



1 – Key Vocabulary

scripted performance: a performance using a written script

- The actors follow the dialogue, characters, and stage directions that have been created by a playwright.

devised performance: a performance that is created by the actors rather than using a pre-written script

- The group develops ideas, characters, scenes, and dialogue through discussion and improvisation.

characterisation: this is the process of creating and developing a believable character

- Actors use performance skills to show the character's personality, thoughts, and feelings.

2 – Performance Skills (Physical)

facial expressions: used to show what the character is feeling or reacting to

gestures: an actor will use non-verbal communication actions which convey a meaning to the audience or emphasise a line

body language: shows the type of person the character

- It also highlights the emotions or situation that the character is experiencing in the scene.

gait: the way a person walks or moves

- An actor can change their gait to show a character's personality, mood, or physical condition.

3 – Abbreviations

CS – centre stage

SR – stage right

SL – stage left

USR – upstage right

USL – upstage Left

DSR - downstage right

DSL – downstage left

OC – off centre

FOH – front of house

4 – Performance Skills (Vocal)

pitch: how high or low a voice is

tone: shows the emotion in the actor's voice

pace: how fast or slow the actor is speaking

phrasing: how an actor puts the lines together to express the meaning

pause: used for dramatic effect or to give the audience time to think about what they have just seen

- It is marked on a script with a /

emphasis: when a word is stressed to give it more meaning

projection: speaking clearly, strongly, and loudly enough for the audience to hear, without shouting



1 – Key Vocabulary

anthropomorphism: when authors give human qualities, emotions, or actions to animals, objects, or ideas

- This helps readers relate to non-human characters because they act or feel like humans.

social class: refers to the division of people in a society based on their wealth, job, education, or family background

- Writers use social class to show how people are treated differently or to highlight issues of fairness and justice.

tyranny: when a person or group in power rules in a cruel or unfair way, often without caring about the needs or rights of others

- In stories, tyrants are often the villains who create conflict for the main characters.

2 – Structure

exposition: the characters and setting are introduced and the tone is established

rising action: a series of events and obstacles increase tension and complicate the plot

climax: the highest point of tension which signals a turning point in the plot

falling action: tension reduces after the climax; the story moves towards its conclusion

denouement: known as the resolution and is the conclusion where plot points are resolved

3 – Methods

rhetoric: using language effectively and persuasively

- It involves choosing words and structures to influence an audience's thoughts or actions.
- Rhetoric can be used in writing or speaking and includes a variety of techniques, such as appeals to emotion, logic, or credibility.

extended metaphor: a comparison between two unlike things that continues throughout a series of sentences, paragraphs, or even an entire text

- Instead of just a single line, the metaphor is developed at length to create a more vivid or complex image for the reader.

repetition: the deliberate use of the same word, phrase, or structure multiple times within a text or speech

- Writers and speakers use repetition to emphasise a point, create rhythm, or make their message more memorable.

4 – Methods

rhetorical question: a question asked to make a point rather than to get an actual answer

- It's used to engage the audience, provoke thought, or emphasize an idea.

cyclical structure: a narrative technique where the story ends in a similar way to how it began

- This can include repeating the same event, setting, phrase, or idea at both the beginning and end of the text.
- The purpose is often to show development, highlight changes, or reinforce a theme.

twist: an unexpected change or turn in the narrative, especially near the end

- It surprises the reader by revealing new information or changing the meaning of what has come before.
- Twists keep readers engaged and encourage them to think differently about the story.



1 – La Nourriture + Les Opinions (Présent)

Vocabulary: **les fruits:** fruit, **les légumes:** vegetables, **le chocolat:** chocolate, **la viande:** meat, **le poisson:** fish, **les pâtes:** pasta, **le riz:** rice, **la salade:** salad, **le pain:** bread, **les céréales:** cereals, **la soupe:** soup, **je mange:** I eat, **je bois:** I drink.

Opinions: **j'aime:** I like, **je n'aime pas:** I don't like, **j'adore:** I love, Justifications: **parce que c'est délicieux:** because it is delicious, **parce que c'est sain:** because it is healthy.

Connectives: **et:** and, **mais:** but, **parce que:** because, **de plus:** moreover, **c'est pourquoi:** therefore, **cependant:** however.

3 – Perfect Tense (Past Tense)

Vocabulary: **le petit-déjeuner:** breakfast, **le déjeuner:** lunch, **le dîner:** dinner.

Quantities: **un peu de:** some, **un petit peu de:** a bit of, **beaucoup de:** a lot of, **trop de:** too much.

Past tense: **j'ai mangé:** I ate, **tu as mangé:** you ate, **nous avons mangé:** we ate, **j'ai bu:** I drank, **nous avons bu:** we drank, **c'était délicieux:** it was delicious, **c'était horrible:** it was horrible.

Time phrases: **hier:** yesterday, **le week-end:** at the weekend.

Sentence example: Hier nous avons mangé du riz et nous avons bu de l'eau, c'était délicieux. Yesterday we ate rice and drank water, it was delicious.

2 – Les Boissons + Les Verbes (Présent et Futur Proche)

Vocabulary: **l'eau** – water, **la limonade:** lemonade, **le café:** coffee, **le thé:** tea, **le jus:** juice, **la boisson gazeuse:** fizzy drink.

Verb BOIRE (present): **je bois:** I drink, **tu bois:** you drink, **il/elle boit:** he/she drinks.

Opinions: **c'est rafraîchissant:** it is refreshing, **c'est sain:** it is healthy.

Near future: **je vais boire:** I am going to drink, **tu vas boire:** you are going to drink, **il/elle va boire:** he/she is going to drink, **nous allons boire:** we are going to drink, **ils/elles vont boire:** they are going to drink.

Sentence example: Nous allons boire de l'eau parce que c'est sain mais tu vas boire de la limonade parce que c'est rafraîchissant.

4 – Future Tense

Vocabulary: **je voudrais:** I would like, **je veux:** I want, **je crois que:** I think that, **je pense que:** I think that, **je préfère:** I prefer.

Near future: **je vais manger:** I am going to eat, **tu vas manger:** you are going to eat, **il/elle va manger:** he/she is going to eat, **nous allons manger:** we are going to eat, **ils/elles vont manger:** they are going to eat.

Adjectives: **épicé:** spicy, **sucré:** sweet, **salé:** salty, **amer:** bitter.

Sentence example: Demain nous allons manger du poisson parce que c'est sain cependant je n'aime pas les légumes parce qu'ils sont sucrés.

1 – Structure of the Earth

inner core: the hot, solid centre of the Earth made mainly of iron and nickel

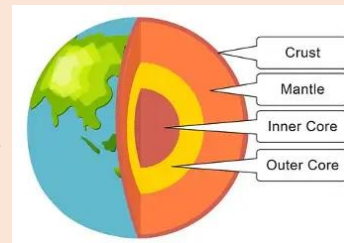
outer core: the layer of the Earth between the mantle and the inner core.

- It is made mostly of liquid iron and nickel and surrounds the solid inner core

mantle: is the thick layer of hot rock between the Earth's crust and outer core. It is mostly solid, but some parts are soft enough to slowly flow

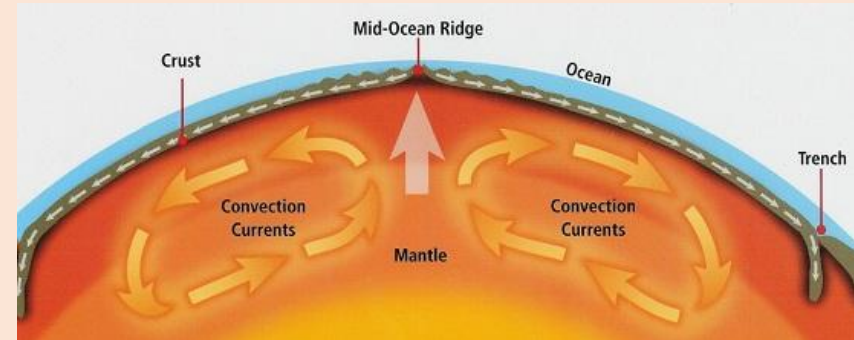
crust: the thin, outermost layer of the Earth.

- It is made of solid rock and forms the continents and the ocean floor.



2 – Convection Currents

convection currents: circular movements of hot and cool material in the mantle, causing the tectonic plates to move



3 – Plate Boundaries

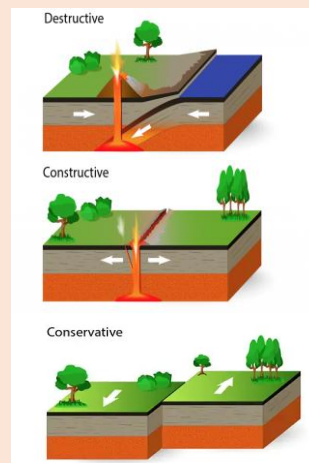
tectonic plate: a large piece of Earth's crust that slowly moves over the Earth's mantle

a plate boundary: the place where two tectonic plates meet

destructive plate boundary: where two tectonic plates move towards each other

constructive plate boundary: where two tectonic plates move away from each other

conservative plate boundary: plates slide past each other



4 – Tectonic Hazards

earthquake: the sudden shaking of the ground caused by the movement of tectonic plates

volcano: an opening in the Earth's crust where hot melted rock can escape

primary effect: the immediate result of a natural hazard

secondary effect: a result that happens after a natural hazard as a consequence of the primary effect

primary response: the immediate action taken to help people and reduce damage after a natural hazard

secondary response: the long-term action taken after a natural hazard to help people rebuild their lives



1 – The First World War (WW1) 1914-1918

far-reaching: having a big impact or influence

- **India** - Approximately 1.4 million Indians volunteered as both soldiers and workers.
- They had the largest volunteer army the world had yet seen.
- **The Caribbean** – Approximately 15,000 Caribbeans joined the war.
- They were mainly used for carrying ammunition (weapons) and digging trenches.
- **Africa** - Over 120,000 soldiers from Africa fought in the war.
- Troops from Nigeria, Gambia, Ghana and Kenya helped defeat the Germans in East and West Africa.

2 – Key Vocabulary

militarism: the idea that a country should have a strong army and navy and be prepared to use it

alliances: an agreement between countries to work together

imperialism: to build an empire (to take control of another country)

nationalism: is having a strong support for your own country's independence (freedom) and love for your country

trenches: holes in the ground dug for defence

propaganda: misleading information used to influence or persuade someone's opinion

armistice: an agreement to stop fighting

3 – What was the Short-Term Cause of World War One?

- In Serbia there was a group called the Black Hand that was against the leaders of Austria-Hungary.
- Members of the Black Hand assassinated (killed) Archduke Franz Ferdinand (the heir to the Austro-Hungarian empire) on 28th June 1914.
- Austria-Hungary blamed Serbia for the attack.
- Austria-Hungary then declared war on Serbia.
- Many countries had made alliances, so other countries joined the war.
- This caused the fighting to spread quickly across Europe and led to World War One.

4 – The First World War Chronology

- 1882 - Triple Alliance is formed (Germany, Austria-Hungary and Italy).
- 1907 - Triple Entente is formed (France, Russia and Great Britain).
- 1914 - Britain declares war on Germany after Germany invaded Belgium.
- Germany's invasion of Belgium was part of the Schlieffen Plan.
- 1916 - The Battle of the Somme - 20,000 British men were killed on the first day of the battle – 1st July.
- 11th November 1918 - the Armistice is signed.
- 1919 - The Treaty of Versailles (a peace settlement) is signed.
- Germany have a list of agreements to follow.

1 – Key Vocabulary

string: text in a program

variable: a place to store information, the value can change

input: information entered by the user

concatenate: joining pieces of text together

debugging: finding and fixing mistakes in code

syntax error: a mistake in the code that stops it from running

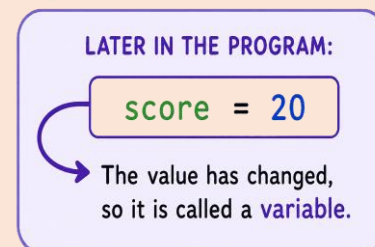
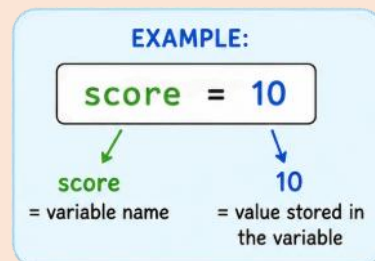
2 – Print Statement

print is a function within python

- All functions must be in lowercase.
- Print functions output strings to the screen.
- Strings are made up of text and numbers.
- When writing a print function with a string you must have brackets () and speech marks "" as in the example below.
- `print ("Welcome to BGS Computing")`

3 – Variables

- A variable is value that **can** change.
- There are no speechmarks around a variable.
- A variable name must not have any spaces within it.



4 – Using a Variable

A variable is a place where a computer stores information.

Example

name = "Mr Iqbal"

↓

name is the variable

"Mr Iqbal" is the information stored in the variable



- Think of a variable like a labelled box.
- The label is the variable name, and the information is stored in the box.



1 – Properties of Number

venn diagram: shows relationships of sets

square: a term multiplied by itself

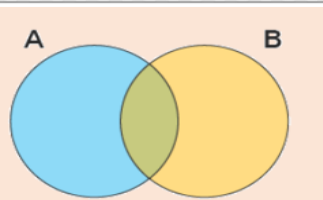
square root: the inverse of square (symbol $\sqrt{\quad}$)

multiples: what we get after multiplying the number by an integer (times tables)

factor: factors are what we can multiply to get the number

prime number: a number with exactly two factors, 1 and itself

prime factor: prime numbers multiply together to make the original



2 – Percentages

multiplier: a percentage written as a decimal that we can multiply by

credit: money that goes into a bank account

debit: money that leaves a bank account

per annum: per year

interest: fee paid based on money paid in/invested

simple interest: where interest is only paid on the original amount borrowed/paid in

compound interest: interest is paid on the original amount and on any interest that has accumulated

3 – Area and Volume

area: the space inside a shape	cube	volume = l^3
	prism	volume = area of cross section $\times$ length
	cylinder	volume = $\pi r^2 \times h$

perpendicular height: height that meets at 90°

circumference: the distance around the edge of a circle (perimeter)

volume: the amount of 3-dimensional space something takes up

cross section: a view into the inside of something made by cutting through it

surface area: the total area of the surface of a three-dimensional object

prism: a solid object with two identical ends and flat faces

4 – 8 Times Tables

TABLE 8		
8 X	1 =	8
8 X	2 =	16
8 X	3 =	24
8 X	4 =	32
8 X	5 =	40
8 X	6 =	48
8 X	7 =	56
8 X	8 =	64
8 X	9 =	72
8 X	10 =	80



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prime number: a number with exactly two factors, 1 and itself

Factors of 10

1 x 10
2 x 5

Multiples of 10

10, 20, 30, 40, 50 ...

Prime numbers less than 10

2, 3, 5 and 7

2 – Percentages

multiplier: a percentage written as a decimal that we can multiply by

credit: money that goes into a bank account

debit: money that leaves a bank account

interest: fee paid based on money paid in/invested

balance: the amount of money in your bank account

Date	Description	Credit (£)	Debit (£)	Balance
21st March	Starting balance			185.25
22nd March	Wages	285.50		470.75
25th March	Refund	60		530.75

3 – Area and Volume

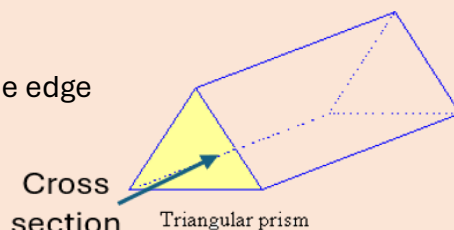
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1 - Purpose of Film Music

purpose: to enhance the mood and genre of the film by adding tension or sadness

genre: type of film eg. romance, sci-fi, western, thriller, comedy, horror

Leitmotif: a musical theme associated with a character or action

theme song: to help to advertise the film

mickey- mousing: copying actions of character musically as in cartoons

scene- setting: as in using instruments from a particular country

2 - Well-Known Film Composers

- John Williams: Superman, Jaws, Harry Potter, Schindler's List, Star Wars
- Danny Elfmann: Batman, Mission Impossible, Men in Black
- Hans Zimmer: Pirates of the Caribbean, Gladiator, The Lion King
- Germaine Franco: Encanto
- Isobel Waller-Bridge: Emma

3 - How Elements are Used

pitch: rising melodies often reflect excitement and falling ones depict defeat

dynamics: crescendo and loud dynamics depict power and quiet dynamics depict the opposite or sadness

instruments: brass and percussion are associated with power, triumph, battle; strings and woodwind can be gentle and romantic

texture: thick textures for busy battle scenes and thin texture for bleak, lonely scenes

harmony: minor keys for darkness/sadness and major for bright and cheerful

rhythm and tempo: short notes for speed; longer notes for wide, open spaces as in westerns

4 – Key Vocabulary

soundtrack: a recording of the music from the film which is often sold separately as a CD or download

diegetic music: music which the characters hear, like sound effects and music which is part of the plot

non-diegetic music: music which is not heard by the characters in the film but heard by the viewers and adds to the atmosphere

- This is sometimes called underscoring or incidental music.

storyboard: a graphic picture plan of the action in the film to help the composer fit music to action in the film



1 – Component of Fitness

cardiovascular endurance: the ability of the heart, lungs and circulatory system to supply oxygen to working muscles during sustained physical activity

cardiovascular: derived from the Greek word *Kardia* meaning heart and the Latin word *vasculum* meaning small vessel

endurance: originates from the Latin word *indurare* meaning to make hard or last

2 – Fitness Test

multi-stage fitness test (MSFT): the MSFT is a challenge used to measure cardiovascular endurance

- The test is divided up into levels and shuttles.
- The goal is to reach the 20-meter line on or just before the beep.
- The challenge is the time between the beeps gets shorter, so you have to run faster and faster to keep up.

elimination: if you fail to reach the line before the beep twice in a row, you are out

your score: the last level and shuttle you successfully completed before stopping

3 – PE Activities

outwitting opponent: using your brain, skills and tactics to outsmart the other team or player so you can win

Examples of activities:

invasion games: team sports where the main goal is to 'invade' the opponent's space to score points while defending your own space. For example: football, netball, basketball

4 – PE Concept

positional play: this is how players arrange themselves on a pitch or court to control space, keep the ball and break through the opponent's defence

zone defence: players stick to their assigned roles and areas rather than crowding around the ball

overloading areas: moving extra players into a specific zone to outnumber the defenders and create an easy breakthrough

stretching the pitch: widening the game to pull defenders apart, which creates big open gaps down the middle



1 – Belief in God

- A theist is someone who believes in the existence of God and has reasons to support their belief, such as the First Cause argument.
- An atheist is someone who believes that God does not exist and has reasons to support their belief, such as the problem of evil.
- Agnostics do not think that they have enough knowledge or evidence to know whether God exists.
- The Parable of the Gardener is a story used to illustrate the fact that two people can see the same 'evidence' but interpret it to support their own world view. Theists and atheists use the same world as evidence to support their beliefs about God.

2 – The Nature of God

- transcendent**: the belief that God is outside the universe and beyond human understanding
- immanent**: the belief that God is inside the universe
- omnipotent**: the belief that God is all-powerful
- omniscient**: the belief that God is all-knowing
- omnibenevolent**: the belief that God is all-loving
- eternal (everlasting)**: the belief that God always exists - he has no beginning and no end
- creator**: the belief that God made the world

3 – The First Cause Argument

the first cause argument: Thomas Aquinas' argument for the existence of God based on the existence of the universe

- The argument claims that everything that exists has a cause, including the universe.
- The cause of the universe must exist outside the universe (transcendent) and be uncaused (eternal).
- Aquinas said the only thing to fit this description is God.
- Using the example of dominoes, each one falls because the one before pushes it, but something needs to have started them off.
- Atheists might say that the Big Bang could have caused the universe to exist, not God.

4 – The Design Argument

the design argument: an argument for the existence of God based on the design in the universe

- The design argument claims that God must exist because the universe is too well designed to have been the result of chance. An intelligent creator must have made it.
- William Paley used the example of a pocket watch to illustrate this.
- If you found a pocket watch in the grass you would assume someone had designed and created it. The same applies to the world.
- Atheists might say that science (evolution) can explain why the world 'looks' designed even though it does not have a designer.

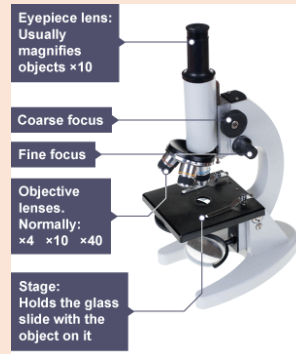
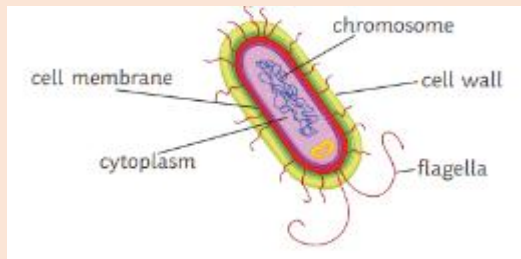
1 – Cells and Microscopy

eukaryotic: cells that contain a nucleus

prokaryotic: single-celled organisms with no nucleus

microscope: used to view cells as they are too small

- Magnification = image size/actual size



2 – Mixtures and Separation

solute: the substance that dissolves in a solvent

solvent: the liquid a solute dissolves in

solution: a solute dissolved in a solvent

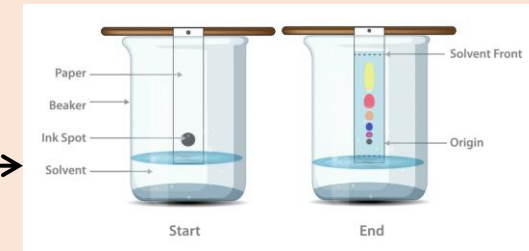
soluble: a substance that is able to dissolve

- separation techniques include:

-filtration and/or evaporation

-distillation

-chromatography



3 – Waves

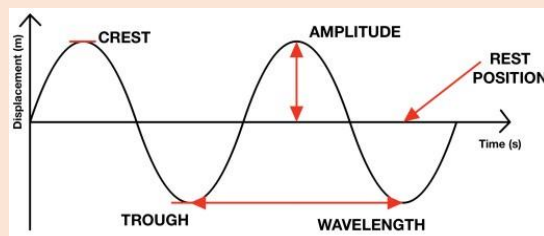
- time period(s) = 1/frequency (Hz)

- wave speed(m/s) = frequency (Hz) X Wavelength (λ)

amplitude: the height of the wave from the middle

frequency: the number of waves produced per second

wavelength: the distance between 2 consecutive points on a wave



4 – Energy

specific heat capacity: the amount of energy required to raise the temperature of 1kg of the substance by 1 degrees Celsius

renewable resources: will not run out e.g. solar, wind, biofuel

non-renewable resources: will run out because they are finite. e.g. fossil fuels (coal, oil and gas)

biofuel: fuel produced from biological material

$$E = m \times c \times \theta$$

Energy (J) Mass (kg) Specific heat Capacity ($\text{J } ^\circ\text{C}^{-1} \text{ kg}^{-1}$) Change in temperature ($^\circ\text{C}$)



1 – Comida + Opiniones (Presente)

Vocabulary: **la fruta:** fruit, **las verduras:** vegetables, **el chocolate:** chocolate, **la carne:** meat, **el pescado:** fish, **la pasta:** pasta, **el arroz:** rice, **la ensalada:** salad, **el pan:** bread, **los cereals:** cereals, **la sopa:** soup, **como:** I eat, **bebo:** I drink.

Opinions: **me gusta:** I like, **no me gusta:** I don't like, **me encanta:** I love,

Justifications: **porque es delicioso:** because it is delicious, **porque es sano:** because it is healthy.

Connectives: **y:** and, **pero:** but, **porque:** because, **ya que:** since, **así que:** so, **además:** moreover, **por eso:** therefore, **sin embargo:** however.

3 – Past tense - Preterite

Vocabulary: **el desayuno:** breakfast, **la comida:** lunch, **la cena:** dinner.

Quantities: **algo de:** some, **un poco de:** a bit of, **mucho/a:** a lot of, **demasiado/a:** too much.

Preterite (past): **comí:** I ate, **comiste:** you ate, **comimos:** we ate, **bebí:** I drank, **bebimos:** we drank, **fue delicioso:** it was delicious, **fue horrible:** it was horrible.

Time phrases: **ayer:** yesterday, **el fin de semana:** at the weekend.

Sentence example: **Ayer comimos arroz y bebimos agua, fue delicioso.** Yesterday we ate rice and drank water, it was delicious.

2 – Bebidas + Verbos (Presente y Futuro Próximo)

Vocabulary: **el agua –** water, **la limonada:** lemonade, **el café:** coffee, **el té:** tea, **el zumo:** juice, **el refresco:** fizzy drink.

Verb BEBER (present): **bebo:** I drink, **bebes:** you drink, **bebe:** he/she drinks.

opinions: **es refrescante:** it is refreshing, **es saludable:** it is healthy.

Near future: **voy a beber:** I am going to drink, **vas a beber:** you are going to drink, **va a beber:** he/she is going to drink, **vamos a beber:** we are going to drink, **van a beber:** they are going to drink.

Sentence example: **Vamos a beber agua porque es saludable pero vas a beber limonada porque es refrescante.** We are going to drink water because it is healthy but you are going to drink lemonade because it is refreshing.

4 – Comida + Futuro Próximo + Opiniones

Vocabulary: **me gustaría:** I would like, **quiero:** I want, **creo que:** I think that, **pienso que:** I think that, **prefiero:** I prefer. **¿Cuánto cuesta?:** How much does it cost?

Near future: **voy a comer:** I am going to eat, **vas a comer:** you are going to eat, **va a comer:** he/she is going to eat, **vamos a comer:** we are going to eat, **van a comer:** they are going to eat.

Adjectives: **picante:** spicy, **dulce:** sweet, **salado:** salty, **amargo:** bitter.

Sentence example: **Mañana vamos a comer pescado porque es sano sin embargo no me gustan las verduras porque son dulces.** Tomorrow we are going to eat fish because it is healthy however I don't like vegetables because they are sweet.



1 – Online Safety

- The Online Safety Act (2023) makes online services legally responsible for reducing illegal and harmful content.
- Online service must provide protections for children; you should always report harmful content to a trusted adult or directly to the service e.g Instagram
- Social media accounts can be fake or exaggerated, especially as AI advances,
- Deep Fakes are AI-generated or edited images or recordings that make it appear as though someone said or did something they didn't.
- Online sexual harassment includes: sending sexual messages, images, comments, or pressuring someone for sexual content.
- Grooming is when someone builds trust with a child to exploit them.
- Personal information should never be shared online; it puts you at risk.
- Limiting the time you spend online is good for your mental health.

2 – Radicalisation

radical: extreme

- Radicalisation happens when a person is influenced into supporting or holding extreme views.
- Radicalisation may lead to harmful, illegal, or violent behaviour.

Signs of Radicalisation:

- becoming isolated from friends and family
- expressing increasingly extreme beliefs
- showing intolerance towards others
- watching extremist content online
- sudden changes in behaviour and attitude

If you are concerned about someone, speak to a trusted adult.

3 – Criminal Behaviour

- Criminal gangs carry out illegal activities including drugs and knife crimes.
- Gangs might groom children by building trust, offering gifts, money, protection or status.
- Gangs are involved in is 'County Lines'; this involves moving and selling drugs across different areas.
- Supplying drugs is a criminal offence.
- It is illegal to buy or supply most knives to anyone under 18-year olds.
- If you are concerned about yourself or someone else, speak to a trusted adult.
- Developing these skills will support you in avoiding criminal behaviour: self-awareness, self-control, confidence, resilience, responsible decision-making, and healthy relationship skills.

4 – British Values + Protected Characteristics

values: the moral principles, standards, or core beliefs of a group

characteristics: the traits, qualities, or features of someone

In Britain, we have 5 **Values:**

- Democracy – the right to be represented
- Individual Liberty – the right to freedoms
- Mutual Respect – behaving politely towards each other
- Rule of Law – the rules of the country
- Tolerance – acceptance and support

The Equality Act 2010 protects the following nine **characteristics:** Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, and Sexual Orientation.