Victorian, late 19th Century
Genre: Gothic, horror
Set: Transylvania, Romania; London; Whitby, North Yorkshire
Form: Epistolary

Author biography

- Bram Stoker was born in Dublin, Ireland, in 1847.
- Studied maths at Trinity College and graduated in 1867.
- Joined the Irish civil service and also worked as a freelance journalist and drama critic.
- Married an actress, Florence Balcombe, and had one son, Noel.
- Moved to London where he moved in literary circles, which included figures such as Oscar Wilde, Arthur Conan Doyle, and Alfred Lord Tennyson.
- His early novels and short stories did not achieve much success.
- His greatest literary achievement came with the publication of Dracula in 1897.
- The novel was not an immediate popular success but is now regarded as a classic.
- Dracula has been in print continuously since its first publication and has inspired countless films and other literary works.

Social, Historical & Literary context
Vampires

- Vampire legends have been a part of popular folklore in many parts of the world since ancient times.
- From the Middle Ages to the modern era, reports of corpses rising from the dead with supernatural powers achieved widespread acceptance.
- The Dracula family is based on a real fifteenth-century family.
- Most famous vampire was The Prince of Wallachia, Vlad Dracula, or Vlad the Impaler as he was commonly known.
- Count Dracula is supposed to be a descendant of Vlad, and not the prince himself.

The Gothic genre

- The word 'gothic' was first applied to Horace Walpole's novel: The Castle of Otranto 'A Gothic Story', published in 1764.
- The gothic genre became popular in the late 18th and 19th centuries, during a time of great discovery and change. Scientific discoveries were prompting people to question their previously held beliefs. People were prepared to suspend reason in search of new meaning.
- Gothic novels emphasised mystery, horror and the uncanny.
- Typical characteristics of the gothic genre are: castles, crumbling buildings, gloomy/remote locations, dark forests, damsels in distress, villains.
- Themes explored include: good versus evil; morality; beauty versus the grotesque; the struggle between reason and imagination.
- Gothic fiction shared some of the ideals of Romanticism which focused on the "sublime" power of nature.

Key Characters

- Count Dracula:** a mysterious Transylvanian nobleman. Lives in an old, crumbling castle in the Carpathian Mountains.
- Abraham Van Helsing:** a Dutch professor, described as one of the most advanced scientists of his day.
- Jonathan Harker:** a solicitor whose firm sends him to Transylvania to complete a real estate business deal with Dracula. Engaged to Mina Murray.
- Mina Murray:** Jonathan Harker's fiancée. She works as a schoolmistress.
- Lucy Westenra:** Mina's best friend. She is a beautiful and lively young woman.
- Arthur Holmwood:** Lucy's fiancé and friends with Seward, Morris and Harker. Arthur is the son of Lord Godalming and inherits that title upon his father's death.
- John Seward:** a talented young doctor, and a former student of Van Helsing's. Seward is the manager of an insane asylum. A suitor for Lucy.
- Quincey Morris:** a straight-talking American from Texas. Another suitor for Lucy.
- Renfield:** a patient at Seward's mental asylum.
- Mrs. Westenra:** Lucy's mother.

Key Terminology

- Gothic fiction:** Refers to a style of writing that is characterised by elements of fear, horror, death, and gloom and extreme emotions.
- epistolary novel:** A novel written as a series of documents, usually in the form of letters. Although newspaper clippings, diary entries and other documents; can be used e.g. police reports, doctors' notes.
- literary Conventions:** Defining features of particular literary genres, such as novel, short story, ballad, sonnet, and play.
- Characterisation:** A literary device in which an author builds up a character in a narrative.
- 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.
- Tone:** The choice of writing style the writer employs to convey specific feelings, emotions or attitudes.
- mood:** The feelings or atmosphere perceived by a reader in a piece of literature, established by the writer's methods e.g. through language or setting.
- Symbolism:** The use of symbols to express ideas or qualities.

Key Vocabulary

- Insidious:** Something dangerous or unpleasant gradually and secretly causing harm.
- Redemption:** The action of saving, or being saved from sin, error or evil.
- Stertorous:** noisy and laboured breathing
- Supernatural:** A manifestation or event attributed to some force beyond scientific understanding or the laws of nature.
- Superstition:** A widely held but irrational belief in supernatural influences, especially as leading to good or bad luck.
- Asylum:** An institution for the care of people who are mentally ill.
- Aquiline:** Describing a person's nose as hooked or curved like an eagle's beak.
- Pallor:** an unhealthy pale appearance
- prodigious :** Unnatural or abnormal
- malignant:** Evil in nature or effect; malevolent.
- Macabre:** Used to describe something that is strange or disturbing as it is connected with death or gruesome acts.
- Melodramatic:** Showing much stronger emotions than are necessary or usual for a situation.
- Grotesque:** Repulsively ugly or distorted, especially in a comical or frightening way.
- Feminism:** The belief that women should be allowed the same rights, opportunities and power as men.
- New Woman:** A feminist ideal that became popular in the late 19th century and influenced feminism in the 20th century.
- Repulsion:** A feeling of intense distaste or disgust.

Key Characters

- Motif:** A dominant or recurring idea in an artistic work.
- 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.

Context

Playwright: Shakespeare (April 23rd 1564-April 23rd 1616)
Dates: written around 1592-1594.
Published: in 'The First Quarto' in 1597
Era: Renaissance (1500-1600)
Genre: History (sometimes classified as a tragedy)
Set: England, late 15th Century (ends at Battle of Bosworth)
Structure: Five Act Play

Biography of Shakespeare

- Born in Stratford-upon-Avon on April 23rd 1564.
- Married Anne Hathaway in 1582.
- Left his family around 1590 to move to London to become an actor and playwright.
- Highly successful, he established himself as the most popular playwright of his day.
- Part-owner of The Globe Theatre in London.
- His first theatre group was called Lord Chamberlain's Men, later changed to the King's Men (1603) under the patronage of King James I.
- A prolific writer who is said to have written at least thirty-seven plays, as well as narrative poems and a collection of sonnets.
- Died on his birthday in Stratford-upon-Avon in 1616.

Notable works

Shakespeare's plays can be categorised into three genres.

- Tragedy: e.g. 'Macbeth', 'King Lear', 'Hamlet'
- History: e.g. 'Richard III', 'Antony & Cleopatra', 'Henry V'
- Comedy: e.g. 'Much Ado About Nothing', 'As You Like It', 'Twelfth Night'

Social, Historical & Literary Context : War of the Roses (1455-1485)

- The War of the Roses is the name given to series of dynastic civil wars fought between the Houses of Lancaster and the Houses of York for the English throne.
- The wars were named many years afterward from the supposed badges of the each family: the white rose of York and the red rose of Lancaster.

Battle of Bosworth (August 22nd 1485)

- The Battle of Bosworth is one of England's most famous battles, which ended with the defeat of Richard III by Henry Tudor of the House of Lancaster.
- Tudor had marched with his force of approximately 2000 men from Milford Haven in Wales to Bosworth field in Leicestershire.
- His victory at Bosworth resulted in coronation as King Henry VII.
- Henry VII's reign began the Tudor dynasty which lasted until 1603, including the reign of two of England's most famous monarchs Henry VIII and Elizabeth I.

Key Characters

- Richard York:** also called the Duke of Gloucester, and eventually crowned King Richard III.
- Duke of Buckingham:** Richard's right-hand man in his schemes to gain power.
- Clarence York:** Richard's older brother, born between Edward and Richard. Clarence is married to and has two children, a son and a daughter.
- King Edward IV:** the older brother of Richard and Clarence, and the King of England at the start of the play.
- Queen Elizabeth:** the wife of King Edward IV and the mother of the two young princes (the heirs to the throne) and their older sister, young Elizabeth.
- Anne Neville:** the young widow of Prince Edward, who was the son of the former king, Henry VI.
- Duchess of York:** the widowed mother of Richard, Clarence, and King Edward IV. The Duchess of York is Elizabeth's mother-in-law.
- Margaret:** the widow of the dead King Henry VI who was from the House of Lancaster (the King before Edward) and mother of Prince Edward who was murdered.
- The Princes:** Richard's nephews. They are the two young sons of King Edward IV and his wife, Elizabeth. Their names are Prince Edward and the young Duke of York, but they are often just referred to together as the Princes.
- Dorset, Rivers, and Gray:** the kinsmen and allies of Elizabeth, and members of the Woodville and Gray families. Rivers is Elizabeth's brother, while Gray and Dorset are her sons from her first marriage.
- Young Elizabeth:** the former Queen Elizabeth's daughter.
- Richmond:** a member of a branch of the Lancaster royal family.
- Ratcliffe, Catesby:** two of Richard's allies among the nobility.

Key Terminology

- History play:** A play based on a historical narrative, often set in the medieval or early modern past. History emerged as a distinct genre from tragedy in Renaissance England.
- Literary Conventions:** Defining features of particular literary genres, such as novel, short story, ballad, sonnet, and play.
- Soliloquy:** A speech or passage in a drama when a character on stage speaks to himself or herself, expressing their inner thoughts and feelings.

Key Vocabulary

- Machiavellian:** Cunning, scheming, and unscrupulous, especially in politics.
- Villainy:** Wicked or criminal behaviour.
- Treacherous:** Guilty of, or involving betrayal or deception.
- Tyrant:** A cruel and oppressive ruler.
- Corrupt:** Having or showing a willingness to act dishonestly in return for money or personal gain.
- Amoral:** Lacking a moral sense; unconcerned with the rightness or wrongness of something.
- Ambition:** A strong desire and determination to achieve success.
- Usurp:** To take a position of power or importance illegally, or by force.
- Usurper:** A person who takes a position of power or importance illegally, or by force.
- To depose:** To remove from a throne or other high position.
- Slain:** To kill violently.
- Kinsman:** A blood relative.
- Fate:** The development of events outside a person's control, regarded as predetermined by a supernatural power.
- Free will:** The ability to decide what to do independently of any outside influence.
- Destiny:** The events that will happen to a particular person or thing in the future which cannot be changed.
- Self-determination:** The ability or power to make decisions for yourself.

Key Terminology

- Aside:** A remark or passage in a play that is intended to be heard by the audience but is supposed to be unheard by the other characters on the stage.
- Blank verse:** Unrhymed lines written in a poetic meter and usually written in iambic pentameter (see below).
- Rhymed verse:** Poem or verse having a regular correspondence of sounds, especially at the end of lines. In Shakespeare plays, verse usually uses rhyming couplets.
- Rhyming couplets:** Two successive lines of verse of which the final words rhyme with another.
- Prose:** Ordinary writing not organised with rhymes or fixed line lengths (opposite to verse). It is the language that people speak in.
- Iambic pentameter:** 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.

Malala Yousafzai's I am Malala

Context

Writer: Malala Yousafzai

Autobiography: 'I Am Malala'

Nationality: Pakistani

Dates: July 1997 -

Writer biography

- Yousafzai was born in Pakistan in 1997.
- She is an advocate for human rights, in particularly education rights for women and children.
- In 2009, she wrote a blog under a pseudonym about living under Taliban rule.
- In 2010 she appeared in a documentary and was nominated for an International Children' Peace prize.
- In 2012 she received the first National Youth Peace prize.
- In 2013, began attending a school in Birmingham.
- In 2014 she received the Nobel Peace Prize; at 17 she was the youngest person ever to receive it.
- 'I am Malala' was published in 2013. Over 2 million copies of the bus have been sold.
- On 12 July 2013, Yousafzai's 16th birthday, she spoke at the UN to call for worldwide access to education.
- In 2017, Malala began a degree at Oxford University.

Background to the text

- In 2012, Yousafzai was shot while on a bus home from school.
- Two other girls were also wounded in the attack.
- The bullet was removed from her shoulder in a five hour operation.

Key Terminology

- Bias:** An inclination or prejudice for or against one person or group.
- Humour:** The quality of being amusing or comic.
- Tone:** The choice of writing style the writer employs to convey specific feelings, emotions or attitudes.
- Empathy:** The ability to understand and share the feelings of another.
- Anecdote:** A short amusing or interesting story about a real incident or person.
- Irony:** A state of affairs or an event that seems deliberately contrary to what one expects and is often amusing as a result.
- Sarcasm:** The use of irony to mock or convey contempt.
- Perspective:** A particular attitude towards or way of regarding something; a point of view.
- Imperatives:** Verbs used to give orders, commands, warning or instructions.

Key Vocabulary

- Bechdel test:** A method for evaluating the portrayal of women in fiction.
- gender equality:** Equal access to opportunities regardless of gender.
- Sexism:** Prejudice, stereotyping, or discrimination, typically against women, on the basis of sex.
- Misogyny:** A dislike of, contempt for, or ingrained prejudice against women.
- Ideological:** Based on or relating to a particular set of ideas or beliefs.
- Justice:** The legal or philosophical theory which fairness is administered.
- Transgender:** A person who feels the sex they were assigned at birth doesn't match their gender identity.
- Aspirational:** A strong desire to achieve something.
- Pseudonym:** A fictitious name, usually used to conceal your identity.
- Intolerance:** Unwillingness to accept views, beliefs, or behaviour that differ from one's own.
- Ignorant:** Lacking knowledge, information, or awareness about a particular thing.
- Plight:** A dangerous, difficult, or otherwise unfortunate situation.

Photo Description Structures

dans la photo
il y a
on peut voir
une femme
une fille
un garçon
un homme
des jeunes
il/elle porte
il/elles portent
il/elle est
ils/elles sont
ils/elles ont
il/elle semble
il fait beau
il fait mauvais
il fait chaud
il fait froid
il pleut
sur la droite
sur la gauche
à l'arrière-plan
au centre
au premier plan

in the photo
there is
you can see
a woman
a girl
a boy
a man
young people
he/she is wearing
they are wearing
he/she is
they are
they have
he/she seems
the weather is good
the weather is bad
it's hot
it's cold
it's raining
on the right
on the left
in the background
in the middle
in the foreground

Opinion sentence starters

J'adore...	I love...
J'aime...	I like...
J'amie bien...	I really like...
Je n'aime pas...	I don't like...
Je déteste...	I hate...
Je pense que...	I think that...
Je crois que	I find that...
A mon avis...	I believe that...
J'estime...	I guess that...
Selon moi...	According to me...

Time phrases

Past:
Hier - yesterday
Le weekend dernier - last weekend
La semaine dernière - last week

Present:
Aujourd'hui - today
Normalement - Usually
Le lundi - On a Monday

Future:
Demain – tomorrow
Le weekend prochain - next weekend
La semaine prochaine - next week

Complex structures in different tenses

When I was younger	Quand j'étais jeune...
I did many things	J'ai fait plein de choses
I used to love... because it was	J'adorais... parce que c'était
When I am older	Quand je seais plus grand...
I have decided that	J'ai décidé de...
If I could I...	Si je pourrais, je...

Openers/connectives/extenders

et mais avec sans aussi	and but with without also	cependant parce que c'est... car c'est... donc si	however because it's as it's so if
bien que où ou par contre après	although where or on the other hand after	d'abord enfin puis encore ensuite	firstly lastly then again then

Module 1

Module 2

Module 3

I Á la télé	On TV
je regarde...	I watch...
les dessins animés	cartoons
les documentaires	documentaries
les émissions de sport	sports programmes
les émissions de télé-réalité	reality tv shows
les émissions musicales	music shows
les infos	the news
les jeux télévisés	game shows
la météo	the weather
les séries	series
les séries policières	police series
les séries américaines	American series
Mon émission préférée, c'est...	My favourite programme is...
je ne regarde jamais	I never watch
je ne rate jamais	I never miss
Les films	Films
je suis fan de...	I'm a fan of...
je ne suis pas fan de	I'm not a fan of...
J'ai une passion pour les	I have a passion for...
j'ai horreur des...	I really dislike...
Sur Internet	On the internet
j'envoie des e-mails	I send emails
Je fais des recherches pour mes devoirs	I do research for my homework
Je fais des achats	I buy things
Je fais des quiz	I do quizzes
Je joue à des jeux en ligne	I play games online
Je mets à jour ma page perso	I update my homepage
J'ai envoyé des SMS	I sent text messages.
J'ai joué à des jeux en ligne	I played games online
J'ai téléchargé des chansons	I downloaded some songs

À Paris	In Paris
J'ai gagné un concours	I won a competition
J'ai passé une semaine à Paris	I spent a week in Paris
J'ai visité la tour Eiffel	I visited the Eiffel Tower
J'ai mangé au restaurant	I ate in a restaurant/
J'ai admiré la Pyramide du Louvre	I admire the Louvre Pyramid
J'ai regardé le feu d'artifice	I watched the fireworks.
J'ai acheté de souvenirs	I bought some souvenirs
J'ai rencontré un beau garçon/une jolie fille	I met a good-looking boy/a pretty girl
J'ai envoyé des cartes postales	I sent some postcards
J'ai pris des photos	I took some photos
J'ai vu la Joconde	I saw the Mona Lisa
J'ai attendu le bus	I waited for the bus
J'ai très bien dormi	I slept very well
Je n'ai pas visité Notre-Dame	I didn't visit Notre-Dame
On a fait les magasins	We went shopping
On a bu un coca	We drank a cola
On a fait un tour de la ville en segway	We did a tour of the town by segway
On a fait une balade en bateau-mouche	We went on a boat trip
C'était...	It was...
J'ai trouvé ça...	I found it...
bien	good
bizarre	weird
cher	expensive
effrayant	scary
ennuyeux	boring
fabuleux	wonderful/fantastic
genial	great
intéressant	interesting
marrant	funny/a laugh
Ce n'était pas mal	It wasn't bad

Mon caractère	My Character
Je suis	I am...
Je pense que je suis ...	I think I'm...
Je ne suis pas ...	I'm not...
Je ne suis pas du tout ...	I'm not at all...
Mon meilleur ami/ Ma meilleure amie est ...	My best friend is...
amusant (e)	funny
casse-pieds	annoying
curieux/curieuse	curious
débrouillard(e)	resourceful
drôle	funny
égoïste	selfish
gentil(le)	nice
optimiste	optimistic
paresseux/paresseuse	lazy
patient(e)	patient
pénible	annoying
pessimiste	pessimistic
rigolo(te)	funny
sympa	nice
Les rapports	Relationships
s'amuser	to have fun
se chamailler	to squabble
se confier des secrets	to tell each other secrets
se dire	to tell each other
se disputer	to argue
s'entendre	to get on
se fâcher	to get angry
Mon chanteur/ma chanteuse préféré (e) , c'est...	
My favourite singer is...	
Mon groupe préféré, c'est... My favourite group is...	
ça me rend joyeux/joyeuse/triste	It makes me happy/sad

1. Coastal processes

- **Deposition:** The laying down of material by sea, river, wind or ice.
- **Erosion:** Wearing away of material by sea, river, wind or ice.
- **Abrasion:** The material being transported by the sea wears away the cliffs (like sandpaper).
- **Attrition:** When pebbles are knocked together and they gradually become more rounded and reduced in size.
- **Hydraulic action:** The sheer force of the water by itself can erode material from the cliffs.
- **Solution:** Rocks are subject to chemical attack and slowly dissolve in the water.
- **Longshore drift:** The transport of sand and pebbles along the beach.
- **Swash:** When a wave breaks and water is washed up the beach.
- **Backwash:** As water flows back down to the sea.
- **Destructive wave:** Weak swash and strong backwash so beach material is removed by the wave.
- **Constructive wave:** Strong swash and weak backwash so beach material is added by the wave.
- **Transportation:** When sediment is carried by the sea.
- **Traction:** When large particles e.g. boulders pushed along by the sea.
- **Saltation:** When pebbles are bounced along the sea bed.
- **Suspension:** When small particles are picked up and transported by the water.
- **Solution:** When soluble materials e.g. limestone are transported in the water

2. Coastal features:

- **Headland:** Part of the coastline that juts out into the sea (typically more resistant geology).
- **Cave:** Natural underground feature, usually at the base of a cliff.
- **Arch:** Natural opening eroded out of a cliff face by coastal processes.
- **Stack:** Pillar or vertical column of rock in the sea formed by erosion.
- **Stump:** When a stack is weathered/eroded and it becomes smaller.
- **Spit:** Narrow tongue of sand or shingle which grows out from the coastline, deposited by longshore drift.
- **Tombolo:** When longshore drift deposits material between a headland and an island.
- **Bar:** When longshore drift deposits material between one headland and another.
- **Bay:** Wide, curved inlet at the coast.
- **Lagoon:** Natural lake formed behind a coastal bar.
- **Salt marsh:** Sheltered area often formed behind a spit.

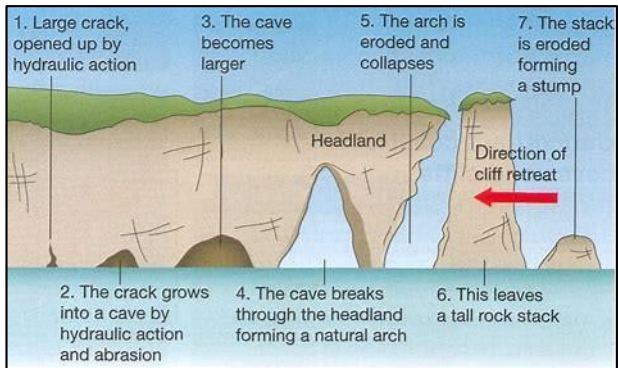
3. Management methods at the coast:

- **Hard engineering:** involves building man-made structures to protect the coast.
- **Soft engineering:** The use of nature to protect the coastline.
- **Groyne:** Concrete or wooden barrier built out into the sea from a beach to reduce erosion and drifting.
- **Rock armour:** Rock armour or **rip-rap** involves placing large boulders in front of a cliff or sea wall to absorb the energy of waves.
- **Gabions:** Rocks placed in metal cages to reduce the impact of wave energy.
- **Beach nourishment: (also referred to as beach replenishment)** when sand, lost through longshore drift or erosion is replaced.
- **Managed retreat:** allows an area, usually of low value, to become flooded by removing coastal protection.

4. Weathering processes:

- **Mechanical weathering:** Physical break down of rocks e.g. through freeze thaw weathering.
- **Biological weathering:** the disintegration of rocks caused by plants or animals e.g. plant roots growing through rocks.
- **Chemical weathering:** Chemical reactions decompose, weaken or dissolve specific rocks e.g. carbonation.

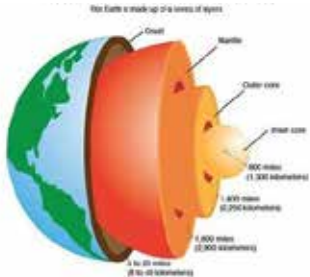
Cave, arch, stack and stump Forming on a headland.



1. The structure of the earth.

- **Core:** Extremely hot centre of the earth (5000°C)
- **Mantle:** Area beneath the crust made of molten material called magma.
- **Crust:** Outer layer of the earth.
- **Oceanic crust:** Thin, but dense layer of crust under the oceans.
- **Continental crust:** Thicker layer of crust made from lighter rock and forms the continents.
- **Magma:** Molten rock in the mantle.
- **Convection current:** Heat carrying currents that move in the mantle, and move the crust.
- **Plates:** Large sections of the earth's crust.

Structure of the earth



2. What happens where 2 plates meet?

- **Ridge push and slab pull:** The process that causes movement of the plates.
- **Plate margin or boundary:** Where 2 plates meet
- **Conservative boundary:** Where 2 plates move side by side.
- **Constructive boundary:** Where 2 plates are moving apart and new crust is created in the gap.
- **Destructive boundary:** Where 2 plates move towards each other.
- **Subduction zone:** Where the denser Oceanic plate slides under the less dense continental plate and is destroyed.
- **Collision:** Where 2 plates of equal density move towards each other and are forced up to create fold mountains (e.g. Himalayas).

3. Primary and secondary impacts:?

- **Primary impact:** Happen immediately as a result of the hazards
- **Secondary impact:** Occur as a result of the primary hazard.
- **Tsunami:** Ocean waves often caused by the ground shaking of an earthquake
- **Avalanche:** Large movements of ice/snow and rock, often caused by shaking of the ground.
- **Landslides:** Movements of masses of rocks and debris down a slope. Can be caused by the shaking of the earth.
- **Liquefaction:** Groundwater is displaced (moved) and rise to the surface of the land. Often caused by intense shaking of the ground.

5. Earthquakes:

- **Earthquake:** Sudden, violent shaking of the ground.
- **Richter scale:** Strength of an earthquake is measured on this.
- **Seismometer:** Instrument used to detect plate movements and earthquakes.
- **Fault:** Crack or fracture in the crust.
- **Focus:** Where an earthquake begins.
- **Epicentre:** The point on the earth's surface directly above the Focus.
- **Seismic wave:** Waves of energy from an earthquake.

4. Volcanoes:

- **Volcano:** Place where material from the mantle comes out of the earth.
- **Active:** Erupted recently and is likely to erupt again.
- **Dormant:** Erupted on last 2000 years but not recently.
- **Extinct:** Volcanoes that are not likely to erupt again.
- **Crater:** Bowl shaped feature at the top of volcano
- **Vent:** Main opening of a volcano
- **Magma:** Molten [melted] material in the mantle
- **Lava:** Magma from the mantle flowing down the side of the volcano
- **Volcanic bomb:** Cooled and hardened lava which 'explodes' out of the volcano
- **Pyroclastic flow:** Cloud of ash, volcanic bombs and gas rushing down the slope
- **Mudflow:** River of mud formed when pyroclastic flow mixes with water
- **Composite:** Steep sided volcano, often found at a destructive margin
- **Shield:** Flatter volcano, often found at a constructive margin.

6. The 3 p's

- **3 'Ps':** Predict, Protect, Prepare
- **Prediction:** Trying to forecast when an earthquake or volcanic eruption can happen. E.g. Seismometers, gas levels, water levels, temperature.
- **Protection:** With the use of earthquake proof buildings, or buildings that are structurally able to withstand lava or ash.
- **Preparation:** Organising drills or practices, or evacuation routes so that people are less likely to be hurt in the event of a hazard.

Photo Description Structures

In dem foto	in the photo
Gibt es	there is
Man kann...sehen	you can see
Eine Frau	a woman
Ein Mädchen	a girl
Ein Junge	a boy
Ein Mann	a man
Junge Leute	young people
Er/sie trägt	he/she is wearing
Sie tragen	they are wearing
Er/sie ist	he/she is
Sie sind	they are
Sie haben	they have
Das wetter ist gut	the weather is good
Das wetter ist schlecht	the weather is bad
Es ist heiß	it's hot
Es ist kalt	it's cold
Es regnet	it's raining
Auf der rechten Seite	on the right
Auf der linken Seite	on the left
Im Hintergrund	in the background
In der Mitte	in the middle
Im Vordergrund	in the foreground

Opinion sentence starters

Ich schwärme Für	I absolutley love
Am liebsten mag ich...	I like best...
Es gefällt mir	it suits me
Ich mag lieber	I prefer...
Es ist mir egal	It's all the same to me
Ich setze voraus, dass	I assume that...
Persönlich meine ich, dass	I personally think that...

Time phrases

Past:
Vorgestern – the day before yesterday
Letzten monat – last month
Letzte sommerferien – last summer holiday
Letzten sommer – last summer

Present:
Am Morgen – in the morning
Am abend – In the evening
Zum Frühstück – for breakfast

Future:
Nächstes Jahr – next year
Nächsten Monat – next month
Nächsten Samstag – next Saturday

Verb - Infinitive	In the past	In the present	In the future
haben To have	Ich habe ... gehabt I had / I used to have	Ich habe present I have	Ich werde ... haben/ I am going to have / I will have
sein To be	Ich war I was	Ich bin present I am	Ich werde ... sein I am going to be / I will be
Machen to do	Ich habe ... gemacht. I did / I was doing	Ich mach I do / I make	Ich werde... machen I am going to do / I will do
gehen To go	Ich bin ... gegangen I went / I was going	Ich gehe I go	Ich werde ... gehen I am going to go / I will go
spielen To play	Ich habe ... gespielt. I played / I was playing	Ich spiele I play	Ich werde... spielen I am going to play / I will play
essen To eat	Ich habe ... gegessen I ate / I was eating	Ich esse I eat	Ich werde... essen I am going to eat / I will eat

und	and	jedoch	however
aber	but	,weil es ... ist.	because it's
mit	with	da es ... ist.	as it's
ohne	without	auch	also

obwohl	although	zuerst	firstly
schließlich	lastly	dann	then
oder	or	nochmal	again
auf der einen Seite	on the other hand		

Module 1		Module 2		Module 3	
Die Stadt ist/war... alt/modern klein/groß schön/industriell historisch/touristisch laut/ruhig Die Stadt hat/hatte... Es gibt/gab... einen Strand einen Marktplatz einene Hafen Eine skatehalle ein Einkaufszentrum	The town is/was... old/modern small/big beautiful/industrial historic/touristy noisty/quiet The town has/had... There is/was... a beach a town square a harbour a skate hall a shopping centre	Im kino der Actionfilm(e) das drama (dramen) de Fantasyfilm(e) der Horrorfilm(e) die Komödie(n) die Liebeskomödie(n) der Science-Fiction-Film(e) der Zeichentrick film(e) Ich bin ins Kino gegangen Ich habe zu Hause eine DVD gesehen Ich habe den Film...	At the cinema Action film Drama Fantasy film Horror film Comedy Romantic comedy, rom-com science fiction film cartoon I went to the cinema I watched a DVD at home	Das Frühstück der/das Joghurt der käse der schinken der speck der Orangensaft die marmelade die heiß Schokolade das Brötchen das Obst das ei die Frühstücksflocken (pl) Ich esse einen Joghurt ein Brötchen mit butter Das ist (un)gesund Das ist lecker/furchtbar süß sauer salzig scharf vegetarisch lecker ekelhaft die Vorspeise die Hauptspeise die Nachspeise wenig	Breakfast yoghurt cheese ham bacon orange juice jam hot chocolate roll fruit egg cereal I eat a yoghurt a roll with butter That's unhealthy That's delicious/awful sweet sour salty spicy vegetarian delicious disgusting the starter the main course the dessert little
Ich habe... gewohnt in einem hotel in einem Ferienhaus in einem Wohnwagen in einer Jugendherberge auf einem Campingplatz bei Freunden Ich habe viele Sachen gemacht Ich habe / Wir haben ... Musik gehört einen Bootsausflug gemacht viele Souvenirs gekauft viel Fisch gegessen die Kirche gegesehen ein buch gelesen Ich bin zu Hause geblieben Ich bin... gefahren nach wien Ich bin... gefahren mit dem auto mit dem Reisebus mit dem Schiff Ich bin geflogen Ich bin zu Fuß gegangen Ich bin... gefahren mit meiner Familie mit Freunden	I stayed... in a hotel in a holiday house in a caravan in a youth hostel on a campsite with friends I did a lot of things I/we... listened to music did a boat trip bought lots of souvenirs are lots of fish saw the church read a book I stayed at home I travelled... to Vienna I travelled... by car by coach by boat I flew I walked I travelled... with my family with friends	gefunden Der/die Schauspieler(in) Blöd Gruselig Interessant Kindisch Lustig Romantisch Schrecklich Spanned unterhaltsam Ich sehe (sehr/nicht) gern... gucken/sehen die Seifenoper(n) die Serie (n)	I thought the film was... actor/actress stupid creepy Interesting Childish funny Romantic Terrible exciting entertaining (really/don't) like watching to watch soap opera series	German 2 of 2	

Tudor Religion	
Martin Luther	<ul style="list-style-type: none">• *A German professor of theology• Wrote his 95 theses in 1517• Complained about the corruption of the Catholic church• Disliked the sale of indulgences• Sparked the European Reformation
Henry VIII	<ul style="list-style-type: none">• King of England 1509-1547• Led the English Reformation by breaking with Rome in 1533• Made himself Head of the Church of England using the Act of Supremacy in 1534
Edward VI	<ul style="list-style-type: none">• Became king in 1547 at aged 9• Made further Protestant changes to the Church of England• Introduced Book of Common Prayer which led to the Prayer Book rebellion in 1549
Mary I	<ul style="list-style-type: none">• Queen of England 1553-1558• Led the counter-Reformation• Married Philip II Spain in 1554• Persecuted Protestants by burning them – nicknamed "Bloody Mary"
Elizabeth I	<ul style="list-style-type: none">• Queen of England 1558-1603• Created a 'religious settlement' for Protestants and Catholics in 1559• Executed her cousin, Mary Queen of Scots in 1587• Defeated the Spanish Armada 1558
Mary Queen of Scots	<ul style="list-style-type: none">• Catholic Queen of Scotland, cousin to Elizabeth I• Arrived in England 1567• Provided inspiration for Catholics to plot against Elizabeth
The Spanish Armada	<ul style="list-style-type: none">• 1588 - Launched by Philip II Spain• Reaction to English privateers (sailors) stealing Spanish gold• Reaction to Elizabeth's support of Protestant rebels in Spanish owned Netherlands• Failed due to English fireships, bad weather and poor tactics

Criticism of Catholicism before the Reformation
1. Why were ordinary people forbidden from reading the Bible, and why must the Bible and all of the Church services be in Latin, when few people understood it?
2. Why was the church so rich when so many people were so poor?
3. The rich could pay to remove their sins, no matter how bad they were, through buying indulgences.
4. The taxes the Church asked people to pay were too high and people couldn't afford them as well as feeding and clothing their families.

KEY POINT:
At the time, speaking such doubts aloud could lead to harsh punishments, including execution as a heretic .

Why did Henry break from Rome?
Money and power <ul style="list-style-type: none">• If Henry was Head of the Church, he could claim the taxes the Catholic Church received.• Henry could claim the money the monasteries had.• Henry could make sure the Pope didn't have more power than him.
Religious reasons <ul style="list-style-type: none">• Before Henry, Catherine had been married to Henry's elder brother, Arthur. He died when he was 14 and Henry married his brother's widow. However, Henry later discovered Bible passages that worried him: "And if a man shall take his brother's wife, it is an unclean thing... they shall be childless."• Henry's advisors like Thomas Cromwell encouraged the Break so Henry could reform the Church.
For the good of Britain <ul style="list-style-type: none">• By 1527, Henry thought Catherine was too old to have any more children.• Henry had fallen in love with Anne Boleyn and thought she could give him a son.• Henry desperately needed a son. Catherine gave birth to six children, but only one, a girl called Mary, survived. Henry wanted a male heir because girls were seen to be weak.• The Pope was the only man who could give Henry the divorce he wanted... but he refused!• Henry ignored the Pope. He made himself Head of the Church of England instead of the Pope.• The Pope was furious, but Henry could do as he pleased.• In early 1533, Henry gave himself the divorce he desired.• Henry married Anne Boleyn in 1533.• Anne gave birth to a girl, Elizabeth in September 1533. Henry was disappointed.• The Pope excommunicated Henry, meaning he was expelled from the Catholic Church.

The English Civil War	
James I	<ul style="list-style-type: none">King of Scotland and later England 1603- 1625Son of Mary, Queen of Scots Protestant KingFaced gunpowder plot in 1605
Charles I	<ul style="list-style-type: none">King of Scotland and England 1625-1649Married French Catholic HenriettaBelieved strongly in Divine Right of KingsHis policies were opposed by parliamentFought against parliament in the Civil War 1642- 1649Executed by parliament in 1649
William Laud	<ul style="list-style-type: none">Made Archbishop of Canterbury by Charles IIn charge of the changes to the Church under Charles I
Oliver Cromwell	<ul style="list-style-type: none">Commanded New Model Army during civil warServed as Lord Protector of the Commonwealth of England, Scotland and Ireland(instead of a King)Was a strict Protestant (Puritan)Led successful campaigns (wars) against Ireland and Scotland .

Causes of the Civil War

Religion:

- 1625, Charles married Henrietta Maria, a Catholic.
- In the 1630s, he made churches more decorated in England.
- In 1637 Charles tried to force Scotland to make their churches look more Catholic. Caused a war and Charles had to recall Parliament in 1640.

Money:

- 1635 – Charles raised Ship Money.
- Parliament went to war so it could control tax.

Power:

- Charles believed in Divine Right - He believed that the king was more important than Parliament.
- In 1629, he finally got rid of Parliament all together. This was the 11 Year of Tyranny, called Personal Rule.

Trigger of the Civil War:

- 1641 – The Grand Remonstrance – MPs demanded Parliament should have the power to choose the King's ministers and the Church should be made more Protestant.
- 1642 – The Nineteen Propositions – MPs demanded changed e.g. All decisions made by the King must be agreed to by Parliament. This angered the King's supporters and Charles gathered his army.

Armies	<ul style="list-style-type: none">Royalists/Cavaliers – made up of nobility and supported the king.Parliamentarians/Roundheads – were against the King.
Battles	<ul style="list-style-type: none">Edgehill 1642 – Royalist defeat.Marston Moor 1644 – Royalist defeat.Naseby , 1645 – New Model Army – heavy royalist defeat – turning point.
Cromwell – The Republic	<ul style="list-style-type: none">Football banned, inns shut, Bearbaiting stopped, theatres closed.Feast days, such as May Day or All Saint's Day, were banned.Churches were made simple.Religious toleration EXCEPT for CATHOLICS.
Charles II – The Restoration	<ul style="list-style-type: none">Brought back all the sports and entertainment, nicknamed 'the merry monarch'.Charles II hoped for some religious freedom, but Parliament was not so keen.Stained glass windows, church bells and organs were restored in churches.1665 – The Great Plague and 1666 – Great Fire of London.
James II	<ul style="list-style-type: none">Ruled after Charles II died, people worried that James might try to make everyone in the country Catholic.1688 – Warming Pan Plot and the Glorious Revolution. William of Orange and Mary become king and queen of England in 1689 and signed the Bill of Rights.

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.

Adverbial Openers + comma

Slowly
Briefly
Happily
Clumsily
Rudely
Surprisingly
Patiently
Anxiously
Enthusiastically
Mournfully
Gradually
Hurriedly
Wearily
Erratically
Brutally
Smoothly
Sweetly
Hatefully
Carefully

Immediately
Eagerly
Tenderly
Strictly
Cautiously
Regretfully
Thankfully
Horrendously
Suspiciously
Unbelievably
Leisurely
Insanely
Majestically
Recently
Graciously
Savagely
Lovingly
Longingly
Meekly

Wonderful “Wow” Words

Wonderful
Splendid
Fantastic
Marvellous
Valuable
Blissful
Elated
Cheerful
Quick-witted
Intelligent
Smooth
Luscious
Appetizing
Delectable
Radiant
Shimmering
Transparent
Translucent
Triangular
Spherical
Elliptical
Sizzling
Scented

Important
Useful
Useless
Incredible
Bustling
Deafening
Rowdy
Blaring
Thunderous
Putrid
Faraway
Remote
Loathsome
Grainy
Polished
Mediocre
Sweltering
Frosty
Steaming
Frightened
Petrified
Miserable
Grumpy

Bustling
Noxious
Fragrant
Shadowy
Icy
Fiery
Punctual
Infantile
Mature
Colourful
Colourless
Odourless
Painful
Painless
Magnified
Gigantic
Enormous
Miniscule
Minute
Worthless
Impatient
Surprising
Glorious

Addition

and
also
too
furthermore
moreover
in addition (to)
again
the following

Cause/Effect

consequently
thus
so
hence(forth)
therefore
accordingly
since
until
as a result

Emphasis

above all
in particular
notably
specifically
especially
significantly
more importantly
indeed
in fact

Connectives

but
however
nevertheless
alternatively
to turn to
yet
despite this
on the contrary
as for

Contrast/Balance

as for
the opposite
still
instead (of)
on the other hand
whereas
otherwise
apart from
although

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,

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...?

Time Connectives for Sequencing:

Firstly/First of all
Then
Next
After
Soon
Suddenly

Meanwhile
When
Since
Secondly
Briefly
After a while

Before
(Two) years ago
(Four) days ago
Eventually
Finally
Last week/year

Said Words:

shouted
exclaimed
whispered
bellowed
highlighted
addressed
answered

pleaded
assured
advised
boasted
bragged
cautioned
confessed

declared
grumbled
insisted
joked
muttered
remarked

-ing Words (as openers):

Seething
Fuming
Watching
Glancing (around)
Raging
Grabbing
Grasping

Looking
Planting
Running
Walking
Dancing
Singing
Scanning

Skimming
Touching
Painting
Fleeting
Rushing
Dreaming
Creating

High frequency words - Year 7 and 8 Literacy 'Must Know' words

I	all	could	made	so
on	me	first	much	them
go	about	half	not	too
away	back	him	our	want
day	boy	jump	put	where
dad	can't	love	sister	and
of	down	more	their	said
can	had	night	time	they
as	here	or	very	come
been	if	push	when	no
came	live(d)	should	like	was
door	may	that	is	yes
got	next	three	going	another
her	once	us	to	bed
how	pull	what	mum	call(ed)
little	seen	we	went	don't
many	than	he	it(s)	good
new	these	this	an	help
old	two	am	because	house
people	were	my	by	laugh
school	look	in	do	man
take	for	see	girl	name
there	are	again	have	off
tree	a	be	home	over
way	big	but	last	saw
up	get	did	make	some
at	she	from	must	then
you	after	has	now	took
play	ball	his	out	water
the	brother	just	ran	who

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



Mathematics 1 of 3

Place Value:

- Identify what the number in a position represents

Ten Million	Million	Hundred Thousand	Ten Thousand	Thousand	Hundred	Ten	Units
10 000 00	1 000 000	100 000	10 000	1000	100	10	1

Tenths	Hundredths	Thousandths	Ten Thousandths	Hundred Thousandths
1/10	1/100	1/1000	1/10 000	1/100 000

Square numbers and roots

$$\sqrt{1} = \pm 1$$

$$\sqrt{4} = \pm 2$$

$$\sqrt{9} = \pm 3$$

$$\sqrt{16} = \pm 4$$

$$\sqrt{25} = \pm 5$$

$$\sqrt{36} = \pm 6$$

$$\sqrt{49} = \pm 7$$

$$\sqrt{64} = \pm 8$$

$$\sqrt{81} = \pm 9$$

$$\sqrt{100} = \pm 10$$

$$\sqrt{121} = \pm 11$$

$$\sqrt{144} = \pm 12$$

$$\sqrt{169} = \pm 13$$

$$\sqrt{196} = \pm 14$$

$$\sqrt{225} = \pm 15$$

Cube Numbers and Roots

$$\sqrt[3]{1} = 1$$

$$\sqrt[3]{8} = 2$$

$$\sqrt[3]{27} = 3$$

$$\sqrt[3]{64} = 4$$

$$\sqrt[3]{125} = 5$$

$$\sqrt[3]{216} = 6$$

$$\sqrt[3]{343} = 7$$

$$\sqrt[3]{512} = 8$$

$$\sqrt[3]{729} = 9$$

$$\sqrt[3]{1000} = 10$$

$$\sqrt[3]{-1} = -1$$

$$\sqrt[3]{-8} = -2$$

$$\sqrt[3]{-27} = -3$$

$$\sqrt[3]{-64} = -4$$

$$\sqrt[3]{-125} = -5$$

$$\sqrt[3]{-216} = -6$$

$$\sqrt[3]{-343} = -7$$

$$\sqrt[3]{-512} = -8$$

$$\sqrt[3]{-729} = -9$$

$$\sqrt[3]{-1000} = -10$$

Rules of Indices

$$2^6 \times 2^4 = 2^{10}$$

$$2^4 \times 2^4 = 2^8$$

$$m^5 \times m^7 = m^{12}$$

General Rule:

When multiplying terms with the same base, you add the powers

$$a^m \times a^n = a^{m+n}$$

$$\text{EXAMPLE: } 4^7 \times 4^5 = 4^{7+5} = 4^{12}$$

$$2^6 \div 2^4 = 2^2$$

$$2^5 \div 2^2 = 2^3$$

$$m^5 \div m^7 = m^{-2}$$

General Rule:

When dividing terms with the same base, you subtract the powers

$$a^m \div a^n = a^{m-n}$$

$$\text{EXAMPLE: } 4^7 \div 4^5 = 4^{7-5} = 4^2$$

$$(2^6)^2 = 2^6 \times 2^6 = 2^{12}$$

$$(m^5)^3 = m^5 \times m^5 \times m^5 = m^{15}$$

General Rule:

When raising a power to another power, you multiply the powers

$$(a^m)^n = a^{m \times n}$$

$$\text{EXAMPLE: } (4^7)^5 = 4^{7 \times 5} = 4^{35}$$

• **Remainder** - a number which is left over after dividing

• **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, 1 and itself

• **LCM** - Lowest Common Multiple

• **HCF** - Highest Common Factor

• **Integer** - any whole number

Rounding to significant figures

All **non-zero** digits are significant: 1, 2, 3, 4, 5, 6, 7, 8, 9. Zeros between non zero digits are significant: 102, 2005, 50009.

Round 53,879 to 1 significant figure, then 2 significant figures.

5 | 3879 to 1 significant figure is 50,000
53 | 879 to 2 significant figures is 54,000

Round 0.005089 to 1 significant figure, then 2 significant figures.

0.005 | 089 to 1 significant figure is 0.005
0.0050 | 89 to 2 significant figures is 0.0051

Rounding to decimal places

Round 3.168 to **two** decimal places.

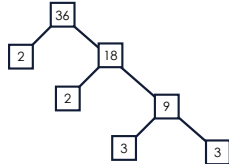
If the number at the next decimal place is five or more **add 1** to the previous decimal place.

So, 3.168 rounds up to 3.17 (to two decimal places).

Prime Factorisation

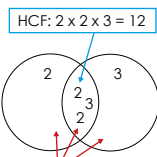
Using Factor Trees

Find the prime factors of 36



$36 = 2 \times 2 \times 3 \times 3$

LCM and HCF of 24 and 36



HCF: $2 \times 2 \times 3 = 12$

LCM: $2 \times 2 \times 2 \times 3 \times 3 = 72$

Inverse Operations

The operation that reverses the effect of another operation.

'The inverse of squaring is to square root' and 'The inverse of cubing is to cube root'

• **Mixed Number** - Is a **mixed number** is a combination of a whole **number** and a fraction.

• **Improper Fraction** - Is a **fraction** in which the numerator (top number) is greater than or equal to the denominator (bottom number)

• **Multiply fractions** - Simplify the **fractions** if not in lowest terms. **Multiply** the numerators of the fractions to get the new numerator. **Multiply** the denominators of the **fractions** to get the new denominator.

• **Division of Fractions** - Take the reciprocal of the divisor. **Multiply** the numerators of the fractions to get the new numerator. **Multiply** the denominators of the **fractions** to get the new denominator.

Linear Equations

To find the value of an unknown

Use inverse operations on both sides of the equation (balancing method) until you find the value for the letter.

Solve $2x - 3 = 7$
Add 3 on both side
 $2x = 10$
Divide by 2 on both sides
 $x = 5$

Substitution

Replace letters with numbers

$a = 3$, $b = 2$ and $c = 5$.

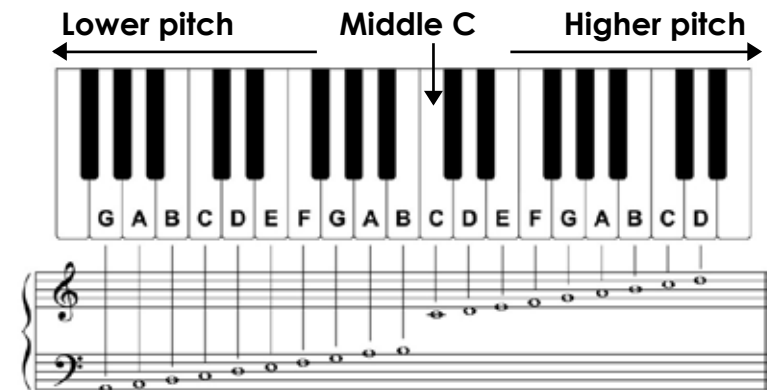
Find:
1. $2a = 2 \times 3 = 6$
2. $7b^2 - 5 = 7 \times 2^2 - 5 = 23$

Equation of the line	Horizontal/Vertical/Diagonal	Sketch
$x = ?$	Vertical	Example:
$y = ?$	Horizontal	Example:
$y = x$	Diagonal	Example:
$y = -x$	Diagonal	Example:

1st 10 Prime Numbers
2, 3, 5, 7, 11, 13, 17, 19, 23, 29...

The Fibonacci Sequence (1st 10)
1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89...

Percentage – number of parts per 100	31% means 31/100	Forming and Solving Linear Equations - 1. Use your maths facts to create an equation from the information in the question. 2. Solve the linear equation 3. Use your value to answer the question.	Find the perimeter of triangle ABC - AB = AC So Solve $3x - 1 = x + 9$ (to find $x = 5$). Then substitute your value into each expression for a length and add all the values together (to find the perimeter is 34)
Fractions to Decimals - Divide the numerator by the denominator using the bus stop method.	$3/8 = 3 \div 8 = 0.375$		
Decimals to Fractions - Write as a fraction over 10, 100 or 1000 and simplify.	$0.36 = 36/100 = 9/25$	Writing Formulae - Substitute letters for words in the question	Bob charges £3 per window and a £5 call out charge. $C = 3N + 5$ Where N=number of windows and C=cost
Percentages to Decimals - Divide by 100	$8\% = 8 \div 100 = 0.08$		
Decimals to Percentages - Multiply by 100	$0.4 = 0.4 \times 100\% = 40\%$	Expression - A mathematical statement written using symbols, numbers or letters.	$3x + 2$ or $5y^2$
Fractions to Percentages - A percentage is just a fraction out of 100. Without a calculator, make the denominator 100 using equivalent fractions and the numerator will be the percentage. With a calculator, multiply the fraction by 100.	$3/25 = 12/100 = 12\%$ $9/17 \times 100 = 52.9\%$	Identity - An equation that is true for all values of the variables. $2x \equiv x + x$ An identity uses the symbol \equiv	
	Percentages to Fractions - Percentage is just a fraction out of 100. Write the percentage over 100 and simplify.	Plotting co-ordinates to create a shape Make a right angled triangle Add a new point Draw the triangle Write the coordinates of the new point below (1, 5) 	

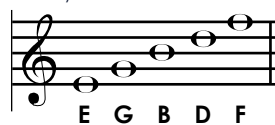


Treble clef notes:

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



Every Green Bus Drives Fast

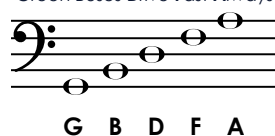


Notes in the **SPACES** spell "FACE"

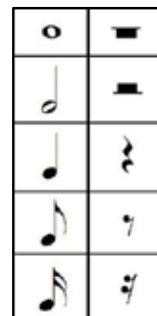
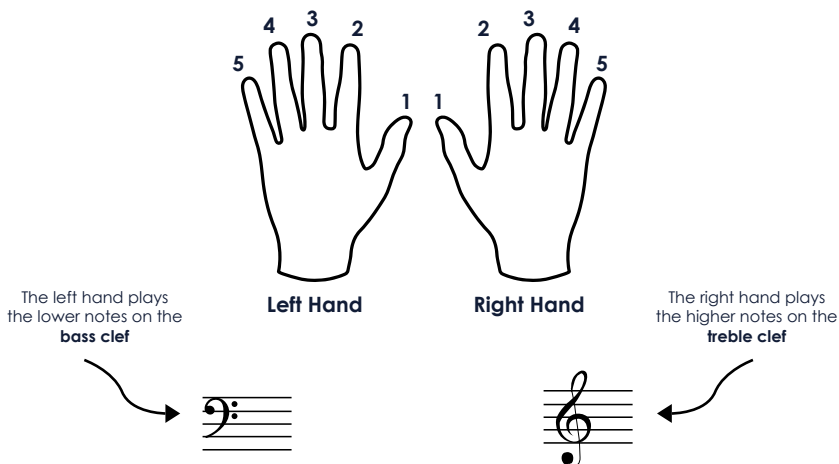
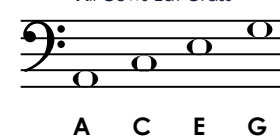


Bass clef notes:

Green Buses Drive Fast Always



All Cows Eat Grass



Semibreve = 4 beats

Minim = 2 beats

Crochet = 1 beat

Quaver = 1/2 beat

Semiquaver = 1/4 beat

Form and structure: The different sections of a piece of music or song and how they are ordered.

Accompaniment: Music that accompanies either a lead singer or melody line – often known as the "backing" – provided by a band or **BACKING SINGERS**.

Bass line: 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.

Chord: A group of two or more pitched notes played at the same time.

Chorus: 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).

Hook: 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.

Instrumentation: Pop and Rock bands often feature a **DRUM KIT** to provide the rhythm along with **ELECTRIC GUITARS** (**LEAD GUITAR**, **RHYTHM GUITAR**, **BASS GUITAR**) and **KEYBOARDS**. **SINGERS** are essential to a Pop/Rock song (**LEAD SINGER**) who sings most of the melody line to the song.

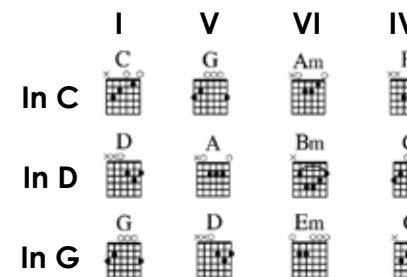
Lyrics: The words of a song performed/sung by the singer or backing singers.

Riff: 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.

Expectations for a Successful Performance

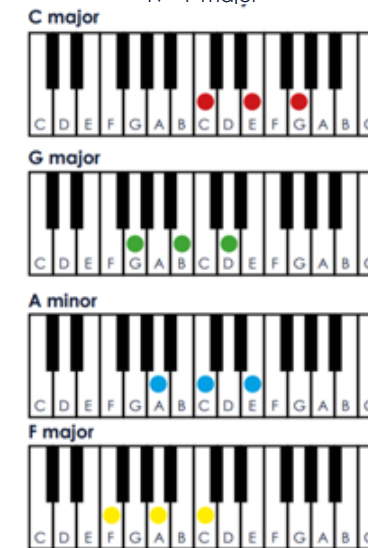
- Technical control.
- Expression and appropriate interpretation.
- Accuracy of rhythm and pitch.
- Appropriate pace and fluency.
- Effective use of dynamics.
- Stylistic awareness.
- Empathy (in ensemble playing).

The 4 chord pop song:



The 4 chords commonly used in pop songs are:

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



Training Methods

Continuous Training = Low to medium intensity exercise, keeping the heart rate constant.

Fitness Components = Cardiovascular Fitness or Muscular Endurance.

Fartlek Training = Speed play, exercise involves changes in intensity with different speeds, times and distances and terrains.

Fitness Components = Cardiovascular Fitness or Muscular Endurance or Speed or Power.

Interval Training = Work for a period of time, which is then followed by a period of rest to allow for recovery.

Fitness Components = Cardiovascular Fitness or Speed.

Circuit Training = Different stations of exercise, allowing recovery between each one.

Fitness Components = Cardiovascular Fitness or Muscular Endurance or Muscular Strength or Balance or Power.

Weight training = Use of machine or free weights to produce a resistance.

Fitness Components = Muscular Strength or Muscular endurance.

Plyometric training = Involves explosive actions where an eccentric contraction of the muscles is followed by a concentric contraction of the muscles.

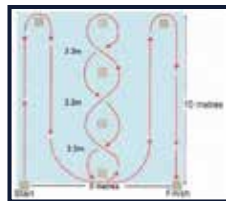
Fitness Components = Power.

KPI 9 – Training Tests



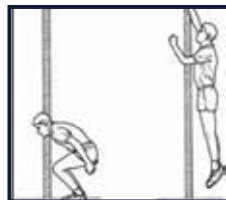
Muscular Endurance

60 Second Press-up/ Sit-up test
Training method: Weight Training
(high rep/low weight)



Agility

Illinois Agility Test
Training Method: Agility Training



Power

Vertical Jump/Sergeant Jump
Training Method: Plyometric Training



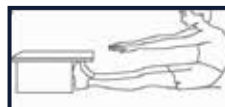
Cardiovascular Endurance

12 minute Cooper run/Multi Stage
Fitness test
Training Method: Continuous Training,
Fartlek Training



Speed

30m Sprint Test
Training Method: Interval Training



Flexibility

Sit and Reach Test
Training Method: PNF Training

HINDUISM
ESSENTIAL KNOWLEDGE

1. Polytheism	Belief in more than one god.
2. Monotheism	Belief in one god.
3. Brahman	The supreme being (god) of Hinduism.
4. The Trimurti	Three gods which display the main characteristics of Brahman: the creator (Brahma), the preserver (Vishnu) and the destroyer (Shiva).
6. Deity	Another word for a god or goddess.
7. Murti	An image, statue or idol of a deity.
8. Genderless	Neither male nor female.
9. Omnipotent	All-powerful.
10. Omniscient	All-knowing.
11. Omnipresent	Everywhere at all times.
12. Vedas / Bhagavad Gita / the Upanishads	A collection of sacred writings in Hinduism.
13. Atman	The idea of the soul, considered to be a part of Brahman in every person and living thing.
14. "Namaste"	A greeting recognizing God within each person.
15. Moksha	Freedom from samsara. The aim of Hindus.
16. Caste system (varna)	Traditional social hierarchy (where people are ranked according to their status or authority) in India with four classes (varnas). Traditionally each varna had its own duties/skills/jobs. You are born into a varna.

ESSENTIAL KNOWLEDGE

17. Brahmin	Priest or religious teacher and highest varna in the caste system.
18. Dalit	"untouchables", the lowest varna in the caste system including sewage workers, fanners, cleaners.
19. Reincarnation	The idea of rebirth – the atman being reborn after death into another body.
20. Samsara	The cycle of birth, life, death and rebirth.
21. Karma	The law of action and reaction: whatever you do has a consequence. Good actions earn good karma and bring good consequences. This affects rebirth.
22. Puja	An act of worship in Hinduism.
23. Mandir	The Hindu place of worship.
24. Shrine	A space dedicated to a deity.
25. Mantra	Sacred words or phrases spoken aloud or sounded out in the mind that are used in puja or meditation.
26. Prashad	Sweet food given to all after puja.
27. Ahimsa	Respect for all living things and the avoidance of violence.
28. Rites of passage	Ceremonies that mark different stages in life.
29. Samskaras	The sixteen important steps in a Hindu's life journey according to the sacred texts.

PRE
1 of 2

KEY TERMS

30. Horoscope	An astrological chart or diagram showing the position of the sun, moon, planets at the time of a person's birth that is used to forecast their future.
31. Sacred thread	A ceremony for Hindu boys, aged 8 and 11, representing the beginning of adult spiritual life in which they are given three strands of cotton to wear across the body (10th Samskara).
32. Arranged marriage	Parents help to select a husband or wife for their son or daughter.
33. Mehndi	Decorative designs drawn on to the hands and arms of women with henna.
34. Mandap	A canopy that the bride and groom sit under at a Hindu wedding ceremony.
35. Sindoor	A bright red powder used by the groom to create a streak along the parting of the bride's hair as a symbol of marriage.
36. Diwali	The festival of light, new beginnings and the victory of good over evil and light over dark.
37. The Ramayana	The story of Prince Rama and his quest to rescue his wife Sita from the evil demon king Ravana.
38. Diya	Oil lamp lit at Diwali.
39. Rangoli	Colourful patterns created on the ground with coloured rice, flower petals or coloured powder.
40. Lakshmi	Hindu goddess of wealth, good fortune and prosperity.

RELIGIOUS FESTIVALS – ESSENTIAL KNOWLEDGE	
1. Christmas	Christian celebration of Jesus' birth.
2. Advent	The period of four Sundays and weeks before Christmas.
3. Nativity	Story of Jesus' birth in a stable in Bethlehem.
4. Easter	Christian Spring holiday to remember the death and resurrection of Jesus.
5. Good Friday	Festival to remember the crucifixion and death of Jesus.
6. Resurrection	Life after death.
7. Passover	Jewish spring festival which remembers the freeing of the Jews from Egyptian slavery
8. Exodus	The escape of the Jewish people from slavery in Egypt.
9. Seder plate	A special plate containing symbolic foods eaten at the Passover.
10. Hagadah	A written guide to the Passover celebration.
11. Eid al Adha	Muslim festival to remember when Ibrahim believed Allah was asking him to sacrifice his son Isma'il.
12. Eid al Fitr	Islamic festival celebrating the end of fasting during the month of Ramadan.
13. Vaisakhi	Sikh New Year festival which celebrates the beginning of the Khalsa.
14. Khalsa	The Sikh community.
15. The Beloved Five	Five men baptised into the khalsa.

RELIGIOUS FESTIVALS – ESSENTIAL KNOWLEDGE	
16. Guru Gobind Singh	Leader who founded the khalsa.
17. Guru Nanak	The founder of Sikhism.
18. Wesak	Buddhist festival celebrating the life, enlightenment and death of the Buddha.
19. Kathina	The Buddhist festival of giving.
20. Sangha	The Buddhist community.
21. Vihara	A monastery (temple where Buddhist monks live).
22. Dharma	The Buddha's teachings.
23. Wesak	Buddhist festival celebrating the birth, enlightenment and death of the Buddha.
24. Hanukkah	Jewish festival celebrating the victory of Judah over the cruel emperor Antiochus.
25. Hanukkiah	9 branched candle stick.
26. Dreidel	Spinning top game – popular at Hanukkah.

PRE
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SCIENCE 8BD: DIGESTION AND NUTRITION

1	Carbohydrates	• A food group that provides energy. Includes starchy foods, which provide slow-release energy (e.g. bread, potatoes, pasta) and sugary foods (e.g. chocolate).
2	Proteins	• An important food group used to make enzymes, muscles and pigments, as well as for the growth and repair of cells. Found in meat, eggs and fish.
3	Lipids	• Needed for energy and to insulate organs. Found in cooking oil and butter.
4	Minerals	• Many different uses - e.g. calcium in milk is used for healthy bones, and iron in red meat is used to make red blood cells.
5	Vitamins	• Needed for healthy body function - e.g. vitamin C in oranges is used for a healthy immune system.
6	Fibre	• Needed for the digestive system to function healthily - aids with bowel movement.
7	Balanced diet	• A diet that contains the right amounts of the different food groups and water to maintain good health.
8	Digestion	• When large insoluble food particles are broken down into small soluble particles so that they can be absorbed into our bloodstream.
9	Enzyme	• Special proteins that can break large molecules into small molecules.
10	Mouth	• Food is broken up by teeth and mixed with saliva.
11	Oesophagus	• The substances that react together in a chemical reaction.

12	Stomach	• A muscular bag that churns food. It contains acid to kill pathogens, as well as enzymes to digest food.
13	Small intestine	• An organ in the digestive system. Enzymes break food down in the first part. Food molecules are absorbed into the blood in the second part.
14	Large intestine	• Where water is absorbed into the bloodstream.
15	Rectum	• Where waste is stored, before being expelled through the anus.
16	Lock and key model	• This tells us that each enzyme can only break down one type of food molecule.
17	Lipase	• An enzyme that breaks down lipids into fatty acids and glycerol.
18	Protease	• An enzyme that breaks down proteins into amino acids.
19	Amylase	• An enzyme that breaks down starch into glucose.
20	Iodine	• Orange liquid that turns blue blue-black when added to starch.
21	Benedict's reagent	• Blue liquid that turns brick red when heated with reducing sugars (e.g. glucose).
22	Heart disease	• Causes chest pains, shortness of breath, heart attacks. Can be caused by a high-fat diet.
23	Diabetes	• Causes thirst, tiredness, blurred vision. Can be caused by a high sugar diet / obesity.
24	Scurvy	• Causes severe joint pains, tiredness, weakness. Caused by a lack of vitamins in the diet.
25	Symbiosis	• Occurs when two organisms of different species live together in a very close relationship
26	Parasitism	• – One species benefits at the expense of the other species.
27	Mutualism	• – Both species benefit
28	Bacteria in the digestive system	• Can digest some substances that humans cannot digest, such as certain carbohydrates, reduce the chance of harmful bacteria multiplying and causing disease produce some vitamins that humans need, such as vitamins B and K.

SCIENCE 8PL: LIGHT AND SPACE

1	Wave	<ul style="list-style-type: none"> A way of transferring energy. E.g. Light waves / water waves.
2	Luminous	<ul style="list-style-type: none"> An object that produces light. E.g. the sun, candle, light bulb.
3	Vacuum	<ul style="list-style-type: none"> An area containing no particles - e.g. space Light travels fastest in a vacuum, at 300,000,000m/s.
4	Reflection	<ul style="list-style-type: none"> When a light ray hits a surface and changes direction. We can see objects because light is reflected off them and into our eyes.
5	Specular reflection	<ul style="list-style-type: none"> When all light is reflected at the same angle, giving clear reflection. E.g. by a mirror.
6	Diffuse scattering	<ul style="list-style-type: none"> When light is scattered in lots of different directions by rough surfaces.
7	Transparent	<ul style="list-style-type: none"> An object that will allow light to pass through. E.g. glass.
8	Translucent	<ul style="list-style-type: none"> An object that will allow some light to pass through. E.g. tracing paper.
9	Opaque	<ul style="list-style-type: none"> An object that will not allow light to pass through. E.g. wood
10	Refraction	<ul style="list-style-type: none"> When a light ray hits a glass block at an angle, it slows down. This causes it to bend towards the normal line, which is known as refraction.
11	Normal Line	<ul style="list-style-type: none"> An imaginary line which is perpendicular (at right angles) to a mirror or glass block.
12	Incident ray	<ul style="list-style-type: none"> The ray of light that comes from the light source to the object.
13	Angle of incidence	<ul style="list-style-type: none"> The angle between the normal line and the ray of incidence.
14	Angle of reflection	<ul style="list-style-type: none"> The angle between the normal line and the reflected light ray. In a mirror, the angle of incidence = the angle of reflection.

15	Convex lens	<ul style="list-style-type: none"> Lenses refract light. Found in the eye. Convex lenses cause light rays to change direction towards a focal point.
16	Retina	<ul style="list-style-type: none"> Found at the back of the eye, where the image forms.
17	Cornea	<ul style="list-style-type: none"> A protective transparent layer at the front of the eye. It has a fixed convex curvature and therefore acts as a 'fixed focus' lens.
18	Optic nerve	<ul style="list-style-type: none"> Converts the image received on the retina into an electric impulses and sends this through to the brain.
19	Pupil	<ul style="list-style-type: none"> Where light enters the eye.
20	Spectrum	<ul style="list-style-type: none"> White light is made of a mixture of colours, called a spectrum. The order of the spectrum is: Red, Orange, Yellow, Green, Blue, Indigo, Violet (ROYGBIV).
21	Filter	<ul style="list-style-type: none"> An object that only allows one colour of light to pass through. It absorbs all other colours. E.g. a red filter transmits red light, but absorbs blue light.
22	Gravity	<ul style="list-style-type: none"> A force that attracts anything with mass. Objects with a bigger mass attract each other with a stronger force.
23	Mass	<ul style="list-style-type: none"> Amount of material in an object. Measured in kilograms (kg).
24	Weight	<ul style="list-style-type: none"> A force caused by the pull of gravity (so an object's weight depends on the planet it's on). Measured in Newtons (N). Weight = Mass x Gravitational Field Strength.
25	Orbit	<ul style="list-style-type: none"> The Earth moves around the Sun in a rough circle, called an orbit.
26	Axis	<ul style="list-style-type: none"> An imaginary line running through the centre of the Earth. Earth rotates about its axis every 24h, causing night and day.
27	Light year	<ul style="list-style-type: none"> A unit of distance (e.g. Earth is 4 light years from Proxima Centauri) How far light travels in 1 year

SCIENCE 8CM: MATERIALS AND THE EARTH

1	Atmosphere	<ul style="list-style-type: none"> The gases that surround a planet On Earth, this is mainly nitrogen and oxygen (plus a small amount of carbon dioxide).
2	Combustion	<ul style="list-style-type: none"> A process that releases carbon dioxide into the atmosphere.
3	Photosynthesis	<ul style="list-style-type: none"> A process carried out by plants and algae, which removes carbon dioxide from the atmosphere. Carbon Dioxide + Water → Glucose + Oxygen.
4	Respiration	<ul style="list-style-type: none"> A process carried out by all living things, which adds carbon dioxide to the atmosphere. Glucose + Oxygen → Carbon Dioxide + Water.
5	Decomposer	<ul style="list-style-type: none"> An organism (e.g. bacteria/fungi) that breaks down dead matter.
6	Deforestation	<ul style="list-style-type: none"> Chopping down trees. Reduces the amount of carbon dioxide that can be removed from the atmosphere.
7	Greenhouse effect	<ul style="list-style-type: none"> When carbon dioxide and methane trap radiation from the Sun in the atmosphere.
8	Global warming	<ul style="list-style-type: none"> An increase in global mean temperatures. Caused by the greenhouse effect Causing polar ice caps to melt and rainfall patterns to change
9	Crust	<ul style="list-style-type: none"> The outer layer of the Earth which we live on Made of thin, solid rock.
10	Mantle	<ul style="list-style-type: none"> A thick, semi-liquid layer of rock underneath the Earth's crust.
11	Core	<ul style="list-style-type: none"> The centre of the Earth. Made of iron and nickel.
12	Igneous rock	<ul style="list-style-type: none"> Formed from melted underground rock (magma). When cooled slowly underground, it has smaller crystals – e.g. granite. When cooled quickly above ground, it has larger crystals – e.g. basalt.

13	Sedimentary rock	<ul style="list-style-type: none"> Formed from layers of sediment (tiny bits of rock) May contain fossils (dead animal and plant remains). E.g. Limestone/chalk
14	Weathering	<ul style="list-style-type: none"> When rock is broken down into smaller pieces 3 types: Chemical, physical, biological.
15	Deposition	<ul style="list-style-type: none"> The first step in the formation of sedimentary rocks Rivers carry pieces of broken rock as it flows along, when the river reaches a lake or the sea, these rocks settle at the bottom.
16	Sedimentation	<ul style="list-style-type: none"> The second step in the formation of sedimentary rocks The deposited rocks build up in layers (see the definition above), called sediments
17	Compaction	<ul style="list-style-type: none"> The thirds step in the formation of sedimentary rocks. The weight of the sediments on top squashes the sediments at the bottom.
18	Cementation	<ul style="list-style-type: none"> The final step in the formation of sedimentary rocks. Water is squeezed out from between pieces of rock and crystal form which stick the pieces of rock together.
19	Metamorphic rock	<ul style="list-style-type: none"> Formed when heat and pressure act on existing rocks for long periods of time E.g. marble/slate
20	Porous	<ul style="list-style-type: none"> A rock with many small holes, which air and liquid can get into.
21	Recycling	<ul style="list-style-type: none"> Using old, unwanted materials to make new products. Uses fewer natural resources, less energy and saves money.
22	Ore	<ul style="list-style-type: none"> A rock containing enough metal compound to make it worthwhile extracting the metal from.
23	Fossil	<ul style="list-style-type: none"> The remains or imprint of an organism (living thing) preserved in rock.

Photo Description Structures

En la foto

hay

Se puede ver

una mujer

una chica

un chico

un hombre

gente joven

está llevando

están llevando

es

son

tienen

parece

hace buen tiempo

hace mal tiempo

hace calor

hace frío

está lloviendo

a la derecha

a la izquierda

en el fondo

en el centro

en primer plano

in the photo

there is

you can see

a woman

a girl

a boy

a man

young people

he/she is wearing

they are wearing

he/she is

they are

they have

he/she seems

the weather is good

the weather is bad

it's hot

it's cold

it's raining

on the right

on the left

in the background

in the middle

in the foreground

Opinion Sentence Starters

Me mola ...

Me chifla ...

Me flipa ...

Detesto ...

No agunto ...

Diría que ...

me da igual ...

Opino que...

Lo que más me guata es...

Lo bueno es que

I love...

I love...

I love...

I hate...

I can't stand...

I would say that...

I don't care about...

In my opinion...

What I like the most is...

The good thing is that...

Time Phrases

Past:

Anteayer – the day before yesterday

El mes pasado – last month

Hace un año – a year ago

Present:

Hoy – today

Actualmente – lately

Los lunes – on a Monday

Future:

Dentro de un año – in a years time

En el future – in the future

El año próximo – next year

Tenses and Structures					
Verb - Infinitive	In the past		In the present	In the future	
Tener	Tuve	Tenía	Tengo	Voy a tener	Tendría
To have	I had	I used to have	I have	I am going to have	I would have
Ser	Fui/era	Era	soy	Voy a ser	Sería
To be	I was	I used to be	I am	I am going to be	I would be
Hacer	Hice	Hacía	hago	Voy a hacer	Haría
To do	I did	I used to do	I do/make	I am going to do / make	I would do
Ir	Fui	Iba	Voy	Voy a ir	Iría
To go	I went	I used to go	I go	I am going to go	I would go
Jugar	Jugué	Jugué	Juego	Voy a jugar	Jugaría
To play	I played	I used to play	I play	I am going to play	I would play

Openers / Connectives / Extenders							
Mientras	while	No obstante	however	además	In addition	En primer lugar	firstly
no solo...	Not only...	Por eso...	therefore	puesto que	Given that	Finalmente	lastly
sino...	but...	dado que es...	Given that it's	en lugar de	Instead of	luego	then
sin	without	así que	so	Por el otro lado	on the other hand	otra vez	again
también	also	si	if	después	after	entonces	then

Module 1

¿Qué hace con tu móvil?

What do you do with your mobile?

Chateo con mis amigos

Comparto mis vídeos favoritos.

Descargo melodías o aplicaciones.

Hablo por Skype.

Leo mis SMS.

Saco fotos.

Veo vídeos o películas.

I chat with my friends.

I share my favourite videos

I download ringtones or apps

I talk on skype

I read my texts

I take photos.

I watch videos or films.

¿Qué tipo de música escuchas?

What type of music do you listen to?

Escucho rap.

Escucho la música de Adele.

Escucho de todo.

¿Qué hiciste ayer?

What did you do yesterday?

Bailé en mi cuarto

Fui al cine.

Hablé por skype.

Hice gimnasia.

Hice Karate.

Jugué en línea con mis amigos.

Monté en bici.

Vi una película.

Salí con mis amigos.

No hice los deberes.

un poco más tarde

un programa de música

un programa de deportes

un concurso

un documental

una realidad

una comedia

una serie policiaca

una telenovela

el telediario

más... que...

divertido

informativo, informativa

emocionante

¿Con qué frecuencia?

todos los días

dos o tres veces a la semana

a veces

de vez en cuando

nunca

I danced in my room.

I went to the cinema.

I talked on skype.

I did gymnastics

I did karate.

I played online with my friends.

I rode my bike.

I watched a film.

I went out with my friends.

I didn't do my homework.

a bit later.

a music programme.

a sports programme.

a game show.

a documentary

a reality show

a comedy

a police series

a soap opera

the news

more... than...

funny

informative

exciting

how often?

every day

two or three times a week

sometimes

from time to time

never

Module 2

¿Qué te gusta comer y beber?

What do you like to eat and drink?

Prefiero...

el agua

el arroz

la carne

los caramelos

la fruta

las hamburguesas

los huevos

la leche

el marisco

el pescado

el queso

las verduras

I prefer...

water

rice

meat

sweets

fruit

hamburgers

eggs

milk

seafood, shellfish

fish

cheese

vegetables

¿Qué desayunas?

What do you have for breakfast?

Desayuno...

cereales

churros

toastadas

yogur

café

Cola cao

té tea

zumo de naranja

No desayuno nada.

¿Qué comes?

Como...

un bocadillo

¿Qué cenas?

Ceno...

patatas fritas

pollo con ensalada

quesadillas

limonada

Voy a comprar...

una lechuga

un pimiento verde

un pimiento rojo

un aguacate

un kilo de tomates

medio kilo de queso

200 gramos de pollo

una botella de limonada

for breakfast I have...

cereal

churros (sweet fritters)

toast

yoghurt

coffee

Cola cao (chocolate drink)

orange juice

I don't have anything for breakfast

What do you have for lunch?

I eat.../For lunch I have...

a sandwich

What do you have for dinner?

For dinner I have...

chips

chicken with salad

quesadillas (toasted cheese tortilla)

lemonade

I am going to buy...

a lettuce

a green pepper

a red pepper

an avocado

a kilo of tomatoes

half a kilo of cheese

200 grammes of chicken

a bottle of lemonade

Module 3

¿Te gustaría ir al cine?

Would you like to go to the cinema?

¿Te gustaría ir...?

a la bolera

a la cafetería

al centro comercial

al museo

al parque

a la pista de hielo

al polideportivo

¿Te gustaría venir a mi casa?

¿Lo pasé fenomenal!

¿Quieres salir?

Tengo que...

cuidar a mi hermano

hacer los deberes

lavarme el pelo

ordenar mi dormitorio

pasear al perro

salir con mis padres

No quiero

No tengo dinero.

No puede salir.

¿Cómo te preparas?

Me baño

Me duco.

Me lavo la cara.

Me lavo los dientes.

Me visto.

Me maquillo.

Me peino.

Me aliso el pelo.

Me pongo gormina.

¿Dónde quedamos?

delante de la cafetería

detrás del centro comercial

enfrente del polideportivo

al lado de la bolera

en tu casa

Would you like to go...?

to the bowling alley

to the café

to the shopping centre

to the museum

to the park

to the ice rink

to the sports centre

Would you like to come to my house?

I had a fantastic time!

Do you want to go out?

I have to...

look after my brother

do my homework

wash my hair

tidy my room

walk the dog

go out with my parents

I don't want to.

I don't have any money.

He/She can't go out.

How do you get ready?

I have a bath.

I have a shower.

I wash my face

I brush my teeth

I get dressed.

I put on make-up.

I comb my hair.

I straighten my hair.

I put gel on my hair.

Where do we meet up?

in front of the café

behind the shopping centre

opposite the sports centre

next to the bowling alley

at your house

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

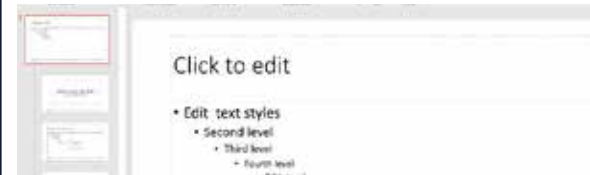
Copyright Act Law

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 1

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	example
Center	<div><center>example</center></div>
Heading	<h1><h1> example</h1></h1>
Image	
Italic	<i><i>example </i></i>
Numbered List	<div> example 1 example 2 </div>
Paragraph	<p>
Underline	<u><u>example</u></u>
Hyperlink	mywebsite
Font Style	example

Notes

Notes



Lined area for notes on page 40, consisting of 20 horizontal grey lines.

Notes



Lined area for notes on page 41, consisting of 20 horizontal grey lines.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.