Year 8 - Knowledge Organiser #1
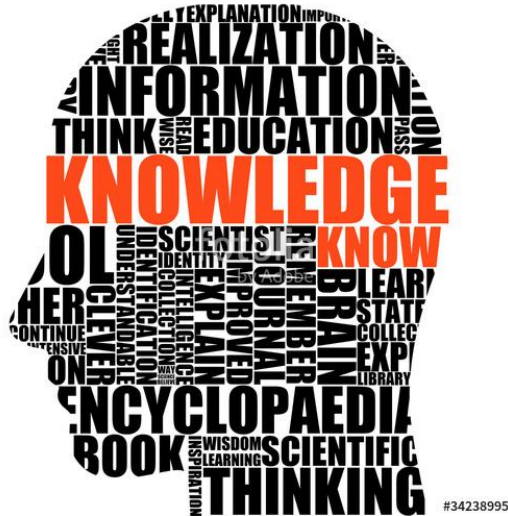
Mid-Year Assessments
September to January/February

Kettering Buccleuch Academy 2019-2020	
Name:	
Tutor Group:	
Tutor and Room:	

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

Year 8 Knowledge Organiser #1 - Contents

Your Knowledge Organiser and Self Quizzing Book

Knowledge Organisers	Self Quizzing Book
Year 8 - Knowledge Organiser #1 **Mid-Year Assessments** **September to January/February** Name: Tutor Group: Tutor and Room: *"If you are not willing to learn, no one can help you. If you are determined to learn, no one can stop you."*	Kettering Buccleuch Academy The best in everyone Name Tutor Group Tutor(s) **Self-quizzing Book** **Presentation of work** **Your destination in your hands** Excellence is a habit
Knowledge Organisers contain critical, fundamental knowledge that you **MUST** know in order to be successful in Year 8 and subsequent years. They will help you recap, revisit and revise what you have learnt in lessons in order to move the knowledge within from your short-term memory to long term memory.	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 <u>must</u> bring your Knowledge Organiser and Self Quizzing Book to every lesson and place it on your desk at the beginning of each lesson.

You <u>must</u> keep all of your Knowledge Organisers and Self Quizzing Books because the fundamental knowledge required in Year 8 will also be required in years 9-11

Knowledge Organisers are <u>NOT</u> a replacement for revision guides but they include the fundamental knowledge that ALL students in Year 8 require.

How do I complete Knowledge Organiser homeworks?

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

Step 1

Check SMHW and identify what words/definitions/facts you have been asked to learn.
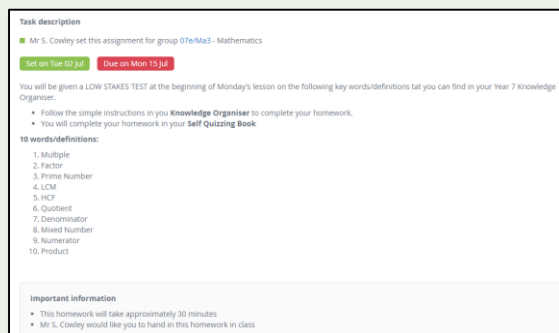
Step 2

Write today's date and the title from your Knowledge Organiser.
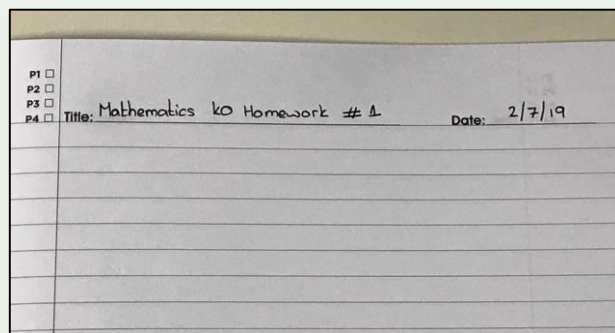
Step 3

Write out the keywords/definitions/facts you have been set from SMHW in FULL.
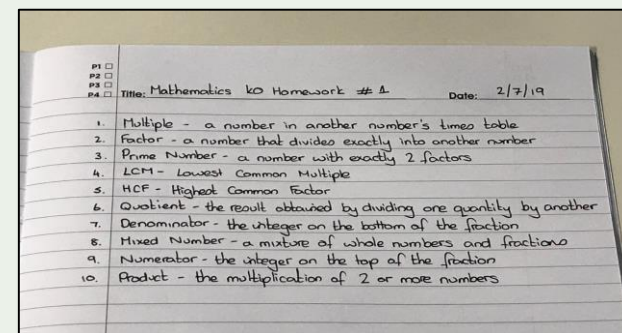
Step 4

Cover the definitions in your SELF QUIZZING BOOK, apart from the first. Read it, Cover it, Say it in your head, check it....REPEAT until confident.
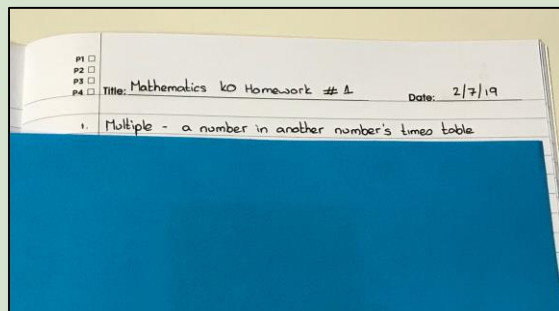
Step 5

Cover up ALL the definitions/facts and write them out from memory in your SELF QUIZZING BOOK.
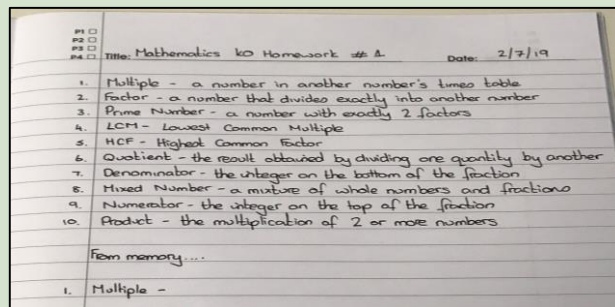
Step 6

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

You will be tested on the 10 words/definitions/facts as a starter activity in your lesson on the day that the homework is due.

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

Can I write in paragraphs?

The TIPTOP rule

You move onto a new paragraph when you change **ti**me, **pl**ace, **to**pic or **p**erson.

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

- Furthermore
- Whereas
- Nevertheless
- Alternatively
- Consequently

- But
- Since
- Yet
- Therefore
- Besides

- Meanwhile
- Nonetheless
- However
- Although
- Moreover

Have I used the correct grammar?

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

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

❖Other things to consider:
✓ I am clear about the purpose of this piece of writing
✓ I know who my audience is
✓ I will use a suitable layout and text type

I am proud of my work because...

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

Can I spell familiar words accurately?

Common contractions

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

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

Can I use different sentence types?

Simple sentences: contains a subject and a verb and can contain an object
- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.*
- Sarah likes to read in the library but Tom prefers to read at home.

Complex sentences: A complex sentence contains a conjunction such as *because, since, after, although,* or *when* .
▪ **Because Robert felt tired, he only studied for an hour.**
▪ **Although the rain had stopped, the pitch was still water-logged.**
▪ **Paul enjoys Music, however, he is more proficient in Art.**

Homophones

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

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

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. **b**ig **e**lephants **c**annot **a**lways **u**se **s**mall **e**xits)
5. Find the word in a list –
   - • Key words list
   - • Frequently used words list
   - • Your own word bank
6. Look it up in a dictionary/spellchecker
7. Ask a friend or teacher
8. To learn it: look, cover, write , check
9. Once you've solved it, add the correct spelling to your own word bank.

Can I use punctuation?

The Apostrophe
I always aim to use apostrophes correctly.

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

Note: Apostrophes are NEVER used to denote plurals

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

Apostrophe for Possession
(To show that something belongs to another)

If a single thing/person owns anything, add an apostrophe + 's'.
- •The dog's bone
- •The boy's homework
- •Jones's bakery
- •Yesterday's lesson

However, if it is plural (more than one), an apostrophe comes after the 's'.
- •The dogs' bones
- •The boys' homework
- •Joneses' bakeries (lots of Jones families)
- •Many websites' content is educational

There/ their/ they're

Note: special care must be taken over the use of **there, their** and **they're** as they sound the same but are used quite differently:
- ❖ **There** shows position *Your seat is over there*
- ❖ **Their shows that 'they' own something** *Their blazers are navy blue*
- ❖ **They're** is short for **they are** as in *They're revising every day*

ITS

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

Your/ you're

Note: special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:
- ❖ **Your** is possessive as in *this is your pen*
- ❖ **You're** is short for you are as in *you're coming over to my house*

1. The Formal Elements

- **Line:** Defines shape; the outer edge of something. It can vary in width, direction and length

- **Tone:** How dark or light a shape is

- **Pattern:** A repeated shape or line

- **Texture**: The feel or appearance of a surface; how rough or smooth it is

- **Shape:** Can be in the form of squares, circles, triangles, rectangles, and ovals.

Additional Key Words

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

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

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

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

3. Colour Theory

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

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

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

- **Complementary colours**: Opposite colours on the colour wheel.
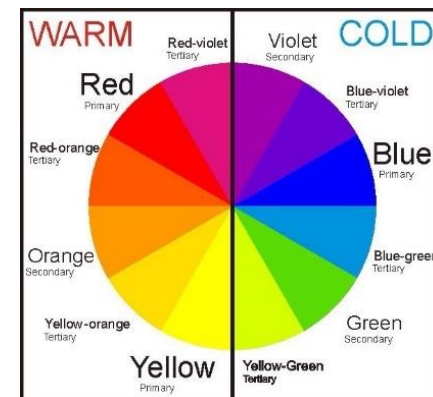
- **Shade:** When Black is mixed with a colour to make it darker

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

2. Techniques specific to: Drawing

- **Hatching:** Drawing Lines that are close together, the closer they are the darker they will appear, while lines further apart will suggest highlights.

- **Cross Hatching:** Drawing lines that cross over each other, the more lines that cross the darker the area

- **Blending:** Gradually blend and build tone onto your pages. Blending colours together and showing graduated tone

- **Stippling:** Applying small dots to your work the closer the dots the darker the tone appears

- **Scumbling:** Building up small scribbled lines, vary the direction of the line to add interest

4. Composition

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

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

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

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

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

Six Words to Critique Line

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

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

Four Words to Critique Tone

When it 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 use in your everyday conversations with friends.

- Subtle
- Contrasting
- Muted
- Dramatic

Three Words to Critique Movement

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

- Swirling
- Flowing
- Dramatic

Six Words to Critique Colour

In art colour is very important. This is what helps each piece of art stand out. The color, 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 colors, because certain artists use specific colours in every piece of their work.

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

Five Words to Critique Texture

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

- Rough
- Fine
- Smooth
- Coarse
- Uneven

Three Words to Critique Contrast

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

- Dramatic
- Subtle
- Strong

Five Words to Critique Shape

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

- Organic
- Curvaceous
- Geometric
- Angular
- Elongated

Five Words to Critique Scale

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

- Large
- Small
- Intimate
- Miniature
- Monumental

Melodrama & Key Words and definitions

- **Antagonist:** A character who causes trouble for the protagonist.
- **Aside**: A comment which a character makes to another character or the audience. The rest of the characters on stage can't hear them.
- **Blackout:** When the stage lights are turned off between scenes or at the end of a performance.
- **Blocking**: The process of positioning the actors on stage and planning their movements to maintain good sightlines for the audience.
- **Body language**: The way movements, posture and gestures can show how someone feels without speaking.
- **Character arc**: The way a character changes over the course of a story.
- **Characterisation**: the way an actor interprets and performs the character.
- **Chorus:** A group of third-person narrators who provide extra information about the plot and comment on the action or characters. Originally a feature of Ancient Greek theatre.
- **Climax**: The turning point in a play, where tension is at its highest. When the tension is resolved again straight away, this can create an anticlimax.
- **Comedy**: A genre of drama which features humour and a happy ending.
- **Cross-cutting**: When two or more scenes which take place at different times or in different places are performed on stage at the same time.
- **Dialogue**: The general term for any lines spoken between characters.
- **Dramatic irony**: When the audience know something the characters don't.
- **Duologue**: A scene or section of dialogue which only involves two actors.
- **Epic Theatre**: A style of theatre made famous by Bertolt Brecht. It tries to distance the audience from the action of the play so that they can concentrate on the overall message.
- **Flashback/flashforward**: A scene which shows events from before or after the main action of the play. It can give extra information about the plot or help to develop characters.
- **Form**: The type of written drama (e.g. play, opera, musical, pantomime). These often have set theatrical conventions but vary in genre and style.
- **Forum theatre**: A style of theatre where a short play showing a form of injustice is performed twice. The audience are encouraged to intervene in the second performance to change its outcome.
- **Fourth wall**: The imaginary barrier that separates the audience from the world of the play on the screen.
- **Genre**: The type of story a play is telling (e.g. comedy, tragedy)
- **Gesture**: A movement made by part of the body (e.g. arms, head) to convey a character's emotions.
- **Hot-seating:** A rehearsal technique where an actor stays in character and answers questions from the rest of the group. The aim is to develop a better understanding of the character.
- **Improvisation**: When drama is made up on the spot by performers without using any prepared material.

> **MELODRAMA**
> - Dramatic work that exaggerates plot and characters in order to appeal to the emotions.
> - Exaggerated emotions of the stereotypical characters (hero, heroine, villain, villain's sidekick), interpersonal conflict.
> - Sensationalises events.
> - Over-the-top

Greek Theatre & Key Words and definitions

- **Melodrama:** A genre of theatre that features unbelievable plots, extreme emotions and exaggerated acting. The effect is often heightened using incidental music.
- **Mime**: The use of movements, gestures and facial expressions to communicate an idea without words.
- **Mood:** The atmosphere at a moment that creates a feeling or emotion for the audience.
- **Musical theatre:** A style of theatre that uses song and dance to develop the plot and entertain the audience.
- **Physical theatre:** A non-naturalistic style of theatre which uses physical movements to tell stories.
- **Plot**: The series of events that take place in a play.
- **Posture**: The position a character holds themselves in when sitting or standing.
- **Promenade Theatre**: A style of theatre that requires the audience to follow the actors between different performance spaces over the course of the play. This usually takes place outdoors.
- **Proscenium Arch stage:** A box shaped stage which is set back from the audience so that only the front-end is open to them, framed by the proscenium arch itself**.**
- **Protagonist**: The main character in a story
- **Proxemics**: The use of physical space between the actors on stage to create meaning.
- **Revolving stage**: A stage or part of a stage which can spin around.
- **Role on the wall**: A rehearsal technique that involves writing thoughts, opinions and personality traits inside a character's outline to aid characterisation.
- **Slapstick:** A type of comedy that features exaggerated movements and physical humour.
- **Split stage:** When the stage split into different areas representing different places or times.
- **Stage directions**: Any instructions written in a script by the playwright to explain how a play should be performed.
- **Stimulus**: A starting point for your devised piece that you should use to inspire your performance.
- **Stock character:** A character who is based on a stock personality.
- **Style:** The way in which a director chooses to interpret a performance text on stage.
- **Subtext:** The underlying or hidden meaning behind a character's speech and actions.
- **Theatre in the round**: A style of staging which seats the audience on all sides of a central stage.
- **Tragedy:** A genre of play which features a serious plot and an unhappy ending.
- **Tragic hero:** The protagonist of a tragedy, whose flaws lead to their downfall (or death)
- **Tragicomedy:** A genre which combines elements of comedy and tragedy in the same story.
- **Traverse stage**: A long, narrow stage which runs between the audience, who face the stage on both sides.
- **Wings:** The space to the side of a stage which is used for storage and as a waiting area for the actors.

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

1. Context

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

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

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

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

2. Key Characters

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

3. Key Terminology

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

4. Key Vocabulary

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

3. Key Terminology

- **Motif:** A dominant or recurring idea in an artistic work.
- **Exposition:** Refers to part of the story used to introduce background information about events, settings, characters etc. to the reader.
- **rising action:** A related series of incidents in a literary plot that build toward the point of greatest excitement/interest.
- **Climax:** The point of highest tension in a narrative.
- **falling action:** Occurs immediately after the climax, when the main problem of the story has been resolved.

Shakespeare's Richard III

1. Context –

Playwright: Shakespeare (April 23rd 1564-April 23rd1616)
Dates: written around 1592–1594.
Published: in '*The First Quarto*' in 1597
Era: Renaissance (1500-1600)
Genre: History (sometimes classified as a tragedy)
Set: England, late 15th Century (ends at Battle of Bosworth)
Structure: Five Act Play

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

Notable works
Shakespeare's plays can be categorised into three genres.
- *Tragedy*: e.g. '*Macbeth*', '*King Lear*', '*Hamlet*'
- *History*: e.g. '*Richard III*', '*Antony & Cleopatra*', '*Henry V*'
- *Comedy*: e.g. '*Much Ado About Nothing*', '*As you Like It*', '*Twelfth Night*'

Social, Historical & Literary Context : **War of the Roses** (1455–1485)
- The War of the Roses is the name given to series of dynastic civil wars fought between the Houses of Lancaster and the Houses of York for the English throne.
- The wars were named many years afterward from the supposed badges of the each family: the white rose of York and the red rose of Lancaster.

Battle of Bosworth (August 22nd 1485)
- The Battle of Bosworth is one of England's most famous battles, which ended with the defeat of Richard III by Henry Tudor of the House of Lancaster.
- Tudor had marched with his force of approximately 2000 men from Milford Haven in Wales to Bosworth field in Leicestershire.
- His victory at Bosworth resulted in coronation as King Henry VII.
- Henry VII's reign began the Tudor dynasty which lasted until 1603, including the reign of two of England's most famous monarchs Henry VIII and Elizabeth I.

2. Key Characters

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

3. Key Terminology

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

4. Key Vocabulary

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

3. Key Terminology

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

Malala Yousafzai's *I am Malala*

1. Context -

Writer: Malala Yousafzai
Autobiography: *'I Am Malala'*
Nationality: Pakistani
Dates: July 1997 -

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

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

2. Key Terminology

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

3. Key Vocabulary

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

Photo Description Structures

dans la photo	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
ils/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 préfère…	I prefer
J'aime assez…	I quite like…
Je n'aime pas du tout…	I don't like…..at all
J'aime beaucoup…	I like…a lot

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*

Tenses and Structures

Verb – infinitive	In the past	In the present	In the future
Avoir	J'ai eu / J'avais	J'ai	Je vais avoir / J'aurai
To have	I had / I used to have	I have	I am going to have / I will have
Être	J'étais	Je suis	Je vais être / Je serai
To be	I was	I am	I am going to be / I will be
Faire	J'ai fait / Je faisais	Je fais	Je vais faire / Je ferai
to do	I did / I was doing	I do / I make	I am going to do / I will do
Aller	Je suis allé(e) / J'allais	Je vais	Je vais aller / J'irai
To go	I went / I was going	I go	I am going to go / I will go
Jouer	J'ai joué / Je jouais	Je joue	Je vais jouer / Je jouerai
To play	I played / I was playing	I play	I am going to play / I will play
Manger	J'ai mangé / Je mangeais	Je mange	Je vais manger / Je mangerai
To eat	I ate / I was eating	I eat	I am going to eat / I will eat

Openers / Connectives / Extenders

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

Module 1

À la télé — On TV

French	English
je regarde …	I watch …
les dessins animés	cartoons
les documentaires	documentaries
les émissions de sport	sports programmes
les émissions de télé-réalité	reality TV shows
les émissions musicales	music shows
les infos	the news
les jeux télévisés	game shows
la météo	the weather
les séries	series
les séries policières	police series
les séries américaines	American series
Mon émission préférée, c'est …	My favourite programme is …
je ne regarde jamais	I never watch
je ne rate jamais	I never miss

Les films — Films

French	English
je suis fan de …	I'm a fan of …
je ne suis pas fan de	I'm not a fan of …
j'ai une passion pour les	I have a passion for …
j'ai horreur des ----	I really dislike …

Sur Internet — On the internet

French	English
j'envoie des e-mails.	I send emails.
Je fais des recherches pour mes devoirs.	I do research for my homework.
Je fais des achats.	I buy things.
Je fais des quiz.	I do quizzes.
Je joue à des jeux en ligne.	I play games online.
Je mets à jour ma page perso.	I update my homepage.
J'ai envoyé des SMS.	I sent text messages.
J'ai joué à des jeux en ligne	I played games online.
J'ai téléchargé des chansons	I downloaded some songs.

Module 2

À Paris — In Paris

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

Module 3

Mon caractère — My character

French	English
Je suis	I am …
Je pense que je suis …	I think I'm …
Je ne suis pas …	I'm not …
Je ne suis pas du tout …	I'm not at all …
Mon meilleur ami/Ma meilleure amie est …	My best friend is …
amusant(e)	funny
casse-pieds	annoying
curieux/curieuse	curious
débrouillard(e)	resourceful
drôle	funny
égoïste	selfish
gentil(le)	nice
optimiste	optimistic
paresseux/paresseuse	lazy
patient(e)	patient
pénible	annoying
pessimiste	pessimistic
rigolo(te)	funny
sympa	nice

Les rapports — Relationships

French	English
s'amuser	to have fun
se chamailler	to squabble
se confier des secrets	to tell each other secrets
se dire	to tell each other
se disputer	to argue
s'entendre	to get on
se fâcher	to get angry
Mon chanteur/ma chanteuse préféré(e), c'est …	My favourite singer is …
Mon groupe préféré, c'est …	My favourite group is …
Ça me rend joyeux/joyeuse/triste.	It makes me happy/sad.

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

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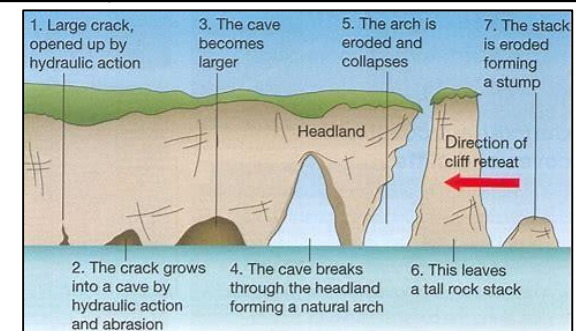- **Salt marsh:** Sheltered area often formed behind a spit

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

4. Weathering processes:
- **Mechanical weathering:** Physical break down of rocks e.g. through freeze thaw weathering.

- **Biological weathering:** the disintegration of rocks caused by plants or animals e.g. plant roots growing through rocks.

- **Chemical weathering:** Chemical reactions decompose, weaken or dissolve specific rocks e.g. carbonation.

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

1. Large crack, opened up by hydraulic action
2. The crack grows into a cave by hydraulic action and abrasion
3. The cave becomes larger
4. The cave breaks through the headland forming a natural arch
5. The arch is eroded and collapses
6. This leaves a tall rock stack
7. The stack is eroded forming a stump

Headland

Direction of cliff retreat

1. The structure of the earth.

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

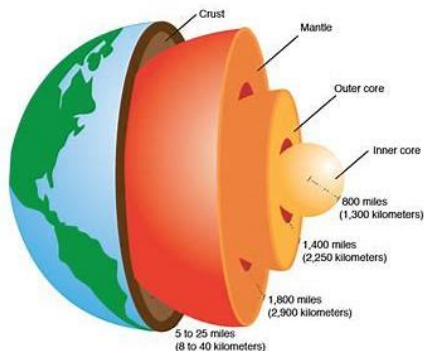## 2. What happens where 2 plates meet?

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

4. Volcanoes:

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

Structure of the Earth
The Earth is made up of a series of layers

Crust
Mantle
Outer core
Inner core
800 miles (1,300 kilometers)
1,400 miles (2,250 kilometers)
1,800 miles (2,900 kilometers)
5 to 25 miles (8 to 40 kilometers)

3. Primary and secondary impacts:

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

5. Earthquakes:

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

6. The 3 p's

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

Photo Description Structures

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

Opinion sentence starters

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

Time phrases

Past:
vorgestern – the day before *yesterday*
letzten Monat - *last month*
letzte Sommerferien– *last summer holiday*
letzten Sommer - *last summer*

Present:
am Morgen– in the morning
am Abend– *in the evening*
zum Frühstück – *for breakfast*

Future:
nächstes Jahr –*next year*
nächsten Monat – *next month*
nächsten Samstag– *next saturday*

Tenses and Structures

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

Openers / Connectives / Extenders

und	and	jedoch	however	obwohl	although	zuerst	firstly
aber	but	,weil es ... ist.	because it's	schließlich	lastly		
mit	with	da es ... ist.	as it's	oder	or	dann	then
ohne	without	auch	also	Auf der einen Seite	on the other hand	nochmal	again

Module 1

Die Stadt ist/war …*The town is/was …*
alt/modern *old/modern*
klein/groß *small/big*
schön/industriell *beautiful/industrial*
historisch/touristisch *historic/touristy*
laut/ruhig *noisy/quiet*
Die Stadt hat/hatte … *The town has/had …*
Es gibt/gab … *There is/was …*
einen Strand *a beach*
einen Marktplatz *a town square*
einen Hafen *a harbour*
eine Skatehalle *a skate hall*
ein Einkaufszentrum *a shopping centre*
Ich habe … gewohnt. *I stayed …*
in einem Hotel *in a hotel*
in einem Ferienhaus *in a holiday house*
in einem Wohnwage*in a caravan*
in einer Jugendherberge *in a youth hostel*
auf einem Campingplatz *on a campsite*
bei Freunden *with friends*
Ich habe viele Sachen gemacht. *I did a lot of things.*
Ich habe/Wir haben … *I/We …*
Musik gehört. *listened to music.*
einen Bootsausflug gemacht *did a boat trip.*
viele Souvenirs gekauft. *bought lots of souvenirs.*
viel Fisch gegessen. *ate lots of fish.*
die Kirche gesehen. *saw the church.*
ein Buch gelesen. *read a book.*
Ich bin zu Hause geblieben. *I stayed at home.*
Ich bin … gefahren. *I travelled …*
nach Wien *to Vienna*
Ich bin … gefahren. *I travelled …*
mit dem Auto *by car*
mit dem Reisebus *by coach*
mit dem Schiff *by boat*
Ich bin geflogen. *I flew.*
Ich bin zu Fuß gegangen. *I walked.*
Ich bin … gefahren. *I travelled …*
mit meiner Familie *with my family*
mit Freunden *with friends*

Module 2

Im Kino *At the cinema*

der Actionfilm(e) *action film*

das Drama (Dramen) *drama*

der Fantasyfilm(e) *fantasy film*

der Horrorfilm(e) *horror film*

die Komödie(n) *comedy*

die Liebeskomödie(n) *romantic comedy, rom-com*

der Science-Fiction-Film(e) *science fiction film*

der Zeichentrickfilm(e) *cartoon*

Ich bin ins Kino gegangen. *I went to the cinema.*

Ich habe zu Hause eine DVD gesehen. *I watched a DVD at home.*

Ich habe den Film …gefunden.*I thought the film was …*

Der/die Schauspieler(in) *actor/ actress*

Blöd *stupid*

Gruselig *creepy*

Interessant *interesting*

Kindisch *childish*

Lustig *funny*

Romantisch *romantic*

Schrecklich *terrible*

Spannend *exciting*

unterhaltsam *entertaining*

Ich sehe (sehr/nicht) gern … *(really/don't) like watching*

gucken/sehen *to watch*

die Seifenoper(n) *soap opera*

die Serie(n) *series*

Module 3

Das Frühstück *Breakfast*

der/das Joghurt *yoghurt*

der Käse *cheese*

der Schinken *ham*

der Speck *bacon*

der Orangensaft *orange juice*

die Marmelade *jam*

die heiße Schokolade *hot chocolate*

das Brötchen *roll*

das Obst *fruit*

das Ei *egg*

die Frühstücksflocken (pl) *cereal*

Ich esse einen Joghurt. *I eat a yoghurt.*

ein Brötchen mit Butter *a roll with butter*

Das ist (un)gesund. *That's (un)healthy.*

Das ist lecker/furchtbar. *That's delicious/awful.*

süß *sweet*

sauer *sour*

salzig *salty*

scharf *spicy*

vegetarisch *vegetarian*

lecker *delicious*

ekelhaft *disgusting*

die Vorspeise *the starter*

die Hauptspeise *the main course*

die Nachspeise *the dessert*

wenig *little*

Tudor Religion

Martin Luther	• *A German professor of theology • Wrote his 95 theses in 1517 • Complained about the corruption of the Catholic church • Disliked the sale of indulgences • Sparked the European Reformation
Henry VIII	• King of England 1509-1547 • Led the English Reformation by breaking with Rome in 1533 • Made himself Head of the Church of England using the Act of Supremacy in 1534
Edward VI	• Became king in 1547 at aged 9 • Made further Protestant changes to the Church of England • Introduced Book of Common Prayer which led to the Prayer Book rebellion in 1549
Mary I	• Queen of England 1553-1558 • Led the counter-Reformation • Married Philip II Spain in 1554 • Persecuted Protestants by burning them – nicknamed "Bloody Mary"
Elizabeth I	• Queen of England 1558-1603 • Created a 'religious settlement' for Protestants and Catholics in 1559 • Executed her cousin, Mary Queen of Scots in 1587 • Defeated the Spanish Armada 1558
Mary Queen of Scots	• Catholic Queen of Scotland, cousin to Elizabeth I • Arrived in England 1567 • Provided inspiration for Catholics to plot against Elizabeth
The Spanish Armada	• 1588 - Launched by Philip II Spain • Reaction to English privateers (sailors) stealing Spanish gold • Reaction to Elizabeth's support of Protestant rebels in Spanish owned Netherlands • Failed due to English fireships, bad weather and poor tactics
Martin Luther	• *A German professor of theology • Wrote his 95 theses in 1517 • Complained about the corruption of the Catholic church • Disliked the sale of indulgences • Sparked the European Reformation

Criticism of Catholicism before the Reformation

1. Why were ordinary people forbidden from reading the Bible, and why must the Bible and all of the Church services be in Latin, when few people understood it?

2. Why was the church so rich when so many people were so poor?

3. The rich could pay to remove their sins, no matter how bad they were, through buying indulgences.

4. The taxes the Church asked people to pay were too high and people couldn't afford them as well as feeding and clothing their families.

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

Why did Henry break from Rome?

Money and power

• If Henry was Head of the Church, he could claim the taxes the Catholic Church received
• Henry could claim the money the monasteries had
• Henry could make sure the Pope didn't have more power than him.

Religious reasons

• Before Henry, Catherine had been married to Henry's elder brother, Arthur. He died when he was 14 and Henry married his brother's widow. However, Henry later discovered Bible passages that worried him: "And if a man shall take his brother's wife, it is an unclean thing... they shall be childless.'
• Henry's advisors like Thomas Cromwell encouraged the Break so Henry could reform the Church

For the good of Britain

• By 1527, Henry thought Catherine was too old to have any more children.
• Henry had fallen in love with Anne Boleyn and thought she could give him a son.
• Henry desperately needed a son. Catherine gave birth to six children, but only one, a girl called Mary, survived. Henry wanted a male heir because girls were seen to be weak.

• The Pope was the only man who could give Henry the divorce he wanted... but he refused!
• Henry ignored the Pope. He made himself Head of the Church of England instead of the Pope.
• The Pope was furious, but Henry could do as he pleased.
• In early 1533, Henry gave himself the divorce he desired.
• Henry married Anne Boleyn in 1533.
• Anne gave birth to a girl, Elizabeth in September 1533. Henry was disappointed.
• The Pope **excommunicated Henry**, meaning he was expelled from the Catholic Church

The English Civil War

James I	• King of Scotland and later England **1603- 1625** • Son of Mary, Queen of Scots Protestant King • Faced gunpowder plot in **1605**
Charles I	• King of Scotland and England **1625-1649** • Married French Catholic Henrietta • Believed strongly in Divine Right of Kings • His policies were opposed by parliament • Fought against parliament in the Civil War 1642- 1649 • **Executed by parliament in 1649**
William Laud	• Made Archbishop of Canterbury by Charles I • In charge of the changes to the Church under Charles I
Oliver Cromwell	• Commanded **New Model Army** during civil war • Served as **Lord Protector** of the Commonwealth of England, Scotland and Ireland (instead of a King) • Was a strict Protestant (Puritan) • Led successful campaigns (wars) against Ireland and Scotland

Causes of the Civil War

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

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

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

Trigger of the Civil War:

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

Armies	• Royalists/Cavaliers – made up of nobility and supported the king. • Parliamentarians/Roundheads – were against the King.
Battles	• **Edgehill 1642** – Royalist defeat. • **Marston Moor 1644** – Royalist defeat. • **Naseby , 1645** – New Model Army – heavy royalist defeat – turning point.
Cromwell – The Republic	• Football banned, inns shut, **Bearbaiting** stopped, theatres closed. • Feast days, such as May Day or All Saint's Day, were banned. • Churches were made simple. • Religious toleration EXCEPT for CATHOLICS.
Charles II – The Restoration	• Brought back all the sports and entertainment, nicknamed 'the merry monarch'. • Charles II hoped for some religious freedom, but Parliament was not so keen. • Stained glass windows, church bells and organs were restored in churches. • 1665 – The Great Plague and 1666 – Great Fire of London.
James II	• Ruled after Charles II died, people worried that James might try to make everyone in the country Catholic.. • 1688 – Warming Pan Plot and the Glorious Revolution. William of Orange and Mary become king and queen of England in 1689 and signed the Bill of Rights.

To up-level your writing, you must:

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

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...?

Adverbial Openers + comma

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

Wonderful 'Wow' Words

Wonderful	important	bustling
Splendid	useful	noxious
Fantastic	useless	fragrant
Marvellous	incredible	shadowy
Valuable	bustling	icy
Blissful	deafening	fiery
Elated	rowdy	punctual
Cheerful	blaring	infantile
Quick-witted	thunderous	mature
Intelligent	putrid	colourful
Smooth	faraway	colourless
Luscious	remote	odourless
Appetizing	loathsome	painful
Delectable	grainy	painless
Radiant	polished	magnified
Shimmering	mediocre	gigantic
Transparent	sweltering	enormous
Translucent	frosty	miniscule
Triangular	steaming	minute
Spherical	frightened	worthless
Elliptical	petrified	impatient
Sizzling	miserable	surprising
Scented	grumpy	glorious

Time Connectives for Sequencing:

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

Said Words

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

Connectives

Addition	Cause/Effect	Emphasis	Contrast/Balance	
and	consequently	above all	but	as for
also	thus	in particular	however	the opposite
too	so	notably	nevertheless	still
furthermore	hence(forth)	specifically	alternatively	instead (of)
moreover	therefore	especially	to turn to	on the other hand
in addition (to)	accordingly	significantly	yet	whereas
again	since	more importantly	despite this	otherwise
the following	until	indeed	on the contrary	apart from
	as a result	in fact	as for	although

-ing words (as openers)

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

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

will	with
Wednesday	Thursday
February	March
August	September
yellow	blue
would	your
Friday	Saturday
April	May
October	November
green	orange
Monday	Tuesday
Sunday	January
June	July
December	red
pink	purple

Place Value:
- Identify what the number in a position represents

Ten Million (10 000 000)	Million (1 000 000)	Hundred Thousand (100 000)	Ten Thousand (10 000)	Thousand (1000)	Hundred (100)	Tens (10)	Units (1)
			7	3	4	8	6

Tens	Units	.	Tenths	Hundredths	Thousandths	Ten Thousandths	Hundred Thousandths
10	1	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$	$\frac{1}{10\,000}$	$\frac{1}{100\,000}$

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Factor** – a number that divides exactly into another number

- **Prime Number** – a number with exactly 2 factors

- **LCM** – Lowest Common Multiple

- **HCF** – Highest Common Factor

- **Integer** – any whole number

Rules of Indices

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

$2^4 \times 2^2 = 2^6$

$3^5 \times 3^7 = 3^{12}$

General Rule:

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

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

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

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

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

$3^5 \div 3^7 = 3^{-2}$

General Rule

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

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

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

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

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

General Rule:

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

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

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

Rounding to significant figures

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

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

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

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

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

Rounding to decimal places
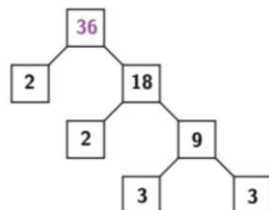Round 3.168 to **two** decimal places.

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

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

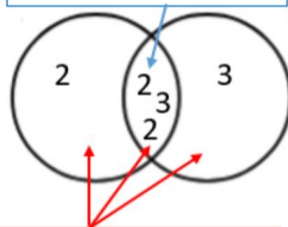## Prime Factorisation

Using Factor Trees

Find the prime factors of 36

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

LCM and HCF of 24 and 36

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

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

	Equation of line	Horizontal/ vertical/ diagonal?	Sketch
	$x = ?$	Vertical	Example $x = 3$
	$y = ?$	Horizontal	Example $y = 2$
	$y = x$	Diagonal	$y = x$
	$y = -x$	Diagonal	$y = -x$

Inverse	The inverse of addition is subtraction. The inverse of multiplication is division.
Linear Equations To find the value of an unknown	**Use inverse operations** on both sides of the equation (balancing method) until you find the value for the letter. Solve $2x - 3 = 7$ Add 3 on both side $2x = 10$ Divide by 2 on both sides $x = 5$
Substitution **Replace letters with numbers**.	$a = 3, b = 2$ and $c = 5$. Find: 1. $2a = 2 \times 3 = 6$ 2. $7b^2 - 5 = 7 \times 2^2 - 5 = 23$

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

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

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

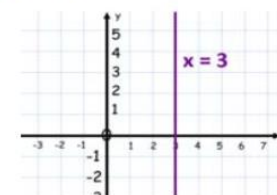- **Division of Fractions** – Take the reciprocal of the divisor. **Multiply** the numerators of the **fractions** to get the new numerator. **Multiply** the denominators of the **fractions** to get the new denominator.

1st 10 Prime Numbers	The Fibonacci Sequence (1st 10)
2, 3, 5, 7, 11, 13, 17, 19, 23, 29...	1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89...

- **Percentage:** Number of parts per 100.

31% **means** $\frac{31}{100}$

- **Fractions to Decimals:** Divide the numerator by the denominator using the bus stop method.

$$\frac{3}{8} = 3 \div 8 = 0.375$$

- **Decimals to Fractions:** Write as a fraction over 10, 100 or 1000 and simplify.

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

- **Percentages to Decimals:** Divide by 100

$$8\% = 8 \div 100 = 0.08$$

- **Decimals to Percentages:** Multiply by 100

$$0.4 = 0.4 \times 100\% = 40\%$$

- **Fractions to Percentages:** Percentage is just a fraction out of 100. **Make the denominator 100 using equivalent fractions** with and without a calculator

$$\frac{3}{25} = \frac{12}{100} = 12\%$$

$$\frac{9}{17} \times 100 = 52.9\%$$

- **Percentages to Fractions:** Percentage is just a fraction out of 100.
- **Write the percentage over 100** and simplify.

$$14\% = \frac{14}{100} = \frac{7}{50}$$

Forming and Solving Linear Equations

1. Use your maths facts to create an equation from the information in the question.

2. Solve the linear equation

3. Use your value to answer the question.

Find the perimeter of triangle ABC

AB = AC

So

Solve 3x − 1 = x + 9

then substitute your value into each expression before adding all three answers

- **Writing Formulae:** Substitute letters for words in the question.

Bob charges £3 per window and a £5 call out charge.
$$C = 3N + 5$$
Where N=number of windows and C=cost

- **Expression:** A mathematical statement written using **symbols**, **numbers** or **letters**,

$$3x + 2 \text{ or } 5y^2$$

- **Identity:** An equation that is true for all values of the variables.

$2x \equiv x + x$
An identity uses the symbol $\equiv$

Plotting co-ordinates to create a shape

Make a **right angled triangle**
Add a new point
Draw the triangle
Write the coordinates of the new point below

(__ , __)

- **Articulation** How smoothly or "spikily" something is played e.g. Legato means played smoothly often shown by slurs, Staccato means played short and sharp often shown by dots above or below a note, Accents (>), Sforzandos (Sfz or Sf) and Tenuto (meaning held or sustained shown by a line above a note) are also means of articulation

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

- **Compound Time** 6/8, 9/8 and 12/8 are compound time signatures.

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

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

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

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

- **Harmony** The sounding of two or more long musical notes at the same time.

- **Improvise** Composing or creating previously unprepared music "on the spot" or during a performance.

- **Irregular Metres** Time signatures where there are an odd number of beats per bar e.g. 5/8 or 7/8, often used in Eastern Mediterranean and Middle Eastern folk music.

- **Melody** The musical term for "tune" – the most memorable part of a song or piece of music.

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

- **Ornament(s) (-ation)** Ornaments or embellishments are musical flourishes that decorate or ornament a rhythmic or melody line.

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

- **Parallel Melodies** Two or more melodies being performed at the same time the same musical interval apart.

- **Pitch** How high or low a note is. The pitch of a note can be measured by a unit called Hertz.

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

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

West African Drumming

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

- **Simple Time** Where the beat is a whole note e.g. a crotchet or minim beat – 2/4, 3/4,4/4 and 2/2 are all simple time signatures

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

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

- **Talking Drum** The most famous is the TALKING DRUM, called so because the PITCH can be altered by tightening or loosening a cord around the body of the drum and the changes have been likened to the sound of the human voice. Talking Drums are usually played with sticks.

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

- **Texture** The number of different parts - in its simplest form "thick" texture is a lot of sound and "thin" texture is a few sounds. Much rhythmic music played by ensembles has a thick Polyphonic texture where rhythms interweave with other creating a thick web of sound although if all members of the group are playing the same rhythm at the same time, then texture will be Monophonic.

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

- **Tonality** The character of a piece of music is related to its key centre or tonality. Tonal music is in a major or minor key, atonal music is not related to a tonic note and therefore has no sense of key and modal music is based on a seven-note scale.

- **Triplets** Three notes played in the space of two.

Blues Music
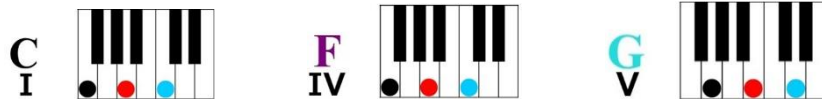
C blues scale

12 Bar Blues
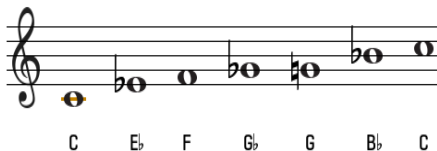
- **Swing Rhythm** A style of rhythm played in Jazz & Blues Music-also referred to as the SHUFFLE rhythm.

- **Improvisation** A performance created as it is played (i.e. make it up on the spot).
  Chord Two or more notes played at the same time Blues Scale An arrangement of 6 specific notes played in order of pitch from lowest to highest or vice versa, containing "blue" notes.

- **Blues** A musical style developed among African Americans in the Southern states of the USA in the early 20th Century. It is characterised by repeated use of 'blues notes' and melancholy lyrics.

- **Stride Bass** A musical device with leaping between the bass and harmony notes in the left hand part of a piano arrangement.

- **Walking Bass** A bass part in 4/4 time in which a note is played on each beat of the bar and which typically moves up and down the scale in small steps.
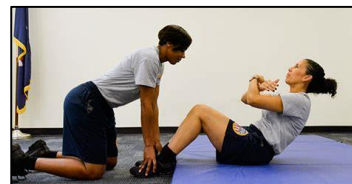
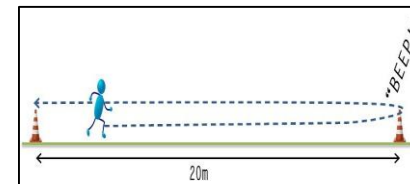| KPI 8 – Training Methods	KPI 9 – Training Tests	
• **Continuous Training** = Low to medium intensity exercise, keeping the heart rate constant	**Muscular Endurance** 60 Second Press up/ Sit up test Training method: Weight Training 	**Cardiovascular Endurance** 12 minute Cooper run/ Multi Stage Fitness test Training Method: Continuous Training
• **Fitness Components** = Cardiovascular Fitness or Muscular Endurance		
• **Fartlek Training** = Speed play, exercise involves changes in intensity with different speeds, times and distances and terrains.		
• **Fitness Components** = Cardiovascular Fitness or Muscular Endurance or Speed or Power		
• **Interval Training** = Work for a period of time, which is then followed by a period of rest to allow for recovery	**Agility** Illinois Agility Test Training Method: Agility Training 	**Speed** 30m Sprint Test Training Method: Interval Training
• **Fitness Components** = Cardiovascular Fitness or Speed		
• **Circuit Training** = Different stations of exercise, allowing recovery between each one		
• **Fitness Components** = Cardiovascular Fitness or Muscular Endurance or Muscular Strength or Balance or Power		
• **Weight training** = Use of machine or free weights to produce a resistance	**Power** Vertical Jump/ Sergeant Jump Training Method: Plyometric Training 	**Flexibility** Sit and Reach Test Training Method: PNF Training
• **Fitness Components** = Muscular Strength or Muscular endurance		
• **Plyometric training** = Involves explosive actions where an eccentric contraction of the muscles is followed by a concentric contraction of the muscles		
• **Fitness Components** = Power		
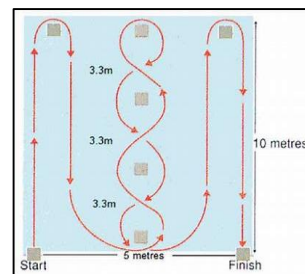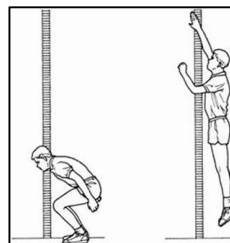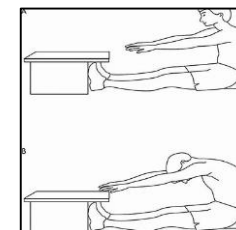
Ultimate Questions - Essential knowledge	
Ultimate questions	Questions about the meaning and purpose of life, death and the place of humans in the universe.
Philosophy	"Love of wisdom" – asking, answering, and arguing about ultimate questions.
Theology	Asking questions about the nature of God (what God is like) and religious belief.
Artificial Intelligence (A.I.)	Intelligent machines or computer systems that work and react like humans .
Soul	The eternal spirit of a person, the part of you that makes you who you are and that will live on after your death.
Dualism	The idea that our mind is more than just our brain and that our mind has a spiritual element that possibly includes something that is eternal.
Materialism	Everything in our universe is made from physical materials including the human mind or brain so our mind and brain are the same thing, there is nothing spiritual about it.
Morals	Ideas about right and wrong.
Resurrection	Coming back to life after death.
Reincarnation	The belief that the soul is reborn into another body after the previous body has died.
Samsara	The cycle of birth, life, death and rebirth – Hinduism and Buddhism.
Moksha	Freedom from the cycle of reincarnation (samsara). The aim of Hindus.
Cremation	The burning of a body after death.
Heaven	Eternity at peace with God for the soul.
Hell	Eternity without God (some believe in pain and torment).
Purgatory	Roman Catholic Christian belief: where the soul is cleansed of sins and made ready for heaven after death.

Hinduism - Essential knowledge		Essential Knowledge		Key terms	
1. Hinduism	The oldest of the living religions and originated in India.	**21. Caste system (varna)**	Traditional social hierarchy (where people are ranked according to their status or authority) in India with four classes (varnas). Traditionally each varna had its own duties/skills/jobs. You are born into a varna.	**36. Mohandas K. Gandhi (a.ka. Mohatma Gandhi)**	The leader of India's non-violent, non-cooperation independence movement against the British Empire.
2. Hindu	A follower of Hinduism.			**37. Rites of passage**	Ceremonies that mark different stages in life.
3. Polytheism	Belied in more than one god.				
4.Monotheism	Belief in one god.	**22. Brahmin**	Priest or religious teacher and highest varna in the caste system.	**38. Samskaras**	The sixteen important steps in a Hindu's life journey according to the sacred texts.
5. Brahman	The supreme being (god) of Hinduism.	**23. Dalit**	"untouchables", the lowest varna in the caste system including sewage workers, tanners, cleaners.	**39. Horoscope**	An astrological chart or diagram showing the position of the sun, moon, planets at the time of a person's birth that is used to forecast their future.
6. The Trimurti	Three gods which display the main characteristics of Brahman: the creator, the preserver and the destroyer.				
		24. Reincarnation	The idea of rebirth – the atman being reborn after death into another body.	**40. Sacred thread**	A ceremony for Hindu boys, aged 8 and 11, representing the beginning of adult spiritual life in which they are given three strands of cotton to wear across the body (10th Samskara).
7. Brahma	One of the gods of the Trimurti – the creator.				
8. Vishnu	One of the gods of the Trimurti – the preserver.	**25. Samsara**	The cycle of birth, life, death and rebirth.		
9. Shiva	One of the gods of the Trimurti – the destroyer.	**26. Karma**	The law of action and reaction: whatever you do has a consequence. Good actions earn good karma and bring good consequences. This affects rebirth.	**41. Arranged marriage**	Parents help to select a husband or wife for their son or daughter.
10. Deity	Another word for a god or goddess.			**42. Mehndi**	Decorative designs drawn on to the hands and arms of women with henna.
11. Murti	An image, statue or idol of a deity.			**43. Mandap**	A canopy that the bride and groom sit under at a Hindu wedding ceremony.
12. Genderless	Neither male nor female	**27. Puja**	An act of worship in Hinduism.		
13. Creator	God is believed to have created the universe and all that is in it.	**28. Mandir**	The Hindu place of worship.	**44. Sindoor**	A bright red powder used by the groom to create a streak along the parting of the bride's hair as a symbol of marriage.
		29. Shrine	A space dedicated to a deity.		
14. Omnipotent	All-powerful.	**30. Shoe rack**	A place to store shoes when entering the mandir.		
15. Omniscient	All-knowing.			**45. Sari**	Traditional outfit worn by women, brides wear a red sari at their wedding.
16. Omnipresent	Everywhere at all times.	**31. Offerings**	Gifts including food, water, incense and flowers placed at a shrine to thank God but also given in order to receive something in return.	**46. Diwali**	The festival of light, new beginnings and the victory of good over evil and light over dark.
17. Vedas / Bhagavad Gita / the Upanishads	A collection of sacred writings in Hinduism.				
		32. Bell	To wake the deities before puja.	**47. The Ramayana**	The story of Prince Rama and his quest to rescue his wife Sita from the evil demon king Ravana.
18. Atman	The idea of the soul, considered to be a part of Brahman in every person and living thing.	**33. Mantra**	Sacred words or phrases spoken aloud or sounded out in the mind that are used in puja or meditation.		
				48. Diya	Oil lamp lit at Diwali.
19. "Namaste"	A greeting recognizing God within each person.	**34. Prashad**	Sweet food given to all after puja.	**49. Rangoli**	Colourful patterns created on the ground with coloured rice, flower petals or coloured powder.
20. Moksha	Freedom from samsara. The aim of Hindus.	**35. Ahimsa**	Respect for all living things and the avoidance of violence.	**50. Lakshmi**	Hindu goddess of wealth, good fortune and prosperity.

Science 8BD: Digestion and Nutrition

1	Carbohydrates	❑ A food group that provides energy. Includes starchy foods, which provide slow-release energy (e.g. bread, potatoes, pasta) and sugary foods (e.g. chocolate).
2	Proteins	❑ An important food group used to make enzymes, muscles and pigments, as well as for the growth and repair of cells. Found in meat, eggs and fish.
3	Lipids	❑ Needed for energy and to insulate organs. Found in cooking oil and butter.
4	Minerals	❑ Many different uses – e.g. calcium in milk is used for healthy bones, and iron in red meat is used to make red blood cells.
6	Vitamins	❑ Needed for healthy body function – e.g. vitamin C in oranges is used for a healthy immune system.
7	Fibre	❑ Needed for the digestive system to function healthily- aids with bowel movement
8	Balanced diet	❑ A diet that contains the right amounts of the different food groups and water to maintain good health.
9	Digestion	❑ When large insoluble food particles are broken down into small soluble particles so that they can be absorbed into our bloodstream
10	Enzyme	❑ Special proteins that can break large molecules into small molecules.
11	Mouth	❑ Food is broken up by teeth and mixed with saliva.
12	Oesophagus	❑ A muscular tube that pushes food from the mouth to the stomach.
13	Stomach	❑ A muscular bag that churns food. It contains acid to kill pathogens, as well as enzymes to digest food.
14	Small intestine	❑ An organ in the digestive system. Enzymes break food down in the first part. Food molecules are absorbed into the blood in the second part.
15	Large intestine	❑ Where water is absorbed into the bloodstream

16	Rectum	❑ Where waste is stored, before being expelled through the anus.
17	Lock and key model	❑ This tells us that each enzyme can only break down one type of food molecule.
18	Lipase	❑ An enzyme that breaks down lipids into fatty acids and glycerol.
19	Protease	❑ An enzyme that breaks down proteins into amino acids.
20	Amylase	❑ An enzyme that breaks down starch into glucose.
21	Iodine	❑ Orange liquid that turns blue-black when added to starch.
22	Benedict's reagent	❑ Blue liquid that turns brick red when heated with reducing sugars (e.g. glucose).
23	Heart disease	❑ Causes chest pains, shortness of breath, heart attacks. Can be caused by a high-fat diet.
24	Diabetes	❑ Causes thirst, tiredness, blurred vision. Can be caused by a high sugar diet / obesity.
25	Scurvy	❑ Causes severe joint paints, tiredness, weakness. Caused by a lack of vitamins in the diet.
26	Symbiosis	❑ occurs when two organisms of different species live together in a very close relationship
27	Parasitism	❑ – one species benefits at the expense of the other species
28	Mutualism	❑ – both species benefit
29	Bacteria in the digestive system	❑ can digest some substances that humans cannot digest, such as certain carbohydrates, reduce the chance of harmful bacteria multiplying and causing disease produce some vitamins that humans need, such as vitamins B and K.

1	**Wave**	❑ A way of transferring energy ❑ E.g. Light waves / water waves
2	**Luminous**	❑ An object that produces light ❑ E.g. the sun, candle, light bulb
3	**Vacuum**	❑ An area containing no particles – e.g. space ❑ Light travels fastest in a vacuum, at **300,000,000m/s**
4	**Reflection**	❑ When a light ray hits a surface and changes direction ❑ We can see objects because light is reflected off them and into our eyes
5	**Specular reflection**	❑ When all light is reflected at the same angle, giving clear reflection ❑ E.g. by a mirror
6	**Diffuse scattering**	❑ When light is scattered in lots of different directions by rough surfaces
7	**Transparent**	❑ An object that will allow light to pass through ❑ E.g. glass
8	**Translucent**	❑ An object that will allow some light to pass through ❑ E.g. tracing paper
9	**Opaque**	❑ An object that will not allow light to pass through ❑ E.g. wood
10	**Refraction**	❑ When a light ray hits a glass block at an angle, it slows down. This causes it to bend towards the normal line, which is known as refraction.
11	**Normal Line**	❑ An imaginary line which is perpendicular (at right angles) to a mirror or glass block
12	**Incident ray**	❑ The ray of light that comes from the light source to the object
13	**Angle of incidence**	❑ The angle between the normal line and the ray of incidence

14	**Angle of reflection**	❑ The angle between the normal line and the reflected light ray ❑ In a mirror, the angle of incidence = the angle of reflection
15	**Convex lens**	❑ Lenses refract light. Found in the eye ❑ Convex lenses cause light rays to change direction towards a focal point.
16	**Retina**	❑ Found at the back of the eye, where the image forms
17	**Cornea**	❑ A protective transparent layer at the front of the eye. It has a fixed convex curvature and therefore acts as a 'fixed focus' lens.
18	**Optic nerve**	❑ Converts the image received on the retina into an electric impulses and sends this through to the brain
19	**Pupil**	❑ Where light enters the eye
20	**Spectrum**	❑ White light is made of a mixture of colours, called a spectrum. ❑ The order of the spectrum is: Red, Orange, Yellow, Green, Blue, Indigo, Violet (**ROYGBIV**).
21	**Filter**	❑ An object that only allows one colour of light to pass through. It absorbs all other colours. ❑ E.g. a red filter transmits red light, but absorbs blue light.
22	**Gravity**	❑ A force that attracts anything with mass. ❑ Objects with a bigger mass attract each other with a stronger force.
23	**Mass**	❑ Amount of material in an object. ❑ Measured in kilograms (kg).
24	**Weight**	❑ A force caused by the pull of gravity (so an object's weight depends on the planet it's on). ❑ Measured in Newtons (N). ❑ **Weight = Mass x Gravitational Field Strength**
25	**Orbit**	❑ The Earth moves around the Sun in a rough circle, called an orbit.
26	**Axis**	❑ An imaginary line running through the centre of the Earth. ❑ Earth rotates about its axis every 24h, causing night and day.
27	**Light year**	❑ A unit of distance (e.g. Earth is 4 light years from Proxima Centauri) ❑ How far light travels in 1 year

Science 8CP: The Periodic Table

1	Element	❑ A substance in which all the atoms are the same
2	Atom	❑ The smallest possible particle of an element.
3	Molecule	❑ Two or more atoms bonded together
4	Compound	❑ Two or more different atoms bonded together
5	Mixture	❑ At least two different elements or compounds together. Can be separated easily.
6	Nucleus	❑ The centre of an atom.
7	Properties	❑ Characteristics of a substance. ❑ These can be chemical such as reactivity ❑ These can be physical such as melting and boiling point
8	Periodic table	❑ A list of elements. Metals are found on the left; non-metals are found on the right.
9	Period	❑ A row in the periodic table.
10	Group	❑ A column in the periodic table. ❑ Elements in the same group have similar properties.
11	Mendeleev	❑ Invented the first periodic table, which had gaps for undiscovered elements
12	Chemical symbols	❑ Taken from the periodic table, e.g.: ❑ Hydrogen = H ❑ Oxygen = O ❑ Carbon = C
13	Chemical formulae	❑ For a molecule, we use the chemical symbols of the atoms it contains to write down its formula: ❑ Hydrogen gas = H_2 ❑ Carbon dioxide = CO_2 ❑ Water = H_2O ❑ Magnesium oxide = MgO
14	Chemical reaction	❑ When chemicals react, the atoms are rearranged.
15	Word equation	❑ Used to show the reactants and products of a chemical reaction ❑ e.g. lithium + water → lithium hydroxide + hydrogen
16	Reactants	❑ On the left of an arrow in a word equation, e.g: ❑ *lithium + water*
17	Products	❑ On the right of an arrow in a word equation, e.g: ❑ *lithium hydroxide + hydrogen*
18	Conservation of mass	❑ When atoms are rearranged in a chemical reaction, they are not destroyed or created. ❑ Total mass of the reactants = total mass of the products
19	Metal	❑ High melting and boiling points ❑ Good conductors of heat & electricity ❑ Malleable (can be hammered into shape) ❑ Sonorous (make a ringing sound when hit)
20	Alkali metals	❑ Group 1: Lithium, sodium, potassium ❑ Soft, reactive metal elements ❑ React with water to produce hydrogen gas and a hydroxide
21	Trends in the alkali metals	❑ Increase in reactivity as you go down the group
22	Halogens	❑ Group 7: Fluorine, chlorine, bromine, iodine ❑ Reactive non-metal elements
23	Trends in the alkali metals	❑ Decrease in reactivity as you go down the group ❑ Increase in boiling point as you go down the group
24	The noble gases	❑ Group 0: helium, neon, argon, krypton, xenon, radon ❑ All are unreactive

Photo Description Structures

Spanish	English
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

Spanish	English
Me mola …	I love…
Me chifla …	I love …
Me flipa…	I love …
Detesto…	I hate …
No aguanto …	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 gusta 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 Monday*
Future:
Dentro de un año – in a years time
En el futuro –In the future
El año próximo– *next year*

Tenses and Structures

Verb – infinitive	In the past		In the present	In the future	
Tener	**Tuve**	**Tenía**	**Tengo**	**Voy a tener**	**Tendría**
To have	I had	I used to have	I have	I am going to have	I would have
Ser	**Fui**	**Era**	**Soy**	**Voy a ser**	**Sería**
To be	I was	I used to be	I am	I am going to be	I would be
Hacer	**Hice**	**Hacía**	**Hago**	**Voy a hacer**	**Haría**
to do	I did	I used to do	I do / I make	I am going to do / make	I would do
Ir	**fui**	**Iba**	**Voy**	**Voy a ir**	**Iría**
To go	I went	I used to go	I go	I am going to go	I would go
Jugar	**Jugué**	**Jugaba**	**Juego**	**Voy a jugar**	**Jugaría**
To play	I played	I used to play	I play	I am going to play	I would play

Openers / Connectives / Extenders

Spanish	English	Spanish	English	Spanish	English	Spanish	English
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 haces con tu móvil?
What do you do with your mobile?

Chateo con mis amigos.	*I chat with my friends.*
Comparto mis vídeos favoritos.	*I share my favourite videos.*
Descargo melodías o aplicaciones.	*I download ringtones or apps.*
Hablo por Skype.	*I talk on Skype.*
Leo mis SMS.	*I read my texts.*
Saco fotos.	*I take photos.*
Veo vídeos o películas.	*I watch videos or films.*
¿Qué tipo de música escuchas?	***What type of music do you listen to?***
Escucho rap.	*I listen to rap.*
Escucho la música de Adele.	*I listen to Adele's music.*
Escucho de todo.	*I listen to everything.*
¿Qué hiciste ayer?	***What did you do yesterday?***
Bailé en mi cuarto.	*I danced in my room.*
Fui al cine.	*I went to the cinema.*
Hablé por Skype.	*I talked on Skype.*
Hice gimanasia.	*I did gymnastics.*
Hice kárate.	*I did karate.*
Jugué en línea con mis amigos.	*I played online with my friends.*
Monté en bici.	*I rode my bike.*
Vi una película.	*I watched a film.*
Salí con mis amigos.	*I went out with my friends.*
No hice los deberes.	*I didn't do my homework.*
un poco más tarde	*a bit later*
un programa de música	*a music programme*
un programa de deportes	*a sports programme*
un concurso	*a game show*
un documental	*a documentary*
un reality	*a reality show*
una comedia	*a comedy*
una serie policíaca	*a police series*
una telenovela	*a soap opera*
el telediario	*the news*
más... que...	*more... than...*
divertido	*funny*
informativo, informativa	*informative*
emocionante	*exciting*
¿Con qué frecuencia?	*How often?*
todos los días	*every day*
dos o tres veces a la semana	*two or three times a week*
a veces	*sometimes*
de vez en cuando	*from time to time*
nunca	*never*

Module 2

¿Qué te gusta comer y beber?
What do you like to eat and drink?

Prefiero...	*I prefer...*
el agua	*water*
el arroz	*rice*
la carne	*meat*
los caramelos	*sweets*
la fruta	*fruit*
las hamburguesas	*hamburgers*
los huevos	*eggs*
la leche	*milk*
el marisco	*seafood, shellfish*
el pescado	*fish*
el queso	*cheese*
las verduras	*vegetables*
¿Qué desayunas?	***What do you have for breakfast?***
Desayuno...	*For breakfast I have...*
cereales	*cereal*
churros	*churros (sweet fritters)*
tostadas	*toast*
yogur	*yoghurt*
café	*coffee*
Cola Cao	*Cola Cao (chocolate drink)*
té	*tea*
zumo de naranja	*orange juice*
No desayuno nada.	*I don't have anything for breakfast.*
¿Qué comes?	***What do you have for lunch?***
Como...	*I eat.../For lunch I have...*
un bocadillo	*a sandwich*
¿Qué cenas?	***What do you have for dinner?***
Ceno...	*For dinner I have...*
patatas fritas	*chips*
pollo con ensalada	*chicken with salad*
quesadillas	*quesadillas (toasted cheese tortillas)*
limonada	*lemonade*
Voy a comprar...	*I am going to buy...*
una lechuga	*a lettuce*
un pimiento verde	*a green pepper*
un pimiento rojo	*a red pepper*
un aguacate	*an avocado*
un kilo de tomates	*a kilo of tomatoes*
medio kilo de queso	*half a kilo of cheese*
200 gramos de pollo	*200 grammes of chicken*
una botella de limonada	*a bottle of lemonade*

Module 3

¿Te gustaría ir al cine?
Would you like to go to the cinema?

¿Te gustaría ir...?	*Would you like to go...?*
a la bolera	*to the bowling alley*
a la cafetería	*to the café*
al centro comercial	*to the shopping centre*
al museo	*to the museum*
al parque	*to the park*
a la pista de hielo	*to the ice rink*
al polideportivo	*to the sports centre*
¿Te gustaría venir a mi casa?	***Would you like to come to my house?***
¡Lo pasé fenomenal!	*I had a fantastic time!*
¿Quieres salir?	***Do you want to go out?***
Tengo que...	*I have to...*
cuidar a mi hermano	*look after my brother*
hacer los deberes	*do my homework*
lavarme el pelo	*wash my hair*
ordenar mi dormitorio	*tidy my room*
pasear al perro	*walk the dog*
salir con mis padres	*go out with my parents*
No quiero.	*I don't want to.*
No tengo dinero.	*I don't have any money.*
No puede salir.	*He/She can't go out.*
¿Cómo te preparas?	***How do you get ready?***
Me baño.	*I have a bath.*
Me ducho.	*I have a shower.*
Me lavo la cara.	*I wash my face.*
Me lavo los dientes.	*I brush my teeth.*
Me visto.	*I get dressed.*
Me maquillo.	*I put on make-up.*
Me peino.	*I comb my hair.*
Me aliso el pelo.	*I straighten my hair.*
Me pongo gomina.	*I put gel on my hair.*
.¿Dónde quedamos?	***Where do we meet up?***
delante de la cafetería	*in front of the café*
detrás del centro comercial	*behind the shopping centre*
enfrente del polideportivo	*opposite the sports centre*
al lado de la bolera	*next to the bowling alley*
en tu casa	*at your house*
.	

1. Critical Success Factor

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

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 it 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.

2. Slide Master

Slide Master is a feature in PowerPoint that allows you to be consistent with the colour scheme, layout and font
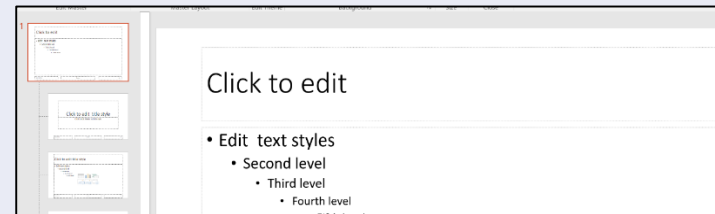
- ## 3. Features of a Powerpoint

- Features of a Powerpoint that makes it eye catching and appealing

- Bright colours
- Gifs
- Animations
- Transitions
- Loop

4. 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

5. HTML

Tags used in HTML

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