

Q3 Academy Langley

Quest for Knowledge Booklet

Year 9 – Cycle One

This pack has been put together by your core Learning Consultants.

It contains lots of information that will support you in your learning outside of the classroom.

Use it when you have either completed your Independent Learning, or if you want to stretch yourself further.

Some strategies to help maximise how you use this pack:

- Copy out information to help you learn;
- Test yourself on information (Look-Cover-Test-Check);
- Read through the pack silently to deepen your understanding.

Student Name:

Company:

Tutor:



**ACADEMY
LANGLEY**

Using your Quest for Knowledge Booklet

There are lots of ways to use your Quest for Knowledge booklets to supplement your learning in Core subjects.

If you complete your Independent Learning, you should learn your Quest for Knowledge for each Core subject you study – the information has been designed to support your learning.

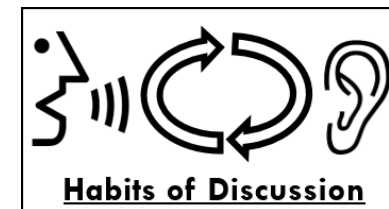
Strategies to use your Quest for Knowledge effectively:

Strategy	Guidance
Copying out – writing out information from the Q4K yourself.	<i>This strategy is useful for working through information systematically; it has its limitations though.</i>
Mind Mapping – writing a topic or key idea, and surrounding it with linked ideas or information.	<i>This strategy is a nice way to break down information, and draw links between them.</i>
Self-quizzing – cover information that you feel is learned, before testing yourself.	<i>This is an extremely effective strategy – as you get more confident, you can ask more difficult questions of yourself!</i>
Quizzing at home – parents/carers relatives take key information, and quiz you on it.	<i>This is similar to self-quizzing; make sure that whoever quizzes you pays close attention to accuracy of your answers!</i>
Blurting – write a topic or key idea, before writing everything you can think of. Then, check to see what you know and have missed.	<i>This is a great way to find the gaps in your knowledge; give it a try!</i>
Flash-cards – on a small piece of paper or card, write a question or term. On the back, write the answer or definition. Test yourself, or get tested by someone!	<i>Flash cards are particularly useful for remembering key terminology, vocab or dates.</i>

<p style="text-align: center;"><u>Agreement Prompts:</u></p> <ul style="list-style-type: none"> • “I agree with Jason because...” • “I was just thinking of something similar to Maria’s point about...” • “Grace’s point makes sense because...” • “I think that the strongest part of Taz’s response was...” • “Nelam’s point about ____ was important because it...” 	<p style="text-align: center;"><u>Disagreement Prompts:</u></p> <ul style="list-style-type: none"> • “I disagree with Chris because...” • “I think it’s more complex than what you’re saying, Alice, because...” • “I understand why you’d say that Naresh, but...” • “There’s another piece of evidence that contradicts Rosie’s point...” • “I see things differently to Shara because...” • “The evidence I’ve looked at suggests something different to Ben’s response...”
<p style="text-align: center;"><u>Add to Prompts:</u></p> <ul style="list-style-type: none"> • “I’d like to elaborate on Jade’s idea...” • “I’d like to build on Kate’s point...” • “There’s another example of what Theo is talking about...” • “You could also add that...” • “The thing that I think is missing from Charlie’s point is...” • “I understand, and would like to add...” • “Is it fair to say that...” • “If we change Jess’ point just a little, we could add...” • “Alex’s point about _____ was good but I’d also add...” 	<p style="text-align: center;"><u>Paraphrasing:</u></p> <ul style="list-style-type: none"> • “Another way you may interpret that is...” • “Put another way, Brian is saying...” • “So Nyasha is saying that...” • “It is fair to say that Chris believes...”

Habits of Discussion

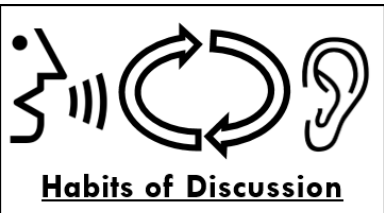
French



<u>Agreement Prompts</u>	<u>Disagreement Prompts</u>
<ul style="list-style-type: none"> • “Je suis d’accord avec _____ parce que...” – I agree with _____ because... • “Je suis du même avis que...” – I am of the same opinion as... • “Sans doute ton point est vrai _____ parce que...” - There is no doubt that your point is true because... • “ Selon moi, ta idée est... convaincante/puissante/pertinente _____ parce que...” – In my opinion, your idea is... Convincing/powerful/relevant because... • “Je prends le parti de _____ parce que...” – I take the side of _____ because... • “J’abonde dans le sens de _____ parce que...” – I agree wholeheartedly with... • “J’accepte sans équivoque l’avis de _____ parce que...” 	<ul style="list-style-type: none"> • “Je ne suis pas d’accord avec...” – I disagree with... • “Je pense que c’est plus compliqué/complexe que ce que tu as dit _____ parce que...” – I think that it is more complicated/complex than what you have said • “Je comprends ce que tu veux dire _____ mais...” - I understand what you are trying to say but... • “J’ai un avis différent à _____ car...” – I am of a different view to _____ as... • “Je suis désolé(e) _____ mais à mon avis...” – I am sorry but in my opinion... • “Je suis contre le point de _____ parce que...” – I am against _____’s point because... • “Le point de _____ ne dépasse pas la surface des choses parce que...” _____’s point skims the surface because... • Je refute le point de _____ parce que... I reject this point because... • Je condamne nettement le point de _____ parce que... - I condemn outright _____’s point because... • Je crois que c’est tout le contraire – I believe that exactly the opposite is true • Je suis (fermement) opposé(e) à l’avis de _____ parce que... - I am firmly opposed to _____’s opinion because
<u>Add to Prompts</u>	<u>Paraphrasing</u>
<ul style="list-style-type: none"> • “En plus, on pourrait dire que...” – In addition, one could say that... • “Le point de _____ était vrai mais je voudrais ajouter quelque chose...” - _____’s point was true but I would like to add something... • “En cela s’ajoute”... - In addition there is... • “Par ailleurs, Je voudrais dire que”... - Furthermore, I would like to say that... 	<ul style="list-style-type: none"> • “En d’autres termes _____ dit que...” – In other words, _____ said that... • “Cela revient à dire que” – This amounts to saying that... • “Pour résumer le point de _____...” – To summarise _____’s point... • “Autrement dit...”- In other words... • “Autant dire que...” – In other words... • “En fin de compte...” – At the end of the day... • J’en reviens toujours là...” I come back to the point that... • J’ai déjà constaté/dit que...” – I have already said that...

Habits of Discussion

Spanish



<p><u>Agreement Prompts</u> <u>Respuestas de acuerdo</u></p> <ul style="list-style-type: none"> • Estoy de acuerdo con _____ porque... I agree with _____ because... • Tengo la misma opinión que... I have the same opinion as... • No hay duda, tu punto de vista es verdad porque... There is no doubt that your point is true because... • En mi opinión, tu idea es convincente / poderosa / relevante porque... In my opinion, your idea is convincing/powerful/relevant because... • El punto de vista de _____ tiene sentido porque... _____ point makes sense because... 	<p><u>Disagreement Prompts</u> <u>Respuestas de desacuerdo</u></p> <ul style="list-style-type: none"> • No estoy de acuerdo con _____ I disagree with _____ • Pienso que eso es mas complicado/complejo que lo que has dicho porque... I think that it is more complicated/complex than you have said because... • Entiendo lo que dices pero... I understand what you are trying to say but... • Lo siento pero en mi opinión... I am sorry but in my opinion... • Estoy en contra de _____ porque... I am against _____'s point because... • Veo las cosas diferentes a _____ porque... I see things differently to _____ because...
<p><u>Add to Prompts</u> <u>Añadimos las respuestas</u></p> <ul style="list-style-type: none"> • Además, puedo decir que... In addition, I could say that... • El argumento de _____ era verdad pero me gustaría añadir algo... _____’s argument was true but I would like to add something... • Además, hay... Also, there is... • Entiendo, y me gustaría añadir... I understand, and would like to add... 	<p><u>Paraphrasing</u> <u>Parafrasear</u></p> <ul style="list-style-type: none"> • En otras palabras _____ diría que... In other words, _____ said that... • Así que _____ esta diciendo que... So _____ is saying that... • Para resumir el punto de vista de _____... To summarise _____’s point... • En otras palabras... In other words...

Capital Letters

Rule	Example
Start of a sentence.	London is the capital of England.
Proper noun – specific names, places, ideas of organisations	The capital of England is London.
Days of the week, and months	Monday; January
Acronyms or initials	Dr. Badyal; SLANT
Personal pronoun 'I'	Should I bring in my P.E kit?

Frequent misconceptions:

- The most common mistake with capital letters is not placing them at the start of a sentence.
- Another common mistake is when people forget to capitalise their proper nouns.
- A less common mistake is when people place capital letters in the middle of sentences when it is not needed.

Common nouns:

We know that we should capitalise proper nouns. However, common nouns do not have to be capitalised. A common noun is a noun used to name common things, such as animals, objects and ideas. Every sentence needs a common noun to make sense, but unless they appear at the start of a sentence, they do not need to be capitalised.

Punctuation

Type	When to use:
Full Stop .	<ul style="list-style-type: none"> End of a sentence. After an abbreviation – Mr. Lee; Dr. Badyal.
Commas ,	<ul style="list-style-type: none"> Before FANBOYS (<i>for, and, nor, but, or, yet, so</i>) If WWABBIT starts a sentence – <i>in the middle</i>. After –ly adverb at the start of a sentence. To embed a subordinate clause – <i>extra information after a noun</i>.
Apostrophe '	<ul style="list-style-type: none"> Indicates possession – <i>before the 's' if singular; after if plural</i>. Indicates a contraction to replace missing letters – <i>I'm; you've; let's; don't</i>.
Semi-colon ;	<ul style="list-style-type: none"> Replace a comma/FANBOYS combination. Before an adverb/connective when linking sentences – <i>We transition in silence; therefore, no time is wasted</i>. Connect two sentences that have a link in their meaning, or add on to each other. Separate items in a list.
Colon :	<ul style="list-style-type: none"> Introduces a list. Introduces a quotation. Indicates that the sentence that follows explains or proves the first. Replaces 'because'. Separates a main title from a subtitle – Q3 Academy Langley: <i>The Path to Success</i>.
Dash -	<ul style="list-style-type: none"> Signals additional information in a sentence – can be used with embedded clauses.
Hyphen -	<ul style="list-style-type: none"> Can join compound or 'spate' word, or noun/adjective/verb combinations, which make an adjective (<i>spine-tingling</i>).
Question Mark ?	<ul style="list-style-type: none"> Indicates a question – <i>look for interrogative verbs (who; what; where; when; why; how) and modal verbs followed by a pronoun</i>.
Exclamation mark !	<ul style="list-style-type: none"> Indicates that the sentence expresses heightened emotion.

Homophones

Homophone	Rules	Example
There	There is a location. Here is also a location. <u>There</u> must have a <u>here</u> .	Place your coats over <u>there</u> .
Their	A <i>pronoun</i> – Their has an 'I'; 'I' is a pronoun.	<u>Their</u> appreciation was well thought out.
They're	A <i>contraction</i> of 'they are'. Try putting ' <u>they are</u> ' in your sentence to see if it makes sense!	<u>They're</u> (they are) going to transition to the Sports Hall.
Whether	Conjunction to indicate choice. There's no need to choose which ' <u>h</u> ' to lose – 'whether' has two.	You must decide <u>whether</u> you want a jacket potato for lunch.
Weather	<u>A</u> tmospheric state. ' <u>wea</u> ther' = <u>a</u> tmosphere.	It looks like we could have cold <u>weather</u> today.
Have	Verb showing ownership. <u>Have</u> is used as a <i>contraction</i> – could've, would've, should've. Try putting the full word to check for sense.	I should <u>have</u> remembered my purple pen!
Of	A <i>preposition</i> , which expresses the relationship between a part and a whole.	Who will be the Star <u>of</u> the Lesson today?
Which	<i>Relative pronoun</i> used when writing about a thing or making a choice.	<u>Which</u> company do you belong to?
Witch	A <i>noun</i> . The ' <u>t</u> ' is the <u>wi</u> ch on their broom.	What does the <u>witch</u> say in the opening scene of Macbeth?
Your	Pronoun meaning belonging to you.	Put <u>your</u> pens down please!
You're	A <i>contraction</i> of ' <u>you are</u> '. Try putting 'you are' in your sentence to see if it makes sense!	I don't know if <u>you're</u> getting a Q-Point or not.
To	A <i>preposition</i> expressing motion in direction of a location. (One 'o')	Transition, in silence, <u>to</u> your next lesson.
Too	Excessive or more - add another 'o'. To mean also, add another 'o'.	You can fulfil that role on your Family Lunch table <u>too</u> !
Two	The number in word form – one more than one!	<u>Two</u> plus three is five.

Commonly Misspelled Words

Word	Rule or Tip	Word	Rule or Tip
Achieve	A-chi-eve.	Happiness	In order to gain happiness, you must replace the 'y' with an i.
Aggressive	If you 'grr' and 'hiss' aggressively when you say this word, you will hear that you need two gs and two s's .	Immediately	Immediately mediate between the prefix -im and the suffix -ly .
Apparently	A pparently, a parent named their children ap and ly .	Independent	Independent is so independent it does not need an 'a'.
Argument	Think of the m breaking up an argument between the u and e .	Necessary	It is necessary for your shirt to have one Collar and two Sleeves .
Beginning	In the beginning, there were not one, not two, but three ns .	Occasion	O- cc -a-sion. Remember, two cs , one s .
Believe	Be-li-eve. Remember i before e .	Occurred	O- cc -u- rr -ed. Remember, two cs and two rs .
Completely	Com-ple-te-ly. Suffix is -ly .	Possession	Two s's at the beginning, two s's at the end.
Conscious	Remember, ' sci ' is in the middle; it means knowledge!	Preferred	Pre-fer-red. Remember, one f , two rs .
Definitely	Remember, ' ite ' not ' ate '.	Received	Remember, i before e except c when the sound is e .
Disappear	Dis-ap-pear. One s , two ps .	Referred	Re-fer-red. Remember, one f , two rs .
Disappoint	Dis-ap-point. One s , two ps .	Religious	Rel-igi-o-us. Suffix is -gious .
Embarrass	Emb-a-rr-a-ss. Two rs , two s's .	Sense	Sense cannot 'c', only sense. Suffix is -se .
Environment	En-vi-ron-ment. Remember, n before the m .	Tomorrow	You need to choose: Tom-or-row? Remember, one m , two rs .
Familiar	Fami-liar. Suffix is -iar .	Unfortunately	Un-for-tun-ate-ly. Suffix is -ely .
Friend	Fri-end. Fri the end of friend. Remember, i before e .	Until	Until has only un I .
Government	Govern-ment. Remember, n before the m .		
Happened	Hap-pen-ed. Suffix is -ened .		

Structure - The arrangement of story elements according to purpose, style and genre. The structure of a text is carefully considered by the author to make sure their intended meaning is conveyed.

Below is a list of key terminology to focus on when looking at how texts are structured:

Term	Definition
Chronological	Structured in order of time.
Circular/Cyclical Narrative	A text that ends in a similar situation than it started.
Cliffhanger	Where a text ends on an unresolved situation.
Climax	Where the drama in a text comes to its highest point.
Conclusion	Where the action of a narrative comes to an end.
Denouement	Where different storylines are brought together and resolved.
Dialogue	When one (or more) characters speak to each other.
Discourse Marker	A language signpost, either continuing or changing direction.
Disequilibrium/Instability	Where an established situation is changed from the normal.
Dual Narrative	When two characters' stories are told alongside each other.
End Point	The final part of a story (not always the ENDING!)
Equilibrium/Stability	Where an established situation is shown to us.
Exposition	A character's back story or scene/world setting takes place.
Falling Action	After the Climax, where a story moves to the Conclusion.
First Person Perspective	Use of first person pronouns ('I, me, my') – personal/biased.
Flashback (analepsis)	Adding events from before a story takes place.
Flash-forward (prolepsis)	Moving forward to after a story's conclusion.
Focus	Where the writer wants us to pay attention.
Foreshadowing	When a later event is hinted at earlier in a story.

Structure - The arrangement of story elements according to purpose, style and genre. The structure of a text is carefully considered by the author to make sure their intended meaning is conveyed.

Below is a list of key terminology to focus on when looking at how texts are structured:

Term	Definition
Inciting Incident	Something that leads characters to a conflict.
Internal Dialogue	Where a character debates or speaks to themselves.
Introduction	Where characters are established, as well as relationships and scene setting.
Intrusive Narrator	Where a Third Person Narrator gives judgement and opinion whilst telling the story.
Narrator	A figure (not necessarily a character) who tells a story.
Omniscient Narrator	A Third Person Narrator that knows everything.
Panoramic	When a scene is described from all angles.
Rising Action	After the Inciting Action, the movement to the Climax.
Starting Point	The first of part of a story (not always the START!)
Story Arc	A story's journey from Introduction to Denouement.
Temporal Shift	A movement in time.
Third Person Perspective	A story told from a figure outside, watching. Can be informative but impersonal.
Transformation	A change in a character or situation.
Transition/Shift	A movement from one situation/state to another.
Turning Point	A moment when a story changes dramatically.
Zoom In	When a story closes in on an individual setting or character, generally of high importance.
Zoom Out	When a story moves away from one character or setting and describes something wider.

Key Characters – Animal Farm

Character Name	Species	Key Words Linked to Character
Mr. Jones	Human	<i>Lazy; incompetent; cruel; negligent; alcoholic; unintelligent</i>
Old Major	Pig (Middle White Boar)	<i>Venerable; visionary; inactive; inspirational; radical; privileged</i>
Snowball	Pig (Boar)	<i>Radical; visionary; leader; determined; passionate; intellectual; brave; intelligent; articulate; logical; privileged; scapegoat</i>
Napoleon	Pig (Berkshire Boar)	<i>Radical; leader; forceful; determined; greedy; privileged; selfish; gluttonous; avaricious; capricious; ruthless; protean</i>
Squealer	Pig (Porker)	<i>Manipulative; articulate; disingenuous; duplicitous; unscrupulous; obsequious; sycophantic; casuistic; voluble</i>
Boxer	Horse (Cart horse)	<i>Strong; strong-willed; loyal; unintelligent; ardent; devoted; patriotic; steadfast; dim-witted; victim.</i>
Clover	Horse (Cart horse)	<i>Caring; acquiescent; thoughtful; kind; emotional; inert; supine</i>
Mollie	Horse (Filly)	<i>Frivolous; lazy; lackadaisical; shallow; narcissistic; vainglorious; naïve; sophomoric</i>
Benjamin	Donkey	<i>Cynical; intelligent; sceptical; misanthropic; pessimistic; sardonic</i>
Moses	Raven	<i>Sarcastic; devious; mischievous; roguish; divisive; intelligent; articulate</i>
Mr. Whymper	Human	<i>Intelligent; greedy; deferential; wilfully ignorant; venal; mercenary</i>
Mr. Frederick	Human	<i>Vicious; cruel; calculating; greedy; ambitious; shrewd</i>
Mr. Pilkington	Human	<i>Gentle; amiable; ambitious;</i>

Key Themes – Animal Farm

Theme – The main idea or underlying meaning a writer explores in a novel. Themes can be conveyed using characters, setting, dialogue, plot, or a combination of all of these elements.

Theme and Definition	Linked characters	Where do we see it?
<p>Leadership</p> <p><i>The act of influencing others to a vision or goal.</i></p>	<p>Mr. Jones; Old Major; Snowball; Napoleon</p>	<ul style="list-style-type: none"> Mr. Jones' poor management of Manor Farm. Old Major's speech to the animals on Manor Farm, which inspires the Rebellion. Napoleon, Snowball and Squealer's control of the farm and teaching of Animalism. Napoleon's control of Animal Farm. Boxer's unwavering commitment and devotion on the farm as an example to other animals.
<p>Dreams/ Hope/ Ambition</p> <p><i>To see something beyond the present as an aim or goal.</i></p>	<p>Old Major; Snowball; Napoleon; Boxer; Squealer</p>	<ul style="list-style-type: none"> Old Major's speech to the animals on Manor Farm, which inspires the Rebellion. The singing of 'Beasts of England'. The writing of the Seven Commandments. The success of the first harvest after Mr. Jones' expulsion. Moses' encouraging the animals to believe in Sugarcandy Mountain.
<p>Oppression</p> <p><i>To limit someone's freedom to do something.</i></p>	<p>Napoleon; Squealer; Mr. Jones</p>	<ul style="list-style-type: none"> Mr Jones' neglect of the animals and poor management of Manor Farm. Old Major's speech, which highlights the oppression of the animals under Mr. Jones. Squealer's use of rhetoric in his speeches to manipulate and control the animals on the farm. Napoleon's leadership, which resembles a dictatorship, of Animal Farm (from Chapter Five onwards).
<p>Violence/ Aggression/ Conflict</p> <p><i>To use physical means to achieve an aim, possibly in an extreme manner.</i></p>	<p>Old Major; Snowball, Mr. Jones; Napoleon; Mr. Frederick</p>	<ul style="list-style-type: none"> Mr. Jones' use of violence against the animals, including whips. The Rebellion and expulsion of Mr. Jones from the farm. The Battle of the Cowshed between Animal Farm and Mr. Jones. Conflict between Snowball and Napoleon after Mr. Jones' expulsion. The expulsion of Snowball from the farm using the dogs. The executions of animals believed to be in league with Snowball. The Battle of the Windmill between Animal Farm and Mr. Frederick

Key Themes – Animal Farm

Theme – The main idea or underlying meaning a writer explores in a novel. Themes can be conveyed using characters, setting, dialogue, plot, or a combination of all of these elements.

Theme and Definition	Linked characters	Where do we see it?
<p>Faith</p> <p><i>To believe in something bigger than yourself as true and right.</i></p>	<p>Old Major; Snowball; Napoleon; Squealer; Boxer</p>	<ul style="list-style-type: none"> • Old Major's speech to the animals on Manor Farm, which inspires the Rebellion. • Napoleon, Snowball and Squealer's teaching of Animalism, which gives the animals faith for a better future. • Squealer's persuasive speeches to the animals to motivate them to work and encourage them to have faith in Napoleon. • Snowball's plans for the Windmill. • Boxer's dedication to the farm ('I will work harder!').
<p>Deception/ Corruption</p> <p><i>To intentionally trick people into believing something that is not true/ wilfully breaking the rules for personal gain.</i></p>	<p>Napoleon; Squealer; Mr. Whymper; Mr. Frederick; Mr. Pilkington; Moses</p>	<ul style="list-style-type: none"> • The pigs' decision to keep the milk and apples for themselves. • Squealer's persuasive speeches to the animals to manipulate them and control them. • Moses' description of Sugarcandy Mountain so that the animals believe there is a better life waiting for them. • Napoleon's use of the dogs against Snowball, after taking them away from their mothers. • The changing of the Seven Commandments to benefit only the pigs. • The failed trading negotiations with Mr. Frederick, through Mr. Whymper. • Squealer's description of Boxer's death to the animals. • The pigs' leadership, which resembles Mr. Jones, at the end of the novella.
<p>Order/ Rules</p> <p><i>Systems, structures and processes that have been established and need to be followed.</i></p>	<p>Snowball; Napoleon; Squealer; Mollie; Benjamin</p>	<ul style="list-style-type: none"> • The inscribing of the Seven Commandments on the barn wall. • Napoleon, Snowball and Squealer's control of the farm and teaching of Animalism. • Mollie's struggle to accept the new rules and leaving the farm. • Napoleon's introduction of new policies on the farm that only benefit the pigs, including food rations and working hours. • The changing of the Seven Commandments. • Benjamin's refusal to challenge any corruption on the farm (despite noticing it), and continue following orders.

Key Themes – Animal Farm

Theme – The main idea or underlying meaning a writer explores in a novel. Themes can be conveyed using characters, setting, dialogue, plot, or a combination of all of these elements.

Theme and Definition	Linked characters	Where do we see it?
<p>Naivety</p> <p><i>Believing all things easily, without questioning whether or not they are right or wrong.</i></p>	<p><i>Mollie; Snowball; Clover; Boxer</i></p>	<ul style="list-style-type: none"> <i>The animals' belief that they are treated equally under the pigs' leadership.</i> <i>The animals' acceptance of Snowball as a traitor.</i> <i>Snowball's inability to see Napoleon as a threat.</i> <i>Boxer and Clover's unwavering commitment and devotion to the farm without question.</i>
<p>Intelligence</p> <p><i>The capacity to think and make connections, and understand ideas.</i></p>	<p><i>Old Major; Snowball; Napoleon; Squealer; Moses; Benjamin; Boxer</i></p>	<ul style="list-style-type: none"> <i>Old Major's dream of Animalism shared with the animals during his speech.</i> <i>Snowball's plans to build a windmill and educate the animals on the farm.</i> <i>Benjamin's ability to read and write, and understanding of the pigs' deception.</i> <i>Moses using Sugarcandy Mountain to support the pigs' control of the farm.</i> <i>Boxer beginning to question the actions of the pigs and their claims against Snowball.</i> <i>Napoleon's use of the dogs to expel Snowball from the farm.</i> <i>Squealer's use of rhetoric in his speeches to manipulate the animals and help Napoleon remain in control.</i>
<p>Power</p> <p><i>The capacity to make decisions that need to be followed, and enforce those decisions.</i></p>	<p><i>Snowball; Napoleon; Mr. Jones; Squealer</i></p>	<ul style="list-style-type: none"> <i>Mr. Jones' power of the animals in Chapter One.</i> <i>Battle for power during the Battle of the Cowshed against Mr. Jones and his men.</i> <i>Snowball and Napoleon's battle for power on the farm.</i> <i>Squealer's use of rhetoric in his speeches to manipulate the animals and help Napoleon remain in control.</i> <i>Napoleon's changing of the policies and Commandments to maintain power and benefit the pigs.</i>
<p>Manipulation</p> <p><i>The act of deliberately twisting someone's mind into thinking what you want them to.</i></p>	<p><i>Napoleon; Squealer; Moses; Mr. Whymper; Snowball</i></p>	<ul style="list-style-type: none"> <i>Squealer's use of rhetoric in his speeches (across the novella) to manipulate the animals and help Napoleon remain in control.</i> <i>Moses using Sugarcandy Mountain to encourage the animals to work hard for a better life ahead.</i> <i>Napoleon's manipulation of Mr. Whymper to conceal the famine on Animal Farm.</i>

Summary of Events – Animal Farm

Chapter	Main Events
One (I)	<p>Mr. Jones, a neglectful farmer who owns Manor Farm, locks the hen houses, but forgets to shut the pop-holes. After Mr. Jones has gone to bed, the animals assemble one by one into the big barn to listen to Old Major's speech. Joining him, below are: the dogs; Bluebell, Jessie and Pincher; the pigs (who sit right in front of the platform); the hens, on the windowsills; the pigeons, in the rafters; the sheep and cows (who sit behind the pigs and chew the cud); Boxer and Clover, the two cart-horses – Boxer is strong and respected (yet slow-witted) and Clover is a maternal figure; Muriel, the white goat; Benjamin, the ill-tempered (but intelligent) donkey; some ducklings who had lost their mother (Clover forms a protective shield for them with her leg); Mollie, the shallow and vapid white mare, and finally, the cat, who simply wants somewhere warm to sleep. Old Major believes he will die soon and declares that the animals have a terrible existence under Mr. Jones' leadership. He explains that they are starved, worked to the point of exhaustion and are slaughtered when they can no longer work for humans. Old Major lists what humans have taken from the animals for their own benefit (such as milk, eggs and meat), and calls for a rebellion against slavery inflicted by their masters (humans). He teaches them a song he heard in his dream, called <i>Beasts of England</i>, which serves as a rallying cry for all animals to rebel against their human masters. The animals respond positively to the song until Mr. Jones wakes up and fires his gun, which scares all of the animals back to their sleeping-places.</p>
Two (II)	<p>Three nights after the meeting in the barn, Old Major dies in his sleep. The pigs (Napoleon, Snowball and Squealer) orchestrate the Rebellion and develop Old Major's vision into a political ideology called Animalism. After Mr. Jones gets drunk one night in June and forgets to feed the animals, one of the cows break into the food shed to eat. When Mr. Jones and his men whip the animals to force their obedience, the animals turn on them, attacking and forcing them from the farm. Mrs Jones, flings a few possessions into a bag and leaves another way. With the farm now theirs, the animals celebrate, running around the property, flinging the physical shackles down the well and burning items that degraded them (such as nosebags and reins). The animals are given extra food by the pigs, and the next morning, still revel in their new-found freedom. Snowball and Napoleon break into the house and it is agreed that both the house should remain preserved and no animal should ever live within it. After this, the pigs reveal that they have become literate, and change the name of Manor Farm to Animal Farm. In addition, they outline and write, on the side of the barn, their Seven Commandments which all animals must live by, as follows:</p> <ol style="list-style-type: none"> 1. Whatever goes upon two legs is an enemy. 2. Whatever goes upon four legs, or has wings, is a friend. 3. No animal shall wear clothes. 4. No animal shall sleep in a bed. 5. No animal shall drink alcohol. 6. No animal shall kill any other animal. 7. All animals are equal. <p>The animals are delighted, yet the cows complain because they need to be milked. With five frothing buckets of milk procured by the pigs, Napoleon sets the animals to the task of harvesting the crops on the farm. When they return, they notice that the milk has disappeared.</p>

Summary of Events – Animal Farm

Chapter	Main Events
Three (III)	The animals work incredibly hard on the harvest and the yield is enormous. On Sundays, there is no work for the animals – instead there is a celebration, where a flag is hoisted, and the Meeting takes place, where motions for the following week's work are put forward and debated. The pigs take centre stage in these debates, with Napoleon and Snowball in constant disagreement. Snowball tries to come up with various committees and initiatives, which mostly fail. However, many of the animals develop basic literacy abilities, though barely beyond letters of the alphabet. As a result, Snowball declares that the Seven Commandments can be summed up in one statement: 'Four legs good, two legs bad'. Rather than get involved with the committees, Napoleon takes the nine new-born puppies to the loft of the harness room- a place that can only be utilised by the pigs- to be educated by him personally. The mystery of the milk is cleared up: the pigs consumed it. Also, the pigs take the entire stock of apples from the orchard for themselves; Squealer persuades the other animals that this is necessary, as if the pigs aren't well-fed and kept in good health, Jones will return and enslave them again!
Four (IV)	Napoleon and Snowball use pigeons to spread the news of Animal Farm to other farms, with Mr Jones complaining loudly at the village pub. It turns out that two rival farms; Foxwood (owned by Mr Pilkington) and Pinchfield (owned by Mr Frederick), who never seem to be able to agree with each, spot an opportunity to take advantage of Jones' misfortune. They fear a similar uprising on their own farms and believe the song <i>Beasts of England</i> prophesised mankind's future doom. One day, Jones, his men and men from Pinchfield and Foxwood, enter the farm to take it back. In a vicious battle, where Snowball (who leads the defence) sustains a gun wound, and a sheep dies, the animals are victorious, sending the men scrambling for the gates. After 'The Battle of the Cowshed' (as it is now called), a new award is created – 'Animal Hero, First Class', which is conferred on Snowball and Boxer. A 'Second Class' is given to the deceased sheep.
Five (V)	Mollie, the shallow white mare, leaves the farm to become a show-piece outside a pub and is not mentioned on the farm again. The winter ground begins to harden and the pigs become the ultimate decision-makers on the farm. Snowball and Napoleon continue to argue; Snowball seeks to come up with innovative schemes to develop the farm, whilst Napoleon is quietly pessimistic. The most spectacular of Snowball's schemes is the idea of a windmill, which would make the farm much more productive; Snowball plans out the windmill in detail. Napoleon is strongly against the idea. With regards to defence, Snowball and Napoleon disagree again. Snowball believes that the best route is to continue to spread the message of rebellion; Napoleon believes that the best route is to train the animals in the use of firearms. On the day of the unveiling of the plans (which are met with unanimous approval by the other animals), Napoleon releases his dogs, who have transformed into savage beasts, to chase Snowball away from the farm. Napoleon announces that the Sunday meetings are to end, and all decisions will be made by the pigs from now on. The animals are troubled by this, but before they can voice their concerns, Squealer intervenes. He persuades the other animals that not only was Snowball's role in the Battle of the Cowshed exaggerated, but that Napoleon has taken the leadership role for the good of the other animals. Furthermore, Napoleon announces that the windmill will be built, with Squealer claiming that Snowball actually stole the design from Napoleon's own papers. As the dogs growl, the animals accept this explanation.

Summary of Events – Animal Farm

Chapter	Main Events
Six (VI)	<p>Although the work has become more difficult and the animals begin working on Sundays, the animals do it gladly, believing that they are free. The building of windmill proves challenging, with Boxer working harder than everyone. The animals begin to experience a shortage of food, to which Napoleon announces that certain produce will be traded with other farms (via a solicitor called Mr. Whymper). This makes the animals uneasy, as they recall a rule forbidding engagement with humans. Once again, Squealer intervenes, explaining that such a rule never existed, and may have been made up by Snowball. Suddenly, the pigs decide to move into the farmhouse to live. Squealer explains that the pigs need the house to live; Clover feels that this goes against one of the Seven Commandments. As it transpires, it has been adjusted to include an extra component, saying no animal will sleep in a bed 'with sheets'. The windmill is half-built by the autumn. As the winter approaches, strong winds attack the farm, taking a few tiles off the window. In addition, the windmill has been destroyed. Napoleon angrily blames Snowball for the disaster, placing a price on his head. The animals are shocked by this, until Napoleon shows a convenient hole, where he claims Snowball escaped to Foxwood.</p>
Seven (VII)	<p>The winter continues to rage on with the animals working harder than ever. Although the windmill collapsed due to structural issues, the pigs continue to blame Snowball. Rations are severely reduced and a famine ensues. Desperate to maintain the image of prosperity, the pigs fool Mr. Whymper into believing there is no food shortage on the farm by filling barrels of sand and placing grain on top. Napoleon declares that all of the hens' eggs will be sold to support the farm, which they begin to physically protest against. Napoleon stops their rations, with the protest ending with nine hens dying, apparently of a disease. Mr. Whymper encourages Napoleon to sell a pile of timber that is found on the farm, with both Foxwood and Pinchfield interested. However, Napoleon struggles to make a decision about who to sell to, using Snowball as a reason for his indecisiveness. Rumours abound that Snowball has been visiting the farm at night, stealing produce and upsetting elements of the farm. After an investigation, Napoleon claims that traces of Snowball are all over the place – Squealer then claims that Snowball was an agent of Jones the entire time. When the animals, who remember Snowball, question this, Squealer claims that everything was found in secret documents, and that it was Napoleon, not Snowball, who was heroic at the Battle of the Cowshed. At an emergency meeting, Napoleon orders the death of four pigs, who admit compliance with Snowball. After dragging them over, the dogs attack Boxer, who fights them off with ease – Napoleon calls them off quickly. Many more animals admit to being in league with Snowball (or against Napoleon) and are killed on the spot. The animals are so shocked by the betrayal and the brutal murder of fellow animals (no animal had been killed by other animals on the farm to this point), that they question the life they now lead. To ease her fears, Clover begins to sing Beasts of England, their anthem but in a more sullen and solemn manner, rather than in an uplifting and excitable way as in chapter 1. At this point, Squealer announces that this song has been banned by Napoleon, and replaced with a different, more military style song.</p>

Summary of Events – Animal Farm

Chapter	Main Events
Eight (VII)	<p>The Sixth Commandment is amended to ‘No animal shall kill any other animal without cause’. Although the animals work harder and eat less than they ever had in their lives, Squealer informs them, by reading out lists, that productivity has increased hugely. Napoleon is rarely seen, and is treated like royalty on the farm. As a result, many animals put their good fortune down to Napoleon, and his god-like status is reinforced with a poem about him, which is painted on the barn (along with a portrait). The decision is made to sell the timber to Mr. Pilkington after rumours spread of Mr. Frederick’s brutal treatment of his animals. The windmill is finally completed after two years; though the machinery is yet to be installed. Shockingly, it is announced that the timber, which was to be sold to Mr. Pilkington, will now be sold to Mr. Frederick instead. However, the bank notes that Mr. Frederick used to pay for the timber are forged and Mr. Frederick and his men attack the farm, known as the Battle of the Windmill. Mr. Frederick’s men blow up the windmill and the animals furiously drive the men from the farm, though many animals died in the process. Squealer announces that the battle is a victory and that there will be two days of celebrations to follow. The pigs mysteriously uncover a case of whiskey, and after a night of drinking, Squealer declares that Napoleon is dying (he is merely hungover) and that alcohol consumption is banned. Once he recovers, this is withdrawn, and the pigs set aside an area (previously agreed as a place for retired animals to graze) to grow barely. One night, a crash is heard, with Squealer found underneath the Seven Commandments with a paintbrush in his trotter. It is revealed that the Fifth Commandment has been amended to say: ‘No animal shall drink alcohol to excess’.</p>
Nine (IX)	<p>Boxer is approaching retirement and is still recovering from his injuries following the battle. Another year of difficulty passes on the farm where the food shortage increases. The animals don’t really remember what life was like before the Rebellion. Napoleon fathers many pigs and declares that pigs are not to mix with other animals, and that other animals should stand aside for pigs at all times. The animals also learn that all of the pigs receive a daily ration of beer, and more produce is being sold off than ever. To compensate for the lack of food and the difficult conditions, more celebrations and ceremonies are introduced, to make the animals feel a greater sense of dignity. Boxer and Clover always carry the banner. Animal Farm is declared a Republic; Napoleon becomes its unchallenged leader. Also, reports emerge (from the pigs) that Snowball in fact led the human forces at the Battle of the Cowshed, and his wounds were inflicted by Napoleon. Boxer continues to work harder than ever despite his old age and one day falls due to a collapsed lung. Boxer explains that he is looking forward to his retirement and the pigs arrange for Boxer’s injuries to be treated. On the day of Boxer’s move to town for treatment, he is loaded into a van. However, Benjamin (who can read as well as the pigs) cries out that in fact, the van belongs to a horse slaughterer, and Boxer is to be killed for meat (and his hooves to be boiled down for glue). Squealer announces, days later, that Boxer died in medical care, declaring his love for Napoleon. He refutes the animals claims and says that the vet simply hadn’t repainted the van after purchasing it. Boxer is remembered with honour, though his remains cannot be found. That night, after the local grocer delivers a large box to the farmhouse, it is rumoured that somehow, the pigs had acquired the funds to purchase another case of whiskey.</p>

Summary of Events – Animal Farm

Chapter	Main Events
Ten (X)	<p>Many years pass. Most of the animals present at the Rebellion (including Mr. Jones himself) have died; Napoleon and Squealer are fatter than ever. The farm is much larger and more prosperous now; several additions have been made, and Mr. Whymper is rich from the proceeds. However, the animals see that they do not appear to be better off, even if the dogs and pigs are. Though they do not contribute directly to producing anything on the farm (yet eat plenty), Squealer claims that their contribution comes in endless meetings and organisational debates over the running of the farm, so they are necessary. The animals still have pride that they are the only animal-run farm in the country. Squealer takes some of the sheep away to teach them a new song; when he later walks on his hind legs, it turns out that the new song is ‘Four legs good, two legs better!’ The other pigs, including Napoleon, also walk on their hind legs; when the animals look to the commandments, they see that there is now only one Commandment:</p> <p style="text-align: center;">ALL ANIMALS ARE EQUAL</p> <p style="text-align: center;">BUT SOME ARE MORE EQUAL THAN OTHERS</p> <p>After this, the pigs begin to adopt more human behaviours – holding whips, reading newspapers, smoking pipes and even wearing clothes. When neighbouring farmers are brought on a tour, the animals work hard, afraid as much of the pigs as the humans.</p> <p>In the evening, a great noise occurs in the farmhouse – the animals go to investigate. The pigs and farmers are indulging in a splendid meal, where the humans are praising the pigs for their hard-working labour and up-to-date methods. In response, Napoleon declares that the farm is no longer to be called ‘Animal Farm’, but ‘The Manor Farm’, which he believes was its original name.</p> <p>An argument erupts, and the animals rush to see that both Napoleon and Pilkington had cheated at cards. Through the window, the animals can no longer work out where the pigs end and the humans begin.</p>

Animal Farm – Chapter One

Vocab Help!

Pop-holes – a space for chickens to pass from their coop to outside.

Scullery – A space used for washing dishes or laundry in a house.

Middle White Boar – a breed of prize-winning, large pig.

Ensconced – settled down in a place comfortably.

Stout – quite thick in the body (fat, but strong still).

Benevolent – kind

Tushes – whiskers

Rafters – tops of ceilings, where beams support the roof.

Cud – partly digested food (often grass) that is re-digested.

Lest – in case

Cynical – not taking things seriously by trying to see the negative side.

Trap – a light carriage used to transport people.

Mincing daintily – skipping lightly and in a delicate manner.

Comrades – a fellow who shares the same belief.

Laborious – requiring a lot of hard work.

Abundance – lots of

Abolished – gotten rid of.

Confinements – giving birth

Tyranny – cruel and oppressive rule.

Astray – away from the correct path.

Tremendous uproar – sudden loud conversation and noise

Dissentients – someone who opposes the majority view.

Enmity – the state of feeling extreme negativity or hatred.

Hearken – listen

Bit and spur – a spiked attachment to force an animal to do something.

Mangelwurzels – A sweet root vegetable (like a carrot or beetroot).

Animal Farm – Chapter Two
Vocab Help!

Orchard – an area where fruit trees grow.

Outlook – view on the world.

Pre-eminent – first.

Vivacious – lively and exciting.

Nimble – quick and light in movement.

Elaborated – explained in more detail.

Expounded – spoke about or argued with passion.

Apathy – no feeling either way.

Elementary – basic.

Contrary – against

Liberty – freedom.

Counteract – go or fight against.

Disheartened – sad or depressed due to loss.

Maltreating – treating badly.

Gambolled – playing or rolling around.

Looking glass – mirror

Lithograph – an early form of photograph.

Reproached – told off.

Unanimous – everyone in agreement.

Principles – beliefs.

Inscribed – written.

Unalterable – cannot be changed.

Animal Farm – Chapter Three

Vocab Help!

Implements – tools

Supervised – watched over

Superior – more important

Humblest – with the least of something

Acute – sharp/intense

Doled – gave out

Grudging – unhappy at thought

Parasitical – taking without giving anything back

Chaff – leftovers from grinding wheat.

Threshing Machine – machine that removes wheat grain from stalks.

Motto – a phrase which sums up the beliefs of something.

Capacity – amount someone can do.

Quarrelling – arguing

Shirked – avoided a task.

Affectionately – with warmth or love

Obstinate – stubborn; refusing to change way or opinion.

Cryptic – Difficult to work out.

Ceremony – Important event

Flagstaff – Pole for a flag.

Signified – Meant

Hoisting – Lifted up.

Resolutions – ideas/decisions

Stormy – angry and passionate

Blacksmithing – working with metal.

Carpentering – working with wood.

Indefatigable – Never giving up.

Instituting – Putting into place.

Literate – Can read and write.

Exercised – Used

Faculty – Ability

Maxim – See 'Motto'.

Principle – Idea/ Belief

Whelped – Gave birth to.

Seclusion – On their own, away from others.

Pleadingly – in a begging manner.

Animal Farm – Chapter Four

Vocab Help!

Mingle – move between

Monstrous – terrible

Injustice – unfair decision

Permanently – always

Adjoined – connected to

Neglected – uncared for

Overgrown – untidy/messy

Pastures – fields

Shrewd – intelligent but selfish

Perpetually – always

Laugh to scorn – making fun of to make seem foolish.

Flourished – grew quickly

Cannibalism – eating their own kind.

Circulated – spread

Vague – unclear

Distorted – twisted

Tractable – easy to control

Savage – violent

Devoured – ate quickly

Contemptible – awful

Flogging – hitting as punishment.

Irrepressible – Cannot be stopped.

Trembled – shook

Prophecy – prediction for the future.

Threshed – separated grain from wheat stalks.

Julius Caesar – Roman Emperor – was betrayed!

Muted upon – pooped on from above.

Hobnailed – nails on the bottom of boots to make stronger.

Spectacle – Great scene

Gored – hit with a tusk or horn.

Vengeance – revenge

Ignominious – full of shame

Sorrowfully – with great sadness.

Sentimentality – feeling sorry about past events.

Impromptu – unplanned

Solemn – sad

Unanimously – all in agreement

Posthumously – after a death.

Artillery – mounted weapons

Animal Farm – Chapter Five

Vocab Help!

Troublesome – creating worry

Pretext – excuse or reason

Blithely – carefree

Prance – dance around

Word of honour – promise

Whereabouts – where someone is.

Dogcart – carriage

Breeches and gaiters – trousers and long boots

Publican – Pub owner

Bitterly – extreme or harsh

Manifestly – obvious

Ratified – approved

Disputes – arguments

Sowing – planting seeds.

Acreage – field space

Majority – more than half

Canvassing – try to obtain support.

Liable – likely to

Innovations – ideas to develop things further.

Silage and basic slag – animal feed and fertiliser

Cartage – amount needed to move by cart.

Controversies – dramatic moments

Knoll - little hill.

Chaff-cutter – device for cutting straw.

Mangel-slicer – device for cutting root vegetables.

Primitive – very basic

Conjured – made up/created

Incubators – places to nest eggs and chicks.

Closeted – closed away

Unintelligible – cannot be worked out.

Urinated – did a wee on

Quarried – stone dug from the ground.

Dynamos - electricity generating machine.

Maintained – kept on

Manger – rack for hay/straw

Reinstate – put back in place.

Restive – not obedient

Procure firearms – obtain guns/weapons

Advocating – supporting

Indifferent – not caring

Eloquence – speaking skilfully.

Baying – loud barking

Bounding – leaping fast.

Pasture – fields

Committee – appointed group

Expulsion – forced out.

Forelock – hair on the front of the head.

Articulate – speaks well.

Moonshine – foolish talk

Obedience – following rules

Watchword – key word

Unanswerable – obvious

Disinterred – removed from the grave.

Reverent – paying tribute

Gruff – deep and rough

Cunning – cleverness

Animal Farm – Chapter Six

Vocab Help!

Grudged – moaned through annoyance.

Sacrifice – give up something for.

Idle – lazy

Voluntary – can choose yourself

Absented – decided not to turn up.

Foresee – predict

Outhouses – other buildings in a farm

Utilize – used

Lashed – tied up

Yoked – attach to

Sufficient – enough

Accumulated – gathered

Superintendence – direct supervision

Laborious – is hard work

Overstrain – over work

Extravagant – wasteful

Thoroughness – detailed

Unforeseen – cannot be predicted

Paraffin oil – oil used for lanterns.

Procured – gained or bought

Override – takes over something else.

Conscious – aware of

Vague uneasiness – slight concern or worry

Resolutions – decisions or ideas

Abolished – gotten rid of

Timidly – quietly and with shyness

Undesirable – not wanted; unpleasant

Intermediary – middle man.

Traceable – can be traced back to.

Shrewdly – sharply to get own way.

Sly – sneaky

Broker – someone to do deals.

Dread – dark fear and worry

Prospering – doing well

Bankrupt – run out of money.

Championship – praising

Simultaneously - at the same time.

Residence – living

Dignity – state of honour or respect

Inscribed – written

Perspective – point of view.

Repose – rest

Reassured – eased the mind of.

Plentiful – lots of

Compensated – made up

Perpendicularity – straightness of lines.

Imposing – impressively big

Gale – heavy winds

Accord – combined agreement

Malignity – wanting to cause pain.

Ignominious expulsion – shameful forcing out

Bushel – large amount

Indignation – anger or annoyance

Alteration - change

Animal Farm – Chapter Seven

Vocab Help!

Envious – jealous

Rejoice – celebrate

Triumph – celebrate a victory

Out of spite – to hurt someone

Drastically – hugely

Clamps – where potatoes and root vegetables are stored (in sand)

Edible – can be eaten

Chaff and mangels – waste materials from corn and roots.

Vitally necessary – extremely important

Conceal – hide

Emboldened – made more confident

Cannibalism – eating your own kind

Infanticide – killing children

Contrary impression – a different view

Hitherto – until now

Pretext – excuse or reason

Ceremonial – linked to a formal event

Outcry – a shout of anger

Clutches – group of eggs

Black Minor pullets – a breed of young hen

Swiftly – quickly

Ruthlessly – without pity or thought for others' feelings

Decreed – announced

Capitulated – fell apart

Coccidiosis – a disease

Inclined – leaned towards

Frequenting – visiting

Mislaid – lost

Unanimously – all agreed

Investigation – a deep study or search

Distinctly – clearly

Blood-curdling – causing terror

Thoroughly – extremely

Pervading – spreading through

Vanity – obsessed with yourself

Wickedness – evil

Rallied – called together

Seldom – hardly

Formulate – put together

Lure – draw in

Doom – death or destruction

Critical – very important

Frisking – skip or leap playfully

Graphically – in clear detail

Categorically – completely

Lurking – hiding in wait

Cowered – huddled in fear

Surveying – looking over

Countenance – facial expression

Tumult – loud, confused noise

Prompting – leading to

Expulsion – forced removal

Collaborated – worked together

Incited – urge or persuade negative actions

Slaughtered – killed

Slain – dead (from being killed)

Retribution - punishment

Lumbering – moving in a slow, awkward way.

Disobedience – not following rules

Mournfully – with great sadness

Decree – announcement

Abolished – banned forever

Animal Farm – Chapter Eight

Vocab Help!

Decreed – announced

Meddle – get involved

Violated – broken without cause

Tremendous – huge, mighty

Inhabited – lived in

Apartments – special rooms

Swill-bucket – pig food container

Surmounted – placed above

Agency – act of working towards something.

Engaged – actively involved

Skulking – sneaking around

Precautions – steps to prevent

Impending – coming in the future

Treacherous – causing betrayal

Magistrates – people who work at court on Civil Law issues.

Title-deeds – papers legally stating the owner

Flogged – punished by hitting

Clamoured – shouted for

Counselled – advised

Rash – not thinking due to anger

Contemplated – thought deeply

Scoundrels – dishonest person

Machinations – workings of a plan

Nocturnal – at night

Gander – male goose

Privy – shared secret knowledge with

Censured – express strong disapproval

Cowardice – linked to cowards

Primitive implements – basic tools

Punctually – on time

Discouragement – feeling that something cannot be done.

Forsook – left or gave up

Gambolled – jumped playfully

Exaggerated – made over the top

Originated – started with

Ecstasies – happiness

Beatifically – happy and calm – linked to saints.

Reposed – laid back in rest

Hullabaloo – loud confusion

Forgeries – fakes

Sentinels – look-outs

Conciliatory – to calm things

Sallied – travel (as an army)

Wistful – wishing for something

Intently – closely

Venture – go out

Contemptible – awful, terrible

Vengeance – revenge

Baying ferociously – barking aggressively

Unaccountably – cannot be explained

Conduct – actions

Solemn – very sad

Hearse – funeral vehicle

Bestowed – given out

Conferred – gave an award

Rejoicings – celebrations

Lamentation – great sadness

Contrived – plotted to

To excess – too much

Animal Farm – Chapter Nine

Vocab Help!

Point of honour – something you are proud of

Poultices – pastes that act as medicine

Retirement – when you no longer have to work for a living.

Formulated – gathered together

Liberal – generous

Pensions – sum paid after retirement.

Superannuated – belonging to a scheme.

Too-rigid – strictly controlled

Contrary – against

Readjustment – change

Shrill – high and sharp

Rapid – quick

Proportion – amount of something

Sows had littered – female pigs had given birth to

Simultaneously – at the same time

Piebald – with spots

Discouraged – advised against

Privilege – in a special position

Forbade – banned

Appetising – tasty

Wafted – drifted over (smell)

Gallon – about 4.5 litres

Soup tureen – dish for serving soup

Offset – balanced against

Processions – marches

Spontaneous Demonstration –
Unplanned celebration

Appointed – given the job of

Precincts – areas

Flanked – surrounded

Recitations – speeches

Devotees – faithful followers

Republic – Society that rules itself

Unanimously – all in agreement

Complicity – involvement with

Strategem – plan

Inflicted – caused to someone

Solemnly – sadly

Everlasting – goes on forever

Linseed cake – a treat for animals

Laborious – difficult; hard work

Determined – worked out

Contemptuously – think is bad or poor

Gill – beak

Insufficient – not enough

Hard to bear – tough to deal with

Faltered – struggled

Braced – prepared for

Accumulated – gathered

Shafts – parts of a cart that a horse is attached to.

Glazed – not focused

Companion – friend

Distress – great worry

Misfortune – bad luck

Veterinary – vet (animal doctor)

Satisfactorily – done enough

Administered – given

Professed – told

Astonished – shocked and surprised

Braying – shouting loudly (animal)

Knacker's – A person who slaughters horses for meat and to boil down their hooves for glue.

Uproar – loud shouting of disapproval

Demeanour – appearance

Proceeded – went on to

Circulated – passed around

Animal Farm – Chapter Ten

Vocab Help!

Inebriate – alcoholic

Tendency – likely to

Rheumy – watery

Superannuated – part of a retirement scheme

Morose – sad and gloomy

Taciturn – not saying much

Filial – family-like

Prosperous – successful

Enlarged – made bigger

Denounced – spoken against

Frugally – without much waste

Minutes – reports of a meeting

Memoranda – written message

Invariably – almost always

Insoluble – cannot be solved

Speculating – guessing at

Hardship – difficult times

Unalterable – cannot be changed

Ceased to marvel – stopped being amazed

Imperishable – cannot be broken down

Untrodden – not walked on

Fulfilled – completed

Tyrannical – cruel and violent

Browsing – looking through

Awkwardly – not comfortable

Considerable bulk – large size

A trifle – little bit

Haughty – feeling better than everyone else

Ratcatcher breeches – long trousers

Watered silk – light coloured, soft

Consented – allowed

Wireless set – radio

Subscriptions – regular delivery

Deputation – group representing something

Diligently – properly and well

Accord – agreement/group

Eminent – important

Occupying – sitting in

Circulating – being passed around

Incumbent – responsible

Sentiments – thoughts and feelings

Proprietors – property owners

Hostility – fear, anger, hatred

Measure of misgiving – amount of distrust

Abnormal – not normal

Liable – likely

Indiscipline – not follow rules

Prevail – come out on top

Dispelled – gotten rid of

Orderliness – following rules

Subsisted – continued between

Witticism – funny remark

Bon mot – clever saying

Gratified – felt pleased

Intimated – suggested/hinted

Malignant – terrible; evil

Subversive – going against rules

Suppressed – forced down

Henceforward – from now on

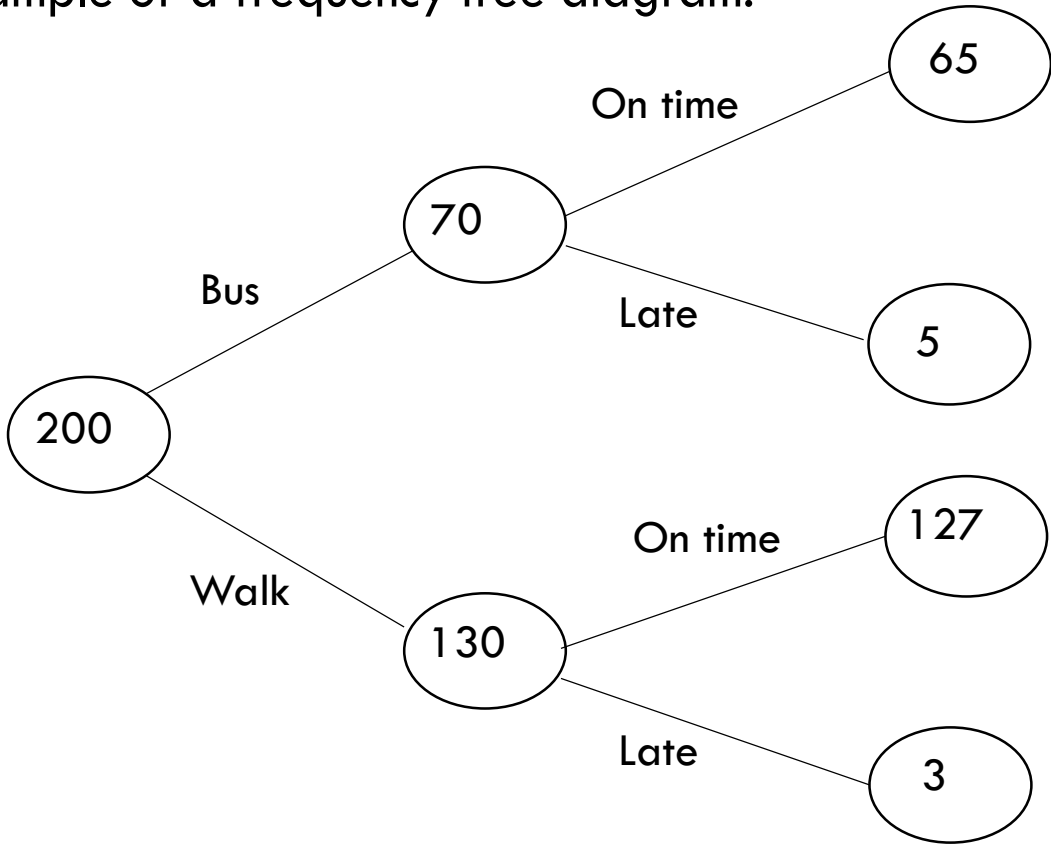
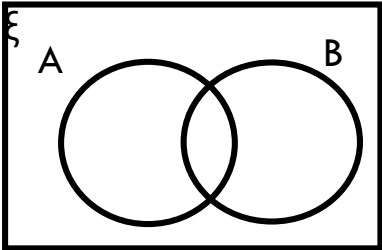
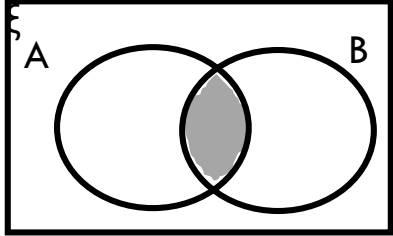
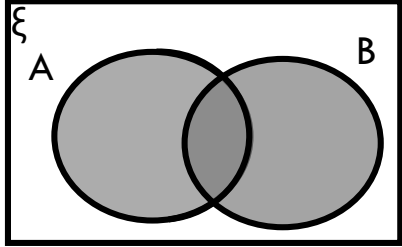
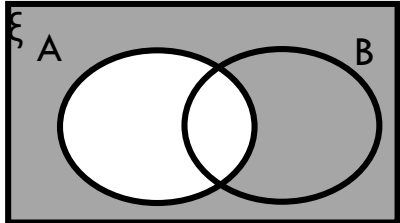
Hearty – enthusiastic

Dregs – bits left at the bottom/end

Key Term	How to use them in Maths/Examples
Event	One or more outcomes. For example, picking a red counter from a bag. When selecting coloured counters from a bag at random, the probability of selecting red counters could be shown simply by $P(R)$.
Outcome	The event that happens.
Dependent Event	Events are dependent if the outcome of the first event affects the outcome of the second event. For example, taking one blue sock out of a draw and not putting it back results in less socks in the draw.
Independent Event	Events are independent if the fact that the probability of A occurring does not affect the probability of B occurring. For example, landing on heads after tossing a coin AND rolling a 5 on a single 6-sided die.
Fair	When each possible outcome has the expected probability for that event. For example, a fair dice will not be weighed to one particular face and a fair spinner will have probabilities that are proportional to the area of each section.
Bias	When the probability of one outcome has been artificially altered, for example a weighted dice or spinner.
Probability Words Hegarty Maths - 349	The words we use to describe a probability in maths are: certain, likely, even chance, unlikely and impossible.
Probability Scale Hegarty Maths - 350	Impossible Even chance Certain 0 0.5 1 Unlikely Likely
Probability of an Event Not Happening Hegarty Maths – 352	All the probabilities of an event add up to 1. To calculate the probability of an event not happening is 1 subtract the probability of an event happening.

Key Term	How to use them in Maths/Examples																					
<div>Relative Frequency and Experimental Probability</div> <div>Hegarty Maths – 356</div>	<div>Experimental probability = $\frac{\text{Number of times the result occurs}}{\text{Number of times the experiment is done}}$ e.g. I spin a spinner 100 times. The frequency table shows the result. What is the probability of the spinner landing on red?</div> <table><tr><th>Colour</th><th>Frequency</th></tr><tr><td>Red</td><td>24</td></tr><tr><td>Blue</td><td>56</td></tr><tr><td>Pink</td><td>20</td></tr></table> <div>$P(\text{Red}) = \frac{24}{100}$</div> <div>Relative frequency is when you use the probability to answer a question. e.g. If I spin the spinner 500 times how many times will it land on red? $\frac{24}{100} \times 500 = 120$</div>	Colour	Frequency	Red	24	Blue	56	Pink	20													
Colour	Frequency																					
Red	24																					
Blue	56																					
Pink	20																					
<div>Sample Space Diagram</div> <div>Hegarty Maths - 359</div>	<div>Sample space diagrams show all the possible outcomes. This example shows all the possible outcomes when a coin is flipped and a fair 6 sided die is rolled.</div> <table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>H</td><td>H,1</td><td>H,2</td><td>H,3</td><td>H,4</td><td>H,5</td><td>H,6</td></tr><tr><td>T</td><td>T,1</td><td>T,2</td><td>T,3</td><td>T,4</td><td>T,5</td><td>T,6</td></tr></table>		1	2	3	4	5	6	H	H,1	H,2	H,3	H,4	H,5	H,6	T	T,1	T,2	T,3	T,4	T,5	T,6
	1	2	3	4	5	6																
H	H,1	H,2	H,3	H,4	H,5	H,6																
T	T,1	T,2	T,3	T,4	T,5	T,6																
<div>Two-way Tables</div> <div>Hegarty Maths – 422 - 424</div>	<table><tr><td></td><th>Maths</th><th>English</th><th>Total</th></tr><tr><th>Boys</th><td></td><td>25</td><td>40</td></tr><tr><th>Girls</th><td>24</td><td>6</td><td></td></tr><tr><th>Total</th><td>39</td><td>31</td><td>70</td></tr></table> <div>In this two-way table each column and row add together to give the total. To calculate a missing total, add together the values – see “Total Girls”. To calculate a missing value, use the total for that column or row and subtract the values already known – see “Boys Maths”.</div>		Maths	English	Total	Boys		25	40	Girls	24	6		Total	39	31	70					
	Maths	English	Total																			
Boys		25	40																			
Girls	24	6																				
Total	39	31	70																			
<div>Percentage Increase/Decrease</div> <div>Hegarty Maths – 90</div>	<div>1. Add (increase) or subtract (decrease) from 100%; 2. Divide by 100 (this will give you the percentage as a decimal/multiplier); 3. Multiply by the amount being increase/decreased. e.g. Increase £40 by 0.5% 1) $100\% + 0.5 = 100.5 \%$ 2) $100.5 \div 100 = 1.005$ 3) $40 \times 1.005 = £40.20$</div>																					

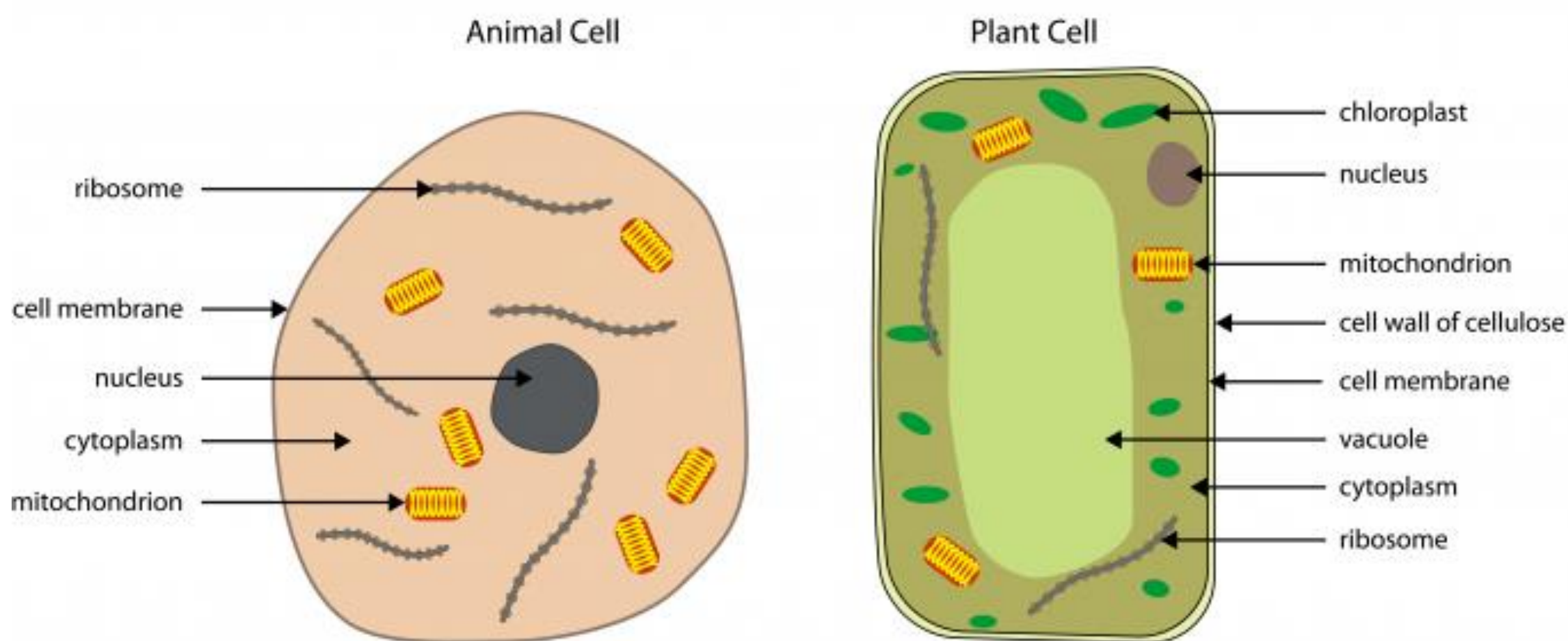
23.

Key Term	How to use them in Maths/Examples
<div>Frequency Trees</div> <div>Hegarty Maths – 368 - 369</div>	<p>Frequency tree diagrams show the actual frequency of different events.</p> <p>A frequency tree diagram can be used to determine how many combinations of one or more events can take place.</p> <p>Example of a frequency tree diagram:</p> <div></div> <p>The probability of getting the bus and being late is: $\frac{5}{100}$</p>
<div>Venn Diagrams</div> <div>Hegarty Maths – 383 – 388</div>	<p>A Venn diagram represents mathematical sets pictorially as circles within an enclosing rectangle. Common elements of the sets are placed in the overlapped areas of the circles. There can be two, three or more circles.</p> <div></div>
<div>Venn Diagram Notation</div> <div>Hegarty Maths – 383 - 388</div>	<p>Set – A collection of information.</p> <p>ξ – Universal set, this means that all the data is in the diagram.</p> <p>$A \cap B$ - This means the intersection of A and B (in both A and B).</p> <div></div> <p>$A \cup B$ – This means the union of A and B (can be in A or B)</p> <div></div> <p>A' – This means not in A.</p> <div></div>

25.

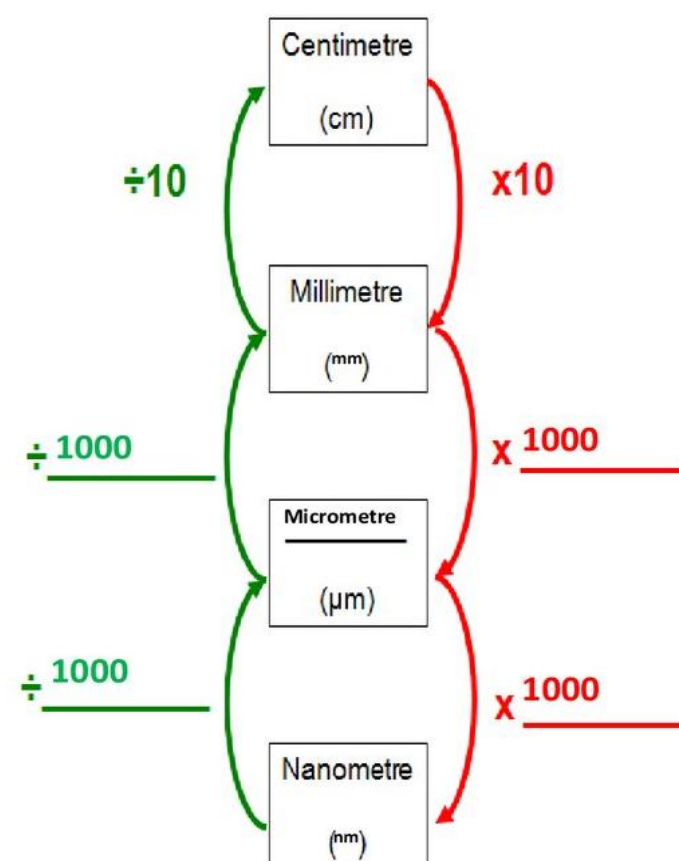
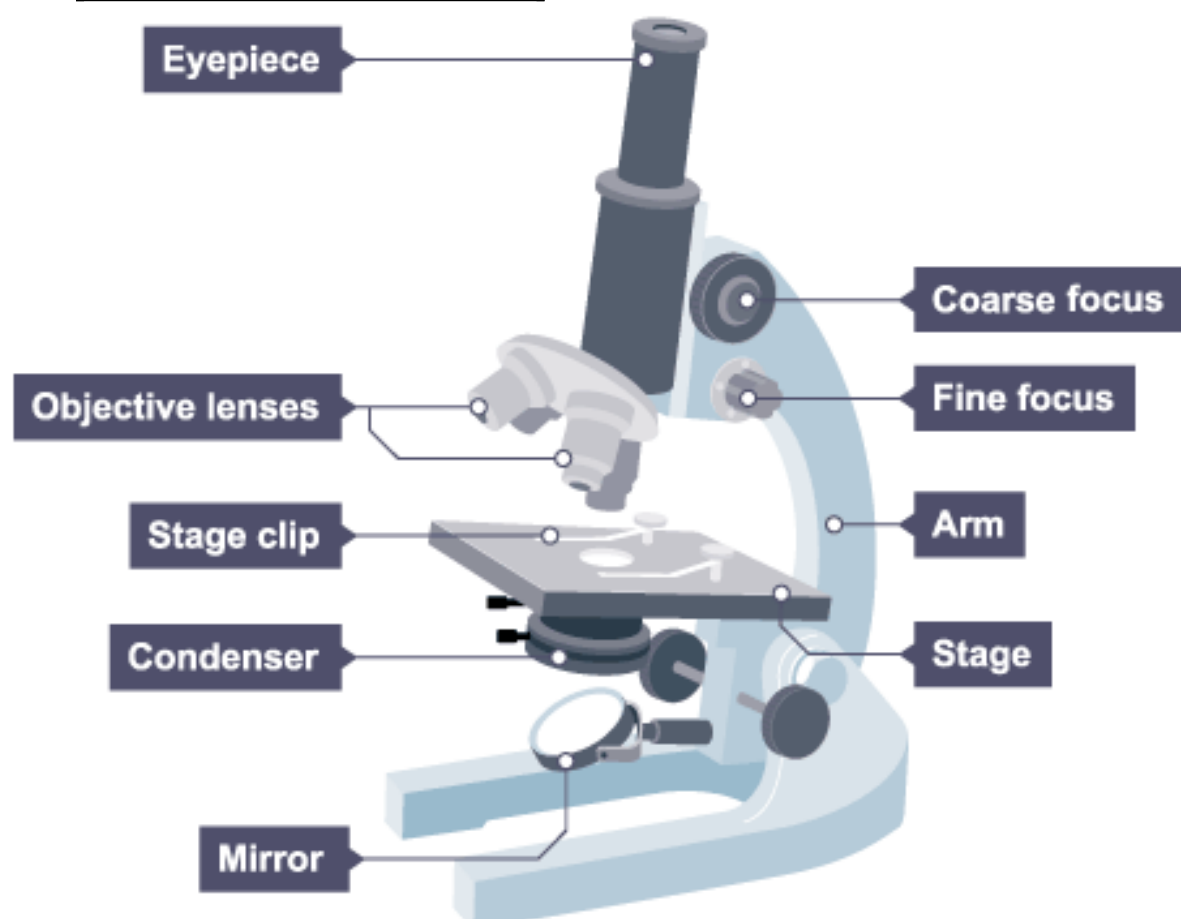
Key Term	How to use them in Maths/Examples												
Data	Data is a set of values (numbers or words) about more than one person or object.												
Average - Mean Hegarty Maths – 405	Add up all the values in a data set and divide by how many there are.												
Average - Median Hegarty Maths – 409	Order the data in ascending order (smallest to biggest) and find the middle number. If there are two middle numbers, add these together and divide by 2 to get the value in the middle.												
Average - Mode Hegarty Maths – 404	This is the value that appears the most. There can be one or two modes, any more than that and there are “no modes”.												
Range Hegarty Maths – 410	Range is not an average but is a measure of spread. To calculate this find the difference between the smallest and largest values in a data set. It can help to put the data in order first.												
Discrete Data	Information that can be counted and that only has a certain number of values. For example the number of siblings someone has.												
Continuous Data	Information that can take any value within a range. For example the length of your hair.												
Frequency	<p>The number of times something appears.</p> <p>For example:</p> <p>dog, dog, dog, cat, dog</p> <p>In this data set dog has a frequency of 4 and cat has a frequency of 1.</p>												
Frequency Table – Mode and Modal Class Hegarty Maths - 415	<table><tr><th>Colour</th><th>Tally</th><th>Frequency</th></tr><tr><td>Red</td><td> </td><td>5</td></tr><tr><td>Blue</td><td> </td><td>2</td></tr><tr><td>Green</td><td> </td><td>3</td></tr></table> <p>The mode is the item with the highest frequency. In this example the mode is red.</p>	Colour	Tally	Frequency	Red		5	Blue		2	Green		3
Colour	Tally	Frequency											
Red		5											
Blue		2											
Green		3											

Key Term	How to use them in Maths/Examples																				
<p>Frequency Table – Mean Hegarty Maths – 417</p>	<table><tr><th>Goals (G)</th><th>Tally</th><th>Frequency (F)</th><th>G x F</th></tr><tr><td>1</td><td> </td><td>4</td><td>1 x 4 = 4</td></tr><tr><td>2</td><td> </td><td>5</td><td>2 x 5 = 10</td></tr><tr><td>3</td><td> </td><td>1</td><td>3 x 1 = 3</td></tr><tr><td colspan="2">Total:</td><td>10</td><td>17</td></tr></table> <p>This table tell us that the team scored: 1 goal 4 times; 2 goals 5 times and 3 goals once.</p> <p>To find the mean number of goals:</p> <p>1)Calculate the total frequency.</p> <p>2)Multiply the number of goals by the frequency to give the total number of goals scored.</p> <p>3)Divide the total goals by the total frequency.</p> <p>The mean for this example is: $17 \div 10 = 1.7$ goals.</p>	Goals (G)	Tally	Frequency (F)	G x F	1		4	1 x 4 = 4	2		5	2 x 5 = 10	3		1	3 x 1 = 3	Total:		10	17
Goals (G)	Tally	Frequency (F)	G x F																		
1		4	1 x 4 = 4																		
2		5	2 x 5 = 10																		
3		1	3 x 1 = 3																		
Total:		10	17																		
<p>Grouped Frequency Table – Estimating the Mean Hegarty Maths - 418</p>	<table><tr><th>Time (Minutes)</th><th>Frequency (F)</th><th>Mid-point (M)</th><th>M x F</th></tr><tr><td>$1 \leq x < 10$</td><td>35</td><td>5</td><td>$35 \times 5 = 175$</td></tr><tr><td>$10 \leq x < 20$</td><td>50</td><td>15</td><td>$50 \times 15 = 750$</td></tr><tr><td>$20 \leq x < 30$</td><td>15</td><td>25</td><td>$15 \times 25 = 375$</td></tr><tr><td>Total:</td><td>100</td><td></td><td>1300</td></tr></table> <p>This grouped frequency table tell us how long people spent on the phone. For example 35 people spent between 1 and 10 minutes on the phone.</p> <p>To estimate the mean (we are estimating because we don't know how long each person actually spent on their phone):</p> <p>1)Calculate the total frequency.</p> <p>2)Find the midpoint of the group.</p> <p>3)Multiply the mid-point with the frequency for each class.</p> <p>4)Divide the total minutes by the total frequency.</p> <p>The estimated mean for this example is 13 minutes.</p>	Time (Minutes)	Frequency (F)	Mid-point (M)	M x F	$1 \leq x < 10$	35	5	$35 \times 5 = 175$	$10 \leq x < 20$	50	15	$50 \times 15 = 750$	$20 \leq x < 30$	15	25	$15 \times 25 = 375$	Total:	100		1300
Time (Minutes)	Frequency (F)	Mid-point (M)	M x F																		
$1 \leq x < 10$	35	5	$35 \times 5 = 175$																		
$10 \leq x < 20$	50	15	$50 \times 15 = 750$																		
$20 \leq x < 30$	15	25	$15 \times 25 = 375$																		
Total:	100		1300																		



Key Term	Definition
Prokaryote	A simple organism made of only one cell. E.g. bacteria.
Eukaryote	An organism made up of eukaryotic cells. These cells are more complex. E.g. plant and animal cells.
Subcellular Structure	Small parts of a cell with a specific function. E.g. nucleus, cytoplasm, chloroplast etc.
Nucleus	The nucleus contains the genetic material of the cell and controls the activities of the cell.
Cytoplasm	The cytoplasm is where most chemical processes take place. It contains enzymes that control these reactions.
Cell Membrane	The (<i>semipermeable</i>) boundary of a cell. It controls what enters and leaves the cell.
Mitochondria	Where most aerobic respiration takes place.
Ribosome	Where proteins are made in the cell.
Chloroplasts	Filled with chlorophyll. Where photosynthesis happens.
Permanent Vacuole	Contains cell sap, which is a weak solution of sugar and salts.
Cell Wall	A rigid structure made of cellulose. It supports and strengthens the cell.

Key Term	Definition
Bacteria	A prokaryote. It has a cytoplasm and a cell membrane surrounded by a cell wall. Rather than a 'true' nucleus it has a single circular strand of DNA. It may also contain one or more smaller rings of DNA called plasmids.
Microscope	Allows us to see things too small for the naked eye. A light microscope uses light and lenses to magnify the object. An electron microscope uses electrons and has a higher magnification and a higher resolution so we can see even smaller objects even more clearly.
Magnification	Magnification = image size divided by real size. It tells us how much bigger the image is than the real object.
Cell Differentiation	Different cells have different jobs. Cells differentiate to make themselves specialised at a particular job. E.g. a sperm cell; a nerve cell; a muscle cell.
Mitosis	When a cell reproduces itself by splitting into two identical offspring. It does this through what is known as the cell cycle.
Stem Cells	Cells that have not yet differentiated into specialised cells. These are very valuable in medicine as they can be given 'instructions' as to what type of cell they become.

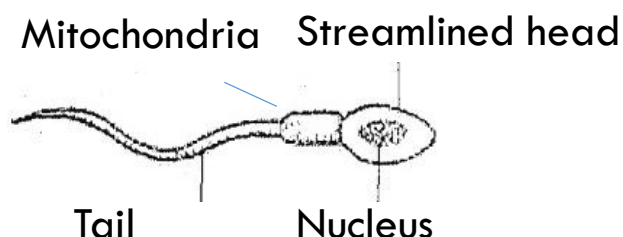


Subject	Equation
Magnification	Magnification = Image size / Actual size.
Actual Size	Actual size = Image size / Magnification.
Image Size	Image size = Actual size \times Magnification.

Cells

Sperm Cell

These are specialised for reproduction. It's job is to get the male DNA to the female DNA. It has a long tail and a streamlined head to help it swim to the egg. There are also lots of mitochondria to provide the energy it needs to do this. It also carries enzymes in its head to digest through the egg cell membrane.



Nerve Cell

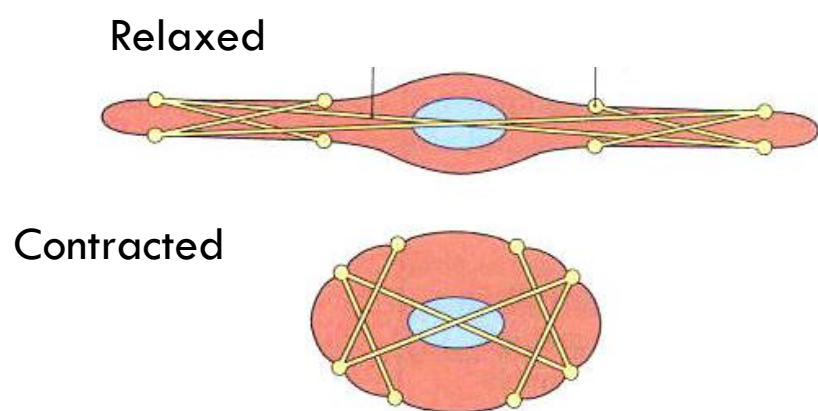
Nerve cells are specialised for rapid signalling.

The function of nerve cells is to carry electrical signals from one part of the body to another. These cells are long (to cover more distance) and have branched connections at the ends to connect to other nerve cells and form a network throughout the body. Electrical signals are slowed down when they pass between two nerve cells, so a few long cells are better than lots of short ones.



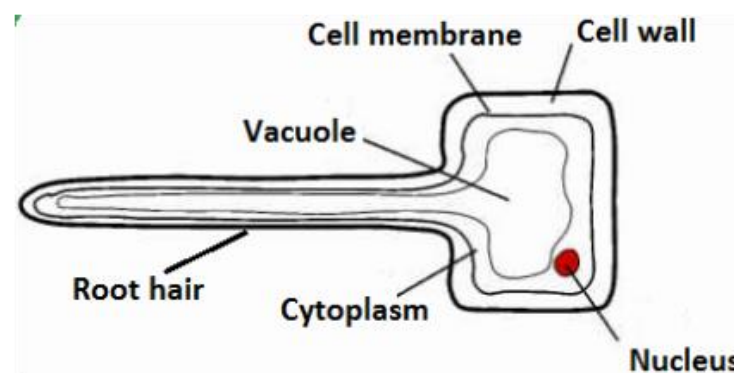
Muscle Cell

Muscle cells are specialised for contraction. The function of a muscle cell is to contract quickly. These cells are long (so that they have space to contract) and contain lots of mitochondria to transfer the energy needed for contraction.



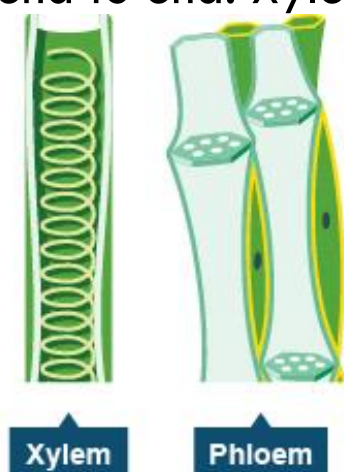
Root Hair Cell

Root hair cells are cells on the surface of plant roots that are specialised for absorbing water and minerals. They grow into long "hairs" that stick out into the soil. This gives the plant a big surface area for absorbing water and mineral ions from the soil. These cells don't contain any chloroplasts because they are underground so don't carry out photosynthesis.



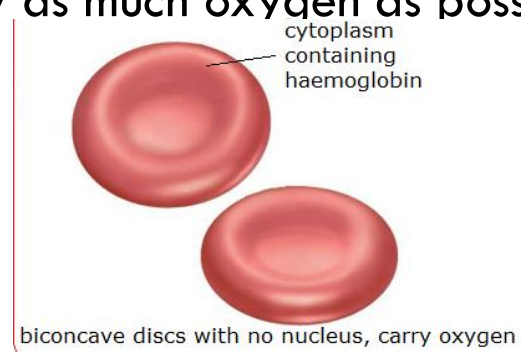
Phloem and Xylem

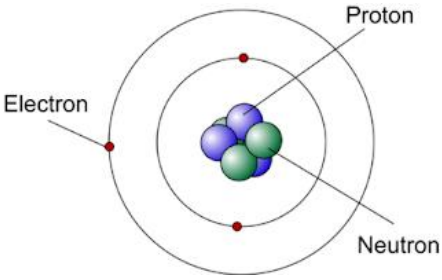
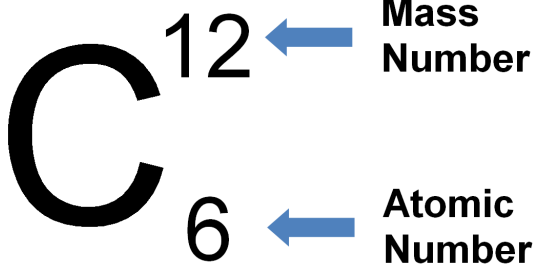
These cells are specialised for transporting substances. They form phloem and xylem tubes, which transport substances such as food and water around plants. To form the tubes, the cells are long and joined end to end. Xylem cells are hollow in the center and phloem cells have very few subcellular structures so that substances can flow through them.



Red Blood Cells

Red bloods are specialised for carrying oxygen around the body. They have no nucleus to allow space for more oxygen. They contain a substance called haemoglobin that bonds to the oxygen molecules to carry them around the body. They also have a large surface area to carry as much oxygen as possible.



Key Term	Definition
Atom	A tiny particle that everything is made from. They have a radius of 0.1 nanometer (1×10^{-10} metres). A 50p coin contains about 77,400,000,000,000,000,000 atoms! Each atom is made of protons, neutrons and electrons. The number of protons determines what type of atom it is (e.g. carbon, oxygen, hydrogen etc.)
Nuclear Model	A way of representing atoms as a nucleus (containing protons and neutrons) surrounded by electrons. 
Proton	Positively charged. Relative mass of 1. Found in the nucleus.
Neutron	Neutral charge (no charge). Relative mass of 1. Found in the nucleus.
Nucleus	Contains protons and neutrons. Overall positive charge. Only about $1/10,000^{\text{th}}$ the size of the entire atom!
Electron	Negative charge. Relative mass is negligible compared to proton and neutron.
Element	Made up of one type of atom.
Nuclear Symbol	The chemical symbol for an element with the atomic number and mass number indicated. Mass number tells us how many protons + neutrons; atomic number tells us how many protons. 
Isotope	An element that has the same number of protons but a different number of neutrons.
Ion	An atom that has a different number of protons and electrons and therefore has a positive or negative charge.
Relative Atomic Mass	Different elements have more than one isotope. The relative atomic mass is the average mass of all the different isotopes of an element. But there is often more of one isotope than another so we need to take into account how much of each isotope there is.
John Dalton	A scientist who, in 1804, said that atoms were tiny spheres that couldn't be broken up and each element is made from a different type of atom.
JJ Thomson	Discovered the electrons that could be removed from the atom (proving Dalton wrong). Thomson suggested that atoms were spheres of positive charge with negative electrons stuck in them like fruit in a plum pudding – the plum pudding model .
Ernest Rutherford	Fired a beam of alpha particles at some thin gold foil. He expected the positively charged alpha particles to go straight through or be slightly deflected. A small number of alpha particles actually bounced straight back. From this he worked out that there must be a positive mass in the centre – the nucleus.

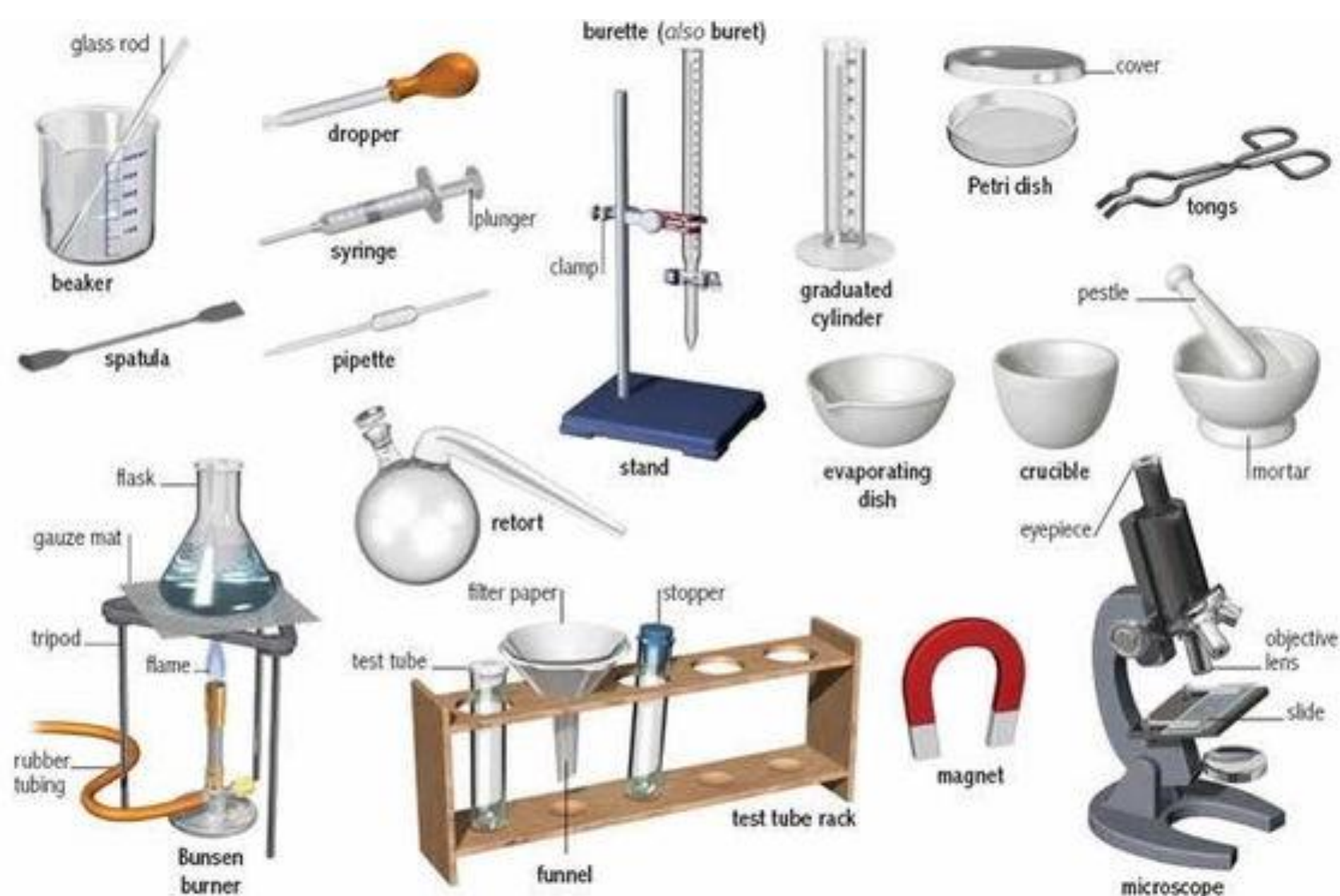
Energy

Key Term	Definition
Energy Store	When energy is transferred to an object, the energy is stored in one of the object's energy stores. There are several different energy stores listed below.
Kinetic	<p>Anything that is moving has energy in its kinetic energy store. It can be calculated with the following equation:</p> $E_k = \frac{1}{2} m v^2$ <p>m = mass; v = velocity (speed)</p>
Thermal	Any object. The hotter it is, the more energy it has in this store. Sometimes called internal energy store.
Chemical	Anything that can release energy by a chemical reaction (e.g. food, fuels etc.).
Gravitational Potential	<p>Anything that has mass and is inside a gravitational field. The heavier it is, the higher it is or the stronger the gravitational field the more energy is in this store. It can be calculated using the following equation:</p> $E_p = mgh$ <p>m = mass; g = gravitational field strength; h = height</p>
Elastic Potential	<p>Anything that is stretched or compressed (e.g. a spring). It can be calculated using the following equation:</p> $E_e = \frac{1}{2} k e^2$ <p>k = spring constant; e = extension</p>
Electrostatic	Anything with electric charge that is interacting with another electric charge.
Magnetic	Anything magnetic that is interacting with another magnet.
Nuclear	Atomic nuclei have energy in this store that can be released in nuclear reactions.
Energy Transfer	When energy is moved from one store to another in one of four ways: mechanically (with a force); electrically (with a charge); by heating (hot to cold); and by radiation (light, sound waves etc.).
Work Done	Another way of saying energy is transferred.
Conservation of Energy	Energy can be transferred usefully, stored or dissipated, but it can never be created or destroyed.
Falling Objects	<p>When an object fall, energy in the gravitational potential store is transferred to the kinetic energy store. Energy is not created or destroyed so we know:</p> <p>energy lost from the g.p.e. store = energy gained in the kinetic energy store.</p>

Quest for Knowledge – Assessment Cycle One – Science

Working Scientifically

Apparatus	Description and Function
Beaker	A glass container with a pouring lip. Used to hold, mix or heat substances.
Balance	Scales used to measure mass.
Measuring Cylinder	A cylindrical container used to measure the volume of liquid.
Dropper/Pipette	A thin, tapering glass or plastic tube used to eject or suck in a small amount of fluid.
Test Tube	A thin, cylindrical container, usually made of glass. Used to hold chemical and biological substances.
Boiling Tube	A slightly larger glass test tube. Used to heat substances over a Bunsen burner.
Thermometer	A device that measures temperature.
Funnel	A tube that is wide at one end and narrow at the other. Used to move liquids or particles through a narrow opening.
Syringe	A tube and plunger used to eject or suck in a fluid or gas.
Stopwatch	Used to measure the duration of an event. Usually hand-held and operated by buttons.
Microscope	A device that uses lenses to magnify items that are normally too small for the human eye to see. e.g. cells.
Conical Flask	A glass container with a flat base, a wide, rounded body and a long neck. The slanted sides and narrow neck of this flask allow the contents of the flask to be mixed by swirling, without risk of spillage.



Quest for Knowledge – Assessment Cycle One – Science

Working Scientifically

Key Word	Definition
1. Anomalous	An odd result that does not fit the general trend or pattern of results.
2. Control Variables	Variables or factors kept same during the investigation.
3. Dependent Variable	Results or measurements (output variable). This is what you measure, count or look out for.
4. Independent Variable	Factor that you change on purpose or deliberately (factor under investigation i.e. the input variable).
5. Range	Lowest to the highest value of the independent variable that is to be investigated.
6. Valid	Something is reliable, accurate or trustworthy.
7. Prediction	What you think will happen when the factor is changed.
8. Hypothesis	A hypothesis or prediction is made with limited evidence at the beginning of a scientific investigation.
9. Accuracy	Accuracy refers to how close a measurement is to the true or accepted value.
10. Precision	Precision refers to how close measurements of the same item are to each other.



High Accuracy
High Precision



Low Accuracy
High Precision



High Accuracy
Low Precision



Low Accuracy
Low Precision

Presenting Data

When constructing a table use the following guidelines:

- Each column has a heading (including units).
- Units are not needed throughout the table, only in the heading.
- Use the same number of significant figures in each column.
- Place the independent variable in the left hand column.

When plotting a graph use the following guidelines:

- Independent variable on the x-axis and dependent on the y-axis.
- Axes labelled with units.
- Axes increasing in equal increments.
- Informative title.
- Line of best fit (if applicable).

Periodic Table

1		2																		3		4		5		6		7		0			

<u>Sources Analysis</u>		
Use the acronym SNOP to remember how to evaluate sources – Source Content, Nature, Origin, Purpose .		
<u>Source Content</u>		The words and images in the source itself.
Provenance	<u>Nature</u>	What type of source is it? (e.g. newspaper, diary entry, photograph)
	<u>Origin</u>	The origins of the source (who produced it, when it was produced, etc.) <i>For example, a diary entry of a soldier from 1912.</i>
	<u>Purpose</u>	Why was the source produced? What effect was it meant to have on the reader/audience?
Reliability		How trustworthy is the source in regards to who the author is and what their intention is. For example, a first-hand account has increased reliability.
Typicality		if a source is typical then it is similar to other sources from the same time.
Objectivity		A measure of how true a source is. If a source is objective, it will give a factual view of an event. If a source is subjective (the opposite), it will be a person's opinion.



Source A: A British Army recruitment poster, 1914.

Source Content – Describe what you can see in the source. If it's a text source, use a quote.

Nature (what, or the type of source)

Origin (who, when, where)

Purpose (why) – To encourage people to join the army.

First World War – Key Chronology

Date	Event	Notes
1870-71	Franco-Prussian War	War establishing the German Empire, and leading to the territories of Alsace-Lorraine being annexed (taken) by Germany.
1880s	Scramble for Africa	Rivalry between the European powers over which countries would be able to colonise which parts of Africa.
1882	Triple Alliance	An alliance of Germany, Austria-Hungary and Italy, to deal with potential attack from France or Russia.
1884	Berlin Conference	A meeting of the powerful European countries, to decide how Africa should be divided between them.
1906-1914	Naval Race	Competition between Britain and Germany to build the strongest and largest navy.
1907	Triple Entente	Alliance between France, Britain and Russia, to balance the power of the Triple Alliance.
June 1914	Assassination of Archduke Franz Ferdinand.	The heir to the throne of Austria-Hungary shot and killed. Austria seek revenge against Serbia, triggering the war.
July 1914	July crisis.	Rival mobilisations (countries getting ready to fight) tip the Alliances into war. Britain declares war in August 1914.
August 1914	DORA	Defence of the Realm Act gives the British Government sweeping powers to control the country in wartime.
August 1914	Recruitment Drive	Lord Kitchener's call for volunteers to join the army and fight the Central Powers.
1916	Conscription	The legal requirement of men of fighting age to fight in the war.
July 1916	Battle of the Somme	The largest battle of the Western Front, leading to 20,000 British deaths and 60,000 casualties on the first day alone.
1917	Rationing	The legal control of goods, such as food and materials, introduced in response to the U-Boat crisis.
November 1918	Armistice	The agreement to end the fighting on land, at sea and in the air, coming into force on 11 th November 1918.
1919	Treaty of Versailles	The formal end of the war with Germany.

Key Facts on the First World War	
Dates	July 1914 – November 1918
Terms	Also known as World War One (or abbreviated as WWI), other names reflect how large or significant the war was: the Great War; ‘the war to end all wars’; or ‘the first modern war’, given that military technology such as the tank, the aeroplane, the machine gun, and poison gas, were introduced or developed.
Belligerents	Countries fighting in the war. At the outset, the Allies (Russia, Britain, France) fought the Central Powers (Germany, Austria-Hungary, and the Ottoman Empire – centred on modern-day Turkey). Later, other countries joined, such as Italy, and the United States of America. Where countries had overseas empires, such as the British Empire, these colonies were also involved in the fighting.
Total Deaths	While it is difficult to be sure, it is estimated that 9-11 million soldiers died, with perhaps another 6-8 million civilians, including those dying in famines caused by the conflict.
Location	The main fighting took place on what was called the ‘Western Front’, fighting from opposing trenches in France and Belgium. However, it was a global war. Other significant areas of conflict included: the ‘Eastern Front’, between Germany and its allies, and Russia; in Africa; in what is now Turkey and the Middle East; and at sea, across the globe.

Week One – Long Term Causes	
Imperialism	When powerful countries invade other countries and have them as ‘colonies’.
Nationalism	An excessive feeling of pride in one’s own country. It usually creates feelings of superiority over other countries.
Great Power Status	A recognition that a country is powerful and influential in the world. This could have many forms, e.g. wealth, military power.
Weltpolitik	German word which translates to ‘World Politics’. It is a belief held by Germans that they should be allowed to gain power by acquiring an empire.
Berlin Conference, 1884	A meeting of the powerful European countries, to decide how Africa should be divided between them.
Militarism	The belief that a country should have a strong military and be able to use it to secure its interests overseas.
Naval Race	Competition between Germany and Britain, 1906-1914, to produce as many battleships as possible. At its peak, in 1913, they built 10 battleships in a year.
Dreadnought	Heavily armoured battleship created by Britain in 1906.
975,000	Size of Britain’s army at the outbreak of war in 1914 (including reserves).
4 million	Size of France’s army at the outbreak of war in 1914 (including reserves).
5.9 million	Size of Russia’s army at the outbreak of war in 1914 (including reserves).
4.5 million	Size of Germany’s army at the outbreak of war (including reserves).
3 million	Size of Austria-Hungary’s army at the outbreak of war in 1914 (including reserves).

Week Two – Short Term Causes	
Moroccan Crises, 1905-1911	Rivalry between European countries over who would colonise an African country called Morocco. The crises worsened tensions between the different alliances in Europe.
Alliance	An agreement usually made formally at a treaty, which states that a country will provide aid and support another if they are involved in war or dispute.
Triple Alliance	Germany, Italy and Austria-Hungary.
Triple Entente	Britain, Russia and France.
Schlieffen Plan	A German war plan, devised in 1905, which intended to stop a war on two fronts by attacking France quickly and then attacking Russia.
Mobilisation	A country getting their armies ready to fight.
Assassination of Archduke Franz-Ferdinand	28 th June 1914. The heir to the throne of Austria-Hungary was shot and killed by Bosnian terrorist, Gavrilo Princip, who was supporting Serbia.
Black Hand Gang	Organisation of 2,500 members who wanted to use violence to end Austrian rule of Bosnia.
5th July 1914	Germany offers Austria a 'blank cheque' to signify their unconditional support.
28th July 1914	Austria first declared war upon Serbia as they refused to meet the demands of their 10-point ultimatum.
4th August 1914	Britain declare war upon Germany.
Treaty of London	An agreement from 1839 whereby Britain promised to defend Belgium's neutrality.

Week Three – Recruitment	
Lord Kitchener	British Secretary of State for War from 1914. Against popular opinion, Kitchener correctly understood the war would last several years and cost countless lives, predicting it would be fought to “the last million”.
Recruitment Drive	August 1914: Lord Kitchener started his drive to recruit men to the army. Army spokesmen delivered 20,000 speeches and were supported by 54 million posters. After three months, 1,186,337 had joined the army.
478,893	The number of soldiers who joined the British Army between 4 th August and the 12 th September 1914.
33,204	Number of people who were recruited to the British Army in one day alone, the peak of recruitment.
6 million	Total number of British men mobilised (in the armed forces) during World War One. Of these, approximately 700,000 were killed.
‘Kitchener’s Army’	The volunteers who joined the army in response to Kitchener’s appeals, also known as the Pals Battalions, as friends and family from the same towns and villages would often join and fight together.
Indian Army	Recruited from Britain’s largest colony, more than a million men served overseas in the First World War, in Europe, Africa and the Middle East. At least 75,000 men lost their lives.
Sepoy	A term referring to an Indian soldier fighting for the British Empire in the Indian Army.
ANZAC	Standing for the Australia and New Zealand Army Corps, ANZAC forces fought as part of the British Empire. Around 60,000 Australian soldiers were killed, alongside 17,000 New Zealanders.
Conscription	From 1916, as the battles got worse, more men were required at the front lines. Conscription forced able men to join the army. In January 1916 Parliament passed the Military Service Act, requiring men aged 18-40 to fight, unless they were widowed with children or ministers of religion.
Conscientious Objectors	Men who refused to fight for religious or moral reasons. Around 16,000 refused in Britain, often facing huge stigma and even imprisonment in some cases.

Week Four – Trench Warfare	
Trenches	Deep, purpose-built ditches dug in the ground in which soldiers fought, slept and lived during battle. These quickly developed into intricate networks along the Western Front. They could be well defended and were hard to attack.
No-Man's Land	The area between the two opposing trenches, which neither side controlled.
'Going over the top'	When soldiers were instructed to climb out of the safety of their trench and charge towards the opposing trench, usually well-defended by machine guns.
Western Front	The line of fighting across northern France and Belgium, characterised by trench warfare, and largely stable throughout most of the war.
Weapons	Many weapons and types of military technology we know today were either first introduced or developed in the First World War, for example: machine guns; military aircraft (for surveillance and bombing); poison gas (including mustard gas and chlorine); and tanks. Artillery was also a significant factor – high-powered guns firing shells at enemy trenches, in an effort to break the deadlock.

Week Five – Medicine in the Trenches	
Trench Foot	Caused by the wet and muddy conditions of the trenches, trench foot could lead to gangrene and amputation.
Trench Fever	A flu-like disease spread by lice in the trenches.
97%	Percentage of soldiers who suffered from lice in the trenches.
Shell Shock	Now known as post-traumatic stress disorder (PTSD), shell shock covered a range of mental health conditions caused by exposure to warfare.
Blood Transfusions	Giving a patient donated blood, vital for surgery and treating significant injuries. Blood transfusion developed significantly in response to the conflict.
Gas	A new weapon used in WW1. First used in April 1915 in Ypres. It blinded (Mustard) or suffocated (Chlorine) soldiers.
Respirators	Also known as gas masks. Began to be used in 1915 as a response to gas attacks.
6,000	Number of British deaths as a result of gas. This was low because of the use of respirators.
Plastic Surgery	Pioneered by surgeon Harold Gillies, plastic surgery, or facial reconstruction, was a surgical response to the horrific facial wounds caused by the new style of warfare.
X-rays	Used extensively in the First World War to prepare for plastic surgery on injured soldiers.
RAMC	Royal Army Medical Corps, a specialist section of the British Army, vital in treating injured soldiers.

Week Six – The Home Front

Home Front	Describes the conditions back at home in the country fighting, and how civilians are affected. The term also explains how much armies rely on the support they receive from their home nation.
Total War	The idea that all of the country's resources (factories, workers, etc.) are given over to fighting a war.
500,000 tonnes	Amount of supplies sunk by Germany during the U-boat crisis where Germany submarines were sinking British supply ships in an attempt to starve Britain into submission.
70%	Percentage of sugar that Britain bought from Austria-Hungary <i>before</i> the outbreak of war.
Unrestricted Submarine Warfare	When all enemy ships are targeted by submarines. This includes civilian and supply ships, not just battleships.
6 Weeks	During 1915, Britain had 6 weeks of wheat left.
Rationing	The controlled distribution of goods, such as food or materials, when they are in shortage. In January 1918, rationing had been introduced in Britain.
DORA	Defence of the Realm Act 1914 – a wide-ranging law introduced at the start of the conflict, giving the Government more powers to interfere with the lives of the public in order to win the war.
16th December, 1914	German naval artillery attacks Britain at Scarborough, causing 137 deaths.
Royal Defence Corps	Army of volunteers trained at home as the last line of defence against invasion.
Censorship	The control of speech, writing or other forms of communication. DORA gave the British Government powers to stop any communication thought 'likely to cause dissatisfaction or alarm' in the military or the country.
5 million	Number of additional women who entered work during WW1.
Munitions Crises	With many men fighting, there were labour shortages in factories that produced ammunition. This meant these factories couldn't produce enough ammunition for the men fighting. In 1915, one battalion was reduced to using only 3 rounds per day.
Canary Girl	Women who worked in factories gained this nickname as the TNT they were exposed to when making bombs turned their skin yellow.

Week Eight – The Somme	
Date	July 1 st 1916 – November 1916
Aims	British forces were to attack the Germans at the Somme in order to relieve pressure on their French allies at Verdun, where the French were facing heavy casualties. The Battle of the Somme was intended as a way of the Allies breaking through to victory. In fact, it turned into the largest battle on the Western Front, and one of the bloodiest battles in history.
Tactics	Use artillery to clear No Man's Land of barbed wire and obstacles, and disable the German trench system, before sending troops 'over the top' to capture the opposing trench.
Total casualties	Britain: 420,000 including 60,000 on the first day alone. Germany: 500,000. France: 200,000.
20,000	Amount of British deaths on the first day of the Battle of the Somme.
548	Deaths within the Sheffield Pals' Battalion during the battle.
90%	Casualties within the Newfoundland regiment at the battle.
6 miles	Amount of land the British army advanced despite the casualties.
General involved	Sir Douglas Haig.
1.7 million	Number of shells used by Britain to 'soften up' the German defences.

Week Nine – The End of the War	
End of the war	A blockade of goods by Britain meant that important supplies, such as food, could not enter Germany. The German citizens lost interest in the war, some revolted, causing the German leader to abdicate (flee the country) and Germany to surrender.
November Revolution	A period of crisis in Germany at the end of 1918, leading to the collapse of the German Government and overlapping with Germany's defeat.
Armistice	The agreement to end all fighting in the First World War, which came into force on 11 th November, 1918.
Treaty of Versailles	The key treaty in 1919 bringing the war to an official end, and negotiated at the Paris Peace Conference, the Treaty of Versailles included many controversial elements, including war guilt and reparations.
War Guilt	The idea that Germany was to blame for the war, and all the damage done by it. This was later exploited by Adolf Hitler and the rise of the Nazis.
Reparations	The requirement that Germany would pay to repair the damage done by war.
League of Nations	An international organisation set up following the First World War, to find peaceful ways to resolve conflict.
\$33 billion 43.	The amount Germany paid in reparations to the Allied powers. A staggering amount of money at the time, and impossible for Germany to repay, reparations became another deep grievance for the Nazis to exploit.

How Do Geographers Understand the Physical World?

Week 1

Key Terms	Description
Weather	The day-to-day condition of the atmosphere (e.g. temperature, wind and rainfall).
Climate	The average weather conditions over a long period of time, usually 30 years.
Precipitation	Water falling from the atmosphere to Earth's surface (e.g. rain or snow).
Air masses	A large body of air that travels from one area to another, e.g. The Arctic Maritime Air Mass.
Prevailing Winds	The most common wind direction. For the United Kingdom the prevailing wind comes from the south-west.
Ocean Current	A flow of warm or cold water in the ocean, e.g. The North Atlantic Drift.
Weathering	The breakdown of rocks at or close to the earth's surface. There are three types; chemical, biological and mechanical.
Erosion	Wearing away and removal of small pieces of rock by, for example, a river. This can be done in four ways; hydraulic action, abrasion, attrition and solution.
Transportation	The movement of rocks from one place to another. This can be done in four ways; solution, saltation, traction and suspension.
Deposition	The dropping of rock particles either being carried in the sea or by a river.

Week 2

Key Terms	Description
Fetch	How far a wave has travelled.
Swash	The water flowing towards a beach when the wave breaks.
Constructive Wave	Waves which help to build up (deposit) material on the coast. They form depositional landforms e.g. spit, bar and beach.
Destructive Wave	Waves which remove (erode) material from the coast. They form erosional landforms.
Longshore Drift	The movement of material along a coastline due to the angled approach of waves.
Spit	A stretch of beach at one end of a coastline caused by waves depositing material via longshore drift.
Bar	A spit that has grown across a bay.
Headland	A high area of land that extends out to sea. A headland is formed of hard rock which eroded slowly.
Bay	A low-lying inlet of land on the coast. A bay is formed of softer material which is easily eroded.
Wave-cut Platform	A flat area in front off a cliff, just below the tide mark. These were formed when the waves eroded the cliff, but left a platform behind.

How Do Geographers Understand the Physical World?

Week 3

Key Terms	Description
Hard Engineering	Using artificial structures such as sea walls to control natural processes.
Soft Engineering	Less intrusive, more environmentally friendly methods that work with natural processes to protect the coast.
Managed Retreat	This increasingly popular option enables the controlled retreat of the coastline, often involving allowing the sea to flood over low-lying land.
Sea Wall	A concrete or rock barrier built against the sea, placed at the foot of a cliff or at the top of a beach. The sea wall has a curved face to reflect the waves back into the sea.
Rock Armour	Piles of large boulders dumped at the foot of a cliff. The rocks force the wave to break, absorbing their energy and protecting the cliffs.
Gabion	Wire cages filled with rocks that can be built up to support a cliff or provide a buffer against the sea.
Groynes	Timber or rock structures built out to sea from the coast. They trap sediment being moved by longshore drift and enlarge the beach. The wider beach acts as a buffer to reduce wave damage.
Tributary	A small river/stream that joins the main river channel.
Source	The place where a river starts in the upper course.
Mouth	The place where a river meets the sea, also known as an estuary.

Week 4

Key Terms	Description
Waterfall	A steep drop in a river. Forms when there are horizontal bands of hard rock, positioned over bands of soft rock.
Plunge Pool	The pool of water found at the bottom of a waterfall.
Gorge	A deep, narrow passage that usually has a river running through it.
Interlocking Spur	A hill that a river meanders around in a V-shape valley.
Meander	A bend in the river formed by processes of erosion and deposition.
River Cliff	A steep bank created on the outside of a river bend by the erosive power of fast-flowing water.
Slip-off Slope	Gently sloping bank found on the inside of a river bend by the erosive effect of slow-flowing water.
Oxbow Lake	A curved lake formed from a horseshoe bend in a river where the main stream has cut across the narrow end and no longer flows around the loop of the bend.
Floodplain	An area of low-lying land next to a river which is prone to flooding.
Discharge	The volume of water in a river passing a point in a given time. Measured in cumecs (cubic metres per second).

How Do Geographers Understand the Physical World?

Week 5

Key Terms	Description
Permeable	A substance which allows fluids or gases to pass through it, e.g. sandstone.
Impermeable	Rock which does not allow water to pass through it, e.g. granite.
Surface Run-off	The water that runs over the surface of the land when the soil is unable to absorb it.
Saturated	Unable to contain any more liquid.
Interception	When trees or plants stop water from reaching the surface.
Embankment	An embankment is an artificial ridge of soil or rock built by the side of a river and designed to try to prevent the river from flooding during times of high water.
River Restoration	River restoration is the process of managing rivers to reinstate natural processes to restore biodiversity, providing benefits to both people and wildlife.
Climate Change	Changes in climate as a result of natural causes or human activity.
Global Warming	The recent increase in global temperatures.
Greenhouse Gases	Gases such as carbon dioxide and methane, which absorb heat from Earth.

Week 6

Key Terms	Description
Biodiversity	The range of animals and plants in a given area.
Biotic	Living elements of an ecosystem, such as plants and animals.
Abiotic	Non-living elements of an ecosystem, such as climate, temperature, water and soil type.
Deforestation	The cutting down of trees and forests to allow for another land use, e.g. farming, logging, mining, building roads and for the local population to live on the land.
Nutrient Cycle	The cyclic movement of nutrients such as calcium, potassium and magnesium within an ecosystem.
Sustainable	An activity which does not consume or destroy resources or the environment.
Permafrost	Permanently frozen soil.
Ice Caps	A large area of land covered in ice.
Antarctica Treaty	The Antarctica Treaty (1961) and related agreements, collectively known as the Antarctic Treaty System, regulate international relations with respect to Antarctica, Earth's only continent without a native human population.
Sustainable Development	Economic development which meets the needs of the current population without polluting the environment or depleting resources.

Week 7

Assessment Week.

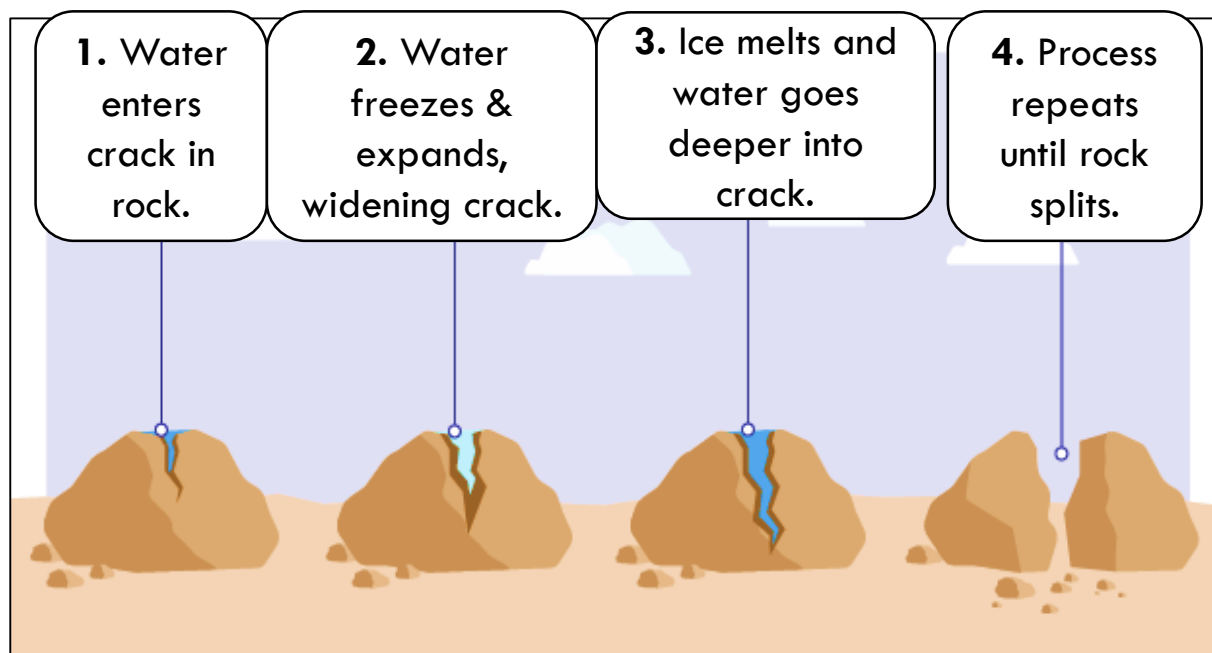
How Do Geographers Understand the Physical World?

Week 8

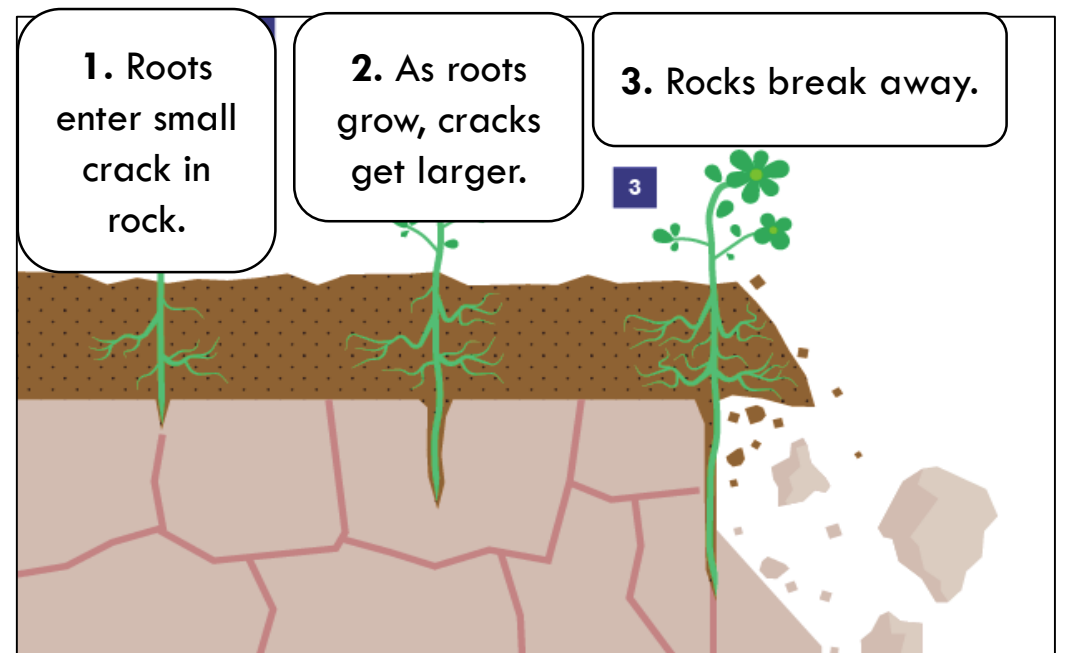
Key Terms	Description
Global Atmospheric Circulation	The movement of air across the planet occurs in a specific pattern.
High Pressure	Air that is sinking towards the ground surface forms areas of high pressure, for example at the North Pole.
Low Pressure	Air that is rising from the ground surface forms areas of low pressure on the ground, for example at the Equator.
Tropical Storms	A very powerful low-pressure weather system which results in strong winds and heavy rainfall.
Saffir-Simpson Scale	The Saffir-Simpson Hurricane Wind Scale is a 1 to 5 rating based on a hurricane's sustained wind speed. This scale estimates potential property damage.
Coriolis Force	An apparent force, due to the spinning of the Earth, which deflects movement of particles and winds.
Cumulonimbus Clouds	A type of large, dense, tall, grey cloud which produces rain, hail or snow.
Eye	The eye is a region of mostly calm weather at the centre of strong tropical storms.
Condensing	A change of state in which gas becomes liquid by cooling.

Coasts - Diagrams

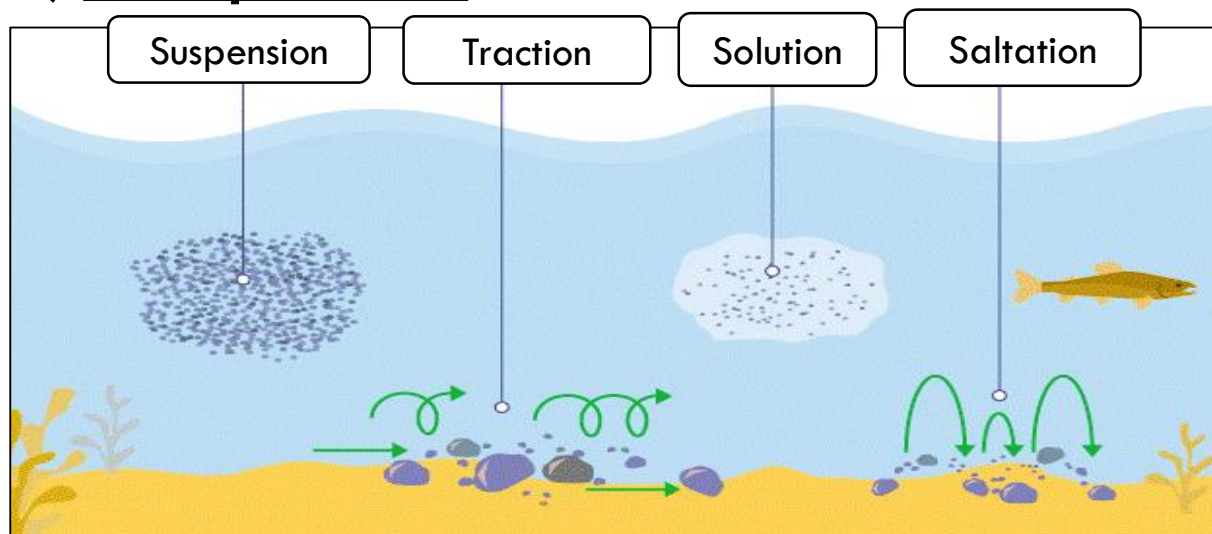
1) Mechanical Weathering - Freeze-thaw



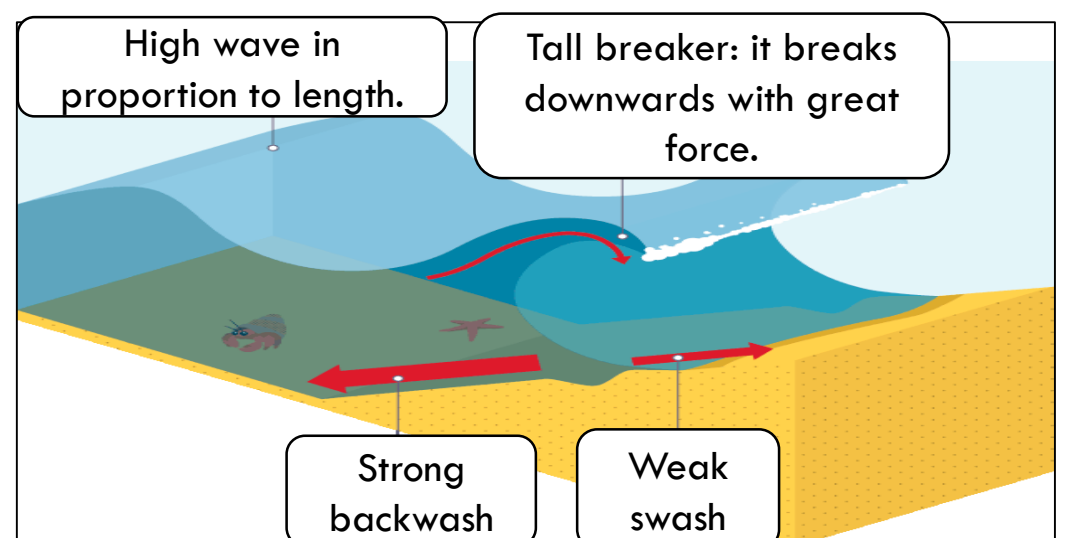
2) Biological Weathering - Flora & Fauna



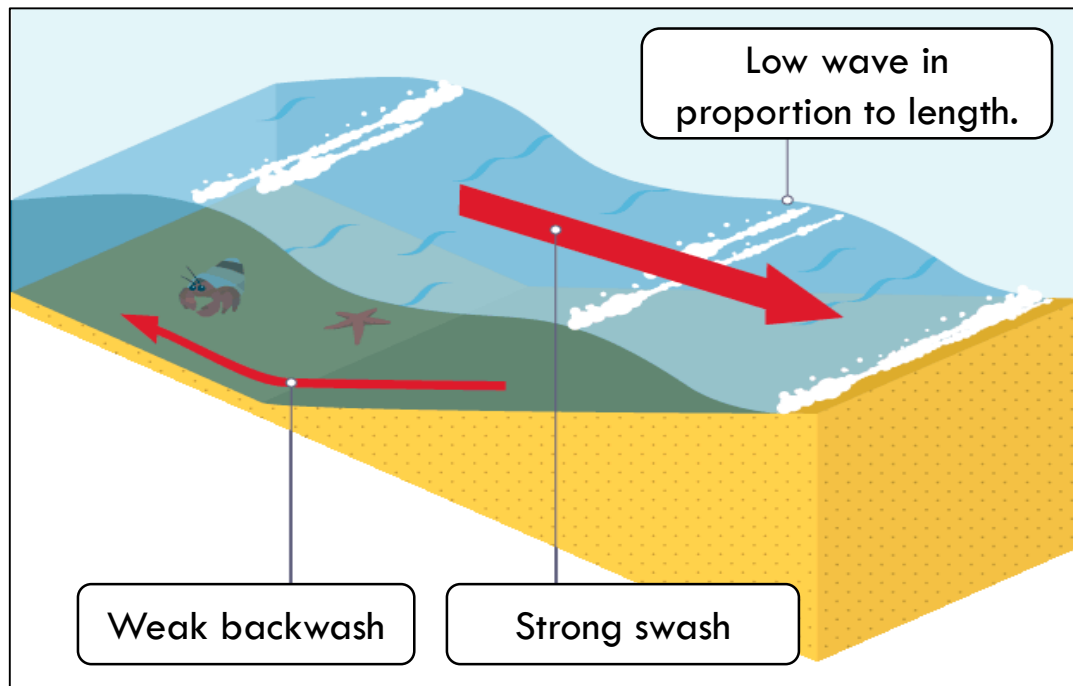
3) Transportation



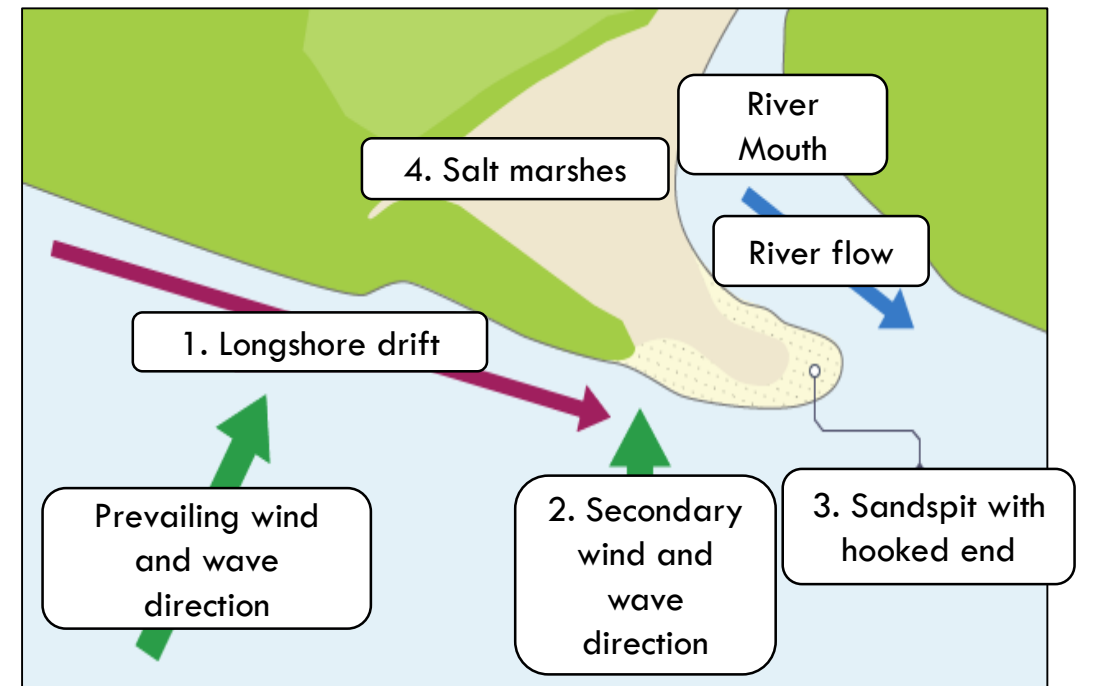
4) Destructive Wave



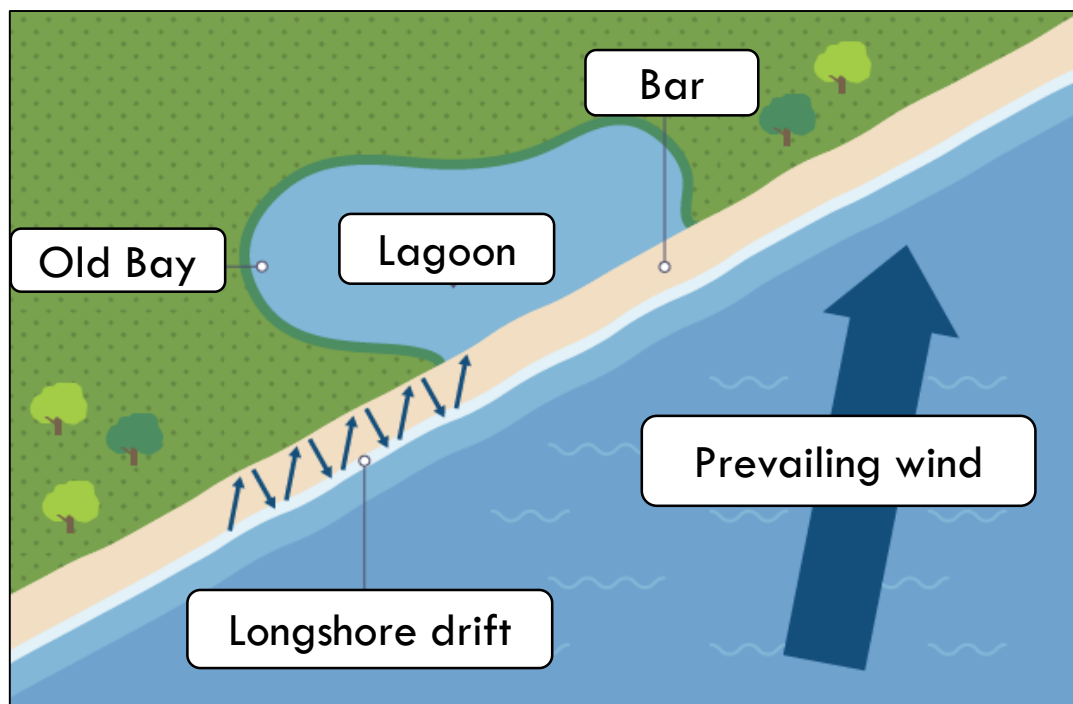
5) Constructive Wave



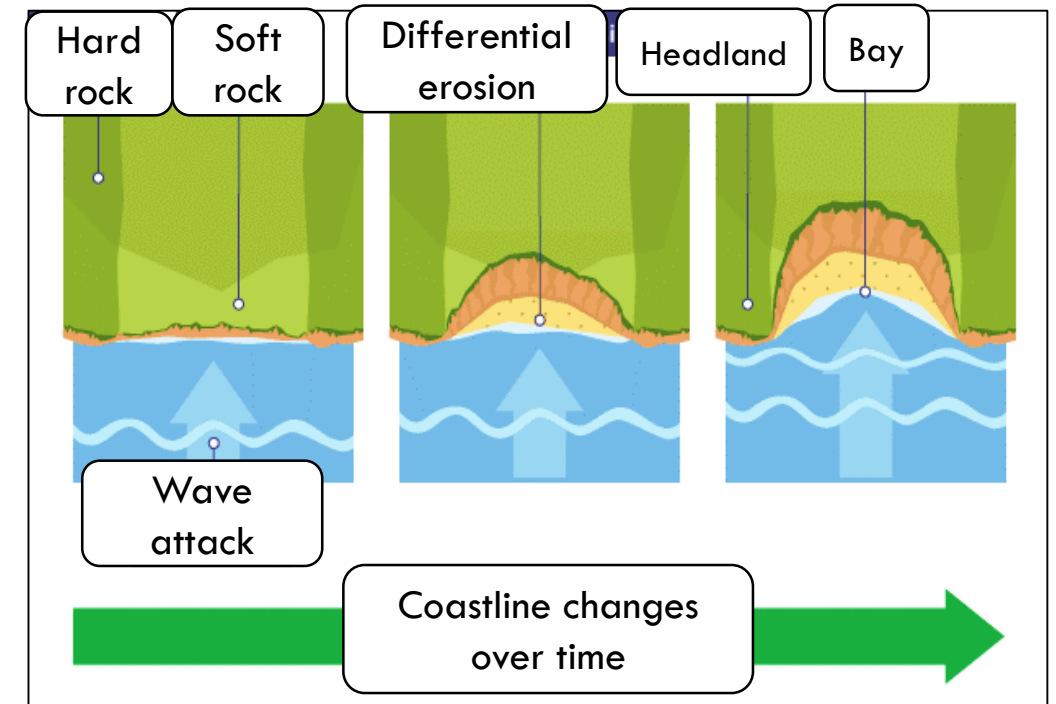
6) Spit Formation



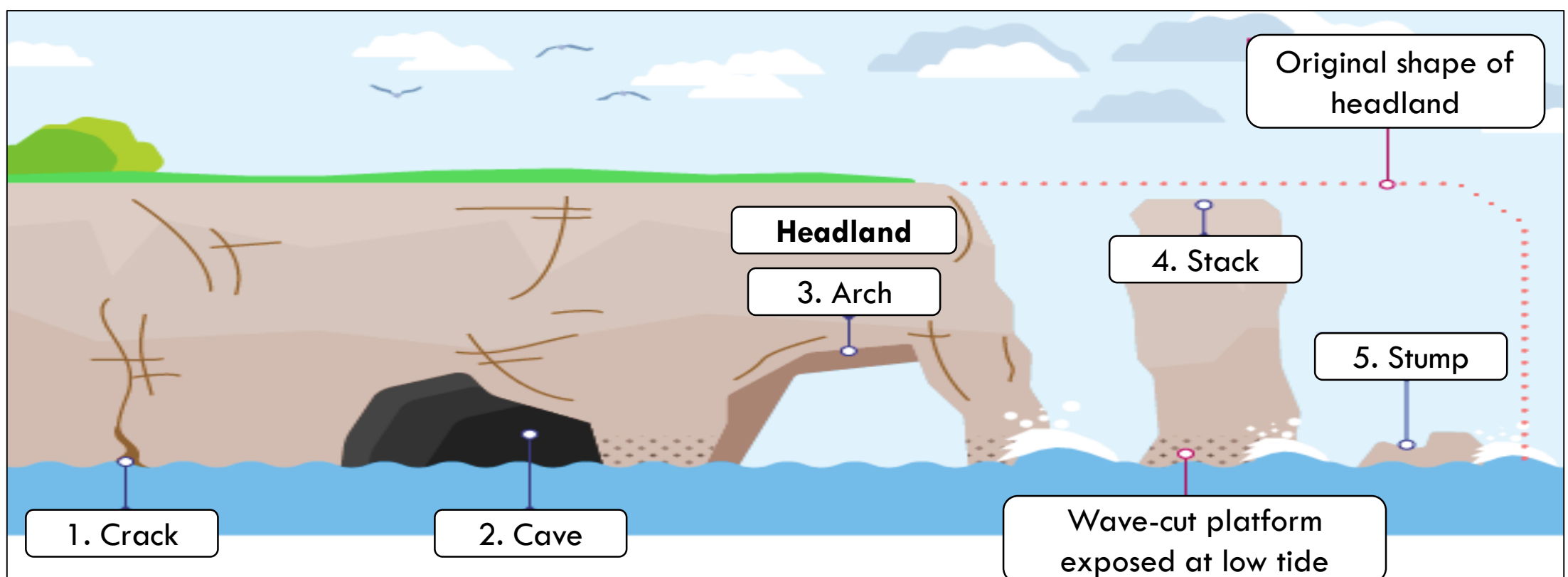
7) Bar Formation



8) Headland & Bay Formation

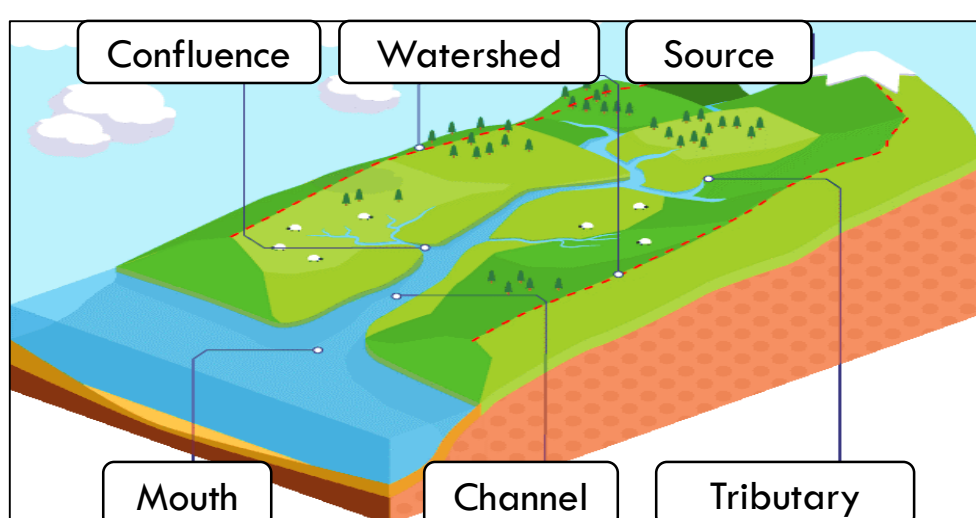


9) Erosional Features Formation - Crack, Cave, Arch, Stack & Stump

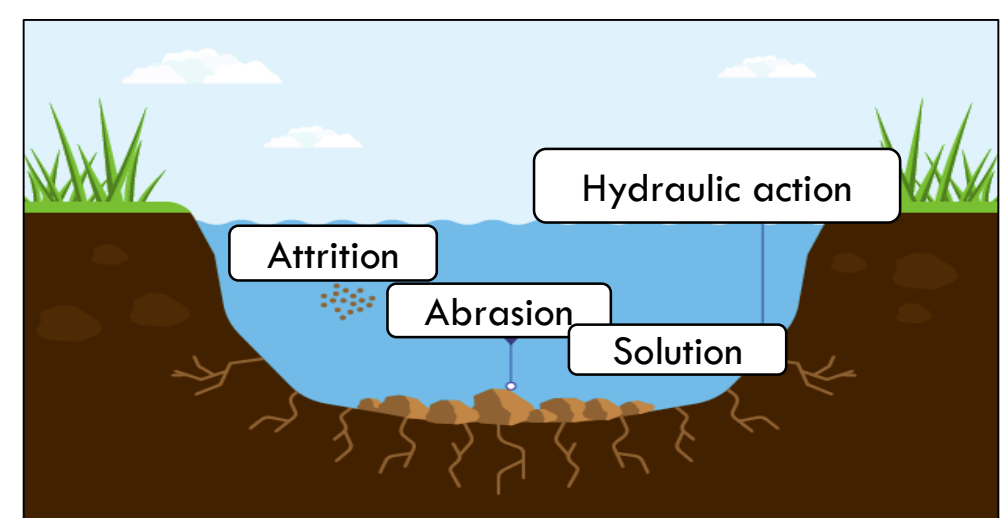


Rivers - Diagrams

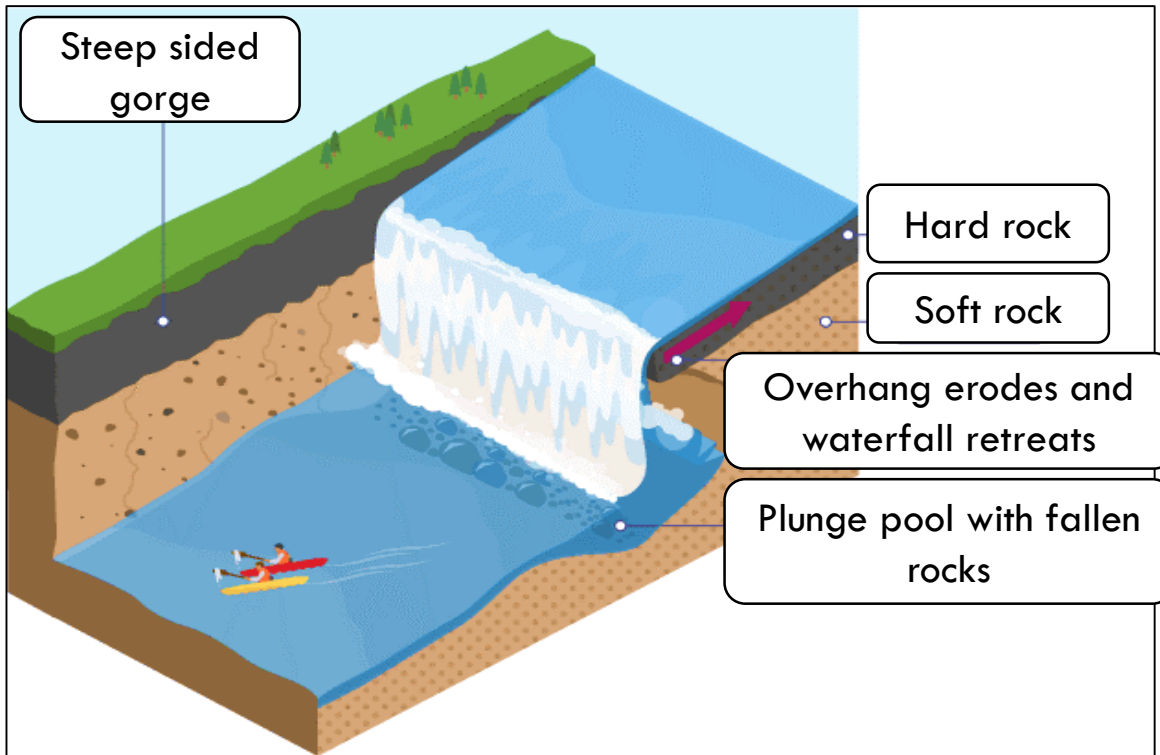
10) Drainage Basin



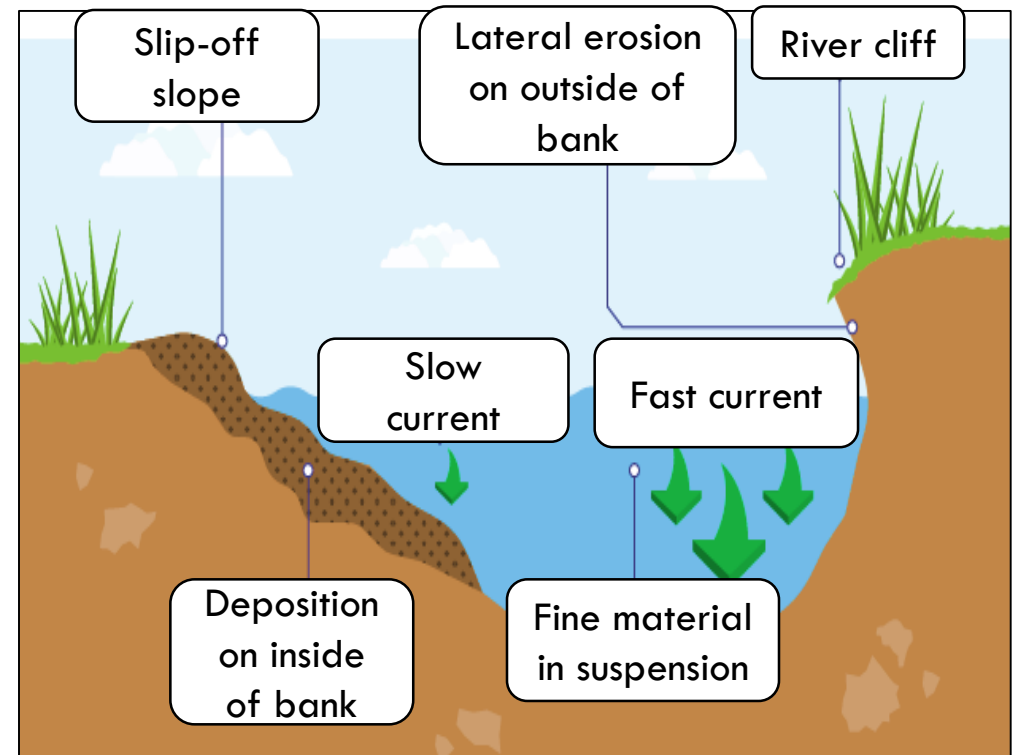
11) Erosional Processes



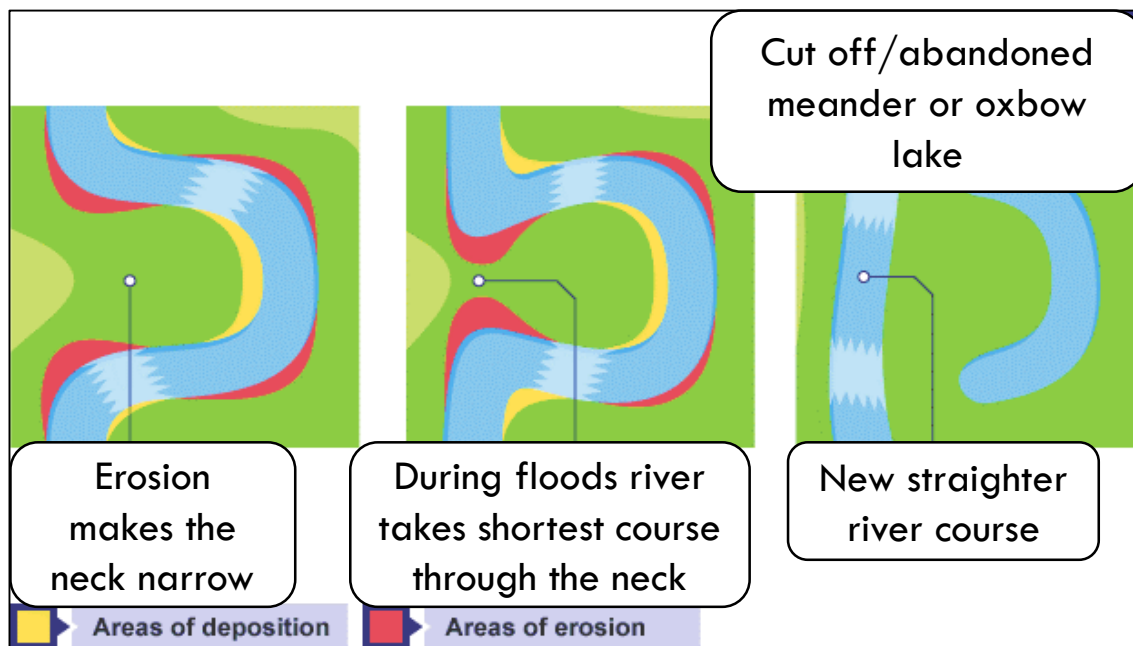
12) Waterfall Formation



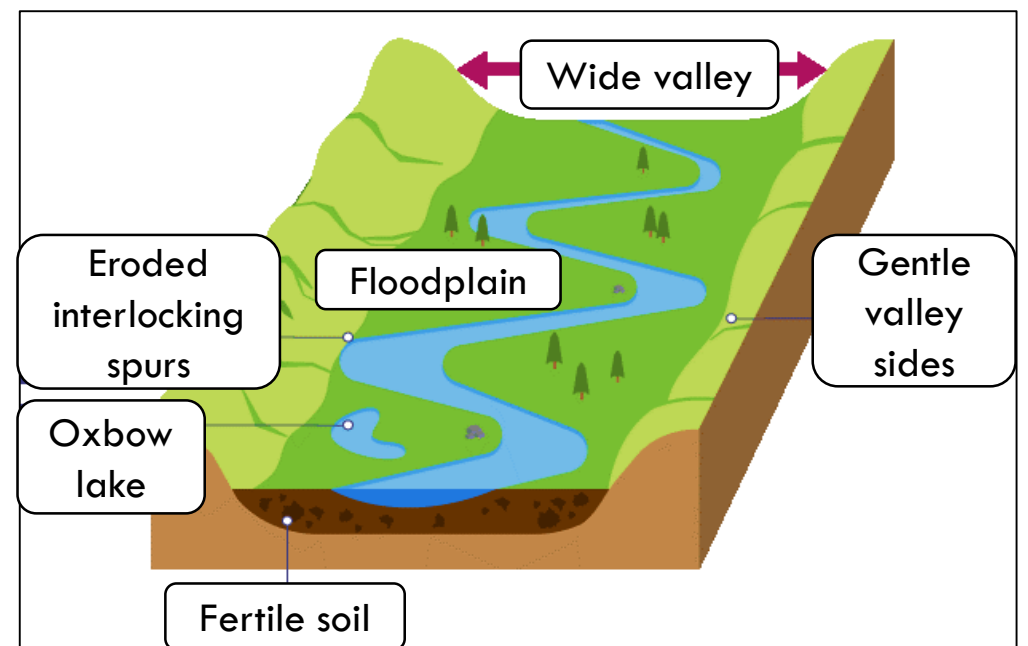
13) Meander Formation



14) Oxbow Lake Formation

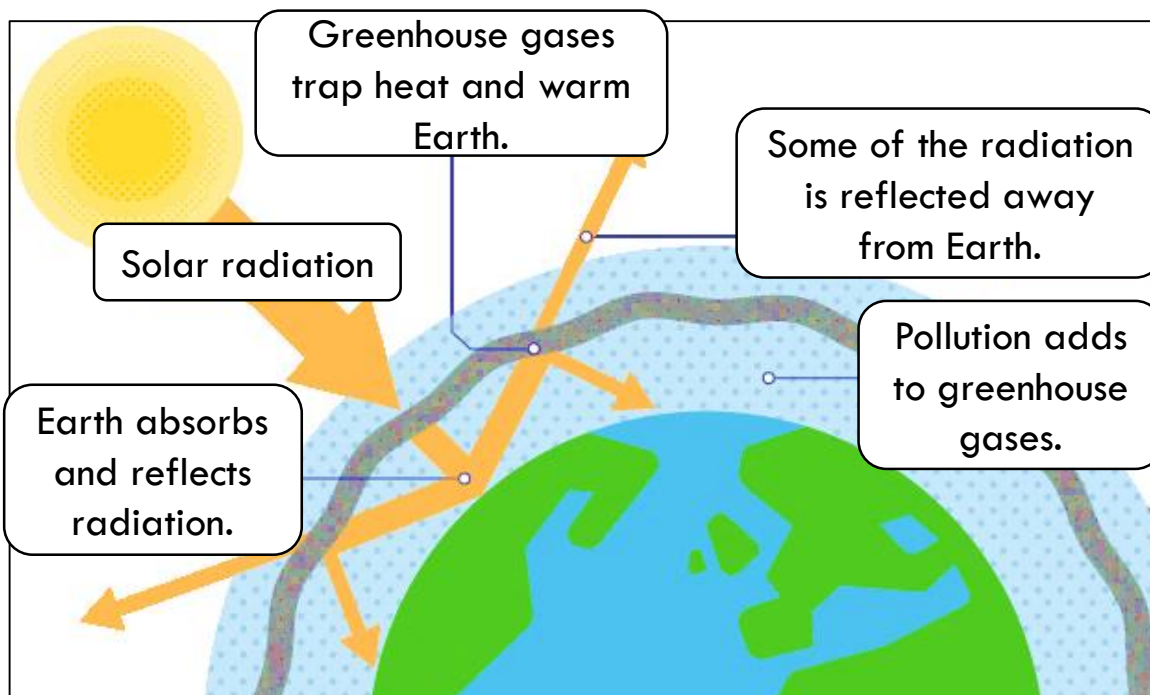


15) River Floodplain

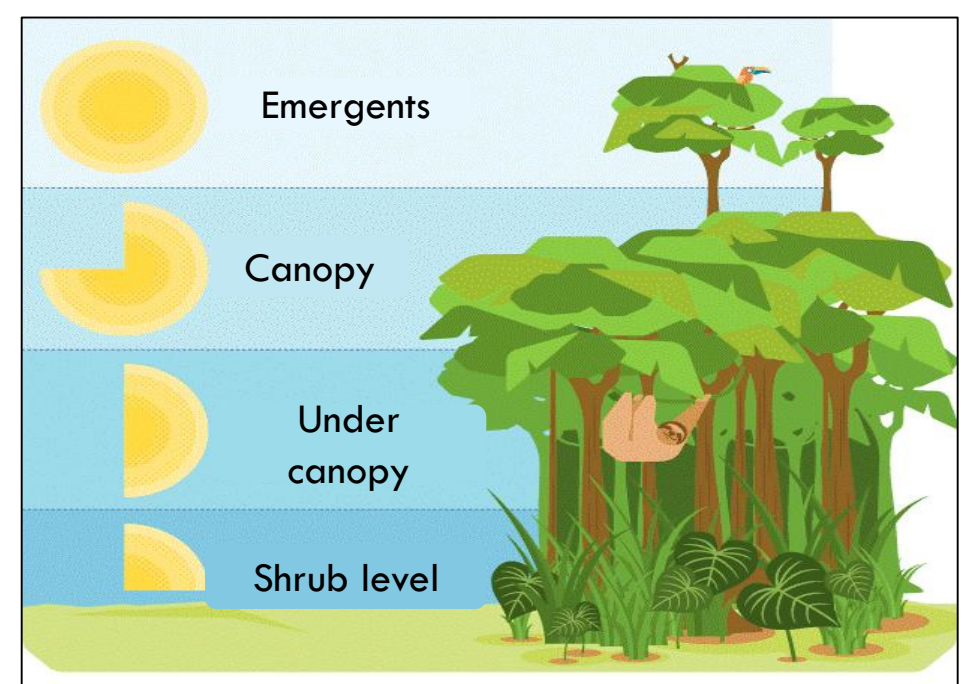


Other Diagrams

16) Greenhouse Effect



17) Tropical Rainforest Layers



Key Verbs

Infinitive	Meaning in English
Célébrer/Fêter	To celebrate
Préparer	To prepare
Chanter/danser	To sing/dance
Manger/boire	To eat/drink
Jouer	To play
S'amuser	To have fun
Habiter	To live
Se trouver/situer	To be situated
Être	To be
Avoir	To have

	Present	Perfect	Imperfect	Simple Future	Conditional
Célébrer/Fêter	Je célèbre/je fête	J'ai célébré/j'ai fêté	Je célébrais/je fêtais	Je célébrerai/je fêterai	Je célébrerais/je fêterais
Préparer	Je prépare	J'ai préparé	Je préparais	Je préparerai	Je préparerais
Chanter/ Danser	Je chante/je danse	J'ai chanté/j'ai dansé	Je chantais/je dansais	Je chanterai/je danserai	Je chanterais/je danserais
Manger/boire	Je mange/je bois	J'ai mangé/j'ai bu	Je mangeais/je buvais	Je mangerai/je boirai	Je mangerais/je boirais
Jouer	Je joue	J'ai joué	Je jouais	Je jouerai	Je jouerais
S'amuser	Je m'amuse	je me suis m'amusé	Je m'amusais	Je m'amuserai	Je m'amuserais
Habiter	J'habite	J'ai habité	J'habitais	J'habiterai	J'habiterais
Se trouver/situer (on)*	On se trouve/on se situe	On s'est trouvé/on s'est situé	On se trouvait/on se situait	On se trouvera/on se situera	On se trouverait/on situerait
Être	Je suis	J'ai été	J'étais	Je serai	Je serais
Avoir	J'ai	J'ai eu	J'avais	J'aurai	J'aurais

Quest for Knowledge – Assessment Cycle One – French

Key Questions

	Quelle est ta fête préférée ? / Parle-moi d'une fête que tu as fêtée récemment.	
1	Ma fête préférée est Noël parce que	My favourite festival is Christmas because
2	j'adore passer du temps avec ma famille.	I love spending time with my family.
3	Généralement, le matin je me réveille tôt.	Generally, in the morning I wake up early.
4	Après avoir mangé le petit déjeuner,	After having eaten breakfast,
5	nous ouvrons des cadeaux et nous mangeons un grand dîner de dinde.	we open presents and we eat a big turkey dinner.
6	Bien que ce soit cher j'aime recevoir et donner des cadeaux.	Although it is expensive, I like receiving and giving presents.
7	L'année dernière, j'ai reçu une nouvelle tablette super.	Last year I received a new great tablet.
8	Je l'adore car c'est vraiment cool	I love it because it's really cool
9	et maintenant je peux regarder les vidéos dans ma chambre.	and now I can watch videos in my bedroom.

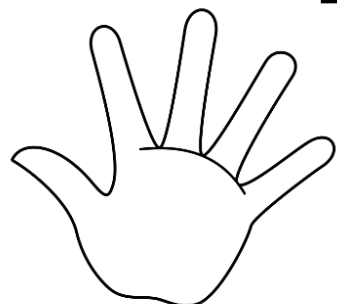
	Qu'est-ce que tu penses des fêtes françaises ?	
1	Selon moi, les fêtes françaises sont fascinantes !	In my opinion, French festivals are fascinating!
2	Je dirais que la fête nationale est la plus amusante	I would say that Bastille Day is the most fun
3	parce que je m'intéresse à l'histoire.	because I am interested in history.
4	Quand je serai plus âgé, je voudrais aller en France	When I am older, I would like to go to France
5	pour célébrer la fête nationale avec mes amis.	to celebrate Bastille Day with my friends.
6	Nous regarderons le grand défilé	We will watch the big parade
7	avant de regarder le feu d'artifice.	before watching the fireworks.
8	Puis, nous mangerons un dîner délicieux ensemble.	Then, we will eat a delicious dinner together.
9	Ce serait génial !	It would be great!

Quest for Knowledge – Assessment Cycle One – French

Writing Success Criteria - SPARTANS

	Les exemples	Examples
Subjunctive	<p><u>Bien que je ne croie pas</u> au père Noël, j'aime recevoir et donner des cadeaux.</p> <p>Il faut que j'<u>aille</u> en France pour Noël cette année avec ma famille mais <u>je ne pense pas que ce soit</u> intéressant.</p>	<p><u>Although I don't believe in</u> Father Christmas, I like to give and receive presents.</p> <p><u>It's necessary that I go</u> to France for Christmas with my family but <u>I don't think that it will be</u> interesting.</p>
Pronouns	<p><u>Mon meilleur ami adore</u> chanter et danser.</p> <p><u>Nous détestons</u> parler avec mes oncles et mes tantes.</p>	<p><u>My best friend loves</u> singing and dancing.</p> <p><u>We hate</u> speaking to my uncles and aunts.</p>
Adverbs	<p><u>Généralement</u>, j'aime habiter en France.</p> <p><u>Évidemment</u>, il est important de célébrer avec la famille ou les amis.</p>	<p><u>Generally</u>, I like living in France.</p> <p><u>Obviously</u>, it is important to celebrate with family or friends.</p>
Reasons	<p>Ma fête préférée c'est mon anniversaire <u>parce que</u> j'adore ouvrir des cadeaux.</p> <p>Je déteste manger de la dinde. Je pense que c'est vraiment cruel <u>puisque je suis végétarien(ne)</u>.</p>	<p>My favourite festival is my birthday <u>because I love opening presents</u>.</p> <p>I hate eating turkey. I think that it's really cruel <u>since I am a vegetarian</u>.</p>
Tenses and Time phrases	<p><u>Tous les jours</u>, les français mangent du baguette.</p> <p><u>Dans le passé</u>, j'allais en France pour la fête nationale.</p> <p><u>Demain</u>, je vais préparer le dîner pour toute ma famille.</p>	<p><u>Every day</u> French people eat baguette.</p> <p><u>In the past</u>, I used to go to France for Bastille Day.</p> <p><u>Tomorrow</u>, I'm going to prepare the dinner for my whole family.</p>
Adjectives (and comparatives)	<p>Le <u>plus haut</u> sommet des Alpes est le Mont Blanc.</p> <p>La Grande-Bretagne est <u>moins grande que</u> la France.</p> <p>La France est <u>aussi peuplée que</u> la Grande-Bretagne.</p>	<p>The <u>highest</u> peak in the Alps is Mont Blanc.</p> <p>Great Britain is smaller (<u>less big than</u>) France.</p> <p>France is <u>as populated as</u> Britain.</p>
Negatives	<p>Je <u>ne</u> mange <u>jamais</u> de viande à Pâques.</p> <p>Je <u>ne</u> fais <u>rien</u> de spécial pour la Saint Valentin.</p> <p>Je <u>n'aime ni</u> Noel <u>ni</u> Pâques.</p>	<p>I <u>never</u> eat meat at Easter.</p> <p>I <u>don't</u> do <u>anything</u> special for Valentine's Day.</p> <p>I <u>don't</u> like <u>neither</u> Christmas <u>nor</u> Easter.</p>
Subordinate clauses	<p>Lyon, <u>qui</u> est la deuxième plus grande ville en France est très belle.</p> <p>Le restaurant, <u>où</u> je mange, est trop bruyant.</p>	<p>Lyon, <u>which</u> is the second biggest city in France, is very beautiful.</p> <p>The restaurant, <u>where</u> I eat, is too noisy.</p>



Speaking: Photo cardPALM

	French	English
To start off	Sur la photo, il y a... Je peux voir... La photo montre... Au premier plan... Au deuxième plan... À gauche / À droite... Près de... Devant...	In the photo, there is/ are... I can see... The photo shows... In the foreground... In the background... To the left / To the right... Close to... In front of...
People	un homme/une femme un garçon/une fille une famille des enfants/jeunes des élèves beaucoup de personnes Il/Elle a les cheveux bruns/blonds/longs/courts. Il/Elle est grand(e)/petit(e)/joli(e). Il/Elle porte... Ils/Elles portent... un T-shirt/un jean/un pull/une veste/un uniforme.	a man/woman a boy/girl a family some children/young people some students a lot of people He/she has brown/blond/long/short hair. He/she is tall/small/pretty. He/she is wearing... They are wearing... A t-shirt/jeans/a jumper/a jacket/a uniform.
Action	Il/Elle est en train de... +INFINITIVE Ils/Elles sont en train de ...+INFINITIVE parler. sourire. rire. se disputer. marcher. travailler. jouer. manger.	He/She is... They are... talking. smiling. laughing. arguing. walking. working. playing. eating.
Location/ Weather	Il/elle est... Ils/elles sont... au collège/ au parc/ à la maison. dans un jardin/un restaurant/ un café/un hôtel. Il fait beau/mauvais. Il fait chaud/froid. Il pleut/neige.	He/she is... They are... at school/at the park/at home. in a garden/ a restaurant/ a café/ a hotel. It's good/bad weather. It's hot/cold. It's raining/snowing.
Mood	Il/Elle a l'air ... Ils/Elles ont l'air... content(e)(s). triste(s). fatigué(e)(s). énervé(e)(s).	He/She seems... They seem.. happy. sad. tired. angry.

Quest for Knowledge – Assessment Cycle One – Spanish

Key Verbs

Infinitive	Meaning in English
Celebrar	To celebrate
Preparar	To prepare
Cantar/bailar	To sing/dance
Comer/beber	To eat/drink
Jugar	To play
Divertir	To have fun
Vivir	To live
Estar situado	To be situated
Ser / Estar	To be
Tener	To have

	Present	Perfect	Imperfect	Simple Future	Conditional
Celebrar	Yo celebro	Yo celebré	Yo celebraba	Yo celebraré	Yo celebraría
Preparar	Yo preparo	Yo prepararé	Yo preparaba	Yo prepararé	Yo prepararía
Cantar/bailar	Yo canto/ Yo bailo	Yo canté/ Yo bailé	Yo cantaba/ Yo bailaba	Yo cantaré/ Yo bailaré	Yo cantaría/ Yo bailarían
Comer/beber	Yo como/ yo bebo	Yo comí/ Yo bebí	Yo comía/ yo bebía	Yo comeré/ Yo beberé	Yo comería/ Yo bebería
Jugar	Yo juego	Yo jugué	Yo jugaba	Yo jugaré	Yo jugaría
Divertirse	Yo me divierto	Yo me divertí	Yo me divertía	Yo me divertiré	Yo me divertiría
Vivir	Yo vivo	Yo viví	Yo vivía	Yo viviré	Yo viviría
Estar situado	Yo me situo	Yo me situé	Yo me situaba	Yo me situaré	Yo me situaría
Ser / Estar	Yo soy/ Yo estoy	Yo fui/ Yo estuve	Yo era/ Yo estaba	Yo fui/ Yo estaré	Yo sería/ Yo estaría
Tener	Yo tengo	Yo tuve	Yo tenía	Yo tendré	Yo tendría

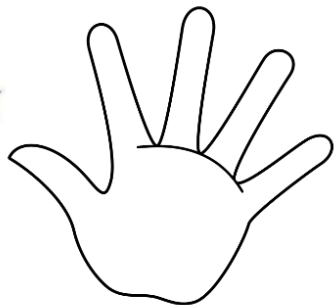
	¿Cuál es tu celebración favorita? Háblame de una fiesta que has celebrado recientemente.	
1	Mi celebración favorita es Navidad porque	My favourite festival is Christmas because
2	me encanta pasar tiempo con mi familia.	I love spending time with my family.
3	Generalmente, por la mañana, me despierto temprano.	Generally, in the morning I wake up early.
4	Después de comer el desayuno,	After eating breakfast,
5	abrimos los regalos y comemos mariscos, como las gambas.	we open presents and we eat seafood, like prawns.
6	Aunque sea caro , me gusta recibir y dar regalos.	Although it is expensive , I like receiving and giving presents.
7	El año pasado recibí una tableta nueva.	Last year I received a new tablet.
8	Me mola porque es muy guay	I like it because it's really cool
9	y ahora puedo ver videos en mi dormitorio.	and now I can watch videos in my bedroom.

	¿Qué opinas de las celebraciones españolas?	
1	¡En mi opinión, las fiestas españolas me parecen fascinantes!	In my opinion, Spanish festivals seem fascinating!
2	Diría que 'La Tomatina' es la más divertida	I would say that 'La Tomatina' is the most fun
3	porque me interesa la historia.	because I am interested in history.
4	Cuando sea mayor, me gustaría ir a España	When I am older, I would like to go to Spain
5	para celebrar 'La Tomatina' con mis amigos.	to celebrate 'La Tomatina' with my friends.
6	Veremos el gran pasacalles	We will watch the big parade
7	antes de cubrirnos de tomates.	before we get covered in tomatoes.
8	Después, comeremos una cena deliciosa juntos.	Then, we will eat a delicious dinner together.
9	¡Sería genial!	It would be great!

Writing Success Criteria - SPARTANS

	Ejemplos	Examples
Subjunctive	<u>Aunque no creo en</u> Santa Claus, me gusta recibir y dar regalos. <u>Es necesario que yo vaya a</u> España para Navidad con mi familia, pero <u>no creo que sea</u> interesante.	<u>Although I don't believe in</u> Father Christmas, I like to give and receive presents. <u>It's necessary that I go to</u> Spain for Christmas with my family but <u>I don't think that it will be</u> interesting.
Pronouns	<u>A mi mejor amiga le encanta</u> cantar y bailar. <u>Odiamos</u> hablar con mis tíos y tías.	<u>My best friend loves</u> singing and dancing. <u>We hate</u> speaking to my uncles and aunts.
Adverbs	<u>En general</u> , me gusta vivir en España. <u>Obviamente</u> , es importante celebrar con familiares o amigos.	<u>Generally</u> , I like living in Spain. <u>Obviously</u> , it is important to celebrate with family or friends.
Reasons	Mi fiesta favorita es mi cumpleaños <u>porque me encanta</u> abrir regalos. Odio comer pavo. Creo que es realmente cruel <u>ya que soy</u> vegetariano(a).	My favourite festival is my birthday <u>because I love opening</u> presents. I hate eating turkey. I think that it's really cruel <u>since I am a</u> vegetarian.
Tenses and Time phrases	<u>Todos los días</u> , los españoles comen pan con su comida. <u>En el pasado</u> , fui a España para las Fallas. <u>Mañana</u> , voy a preparar la cena para toda mi familia.	<u>Every day</u> Spanish people eat bread with their lunch. <u>In the past</u> , I used to go to Spain for the Fallas. <u>Tomorrow</u> , I'm going to prepare the dinner for my whole family.
Adjectives (and comparatives)	El pico <u>más alto</u> en España es el Teide. Gran Bretaña es <u>más pequeña que</u> España. España es <u>menos poblada que</u> Gran Bretaña.	The highest peak in Spain is Teide. Great Britain is smaller (<u>less big than</u>) Spain. Spain is less populated than Britain.
Negatives	<u>Nunca</u> como carne en Semana Santa. <u>No</u> hago <u>nada</u> especial para el día de San Valentín. No me gusta <u>ni</u> la Navidad <u>ni</u> la Pascua.	I <u>never</u> eat meat at Easter. I <u>don't</u> do <u>anything</u> special for Valentine's Day. I <u>don't</u> like <u>neither</u> Christmas <u>nor</u> Easter.
Subordinate clauses	Barcelona, <u>que</u> es la segunda ciudad más grande de España, es muy linda. El restaurante <u>donde</u> como es muy ruidoso.	Barcelona, <u>which</u> is the second biggest city in Spain, is very beautiful. The restaurant, <u>where</u> I eat, is too noisy.



Speaking: Photo cardPALM

	Spanish	English
To start off	En la imagen... En la foto... Hay... Veo... Puedo ver... La foto muestra... En el fondo... En el primer plano... A la derecha/A la izquierda...	In the image In the photo There is/ are I see I can see The photo shows... In the background In the foreground To the right / To the left
People	un hombre/una mujer. un niño/una niña . una familia. algunos chicos/jóvenes. algunos estudiantes. mucha gente. Él/Ella tiene el pelo marrón/rubio/largo/corto. Él/Ella es alto(a)/pequeño(a)/guapo(a). Él/Ella lleva... Ellos llevan... una camiseta/unos vaqueros/un jersey/una chaqueta/un uniforme.	a man/woman. a boy/girl. a family. some children/young people. some students. a lot of people. He/She has brown/blond/long/short hair. He/She is tall/small/pretty. He/She is wearing... They are wearing... a t-shirt/jeans/a jumper/a jacket/a uniform.
Action	Él/Ella está... Ellos/Ellas están... hablando. sonriendo riendo discutiendo. caminando. trabajando. jugando. comiendo.	He/She is... They are... talking. smiling. laughing. arguing. walking. working. playing. eating.
Location/ Weather	Él/Ella está... Ellos/Ellas están... en el colegio/en el parque/ en la casa. en el jardín/restaurante/ cafetería/hotel. Hace buen/mal tiempo. Hace calor/frío. Está lloviendo/nevando.	He/she is... They are... at school/at the park/at home. in a garden/restaurant/café/hotel. It's bad good/weather. It's hot/cold. It's raining/snowing.
Mood	Él/Ella parece... Ellos/Ellas parecen... feliz (felices). triste (s). cansado(a) (os/as). enfadado(a) (os/as).	He/She seems... They seem.. happy. sad. tired. angry.

Quest for Knowledge – Assessment Cycle One – Citizenship

Political Power in the UK – Concepts (Week 1)

This week we will explore some of the key ideas around democracy, the system of government we have in the UK. We will also look at some alternative (other) systems of government around the world.

Key Term	Definition
Democracy	A system of government where citizens vote to make decisions on how the country is run. The United Kingdom is a democracy.
Representative Democracy	A type of democracy where citizens elect (choose) politicians (representatives) to make decisions on their behalf. The politicians represent the people. In the UK, MPs and councillors are examples of elected representatives.
Direct Democracy	A type of democracy where citizens directly make decisions themselves. The Brexit Referendum in 2016 was an example of direct democracy.
Liberal Democracy	A particular form of democracy that is both representative, and based around rights and freedoms. The UK is a liberal democracy.
Anarchy	The idea of complete freedom for individuals, with no government. Often linked to chaos and disorder, where there is no effective government.
Dictatorship	A system of government with rule by one all-powerful figure or group. Hitler's Nazi Germany was a dictatorship.
One-party State	A system of government where only one political party exists, and has complete control. China is a one-party state.
Theocracy	A system of government where religious leaders are in charge. Iran is a theocracy.
Rights	Our legal and moral entitlements (the things we have that cannot rightfully be taken away). Human Rights, for example, include the right to life, and the right to choose our religion.
Responsibilities	The things we are expected to do as citizens (full members of society). Our responsibilities include obeying the law and paying taxes.
Freedom	The ability to do as we please, within the law. Freedoms include freedom of speech, and freedom of choice.
Rule of Law	The idea that the law of a country applies to everyone equally, and everyone is treated equally by the law.

Quest for Knowledge – Assessment Cycle One – Citizenship

Political Power in the UK – Institutions (Week 2)

This week we will explore some of the important institutions (bodies or organisations) of the British Constitution.

Key Term	Definition
Constitution	The set of legal rules about how a country should be run. Often countries have a written constitution, like the United States, where these rules are all written down in a single document. The UK has an unwritten constitution, meaning that the rules have been allowed to build up over time.
Monarchy	A form of government led by a monarch (a king or queen). Countries like the UK have a constitutional monarch, meaning that the Queen agrees to follow the rules of democracy and only use her powers on the advice of the Prime Minister. Other countries, like Saudi Arabia, have an absolute monarch, where the monarch has all the political power.
Executive	The politicians responsible for running the country, and putting laws into action. In the UK, the executive is the government and are formed by the political party which wins most seats in the House of Commons at a general election.
Legislature	The body that makes the laws. In the UK, the legislature is called Parliament. It is bicameral, meaning it is made up of two parts. The House of Commons is elected, the House of Lords is mostly appointed (people are chosen to join it). Sometimes also referred to as Westminster.
Judiciary	Also known as the judges and the courts, the judiciary is responsible for deciding whether laws have been broken, and putting consequences in place if this has happened.
Separation of Powers	The idea that the Legislature (Parliament), the Government (Executive) and the Judiciary (judges and courts) all have different roles, and power is shared between them.
Civil Service	The organisation helping the government to run the country and put laws into action. Unlike elected politicians, civil servants have permanent jobs and are non-political, working for whichever government has been elected. Sometimes also referred to as Whitehall.
Prime Minister	The head of the UK government, appointed by the Queen. The Prime Minister is normally also the leader of the largest political party in the House of Commons, after a general election.
Cabinet	The senior politicians chosen by the Prime Minister to help them run the country. Along with the civil service, the Cabinet is sometimes referred to as the Core Executive.
Manifesto	The plans published by political parties at a general election, saying what they would do, and what their priorities would be, if they were elected to form the next government. For example, the Conservative manifesto in 2019 promised to 'get Brexit done' as a top priority.

This week we will explore local government in the UK – also known as local councils, or local authorities. These are the elected bodies in charge of local areas, like Sandwell. Like a wedding cake, government in the UK comes in lots of different tiers, or layers.

Key Term	Definition
National Government	Government for the whole country. Takes care of issues that have to be agreed by the whole country, such as foreign policy and defence.
Local Government	Government for a local area, as distinct from central (national) government. Refers to local councils, or local authorities –these terms are synonyms.
Local Elections	Votes to choose who will be the local politicians (normally called councillors) in given areas. Local elections could also refer to other local votes, such as a Mayoral election, or voting for a Police and Crime Commissioner.
County Councils	A tier of government based on counties (like Kent) and responsible for things like education and social services. Normally combined with district councils.
District Councils	A tier of government based on smaller areas or districts, and sitting underneath a county council. Responsible for local services like rubbish collection and local parks.
Unitary Authorities	Councils that unite (bring together) the powers of county and district councils in a single body, and so are responsible for things like education and social care, as well as bin collections and local parks. Sandwell Council is a unitary authority.
Combined Authorities	Groups of councils over a large area, which have joined together (combined) and have been given extra powers by the government, over issues like major transport projects. Often led by a directly elected mayor. The West Midlands Combined Authority is led by Mayor Andy Street, and is responsible for the Midland Metro project.
Police and Crime Commissioners (PCC)	Elected politicians responsible for overseeing the work of a police force. In the West Midlands, the PCC is David Jamieson.
Mayor	Ceremonial head of the council, usually serving for a year.
Leader and Cabinet	A common way of running local government. The politician in charge of the largest party elected to the council becomes the Leader of the Council, and then chooses a Cabinet of senior politicians to help run the Council. Sandwell Council runs on the Leader and Cabinet system.
Committee system	Another way of running local government. Decisions are made by committees of politicians from all parties, rather than just by the Leader and Cabinet from the largest party. Brighton Council runs on the Committee system.

This week we will explore devolved government in the UK – institutions that run three of the four nations that make up the United Kingdom – Scotland, Wales and Northern Ireland.

Key Term	Definition
Devolution	Passing powers from central government (Westminster/Whitehall) to devolved institutions in Scotland, Wales and Northern Ireland. Devolution can also refer to powers being passed down to combined authorities (see Week 3).
Four Nations	The four countries which make up the UK- England, Scotland, Wales and Northern Ireland. Of these four, only England does not have its own devolved government, and is run directly by central government.
Devolved Powers	Powers that have been passed down (devolved) from central government (Westminster/Whitehall) to devolved institutions in Scotland, Wales and Northern Ireland.
Reserved Powers	Powers that have been retained (kept) by central government, rather than being passed down to devolved institutions. Include areas such as defence and foreign policy.
English Votes for English Laws (EVEL)	A procedure in the Westminster Parliament whereby laws only affecting England need the support of a majority of English MPs. EVEL was designed to address the fact that of the four nations of the UK, only England did not have its own legislature.

Country	Devolved Power	When?	Area of Control	Number of MPs
Scotland	Scottish Parliament (Holyrood)	1999	Education (4 year university degree)	129
Wales	Welsh Assembly	1999	Housing	60
Northern Ireland	Northern Irish Assembly	1999	Agriculture	168

Quest for Knowledge – Assessment Cycle One – Citizenship

Political Power in the UK – Electoral Systems (Week 5)

This week we will explore the different voting systems that are used across the UK, and how they can affect the outcomes (results) of elections.

Key Term	Definition
Constituency	A specific geographical area with around 65,000 electors, electing a single MP to the UK Parliament. The Academy is in Warley constituency.
Proportional Representation	A term given to electoral systems where the winners link closely to the number of votes cast.
Non-Proportional	A term given to electoral systems where the winners may not link closely to the number of votes cast.
First Past the Post (FPTP)	An electoral system where electors vote for one candidate, and the candidate with the most votes wins. They do not have to win more than 50% of the votes, provided they get more votes than any other candidate. UK general elections use FPTP. FPTP is a non-proportional voting system.
Supplementary Vote (SV)	An electoral system where electors vote for a first and second choice candidate. If no candidate wins over 50% of the vote, lower-scoring candidates are eliminated and their second choices counted, until a candidate achieves more than 50%. Elections for Police and Crime Commissioners and directly elected Mayors use SV. SV is a non-proportional voting system.
Single Transferable Vote (STV)	An electoral system where electors rank all candidates in an order of preference. Each candidate must reach a set quota of votes to win. Votes above the quota are redistributed to the voters' lower choices. Elections for the Northern Ireland Assembly use STV. STV is a proportional voting system.
Additional Member System (AMS)	An electoral system where electors have two votes, one for a candidate and one for a party. The candidate vote acts as a FPTP system, and the party vote allocates additional members to ensure the overall election result is proportional. Elections for the Scottish Parliament use AMS. AMS is a proportional voting system.
By-election	An election held in a specific seat, separate to other elections, because the person elected (the sitting member) has either died, retired or resigned.
Seat	An informal term referring to a politician holding office (having been elected) in a specific area. MPs 'win a seat' in the House of Commons if they win an election. If they lose the next election, they 'lose their seat'.
Types of Seat	Safe seat: A seat which has been historically won by the same party. Marginal seat: A seat in which two parties closely contest. Ultra-marginal: A seat where multiple parties closely contest.
Candidate	An individual standing (competing) in an election. Candidates will normally represent a political party (Labour, Conservative, etc.), but may also stand as Independents (not representing any political party).

Quest for Knowledge – Assessment Cycle One – Citizenship

Political Power in the UK – Government Spending (Week 6)

This week we will explore where governments get their money from, and how they decide to spend it.

Key Term	Definition
Government Spending	The total money spent by governments each year, to pay for things such as health, education, pensions and defence. Government spending is funded (paid for) through taxation and borrowing
Taxation	Compulsory financial charges paid by individuals and businesses, to fund government spending. Key taxes include income tax (a charge on earnings), and value-added tax (VAT) (a charge on spending).
Chancellor of the Exchequer	The politician in charge of government spending, usually seen as the second-most powerful figure in government, after the Prime Minister. The current Chancellor is Rishi Sunak.
Autumn Statement	An annual statement made to Parliament by the Chancellor, setting out spending plans and forecasting what will happen in the economy in the future.
Budget	An annual statement made to Parliament by the Chancellor, setting out specific taxation plans for the coming period.
Inflation	The rise in prices in the economy over time. If inflation is 2% a year, then in general things will cost 2% more than they did the previous year.
Nationalisation	Government owning and controlling parts of the economy. For example, politicians may suggest that the railways should be nationalised, and then they would be owned and controlled by the government.
Privatisation	Private businesses owning and controlling parts of the economy. For example, in the 1980s, local water companies were privatised, meaning they were sold by the government and are now owned and controlled by private businesses.
Economy	The overall total of goods and services made, traded and consumed in a given area. The size of a national economy is measured in Gross Domestic Product (GDP).
Command Economy	A national system where the economy is controlled and run by the government.
Market Economy	A national system where the economy is largely controlled and run by private businesses (the private sector).
Mixed Economy	A national system where some parts of the economy are controlled and run by the government, and other elements are controlled and run by the private sector.

This week we will explore where governments get their money from, and how they decide to spend it.

Key Term	Definition
Ideology	A set of ideas of beliefs.
Conservatism	A political ideology based upon the traditional belief in family, church and the nation. It generally stresses that things should stay the same and advocates less government intervention.
Liberalism	A political ideology based around individual liberty, freedom of worship and free trade.
Socialism	A political ideology based on the common ownership of the economy, equality and opportunity.
Two-party System	A political system that is dominated by two political parties, each of which may at some time form a government.

Quest for Knowledge – Assessment Cycle One – Citizenship

Political Power in the UK – Balance of Power (Week 9)

This week we will explore how power is shared between different institutions in the UK.

Key Term	Definition
Balance of Power	Also called the separation of power, the idea that power is shared out between different institutions so none is too powerful. Typically refers to the shared powers between the Executive, the Legislature and the Judiciary.
Executive	Also called the government, and led by the Prime Minister. The Executive sets government policy and puts the law into action.
Cabinet	The most senior politicians in government, chosen and led by the Prime Minister.
Civil Service	A permanent and politically impartial institution that is made up of individual civil servants. The Civil Service supports the elected government, developing policy and putting it into practice.
Special Advisor	Informally called Spads, political appointees supporting government ministers in their work, but not covered by the requirement to be impartial that normally covers civil servants. Some Spads are extremely influential in government, such as Dominic Cummings, the chief advisor to Boris Johnson.
Core Executive	The small number of people around the Prime Minister who make key decision, made up of senior ministers, civil servants and special advisors.
Legislature	The institution responsible for legislating, or making the law. In the UK, the legislature is Parliament.
House of Commons	One of the two Houses of Parliament, and elected at general elections. Governments form in the UK through winning a majority of seats in the House of Commons. The House contains 650 MPs.
House of Lords	The second, and less powerful of the Houses of Parliament, largely made up of appointees (people chosen to be in the House of Lords). Individual members of the House of Lords are known as Peers. There are currently c.800 Peers in the House of Lords.
Salisbury Convention	The agreement that if a particular measure featured in the manifesto of the government before it was elected, it will not be opposed by the House of Lords. The Salisbury Convention recognises the primacy (greater importance) of the House of Commons.
Judiciary	The collective term for courts and judges, responsible for deciding whether or not laws have been broken, and what consequences to put in place if they have been.
Supreme Court	The most senior court in the UK, deciding issues of great public or constitutional importance.

Quest for Knowledge – Assessment Cycle One – Citizenship

Active Citizenship (Tutor Time)

Key Term	Definition
Active Citizenship	Participating in society to bring about a change. For example: organising and/or collecting food for food banks.
Emergency Food	3 days worth of food provided to people who visit a food bank and can prove that they are in need of help.
Food Bank	A place where stocks of food, typically basic provisions and non-perishable items, are supplied free of charge to people in financial need. Smethwick Foodbank is a local example.
Food Vouchers	Vouchers that can be given to a person in a position of financial hardship. They can then be exchanged for emergency food.
Primary Source	A primary source is information collected first-hand by an individual – e.g. a questionnaire.
Secondary Source	A secondary source is information collected by someone who did not experience first-hand or participate in the events or conditions you are researching – e.g. watching a news clip in which the reporter has already carried out the research.
Statistics	Number data that allows people to examine an event or issue.
Trussell Trust	An organisation that oversees 420 foodbanks in the UK.

Stages of an Active Citizenship Project	
Identifying	Understanding the issue which the project will be built around.
Researching	Finding out more, through primary and secondary research.
Planning	Deciding what the project will look like.
Acting	Carrying out the project.
Measuring	Judging the impact of the project.
Evaluating	Weighing up the project's strengths and weaknesses.



The name 'Q3' represents three high ideals:
To seek that which is good.
To seek that which is right.
To seek that which is true.

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