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**Kettering Buccleuch Academy**



# Knowledge Organiser 2

**END OF YEAR ASSESSMENTS**

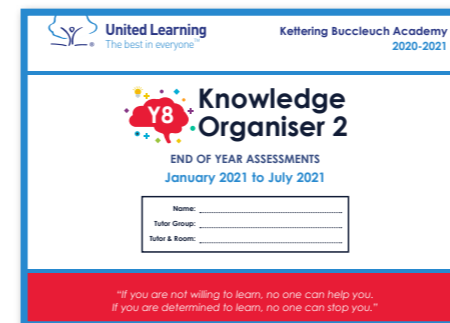
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*“If you are not willing to learn, no one can help you.  
If you are determined to learn, no one can stop you.”*

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## Your Knowledge Organiser and Self-Quizzing Book



### Knowledge Organisers

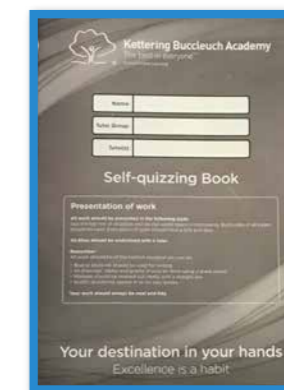
Knowledge Organisers contain critical, fundamental knowledge that you **MUST** know in order to be successful in Year 8 and subsequent years.

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

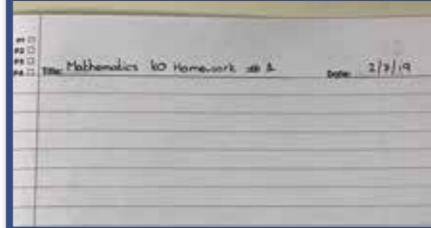
## STEP 1

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



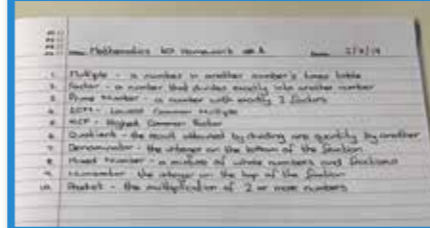
## STEP 2

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



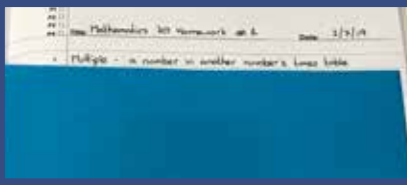
## STEP 3

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



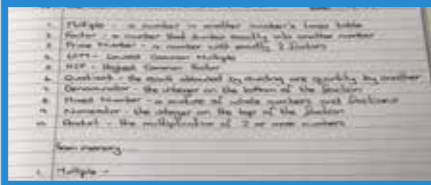
## STEP 4

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

### 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 3

### Very Brief Plot Summary

The action of the novella takes place in London, in the late 1800s. Miss Mary Morstan, a governess, consults Sherlock Holmes about a mystery. Every year for the past six years, she has been sent a rare pearl. Now, she wants Holmes to accompany her when she visits the writer of a strange note. She believes the note has been written by the man who gives her the pearls. On the way to the visit, Miss Morstan shows Holmes a strange diagram with the phrase 'Sign of Four' written on it. It comes from her father's papers.

Holmes, Morstan and Dr Watson visit Thaddeus Sholto, the son of one of Miss Morstan's father's friends. He admits to sending the pearls and says that Mary Morstan is entitled to half the treasure his father hid in the Sholto family home. The group visit Bartholomew Sholto, Thaddeus's brother, but find him dead. He has been poisoned and the treasure is missing.

The murderer, Jonathan Small, is traced to a boat on the Thames and Holmes, Watson and the police chase him. Small is captured and the treasure chest is recovered. Small's companion, Tonga, is killed in the chase. Small tells his story: the treasure had been stolen from Agra during rioting by the group known as 'The Four'. They were all captured but promised a portion of the treasure to Morstan and Sholto Senior if the two officers helped them escape imprisonment. Sholto betrayed them all and Small vowed revenge when he escaped.

Mary Morstan and Dr Watson open the treasure chest but the treasure is not there – Small has thrown it into the Thames. Dr Watson asks Mary to marry him and she accepts.

### Characters

**Sherlock Holmes:** The great detective. He has an unusual personality but a tremendous ability to observe things.

**Dr Watson:** Holmes' unofficial sidekick and biographer. He is the narrator of the story and acts as a narrative device – through Holmes having to explain his actions to Watson, we get to understand his train of thought.

**Mary Morstan:** The heroine of the story; a poor governess. She approaches Holmes for his help in a mystery surrounding her late father. Falls in love with Dr Watson during the novel.

**Thaddeus Sholto:** The well-meaning, hypochondriac son of Major Sholto. He feels Mary Morstan should receive her part of the treasure his father stole and so draws Mary into the mystery, initially suspected of his brother's murder.

**Jonathan Small:** The escaped prisoner who comes to England seeking revenge on Sholto after the treasure

was stolen. His narrative about the treasure makes up most of the final (exposition) of the story.

**Athelney Jones:** The police officer in charge of the investigation into Bartholomew Sholto's murder. He initially suspects the wrong person – enhancing the idea that the police are not as capable as Sherlock Holmes.

**Tonga:** Jonathan Small's sidekick. He comes from the Andaman Islands and is responsible for Bartholomew Sholto's death.

# The Sign of Four

### Context

The story is set at the height of the Victorian age. It deals with the concept of Britain as an Empire and includes the exotic locations of central India and the Andaman Islands. It confronts issues of colonialism and the revolts of the native people.

Sherlock Holmes is at the forefront of scientific research and is a pioneer of forensic science. His scientific approach to crime scenes would have seemed revolutionary at the time of publication. Arthur Conan Doyle expresses common Victorian views of women throughout the novel. Mary Morstan has a significant part in the story and Sherlock Holmes praises her skills of observation and forethought but she still has a submissive role. The men protect and aid her, particularly Dr Watson – who is falling in love with her throughout the story.

The novel represents a particular type of puzzle known as the 'locked room mystery'. The mystery here is how Sholto could be found murdered when it seems as if no one had entered the room he was found in.

## Literacy Fundamentals

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# The Sign of The Four Glossary

# The Sign of The Four Glossary

Chapter 1 – The Science of Deduction
abhor – loathe or hate
Beaune - wine from Burgundy (France)
cavalierly – offhandedly or without concern
cordially – in a friendly and warm way
didactic – instructive
egotism – self-centredness
minutiae – precise or small details
morbid – a focus on death
pathological – related to pathology (the science of the causes and effects of diseases)
tirade – an outbreak of feeling against something
vehemence – forcefully or with great feeling
ardent – passionate
brier- root – the root of a prickly plant
charlatanism – the practice of pretending to have more knowledge than you actually do
cryptogram – a coded message
dogmatic – stating opinions in a forceful manner as if they were facts
languidly – lacking interest or energy
monograph – a highly detailed study about a limited area of a subject
nonchalant – feeling or seeming relaxed
stagnation – lack of activity
transcendentally – beyond ordinary experience or belief

Chapter 2 – The Statement of the Case
appended – added
automaton – a robot
fervently – passionately
lustrous – shining, radiant
philanthropist – a person who gives time or money to help others
sombre – gloomy
treatise – an explanation in writing of the ideologies of a subject
vacillation – indecision

Chapter 3 – In Quest of a Solution
culminates – ends
deprivation – loss
hansom – a two-wheeled, covered vehicle driven by one horse, for two passengers
hieroglyphic – a form of writing using symbols
impenetrable – unable to be understood
interminable – unending
pensively – thoughtfully
tawdry – showy and cheap

Chapter 4 – The Story of the Bald Headed Man
avarice – greediness
connoisseur – an expert
hookah – a tobacco pipe with a long, flexible tube
lappets - hanging parts of a garment
mitral valve – the valve between the left atrium and left ventricle of the heart
paroxysm – a sudden, violent outburst
quinine – a white, bitter liquid used in medicine
sagacity – wisdom
strychnine – a colourless poison
unaesthetic – without beauty
chapel – a string of beads
deprecatingly – in a belittling manner
hypochondriac – a person who worries or talks excessively about their health
malevolence – wickedness
obtrusive – prominent
quack nostrum – a false or worthless remedy
restitution – the restoration of property or rights previously taken away
sanctum – a sacred place
taper – a long wick coated with wax
valetudinarian – a person who is overly worried about their health or ailments

Chapter 5 - The Tragedy of Pondicherry Lodge
carboy – a large glass bottle protected by basketwork or a wooden box, used especially for holding corrosive liquids
countenance – facial expression
cumbered – burdened
genially – cheerfully
inexorably – unable to be persuaded
prosaic – commonplace
pungent – a strong smell
querulous – whining
reiterated – repeated

Chapter 6 - Sherlock Holmes Gives a Demonstration
annals – historical records
apex – the tip or summit
creosote – distilled coal and wood tar, a liquid with a strong smell
expounding – explaining in detail
exulting – showing joy
garret – a small attic living space
pithy – a sharp, witty comment
plethoric – overfull
rigor mortis – the stiffening of the joints and muscles of a body, taking place a few hours after death
snibbed – bolted or fastened onto a door or window

Chapter 7 – The Science of Deduction
barometer – an instrument that measures atmospheric pressure
confederate – united in a league
gauntlet – a challenge
inimitable – unable to be copied
metropolis – any large, busy city
palpable – able to be touched
placid – calm
sawyers – woodcutters
slatternly – untidy
vagabond – a tramp/vagrant
whimsical – unpredictable
wiper – viper, in Cockney rhyming slang

Chapter 8 – The Science of Deduction
antipathy – a strong feeling of dislike
diminutive – small, tiny
expostulation – protestation against
gazetteer – a journalist
infallibility – being incapable of error
intractable – stubborn
morose – gloomy
ominous – a warning sign
placard – a sign or notice
punt/skiff – types of boat
ubiquitous – found everywhere
warfingier – a person who owns or is in charge of a wharf
wharf – a quay used to load or unload from boats
wherry – a light rowboat for one person

Chapter 9 – A Break in the Chain
half-sovereign – a gold coin, equal to 10 shillings
chafing – rubbing
haggard – having a wasted, or exhausted appearance
balked – stopped
scuttled – sinking (a vessel) deliberately
malodorous – smelling bad
outré – unconventional, unusual
brusque – blunt
petulant – sulky
staunch – firm, loyal
brace - a pair of animals, especially birds, caught in the hunt
grouse – a bird, like a pheasant

Chapter 10 – The End of the Islander
aggregate – the combined total
clipper – a sailing ship built for speed
finesse – skill
melancholy – gloominess, depression
rudder – a vertical blade at the stern of a vessel that can be turned horizontally to change the vessel's direction
stoker – a labourer employed to tend and fuel a furnace to generate steam, as on a steamship
subsided – to sink to a lower level
tug – a small, powerful boat for towing ships
ulster – a long, loose, heavy overcoat
unhallowed – unholy, wicked
brace - a pair of animals, especially birds, caught in the hunt
grouse – a bird, like a pheasant

Chapter 11 – The Great Agra Treasure
annuity – a stated income payable at set intervals for a fixed period
boisterously – noisily
diaphanous – almost transparent
hasp – a clasp for a door
welted – beat, hit

Chapter 12 – The Strange Story of Jonathan Small	
affably – pleasantly	ague – a fever
beryl – a mineral, usually green	bugle – a brass wind instrument
carbine – a rifle	carbuncle - a bright red gem
cheroot – a cigar	chokey – slang for prison
coolies – an offensive term for an Indian unskilled labourer	cummerbund – a wide sash worn around the waist
deposed – removed from position	flippant – off-hand, careless
fugitive – a person on the run	garrison – a military post
gourds – small-necked bottle or flask	jackal – a wild dog
kith – relatives, friends	lingo – language of a particular group
loafer – a lazy person	manacled – handcuffed
mire – a bog or marsh	moidores – a Portuguese and Brazilian gold coin from the 18th century
mutiny – a rebellion	nullah – ravine
obstinate – stubborn	rajah – a king or prince in India
rupee – currency of India	sepoy – an Indian soldier working for Britain
shanty – a crudely built hut, cabin, or house	side-postern – side door at the back
spry – agile	stoicism – an attitude of calmness
tomtoms – a drum of American Indian or Asian origin	veranda – a large, open porch



### 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

### 2. 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.

**Abstract:** Art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect.

### 4. Techniques specific to: Drawing

**Shading:** Is a technique used to show light and dark shade. This helps create the illusion of depth and 3D form. In a pencil drawing, shading is made by applying the most pressure at the point where the shadow is dark and less pressure to show light tones.

**Highlights:** In a drawing, the highlight is the lightest area on the object. The highlight is located on a surface where the light rays hit the form.

**Outline:** A line or set of lines enclosing or indicating the shape of an object in a sketch.

**Contour lines:** They are simply "outlines". We typically use contour lines to show the edges of objects and details within them.

**Negative space:** The background space in a drawing.

**Positive space:** The space within the drawing of an object.

**Sketching:** Making a rough drawing.

### 5. Techniques specific to: Painting

**Mark making:** The different line, patterns and textures we create in a piece of art.

**Chiaroscuro:** The contrast of light and dark in a drawing or painting.

**Realism:** Painted realistically.

**Underpainting:** An underpainting is the first layer of paint applied to a painting, which serves as a base for more layers of paint over the top.

**Daubing:** To apply paint to a surface with fast and clumsy strokes.

**Observational:** Closely studying objects.

**Sgraffito:** Scratching into the painted surface to reveal underpainting or create texture.

**Gestural:** A painting that has been created using large sweeping movements of the hand, arm or body.

### 3. Colour Theory

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

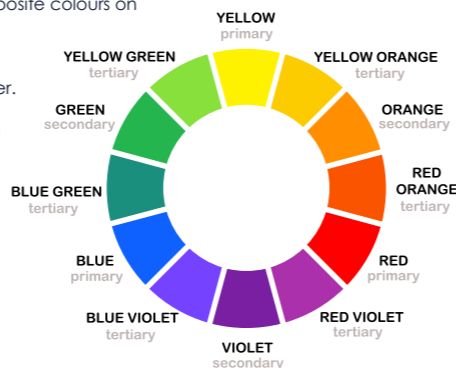
**Warm Colours:** Colours that give the feeling of warmth – red, orange, yellow.

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

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

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

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



### 6. Key Terms specific to: 3D

**Sculptor:** An artist who works in 3D.

**Carving:** The sculptor removes unwanted material to create the form. Materials such as a block of wood, stone, soap and other hard materials are used.

**Modelling:** The sculptor creates a form by building it up. Clay, paper maché, and other soft materials are modelled into a sculpture. Modelling with clay is generally the first process for creating a cast metal sculpture.

**Bas Relief:** Low level carving, modelling or assembling that is designed to be viewed from one angle.

#### Six words to Critique Line

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

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

#### Six words to Critique Colour

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

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

#### 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

#### Five words to Critique Texture

Texture is a very common element with and often used when referring to clothing, furniture or 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

#### Five words to Critique Scale

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

- Large
- Small
- Intimate
- Miniature
- Monumental

#### 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

#### 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 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

### Information about the artwork: influences, purpose etc

#### Subject: War, Spanish Civil War, Suffering

Guernica is a world-famous painting by Pablo Picasso. It is one of the world's greatest anti-war paintings. It is a very large painting (a mural) which shows the bombing of the Spanish town of Guernica in 1937 during the Spanish Civil War. The Spanish Republican government asked Pablo Picasso to paint a large mural for an art exhibition in Paris. It shows how people, as well as animals, all suffer because of the tragedies of war. The painting soon became so famous that it was seen as a world symbol for peace. The fame of the painting helped to bring the Spanish Civil War to an end. Guernica is navy blue, black and white. It hangs in the Museo Reina Sofia in Madrid.

Guernica shows a large, open room with people and animals who are suffering. A bull stands over a woman crying over a dead child in her arms. A horse falls in terrible pain as it dies after being run through with a spear. A dead soldier lies under the horse, his arm has been chopped off, but the hand grasps a shattered sword from which a flower grows. A lightbulb shines strongly like an evil eye (the Spanish word for "lightbulb" is "bombilla" which sounds like "bomb"). A female figure floats in, holding a lamp which is a symbol of hope. There are many other smaller details in the painting.

#### Artist Information:

Pablo Picasso (25 October 1881 - 8 April 1973) was a Spanish painter and sculptor. Pablo Picasso created over 20,000 images.

He is considered one of the greatest artists of the 20th century. He is best known as the co-founder of cubism. A work of art is cubist when the artist opts to break up objects and re-assemble them in abstract and geometric form. Picasso could draw and paint when he was very young. His first word was lápiz, the Spanish word for "pencil".

Perhaps his most famous painting is Guernica, which shows the horrors of war after the bombing of the town of Guernica.



**Title:** Guernica  
**Name:** Pablo Picasso  
**Date:** 1937  
**Style:** Cubism, Surrealism  
**Medium:** Oil paint  
**Size:** 3.49 m x 7.77 m

**Cubism**  
The definition of cubism is a movement in art that began in France in 1907 that is characterised by the use of geometric planes and shapes. Works of Pablo Picasso that consist of interlocking shapes and geometric planes are examples of cubism.

**Surrealism**  
Surrealism began as a philosophical movement that said the way to find truth in the world was through the subconscious mind and dreams, rather than through logical thought.

## Blood Brothers

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

**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.

**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.

**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.

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

**Narrator:** A character who comments on the action and the plot to the audience. The narrator can be first-person (involved in the action) or third-person (set apart from the action).

**Multi-role:** This is when an actor plays more than one character.

**Plot:** The series of events that takes place in a play.

**Stage directions:** Any instructions written in a script by the playwright to explain how a play should be performed.

### Blood Brothers summary

Blood Brothers, a musical by Liverpoolian playwright Willy Russell, revolves around twin boys (Mickey and Edward) who are separated at birth and brought up in completely different environments in the city. The play, set in the 1960s, is divided into two acts, with songs throughout.

## Blood Brothers

### Introduction to 'Blood Brothers'

Russell's message that social class can be restrictive applies today – class division is now less rigid, but class continues to influence the opportunities that are available to people.

The play explores social issues that exist in today's society. For example, unemployment is still a problem, and many people still face prejudice because of their gender.

Some of the themes in the play are universal – Blood Brothers explore ideas about identity and the inevitable nature of fate that are recognisable in any era.

### Effect on the audience

Blood Brothers deals with recognisable issues that are recognisable to the audience, so it is easier for them to relate to the characters and sympathise with them. This helps the audience to engage with the play's message.

### Different types of staging

**Proscenium Arch:** The opening in the wall which stands between stage and auditorium in some theatres; the picture frame through which the audience sees the play.

**Thrust staging:** Form of stage which projects into the auditorium so that the audience is seated on at least two sides of the extended piece.

**Traverse staging:** The audience is seated on either side of the acting area.

**Theatre in the round:** The seating surrounds the acting area.

**Promenade theatre:** This is a form of staging where the audience moves around the performance space in a variety of locations.

**Site-specific theatre:** A performance designed to work only in a particular non-theatre space.

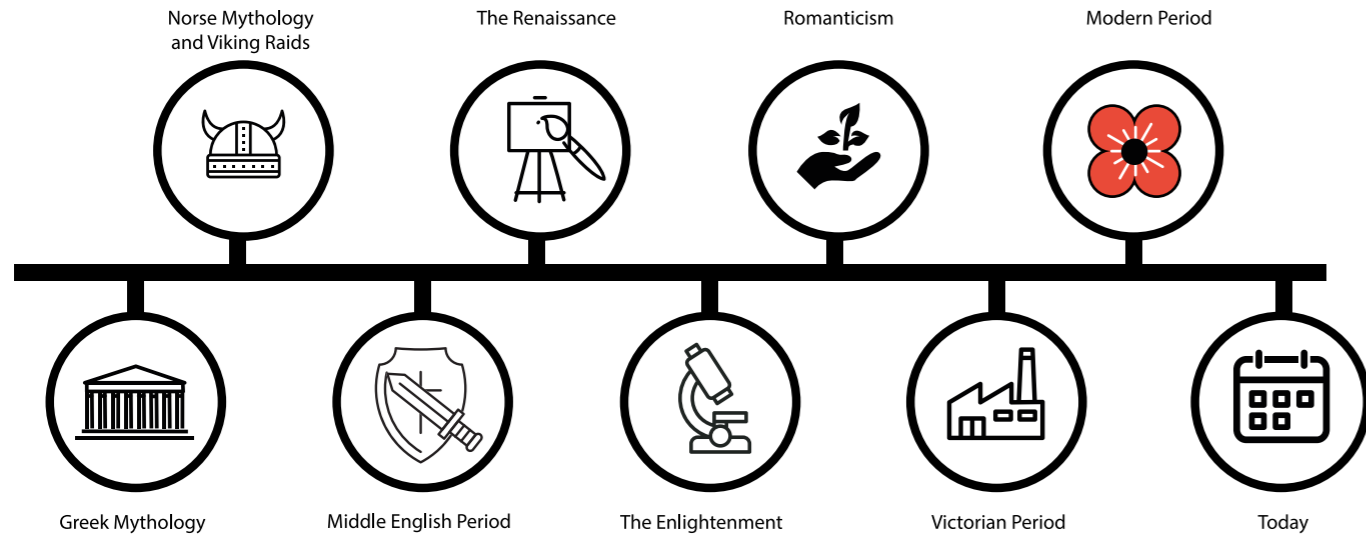
### Black box staging:

A flexible studio theatre where the audience and actors are in the same room, surrounded by black tabs (curtains).



Downstage Left	Downstage Centre	Downstage Right
Stage Left	Stage Centre	Stage Right
Upstage Left	Upstage Centre	Upstage Right

# The Literary Timeline



## Dystopian Fiction Context

**Author:** Ray Bradbury (1920-2012)

**Nationality:** American

**Short stories:** The Pedestrian, Sound of Thunder

**Other notable works:** Fahrenheit 451, The Martian Chronicles, Something Wicked This Way Comes.

**Genres:** Dystopian, Science Fiction, Fantasy

**Era:** 20th Century

**Author biography**

- Born August 22nd, 1920 to a Swedish mother and a father with English heritage.
- Inspired in his early years by his aunt who read short stories to him.
- Grew up in Arizona until the age of fourteen when his family moved and settled in L.A.
- Throughout his childhood he was an avid reader and writer. Wrote his first short story during the Great Depression in 1931 at the age of eleven.
- Started to write traditional horror stories at the age of twelve.
- In 1950, published his first major work, The Martian Chronicles.
- In 1953, his best-known novel Fahrenheit 451 was published.
- Published more than 30 books, approximately 600 short stories, and numerous poems, essays, screenplays and plays.
- Defined himself as an American fantasy and horror author. He rejected being labelled as a science fiction author, as his work was based on the fantastical and unreal.
- Won the Pulitzer Prize for Literature in 2004 and received a special citation from the Pulitzer board in 2007.
- Died on June 5th 2012, aged 91, in Los Angeles.

**Social, Historical & Literary context**

**Literary Context: Dystopian Fiction**

- The word 'dystopia' is well-known as the opposite, or antonym of 'utopia'.
- 'Utopia' was first coined by Sir Thomas More (1478-1535) in his 1516 work Utopia.
- Utopia comes from the Greek u-topos ('no place') and eu-topos ('good place').
- Dystopia comes from the Greek dys ('bad') and topos ('bad place').
- If 'utopia' represents an ideal or dream society, 'dystopia' is the word used to refer to an imagined nightmare world which is usually the world of the future.
- The noun 'dystopia' is defined as 'an imaginary place or condition in which everything is as bad as possible'.
- In a dystopian story, society itself is typically the antagonist as society is actively working against the protagonist's aims and desires.
- The worlds depicted are often controlled by a totalitarian or authoritarian government.
- Dystopian fiction often explores issues such as the loss of civil liberties, living under constant surveillance, laws controlling a woman's reproductive freedom, and denial of the right to an education.
- Dystopias are often thought to be 'cautionary tales' but are also used to explore the ideas of what is to be human.

**Key Terminology**

- Dystopian fiction** – refers to a genre of writing which explores the loss of civil liberties, living under a constant surveillance, laws controlling a woman's reproductive freedom, and denial of the rights to education.
- Literary conventions** – defining features of particular literary genres, such as novel, short story, ballad, sonnet, and play.
- Antagonist** – a person who actively opposes or is hostile to someone or something; an adversary.
- Setting** – the time and place in which the story takes place in a piece of literature. Setting can establish the mood or atmosphere of a scene or story.
- Tone** – the choice of writing style the writer the story takes place in a piece of literature. Setting can establish the mood or atmosphere of a scene or story.
- Motif** – a dominant or recurring idea.
- Symbolism** – the use of symbols to express ideas or qualities.
- Foreshadowing** – a literary device in which a writer gives an advance hint of what is to come later in their story.
- 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 narrative.
- Falling action** – occurs immediately after the climax, when the main problem of the story has been resolved.

**Key Vocabulary**

- Dystopia** – an imagined place or state in which everything is unpleasant or bad, typically a totalitarian or environmentally damaged one.
- Utopia** – an imagined place or state of things in which everything is perfect.
- Totalitarian** – a system of government that is centralised and dictatorial and requires its people to obey the government or state without questions.
- Fatalistic** – relating to or characteristic of the belief that all events are predetermined and therefore inevitable.
- Nihilistic** – rejecting all religion and moral principles in the belief that life is meaningless.
- Repressed** – oppressed or restrained.
- Tyranny** – cruel, unreasonable and oppressive rule or government.
- Dehumanise** – to deprive some one of positive human qualities.
- Rebellion** – the action or process of resisting authority, control, or convention.
- Paranoia** – unjustified suspicion or mistrust of people.
- Propaganda** – using biased or misleading information to promote a political cause or point of view.
- Ebbing** – to gradually decrease.
- Interminably** – endless or continuing too long.
- Perfunctory** – carrying out an action without real interest, feeling or effort.
- Paradox** – a person or thing that combines contradictory features or qualities.
- Stagnating** – existing in an unchanging situation.
- Futuristic** – having or involving very modern technology or design.
- Oppressive** – something or someone that limits freedom of thought or action.
- Bureaucratic** – inflexible rules, procedures and regulations.
- Societal norm** – the unwritten rules of behaviour that are considered acceptable in a group or society.
- Dictatorship** – government or social situation where one person/system makes all the rules and decisions without allowing input from anyone else.



## Social Justice: Poetry Context

**Writer/Poet:** Maya Angelou (1928-2014)**Nationality:** African American**Poem:** 'I Know Why the Caged Bird Sings'**Other notable poems/collections:** The Completed Collected Poems of Maya Angelou' (1994), 'Phenomenal Women' (1995)**Biography**

- Born Marguerite Annie Johnson in 1928 in St Louis, Missouri.
- Her parents divorced when she was three. Along with her brother, Bailey, went to live with their grandmother in Arkansas.
- At seven, she returned to St. Louis to live with their mother and her boyfriend. A few months later, Angelou suffered a trauma which had a profound impact on her.
- Following this ordeal, she refused to speak. For five years she only communicated with her brother.
- Her teacher, Mrs. Flowers, helped to develop her love for reading and language.
- She experienced different careers including a dancer and a journalist.
- In 1969, her first autobiographical work, 'I Know Why the Caged Bird Sings', was published. It recounts her life up until she was sixteen.
- She was a prominent civil rights activist who supported both Malcolm X and Martin Luther King.
- Published another four autobiographies documenting her life.
- President Barack Obama awarded her the Presidential Medal of Freedom, the country's highest civilian honour.
- Died on 28th May 2014.

**Poet:** William Blake (1757-1827)**Nationality:** English**Poem:** 'The Chimney Sweeper'**Other notable poems/collections:** 'London', 'Jerusalem', 'Tyger, Tyger',**Era:** Romanticism**Biography**

- Born in Soho in 1757.
- When he was a child, Blake claimed to have seen God at his window. He had similar visions throughout his life.
- Apprenticed to an engraver at the age of ten. Later studied at the Royal Academy.
- In 1784, set up a print shop in London. He engraved and published Songs of Innocence in 1789, followed by Songs of Experience in 1794.
- His poems emphasised the injustices of society and the desperation of the poor in the late 18th century.
- Considered a pivotal figure in the history of the poetry and the arts of the Romantic Age, influencing poets from Coleridge to Yeats.
- Died in poverty in 1827.

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

## Pygmalion Context

**Playwright:** George Bernard Shaw (1856-1950)**Nationality:** Irish**Other notable works:** You Can Never Tell, Major Barbara**Dates:** Written in 1912, published & performed in 1914**Genre:** Drama, Comedy, Comedy of Manners**Noted adaptations:** Broadway musical and an Oscar-winning movie, both called 'My Fair Lady'.**Set:** London, late Victorian era (early 20th Century)**Playwright biography**

- Born in Dublin, Ireland, in 1856.
- Changed schools several times as he grew older. He disliked schools and formal education.
- His mother moved to London when he was a teenager. He stayed with his father in Dublin until he was twenty. He then moved to London to join his mother.
- In London, he began by writing novels, but having had little success, started to write plays in the 1880s.
- The height of his popularity was in the early 1900s.
- A prolific writer: he wrote over 50 plays, in addition to articles, reviews, essays, and pamphlets.
- Politically active and an ardent supporter of socialism.
- In 1925, he won the Nobel Prize in Literature.
- Died in 1950, aged 94.

**Significance of the title:**

- The play takes its title from the myth of Pygmalion.
- The story of Pygmalion originates from Ovid's epic Latin poem 'The Metamorphoses'.
- Pygmalion makes a sculpture of his ideal woman, Galatea.
- He falls in love with his beautiful statue, who then comes to life.
- The title may imply Eliza is a kind of Galatea, moulded by Pickering and Higgins into the ideal lady of Victorian society.

**Social, Historical & Literary Context**

- The play is set in the early 20th century, at the end of the Victorian period.
- London, as the capital of England, was the centre of the far reaching, powerful British Empire.
- Victorian society was controlled by a rigid social hierarchy.
- Women had not yet gained many basic rights and privileges such as the right to vote.
- As the 20th century began, social change was beginning to happen.

**Key Characters****Eliza Doolittle:** first introduced as a flower girl in Act One. She is known as Liza, Eliza and Miss Doolittle.**Professor Higgins:** a well respected linguist who studies phonetics. He documents different dialects and ways of speaking.**Alfred Doolittle:** Eliza's father who first appears in Act Two.**Colonel Pickering:** a friend of Professor Higgins. A colonel and an academic who studies dialects.**Mrs. Eynsford Hill:** a wealthy friend of Mrs. Higgins.**Clara Eynsford Hill:** Mrs Eynsford Hill's daughter.**Freddy Eynsford Hill:** Clara's brother.**Mrs. Higgins:** Henry Higgins' mother.**Mrs. Pearce:** Henry Higgins' housekeeper.**Key Terminology****Comedy of manners** – A comedy that satirically portrays the manners and fashions of a particular class or social group.**Literary conventions** – Defining features of particular literary genres, such as novel, short story, ballad, sonnet, and play.**Satire** – The use of humour to expose, ridicule and criticise people's foolishness, stupidity or vices.**Satirical** – Sarcastic, critical, and mocking another's weaknesses.**Symbolism** – The use of symbols to express ideas or qualities.**Stage directions** – Instructions written into the script of a play, indicating stage actions, movements of performers, or production requirements e.g. set design or staging.**Climax** – The point of highest tension in a narrative.**Key Vocabulary****Class** – A system of ordering society whereby people are divided into sets based on perceived social or economic status.**Social Hierarchy** – The order in which society categorise its people into rankings of socio-economic tiers based on factors like wealth, income, race, class, education, and power.**Meritocracy** – A society governed by people selected according to merit.**Misogyny** – A dislike of, contempt for, or ingrained prejudice against women.**Patriarchy** – A system of society or government in which men hold the power and women are largely excluded from it.**Rigid** – Not able to change or adapt.**Critique** – A person's work or ideas that examines political and/or social systems, or ideologies and provides a judgment, usually a negative one.**Hypocrisy** – The practice of engaging in the same behaviour activity for which one criticise or condemns another.**Linguistics** – The scientific study of language and its structure, including the study of grammar, syntax, and phonetics.**Standard English** – The form of the English Language which is widely recognised as acceptable wherever English is spoken and understood.**Non-Standard English** – Any dialect of English other than standard English.**Received pronunciation** – The standard accent of standard English in the United Kingdom.**Accent** – A distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class.**Dialect** – A particular form of a language which is used by people in a specific region or social group.**Cockney** – A native of East London who speaks with a distinct accent and has their own specific dialect.

**Adverbs**

**Lentement** – slowly  
**Joyeusement** – happily  
**Etonnamment** – surprisingly  
**Précipitamment** – hurriedly  
**Brutalement** – brutally  
**Sans problème** – smoothly  
**Prudemment** – carefully  
**Avec impatience** – eagerly  
**Tranquillement** – leisurely  
**Extrêmement** – extremely

**Wonderful 'wow' words**

**Intelligent** – intelligent  
**Joyeux** – cheerful  
**Radieux** – radiant  
**Grincheux/euse** – grumpy  
**Effrayé** – frightened  
**Animé** – bustling  
**Utile** – useful  
**Passionné** – passionate  
**Ponctuel** – punctual

**Time connectives**

**Premièrement** – firstly  
**Après** – next  
**Après** – after  
**Puis / Ensuite** – then  
**Soudainement** – suddenly  
**Pendant ce temps** – meanwhile  
**Quand** – when  
**Depuis** – since  
**Avant** – before

**Deuxièmement** – secondly  
**Brièvement** – briefly  
**La semaine dernière** – last week  
**Bientôt** – soon  
**il y a 2 ans** – two years ago  
**il y a 2 jours** – two days ago  
**Finalement** – eventually  
**Au final** – finally

**Time Connectives**

**Addition**

**Et** – and  
**Aussi** – also  
**De plus** – in addition to  
**En outre** – furthermore  
**Encore** – again  
**Suivant(e)** – the following

**Cause/effect**

**Alors** – consequently  
**Ainsi** – thus  
**Donc** – so  
**Par conséquent** – therefore / as a result  
**Jusqu'à** – until

**Emphasis**

**surtout** – above all  
**en particulier** – in particular  
**particulièrement** – notably / especially  
**considérablement** – significantly  
**En fait / en réalité** – in fact

**Contrast/Balance**

**Mais** – but  
**Cependant** – however  
**Néanmoins** – nonetheless  
**Ou bien/ ou sinon** – alternatively  
**Malgré** – despite  
**Toujours** – still  
**D'un côté...d'un autre côté** – on one hand...on the other  
**Au lieu de** – instead of..

**Module 4**

**Les domiciles**  
 j'habite  
 la maison  
 l'appartement (m)  
 la rue  
 à la campagne  
 dans un village  
 dans une ville

**Homes**  
 I live  
 house  
 flat  
 street/road  
 in the country  
 in a village  
 in a town

**Les pièces**  
 Chez moi, il y a...  
 ma chambre  
 la cuisine  
 le jardin  
 la salle à manger  
 la salle de bains  
 le salon  
 les toilettes  
 Il n'y a pas de...

**Rooms**  
 In my home, there is/are...  
 my bedroom  
 kitchen  
 garden  
 dining room  
 bathroom  
 living room  
 toilet  
 There isn't a...  
 /There aren't any...

**Le petit déjeuner**  
 Je mange/Je prends...  
 du beurre/du pain  
 de la confiture  
 des céréales  
 un croissant  
 un pain au chocolat  
 une baguette  
 une brioche  
 une tartine  
 Je bois/Je prends...  
 du café/du lait/du thé  
 du chocolat chaud  
 du jus d'orange

**Breakfast**  
 I eat/I have...  
 butter/bread  
 jam  
 cereals  
 a croissant  
 a pain au chocolat  
 a baguette  
 a brioche (sweet loaf)  
 a slice of bread and butter  
 I drink/I have...  
 coffee/milk/tea  
 hot chocolate  
 orange juice

**Le dîner**  
 du fromage/du poisson  
 du poulet/du riz  
 de la soupe  
 de la viande  
 des crêpes  
 des crudités

**Evening meal**  
 cheese/fish  
 chicken/rice  
 soup  
 meat  
 pancakes  
 crudité

**Module 5**

**Le concours de talents**  
 Mon/Notre talent, c'est...  
 chanter  
 danser  
 être pom-pom girl  
 faire de la magie  
 jouer du piano/violon  
 jouer de la guitare (électrique)  
 Je veux être...  
 chanteur/chanteuse  
 danseur/danseuse  
 guitariste  
 musicien/musicienne  
 magicien/magicienne  
 Je/Tu dois...

**The talent contest**  
 My/Our talent is...  
 singing  
 dancing  
 being a cheerleader  
 doing magic  
 playing the piano/violin  
 playing the (electric) guitar  
 I want to be...  
 a singer  
 a dancer  
 a guitar player  
 a musician  
 a magician  
 I/You must...

**Qui est le meilleur?**  
 Je pense que/qu'...  
 Il/Elle est...  
 le/la plus...  
 le/la moins...  
 ambitieux/ambitieuse  
 arrogant(e)  
 beau/belle  
 modeste  
 passionné(e)  
 professionnel(le)  
 sûr de lui/sûre d'elle  
 travailleur/travailleuse  
 le meilleur/la meilleure  
 Il/Elle a...  
 le plus de talent  
 la plus belle voix

**Who's the best?**  
 I think that...  
 He/She is...  
 the most...  
 the least...  
 ambitious  
 arrogant  
 good-looking  
 modest  
 passionate  
 professional  
 confident  
 hard-working  
 the best  
 He/She has...  
 the most talent  
 the nicest voice

**Les rêves et les ambitions**  
 J'aime gagner.  
 Je dois gagner.  
 Je peux gagner.  
 Je veux gagner.  
 Je voudrais gagner.

**Dreams and ambitions**  
 I like winning.  
 I must win.  
 I can win.  
 I want to win.  
 I'd like to win.

**Module 6 (Revision)**

**Les mots essentiels**  
 ici  
 là  
 là-bas  
 voici  
 il y a  
 pour  
 déjà  
 si  
 Tu as raison.  
 Tu as tort.  
 D'accord?  
 plus  
 moins  
 À mon avis,...  
 Pour moi,...  
 avec  
 bien  
 comme d'hab  
 en général  
 en plus  
 ensemble  
 même  
 normalement  
 ou  
 par moments  
 partout  
 partout  
 plutôt  
 quand  
 sinon  
 surtout  
 souvent  
 tout(e)  
 tout le temps  
 vraiment

**High-frequency words**  
 here  
 there  
 over there  
 here is/here are  
 there is/there are  
 for  
 already  
 if  
 You're right.  
 You're wrong.  
 OK?  
 more  
 less  
 In my opinion,...  
 For me,...  
 with  
 well  
 as usual  
 in general  
 in addition  
 together  
 same  
 normally  
 or  
 at times  
 everywhere  
 rather  
 when  
 otherwise  
 especially  
 often  
 all, every  
 all the time  
 really

### 1. Ways to measure the population:

- Population:** The number of people in a specific area.
- Birth rate:** The number of babies born per year, per 1000 people.
- Contraception:** Techniques to prevent pregnancy (e.g. condoms).
- Death rate:** The number of people who die per year, per 1000 people.
- Infant mortality rate:** The number of deaths of children under the age of one, per 1000 births.
- Natural Increase:** The number of people added to, or lost from, the population each year due to births and deaths per 1000 people.
- GDP per capita:** The total value of goods and services produced by a country per year divided by the population of the country.
- Adult literacy:** Percentage of the population aged 15 years and over who can both read and write.
- Life expectancy:** The average number of years a person is likely to live at birth.

### 3. Migration:

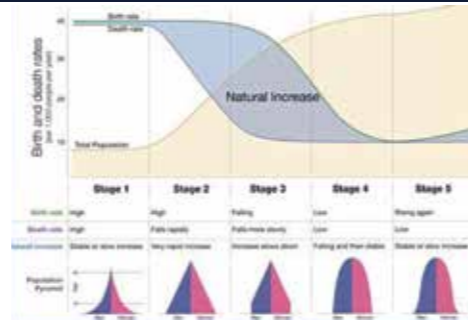
- Migration:** The movement of people from one place to another.
- Economic migration:** When people move for work.
- Push factor:** Something which pushes people away from where people currently live e.g. war.
- Pull factor:** Something which pulls people towards another location e.g. good schools.
- Emigrant:** A person who leaves their own country.
- Immigrant:** A person who comes to live permanently in a foreign country.
- Forced migration:** Movements of refugees and displaced people.
- Refugees:** Someone who has been forced to leave a country to escape wars, persecution or natural disasters.
- Asylum seekers:** Someone who has left their country as a political refugee, searching for safety.
- Host country:** The country to which a migrant goes.
- Source country:** The country from which a migrant has come.

### 2. Population and population distribution:

- Demographic: People in the population** (For example, "women").
- Demographic Transition Model:** A 3 lined graph which suggests how a country's population changes over time as a result of development.
- Population pyramid:** A bar chart diagram which shows the size of the population in different demographics (age and gender).
- Dependency ratio:** The ratio of number of people below 14 and over the age of 64 to the number of people between 15 and 64 (the working population). As they typically don't work they are dependent on the working population.
- Ageing population:** A rising average age and a growing number of people living longer.
- Retirement:** When someone is old enough to stop working (they then become a dependent).
- Pension:** A regular payment made to people above a certain age by the government.
- The grey pound:** The amount of money spent by people over 65 years old.
- Overpopulation:** Population is bigger than the resources or the space can cope with.
- Population distribution:** The pattern of where people live.
- Population density:** The number of people living in each unit of area (such as a square km).
- Sparsely:** Few people living in the area (e.g. Antarctica, Greenland, Sahara Desert).
- Densely:** Many people living in the area (e.g. China, India).

<b>USA - Mexico Border</b>	Covers 4 American states from California to Texas (1954 miles)
<b>Number of Mexican Migrants in USA in 2017</b>	11.3 million
<b>Average Salary Mexico</b>	\$16, 298
<b>Average Salary USA</b>	\$63, 000
<b>Life expectancy Mexico</b>	76
<b>Life expectancy USA</b>	80

### Mexico to the USA case study:



### 4. Weather and climate:

- Weather:** The conditions in the atmosphere/air (rain, temperature, humidity) on a day-to-day basis.
- Climate:** The long-term average of the conditions in an area e.g. the UK is wet and mild.
- Latitude:** Horizontal lines around the Earth to show where a location is North or South of the Equator. The equator is 0°.
- Altitude/ Elevation:** The height above sea level.
- Prevailing Winds:** The main wind direction.
- Gulf Stream:** An ocean current which brings warm water across the Atlantic Ocean to heat up Eastern Europe.
- Air Pressure:** How much air is pushing down on the Earth's surface.
- Low Pressure:** If air is rising it creates low air pressure.
- High Pressure:** If air is sinking it creates high air pressure.
- Anticyclone:** A weather system with high pressure at the centre creating calm conditions moving in a clockwise motion.
- Depression:** A weather system with low pressure creating rainy conditions.
- Atmospheric Circulation:** The large movements of air above the ground creating high and low air pressure at different latitudes.
- Drought:** A period of time where there is not enough water to provide for crops, animals and people.

### 5. Characteristics of climates:

- Precipitation:** When water in any form falls out of the sky due to gravity such as rain, snow and hail.
- Relief Rainfall:** Rainfall that is created when clouds are forced over mountains.
- Frontal Rainfall:** Rainfall that is created when high and low air pressures meet.
- Convective Rainfall:** Rainfall that is created by intense evaporation due to high temperatures.
- Microclimate:** A location which has different rainfall and temperature to its surrounding area.

**UK Climate:**  
Temperate: Mild climate which rarely experiences extremes in temperature or rainfall.



### 6. Examples of climates and climatic conditions:

- Typhoon Haiyan:**
  - Location:** South East Asia, Philippines
  - Date:** November 2013
  - Wind Speed:** 195mph
  - Category:** 5
  - Economic Cost:** \$2.98 billion
  - Death Toll:** 7,423
- Drought in the Sahel:**
  - Location:** Mauritania, Mali, Niger, Chad and Sudan in Africa
  - Annual Rainfall:** 250-450mm
  - Death Toll (due to famine – starvation):** Between 1960 & 1980 the death toll was over 100,000
  - Agricultural (crop) Production:** 25% drop since 2010
  - Number of people currently affected:** 15.6 million

### 7. Ecosystems:

- Ecosystem:** A community of plants and animals such as garden pond or forest.
- Biome:** A large scale ecosystem (e.g. rainforest, desert).
- Rainforest:** Located in areas of low pressure (e.g. Indonesia).
- Desert:** An arid area found in high pressure.
- Arid:** An area which has little or no rain and so has few plants.
- Adaptation:** When something changes to survive in a specific ecosystem (e.g. camels store fat, cacti store water).

	<b>Amazon</b>	<b>Sahel</b>	<b>Russian Boreal</b>
<b>Average Temperature</b>	29°C	36°C	2°C
<b>Average Annual Rainfall</b>	2500mm	250mm	550mm
<b>Latitude</b>	0°	30°	65°
<b>Adapted animal</b>	Spider Monkey has a long tail which allows it to balance and swing in the trees	A camel has three eyelids to stop sand getting in its eyes	Brown bears hibernate in the winter when there is no food.
<b>Adapted plant</b>	Peace Lily has drip tips to allow rain to fall off	Baobab tree has shiny bark to reflect heat	Fir tree has pine cones to protect its seeds from the cold

**Adverbs**

**Langsam** – Slowly  
**Glücklich** – Happily  
**Überraschend** – Surprisingly  
**Eilig** – Hurriedly  
**Brutal** – Brutally  
**Problemlos** – Smoothly  
**Vorsichtig** – Carefully  
**Eifrig** – Eagerly  
**Gemächlich** – Leisurely  
**Irsinnig** – Insanely

**Wonderful 'wow' words**

**Intelligent** – Intelligent  
**Fröhlich** – Cheerful  
**Strahlend** – Radiant  
**Schimmernd** – Shimmering  
**Mürrisch** – Grumpy  
**Erschrocken** – Frightened  
**Trubelig** – Bustling  
**Nützlich** – Useful  
**Leidenschaftlich** – Passionate  
**Pünktlich** – Punctual

**Time connectives**

**Erstens** – Firstly  
**Danach** – Next  
**Nachdem** – After  
**Dann** – Then  
**Bald** – Soon  
**Plötzlich** – Suddenly  
**Inzwischen** – Meanwhile  
**Wann** – When  
**Seit** – Since  
**Zweitens** – Secondly  
**Kurzzeitig** – Briefly  
**Letzte woche** – Last week  
**Nach einiger zeit** – After a while  
**Bevor** – Before  
**Vor 2 jahren** – Two years ago  
**Vor 2 tagen** – Two days ago  
**Letztendlich** – Eventually  
**Schließllich** – Finally

**Time Connectives**

**Addition**

**Und** – and  
**Auch** – also  
**Außerdem** – furthermore  
**Zusätzlich** – in addition to  
**Wieder** – again  
**Nachfolgend** – the following

**Cause/effect**

**Infolgedessen** – consequently  
**Dadurch** – thus  
**So** – so  
**Deshalb** – therefore  
**Demzufolge** – as a result  
**Bis** – until

**Emphasis**

**Vor allen dingen** – above all  
**Besonders** – in particular  
**Insbesondere** – notably  
**Hauptsächlich** – especially  
**Bedeutend** – significantly  
**Sogar** – in fact

**Contrast/Balance**

**Aber** – but  
**Jedoch** – however  
**Nichtsdestotrotz** – nonetheless  
**Beziehungsweise** – alternatively  
**Trotz** – despite  
**Trotzdem** – still  
**Zum einen** – on one hand ... on the other  
**Stattdessen** – instead of...

**Module 4**

**In der Jugendherberge**  
**die Hausordnung**  
**Man muss das Bett machen**  
**Man darf nicht rauchen**  
**Ich stehe auf**  
**Ich wasche mich**  
**Ich dusche mich**  
**Ich ziehe mich an**  
**Ich frühstücke**  
**Ich gehe aus**  
**Ich komme zurück**  
**Ich esse zu Abend**

In the youth hostel  
 rules of the house  
 You have to  
 make the bed.  
 You must not smoke.  
 I get up.  
 I get washed.  
 I have a shower.  
 I get dressed.  
 I have breakfast.  
 I go out.  
 I come back.  
 I have dinner/the  
 evening meal.

**Ich gehe ins Bett**  
**um ... Uhr**  
**um Viertel nach ...**  
**um Viertel vor ...**  
**um halb acht**  
**der Bahnhof**  
**die Bushaltestelle**  
**die Kirche**  
**das Schwimmbad**  
**das Hallenbad**  
**der Lehrer**  
**die Lehrerin**  
**das Souvenirgeschäft**  
**die Imbissstube**  
**das Eiscafé**  
**vor dem/der ...**  
**der Festwagen(-)**  
**das Kostüm(e)**  
**der Hut(-e)**  
**die Fahne(n)**  
**die Kirmes(sen)**  
**das Fahrgeschäft(e)**  
**der Imbiss(e)**  
**bunt**  
**traditionell**

I go to bed.  
 at ... o'clock  
 at quarter past ...  
 at quarter to ...  
 at half past seven  
 station  
 bus stop  
 church  
 swimming pool  
 indoor swimming pool  
 teacher (male)  
 teacher (female)  
 souvenir shop  
 snack bar  
 ice cream parlour  
 in front of the...  
 float (in a parade)  
 costume, outfit  
 hat  
 flag  
 funfair  
 ride (at funfair)  
 snack  
 colourful  
 traditional

**einem kurzen rock**  
**einen langen mantel**  
**einen schicken anzug**  
**einen lockeren kapuzenpulli**  
**eine weite hose**  
**eine schmale jeanshose**  
**ein kariertes hemd**  
**ein gepunktetes kleid**  
**ein gestreiftes T-shirt**  
**schicke stiefel**  
**wie ist dein stil?**  
**lassig**  
**sportlich**  
**trending**  
**klassisch**  
**ein erstes date**  
**was wirst du machen?**  
**ich werde...**  
**die karten im voraus kaufen**  
**einen guten film auswählen**  
**früh ankommen**  
**... abholen**  
**etwas schickes anziehen**  
**geung geld mitnehmen**  
**mit dem bus in die stadt hafren**  
**ins kino gehen**  
**essen gehen**  
**ich mache mich fertig**  
**ich style mir die haare**

Clothes  
 skirt  
 coat  
 suit  
 hoodie  
 trousers  
 dress  
 shirt  
 shoes  
 boots  
 what are you wearing?  
 I wear/am wearing...  
 a short skirt  
 a long coat  
 a smart suit  
 a casual hoodie  
 a baggy pair of trousers  
 a pair of skinny jeans  
 a checked shirt  
 a spotty dress  
 a stripey t-shirt  
 smart boots  
 what is your style?  
 informal  
 sporty  
 trendy  
 classic  
 a first date  
 what will you do?  
 I will...  
 buy the tickets in advance  
 choose a good film  
 arrive early  
 pick up ...  
 put on something smart  
 take enough money with me  
 go by bus to town  
 go to the cinema  
 go out to eat  
 I get myself ready  
 I style my hair.

**Module 5**

**Module 6 (Revision)**

**zu (zum/zur)**  
**vor**  
**groß**  
**lang**  
**laut**  
**lecker**  
**schön**  
**toll**  
**Das macht Spaß.**  
**Das hat Spaß gemacht.**  
**Viele/Einige Leute sagen**  
**Meiner Meinung nach**  
**Erstens**  
**Zweitens**  
**Schließllich**  
**Auf der einen Seite**  
**Auf der anderen Seite**  
**wenn**  
**immer**  
**zum Beispiel**  
**zuerst**  
**seit**  
**für**  
**möglich**  
**pro Jahr**  
**nächstes Jahr**  
**teuer**  
**alle**  
**um ... zu**

to (to the)  
 before, in front of  
 big  
 long  
 loud  
 tasty  
 nice, beautiful  
 great  
 That's fun.  
 That was fun.  
 Many/Some people say  
 In my opinion  
 Firstly  
 Secondly  
 Finally  
 On the one hand  
 On the other hand  
 when (if)  
 always  
 for example  
 first of all  
 since (for)  
 for  
 possible  
 per year  
 next year  
 expensive  
 all/everyone  
 in order to



## The Civil War and the Restoration

**Absolutist:** A ruler who has supreme authority and power.

**Long Parliament:** A parliament, which met, on and off, from 1640-1660.

**Bishops' War:** An uprising against Charles I's religious reforms which began in Scotland.

**Newcastle Propositions:** A series of Parliament's demands in 1646, rejected by Charles I.

**Commonwealth:** The period when England ceased to be a monarchy, and was at first ruled by Parliament.

**Parliament:** A collection of people representing all parts of England, who approve or reject laws.

**Conspiracy:** A secret plan to do something unlawful or harmful.

**Regicide:** The deliberate killing of a monarch, or the person responsible for doing so.

**Declaration of Breda:** A set of promises made by Charles II prior to his restoration to the monarchy.

**Restoration:** The return of the monarch to England with Charles II's coronation in May 1660.

**Divine Right** – The idea that Kings were chosen by God to rule.

**Eleven-years tyranny:** From 1629 until 1640 Charles I ruled without calling Parliament once.

**Rump Parliament:** The remaining members of Parliament after it was purged.

**Godly Providence:** A belief that events are governed by the direct intervention of God in the world.

**Ship Money:** A tax imposed on coastal towns to pay for their defence from naval attack during a war.

**Grand Remonstrance:** A summary of the criticisms that parliament had of the king.

**Puritans:** A group of radical Protestants who wore simple clothing and tried to live without sin.

### Key People

**Charles I:** The second Stuart king of England, executed by Parliament in 1648 following the Civil War.

**Archbishop Laud:** Famously introduced new prayer books along with other religious changes that brought back some Catholic practices.

**John Pym:** Puritan member of Parliament, and a major opponent of Charles I before the Civil War.

**Oliver Cromwell:** Parliamentary general, who became Lord Protector of the Commonwealth in 1653.

**General Monk:** A general who had worked with Charles I and Cromwell who dismissed Parliament and called for elections after almost 20 years.

**Charles II:** The king of England following the Restoration.

### Key Events

**1603** - James I becomes King of England.

**1605** - The Gunpowder Plot almost destroys Parliament.

**1625** - Charles I becomes King of England.

**1629** - The start of the 'eleven-years tyranny'.

**1637** - Archbishop Laud introduces his prayer book to Scotland.

**1640** - Charles I recalls Parliament to pay for the Bishops' War.

**1642** - The English Civil War breaks out.

**1645** - The Battle of Naseby.

**1648** - Parliament wins the Second Civil War.

**1648** - Trial and execution of Charles I; England declared a Commonwealth.

**1653** - Oliver Cromwell becomes 'Lord Protector'.

**1658** - Death of Oliver Cromwell.

**1660** - Charles II is crowned King, beginning the Restoration.

**1665** - The Great Plague.

**1666** - The Great Fire of London.

**1685** - James II becomes King of England.

**1688** - The Glorious Revolution leads to William of Orange becoming King of England.

## The Slave Trade and the Abolition of Slavery

**Abolition** – Banning or getting rid of something.

**Abolitionist Committee** – A group of men who campaigned against the slave trade.

**Bill** – The draft of a proposed law.

**Boycott** – When people refuse to buy something as a protest.

**De-humanised** – To be treated as if you are not human. You are also made to feel that way.

**Domestic Slaves** – Slaves who performed household jobs such as cooking and washing, usually female. Would work in the homes of their owners.

**Emancipation** – Freedom from slavery.

**Field Slaves** – Slaves who would work on the fields on the plantations.

**Human Rights** – A right which is believed to belong to every person.

**Maroons** – A group of former slaves who had escaped enslavement and living in the Blue Mountains of Jamaica. Led by a woman known as 'Nanny'.

**Middle Passage** – The 6-8 week journey to the Caribbean for the slaves on board the ships.

**Mutiny** – A rebellion against authority, a refusal to follow orders.

**Overseer** – Normally a slave that made sure other slaves were working.

**Pamphlet** – Similar to a leaflet, provides information.

**Passive Resistance** – Non-violent opposition.

**Parliament** – The group of people (in Britain) who pass laws.

**Petition** – A request for action signed by many people.

**Plantation** – A large farm where crops were grown e.g. Cotton, Sugar and Tobacco.

**Popular Movement** – Where a large proportion of the general public support a cause.

**Quakers** – A religious, Christian group, who were against slavery.

**Revolt** – A rebellion against authority, usually violent.

**Triangular Trade** – 3 way trade involving slaves between America, Europe and Africa.

## Key Individuals

**Olaudah Equiano** – An ex-slave who bought his freedom and wrote an autobiography of his experiences of slavery.

**William Knibb** – A missionary from Kettering who campaigned to end slavery.

**Granville Sharp** – Set up the Society for the Abolition of the Slave Trade in 1787. He also used the law courts to try and give slaves their freedom. He fought many court cases.

**Thomas Clarkson** – Collected evidence against slavery. He spread his message all over the country by publishing posters, pamphlets and making public speeches.

**William Wilberforce** – Campaigned in Parliament against the slave trade. The first time he introduced the idea he lost the debate by 163 votes to 88 but he never gave up. He introduced an abolition bill to parliament almost every year between 1790 and 1806.

**Hannah Moore** – A member of the Abolition Society. She wrote poems and books about the horrors of the slave trade and convinced many of the need to ban it.

**Toussaint Louverture** – The man who led the Haitian Revolution from 1793-1802. He was a former slave who trained rebel slaves into a fighting force.

**Sam Sharpe** – A slave who encouraged peaceful protest against slavery which escalated into the Christmas Rebellion of 1831-32.

### Key Dates

**1791-1804** – The Haitian Revolution. Slaves defeated their rulers and declared Haiti as their own.

**1791** – The first Sugar Boycott.

**1807** – Slave Trade Act.

It stopped the British trade in slaves.

**1833** – Slavery Abolition Act.

Slavery was abolished in the British Empire and slaves freed.

### The Slave Triangle





**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  
Graciously  
Savagely  
Lovingly  
Longingly  
Meekly

**Wonderful 'Wow' Words**

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

**Connections**

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

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

**Said Words**

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

**-Ing Words (As openers)**

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

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

I	Up	Look	We	Like	And
On	At	For	He	Is	Said
Go	You	Are	This	Going	They
Away	Play	A	Am	To	Come
Day	The	Big	My	Mum	No
Dad	All	Get	In	Went	Was
Of	Me	She	See	It(s)	Yes
Can	About	After	Again	An	Another
As	Back	Ball	Be	Because	Bed
Been	Boy	Brother	But	By	Call(ed)
Came	Can't	Could	Did	Do	Don't
Door	Down	First	From	Girl	Good
Got	Had	Half	Has	Have	Help
Her	Here	Him	His	Home	House
How	If	Hump	Just	Last	Laugh
Little	Live(d)	Love	Made	Make	Man
Many	May	More	Much	Must	Name
New	Next	Night	Not	Now	Off
Old	Once	Or	Our	Out	Over
People	Pull	Push	Put	Ran	Saw
School	Seen	Should	Sister	So	Some
Take	Than	That	Their	Them	Then
There	These	Three	Time	Too	Took
Tree	Two	Us	Very	Want	Water
Way	Were	What	When	Where	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

### Telling the time

**Analogue**

8:15 AM or PM      8:45 AM or PM      8:13 AM or PM

Digital	AM	PM	PM	DIGITAL
	12	00	12	12
	1	01	1	13
	2	02	2	14
	3	03	3	15
	4	04	4	16
	5	05	5	17
	6	06	6	18
	7	07	7	19
	8	08	8	20
	9	09	9	21
	10	10	10	22
	11	11	11	23

**Convert digital to analogue**

Write 04:05 in analogue  
4:05am

Write 16:20 in analogue  
4:20pm

#### Convert between metric units of length

$\text{CM} \xrightarrow{\times 10} \text{MM}$   
 $\text{MM} \xrightarrow{\div 10} \text{CM}$

$\text{M} \xrightarrow{\times 100} \text{CM}$   
 $\text{CM} \xrightarrow{\div 100} \text{M}$

$\text{KM} \xrightarrow{\times 1000} \text{M}$   
 $\text{M} \xrightarrow{\div 1000} \text{KM}$

#### Convert between metric units of length

$\text{L} \xrightarrow{\times 1000} \text{ML}$   
 $\text{ML} \xrightarrow{\div 1000} \text{L}$

$\text{L} \xrightarrow{\times 1000} \text{CM}^3$   
 $\text{CM}^3 \xrightarrow{\div 1000} \text{L}$

1ml = 1cm<sup>3</sup>

#### Convert between metric units of length

$\text{KG} \xrightarrow{\times 1000} \text{G}$   
 $\text{G} \xrightarrow{\div 1000} \text{KG}$

$\text{T} \xrightarrow{\times 1000} \text{KG}$   
 $\text{KG} \xrightarrow{\div 1000} \text{T}$

### Angles in Parallel Lines

**Opposite angles** – where 2 lines cross, the opposite angles are equal.

**Corresponding angles** – when a line passes through a pair of parallel lines, similar or corresponding angles are equivalent.

**Alternate angles** – when a line passes through a pair of parallel lines, the corresponding angles are equal.v

**Supplementary angles** – always add to 180°, also known as co-interior angles.

### Exterior and Interior Angles

**Interior Angle + Exterior Angle = 180°**  
**180° - Interior Angle = Exterior Angle**

Circumference

Circumference =  $\pi \times d = \pi d$   
 Area =  $\pi r^2$

### Presenting and Interpreting Data

**Data Tables**  
**Bar Charts**  
**Line Charts**  
**Pie Charts**

#### Ratio

**Squares : Circles : Triangles**  
**1 : 3 : 2**

### Average

**What does the average of a list of numbers represent?**

It represents the one number which best represents the entire list of numbers.

You can find the average using one of 3 methods.

### Types of Averages

**Mean** – add all the numbers up and divide by how many you have.

**Median** – the middle number once the numbers are in order.

**Mode** – the most popular number from the list.

**Range** – the difference between the highest and lowest number in a list.

**NOTE:** the range is NOT a type of average, it is a measure of spread.

**Semi-circle**  
 $C = \pi d$   
 Curved perimeter of a semi-circle =  $c \div 2$   
 Perimeter:  $(c \div 2) + d$   
 $A = \pi r^2 \div 2$

**Quarter-circle**  
 $C = \pi d$   
 Curved perimeter of a quarter-circle =  $c \div 4$   
 Perimeter:  $(c \div 4) + 2r$   
 $A = \pi r^2 \div 4$

**Three Quarter Circle**  
 $C = \frac{3}{4} C$   
 Curved perimeter of three quarter circle =  $c / \pi d$   
 Perimeter:  $(c \div 4 \times 3) + 2r$   
 $A = \pi r^2 \div 4 \times 3$

### 2-way table – organises data into 2 categories (e.g. men and women)

	Basketball	Baseball	Tennis	Swimming	Total
Men	16	27	5	12	60
Women	2	6	16	16	40
Total	18	33	21	28	100

**Venn diagram – shows information about two or more sets of data and the relationship the sets of data have to each other**

**Percentage** - Numbers of parts per 100  
31% means 31/100

**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  
 $0.36 = \frac{36}{100} = 9/25$




**Percentages to Decimals** - divide by 100  
 $8\% = 8 \div 100 = 0.08$

**Decimals to Percentages** - multiply by 100  
 $0.4 = 0.4 \times 100\% = 40\%$

**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  
 $\frac{3}{25} = \frac{12}{100} = 12\%$   
 $\frac{9}{17} \times 100 = 52.9\%$

**Percentages to Fractions** - Percentage is just a fraction out of 100. Write the percentage over 100 and simplify  
 $14\% = \frac{14}{100} = \frac{7}{50}$

## 3D Shapes

Prism	Name of prism	Features of prism
	Cuboid	Cross Sectional face: Square or Rectangle
	Triangular Prism	Cross Sectional face: Triangle
	Pentagonal Prism	Cross Sectional face: Pentagon
	Hexagonal Prism	Cross Sectional face: Hexagon
	Octagonal Prism	Cross Sectional face: Octagon
	Cube	Cross Sectional face: Square

### Volume of 3D Shapes

Volume of prism = Cross sectional area x depth

Volume of cylinder =  $\pi r^2 \times \text{depth}$

## West African Drumming

**Call and Response:** A succession of two different phrases where the second phrase is heard as a direct commentary on or response to the first.

**Cross-Rhythms:** The effect produced when two "conflicting" rhythms are heard together.

**Djembe:** A skin-covered African hand drum shaped like a large goblet made out of single tree trunk hollowed out. The skin is made from goatskin and rope is used to tighten the skin to tune the drum to the appropriate pitch. The Djembe is played with the hands and can produce three different tones – the Bass Tone, the Slap Tone and the Tone.

**Dotted Rhythms:** A dot after a note increases its value by half again. A dotted crotchet lasts for one and half crotchets, a dotted quaver lasts for one and half quavers.

**Dynamics:** The loudness or softness of a sound or section/piece of music.

**Improvisation:** Composing or creating previously unprepared music "on the spot" or during a performance.

**Metre:** The rhythmic structure, the patterns of accents heard regularly recurring measures of stressed (accented) and unstressed (unaccented) beats at the frequency of the music's pulse. Metre is notated at the beginning of a composition with a time signature.

**Ostinato:** A rhythmic ostinato is a short, constantly repeated rhythmic pattern. A melodic ostinato is a short melodic phrase repeated throughout a composition, sometimes slightly varied or transposed to a different pitch.

**Polyrhythm(s):** When two or more rhythms with different pulses are heard together.

**Pulse:** The underlying beat in a piece of music.

**Rhythm:** A series of notes of different lengths that create a pattern which usually fits with a regular beat or pulse.

**Structure:** The way a piece of music is built up and ordered into different sections e.g. introduction, verse, chorus, ending/coda etc. A musical phrase can be used to describe smaller sections of the music.

**Syncopation:** A way of changing a rhythm by making some notes a bit early, often so they cross over the main beat of the music on the "weaker beats".

**Tempo:** The speed of the underlying beat in a piece of music. Sometimes the tempo is written at the beginning of the music and is called a Metronome Markin.

**Texture:** The number of different parts - in its simplest form "thick" texture is a lot of sound and "thin" texture is a few sounds.

**Timbre/sonority:** Each instrument's unique "tone colour" or "tone quality". Timbre/Sonority is the quality of a musical note, sound or tone that distinguishes different types of sound production such as voices and musical instruments, string, wind, brass and percussion instruments.



General Key Words

**Fusion:** Two or more different musical styles of genres blended together. E.g. Classical and rock, or classical and jazz.

**Soul:** Ray Charles combined musical elements of gospel and jazz-influenced blues, out of which came soul.

**Rock and roll:** combination of rhythm and blues, jazz, soul, gospel and country (Bill Hayley and Elvis Presley).

**Jazz fusion and jazz-rock** (Miles Davis and Frank Zappa).

The **Beatles** wrote many songs that included unusual instruments and elements, which resulted in a simple musical fusion of styles.

**Worldbeat:** The blend of Western pop and rock music styles with folk music, traditional or world music, which fuses modern and ethnic musical elements.

General Key Words

**Bhangra:** A type of fusion which features music from the Punjab region of India combined with popular styles of music.

**Dhol drum:** A two-sided percussion instrument played with two wooden sticks- one thin, long and flexible for the higher end (the tilli) and one wider, wooden stick with a slight bend, or hook, for the lower end (the dugga).

**Tilli:** The higher or treble end of a dhol drum.

**Dugga:** The lower or bass end of a dhol drum.

**Chaal:** The most common beat in Bhangra, which is often mixed with other beats to change the rhythms and the tempo.

**Dholki/dholak:** A smaller version of the dhol and played with the hands.

**Dhadd:** An hour-glass shaped percussion instrument which is like an African talking drum. It is played by tapping the fingers on the drum.

**Tabla:** A pair of hand drums of different sizes and is played with the hands, palms and fingers.

**Sitar:** A plucked, stringed instrument with a very distinctive sound. It is large with a long neck and can have up to 21 strings.

**Tumbi:** A single-stringed instrument. It is plucked with the forefinger.

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



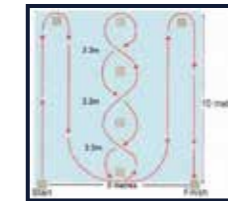
**Muscular Endurance**

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



**Cardiovascular Endurance**

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



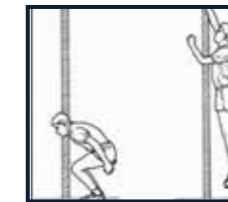
**Agility**

Illinois Agility Test  
Training Method: Agility Training



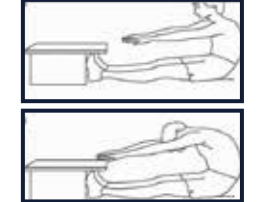
**Speed**

30m Sprint Test  
Training Method: Interval Training



**Power**

Vertical Jump/Sergeant Jump  
Training Method: Plyometric Training



**Flexibility**

Sit and Reach Test  
Training Method: PNF Training

## ULTIMATE QUESTIONS ESSENTIAL KNOWLEDGE

<b>1. Ultimate questions</b>	Questions about the meaning and purpose of life, death and the place of humans in the universe.	<b>13. Samsara</b>	The cycle of birth, life, death and rebirth – Hinduism and Buddhism.
<b>2. Philosophy</b>	"Love of wisdom" – asking, answering, and arguing about ultimate questions.	<b>14. Moksha</b>	Freedom from the cycle of reincarnation (samsara). The aim of Hindus.
<b>3. Theology</b>	Asking questions about the nature of God (what God is like) and religious belief.	<b>15. Cremation</b>	The burning of a body after death.
<b>4. Creation</b>	How the universe/Earth came into existence. Also a word that refers to the natural world around us.	<b>16. Heaven</b>	Eternity at peace with God for the soul.
<b>5. The Design Argument</b>	Creation is evidence that God exists. Everything in our world works well, it seems to have been designed like that. Someone or something must have designed it and the designer must have been God.	<b>17. Hell</b>	Eternity without God (some believe in pain and torment).
<b>6. The Moral Argument</b>	All people have a sense of right and wrong and this is evidence that God exists. This sense must have come from someone/something outside of ourselves i.e. God.	<b>18. Purgatory</b>	Roman Catholic Christian belief: where the soul is cleansed of sins and made ready for heaven after death.
<b>7. Morals</b>	Ideas about right and wrong.		
<b>8. The First Cause Argument</b>	Cause and effect as evidence of God's existence. Everything that exists has something that caused it. Something must have caused the world. God is the cause, the world is the effect.		
<b>9. Artificial Intelligence (A.I.)</b>	Intelligent machines or computer systems that work and react like humans .		
<b>10. Soul</b>	The eternal spirit of a person, the part of you that makes you who you are and that will live on after your death.		
<b>11. Resurrection</b>	Coming back to life after death.		
<b>12. Reincarnation</b>	The belief that the soul is reborn into another body after the previous body has died.		

PRE  
1 of 2

## Religious festivals – Essential Knowledge

<b>Christmas</b>	Christian celebration of Jesus' birth
<b>Advent</b>	The period of four Sundays and weeks before Christmas
<b>Nativity</b>	Story of Jesus' birth in a stable in Bethlehem
<b>Easter</b>	Christian Spring holiday to remember the death and resurrection of Jesus.
<b>Good Friday</b>	Festival to remember the crucifixion and death of Jesus
<b>Resurrection</b>	Life after death
<b>Passover</b>	Jewish spring festival which remembers the freeing of the Jews from Egyptian slavery
<b>Exodus</b>	The escape of the Jewish people from slavery in Egypt
<b>Seder plate</b>	A special plate containing symbolic foods eaten at the Passover
<b>Hagadah</b>	A written guide to the Passover celebration
<b>Eid al Adha</b>	Muslim festival to remember when Ibrahim believed Allah was asking him to sacrifice his son Isma'il.
<b>Eid al Fitr</b>	Islamic festival celebrating the end of fasting during the month of Ramadan
<b>Vaisakhi</b>	Sikh New Year festival which celebrates the beginning of the Khalsa.
<b>Khalsa</b>	The Sikh community.
<b>The Beloved Five</b>	Five men baptised into the khalsa
<b>Guru Gobind Singh</b>	Leader who founded the khalsa

## Religious festivals – Essential Knowledge

<b>Guru Nanak</b>	The founder of Sikhism
<b>Wesak</b>	Buddhist festival celebrating the life, enlightenment and death of the Buddha
<b>Kathina</b>	The Buddhist festival of giving
<b>Sangha</b>	The Buddhist community
<b>Vihara</b>	A monastery (temple where Buddhist monks live)
<b>Dharma</b>	The Buddha's teachings
<b>Hanukkah</b>	Jewish festival celebrating the victory of Judah over the cruel emperor Antiochus
<b>Hanukkah</b>	9 branched candle stick
<b>Dreidel</b>	Spinning top game – popular at Hanukkah

PRE  
2 of 2









1	Element	• A substance in which all the atoms are the same.
2	Atom	• The smallest possible particle of an element.
3	Molecule	• Two or more atoms bonded together.
4	Compound	• Two or more <u>different</u> atoms bonded together.
5	Mixture	• At least two different elements or compounds together. Can be separated easily.
6	Nucleus	• The centre of an atom.
7	Properties	• Characteristics of a substance. • These can be chemical such as reactivity • These can be physical such as melting and boiling point.
8	Periodic table	• A list of elements. Metals are found on the left; non metals are found on the right.
9	Period	• A row in the periodic table.
10	Group	• A column in the periodic table. • Elements in the same group have similar properties.
11	Mendeleev	• Invented the first periodic table, which had gaps for undiscovered elements.
12	Chemical symbols	• Taken from the periodic table, e.g.: • Hydrogen = H <sub>2</sub> • Oxygen = O • Carbon = C
13	Chemical formulae	• For a molecule, we use the chemical symbols of the atoms it contains to write down its formula: • Hydrogen gas = H <sub>2</sub> • Carbon dioxide = CO <sub>2</sub> • Water = H <sub>2</sub> O • Magnesium oxide = MgO
14	Chemical reaction	• When chemicals react, the atoms are rearranged.

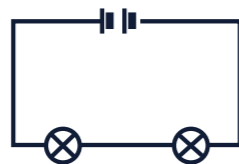
15	Word equation	• Used to show the reactants and products of a chemical reaction. • e.g. lithium + water → lithium hydroxide + hydrogen.
16	Reactants	• On the left of an arrow in a word equation, e.g. • <b>lithium + water</b>
17	Products	• On the right of an arrow in a word equation, e.g. • <b>lithium hydroxide + hydrogen.</b>
18	Conservation of mass	• When atoms are rearranged in a chemical reaction, they are not destroyed or created. • Total mass of the reactants = total mass of the products.
19	Metal	• High melting and boiling points. • Good conductors of heat & electricity. • Malleable (can be hammered into shape). • Sonorous (make a ringing sound when hit).
20	Alkali metals	• Group 1: Lithium, sodium, potassium • Soft, reactive metal elements. • React with water to produce hydrogen gas and a hydroxide.
21	Trends in the alkali metals	• Increase in reactivity as you go down the group.
22	Halogens	• Group 7: Fluorine, chlorine, bromine, iodine. • Reactive non metal elements.
23	Trends in the halogens	• Decrease in reactivity as you go down the group. • Increase in boiling point as you go down the group.
24	The noble gases	• Group 0: helium, neon, argon, krypton, xenon, radon • All are unreactive.

1	Food chain	• A diagram which shows feeding relationships between species. • Arrows represent energy transferred.
2	Bioaccumulation	• The build up of toxic chemicals through a food chain.
3	Biodiversity	• The variety of species living in an ecosystem.
4	Carnivore	• An animal that eats meat.
5	Classification	• The sorting out of living organisms into smaller and smaller groups based on similar characteristics.
6	Competition	• The struggle between two species for the same limited resource.
7	Consumer	• An animal that eats plants or other animals.
8	Variation	• Differences between a species, can be caused by genes or the environment.
9	Decomposers (detritivores)	• Animals like worms, woodlice and maggots etc. that begin the decay process by breaking large pieces of material down.
10	Habitat	• The area in which an animal or plant lives.
11	Herbivore	• An animal that only eats plants.
12	Endangered	• Species that are in danger of becoming extinct.
13	Evolution	• The change in a species over a long period of time.
14	Natural selection	• Where an organism is more likely to survive, breed and pass on its genes to its offspring because it is better adapted for competing in the environment it is in.

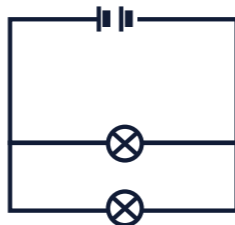
15	Extinct	• When there are no more individuals of a species left.
16	Factors which cause extinction	• A new disease. • A new predator. • A change in the environment (e.g. climate change). • Competition from another species.
17	Micro-organisms	• Organisms such as bacteria and fungi that cause decay – break down molecules.
18	Predator	• An animal that hunts and eats other animals.
19	Prey	• An animal that is eaten by a predator.
20	Producer	• An organism that uses the sun and carbon dioxide to make its own food by photosynthesis.
21	Species	• A group of organisms that can breed with each other to produce fertile offspring.
22	Trophic level	• The different levels in a food chain: producer, primary consumer, secondary consumer and tertiary consumer.
23	Fossil	• The remains or imprint of an organism (living thing) preserved in rock.
24	Adaptations	• Features that help organisms compete better and survive in their environment.
25	Charles Darwin	• Scientist who first put forward the theory of evolution.
26	Interdependence	• When different species rely on each other for survival. • An example is plants needing bees for pollination.
27	Pesticide	• A chemical put on plants such as crops to prevent pests from attacking them. • These can accumulate in the food chain.
28	Conservation	• Methods to preserve biodiversity.

1	Current	<ul style="list-style-type: none"> <li>A flow of charge (electrons) around a circuit.</li> <li>Measured in amps (A).</li> <li>Formula symbol is I.</li> </ul>
2	Electrons	<ul style="list-style-type: none"> <li>A negatively charged particle which transfers energy in a circuit.</li> </ul>
3	Potential Difference	<ul style="list-style-type: none"> <li>Also called voltage.</li> <li>The amount of energy carried by the charge.</li> <li>Measured in volts (V).</li> <li>Formula symbol is V.</li> </ul>
4	Resistance	<ul style="list-style-type: none"> <li>Slows down the flow of charge.</li> <li>It is measured in ohms (<math>\Omega</math>).</li> <li>Formula symbol is R.</li> </ul>
5	Series Circuit	<ul style="list-style-type: none"> <li>There is only one route for the current to take, the circuit has one branch.</li> </ul>
6	Parallel Circuit	<ul style="list-style-type: none"> <li>There is more than one route/branch that the current can take.</li> </ul>
7	Circuit Diagram	<ul style="list-style-type: none"> <li>Represents real circuits showing all of the components.</li> </ul>
8	Cell	<ul style="list-style-type: none"> <li>Source of potential difference.</li> </ul>
9	Battery	<ul style="list-style-type: none"> <li>Two or more cells put together.</li> </ul>
10		<ul style="list-style-type: none"> <li><b>Filament bulb</b></li> </ul>
11		<ul style="list-style-type: none"> <li><b>Voltmeter</b> Measures potential difference.</li> </ul>
12		<ul style="list-style-type: none"> <li><b>Ammeter</b> Measures current.</li> </ul>
13		<ul style="list-style-type: none"> <li><b>Switch</b></li> </ul>

14		<ul style="list-style-type: none"> <li><b>Resistor.</b> Decreases the current.</li> </ul>
15		<ul style="list-style-type: none"> <li><b>Battery.</b> A chemical store of energy.</li> </ul>
16	Conductor	<ul style="list-style-type: none"> <li>Something which conducts electricity.</li> </ul>
17	Insulator	<ul style="list-style-type: none"> <li>A poor conductor.</li> </ul>
18	Static Charge	<ul style="list-style-type: none"> <li>When a transfer of electrons between insulators creates an electric field.</li> </ul>
19	Attract	<ul style="list-style-type: none"> <li>Two objects with opposite charges will be attracted to each other.</li> </ul>
20	Repel	<ul style="list-style-type: none"> <li>Objects with like charges will move away (repel) from each other.</li> </ul>
21	Magnets	<ul style="list-style-type: none"> <li>Have a north and south pole.</li> <li>They have an invisible magnetic field around them.</li> <li>Like poles repel, unlike poles attract.</li> </ul>
22	Electromagnet	<ul style="list-style-type: none"> <li>A magnet which can be switched on or off using electricity.</li> <li>Can be made stronger by increasing the number of turns in the wire or increasing the current.</li> </ul>



A series circuit



A parallel circuit

### Adverbial Openers + comma

- Despaciosamente** – slowly
- Alegremente** – happily
- Sorprendentemente** – surprisingly
- Con prisa** – hurriedly
- Brutalmente** – brutally
- Con suavidad** – smoothly
- Con cuidado** – carefully
- Con impaciencia** – eagerly
- Sin prisa** – leisurely
- Locamente** – Insanely

### Wonderful 'wow' words

- Inteligente** – intelligent
- Alegre** – cheerful
- Radiante** – radiant
- Brillante** – shimmering
- Gruñón** – grumpy
- Asustado** – frightened
- Atestado** – bustling
- Útil** – useful
- Pasional** – passionate
- Puntual** – punctual

### Time connectives

- Por primero** – firstly
- Luego** – next
- Después** – after
- Entonces** – then
- Pronto** – soon
- De repente** – suddenly
- Mientras** – meanwhile
- Cuando** – when
- Desde** – since
- Segundo** – secondly
- Brevemente** – briefly
- La semana pasada** – last week
- Después un rato** – after a while
- Antes** – before
- Hace dos años** – two years ago
- Hace dos días** – two days ago
- Finalmente** – eventually
- Al final** – finally

### Time Connectives

#### Addition

- Y** – and
- También** – also
- Además de** – in addition to
- Además** – furthermore
- Otra vez** – again
- El siguiente** – the following

#### Cause/effect

- entonces** – consequently
- por consiguiente** – thus
- así** – so
- por eso** – therefore
- como consecuencia** – as a result
- hasta** – until

#### Emphasis

- sobre todo** – above all
- en particular** – in particular
- principalmente** – notably
- especialmente** – especially
- considerablemente** – significantly
- de hecho** – in fact

#### Contrast/Balance

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

Module 4		Module 5		Module 6	
¿Te gustaría ir al cine?	Would you like to go to the cinema?	¿Qué casa prefieres?	Which house do you prefer?	¿Cómo te preparas?	How do you get ready?
¿Te gustaría ir...?	Would you like to go...?	Esta casa es...	This house is...	¿Cómo te preparas cuando sales de fiesta?	How do you get ready when you go to a party?
a la bolera	to the bowling alley	Este piso es...	This flat is...	Me baño.	I have a bath.
a la cafetería	to the café	amplio, amplia	spacious	Me ducho.	I have a shower.
al centro comercial	to the shopping centre	antiguo, antigua	old	Me lavo la cara.	I wash my face.
al museo	to the museum	bonito, bonita	nice	Me lavo los dientes.	I brush my teeth.
al parque	to the park	cómodo, cómoda	comfortable	Me visto.	I get dressed.
a la pista de hielo	to the ice rink	enorme	enormous	Me maquillo.	I put on make-up.
al polideportivo	to the sports centre	feo, fea	ugly	Me peino.	I comb my hair.
¿Te gustaría venir a mi casa?	Would you like to come to my house?	grande	big	Me aliso el pelo.	I straighten my hair.
Reacciones	Reactions	maravilloso, maravillosa	marvellous	Me pongo gomina.	I put gel on my hair
De acuerdo.	All right.	pequeño, pequeña	small	Los colores	Colours
Vale.	OK.	La casa/El piso está cerca de la playa en el centro en la montaña	The house/The flat is... near the beach in the centre in the mountains	amarillo, amarilla	yellow
Muy bien.	Very good.	más... que...	more... than...	azul	blue
¡Genial!	Great!	menos... que...	less... than...	marrón	brown
¡Ni hablar!	No way!	La casa Tiene...	The house It has...	morado, morada	purple
¡Ni en sueños!	Not a chance!/Not in your wildest dreams!	una cocina	a kitchen	naranja	orange
No tengo ganas.	I don't feel like it.	un comedor	a dining room	verde	green
¡Qué aburrido!	How boring!	un cuarto de baño	a bathroom	de muchos colores	multi-coloured
¿Dónde quedamos?	Where do we meet up?	un dormitorio	a bedroom	¡No es justo!	It's not fair!
delante de la cafetería	in front of the café	una chimenea	a fireplace	Estoy de acuerdo...	I agree...
detrás del centro comercial	behind the shopping centre	una terraza	a balcony, a terrace	Eres demasiado joven.	You're too young.
enfrente del polideportivo	opposite the sports centre	vistas al mar	views of the sea	En mi opinión, tienes razón.	In my opinion, you're right.
al lado de la bolera	next to the bowling alley	¿Qué se puede hacer en...?	What can you do in...?	¿Tú qué opinas?	What do you think?
en tu casa	at your house	Se puede(n)...	You can...	al, a la	to the
¿A qué hora?	At what time?	hacer senderismo	go hiking	del, de la	of the
a las...seis y cuarto	at ...quarter past six	hacer actividades náuticas	do water sports	demasiado, demasiada	too much
Lo siento, no puedo	I'm sorry, I can't	hacer artes marciales	do martial arts	demasiados, demasiadas	too many
¿Quieres salir?	Do you want to go out?	ir a la bolera	go bowling	este, esta	this
Tengo que...	I have to...	ir de compras	go shopping	estos, estas	these
cuidar a mi hermano	look after my brother	ir de paseo en bicicleta	go on a bike ride	por eso	for this reason
hacer los deberes	do my homework	ir a la playa	go to the beach	por supuesto	of course
lavarme el pelo	wash my hair	ir a la playa	go to the beach	¡Lo pasé fenomenal!	I had a fantastic time!
ordenar mi dormitorio	tidy my room	jugar al voleibol	play volleyball	Me gustaría mucho...	I would really like...
pasear al perro	walk the dog	ver la catedral	see the cathedral	Me encantaría...	I would love...
salir con mis padres	go out with my parents	visitar un castillo	visit a castle	Expresiones de tiempo	Time expressions
No quiero.	I don't want to.	¿Dónde está...?	Where is...?	ayer	yesterday
No tengo dinero.	I don't have any money.	la estación de tren	the railway station	el fin de semana pasado	last weekend
No puede salir.	He/She can't go out.	el parque acuático	the water park	hace dos años	two years ago
Conmigo	with me	el parque de atracciones	the theme park	hoy	today
Contigo	with you	el parque de atracciones	the theme park	este fin de semana	this weekend
		la pista de karting	the go-kart track	el verano que viene	next summer
				el año que viene	next year

SPANISH  
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### 1. Spreadsheets

Spreadsheets are used to store information and data. Once we have our information in a spreadsheet we can run powerful calculations, make graphs and charts and analyse patterns.

**Golden rule: Every formula begins with an = sign**

**Name of the formula**  
See below for common formulae. Normally written in capitals.

**= Sign**  
An equal sign tells Excel that the cell contains a formula.

**The selected range**  
The range used in the formula. This can be selected by clicking and dragging.

**Operators**

+	Adds two numbers/cells
-	Subtracts one cell or number from another
*	Multiplies two numbers/cells
/	Divides one number/cell from another one
<	Less than
>	Greater than
<=	Less than or equal to
>=	Greater than or equal to

**Common formulae**

Formula name	Example (with range)	What it does
Sum	=SUM(A1:A10)	Adds together all numbers within the given range.
Count	=COUNT(B2:B14)	Counts up all of the cells within a range that have numbers in.
Average	=AVERAGE(A1:A10)	Finds the average number within a range.
Maximum	=MAX(A1:A10)	Finds the largest number within a range.
Minimum	=MIN(A1:A10)	Finds the smallest number within a range.

### 2. Key Vocabulary

Cell	An individual spreadsheet box where you enter data.
Column	Cells that go down the spreadsheet page.
Cell reference	Names of individual cells (A5 for example).
Data	Values, typically letters or numbers.
Format	The appearance of a document.
Formula	Makes automatic calculation that update when the data does.
Function	Makes more complete calculations.
Row	Cells that go across the spreadsheet page.

### 3. Databases

A database is a way of storing information in an organised, logical way. Validation and verification are two ways to check that the data entered into a computer is correct.

A relational **database** has more than one table and the tables are linked using **key fields**.

**Key Vocabulary**

**Criteria:** A set of rules or conditions that must be met. Often used in searches.

**Field:** An element of a database record in which one piece of information is stored. For example 'name' in an electronic address book.

**Primary key:** A unique identifier for a database record or table entry.

**Query:** A search or question performed inside a database.

**Record:** A record refers to a group of fields such as telephone number, address and name.

**Validation:** Checking input data is sensible and in the right format.

**Verification:** Verification is performed to ensure that the data entered exactly matches the original source. Before setting up a database the data must be collected. This can be done using a data capture form. A **data capture form** is designed to collect specific data.

**Types of Validation rules:** Presence check, range check, length check, format check.

## 1. The Project Life Cycle

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

Phases of a Project Life Cycle

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



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

**Why do we use the Project Life Cycle?**

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

### Key Words

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

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

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

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

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

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

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

## 2. Inputs & Outputs of the Project Life Cycle

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

## 3. Planning

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

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

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

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

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

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

## 4. What is SMART

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

**Specific** (simple, sensible, significant).

**Measurable** (meaningful, motivating).

**Achievable** (agreed, attainable).

**Relevant** (reasonable, realistic and resourced, results-based).

**Time bound** (time-based, time limited, time/cost limited, timely, time-sensitive).

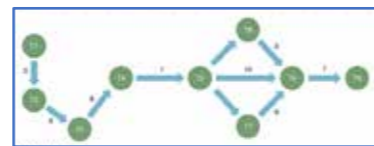
**Constraints to consider in the Project Life Cycle**

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



## 5. Advantages of the Project Life Cycle

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



# Notes

# Notes



A series of 20 horizontal grey lines providing a space for writing notes.