

FIRELIGHTSTUDIO

dream. design. create.

**dream.
design.
create.**

PORTFOLIO 2009-2010

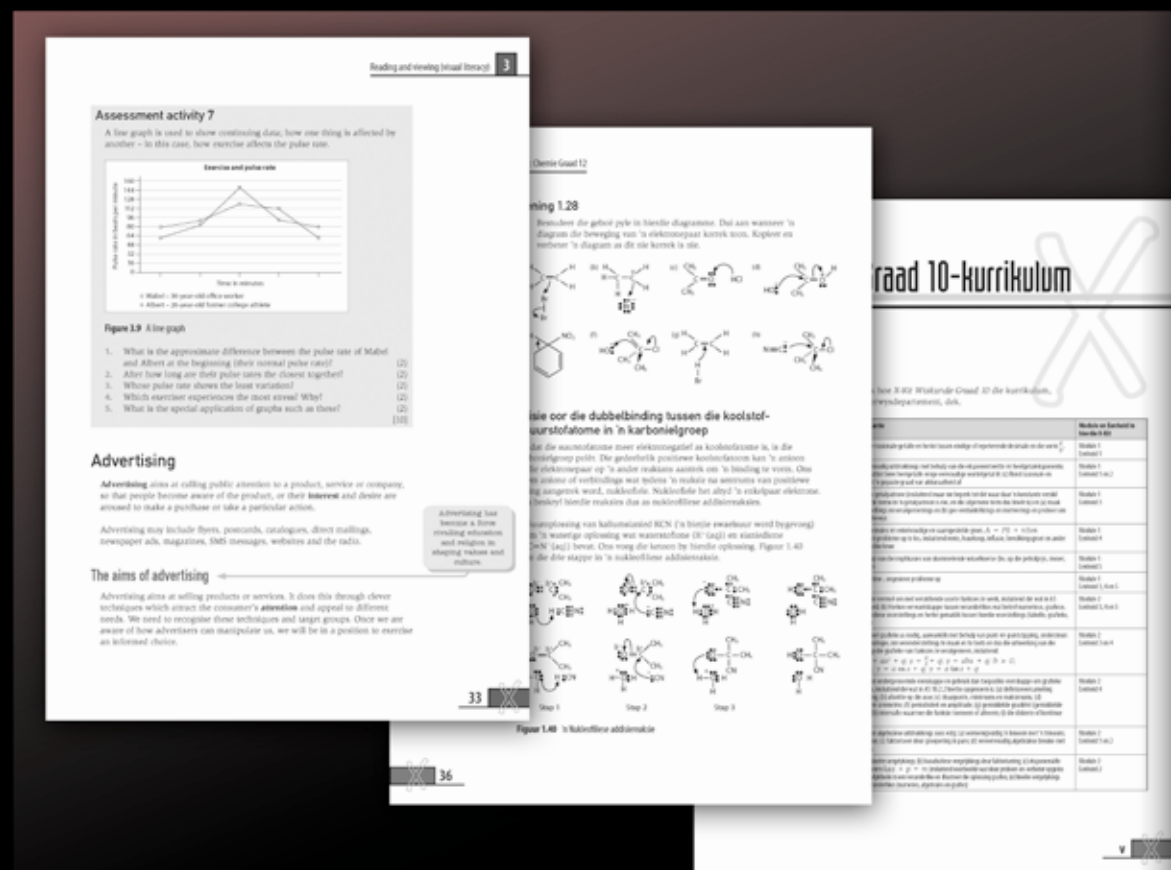
We are **Firelight Studio**. We dream. We design. We create. We also actively do everything. Seriously. We've designed, typed, set, done the layout, sketched, and created technically accurate artwork for more than 500 projects, including mathematics, science, law, history, geography, magazines, novels and children's books. We're even trying out the 3D market, because if we get a chance to create something beautiful, we take it!

We specialise in design and layouts using industry-standard software, including **InDesign**, **Illustrator**, **Photoshop**, **Acrobat**, **CorelDraw**, **Quark**, **Freehand** and **Sketchup**. We're all proficient on Mac as well as PC.

Take a look at some of the things we've delved into:

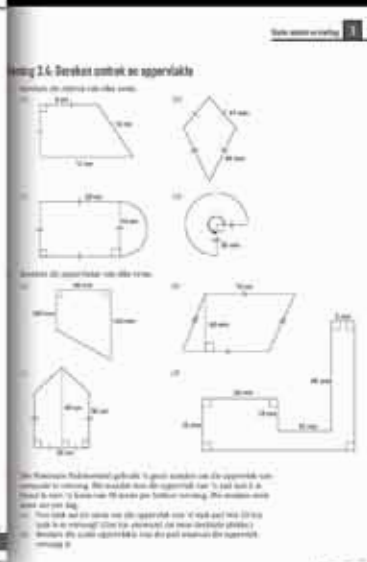
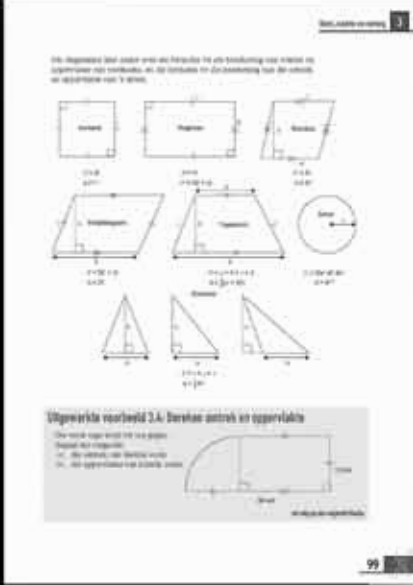
LAYOUT AND DESIGN

WE LOVE BOOKS



LAYOUT AND DESIGN

WE LOVE TEXT



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TP: $(2, 3) \Rightarrow y = a(x - 2)^2 + 3$
 Substitute $x = 3$ and $y = 2$ in the above equation and solve for a :
 $2 = a(3 - 2)^2 + 3$
 $2 = a(1) + 3$
 $a = -1$
 $y = -1(x - 2)^2 + 3 = -x^2 + 4x - 4 + 3 = -x^2 + 4x - 1$
 Equation is $y = -x^2 + 4x - 1$

Transformations of the parabola

The following table provides a summary of the effect of various transformations on the position of the parabola.

General Transformation	General Rule	Effect
The basic parabola	$y = x^2$	
	$y = -x^2$	
Vertical translation	$y = x^2 + q$ Shifted upwards by q units	
	$y = x^2 - q$ shifted down by q units	
Horizontal translation	$y = (x - p)^2$ Shifts p units to the left or the right of the y -axis	
	Shifting to the right: $y = (x - 3)^2$	

Remember to always let:
 $a = 1$ if $p = 0$, therefore $x = 2$
 $a = -1$ if $q = 0$, therefore $x = 3$
 and $a = 0$ if $q = 0$, therefore $x = 3$

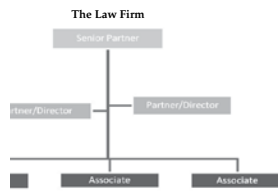
CHAPTER ONE

the doors: a law firm

South Africa is nothing like the television shows. The its are few and far between, and it takes many years of ou can buy that fancy red car you've always had your eye

try to complete some vacation work (or 'vac work') while rrsity, since experience is the best teacher. Ask the faculty ersity about this. Another useful thing to do is visit the aw firms as most of them have details about vac work udnets. Many firms hire their candidate attorneys (CAs) f students who complete vac work with them so this can

any vac work or spent any time in a law firm, this is the



Header X - you are here!

um

difficult but it is best to monitor each group because it is all ing and organising themselves. If the learners are unsure or might complete the task incorrectly and think it is complicated, could rather intervene before it reaches this point and keep the k. This intervention will prevent the groups doing the work I having to redo it as this is a demoralising process.

t rubric

g assessment rubric: the level descriptors for levels 1, 4 and xamples. Based on your knowledge of your learners and the actual task you set for them, you will be able to fill in the rcriptors as required. This rubric assesses the whole group's ot you could also make one that assesses the individual ubitions.

Not observed	Elementary achievement 2	Modest achievement 3	Adequate achievement 4	Substantial achievement 5	Noteworthy achievement 6	Distinguished achievement 7
1 00-29	2 30-39	3 40-49	4 50-59	5 60-69	6 70-79	7 80-100
Does not own or own little wireless environmental camera	Shows some awareness of environmental concerns, but it is not always followed through	Shows awareness of environmental concerns, but it is not always followed through	Shows awareness of environmental concerns, but it is not always followed through	Shows awareness of environmental concerns, but it is not always followed through	Shows awareness of environmental concerns, but it is not always followed through	Shows awareness of environmental concerns, but it is not always followed through
Does not take, talk or take or discuss any real chosen adapted was suitable	Chose a suitable fairy tale, talk, take, talk or discuss any real chosen adapted was suitable	Chose a suitable fairy tale, talk, take, talk or discuss any real chosen adapted was suitable	Chose a suitable fairy tale, talk, take, talk or discuss any real chosen adapted was suitable	Chose a suitable fairy tale, talk, take, talk or discuss any real chosen adapted was suitable	Chose a suitable fairy tale, talk, take, talk or discuss any real chosen adapted was suitable	Chose a suitable fairy tale, talk, take, talk or discuss any real chosen adapted was suitable
Does not use resources at all or not appropriate	Most resources used were adequate, but at times they detracted from the performance	Most resources used were adequate, but at times they detracted from the performance	Most resources used were adequate, but at times they detracted from the performance	Most resources used were adequate, but at times they detracted from the performance	Most resources used were adequate, but at times they detracted from the performance	Most resources used were adequate, but at times they detracted from the performance
Does not work actively as team and I do not meet y of the address	Mostly worked effectively as a team and most of the address	Mostly worked effectively as a team and most of the address	Mostly worked effectively as a team and most of the address	Mostly worked effectively as a team and most of the address	Mostly worked effectively as a team and most of the address	Mostly worked effectively as a team and most of the address

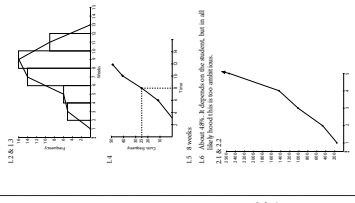
Chapter 11 - Euclidean Geometry

Practice Exercise 11.1 (page 153)

1. $\angle A = 110^\circ$, $\angle B = 70^\circ$, $\angle C = 10^\circ$
 2. $\angle A = 110^\circ$, $\angle B = 70^\circ$, $\angle C = 10^\circ$
 3. $\angle A = 110^\circ$, $\angle B = 70^\circ$, $\angle C = 10^\circ$

Revision Exercise - Data Handling

1. $Q_1 = 5$, $Q_3 = 9$
 2. $Q_1 = 5$, $Q_3 = 9$
 3. $Q_1 = 5$, $Q_3 = 9$



acetylene equipment

dipped into the paste and powder fluxes, although the re-coated with the paste by brushing it onto the rod just

capable of oxygen cylinder yinder required for ally cylinders can be y side by side, but where on plant with access gways the single trolley

ubber tires or steel rim nders are held in place ported on the bottom th.

ould be checked for leaks g is attempted. Whilst detected by its distinctive levels of less than 2%)

est carried out applying a detergent (soap) in water solution from one of the gas supply companies. It is s using a brush and the escaping gas will form bubbles, leak, the area should be cleaned to remove the residue t solution.

abricants like oil or grease on threads of oxygen bottles contains about 21% oxygen. Without oxygen we would nutes. It may be hard to believe, but oxygen can also be

and explosion.



Figure 7.11 Picture of cylinder trolley

NDIMA YOKUQALA UMBONISO WOKUQALA

nulwa kwezikolo)

Zititshala, mandiqale ndenjenje, ndibulela kakhulu ukuba ngawo lo mhlaba wokuwulwa kwezikolo sibe sibuye sonke sisaphelile kungekho namnye obuye enomkrwelo. Ndiyabona notitshala uThona unakhi noko uyabonakala ukuba eziphethetho okanye ebephethe kakuhle ekhayeni, nezidiele ezi zitsho zatatum.

(*Qhuzu, bahleke bonke*) Orayt, orayt ndisatsho zititshala ndibulela ubukho beru nisaphelile ngolwala hlobo ndinazi ngalo. (*athinte isikhohlela*)

Ndiyagonda nonke nyafunisekela ukuba bobuphi obu buso ningabughelanga buhleli apha ecaleni kwam. Lo ke ngutitshala uZolile Sigculelo okhaya liseKapa, uza kuhlohla izifundo zeMali ukutsho oko iHistory kwagrade 11 no grade 12. Kwakhona ahlolhe iBusiness economics kwgrade 10, endithemba ke ukuba nakumphatha kakuhle njengesiqhelo. Phofu nam sendisitsho nje kuba lisilo lalapha eChibini linempandla ukuba ziimvuzemvuzabazadlezana ingakumbi kubafiki. (*Ebhokisa kuSigculelo*) Khulula ibhanyi yakho mnumzana uSigculelo kusekhaya nalapha, lusapho lwakumi olu. into ongayiqondiyi uyibuze kwakubo aba, ize ithi ukuba iyaboyisa uze apha kum. Enkosi.

Titshala uThona ndakucela nje ukuba undincedise ukubhalisa aba bafundi bafakayo. (*Bahambe*) (*Ehlabela uNontembiso*) Yhu ntombi uyabomona na wethu? intle izwana ayinasiphako, ithi ndingje.

Mhle ntombi ndithi into yasezintu yaziqigbezela ngelaselemlungwini, inixbe kakuhle ntombi.

Awu! nyawukani zintombi zaseChibini ninganyathelwa, mhlawumbi kugilwane zigizidimi, izijoli noorhalazincame kufuniselwa ukuba intlaka yokuwele kumfomo kabani na.

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The collage features several educational documents:

- Mathematics Worksheets:**
 - Chapter 2: Functions and Graphs** (Page 27): Includes an example of finding the inverse of a linear function $y = -2x + 3$, a graph of a parabola, and a section on the 'vertical line test' for functions.
 - Lesson 3: Find the difference** (Page 73): Contains exercises for finding differences between numbers and assessing performance.
- Chemistry Teacher's Guide** (Page 8): A guide for Grade 8 chemistry lessons.
- Physics Textbooks:**
 - Boqonnaa 1: Fiiziksii fi safara** (Page 8): A physics textbook section with multiple-choice questions on area and volume.
 - Assessment: Term 1** (Page 88): A test paper with various math problems, including area calculations and geometry.

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Lesson plan format for teaching notes

Teaching notes for all the units covered in the four terms are provided – in lesson plan format! They give you essential information to make your teaching easy.

The screenshot shows a lesson plan for 'Lesson 4: 10 less or 100 less' from the Learner's Book, page 17. The plan includes sections for 'Mental maths', 'Introduction to lesson', 'Lesson focus', 'Answers', and 'Challenge'. Annotations highlight key features:

- 5. Includes resources and activities for Foundations for Learning:** Points to the 'Platinum components for this lesson' section, which includes a '100 less or 100 less' activity grid and a 'Platinum' activity.
- 6. Detailed step-by-step guidance for every lesson – Read and Teach!:** Points to the 'Introduction to lesson' and 'Lesson focus' sections, which provide detailed instructions for the teacher.

Formal Assessment Tasks

The screenshot shows 'Term 2 Formal Assessment Task 1' (for cover Units 6 and 7). It includes a 'Name: _____ Date: _____' field and three activities:

- Activity 1:** Repeat the months from January to December for 5 years. Repeat the days from Monday to Sunday for 5 weeks.
- Activity 2:** The rule is add 5. Count from 73. The rule is add 11. Count from 25. The rule is subtract 2. Count from 200. The rule is add 4. Count from 23. The rule is subtract 9. Count from 216.
- Activity 3:** On the next page, make your own pattern using these items: a) shapes, b) colours, c) your own idea. Write a sentence about each pattern.

Photocopiable Formal Assessment Task worksheets for the whole year are included, together with Memos and recording tools. In addition, the course includes assessment at the end of each term.

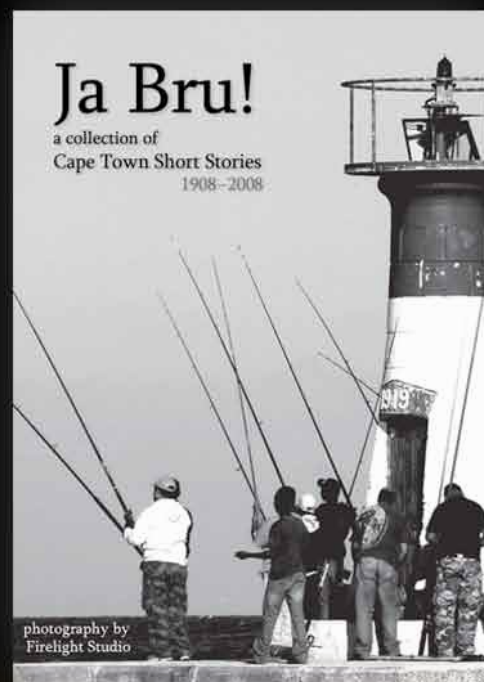
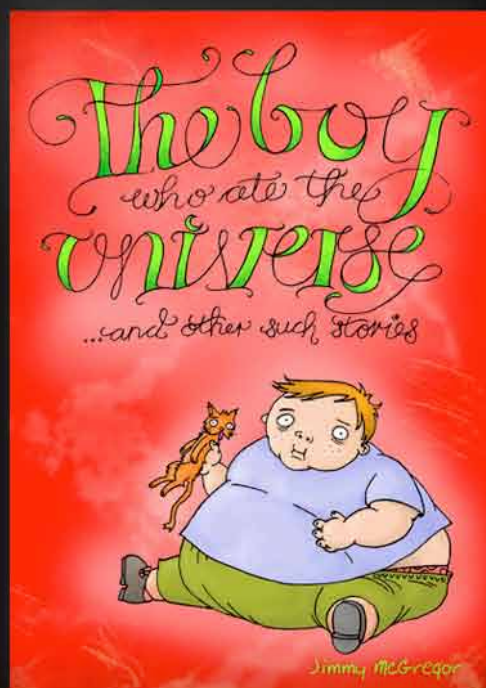
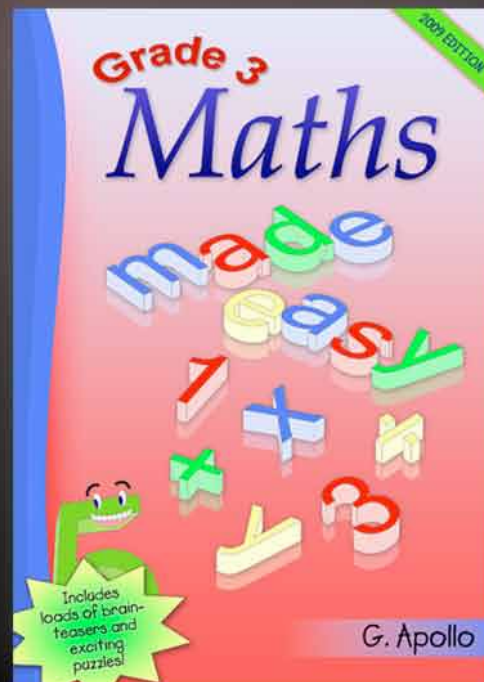
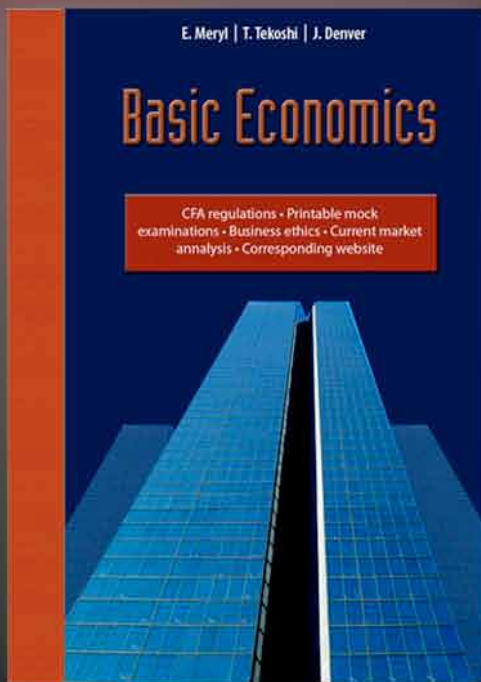
Formal Assessment Task – Memos

The screenshot shows 'Term 1 – Formal Assessment Task Memos'. It contains two columns: 'Formal Assessment Task' and 'Memos'. The 'Formal Assessment Task' column includes a grid for recording answers to various questions. The 'Memos' column includes a grid for recording observations and feedback for each student.

A4 printable versions of the Formal Assessment Memos are available on the e-planner CD-ROM

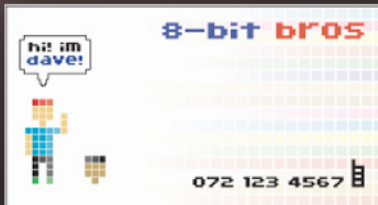
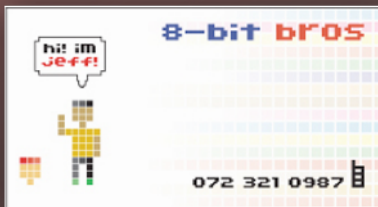
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business card and flyer concepts

magazine cover concept



clothing label logo



ILLUSTRATION

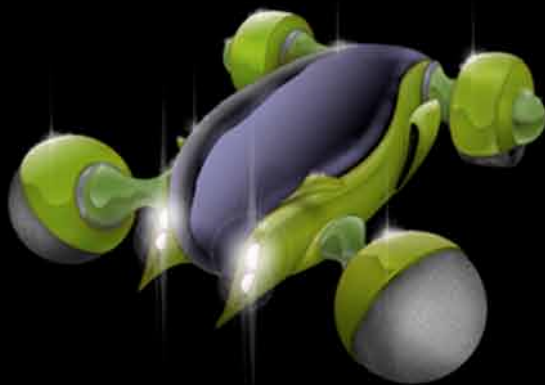
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MWEB Online
character design



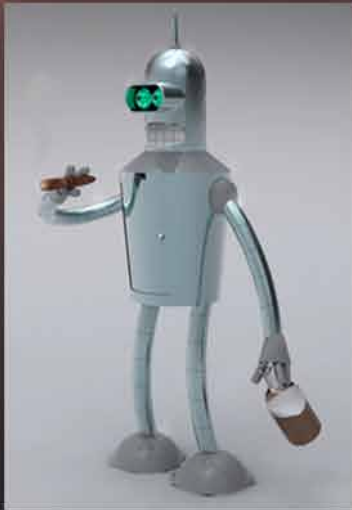
sci-fi car concept



comic book character design

3D CONCEPTUALISATION

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3D modeling and rendering/
ray-tracing tests

