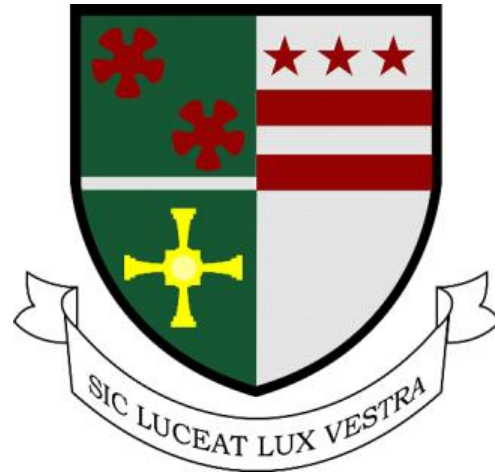


# Y9 Parent Information

## Helping my child to succeed at KS3



*Let your light shine*

# Key Staff

## Curriculum

**Mrs M Salmon**

(Senior Assistant  
Headteacher Curriculum)

**Mrs K Dunn**

(Assistant Headteacher  
Intervention)

**Mr S Clark**

(Assistant Headteacher  
Teaching, Learning &  
Assessment)

**Miss B Salmon**

(SENDCo)

**Mrs S Chappell**

(Head of 6<sup>th</sup> Form)

## Pastoral

**Mr A McHale**

(Senior Assistant  
Headteacher Pastoral)

**Mr J Green**

(Assistant Headteacher  
Pastoral)

**Mr A Davis**

(Assistant Headteacher)

## Heads of House

Mr Thompson (Whitby)

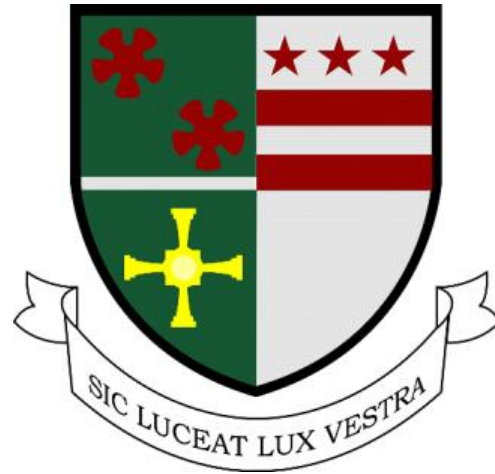
Mr Hurst (Durham)

Mrs Mansuetto (Finchale)

Mrs Duncan (Lindisfarne)



# Pastoral Team



*Let your light shine*

Mr McHale (SAHT)

Mr Green (AHT)

Mr Davis (AHT)

### Heads of House

Head of St Cuthbert/Durham

Mr Hurst (Mrs Williams)

Head of St Godric/Finchale

Mrs Mansueto (Mr Hall)

Head of St Hilda/Whitby

Mr Thompson (Miss Cairns)

Head of St Aidan/Lindisfarne

Mrs Duncan (Mr Watson)

Year 7 Pastoral Lead – Mrs Gittins

SENDCo – Miss B Salmon



# Seeking advice and communication

- ✓ Your child's Head of House.
- ✓ Our School counsellor is Mrs Chisolm and appointments are available via a referral from the Pastoral Team.
- ✓ Mrs Chingles: attendance officer. **Please remember to telephone the school if your child is absent.**
- ✓ Communicate with subject staff / tutors (where applicable) via the student planner.



# How we will communicate with you...



- ✓ We may contact you about events and issues by letter.
- ✓ Heads of House and Heads of Department may telephone you to discuss an issue.
- ✓ Staff may communicate through your child's planner.
- ✓ We send text messages to keep you up to date.
- ✓ We send notifications via the MY ED App.
- ✓ The school website is regularly updated.

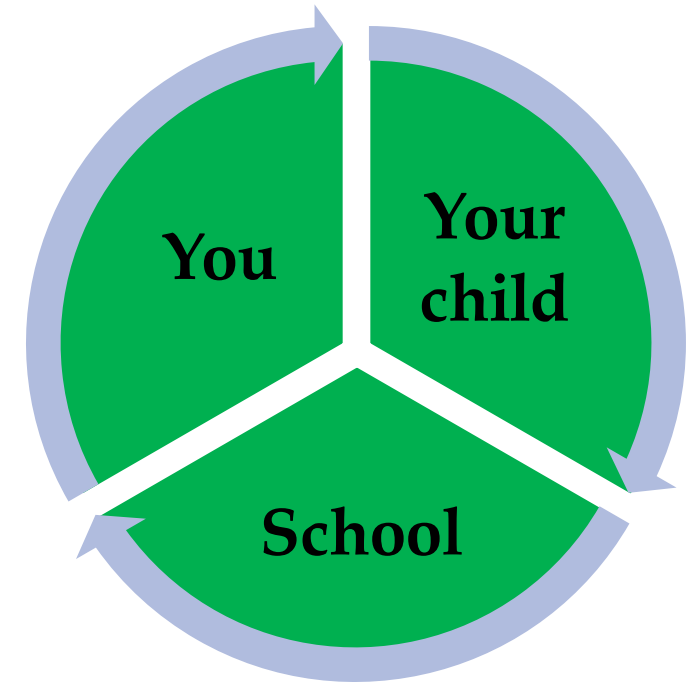
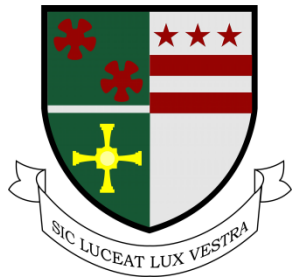
# Supporting our Pastoral Priorities



- ✓ Excellent attendance
- ✓ Punctuality – arrive on time for school (8:45am)
- ✓ Correct uniform
- ✓ Respect for staff and the school environment
- ✓ Maximising lesson time
- ✓ Gold standard class and homework



# Partnership

- ✓ You are the expert on your own child and always will be their most important teacher.
- ✓ Your support, encouragement and interest can make a spectacular difference to your child's motivation and ability to cope with demands of Secondary School.







Acceptable levels of attendance at  St. Robert of Newminster School 		
98 - 100%	Excellent	✓
96 - 98%	Good	✓
93 - 95%	Cause for concern	Stage 1
90 - 93%	Unsatisfactory	Stage 2
Below 90%	Persistent Absence - Unacceptable	Stage 3



# GOLD STANDARD BEHAVIOUR

1

Speak with politeness and respect to all staff.

Follow instructions from staff without answering back or argument. Use Miss or Sir.



2

Treat each other with kindness and respect in our words and actions.

Speak and act towards each other in a kind manner both in person and online.



3 Wear the correct uniform and bring the correct equipment to school every day.

Uniform includes hairstyles, jewellery, beauty products, and footwear.



4

Work hard in class and at home.

Class and homework must be completed on time to the best of our ability. Behave in a way which aids learning.



5

Get there and on time.

Attend school and every lesson and be there on time. Behave with consideration in corridors and on the yard.



6

Respect the school environment.

Do not drop litter, cause damage or graffiti to the school building or property.



7

Celebrate diversity and difference.

We do not use racist, sexist, homophobic or any derogatory language.



8

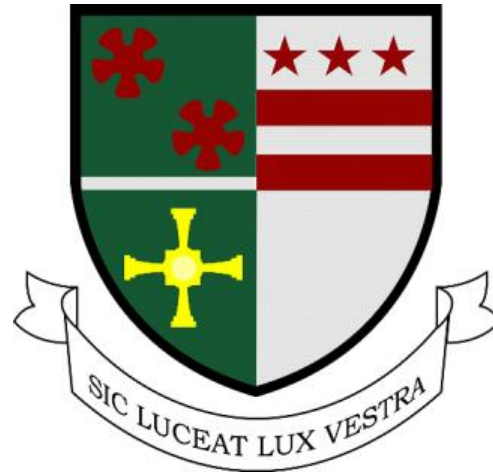
Keep mobile phones in our bag and switched off while in school.

Mobile phones should be switched off and kept out of sight while in school.



St Robert of Newminster Catholic School and Sixth Form College

# Ready to Learn



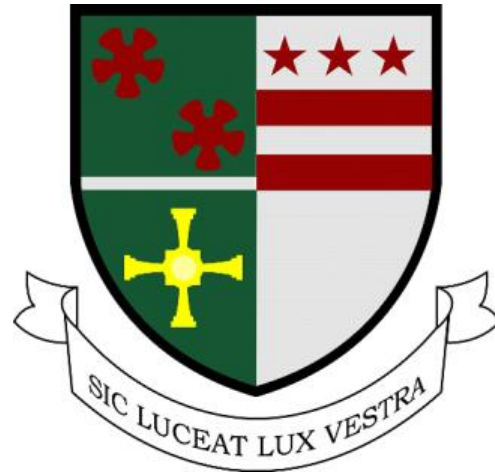
*Let your light shine*

# What can I do to ensure my child is ready to learn?



- ✓ Check your child's planner weekly and sign it.
- ✓ Ensure your child is equipped for each and every lesson.
- ✓ Check your child is completing homework, encourage good presentation of work in books.
- ✓ Ensure your child attends school every day and that they are always on time.
- ✓ Ensure your child's uniform is correct.
- ✓ Show an interest – ask them to explain what they are enjoying at school

# Curriculum & Assessment



*Let your light shine*

# Curriculum Structure



- English (7hrs over a fortnight)
- Maths (3hrs)
- Science (3hrs)
- RE (5hrs over a fortnight)
- Spanish (2hrs +1hr 2<sup>nd</sup> lang)
- PE (2hrs)
- History (2hr)
- Geography (2hr)
- Art (1hr)
- DT (1hr)
- IT (1hr)
- Performing Arts (1hr)
- PSHE / RSE (1hr)

## Assessment of Progress:

- 2 assessment points
- 1 Grade report
- 1 Full report

## School Website:

Parent → Curriculum Overview



# Curriculum and Assessment Overviews



## Subject: English

NOTE: These are not exhaustive lists	Term 1	Term 2	Term 3
<b>Year 7</b> Key concepts/skills	<b>Key question:</b> How do writers craft their language for different audiences and purposes? <b>Reading focus:</b> <i>Private Peaceful</i> by Michael Morpurgo <b>Writing Focus:</b> <b>Powerful Words:</b> Persuasive writing stimulus	<b>Key question:</b> How do writers of different text types structure their work for most impact? <b>Reading focus:</b> <i>The Jungle Book</i> by Rudyard Kipling <b>Writing Focus:</b> <b>Imaginary Worlds:</b> Creative writing and animal poetry stimulus	<b>Key question:</b> How do writers respond to the social issues of their day? <b>Reading focus:</b> <i>A Midsummer Night's Dream</i> by William Shakespeare <b>Writing Focus:</b> <b>Points of View:</b> Inform writing stimulus
Assessment	Reading and Writing assessments held in class. 1 hour each.	Reading and Writing assessments held in class. 1 hour each.	Reading assessment held in exam hall. Writing assessment held in class. 1 hour each.
<b>Year 8</b> Key concepts/skills	<b>Key question:</b> How do writers construct and then develop their characters? <b>Reading focus:</b> <i>Oliver Twist</i> by Charles Dickens <b>Writing Focus:</b> <b>Points of View:</b> Informative writing article	<b>Key question:</b> How do writers craft their language and structure their texts to engage the reader? <b>Reading focus:</b> <i>The Tempest</i> by William Shakespeare <b>Writing Focus:</b> <b>Powerful Words:</b> Writing to argue	<b>Key question:</b> How and why do writers adopt different genres in their texts? <b>Reading focus:</b> <i>Uncle Montague's Tales of Terror</i> by Chris Priestley <b>Writing Focus:</b> <b>Imaginary Worlds:</b> Creative writing on the gothic
Assessment	Reading and Writing assessments held in class. 1 hour each.	Reading and Writing assessments held in class. 1 hour each.	Reading assessment held in exam hall. Writing assessment held in class. 1 hour each.
<b>Year 9</b> Key concepts/skills	<b>Key question:</b> How do writers use different voices and points of view in their texts to aid meaning? <b>Reading focus:</b> <i>Of Mice and Men</i> by John Steinbeck <b>Writing Focus:</b> <b>Powerful Words:</b> Writing to persuade	<b>Key question:</b> How do writers reflect a social zeitgeist? <b>Reading focus:</b> <i>A selection of conflict poetry</i> <b>Writing Focus:</b> <b>Imaginary Worlds:</b> Descriptive writing: focused on creating character and setting	<b>Key question:</b> How do playwrights utilise the dramatic form? <b>Reading focus:</b> <i>Romeo and Juliet</i> by William Shakespeare <b>Writing Focus:</b> <b>Powerful Words:</b> Writing to argue
Assessment	Reading and Writing assessments held in class. 1 hour each.	Reading and Writing assessments held in class. 1 hour each.	Reading assessment held in exam hall. Writing assessment held in class. 1 hour each.

## Subject: Religious Education

	Term 1	Term 2	Term 3
<b>Year 7</b> Key concepts  <i>Skills</i> AO1: Knowledge and understanding AO2: Analysis and evaluation	School community Hierarchy of the Church Sacraments Rites of Initiation Using the Bible Miracles of Jesus Was Jesus human? Nativity Jesus in Art	Forgiveness Prodigal Son Reconciliation Forms of punishment Lent	What do Jewish people believe? Abraham and Moses Torah Kosher Jewish Festivals
Assessment	Assessment based on Unit 1: Belonging Assessment held in-class, 45 minutes Teacher assessed	Assessment based on Unit 2: Identity of Jesus Assessment held in-class, 45 minutes Teacher assessed	Interleaved assessment covering the first three Units Completed in exam hall 45 minutes Teacher assessed
<b>Year 8</b> Key concepts  <i>Skills</i> AO1: Knowledge and understanding AO2: Analysis and evaluation	Rite of Confirmation Pentecost and Holy Spirit Gifts of the Holy Spirit Religious orders and vocation Cost of discipleship Jesus' treatment of: Other cultures The elderly and disabled Women	Events of Holy Week Significance of Holy Week Significance of the Eucharist Different Christian attitudes to the Eucharist	What do Muslims believe? Muhammad (PBUH) Five Pillars of Islam Qur'an and Hadith Role of Women Jihad
Assessment	Assessment based on Unit 1: Confirmation Assessment held in-class, 45 minutes Teacher assessed	Assessment based on Unit 2: Jesus and Others, Eucharist Assessment held in-class, 45 minutes Teacher assessed	Interleaved assessment covering the first three Units Completed in exam hall 45 minutes Teacher assessed
<b>Year 9</b> Key concepts  <i>Skills</i> AO1: Knowledge and understanding AO2: Analysis and evaluation	Life as a journey Lourdes Hajj Jerusalem Views on creation Design and causation Sanctity of life Abortion	Body and soul Human trafficking Euthanasia The Commandments The meaning of life Religious views on marriage and family	Problem of evil Christian responses to suffering Joseph and Job Christian response to suffering
Assessment	Assessment based on Unit 1: Pilgrimage Assessment held in-class, 45 minutes Teacher assessed	Assessment based on Unit 2: Creation Assessment held in-class, 45 minutes Teacher assessed	Interleaved assessment covering the first three Units Completed in exam hall 45 minutes Teacher assessed

# Internal Assessments

Each assessment will evaluate whether your child is making expected progress within our curriculum.



Subject	Current Attainment	Engagement	Homework
English	Working at expected level	1	1
Maths	Working beyond expected level	1	1
Science	Working at expected level	1	1
Art	Working at expected level	1	1
Music	Working at expected level	1	1
History	Working beyond expected level	1	1
Geography	Working at expected level	1	1
DT	Working at expected level	1	1
RE	Working beyond expected level	1	1
PE	Working at expected level	1	NA
ICT	Working at expected level	1	2
French	Working beyond expected level	1	1

Sample report



# Internal Assessments

Attainment: Beyond, Expected, Developing



Grade	Engagement	Homework
1	is a hardworking pupil, who shows a keen interest.	Completes all homework on time. Frequently produces work of exemplary quality.
2	is usually positive, interested and hardworking	Completes all homework on time. Frequently produces homework to a good standard.
3	has generally shown a positive attitude but would benefit from more consistent commitment	Homework completion is inconsistent. There is evidence of work being rushed, lacking development and not reaching the standard of which the pupil is capable.
4	some concerns over attitude, work rate or behaviour	Homework is rarely completed on time or to the standard of which the pupil is capable.

# Communication



When	Detail
<b>Term 1</b> Wb 13th November Wb 11th December	Teachers assess progress Full written report to parents/carers
<b>Term 2</b> Wb 22nd January Wb 29th January	Year 9 options evening presentation Parents'/Carers' Evening
<b>Term 3</b> Wb 29th April Wb 3rd June	Teachers assess progress Grade report to parents

# Assessment

Change in assessment at GCSE from grades to numbers.



Current Y9 (examined in 2026)

All subjects will be assessed using numbers



5 =  
Strong Pass

4 =  
Standard Pass

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	
<hr/>	
3	D
2	E
	F
	G
1	
U	U

Comparing old GCSE letter grades to new number grades

# Let your light shine

*Through Christ, in partnership and with service and witness at the core of all we do, our school will be a centre of excellence. We will educate the whole person so that everyone fulfils their academic potential, aspires highly and is optimistically ambitious.*



## Aspirational Target Grades

- ✓ Based on KS2 end point i.e. end of Y6
- ✓ 'Optimistically ambitious' top 25% nationally
- ✓ Grade potential to aim towards

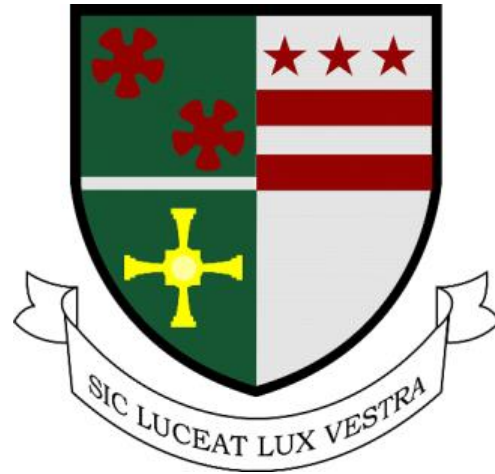
## Outcomes

- ✓ 9-1 grades: 5 strong pass; 4 standard pass
- ✓ D\*-P

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	
3	D
2	
1	
U	U

Comparing old GCSE letter grades to new number grades

# Preparing for Assessments



*Let your light shine*

# Developing effective revision habits



Make it  
Obvious



Make it  
Attractive



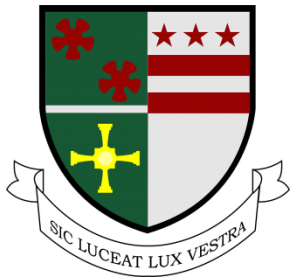
Make it  
Easy



Make it  
Rewarding



# Developing effective revision techniques



1. Spacing and Interleaving



2. Deliberate Practice



4. Retrieval Practice



3. Flash Cards

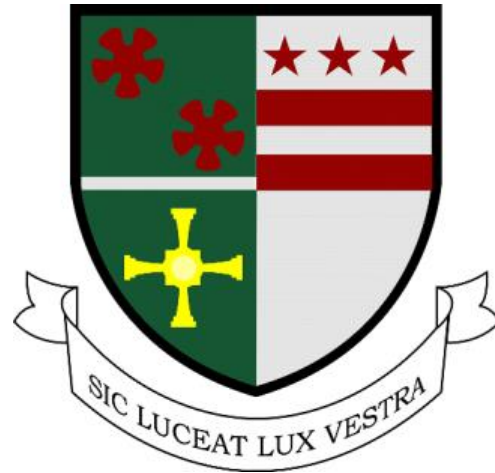


5. Dual Coding





# Class Groupings



*Let your light shine*

# Year 9 Class Groupings

- ✓ Grouped on ability
- ✓ In year progress against targets and end of year progress in Y8 assessments used to set Year 9 groups
- ✓ Progress evaluated throughout the year
- ✓ Class groupings reviewed regularly in year 9 and reset again going into Y10 based on in year progress and end of year progress in Y9 exams and GCSE option choices

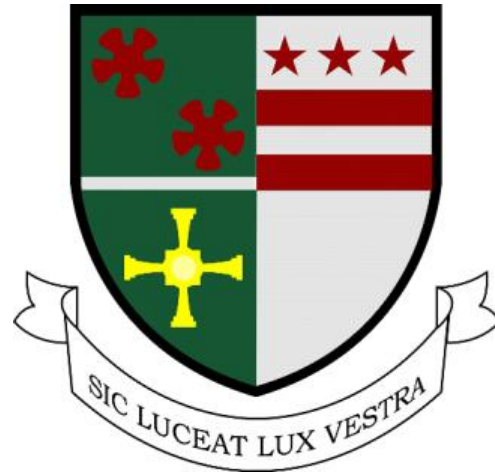


# Class Group Structure



Class Groupings	English, Geography, History, Art, IT, RE
Maths	Set by ability based on Y8
Science	Set by ability based on Y8
MFL	Set by ability based on Y8 and 2 <sup>nd</sup> language
DT	Smaller groups on rotation
Drama/Music	Smaller groups on rotation
PE	Grouped slightly different to class groups

# Homework



*Let your light shine*

# What does homework look like?

- **Prepare** - tasks required to prepare, successfully, for the next lesson or beyond.
- **Consolidate** - tasks which helps to reinforce the challenging nature of the work done in class.
- **Extend** - tasks designed to challenge pupils to find out more and gather new information to deepen their knowledge, understanding and skills.



# How much homework is set?

## Key Stage 3:

Homework is set **once a week** if the pupil is taught **two** or more lessons a week in that subject.

Homework is **set fortnightly** if the pupil is taught **one** lesson a week in that subject.

## Key Stage 3:

- ✓ Year 7: 30 minutes per subject.
- ✓ Year 8: 30 to 45 minutes per subject.
- ✓ Year 9: 45 minutes per subject.



# Planner & Organisation



OCTOBER		DATE	DONE
MONDAY 5		lundi (French), Montag (German), lunes (Spanish), lunedì (Italian)	
Geography	None set		/
PE	None set, book in for marking		/
RE	None set		/
Maths	Review for self-ref	08/10/15	✓
English	Start book out	08/10/15	✓
TUESDAY 6		mardi (French), Dienstag (German), martes (Spanish), martedì (Italian)	
PE	None set		/
Comp Sci	None set, book in for marking		/
Physics	Two sheets in book on braking and forces	13/10/15	✓
Geography	None set, check if there was meant to be homework	07/10/15	✓
RE	None set, book in		/
WEDNESDAY 7		mercredi (French), Mittwoch (German), miércoles (Spanish), mercoledì (Italian)	
Maths	Review	08/10/15	✓
Chemistry	Check in book	14/10/15	✓
RE	Review writing in God	12/10/15	✓
Spanish	None set, start book	08/10/15	✓
English	None set		/
THURSDAY 8		jeudi (French), Donnerstag (German), jueves (Spanish), giovedì (Italian)	
Spanish	Review for week test and do paragraph 4	14/10/15	✓
ISA	Key Assessment in book	15/10/15	✓
Tutor	None set		/
English	None set, start out book	08/10/15	✓
Maths	None set		/
THURSDAY 5		jeudi (French), Donnerstag (German), jueves (Spanish), giovedì (Italian)	
English	add language analysis to flashcards, word pass of each word, 3 quotes per character for development, rag rain.	10th Oct	✓
WEDNESDAY 4		mercredi (French), Mittwoch (German), miércoles (Spanish), mercoledì (Italian)	
Geography	development dynamics booklet completed	16th Oct	✓
TUESDAY 3		mardi (French), Dienstag (German), martes (Spanish), martedì (Italian)	
Spanish	90 word question	5th Oct	✓
English	adding to key quotation cards for Macbeth. (Language analysis). (E)	10th Oct	✓
Macbeth	quotation cards brought in	4th Oct	✓
MONDAY 2		lundi (French), Montag (German), lunes (Spanish), lunedì (Italian)	
RE	Make revision resources for 'Foundation Quinctia Theology - Origins + Meanings' test	9th Oct	✓
Art	Lunch pass	4th Oct	✓
Biology	Homeostasis homework (P)	10th Oct	✓
Physics	complete questions (C)	10th Oct	✓

All subjects to be written in the planner:

- ✓ P-Prepare
- ✓ C-Consolidate
- ✓ E-Extend

Due date to be included  
None set to be written in if no homework is set  
Add a 'Tick' when done  
Neat and tidy

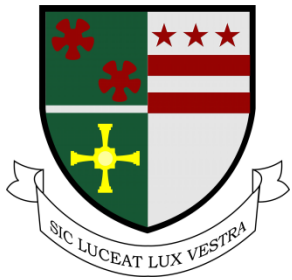
# Our homework expectations...

- ✓ Clearly write the homework in their planners.
- ✓ Include when the homework is to be handed in.
- ✓ Pupils must complete their homework on time and to a high standard.
- ✓ Pupils must re-draft homework if it is not to a high standard.





# Create the right conditions to work



**Set up  
a study  
space**



**Eat  
healthy  
food**



**Take  
regular  
breaks**



**Sleep well.**

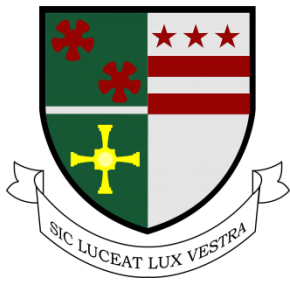


**Take  
regular  
exercise**

# How can parents help?

- ✓ Checking the pupil planner daily
- ✓ Helping organisation by discussing their work and their deadlines
- ✓ Ensure they have a quiet space to work
- ✓ Encourage them to commit specific time to homework/revision
- ✓ Ensure that they are removed from distractions





Students self-nominate to show their work to staff and are awarded with stationery and achievement points

# GOLD STANDARD WORK

**1** All of your work must be completed using neat and legible handwriting.



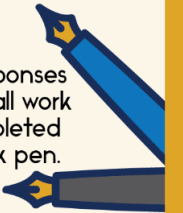
**2** All responses to feedback must be completed in green, including literacy and numeracy corrections.



**3** All dates and titles must be underlined with a ruler.



**4** Except for responses to feedback, all work must be completed in blue or black pen.



**5** No incomplete work or gaps in books—any missed work must be caught up as soon as possible.



**6** Diagrams, tables and graphs must be completed in pencil and using a ruler.



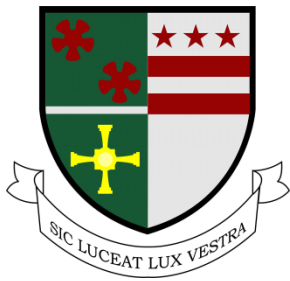
**7** All sheets must be stuck in your book neatly.



**8** Take pride in your work—your book will be a key revision resource.



St Robert of Newminster Catholic School and Sixth Form College



**MFL Points Sheet**

Your teacher will award points for good work, answering a difficult question, trying something new, making a lot of effort or being brave in class. Every time you get a point, put a tick in the next box. Work your way along the row. When you have finished the row, tell your teacher, who will sign it and award you an achievement point!

1	2	3	4	5	6	7	8	9	10	Signature and date
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11/29/19
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12/26/19
✓										

Thursday 4<sup>th</sup> May

Business:

1. Every country has more than one country ✓
2. When a country has no freedom ✓
3. No Indian soldiers ✓
4. When the government doesn't care about the public view ✓
5. When England became industrialised ✓
6. When you have a country ✓
7. When you have an army ✓
8. When you take over another country ✓
9. 1831 - 1907 ✓
10. 10-2 million ✓
11. Super cars ✓
12. The East India trading company ✓
13. One ✓
14. Coal mining ✓
15. Children ✓
16. Back to back housing ✓
17. Find the cause of cholera ✓
18. 1914-1917 x 1914-1917 ✓
19. England, France, Russia, X-Ored Britain ✓
20. Germany, Austria Hungary, Italy ✓
21. To strike France then take account that England own then take on Russia ✓
22. Archduke Franz Ferdinand ✓
23. So they could hide from the Germans ✓
24. Pals Battalions ✓
25. Canadian Indian ✓
26. I disagree with the statement because it wasn't all death, despair and misery and most of the time was happy.
27. I agree with death, despair, and and misery because people got their foot and still shocked by gas and people dying. All of the soldiers helped this especially in "Dulce Decorum". This was a very famous poem wrote by someone who was in the war and saw what was going on.

**YEAR 7 RATIO TASK 2**

NAME: Olivia Canale

Date set: \_\_\_\_\_  
Date done: \_\_\_\_\_

Fluency	Problem solving	Reasoning	Retrieval practice	Feedback
1. Write 12 in the ratio 1:2. You can use the number line to help. <u>6:12</u> ✓	1. Sam and Ben share sweets in the ratio 4:2. Sam gets 12 more than Ben. How many do they each get? <u>16 and 8</u> ✓	1. Write down a definition for the following term: <u>an ordered list of numbers</u> ✓	1. Answer 1 x 11 = 11 ✓	1. What do you need to improve? <u>12/12</u> ✓
2. Share 18 in the ratio 1:2. Draw what you need to share it. <u>6 and 12</u> ✓	2. The ratio of boys to girls who sing at a show is 3:5. If there are 14 boys who sing, how many girls sing in the show? <u>24</u> ✓	2. What do you need to improve? <u>12/12</u> ✓	2. What do you need to improve? <u>12/12</u> ✓	2. What do you need to improve? <u>12/12</u> ✓
3. Share 30 in the ratio 2:1. Draw what you need to share it. <u>20 and 10</u> ✓	3. John and Lily share 30 counters in the ratio 3:2. John gets 20 and Lily gets 10. What have I done incorrectly? Explain how you got it. <u>John should get 20 and Lily should get 10</u> ✓	3. What do you need to improve? <u>12/12</u> ✓	3. What do you need to improve? <u>12/12</u> ✓	3. What do you need to improve? <u>12/12</u> ✓
4. Violet and Amelia share money in the ratio 2:3. Violet gets £10. How much does Amelia get? Draw what you need to share it. <u>£15</u> ✓	4. What ratio of cows to sheep is 1:2 and the ratio of sheep to horses is 1:3. What is the ratio of cows to horses? <u>1:6</u> ✓	4. What do you need to improve? <u>12/12</u> ✓	4. What do you need to improve? <u>12/12</u> ✓	4. What do you need to improve? <u>12/12</u> ✓
5. Write 30 in the ratio 2:1. Draw what you need to share it. <u>20 and 10</u> ✓	5. What do you need to improve? <u>12/12</u> ✓	5. What do you need to improve? <u>12/12</u> ✓	5. What do you need to improve? <u>12/12</u> ✓	5. What do you need to improve? <u>12/12</u> ✓
6. What do you need to improve? <u>12/12</u> ✓	6. What do you need to improve? <u>12/12</u> ✓	6. What do you need to improve? <u>12/12</u> ✓	6. What do you need to improve? <u>12/12</u> ✓	6. What do you need to improve? <u>12/12</u> ✓

**Optional research task**

How many squares are in a chess board? Draw and label your research in a grid below what you found out.

64 ✓



8.5.23

Forming and Solving equations

$2x + 3 = 11$ A	$3x - 2 = 10$ B	$4x + 1 = 12$ C	$5x - 4 = 16$ D
$2x + 3 = 11$ E	$3x - 2 = 10$ F	$4x + 1 = 12$ G	$5x - 4 = 16$ H
$2x + 3 = 11$ I	$3x - 2 = 10$ J	$4x + 1 = 12$ K	$5x - 4 = 16$ L
$2x + 3 = 11$ M	$3x - 2 = 10$ N	$4x + 1 = 12$ O	$5x - 4 = 16$ P

écoles, el echo de febrero 2023

¿se habitaciones hay?

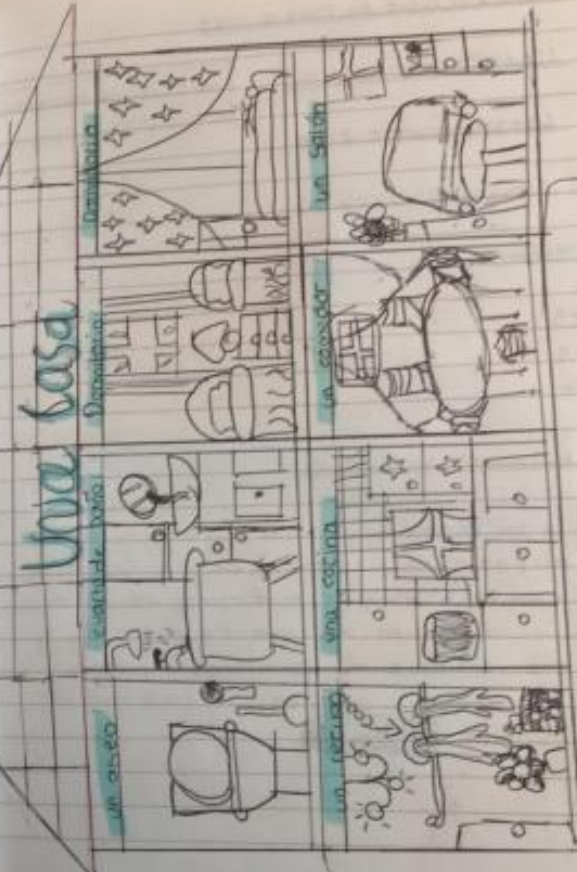
Lo: saying where z live

antes

¿tántate si vives en una granja está en la el campo

un comedor un cuarto de baño un jardín un aseo un trastero mi dormitorio un garaje un recibí	(a dining room) (a bathroom) (a garden) (a toilet) (a storage room) (my bedroom) (a garage) (a porch)	baño comedor la cocina pequeño trastero vivienda grande recibí	(a kitchen) (a bedroom) (a living room) (a garage) (a storage room) (my bedroom) (a garage) (a porch)
una cocina una terraza una piscina mi habitación	(a kitchen) (a porch) (a pool) (my room)	baño comedor la cocina pequeño trastero vivienda grande recibí	(a kitchen) (a bedroom) (a living room) (a garage) (a storage room) (my bedroom) (a garage) (a porch)
mis dormitorios dos cuartos de baño el dormitorio de mi hermano el dormitorio de mis padres	(my bedrooms) (two bathrooms) (the bedroom of my brother) (the bedroom of my parents)	baño comedor la cocina pequeño trastero vivienda grande recibí	(a kitchen) (a bedroom) (a living room) (a garage) (a storage room) (my bedroom) (a garage) (a porch)

En mi casa hay - in my house there is



like the  
as  
dis

read

Why Vietnam got into war if  
communism began to  
take off in Vietnam  
because the poor people  
in the north were  
poor and the south  
was rich and  
wealthy

They tried to capture  
communism by stopping Ho  
Chi Minh from taking full  
control they divided the  
country into north and south  
south would stay democratic

Revision

Anglo declared war on  
Vietnam but really they were trying to  
prevent the spread of communism  
America declared war against Vietnam because  
of the Gulf of Tonkin incident when two  
US ships were attacked by the North

America declared war against Vietnam  
because they tried to contain communism

Key words  
Political system  
fighting intervention  
out of control  
and becoming  
can be so poor  
it can change people's opinions

Capitalism  
An economic system in which  
private individuals or businesses  
own capital goods

Communism  
A political belief that promotes  
the idea of shared wealth

Vietnam  
The communist army fighting  
against the Americans

Domino theory  
is the idea that once  
communist took over one  
nation they would spread  
around the region  
and would fall like dominoes



support they had from Vietnam and the US people. This is evident from the fact that the US tactics were the damaging. They tried to prove they were in Vietnam to help the tactics like air warfare proved otherwise. The US was desperate to get to the VC and used B-52 carpet bombing. However, this proved ineffective and it was evident in the fact that the people of Vietnam were really angry. But on the other hand, the US and the VC were not getting on. In fact, it caused a rift. The VC were losing support from their own people. The fact that they couldn't even help their own people. The fact that they couldn't even help their own people. The fact that they couldn't even help their own people.

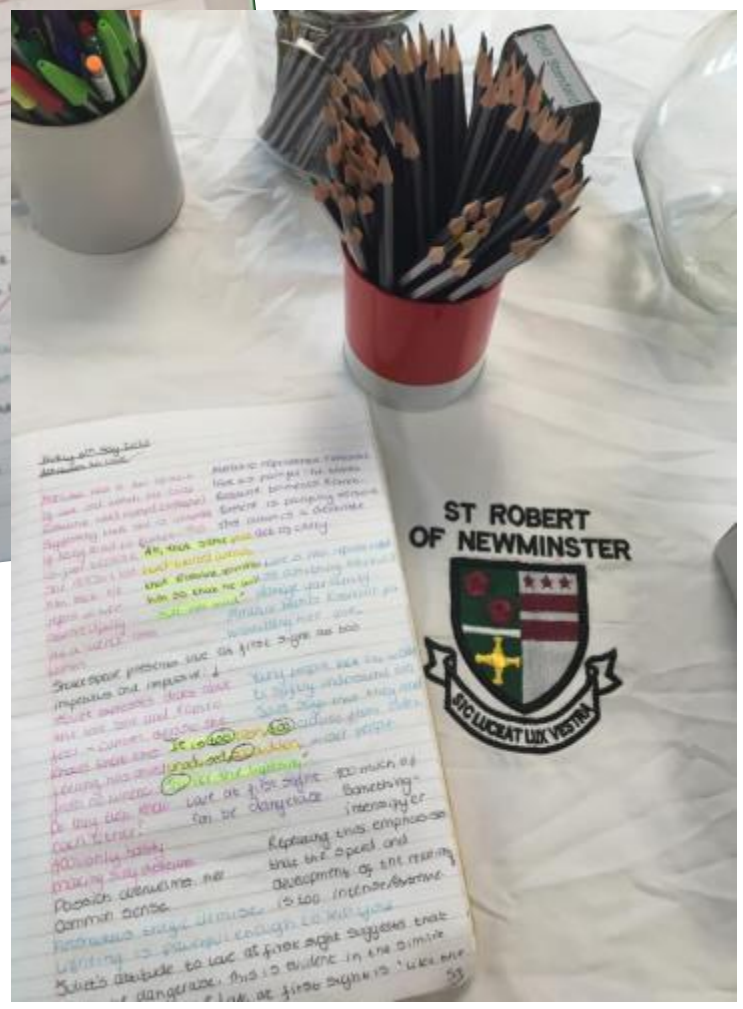
1974-1975  
 1) Secret police in Germany, working for Nazis  
 2) Kinder, Bucher, Hirsch  
 3) 3

1973-1974  
 1) Operation X  
 2) Japan  
 3) Day celebrating the end of war X

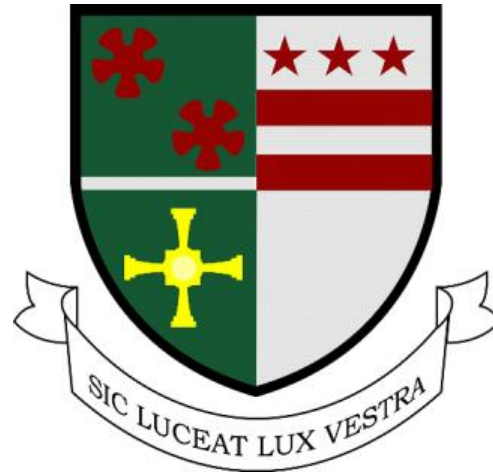
www: Excellent range of knowledge into only 50  
 aim of the essay  
 I would have liked to see more specific  
 knowledge regarding US tactics

Band 4  
 14/16 +  
 4/4  
 SPAG

1) Jesus  
 2) 1871  
 3) Jews were a race and being a Jew wasn't  
 4) about introducing new people were allowed to  
 5) about introducing new people were allowed to  
 6) because they didn't see much about the  
 7) because they believed it would lead to the  
 8) eventually getting to them  
 9) the war against the US and Russia was  
 not an actual war.



# Thank You



*Let your light shine*