



“Promise you’ll always remember; you are braver than you believe, stronger than you seem and smarter than you think.”

A. A. Milne

British Author – Writer of Winnie the Pooh

YEAR 8 HOMEWORK KNOWLEDGE ORGANISER

Summer Term 1

Name: _____

Tutor Set: _____



YEAR 8
HOMEWORK
KNOWLEDGE ORGANISER
Summer Term 1

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The timetable below shows you which subjects you will be studying each day, for 30 minutes each, it does not show you which section of the subject KO to learn. This information will be given to you by your subject teacher and you should write this into your **planner**. The planner is also where you will have your KO work signed off each week and where you can find ideas of how to learn the knowledge.

Week1: 20th April

	Subject 1	Subject 2
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Week4: 11th May

	Subject 1	Subject 2
Monday	English	Drama
Tuesday	Science	Geography
Wednesday	Maths	Music
Thursday	Head of School	History
Friday	Spanish	PE

Week2: 27th April

	Subject 1	Subject 2
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Week5: 18th May

	Subject 1	Subject 2
Monday	English	Phil & Ethics
Tuesday	Science	Geography
Wednesday	Maths	Computer Sci
Thursday	Science	History
Friday	Spanish	DT

Week3: 4th May

	Subject 1	Subject 2
Monday	English	Phil & Ethics
Tuesday	Science	Geography
Wednesday	Maths	Computer Sci
Thursday	Science	History
Friday	Spanish	DT

Timetable



Weeks 1 and 2.

Subject Revision Information for Assessments

- Your assessments are taking place predominantly in the week of Monday 27th April to Friday 2nd May.
- You should complete the revision timetables on the previous page to plan out your time in the week leading up to, and the week of, the assessments.
- Use the information provided by subjects on the next pages to ensure you revise everything you need to know. Remember your art and drama assessments are practical therefore there is no information provided by these subjects as you can not prepare.
- The minimum expectation is that you spend time revising two different subjects each day for 20-30 minutes each.
- You may wish to do more subjects than this, especially as the assessments approach, however remember little and often is the best form of revision.



Your assessment will be on:

- Calculator Work

All students will sit the main paper, depending on performance in this paper you may sit the extension paper.

What do I need to revise?	Tested on Main Paper	Tested on Extension Paper	Hegarty Maths Clip(s)	MathsWatch Clip(s) Watched	Standard Independent Questions Completed	Harder Independent Questions Completed	Other revision completed
Converting between fractions, decimals and percentages	✓	✓	149				
Calculating fractions, decimals and percentages	✓	✓	66, 69, 70, 48,49				
Completing number patterns	✓		919				
Multiples and Factors	✓		33, 27				
Number machines	✓		288				
Simplifying ratios	✓		329				
Ratio Calculations	✓	✓	332-334				
Using Formulae	✓	✓	155, 287, 278				
Constructing triangles and quadrilaterals	✓						
Perimeter and area of rectangles, triangles and circles	✓	✓	548-551				
Angles around a point, in a triangles and in parallel lines	✓	✓	812-814, 485-487, 477, 478, 481- 483, 490				
Pie Charts	✓		427				
Percentage increase and decrease	✓	✓	90-91				
Nth term of sequence – using and finding	✓		920				
Negative number and decimal calculations	✓		41,42, 47-49				
Using algebra to solve area and angles problems		✓	565, 539, 559, 556				
Distance, speed and time calculations		✓	716-718				
Bounds Calculations		✓	137-139				



Your assessment will be on:

- Paper 2 Language (non fiction)

Revision content	Check of each time you revise each area and remember everything you need to know		
	1	2	3
I can respond to an unseen non-fiction extract			
I can select and retrieve information			
I can infer and deduce meanings			
I can recognise effect of structure and layout on meaning			
I can work out and explore a writer's intention			
I can recognise effects on the reader			
I can write using the P.E.E. structure			
I can explain in detail			
I can write for a purpose			
I can use vocabulary for effect			
I can use a range of punctuation accurately			
I can use connectives to organise ideas			
I can structure a text by using a variety of sentence types and paragraphs			



Your assessment will be on:

- Digestion and Enzymes
- Electromagnetism
- Separating Mixtures
- Bioenergetics
- Reactions
- Space

	Revision Content	KO	CQ
Electromagnetism	What can happen when you bring different ends of a magnet towards each other?		
	Define permanent and induced magnet		
	What is a magnetic field?		
	What materials are magnetic?		
	Draw the magnetic field pattern of a bar magnet		
	How can you use a compass to plot the magnetic field pattern of a magnet		
	What is a solenoid and describe the shape of the magnetic field around a solenoid		
	What is an electromagnet?		
	Draw the magnetic field pattern for a straight wire carrying a current and a solenoid.		

	Revision Content	KO	CQ
Digestion and enzymes	What are the different food groups and what are they used for?		
	What are the food tests for starch, glucose and protein?		
	What is the order of the digestive system and what is the role of those organs?		
	Describe and explain the structure of microvilli		
	What is an enzyme and how does it work?		
	How does temperature and pH affect enzymes?		
	Define the terms control, dependent and independent variable		
	How can you ensure results are valid?		

	Revision Content	KO	CQ
Bioenergetics	What is the function of carbohydrates, proteins, lipids, minerals and water?		
	What is obesity and what can lead to obesity?		
	What are the different parts of the respiratory system?		
	Describe what happens during inhalation and exhalation		
	What is the word and balanced symbol equation for aerobic respiration?		
	What is the word equation for anaerobic respiration and fermentation of yeast?		
	What happens to blood rate and blood vessels during exercise and why?		

	Revision Content	KO	CO
Separating mixtures	What is a pure and impure substance and how could you identify them?		
	What is filtration, evaporation, distillation and chromatography?		
	Describe the method for evaporation, distillation, evaporation and chromatography		
	Define the following terms: soluble, insoluble, saturated, filtrate, residue		

	Revision Content	KO	CO
Space	Define the terms mass and weight		
	What happens to weight and mass on different planets?		
	How do you calculate weight?		
	What are the units for mass, weight and gravitational field strength?		
	What is a solar system, planet, asteroid, meteor, meteorite, galaxy and comet		
	What are the life cycle stages of a star that is a similar size to our sun?		
	What are the life cycle stages of a star that is much bigger than our sun?		
	When is the part of the Earth in the day time and night time?		
	What causes the Earth to have seasons?		
	Why are days longer, warmer in summer, shorter and colder in winter		

	Revision Content	KO	CO
Reactions	What is the hazard symbol for: corrosive, oxidising, irritant		
	What are indicators? List 5 different types of indicators.		
	What are the uses of indicators?		
	What do all acids contain and what do they have in common?		
	What do all alkalines contain and what do they have in common?		
	Name three common household acids and alkalines		
	What are the pH ranges of acid, alkaline and neutral substances?		
	What is the general word equation for neutralisation and give an everyday example		

Top Tips:

- Make a list of the key exam terminology for each topic from your KOs – learn this
- Use your multiple choice topic tests to see where your areas for improvement are
- Simple repetition – practising retrieving a memory over and over again is the best form of consolidating information – use the methods in the KO booklets
- Use BBC bitesize to revise and test yourself:
<https://www.bbc.com/bitesize/subjects/zng4d2p>



Your assessment will be based on the topics:

- Ven a Madrid (Come to Madrid)
- Bienestar (Well-being)
- Mi futuro (My future)

In Spanish...

I can listen, write & understand in the :

present tense __ __ __ past tense __ __ __
imperfect tense (used to) __ __ future tense (going to) __ __
future tense (will) __ __ __

I can understand language about travel plans __ __ __

I can ask for travel tickets and understand information about prices __ __ __

I can understand and give information about a past holiday __ __ __

I can listen, write, speak about and understand information about:

healthy living __ __ __ health problems __ __ __

sports __ __ __ future careers __ __ __

part time jobs __ __ __ future studies __ __ __

I can understand and use a range of connectives & quantifiers __ __ __

I can understand and use irregular verbs in a range of tenses __ __ __

(IR, TENER, SER, HACER)

I have memorised learned paragraphs about travel and holidays __ __ __

Ensure you practise the vocabulary and knowledge organiser Quizlets:

KO 1 Quizlet:

https://quizlet.com/_5hw4qi

KO 2 Quizlet:

https://quizlet.com/_5hw5x9

KO 3 Quizlet past tense:

https://quizlet.com/_5lj05v?x=1jqd

KO 4 Quizlet Reflexive verbs

https://quizlet.com/_5xvowm?x=1jqd

KO 5 Quizlet Past tense

https://quizlet.com/_6rvhiw?x=1jqd

Ven a Madrid

https://quizlet.com/_4ln1mv?x=1jqd

Bienestar vocabulary

https://quizlet.com/_4d7xko?x=1jqd

Mi futuro vocabulary

https://quizlet.com/_4nnyys?x=1jqd



Your assessment will be based on the topics:

- Geography Skills
- Tropical Storms
- Forest Fires
- Tornadoes
- Antarctica

Revision tasks linked to the assessment:

- Revision from the KO's this year

Revision content

Revised

I can use data to draw graphs

I can describe patterns on a graph

I can explain how tropical storms form

I can evaluate the effects and responses of Hurricane Katrina

I can describe the causes of forest fires

I can describe the responses to forest fires

I can explain impacts and responses to Tornadoes

I can describe the uses of Antarctica

I can explain the impacts of Tourism on Antarctica



Your assessment will be based on the topics:

- Crime and Punishment through time
- Titanic: Why it sank and who was to blame
- World War One

What do I need to revise?

Medieval Punishments- What were they? How are they different today?

Witchcraft under James I: The Pendle Witch Trial

Crime in Victorian England and the growth of the police force

Reasons why the Titanic sank

Individuals to blame for Titanic sinking

MAIN causes of WW1 (militarism, alliances, imperialism, nationalism)

The Assassination of Archduke Ferdinand

Conditions in the trenches and problems faced by soldiers

Weapons in World War One

Revised once

Revised Twice

Please use your KOs and revision booklet

Quiz questions (2 marks)

X4

Describe 2 reasons... (4 marks)

X1

Interpretation A shows... How do you know? (Infer + Explain) (4 marks)

X1

How does Interpretation B differ from Interpretation C...?
Source comparison question (4 marks)

X1

A statement, followed by 2 bullet points to discuss. [12 marks + 4 Spelling and punctuation]

X1

This is a BALANCE question.
You look at both sides and write a conclusion.

BBC Teach Channel on Youtube for WW1

(Simply search for the video!)
There is a playlist called 'A-Z of WW1' with mini-clips, including 'A for Archduke Ferdinand', 'T for Trenches' and many more!

Youtube clips about the Titanic:

- Deconstructing History: The Titanic (The History Channel)
- Top 10 Bone Chilling Facts about the Titanic (MajorTop10)



Your assessment will be based on:

Life After Death.

Christian and Hindu beliefs about life after death

Reflecting on different beliefs about life after death

Revision tasks linked to the Assessment:

Up till the assessment please use the knowledge organiser on life after death and ensure you know the following:

- Key terms
- An explanation of the Christian and Hindu beliefs about life after death.
- Teachings about life after death
- Your own ideas/beliefs about life after death

Topic	Content that you should revise	Revised
I can explain the Christian and Hindu beliefs about life after death	Key terms	
	Key beliefs and what life after death depends on	
	How these beliefs influence people	
I can identify similarities and differences between Christian and Hindu beliefs	Similarities	
	Differences	
I can evaluate different beliefs about life after death	What you agree or disagree with	
	Your own opinion about life after death	

You should use all previous KOs to see detail of the content you should know. If you need a further copy of these then visit the school website for electronic copies. <https://www.nottinghamfreeschool.co.uk/page.php?d=homework&p=year7and8>



Your assessment will be based on the topics:

- Networks/Internet
- Python Programming
- Multimedia

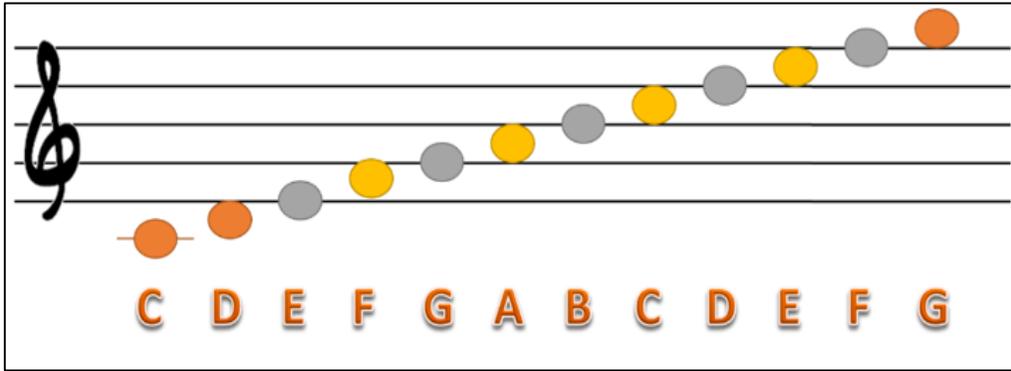
What do I need to revise?	Revised once	Revised Twice
I know a range of uses of the Internet		
I know the pros and cons of the Internet		
I Know how the Internet processes a website request		
I Know what a network is		
I know the 2 basic types of networks – Basic LANs and Wans		
I Understand the different ways that information can be presented		
I Understand the needs of different audiences		
I Know the Hardware that makes up a Stand Alone PC		
I Know what Input and Output means and the different input, output and storage devices		
I know what internet acronyms are		
I know a programming language		
I know how to print in python		
I know how to input in python		
I know how to do an IF statement in Python		

Key Terms to learn– can you define them?
IP address
Domain name server/system
ISP
URL
Save
Save As
Document
Internet
Network
Audience
LAN
WAN
Input Device
Output Device
Print (python command)
Input (python command)
If (Python Command)



Your assessment will be on:

- Elements of music
- Instruments of the orchestra
- Blues
- Stomp
- General music key words



Elements of Music

Dynamics – The volume of the music

Rhythm – The beat of the music

Structure – The order of the music

Melody – The tune of the music

Instrumentation – The types of instruments used

Tempo – The speed of the music

Tonality – How the music sounds

Texture – How many instruments are playing at the same time

Harmony – The accompaniment

Semibreve	Dotted Minim	Minim	Crotchet
4	3	2	1
1/2	1/2+1/2= 1	1/4	1/4 x 4 = 1
Quaver	Two quavers	Semiquaver	4 Semiquavers

Revision content	1	2	3
I can understand the elements of music.			
I can identify dynamics within different pieces of music.			
I can identify rhythm within different pieces of music.			
I can identify structure within different pieces of music.			
I can identify melody within different pieces of music.			
I can identify instruments within different pieces of music.			
I can identify tempo within different pieces of music.			
I can write about the history of Blues music.			
I can write about how Stomp create music.			
I can identify music note values.			
I can write notes on the treble clef.			
I can identify different Blues techniques.			
I can write a 12 bar blues.			
I can identify the different parts of a drum kit.			

Ensure you know all facts given on all knowledge organisers so far.



Your assessment will be on:

- Food around the world
- Religious diets
- Dietary needs

Useful Food and Nutrition videos can be found in the following location:

YouTube- BBC Teach- Food Preparation and Nutrition.

Ensure you revise each area a minimum of 3 times

	Revision Content	1	2	3
Food around the world	I can identify traditional dishes eaten in the following countries: Pakistan, Italy, Spain and France			
	I can explain the religions followed in these countries and how they impact on food choice.			
Religious diets	I can identify 4 different religions.			
	I can state foods that are eaten as part of the religious diet.			
	I can state foods that cannot be eaten as part of the religious diet.			
	I can adapt given recipes to make them suitable for religious diets.			
Dietary Needs <i>Vegan, Vegetarian, Coeliac Disease and Lactose Intolerance</i>	I can give a definition for the following diets: Vegan, Vegetarian, coeliac disease and lactose intolerance.			
	I can state foods that are to be avoided when following one of these diets.			
	I can adapt recipes to make them suitable for one of these diets.			



YEAR 8
HOMEWORK
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Weeks 4, 5 and 6.

Summer Term 1 Knowledge Organisers



A: Our World – Capital Cities of Europe (S – V)

Country	Capital
Slovenia	Ljubljana
Spain	Madrid
Sweden	Stockholm
Switzerland	Bern
Turkey	Ankara
Ukraine	Kyiv (or Kiev)
United Kingdom	London
Vatican City	Vatican City

C: Sophisticated Vocabulary

Word	Definition
abrupt	sudden and unexpected; curt when speaking
allege	say that someone has done something illegal or wrong, without any proof
bewildered	very puzzled and confused
component	a part or element of a larger whole
consecutive	following each other continuously
famished	extremely hungry
industrious	diligent and hard-working
irate	a feeling of great anger
obnoxious	extremely unpleasant
resolve	settle or find a solution to; decide firmly on a course of action

B: Our World – The New Seven Wonders of the World

Wonder	Location	Picture	Year
Great Pyramid of Giza (<i>honorary status</i>)	Giza Necropolis, Egypt		2560 BC
Great Wall of China	China		700 BC
Petra	Jordan		312 BC
The Colosseum	Rome, Italy		80 AD
Chichen Itza	Yucatan, Mexico		600 AD
Machu Picchu	Cuzco Region, Peru		1450 AD
Taj Mahal	Agra, Uttar Pradesh, India		1643 AD
Christ the Redeemer	Rio de Janeiro, Brazil		1931



Our weekly homework routines...

- 1 You will always be set at least one homework a week by your teacher.
- 2 Your teacher will choose the lesson they want you to learn and will pick it so that you are revising an important maths topic for revision. As such, you have already probably covered it in class but might have forgotten so your homework is to revise as, to be a great learner, you need to revise all the time (not just before tests!).
- 3 You need to spend **between 30 minutes and 1 hour** on your homework as this shows effort and commitment and will ensure that you do quality homework.
- 4 You will always be expected to
 - i) watch the video + take notes;
 - ii) write down your quiz workings neatly;
 - iii) mark your own work, make corrections and write down your score at the end.
- 5 Homework will be checked by your teacher in class once a week during your starter. You will be expected to bring your homework book to class and leave it open on the desk for your teacher to inspect.

10 things a student should do when completing HegartyMaths homework

Student checklist for good HegartyMaths homework		✓ or X
1	I always write the date, title, clip number and H/W for all my tasks.	
2	I always watch the video before attempting the questions.	
3	I always take full notes of all the examples modelled in the video.	
4	I copy every question that I attempt in my book.	
5	I show all my workings for every question in the quiz that I do.	
6	I try to model my work the way I was shown in the video by Mr Hegarty.	
7	I use a pencil and ruler for all diagrams.	
8	I mark my work correct/incorrect as I go.	
9	I write down corrections when HegartyMaths tells me the correct answer.	
10	I write down my score at the end of quiz.	

5 things you should do when you want to do extra work

Action	✓ or X
1 I go back to my donut and pick lessons that are red (<70%) to redo them to make them amber (>70%) or green (100%).	
2 I go back to my donut and pick lessons that are amber (>70%) to redo them to make them green (100%).	
3 When working on lessons that are red or amber and I cannot make them 100% , I rewatch the video and look at the building blocks which may help me.	
4 I complete a Fix-Up-5 where HegartyMaths gives me 5 practice questions on parts of maths that I might be weak on.	
5 If my teacher has given me a revision list of clips on HegartyMaths, then I pick a topic on that list and complete a homework the normal way by myself.	

VIDEO NOTES
Hegarty maths - Perimeter (2) 14th July 2016

Example 1

 Perimeter = $7+7+7+7$
 $= 4 \times 7$
 $= 28 \text{ mm}$

Key Words
 • Length
 • Units
 • Distance

Example 2

 Perimeter = $4+9+4+9$
 $= 18+18$
 $= 36 \text{ m}$

Example 3

 Perimeter = 6×9
 $= 54 \text{ m}$

Example 4
 Work out the perimeter of a square with side length 5cm.
 Perimeter = 4×5
 $= 20 \text{ cm}$

Example 5
 Work out the perimeter of an equilateral triangle with side length 4.1mm.
 Perimeter = 3×4.1
 $= 3 \times (4 + 0.1)$
 $= 12 + 0.3$
 $= 12.3 \text{ mm}$

Notes:
 - Regular means all sides are same length.
 - Don't forget Units!
 - Always draw a sketch from the information given.
 - Doesn't matter which method you use, they all work!
 - Use distributive law of multiplication.

Callout: Here is an example of a great homework!

You will **always** produce a set of well-written notes of all the modelled examples in the video as we want you to be an expert note-taker and to revise before you try the quiz. **If you know the material, you still have to take the notes as sometimes you have to revise topics you already know and it's good for your long-term maths memory.**



A: WRITING SKILLS

SPAG – Applying spelling, punctuation and grammar effectively. Capital letters, full stops, commas & apostrophes.

Challenge: colons, semi-colons, parenthesis, exclamation marks, hyphens.

Sentence structures – applying a variety for effect – simple, compound and complex. Using time and sequencing connectives.

Paragraphing.

Persuasion – Using a range of techniques effectively and suitably (AFOREST).

B: Sample sentence openers

- Many people perceive this as a fractious issue.
- Picture the scene:
- Now, let's be clear, the real issue here is....
- Yes, I can see why some people may think....
- The solution is simple:

C: Synonyms

Good: Outstanding, exceptional, remarkable

Bad: Abhorrent, abysmal, appalling

Boring: Tedious, lacklustre, monotonous

Angry: Irritated, exasperated, vexed

Pointless: Futile, inane, absurd

D: Vocabulary

Definition

Convey	To communicate a message, information, idea.
Colloquial	Language used in ordinary and familiar conversations. Not formal.
Precise	Exact and accurate
Concise	Giving a lot of information clearly and in a few words.
Criticism	Disapproval
Courteous	Polite and respectful
Facilities	Places, amenities or things that are provided for a particular purpose
Provision	Providing or supplying something.
Reiterate	To say something a number of times.
Elaborate	To develop or present something in further detail.
Proposal	A plan or suggestion
Insufficient	Not enough
Inadequate	Not good enough
Negligible	Small and unimportant.
Recipient	Someone who receives something.

E: Terminology

Definition

Purpose	What a text trying to do. Is it informative, advisory or persuasive?
Audience	Who a text is aimed at
Format	The type of text (eg: letter, speech, report etc)
Tone	The way a piece of text sounds e.g. sarcastic etc. The mood or atmosphere in the writing.
Hyperbole	Use of exaggerated terms for emphasis.
Anecdote	A short story using examples to support ideas.
Directives	Using you, we or us.
Repetition	When words or phrases are used more than once in texts.
Statistics	Facts and figures
Authoritative	Commanding and self-confident. Likely to be respected and obeyed.
Superlative	Declaring something the best i.e. the ugliest, the most precious.
Passive voice	When the subject of the sentence has an action done to it but something or someone else. E.g. the dog was being washed by the girl.



A: Historical Context

Queen Elizabeth I – She was queen while Shakespeare was writing, and supported him. Elizabeth I made Protestantism the official religion of England, which angered many Catholics, and led to much conflict. Shakespeare may be referencing this in ‘Romeo and Juliet’, with the two warring families.

Patriarchy – patriarchal societies are ones where men are dominant, and have control over women e.g. by choosing who they would marry.

Nurses – employed by wealthy families to feed and care for their children.

Fate - the belief that your life is mapped out for you, or ‘written in the stars’. Many Elizabethans believed God decided your fate, and that astrology could help you identify your course in life.

C: Key Characters

Romeo – age unknown, anywhere between 16 and 21

Benvolio – Romeo’s cousin

Lord and Lady Montague – Romeo’s parents.

Abraham - servant

Balthasar – servant

Juliet – age 13 in the play

Tybalt – Juliet’s cousin

Lord and Lady Capulet – Juliet’s parents

Gregory – servant

Sampson – servant

Rosaline – a nun, Romeo is in love with her before Juliet.

Prince Escalus – ruler of Verona

Mercutio – related to Prince, friends with Romeo

Count Paris – related to Prince, betrothed to Juliet

Friar Lawrence – friends with Romeo

The Nurse – works for the Capulets, Juliet’s confidante

D: Techniques and Terminology

Prologue – sets up the story and foreshadows events.

Foreshadowing – when an author drops hints about what will happen through language or symbolism.

Dramatic irony – when an audience knows something the characters do not. Symbolism – when an image represents an idea, e.g. light symbolises happiness, flowers symbolise youth etc.

Double meaning – when a word can be read to mean two things e.g. ‘grave’ = serious or grave stone.

Personification – when an object is given human qualities

Rhyming Couplets – two lines next to each other that rhyme with each other, often used for dramatic impact.

B: A Short Summary of the Story

- Romeo and Juliet fall in love at a party. But they come from families which hate each other. Helped by Friar Laurence, they marry in secret.
- Before their wedding night Romeo kills Juliet’s cousin, Tybalt, in a duel, and in the morning he is forced to leave her. If he ever returns to the city, he will be put to death.
- Juliet’s parents tell her she must marry Paris. Her parents do not know she is already married. She refuses at first, but later agrees because she plans to fake her death and escape to be with Romeo forever; again with the help of Friar Laurence.
- Friar Laurence gives Juliet a sleeping potion. She appears to be dead. However, Romeo does not know about the plan, visits her grave, thinks she is dead, and kills himself. When Juliet finally wakes up, she discovers that Romeo is dead and then kills herself.

E: Learn the Spellings and Definitions

1. Melancholic – someone who is prone to moping and being depressed.
2. Quixotic – extremely idealistic: unrealistic and impractical.
3. Ardent – enthusiastic and passionate.
4. Appeasing- someone who tries to pacify others.
5. Sincere - honest and genuine.
6. Stalwart – loyal and reliable.
7. Anarchic – unruly and chaotic.
8. Impulsive – someone who acts on a whim, without thinking.
9. Precocious – someone who ‘shows off’ their intelligence arrogantly.
10. Idealistic – someone who believes whole-heartedly in something, even if it is unrealistic.
11. Ingenuous – innocent, naïve and unworldly.
12. Resolute – someone who has made their mind up and whose opinion cannot be changed.
13. Volatile – someone who could explode at any moment.
14. Tempestuous – someone who is unpredictable and has many conflicting emotions.
15. Righteous – someone who believes what they are doing is morally justifiable.
16. Maternal – motherly.
17. Submissive – will bend to a dominant authority and ‘do what they are told’
18. Uncouth – uncivilised and uncultured, potentially vulgar.



A: Forces are vector quantities

Scalar quantities	Vector quantities
have magnitude only	have direction and magnitude
length , area, volume, mass, temperature, energy	force , velocity, acceleration, drag, weight, thrust
A force is a push, pull or twist. It can change the speed direction or shape of an object.	
Contact forces	Non-contact forces
friction, air resistance, tension, normal contact force	magnetic, gravitational, electrostatic force

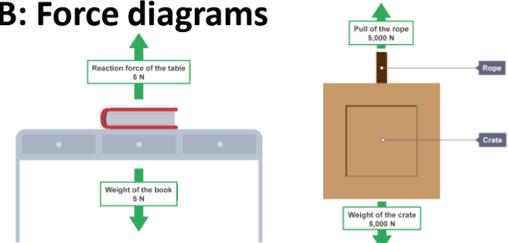
D: $s = v \times t$

term	symbol	unit	unit symbol
velocity	v	metres per second	m/s
displacement	s	metres	m
time	t	seconds	s
acceleration	a	metres per second per second	m/s ²

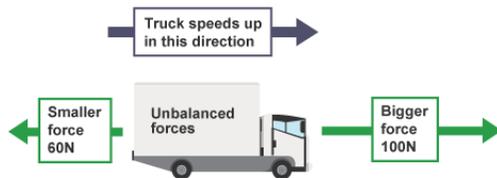
S = v x t
s = v x t
v = s ÷ t
t = s ÷ v
a = v ÷ t

Velocity is the change in displacement over time.
Acceleration is the change in velocity over time.

B: Force diagrams



In the **force diagrams** above the forces acting on the object are **balanced**, so they are at **equilibrium**. The **resultant force** is 0 Newtons.
 $5 - 5 = 0N$ $5000 - 5000 = 0N$



The forces are **unbalanced** because the **driving force** is greater than the **resistive forces**.
 $100 - 60 = 40N$ (to the right)
 The **resultant force** is 40N to the right, so the truck **speeds up** with 40N to the right.

Newton's 3rd law states: every **action** has an equal and opposite **reaction**.
The weight of a person due to gravity is paired with the pull the person exerts on the earth.

Interaction pairs are always the same type but not acting on the same object. Every force has a pair. These are not to be confused with balanced forces (above).

C: Friction and drag

Air resistance is the force slowing the rider down, a streamlined riding position reduces this unhelpful drag.

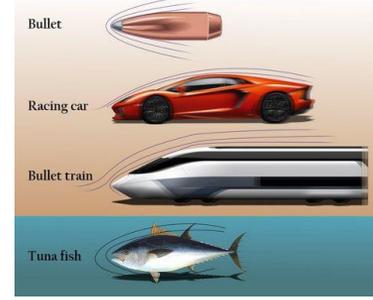
The **friction** in the chain is **unhelpful**, so **lubricant** is used.



The bike, helmet, and clothes are also designed to have **streamlined shapes**, and have special **drag reducing materials with smooth surfaces**.

Friction of the rubber tyres against the track is **helpful**, as it allows the rider to produce a forwards force.

Streamlined shapes reduce drag. Fish like this tuna have streamlined bodies and this reduces underwater drag called **water resistance**.



E: Distance/time graphs and velocity/time graphs

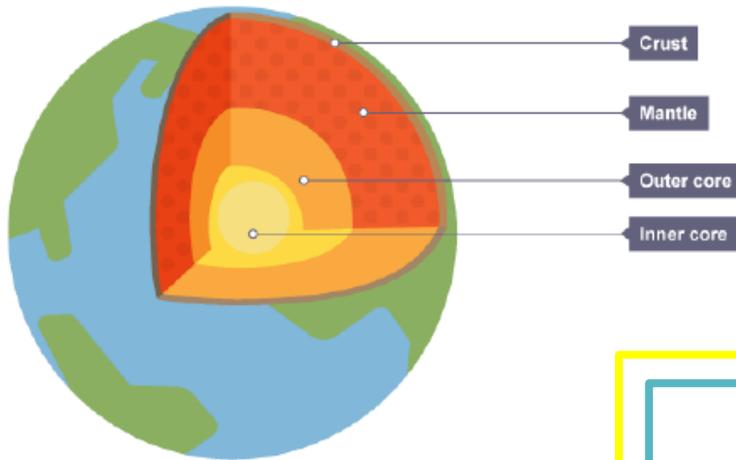
Stationary objects	Object moving with constant velocity	Object moving with a <u>uniform acceleration</u>
The displacement does not change.	The displacement steadily increases.	The displacement increases with an ever increasing rate.
velocity = 0 m/s	The velocity does not change.	The velocity steadily increases.
acceleration = 0m/s ²	acceleration = 0m/s ²	The acceleration does not change.



A: The Earth's structure

The Earth is almost a sphere. These are its main layers, starting with the outermost:

- Crust (relatively thin and rocky)
- Mantle (has the properties of a solid, but can flow very slowly)
- Core (made from nickel and iron)



C: Types of rock

Igneous rocks

Igneous rocks are formed from molten rock that has cooled and solidified.

Sedimentary rocks

Sedimentary rocks are formed from the broken remains of other rocks that become joined together.

Metamorphic rocks

Metamorphic rocks are formed from other rocks that are changed because of heat or pressure. They are not made from molten rock – rocks that do melt form igneous rocks instead.

IGNEOUS



Granite

SEDIMENTARY



METAMORPHIC



Marble

B: Rocks, minerals and grains

Minerals have a set chemical composition.

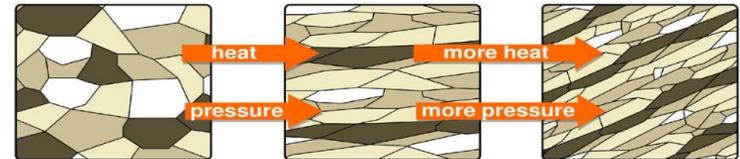
Rocks do not have a set composition and are often made up of several different minerals and other materials. For example, the rock granite is made up of the minerals quartz, feldspar and biotite.



Minerals are found in the Earth's crust. Minerals that humans use are usually extracted from mines.

Sedimentary rocks are turned into metamorphic rocks by the extreme pressures and temperatures deep within the Earth.

These conditions change the structure of the rocks so that new layers are formed.



Mixture of grains in structure

Heat and pressure compress grains

Grains form orderly layers

H: Erosion

Erosion is the process by which rocks and soil are transported from one location to another.

The material moved by erosion is called **sediment**

D: Weathering

The breakdown of rocks into smaller fragments is called **weathering**. Eventually the fragments become soil.

9 Freeze-Thaw Weathering

- Water gets into cracks in rock.
- Temperature drops.
- Water freezes and expands.
- The crack is forced open.
- Water melts.
- Goes deeper into crack.
- It all repeats.

10 Onion Skin Weathering (also called Exfoliation)

- Heat from the Sun makes the outer layer of rock expand.
- Cold at night makes it contract.
- Outer layer cracks and falls off, like onion skin.

11 Biological Weathering

Caused by plants and animals.

- Plant seeds fall into cracks.
- Plants and trees grow.
- Roots push rocks apart.
- Animals burrow, cracks get bigger, rocks break up.

12 Chemical Weathering

Caused by carbonic acid in rain.

- Can turn sedimentary rock, like limestone, into calcium carbonate.
- This is soluble.
- Rain dissolves sedimentary rock and it wears away.

E: What is a fossil?

A fossil is an **remains**, **traces** or **imprints** of a life that has been preserved at some time in the geological past. Fossils must be at least ten thousand years old. Only a very small number of **organisms** get fossilised.

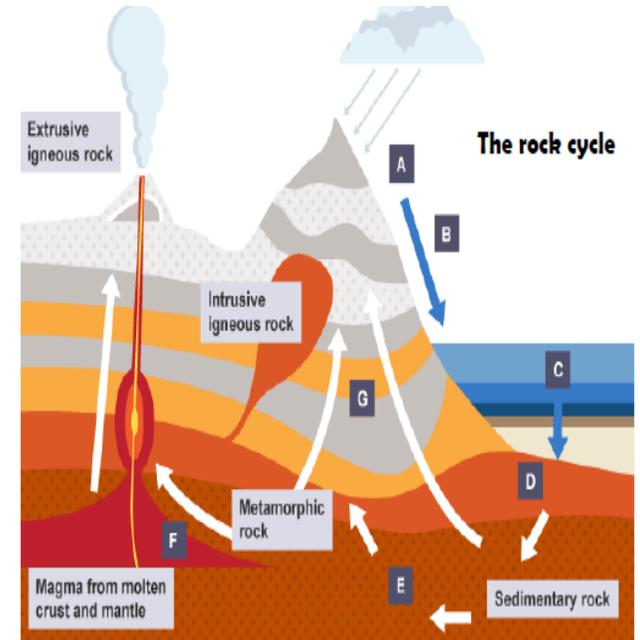
MOST fossils are formed in sedimentary rock.

When the **organism** dies, it begins to **decompose**.

If it is **buried quickly** by fine sediment, it can **leave an imprint** before complete decomposition.

The fine sediment can **seal the imprint** before the sediment turns to rock.

F: The Rock cycle



A Weathering and erosion	D Compaction and cementation	F Melting
B Transportation and deposition	E Burial, high temperatures and pressures	G Slow uplift to the surface
C Sedimentation		

Letter	Description
A	There are 3 types of weathering (biological, physical and chemical).
B	Rivers and streams transport rock particles to other places.
C	Rock particles form layers.
D	This presses the layers and sticks the particles together, forming sedimentary rock.
E	Rocks underground and are changed into metamorphic rock.
F	Rocks melt and turn into magma. When it cools it forms igneous rocks.
G	Areas of rock can move slowly upwards, this is called uplift.

Comparatives



You can make a sentence negative by putting *no* in front of the verb:

Me gusta el deporte – *I like sport.*

No me gusta el deporte – *I don't like sport.*

To express other negative ideas you use *no* **in front of** the verb plus one of these words **after** it:

No voy **nunca** a la piscina – *I never go to the swimming pool.*

La semana pasada **no** compré **nada** en el supermercado – *Last week I didn't buy anything (I bought nothing) in the supermarket.*

Notice how to say 'neither ... nor ...':

No me gustan **ni** el inglés **ni** las ciencias – *I neither like English nor Science.*

nada – *nothing*

no – *no*

nadie – *no-one*

nunca – *never*

ni ... ni ... – *neither ... nor ...*

tampoco – *not ... either*

ningún – *none/not one*



Idiomatic uses of tener

Remember that when you give your age in Spanish you use the verb *tener* (to have) and not the verb *ser* (to be). There are several common occasions when in English we use the verb 'to be' but in Spanish we use the verb 'to have'. These are known as idiomatic uses of *tener*.

to **be** eighteen = *tener dieciocho años* (literally: to **have** 18 years)

to **be** successful = *tener éxito* (literally: to **have** success)

tener hambre/sed – *to be hungry/thirsty*

tener calor/frío – *to be hot/cold*

tener éxito – *to be successful*

tener miedo – *to be scared*

tener razón – *to be right*

tener suerte – *to be lucky*



Comparatives and superlatives

Remember!

más ... que – *more ... than*

menos ... que – *less ... than*

el/la más ... – *the most ...*

el/la menos ... – *the least ...*



Remember:

tan (adjective) como ... –

as (adjective) as ...

Chile no es **tan grande como**

Argentina – *Chile is not as big as Argentina.*

tanto/tanta/tantos/tantas

(noun) como ... – *as much/many (noun) as ...*

Chile exporta **tantos productos**

como Argentina – *Chile exports as many products as Argentina.*

Use *lo* + adjective to add variety to your opinions:

Lo difícil de aprender idiomas es la gramática – *The difficult thing about language learning is grammar.*

Lo mejor de Latinoamérica es su diversidad – *The best thing about Latin America is its diversity.*

Lo bueno del Caribe es su clima – *The good thing about the Caribbean is the weather.*

permitir – to allow (1)

Mi madre **me permite** – *My mother allows me*

Mis padres **no me permiten** – *My parents don't allow me*

You can also use *puedo* and *no puedo* to say what you are/are not allowed to do.

How to say what other people are allowed to do:

Su madre **le** permite – *His/her mother allows him/her*

Sus padres **no les** permiten – *Their parents don't allow them*

You can also use *puede(n)* and *no puede(n)* to say what other people are allowed to do:

John *puede* salir cuando quiere pero *no puede* tener un piercing.



[KO 5 Quizlet link](https://quizlet.com/_68ehao)

https://quizlet.com/_68ehao

Impersonal se

Remember:

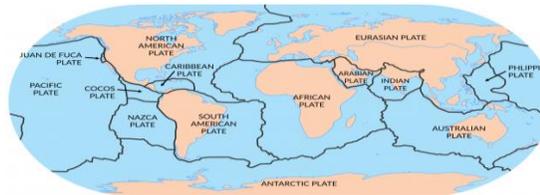
When the subject of a verb is unspecified (but human), the ending for 'he'/'she' is generally used.

En Latinoamérica **se come** bien – *In Latin America one eats well.*



1. The Andes Mountains are the longest mountain range in the world, forming a continuous highland along the western edge of South America. The range is 7,000 km long, 200 to 700 km wide and has an average height of about 4,000 m. The Andes extend from north to south through seven South American countries: Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, and Argentina

2. The Andes are a belt of mountains along the Pacific Ring of Fire, a zone of volcanic activity that encompasses the Pacific rim of the Americas as well as the Asia-Pacific region. The Andes are the result of tectonic plate processes, caused by the subduction of the Nazca Plate oceanic crust beneath the continental South American Plate



3. The Atacama Desert is a desert plateau in South America covering a 1,000-km strip of land on the Pacific coast, west of the Andes mountains. The Atacama desert is one of the driest places in the world, as well as the only true desert to receive less precipitation than the polar deserts. According to estimates, the Atacama Desert occupies 128,000 km² of the Andes mountain range



4. In spite of the conditions of a desert, a rich variety of fauna and flora has evolved there. Over 500 species of plants within the border of this desert. These species are characterized by their extraordinary ability to adapt to this extreme environment. Most common species are the herbs and flowers such as thyme. Desert wasps and butterflies can be found during the warm and humid season, especially on the hills. Red scorpions also live in the desert



5. The Amazon River in South America is the largest river by discharge volume of water in the world, and it is the second longest river in the world, after the Nile River. At an average discharge of about 209,000 cubic metres of water per second, this is greater than the next seven largest independent rivers combined. The Amazon basin is the largest drainage basin in the world, with an area of approximately 7,050,000 square kilometres



6. In March 1500, Spanish conquistador Vicente Yáñez Pinzón was the first documented European to sail up the Amazon River. Pinzón called the stream Río Santa María del Mar Dulce, later shortened to Mar Dulce, literally translated as, "the sweet sea", because of its fresh water pushing out into the ocean. Another Spanish explorer, Francisco de Orellana, was the first European to travel from the origins of the river, situated in the Andes, to the mouth of the river. In this journey, Orellana baptised some of the smaller rivers of the Amazonas like the Rio Negro, Napo and Jurua

The Treaty of Versailles



The main terms spell out the word 'LAMB':

	<u>Terms</u>	A
<u>L</u> and	<ul style="list-style-type: none"> Lost 13% of its land (6 million of its people) Included Alsace-Lorraine, Posen (Polish corridor), and German colonies. Rhineland demilitarised. 	
<u>A</u> rm	<ul style="list-style-type: none"> Army max 100,000 Navy max 15,000 sailors, 6 battleships, no submarines Airforce disbanded Conscription forbidden 	
<u>M</u> oney	<ul style="list-style-type: none"> Germany to pay war damages (reparations) of £6.6 billion. 	
<u>B</u> lame	<ul style="list-style-type: none"> Article 231: Germany given total blame. 	

The Treaty of Versailles was signed in June 1919. The Treaty was **VERY UNPOPULAR** in Germany! Many German's resented the new government for accepting it's terms!

After the armistice, a peace treaty called the Treaty of Versailles was imposed on Germany. Germany were not allowed to be presented for discussion. The terms of the treaty were decided by Britain, France and the USA. Germany had **NO** say!

German reactions to the Treaty of Versailles!

Germans hated the treaty for 3 main reasons:

1. They felt it was too harsh. The treaty took away large areas of land which meant losing people, factories, farms and mines. They had to pay large amounts of reparations (money) to the winners too. They felt humiliated and angry.
2. Germans hated the fact that the treaty had been forced on them. They were ordered to sign it, without discussion. They called a 'DIKTAT' - a dictated peace.
3. They disagreed with Article 231- they did not feel they had lost the war at all!
4. Germany felt the new politicians had betrayed the country by asking for a ceasefire in November 1918. Field Marshal Hindenburg said that 'the German army was stabbed in the back. No blame is to be attached to the army. It is perfectly clear on whom the blame rests!'



A: Key terms and definitions

Key Term	Definition
Congregation	Group of people gathered together for worship
Diverse	A word used to describe a variety of races, religions and cultures in a community.
Inter-faith Dialogue	A situation where different religious groups meet to discuss important issues in their community.
Multi-faith centre	A place of worship designed for the worship of more than one religion in the same space.
Tolerance	A willingness to accept differences and celebrate similarities of different faiths.
Unity	The state of being united or joined as a whole.
Worship	A deep adoration of love of something often including a religious ceremony or service

B: Key Information

<p>Christianity Follower: Christian Symbol: Cross Origin: Israel Scripture: Bible Sacred Building: Church, Chapel and Cathedral Important People: Jesus</p> 	<p>Islam Follower: Muslim Symbol: The Crescent Moon and Star Origin: Saudi Arabia Scripture: Qur'an Sacred Building: Mosque Important People: Prophet Muhammad (pbuh) and Ibrahim</p> 
<p>Judaism Follower: Jew Symbol: Star of David Origin: Israel Scripture: Torah Sacred Building: Synagogue Important People: Abraham and Moses</p> 	<p>Sikhism Follower: Sikh Symbol: The Khanda Origin: Northern India (The Punjab) Scripture: Guru Granth Sahib Sacred Building: Gurdwara Important People: Guru Nanak and other Guru's</p> 
<p>Hinduism Follower: Hindu Symbol: Aum Origin: India Scripture: The Vedas Sacred Building: Mandir (Hindu Temple) Important People: No founder, teacher or prophets</p> 	<p>Buddhism Follower: Buddhist Symbol: The Wheel of Life Origin: North East India Scripture: Tripitaka Sacred Building: Stupa Important People: Siddhartha Gautama (Buddha)</p> 



Derby
Multi-
faith
Centre



A: Definition of a spreadsheet

A spreadsheet is a software application that enables a user to save, sort and manage data in an arranged form of rows and columns. A spreadsheet stores data in a tabular format as an electronic document. An electronic spreadsheet is based on and is similar to the paper-based accounting worksheet. A spreadsheet may also be called a worksheet.

B: What are spreadsheets used for?

Spreadsheets are used by many organisations, in various different ways all depending on the type of business. Spreadsheets are used for records of students' exam results, assessment grades, etc. The reason why businesses use spreadsheets is because they obtain special features and tools that are available. For example, formula to perform much more complex and complicated calculations that a human wouldn't be able to do very quickly. This would certainly be a benefit for businesses such as accounting. Also, spreadsheets are useful for exam results because spreadsheets can hold large amounts of data in one file.

D: Other functions

Functions	
= SUM	Adds a range of cells together
= AVERAGE	Finds an average for a range of cells
= COUNT	Counts cells if they meet a condition
= IF	An Excel IF Statement tests a given condition and returns one value for a TRUE result, and another value for a FALSE result. ... Multiple IF statements in Excel are known as nested IF statements . As a financial analyst, the IF function is used often to evaluate and analyse data by evaluating specific conditions.
= Count IF	Excel COUNTIF function is used for counting cells within a specified range that meet a certain criterion , or condition. For example , you can write a COUNTIF formula to find out how many cells in your worksheet contain a number greater than or less than the number you specify.
Macros	A macro is an action or a set of actions that you can run as many times as you want. When you create a macro, you are recording your mouse clicks and keystrokes.

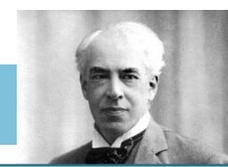
C: Spreadsheets key words

Sum The total amount resulting from the addition of two or more numbers. An example of the formula is: =SUM(A1:A10)	Average A number that is found but adding up a range of numbers and then dividing them by the quantity of numbers. An example of the formula is: =AVERAGE(A1:A10)	Vlookup A vertical lookup. This looks at a value in a spreadsheet and finds it matching value elsewhere in the spreadsheet. It then returns a value that you choose on the vertical line of the found value. An example of the formula is: =VLOOKUP(D4,'The Rides'!\$A\$4:\$B\$23,2,FALSE)	Budget An estimate of income and expenditure for a set period of time.	Data The values that are inputted into your spreadsheet.
Cell This is one small box in your spreadsheet.	Range A set of different values of the same type.	Manufacturer A person or company that has goods for sale.	Alternative One of two or more available possibilities.	Source A place, person, or thing from which something originates or can be obtained.
Projection An estimate or forecast of a future situation based on a study of present trends.	Prediction Making a judgement about what might happen in the future based around current data.	Formula A mathematical relationship or rule expressed in symbols	Profit A financial gain.	Loss A financial loss.
Formatting Change the look and style of your spreadsheet.	Border A boundary around your data in Excel.	Fill A tool used for changing the colour of a cell.	Chart A visual representation of your data.	Worksheet One sheet inside a spreadsheet.

E: Basic Formulae

	A	B
1	You type	The result
2	=10+10	20
3	=100-50	50
4	=10*10	100
5	=100/5	20
6	=B2+B3	70
7	=B4-B5	80
8	=B5*B2	400
9	=B8/B3	8

Naturalism & Characterisation



A: NATURALISM, CHARACTERISATION AND BACKSTORY

Naturalism

CONSTANTIN STANISLAVSKI

- A style of theatre that aims to recreate real life on stage. Can also be known as **realism**.
- Every aspect of the performance has to be **believable** including set, costume, sound and lighting.
- To maintain the illusion, the performers cannot break the **fourth wall** or interact with the audience. They must stay in character at all times.



Constantin Stanislavski felt that actors should understand their character's backstory, as it gives them motivation and makes for a more convincing performance. (Naturalism)

How to create a backstory:

1. Decide what **age** your character is
2. Decide where your play is set, as the **social and historical context** of the play will determine how your character behaves.
3. Are there any **significant events** that have happened in your character's past?

B. REHEARSAL TECHNIQUES FOR CHARACTERISATION

Key steps to character creation:

- **Backstory**
- **Social/historical Context** – this affects how the character will behave and react to situations.
- **Role on the wall** – what you think of yourself as the character and what others think of the character.
- **Hot seating** – audience can ask the character questions to get more information from them about their history etc.
- **Conscience Alley** – One participant walks between 2 lines of students as they make comments that are either positive and encouraging or negative and discouraging.
- **Status games**: it's important for a performer to understand their relationships with other characters. Arranging the cast into a tableau, using levels and space to indicate high and low status characters and their relationships with each other. Can also show how different characters might treat each other.
- **Defend a character**: this involves being a character's lawyer and defending them against some of the things they have done – justifying the character's actions.



C. DRAMA CONVENTIONS



Dialogue:

This is the term given to lines that are spoken between characters.

Monologue
Duologue
Soliloquy
Aside

FLASHBACK:

- Scenes that go **back in time**
- **Create a non-linear plot** without causing the audience too much confusion.

Stage Directions:

Instructions written in a script to explain how a play should be performed.



Part A: Keith Haring

Keith Haring is famous American graffiti artist who is well known for his bright and colourful paintings using cartoon like characters. His work often contains a moral message about drugs but he also focused a lot on AIDS awareness in his work.

This was because at the time a lot of his friends had AIDS and were slowly dying around him. He saw a lot of pain and suffering which hugely affected his work. Haring was diagnosed with AIDS in 1988. In 1989, he established the Keith Haring Foundation, to provide funding and imagery to AIDS organisations and children's programs. Haring used his painting in the last years of his life to speak about his own illness and generate activism and awareness about AIDS.

Key words

Bright, Colourful, Public, Meaningful, Message, Activist, Innovative, Political, Simplistic, Naïve, Expressive, Linear, Busy



Part B: Antoni Gaudi

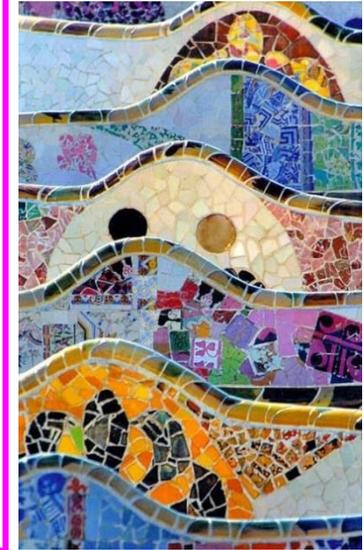
Antoni Gaudi Cornet was born on the 25th June 1852 and died on the 10th June 1926.

He was a Spanish architect.

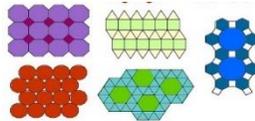
Gaudi's works were highly individual and distinctive in style.

His buildings are mainly in Barcelona- one of his most famous in the Sagrada Familia. Much of Gaudi's work was marked by his big passions in life: architecture, nature, religion.

The Sagrada Família started being built in 1882, Gaudí became involved in 1883 taking over the project and transforming it with his architectural and engineering style. Gaudí devoted his last years to the project, and at the time of his death at age 73 in 1926 less than a quarter of the project was complete. Sagrada Família's construction progressed slowly, as it relied on private donations and was interrupted by the Spanish Civil War, only to resume building in the 1950s. The building of it reached about halfway in 2010 with some of the project's greatest challenges remaining, it is predicted that the project will be completed in 2026 which will be a hundred years since Gaudi's death.



Examples of Tessellation:



Part C: Art Vocabulary

Inspiration- Inspired by or drawing ideas from

Structure- a building or other object constructed (made) from several parts.

Exploration- to explore, discover

Woodcut- print using a carved piece of wood.

Symmetry- Where a piece of art is a mirror image of itself if you draw a line down the middle.

Infinity- Endlessness

Mezzotint- a print made using a metal or steel plate where the surface has been scraped to create the design.

Lithograph- printing using a stone or a smooth metal plate.

Tessellation- where a pattern or shapes fits together without overlapping or any gaps.

Perspective- a way of drawing three dimension on a two dimensional surface. (Making something look 3D on paper)

Reflection- reflection in art is where elements of a piece are repeated as a mirror image but not necessarily symmetrical.



Section A- Tools and Equipment

Image	Name	Uses
	Guillotine	To cut paper and cardboard
	Steel Rule	For accurate marking out and measuring to aid cutting out
	Craft Knife	For precise cutting of card or paper
	Cutting Mat	To protect work surfaces while using the craft knife
	Double sided tape	To hold models in place
	Glue gun	Adhesive to hold modelling materials in place

Section B- Labelling



Nutritional information



Bar code



Fair Trade



Recycling



Keep Britain Tidy

Section C- The process of making of raw chocolate

Ingredients

- 1/2 cup cocoa butter
- 1/2 cup virgin coconut oil
- 1/2 cup (raw) organic cocoa powder
- 1/4 – 1/2 cup agave syrup for sweetening

Method

1. Grate 1/2 cup of the cocoa butter. Measure also 1/2 cup of coconut oil.
2. Place cocoa butter and coconut oil in a small, heat-safe cup or bowl. Then place the cup or bowl in a shallow pan containing a small amount of warm (not boiling) water. Stir the oil and butter occasionally until it's smooth.
3. Measure 1/2 cup cocoa powder. If you'd like to add any other dry ingredients, measure them out now and stir them together with the cocoa powder.
4. Pour the dry ingredients in the bowl with melted oil and butter. Stir continuously until smooth.
5. Pour the melted chocolate into the ice cube tray. Place the chocolate for 30 minutes in the freezer or 60 minutes in the refrigerator.

Section D- Key Terms

Product Analysis- Examining products already available on the market.

Typography- The process of making written language legible and appealing.

Net- It is a flat two dimensional shape, which contains score lines and when is folded and glued together forms a three dimensional shape.

Isometric Drawing- An **isometric drawing** allows the designer to draw an object in three dimensions. All lines are drawn at 30 or 90 degrees.



A: Fabric

Natural Fabrics: Cloth made from natural substances, such as; cotton and linen from plants, wool from goats and sheep and leather from cows' skin.

Man-made Fabrics: Cloth made from man made chemicals, usually different forms of plastic, such as Polyester, Nylon, Viscose and Lycra. All these are made from oil.

Decorative: Something done to look attractive

Pattern: Templates used in sewing to cut fabric to the right shape and size.

Fabric Scissors: Special sharp scissors used for cutting fabric only.

B: Health and Safety in the Textiles Room

- Make sure the sewing machine is switched off while threading up.
- Carry scissors with the blade pointing down.
- Keep noise levels low so you can hear teacher instructions
- During practical keep all chairs tucked under the tables.
- Only one person on each sewing machine.



Danger

C: Block Printing

Block printing involves carving a pattern or design onto a block. The design is covered in paint, ink or dye and then stamped onto fabric.

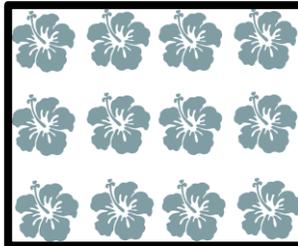


D: Equipment Guide

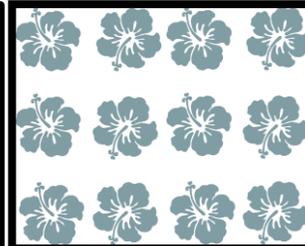


E: Creating a Pattern

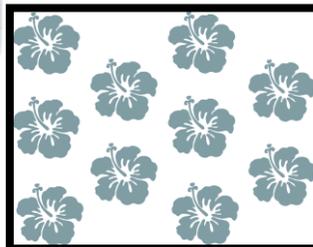
Repeat



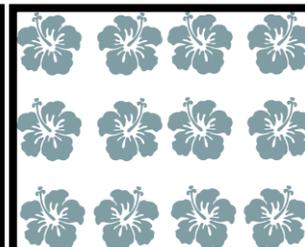
Rotation



Half Drop



Reflection

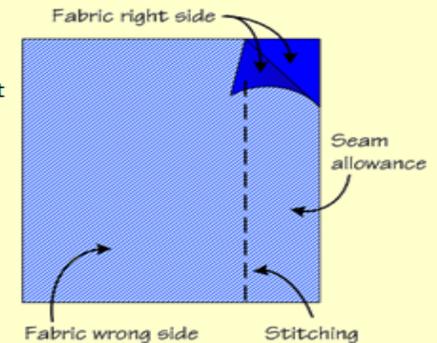


F: Seam Allowance

The standard seam allowance is 15mm. Usually this measurement is already added onto a dress-making pattern but occasionally you may have to add it yourself.

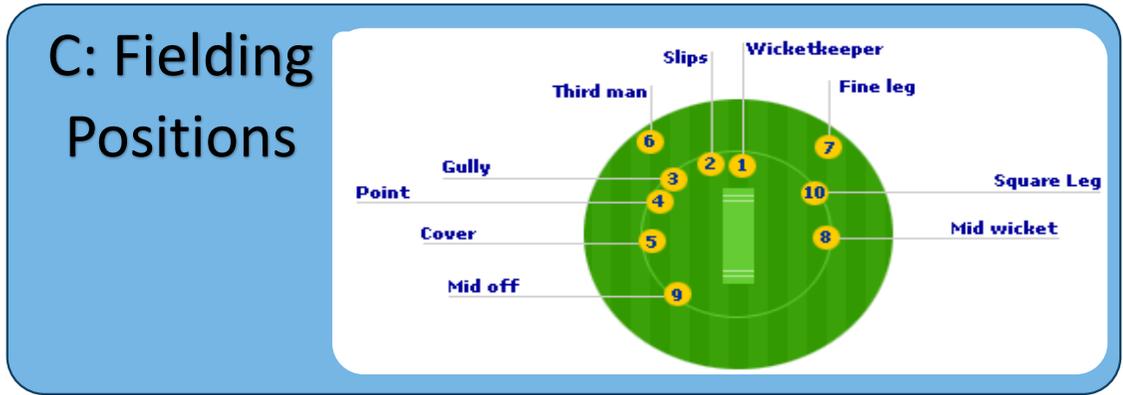
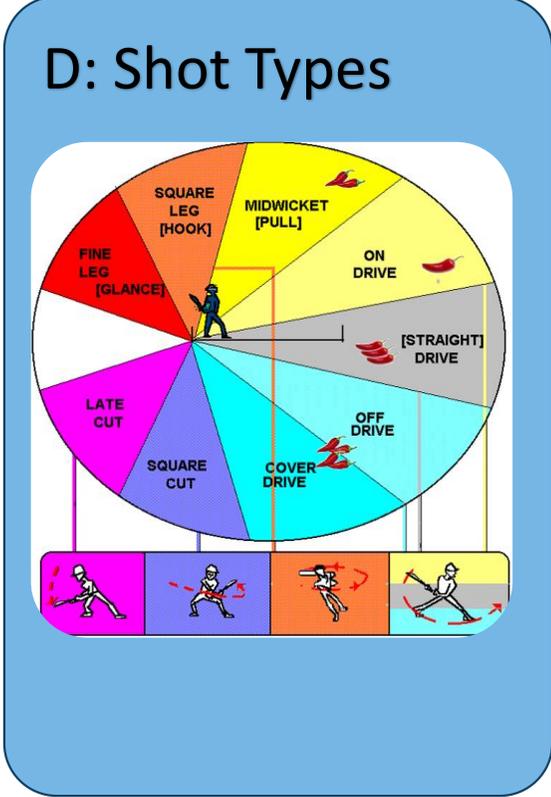
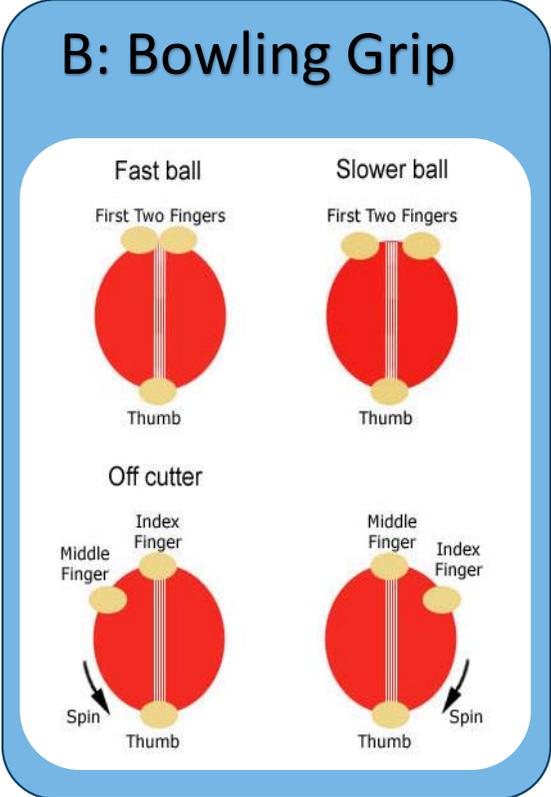
Maintaining a **standard seam allowance** is one of the most important ways in which we use **Quality Control** to produce accurate and symmetrical products.

All our sewing machines have markings on the needle bed to help your accuracy in measuring and maintaining this seam width.





A: Key Terms			
Bowler	The person who delivers the ball to the batsman	No Ball	When the bowler delivers an illegal ball to the batsman
Batter	The attacking player who strikes the bowled ball	Wide	When the bowler delivers a ball wide of the batsman
Wicket keeper	The player on the fielding team who stands behind the batters wicket attempting to catch the ball	Out	When the fielding team dismisses a batsman through a range of ways such as bowling or catching a struck ball.
Crease	A line in front of the wickets that the batsman has to stand behind	Boundary	The edge of the cricket field
Run	The name for points that are scored in cricket. You can score runs by running between the wickets or hitting the ball past the boundary	Leg before wicket (LBW)	When the batsman's body intercepts the ball when it was going to clearly hit the wickets. If a batter is called LBW they are out.
Backing up	A fielder who stands or runs to the position on the far side of the wicket as cover for any miss-throws at the wicket	Six	When the batter hits the ball past the boundary without it touching the floor first
Four	When the batter hits the ball past the boundary and it has touched the floor first		





A: TEAMS

- Games are played between two teams. Each team has a maximum of 15 and a minimum of 6 players. No more than 9 players may be on the field at any one time
- If a mixed team-there should be no more than 5 male players
- List of players and substitutes should be submitted to the umpire prior to play
- Games are usually played over 2 innings
- Players once substituted may return during the game, but batters only in the position of their original number

C: NO BALLS

- Not smooth underarm action
- Ball is above head or below knee
- Ball bounces on way to you
- Wide or straight at body
- The bowler's foot is outside the square during the bowling action

D: RUNNING AROUND THE TRACK

- If you stop at a post you must keep contact with the post, with hand or bat. If you don't the fielding side can stump the following post to put you out
- You can run on to a post even if it has been previously stumped (you don't score if the post immediately ahead has been stumped)
- When the bowler has the ball in the bowling square you cannot move on, but if you are between posts you can carry on to the next
- You cannot have two batters at a post. The Umpire will ask the first to run on when the second one makes contact
- At a post you do not have to move on for every ball bowled
- Once in contact with the post, you may turn the corner over the 2 metre line. If you turn the corner during a run and there is no contact with the post you will be deemed to have turned the corner and must run on
- You can move on as soon as the ball leaves the bowler's hand, including no balls
- You must touch 4th post on getting home

B: BATTING

- Wait in the backward area well away from 4th post
- If out, wait in the backward area well away from 1st post
- Enter the batting square when called to do so by the Umpire
- You will have one good ball bowled to you
- Batter can use 2 hands
- You can take a no ball and score in the usual way, but once you reach 1st post you cannot return. You cannot be caught out or stumped out at 1st post on a no ball

E: SCORING

- 1 Rouser if ball is hit and 4th post is reached and touched before next ball is bowled
- 1 Rouser if ball is hit and 4th post is reached on a no ball (you can't be caught out on a no ball)
- ½ Rouser if 4th post reached without hitting the ball
- ½ Rouser if ball is hit and 2nd or 3rd post reached and touched before next ball is bowled - but if you continue this run and are put out before reaching 4th post, the score will be forfeited
- Penalty ½ rouser for an obstruction by a fielder
- Penalty ½ rouser for 2 consecutive no balls to same batter
- 1 Rouser for a backward hit if 4th post reached (you stay at 1st while ball is in the backward area)
- The team with the highest number of rounders wins
- Penalty ½ rouser to fielding team if waiting batters or batters out obstruct a fielder

F: OUT WHEN

- Caught
- Foot over front/back line of batting square before hitting or missing a ball
- Running inside post (unless obstructed)
- The post you are running to is stumped
- You overtake another batter on the track
- You obstruct (you have right of way on track only)
- Deliberately throw or drop bat
- Side out
- If ordered to make and maintain contact with the post and refuse to do so
- You lose contact with the post:
- When the bowler has the ball and is in the square (except on an over run)
- During the bowler's action but before they release the ball

