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Kettering Buccleuch Academy



Knowledge Organiser 1

MID-YEAR ASSESSMENTS

Name:

Tutor Group:

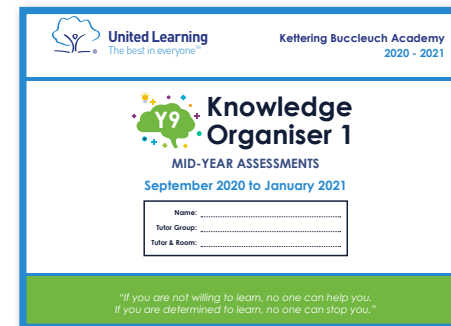
Tutor & Room:

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

Contents

- | | | | | |
|-----|--|-----|-------------|--|
| 1. | Your Knowledge Organiser and Self-Quizzing Book | 23. | History | The Causes of WW1 |
| 2. | How do I complete Knowledge Organiser homeworks? | 24. | History | Reasons for Germany's surrender |
| 3. | Literacy Fundamentals | 25. | IT | Critical Success Factor |
| 4. | Literacy Fundamentals | 26. | IT | The Project Life Cycle |
| 5. | Whole Academy Reading - To Kill a Mockingbird | 27. | Literacy | Up-levelling your writing |
| 6. | Whole Academy Reading - To Kill a Mockingbird | 28. | Literacy | High-frequency words |
| 7. | Whole Academy Reading - To Kill a Mockingbird | 29. | Mathematics | Place value, Square numbers etc... |
| 8. | Whole Academy Reading - To Kill a Mockingbird | 30. | Mathematics | Rounding to significant figures |
| 9. | Art | 31. | Mathematics | Compound Measures |
| 10. | Art | 32. | Music | Film Music and Musical Theatre |
| 11. | Drama | 33. | Music | Fusions |
| 12. | Drama | 34. | PE | Cardiorespiratory System |
| 13. | English | 35. | PE | Musculoskeletal System |
| 14. | English | 36. | PRE | Creation |
| 15. | English | 37. | PRE | Evil and Suffering |
| 16. | English | 38. | Science | Reactivity 9CR |
| 17. | French | 39. | Science | Matter 9PM1 |
| 18. | French | 40. | Science | Forces in Action 9PM |
| 19. | Geography | 41. | Science | Plants, Photosynthesis and Respiration 9BP & 9BB |
| 20. | Geography | 42. | Spanish | Structures, sentence starters, tenses... |
| 21. | German | 43. | Spanish | Key vocab per module |
| 22. | German | | | |

Your Knowledge Organiser and Self-Quizzing Book



Knowledge Organisers

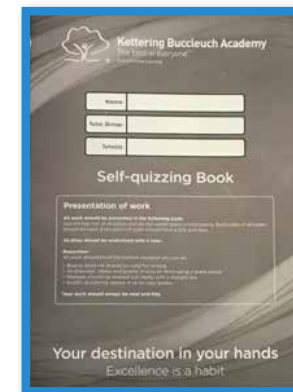
Knowledge Organisers contain critical, fundamental knowledge that you **MUST** know in order to be successful in Year 9 and subsequent years.

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

Self-Quizzing Book

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

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



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

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

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



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



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



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



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.



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



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

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

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The **TIPTOP** rule

- © 2005 Blackwell Publishing Ltd, *Journal of Internal Medicine* 258: 105–112

- Meanwhile
- Nonetheless
- However
- Although
- Moreover

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

✓ 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

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- 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.

Common contractions

11 o'clock How's They'd Where'll

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

- Abstract**

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

1. *Journal of Management Studies*, 1996, 33, 1, 1-14.

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.

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

Basics:

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

Can I spell accurately?

1. Sound out the word

2. Think about how it looks

3. Think about a similar word

4. Is there a memory sentence for this word? (e.g. big elephants cannot always use small exits)

5. Find the word in a list –

- Key words list
- Frequently used words list
- Your own word bank

6. Look it up in a dictionary/spellchecker

7. Ask a friend or teacher

8. To learn it: look, cover, write, check

9. Once you've solved it, add the correct spelling to your own word bank.

Can I use punctuation?

The Apostrophe

I always aim to use apostrophes correctly.

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

Note: Apostrophes are NEVER used to denote plurals

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

Literacy Fundamentals

2 of 2

Apostrophe for Possession

(To show that something belongs to another)

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

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

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

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

There/their/they're

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

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

Its

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

Your/you're

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

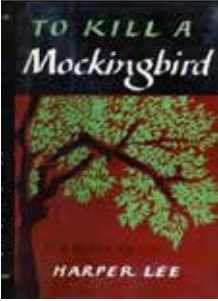
- Your is possessive as in this is your pen
- You're is short for you are as in you're coming over to my house


Whole Academy Reading

1 of 4

Harper Lee

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





To Kill a Mockingbird - Context

American slavery

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

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

The Great Depression

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

To Kill a Mockingbird - Characters

Scout

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

Tom Robinson

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

Bob Ewell

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

Arthur 'Boo' Radley

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

Jem

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

Charles Baker "Dill" Harris

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

Atticus

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

Mayella Ewell

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

To Kill a Mockingbird - Vocabulary List

Ch

1/2	Apothecary	One who prepares and sells medicines	5/6	Benign	Compassionate; incapable of causing harm	9-11	Antagonised	Created an enemy or an antagonist
1/2	Assuaged	Made less severe or burdensome	5/6	Bewilderment	Condition of being confused	9-11	Articulate	To speak clearly and in distinct syllables
1/2	Indigenous	Occurring or living naturally in an area	5/6	Cherub	A winged, chubby angel	9-11	Contemporaries	Those who exist/live at the same time
1/2	Malevolent	Having or exhibiting hatred	5/6	Ensuing	Following immediately afterward	9-11	Evasion	An act of escaping or avoiding
1/2	Mortification	A feeling of shame or humiliation	5/6	Morbid	Gruesome, gloomy, or dark	9-11	Inconspicuous	Not noticeable or prominent
1/2	Piety	Religious devotion and reverence to god	5/6	Obliged	Under force of necessity; obligated	9-11	Ingenious	Characterised by cleverness
1/2	Sojourn	A brief, temporary stay	5/6	Prowess	Superior skill or ability; strength or courage	9-11	Nauseating	Causing nausea or upset stomach
1/2	Unstilled	Spotlessly clean and fresh	5/6	Tacit	Unspoken; understood without being expressed	9-11	Mausoleum	A magnificent, decorated tomb
1/2	Vexations	Irritations or annoyances	7/8	Aberrations	Deviations from the proper course	9-11	Provocation	Causing aggravation or annoyance
1/2	Wallowing	Heavily indulging in; rolling in	7/8	Accosted	Approached in a harsh manner; assaulted	12-13	Acquired	Obtained possession of something
3/4	Abominable	Detestable; unpleasant	7/8	Ascertaining	Discovering with certainty; determining	12-13	Altercation	An angry dispute; quarrel
3/4	Amiable	Pleasant; good-natured	7/8	Cleaved	Adhered to closely; clung to	12-13	Compensation	Something given to make up for something else
3/4	Auspicious	Presenting favourable circumstances	7/8	Embalming	Treating with preservatives to prevent decay	12-13	Contemptuously	Showing contempt; scornfully
3/4	Contentious	Tending to fight; quarrelsome	7/8	Feeble	Physically weak from age or sickness; frail	12-13	Ecclesiastical	Having to do with the church or the clergy
3/4	Dispensation	A special allowance; privilege	7/8	Meditative	Given to contemplation or deep thought	12-13	Formidable	Hard to overcome or deal with
3/4	Expansively	With a willingness to talk, share	7/8	Unfathomable	Difficult or impossible to understand	12-13	Inconsistent	Not consistent; not in agreement
3/4	Fractious	Inclined to make trouble; unruly	7/8	Vigil	Wakefulness maintained in reverence to another	12-13	Permanence	Being permanent; lasting
3/4	Persevere	To persist in a purpose, idea, or task	7/8	Whittle	To carve or shape	12-13	Prerogative	A right or privilege
3/4	Tranquillity	State of calm, peacefulness, serenity	9-11	Analogous	Possessing connections, similarities		Qualms	Sudden, disturbing feelings of uneasiness
3/4	Tyranny	A government in which a single person assumes absolute control						
5/6	Aloof	Distant; unfeeling						
5/6	Benevolence	Inclination to perform charitable acts						

To Kill a Mockingbird - Vocabulary List

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

1. The Formal Elements

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

Additional Key Words

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

2. Key Terms specific to: 3D

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

2. Techniques specific to: Textiles

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

3. Colour Theory

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

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

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

Complementary colours: Opposite colours on the colour wheel.



4. Composition

- **Composition:** the arrangement/layout of shapes/ objects on the page.
- **Proportion:** The size and shape of one object in comparison to another.
- **Foreground, mid ground, background:** The areas at the front middle or back of a drawing or painting.
- **Focal Point:** The part of the artwork which stands out and draws the eye.
- **Perspective:** The way of showing that objects appear to get smaller and closer together the further away they are from the viewer.
- **Symbol:** A picture of image that tells a story of what it is without using word.
- **Depth:** the illusion of space.

Key Terms specific to: Art

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

Techniques specific to: Photography

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

Three Words to Critique Movement

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

1. Swirling
2. Flowing
3. Dramatic

Six Words to Critique Colour

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

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

Four Words to Critique Tone

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

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

Five Words to Critique Shape

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

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

Five Words to Critique Scale

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

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

Three Words to Critique Contrast

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

1. Dramatic
2. Subtle
3. Strong

Five Words to Critique Texture


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

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

Drama
1 of 2


Commedia Dell’Arte

- Italian Comedy strong sense of ensemble.
- Use of masks means emotion needs to be shown through body language.
- Minimal set.
- Props used food, furniture, weapons etc.
- Leaps, tumbles, slapstick used.
- Stock characters and archetypes: Villain, Soldiers, Pompous doctor, clown, the lovers, gossipy old woman, ballerina servant.



Pantomime

- Usually based on a fairytale.
- Pantomime 'dame' is a man in drag.
- Lots of audience participation 'it's behind you...oh no it isn't'.
- Good enter stage right (heaven), villains enter stage left (hell).
- Use of slapstick, music and dance very OTT.
- Comedy and humour .
- Everything exaggerated.



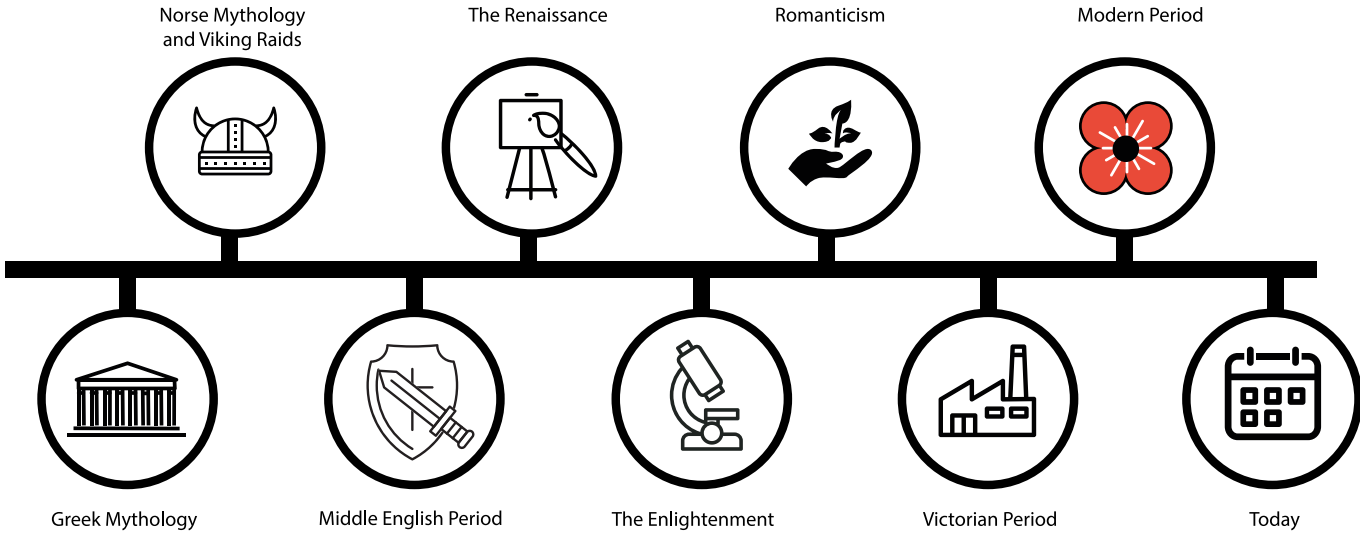
- **Antagonist:** A character who causes trouble for the protagonist.
- **Aside:** A comment which a character makes to another character or the audience. The rest of the characters on stage can't hear them.
- **Backstory:** The events that have happened to a character before the action of the play.
- **Blackout:** When the stage lights are turned off between scenes or at the end of a performance.
- **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.
- **Choreography:** A rehearsed sequence of steps or movements.
- **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.
- **Comedy:** A genre of drama which features humour and a happy ending.
- **Commedia dell'arte:** A type of comedy popular in the 16th to 18th century Italy that makes use of stock characters.
- **Cue:** A signal that tells the actors or technicians when a certain action needs to take place.

- **Dialogue:** The general term for any lines spoken between characters.
- **Duologue:** A scene or section of dialogue which only involves two actors.
- **Flashback/flashforward:** A scene which shows events from before or after the main action of the play. It can give extra information about the plot or help to develop characters.
- **Flat:** A wooden frame with a canvas stretched over it which is painted and used as scenery.
- **Floodlight:** A type of stage lantern which casts a broad wash of light on to the stage.
- **Form:** The type of written drama (e.g. play, opera, musical, pantomime). These often have set theatrical conventions but vary in genre and style.
- **Fourth wall:** The imaginary barrier that separates the audience from the world of the play on the screen.
- **Freeze frame:** When the performers suddenly stop the action at a key moment.

11

The Literary Timeline

- **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.
- **Mannerism:** A repeated physical or vocal habit that contributes to characterisation.
- **Minimalist theatre:** A genre of theatre which uses a basic set and very few props or simple costumes.
- **Minor character:** A character who isn't important to the plot but who adds depth to the world of the play.
- **Musical theatre:** A style of theatre that uses song and dance to develop the plot and entertain the audience.
- **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)
- **Physical theatre:** A non naturalistic style of theatre which uses physical movements to tell stories.
- **Plot:** The series of events that take place in a play.
- **Posture:** The position a character holds themselves in when sitting or standing.
- **Promenade Theatre:** A style of theatre that requires the audience to follow the actors between different performance spaces over the course of the play. This usually takes place outdoors.
- **Proscenium Arch stage:** A box shaped stage which is set back from the audience so that only the front end is open to them, framed by the proscenium arch itself.
- **Protagonist:** The main character in a story.
- **Proxemics:** The use of physical space between the actors on stage to create meaning.
- **Slapstick:** A type of comedy that features exaggerated movements and physical humour.
- **Stage directions:** Any instructions written in a script by the playwright to explain how a play should be performed.
- **Stimulus:** A starting point for your devised piece that you should use to inspire your performance.
- **Stock character:** A character who is based on a stock personality.
- **Structure:** The shape of a play's narrative, including the order in which it's shown to the audience.
- **Style:** The way in which a director chooses to interpret a performance text on stage.
- **Supporting character:** A character who is important to the plot but isn't the audience's main focus
- **Tableau:** A moment in a performance when the action stops and the characters freeze in position.
- **Thought tracking:** When a character tells the audience their thoughts during a pause in the action.
- **Tragedy:** A genre of play which features a serious plot and an unhappy ending.
- **Tragic hero:** The protagonist of a tragedy, whose flaws lead to their downfall (or death)
- **Wings:** The space to the side of a stage which is used for storage and as a waiting area for the actors.



UNIT: Modern Text - Of Mice and Men - Topic Guide

Context

Author: John Steinbeck (1902-1968)
Nationality: American
Other notable works: 'East of Eden', 'Grapes of Wrath', 'The Pearl'
Dates: published in 1937
Era: Great Depression (1930s)
Genre: Great American Novel
Set: early 1930s in Salinas and Soledad, California during the Great Depression
Action takes place over three days in four different locations.
Form: Novella

Author biography:
Born and grew up in and around Salinas, California.
Attended Stanford University, but never completed his degree.
Moved to New York in 1925 to become a freelance writer, returning to California when this plan failed.
His first success was a collection of short stories called 'Tortilla Flat' in 1935.
Won the Nobel Prize for Literature in 1962.

Significance of title:
The title comes from a poem by Scottish poet Robbie Burns written in 1785.
The poem is called 'To a Mouse' and is about a mouse who builds a nest in a wheat field ready for the winter, but this is destroyed by a ploughman.

Social, Historical & Literary context:
The Great Depression
The Great Depression took place following the Wall Street Crash in October 1929. Many people lost everything and mass unemployment ensued.
At its peak it was estimated that 13-15 million Americans were unemployed.
Farmers were especially affected as they could not pay back the debts they had built up after World War One.
A severe drought in the Dust Bowl (American West) made the situation worse.
In the worst cases, the banks repossessed people's farms, making the farmers and their families homeless.
Many farmers migrated to California to look for work, as it was thought to have spare land and a lot of work but this was not always the case.
The Great Depression lasted for ten years worldwide, and for the USA it did not fully end until 1941 when the country became involved in World War Two.

Life of an itinerant worker
Ranch workers often moved from one place to another looking for work.
Jobs on ranches would be temporary and seasonal.
Wages for men like these were low and jobs were scarce.
Insecure existence as jobs were scarce and wages were low.
There was no welfare system so without work people struggled to survive.

The American Dream
The belief that anyone, regardless of where they were born, their class, their background can achieve success though sacrifice, risk-taking and hard work, not by chance.
Root of the idea could be said to be found in the American Declaration of Independence of 1776 which states: "all men... are endowed by their creator with certain inalienable rights... [including] life, liberty and the pursuit of happiness".
The idea of the American Dream was severely tested during the Great Depression.

Key Characters

George Milton: an itinerant farm worker. Lennie's friend and protector.
Lennie Small: an itinerant farm worker. George's companion.
The Boss: the owner of the ranch George and Lennie arrive to work at. Curley's father.
Curley: the son of the ranch owner.
Curley's Wife: the only female on the ranch. Married to Curley.
Candy: the old swamper/handyman on the ranch. Owns an old and weak sheepdog.
Crooks: the stable manager, and the only African American on the ranch.
Slim: a skilled mule driver. He is highly respected by the men on the ranch.
Carlson & Whit: ranch hands.
Aunt Clara: not an actual character in the text but referred to in the novella. Cared for Lennie until her death.

Key Vocabulary

Soledad	A Spanish word meaning loneliness or solitude. One of the places where the novel is set.
Itinerant	A person who travels from place to place, often to seek work.
social hierarchy	The order in which a society categorises its people into rankings of socio-economic tiers based on factors like wealth, income, race, class, education, and power.
microcosm	A community, place, or situation regarded as capturing in miniature the characteristics of something much larger.
coercive	Using force or threats to control a person or group.
influential	Having great influence on someone or something.
subjugate	To bring under domination and control.
To ostracise	To exclude from a society or group.
disempower	To make a person or group less powerful or confident.
empower	To make a person or group more powerful or confident.
futility	Pointlessness or hopelessness
predatory	Seeking to exploit others.
disillusioned	The condition of being dissatisfied or defeated in expectation of hope.
fragility	The quality of being delicate or vulnerable.
marginalise	To treat someone or something as if they are not important.

Key Terminology

novella	A novella is a short novel or a long short story, categorised by having a story with a compact plot.
third person narrative	A type of narrative in which the story is related by an omniscient narrator who knows the thoughts and feelings of all the characters in the story.
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.
simile	A figure of speech comparing two unlike things that is often introduced by like or as.
symbolism	The use of symbols to express ideas or qualities.
motif	A dominant or recurring idea in an artistic work.
dialogue	A conversation between two or more people as a feature of a book, play, or film.
dialect	A particular form of a language which is used by people in a specific region or social group.
imagery	A way of describing something symbolically, using words to represent objects, actions, and ideas in such a way that it appeals to our physical senses.
Foreshadowing	A device in which the writer gives an advance hint of what is to come later in the story.

The Crucible

Context

Playwright: Arthur Miller (1915-2005)
Nationality: American
Other notable works: 'All My Sons', 'Death of a Salesman', 'A View from a Bridge'
Dates: written in 1950-1952, performed 1952, published 1953
Era: 1950s at the time of The Cold War
Genre: Tragedy, tragic drama, American drama, realist drama.
Set: Salem, Massachusetts, USA 1692 (17th Century)
Structure: each of the four acts ends with a climax (unusual structure)

Playwright biography:

- Born in 1915 in New York City.
- Studied journalism before becoming a very successful writer.
- Famously married to the Hollywood actress Marilyn Monroe.
- Winner of many accolades including: Pulitzer Prize, seven Tony Awards, an Olivier and the John F Kennedy Lifetime Achievement Award.

Social, Historical & Literary context: The Crucible

- The play was first performed in 1953 at the height of the McCarthy trials.
- Considered an attack on the anti-Communist McCarthyism.

The Salem Witch Trials (1692)

- The play is a fictionalised account of the famous 17th Century witch trials.
- Hysteria began when a group of girls fell ill and it could not be explained why.
- In a Puritan society, anything that could not be explained was said to be the work of the devil.
- Villagers then began to accuse each other of witchcraft, which then extended to people with grudges and jealousies. Many made accusations as revenge for petty things.
- Within a few weeks, dozens of people were in jail. By the end of the trials, nineteen innocent men and women were hanged and hundreds were convicted.

McCarthyism (1947-1956)

- An American Senator called Joseph McCarthy rose to power by stirring up the nation into becoming terrified of Communists. Stemmed from the fear and tension between the U.S. and the Soviet Union during The Cold War.
- In 1947 he ordered all employees of the civil service to be screened for 'loyalty' to check they did not have Communist sympathies. McCarthy led the House Committee on Un-American Activities, which sought to find Communists in America.
- Anyone named as a Communist was placed on "Blacklists" that prevented them from getting work.
- The McCarthy hearings (also known as McCarthy trials) ran from April to June 1954.
- Many non-Communists confessed to being Communists and falsely named others as Communists in order to escape punishment.
- Miller was brought before Congress in 1956 and convicted of contempt of Congress for refusing to cooperate (his conviction was later overturned).
- Eventually McCarthy was condemned and the hysteria died down, but the damage caused to the lives of hundreds of people was already done.

Key Characters

Abigail Williams the 17-year-old niece of Reverend Parris. She is an orphan and a former servant to the Proctors. the minister of Salem, Betty's and Abigail's uncle. Tituba is slave.
Reverend Parris father, his
John Proctor a farmer, and the husband of Elizabeth. He is well respected in the local community and values his reputation.
Elizabeth Proctor loyal wife to John Proctor. She fires Abigail Williams as her servant before the play begins. Mary Warren is her servant during the events of the play.
Rev John Hale minister in the nearby Massachusetts town of Beverly, and an expert in identifying witchcraft.
Thomas Putnam an influential citizen but not well liked in the community.
Tituba Rev. Parris' slave from Barbados. naïve and lonely servant of the Proctors.
Mary Warren
Deputy Governor Danforth a Deputy governor of Massachusetts who comes to Salem to preside over the witch trials.

Key Terminology

Tragedy A play ending with the suffering and death of the main character.
Tragic hero A literary character who makes a judgment error that inevitably leads to his/her own destruction.
Antagonist A person who actively opposes or is hostile to someone or something. Also known as an adversary.
Allegory A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one. (The Salem witch trials in the play are an allegory for the McCarthy witch hunt which took place in America in the 20th Century.)
Hamartia
Symbolism The fatal flaw of a tragic hero. 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

Hysteria Exaggerated or uncontrollable emotion or excitement.
Hypocrisy The practice of engaging in the same behaviour or activity for which one criticise or condemns another.
Ideology A set of beliefs and ideas on which people, parties, groups, or countries base their actions and decisions.
Integrity The quality of being honest and having strong moral principles.
Patriarchy A system of society or government in which men hold the power and women are largely excluded from it.
Theocracy A society ruled by people who are guided by God.
Witch-hunt A search for people labelled "witches" or evidence of witchcraft, often involving moral panic or mass hysteria.
Witch-hunt (modern meaning) In modern times, a 'witch-hunt' describes the attempt to find and punish a particular group of people who are being blamed for something, often because of their opinions or beliefs, not because they have actually done anything wrong.
Persecution Hostility and ill-treatment, especially because of race or political or religious beliefs; oppression.
Justice The legal or philosophical theory which fairness is administered.
Subjugate To bring under domination or control.
Puritan A member of a group of English Protestants of the late 16th and 17th centuries. They thought the Reformation of the Church under Elizabeth I as incomplete and wanted to simplify and regulate forms of worship.
Puritanical Having or displaying a very strict moral attitude.
Capitalism A political system where people are encouraged to work hard, earn their own money and businesses are privately owned.
Communism A political system where all property is owned by the community and each person contributes and receives according to their ability and needs.

1. Context - Relationships
Writer: Chimamanda Ngozi Adiche (1977 --) Nationality: Nigerian Other notable works: Purple Hibiscus' , 'Half of a Yellow Sun' Genre: Essay Dates: Published 2014
Writer biography <ul style="list-style-type: none">Chimamanda Ngozi Adichie grew up in Nigeria.At the age of 19, Adichie left Nigeria to attend university in the United StatesWhen the novelist was growing up in Nigeria, she was not used to being identified by the colour of her skin. That changed when she arrived in the United States. Background to the text <ul style="list-style-type: none">'We Should all be Feminists' is an essay which was published in 2014.It is based on a TEDx talk Adiche gave in 2012 in London.TED events are conferences where speakers are invited to talk about a variety of topics.The video of her talk has been viewed over four million times.Parts of Adichie's TEDx talk were sampled in Beyoncé's song "Flawless" in December 2013.

2. Key Terminology	
bias	An inclination or prejudice for oragainst one person or group
humour	The quality of being amusing or comic
tone	The choice of writing style the writer employs to convey specific feelings, emotions or attitudes
empathy	The ability to understand and share the feelings of another
anecdote	A short amusing or interesting story about a real incident or person
irony	A state of affairs or an event that seems deliberately contrary to what one expects and is often amusing as a result
sarcasm	The use of irony to mock or convey contempt
perspective	A particular attitude towards or way of regarding something; a point of view
imperatives	Phrases used to give orders, commands ,warning or instructions
syntactic parallels	Repetition of sentences or clauses to emphasise a theme or idea.

3. Key Vocabulary	
maiden name	The original surname of a married woman who uses her husband's surname name after marriage
antiquated	Old fashioned or outdated
heteronormative	A world view that promotes heterosexuality as the only or preferred sexual orientation
patriarchy	A system of society or government in which men hold the power and women are largely excluded from it
stigma	A mark of disgrace associated with a particular circumstance, quality, or person
poet laureate	A poet officially appointed by a government, who is often expected to compose poems for special events and occasions
indigenous	Originating or occurring naturally in a particular place
monoglot	A person who speaks only one language
feminist	A feminist advocates or supports the rights and equality of women
gender	The social and cultural differences associated with being male or female
socialisation	The process beginning during childhood by which individuals acquire the values, habits, and attitudes of a society
male gaze	The act of objectifying women by presenting them through the lens of a heterosexual man
objectify	To treat a person like a tool or toy, as if they had no feelings, opinions, or rights of their own

Photo Description Structures

dans la photo	in the photo
il y a	there is
on peut voir	you can see
une femme	a woman
une fille	a girl
un garçon	a boy
un homme	a man
des jeunes	young people
il/elle porte	he/she is wearing
il/elles portent	they are wearing
il/elle est	he/she is
ils/elles sont	they are
ils/elles ont	they have
il/elle semble	he/she seems
il fait beau	the weather is good
il fait mauvais	the weather is bad
il fait chaud	it's hot
il fait froid	it's cold
il pleut	it's raining
sur la droite	on the right
sur la gauche	on the left
à l'arrière-plan	in the background
au centre	in the middle
au premier plan	in the foreground

Opinion sentence starters

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

Time phrases

Past:
Hier - yesterday
Le weekend dernier - last weekend
La semaine dernière - last week
Present:
Aujourd'hui - today
Normalement - Usually
Le lundi - On a Monday
Future:
Demain – tomorrow
Le weekend prochain - next weekend
La semaine prochaine - next week

Complex structures in different tenses

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

Openers/connectives/extenders

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

Module 1

Je vais sur ma page perso

Je lis mes messages

Je poste des messages

Je modifie mes préférences

J'invite mes copains

Je fais des quiz

Je joue à des jeux

Je regarde des photos

Je commente des photos

Je passe des heures...

On organise des sorties

On partage des photos

On s'envoie...

des liens vers des vidéos

Tu viens avec moi/nous?

Tu veux m'accompagner?

ça t'intéresse?

Où/ à quelle heure?

chez moi/toi

Il y a une séance à...

À plus

À demain/samedi

Je suis sorti(e) avec ...

Je suis/On est allé (e) (s) ...

À une fête

J'ai/On a ...

bavardé

bu du coca

fait les magasins

Faire une promenade

joué au bowling

mangé un hamburger

regardé un DVD

bien rigolé

On a dansé ensemble

Je suis resté(e) à la maison

I go on to my home page

I read my messages

I post messages

I update my likes

I invite my friends

I do quizzes

I play games

I look at photos

I comment on photos

I spend hours ...

We arrange to go out

We share photos

We send each other video links

Are you coming with me/us?

Do you want to come with me?

Are you interested?

Where/When shall we meet?

at my/your place

There's a showing at

See you later

See you tomorrow/on Saturday

I went out with...

I / we went...

to a party/into town...

I/we...

chatted

drank cola

went shopping

went for a walk

went bowling

ate a burger

watched a DVD

had a real laugh

We danced together

I stayed at home

Module 2

Les parties du corps	Parts of the body
la bouche	mouth
le bras	arm
le corps	body
le dos	back
l'épaule (f)	shoulder
le genou	knee
la jambe	leg
la main	hand
le nez	nose
les oreilles (fpl)	ears
le pied	foot
la tête	head
le visage	face
les yeux (mpl)	eyes
Pour arriver en forme, il faut ...	in order to get fit, you must
avoir un bon programme.	have a good schedule
bien manger	eat well
bien dormir	sleep well
être motivé	be motivated
faire du sport tous les jours	do sport everyday
jouer dans une équipe	play in a team
Tu aimes le sport?	Do you like sport?
Le sport...	Sport...
diminue le stress	decreases stress
est bon pour le morale	is good for morale
est important dans la vie	is important in life
ça me fatigue	it makes me tired
il faut apprendre à suivre les règles	you must learn to follow rules
Manager sain	Healthy eating
manager équilibré	to have a balanced diet
Pour être en forme...	In order to keep fit...
je ferais du sport	I will do sport
je ferais trente minutes d'exercice	I will do 30 minutes exercise
j'irai au collège à vélo	I will go to school by bike
je jouerai au foot	I will play football
je mangerai équilibré	I will eat a balanced diet
je marcherai jusqu'au collège	I will walk to school
je ne boirai jamais de boissons gazeuse	I will never drink fizzy drinks
je ne jouerai plus à des jeux vidéo	I won't play with my video games
je ne mangerai plus de frites	I will not eat chips anymore
je ne prendrai pas le bus	I will not take the bus
je prendrai les escaliers	I will take the stairs
je prendrai des cours d'arts martiaux	I will take martial arts

Module 3

Je veux être...

avocat (e)

botaniste

chanteur/chanteuse

chauffeur de taxi/camion

comptable

diplomate

directeur de magasin

footballeur

guide touristique

infirmier/infirmière

ingénieur (e)

interprète

journaliste

juge

médecin généraliste

pilote

professeur

sociologue

vétérinaire

webdesigner

C'est mon rêve!

Ce serait bien

Pas vraiment

Ce serait ennuyeux

Pourquoi pas?

Tu rigoles!

discuter

rencontrer

respecter

rigoler

vendre

voir

voyager

le boulot

le emploi (m)

le métier

la profession

un stage

un poste

un candidat

créatif/créative

varié (e)

j'étais

j'avais

j'aimais

je faisais

je jouais

je regardais

je n'aimais pas

je quitterai le collège

I want to be a...

lawyer

botanist

singer

taxi/lorry driver

accountant

diplomat

store manager

footballer

tourist guide

nurse

engineer

interpreter

journalist

judge

doctor (GP)

pilot

teacher

sociologist

vet

webdesigner

It's my dream!

It would be good

Not really

It would be boring

Why not?

You're joking!

to discuss

to meet

to respect

to have a laugh

to sell

to see

to travel

job (informal)

job (more formal)

job/profession

profession

work placement

post

candidate

creative

varied

I was

I used to have

I used to like

I used to do

I

I used to watch

I didn't use to like

I will leave school

1. Climate change
key words

- **Greenhouse gas:** Co², nitrous oxide, methane.
- **Carbon sink:** a forest, ocean, or other natural environment viewed in terms of its ability to absorb carbon dioxide from the atmosphere.
- **Mitigation:** reducing our contribution to climate change.
- **Adaptation:** Finding ways to cope with the changing climate.
- **Fossil fuels:** coal, gas, oil used to produce energy.
- **Renewable energy sources:** sources that will not run out (e.g. solar/wind)

4. Knowing how to define
factors in Geography:

- **Human:** The influence of people on things. E.g. Human causes of flooding, or human causes of deforestation, or human built settlements.
- **Physical:** The natural things in the world. E.g. Mountains, rivers, oceans, beaches; or physical causes of flooding, physical causes of deforestation.
- **Social:** Any element that relates to humans.
- **Economic:** Any element that relates to money.
- **Environmental:** Any element that relates to nature.
- **Political:** Any element

2. Key climatic theories
and processes:

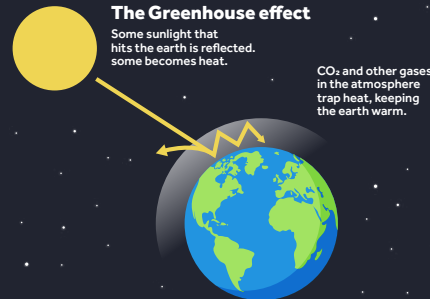
- **High Pressure:** Air masses falling from the high atmosphere to earth - they contain little if any moisture - associated with clear skies and good weather.
- **Low Pressure:** Air masses rising from earth to the high atmosphere - they contain lots of moisture - associated with cloudy skies and precipitation.
- **Atmospheric Circulation Model:** shows the movement of air masses across the planet in a specific pattern.
- **Milankovitch cycle/ Orbital changes:** Changes in the pathway of Earth around the sun - natural cause of climate change.
- **Volcanic activity:** large eruptions of ash, gases and liquids can influence climate change - e.g expulsion of Co2 - greenhouse gas responsible for global warming/expulsion of ash, reflects suns rays, reducing the earth's temperature.
- **Solar output:** cyclical changes in solar energy output.
- **Carbon capture:** Carbon capture is the process of capturing waste carbon dioxide usually from large point sources, such as a cement factory or power stations.
- **Carbon storage (sequestration):** transporting captured carbon to a storage site, and depositing it where it will not enter the atmosphere, normally an underground.
- **Afforestation:** large scale planting of trees.

3. The impacts of climate change:

- **Primary effects:** an initial impact of a natural event on people and property, caused directly by it e.g. buildings collapsing following an earthquake.
- **Secondary effects:** after effects that occur as indirect impacts of a natural event, sometimes on a longer timescale e.g. fires due to ruptured gas pipes, resulting from ground shaking.
- **Primary (short term) response:** a response immediately after the natural event e.g. search and rescue teams after an earthquake.
- **Secondary (long term) response:** a response in the weeks/months/ years after the natural event e.g. rebuilding of schools/ hospitals after an earthquake.

The Greenhouse effect:

a natural process, enhanced by human activity where there is a gradual increase in the amount of greenhouse gases that encompass the earth's atmosphere; leading to less heat escaping the atmosphere.



Newly Emerging Economies

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

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

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

Development: The progress made over time by a country.

Poverty: People living without basic needs or income.

Corruption: Dishonest or wrong doings by those in power.

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

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

India as an NEE

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

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

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

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

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

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

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

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

Supporting countries to develop

Aid: Help.

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

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

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

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

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

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

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

Remittances: The money sent home – often from migrants.

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

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

Trading agreements: A deal made between countries.

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

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

Geography
2 of 2

Consequences of the development gap

Inequality: Gap between rich and poor.

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

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

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

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

India's Industrial structure

Primary: Work relating to raw materials.

Secondary: Manufacturing and industrial jobs.

Tertiary: Jobs that provide a service.

Quaternary: Research and development.

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

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

Imports: The goods that are traded into a country.

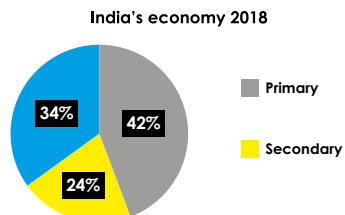


Photo Description Structures

In dem foto
gibt es
Man kann...sehen
eine Frau
ein kind
Kinder
ein Mann
junge Leute
er/sie trägt
sie tragen
er/sie ist
sie sind
sie haben
Ich würde sagen
das wetter ist...
Draußen
drinnen
Sie lachen
Sie haben spaß
Sie sind traurig
Sie sind im Park
Sie sitzen
Ich bin von dem
Foto biendruckt.
Vielleichts sind sie
in....

in the photo
there is
you can see
a woman
a child
children
a man
young people
he/she is wearing
they are wearing
he/she is
they are
they have
I would say the
weather is...
outside
inside
They are smiling
They are having fun.
They are sad.
They arte in a park
they sit
I am impressed
about the photo
maybe they are
in...

German
1 of 2

Opinion sentence starters

Es ist unglaublich	It is unbelievable
Es ist angenehm	It is pleasant/nice
Da has mir gefallen	I liked it.
Es war herrlich	It was great
Es war entspannt	It was relaxing
glücklicherweise	luckily
Persönlich meine ich, dass	I personally think that...

Time phrases

Past:

Vor einer Woche – a week ago

Letzten monat – last month

Letzte sommergerien – last summer holiday

Letzten sommer – last summer

Present:

Jeden Monat – every month

Fast nie – hardly ever

Samstags – Saturdays

Future:

In zukunft – in future

Im sommer – In summer

In einem Jahr – in a year's time

Tenses And Structures

When I was younger	Als ich jünger war
I did many things	Ich habe vieles gemacht
I used to love ... because it was	Früher liebte ich... weil es... war
When I am older	Wenn ich älter bin...
I have decided that	Ich habe mich entschieden, dass...
If I could I would	Wenn ich Könnte, würde ich...

Openers / Connectives / Extenders

zuerst	first of all	obwohl	although	nachdem	after
dann	then	nochmal	again	trotzdem	nevertheless
zum	finally	einerseits	on the one side	jedoch	however
Schluß	in order to	andererseits	on the other side		
,um..zu					
zuerst	first of all	infolgedessen	although		
dann	then	deshalb	therefore		
zum	finally	zum beispiel	for example		
Schluß	in order to	Auf der einen Seite	on the one hand		
,um..zu					

Module 1	
x ist mein vorbild, weilx	is my role model/idol
er/sie ... ist	because he/she is
begabt	talented
berühmt	famous
bescheiden	modest
erfolgreich	successful
großzügig	generous
reich	rich
selbstbewusst	self-confident
selbstlos	selfless
launisch	moody
nervig	annoying
er/sie läuft schnell	he/she runs fast.
er/sie fährt schnell rad	he/she cycles fast
er/sie singt viele lieder	he/she sings many songs
er/sie liest die nachrichten	he/she reads the news
er/sie ist oft im fernsehen	he/she is often on tv
er/sie spielt gut gitarre	he/she plays guitar well
ich habe mit kindern gearbeitet...	i have... worked with children
interessante erlebnisse gehabt	had interesting gehabt experiences
ich werde hard arbeiten	i will work hard
ich bin nach afrika gefahren	i have to travel to africa
ich bin berühmt geworden	i have become famous
ich werde hilfsorganisation wohltätigkeitsorganisation sammeln.	i will raise money for aid organisation

Module 2	
ich höre gern...	i like listening to...
sie is melodisch...	it is tuneful
energiegeladen	full of energy
unterhaltsam	entertaining
stark	strong
sentimental	sentimental
altmodisch	outdated
kitschig	corny
sie macht gut laune	it puts you in a good mood
sie macht schlechte laune	it puts you in a bad mood
sie klingt positiv/negativ	it sounds positive/negative
mein liebblingssänger ist...	my favourite singer is...
ihre lieder sind...	their songs are...
die melodien sind...	the tunes are...
ich spiele kein instrument	i don't play an instrument
ich habe momentan keinen liebblingssänger	i don't have a favourite singer at the moment
...ist mein vorbild, weil...	is my idol because...
ich finde sie...	i find them...
dynamisch	dynamic
selbstbewusst	confident
begabt	talented
locker	laid-back
sie sehen... aus	they look...
ihre musik is lauter...	their music is louder
ich habe neue freunde kennengelernt	i have met new friends

Module 3	
ich bin abenteuerlustig	i am adventurous
kühn	daring
mutig	brave
ängstlich	fearful
feige	cowardly
verrückt	mad/crazy
vorsichtig	cautious
ich würde bestimmt mit haifischen schwimmen	i would definitely swim with sharks
ich würde mich gut vorbereiten.	i would prepare myself well
ich möchte einen job haben...	i'd like to have a job, ...
um geld zu verdienen	(in order) to earn money
um erfahrung zu bekommen	(in order) to gain experience
um spaß zu haben	(in order) to have fun
der berg (e)	mountain
ich möchte... arbeiten	i would like to work...
als kellner (in)	as a waiter (waitress)
in einem café oder restaurant	in a café or restaurant
ich mag den job, weil...	i like the job, because...
ich würde gern fußballprofi werden	i would like to become a footballer
ich würde gern heiraten	i'd like to get married
ein schnelles auto	to buy a fast car
um die welt reisen	to travel round the world
viel geld verdienen	to earn lots of money
in den ferien arbeite ich als	in the holiday i work as
ich würde gern... werden	i would like to become a...

Causes of WW1			
The Triple Alliance	Formed in 1882. Germany, Austria-Hungary and Italy.	1st Moroccan Crisis	1905 – France controlled Morocco, Germany tried to stir up an anti-French independence movement in Morocco. Britain stood with France and Germany had to accept it.
The Triple Entente	Formed in 1907 as all countries had agreements with each other. England, Russia, France.	2nd Moroccan Crisis	1911 – Moroccans started a rebellion, French asked to step in. Germany sent a warship called The Panther. Ended with the Treaty of Berlin – Germany accepted the French in Morocco in return for some land in the Congo.
Imperialism	European nations were creating empires and coming into conflict.	Bosnian Crisis	1908 – Areas in the Balkans demanding independence. Austro-Hungarian Empire took control of an area of the Balkans called Bosnia-Herzegovina.This angered Serbia andtheir supporters, Russia.
Militarism	Countries believed it was important to build large armies and navies which led to an arms race.	Balkan Wars	1912-1913 - Small-scale conflicts resulting from the disintegration of the Ottoman (Turkish) Empire. Serbia became more powerful which worried Austria-Hungary.
Nationalism	Countries were looking out for their own interests.	Archduke Franz Ferdinand	Heir to the Austro-Hungarian throne. Assassinated by Gavrillo Princip (a Serb) on 28th June 1914.
Kaiser Wilhelm II	Leader of Germany from 1888 to 1918. He wanted a large empire, army and navy.	The Schlieffen Plan	How the Germans planned to avoid a war on two-fronts. Attack France through Belgium and defeat them within 6 weeks whilst Russia was mobilising.

WW1 Battles and trenches		
The Trench System	A series of ditches dug by both sides. Included the front-line trenches, support trenches and reserve trenches.	Conscription Forcing people to join the army rather than relying on people volunteering. Act passed by parliament in 1916 for single men aged 18-41 to join up.
Communication Trench	Trenches which connected the others so that troops could be send from the reserve trenches to the support and front-line trenches.	General Haig The British Commander on the Western Front for most of WW1. A controversial figure, followed the policy of 'attrition' to wear down the enemy's forces.
Dug-out	Provided protection and shelter in the trenches. Deep dug-outs (up to 15m below ground) could be used during heavy shelling.	The Battle of Somme An Allied infantry attack on German trenches at the Somme. It began on 1 July 1916. 60,000 Allied soldiers dead or wounded in first day.
No-Man's Land	The area between the front-line trenches and opposing sides. Constant shelling turned it into a mass of mud, making it difficult for the troops to move across.	The 2 nd Battle of Ypres April-May 1915 British regained control over Hill 60 The first use of chlorine gas by the Germans.
Trench foot and Trench Fever	Two medical conditions caused by the conditions in the trenches. Trench foot = death of tissue in the feet. Trench fever = illness spread by lice.	The Battle of Arras April 1917 Allied soldiers had dug tunnels under the ground before the battle, gave shelter for soldier before and during the battle.
Shell Shock	Psychological trauma caused by the suffering of the men in the trenches. Symptoms included, loss of speech, shaking etc.	The Battle of Cambrai October 1917 This battle involved the first large-scale use of tanks but the British lost the ground they had taken.

Reasons for Germany's surrender

- Over 1 million German troops in Russia – but needed on the Western Front.
- British naval blockade = severe food shortages. In 1918 293,000 Germans died from starvation and hypothermia.
- The blockade, restricted Germany's ability to trade -industries virtually collapsed.
- German workers' wages were falling despite the extra work they were doing to support the war.
- Germany's currency, the Mark, was losing its value and inflation was rising rapidly.
- Kiel mutiny Nov 1918 - frustrated German sailors mutinied instead of following orders to attack the British Royal Navy -sparked rebellions all over Germany = collapse of the German government = armistice signed by new leader.

The Treaty of Versailles

- **L- Land-** Lost 13% of it's land- Alsace-Lorraine was returned to France-Polish Corridor given to Poland, The Saarland was taken over by LoN
- **A- Army + Navy-** 100'000 soldiers, 6 battleships, Rhineland demilitarized, No Air-Force and No conscription
- **M- Money-** £6.6 Billion of reparations paid in annual instalments
- **B- Blame 100%** - Clause 231 of Treaty

The 'Big Three'

Georges Clemenceau (France) – Thought Germany should be crushed, made as weak as possible. Thought Germany should pay the entire cost of the war- France had suffered during WWI- over 2/3 of army had been killed. Wanted revenge for when France had been defeated in 1871.

David Lloyd George (Britain) – Germany should not be treated too badly or would want revenge, wanted them to be strong enough to trade with Britain in future, Germany should lose their colonies and navy- British public wanted Germany to be crushed as much as possible.

Woodrow Wilson (USA) – Germany should be punished but not too harshly- because then she would want revenge in future. Came up with 14 points which included setting up the League of Nations.

The League of Nations

- Aims:**
- Disarming- get rid of their weapons.
 - Acting Together- collective security- protected each other and helped each other.
 - Upholding the Treaty of Versailles- making sure Germany followed the rules.
 - Free Trade.
 - League would enforce sanctions- e.g. if a country broke the promise.
 - Solve Disputes- encourage countries to co-operate.
- Key Facts:**
- Created - by ToV.
 - Did not include USA- even though Woodrow Wilson created it.
 - Based - Geneva (Switzerland).
 - Set up - January 1920.
 - Members- 42 at beginning but increased to 59 in 1930's.
 - Council- France, GB, Japan and Italy (permanent members).
- Weaknesses:**
- Not all nations joined- e.g. USA, Germany and Russia.
 - No Army.
 - Too slow to act.

Critical Success Factor

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

Examples of a **Critical Success Factor:**

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

A sources table would include the following:

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

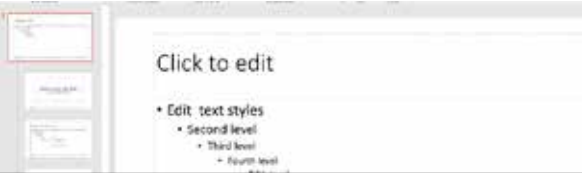
Copyright Act Law

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

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

Slide Master

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



Features of a Powerpoint

Features of a Powerpoint that makes it eye catching and appealing

- Bright colours
- Gifs
- Animations
- Transitions
- Loop

HTML

HTML stands for **Hyper Text Markup Language**

How does HTML work?

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

Websites are broken down into 3 parts:

1= The Head 2= The Body 3=The Footer

Tags used in HTML

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

The Project Life Cycle

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

Phases of a Project Life Cycle

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



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

Why do we use the Project Life Cycle?

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

Key Words

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

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

Interaction: How the phases link together.

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

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

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

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

Inputs & Outputs of the Project Life Cycle

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

Planning

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

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

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

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

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

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

IT
2 of 2

Literacy 1 of 2

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
Regrettfully
Thankfully
Horrendously
Suspiciously
Unbelievably
Leisurely
Insanely
Majestically
Recently
Graciously
Savagely
Lovingly
Longingly
Meekly

Wonderful "Wow" Words

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

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

Addition

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

Cause/Effect

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

Emphasis

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

Connectives

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

Contrast/Balance

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

Complex Sentence Openers:

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

Rhetorical Questions:

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

Time Connectives for Sequencing:

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

Said Words:

shouted	pleaded	declared
exclaimed	assured	grumbled
whispered	advised	insisted
bellowed	boasted	joked
highlighted	bragged	muttered
addressed	cautioned	remarked
answered	confessed	

-ing Words (as openers):

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

What is SMART

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

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



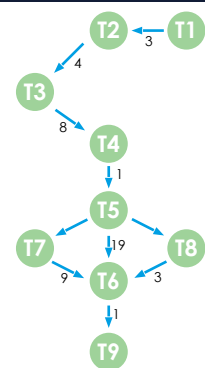
Constraints to consider in the Project Life Cycle

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

PERT Charts: Project Evaluation and Review Technique

Advantages of the Project Life Cycle

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



High frequency words - Literacy 'Must Know' words

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



Place Value:

- Identify what the number in a position represents

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

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

Square numbers and roots

- $\sqrt{1} = \pm 1$
- $\sqrt{4} = \pm 2$
- $\sqrt{9} = \pm 3$
- $\sqrt{16} = \pm 4$
- $\sqrt{25} = \pm 5$
- $\sqrt{36} = \pm 6$
- $\sqrt{49} = \pm 7$
- $\sqrt{64} = \pm 8$
- $\sqrt{81} = \pm 9$
- $\sqrt{100} = \pm 10$
- $\sqrt{121} = \pm 11$
- $\sqrt{144} = \pm 12$
- $\sqrt{169} = \pm 13$
- $\sqrt{196} = \pm 14$
- $\sqrt{225} = \pm 15$

Cube Numbers and Roots

- $\sqrt[3]{1} = 1$
- $\sqrt[3]{8} = 2$
- $\sqrt[3]{27} = 3$
- $\sqrt[3]{64} = 4$
- $\sqrt[3]{125} = 5$
- $\sqrt[3]{216} = 6$
- $\sqrt[3]{343} = 7$
- $\sqrt[3]{512} = 8$
- $\sqrt[3]{729} = 9$
- $\sqrt[3]{1000} = 10$
- $\sqrt[3]{-1} = -1$
- $\sqrt[3]{-8} = -2$
- $\sqrt[3]{-27} = -3$
- $\sqrt[3]{-64} = -4$
- $\sqrt[3]{-125} = -5$
- $\sqrt[3]{-216} = -6$
- $\sqrt[3]{-343} = -7$
- $\sqrt[3]{-512} = -8$
- $\sqrt[3]{-729} = -9$
- $\sqrt[3]{-1000} = -10$

Adding or Subtracting Fractions	Find the LCM of the denominators to find a common denominator. Use equivalent fractions to change each fraction to the common denominator. Then just add or subtract the numerators and keep the denominator the same.
Multiplying Fractions	Multiply the numerators together and multiply the denominators together. Change to improper fractions if you are given mixed numbers.
Dividing fractions	Multiply by the reciprocal of the second fraction. Change to improper fractions if you are given mixed numbers.
Reciprocal	This is a pair of numbers that when multiplied are equal to 1. The reciprocal of 4/5 is 5/4 If the number is a decimal, first change to a fraction so 1.2 = 12/10. The reciprocal is 10/12

Order of Operations:

- Brackets
- Indices (Powers)
- Division
- Multiplication
- Addition
- Subtraction

• **Factor** a number that divides exactly into another number

• **Prime Number** a number with exactly 2 factors

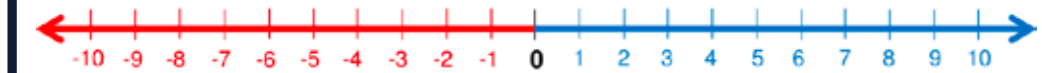
• **LCM** Lowest Common Multiple

• **HCF** Highest Common Factor




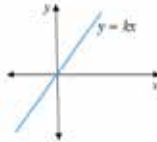
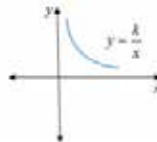
LCM and HCF of 24 and 36

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

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



Rounding to significant figures All non zero digits are significant: 1, 2, 3, 4, 5, 6, 7, 8, 9. Zeros between non zero digits are significant: 102, 2005, 50009. Round 53,879 to 1 significant figure, then 2 significant figures. 5 3 879 to 1 significant figure is 50,000 53 8 79 to 2 significant figures is 54,000 Round 0.005089 to 1 significant figure, then 2 significant figures. 0.005 0 89 to 1 significant figure is 0.005 0.0050 8 9 to 2 significant figures is 0.0051			Proportion Proportion compares the size of one part to the size of the whole.	In a class with 13 boys and 9 girls, the proportion of boys is $\frac{13}{22}$ and the proportion of girls is $\frac{9}{22}$																											
			Simplifying Ratios Divide all parts of the ratio by a common factor.	5 : 10 = 1 : 2 divide both by 5 14 : 21 = 2 : 3 divide both by 7																											
			Ratios in the form 1 : n or n : 1 Divide both parts of the ratio by one of the numbers to make one part equal 1.	5 : 7 = 1 : 7/5 in the form 1 : n 5 : 7 = 5/7 : 1 in the form n : 1																											
Rounding to decimal places Round 3.168 to two decimal places. If the number at the next decimal place is five or more add 1 to the previous decimal place. So, 3.168 rounds up to 3.17 (to two decimal places).	1st 10 Prime Numbers 2, 3, 5, 7, 11, 13, 17, 19, 23, 29... The Fibonacci Sequence (1st 10) 1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89...	Sharing in a Ratio 1. Add the total parts of the ratio. 2. Divide the amount to be shared by this value to find the value of one part. 3. Multiply this value by each part of the ratio. Use only if you know the total.	1. Add the total parts of the ratio. 2. Divide the amount to be shared by this value to find the value of one part. 3. Multiply this value by each part of the ratio. Use only if you know the total.	Share £60 in the ratio 3 : 2 : 1. $3 + 2 + 1 = 6$ $60 \div 6 = 10$ Multiply 10 by each part of the ratio. £30 : £20 : £10																											
<table><tr><th>Percent</th><th>Decimal</th><th>Fraction</th></tr><tr><td>1%</td><td>0.01</td><td>1/100</td></tr><tr><td>5%</td><td>0.05</td><td>1/20</td></tr><tr><td>10%</td><td>0.1</td><td>1/10</td></tr><tr><td>12.5%</td><td>0.125</td><td>1/8</td></tr><tr><td>20%</td><td>0.2</td><td>1/5</td></tr><tr><td>25%</td><td>0.25</td><td>1/4</td></tr><tr><td>33.3</td><td>0.333....</td><td>1/3</td></tr><tr><td>50%</td><td>0.5</td><td>1/2</td></tr></table>	Percent	Decimal	Fraction	1%	0.01	1/100	5%	0.05	1/20	10%	0.1	1/10	12.5%	0.125	1/8	20%	0.2	1/5	25%	0.25	1/4	33.3	0.333....	1/3	50%	0.5	1/2	To add VAT find 20% and add it to the total or Multiply cost by 1.2 Percentage Change $\frac{\text{Difference}}{\text{Original}} \times 100\%$	Proportional Reasoning Comparing two things using multiplicative reasoning and applying this to a new situation.	<div><div><div><div><div></div><div>x 2</div><div></div></div><div>30 minutes</div><div>?</div><div>minutes</div></div><div><div><div></div><div>x 2</div><div></div></div><div>60 pages</div><div>150 pages</div></div></div></div>	
Percent	Decimal	Fraction																													
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33.3	0.333....	1/3																													
50%	0.5	1/2																													
			Unitary Method Finding the value of a single unit and then finding the necessary value by multiplying the single unit value.	3 cakes require 450g of sugar to make. Find how much sugar is needed to make 5 cakes. 3 cakes = 450g So 1 cake = 150g (\div by 3) So 5 cakes = 750 g (\times by 5)																											

<p>Compound Measures</p> <div><div>$Speed = \frac{Distance}{Time}$</div><div></div></div> <div><div>$Density = \frac{Mass}{Volume}$</div><div></div></div> <div><div>$Pressure = \frac{Force}{Area}$</div><div></div></div>	<p>Error Intervals - The range of values (between the upper and lower bounds) in which the precise value could be.</p> <p>An estimate of my height is 176cm to the nearest cm. That means it could be any height from 175.5 cm to 176.5cm and these are called the lower and upper bounds.</p> <p>The error interval is $175.5 \leq \text{height} < 176.5$ i.e. Lower bound $\leq x <$ Upper bound</p>	<p>Truncation</p> <p>When you truncate a number it is effectively always rounded down.</p> <p>Truncating is just chopping part of the number off.</p> <p>Example: Truncate 35.7289 to 1dp To truncate, we just count along 1 decimal place and then cut off the rest of the number. So, 35.7289 truncated to 1dp is 35.7.</p>	<p>Reverse Percentages</p> <p>Find the correct percentage given in the question, then work backwards to find 100%</p> <p>Look out for words like 'before' or 'original'</p>										
<p>Any value to the power of zero is equal to one. $1^0=1$ $2^0=1$ $3^0=1$ $12^0=1$ $x^0=1$</p> <p>To estimate a square or cube root, use the square or cube numbers near the given value.</p> <p>$\sqrt{60}$ = between 7 and 8 as $\sqrt{49} = 7$ and $\sqrt{64} = 8$ and it will be nearer 8 as 60 is nearer to 64. A good estimate would be 7.6 – 7.8</p>	<p>Direct Proportionality</p> <p>If two quantities, A and B , are directly proportional , then as one increases the other also increases at the same rate, e.g. as one doubles, the other one also doubles.</p> <p>Inverse Proportionality</p> <p>If two quantities, C and D , are inversely proportional , then as one increases the other decreases at the same rate, e.g. as one get three times bigger, the other one gets three times smaller.</p>	<div><div><p>Directly Proportional</p><p>$y \propto x$</p><p>$y = kx$ for a constant k</p></div><div><p>Inversely Proportional</p><p>$y \propto \frac{1}{x}$</p><p>$y = \frac{k}{x}$ for a constant k</p></div></div>	<p>To increase by 3%, multiply by 1.03 So, to increase £48 by 3%, you would perform 48×1.03 (= £49.44) To decrease by 15%, multiply by 0.85 So, to decrease £300 by 15%, you would perform 300×0.85 (= £255)</p>										
<table><tr><td>$a^m \times a^n$</td><td>a^{m+n}</td></tr><tr><td>$a^m \div a^n$</td><td>a^{m-n}</td></tr><tr><td>$(a^m)^n$</td><td>a^{mn}</td></tr><tr><td>a^{-n}</td><td>$\frac{1}{a^n}$</td></tr><tr><td>$\frac{1}{a^n}$</td><td>$\sqrt[n]{a}$</td></tr></table>	$a^m \times a^n$	a^{m+n}	$a^m \div a^n$	a^{m-n}	$(a^m)^n$	a^{mn}	a^{-n}	$\frac{1}{a^n}$	$\frac{1}{a^n}$	$\sqrt[n]{a}$			<p>Recurring Decimal</p> <p>A recurring decimal is a decimal number which has a pattern than repeats over and over after the decimal place.</p> <p>Convert 0.54 to a fraction.</p> <p>$x = 0.5454545454 \dots$</p> <p>$100x = 54.5454545454 \dots$</p> <p>$99x = 54$</p> <p>$x = \frac{54}{99} = \frac{6}{11}$</p>
$a^m \times a^n$	a^{m+n}												
$a^m \div a^n$	a^{m-n}												
$(a^m)^n$	a^{mn}												
a^{-n}	$\frac{1}{a^n}$												
$\frac{1}{a^n}$	$\sqrt[n]{a}$												

Film Music and Musical Theatre

Music
1 of 2

Leitmotif: A frequently recurring short melodic or harmonic idea which is associated with a character, event, concept, idea, object or situation which can be used directly or indirectly to remind us of one not actually present on screen.

Mickey-mousing: A technique frequently used in cartoons and animated films where the music attempts to represent every little physical movement on screen.

Sequencing: Where a melodic idea (often a LEITMOTIF) is repeated growing louder and louder and consistently rising either a tone or a semitone higher during each repetition. Sequencing is often used by film music composers to build tension and create a mood of suspense.

Cue: A section of music that is timed to fit a specific portion of visuals

Diegetic music: Music that is included in the film, and that the characters would be able to hear. This might include source music from the set such as a car radio or a band in a nightclub, or sound effects such as guns in the distance or screeching car breaks.

Non-diegetic music: Music which has been composed to accompany events on screen but that the characters can't hear, but the audience can (e.g. music to accompany a car chase or to highlight the emotions of a conversation between two characters). Also referred to as UNDERSCORE or INCIDENTAL MUSIC.

Hit point: An exact point during a cue when music or sound effects match a moment on screen.

Motif: A short musical idea of only a few notes.

Storyboard: A planning tool used by film soundtrack composers to plan the music to different scenes within a film.

Theme: A main tune, melody or theme within a film soundtrack, representing a character, idea or object in the story and often returning in the background or in altered form.

Underscore: Music which is played quietly under dialogue, in a film or musical.

Visual narrative: The process of describing a story or storyline using visual images.

Soundtrack: The music and sound recorded on a motion-picture film. The word SOUNDTRACK can often mean a commercial recording of a collection of music and songs from a film sold individually as an audio CD or via digital download.

Action songs: These songs move the plot forward.

Ballads: Usually slow, romantic and reflective songs.

Character songs: These songs enable a character to express their feelings.

Chorus: The group of performers that support the main roles and the action with singing and dancing and usually work together as an ensemble. Some may have small, cameo roles.

Company: When the whole cast are together. Company numbers (songs) involve everybody and tend to reflect the themes of the piece.

Libretto: The overall text including the spoken and sung parts.

Lyrics: The words to the songs.

Overture: A piece of orchestral music played at the beginning (or before) the first act of a musical.

Rhythm songs: Songs which are driven by energetic rhythm patterns.

Solo: A piece of vocal music for one performer, usually sang by a leading role/main character.

Various different types of male and female voice are used in film and musicals and are given to different characters:

Soprano: The highest female voice type and normally plays the most sympathetic roles (sometimes the heroine who is being cheated on!)

Mezzo soprano: A lower female voice type (often given the spiciest and juiciest roles – often witches!)

Alto: The lowest female voice type but can also be sang by men (often maids, mothers or grandmothers)

Tenor: The highest male voice type (often given to vulnerable men who love too much!)

Baritone: A medium-range male voice type (often given to the hero of the plot)

Bass: the lowest male voice type (often given to characters that portray fathers or priests)



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

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

Bass line: The lowest pitched part of a song, often performed by bass instruments such as the BASS GUITAR. The bass line provides the harmonies on which the chords are constructed.

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

Chorus: All the choruses have the same lyrics. This section relays the main message of the song and this part of the song is repeated identically each time with the same melody and music (although this sometimes changes key before the CODA to add drama).

Hook: A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece.

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

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

Riff: A repeated musical pattern often used in the introduction or in the MIDDLE 8/BRIDGE or INSTRUMENTAL SOLOS of a song. RIFFS can be rhythmic, melodic or lyrical, short and repeated.

Fusions

Music
2 of 2

Tempo in Italian

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

Dynamics in Italian



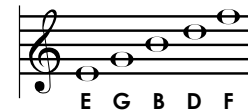
Rhythm Symbols and Values



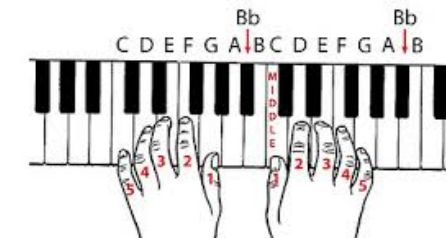
Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**



Every Green Bus Drives Fast



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



The 4 chords commonly used in pop songs are:

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

C major



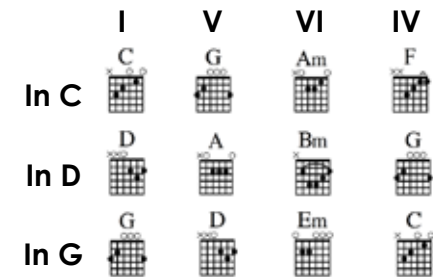
G major



A minor

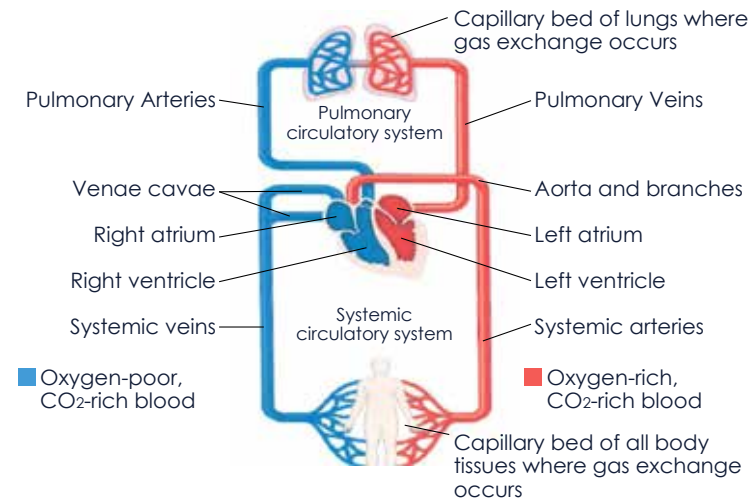


F major



CARDIORESPIRATORY SYSTEM

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



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

Its main functions are:

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

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

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

Cardiac Values

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

Heart Rate: Number of beats per minute.

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

$SV \times BR = CO$

All increase during exercise

Gaseous Exchange

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

Breathing Values

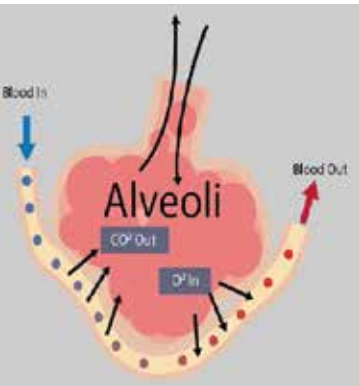
Breathing Frequency: Numbers of breaths per minute.

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

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

$BF \times TV = MV$

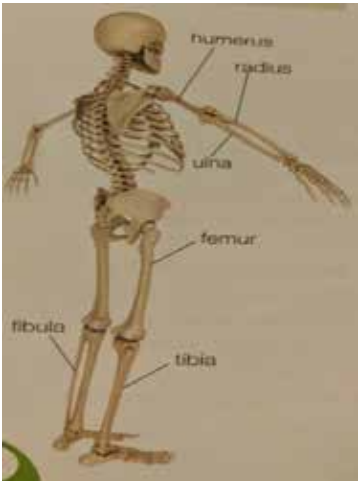
All increase during exercise



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

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

- Functions of the skeleton:**
- Movement
 - Support
 - Protection
 - Production of red blood cells



Muscle Fibres	Characteristic	Type 1	Type 2
Type 1: Slow twitch	Colour	Red	White
	Energy System	Aerobic	Anaerobic
	Fatigue Resistance	High	Low
	Speed of Contraction	Slow	Fast
	Force of Contraction	Low	High
Type 2: Fast Twitch			

MUSCOSKELETAL SYSTEM



Long Distance Runner

- Would use slow twitch fibres
- Needs to run for long periods
- So works aerobically
- So needs good Cardiovascular endurance
- Need good oxygen supply
- So will be red (o2 rich)
- Take longer to tire (fatigue) so can keep running for longer without stopping
- So speed and force of contract will be low as need to contract repeatedly



Sprinter

- Would use fast twitch fibres
- Needs to short for long periods but very fast and powerful
- So works anaerobically
- So needs good Speed/Power
- Does not need good oxygen supply (compared to slow)
- So will be white (o2 low)
- Fatigue (tire) quickly as working to maximum
- So speed and force of contract will be high as need to contract as strong and quickly as possible

Creation	The making of the universe.
Myth	A traditional story, usually involving a supernatural being, known by many but not necessarily true.
Origins	The beginning/start point of something.
Genesis	The first book of the Torah and Bible which describes how God made the world.
Literalist	Christians who believe that the statements in the Bible are literally true.
Non-literalist	Christians who believe that not everything in the Bible actually happened, it is not meant to be taken literally.
Theory	Ideas suggested to explain an event but is not proven.
The Big Bang Theory	The theory that an explosion of hot, dense matter between 12 and 18 billion years ago created the universe.
Evolution	The idea that over time, life on earth has gradually developed from simple organisms to more complex ones.
Theistic evolution	The idea that God designed the universe and the Earth to be this way for a purpose. Evolution happens but because God planned it.
Stewardship	The responsibility of looking after/caring for the Earth and environment given to humans by God according to some Christians.
Khalifah	Meaning ruler or leader in the Islamic faith; Allah appointed humans his khalifah (stewards) of the enviroment.
Dominion	To control and have superiority over nature.
Autonomy	The ability to make your own choices in life.
Self conscious	An awareness of oneself (appearance, actions, past, future).
Haram	Islamic term meaning forbidden.
Ahimsa	The Hindu and Buddhist belief in respect for all living things and avoidance of violence towards others.
Speciesism	Giving human animals more rights than non human animals or being biased in favour of humans.
Vegetarian	Someone who chooses not to eat meat.
Vegan	Someone who chooses not to eat or use animal products.
Incarnation	A deity (god/goddess) taking human or animal form/becoming flesh.
Vishnu	One of the Hindu Trimutri, who returns to the world in animal form to save humanity from evil/chaos.

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

SCIENCE: REACTIVITY 9CR

1	Displacement reaction	<ul style="list-style-type: none">When a more reactive element replaces a less reactive element.
2	Reactivity series	<div>Potassium Sodium Calcium Magnesium Aluminium Carbon Zinc Iron Tin Lead Hydrogen Copper Silver Gold Platinum</div> <div>most reactive ↑ ↓ least reactive</div>
3	Salt	<ul style="list-style-type: none">The substance made in a neutralisation reaction.The name of the salt depends on the acid and the alkali/metal used.
4	Extract	<ul style="list-style-type: none">To remove a metal to get it in its pure form.
5	Ore	<ul style="list-style-type: none">A rock containing enough metal compound to make it worthwhile extracting the metal from.
6	Formulae used in this topic	<ul style="list-style-type: none">Carbonate: CO_3Sulphate : SO_4
7	Properties	<ul style="list-style-type: none">Characteristics of a substance.These can be chemical such as reactivity.These can be physical such as melting and boiling point.

8	Ductile	<ul style="list-style-type: none">A property of some metals.Can be shaped into a wire.
9	Lustrous	<ul style="list-style-type: none">A property of metals meaning 'shiny'.
10	Malleable	<ul style="list-style-type: none">A property of some metals.Can be hammered or bent into shape without cracking
11	Sonorous	<ul style="list-style-type: none">A property of some metals.They can produce a ringing sound when hit.
12	Chemical reaction	<ul style="list-style-type: none">In a chemical reaction reactants turn into products and a new product is formed.
13	Reactants	<ul style="list-style-type: none">The substances which react together in a chemical reaction.
14	Products	<ul style="list-style-type: none">The new substance(s) formed in a chemical reaction.
15	Naming Salts	<ul style="list-style-type: none">The name of a salt has two parts:The first part comes from the metal in the alkali used.The second part comes from the acid that was used.
16	Hydrochloric Acid	<ul style="list-style-type: none">Makes salts that end in chloride.
17	Sulfuric Acid	<ul style="list-style-type: none">Makes salts that end in sulfate.
18	Nitric Acid	<ul style="list-style-type: none">Makes salts that end in nitrate.

SCIENCE: MATTER 9PM1

1	Solids	<ul style="list-style-type: none">particles in fixed, regular arrangement.strong forces of attraction.particles vibrate in a fixed position.
2	Liquids	<ul style="list-style-type: none">particles close together, but can move past each other.irregular arrangement.weaker forces of attraction.random movement.can't be compressed significantly.
3	Gases	<ul style="list-style-type: none">no forces of attraction between particles in ideal gases.random movement.more energy than solids / liquids.
4	Pressure	<ul style="list-style-type: none">Can be calculated:pressure = force / area(Pa) (N) (m²)
5	Gas Pressure	<ul style="list-style-type: none">caused by gas particles hitting the insides of a container.each collision exerts a force; this builds pressure.
6	Density	<ul style="list-style-type: none">A measure of how much material there is in a given space.
7	High Density	<ul style="list-style-type: none">More matter in a given space, e.g. brick
8	Low Density	<ul style="list-style-type: none">Less matter in a given space, e.g. polystyrene
9	Density Equation	<ul style="list-style-type: none">Density = mass / volumekg/m³ kg m³
10	Changes of State	<ul style="list-style-type: none">Changing from solid to liquid to gas or back the other way
11	Freezing	<ul style="list-style-type: none">Liquid to solid

12	Melting	<ul style="list-style-type: none">Solid to liquid
13	Evaporation	<ul style="list-style-type: none">Liquid to gas.
14	Condensation	<ul style="list-style-type: none">Gas to liquid.
15	Brownian Motion	<ul style="list-style-type: none">The random movement of particles.
16	Chemical reaction	<ul style="list-style-type: none">In a chemical reaction reactants turn into products and a new product is formed.
17	Reactants	<ul style="list-style-type: none">The substances which react together in a chemical reaction.
18	Products	<ul style="list-style-type: none">The new substance(s) formed in a chemical reaction.
19	Physical change	<ul style="list-style-type: none">A change which does not create a new product, such as a change of state
20	Diffusion	<ul style="list-style-type: none">The movement of particles from an area of high concentration to a low concentration.

SCIENCE: FORCES IN ACTION 9PM

1	Force	<ul style="list-style-type: none"> Push or pull. Always act in pairs with each force acting in the opposite direction. Contact or Non contact.
2	Contact force	<ul style="list-style-type: none"> When a force is exerted the objects are touching. Examples include tension, push and air resistance
3	Non-contact force	<ul style="list-style-type: none"> The objects do not need to be touching for the force to be applied. Examples include weight, magnetism and electrostatic.
4	Moment	<ul style="list-style-type: none"> The turning effect of a force around a pivot.
5	Principle of moments	<ul style="list-style-type: none"> When something is balanced about a pivot then total clockwise moment = total anticlockwise moment.
6	Pivot	<ul style="list-style-type: none"> Central point on which something balances or turns.
7	Moment equation	<ul style="list-style-type: none"> $M = F \times d$ Moment = Force x distance
8	Elastic material	<ul style="list-style-type: none"> Will change shape when a force is applied but will return to its original shape when the force is removed.
9	Non-elastic material (plastic)	<ul style="list-style-type: none"> Will change shape when a force is applied but will stay in its new shape when the force is removed.
10	Hooke's Law	<ul style="list-style-type: none"> The extension of an elastic object is directly proportional to the force applied to it.
11	Hooke's Law Equation	<ul style="list-style-type: none"> $F = k \times e$ Force = Spring Constant x Extensions.
12	Law of conservation of energy	<ul style="list-style-type: none"> Energy is neither created nor destroyed, only transformed from one type to another.
13	Different energy stores	<ul style="list-style-type: none"> Thermal, gravitational potential, elastic potential, nuclear, chemical, kinetic.
14	Deformation	<ul style="list-style-type: none"> Changes in an object's shape due to a force being applied.
15	Resultant force	<ul style="list-style-type: none"> The overall force acting on an object.
16	Velocity	<ul style="list-style-type: none"> How quickly an object is moving.
17	Constant velocity	<ul style="list-style-type: none"> Moving at the same, steady speed.
18	Stationary	<ul style="list-style-type: none"> Not moving.
19	Balanced forces	<ul style="list-style-type: none"> A pair of forces that are equal in size.
20	Unbalanced forces	<ul style="list-style-type: none"> A pair of forces where one force is larger than the other force.
21	Limit of proportionality	<ul style="list-style-type: none"> The point at which an elastic material will not return to its original shape.

SCIENCE: PLANTS, PHOTOSYNTHESIS AND RESPIRATION 9BP AND 9BB

1	Nucleus	<ul style="list-style-type: none"> Contains DNA which controls the cell's activities.
2	Cell Membrane	<ul style="list-style-type: none"> Controls the movement of substances in and out of the cell.
3	Cytoplasm	<ul style="list-style-type: none"> Where most of the chemical reactions happen.
4	Cell Wall	<ul style="list-style-type: none"> Strengthens the cell and supports the plant.
5	Chlorophyll	<ul style="list-style-type: none"> Green pigment found in chloroplasts in leaves. It traps light energy required for photosynthesis.
6	Chloroplast	<ul style="list-style-type: none"> Absorb light energy for photosynthesis (contains chlorophyll)
7	Vacuole	<ul style="list-style-type: none"> Filled with cell sap to help keep the cell turgid to provide support.
8	Photosynthesis	<ul style="list-style-type: none"> A process in plants that uses energy to change carbon dioxide and water into glucose and oxygen.
9	Photosynthesis equation	<ul style="list-style-type: none"> Carbon dioxide + Water \rightarrow Glucose + Oxygen
10	Effect of light intensity	<ul style="list-style-type: none"> Increasing light intensity increases the rate of photosynthesis until another factor limits the rate.
11	Effect of carbon dioxide concentration	<ul style="list-style-type: none"> Increasing carbon dioxide concentration increases the rate of photosynthesis until another factor limits the rate.
12	Effect of temperature	<ul style="list-style-type: none"> Increasing temperature increases the rate of photosynthesis. However, above a certain temperature, the rate may decrease, as <u>enzymes</u> are <u>denatured</u>.
13	Waxy cuticle	<ul style="list-style-type: none"> An adaptation of the leaf. It makes the leaf waterproof to prevent water loss.
14	Palisade layer	<ul style="list-style-type: none"> A layer of cells in the leaf. These cells are packed with chloroplasts to trap sunlight
15	Spongy layer	<ul style="list-style-type: none"> A layer of cells in the leaf. There are air spaces to allow gas movement
16	Broad and flat	<ul style="list-style-type: none"> An adaptation of the leaf. Provides a large surface area for light to be absorbed and a short distance for gas to diffuse.
17	Stomata	<ul style="list-style-type: none"> Small pores in the lower epidermis that open and close to allow gases in and out.
18	Guard cells	<ul style="list-style-type: none"> Control the opening of the stomata. Closed at night to prevent water loss.
19	The Respiratory System	<ul style="list-style-type: none"> Trachea, bronchi, bronchioles, alveoli. Lungs Ribcage Diaphragm
20	Gas Exchange	<ul style="list-style-type: none"> Oxygen diffuses out of the alveoli into the blood stream Carbon dioxide diffuses out of the blood into the alveoli
21	Lung Adaptations	<ul style="list-style-type: none"> Moist. Good blood supply. Alveoli, which give a large surface area.
22	Ventilation	<ul style="list-style-type: none"> The process of breathing in and out.
23	Inspiration	<ul style="list-style-type: none"> Breathing in. Diaphragm contracts and moves down. Intercostal muscles contract. Ribcage moves up and out. Pressure in thorax decreases, volume increases.
24	Expiration	<ul style="list-style-type: none"> Breathing out. Diaphragm relaxes and moves down. Ribcage move in and down. Pressure in thorax increases, volume decreases.
25	Respiration	<ul style="list-style-type: none"> A chemical reaction that releases energy.
26	Aerobic Respiration	<ul style="list-style-type: none"> Chemical reaction that uses glucose and oxygen, converts it into water and carbon dioxide. Glucose + oxygen \rightarrow carbon dioxide + water
27	Anaerobic Reaction	<ul style="list-style-type: none"> Respiration in the absence of oxygen. Glucose \rightarrow lactic acid

Photo Description Structures

En la foto	in the photo
hay	there is
Se puede ver	you can see
una mujer	a woman
una chica	a girl
un chico	a boy
un hombre	a man
gente joven	young people
está llevando	he/she is wearing
están llevando	they are wearing
es	he/she is
son	they are
tienen	they have
parece	he/she seems
hace buen tiempo	the weather is good
hace mal tiempo	the weather is bad
hace calor	it's hot
hace frío	it's cold
está lloviendo	it's raining
a la derecha	on the right
a la izquierda	on the left
en el fondo	in the background
en el centro	in the middle
en primer plano	in the foreground

Opinion Sentence Starters

Me mola ...	I love...
Me chifla ...	I love...
Me flipa ...	I love...
Detesto ...	I hate...
No agunto ...	I can't stand...
Diría que ...	I would say that...
me da igual ...	I don't care about...
Opino que...	In my opinion...
Lo que más me guata es...	What I like the most is...
Lo bueno es que	The good thing is that...

Time Phrases

Past:
Anteayer – the day before yesterday
El mes pasado – last month
Hace un año – a year ago
Present:
Hoy – today
Actualmente – lately
Los lunes – on a Monday
Future:
Dentro de un año – in a years time
En el future – in the future
El año próximo – next year

Tenses and Structures

Complex structures in different tenses	
When I was younger	Cuando era más joven
I did many things	Hice muchas cosas
I used to love ... because it was	me gustó_porque fue
When I am older	Cuando sera mayor
I have decided that	He decidido que
If I could	Si pudiera
Voy a ir	Iría
I am going to go	I would go
Voy a jugar	Jugaría
I am going to play	I would play

Openers / Connectives / Extenders

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

Module 1

¿Qué cosas te gustan?	What things do you like?
¿Qué cosas te encantan / te gustan?	What things do you love?
No me gusta(n) (nada) ...	I don't like ... (at all).
el baile / el cine	dance / cinema
el deporte / el dibujo	sports / drawing
la moda / la música	fashion / music
la naturaleza / la pesca	nature / fishing
la violencia	violence
los cómics	comics
los insectos	insects
los lunes	Mondays
las artes marciales	martial arts
las injusticias	injustice
las tareas domésticas	household chores
En mi tiempo libre	In my free time
Hago natación.	I go swimming.
Voy al parque	I go to the park
Voy al polideportivo.	I go to the sports centre
Voy de pesca.	I go fishing.
Soy miembro de un club a veces	I am a member of a club sometimes
dos veces a la semana	twice a week
muy a menudo.	very often
casi todos los días	almost everyday
todo el tiempo	all the time
siempre	always
Escribo canciones.	I write songs.
Juego en mi consola.	I play on my games console.
Leo revistas.	I read magazines.
Montó en bici.	I ride a bike
Navego por Internet	I surf the internet
Preparo la cena.	I prepare dinner.
Saco fotos.	I take photos.
Toco el teclado.	I play the keyboard.
Veo un partido de fútbol.	I watch a football game.
después del insti	after school.
este fin de semana	this weekend
los fines de semana	at weekends
los lunes / martes	on Mondays / Tuesdays
los jueves por la tarde	on Thursday afternoons
mañana por la tarde	tomorrow afternoon
Voy a ver ...	I am going to see...
una comedia	a comedy
una película de acción	an action film
una película de animación	an animated film
una película de aventuras	an adventure film
una película de ciencia ficción	a science-fiction film
una película de fantasía	a fantasy film
una película de superhéroes	a superhero film
una película de terror	a horror film

Module 2

Tengo que...	I have to...
contestar al teléfono	answer the phone
cutar el pelo a los clientes	cut customers' hair
cuidar las plantas	look after the plants
hacer manicuras	do manicures
limpiar habitaciones	clean rooms
preparar comida	prepare food
Servir la comida	serve food
vender productos en la tienda	sell products in the shop
¿Te gusta tu trabajo?	do you like your job?
(No) Me gusta (nada)	I (don't) like my job (at all)
mi trabajo porque es...	because it is...
difícil	difficult
duro	hard
estimulante	stimulating
estresante	stressful
monótono	monotonous
repetitivo	repetitive
Me gustaría ser...	I would like to be...
Quiero ser ...	I want to be...
abogado/a	a lawyer
cantante	a singer
diseñador(a)	a designer
enfermero/a	a nurse
mecánico/a	a mechanic
periodista	a journalist
policia	a police officer
taxista	a taxi driver
Me gustaría...	I would like ...
No me gustaría (nada) ...	I wouldn't like... (at all)
trabajar al aire libre	to work in the open air
trabajar con animales	to work with the animals
trabajar con niños	to work with children
trabajar en equipo	to work in a team
trabajar en una oficina	to work in an office
trabajar sola/a	to work alone
hacer un trabajo creativo	to do a creative job
hacer un trabajo manual	to do a manual job
en el futuro ...	in the future...
voy a ...	I am going to...
ganar mucho dinero	earn lots of money
hacer un trabajo interesante	do an interesting job
ir a la universidad	go to university
ser famoso/a	be famous
ser voluntario/a	be a volunteer
tener hijos	have children
viajar (mucho)	travel (a lot)
vivir en el extranjero	live abroad
Va a ser interesante.	it is going to be interesting

Module 3

Me gusta mucho hacer deporte.	I really like doing sport.
Hago artes marciales.	I do martial arts.
Hago atletismo.	I do athletics.
Hago footing.	I go jogging.
Hago gimnasia.	I do gymnastics.
Hago natación.	I go swimming.
Juego al baloncesto.	I play basketball.
Juego al ping-pong.	I play table tennis.
Juego al tenis.	I play tennis.
Juego al voleibol.	I play volleyball.
Voy al polideportivo.	I go to the sports centre.
Soy miembro de un club.	I belong to a club.
Voy a clases de baile.	I go to dance classes.
Prefiero jugar al fútbol.	I prefer playing football.
Es mi deporte preferido.	It is my favourite sport.
Empecé (a jugar)	I started (playing) ...
a los (diez) años	at the age of (ten)
Voy a empezar a (hacer)...	I am going to start (doing)...
Para estar en forma...	To keep fit / in shape ...
Se debe...	You / One must ...
beber agua frecuentemente	drink water frequently
comer más fruta y verduras	eat more fruit and veg
comer menos chocolate / caramelos	eat less chocolate / fewer sweets
dormir ocho horas al día	sleep for eight hours a day
entrenar una hora al día	train for one hour a day
No se debe...	You / one must not...
beber alcohol	drink alcohol
beber muchos refrescos	drink lots of soft drinks
comer comida basura	eat junk food
fumar	smoke
soy adicto/a al	I am addicted to...
A partir de ahora, voy a	From now on, I am going to
¿Qué te duele?	What hurts?
¿Te duele el estómago?	Does your stomach hurt?
Me duele el brazo/el estómago	My arm / stomach hurts.
Me duele la cabeza	My head
Me duele la mano / la pierna.	My hand / leg hurts.
Me duelen los dientes	My teeth hurt.
Me duelen los oídos.	My ears hurt.
Me duelen los ojos.	My eyes hurt.
Tengo catarro.	I have a cold.
Tengo náuseas.	I feel sick / nauseous.
Tengo quemaduras del sol.	I have sunburn.
Tengo tos.	I have a cough.
Estoy cansado/a.	I'm tired.
Estoy enfermo/a.	I'm ill.
No me encuentro bien.	I don't feel well.

Notes

[illegible]

Notes

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

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, providing a template for writing or drawing. The margins are consistent on all sides.