

HOME LEARNING PACK

YEAR 9

TERMS





PRIDE THROUGH SUCCESS

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HOW TO USE THIS BOOKLET

In this booklet you will find a menu of tasks related to the subjects and topics that you study. There are opportunities for you to revise material you have previously studied, practice skills that you have learned in class and sometimes learn something new.

As a minimum you will a pen and some paper to complete these tasks. If you need these, please collect from the reception desk at the academy. For some of the mindmapping tasks you might wish to use coloured pens or pencils but they are not essential. Some tasks may ask you to create packs of flashcards. You can use any kind of paper or card for this but don't worry if you don't have enough, just choose another task.

While you are not in school **you should follow your normal school timetable** and complete an hour of work for each hour you would normally be studying that subject in school. You may find that, without the support of your teacher you complete tasks more slowly than you would do in a lesson and that is absolutely fine.

If you get really stuck on something, move on to the next task and/or seek help from the internet, a parent/guardian or by e-mailing or phoning your teacher if possible.

ENGLISH LITERATURE



Remote Learning Booklet

Year 9

Gothic Writing

Lesson One

L.Q. What characterises gothic literature?

The term **Gothic fiction** refers to a style of writing that is characterized by elements of fear, horror, death, and gloom, as well as romantic elements, such as nature, individuality, and very high emotion. These emotions can include fear and suspense.

This style of fiction began in the mid 1700s with a story titled, *The Castle of Otranto* (in 1764), by Horace Walpole. This story was about a doomed family and is filled with death, desire, and intrigue. This story is considered to be the first of the Gothic fiction tales, since it encompassed many of the characteristics of the genre.

The term **Gothic** actually originated as a term belittling the architecture and art of the period, which was dark, decaying, and dismal.

The settings were often old, dilapidated buildings or houses in gloomy, lifeless, fear-inducing landscapes.

Do it now! Locate, retrieve and answer these questions.

- 1. Gothic writing is characterised by elements of ______. ____ and
- 2. What romantic elements characterise gothic literature?
- 3. Name two emotions that recur in gothic novels.
- 4. What novel Is considered to be the first tale of gothic fiction?
- 5. What makes this novel gothic?
- 6. How did the term Gothic originate?

Challenge: Explain whether the genre of "Frankenstein" is gothic, Romantic or science fiction?

Task One: Write a description of the picture below. Time yourself so that you are only spending 5 minutes on this. Make sure you think about your spelling, punctuation and grammar.

Task Two: Watch one or both of these videos.

https://www.youtube.com/watch?v=873jPk9W05w https://www.youtube.com/watch?v=fUNuFLHvVng

Answer these questions:

- What does the term gothic novel mean?
- Write down 5 common elements found in gothic novels
- Challenge! When and why did the gothic novel arise?
- Super challenge Can you link these ideas to "Frankenstein"?

Gothic inspired tales reveal to us a dark and disturbing view of ourselves.

Gothic villains seem to resemble the darkest parts of us and of our society, and the heroes are no better: they're just as flawed and seemingly vulnerable as the rest of us. Gothic literature serves a mirror. The reason why the monsters seem unstoppable? Why they're always one step ahead? Why they tap right into our nightmares? It's because they're just an extension of ourselves.

Task Three: Choose one of the following tasks to complete.

Warm	Hot	Sizzling
Write a paragraph about	Write a paragraph about	Write a paragraph about
what characterises gothic	what characterises the	what characterises the
literature.	gothic genre. Use	gothic genre and use
Gothic literature is	examples of gothic	examples of gothic
characterised by Gothic	literature to support and	literature. Explain what
novels often explore Gothic novels want to	explain your response.	and why we see recurring motifs; what were gothic writers responding to?

Task Four

- a) Name three things that you are likely to find in a gothic novel with this cover?
- b) How many gothic conventions did you include in your paragraph at the beginning of the lesson?



Lesson Two

LQ - How can we use gothic motifs to build atmosphere?

DIN: Look at the work you completed yesterday.

- a) Check you have spelled these words correctly. If you haven't, correct them now:
 Haunted, Romantic, Light, Darkness, Eerily, Gothic, Literature
- b) Look up the definitions of these 3 words: SYMBOL, MOTIF, and ATMOSPHERE. Once you have done so, write down some examples of gothic symbols, motifs and atmospheres.

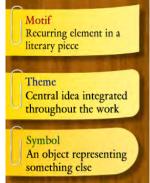
Task One:

- Jane leaned on the railing of her apartment balcony, gazed across the shiny, blue sea of the bay, and sighed with happiness. This was going to be the perfect holiday. And best of all, there would be no more Tom.
- B Heath Manor finally rose into view behind a line of dense, gloomy fir trees. The closer we got, the more it looked like a brooding monster – battered and bruised, but still menacing. A fierce wind tugged at its broken shutters.
- C A sudden dark shadow swept across
 the bright moon, momentarily blocking
 out its light. Sarah stumbled against a
 gravestone that was leaning towards the
 path like a cracked and crooked tooth.
 An owl gave a ghostly hoot.
- 'Surrender!' boomed the voice of the Stragor commander. 'Surrender, or we will destroy your ship and all on board.' Martin Strang, leader of Solar Expedition 29, was not easily scared. He readied the stun missile tubes.

Read the story openings. Which is the most gothic in your opinion? You must give 2 reasons.

Sentence starter: Opening ______ is the most gothic because...

Challenge: Identify two methods that the writers use to build suspense and explain their impact.



Task Two: Write down what you think each of these symbols represents.



Challenge: How can symbols be an important way of showing hidden layers of meaning?

Task Three: Look at the following pictures of Manderley. This is the house in the gothic novel, 'Rebecca'.

Warm	Hot	Sizzling
Write down how this use of	Write down two things that	Pick out 5 symbols that recur
symbolism would draw in/	each symbol could represent.	in Gothic literature from
effect the reader.		these pictures of Manderley.







Task Four: Write your own gothic description of this setting. Aim for 2-3 paragraphs.

- Use 5 Gothic symbols to create a chilling atmosphere.
- Use symbols to build a tense atmosphere and foreshadow events.
- Use symbols to reveal information about what might happen here and to manipulate your reader's understanding show the power of the setting.

Task Five: Self-assessment. Once you have finished,

- ✓ Put a line under any symbols that you have used.
- ✓ Put a triangle where symbols build tension and foreshadow events.
- ✓ Put a star where symbols reveal information about the power of the setting.

Lesson Three

L.Q. How do I vary my sentence types for effect?

Do it now:

Write down 3 ING words (verbs) to start this sentence.

1. Shrieking, the bats hovered overhead.

Write down 5 ED words (adjectives) that could go at the start of this sentence.

1. Petrified, I approached the house.

Write down 5 LY words (adverbs) that could go at the start of this sentence.

1. Anxiously, I pushed open the gate.

Challenge: Why is the start of the sentence so powerful and important?

Task One: Explain why you think writers use different types of sentences in their work.

Simple Sentences are simple! They have:

One fact

No connectives

She walked in the forest.

Compound Sentences are two simple sentences glued together with a connective.

Two facts

One connective

She was walking under the trees when a hungry wolf gobbled her up.

Complex Sentences contain an independent clause (a part that could be a sentence on its own) and a dependent clause (a part that could not be a sentence on its own).

Two facts

One connective at the beginning

A comma to separate the clauses

While the wolf gobbled her up, he watched Eastenders.

Task Two: Go back to yesterday's work.

- 1) UNDERLINE parts/sentences that need the most improvement
- 2) REWRITE this paragraph in GREEN PEN, varying your sentences and developing them in as much detail as possible.
- 3) HIGHLIGHT where you have improved your sentence structure and made CHANGES.

Why not challenge yourself with these?

- Begin at least three of your sentences with ED, ING, or LY words
- Start and end with a simple sentence. Use a complex and compound sentence in the paragraph.
- Add a clause (bit) to the END or MIDDLE of some sentences.
- Use a SEMICOLON correctly in one of your sentences.
- Add in a very SHORT SENTENCE to create tension in the middle of longer ones.

Task Three: Write the next paragraph to follow on from your work yesterday. Make sure you use the information from today's lesson to help you vary your sentences.

Task Four: Without looking back at your notes from earlier, answer these questions.

- 1. Which type of sentence has one verb?
- 2. Which type of sentence has a subordinate clause?
- 3. Which type of sentence is two simple sentences joined by a connective?
- 4. What do we call a linking word?
- 5. What piece of punctuation can replace the word because?

Lesson Four L.Q. How are vocabulary choices used for impact?

Cold	Hot	Dark	Mean
Freezing			

DIN: The words in the top row aren't very ambitious; think of four ambitious synonyms for each word.

Challenge: Use three of your adjectives to write a highly descriptive sentence of a gothic scene.

Task One:

Noun: Objects, places, people, things etc. *E.g. Dog, house, table, hospital, love*

Adjective: words used to describe and add meaning to a noun

E.g. Tall, soft, ugly, grotesque

<u>Verb</u>: an action or process of doing something.

E.g. Lifted, screamed, exploded, said

Adverb: words that describe the WAY something is done.

E.g. Slowly, cautiously, angrily (a hint is that these words end in LY)

Find the examples of each word type in this sentence.

The unsteady, creaking train crept dangerously across the flooded tracks.

Task Two:





- 1) Which picture goes with which description? How do you know?
- 2) How have I changed adjectives, nouns and verbs?
- 3) How does the vocabulary create an atmosphere and a tone?
- 4) How does the vocabulary foreshadow events?

Description 1

Glinting like the blade of a knife, the chilling silver moonlight sliced through the crystal windows. Ominously. The dilapidated, grey castle...

Description 2

Glittering like diamonds the mesmeric sunlight danced upon the crystal windows. The romantic castle stood proudly against the duck egg blue backdrop of the sky. Overjoyed rabbits skipped in the garden and a pretty girl with pigtails was bounding merrily up the path...

Task Three: Rewrite description 2 so that it describes a sinister and foreboding setting. Continue it on!

Task Four:

vagrants; this child was thin and very fair. Her hair was the brightest living gold, and despite the poverty of her clothing, seemed to set a crown of distinction on her head. Her brow was clear and ample, her blue eyes cloudless, and her lips and the moulding of her face so expressive of sensibility and sweetness that none could behold her without looking on her as of a distinct species, a being heaven-sent, and bearing a celestial stamp in all her features.

DI AIIIDICS.

When my father returned from Milan, he found playing with me in the hall of our villa a child fairer than pictured cherub— a creature who seemed to shed radiance from her looks and whose form and motions were lighter than the chamois of the hills. The apparition was soon explained. With his permission my mother prevailed on her rustic guardians to yield their charge to her. They were fond of the sweet orphan. Her presence had seemed a blessing to them, but it would be unfair to her to keep her in poverty and want when Providence afforded her such powerful protection. They consulted their village priest, and the result was that Elizabeth Lavenza became the inmate of my parents' house— my more than sister—the beautiful and adored companion of all my occupations and my pleasures.

Everyone loved Elizabeth. The passionate and almost

How does Mary Shelley use language here to describe Elizabeth? Include the writer's choice of:

- Words and phrases
- Language features and techniques
- Sentence forms

Use these sentence starters to help you.

The writer uses _____ to describe Elizabeth as _____. For example: "......" and "......" show that....The [device]: "......" suggests that

The... sentence, "...." highlights that...

Lesson Five

L.Q. How do I use personification to show the power of nature?

DIN:

I walked towards the gates, they opened and I became very afraid. I saw the dark house in the distance. I began to shiver and walk quicker.

Rewrite this opening and improve it by:

- Adding active verbs and adverbs
- Expanding nouns with adjectives
 - Varying the sentence types

Task One: Look at the examples of personification below.

"the silence of winter"

"light pressed upon my nerves"

"I pursued nature to her hiding-places"

"the moon gazed on my midnight labours"

"for an instant everything seemed of a pitchy darkness, until the eye recovered itself from a proceeding flash"

- a) What does the quotation mean?
- b) What does the use of personification suggest about nature/emotion?
- c) What additional inferences can you make from this quotation?



Task Two: Describe this scene using personification. Aim to write 3 paragraphs. Spend 15-20 minutes on this writing task.

Task Three: Self Assessment

- 1) Underline where you have used personification
- 2) Explain the impact of your use of personification in that example.

Use this sentence starter to help you.

I have used personification in the quotation ".....". It shows that....

Lesson Six

L.Q. Can I use pathetic fallacy to develop atmosphere?







DIN: Make a list of abstract nouns that are in each image.

E.g. <u>Devastation</u>

Challenge: Write one adjective to describe each abstract noun.

E.g. <u>Intense</u> devastation

Task One: Watch this video.

http://study.com/academy/lesson/pathetic-fallacy-in-literature-definition-examples-guiz.html

Write down 4 interesting things about Pathetic Fallacy.

Challenge: Explain why pathetic fallacy is often seen in Gothic literature.

Task Two: Watch this video.

http://www.youtube.com/watch?v=W-tKWmkkgeI

Write down three different moods in this video. How are the moods reflected in the weather used?

Challenge! Explain how pathetic fallacy builds tension.

Task Three - Read the Frankenstein extract. Answer the following question.

- 1. Find and label the examples of pathetic fallacy.
- 2. What does it show you about the mood?
- 3. What does it foreshadow about future events?
- 4. What does it tell you about Frankenstein and the monster?

Challenge: How does Shelley's use of pathetic fallacy build tension in this extract?

Task Four: Select one of these images. Write a descriptive which uses pathetic fallacy.

- After you have finished, underline your example of pathetic fallacy.
- What effect do you feel you have created by including it?

-







Frankenstein Extract

It was completely dark when I arrived in the environs of Geneva; the gates of the town were already shut; and I was obliged to pass the night at Secheron, a village at the distance of half a league from the city. The sky was serene; and, as I was unable to rest, I resolved to visit the spot where my poor William had been murdered. As I could not pass through the town, I was obliged to cross the lake in a boat to arrive at Plainpalais. During this short voyage I saw the lightning playing on the summit of Mont Blanc in the most beautiful figures. The storm appeared to approach rapidly, and, on landing, I ascended a low hill, that I might observe its progress. It advanced; the heavens were clouded, and I soon felt the rain coming slowly in large drops, but its violence quickly increased.

I quitted my seat, and walked on, although the darkness and storm increased every minute, and the thunder burst with a terrific crash over my head. It was echoed from Saleve, the Juras, and the Alps of Savoy; vivid flashes of lightning dazzled my eyes, illuminating the lake, making

it appear like a vast sheet of fire; then for an instant every thing seemed of a pitchy darkness, until the eye recovered itself from the preceding flash. The storm, as is often the case in Switzerland, appeared at once in various parts of the heavens. The most violent storm hung exactly north of the town, over the part of the lake which lies between the promontory of Belrive and the village of Copet. Another storm enlightened Jura with faint flashes; and another darkened and sometimes disclosed the Mole, a peaked mountain to the east of the lake.

stole from behind a clump of trees near me; I stood fixed, I said these words, I perceived in the gloom a figure which 'William, dear angel! this is thy funeral, this thy dirge!' As evated my spirits; I clasped my hands, and exclaimed aloud, wandered on with a hasty step. This noble war in the sky elshape could have destroyed the fair child. He was the murme quickly, and I lost it in the gloom. Nothing in human came convinced of its truth; my teeth chattered, and I was No sooner did that idea cross my imagination, than I beshuddered at the conception) the murderer of my brother? whom I had given life. What did he there? Could he be (I informed me that it was the wretch, the filthy daemon, to aspect, more hideous than belongs to humanity, instantly plainly to me; its gigantic stature, and the deformity of its ning illuminated the object, and discovered its shape gazing intently: I could not be mistaken. A flash of lightderer! I could not doubt it. The mere presence of the idea forced to lean against a tree for support. The figure passed While I watched the tempest, so beautiful yet terrific, I

was an irresistible proof of the fact. I thought of pursuing the devil; but it would have been in vain, for another flash discovered him to me hanging among the rocks of the nearly perpendicular ascent of Mont Saleve, a hill that bounds Plainpalais on the south. He soon reached the summit, and disappeared.

Lesson Seven

L.Q. How do we write a sensory description?

DIN: Choose 2 of the following devices.

Simile - Sensory description - Personification - Metaphor - Pathetic Fallacy

Give a very simple definition for the device.

Write a sentence that uses the device effectively.

Explain WHY writers use this device - how does it make your writing more descriptive?

Task One:









- a) What do these people feel?
- b) How do their faces show you?
- c) How do their actions show you?

Challenge: What does the above show you about the situation or relationships?

Task Two: Look at the following extract. How does Stoker reveal Jonathan's emotions? Underline any words or phrases which show emotion.

Count Dracula - Extract from Jonathan Harker's Diary

Looking out on this, I felt that I was indeed in prison, and I seemed to want a breath of fresh air, though it were of the night. I am beginning to feel this nocturnal existence tell on me. It is destroying my nerve. I start at my own shadow, and am full of all sorts of horrible imaginings. God knows that there is ground for my terrible fear in this accursed place! I looked out over the beautiful expanse, bathed in soft yellow moonlight till it was almost as light as day...

[....]

What I saw was the Count's head coming out from the window. I did not see the face, but I knew the man by the neck and the movement of his back and arms. In any case I could not mistake the hands which I had had some many opportunities of studying. I was at first interested and somewhat amused, for it is wonderful how small a matter will interest and amuse a man when he is a prisoner. But my very feelings changed to repulsion and terror when I saw the whole man slowly emerge from the window and begin to crawl down the castle wall over the dreadful abyss, face down with his cloak spreading out around him like great wings. At first I could not believe my eyes. I thought it was some trick of the moonlight, some weird effect of shadow, but I kept looking, and it could be no delusion. I saw the fingers and toes grasp the corners of the stones, worn clear of the mortar by the stress of years, and by thus using every projection and inequality move downwards with considerable speed, just as a lizard moves along a wall.

Task Three: Complete the following writing task.

How does Stoker use language to describe Harker's feelings? Include the writer's choice of:

- Words and phrases
- · Language features and techniques
- · Sentence forms.

You may like to use these sentence starters to help you.
Stoker uses to show that Harker feels For example: "" and "" show that
The [device]: "", suggests that because
The sentence, "" highlights that because

Lesson Eight

L.Q. How do I use language to show the reader about a character?

The cold within him froze his old features, nipped his pointed nose, shriveled his cheek, stiffened his gait; made his eyes red, his thin lips blue and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dogdays; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty.

DIN:

- 1) List FIVE words that link to WINTER or COLD.
- 2) Write two sentences explaining what WINTER and SCROOGE have in common why are they similar?

Task One: Look back at the extract from the DIN.

- 1 What are Scrooge's character traits?
- 2 What deeper, more complex messages can we see in this extract?

Challenge: How does Dickens use sentence forms to show us about the character of Scrooge?

Task Two: Complete the table on the following page.

Quote	What does the language show about Scrooge?	How are we supposed to react? Why?
1) He carried his own low temperature always about with him; he iced his office in the dogdays; and didn't thaw it one degree at Christmas.		
2) External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him.		
3) No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty.		

Task Three: Write a description of each of the characters that shows their traits and sends a deeper message about them and their lives.

Victor is a selfish character driven by his own ambition. His reckless desire to discover forbidden knowledge has made him anxious and delirious.

Count Dracula has deadly secrets, one of which is that he is a vampire. He is intelligent, cunning and incredibly strong.

Frankenstein's creature has been neglected and abandoned by his creator. He is rejected by all who see him. He has become aggressive.

Challenge: Craft your writing to develop a specific emotion in the reader: fear, hatred, empathy etc.

Task Four: Self-assessment. Ho	ve a look at your work and complet	e the following task.
Today, I have used	to	

In order to improve, I need...

Lesson Nine

L.Q. How might we use structures to extend our descriptions?

DIN: Rewrite this paragraph by using the steps below.

The ocean sounded like thunder. The waves clashed together. Clouds moved across the sky. Rain hit the water. The boat tossed from side to side. Its sail broke with a snap.

Step 1: Add more to the beginning:

____ing ..., the ocean sounded like thunder.
____ly, the waves clashed together.

Step 2: Add more to the end:

Clouds moved across the sky, ...
Rain hit the water, ...

Challenge: Add more to the middle:

The boat, ..., tossed from side to side.
Its sail, ..., broke with a snap.

Task One: Read the following extract and answer the 3 questions.

- a) What does Jonathan's description focus on in the opening?
- b) What information do we learn about Count Dracula from this one sentence?
- c) I the final section, Dracula makes 2 movements. How are the sentences extended to add mysterious details?

I stood in silence where I was, for I did not know what to do. Of bell or knocker there was no sign. Through these frowning walls and dark window openings it was not likely that my voice could penetrate. The time I waited seemed endless, and I felt doubts and fears crowding upon me. the chinks the gleam of a coming light. Then there was the sound of rattling chains and the clanking of massive bolts drawn back. A key was turned with the loud grating noise of long disuse, and the great door swung back.

Within, stood a tall old man, clean shaven save for a long white moustache, and clad in black from head to foot, without a single speck of colour about him anywhere. He

'Welcome to my house! Enter freely and of your own free will!' He made no motion of stepping to meet me, but stood like a statue, as though his gesture of welcome had fixed him into stone. The instant, however, that I had stepped over the threshold, he moved impulsively forward, and holding out his hand grasped mine with a strength which made me wince, an effect which was not lessened by the fact that it seemed cold as ice, more like the hand of a dead than a living man. Again he said.

Task Two: Complete the following tasks.

Let's add more to the BEGINNING of our sentences.

1. ______, I stood in silence.

Let's add more to the END of our sentences.

2. The time I waited seemed endless, ______.

Let's add more to the MIDDLE of our sentences.

3. Dracula, ______, stood before me.

Challenge: Write your own versions of each sentence, extending them to 20 words or more using adjectives, nouns and expressive verbs.

Task Three:



Task: Write your own entry in Jonathan Harker's Diary.

Opening paragraph: Describe the door

As I.....

Middle Paragraph: Describe
Dracula's footsteps
approaching the door
Final paragraph: Describe
Dracula's appearance and how
he moves.

Lesson Ten

L.Q. How might we use setting to develop characterisation?

DIN: Symbolism (when symbols represent ideas or feelings).

What could the different parts of Edvard Munch's painting *The Scream* (1893) symbolise?



Purple challenge! Allusion is an indirect reference to a person, place or idea of historical or literary significance. Find and explain an example of allusion in this picture.

Task One: Explain what kind of person might live in each of these houses (3 sentences)

You must use the words: because, also, they might be





Task: Write a description of a setting, using it as a symbol to much information as possible about the character that uses it

Just then a heavy cloud passed across the face of the moon, so that we were again in darkness.

When I could see again the driver was climbing into the caleche, and the wolves disappeared. This was all so strange and uncanny that a dreadful fear came upon me, and I was afraid to speak or move. The time seemed interminable as we swept on our way, now in almost complete darkness, for the rolling clouds obscured the moon.

We kept on ascending, with occasional periods of quick descent, but in the main always ascending. Suddenly, I became conscious of the fact that the driver was in the act of pulling up the horses in the courtyard of a vast ruined castle, from whose tall black windows came no ray of light, and whose broken battlements showed a jagged line against the sky.

Tonathan Harker's Journal Continued

5 May.—I must have been asleep, for certainly if I had been fully awake I must have noticed the approach of such a remarkable place. In the gloom the courtyard looked of considerable size, and as several dark ways led from it under great round arches, it perhaps seemed bigger than it really is. I have not yet been able to see it by daylight.

I stood in silence where I was, for I did not know what to do. Of bell or knocker there was no sign. Through these frowning walls and dark window openings it was not likely that my voice could penetrate. The time I waited seemed

Just as I had come to this conclusion I heard a heavy step approaching behind the great door, and saw through the chinks the gleam of a coming light. Then there was the sound of rattling chains and the clanking of massive bolts drawn back. A key was turned with the loud grating noise of long disuse, and the great door swung back.

OPTION A

- What does the word "uncanny" mean and what does it show about the setting and the character who lives there?
- 2. What do old castles symbolise?
- 3. What happens to all of the light in this place? What does this suggest about the character who lives there?
- 4. What kind of person wouldn't have a bell or knocker on their door?
- 5. The castle is described like a prison, what does this suggest about its owner?

OPTION B

- What examples of symbolism are used in the description of the landscape and what do they reveal about Dracula?
- 2. What might a "ruined castle" and "broken battlements" allude to?
- 3. What does the description of the house's exterior show about its owner?
- 4. What deeper messages does the reader learn about Dracula from Harker's wait outside the castle's door?
- 5. What is the impact of the lexical set in the final paragraph?

Task Three: Write a description of a setting, using it as a symbol to convey as much information as possible about the character that uses it.







Lesson Eleven

L.Q. How does Poe use syntax to build tension?

DIN: Decide which piece of punctuation should go in the blank.

- 1) The tears flooded down her pale cheeks ___ it was obvious he was never coming back.
- 2) Struggling against the wind, the tree battled to stay upright ___ until a final gust forced it down.
- 3) The chickens ___ who were extremely stupid ___ ran into the darkness of the night.
- 4) In the distance __ howls pierced the freezing night air.
- 5) Storms had battered these shores before but this one was different _ fierce, relentless and unforgiving.
- 6) His wrinkled hands shook violently as the warning bell rang _ they were coming to take him away.
- 7) With a careless toss of her blonde curls _ she pressed 'send' and released the final insult.
- 8) Searching for life, he reached out to find a pulse ___ but there was none. Purple Challenge Write two sentences that use brackets effectively.

Task One: Read the following extract. Complete either Option A or Option B.

TRUE! --nervous --very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses --not destroyed --not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily -- how calmly I can tell you the whole story.

Option A

- 1) List TWO sentence types which show that the narrator is anxious.
- 2) Write two sentences explaining why these sentences show us the protagonist's state of mind.

Option B

- 1) Identify THREE types of sentences.
- Explain what these sentences show you about the protagonist's state of mind.

Challenge: Look at the structures used in this extract. Write a short paragraph explaining what they tell you about the protagonist's state of mind.

Task Two: Read 'The Tell Tale Heart'. Complete either the warm, hot or sizzling task.

Warm

1. Write down an examples of:

Repetition

Questions

Exclamations

2. Explain what each shows about the narrator

Hot

Write down 3 different sentence structures to show that the narrator is paranoid, anxious and mad.

Sizzling

How does Poe use syntax show that the narrator is unreliable? Write down three quotations that show this. (Challenge! Identify parallelism.)

Task Three: Complete the task below. Use the sentence starters to help you.

How does Poe use language here to covey the protagonist's state of mind? Include the writer's choice of:

- Words and phrases
- · Language features and techniques
- Sentence forms.

Poe uses	to show that his protagonist For example: "" and "" show that
The [device]: '	'", suggests that because
The sentence	e. "" highlights that because

Lesson Twelve

L.Q. Can I use sentence types to show anxiety and panic?

DIN: Complete the following sentences:

- 1. Poe's short, simple sentences build tension because...
 - 2. The repetition shows the reader....
 - 3. Exclamations show us.... because...
 - 4. Fragmented sentences reflect..

Task One: Write the opening to a Victorian, gothic horror story in which your protagonist feels anxiety and panic.

You must use Poe's sentence structures and devices in your work. Remind yourself of his methods by rereading the passage below.

TRUE! --nervous --very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses --not destroyed --not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily --how calmly I can tell you the whole story.

Task Two: Self-assessment.

Underline where you have used sentence types and/or punctuation to show anxiety and panic.

I have used to show...

To improve further, I could include... to show..

Lesson Thirteen

LQ - How do I describe the world from another perspective?

Do it now! Order the colours of the descriptive writing examples:

most effective use of sentences → least effective use of sentences.

Give TWO REASONS why the one you chose as most effective is the best.

A strange kind of serenity shrouded the small town; even the lapping of the waves was hushed, seemingly knowing. Bathers retreated from their activities, gathered their belongings, packed their deck chairs, turned their backs on the sea in solemn union, to escape the all-engulfing grey.

The familiar clang of empty beer cans hit the concrete. It was mixed with the rhythm of unbalanced footfall from above. The area was surrounded by people and their activities and voices. The noise of a Saturday night reached a climax.

The bristles of a brush scratch against the floor, kicking up clouds of dust and trailing the remains of some sort of unfinished drink in its wake. Limply gripping the brush, a pair of worn hands go about their daily work, never pausing until the station floor is devoid of discarded rubbish.

Challenge: REWRITE one sentence in the least effective example and improving it.

Task One: Read through the following story. Answer the questions that follow.

This happened in America during the Civil War (1861-1865). It has been talked about ever since.

The Bridge

A woman lived with her husband in a town next to a river. One day her husband went away for three months.

While her husband was away, the woman took a lover, who lived across the bridge on the other side of the river.

One day, while she was with her lover, the woman heard that her husband was coming home. She left her lover and tried to cross the bridge. But now there was a soldier on the bridge. The soldier said "Stop. I have orders that no-one must cross the bridge. If you try to cross the bridge, I will shoot you."

Near the bridge was a boat. The woman told the boatman she needed to cross the river. The boatman said he would take her across the river if she paid him \$100.

The woman didn't have \$100, so she asked her lover to give her the money, but he refused.

The woman tried to cross the bridge.

The soldier shot her dead.

- 1. Who was to blame for the woman's death? Write a list (1 being the most to blame and 5 being the least). Give 1 reason for each.
- 2. How might this story be different if told from different narrative perspectives?

Challenge: How might a writer use perspective, narration and structure to quide/fool the reader?

Task Two: Choose one of the characters in the story. Make notes notes in the following areas.

Chosen character:	
Motivation (why did they do what they	
did?)	

Voice (how do they talk?)	
Key Characteristics (5 words to describe them)	
Actions (what do they do in the story?)	

Task Three:

Describe the event from your characters perspective. Use your imagination to fill in any of the gaps.

Remember to talk from person (in the character) and in the past tense (re-telling the story).

- What happened? Explain step by step.
- Why did you do what you did?
- How were you feeling when it happened? Did your feelings stay the same or change?
- What are you going to do next?/ What would you change? Why?

Task Four:

Why is it important to think about perspective before you write your story? Write your answer to this question.

Lesson 14

L.Q. How do I develop an engaging and imaginative opening?

DIN: Which of the two extracts do you think is the better one? List 3 reasons for your opinion.

Imagine a scene filled with total tranquillity. Gracefully, the clouds were dancing around the morning sky. In the distance the sound of the roaring traffic echoed out across there cold musky streets. The windows of the shop where lovingly polished and buffed, lit with magical shining lights. All of the stores best merchandise was presented there, a dazzling pair of Prada heels stood tall; not even the Louis Vuitton bag could compare to these. It was a magical sight.

As the clock struck twelve, the magnificent moon began to climb up into the night sky. Its round shape was like a glowing beacon, giving everything below it a luminescent glow. The wispy clouds were a fluffy blanket across the horizon, giving the moon a soft base on which to rest. The stars winked and welcomed the moon like an old friend, while the countryside below stretched out under the soft light.

Challenge: Choose one of the extracts. Give it a medal and a mission.

Task One: Think back to all the work you have completed in this unit. Write a list below for your recipe for good gothic writing.

Good gothic writing needs:

- •
- •
- •
- •
- _
- •
- •
- •
- •

Task Two: This is your end of unit writing assessment.



You are advised to spend about 50 minutes on this section. Write in full sentences.

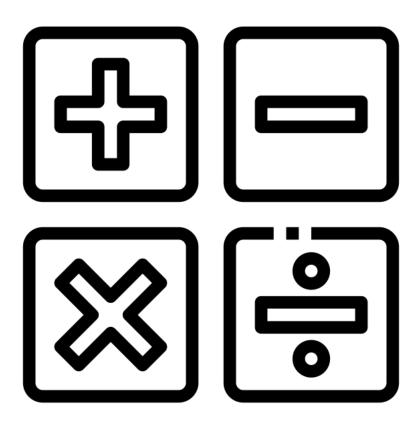
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.
Task: Write a description suggested by this picture.

You can choose to use this plan for your story or create your own plan.

- 1. Description of weather/ time.
- 2. Description of what is happening.
 - 3. Description of a person.
- 4. Tells the reader something shocking is about to happen. You should aim to write one paragraph for each of these.

MATHS

Complete as many of the following tasks as possible.

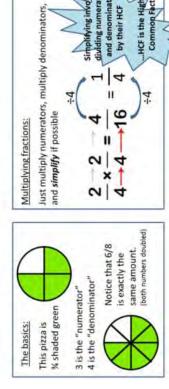


Maths home learning Year 9 - fractions

What you will cover in this pack.

- 1. Comparing fractions page 8
- 2. Operations with fractions page 10
- 3. Multiplying fractions page 11
- 4. Dividing fractions page 12
- 5. Fractions and decimals page 12
- 6. Fractions and percentages page 13
- 7. Calculating percentages 1 page 14
- 8. Calculating percentages 2 page 15
- 9. Check-up page 16

A knowledge organiser has been included to help you.



dividing numerator and denominator Common Factor HCF is the High by their HCF a whole pizza = 32 In this example, you actually want: Divide by the denominator, Eg. % of 32: % of 32 = $32 \div 4 = 8$ Then multiply by the nume. Use simpler fractions to find the fraction so % of 32 = 8 x 3 = 24 Fractions of amounts:

Foundation Unit 4: raction where possible ...you should do this to Fractions and Divide numerator and Percentages Simplifying fractions: Knowledge denominator by HCF Organiser any final answer

Percentages of Amounts



You need to figure out the forwards multiplier first Use the logic of function machines, which can be run backwards. e.g. \$30 dress reduced by 20%: Reverse percentages:

10% = £5.40 (a tenth of 54 = 54/10) 20% = £10.80 (20% is double 10%) 30% = £16.20 (30% = 10% + 20%)

e.g. 28% of £40?

e.g. Sale price after 30% discount = £28 Original F40 + 0.8 F28 ×0.7 > £28 \$30 X 0.8 \$ \$24

10% = £4 1% = 40p (divide 10% by 10) 20% = £8 (double 10%) 2% = 80p (double 1%) 5% = £2 (half 10%)

added together, 28% = these 4

Multiplication and Division

To multiply fractions, just multiply numerators and denominators:

percentage

edima

24/100 = 6/25

Fraction

Example:

X 100

numerator + denominator

 $\frac{2}{7} \times \frac{4}{5} = \frac{8}{35}$ e.8.

To divide fractions, KFC (keep, flip, change) e.g.

 $\frac{2}{7} \div \frac{4}{5} = \frac{2}{7} \times \frac{5}{4} = \frac{10}{28}$

4 10 Addition 8 +2

Keep the denominator the same

Add the numerators.

Simplify

Subtraction

flust like a fraction can be imprope

be over 100, but it can

and a decimal can be over 1)

3/10 = 30/100 = 0.3 = 30% 9/20 = 45/100 = 0.45 = 45%

1/5 = 20/100 = 0.2 = 20%1/10 = 10/100 = 0.1 = 1096

Some examples:

People often assume a % cannot

÷ 100

10, 100, or 1000, and simplify Write as fraction out of

* top-heavy

Keep the denominator the same. Subtract the numerators. Simplify

FRACTIONS, DECIMALS AND PERCENTAGES Year 9 Higher

Key Concepts

A fraction is a numerical quantity that is not a whole number.

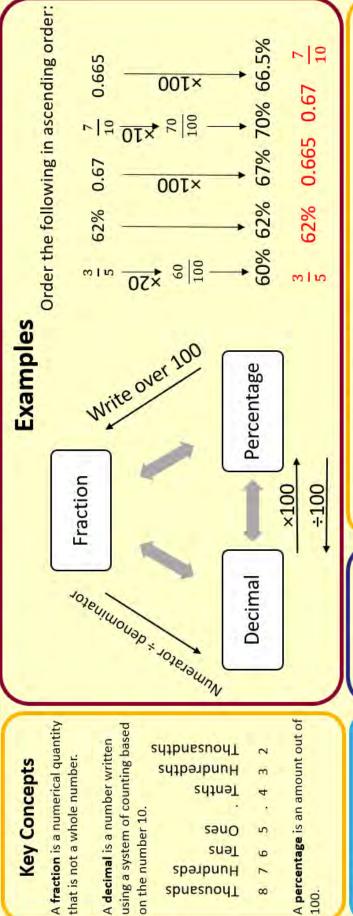
using a system of counting based A decimal is a number written on the number 10.

Thousandths Hundredths Tenths 4 sauo 2 **Su**₉T Hundreds spuesnoul



84, 85, 177





Key Words

Percentage Fraction Decimal

Multiply Division

Convert the following into percentages:

a) 0.4 b) 0.08 c) $\frac{6}{20}$ d) $\frac{3}{25}$

Compare and order the following in ascending order: 2)

$$\frac{3}{4}$$
 76% 0.72 $\frac{4}{5}$ 0.706

ANSWERS 1a) 40% b) 8% c) 30% d) 12% 2) 0.706 0.72 $\frac{3}{4}$ 76% $\frac{4}{5}$

4 OPERATIONS WITH FRACTIONS Year 9 Higher

Key Concepts

denominator e.g. $\frac{20}{12}$ numerator is larger than the An improper fraction is when the

into an improper fraction: Converting from a mixed number

= 5 + 9 3 + 4

improper fraction

။ ယ | ထ

Convert into an

$$2 \frac{3}{5} = \frac{(2 \times 5) + 3}{5} = \frac{13}{5}$$

 $= \frac{20}{12} + \frac{27}{12}$ Find a common denominator.

- 15 12

Eg. $\frac{1}{8}$ is the reciprocal of 8. the answer of 1. when multiplied by another gives A reciprocal is the value that $\frac{2}{5}$ is the reciprocal of $\frac{5}{2}$

 $=\frac{47}{12}$

 $=\frac{17}{12}$

MathsWatch

70, 71, 73 & 74



Mixed number

 $1\frac{2}{3} + 2\frac{1}{4}$

$$2\frac{2}{3}-1$$

$$-\frac{1}{4}$$
 1

$$1\frac{1}{3} \times 2\frac{3}{4}$$

 $2\frac{1}{3} \div 1\frac{3}{5}$

3 1 7

.j.

of the second fraction....

Find the reciprocal

...and multiply

$$=\frac{44}{12}$$

$$=\frac{35}{24}$$

$$=1\frac{11}{24}$$

 $=3\frac{8}{12}$

Examples

Key Words

 $=3\frac{11}{12}$

a mixed number Convert back into

 $=1\frac{5}{12}$

Improper/Top heavy Denominator Numerator Reciprocal Equivalent Fraction

Calculate:

1)
$$1\frac{2}{3} + 2\frac{3}{4}$$

3)
$$3\frac{1}{5} \times 1$$

3)
$$3\frac{1}{5} \times 1\frac{2}{3}$$

What is the reciprocal of:

7) 0.75

$$\times 1\frac{2}{3}$$
 5) $\frac{2}{3}$

$$2\frac{7}{2}$$
 6)

ANSWERS A 1)
$$4\frac{5}{12}$$
 2) $2\frac{5}{12}$ 3) $5\frac{1}{3}$ 4) $\frac{16}{27}$ 5) $\frac{3}{2}$ 6) $\frac{1}{9}$ 7) $\frac{4}{3}$

PERCENTAGE CHANGE AND REVERSE PERCENTAGES Year 9 Higher

Key Concepts

Calculating percentages of an amount without a calculator:

10% = divide the value by 10 1% = divide the value by 100 Calculating percentages of an amount with a calculator:

Amount × percentage as a decimal

Calculating percentage increase/decrease:

Amount × (1 ± percentage as a decimal)

Maths Watch

108, 109, 110



Percentage change:

A dress is reduced in price by 35% from £80. What is it's **new price**? Value $\times (1 - percentage as a decimal)$ = $80 \times (1 - 0.35)$ = £52

A house price appreciates by 8% in a year. It originally costs £120,000, what is the new value of the house?

Value \times (1 + percentage as a decimal) = 120,000 \times (1 + 0.08) = £129,600

Reverse percentages: This is when we are trying to find out the original amount.

A pair of trainers cost £35 in a sale. If there was 20% off, what was the **original price** of the trainers?

Value $\div (1 - 0.20)$ = 35 \div 0.8 = £43.75 A vintage car has increased in value by 5%, it is now worth £55,000. What was it worth originally?

 $Value \div (1+0.05)$ = 55,000 ÷ 1.05

= £52,380.95

Examples

Key Words

Percent Increase/decrease Reverse

Multiplier Inverse

- 1a) Decrease £500 by 6%
- b) Increase 70 by 8.5%
- 2) A camera costs £180 in a 10% sale. What was the pre-sale price
- 3) The cost of a holiday, including **VAT** at 20% is £540. What is the **pre-VAT** price?

ANSWERS A 1a) £470 b) £75.95 2) £200 3) £450

PERCENTAGES AND INTEREST Year 9 Higher

Key Concepts

Calculating percentages of an amount without a calculator:

10% = divide the value by 10 1% = divide the value by 100 Per annum is often used in monetary questions meaning per year.

Depreciation means that the value of something is going down or reducing.

Examples

Simple interest:

Joe invest £400 into a bank account that pays 3% simple interest per annum. Calculate how much money will be in the bank account after 4 years.

$$3\% = £4 \times 3$$
$$= £12$$

4 years = $£12 \times 4$ Interest = £48

Total in bank account = £400 + £48

Compound interest:

Joe invest £400 into a bank account that pays 3% compound interest per annum.

Calculate how much money will be in the bank account after 4 years.

Value $\times (1 \pm percentage \ as \ a \ decimal)^{years}$ = $400 \times (1 + 0.03)^4$

 $=400 \times (1.03)^4$

= £450.20

Key Words Percent Depreciate Interest Annum Simple Compound

86 - 89, 111

164

Maths Wa

- () Calculate a) 32% of 48 b) 18% of 26
- Kane invests £350 into a bank account that pays out simple interest of 6%. How much will be in the bank account after 3 years?
 - 3) Jane invests £670 into a bank account that pays out 4% compound interest per annum. How much will be in the bank account after 2 years?

ANSWERS A 1a) 15.36 b) 4.68 2) £413 3) £724.67

THE ST LEONARDS ACADEMY

DIVIDING AN AMOUNT INTO RATIOS Year 9 Higher

Key Concepts

given ratio An amount can be divided into a

Red: Green

For every 1 red there are 3 greens

fractions. A ratio can be converted into

= 80

Red: Green

1:3

are red and are green.

£240.

receive? ratio 2:3. How much does each child A woman has £400. She is going to split her money between her two children in the

(2+3)No. of boxes 80

400 ÷ 5

£240

Child 1 receives £160 and Child 2 receives

There are boys and girls at a party in the ratio 5:2.

Calculate the number of people at the There are 15 more boys than girls.

party.

No. of extra Boxes (5-2

 $15 \div 3$

5

7 × 5 = 35 people

Examples



38, 39 & 106

ST LEONARDS ACADEMY

- Ann made some cakes. She made vanilla cakes and chocolate cakes in the ratio 2:9. What fraction of the cakes were chocolate?
- Share £25 in the ratio 7:3

Key Words

Divide Ratio

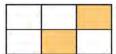
Parts

- How much do they each receive? Katy and Becky share some money in the ratio 2:1. Katy receives £10 more than Becky.
- John receive? Claire and John share some money in the ratio 3:2. Claire receives £18. How much does

2) £17.50, £7.50 3) £20, £10 4) £12 ANSWERS 1) $\frac{9}{11}$

Starting questions

What fraction is shaded in this diagram?



Which diagrams have $\frac{1}{2}$ shaded?







For each pair of diagrams, write down the equivalent fractions. The first one has been started for you.















- Work out
 - a $\frac{3}{5} + \frac{1}{5}$ b $\frac{1}{4} + \frac{1}{4}$ c $\frac{3}{5} \frac{1}{5}$ d $\frac{3}{4} \frac{1}{4}$

- Write these fractions in order of size. Start with the smallest.

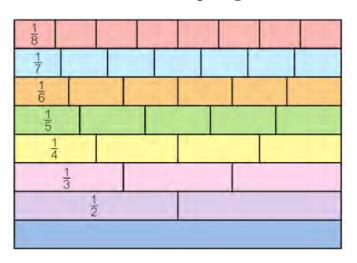
 $\frac{2}{9}, \frac{5}{9}, \frac{1}{9}, \frac{8}{9}$

- Copy and complete a $\frac{3}{4} = \frac{6}{\boxed{}}$ b $\frac{1}{5} = \frac{\boxed{}}{20}$ c $\frac{6}{10} = \frac{\boxed{}}{5}$

- 7 Write each fraction in its simplest form.
- a $\frac{3}{9}$ b $\frac{6}{8}$ c $\frac{12}{15}$
- 8 Write $\frac{12}{7}$ as a mixed number.

Comparing fractions

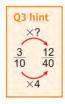
1. Which is bigger, $\frac{1}{5}$ or $\frac{1}{2}$?



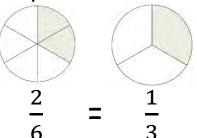
- Write < or > between each pair of fractions.
 - a $\frac{3}{16}$ $\frac{1}{16}$ b $\frac{4}{7}$ $\frac{6}{7}$
- Copy and complete these equivalent fractions.

 - a $\frac{2}{3} = \frac{1}{6}$ b $\frac{4}{9} = \frac{1}{27}$

 - c $\frac{2}{5} = \frac{8}{100}$ d $\frac{2}{3} = \frac{8}{6} = \frac{8}{100}$



Example



- Write each fraction in its simplest form.

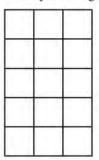
- c $\frac{9}{15}$ d $\frac{16}{24}$
- Write each pair of fractions with a common
 - denominator.

denominator. a $\frac{1}{2}$ and $\frac{3}{4}$ as the common denominator. b $\frac{7}{10}$ and $\frac{3}{5}$ The LCM of 2 and 4 is 4. $\frac{1}{2} = \frac{\Box}{4}$

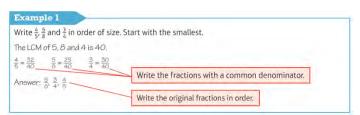
- Problem-solving Marcia has two spinners, A and B. For spinner A, P(red) = $\frac{5}{8}$. For spinner B, P(red) = $\frac{7}{12}$. Which spinner is more likely to land on red?
- **Reasoning / Communication** Is $\frac{4}{9} > \frac{1}{3}$? Show your working to explain your answer.

Exam-style question

Here are two fractions $\frac{3}{5}$ and $\frac{2}{3}$. Explain which is the larger fraction. You may use the grids to help with your explanation.







- a Write in order of size, starting with the smallest. b Write in order of size, starting with the largest.
- 10 Reasoning a Predict which of these fractions is smallest. $\frac{3}{10'}$ $\frac{3}{4'}$ $\frac{5}{8}$
 - b Work out which fraction is smallest.

Reflect Was your prediction correct?

11 Reasoning / Communication

- a Write two fractions with the same numerator. Explain how you can tell which one is smaller.
- b Explain which is larger, $\frac{7}{8}$ or $\frac{8}{9}$.

Key point 2 To add or subtract fractions, write them with a common denominator. Example 2 Work out $\frac{2}{3} + \frac{1}{9}$. $\frac{2}{3} + \frac{1}{9} = \frac{6}{9} + \frac{1}{9} = \frac{7}{9}$ The LCM of 3 and 9 is 9. Write the fractions with denominator 9 and then add.

- 12 Work out these calculations. Give each answer in its simplest form.

- a $\frac{1}{2} + \frac{3}{8}$ b $\frac{3}{5} + \frac{2}{15}$ c $\frac{3}{4} \frac{1}{2}$ e $\frac{5}{8} \frac{2}{16}$ f $\frac{1}{3} + \frac{3}{9}$ g $\frac{2}{5} \frac{1}{15}$

- 13 Work out
 - $\frac{1}{5} + \frac{1}{3}$

b $\frac{1}{2} - \frac{1}{3}$ **c** $\frac{1}{2} + \frac{1}{5} - \frac{1}{7}$ Discussion When do you have to change all the denominators?

- 14 Reasoning / Real John is planning a gymnastics event. He needs $\frac{1}{3}$ hour to work out the results and $\frac{1}{2}$ hour to give out the medals. What fraction of an hour will this take?
- 15 Reasoning A group of students went to a restaurant. $\frac{1}{5}$ of them bought a chicken burger and $\frac{1}{2}$ of them bought a beef burger. The remainder only bought a drink. What fraction of the group bought a type of burger?

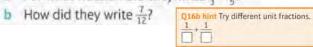
Key point 3

A unit fraction has numerator 1.

16 Problem-solving The ancient Egyptians only used unit fractions.

For $\frac{3}{4}$ they wrote $\frac{1}{2} + \frac{1}{4}$.

- a For what fraction did they write $\frac{1}{3} + \frac{1}{5}$?



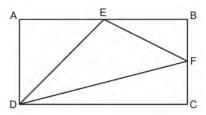
- Work these out. Give each answer in its simplest form.
 - a $\frac{5}{12} + \frac{1}{8}$ b $\frac{3}{4} + \frac{1}{6}$ c $\frac{5}{6} \frac{1}{4}$ d $\frac{9}{10} \frac{3}{4}$ e $\frac{3}{4} + \frac{1}{10}$ f $\frac{3}{4} \frac{1}{16}$

- 18 Work out
 - $a 1 \frac{1}{3}$
- $b 1 \frac{3}{5}$

Q18a hint $1 = \frac{3}{2}$

Q18c hint 2 =

Challenge



Reasoning The diagram shows a rectangle ABCD. AB is twice the length of BC.

E is the midpoint of AB. F is the midpoint of BC. Work out the area of each of these triangles Give your answer as a fraction of the rectangle.

- a ADE
- b BFF
- c CDF
- d DEF

Would these fractions change if length AB was 3 times the length of BC?

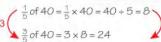
Operations with fractions

- Convert
 - a 5 m to cm
- b 350 cm to m.
- 2 Work out
 - $\frac{1}{8} + \frac{1}{8}$
- 3 Change these improper fractions to mixed numbers.
- $b \frac{11}{8}$

- Change these mixed numbers into improper fractions.
- $b 4\frac{3}{4}$
- $c 7\frac{1}{6}$
- d $10^{\frac{1}{3}}$

Example 3

Work out $\frac{3}{5}$ of 40. In mathematics, 'of' means multiply.



Multiply by 3 to find $\frac{3}{6}$

- 5 Work out
 - a $\frac{2}{9}$ of 18
- **b** $\frac{7}{8}$ of 32
- $\frac{4}{5}$ of 80.

- Find
 - a $\frac{3}{4}$ of 200 kg b $\frac{4}{5}$ of 90 cm.
- A test has 60 marks, Monty gets $\frac{3}{4}$ of the marks. How many marks does he get?
- Problem-solving / Real Alicia and Gaby sell CDs on an internet auction site. They split the money so that Alicia gets $\frac{2}{3}$ and Gaby gets the rest. They get £90 in total. How much does Gaby get?
- Real / Communication Rory wants to fit 7 shelves along a wall of his garage. Each shelf is 150 cm long. The wall is 10 m long. Show that Rory cannot fit 7 shelves along the wall.

Exam-style question

There are 700 students in a college.

All of the students are 16 years old, 17 years old, or 18 years old.

 $\frac{1}{10}$ of the students are 16 years old.

 $\frac{1}{5}$ of the students are 18 years old.

Work out how many of the students are 17 years old.

(4 marks)

Reasoning / Communication The frequency table shows the numbers of animals

Animal	Frequency
Hens	30
Sheep	15
Cows	5
Goats	10

Leandra says, 'In a pie chart, the goats will be represented by 1 of its area.' Explain why Leandra is wrong.

12 Problem-solving 600 children were asked their favourite sport.

This pie chart shows the results.



- a How many children chose swimming?
- b Estimate the number of children who chose football.
- 13 Work these out. Give your answers as mixed numbers.

Key point 4

To add or subtract mixed numbers, convert to improper fractions first.

Example 4

Work out $1\frac{1}{2} + 2\frac{3}{4}$.

Convert to improper fractions.

 $1\frac{1}{2} + 2\frac{3}{4} = \frac{3}{2} + \frac{11}{4}$ $=\frac{6}{4}+\frac{11}{4}=\frac{17}{4}$

Add the fractions.

Convert back to a mixed number.

- 14 Work out
- a $2\frac{1}{4} + 3\frac{1}{2}$ b $7\frac{1}{2} + 5\frac{3}{4}$ c $8\frac{1}{2} + 3\frac{1}{4}$ d $12\frac{1}{2} + 3\frac{3}{4}$ e $1\frac{1}{10} + 2\frac{1}{2}$ f $4\frac{1}{2} + 2\frac{1}{6}$

- 15 Work out

- a $3\frac{3}{4} 2\frac{1}{3}$ b $10\frac{1}{2} 5\frac{3}{4}$ c $11\frac{1}{2} 8\frac{2}{5}$ d $7 3\frac{3}{4} 2\frac{1}{2}$ e $6\frac{1}{10} 4\frac{3}{5}$ f $8\frac{2}{3} 6\frac{1}{6}$

Multiplying fractions

- Work out

- Convert
 - a $\frac{15}{2}$ to a mixed number
 - b $3\frac{3}{5}$ to an improper fraction.
- 3 Copy and complete.
 - a $7 \times \frac{1}{2} = \frac{7 \times 1}{2} = \frac{1}{2} = \frac{1}{2}$
 - **b** $7 \times \frac{5}{2} = \frac{1}{2} = \frac{1}{2}$
- Work these out. Write your answers as mixed numbers.
 - a $2 \times \frac{5}{2}$ b $3 \times \frac{5}{2}$

- d $\frac{5}{3} \times 6$ e $\frac{13}{4} \times 3$
- **Communication** Scott has to complete 5 tasks. Each task takes $\frac{3}{4}$ of an hour to complete. Show that Scott will take 33 hours to complete the 5 tasks.
- **Reasoning / Finance** Ali is selling his bike for £460. He reduces the price by $\frac{1}{L}$.
 - **Discussion** How did you reduce the price by $\frac{1}{4}$?
- 7 Substitute x = 3 and y = 6 into
 - $\frac{1}{2}(x+5)$

 $\frac{1}{4}(y+10)$

 $\frac{1}{3}(x+y)$

 $\frac{1}{2}(y-x)$

Q7a hint Work out brackets first, then multiply by $\frac{1}{2}$.

A cake recipe uses $\frac{3}{4}$ kg of flour for 1 cake. How much flour is needed for 8 cakes?

Key point 5

To multiply fractions together, multiply the numerators together and the denominators together.

Work out $\frac{2}{3} \times \frac{1}{5}$.

Multiply the numerators and the denominators.

- Work out $\frac{1}{2} \times \frac{1}{4}$ $e^{\frac{4}{5} \times \frac{3}{7}}$
- $g = \frac{3}{10} \times \frac{2}{3}$
- h 5 x 3

Write answers in their simplest form.

- Discussion Does the rule 'multiply the numerators and multiply the denominators' work for $7 \times \frac{3}{2}$ and $\frac{2}{5} \times 6$?
- 10 **Problem-solving / Finance** A company spends $\frac{1}{4}$ of its profit on new machinery. The company makes a profit of E^3_4 million.
 - How much money does the company spend on new machinery? **Reflect** What operation do you use to work out $\frac{1}{4}$ of a quantity?

- Numerators can be cancelled with denominators if they are divisible by the same number. Work out 5 x 2 Look for numbers in the numerator and denominator
- 11 Work out
- b $\frac{7}{9} \times \frac{3}{10}$ c $\frac{5}{12} \times \frac{6}{7}$ e $\frac{10}{21} \times \frac{7}{15}$ f $\frac{13}{16} \times \frac{4}{7}$
- 12 In a cycling club, ¹/₄ of the members are female. Of these, 2 are under 16.

Q12 hint $\frac{1}{4}$ of $\frac{2}{3} = \frac{1}{4}$

What fraction of the cycling club are female and under 16?

- 13 Garcia buys ³/_x kg of cheese. He gives his friend ¹/_x of it. Garcia needs 600 g of cheese for a recipe. Does he have enough?
- Exam-style question

A full petrol tank holds 52 litres of petrol.

The fuel gauge shows that the tank is three-quarters full.

Work out how much petrol (in litres) is in the petrol tank.

(2 marks)

- 15 Work out
 - a $3 \times 1\frac{3}{4}$

Q15a hint Write $1\frac{3}{4}$ as an improper fraction first, then multiply by 3.

- Uzma's paper round takes her 1½ hours each day. How long does she spend on her paper round each week (Monday to Friday)?
- Nathalie needs 6 sections of copper piping $1\frac{3}{4}$ m in length. She has 10 m. Does she have enough piping?
- 18 Problem-solving / Finance Riccardo's parents need a mortgage to buy a house. They are offered two options.

Option 1 Three and a half times their joint salary.

Q18 strategy hint Work out the amount for each option.

Option 2 Six times the larger salary plus one and a half times the smaller salary. Riccardo's dad's salary is £22 000. His mum's salary is £37 000.

Riccardo's parents need a mortgage greater than 1/4 million pounds.

Show that only one of the options is suitable.

Challenge

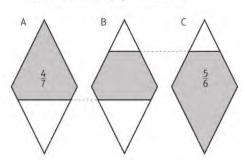
Problem-solving The diagram shows

three identical shapes, A, B and C.

 $\frac{4}{7}$ of shape A is shaded.

5 of shape C is shaded.

What fraction of shape B is shaded?



Dividing fractions

- Copy and complete.

 - a $\frac{1}{2}$ of $8 = 8 \div$ b $\frac{1}{4}$ of $48 = 48 \div$
- 2 Write $3\frac{3}{4}$ as an improper fraction.
- 3 Write ¹⁹/₃ as a mixed number.
- Work out
 - a 2×5

Key point 7

The **reciprocal** of a fraction is the 'upside down' fraction. The reciprocal of 2 (or $\frac{7}{3}$) is $\frac{1}{3}$.

- Write down the reciprocal of
 - $\frac{3}{4}$

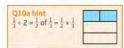
Reflect Multiply $\frac{3}{4}$, $\frac{1}{5}$ and 4 by their reciprocals. Copy and complete this sentence to explain what you notice. Multiplying a number by its reciprocal

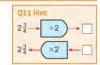
- Work out
 - $4 \div \frac{1}{3} = 4 \times \boxed{} = \boxed{}$
- c 12 + 1
- Real How many 3-litre cups can you fill from a 2-litre jug?
- Work out these divisions. Write your answer as a mixed number if necessary.
- b 12 = 4

Work out these divisions. Write your answer as a mixed number if necessary.

- a $7 \div 2\frac{1}{2} = 7 \div \frac{}{} = =$
- b 10 ÷ 22
- 10 Work out
 - $\frac{1}{3} \div 2$ c 6/5 + 6
- $b = \frac{2}{3} + 6$ $d 3\frac{3}{4} + 8$
- Kirsten has to walk $2\frac{3}{6}$ km to school. How far has she walked when she is halfway? Give your answer in metres. Check your answer using an inverse operation.
- 12 Sharnia takes 22 of an hour to do 3 tasks. Each task takes the same time. What fraction of an hour does 1 task take?

Q9 hint Write mixed numbers as improper fractions first.





Gunnar has 20 m of fabric. He needs $\frac{4}{5}$ of a metre of fabric to make a How many cushions can he make from this fabric?

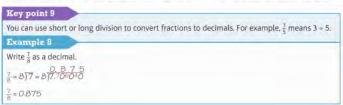
14 Work out these divisions. Write your answer as a mixed number if necessary.

a
$$\frac{1}{2} \div \frac{1}{3} = \frac{1}{2} \times 3 = \frac{1}{2} = 1$$

b $\frac{3}{4} \div \frac{1}{5}$ $\mathfrak{g} = \frac{7}{10}$

Fractions and decimals

- Write a To as a decimal
- b 0.4 as a fraction.
- Work out a 4)5.00
- b 6)25.00 as a decimal.
- 3 Write a 7 as a fraction of 12
- b 6 as a fraction of 9.



Exam-style question Write $\frac{7}{25}$ as a decimal. (1 mark) answer to check



Write these fractions as decimals. Use your table from Q5 to help you. $\frac{3}{8} = 3 \times \frac{1}{8} = 3 \times \square =$ b =

a $\frac{1}{4}$ of $10 = 0.25 \times 10 =$

c 5 of 10

Example 9

- b 3 of 20
- Q7 hint Converting a fraction to a decimal can d 3 of 500 kg. make a calculation easier.
- Which of these fractions is closest to $\frac{1}{2}$? 7 4 11 5
- Convert fractions to decimals.



- Write these decimals as fractions in their simplest form.
 - a 0.61
- b 0.78 e 0.096

- Simplify your answer
- 10 Write these in order of size, starting with the smallest.
 - $\frac{2}{3}$, 0.6, $\frac{5}{8}$, 0.628

 - $\frac{3}{5}$, 0.605, $\frac{1}{2}$, 0.51
 - $c = \frac{5}{2}, -\frac{17}{6}, -4.5, 2.8$

- Q10 strategy hint Convert the fractions into decimals to compare.
- Communication James says that ¹/₇ of £250 is £35.71 rounded to the nearest penny. Show that lames is correct.
- Finance / Reasoning Ed and Sam share a £200 car repair bill. Ed pays $\frac{2}{3}$ and Sam pays $\frac{1}{3}$
 - a How much does each pay?
 - b Will the amounts in your answers to part a pay the whole bill? Reflect Should you round up or down when sharing a bill?
- 13 Reasoning Randell uses this formula to work out the time to cycle to his aunt's house. Time (hours) = $\frac{\text{distance (km)}}{}$

The distance is 42 km. Work out the time. Give your answer in hours and minutes.

14 Communication Zule draws a pie chart to display the meals bought in the school canteen.



Show that the fraction of lasagne meals is $\frac{5}{12}$.

15 Sally's mum pays rent of £200 a week. The rent goes up to £240. Write the new rent as a fraction of the old rent. Give your answer in its simplest form.



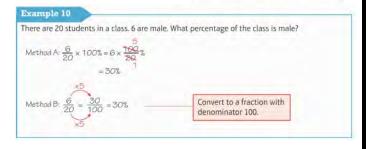
- 16 Craig buys a ring for £500. He sells it for £750. Write the selling price as a fraction of the cost price in its simplest form.
- 17 Write 18 minutes as a fraction of an hour in its simplest form.

Fractions and percentages

- Convert to a decimal.
 - a 7/8
- b 6/15
- 2 Write these decimals as percentages.
 - a 0.2
- b 0.35
- c 0.8
- d 0.55
- 3 Write 20 minutes as a fraction of 1 hour.
- Write as a fraction in its simplest form
 - ₽ 8%
- b 24%
- € 65%

- d 64%
- e 96%
- Q4a hint 8% means '8 out of 100' or $\frac{8}{100}$. Simplify your answer.
- 35% of students are driven to school.
 Write this percentage as a fraction in it
 - Write this percentage as a fraction in its simplest form.
- Show that 15% is larger than $\frac{1}{10}$.

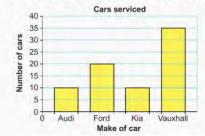
Q6 hint Write both as percentages.



- 7 A class of 25 primary school children chose a musical instrument to learn. 10 chose the violin. The rest chose the recorder.
 - What percentage chose
 - a the violin
 - b the recorder?

Reflect Add together your answers to a and b. What do you notice? Write a calculation to work out the percentage that chose the recorder, using the percentage that chose the violin.

- 8 Communication / Reasoning A cinema wants to give a reduction of between 20% and 30% on a film price.
 - Which of these fractions could they use?
 - 1 3 1
 - Show your working to explain your answer.
- 9 Communication / Reasoning Vakita says that 30% is \(\frac{1}{3}\). Show that Vakita is wrong.
- 10 Communication Lucy is on work experience at a garage. She draws a bar chart to show the number of cars serviced.



- 11 Write
 - a 15 as a percentage of 50
 - b 350 as a percentage of 750
 - 70p as a percentage of £3.50
 - d 500 ml as a percentage of 8 litres.
- 12 Reasoning / Real Harry got 70 out of 80 in a recent test. Jill scored 84% in the same test. Who achieved the higher score? Explain your answer.

- 13 Reasoning / Real Elliot took a maths test and an English test. He scored 35 out of 40 for maths and 50 out of 60 for English. In which test did Elliot score the lower percentage?
- 14 There are 240 passengers on a train.
 85 are getting off at the next station.
 What percentage of passengers are getting off at the next station?
 Round your answer to the nearest whole number.

5 Exam-style question

A factory line produces 260 chocolate bunnies in an hour. 17 are rejected. What percentage of the choclate bunnies are rejected?

Give your answer to 1 decimal place.

(3 marks)

Exam hint
Write down the
full calculator
answer before
you round it.

Challenge

Finance / Reasoning Gareth sells cupcakes.

He adds 40% profit to the cost price.

He sells the cupcakes for £1.68 each.

He wants to increase his profit to 60% of the cost price.

How much should he sell each cupcake for?

Problem-solving In a company, 65% of the workers are female.

40% of the women drive to work.

50% of the men drive to work.

What percentage of the company's employees drive to work?

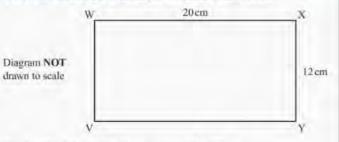
Here is some information about a class.

	Boys	Girls
Left-handed	4	3
Right-handed	8	9

- Write down the ratio of right-handed boys to left-handed boys. Give your answer in its simplest form.
- What percentage of the girls are left-handed?

Exam-style question

VWXY is a rectangle with length 20 cm and width 12 cm.



The length of the rectangle is increased by 30%.

The width of the rectangle is increased by 10%.

Find the percentage increase in the area of the rectangle.

(5 marks

Work out

- n 2-1 + 1
- b $173^{-1} + \frac{1}{173}$
- 6 3-4+3-2

Q11c, d hint Write

both amounts in the

Real / Reasoning Sian has some sheep.

The sheep produce an average of 15.8 litres of milk per day for 146 days. Sian sells the milk in $\frac{1}{4}$ litre bottles.

Work out an estimate for the total number of bottles that Sian will be able to fill with the milk

Show clearly how you worked out your estimate.

Calculating percentages - 1

Write these percentages as fractions.

a 30%

b 60%

c 33.3%

Write these fractions as decimals.

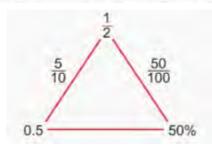
b 4

Write these percentages as decimals.

b 42%

Q3 hint $65\% = \frac{65}{100} = 0$.

The diagram shows a fraction-decimal-percentage triangle.



Draw fraction-decimal-percentage triangles for

h 80%

Write in order of size, starting with the largest.

 $\frac{1}{2}$ 0.6, 65%, $\frac{1}{2}$, $\frac{11}{20}$ $\frac{1}{20}$ 0.5%, $\frac{1}{100}$, 0.5, $\frac{26}{100}$

Q5 hint Convert to decimals.

A student loan has an interest rate of 3.3%. Write this percentage as a decimal.



Write 20% as a fraction.

Work out 20% of 1500.

Work out

a 90% of 400

ti 70% of 300

30% of 900.

- a Write 20% as a decimal.
 - b Work out 20% of 300

10 Work out these percentages by converting to a decimal first.

a 60% of 375

b 35% of 600

5% of 280

- 11 Jo buys a £25 coat reduced by 35% in a sale. How much money does Jo save?
- 12 Josh wants to buy a pair of jeans costing £40.50. He has two vouchers. Explain why Josh chose the 15% off voucher.



15% OFF the cost of jeans

13 On Friday a shop sells 140 loaves of bread.

25% of the loaves are wholemeal bread. How many of the loaves sold are not wholemeal? Reflect Here are two ways of starting to solve this problem.

1) 25% of 140

2) 100% - 25% = 75%

How did you start? Work out the answer in another way.

14 Problem-solving / Real Ava's grandmother's annual council tax bill is £1050.60. She only pays 75% of this as she lives alone.

The council says Ava's grandmother must pay £87.50 each month for a year. Check that the council are charging correctly. Show your working.

15 Problem-solving / Real Ashley sells a chair on an internet auction site. He pays £6 to put the chair in the auction and 5% of the selling price. The chair sells for £140. How much does Ashley have to pay?

Percentages can be bigger than 100%. The cost of a loaf of bread has increased by more than 100% since 1975.

16 Write as a decimal

a 130%

Q16a hint $130\% = \frac{130}{100} =$ b 120%

17 A loaf of bread costs 1¹/₃ times as much today as it did 10 years ago. What percentage has it increased by?

Q17 hint 11 = 1.5 =

18 Work out

b 125% of 200 ml = 250% of £700. a 150% of £80

- Finance A used car dealer buys a car for £8000. She sells it at 130% of this cost. How much did the car dealer sell the car for?
- Finance A supermarket buys chicken for £1.35 per kg and sells it at 250% of the cost price. How much does the supermarket sell 750g of chicken for? Write your answer to the nearest penny.

Key point 11

Simple interest is interest paid out each year by banks and building societies.

Example 11

Find the simple interest when £5000 is invested at 2.75% per annum over 2 years. Convert the percentage to a decimal multiplier. 275% = 0.0275 -

5000 × 0.0275 = £137.50 £137.50 x 2 = £275

This is the interest earned over 1 year.

Multiply your answer by 2.

Communication hint Per annum or p.a. means 'each year'.

- 21 Finance Find the simple interest when
 - £3000 is invested at 2.75% per annum (p.a.) over 1 year
 - £250 is invested at 3.25% p.a. over 3 years
 - £4000 is invested at 2.2% p.a. over 18 months.
- 22 Finance / Real John's grandmother gives him £2000. He saves the money in a bank account with a simple interest rate of 6.2% per annum.

How much money will John have in the bank account after 30 months?

Problem-solving / Finance The cost of living increased by 30% from 2004 to 2014.

In 2004, Sharnia's wage was £240 a week.

In 2014, her wage was £300 a week.

Explain if Sharnia's wage has increased more or less than the cost of living.

Finance Harry buys a car for £9800.

The value of the car depreciates by 15% each year. Work out the value of the car at the end of the year. 024 communication hint Depreciates means that the value of the car decreases.

Exam-style question

Jessica's annual income is £12000

She pays 10% of the £12000 in rent.

She spends 1 of the £12000 on clothes

Work out how much of the £12000 Jessica has left. (2 marks) Exam hint calculations are example, Rent =

£240 by 30%. Compare

the answer with £300.

Challenge

Exam-style question

Each day a company posts some small letters and some large letters. The company posts all the letters by first class post.

The tables show information about the cost of sending a small letter by first class post and the cost of sending a large letter by first class post.

Small Letter

First class post Weight 0-100 g 60p

Large Letter

Weight First class post 0-100 g £1.00 101-250g £1.50 251-500g £1.70 501-750g £2.50

One day the company wants to post 200 letters.

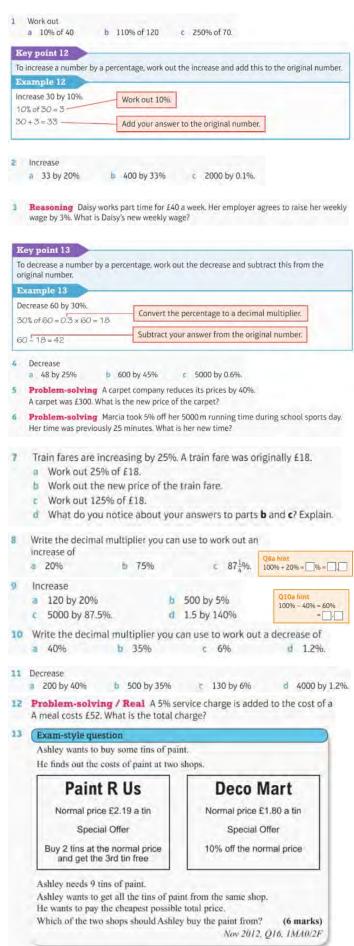
The ratio of the number of small letters to the number of large letters is 3:2. 70% of the large letters weigh 0-100 g.

The rest of the large letters weigh 101-250 g.

Work out the total cost of posting the 200 letters by first class post.

(5 marks)

Calculating percentages - 2



- Finance / Reasoning Orlav is self-employed. Last year, he earned £18940. He does not pay income tax on the first £10 000 he earned. He pays tax of 20% for each pound he earned above £10 000. How much tax must he pay?
- 15 Problem-solving / Real Debbie's mum gets two quotes for plumbing work.

Quote 1 £660 including VAT Quote 2 £500 excluding VAT

Q15 hint Add VAT at 20% to Quote 2.

Quote 2 £500 excluding VAI

Which is the more expensive quote? Show your working.

- 16 Problem-solving / Real Ben buys two tickets for a football match. The cost of one ticket is £299 plus VAT. VAT is 20%. Work out the cost of the tickets.
- 17 Problem-solving A company plans a competition for its employees. Each winner gets a prize of two tickets to a sporting event. The cost of two tickets is £120 plus VAT at 20%. The company wants to spend up to £1000. How many winners can there be?
- 18 Problem-solving / Real Mr Elliot and his five children are going to London by train. An adult ticket costs £24. A child ticket costs £12. Mr Elliot has a family rail card which gives \(\frac{1}{2}\) off adult tickets and 60% off child tickets.
- 19 Reasoning Luke's head teacher predicts there will be 15% more Year 7 students next year. This year there are 220 students in Year 7.
 How many Year 7 students does Luke's head teacher predict for next year?

Challenge

Exam-style question

Work out the cost of the tickets.

Mr Layton needs to buy some oil for his central heating.

He can put up to 2500 litres of oil in his oil tank.

There are already 750 litres of oil in the tank.

Mr Layton is going to fill the tank with oil.

The price of oil is 58.4 p per litre.

Mr Layton gets 6% off the price of the oil.

How much does Mr Layton pay for the oil he needs to buy?

(4 marks)

Exam-style question

Boris, Carla and Dean share some money.

Boris gets $\frac{1}{10}$ of the money.

Carla and Dean share the rest of the money in the ratio 4:5.

What percentage of the money does Dean get?

(2 marks)

Exam-style question

Linda is going on holiday to the Czech Republic.

She needs to change some money into koruna.

She can only change her money into 100 koruna notes.

Linda only wants to change up to £200 into koruna.

She wants as many 100 koruna notes as possible.

The exchange rate is £1 = 25.82 koruna.

How many 100 koruna notes should she get?

(3 marks)

June 2012, Q9, 1MA0/2H

Foundation check up

Operations with fractions

- Work these out. Simplify your answers where needed.
 - $b = \frac{3}{8} + \frac{1}{4}$
- Work these out. Simplify if necessary. $b = \frac{2}{5} \times \frac{3}{5}$
 - $\frac{1}{2} \times \frac{1}{3}$

- Work out b 3 + 8
- Work these out. Write your answer as a mixed number. $b 3\frac{3}{4} + 2\frac{1}{8}$

Percentages, decimals and fractions

- Write 3 as a decimal.
- Write these decimals as fractions in their simplest form.
 - a 0.007
- b 0.325
- 7 Work out $\frac{3}{8} \times 100$, giving your answer as a decimal.
- Write as a fraction in its simplest form
- b 28%
- € 150%
- Write as a percentage
 - a 3 25
- p 3
- 10 Put these in order of size, smallest first.
 - £, 0.62, 58%, 3
- 11 Reasoning a A 450 g pot of yoghurt contains 60 g of fruit.
 - What percentage of the total is fruit? Give your answer to the nearest whole number. b A 300 g pot of yogurt contains 45 g of fruit. Does this have a greater or smaller percentage of fruit?

Calculating percentages

- 12 Work out
 - a 12% of 150 cm b 8% of 225 km
- € 130% of £82.
- 13 Lindy buys a bag priced at £22. She gets 15% off. How much does she save?
- A price of £65 is increased by 20%. Work out the new price.
- 15 E500 is reduced by 35%. Work out the new price.
- 16 Building work costs £8500 + VAT. VAT is 20%. Work out the total cost.
- Find the simple interest when £2500 is invested for 1 year at 1.75%.

Operations with fractions

- Work these out.
 - $\frac{1}{4} + \frac{1}{2}$ $c = \frac{2}{9} + \frac{1}{3}$
- $\frac{1}{3} \frac{1}{6}$



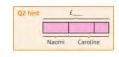
- Work out $a \frac{1}{8} + \frac{1}{6}$
- $b = \frac{1}{5} + \frac{1}{8}$
- Q2a hint The lowest number that 6 and 8 'go into' is 24.
- 3 Work these out. Simplify if needed.
 - a 5 1
- b 3 + 1 5 $\frac{d}{5} - \frac{1}{4}$
- Work these out. Give each answer as a mixed number.
 - $\frac{3}{4} + \frac{1}{2}$ C 4 + 1
- $b = \frac{2}{3} + \frac{5}{9}$ d 67+12
- Work out
 - $b 4\frac{3}{4} + 3\frac{1}{2}$ $a 5\frac{1}{8} + 2\frac{3}{4}$ $\frac{d}{d} = 3\frac{3}{4} + 2\frac{5}{8}$ $c 3\frac{1}{2} + 4\frac{7}{8}$
- $\frac{3}{4} + \frac{1}{2} = \frac{3}{4} + \frac{2}{4} = \frac{1}{4} = 1$ $= 8) \overline{63}$

Higher check up

- This Christmas, Mr Smith spent 27 times his budget for presents. He spent £405. Mrs Smith spent 15 times her budget for presents. She spent £5 less than Mr Smith spent.
 - How much was Mr and Mrs Smith's total budget for presents?
 - b How much did they overspend?



Caroline and Naomi share a flat with a monthly rent of £1025. Caroline's bedroom is $1\frac{1}{2}$ times the size of Naomi's, so she agrees to pay 11 times the rent of Naomi. How much do they each pay?



A petting zoo has rabbits, goats and llamas in the ratio 6:3:2. The zoo has 8 more rabbits than llamas. How many goats does it have?

> Q3 hint Draw a bar model showing the ratio 6:3:2. Compare rabbits and Ilamas. How many sections represent 8 rabbits?

Amateur boxers can only fight other boxers in the same weight class.

The table shows three of the weight classes. Two amateur boxers have weights in the ratio

2.5:3. Their total weight is 165 kg. Can the boxers fight each other? Explain.

Weight class	Boxer's weight (kg	
Heavyweight	81-91	
Light heavyweight	75-81	
Middleweight	69-75	

04 hint Draw a bar to represent the total weight. Split the bar into 0.5 sections. One section = kg

- Jamie invests some money. In the first year it increases to 110% of its original value. He spends 20% of the profit on a cricket bat and a of the remainder on a cricket jumper He is left with £140 profit. How much did Jamie invest?
- Flu is passed around an accounts department. The clerk has $2\frac{1}{2}$ times the days off sick than the accountant. The accountant has $\frac{2}{3}$ the time off sick than the book-keeper. In total they all take 10 sick days. How many sick days do they each take?
- 8 adults, 6 children and 2 seniors swim lengths at a swimming pool session. The mean number of lengths swum by the adults is 40, the mean swum by the children is 7 and the mean swum by the seniors is 35. Work out the mean number of lengths swum by everyone in the session.

Foundation check-up - answers

- 1 a $\frac{8}{15}$ b $\frac{5}{8}$ c $\frac{1}{4}$

- 2 a $\frac{1}{6}$ b $\frac{6}{25}$ c $\frac{4}{5}$
- 3 a $\frac{32}{3} = 10\frac{2}{3}$ b $\frac{3}{32}$ c $\frac{3}{2} = 1\frac{1}{2}$
- 4 a $1\frac{1}{24}$ b $5\frac{7}{8}$ c $2\frac{1}{4}$ d $1\frac{3}{4}$

- 5 0.375
- **6** a $\frac{7}{1000}$ b $\frac{13}{40}$
- **7** 37.5

- 8 a $\frac{1}{20}$ b $\frac{7}{25}$ c $\frac{3}{2} = 1\frac{1}{2}$
- 9 a 12% b 37.5%
- 10 58%, $\frac{3}{5}$, 0.62, $\frac{2}{3}$
- 11 a 13% b Greater
- 12 a 18cm b 18km c £106.60

- 13 £3.30
- 14 £78
- 15 £325
- 16 £10 200
- 17 £43.75
- 19 Ole is wrong because $2\frac{1}{5}$ is 2.2 as a decimal.
- 1 a $\frac{3}{4}$ b $\frac{5}{8}$ c $\frac{5}{9}$ d $\frac{1}{6}$

- **2** a $\frac{7}{24}$ b $\frac{13}{40}$ c $\frac{1}{6}$ d $\frac{7}{30}$

- 3 a $\frac{7}{12}$ b $\frac{19}{20}$ c $\frac{17}{24}$ d $\frac{3}{20}$

- 4 a $1\frac{1}{4}$ b $1\frac{1}{9}$ c $1\frac{1}{20}$ d $1\frac{5}{14}$

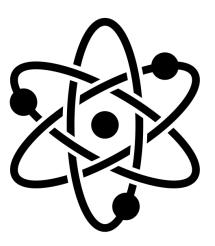
- 5 a $7\frac{7}{8}$ b $8\frac{1}{4}$ c $8\frac{3}{8}$ d $6\frac{3}{8}$

<u> Higher check-up - answers</u>

- 1 a £430 b £375
- Caroline pays £615 and Naomi pays £410.
- 3 6
- 4 No, because their weights are 75 kg and 90 kg.
- 5 £2000
- 6 Accountant 2 days, book-keeper 3 days, clerk 5 days.
- 7 27

SCIENCE

Use the knowledge organiser on the next two pages to make mind maps about the main topics you study in this term. Then test yourself using the look/cover/check method. If you want to and are able to, there is an extension activity using chocolate for rock modelling.



Year 9 Physic Term 3 Work book

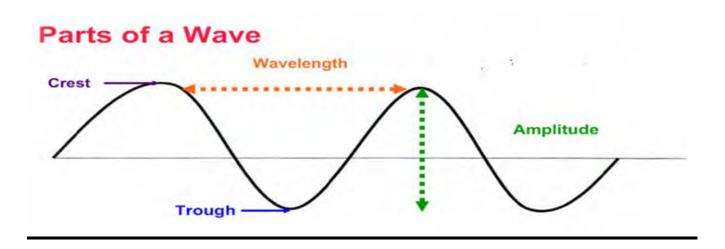
Hello Year 9, please work through this booklet which covers the Physics topics that would have been covered in school throughout term 3.

Waves

Why:

Understand that wave is a disturbance in a medium that transfers energy from one point to another.

A wave is a disturbance in a medium. It transfers energy but not matter. A medium is a substance or material that carries the wave.



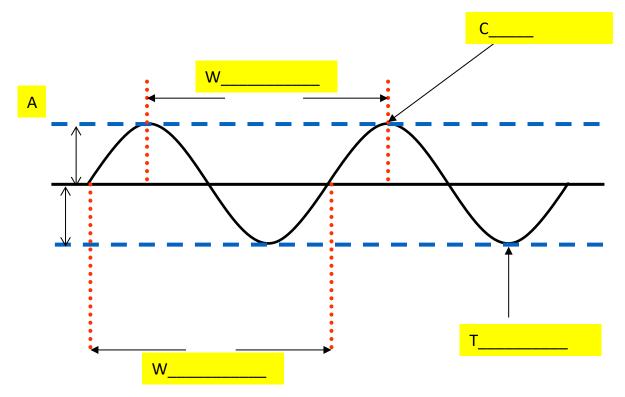
Using the labels from the diagram of the wave. Put in the correct missing word in the definitions

- 1. _____ is the distance from a point on one wave to a point in the same position on the next wave. Measured in metres.
- 2. The lowest point below the rest position is the _____.
- 3. The highest point above the rest is the _____.
- 4. ______ is the maximum distance of a point on the wave away from its rest position, measured in metres. The larger this is the larger the sound.

The $_$ is the number of waves passing a point each second. It is measured in hertz Hz. A $_$ of 50 Hz means there are 50 vibrations every second.



Label the wave



How can we differentiate between longitudinal and transverse waves? Can you explain the importance of waves?

Remember to include:

- ✓ Characteristic of the wave
- √ Examples of waves
- √ Importance of waves
- ✓ Uses of waves

Light waves

Waves are transfers of energy, not matter. The oscillations are perpendicular to the direction of energy transfer. Light waves

- Travels in straight line
- Consists of transverse waves in which the electromagnetic vibrations are at 90° to the direction of travel.

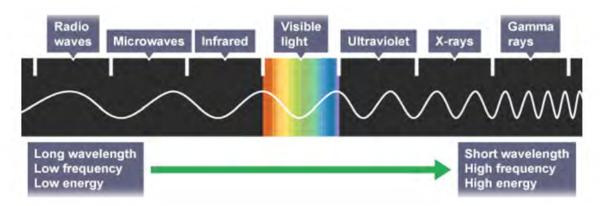
How does light move?

Light travels as waves. Light waves don't always need particles to travel through. They can also travel through **outer space** or a **vacuum**.

Light waves travel in straight lines. You can detect them with your eyes, and also with instruments such as cameras. They are **reflected** by mirrors and **change direction** when they travel from the air into glass or water.

Light travels very fast. It has a speed of **300 million metres per second** in a vacuum. It only takes 8 minutes and 20 seconds for light to travel from the Sun to the Earth. Light travels through the air about a million times faster than through sound, which explains why you see lightning before you hear thunder.

Electromagnetic waves

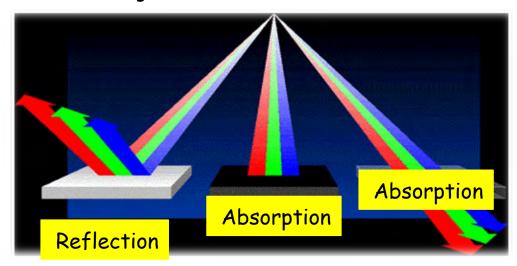


Electromagnetic waves are members of a family of waves with common properties called the electromagnetic spectrum.

All electromagnetic waves:

- are transverse waves;
- can travel through a vacuum;
- travel at exactly the same speed in a vacuum, the speed of light, 300,000,000 m/s.
- transfer energy from one place to another;
- can be reflected and refracted

https://www.bbc.co.uk/bitesize/topics/zw982hv/articles/z27mgdm short video on how light wave travels.



Absorption of light occurs when light strikes a material, and the energy that it carries is absorbed by the atoms of the material and is converted into thermal energy.

- a. Dark or black objects absorb more light and feel hotter than lighter or white objects
- b. Objects that do not transmit or reflect much visible light, absorb it, so the object appears opaque.

Transmission is the passing of light through a material without being absorbed. For instance, an incoming light will just pass through a glass window as transmitted light.

a. Transparent – visible light is transmitted easily and objects are seen clearly b. Translucent – some visible light is transmitted, but some is scattered (or diffused) so that objects are not clearly seen.

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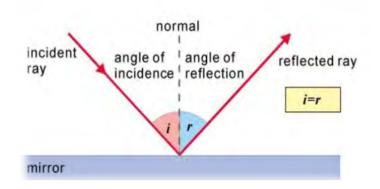
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a. Transparent - visible light is transmitted easily and objects are seen clearly b. Translucent - some visible light is transmitted, but some is scattered (or diffused) so that objects are not clearly seen.

We can see objects because light travels from them into our eyes. Luminous objects make their own light, example the Sun, a light bulb and a candle. Most of the objects do not make

Laws of Reflection

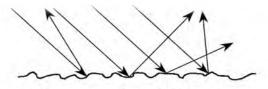
- 1. The angle of incidence is equal to angle of reflection.
- 2. The incident ray, the reflected ray and the normal at the point of incidence lie in the same the plane.



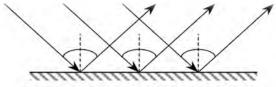
Reflection of light

Light is reflected when it hit on the surface.

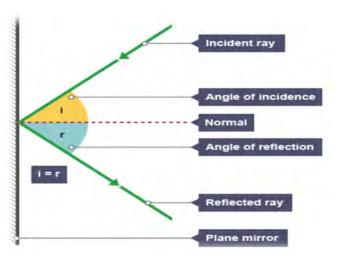
When the surface of an object is smooth and flat, e.g. mirror. All of the light rays bounce off a mirror without being scattered. Thus, an image can be seen in the mirror. When the surface is rough, e.g. white paper, light are scattered in all directions.



Light rays are reflected off the paper in all directions due to its rough surface.



Light rays hitting a mirror are all reflected at the same angle due to its smooth surface.



In the ray diagram:

the hatched vertical line on the right represents the mirror

the dashed line is called the **normal**, drawn at 90° to the surface of the mirror

the angle of incidence, i, is the angle between the normal and incident ray

the angle of reflection, r, is the angle between the normal and reflected ray

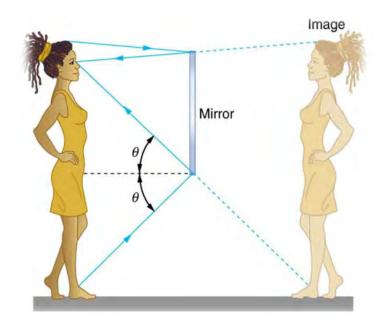
Based on the **law of reflection**, for example: the angle of reflection is 30° if the angle of incidence is 30° and if the angle of reflection is 90° if the angle of incidence is 90°

Imaging in mirrors

A plane mirror is a flat mirror. When you look into a plane mirror, you see a reflected image of yourself. This image:

- appears to be behind the mirror
- is the right way up
- is 'laterally inverted' (letters and words look as if they have been written backwards)
- Notice that the 'real' rays, the ones leaving the object and the mirror, are shown as solid lines. The 'virtual' rays, the ones that appear to come from the image behind the mirror, are shown as dashed lines. Remember that each incident ray will obey the law of reflection.

A flat mirror is also known as a



_____mirror. When a light ray hits the mirror, it is _____. The reflection in the mirror is called an _____. The image in the mirror is the _____ as the object. The image appears to be the same

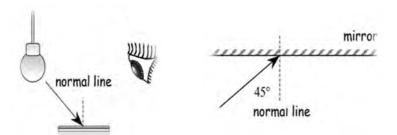
_____ from the mirror as the object.

The ray that hits the mirror is called the

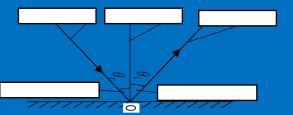
- 1. plane
- 2. reflected
- 3. image
- 4. same size
- 5. distance
- 6. incident
- 7. equal
- 8. Rough

60

- 1. Briefly describe light waves and how it travels.
- Light waves are electromagnetic waves, give two more examples.
- 3. Complete the diagrams below.
- 4. Thunder and lightning happen at the same time. Give one reason why do we see the flash of lightning before we hear the thunder.



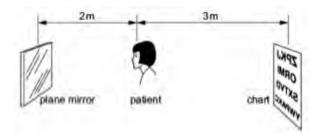
- 1. Thunder and lightning happen at the same time. Give one reason why do we see the flash of lightning before we hear the thunder.
- 2. Explain how absorption of light occurs.
- 3. The diagram below illustrates a light ray bouncing off a surface. Fill in the boxes with the correct terms



- 1. Give at least three properties of electromagnetic waves.
- 2. Differentiate between absorption and transmission of light.
- 3. What are the two laws of reflection.
- 4. The diagram shows a patient having her eyes teste. A chart with letters on it is placed behind her and she sees the chart reflected in a plane mirror?

Draw a ray diagram to show the path of light as it falls on objects and bounces into your eyes.

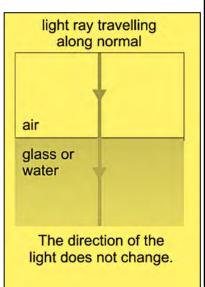
How far away from the nationt is

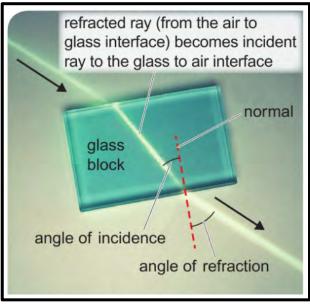


Ray Diagrams

Refraction

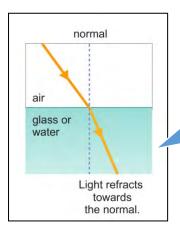
Light changes direction when it moves from one medium to another, this is due to changes in density.





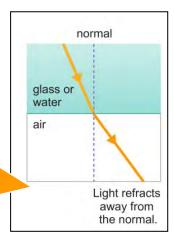
What do you think might happen if the light ray hit the block straight

If the light ray hits the block straight on then it does not change direction however it will slow down.

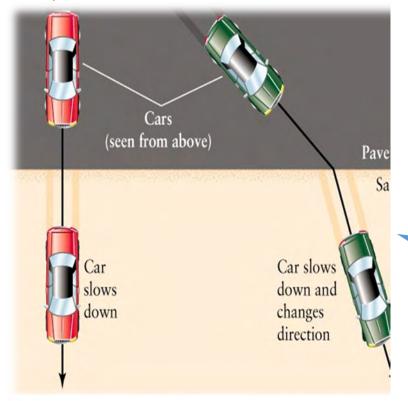


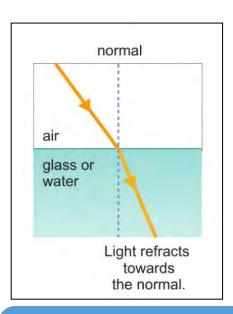
When light travels from a less to a more dense

When light travels from a more to a less dense medium



Light changes direction when it moves from one medium to another, this is due to changes in density.





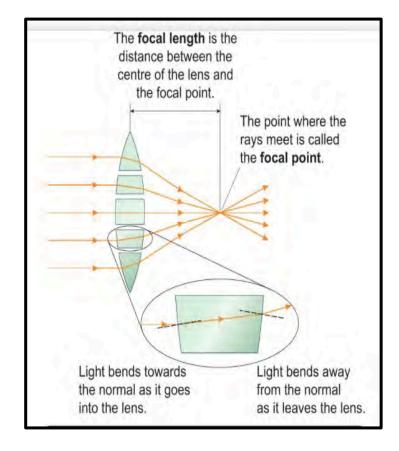
When light travels from a less to a more dense medium it slows

Converging/convex lenses.

The lens of the eye helps to focus the light. It is able to do this as, as light goes through the lens the light refracts into a single point.

This single point (focal point) is found on the retina where there are light/photo sensitive receptors.

If someone is near or far sighted this is because the light is focused on the wrong part of the



- 1. When light travels from a more to a less dense medium what way does light bend?
- 2. What is the line called drawn at 90 degrees to the boundary?
- 3. What causes refraction?
- 4. What is the part of the eye called that contains light sensitive cells?
- 5. What type of lens causes light to bend to one point?
 - 1. Away from the normal
 - 2. The normal
 - 3. Changes in density
 - 4. Retina
 - 5. Convex/converging

1.	Draw	diagrams	to	show:

- How a person can see a lightbulb.
- How a person can see a apple.
- How a person can see a apples reflection.
- 2. What do we call the ray that approaches a boundary?
- 3. What do we call a ray that emerges from a boundary?
- 4. What do we call the angle between the ray approaching a boundary and the normal line?
- 5. Describe what a convex/converging lens does.
- 1. Draw diagrams to show:
- How a person can see a lightbulb.
- How a driver can see a person behind them.
- How two people can both see an apple.
- 2. Explain how a person driving a car can see someone behind them using a mirror.
- 3. Explain how convex/converging lenses work.
- 4. Describe and explain what happens during the refraction of light between the air and a glass block.

Complete the passages below.

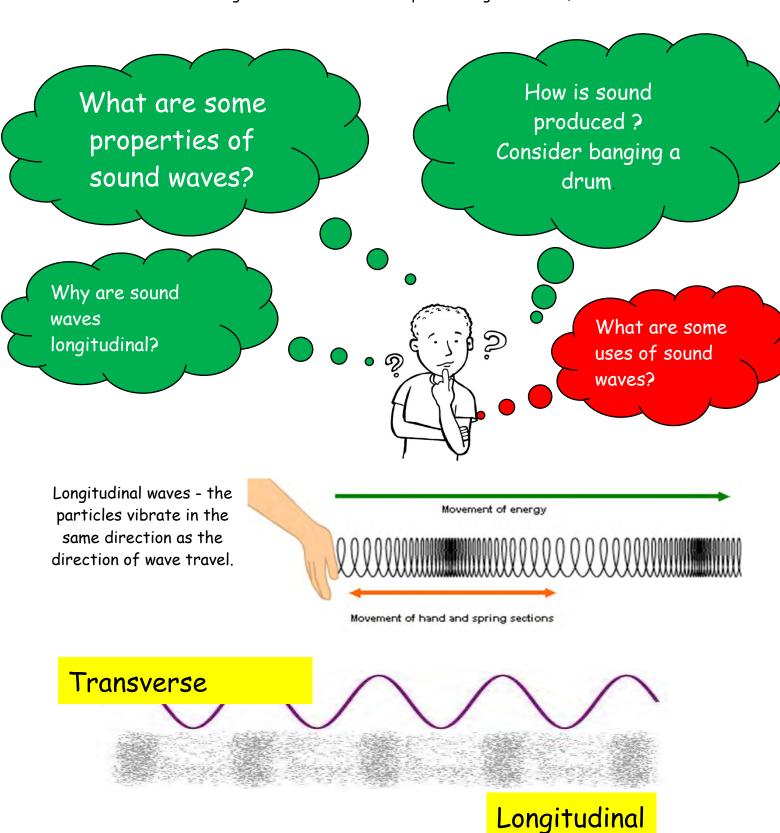
Rays from a	source hit objects. Th	is ray can	off of objects and
into our	This allows us to see ob	ojects that do not g	ive off their own
Light rays t	ravel in straight lines. Ho	wever, light rays co	ın They
bend when they e	enter lenses. A	lens cause	s light rays to all
bend towards a _	This point is foci	used onto light sens	itive cells on the
·			

Draw diagrams to show:

- 1. How a person can see a lightbulb.
- 2. How a person can see the sun.
- 3. How a person can see a cat.

Sound Waves

Sound waves are longitudinal waves that must pass through a medium, such as air.



Sound waves and light waves reflect from surfaces.

The angle of incidence equals the angle of reflection. This is called the law of reflection. So, if a wave hits a mirror at an angle of 36°, it will be reflected at the same angle (36°).

You can investigate the law of reflection using a light box, mirror and angle protractor. (This was done in lesson 3 - light waves have)

Smooth surfaces produce strong echoes when sound waves hit them, and they can act as mirrors when light waves hit them. The waves are reflected uniformly and light can form images.

Rough surfaces scatter sound and light in all directions. However, each tiny bit of the surface still follows the rule that the angle of incidence equals the angle of reflection.

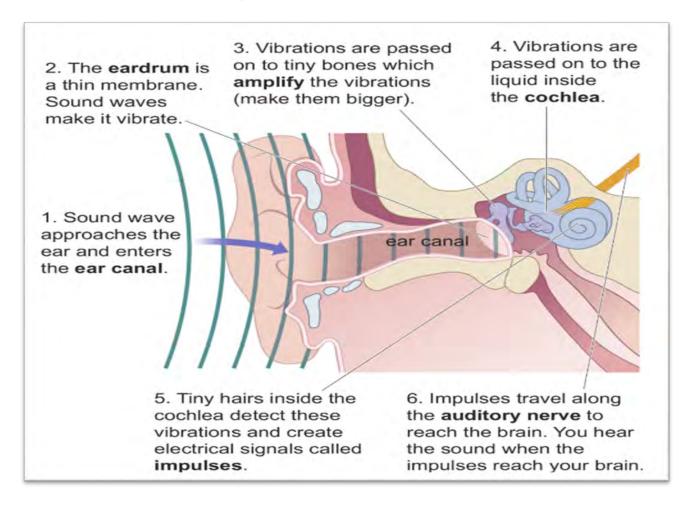
Sound waves travel at 343 m/s through the air and faster through liquids and solids. The waves transfer energy from the source of the sound, such as a drum, to its surroundings.

Your ear detects sound waves when vibrating air particles cause your ear drum to vibrate. The bigger the vibrations the louder the sound.

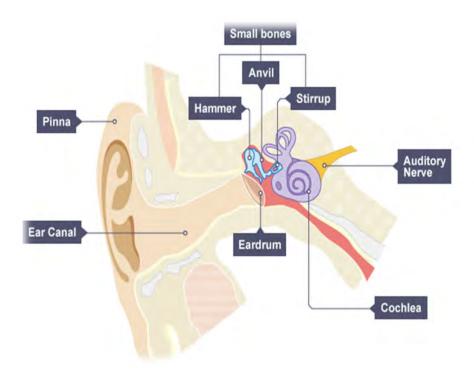
Complete the table below to demonstrate your knowledge.

Properties	Light	Sound
Type of wave (diagrams):		
Speed:		
Travels through:		
Transfers:		
Can it be reflected/ refracted/ absorbed?		
How are they detected		

The EAR detective on the case of sound!

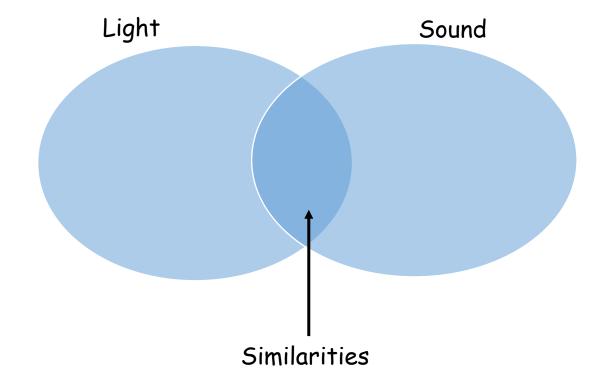


We can detect sound using our ears. An ear has an eardrum inside, connected to three small bones. The vibrations in the air make the eardrum vibrate, and these vibrations are passed through the three small bones (called ossicles) to a spiral structure called the cochlea. Signals are passed from the cochlea to the brain through the auditory nerve, and our brain interprets these signals as sound.



Cochlear implants bypass damaged portions of the ear and directly stimulate the auditory nerve. Signals generated by the implant are sent by way of the auditory nerve to the brain, which recognizes the signals as sound. Hearing through a cochlear implant is different from normal hearing and takes time to learn or relearn. However, it allows many people to recognize warning signals, understand other sounds in the environment, and understand speech in person or over the telephone.

Copy and complete the Venn diagram to compare light and sound waves with at least three differences and three similarities.

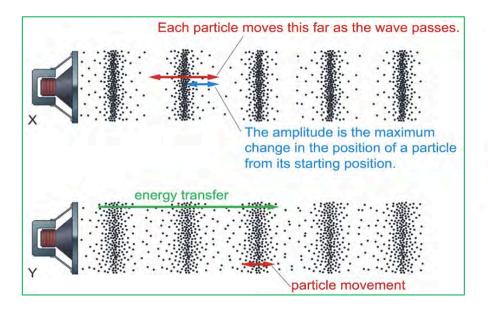


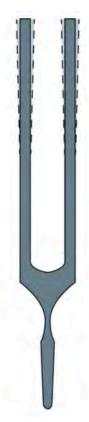
Sound generation and detection

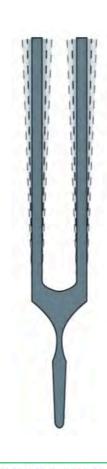
How is sound made?

In order for a sound to be produced something must vibrate.

There is no sound in space as space is a vacuum (no or very few particles) therefore sound cannot



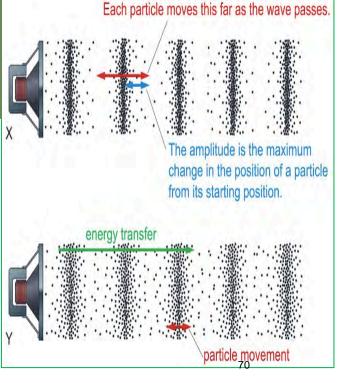




- The amplitude of the wave dictates the volume of the sound.
- The frequency of the wave dictates the pitch of the sound.

Fill out the table. What sound will each of the four wave combinations make? E.g. loud, high pitched sound.

	High amplitude	Low amplitude
High frequency	3	?
Low frequency	?	?

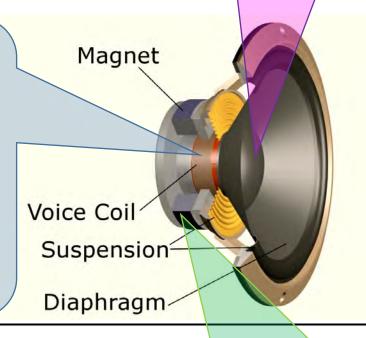


	High amplitude	Low amplitude
High frequency	Loud, high sound	
Low frequency		

Loud Speakers

The diagram vibrating causes a sound wave (as sounds are produced by objects vibrating).

The electromagnet/voice coil in a loud speaker is able to move by varying amounts. It is attached to the diaphragm, so the diaphragm moves too.



An electromagnet is where a wire carrying a current is in a magnetic field, this combination provides a force. This force is what causes the voice coil to move.

- 1. In which state of matter does sound travel the fastest?
- 2. What wave property dictates the pitch of a sound?
- 3. What wave property dictates the volume of a sound?
- 4. What causes the diaphragm to vibrate in a loud speaker?
- 5. What part of a microphone is similar to an eardrum?

- Solic
- 2. Frequency
- Amplitude
- 4. Voice coil/electromagnet
- 5. Diaphragm

HOTH ItS STAFFILING POSITION

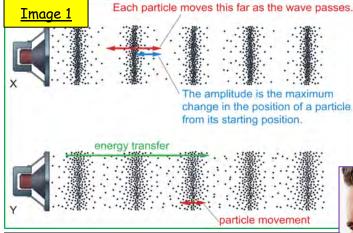
- Justify which speaker X or Y, would produce a louder sound.
 Use information/observations from the diagram to explain
 your answer.
- 2. Justify which speaker X or Y, would produce a higher sound. Use information/observations from the diagram to explain your answer.
- 3. Explain how a microphone is similar to a human ear.
- 4. Explain how guitar strings can make noises of different nitches

Using what you know about sound and the image 3, what do you think bone conduction headphones are and why do you think they are useful?

- 1. Which tuning fork (A or B in image 2) is making the louder noise? Explain how you could make the noise the tuning fork was producing quieter.
- 2. Explain what sounds (pitch and frequency relative to each other) each of the diagrams X and Y will produce from image 1.
- 3. State two similarities between the human ear and a microphone.

Answer true or false for the following statements. If you have marked one as false, try to explain why you believe they are false.

- 1. You do not need bones to help you hear.
- 2. Ears and microphones both convert energy transferred by sound into energy transferred by electricity.
- 3. You eardrum is constantly still.
- 4. Some animals can hear sounds that we cannot.
- 5. The higher the amplitude the louder the sound.





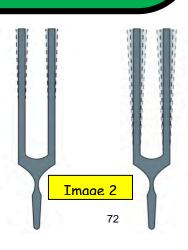


Image 3

Biology

Highlight the following information

- DNA stands for deoxyribonucleic acid. It is a chemical made up of two long molecules, arranged in a spiral. We refer to this as the doublehelix structure.
- DNA carries genetic information. It has all the instructions that a living organism needs to grow, reproduce and function.
- Forensic scientists use DNA profiles to help solve crimes.

DNA

DNA stands for **deoxyribonucleic acid**. It is a chemical made up of two long molecules. The molecules are arranged in a spiral, like a twisted ladder. We call this the **double helix** structure.

There is DNA in the **nucleus** of every cell. DNA carries genetic information. It has all the instructions that a living organism needs to grow, reproduce and function.

Genes

Genes are short sections of DNA. Genes carry information for particular characteristics, such as ear shape or eye colour. Different sets of genes carry information for different characteristics. There are many genes in a chromosome.

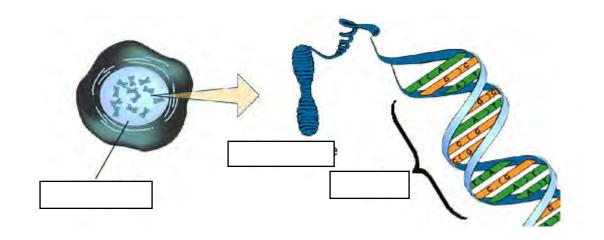
Chromosomes

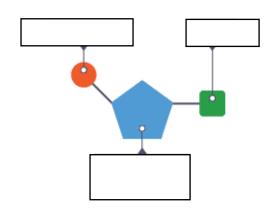
In a cell nucleus, DNA is organised into coiled strands called **chromosomes**.

Humans have 46 chromosomes in each cell. The fruit fly has only 8 chromosomes and is often used to study patterns of inheritance, while red king crabs have a whopping 208!

Half the chromosomes are inherited from one parent and half from the other. As humans, therefore, we have **23 chromosomes** from each parent. This explains why organisms can share characteristics from both parents. A child, for example, might have red hair like their dad and long fingers like their mum.

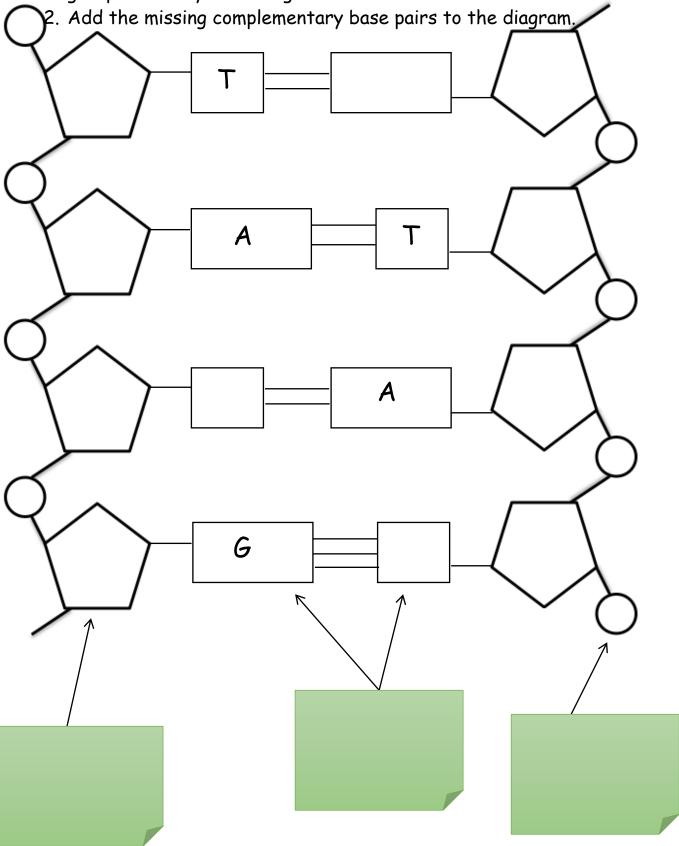
1. Label the diagrams.



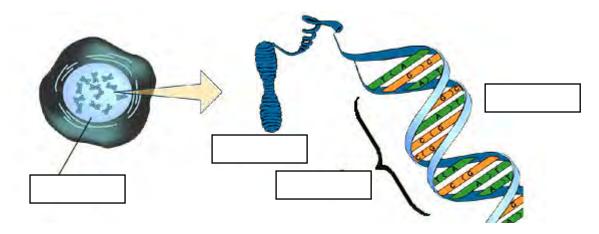


The basic units of DNA are called

1. Label the different components of the DNA as 'base', 'phosphate group' or 'deoxyribose sugar'.



Genes, Chromosomes and DNA



Nucleus	
Gene	
Chromosome	
DNA	

Genetic Disease Poster Project

You have been challenged to incorporate your knowledge about cells, cell division, genetics, and DNA to research and present on a specific genetic disorder. You have already completed your basic study about the ideas of genetics and mutations. Now with the information that you have you are being asked to research a specific genetic disorder and **give a group oral presentation along with creating a poster** to explain the genetic disorder.

- 1. What's the name of your disease?
- 2. Describe your disease Phenotypically
 - a. What are the signs/symptoms?
 - b. How does one get diagnosed with this disease? Is there a test? If so, describe it.
 - c. Who does it affect? Is it more prevalent in some parts of the world than others? If so, make a prediction as to why.
 - d. How common is it?
 - e. Is it preventable?
 - f. What are the treatments, if any?

Cystic Fibrosis

What Is Cystic Fibrosis?

Cystic fibrosis (CF) is an inherited disease that causes the body to produce mucus that's extremely thick and sticky. The mucus is thicker than normal because CF affects cells in the **epithelium**(pronounced: eh-puh-THEE-lee-um), the layer of cells that lines the passages in the body's organs.

In a person who does not have CF, the epithelial cells produce a thin, watery mucus that acts like a lubricant and helps protect the body's tissues. In someone with CF, however, the thicker mucus doesn't move as easily. This thick, sticky mucus clogs passages in many of the body's organs and infection sets in.

The two organs most affected are the **lungs** and **pancreas**, where the thick mucus causes breathing and digestive problems. The thicker mucus has trouble moving out of the lungs, so bacteria can remain and cause infections.

The thick mucus also is in the pancreas — an organ that produces proteins called **enzymes** that flow into the intestine to support the body's digestion process. Because the mucus can block the path between the pancreas and the intestines, people with CF have trouble digesting food and getting the vitamins and nutrients they need from it.

CF can also affect the liver, the sweat glands, and the reproductive organs.

What Causes CF?

Approximately 30,000 people in the United States have been diagnosed with CF, which affects both males and females. It's not contagious, so you can't catch CF from another person.

Cystic fibrosis is an inherited disease caused by mutations (changes) in a gene on chromosome 7, one of the 23 pairs of chromosomes that children inherit from their parents. CF occurs because of mutations in the gene that makes a protein called CFTR (cystic fibrosis transmembrane regulator). A person with CF produces abnormal CFTR protein — or no CFTR protein at all, which causes the body to make thick, sticky mucus instead of the thin, watery kind.

People who are born with CF have two copies of the CF gene. In almost all people born with CF, one gene is received from each parent. This means that the parents of kids with CF are usually both CF carriers — that is, they have one normal and one defective gene — but the parents may not have CF themselves because their normal gene is able to "take over" and make the necessary CFTR protein.

Each child born to parents who are both CF carriers has a 1 in 4 chance of having the disease.

Cystic fibrosis occurs most frequently in Caucasians of northern European descent, in whom the CF gene is most common — although people of other heritages can get the disease, too.

People who have a close relative with CF are also more likely to carry the CF gene — approximately 12 million Americans, or 1 in every 20 people living in this country, is a CF carrier. And most of them don't know it. Parents can be tested to see if they carry the CF gene, but because there are hundreds of specific CF gene mutations (not all of which are known), genetic testing for CF won't detect everyone who is carrying a CF gene.

Doctors can also perform tests during pregnancy so prospective parents can find out more about the chances that their child will have CF. However, these tests also won't always detect a CF gene.

What Happens When You Have CF?

Doctors diagnose most kids with CF by the time they are 3 years old, but if someone has a milder form of the disease, it may not be diagnosed until that person reaches the teen years. Babies are usually tested if they are born with an intestinal blockage called **meconium ileus**, which is more common in CF infants.

Other symptoms include:

- frequent lung infections or pneumonia
- persistent wheezing
- persistent cough with thick mucus
- bulky, light-colored, foul-smelling bowel movements or diarrhea (because food isn't being digested properly)
- failure to gain weight, even though the child eats normal amounts
- very salty sweat
- poor height growth
- nasal polyps (small growths of tissue inside the nose)
- frequent sinus infections
- fatigue

People with CF get frequent lung infections that can damage their lungs over time and require strong antibiotics along with stays in the hospital. They may have trouble growing or gaining weight because of digestive problems.

Adults with CF may also develop other illnesses, such as diabetes (when blood sugar is too high) or osteoporosis (a weakening of the bones).

The ends of the toes and fingers may become rounded and enlarged, a condition that's called **clubbing**.

What Do Doctors Do?

If doctors suspect that a person has CF, they will order a **sweat test**. In this test, the doctor or technician uses a chemical and a very mild electrical current to cause sweating on an area of skin, usually on a person's forearm (this test doesn't hurt). The doctor or technician collects a large amount of sweat in a pad and then analyzes it.

If the test results show a high level of chloride (a chemical in salt), there's a possibility the person has CF. In some states in the United States, all newborns are checked for CF with a blood test, although the blood test isn't as good at detecting the disease as the sweat test.

Doctors and people with CF can do several things to slow the progression of the disease and fight its complications. To loosen mucus, people with CF exercise regularly and may use inhalers (like kids with asthma use) or **nebulizers** that help deliver medication to the lungs.

Coughing helps people with CF clear the mucus from their lungs. They may also take antibiotics to prevent or fight lung infections. Chest physical therapy may also be an important part of the CF treatment routine. After lying down in a position that helps drain mucus from the lungs, the person has a helper, such as a parent, gently bang on his or her chest or back to loosen the mucus.

A newer device called a therapy vest shakes the chest, allowing teens to be more independent by doing their therapy on their own.

For digestive problems, someone with CF can take enzymes by mouth to help digest food and getnutrients from it. A doctor may also prescribe vitamin supplements and a high-calorie diet.

Living With CF

Right now, there is no cure for CF. Even if symptoms are mild at first, they get steadily worse over time.

But there is hope: 15 years ago, most children with CF would die before reaching their teens. Now, with new treatments available, more than half live into their thirties, and new research is leading to the possibility of a cure. Statistics now show that nearly 40% of the people living with CF in the United States are 18 years or older.

Since researchers identified the gene that causes CF in 1989, they have tried to replace abnormal CF genes with normal ones. Some are working on finding the right method of delivering that normal gene into the cells of a person with CF. Other scientists are trying to find new ways of

fighting lung infections and different ways of moving chloride in and out of cells, bypassing the defective CFTR protein. In some cases, lung transplants have extended the lives of people with CF.

If someone you know has CF, you can be a supportive friend by learning about the disease so you can help others understand what your friend is going through. Just hanging out with your friend and taking part in the activities you enjoy doing together can be a great help.

If you have CF, focus on staying as healthy as possible by following your doctor's treatment instructions, taking your medications, eating right, and exercising. Meeting other teens who have CF via chat rooms is fine, although personal contact between two CF patients can present problems since it carries the risk of passing dangerous bacteria to each other.

Your hospital's child life and CF specialists will have all kinds of ideas and tips for coping with the disease and keeping your spirits up. Ask them to recommend groups you might join, either online or locally. They can provide you with information about clinical trials, legislative actions, handouts about CF, and even a college or vocational school scholarship program.

From http://www.cff.org/AboutCF/Faqs/#

How is CF diagnosed?

Most children are now diagnosed with CF at birth through <u>newborn screening</u>, and more than 75 percent are diagnosed by the age of 2.

A doctor who sees the symptoms of CF will order a sweat test or a genetic test to confirm the diagnosis.

CF is usually diagnosed by conducting a <u>sweat test</u>, which measures the amount of salt in a person's sweat. A mild chemical and a small amount of electricity are placed on the skin (usually on the arm) to stimulate the sweat glands. Sweat is then collected and the amount of chloride, a component of salt in the sweat, is measured. A high level of chloride means that the person has cystic fibrosis. The sweat test is painless.

The best place to receive a reliable sweat test is at a <u>Cystic Fibrosis Foundation-accredited care center</u>.

In a <u>genetic test</u>, a blood sample or cells from the inside of the cheek are taken and sent to a laboratory that specializes in genetic testing. A genetic test is often used to confirm a diagnosis of CF if the results of a sweat test are not clear, but genetic testing is mostly used to find out if a person is a CF carrier.

Learn more about testing for Cystic Fibrosis.

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How is CF treated?

Treating a complex disease like CF requires therapies that address problems in different parts of the body, especially the lungs and the digestive system.

Because the type and severity of CF symptoms can differ widely from person to person, there is no typical treatment plan for people with the disease. <u>CF Foundation-accredited care</u> <u>centers</u> work closely with people with CF and their families to create individualized treatment plans.

However, each day, most people with CF typically:

- Do some form of <u>airway clearance</u> to help loosen and get rid of the thick mucus that can build up in the lungs. Some airway clearance techniques require help from family members, friends or respiratory therapists. Many people with CF use an inflatable vest that vibrates the chest at a high frequency to help loosen and thin mucus.
- Take <u>inhaled medicines</u> liquid medicines that are made into a mist or aerosol and then inhaled through a nebulizer. These medicines include antibiotics to fight lung infections and therapies to help keep the airways clear.
- Take <u>pancreatic enzyme supplement</u> capsules with every meal and most snacks to improve absorption of vital nutrients. People with CF also usually take multivitamins.

The CF Foundation supports research to discover and develop new CF treatments, and maintains a <u>pipeline of potential therapies</u> that target the disease from every angle.

The most recent drug approved for CF, ivacaftor (<u>Kalydeco™</u>), treats the underlying cause of CF in a small number of people with specific mutations of the CF gene. All other CF therapies available today treat the symptoms of CF.

Work is ongoing to find additional CF therapies that could help improve key symptoms of the disease by targeting the disease at its root.

Is there a cure for CF?

Currently, there is no cure for CF. However, specialized medical care, aggressive drug <u>treatments</u> and <u>therapies</u>, along with proper CF <u>nutrition</u>, can significantly lengthen and improve the quality of life for those with CF.

In 2012, the U.S. Food and Drug Administration approved ivacaftor (<u>Kalydeco™</u>) — the first drug to treat the underlying cause of CF in a small group of people with a specific mutation of the CF gene. In 2014, ivacaftor was approved for people ages 6 and older who have eight additional CF mutations.

It is too early say whether ivacaftor will be an actual cure for those who are taking it. However, the drug has shown that it is possible to target the defective CFTR protein that causes CF and improve key symptoms of the disease. Ivacaftor is now being studied in combination with other potential therapies to treat people with the most common CF mutation.

Ivacaftor also offers a roadmap that could help advance the discovery and development of more lifesaving therapies for all people with CF. The CF Foundation continues to support cutting-edge research to address the root cause of CF, and maintains a robust pipeline of potential therapies targeting the disease from every angle. Research to find a cure for CF has never been more promising.

We will not rest until we have a cure for all people with the disease, regardless of their mutation.

Learn more about CF drugs in development.

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How does CF affect the lungs?

In a healthy person, the CF gene makes a protein — known as CFTR (Cystic Fibrosis conductance Transmembrane Regulator) — that is found in the cells that line different organs, such as the lungs and pancreas. The CFTR protein controls the movement of electrically charged particles, including chloride and sodium (components of salt), in and out of these cells.

In people with CF, the protein is defective and the salt balance in the body is disturbed. Because there is too little salt and water on the outside of the cells, the thin layer of mucus that helps keep the lungs free of bacteria becomes very thick and difficult to cough out. This thick mucus then clogs the airways and, without treatment, can lead to inflammation and infections that damage the lungs.

Sickle Cell Anemia

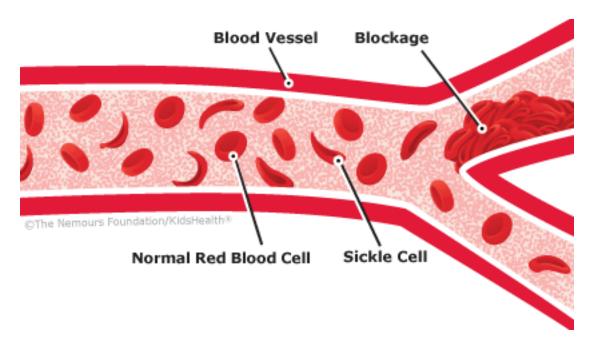
Sickle cell anemia is an inherited blood disorder that mostly affects people of African ancestry, but also occurs in other ethnic groups, including people who are of Mediterranean and Middle Eastern descent.

More than 70,000 Americans have sickle cell anemia. And about 2 million Americans — including 1 in 12 African Americans — have **sickle cell trait**, which means they carry a single gene for the disease and can pass this gene along to their children, but do not have the disease itself.

What Is Sickle Cell Anemia?

Sickle cell anemia is a blood disorder that affects **hemoglobin** (pronounced: **hee**-muh-glow-bin), the protein found in red blood cells (RBCs) that helps carry oxygen throughout the body.

Sickle cell anemia occurs when a person inherits two abnormal genes (one from each parent) that cause their RBCs to change shape. Instead of being flexible and disc-shaped, these cells are more stiff and curved in the shape of the old farm tool known as a sickle — that's where the disease gets its name. The shape is similar to a crescent moon.



Red blood cells with normal hemoglobin (hemoglobin A, or HbA) move easily through the bloodstream, delivering oxygen to all of the cells of the body. Normal RBCs are shaped like discs or doughnuts with the centers

partially "scooped out" and are soft and flexible. They can easily "squeeze" through even very small blood vessels.

What Happens With Sickle-Shaped Cells

Sickle cell anemia occurs because an abnormal form of hemoglobin (HbS) is produced. HbS molecules tend to clump together, making red blood cells sticky, stiff, and more fragile, and causing them to form into a curved, sickle shape.

RBCs containing HbS can go back and forth between being shaped normally and being sickle shaped until they eventually become sickle shaped permanently. Instead of moving through the bloodstream easily, these sickle cells can clog blood vessels and deprive the body's tissues and organs of the oxygen they need to stay healthy.

Unlike normal RBCs that last about 4 months in the bloodstream, fragile sickle cells break down after only about 10 to 20 days, which usually causes anemia. Anemia (pronounced: uh-nee-mee-uh) is what happens when the body's number of red blood cells (or amount of hemoglobin) falls below normal. People who are anemic often feel weak, tire more easily, and may appear "run down."



People with sickle cell anemia can also experience complications from impaired blood circulation and infection-fighting problems. These include a higher risk of certain infections and stroke as well as a condition called **acute chest syndrome**, which is caused by inflammation, infection, or occlusions (blockages) of blood vessels in the lungs by sickled cells.

Sickle cell anemia is not contagious, so you can't catch it from someone else or pass it to another person like a cold or an infection. People with sickle cell anemia have inherited two sickle cell genes, one from each parent. A child who has inherited the sickle cell gene from only one parent will not develop the disease, but will have sickle cell trait. People who have sickle cell trait don't have sickle cell anemia and usually don't have any signs of the disorder, but they can pass the sickle cell gene on to their own children.

Because people with sickle cell trait don't have the disease, they may never discover that they carry the gene. That's why it's recommended that teens who are unsure of their sickle cell status ask their doctors about testing.

The National Institutes of Health (NIH) recommends that all newborns be screened for sickle cell disease, and testing at birth is now required in almost every state. This helps infants with sickle cell anemia get the care and treatment they need right away.

Signs and Symptoms

Teens with sickle cell anemia may develop **jaundice** (pronounced: **jon**-dis), a condition that results from the high rate of red blood cell breakdown. Jaundice can cause a person's skin and whites of the eyes to develop a yellowish tint.

People with sickle cell anemia also may have bouts of severe pain in the chest, stomach, arms, legs, or other parts of the body. This is caused by sickle cells blocking blood flow through the small blood vessels in those areas. Feeling tired and having trouble fighting infections are also common among teens with sickle cell anemia, and they may grow more slowly and reach puberty later than other teens.

Periods of pain are commonly referred to as **pain crises**, which vary in their severity, how often they happen, and how long they last. Whereas one person may have only one sickle cell pain crisis a year, another may experience them more often. Crises can be brief or last hours, days, or even weeks. Sometimes pain can be severe enough to require treatment in the hospital. Symptoms can develop in any body organ or tissue and include aching arms, legs, hips, and shoulders.

When people with sickle cell disease get acute chest syndrome, they may have severe chest and abdominal pain, fever, cough, and trouble breathing.

What Can Doctors Do?

To diagnose sickle cell anemia, doctors use a special blood test called a **hemoglobin electrophoresis** (pronounced: eh-lek-tro-fuh-**ree**-sis) to look for sickle hemoglobin in a person's blood.

It is possible for some people to be ill enough to die from the disease (although most young people with sickle cell anemia don't die). Doctors can provide treatments that help prevent complications from the disease, though. Folic acid, a vitamin that helps the body produce new red blood cells, is often prescribed for teens with sickle cell anemia. Pain medications help relieve the symptoms of crises. And kids and teens who have sickle cell disease should take **penicillin** or other antibiotics to help prevent infections. Drinking lots of fluids and avoiding extreme cold or heat can help prevent crises.

Some crises can be managed at home with pain medicines, rest, and extra fluids. But if a crisis is especially intense, a teen may need to go to the hospital for intravenous (IV) fluids and stronger pain medications.

Many teens with sickle cell anemia occasionally need to get transfusions of healthy red blood cells to help carry oxygen to the tissues of their bodies more effectively and treat complications. A few may need transfusions regularly.

Scientists are constantly researching ways to help people with sickle cell anemia. Several new treatments, such as the drug hydroxyurea, have helped reduce painful crises and episodes of acute chest syndrome for

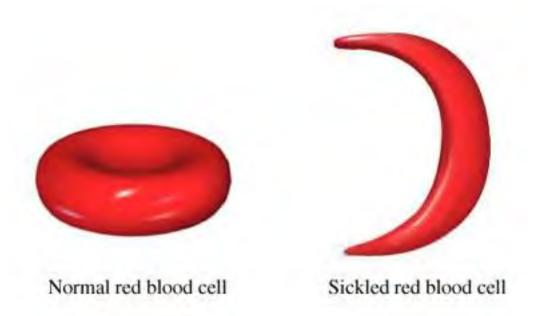
adults and kids with sickle cell. Bone marrow transplant, a complex and risky procedure, is the only cure for sickle cell anemia.

Scientists are also studying **gene therapy** as a treatment for sickle cell anemia. One day, it's hoped that doctors may be able to stop the disease by changing or replacing the abnormal gene that causes it.

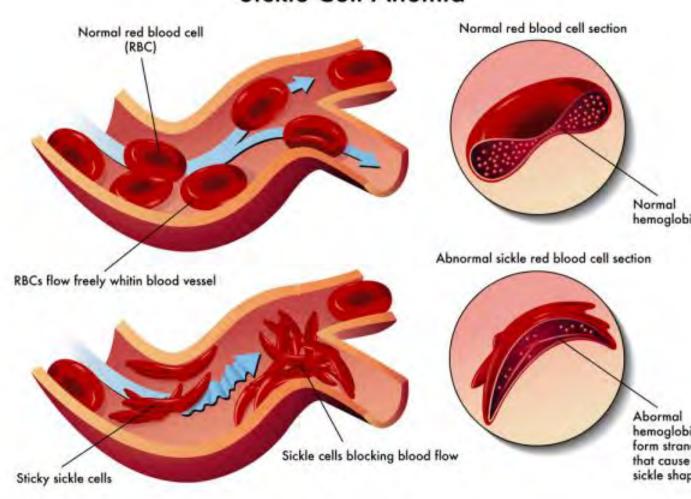
What Can You Do to Stay Well?

With the right precautions, teens with sickle cell disease can do most of the stuff other teens do. To stay as healthy as possible, take these steps:

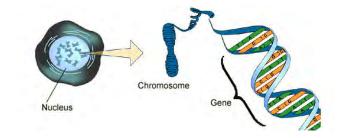
- Eat a balanced, healthy diet.
- Take medications, including folic acid supplements, as prescribed.
- Drink plenty of fluids to prevent dehydration.
- Avoid extreme cold or heat.
- Exercise regularly, but in moderation. Exercise is important for staying healthy, but overdoing it can trigger a crisis in some people, particularly if they become dehydrated, overheated, or exhausted.
- Get plenty of rest.
- Avoid alcohol, drugs, and smoking, which can aggravate sickle cell disease and its symptoms. Some people with sickle cell disease are prone to lung problems, so smoking is particularly risky and must be avoided.
- Prevent serious infections by contacting your doctor as soon as illness symptoms start. Be sure to get any immunizations (such as pneumonia and flu vaccines) that the doctor recommends, and always call your doctor if you have a high fever (over 101°F, 38°C).
- Learn as much as you can about the disease and see your doctor regularly to help prevent complications.

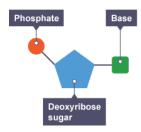


Sickle-Cell Anemia



Answers





<u>Bio</u>

HISTORY

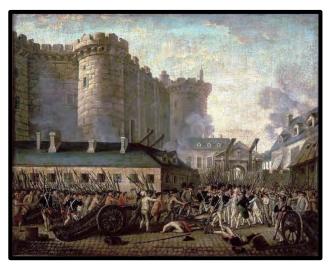
Work through the activities on the following pages



The French Revolution

<u>1780 - 1800</u>

Year 9 Workbook

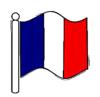








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Teacher				





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Lesson 1: What and when was the French Revolution?

Lesson 2: Who were the winners and losers in 1780's

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Lesson 3: Why couldn't France get out of debt?

Lesson 4: How far did Louis XVI live up to his portrait?

Lesson 5: What caused the French Revolution?

Lesson 6: Was it inevitable that the French would kill their

king?

Lesson 7: What did David want people to think about Jean-

Paul Marat?

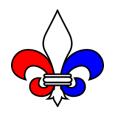
Lesson 8: How far is David's Marat an 'awful, beautiful lie'?

Lesson 9: Did Robespierre deserve the title 'butcher of the

revolution'?

Lesson 10: Why bother with the French Revolution?

Lesson 11: Assessment



Glossary

Revolution - a massive change which is sometimes violent

Republic - a country without a king or queen

Noble - someone born into aristocracy

Clergy - members of the church

Estates General - France's traditional national assembly with representatives of the three estates, or classes, in French society: the clergy, nobility, and commoners

Absolute Monarchy - When a king has total power

Bastille - the king's prison

Republic - a country without a king

Tithe - a ten percent tax paid people to the church

Structure of society - the way power is distributed in a society

Taille - a tax on all non-nobles in France

First estate - members of the church in France

Second estate - members of the nobility in France

Third estate - members of the rest of society in France

Taxes - Money paid to the state by it citizens to pay for the outgoings of the state.

Income - money coming in.

Expenditure - money spent.

Charles de Calonne - Add this at the end of the lesson.

Livres - French currency during revolution

Portrait - a painting, drawing or photograph of someone.

Charles de Calonne - Louis XVI's Finance Minister

Peintre du Roi - the title of the official painter of the king's court

Enlightenment - A time of new "progressive" ideas were born in France

Inevitable - bound to happen

Treason - the crime of betraying your country

Traitors - people who betray their country

Jean Paul Marat - French revolutionary journalist.

Jacques-Louis David - famous French painter

Neoclassical - an art movement based on classical Greek and Roman styles

Art critic - someone who analyses paintings for a living

Plague - A memorial to a person stuck somewhere for people to see

The Terror - A period during the French revolution where those who were against the revolution were killed.

Guillotine - a special machine designed during the French revolution to cut people's heads off.

Significance - how important something was in history



LQ: What and when was the French Revolution?

How has the French Revolution affected modern day France?



The French Euro has three words on it from the late 1700s. Liberty, Equality and Brotherhood

The French National anthem comes from the late 1700s. The words deal with how the French people protected their country during the Revolution





14th July in France is a French holiday. It remembers the day in 1789 that the Bastille (the Kings secret prison) was 'stormed' and prisoners were freed.

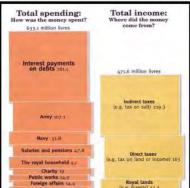


Task 1

Connect the images to the statements about the revolution using arrows. Once you have done this label each image 1 - 8 to show the chronological order in which they happened.









Before 1789, France was ruled by a King who had total power over the people and the country (ABSOLUTE MONARCHY). The king at the time of the revolution was called Louis XVI (16th).

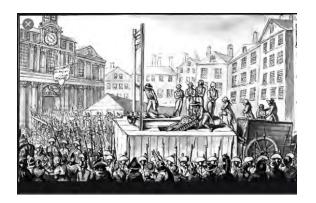
Louis was now regarded as a traitor to the revolution. In January 1793 he was executed by guillotine. The French had killed their King. His wife was executed nine months later. France became a REPUBLIC.

The food shortages continued and, by October 1789, it was desperate. A large group of Paris women marched 12 miles to the King's palace at Versailles. They were armed and complained to the King, forcing the royal family to return to Paris.

Louis was very short of money and the country was in debt. The king needed money fast so in June 1789 he called a big meeting called the ESTATES GENERAL and asked for more taxes. Some of the ordinary people in the meeting refused the King's demands!









By July 1789, many of the poor people of Paris were desperately hungry. A bad harvest meant that bread was too expensive. The people were angry and showed their feelings by arming themselves and storming the BASTILLE (the king's prison).

By June 1791 the royal family were scared. The King no longer seemed in control of France. They tried to escape but were captured and forced to return to Paris. People welcomed them with insults and by spitting at their carriage.

In 1799, a successful general called Napoleon used the army to take control of France. He ruled for the next 16 years and declared himself Emperor of France. During this time he conquered most of Europe but was finally beaten in 1815.

Between 1793 and 1794, the revolution became more violent. This period has been called 'The Terror', as thousands of people were killed if they were thought to disagree with the revolution.

Task 2

Using the information from the previous pages, fill out the French Revolution timeline.

French Revolution Timeline 1789-1799

Patana 1780: Enance was ruled by an ADSOLLITE



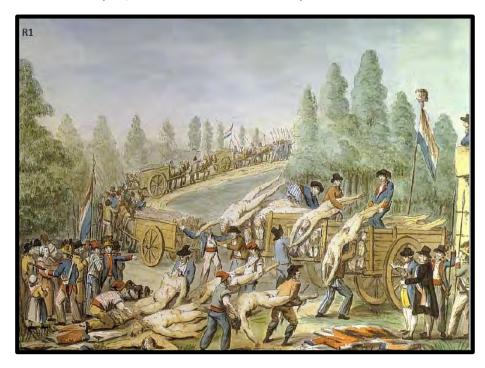
monarch who had total power.
June 1789: Louis called a meeting of the Estates General. He asked for more money but was refused.
July 1789:
Oot 1790:
Oct 1789:
June 1791: The royal family tried to escape from France but were captured. They were forced to return to Paris.
Jan 1793:
1793-1794:
1799: A general called Nanoleon used the army to take control of

799: A general called Napoleon used the army to take control of France and ruled for the next 16 years.

Task 3

When and what is going on in this image? Go to your Target Group questions and complete the tasks







TG: 3-4

Use the sentence starters to analyse the source:

The source shows ...

This suggests that ...

This image is likely to be from the year ..., as

TG: 5-7

Using everything that we have learnt this lesson.

Write a paragraph
explaining how the source
would be useful to a
historian of the French
Revolution:

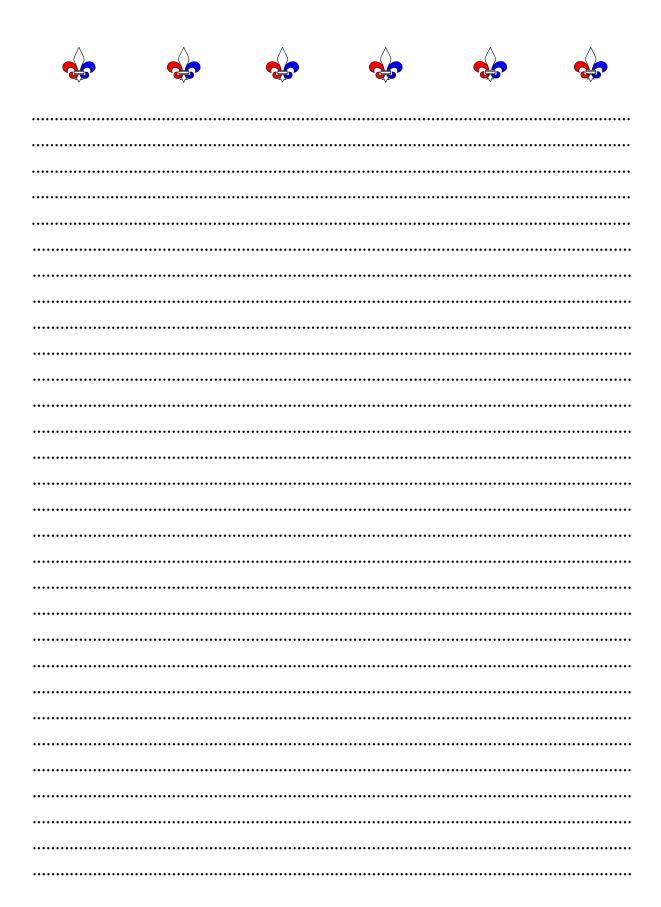
- 1. What the source shows.
 - 2. What this suggests is going on in the image?
- 3. What year you think the image is from and why.

TG: 7+

Explain the image above would be useful to a Historian of the events of the French revolution:

Include:

- What the source shows.
 - An inference.
 - Contextual knowledge



Recap Quiz

•	What is the definition of a revolution?
•	Who had absolute power in 1789 in France?
•	What was the word for what the French nation became after their king was killed?
•	What was the estates general?
•	At what point did the French Revolution begin?



French Society in 1789

France in 1789 was a very carefully structured society. There were lots of different groups who had different positions. Some of them were happy about their positions and some were not.

In this lesson we are going to first identify the different groups within French society, then place them in a **hierarchy** showing who was best off, then we are going to use that information to deepen our understanding of



the image that we looked at the beginning of the lesson.

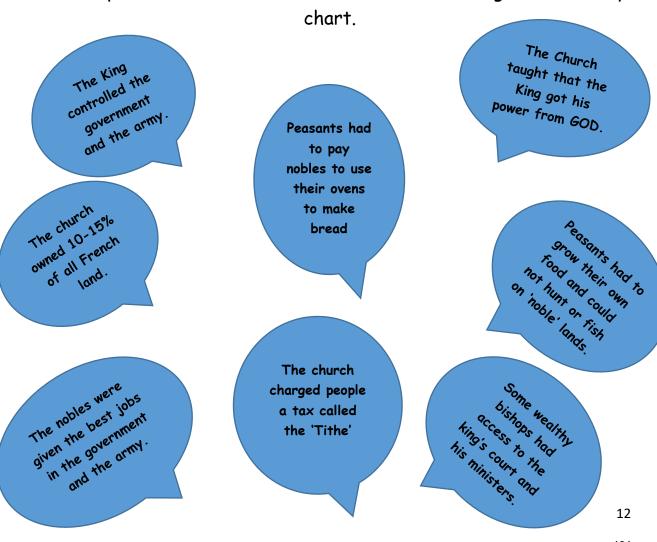
Task 1

Read the character cards and consider where you think these characters would fit into the hierarchy of French society in the 1700's.

Wealthy Doctor You make a lot of money from looking after your rich patients. Sometimes you help the poor for free. You are well respected by	The King You are the biggest landowner in France. You have several palaces and a huge amount of money
Wealthy Lawyer You make a lot of money being a lawyer in court cases. You live in a large house with servants and are well respected by the people	Very poor peasant You work on the land and grow a few scraps of food. You are constantly under the threat of starvation.



Now using the below information from historian William Doyle, write the occupation of the character onto the below triangular hierarchy



The nobles owned

The nobles o

The most hated tax in France was called the 'Taille'.

Nobles charged to the roads.

The first and did second estate Taille second pay the other and many other and taxes.

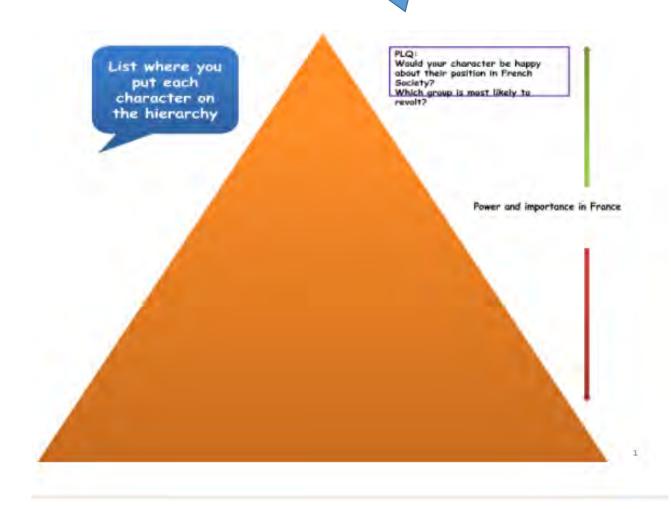
French society was divided up:

First estate - clergy/church

Second estate - Nobles

Third estate - Everyone else

The third estate of the top way.



Task 2

How useful is the below source to a historian studying the structure of French Society in 1789?



TG: 3-4

Use the sentence starters to analyse the source:

The source shows ...

This suggests that ...

This link to my own knowledge, as ...

TG: 5-7

Using everything that we have learnt this lesson.

Write a paragraph explaining how the source would be useful to a historian of the French Revolution:

- 1. What the source shows.
- 2. What this suggests about the structure of French society.
 - 3. How this links to your own knowledge of French society in 1789.

TG: 7+

Using at least three keywords from your glossary explain why this source would be useful to a historian of the structure of French society.

You must include:

- An inference
- Contextual knowledge
- A judgment on how useful the source is.





Task 3



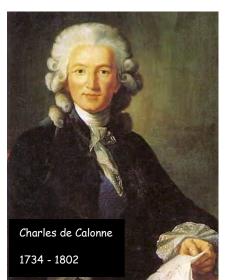
Imagine that you are in the Third Estate of 17th Century France. From what you have learnt this lesson you need to write a letter to your king, Louis XVI to tell him about your struggles and the problems with being a member of the Third Estate. You must include; your name, your job, your age, a background about your family and your occupation and describe the struggles that you face.

YOUR ROYAL HIGHNESS, KING LOUIS XVI,

LQ: Why couldn't France get out of debt?

Recap Quiz

•	How were the three sections of French society structured?
•	What was the Tithe?
•	What was the Taille?
•	What is the definition of a revolution? They had made
•	who had ABSOLUTE power in 1789 in France? an effigy (life sized model) of Calonne. The crowd lit a fire and burned it.



Task 1

Look at the image of the gentleman on the
left and the speech bubble to go with the
image. Make a prediction; what was his
crime and what had he done wrong?

Expenditure and income

France had problems with their expenditure (money that is spent or going out) and income (money coming in) in 1789.

TASK 2

Which of these things are **INCOME** and which are **EXPENDITURE** for your teacher? Circle the income in green and the expenditure in red.

Council Tax	Food shoppi	ng Petrol
Wages	Dog food	Gas Bill
Electricity Bill	Water Bill	Clothes
Interest paid on loans		Income tax (paid on wages)

Now that you have completed the above task, colour in the following boxes about finances in 1789, France. Green for income, red for expenditure. The number in the brackets in the boxes is the figure in millions of livres (French currency at the time).

Interest payments on debts (261.1)

The Royal Household (42)

Indirect taxes

(tax paid to the government on things like salt)

(219.3)

Public works: roads, sewers, buildings etc (14.9)

Money made from royal lands (51.2)

Donations from the church (20.6)

Army (107.1)

Other spending	
(99.4)	Direct taxes (tax on land or incomes
New	☐ (163)
Navy (51.8)	
Extension: How might the in revolution in France?	comes and expenditures have led to a
•••••	
	•••••
•	n France? What was most of the ou have any idea who Calonne may
•••••	••••••
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Salaries and pensions (47.8)



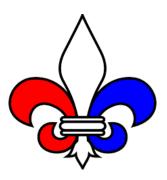
So what did King Louis XVI do to resolve the debt in France? Underline which of the following you think he did and write a sentence to explain why

- 1) Borrow even more money (loans). These come with interest!
- 2) Ask the royal family to cut their spending.
- 3) Cut spending on the army.
- 4) Cut spending on roads, buildings, sewers.
- **5)** Increase taxes paid by the THIRD ESTATE (lawyers, doctors, merchants, teachers, but mainly peasants).
- **6)** Make the FIRST (the church) and SECOND ESTATE (nobles) start paying tax.

What did Louis XVI actually do?



Read the following information carefully. It tells you all about the problems that my country was having with money and what my Finance Minister did



Louis had a special minister in charge of finances (the country's money). In 1786 the minister went to see Louis. He told the King that if something were not done quickly the French government would end up bankrupt!

The King had three options. He could borrow more money. He could cut spending. He could increase taxes.

The first option was crazy. The second was impossible. Only raising taxes could make any difference. But this was a problem. It was impossible to tax the ordinary people much more. The king needed to raise taxes from the wealthy, those that owned land. However, the nobles (second estate) and the church (first estate) had never paid taxes and it would be difficult to change their minds.

The King listened to his minister's ideas. The minister convinced Louis that the rich landowners would have to pay tax. The minister would have to pass a new law. New laws had to be approved by a meeting of the nobles and the church (the King had the final say). In February 1787 the nobles refused to help and would not approve the new tax.

Louis could not make up his mind and did not know what to do for the best. He backed down and did not use his power to change the law.

Louis called a big meeting of all three estates to decide what to do next. This was called the **Estates General** and would have a much bigger effect than Louis could realise...

Task 3

	an a	S		e	r	t	h	e	: 1	f	٥l	l	D١	N	ir	ารู	3	C	Į	16	2:	S	†	i	0	r	1:	,	C)	ic	b	l	L	0	L	ıi	S		t	a	k	le)	h	i	S	F	=	ir	10	21	1	С	e	•	٨	٩i	ir	ηi	S	:†	•	21			
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LQ: How far did Louis XVI live up to Joseph-Siffred <u>Duplessis' portrait?</u>

"Power belongs to me. It is not shared with anyone else".

Quote from Louis XVI - 1776



Task 1														
Using the above quote and image to help you, explain why you think this way of ruling was called 'absolute monarchy'?														
l .														

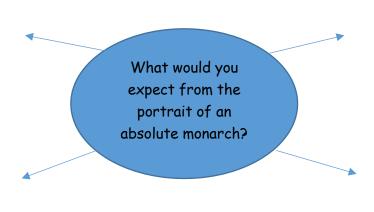
Task 2

Read the statements and do the following: underline in purple if the statement is relating to an absolute monarch, underline in yellow if the statement is relating to a constitutional monarch (has to work with the government i.e. not absolute power), underline in red if the statement could relate to both.

- 1. Good at meeting the public.
- 2. Wears impressive looking majestic clothes.
- 3. Is determined to make good laws for the country.
- 4. Works very long hours running the country and making decisions.
- 5. Is intelligent enough to be political and make good decisions
- 6. Is responsible for national security and the safety of the all the people.
- 7. Does charity work.
- 8. Spends lots of time opening hospitals and schools.
- 9. Wears nice hats and waves a lot.

In 1775 artist Joseph-Siffred Duplessis the Peintre du Roi painted the portrait on the left of King Louis XVI.

At this time Louis was at the height of his power as an absolute monarch._Complete the below mind map. How do you think an absolute monarch would want to appear in a royal portrait? Consider the following: how would they stand, what sort of clothes would they be wearing, what expression would they have, how much space would they take up?







The Portrait

Duplessis presented Louis XVI as intelligent, by painting him with a focused expression. The size of Louis within the space made him appear large and powerful. Duplessis may have presented him as a responsible leader for much of France. Louis XVI, was presented as determined, he appears with his arm outstretched suggesting he is leading others forward.

Did your mind map match the

portrait?

Yes or No

Task 4

Read these sources on Louis XVI. Afterwards you must make a judgement by rating King Louis out of 10 on his skills as an absolute monarch. You will mark him out of 10 on how majestic he was, his determination, his intelligence and how hardworking/responsible he was. After each mark you need to write a sentence to explain how you came to this judgement.

A. "He was so short sighted that he could not recognise anyone at a distance of more than three paces. He was stout (fat), about five feet six inches tall, square shouldered and with the worst possible bearing (way of walking). He looked like a peasant shambling along behind his plough."

One of the Queens servants who saw Louis frequently.

B. "Louis was a family man, who loved his children. But he was more interested in making clocks and locks than running the country. His great passion was hunting."

A modern textbook: Societies in Change, John Murray

C. "Louis has common sense, simple tastes and an honest heart: that is his good side. He tends not to be able to make up his mind and is weak willed: there is the contrast"

Abbe de Veri, a churchman who knew the King.

D. "Louis had a typical breakfast that consisted of 4 veal cutlets (beef steaks), one whole baked chicken, six eggs, a slice of ham and one and a half bottles of champagne."

A servant to the King.

E. "He is an honest man who wishes to really do good, but he has neither genius nor education."

American Ambassador

F. "He was really tender hearted. You could never speak to him of disasters or accidents without a look of caring coming over his face. But his replies were often hard and his manner unfeeling."

A French government minister who worked for Louis.

G. "Louis was not supposed to be king. His elder brother died and Louis became heir to the throne. He was not given the schooling to prepare him to be an absolute monarch."

A schools' textbook: Societies in Change, John Murray

H. "Calonne asked Louis to consider making the First (church) and the Second (Nobles) pay tax to help reduce the debt crisis. Louis asked the two estates to approve the new law but they refused. Louis simply backed down and was obliged to exile Calonne who was clearly unpopular with the church and nobility. In Paris, some of the people burnt an effigy of Calonne."

A Level textbook

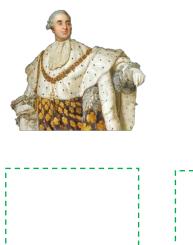


Time to make your judgement using the sources to help you! Circle the number out of 10 that you most agree with and explain WHY.

MAJESTIC							7							
DETERMINATION	••••	1	2	3	4	5	6	7	8	9	10)		••••
INTELLIGENCE	••••	1	2	3	4	 5	6	7	8	9	10	••••		•••••
HARD WORKER/RESPON	ISII	BLI	Ξ	1	2	3	4	5	6	7	8	9	10	•••••

LQ: What caused the French Revolution?

We have studied four causes of the French Revolution so far. Write each reason underneath the correct images below.

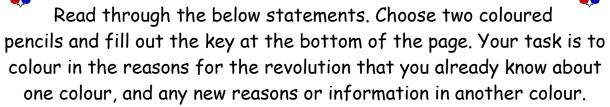








26



1) Louis was a weak king. He lacked determination to get things done. Louis
could not make important decisions and was not very interested in politics, he
preferred to go hunting.

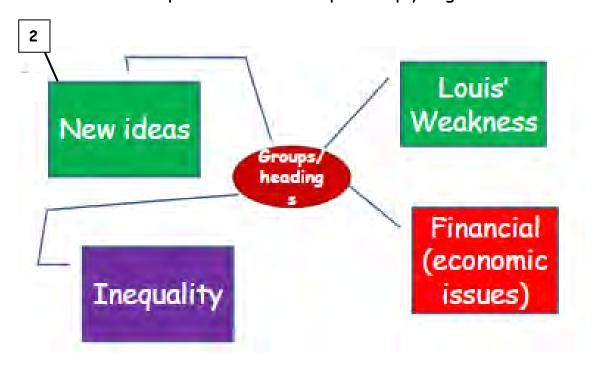
- 5) The estates system was unfair. The poorest people in France had to pay the most taxes while the rich nobles and church did not have to pay.
- 6) France was nearly bankrupt. The country was running very short of money. The government spent much more money than it received every year. The country was in debt.
- 2) There were new ideas called 'the Enlightenment' about how the country should be run. These new ideas made the estates system and absolute monarchy seem very unfair.
- 7) By 1789 the army was not being paid regularly. There was not enough money to pay all of the soldiers. They began to feel let down and angry with the king and his government.
- 3) There was a bad harvest in 1788. This made bread very expensive for the next year. The poor people of Paris became desperate and angry and started protesting on the streets.
- 4) France had spent a lot of money helping America in a war with Britain during the 1770s.
- 9) Louis could not decide how to fix the problem that France had no money. He called a big meeting of the Estates. The third estate took control and formed a new government.
- 8) French soldiers were returning from America with ideas about equality. The Americans did not have a King and everyone paid their share of taxes

Key

Reasons you already know about	
Reasons you don't already know about	

You will have noticed that the statements above have random numbers. This is because your next task involves putting these

off of each box and write down the number that relates to it. You have an example on the mind map to help you get started.



When historians consider causes of events they consider 'if it hadn't happened, would it have made a difference'. Using the causes from the start of the lesson write them into the below table to show if they no effect, some effect or a big effect on the revolution

NO EFFECT	SOME EFFECT	BIG EFFECT

NO EFFECT	SOME EFFECT	BIG EFFECT

Now that we have fully investigated the causes, write the least important reason at one end of the arrows and the most important at the other. You can just write the number of the reason to save space



Explain what had gone so badly wrong in France by 1789 to cause a revolution?

To answer this question you should use all of the learning from the previous lessons. Use the information below to help you answer the question.

Good

You give at least three reasons for the revolution from memory.

Helpful phrases: One reason Another reason Finally,

e.g. One of the reasons was Louis's wife was very unpopular. She took the Kings money and spent it on herself.

<u>Better</u>

You link reasons for the the French Revolution together and explain how they caused the revolution.

e.g. In the year 1789
France had a revolution
because Louis was a bad
king. He gave in to people
but he owed too much
money to banks so he
fired finance minister.
This led to a revolution, as
the people of the third
estate were starving and
demanded change.

<u>Best</u>

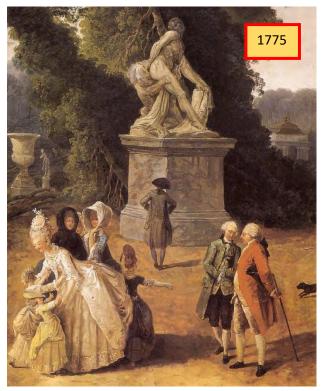
You provide complex links between reasons for the revolution and give a clear judgement on what the primary cause was.

e.g. The most important reason for the French revolution was long term financial issues that were ongoing in France....this was because ... this led to ...

 •



LQ: What is inevitable that the French would kill their king?



Look at the two images of the French royal family in different years. The first painting is of Louis XVI (red coat), one of his ministers and his family in 1775. The second painting is of Louis and his family as prisoners in Paris in 1792. Once you have analysed both of the images in detail answer the following questions. How has Louis's position and situation changed between these two images? Can you predict what happened in the time between



the two images from what we have studied?

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We now need to consider what inevitable means inevitable means something that is unavoidable. Can you provide an example of something that is inevitable?	
	•••

Time to investigate what happened in the final years of Louis XVI's life and to see if these events can be linked to his death. Read through the below statements, once you have read through you need to copy the date from the statements and a brief description of what happened onto the graph, there are a couple of examples done for you. Remember that as time went on Louis became less and less popular as a ruler!

In December 1792, Louis was put on trial for treason. He was executed in January 1793.

On July 15th 1789, Louis made a speech to the revolutionaries. He said he supported the ideas of the revolution and got a massive cheer.

On their return from the Austrian border the royal family were spat at in their carriage. When the carriage reached Paris, the government put up posters, 'Whoever applauds the King shall be flogged, whoever insults him shall be hanged.'

In August 1789, hungry peasants went on the rampage. They burnt down property belonging to the nobles. However, they remained loyal to the King.

By October 1789, many workers in Paris were starving. Thousands of women marched the twelve miles to the King's palace. They demanded bread and that the King should return to Paris. When he agreed the crowd cheered him.

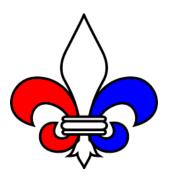
By June 1791, Louis was losing popularity. He had grown tired of the revolution and wanted his old powers back. Louis attempted to escape to Austria. He aimed to collect soldiers and attack France. However, Louis was recognised before reaching the border and was forced to return to Paris.

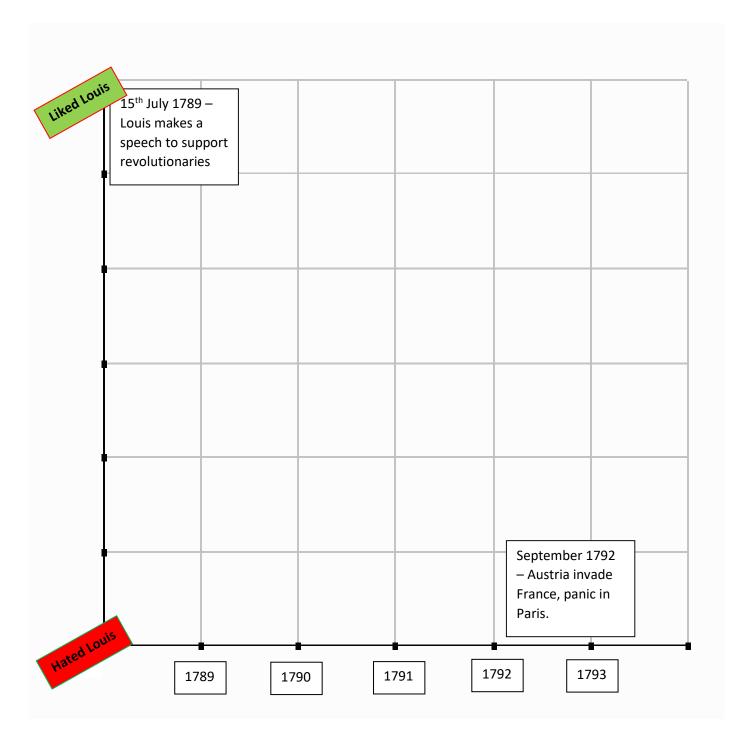
In April 1792, France declared war on Austria. The Austrians had strongly attacked the ideas of the revolution and the Austrian Emperor was brother-inlaw to Louis.

By August 1792 the war with Austria was going badly for France. The revolutionary government feared invasion. They passed a law making France a republic (no monarchy) and locked Louis in prison.

By September 1792 the Austrian army had invaded France. Panic gripped the streets of Paris. There was a fear that traitors were everywhere and the revolution began to become bloody and violent.







NEWS FLASH!!!

More information in about Louis' reign as King

On 14th September 1791 a new constitution (list of rules for the country) was agreed. Most of Louis's power was removed BUT he was still kept on as 'King of the French'.

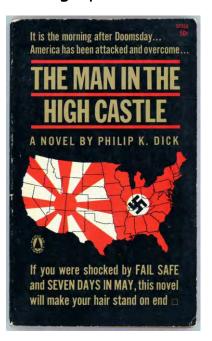
May 1792 Austria and other European countries worried about the revolution spreading to their lands. They wanted to make sure the monarchy was restored and the revolution crushed.

Add these two new bits of information to your line graph!

Counterfactual History - Task 2

history. This is asking the question what would have happened if something within history had been different. For example historian Phillip Dick wrote a counterfactual history book on what he thinks would have happened in history if Germany had conquered America in WW1.

Now we will act as counterfactual historians and which of the events that we have investigated would need to be changed or different to avoid the death of Louis XVI.



Look back to your graph, at what point do you think there was no going back for Louis (when did it become **inevitable** that he would be killed)? At what point did the people lose faith in him?

Choose your target group section and follow the guidance to help you answer the question...

WAS IT INEVITABLE THAT THE FRENCH WOULD KILL THEIR KING?

TG: 3-4

Answer the question above.

Words you must use and <u>underline</u> them in your answer:

...because...

....inevitable....

...Louis XVI....

TG: 5-7

Answer the question above.

Words you must use and <u>underline</u> in your answer:

...became inevitable when...
This meant that
...Austria....

TG: 7+

Answer the question above

Words you must use and <u>underline</u> in your answer:

...inevitable....
Consequently ...
Therefore ...
...constitution...



LQ: What did David want people to think about Jean-Paul Marat?





Look at the above portraits/sculptures of Jesus after being crucified. Jesus is shown as painless to show his power. Jesus lies in a dignified position. He is naked but not exposed. Jesus' arm is often pointing down to show that he was grounded.

À MARAT, DAVID.

Task 1

Now look at the portrait on the left. What details can you pick out from this image? Write down what you can see and three questions that you have about the painting. Do this before going onto the next page/task.

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The painting was created by a French artist called Jacques-Louis David, it is a depiction of Marat murdered in his bath in 1793. It is painted in a neoclassical style. The task now is to look at the second copy of the painting which has numbers around it. You need to connect the numbers to the correct statements in the table below.



No.	KEY FEATURE OF PAINTING
	Bandages soaked in vinegar
	A quill in Marat's hand as he slumps dead.
	A plain background wall, free from ornament or decoration
	A bathtub, padded for comfort with white sheets
	An upturned old wooden box instead of a table
	The discarded knife dropped by Charlotte Corday
	A banknote and letter to be sent to a soldier's widow
	The note given to Marat by Charlotte Corday, promising to reveal the
	names of traitors to the revolution
	A serene (peaceful) expression

Now look at the second table and match the numbers to the statements to reveal how David wanted the audience to feel about

Marat. You can use more than one number in the boxes for this table. One has been done for you to help you get started (for this example 1 and 7 show the plain background with no ornaments or decoration and a box being used as table, these show Marat living a simple life).

No.	KEY FEATURE OF PAINTING
	Marat was a friend to the French people. He was generous, caring and
	loved his countrymen.
	Marat never stopped working hard for the revolution, even up until the
	moment of his death.
	Marat devoted himself to the revolution despite his suffering from a
	skin complaint.
1 &	Marat lived a simple and plain life. He cared more about the revolution
7	than fine possessions and luxuries.
	Marat died with a clear conscience serving the revolution and his
	countrymen. He was a gentle, pure hearted character.

Task 3

the painting paintings.	of Marat. List	the similaritie	of Jesus and co	two

Now go to the next page and read the story of Marat's life and death.

The life of Jean Paul Marat

Adapted from Societies in Change by Shephard et al published in 1992, by John Murray Ltd

John-Paul Marat was a doctor. In 1789 he gave up medicine to take part in a popular newspaper. It attacked politicians and denounced the rich as traitors (person who betray someone). At one stage he went into hiding in the sewers of Paris and caught a painful skin disease called prurigo. He wore a bandage soaked in cheap vinegar to ease the pain. People would cringe at his open sores. He was loved by the Paris revolutionaries and was elected to the Convention (French parliament).

Charlotte Corday was a 25 year old supporter of the revolution but she grew to hate its violence. She blamed out spoken journalists like Marat for this so she decided to assassinate (murder) him.

She travelled to Paris, traced down Marat's address and eventually managed to get an appointment to see him. She did this by saying that she had some special information about traitors in Normandy (place in France).

The historian Christopher Hibbert takes up the story:

She came in with the sharp dinner knife which she had bought the day before. It was hidden in her dress.

She found Marat lying in a high walled bath wrapped in towels. This was the only way he could find relief from the pain of the skin disease which was slowly rotting his flesh.

She gave him the name of men she said were working against the revolution. He copied the names down commenting, 'they shall soon be guillotined.' At these words Charlotte Corday took out her knife and plunged it into his chest.

At his cry of 'A moi, ma chere amie' (to me my love) his mistress rushed into the room. She saw the blood pouring from the wound and put her hand over it to stop the flow. But Marat was already dead.

After reading the story of Marat, write a paragraph to describe the Marat that David wanted the people to see and believe when he created the painting in 1793. Try to include some of the key words in the box below. There are also some sentence starters to help you.



Another image of Jean-Paul Marat

Diligent: hard working and committed to something.

Frugal: not spending or wasting money on unnecessary things or luxuries.

Martyr: a person who dies for what they believe in or gives up their life for others (like Jesus).

Serene: peaceful and calm.

Sentence starters

Dokid wanted to make Marat

He does this in the painting by...

Marthelmare he wanted to make

He does this in the painting by...

Moreover...



 •••••
•••••
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LQ: How far is David's Marat 'an awful lie'?



We know how David felt about Marat and what he wanted his audience to feel about him too... yet several art critics have called the painting of Marat 'an awful, beautiful lie'.

So how do we find out if the painting really was an awful, beautiful lie?



Read the below historical sources. You then need to fill in the cross-referencing grid carefully. Make sure to; read the sources carefully, use supporting or opposing (against) evidence by making 'quotes', this mean use quotes from the statements in your grid answers. **TIP**: If you want to shorten the quotes you are using you can use an ellipsis (a ...) to skip bits out, but make sure that the wording all makes sense.

Historians on the life of Marat

- A) 'In order to ensure public tranquillity [peace], two-hundred thousand heads must be cut off.'
- '...good citizens...go to the Abbaye [a prison in Paris], seize priests...officers of the Swiss Guard...and run a sword through them.' The words of Marat in 1792.
- B) 'Marat had a crippling disorder which would turn his skin into a mess of scaly flakes and sores. The only relief was to lie in a cool bath.
- [Even when ill with the skin disease] Marat would retire to his tiled bathroom and continue his work on an upturned wooden box that stood by the side of his tub.'
- Simon Schama (historian), Citizens, 1989.
- D) 'At times the smell that emanated [came] from him was nauseous [sick-making]. Men would recoil [shy-away] from him, sickened as much by his open sores, often running, as by the ferocity [strength] of his opinions.' Christopher Hibbert (historian), The Days of the Revolution, 1989.
- C) 'Dark and intense, with high cheekbones and wide-set, greenish yellow eyes, Marat seemed unable to keep his body still.'
- 'When he spoke he gestured constantly with his strong, thin arms; when he read his wide mouth twitched convulsively.'
- Christopher Hibbert (historian), The Days of the Revolution, 1989.
- E) 'Marat was famous for his talent as a journalist, and notorious for his belief in violent solutions to problems.
- His ideas attracted many readers, but people in the countryside regarded him as dangerous, eccentric and mad...He revelled in the controversy and voted for the King's execution.'
- Colin Jones, Voices of the Revolution, 1988.

Read the sources carefully and fill in the chart using the KEY. Use quotes and name the author of each source.

Agrees with David's view of Marat.
 X Disagrees with David's view of Marat.

O Does not tell us.

Maret was a generous and peaceful soul. Like Jesus he was a martyr who died	Marat worked hard for the revolution. He was extremely committed and diligent.	Marat was a simple and plain man. He did not care about having expensive possessions or luxuries.	Marat was slim and athletic. He had a wide face and strong features.	Marat had healthy locking skin apart from the bandages.	What the painting A shows.
					00
					C
			-		- E
			-		6
					=
					How the evidence agrees or disagrees with the painting.

In a few lessons time you will have to write an answer to a question on David's painting of Marat. Below is a model of what a BEST paragraph might look like:

David's painting of Marat is partly accurate but partly inaccurate. On the one hand, David gets some things right. For example, the painting suggests that Marat was a simple and plain man. He didn't care about having expensive possessions or luxuries. Simon Schama agrees with this. For example, he wrote that when Marat was ill he would, 'continue to work on an upturned wooden box that stood by his tub.'

Your task now is to underline the following parts of the answer in different coloured pencils. Underline in green where he refers to the painting, underline in red where they back things up and refers to other experts/historians/historical facts and underline in orange where they make an accurate inference about the painting.

LQ: Does Robespierre deserve the title 'the butcher of the revolution'?

Recap Quiz

What happened during 1793-94 of the Revolution?
Why did Marat want to bring peace to the revolution?

•	What happened to Louis XVI in 1793?
•	What does revolution mean?
•	What was the name of the woman who killed Marat?



The artist who painted this portrait wanted you to think something. Why do you think the artist wanted the people looking at this painting to feel about this man? Circle the words which you think connect with the painting the most.

Bloodthirsty	Elegant
Poor	Brutal
Intelligent	Peaceful
Powerful	Political
Kind	Tyrant
Rich	Gentle
Violent	Stupid



Below is an image of where the man in the portrait use to live. There was a plaque on the wall which translated to:

'HERE LIVED MAXIMILIEN ROBESPIERRE 1758 – 1794. SUPPORTER OF THE REVOLUTION, PATRIOT OF THE PEOPLE, AND A FRIEND TO ALL IN FRANCE. MAY HIS SOUL REST IN PEACE'.

What does this quote suggest about the man in the image? Write a sentence or two to explain your thoughts.



The plague has been moved further up the wall a number of times.

Read the following interpretations about Robespierre, and think about why the plaque was moved and answer the questions below.

Interpretations of Robespierre

To his enemies he will always be coloured blood red: the first of the modern dictators, the inventor and agent of the Terror who sent thousands to their deaths.'

Ruth Scurr - a historian who wrote a biography of Robespierre in 2007

'A bloodthirsty charlatan, without courage and without talent, called Robespierre, made all the citizens of France tremble with fear.'

Roederer writing in 1853

'He had a sinister expression on his face. He never looked you in the face and had a constant and unpleasant winking of the eye.' E Dumont writing in 1830

'When Robespierre was taken to be executed in 1794, a woman shouted, 'You monster spewed out of hell. Go down to your grave with the curses of the wives and mothers of France. The thought of your execution make me drunk with joy.'

Extract from a school textbook published in 1992

	Do the interpretations support the view given on the plaque outside Robespierre's home?	
•••••		• • • • • • • •
	2. Do they help explain why the plaque was moved highe the wall?	
• • • • • • • • • • • • • • • • • • • •		
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Historians of the French Revolution have very different opinions on Robespierre...

Robespierre was an evil man who caused the deaths of tens of thousands of people. He was a ruthless murderer. We should remember him as the butcher of the Revolution!

Robespierre was a great politician. Throughout the Revolution he defended the rights of freedom and equality for French

To help us decide which side of the argument you are on, read the below cards on Robespierre. You should then colour the statements which support him in green and the statements which oppose him in red. TIP: Some of the cards could fit into both categories.

In 1790 Robespierre was one of the authors of the new 'Declaration of the Rights of Man' – a constitution (the list of rules that governed how France should run). It was very fair. It said that all men are equal, ended the Estates System and allowed freedom of speech.

Robespierre was determined to fight for the rights of all French people but he was disturbed by bloodshed.

In late 1792 Robespierre argued convincingly that Louis XVI should be executed. He was successful. When Louis was guillotined Robespierre stayed in his room.

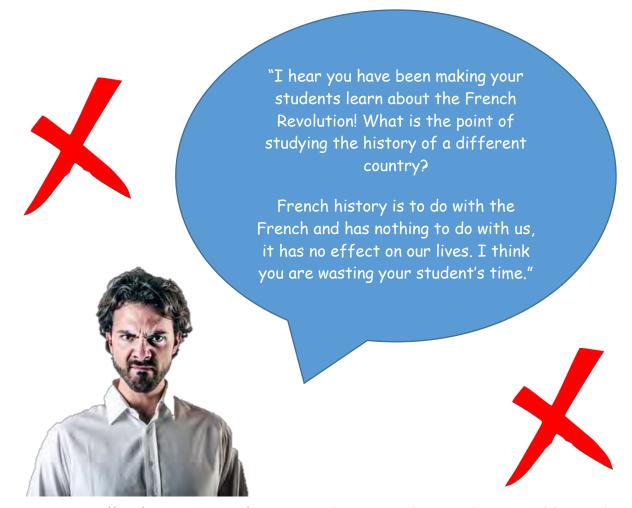
Now read the statements about Robespierre, his life and the decisions that he made; you need to make a judgement about which pieces of information are the most important. Number each piece of information from 1 - 10, 10 being the most important. You should also colour the information which support him in green and the statements which oppose him in red.

Information on Robespierre	Importance
Before the French Revolution, Robespierre worked hard to	
become a successful lawyer. He only defended poor people who	
couldn't afford to pay large fees. He refused to defend people	
who were guilty.	
Robespierre was elected to the revolutionary government in	
1789. When he made speeches his voice was weak and he could	
not be heard. Many other politicians thought his views were too	
extreme but he was admired for his determination to make	
France a fairer .country.	
In 1789 Robespierre argued that the government should abolish	
the death penalty and that slavery should be ended.	
In 1790 Robespierre was one of the authors of the new	
'Declaration of the Rights of Man' - a constitution (the list of	
rules that governed how France should run). It was very fair. It	
said that all men are equal, ended the Estates System and	
allowed freedom of speech.	
Robespierre was determined to fight for the rights of all	
French people but he was disturbed by bloodshed.	
In late 1792 Robespierre argued convincingly that Louis XVI	
should be executed. He was successful. When Louis was	
guillotined Robespierre stayed in his room.	
In 1793, when France looked like it would be invaded by Austria,	
Robespierre joined a small group of men to govern France. They	
were known as the Committee of Public Safety. Robespierre	
stated that the only way to save the revolution was to utterly	
destroy all of its opponents.	
To save France from invasion in 1793, Robespierre passed a law	
forcing all French people to take part in the war effort. Men	

had to join the army. Women had to make tents and work in hospitals. Anyone who did not obey, risked execution.	
During the Terror in 1793, bread prices were crazily high. People couldn't afford to eat. Robespierre introduced a new law which set low prices for bread and other food. He introduced the death penalty to farmers who hoarded grain.	
During the Terror Robespierre introduced a new law which made it possible to lock up anyone who lacked enthusiasm for the revolution. People drew up lists of suspects.	
In October 1793 Robespierre set up Revolutionary Tribunals. These were special courts which could quickly decide if people were against the revolution. If they were guilty they could be executed. More and more were found guilty.	
In the autumn of 1793 nearly 3000 people were guillotined .Many of these people must have been innocent.	
In the autumn of 1793 Robespierre's Committee of Public Safety sent agents all over France to arrest anyone they thought was a threat to the Revolution. Some areas fought against the revolution. The agents were told to 'do anything to defeat the rebels' and save the revolution. More and more people were killed.	
In June 1794 the Terror increased. A law was passed by Robespierre which speeded up the work of the Revolutionary Tribunal. More and more people were being executed.	
In July 1794 with the threat from invasion over, Robespierre was removed from power by and executed - the Terror was ended.	
Which did you choose as the most important and why?	
After reading the information on Robespierre, what do you happening to the plaque on the wall where he lived?	ou think was

LQ: Why bother with the French Revolution?

We have spent the past few weeks studying the French Revolution. We have met some tragic characters, we have met some disturbing characters and we have witnessed some shocking events. We have learnt about some fascinating personalities and heard some truly gripping stories, but there are other events from the past that are also very shocking... so why do historians study the French Revolution if it only lasted for such a short period of time? In fact, we had a complaint from a member of the public about our history curriculum... Ignorant Ian said ...



Let's really think about this. Has the French Revolution affected life in France and other countries across the world for centuries afterwards?

Answer the above question giving examples of how the revolution has affected the modern world

Below are some of the ways that the French Revolution affected the rest of the world. Your task is to read these statements and then write down the title of each statement (for example, Nationalism) onto the ripple diagram on the next page to show where you think it fits. As an example, the first statement 'Death and destruction' might fall into the 'changes that only affected people living at the time'.

Task 1

Death and destruction Thousands of people were executed for being against the revolution. Others died defending France against invaders. Houses were burnt down and farmland

ruined in many areas between 1793-94

C. Flags

The revolutionary flag, the tricolour was copied by many countries as they became Republics. They saw the flag as a symbol of freedom after the French Revolution in Belgium, Holland, Ireland, Italy... Other

B. Weights and measurements

Centimetres, metres, kilograms and kilometres were invented in revolutionary France in 1795. These measurements are now used across the world.

D. Food

During the Revolutionary and Napoleonic Wars the mobile French army had to have food that could be transported easily. French bread was re-designed to be easily carried in knapsacks. Tinned food was invented to countries still have these flags today

keep food fresh for long periods of time. We still have this today

E. Liberalism

The Declaration of the Rights of Man gave French men equal rights and liberties. These ideas spread across Europe under Napoleon. After 1815 they were abolished but were re-introduced by many countries in the 1900s.

F. Nationalism

Another key idea from the Revolution was that France was a 'nation' or a 'union of French People'. Throughout the 1800s this idea was adopted by many others. Germany, Italy, Serbia, Holland, Poland all fought to or peacefully became 'nations'.

G. End of the Royal family

After Louis's execution in 1793 the royal family was ended until 1815. It was re-introduced in 1820 but didn't last. Today France is a Republic not a Monarchy and has an elected President as its head of state.

H. Tree lined avenues

During his rule from 1799-1815 Napoleon ordered the planting of trees along many roads and streets and streets in France to provide shade for his revolutionary army, on the march.

I. French coins

Even today French coins bear the words that the French Revolution stood for 'liberty, egailite (equality), Fraternity (brotherhood)

J. Images of Liberty

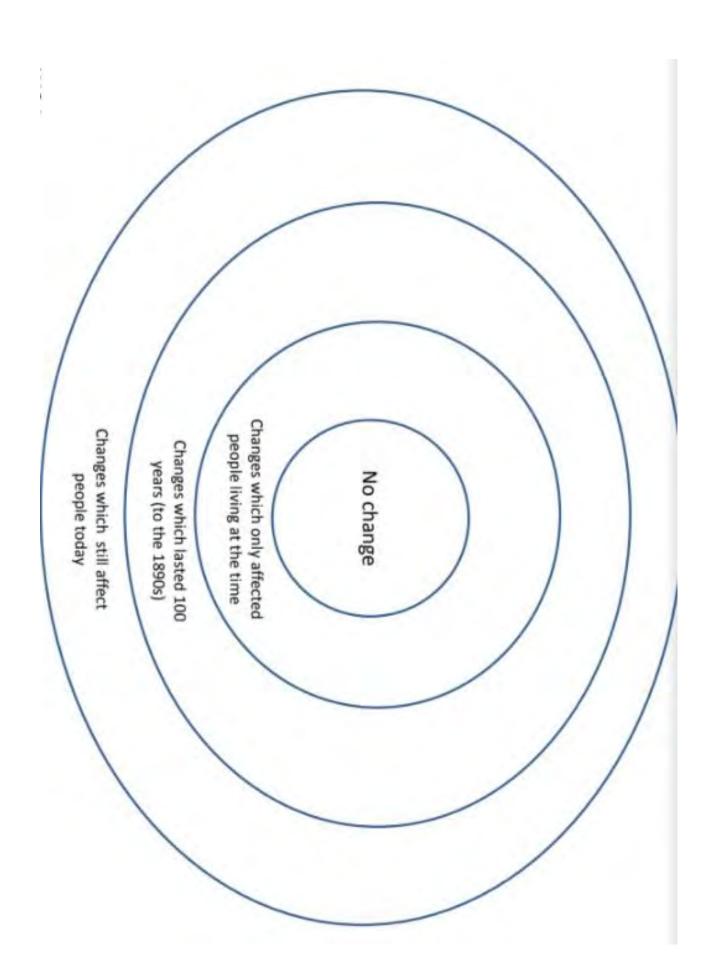
The image of liberty as women has been used by many who advocate freedom across the world. It is still used on statues and monuments today

K. The Eiffel Tower

The Eiffel tower was designed and built as a gateway to France's World Fair of 1889 which celebrated the 100 years since the French Revolution. Although criticised at the time the Eiffel Tower is today a global icon of France.

L. Left wing and Right Wing

During the French Revolution radicals who wanted change sat on the 'left wing' of The Convention (Parliament). Conservatives who didn't want change sat on the right wing. Today we still talk about politics in these terms. Some political parties are known as 'left wing' and conservatives are known as 'right wing.'



Task 3

Looking back to Ignorant Ian's comments, what evidence do we now have to prove him wrong? Your task now is to write a response to Ian, in your response you should include why we study the history of other countries like France and show how the French Revolution has had an effect on people living in France and across the world. Try to use the facts from the previous task to support your answer and follow the guidelines below to help you!

Good

Complete the above letter.

Success criteria

- Give two examples
- Explain how they affect the world today.

Better

Complete the above letter.

Success criteria

- Give three examples
- Explain how they affect the world today.

<u>Best</u>

Complete the above letter.

<u>Success criteria</u>

- Explain the most important impact of the French Revolution.
- Explain why this makes the French revolution important.



Dear Ignorant Ian,
Thank you for your interest in what we study in our history lessons. I know you think that there is no point in studying the French Revolution. But I am afraid I disagree with you
Yours Sincerely,

Assessment

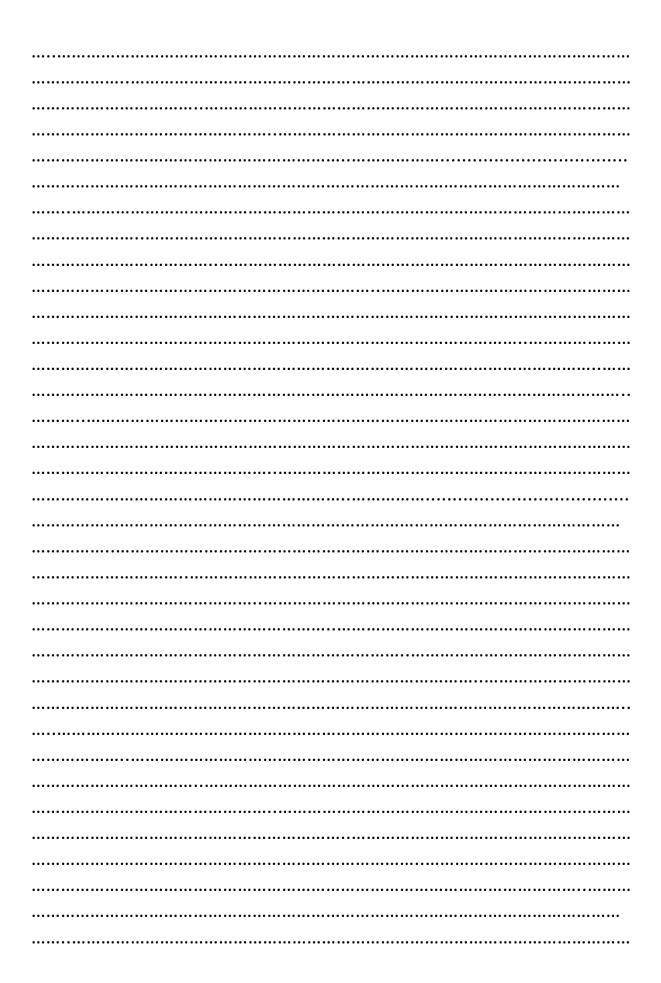
You have 60 minutes to complete the assessment in exam style conditions - no talking.

AO1: Historical Knowledge (10 marks)

Answer each of these questions on the history that you have studied over the last term, by circling the correct answer. (1 mark each)

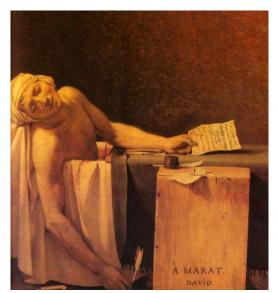
••••		What year was Louis XVI executed?
2.		What was the name of Louis XVI's finance minister?
3.	••••	What was the machine used for executing people during the revolution?
 4.		Give one way the French Revolution affects the world today?
5. 5.		Which group of people made up the first estate?
6.		Which group within the three estates paid the most taxes?
7.		Which group made up the second estate?
••••	•••••	

•••••	Give one reason that Robespierre could be considered as the butcher of evolution?
9. freed	Give one reason that Robespierre could be considered a defender of lom and equality?
	What was the taille?
	AO3: Explain and anaylse historical events in what caused the revolution in France in 1789
toget	answer should include a range of causes and demonstrate how they linked her to cause the revolution. The causes that you give should be in ological order.
	(12 marks)



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AO3: Using Historical Sources



Source A
The painting The Death of Marat painted in 1793 by Jaques Louis David.

How useful is **Source A** to a Historian studying Jean Paul Marat?

Your answer should include: two inferences, your own historical knowledge of the life of Jean Paul Marat, refer to at least two different aspects of the painting and reach a clear judgement on how useful **Source A**

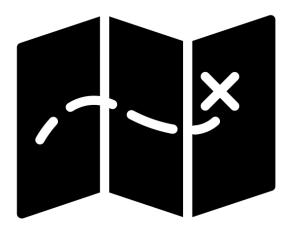
15.	(8 marks)	

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END OF QUESTIONS

GEOGRAPHY

Work through the activities on the following pages.



Each lesson will be clearly labelled in this booklet. If there is a power point needed to accompany the lesson it will be on the screen when you come in. It will also be noted at the top of the page next to the lesson title.

Lesson 1: What is climate change?

Lesson 2: Natural causes of climate change

Lesson 3: Human causes of climate change

Lesson 4: Effects of climate change

Lesson 5: Climate change video

Lesson 6: What are happening to the oceans?

Lesson 7: Mitigation and Adaption

Lesson 1: What is climate change? (ppt)

Climate change

What is a cold period called?

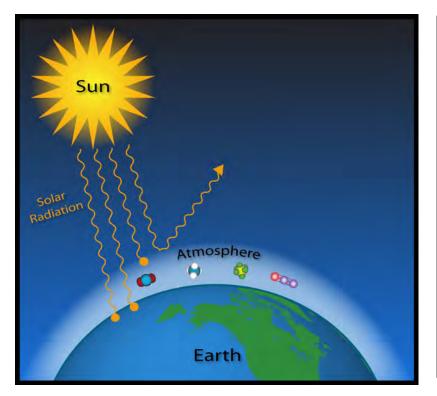
Task 1: Write out a definition for climate change and global warming from the board.

	Global Warming Task 2: Look at the follow slides on the powerpoint and fill in the following	
	boxes.	
	s a warm period called?	
How di	id the warm weather affect people?	

How did the cold climate affect people?
Source 2 – ice cover
Look at the map of the ice cover in the last ice age. Which parts of the land were covered by ice?
Which parts of the land were covered in ice during the ice age, however are ice free now?
Sources 4a and 4b – historic painting and literature evidence
What does the painting show?
How are they different from today?
What does that prove?
Source 5 – thermometer recordings
How have thermometer temperature recordings changed in the past year?
Source 6 – ice core data
What is an ice core?
Why do we need to use ice cores?

How does it help us identify temperature over the last 400,000 years?

Task 3: Use the labels on the board to annotate your GREENHOUSE EFFECT diagram



Greenhouse effect:

Task 4: Fill in the missing blanks

Bronze Q: Some of the **radiation** from the Sun is ______ by the atmosphere, keeping the Earth warm – the _____ **effect**

Gases in the atmosphere, for example, ______, that contribute to the greenhouse effect are

called _____.

Extra greenhouse gases in the ______ have led to an increase in global ______ – this is **global warming**

Climate change is a _____ change in weather patterns.

Words to use:

Long term/ atmosphere/ Absorbed/ Temperature/ carbon dioxide/ greenhouse gases/ greenhouse

Task 5: Answer this question

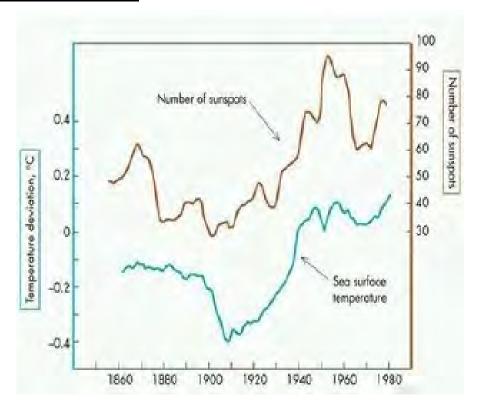
Purple Q: Give two pieces of evidence, other than the change in global temperature, that show climate change has taken place. (4)

Lesson 2: Natural Causes of climate change (ppt)

Task 1: Use the powerpoint slides to make notes on the different ways climate change can occur naturally. This means that even if Humans were not around then climate change would still occur.

Changes in Earths orbit	 	
Volcanic activity		
Sun spots		

Task 2: Look at the graph below and describe the relationship between the number of sunspots and sea surface temperature. Remember to use evidence to support your answer.



Task 3: Answer this question

6 marks- Explain what the natural causes of climate change are.						
Do you think there is a way we can stop these? (writing space continues on next page)						
Please include: Success criteria 1. Name some of the natural causes of climate change (2) 2. Say how they work (explain part of the question!) (2) 3. Can we stop natural causes? (give your opinion Y or N) (1) 4. Elaborate your answer, if you think yes, why? If you think no then why not? (1)						

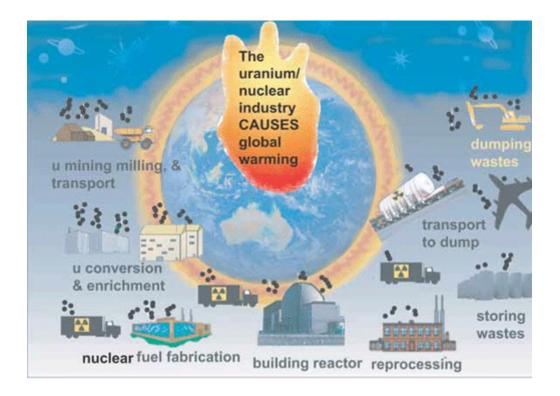
Lesson 3: Human causes of climate change

<u>Task 1- read through the next 3 causes and in the box below all the information write down a shorter version of what you have read. Only put in the main points that are important.</u>

Fossil Fuels Theory

Many power stations across the world burn fossils fuels (including coal, oil and gas) to generate energy. Coal is the remains of ancient plants and trees that grew over 200 millions of years ago. Oil and gas is made up of the remains of microscopic plankton. Over millions of years these remains become the carbon-rich coal, oil and gas we can use as fuels.

When fossil fuels are burned they release carbon dioxide into the atmosphere which contributes to global warming. Using fossils fuels to generate energy also releases pollutants into the atmosphere – such as sulphur dioxide.

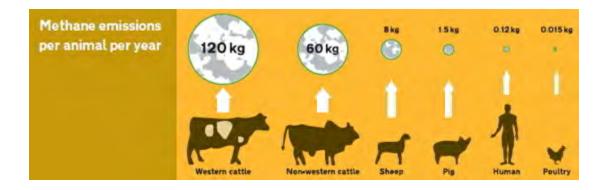


Agriculture Theory

Modern agriculture, food production and distribution are a major contributors of greenhouse gases: Agriculture is directly responsible for 14% of total greenhouse gas emissions, and broader rural land use decisions have an even larger impact.

Over the last 150 years, 476 billion of tonnes of carbon have been emitted from farmland soils due to inappropriate farming and grazing practices, compared with 'only' 270 Gt emitted from the burning of fossil fuels. Not only does the growing of crops have an influence but the farming of cattle can be significantly worse in terms of the production of Methane. In the Western World Cattle produces 120Kg of Methane emissions per animal per year, compared to the average human who produced 0.12Kg.

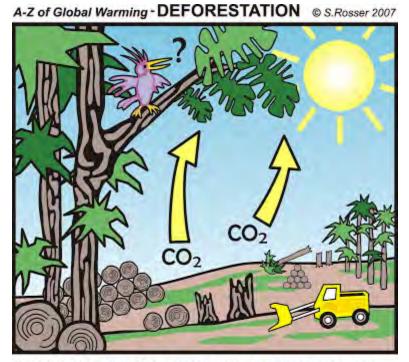
But this is not all. If we including all the manufacturing and the use of pesticides and fertilizer, fuel and oil for tractors, equipment, trucking and shipping, and the electricity for cooling and heating, this accounts for 25-30% of the U.S.'s emissions.



Deforestation

Forests play a huge role in the carbon cycle on our planet. When forests are cut down, not only does carbon absorption cease, but also the carbon stored in the trees is released into the atmosphere as CO2 if the wood is burned or even if it is left to rot after the deforestation process. Smaller crops e.g. plants and agricultural crops also draw in carbon dioxide and release oxygen, however forests store up to 100 times more carbon than agricultural fields of the same area.

Deforestation is an important factor in global climate change. Climate change is because of a build up of carbon dioxide in out atmosphere and if we carry on cutting down the main tool we have to stop this CO2 build up, we can expect the climate of our planet to change dramatically over the next decades. It is estimated that more than 1.5 billion tons of carbon dioxide are released to the atmosphere due to deforestation, mainly the cutting and burning of forests, every year.

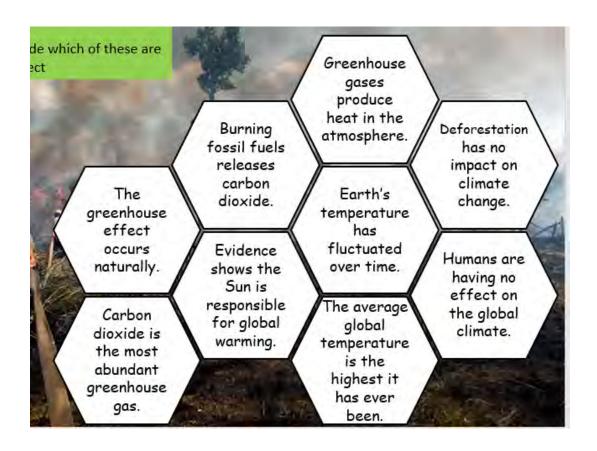


Rainforests are destroyed for a variety of reasons, including logging, cattle ranching and commercial agriculture. Rainforests once covered around 12% of Earth's land surface. As a result of deforestation rainforest cover has reduced to about 5%.

F(ossii Fuels:					



Task 2: Use 2 colours and decide which of the statements are true or false



<u>Lesson 4- What are the effects of climate change?</u> (ppt)

Task 1- Read through the info on the powerpoint about different effects of climate change.

Make notes in the box below to help you with the next task

Make notes on the slides here:					

Task 2: Use the "A letter to save the world" powerpoint slide

Write a letter to your great grandparents asking them to make some changes so the world that you live in today is a much nicer place than what it currently is! Use the box below to write your letter.

Dear	

Lesson 5: Climate Change video (ppt)

Task 1: Answer the following questions as you watch the video

Climate Change - The Facts

- 1. Currently, what is the greatest threat to the world?
- 2. The increase in weather is associated with climate change?
- 3. What is driving this rapid climate change?
- 4. How much carbon was in the atmosphere before burning coal? How much is there now?
- 5. Are animals able to adapt to the changing temperatures?
- 6. What area of the world could become uninhabitable?
- 7. What percentage of species are at risk of extinction due to climate change?
- 8. How much damage was caused by wildfires in California in 2018?
- 9. How much ice is being lost from the Greenland ice sheet?
- 10. How much more ice is Antarctica losing today than 25 years ago?
- 11. What does this word "displacing" mean in relation to people?

12. Where are people being displaced from?
13. Which US state is losing land at a faster rate than anywhere else on the planet? At what rate?
14. Why are policies slow to be changed?
15. Why are trees important in regulation carbon dioxide?
16. What are the causes of deforestation?
17. What are being used to predict the future of climate change?
18. What do scientists mean by a tipping point?
19. What could release lots of methane into the atmosphere?
20. What was the agreement made in Paris in 2015?
21. What did they agree?
22. Give an example of one country and its renewable resource.

- 23. What is the UK producing on a large scale?
- 24. What percentage of the UK's electricity comes from renewable sources?
- 25. Which company is developing electric planes in the UK?
- 26. What is the carbon footprint of the average UK person per year?
- 27. Greta Thunberg is a young pioneer for climate change, what did she do?

Lesson 6: How is climate change affecting the oceans?

Task 1: Read through the following climate change 101 information and mind map all the information you have read.

Underline key points to help you create your mind map

CLIMATE 101: OCEANS

Only about one percent of all that trapped heat has stayed in the atmosphere, but it's had a huge effect, warming up the air by Earth's surface by about 1°F (0.6°C) on average over the past two centuries.

Most of the rest of the trapped heat has been absorbed into the planets' vast oceans. Since the 1970s, the oceans have sopped up more than 90 percent of all the excess heat energy trapped by CO2. Because the oceans are enormous, and because water takes much more energy to heat up than air, that translates to a temperature increase of a little more than one degree Fahrenheit, on average, over the past century.

But the warming is speeding up. The top part of the ocean is warming up about 24 percent faster than it did a few decades ago, and that rate is likely to increase in the future.

Every little bit of warming, however small, has enormous impacts on marine life, storm intensity, and more.

Warming seas hurt marine life

The uppermost part of the ocean, down to about 2,300 feet (700 meters), has absorbed the bulk of the extra heat. The bottom few thousand feet of the ocean are not immune; they've sucked up another third of that excess warmth. But the uppermost skin of the sea, down to about 250 feet, is warming up the fastest, heating up by an average of about 0.11 degrees Celsius each decade since the 1970s.

Marine heat waves—the oceanic version of the sweltering heat events that ripple across Earth's surface—are also increasing in frequency and strength, with the number of days that qualify as a heatwave increasing by more than 50 percent over the past century. During these hot events, temperatures near the surface of the ocean can spike up to several degrees above the average.

Most ocean dwellers, from plankton to fish to whales, live in the upper section of the ocean, squarely in the zone where temperatures are increasing quickest. Many of these marine organisms are sensitive to even slight or short-lived changes in temperature.

Corals, for example, are highly attuned to the temperature of the water in which they live. Warming of only about one degree Celsius can stress them out, causing them to "bleach." That means they spit out the symbiotic algae that live inside them and usually provide them with much of their energy. Sometimes, corals can recover from these bleaching events. Other times, they can't.

Warming seas make stronger storms

Scientists predict that warmer oceans will make storms like hurricanes and tropical cyclones more intense in the future, increasing the likelihood that they'll reach category 4 or 5 on the Saffir-Simpson storm-strength scale; speeding up the rate at which they intensify; and increasing the likelihood that they'll release enormous volumes of rain.

Warming seas drive sea levels higher

Warm water takes up more space than cool. As the oceans have heated up, they've expanded; as they get bigger, sea levels creep up.

Between 1971 and 2010, this heat-driven sea-level rise added about eight tenths of a millimeter to the height of the ocean each year. Thermal expansion has contributed to about half of all the sea-level rise observed across the planet so far—more, up until now, than contributed by melting ice from either Greenland or Antarctica or the other glaciers of the world. But those masses of

ice are melting fast and are likely to overtake heat-driven water expansion as the primary contribution to global sea-level rise.

Climate change in the oceans mind map

Task 2: Answer the question below

Explain the role of global warming in threatening the coral reefs. (6 marks)				

Lesson 7- Mitigation and Adaption (ppt)

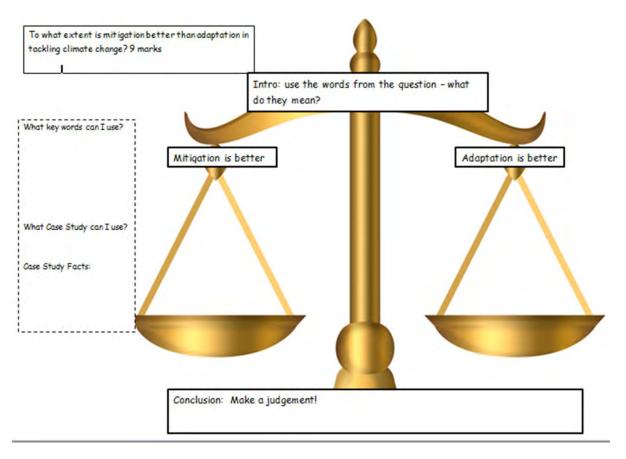
Task 1: Write down in the boxes below the definitions of mitigation and adaption from the board.

Mitigation:		
Adaption:		
, radpton.		

Task 2: Using the slides on the powerpoint fill out the table below

Ways to tackle climate change						
Method	Mitigation/ Adaptation	How does it reduce CO2/How does it work?	Advantages/ disadvantages			
	·					
	<u> </u>					

Task 3: Complete the question in the top left box below. Use the help on the scales picture to help you. Answer question in box below.



Answer:	

FRENCH



Knowledge organisers are useful tools when it comes to learning and recalling information. You may have been given knowledge organisers across a range of subjects. Here are some ideas for how you might use your French knowledge organiser in different ways to help you learn.

Key Ideas

- This is a list of all the key ideas on the topic use it as a checklist and check off the ones you can talk and write about.
- You could also colour-code the key ideas using three colours: 'I can confidently talk/write about this one', 'I can talk/write a bit about this one' and 'I need to work on this one'.

Key Vocabulary

- Test your friends test each other on the meaning of each word. You
 could write the words out on separate cards, with the meaning on
 the back.
- Play Bingo using a blank grid, choose French words from the key vocabulary and get a friend or your teacher to read out an English word from the list. See how long it takes for you to match a line.
- Link it! Draw a mind map or a Venn diagram to show links between words.
- Practise forming the plural form of nouns.
- Can you work out the different forms of each adjective? Try pairing them with a noun.



Key Phrases

- These are linked to the key ideas presented at the top of your knowledge organiser – learn them and then try adapting them by changing/ adding words to create a new idea relevant to the topic.
- Create a set of double-sided cards with the French on one side and the English on the other side and use these to test yourself you could also work with a partner.
- Copy each key phrase onto a strip of paper and then cut it out into several chunks – can you piece the sentence back together in the right order?



Key Questions

- This is a selection of exam-type questions on the topic can you answer them?
- · Can you think of other questions you may be asked on this topic?
- Create a set of cards containing the questions on one side and bullet points of ideas and vocabulary on the other side to help you practise answering them – why not work with a partner?
- · Create a mind-map for each question.

False Friends

 These words look and sound similar to an English word but are misleading as they have a different meaning – make sure you learn them.

Useful Grammatical Structures

- Use these recommended grammatical structures in your answers to the key questions on the topic – create at least one sentence with each structure.
- Make a set of cards containing the grammatical structures suggested - working with a partner or in a group, place the cards face down in a pile, take turns to pick one and make a sentence that contains this structure and relates to the topic.



More Advanced Grammatical Structures

- Are you aiming for the top marks and looking to impress the examiner? Try incorporating some of these more complex structures in your answers to the key questions on the topic – create at least one sentence with each structure.
- Make a set of cards containing the grammatical structures suggested

 working with a partner or in a group, place the cards face down in
 a pile, take turns to pick one and make a sentence that contains this
 structure and relates to the topic.

Fricky Pronunciation

- Ask your teacher/language assistant (if you are lucky enough to have one in your school) to help. Use your phone to record them saying this selection of carefully picked words, then record yourself saying them – how does it compare?
- Create your own list of important words that you really want to pronounce correctly and follow the same process as above.



• You could also use highlighters to colour-code tricky parts of the word e.g. silent letters, stressed syllables, etc.

Tricky Spelling

• Use 'look, cover, write, check' to help you learn this selection of carefully picked words from this topic.



- Create your own list of tricky words that you really want to spell correctly and use the same method to learn them.
- Use highlighters to colour-code tricky parts of the word e.g. silent letters, accents, double consonants, tricky sequence of vowels/ consonants etc.
- You could also use mnemonics to help you.

Idiomatic Expressions

 Your knowledge organiser may contain a selection of idiomatic expressions relevant to the topic. Learn them and use them in your work to sound like a native and impress the examiner.

Partner Pick

Ask a partner to close their eyes and place their finger somewhere
on the knowledge organiser – you have to try and tell them as much
information as possible about that section of the knowledge organiser.

Group It!

- Think about all the information on the knowledge organiser can you group it according to how well you know it?
- Put the things you find hardest to remember at the top and the things you know best at the bottom.
- You could also colour-code it using three colours: 'I know it', 'I almost know it' and 'I need to know it better'.



Free Time GCSE Foundation Tier French Knowledge Organiser

Key Ideas

- Les passe-temps (normalement, dans le passé, à l'avenir)
- Les aspects positifs de l'exercice
- Les sports individuels ou les sports d'équipe
- Pour ou contre les sports extrêmes
- Les avantages et les inconvénients de regarder la télévision ou d'aller au cinéma
- La musique
- Ce que je mange, les cuisines étrangères, et manger dans un restaurant

Key Phrases	
Je m'intéresse au / à la / aux	I'm interested in
Je suis passionné(e) par	I'm passionate about
Je joue au foot le samedi matin depuis cinq ans	I've been playing football on Saturday mornings for five years
Quand j'étais jeune je faisais du judo	When I was young I used to do judo
Je suis fan de la chanteuse Beyoncé	I'm a fan of the singer Beyoncé
Je déteste les feuilletons	I hate soap operas
Je mange beaucoup de fast- food ; c'est un problème	I eat a lot of fast food; it's a problem
Je joue au foot pour rester en forme	I play football in order to stay in shape
À mon avis les sports extrêmes sont dangereux	In my opinion, extreme sports are dangerous

Key Verbs

	Infinitif	Présent	Passé	Futur
	faire to do	je fais; il/elle fait; nous faisons	j'ai fait; il/elle a fait; nous avons fait	je ferai ; il/elle fera; nous ferons
	être to be	je suis; il/elle est; nous sommes	j'ai été; il/elle a été; nous avons été	je serai ; il/elle sera; nous serons
	avoir to have	j'ai; il/elle a; nous avons	j'ai eu; il/elle a eu; nous avons eu	j'aurai ; il/elle aura; nous aurons
	aller to go	je vais; il/elle va; nous allons	je suis allé(e); il est allé/elle est allée; nous sommes allé(e)s	j'irai; il/elle ira; nous irons
	lire to read	je lis; il/elle lit; nous lisons	j'ai lu; il/elle a lu; nous avons lu	je lirai; il/elle lira; nous lirons
18	boire to drink	je bois; il/elle boit; nous buvons	j'ai bu; il/elle a bu; nous avons bu	je boirai; il/elle boira; nous boirons

Key Vocabulary Les noms

Ces 110111s	
les sports d'équipe / individuels / extrêmes / traditionnels	team/individual/ extreme/traditional sports
la télévision	television
le cinéma	cinema
une émission	programme
un film d'horreur/ romantique / de guerre / policier	horror/romantic/ war/thriller (film)
un feuilleton / un jeu télévisé / un dessin animé	soap opera/ gameshow/cartoon
le restaurant	restaurant
le poisson / la viande / les fruits / les légumes	meat/fish/fruit/ vegetables
les chips / le chocolat / les bonbons / le fast- food	crisps/chocolate/ sweets/fast-food
la musique pop / rock / indie	pop/rock music/indie music
la vedette	the star (of a film)
le chanteur / la chanteuse	the singer (m/f)
la chanson	Buos

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Free Time GCSE Foundation Tier French Knowledge Organiser

Key Questions

Parle-moi de tes passe-temps

2. Aimes- tu faire de l'exercice ?

Que préfères- tu ? Le foot ou la natation ? ω.

Que penses- tu des sports extrêmes ? 4. Préfères- tu aller au cinéma ou regarder la télé ? 5.

Quel genre de musique aimes- tu ? 9.

Qu'est-ce que tu aimes manger?

Do you prefer going What genre of mus What do you like to eat?

Useful Grammatical Structures

· Use modifiers to modify an adjective.

Examples include: assez (quite); plutôt (rather); un peu (a bit).

· Use intensifiers to intensify an adjective.

Examples include: vraiment (really); très (very); particulièrement (particularly); totalement (totally); complètement (completely); si (so).

· Use comparatives to compare two or more items.

Examples include: plus/moins/aussi sain que... (more/less/as healthy as...)

Use connectives and conjunctions to make longer sentences.

Examples include: parce que (because); car (as/because); mais (but); cependant (however); quand (when).

· Use the perfect tense with avoir or être to describe past events.

Examples include: je suis allé(e) (I went); j'ai mangé (I ate); j'ai fait (I did); j'ai travaillé (I worked); j'ai bu (I drank); j'ai aidé (I helped).

favourite

exciting

boring

ennuyeux/ ennuyeuse Tricky Spellings

passionnant(e)

préféré(e)

basketball/trainers

le basket / les baskets

False Friends

exciting

passionnant(e)

les pâtes

pasta

Tricky	ennuyen	une équi	un feuille	je préfère	préféré(e	le riz		
	Check the double 'n'. Learn this tricky spelling off by heart!	Check the double 's', double 'n' and ending.	Check the accents.					

Talk to me about your hobbies.
Do you enjoy exercising?
What do you prefer, football or swimming?
What do you think of extreme sports?
Do you prefer going to the cinema or watching TV?
What genre of music do you like?

(continued)	
Key Vocabulary	Les adiectifs

ennuyeux / ennuyeuse	boring
fatigant (e)	tiring
dangereux / dangereuse	dangerous
délicieux / délicieuse	delicious
intéressant (e)	interesting

ú	S
ş	5
9	ē
-	n
_	נ

regarder	to watch
télécharger	to download
manger	to eat
jouer	to play
faire	to make/do
écouter	to listen
aller	to go

Pronunciation



GCSE Spanish Translation booklet

Nama:	
i vuille:	

Me, my family and my friends

Translate the following sentences into Spanish:

I think that I am quite optimistic. She hates spending time with her family. Last Saturday, we went to my cousins birthday. My parents are French In the future, I want to get married. Late the following sentences into English: Pienso que ella es muy egoísta Me llevo bien con la mayoría de mis amigos	
Last Saturday, we went to my cousins birthday. My parents are French In the future, I want to get married. late the following sentences into English: Pienso que ella es muy egoísta	
My parents are French In the future, I want to get married. late the following sentences into English: Pienso que ella es muy egoísta	
In the future, I want to get married. late the following sentences into English: Pienso que ella es muy egoísta	
late the following sentences into English: Pienso que ella es muy egoísta	
late the following sentences into English: Pienso que ella es muy egoísta	
Me llevo bien con la mayoría de mis amigos	
Si pudiera cambiar mi apariencia física, me gustaría ser más	alto
Actualmente vivo en España, per nací en Francia.	
Acabo de hablar con mi hermana quien es muy irritante.	

Translate the following passages into Spanish:

- In my family, there are a lot of young people. There are many children too. I have three younger sister, and one older step brother who is called Mateo. He used to live with his father, but now he lives with us. Next year, my grandma will come to live here too.
- My parents don't get on very well. Last month, they decided that it would be better to separate. I will live with my mother during the week and I will visit my father at the weekends. The good thing is that I get on well with my older brother, I trust him and he has a good sense of humour.

Translate the following passages into English:

- Mi padre es pelirrojo y lleva gafas como yo. No me gusta llevar gafas porque me molestan cuando llueve porque no puedo ver nada. Mi madre es gemela y es muy interesante ver las pocas diferencias que hay entre ella y su hermana. Sin embargo, creo que sería rarísimo ver a otra persona que se te parece tanto.
- 2. Si pudiera conocer a cualquier deportista, sería mi héroe para toda la vida. El futbolista Pau Rodríguez. No solo es fuerte físicamente, sino también es inteligente, una cualidad que le permite jugar tácticamente y con mucho éxito. En los periódicos se lee con mucha frecuencia artículos que critican a los jugadores por su mal comportamiento en los momentos más estresantes de los partidos. Pero Rodríguez es un modelo a seguir para los jóvenes y sus compañeros de equipo también.

Technology in everyday life

Translate the following sentences into Spanish:

	ave a computer in my bedroom.
I us	e the internet to download music.
All 1	my friends use social networks.
Му і	mobile phone has a password to protect my information.
	sister couldn't live without the internet.
 In t	he future, I will start a blog.
slate	the following sentences into English:
	the following sentences into English: Imiga pasa todo el tiempo en su portátil
Mi a	
Mi d	miga pasa todo el tiempo en su portátil
Mi a	miga pasa todo el tiempo en su portátil ternet puede ser peligroso.
Mi d	umiga pasa todo el tiempo en su portátil uternet puede ser peligroso. ustar pasar mucho tiempo chateando con jóvenes por interne

Translate the following passages into Spanish:

- 1. All my friends like using social networks. I have been using them for three years. I post photos and chat to my friends. I would really like to start a blog about my favourite bands. I have read other blogs about them and I think that I could do it better.
- 2. The internet is not dangerous, but it is important to know how to use well the technology. My mobile phone has a password to protect my information. When my parents gave me my computer, they talked to me about the risks of the internet. We should learn more about the dangers of the internet in school because many people don't know anything about them.

Translate the following passages into English:

- Debido a la llegada del internet, nuestros hábitos han cambiado dramáticamente durante los últimos anos. Para alguna gente, ha sido difícil adaptarse a tantos cambios. Por eso, el gobierno español acaba de revelar un programa especial para reducir el miedo que ciertas personas tienen a la tecnología. Se ofrecerá a cualquier persona en España la oportunidad de asistir a clases en su barrio para aprender sobre el mundo del internet.
- 2. ¿Has visto el muro de Luisa recientemente?.- preguntó Nuria.
 - No, ¿Por qué? Dijo Sara
 - Porque acaba de colgar unas fotos muy tontas y pienso que hay una foto de ti.
 - ¿de verdad? Tendré que llamarla ahora mismo para preguntarle por qué lo hizo.
 - Sí, claro, Luisa no piensa nunca de publicar cosas en las redes sociales.

Free time activities

Translate the following sentences into Spanish: I play the guitar and I used to play the piano. I like watching TV in the morning before school. My friends prefer romantic films, but I find them a bit boring. My parents think that concert tickets are too expensive. I love rap music, but sometimes the lyrics can be violent. Generally, I am not sporty, but my brother plays rugby. Translate the following sentences into English: Me parece que piragüismo es un deporte muy difícil y peligroso. Ayer fuimos a un restaurante y lo pasamos bien. Prefiero las telenovelas porque puedes seguir la historia de los personajes. En el futuro me gustaría ir a un concierto de música rock. A mí, no me importa lo que veo en la televisión. Vería cualquier programa.

Answers

Me, my family and my friends

Translate the following sentences into Spanish:

I get on really well with my stepmother.

Me llevo <u>realmente/muy</u> bien con mi madrastra.

I think that I am quite optimistic.

Pienso que soy bastante optimista

She hates spending time with her family.

Odia pasar tiempo con su familia.

Last Saturday, we went to my cousins birthday.

El ultimo sábado/El sábado pasado, fuimos al cumpleaños de mis primos

My parents are French. .

Mis padres son franceses

In the future, I want to get married.

En el futuro, quiero casarme.

Translate the following sentences into English:

Pienso que ella es muy egoísta

I think that she is very selfish

Me llevo bien con la mayoría de mis amigos

I get on well with the majority of my friends.

Si pudiera cambiar mi apariencia física, me gustaría ser más alto If I could change my physical apareance, I would like to be taller (more tall)

Actualmente vivo en España, pero nací en Francia.

Currently I live in Spain, but I was borned in France

Acabo de hablar con mi hermana quien es muy irritante.

I just spoke with my sister who is very annoying.

Translate the following passages into Spanish:

- 1. En mi familia hay muchos jóvenes/gente joven. También hay muchos niños. Tengo tres hermanas menores y un hermanastro mayor que se llama Mateo. Antes vivía (it is imperfect) con su padre, pero ahora vive con nosotros. El año que viene, mi abuela también vendrá (vendris the irregular stem of venir) a vivir aquí.
- Mis padres no <u>se</u> llevan (llevar<u>se</u> is reflexive so you need to use "se") muy bien (bien = well, bueno/a = good). El mes pasado decidieron que sería mejor separarse. Viviré con mi madre durante la semana y visitaré a mi padre los fines de semana. Lo bueno (and not "una buena cosa" the word is already included in "lo bueno/lo malo") es que me llevo bien con mi hermano mayor, confío en él y tiene buen sentido del humor.

Translate the following passages into English:

- My father is red-haired/ginger and wears glasses like me. I don't like wearing glasses because they bother me when it rains because I can't see anything. My mother is a twin and it is very interesting to see how few differences there are between her and her sister. However, I think it would be very rare to see another person that looks so much like <u>you</u> (In spanish "que se <u>te</u> parece" the "te in front of the verbs means that the action of "parecer" is about "you")
- If I could meet any athlete, he would be my hero for all my life. The footballer Pau Rodríguez. Not only is he physically strong, but he is also (sino = but also) intelligent, a quality that allows him ("le permite" le in front of the verb is him/her) to play tactically and with great success. Newspapers frequently read articles criticizing players for their misbehaviour in the most stressful moments of matches. But Rodríguez is a role model for the youth and his teammates ("compañeros de equipo") as well.

Technology in everyday life

Translate the following sentences into Spanish:

I have a computer in my bedroom.

Tengo un ordenador en mi dormitorio/habitación.

I use the internet to download music.

Uso internet para descargar música

All my friends use social networks.

Todos mis amigos usan redes sociales.

My mobile phone has a password to protect my information.

Mi teléfono móvil tiene una contraseña para proteger mi información. (if you <u>can</u> say "in order to" in English, you need "para" in Spanish)

My sister couldn't live without the internet.

Mi hermana no podía/pudo vivir sin el internet In the future, I will start a blog.

En el futuro empezaré/comenzaré un blog.

Translate the following sentences into English:

Mi amiga pasa todo el tiempo en su portátil My friend spends all the time on her laptop.

El internet puede ser peligroso.

Internet can be dangerous.

Me gustar pasar mucho tiempo chateando con jóvenes por internet

I like to spend a lot of time chatting with young people on the internet.

A mi Amigo, le encantan las redes sociales.

My friends loves social media

Las nuevas tecnologías son estupendas para buscar información.

The new technologies are great/brilliant to search information

Translate the following passages into Spanish:

- 1. A todos mis amigos les gusta usar las redes sociales. Las (them) he estado usando durante tres años. Publico fotos y chateo con mis amigos. Realmente me gustaría comenzar/empezar un blog sobre mis bandas favoritas. He leído otros blogs sobre ellos (about them) y creo que lo podría hacer mejor. (do it)
- 2. Internet no es peligroso, pero es importante saber utilizar bien la tecnología. Mi teléfono móvil tiene una contraseña para proteger mi información. Cuando mis padres me dieron (they gave me) mi computadora, me hablaron sobre los riesgos de Internet. Deberíamos aprender más sobre los peligros de Internet en la escuela porque muchas personas no saben nada sobre ellos.

Translate the following passages into English:

1.

Due to the arrival of the internet, our habits have changed dramatically during the last few years. For some people, it has been difficult to adapt to so many changes. For this reason, the Spanish government has just revealed a special program to reduce the fear that certain people have of technology. Anyone in Spain will be offered the opportunity to attend classes in their neighbourhood to learn about the world of the internet.

- 2.
- Have you seen Luisa's wall recently? .- Nuria asked.
 - Not why? Sara said
- Because he just posted some very silly photos and I think there is a photo of you.
- for real? I'll have to call her right now to ask her why she did it.
- Yes, of course, Luisa never thinks of posting things on social networks.

Free time activities

Translate the following sentences into Spanish:

I play the guitar and I used to play the piano.

Toco la guitarra y tocaba el piano (to play an instrument it is "tocar" and not "jugar")

I like watching TV in the morning before school.

Me gusta ver la TV/televisión por la mañana antes de la escuela.

My friends prefer romantic films, but I find them a bit boring.

Mis amigos prefieren las películas románticas, pero las encuentro un poco aburridas. (find "them" refers to romantic movies so it is "las" because "peliculas" is femenine plural)

My parents think that concert tickets are too expensive.

Mis padres piensan que los tickets de concierto son demasiado caros.

I love rap music, but sometimes the lyrics can be violent.

Me encanta la música rap, pero a veces las letras pueden ser violentas.

Generally, I am not sporty, but my brother plays rugby.

Generalmente, no soy deportista, pero mi hermano juega al rugby (juega a + el rugby= al)

Translate the following sentences into English:

Me parece que el alpinismo es un deporte muy difícil y peligroso.

It seems to be that mountain climbing is a very difficult and dangerous sport.

Ayer fuimos a un restaurante y lo pasamos bien.

Yesterday we went to a restaurant and we had a good time.

Prefiero las telenovelas porque puedes seguir la historia de los personajes.

I prefer the soap operas because you can follow the story of the characters. En el futuro me gustaría ir a un concierto de música rock.

In the future I would like to go to a concert of rock music.

A mí, no me importa lo que veo en la televisión. Vería cualquier programa.

For me, I do not care what I watch in television. I would watch any program

DRAMA

Use the knowledge organisers on the next two pages to create a mind map of key terms and facts that you need to know for drama.





DRAMA

The taskmaster states that if you wish to do more that please feel free, just keep a note of the ones you have already completed. If you are not comfortable with taking a picture of filming yourself please choose a task that does not require you to do so. Lots of P pounds will be awarded to the most creative submissions.

If you are sharing any pictures, videos or work please send it to your drama teacher directly.

Task 1

Take a photo of yourself performing a regular chore around the house and then recreate this using the Mime Technique.

This task teaches the importance of detail in mime techniques.

Task 4

Watch the film Matilda. Find the following scene and rehearse the scene with another member of your household.

This tasks teaches the importance of speaking with clarity. It is also a good example of connecting with emotion.

Task 2

Video yourself building a card tower using as many cards from a deck of card.

This task teaches perseverance and commitment to getting it right! Don't give up!

Task 5

Re-create a 60 second scene from 1 of your favorite songs, using only what and who you can find around the house.

This task teaches you to reflect on what you liked most about films you have seen and the creativity to create a replica still image.

Task 3

Create a costume out of recycled items and take a photo. Explain who and what the costume is for.

This task teaches you to be creative with costume design and what you can create with what you have to hand.

Task 6

Choose a favorite Tic Tok Video and perform this using as much expression as possible – Focusing on your key Dramatic Skills

This task teaches you to stay active and try something new!

Task 7

Write the opening dialogue to a stage play around a some starting a new chapter of their life. This could be a new school, new job, a new home or a time that is unfamiliar to them.

Submitting work

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TRUNCHBULL

In this world, children, there are two types of human being. The winners and the

losers. I play by the rules and I win. But if I play by the rules and...I if I do not win, then something is wrong, something is not working. And when something is wrong, you have to put it right, even if it screams.

(To Matilda) You are not fit to be in this school! You ought to be in prison, in the deepest, darkest, darkest prison! I shall have you wheeled out, strapped to a trolley with a muzzle over your mouth! I shall crush you! I shall pound you, I shall dissect, you madam! I shall strap you to a table and perform experiments on you. All of those disgusting little slugs shall suffer the most appalling indignities because of you-yes you!

MATILDA

Yes, well, I needed to learn to read words so that I could read sentences because

basically, a sentence is just a big bunch of words. And if you can't read sentences you've got no chance with books. I love books. Last week I read quite a few: Nicholas Nickleby, Oliver Twist, Jane Eyre, The Invisible Man, The Secret Garden, and Crime and Punishment.

Bread – task sheet

Answer the questions below:

1.	Bread is a staple food. What does this mean? Can you name some traits that all staple foods have in common?
2.	What are the main nutrients bread contains? Which are macronutrients and which are micronutrients?
3.	What is the difference between leavened and unleavened bread?
4.	Explain the scientific process (fermentation) utilised in bread making.
5.	Explain what 'sourdough' is, and how it differs to the conventional bread we make nowadays. You must explain what a 'starter' is.
6.	PRACTICAL TASK: Choose a bread product to make, and email me a photo. Ideally I would like you to attempt making a loaf or some bread rolls yourself. Search the internet for some easy white load recipes. BBC website is useful.

If you can't do this then don't worry. I know it's hard to get ingredients or equipment.

Year 9 Home Learning Booklet.

For your work this term we will be continuing with the section B of the Arts Award.

We will need you to submit your work onto the assignments section on the Year 9 Remote Learning.

Before Christmas you were asked to work on Reviewing an Arts Event/Experience of your own choice. Please can you submit this work onto the assignments section so we can start to look at your work and give you feedback on what to do next.

This term we are going to be looking at a range of different artists/designers and the work they produce. The reviews you produce will be added to your section B of your Art's Award portfolio.

Any questions you may have about this just email me at

l.meenan@thestleonardsacademy.org.uk

Reviewing The Arts. PART A: PART C: PART B: Take part in the arts Review an arts Research an artist or craftsperson event/experience We will do this Experience of at least one arts in class in the event/experience as an audience member PART D: For Bronze Arts Award, the adviser Pass on arts skills to others assesses young people in the following We will do this in his is the task we are class after Easter Coworking on this term.

PART B:

Review an arts event/experience

Experience of at least one arts event/experience as an audience member

This is the bit where you get to enjoy something someone else has created.

There are three things you need to do in this section:

- 1. experience the arts as an audience member,
- 2. review your experience and
- 3. share your opinion with others.

Have some fun doing this - YOU GET TO CHOOSE WHATEVER YOU LIKE...

What are you interested in?

What do you love?

STEP 1

Find an arts event or experience that sounds fun and interesting.

It could be any of the following and more:

- Exhibitions
- Public art
- Plays
- Gigs
- Arts festivals
- Comedy shows
- Fashion shows
- Films
- Online events

- Watch a theatre production in the theatre OR online
- Read a Book
- Watch a Musical in the theatre OR online
- Listen to a music album
- Watch a Music Video
- Read a Poem or series of Poems
- Watch a Dance in the theatre OR online
- Watch a Make-Up competition
- Dance Competition
- Watch an Art show or competition

If you are not sure then check with the teacher who can help you with your ideas. Send an email.

STEP 2

Review it

There are lots of ways to review - it's not just a case of **writing**. You can

- Record yourself talking about the show on a podcast
- Make a video
- Make a presentation.

Be sure to include the following in your review...

What was it like? Which art form was involved? What did you like best and why? What didn't you like and why?

Top tips for creating reviews:

- •Record your thoughts during or immediately after the event, whether you want to make bullet points, record a quick video, make an audio recording or Tweet about it. Make notes while it's still fresh in your head.
- •Back up your opinion, if you can, with some research about the artistic content. Are they the first artist to have created this kind of work? If not, who or what might be their inspiration? How does it compare?
- •Think about the why. Okay, so you loved the music event, but what was good and why? It helps people to understand your review if you can explain your opinions.

- 1 What was the name of the arts event(s) you experienced?
- 2 Did you get some evidence of it? Like your tickets or a programme!
- 3 What did you think about the event?
- 4 What did you enjoy and why? Think about the creative elements you noticed.
- 5 What did you dislike and why? Again, think about why you didn't like something. Was it not to your usual tastes? Would other people have liked it?
- 6 Did you learn anything new?
- 7 Did it inspire you to see more from this artist or art form, and why?
- 8 Would you recommend this event to others? Why/why not?
- 9 How did you share your review of this event with others? You could write it up and upload to www.voicemaq.uk/reviews for others to read, or record a video diary, or even create a comic panel of your review and share it online.

Lesson 1 and 2 .

ARTIST

Andy Goldsworthy.

Task 1. Watch the video <u>'Earth Artist and his Process'.</u> It is on You Tube.

Task 2. Using the Power point format produce an Arts Review looking at the work of Artist Andy Goldworthy. Then post your powerpoint slides onto the assignments section on 'Remote learning' so I can give you feedback.

Please consider the following in your review.

- 5 written facts about the artist. (you may want to also use the internet as well as watching the video.)
- What type of work does he create?
- What theme is his work based around?
- Where does he produce his work?
- What mediums/materials does he use? List as many as you can.

- In the video it explains about the different elements of nature he uses. List as many as you can.
- Use specific Keywords to describe to his work.
- Write your own opinion about his work.... (you may want to use the Arts award prompt sheet question on the next slide to help you do this.)
- Include photographs of his work in your power point presentation.

<u>Extension work-</u> Produce a study/studies of his work to screen shot and include in your powerpoint.

<u>Lastly</u>, please think about your presentation of each slide. These slides will be printed off and then stuck in your book when we return to class after the lockdown.

Please email me if you need any assistance I.Meenan@thestleonardsacademy.org.uk

Lesson's 3 and 4. Artist Shepard Fairey Lesson's 5 and 6.
FASHION DESIGNER
Christian Dior.

TASK.

Create a Review using power-point based on the fashion designer Christian Dior.

- 5 written facts about the artist. (Use the internet to help you research further.)
- What style of fashion does he create?
- What theme is his work based around?
- What materials does he use? List as many as you can.
- Use specific Keywords to describe to his creations.
- Write your own opinion about his work.... (you may want to use the Arts award prompt sheet question on the next slide to help you do this.)
- Include photographs of his work in your power point presentation.
- Spend some time recording (drawing) his designs. Add colour and detail. Photograph your drawings and add to you power-point. I have included some photographs of his work in this booklet.

Remember to use YOUTUBE to find help with anything, from how to draw a fashion model to learning factual information/films about the artist.



There are many French words about fashion that we use in English. Do you know their meanings?

- Avant-garde
- Boutique
- Chic
- Couturier
- Haute couture
- Eau de toilette
- Lingerie
- Motif
- Prêt-à-Porter



There are many French words about fashion that we use in English. Do you know their meanings?

Avant-garde = New and experimental ideas or methods

Boutique = Small shop selling clothes or accessories

• Chic = Elegant

• Couturier = Clothes designer

• Haute couture = Expensive clothes from leading fashion houses

• Eau de toilette = Perfume

Lingerie = Women's underwear

Motif = Repeated image or design

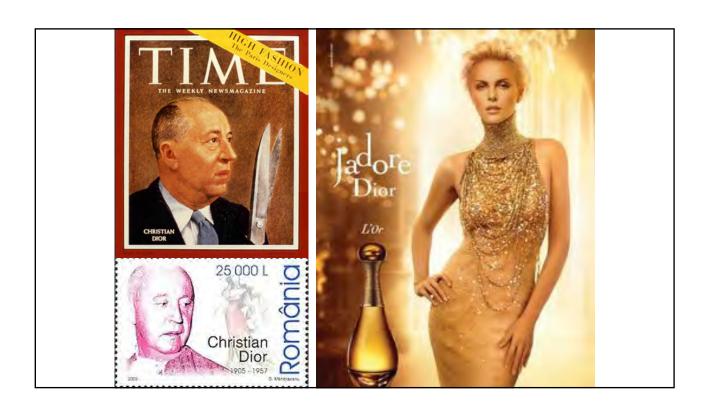
• Prêt-à-Porter = Ready to wear

From the reign of Louis XIV (1638-1715) onwards, France's wealthy nobility had a large influence on fashion over the rest of Europe. This French influence continues to this day...











Christian Dior models arriving in Australia for the presentation of the autumn–winter 1957 haute couture collection in November 1957.





A Dior exhibition is coming exclusively to Melbourne's National Gallery of Victoria in 2017:

"The House of Dior Seventy Years of Haute Couture".



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STUDENT	
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ROOM	
TUTOR	
YEAR TARGET	



ICT

Digital Life



PRIDE THROUGH SUCCESS

Name:			
Group:			
Target Grad	le:		
	Pre test	Post test	WAG
DC1			
Mission:			
DC2			
Mission:			
DC3			-
Mission:		-	_

Progress against termly target						
ABOVE						
ON						
BELOW						
TERM	1	2	3	4	5	6
		•		•		

Term	Level	Learning outcome achieved (Self tracking)	Tick			
	3	I can show an awareness of, basic computer security.				
1	4	I understand the importance of computer security and can apply some security methods.				
	5	I can evaluate or assess the level of computer security and apply it using defined rules				
	3	I can state some topics connected to online safety				
2	4	I know why it is important to stay safe online				
	5	I can discuss in detail why online safety should be followed				
	3	I can save a file into an appropriate folder.				
3	4	I can create and save files and folders giving each appropriate names				
	5	I understand and can explain why it is important to save and organise files and folders using meaningful names				
	3	I know what a Word Processor is used for and can create a simple document				
4	4	I can use a Word Processor to create simple business documents				
	5	I know which documents should be created using a Word Processor and can make a range of business documents from scratch				
	3	I know what Presentation Software is used for and can create a simple presentation				
5	4	I can use Presentation Software to create presentations using templates and animations				
	5	I know what type of documents are created using Presentation Software and can make an effective presentation containing a variety of media types.				
	3	I know what a Spreadsheet is used for and can input figures into a business spreadsheet				
6	4	I can use a Spreadsheet to create simple business documents				
	5	I can build a spreadsheet and use a formula to make simple calculations				

1. Introduction to ICT

Computer Task: You are going to login to your computer, you will need two pieces of information. You teacher will give you one piece of information. The second piece of information you will create yourse

What do you think the second piece of information is?

Answer:

Activity: David has thought of some possible passwords. What is good or bad about the passwords he has thought of?

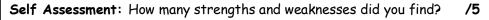
Example Passwords	Strengths or weaknesses
David (his name!)	
David11 (his name and age)	
Chips (the name of his pet fish)	
Pterodactyl (a word from the diction- ary)	
Harry (the hero of his favourite film)	
he two most important things	about a password are:

You will frequently be using two websites throughout your time here at the St Leonards Academy find out what their URLs (addresses) are:

- The Foxhub HTTP://
- Google HTTP://

Computer Task: Use the Internet to find two ways to tell if a website is secure.

- 1.
- 2.



Did you understand the two most important things about passwords? /2 Use the GREEN PEN pages at the back to add any strengths and weaknesses you missed!





Wri	ite the path (address) to the following areas of The Foxhub?				
•	New Feed says <u>https://www.thefoxhub.com/feed/</u>				
•	Student resource blah is in				
•	My timetable is in	\wedge			
Sor	me people use a set of instructions or rules to help them create a new password .				
A s	et of instructions or rules a computer will follow is called an algorithm .	2000			
Can you think of an algorithm that you could use to help create and remember your passwords?					
l ha	ive started this for you:				
	I. Must contain a minimum of eight characters				
Wh	y is The Foxhub an appropriate website for us to use in school?				
	If Assessment House were Control Control of the Con				

Self Assessment: How many Foxhub features did you find?

Is your algorithm successful? ? Y/N

Did you answer the question about Foxhub correctly? Y/N

Use the GREEN PEN pages at the back to add the other features you missed, correct your algorithm and re-write the answer about Foxhub!



Rreen Pen Activity:	
THE ST LEONARDS Literacy Marking Code ACADEMY	
b = incorrect spelling	
) = missing/incorrect capital letter or punctuation	
Example: @enetic testing is used to idintify diseases	

2. Staying Safe

Using the Ir	nternet can	present dan	gers to your health,	safety and ge	eneral wellbeing.	
Using the following keywords, list some of the dangers you may be exposed to when online.						
Grooming	Identify	Share	Cyberbullying	Meeting	Private	V
GET SAFE ONLINE						

Computer Task: Search the Internet for "Online Safety Posters" and view some of the images.

In Publisher, create an online safety poster focusing on a topic you wrote about in the previous task. Be sure to make your poster suitable for someone your age and include appropriate keywords .



HHHHHH



When you use the internet you need to be careful about what you disclose—this is because whatever you put up online can be seen by anyone and can be difficult to remove! Your computer also keeps a record of where you have been—this is called your **digital footprint**.

Self Assessment: How many word online safety dangers did you find? / 5
Use the GREEN PEN task to include the ones you missed!



Green Pen Activity:	
THE ST LEONARDS ACADEMY Literacy Marking Code	
= incorrect spelling = missing/incorrect capital letter or punctuation	
Example: @enetic testing is used to idintify diseases	

3. Organising files and folders

Pixel Pro is a small computer games company with 5 employees. Below is a diagram of how their directories are organised on their shared network area; can you work out which folder goes where? Example: If you think "Holidays" should be in position "B", write the letter "B" on the "Holidays" folder B K Products Orders Pixel Pro Accounts Absence Finance Pay Files Presentations Sales Holidays Invoices Staff Budget

It is important to name your files appropriately so you can find them later , sometimes you will need someone else to find the file—in this case it is even more important that they can find the file!

Can you make some suggestions for file names for each of the following file descriptions:

- 1. Presentation about Volcanoes Paul created for his Geography homework
- 2. Database containing address and date of birth details of all of Jane's friends so she knows when to send them a birthday card
- 3. Video file of last years school pantomime 'Cinderella'
- 4. Last months accounts contained in a spreadsheet file

1. ______ 2. _____

Self Assessment: Are all four file names appropriate? / 4
Use the GREEN PEN to correct any in the GREENPEN section!



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basketball_horse	Bike Mania 4 - Create havoc at the o	baumen_0001 bikemania5	
Blob Landing	Bloons_Tower_defence_2	Bloons_Tower_Defence_3	
Bloons_Tower_Defense_4	bnx back flip fail	bomberman	
boundbear	bowman	Boxhead - 2Play	
bubblehacked	Chris backflip FAIL	Copy of strongbow	
Copy of Swords and Sandals 2	rushthecastle	a Danny Macaskill - Industrial Revoluti	
dare-devil	David Hockney	adesign 2	
Dew Tour - Dennis Enarson, Brett Ba	■ Doc1	m Doc1	
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☑ Doc4	downloadable tunes	† drunkwalk	
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📝 ecc-logo 📝 fancypantsadventure	Elizabeth+Parnov+Youth+Olympics fishy	flip_flair crash	
rancypantsadventure freerider2	Funny Compilation Sports and Mom		
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	s he has stored on his schoo	_	000
ns with how he has stored t		ŕ	
ould you suggest Liam sho	uld do to help him to organis	se his files more appropriately?	_
ould you suggest Liam sho	uld do to help him to organis	se his files more appropriately?	

Self Assessment: How many problems did your find? /

Use the GREEN PEN to find the ones you missed or correct the ones you didn't get quite right!



Green Pen Activity:	
THE ST LEONARDS ACADEMY Literacy Marking Code	
= incorrect spelling = missing/incorrect capital letter or punctuation	
Example: @enetic testing is used to idintify diseases	<u></u>

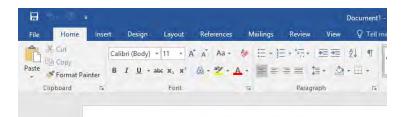
4. Office Application Software (Word Processing)

Task: Open Microsoft Word.

Spend fifteen minutes exploring Word. Consider the various documents you could create using a word processor.



Make a list of all of the things you think Microsoft Word could be used for.





When naming a document made with MS Word what file extension is applied to the file name?

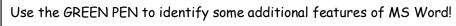
Task: You are starting a new business selling mobile phones. You will be meeting with many customers so will need your own business cards. As you will also need to employ a salesperson, you must create a simple application form that potential employees will complete with their personal details.

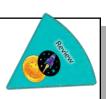


Using information from the following website: https://www.klientsolutech.com/list-of-microsoft-word-exercises-for-students/, create a business card and an application form. Your business card and form will also need a company logo.

Use the next page to sketch out your basic designs for the business card and application form

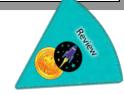
Self Assessment: Have you correctly identified at least 4 things MS Word can be used for? / 4





Sketch your business card design here:	
Sketch your business card design here.	
Sketch your Application form design here:	
, c	
	_

Self Assessment: Have you correctly included 5 internet services? / 5 Use the GREEN PEN to add additional services.



Green Pen Activity:	
 	
THE ST LEONARDS Literacy Marking Code ACADEMY Literacy Marking Code	
= incorrect spelling = missing/incorrect capital letter or punctuation	
Example: @enetic testing is used to idintify diseases	

5. Office Application Software (Presentations)

Task: Open Microsoft PowerPoint

Spend fifteen minutes exploring PowerPoint. Think about what PowerPoint is used for and how it could be used by you for your school work.



Make a list of all of the things you think Microsoft PowerPoint could be used for.





When naming a document made with MS PowerPoint what file extension is applied to the file name?

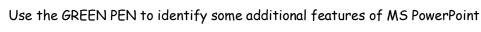
Task: For may of you this is the first time you have been given the opportunity to use a computer to be creative. PowerPoint is very good at enabling the user to present information and ideas in an entertaining way



Using information from the following website: https://www.klientsolutech.com/uses-of-microsoft-powerpoint-in-our-daily-life/ create a presentation that showcases some of the uses of PowerPoint. Be sure to include a range of images as well a text to describe each use.

Use the next page to sketch out a basic storyboard for your presentation using simple shapes

Self Assessment: Have you correctly identified at least 4 things MS PowerPoint can be used for? / 4





Sketch your presentation ideas here:

Slide 1 Example Title	Slide 2
Text description Picture Picture Picture	
Slide 3	Slide 4
Slide 5	Slide 6
Slide 7	Slide 8
Slide 9	Slide 10
Slide 11	Slide 12

Green Pen Activity:	
THE ST LEONARDS Literacy Marking Code ACADEMY ACADEMY	
= incorrect spelling = missing/incorrect capital letter or punctuation	
Example: @enetic testing is used to idintify diseases	

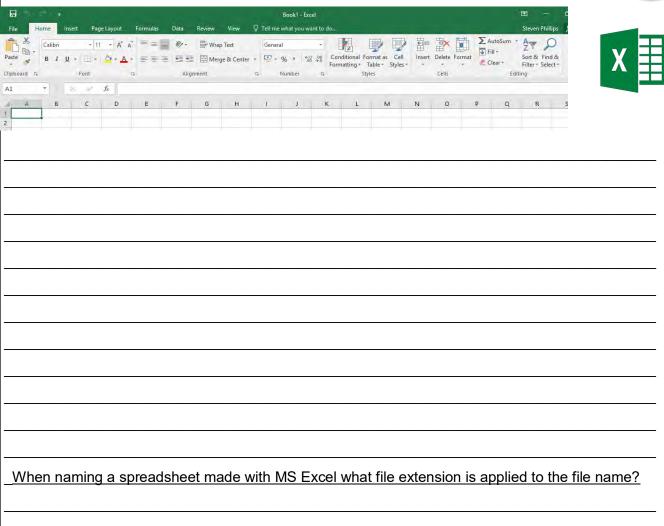
6. Office Application Software (Spreadsheets)

Task: Open Microsoft Excel

Spend fifteen minutes exploring Excel. Think about what Excel is used for and how it could be used by you for your school work.



Make a list of all of the things you think Microsoft Excel could be used for.



Task: For many of you this is the first time you have been given the opportunity to use a computer to handle data. Excel is very good at enabling the user to display data and calculations in a logical way



Using information from the following website, https://www.klientsolutech.com/easiest-microsoft-excel-chart-exercise-for-students/ create a spreadsheet by following the instructions. Be sure to follow the instruction exactly as described.

Once you have completed the Cricket task you can go on to create your own spreadsheet

Use the next page to sketch out a basic simple spreadsheet of ten items you would buy from a supermarket

Self Assessment: Have you correctly identified at least 2 things MS Excel can be used for? / 2



Use the GREEN PEN to identify some additional features of MS Excel

etch your supermarket spreadsheet design here:					0000
Name		Price	Quantity	Total	
					-
			+		
			+ +		
			+ +		1
r create a graph from your s	preadsheet				

Self Assessment: Have you correctly included 5 internet services? / 5 Use the GREEN PEN to add additional services.

Rreen Pen Activity:	
THE ST LEONARDS Literacy Marking Code ACADEMY	
b = incorrect spelling = missing/incorrect capital letter or punctuation	
Example: @enetic testing is used to idintify diseases	

Keywords

Keyboard	Computer hardware used to enter characters into a computer
Monitor	An output device used to display objects, including images and text, from a computer
Mouse	An Input device used to control an on screen pointer for the user to interact with screen objects
Operating System	Software designed to enable the user to operate the computer
Login	The action of entering a username and password to gain access to a computer system
Username	The unique name used to identify a specific user on a computer
Password	A secret mix of letters, numbers and other characters used to login to a computer
Identity	Personal details of an individual such as name and address
Secure	Keeping something stored safely. Only those with permission can access it.
Phishing	A method use by criminals to acquire personal information, often sent as an email
Pharming	A website used by criminals to collect personal information
Encryption	Method used to protect data. Data can only be accessed by authorised users
Font	Style of text used by computer applications
Spellcheck	Computer software that checks your spelling
Paragraph	A piece of text containing a number of sentences on a theme
Layout	The position of objects on a page or screen
Format	Settings which control the appearance of an object such as size, colour, style etc
Document	A single file, usually stored on a computer but can be paper based
Cell	A part of a spreadsheet containing a single piece of data. Referenced by it's column letter and row number E.G. (C:12)
Row	Horizontal lines on a spreadsheet defined by a unique number
Column	Vertical lines on a spreadsheet defined by a unique letter
Formula	A method used by a spreadsheet often used to make a calculation
	235

Year 9 Personal Development remote learning booklet

This booklet is focusing on lessons all about Global citizenship.

Aims

- -To consider what it means to be a global citizen
- -To consider why our actions and responsibilities are increasingly global
- -To consider what might happen if we do not think globally

You must spend 3 hours a fortnight on this booklet and work through each lesson. You will see that the lessons are split up in the book to help guide you through the learning. Each lesson should take 1 hour.

You must email your Personal Development teacher to ask for help and to let them know when you have completed a lesson.



Lesson one – What is a Global Citizen?

LQ: What is a Global Citizen?



Oxfam sees a global citizen as someone who:

- Is aware of the wider world and has a sense of their own role as a world citizen
- Respects and values diversity
 - Has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally
- Is outraged by social injustice
- Participates in and contributes to the community at a range of levels from local to global
- Is willing to act to make the world a more sustainable place
- Takes responsibility for their actions

Read the article below about the genocide in Rwanda and answer the following questions:
Are you bothered about what happened in Rwanda? Why?
Is there anything you can do to prevent hits type of thing from happening?
Do you feel responsible in any way to do something about these issues? What and why?

Challenge:

Write about another human conflict issues from a different country and answer the same questions about it.

Rwanda: How the genocide happened



Some 800,000 people were killed in Rwanda's genocide in just 100 days Between April and June 1994, an estimated 800,000 Rwandans were killed in the space of 100 days.

Most of the dead were Tutsis - and most of those who perpetrated the violence were Hutus.

Even for a country with such a turbulent history as Rwanda, the scale and speed of the slaughter left its people reeling.

The genocide was sparked by the death of the Rwandan President Juvenal Habyarimana, a Hutu, when his plane was shot down above Kigali airport on 6 April 1994.

A French judge has blamed current Rwandan President, Paul Kagame - at the time the leader of a Tutsi rebel group - and some of his close associates for carrying out the rocket attack.

Mr Kagame denies this and says it was the work of Hutu extremists, in order to provide a pretext to carry out their well-laid plans to exterminate the Tutsi community.

Whoever was responsible, within hours a campaign of violence spread from the capital throughout the country, and did not end for 3 months.

But the death of the president was by no means the only cause of Africa's largest genocide in modern times.

Reflect on what you think it means to be a Global citizen by writing 3 bullet-points about what you have learned:

- •
- lacktriangle
- •

Lesson two – Our role as Global Citizens

LQ: What is my role as a Global Citizen?

When considering our roles as a Global Citizen we must always

Learn Think Act

Exploring the issue, considering it from different viewpoints and trying to understand causes and consequences.

Considering critically what can be done about the issue, and relating this to values and worldviews and trying to understand the nature of power and action.

Thinking about and taking action on the issue as an active global citizen, both individually and collectively.











Consider the next scenarios and write about how you would react to them





How would you react if you saw an advert from WaterAid asking for donations of £2 a month to provide clean water for children in Sub-Saharan Africa?



How would you react if you saw a report from Amnesty International that women in Sudan are set to be executed for refusing to convert to Islam?



How would you react if a general election was coming and you didn't know who to vote for?				



How would you react if a Global Warning report stated that if we continue to burn fossil fuels the way we are we will lose the Arctic in 50 years?	e going
	42



Woman admits racist rant on Tube train



Passenger admits Tube racist rant

A woman has admitted racially harassing a fellow Tube passenger after a video of her appeared on the internet.

How would you react if you heard racist remarks being shouted on a public train?			

Tweet of the Day:
•••••

Social media is a fast way for you to use your role as a global citizen well. Write a Tweet about how people should act to Global scenarios. Remember, it can only be 150 characters!!

Challenge: Ask an adult to react to each scenario and write down their response. Do their opinions differ to yours? Why might this be?

Lesson three – Global News This lesson will require access to the internet and use of research skills.

LQ: Does the media support or hinder your ability to act as a Global Citizen?



Find a News article from a different country about something that sparks a passion in you — this could be about animals/environment/water/women/war etc. Use this website to help you https://www.globalcitizen.org/en/gb/ Summarise your chosen News article and answer the following questions about it:

My chosen News article is about			

Has the media platform told the story in a truthful way? Explain how you know this
Do you think it is right that people have access to this type of media? Or do you think it creates a divide in people's opinions? Explain your answer
Find the same story by another media source. Write down both sources here: do these sources tell the same story? Or a different story? Why do you think that may be?
Can you find a UK media source writing about this story? If so, is this right and it not then do you think that is right? Why?

	ow you feel a s about what			writing 3	
•					
•					
ge: Look through mo nk this could be?	re global News articles	, can you notice mo	re issues in one cont	inent rather than ar	nother? V

Lesson four - #LeaveNoOnebehind This lesson will require access to the internet

LQ: What do you know about inequalities faced by the Global LGBTQ community?



- Nearly 70 countries have laws that criminalize LGBTQ people, with at-least five that impose the death penalty.
- People of the LGBTQ community are more likely to live in poverty due to discrimination in education, the job market and social services.
- Transgender women are most affected by the HIV epidemic, and are 49 times more likely to be living with HIV than the general population.
- When entering the workforce 41% of 18-25 year olds who were openly gay in their personal life hide their sexual orientation due to fears of not being able to progress in their job.

Research one of the following iconic members of the LGBTQ community and create a fact-file about them:

You can do this on a power-point or Word document on your computer, or you can use the next page

- Marsha P Johnson
- Sylvia Rivera
- Harvey Milk
- Edith Windsor
- Alice Nkom
- Laverne Cox

LGBTQ fact file

Name:
Nationality:
LGBTQ background:
What makes this person influential?

Challenge: Can you think of any TV programs or films that show an influential representation of the LGBTQ community? Explain why you have chosen this show.

FAIRTRADE

Lesson five – Fair trade football

LQ: Is football a fair trade sport?

INDIA

This lesson will require the internet to research the wages, if you do not have access to the internet then estimate how much you think David Beckham and a worker in Pakistan earns, and explain why you think that amount.

	How much does David Beckham earn an hour?
	£
	How much does a worker in Pakistan earn stitching footballs?
A CONTRACTOR OF THE PARTY OF TH	£
	t is fair that David Beckham and other sports stars earn so much money?
Explain your a	nswer:
Why do you th	hink businesses such as UMBRO and Adidas make their footballs in Pakistan?
vviiy do you ti	This businesses such as dividite and Adidas make their footballs in Fakistan:
PAKISTANI KASHMIR	

Lesson six – Non-Governmental Organisations This lesson may require some research on the internet

LQ: What can I do for OUR world?



If you could have 3 wishes to use on helping people living in poverty in different countries, what would they be?

- 1.
- 2.
- 3.

Non-Governmental Organizations (NGOs) are Non-profit, voluntary citizens group, run by people with common interests. NGOs often provide humanitarian services aiming to help people in difficult situations (e.g. fleeing from conflict or civil war, natural disasters or those stuck in poverty)

NGOs are not controlled by national governments or international organizations, thus operating independently from governments (e.g. Red Cross) they are funded through the general public and donations. Governments have often volunteered to work alongside these NGOs, leaning on their knowledge and expertise.

Make a mind map of the information about NGOS:

NGOs must follow these rules:

- ✓ Always put people first
- ✓ Always work independently from the Government
- ✓ Remain neutral at all costs
- ✓ Form own policies and rules

TASK: You will design and create your own NGO.

If you have access to the internet then watch this video about NGOs.

https://www.youtube.com/watch?v=PCxJ1Ug0v6s&t=120s

If you do not have access to the internet then use the information below to help you:



WaterAid is an NGO that works to provide fresh water to people around the world. Did you know, 785 million people around the world still don't have access to water close to home? That's 1 in 10 people. Without clean water, people are denied access to opportunities that should be open to everyone, everywhere. Whole communities are held back while others thrive, simply because they don't have access to clean water. This is a global water, sanitation and hygiene crisis. In 2015, world leaders committed to achieve the Sustainable Development Goals by 2030. Goal 6 focuses on water and sanitation – but some countries are not years, but centuries behind reaching this target.

Thanks to WaterAid's hard work we can enable entire communities to unlock their potential, break free from poverty and change their lives for good. Diena in Mali is one such community, where a women's group producing soap and shea butter helps women like Kadidia (above) make money for her family and gives her some financial independence. It's possible because of access to clean water - but there is still a way to go in making sure everyone, everywhere has the same.



Amnesty International is an NGO that works work to protect people wherever justice, freedom, truth and dignity are denied.

As a global movement of over seven million people, Amnesty International is the world's largest grassroots human rights organisation.

We investigate and expose abuses, educate and mobilise the public, and help transform societies to create a safer, more just world. We received the Nobel Peace Prize for our life-saving work.



In the UK and around the world we make sure children are safe and healthy. We support them to learn, grow and become who they want to be.

We lead the way on tackling problems like pneumonia, hunger and protecting children in war, while making sure each child's unique needs are cared for. We find new ways to reach children who need us most, no matter where they're growing up.

For a century, we've stood up for children and made sure their voices are heard. We wrote the treaty that sets out the rights of every child, and we've been upholding them every day since. We know we can't do this alone. Together with children, supporters and partners, we work to help every child become who they want to be.

Success Criteria: You must include the following

- ✓ A name & a country
- ✓ A detailed plan of what your project will provide
- ✓ How it will help the local people
- ✓ A catchy poster, or Power-point to try to raise funds for your project
- ✓ Any other information

Create your poster on a separate piece of paper – remember to make it catchy!

Challenge – should the UK give more money to Global charities? Or should the money be use charities? Explain your answer	ed in for UK
·	
· 	
·	
· 	252

The St Leonards Academy Home Learning Physical Activity Challenge

Team Moore!

Team Farah!

Team Tweddle!

Team Ennis!

Leaw Hoy!

Team Agbezel



Name -

Team -

Year -

Tutor Group -

The St Leonards Academy Home Learning Physical Activity Challenge

We want you to keep physically active during this lockdown period!

Over the next six weeks, we would like you to record what physical activity you are doing and how long for.

Physical activity is anything that gets you up and moving for longer than 20mins.

Each week, you will earn points for hitting a specific target. The better target you hit, the more points you will earn for yourself, Team, Year Group and Tutor Group. Targets are set based on how long you exercise for:



If you are struggling for physical activity ideas to hit your target, each week has a challenge that offers suggestions of activities to do. This can be found You do not have to do these, but it may set you an extra challenge.

Please make sure that all the physical activity you do, follows the current Covid-19 guidelines.

Good Luck! Get Active!!!

11.01.2021 - 17.01.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:



1hr a week



2hrs a week



3hrs a week



4hrs a week

How many hours did you complete this week?

What target did you achieve?

If you did the weekly challenge, how many objects did you see?

255

Walk. Run. Cycle.

This week's theme is focused on getting out and about!

This can be by going for a walk, run or cycle but also skateboarding, skating and scooting!

Remember to be safe – wear a helmet, be aware of traffic and ensure you are staying within the government guidelines.

Time each of your outings and add them to your activity table.

Spotting Challenge

If you fancy an added challenge while you are exercising, see if you can spot all of the following things during the week:

Red front door.	'Open 24 hours' sign	
For sale sign.	Number 15 house number	
A park with a slide.	Someone walking 2 dogs	
Street starting with 'W'.	Post box.	
Telephone box.	A Seagull.	
Park bench.	Double decker bus.	
Outdoor clock.	White picket fence.	
Bird sitting on streetlight	Yellow car.	







18.01.2021 - 24.01.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:



1hr a week



2hrs a week



3hrs a week



4hrs a week

How many hours did you complete this week?

What target did you achieve?

If you did the weekly challenge, how many times did you practice your new skill?

"Practice Makes Permanent"

This week's theme is all about learning a new skill, and practicing it in order to master it!

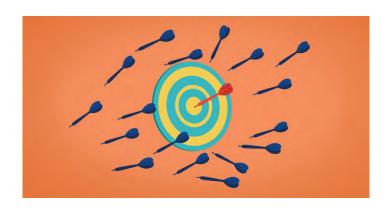
Choose a physical skill or activity you really want to learn or improve.

Keep practicing across the week and see if you get better.

Please make sure the skill is appropriate for you. Do not try anything that may put you in danger, or break the government guidelines.

Here are some ideas for what you could choose:

- ★ Keepy ups football/bat and ball
- ★ A dance routine
- ★ A trick on a skateboard or scooter
- ★ Flexibility splits etc.
- ★ Throw and catch off a wall or with a partner
- ★ Speed over a certain distance
- ★ Press ups or sit ups in 1minute



25.01.2021 - 31.01.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:



1hr a week



2hrs a week



3hrs a week



4hrs a week

How many hours did you complete this week?

What target did you achieve?

If you did the weekly challenge, what words did you use?

Circuits

This week's theme is all about circuits!

Circuits are a great way to develop whole body fitness whilst also improving strength and flexibility.

To create your own personal circuit, use the Alphabet chart below:

Choose a word, or two words that have between 8-12 letters.

For each letter of your word, perform the exercise shown.

Start your first circuit with 10reps of each exercise. As you become more confident, increase the number you do.

A – Lunges	N – High Knees on spot
B – Shadow Boxing (1min)	O – Press Ups
C – Rope Climb	P – Star Jumps
D – Tricep Dips	Q – Wall sit (hold as long as you can)
E – Squats	R – Crunchies
F – Side Plank (both sides)	S – Mountain Climbers
G – Swimming on front	T – Russian Twists
H – Arm circles	U – Toe touches on back
I – Split Jumps	V – Wall press up
J – Scissor legs on back	W – Burpees
K – Calf Raises	X – Knee to elbow
L – Squat Jumps	Y –Step Ups
M – Plank	Z – Skipping without a rope

01.02.2021 - 07.02.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:



1hr a week



2hrs a week



3hrs a week



4hrs a week

How many hours did you complete this week?

What target did you achieve?

If you did the weekly challenge, what did you do to be creative?

Get Creative!

This week's challenge is all about thinking outside the box!

Why not create a dance/ gymnastics routine or simply be creative with equipment and come up with a whole new activity/game!

Some activities you could try are:

- ★ Create an obstacle course in your garden/ house.
- ★ Create a new dance routine.
- ★ Create a gymnastics routine (why not include people in your family remember extra points if you do!). Try to include individual/ paired balances, travel, rotation and inversion.
- ★ Create a new game! Can you get together a random assortment of equipment from around your house/ garden and make a whole new game!?

The more creative the better! Don't forget to time your activity and log it on the record sheet.





08.02.2021 - 14.02.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:



1hr a week



2hrs a week



3hrs a week



4hrs a week

How many hours did you complete this week?

What target did you achieve?

If you did the weekly challenge, what did you try that was new?



Something New!



This week's challenge is all about trying something new!

This could be a skill/activity you have never tried before.

You could even ask a family member or friend to teach you a new skill.

Activity ideas:

- ★ Borrow a skateboard/ scooter and learn a new trick.
- ★ Learn to do 'Keepie Uppie's'! This could be with a football or different pieces of equipment. You could even use different body parts.
- ★ Cup stacking!
- ★ Learn some martial arts! Try Karate, Tai Chi or Capoeira.
- ★ Yoga or Pilates these help with strength, aerobic fitness, flexibility and have massive benefits for mental health.
- ★ Juggling! This is a great skill to learn and will become a great party trick!
- ★ Could you go and try a new sport?

Whatever you choose, please make sure it follows the current government guidelines, and is safe to do with your abilities.





15.02.2021 - 21.02.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:



1hr a week



2hrs a week



3hrs a week



4hrs a week

How many hours did you complete this week?

What target did you achieve?

If you did the weekly challenge, what was your favourite event?

Home Athletics

This week's challenge is all about the summer sport of Athletics.

As an academy we are one of the best in the county at Sportshall Athletics, and have won the local town sports competition 6years in a row!

We have created some fun Athletics challenges that can be done at home.

Keep practising and record you best scores at the end of the week.

Challenges:

Speed Bounce – Find a smooth object that comes up to about ankle height (empty water bottle, rolled up towel etc). How many two footed jumps can you do over this, from side to side in 30s?

Wall Catch – Find a small ball or roll up a pair of socks and stand about 2m away from a solid wall. Throwing with one hand and catching with the other each time, how may catches can you do in 1minute?

Standing Long Jump – How far can you jump forwards from two feet to land on two feet? No run up allowed! If you fall backwards it does not count.

Speed Race – Place two objects 5m apart. Time how long it takes you to run between these objects 10 times (you must touch each object 5times).

Wall Sit – Place your back against the wall and squat as if you are sitting on an invisible chair. How long can you hold this position?

What were your best scores for the week?

_				
Speed Bounce		Speed Ra	ice	
Wall Catch		Wall Sit		
Standing Long J	lump	,		

Overall Scores

Week	Hours Active	Target Met
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		

Name - Year -

Team - Tutor Group -

Email this page to

e.lovell@thestleonardsacademy.org.uk

OR

Give this page to your tutor when we return to the academy